Letter from the Director 3
Henry King Stanford Distinguished Professors 4-7
Edith Bleich Speaker Series 8-9
Lectures 10-11
Publishing Seminars 12
Expanding Career Opportunities for Humanities PhDs 13
BookTalks 14-15
Fellows Symposium 16
Research Fellowships 17
David John Ruggiero Dissertation Award 18
Early Modern Women: An Interdisciplinary Journal 19
In Other News 20-21
Friends of the Center 22
Faculty Board and Staff 23
Dear Colleagues and Friends of the Center,

This will be my final annual report, since I am stepping down from the directorship of the Center for the Humanities that I have held since its establishment in 2007. Throughout the two terms and ten years, I have found immensely rewarding my interactions with my faculty colleagues, the graduate students, and members of the community of South Florida, as well as the challenges of presenting a varied set of programming to engage these various constituencies.

The new Director, whose appointment was unanimously recommended by the Center’s faculty board, is Hugh Thomas, Professor of History and Cooper Fellow, who has achieved an international reputation as a distinguished scholar of medieval England. Hugh could not be a better choice, for he has been making valuable contributions to the Center since its inception: he served on the planning committee for the Center that drew up a proposal for its establishment; he has been a member of the Center’s faculty board; and he is one of the few faculty members who have been awarded a fellowship at the Center twice. I am confident that the Center will continue to thrive under his directorship; he has already identified new initiatives focusing on undergraduates, and I very much look forward to seeing the fruition of these innovative projects.

This past fall we welcomed Henry King Stanford Distinguished Professors Annette Gordon-Reed, who gave a timely and compelling talk on the past and present of race relations in the US, and Richard Martin, who shared with us his investigations into the relationship between the Homeric epics and local religions in ancient Greece. The Department of Classics organized a conference, “Homer and his Legacy,” to honor Martin’s scholarship on Homer.

Although Hurricane Irma compelled us to postpone the lecture by Henry King Stanford Distinguished Professor Elizabeth Boone, she was able to visit us in January to present a fascinating talk and informative seminar on the painted books and pictographic writing system of the Aztecs. The spring also brought Vincent Brown, whose talk on the consequences of the transatlantic slave trade in militant resistance, accompanied the Lowe exhibition, “Antillean Visions: Maps and Map-making in the Caribbean”; and Dylan Penningroth, whose keynote for the History Department conference, “The Many 14th Amendments,” addressed the relationship between African American religion and legal culture. In April, the Center presented the fourth Edith Bleich lecture by Ingrid Rowland on two Renaissance magnates—one Italian, one German—the first public event to be held in the newly inaugurated Kislik Center.

In addition to these lectures which attracted large audiences comprised of the UM community—faculty, staff, students—as well as the general public, we continued to present programming aimed at graduate students navigating an increasingly difficult academic job market: for our established series of workshops, Expanding Career Opportunities for PhDs, we brought back to campus our own PhD graduates—in English, History, and Philosophy—who currently teach at community colleges; we also invited a “humanist entrepreneur,” who has built a successful editorial and translation service by deploying the training and expertise she gained in working toward her PhD. In addition, we presented two publishing seminars, one on how to navigate the various stages of book development, and another on writing an effective book proposal, which also addressed the important question of how to conceptualize a compelling book project.

We thank President Julio Frenk and Provost Jeffrey Dueck, who welcomed the participants for “The Many 14th Amendments” conference. Thanks are also due to the Center’s faculty board and our Dean of the College of Arts and Sciences, Leonidas Bachas, and Senior Associate Dean for Research, Angel Kaiser, for their ongoing support of our programming. I also acknowledge the hard work of our staff during this time of transition: Zureyka Carri, Amanda Vargas, Ony Dunnham, Carol Valle; graduate program coordinators Alisa Be and Kerri-Leanne Taylor; and student assistants Hunter Carpenter, Jack Mortom, Demaree Rios, and Peter Wisniewski.

Mihoko Suzuki
Director, Center for the Humanities
College of Arts & Sciences, University of Miami
Annette Gordon-Reed
Making Black Citizenship: The Importance and Limits of the Law
October 19, 2017

Annette Gordon-Reed is Charles Warren Professor of American Legal History at Harvard Law School and a Professor of History in the Faculty of Arts and Sciences at Harvard University. She has published six books, among them The Hemingses of Monticello: An American Family (Norton, 2008), which won the Pulitzer Prize in history and the National Book Award for nonfiction. Her most recent book, with fellow Jeffersonian Peter S. Onuf, is “Most Blessed of the Patriarchs: Thomas Jefferson and the Empire of the Imagination” (Liveright, 2016). In addition to fellowships from the Guggenheim Foundation and the MacArthur Foundation, Professor Gordon-Reed is the recipient of the National Humanities Medal and an elected fellow of the American Academy of Arts and Sciences.

