

ASPHS NEWSLETTER

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ASSOCIATION FOR SPANISH AND PORTUGUESE HISTORICAL STUDIES
(FOUNDED 1969)

CONTENTS

Greetings from the Editor	2
Message from the General Secretary	3
Information for the 2016 Annual Meeting of ASPHS	
University of California-San Diego and the Maritime Museum of San Diego	4
Essays	
"Catalunya: A Nation in Need of a State," by Jennifer Speed	5
"The Potential of Massive Open Online Courses: Engaging Global Audiences to Transcribe Spanish Manuscripts," by Roger L. Martínez-Dávila	8
Research	
"Reports on 'Negotiating Identities': An NEH Seminar in Barcelona," by Director Brian Catlos and seminar participant Claire Gilbert	13-15
"Opportunities for Research: The University of Minnesota's James Ford Bell Library," by Marguerite Ragnow	16
Announcements	
ASPHS Prizes & Subventions	18
ASPHS panels at the 2016 AHA Meeting in Atlanta	19
Business Meeting Minutes from the 2015 Annual Meeting of ASPHS	22
Recent Publications of ASPHS Members, 2014-2015	23
In Memoriam: Carolyn P. Boyd, Chris Schmidt-Nowara & John W. Williams	27
Back Matter	
Membership information, organization officers, etc.	36

GREETINGS FROM THE EDITOR

Dear ASPHS members,

With this issue I begin my tenure as editor of the Association's *Newsletter*. I would like to offer my sincerest thanks to my predecessor, Marie Kelleher, who not only let me shadow her work for the last year, but who also kindly explained each phase of content management and the rationale behind the decisions involved. Both she, and the Executive Committee, shared freely with me their collective expertise and advice, which very much helped me give shape to this first issue (volume 6 of the series). I thought it might be useful to begin with a general discussion of the role of this *Newsletter*, and then proceed to some ideas for how this particular publication might better serve the needs of the ASPHS membership.

Since the foundation of the Association for Spanish and Portuguese Historical Studies in 1969, there have been two major shifts affecting the relationship between (and among) members and the Association: changes in communication technologies and changes in professional expectations placed on scholars. With regard to communication technologies, ASPHS has gone from the distribution of a single paper-based publication to four separate, but inter-related, platforms of communication that differ in their formality and swiftness of distribution. The *Espora* list-serve facilitates time-sensitive informal queries and discussion; the *Newsletter* circulates the yearly news of the Association and semi-formal essays and other material of interest; the *Bulletin* handles the academic and peer-reviewed

part of our communication; and all of these are presided over and linked to the central portal of the ASPHS' website.

With regard to professional expectations, ASPHS members have likewise seen major changes, especially within the last decade. While search engines and the digitization of archival materials have, on one hand, opened up new opportunities for research, on the other, they have also made it increasingly difficult to justify funding the travel necessary for research. Similarly, as teaching loads have increased, so too have the expectations of digital literacy. College teachers are expected to be expert users of a variety of technologies and digital resources so they can pass these skills along to their students, who are being educated within the new environment. Instructors are also increasingly expected to deliver class content online.

It is with all these many changes afoot that I would like to solicit new genres of member-generated content for the *Newsletter*. In addition to the usual Op-Ed style essay, I would particularly welcome essays regarding pedagogy, teaching resources and opportunities, etc. I would also welcome notices pointing to state-side research opportunities, as well as testimonial essays on how to successfully apply for some of the travel and research grants administered in Europe. Beyond standard scholarly publication notices, I would also welcome notices of historically informed novels, scholarly websites and digital resources, and especially historical

documentaries (which are very difficult