In her Henry King Stanford Distinguished Professor lecture, Gordon-Reed navigated through the complex history surrounding the notion of black citizenship in the United States and its relationship to the law. She examined how the American Creed—embodying equality of all races, ethnicities, and religions—developed into two distinct variations: one based on an enlightened principle of progress and equality and one reflecting the ideas of racial hierarchy and racial separation. The gap between social change and legal status revealed that negative attitudes and stigmas regarding black citizenship have been passed down for generations and need to be confronted before real change can occur. Citing recent events such as Charlottesville and Charleston, Gordon-Reed noted that America is still challenged and, to some extent, haunted by its dual legacy, and that the question of whether America is for white people or for all people persists into the twenty-first century. The lecture produced a vibrant question and answer period in which audience members, including many students, engaged in energetic discussion concerning the ways that Americans can break down barriers to equality for all.
Richard P. Martin
Homeric Poetry and Local Religion: Cults of Zeus in the Iliad
November 9, 2017

Richard P. Martin is the Antony and Isabelle Raubitschek Professor of Classics at Stanford University. As a scholar of Homer, epic, Greek comedy, mythology, and ancient religion, Professor Martin interprets Greek poetry in the light of performance traditions and social practices. His research is informed by comparative evidence ranging from fieldwork on oral traditions in contemporary Crete to studies in medieval Irish literature. His honors include fellowships from the Rockefeller Foundation, Princeton’s Humanities Council, and the Stanford Humanities Center. He is the author of The Language of Heroes: Speech and Performance in the Iliad (Cornell, 1989); Myths of the Ancient Greeks (Penguin/New American Library, 2003); and Classical Mythology: The Basics (Routledge, 2016). He wrote the introduction and commentary for the acclaimed translation of The Iliad of Homer by Richmond Lattimore (Chicago, 2011).

As Henry King Stanford Distinguished Professor, Martin presented a public lecture on the Iliad, in which he explored the relationship between religion and entertainment, by reference to various local cults of Zeus disseminated across ancient Greece and alluded to in Homer’s epic. Although Homer’s poets did not invent Zeus—the only Greek god with a heritage extending back to Indo-European antiquity (roughly 3000 BC) and existing before the Iliad—they imbued Zeus with his allusive nature and origins. These poets gathered local traditions as source materials, transforming them in imaginative and powerful ways, and redefining the essence of their tales and the religious experiences of local Greek communities. Homer’s epic poetry, an engaging entertainment akin to religious experience, fundamentally shaped the imagination and perception of the gods of ancient Greece. Professor Martin also responded to papers by UM Classics and Religious Studies faculty and scholars across the US in a symposium, “Homer and His Legacy.”
Elizabeth Hill Boone
Spatial Grammars: The Union of Art and Writing in the Painted Books of Aztec Mexico
January 25, 2018

Elizabeth Hill Boone is Professor of the History of Art and Martha and Donald Robertson Chair in Latin American Art at Tulane University and the former Director of Pre-Columbian Studies at Dumbarton Oaks. For her work on Precolombian and early colonial art of Latin America, she has earned numerous fellowships and honors, including one of the highest offered by the Mexican government, the Order of the Aztec Eagle. She is the author of Cycles of Time and Meaning in the Mexican Books of Fate (Texas, 2007) and Stories in Red and Black: Pictorial Histories of the Aztecs and Mixtecs (Texas, 2000), which was awarded the Arvey Prize from the Association of Latin American Art.

In her Henry King Stanford Distinguished Professor lecture, Boone explored how the scribes of Aztec Mexico developed pictorial script to record their past, foretell the future, preserve the tenets of their ideology, and document activities of daily living within their painted manuscripts, called codices. Challenging the traditional knowledge arrangements of the West, Boone argued that because the Aztecs and their neighbors did not distinguish between art and writing, Mesoamerican art should be viewed as a single system of knowledge production and circulation. These painted books could be understood without written language, conveying meaning non-verbally through both graphic images and their spatial arrangement. Many complex pictographic images acted as figural sentences or as whole discourses, with a core image being modified by various smaller symbols to add further layers of meaning. The two-dimensional field of Mesoamerican pictography was full of signifying areas, which worked in tandem with the images as a sort of spatial grammar that shaped – and continues to shape – the meaning behind these texts. In addition to her lecture, Boone led a seminar for faculty and graduate students on deciphering the pictorial script.
Vincent Brown  
*The Coromantee War: Charting the Course of an Atlantic Slave Revolt*  
*February 15, 2018*

Vincent Brown is Charles Warren Professor of History, Professor of African and African American Studies, and the Founding Director of the History Design Studio at Harvard University. He is an award-winning author and multi-media historian with a keen interest in the political implications of cultural practice in the African Diaspora, particularly the early modern Atlantic world. He is Principal Investigator and Curator for the animated thematic map *Slave Revolt in Jamaica, 1760-1761: A Cartographic Narrative* (2013), and he was Producer and Director of Research for the television documentary *Herskovits at the Heart of Blackness* (2009), recipient of the 2009 John E. O’Connor Film Award of the American Historical Association. *The Reaper’s Garden: Death and Power in the World of Atlantic Slavery* (Harvard, 2008) was co-winner of the 2009 Merle Curti Award and received the 2009 James A. Rawley Prize and the 2008-09 Louis Gottschalk Prize.

In his lecture, which was presented in conjunction with the Lowe Art Museum exhibit “Antillean Visions: Maps and Map-making,” Brown traced the tangled roots, motivations, and strategic planning of a Jamaican slave revolt to illuminate the broader realities of enslavement and military conflict. The Atlantic slave trade uprooted African civilization; the enslaved sought to recreate Africa in their unfamiliar locations and their revolts were seen as an extension of African warfare. According to Brown, these slave revolts cannot be viewed from just an African or American perspective; rather, a diverse scope is necessary to offer a holistic narrative. Brown asserted that places do not have locations; rather, they have fluid, undefined borders that are extended through warfare and political control, and revolts illuminate this crucial link between geography and cartography. Atlantic slave revolts unified the historical trajectories of Africa, the Caribbean, and the American colonies while scattering the seeds of military conflict and agitation throughout the Americas. Although the 1760 Coromantee War had been lost, the oppressed slaves fought on and laid the foundation for freedom and resistance in the distant future. He also led a seminar for faculty and graduate students on the virtues and limitations of the digital humanities for the study of Atlantic slavery.
Dylan C. Penningroth

Law for a Gospel Church: African American Religion and Legal Culture, 1865-1970

March 1, 2018

Dylan C. Penningroth is Professor of History and Law at the University of California, Berkeley and Affiliated Research Professor at the American Bar Foundation. His first book, *The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South* (UNC, 2003), won the Avery Craven Prize from the Organization of American Historians. His articles have appeared in the *Journal of American History*, the *American Historical Review*, and the *Journal of Family History*. He has been awarded fellowships from the MacArthur Foundation, the National Endowment for the Humanities, the Stanford Humanities Center, and the National Science Foundation; as well as the Allan Nevins Prize from the Society of American Historians.

In his lecture, which served as the keynote for “The Many 14th Amendments” conference, Penningroth illustrated African American encounters with law and legal culture to chart a history of Civil Rights from the 1830s to the 1960s, focusing specifically on interactions with the private law of religion. During the century following the Civil War, hundreds of African American congregations went to court as plaintiffs in lawsuits challenging segregation, matters that would be recognized today as civil rights. However, Penningroth explained the risk of imposing a modern understanding of civil rights onto the past. By using the Supreme Court case *Bolden v. Alexander*, Penningroth argued that interracial lawsuits, along with the routine work of church operations, drew African Americans into creative engagement with both religious and secular legal rules, practices, and ideas, and in the process crafted a pluralistic legal culture, one that would shape their understanding of the law and their willingness to mobilize it. These civil rights were not defined by racial equality; rather, they focused on individual privileges, duties, property ownership, contacts, and lawsuits. Through the Civil Rights Act of 1866 and 14th Amendment, Congress attempted to nationalize and bestow these rights with public and private meaning. African Americans would draw from these legal vocabularies to argue over law for a gospel church, in turn defining what it meant for their own civil rights both in the church and outside of it.
Ingrid Rowland
Two Renaissance Magnates: Agostino Chigi and Jakob Fugger
April 5, 2018

Ingrid D. Rowland is Professor of History at the University of Notre Dame and Professor at the University of Notre Dame School of Architecture in Rome. Professor Rowland’s honors include fellowships from the Mellon, Rockefeller, and Guggenheim Foundations, the Getty Research Institute, the National Endowment for the Humanities, Villa I Tatti, the American Academy in Rome, and the American School of Classical Studies at Athens. She is the author of *The Culture of the High Renaissance: Ancients and Moderns in Sixteenth-Century Rome* (Cambridge, 1998); *From Heaven to Arcadia: The Sacred and the Profane in the Renaissance* (New York Review of Books, 2005); and *From Pompeii: The Afterlife of a Roman Town* (Harvard, 2015). She was elected a Fellow of the American Academy of Arts and Sciences in 2002 and in 2010 her book *Giordano Bruno* was awarded the Helen & Howard R. Marraro Prize by the Society for Italian Historical Studies.

In the fourth annual lecture in the Edith Bleich series, Rowland explored the parallel lives of Agostino Chigi and Jakob Fugger, a pair of merchant bankers who carved up Europe and seized monopolies on the lucrative metal and cloth trades. As Martin Luther’s primary adversaries at the onset of the Protestant Reformation, Chigi and Fugger held deep ties to the papacy, minting coins for the Pope and conspiring with the Augustinian Order to wage ideological, economic, and political warfare on Italian city states like Ferrara. Despite their lack of direct interaction, Fugger and Chigi exchanged ideas and methods through sixteenth-century “interns,” who would work for these merchants and report back to their superiors. As Rowland emphasized, Chigi and Fugger chose not to compete against each other; rather, they meshed their enterprises throughout the European continent, integrating other continents into their trading network in the process. When Luther released his 95 Theses, he disrupted the economic and political hegemony Fugger and Chigi had established. Rowland concluded that the Reformation was not only a religious transformation, but also an economic phenomenon, which directly challenged Fugger and Chigi’s monopoly on the European continent.
Why Do We Care for the Dead?
February 5, 2018

Thomas W. Laqueur
Helen Fawcett Professor of History, University of California, Berkeley
(Phi Beta Kappa Visiting Scholar; Presented by the Department of History and the Center for the Humanities)

Why do the living need the dead? And why do they care for their bodies? Laqueur’s lecture examined the deep historical anthropology of the care for the dead and how it figures in the origin stories of many civilizations; it explored the question of the discovery of death.

Live Stocks: Animals and Economic Transformation in Ottoman Egypt
February 22, 2018

Alan Mikhail
Professor of History, Yale University
(Presented by the Center for the Humanities Animal Studies & Environmental Humanities Interdisciplinary Research Group; Cosponsored by the Department of History)

Mikhail offered a template for understanding how rural economies based both on animal wealth and the shared labor of humans and animals changed at the end of the eighteenth century to effect the global transition of early modern rural societies from subsistence to commercialized agriculture. Sidelineing the roles of animals as agricultural laborers, means of transport, and sources of food, this transition led to the formation of large landed estates in which human labor came to dominate, and represented a fundamental change in the energy regime of Ottoman Egypt—from animal power to human power—that set Egypt on a wholly new political and economic course in the early nineteenth century.

Refounding the Digital Humanities from the South
March 28, 2018

Gimena del Rio Riande
Professor of Medieval Studies, University of Buenos Aires
(Presented by the Center for the Humanities Digital Humanities Interdisciplinary Research Group; Cosponsored by the Department of Modern Languages and Literatures)

This talk focused on a “think global, act local” approach to digital humanities, through the perspectives of North-South, East-West, Canon-Corpus, and Center-Periphery, with the aim of reflecting upon the trajectory of the discipline. Case studies on epistemological diversity from the Global South enabled an understanding of the global effects of its institutionalization. An emphasis on some Humanidades Digitales projects and initiatives from Latin America and the Caribbean demonstrated how concepts such as the commons have been reshaped, significantly advancing the rethinking of Open Access and Open Science.
Norms and Normality  
*April 6, 2018*

**Joshua Knobe**  
Professor of Cognitive Science and Philosophy, Yale University  
(Presented by the Center for the Humanities Cognitive Studies Interdisciplinary Research Group; Cosponsored by the Department of Philosophy)

People ordinarily distinguish between ways of behaving that are “normal” and those that are “abnormal.” But how exactly is this distinction to be understood? Knobe’s talk discussed a series of experimental studies designed to explore people’s ordinary notion of normality, which found that the notion is not purely statistical or purely prescriptive, but rather one that combines statistical and prescriptive considerations. Knobe discussed implications of these findings for a variety of questions in cognitive science.

**Latinx Theater in the Times of Neoliberalism**  
*April 9, 2018*

**Patricia Ybarra**  
Chair, Theatre Arts and Performance Studies, Brown University  
(Presented by the Center for the Humanities Theatre and Performance Studies Interdisciplinary Research Group; Cosponsored by the Department of Theatre Arts, the Department of Modern Languages and Literatures, and the Institute for Advanced Study of the Americas)

Ybarra traced how Latinx theater in the United States has engaged with the policies, procedures, and outcomes of neoliberal economics in the Americas from the 1970s to the present. She examined IMF interventions, NAFTA shifts in immigration policy, the escalation of border industrialization initiatives, and austerity programs. Ybarra demonstrated how these policies created the conditions for many of the most tumultuous events in the Americas in the last forty years, and how Latinx artists have responded to these crises by writing and developing innovative theatrical modes of representation concerning neoliberalism.

**Archive of Information, Archive of Ideas**  
*April 30, 2018*

**William Germano**  
Professor of English, The Cooper Union  
(Presented by the Center for the Humanities, with support from the College of Arts & Sciences)

The fundamental question underlying academic publishing, and a perennial challenge for scholars, is how should a scholar organize research and present it on the page. In this talk, Germano drew upon his extensive experience in scholarly publishing—as publisher, editor, teacher, and author—to examine ways in which scholars can work most effectively to produce books that will be published.
Writing and Revising Articles, and Getting Them Published
Amyrose McCue Gill, Founder, TextFormations
Mihoko Suzuki, Director, Center for the Humanities, and Editor, Early Modern Women: An Interdisciplinary Journal
March 26, 2018
This panel was aimed at faculty and graduate students who sought advice about publishing articles in academic journals. Suzuki and McCue Gill answered questions and discussed topics including: journal selection, the submission and peer review process, publishing timelines, and journal editors’ expectations.

Book Development Workshop: From Pitching Proposals to Peer Review and Production
Ben Doyle, Publisher, Palgrave Macmillan
Amyrose McCue Gill, Founder, TextFormations
March 27, 2018
This workshop was aimed at scholars with monograph projects who wanted to know more about: 1. How to pitch a book to a publisher; 2. How to revise a dissertation or manuscript for publication; 3. How to handle the peer review process; and 4. How to prepare for production and publication. McCue Gill and Doyle also discussed edited volumes and developmental editing, before hosting a robust question and answer session.

The Professional Scholarly Writer: A Writing and Publishing Seminar for Academic Authors
William Germano, Professor of English, The Cooper Union
May 1, 2018
Faculty participants submitted book proposals in advance of the seminar, and received written feedback from Germano. During the seminar, participants discussed the clarity and effectiveness of their précis or “pitch” with one another.
EXPANDING CAREER OPPORTUNITIES FOR HUMANITIES PHDS

Teaching at Community Colleges

Kristin Borgwald, Associate Professor of Philosophy, Miami Dade College, Wolfson Campus
Lara Cahill-Booth, Assistant Professor of English, Miami Dade College, Kendall Campus
Stephanie Skenyon, PhD Candidate in History and Dissertation Fellow, Center for the Humanities, UM
September 29, 2017

For many seeking a profession in academia, navigating the diverse methods of the community college system can be a daunting challenge, especially for recent graduates. To demystify the process of teaching at community colleges, three panelists, each representing a different field in the humanities, shared their experiences with a group of UM Humanities faculty and graduate students.

“The Humanist Entrepreneur”: Deploying Your Graduate Training Beyond the Academy

Amyrose McCue Gill, Founder, TextFormations
March 26, 2018

This event was aimed at graduate students thinking about outside-the-box answers to the question “Why am I doing a PhD?” Amyrose McCue Gill is the co-founder and an editor and translator with TextFormations, a manuscript preparation services partnership. She shared her postdoctoral experiences and described how her doctoral work in the humanities came to inform her current career path in unexpected ways. She answered questions from graduate students and postdocs ranging from the academic job market to balancing family and career; from business concerns (e.g., finances and marketing) to publishing processes (e.g., editing and translation).
BOOKTALKS

Nathan Timpano (Art and Art History)
Constituting the Viennese Modern Body: Art, Hysteria, and the Puppet
Routledge

Simon Evnine (Philosophy)
Making Objects and Events: A Hylomorphic Theory of Artifacts, Actions, and Organisms
Oxford University Press

Christina Civantos (Modern Languages and Literatures)
The Afterlife of al-Andalus: Muslim Iberia in Contemporary Arab and Hispanic Narratives
State University of New York Press

Chrissy Arce (Modern Languages and Literatures)
México’s Nobodies: The Cultural Legacy of the Soldadera and Afro-Mexican Women
State University of New York Press
Pamela Geller (Anthropology)
*The Bioarchaeology of Socio-Sexual Lives: Queering Common Sense About Sex, Gender, and Sexuality*
Springer

Karen Rose Mathews (Art History)
*Conflict, Commerce, and an Aesthetic of Appropriation in the Italian Maritime Cities, 1000-1150*
Brill

Rebecca Doran (Modern Languages and Literatures)
*Transgressive Typologies: Constructions of Gender and Power in Early Tang China*
Harvard University Press
FELLOWS’ SYMPOSIUM

Annual Fellows’ Symposium
October 6, 2017

The 2016-2017 fellows presented from the work accomplished during their Center fellowships.

Session 1
1. “From National to Transnational: The Creation of a European Supersonic and a European Aircraft Industry,” Drewry Wofford (History)
2. “The Indebted Immigrant,” Aleksandra Perisic (MLL)
3. “Genre and Legibility in Niger Delta Resource Conflict Novels,” Alok Amatya (English)

Session 2
1. “The new moon with the old moon in her arms’: Androgynous Subjectivity and the Re-Creative Poetics of Samuel Taylor Coleridge,” Kathryn Freeman (English)
2. “Object Lessons from the Revolutionary Atlantic,” Ashli White (History)

Session 3
2. “A Murderess and Mexico’s First Spanish Peyote Eaters,” Martin Nesvig (History)
3. “Uprooting Poems in the 1570s,” Jessica Rosenberg (English)

Session 4
1. “Comparative Classics East and West,” John Kirby (Classics)
RESEARCH FELLOWSHIPS

2017-2018 Faculty Fellows

• Juan Chattah, Associate Professor of Music Theory
  Film Music: From Cognition to Interpretation

• Tracy Devine-Guzmán, Associate Professor of Latin American Studies
  Transcontinental Indigeneities: Americas and the Global South

• Simon Evnine, Associate Professor of Philosophy
  A Certain Gesture: Evnine’s Batman Memes and their Parerga!

• Catherine Judd, Associate Professor of English
  Irish Poverty and the Irish Famine: Literary Representations of the “Irish Question” and the Great Hunger, 1825-1890

• Brenna Munro, Associate Professor of English
  Writing Sexuality in Transnational Times: The Queer Nigerian Present

• Dominique Reill, Associate Professor of History
  Rebel City: Fiume’s Challenge to Wilson’s Europe

• Lindsay Thomas, Assistant Professor of English
  Training for Catastrophe: Fiction, Preparedness, and the Management of the Future

2017-2018 Dissertation Fellows

• Sarah Cash, English (Fall)
  Inharmonic Resonance: The Temporality of Music in Literature of the Long Nineteenth Century

• Hadassah St. Hubert, History (Fall)
  Visions of a Modern Nation: Haiti at the World’s Fairs

• Stephanie Skenyon, History (Spring)
  Local Boundaries, Cloistered Communities, and Inner Selves: Monastic Identities in Twelfth-Century England
DAVID JOHN RUGGIERO AWARD

The annual award for the best dissertation in the humanities was established with the generous support of Guido Ruggiero, Professor of History, in memory of his brother, David John Ruggiero.

Spencer Tricker's dissertation, *Imminent Communities: Transpacific Literary Form and Racialization, 1847-1920* offers a compelling new understanding of the role of the Pacific in the development of U.S. imperialism in the long nineteenth century. Weaving together evidence from literature, political history, and popular periodicals, Tricker shows how conceptions of U.S. Pacific ascendancy depended on a discourse of what he calls "Pacific imminence," a way of thinking of transpacific power driven by a conception of future time. Global prosperity and cosmopolitan transoceanic communities, according to this framework, were envisioned as always about to emerge. Revealing the Pacific's central role in the project of American empire-building in the late nineteenth and early twentieth centuries, this original conception of "Pacific imminence" makes visible how the transpacific paradigm transformed the ways of thinking about frontiers earlier elaborated by the doctrine of Manifest Destiny. Through close analysis of the period's literature and politics, "Imminent Communities" ultimately shows how both American and East Asian writers were able to use the resources of fiction to resist this discourse and to conjure alternate forms of cosmopolitanism and community.

HONORABLE MENTION

Jennifer Garçon's dissertation, *Haiti's Resistant Press in the Age of Jean-Claude Duvalier, 1971-1986*, is an original account of the collapse of the Haitian dictator Jean-Claude Duvalier and his regime in 1986. Arguing against the prevailing narrative that Duvalier's demise was a sudden development, Garçon shows how political dissidence took root more than a decade earlier, in 1971, with the opening of limited press freedoms in both print and radio productions. Through a painstaking analysis of previously unexamined primary source materials, including newspapers, weekly journals, and Creole-language radio broadcasts, Garçon demonstrates how alternate media forms sowed the seeds of incremental political change in Haiti during the 1970s and 1980s. Garçon's study constructs a sophisticated media history, one that casts light on the complex relationship that existed between Duvalier's authoritarianism, Haiti's public culture, and the dynamic free press of the period. More than a historical account of Duvalier's regime, Garçon's dissertation presents a timely assessment of the role that free press media makers, producers, and audiences play in provoking political change in totalitarian regimes.

Hadassah St. Hubert's dissertation, *Visions of a Modern Nation: Haiti at the World's Fairs*, is a lucidly argued account of the nation's systematic efforts to shape its image at international platforms between 1881 and 1967. St. Hubert traces the origin of Haiti's dependence on tourism and foreign investment to the decades after the nation's independence in 1804 and argues that Haiti's participation in World Fairs was instrumental in constructing an international image that would support the nation's post-colonial growth and progress. Through nuanced discussions, St. Hubert depicts international expositions as sites of imperial and neocolonial display and exploitation, and observes how Haiti's successive governments challenged this practice, staging a modern and enlightened nation that would attract international investors and tourists. St. Hubert's meticulously chronicled work thus reveals in detail Haiti's strategies to negotiate neocolonial relationships at World Fairs and, by drawing on a rich archive of primary sources, St. Hubert expertly balances historical evidence with an original account of Haiti's changing national identity.
The fall issue of *Early Modern Women: An Interdisciplinary Journal* (12.1), coedited by Anne J. Cruz (Spanish), Mary Lindemann (History), and Mihoko Suzuki (English), featured, in addition to four articles spanning Italy, Spain, and England, a Forum on Play, Games, and Performance, with eight articles on wide-ranging topics such as Catherine de’ Medici and chess, a Portuguese nun’s visions of playing cards with Jesus, and professional women tennis players in eighteenth-century England.

The lead article of spring issue (12.2) was Merry Wiesner-Hanks’s “Adjusting Our Lenses to Make Gender Visible,” her keynote for the conference held at the University of Miami Center for the Humanities in spring 2017, to mark the conclusion of the work of the editors at Miami. This issue also showcased a cluster on historical fiction on women from various countries and in various languages, headed by Jane Stevenson’s “Inventing Early Modern Women”—on her experience as the author of The Winter Queen trilogy, on Elizabeth of Bohemia—which was presented as the plenary for the Society for the Study of Early Modern Women at the Sixteenth Century Studies Conference in 2016. This issue also included eight exhibition reviews, on artists such as Artemisia Gentileschi and Plautilla Nelli, convent culture in the early modern Spanish world, and embroidered samplers produced by English girls; as well as performance reviews, another regular feature of the journal. These reviews highlight women’s accomplishments in artistic and theatrical production outside the boundaries of the traditional academic world.

The best article prize for volume 12 was awarded to Jessica Goethals, Assistant Professor of Italian, University of Alabama, for “The Bizarre Muse: The Literary Persona of Margherita Costa.”

In concluding work on the final volume under their direction, the editors celebrate the award-winning journal’s achievements and wish the new team, Bernadette Andrea, Julie Campbell, and Allyson Poska, ever more success.
Center Faculty Fellow **Heather Diack** (14-15), Assistant Professor of Art History, was awarded the 2018 Ansel Adams Research Fellowship and a Provost’s Research Award. **Jennifer Ferriss Hill** (11-12), Associate Professor of Classics, was awarded an NEH Summer Stipend. **Amina Gautier** (15-16), Associate Professor of English, won the PEN/Malamud Award for Excellence in the Short Story. During 2017-18, **Mary Lindemann** (14-15), Professor of History, was on research leave, supported by an NEH Fellowship for University Teachers, a Humboldt Research Prize, the Reimars-Lüdt Award from the Thyssen-Academic Foundation, and a Provost’s Research Award. **Gema Pérez-Sánchez** (09-10), Associate Professor of Modern Languages and Literatures, was awarded the 2018 Phil Zwickler Memorial Research Grant from Cornell University Library’s Human Sexuality Collection and the Phil Zwickler Charitable and Memorial Foundation. **Jessica Rosenberg** (16-17), Assistant Professor of English, was awarded a Huntington Library Fellowship and a Provost’s Research Award. **Lindsay Thomas** (17-18), Associate Professor of English, received a $1,100,000 grant from the Mellon Foundation for the 4Humanities WhatEvery1Says project she is co-directing.

**Rebecca Doran** (17-18), Assistant Professor of Modern Languages and Literatures, received the University of Miami Scholarly and Creative Activities Recognition Award. **Eduardo Elena** (09-10), Associate Professor of History; **Karl Gunther** (10-11), Associate Professor of History; **Catherine Judd** (17-18), Associate Professor of English; **Karen Rose Mathews** (16-17), Assistant Professor of Art History; **Dominique Reill** (17-18), Associate Professor of History; **Justin Ritzinger** (15-16), Assistant Professor of Religious Studies; and **Ashli White** (16-17), Associate Professor of History, were awarded the 2018-19 University of Miami Fellowship in the Arts and Humanities. **Mihoko Suzuki**, Director and Professor of English, was named Cooper Fellow in the Humanities and received a Provost’s Research Award; she was also awarded a Folger Shakespeare Library Short-term Fellowship.

The following faculty published books on which they worked during their Center Fellowships: **Karen Rose Mathews**, *Conflict, Commerce, and an Aesthetic of Appropriation in the Italian Maritime Cities, 1000-1150* (Brill); and **Tim Watson** (10-11), Associate Professor of English, *Culture Writing: Literature and Anthropology in the Midcentury Atlantic World* (Oxford). Other books by fellows include: **Rebecca Doran**, *Transgressive Typologies: Constructions of Gender and Power in Early Tang China* (Harvard University Asia Center Press); and **Catherine Judd** published an edition of Sidney Godolphin Osborne’s *Gleanings in the West of Ireland* (Nova Press).


**Michael Bernath** co-organized “The Many Fourteenth Amendments” conference in March with **Scott Heerman**, Assistant Professor of History. **Heather Diack** published, in conjunction with the Bruce Nauman retrospective, Disappearing Acts: Bruce Nauman, 1964-2018, held at Schaulager, Basel, and The Museum of Modern Art, New York. **Gema Pérez-Sánchez** and **Brenna Muñoz** (11-12), Associate Professor of English, were guest co-editors of a special journal issue on “Thinking Queer Activism Transnationally” for The Scholar & Feminist Online. **Will Pestle**, Associate Professor of Anthropology, and **Ashli White** curated “Africkavenues: Maps and Map-making in the Caribbean” for the Lowe Art Museum, and produced an accompanying exhibition catalog.
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Comments from those attending Center events

“This was a fantastic event! Every graduate student I spoke with about it, myself included, found it [Expanding Career Opportunities] very helpful. It was not only informative, but it was encouraging given the often highly discouraging environment that is the academic job market.”

“Higher learning at its best: thoroughly informative, [Ingrid Rawland], delivered with wit and charm.”

“Really one of the best Stanford lectures [Vincent Brown] I’ve seen in the past decade here”

“I want to thank you for a very informative lecture yesterday [William Germano]. I learned a lot and look forward to integrating the insights into my prospectus. I also appreciate the detailed and helpful comments on my proposal.”

“The rich diversity in disciplinary expertise of the Center’s fellows, helped bring to the foreground unique perspectives that one may otherwise not be exposed to, if only discussing work with colleagues within one’s discipline. The supportive environment allowed for insightful feedback and criticism. Additionally, I greatly appreciated learning about the work of colleagues across campus. These meetings help solidify mere acquaintances into friendships and collaborative partners.”

“Professor Penningroth presented an informative and thought-provoking lecture. Our group of four attendees discussed the role of law in African-American churches on the ride home. Our discussions have continued today.”

“Prof. Richard Martin, one of the finest Homerists of his generation, spoke eloquently on local religion in the Archaic period based on his research in Greece. The audience was so large that one of the side walls had to be removed to accommodate the overflow. He must have answered two dozen questions over forty-five minutes afterwards. An altogether unforgettable evening.”

“Sometimes we forget that what we know as knowledge comes from a scholar’s dedication, insight, and intelligence. Dr. Gordon-Reed’s lecture was full of passion and enthusiasm for her work. She showed what scholars should do as they pave their way in academia.”

“Elizabeth Boone showed stunning images of divinatory calendars from precolonial and colonial Mexico and explained how time and space rotated in mantic cycles unique to the civilization of Mesoamerica. Fantastic presentation!”

UM Center for the Humanities
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The Center for the Humanities brings a wealth of opportunities to the University and the South Florida community to learn about the latest developments in humanities scholarship. The Center’s programs promote mutual understanding among groups and cultures, provide support for research in the humanities, and enrich the intellectual culture on campus and beyond.

The Center relies on philanthropic support for its wide-ranging programs that stimulate public awareness and debate about the humanities. A thriving Center for the Humanities is vital to promote lifelong learning and intellectual growth for all.

By making a gift today, you can help support the many initiatives that enable the Center to maintain its excellence. Your gift, of any size, makes a direct impact on our scholars, our students, and our community.

**Targets of Opportunity**

✔️ *Give to the Center for the Humanities Annual Fund*

Unrestricted gifts to the Center provide the Director with crucial flexible funding to enrich successful programs, support exciting new initiatives, and help meet unanticipated needs. These gifts enable the Center to seize opportunities as they arise in order to enhance its outstanding programs.

Donors who support the Center with an annual gift of $1,000 or more will become a member of the University’s James W. McLamore Society, and will receive invitations to exclusive University receptions and events.

✔️ *Endow a Speaker Series*

Name and endow a speaker series for $50,000 on a topic area that is important to you—e.g., medical humanities; science and humanities; the arts; music; literature; classics; or women’s/gender studies.

✔️ *Endow a Faculty Fellowship*

Groundbreaking research produced by faculty fellows impacts the quality of undergraduate instruction at UM and elevates the University’s position in national rankings, when they are published as articles in journals and as books. A named endowed fellowship starts at $250,000.

✔️ *Promote Humanities in the K-12 Classroom*

The Center has a strong commitment to bring the latest humanities scholarship to elementary, middle, and high school classrooms. The Center is seeking support for seminars led by UM humanities faculty aimed at local school teachers, who will in turn vitalize and enrich their instruction with cutting-edge humanities scholarship.

**Ways to Give**

If you wish to send your contribution by check, please make it payable to the UM Center for the Humanities and mail your contribution to: Center for the Humanities, University of Miami, Post Office Box 248292, Coral Gables, Florida 33124.

You can make a gift online with your credit card through our secure website: www.as.miami.edu/givetohumanities

There are many other ways you can make your gift. To learn more about how you can help the Center—or to discuss a multi-year pledge, naming opportunities, or a planned gift—please contact Angie González-Kurver, Interim Executive Director of Development, at 305-284-4638 or ajgonzalez@miami.edu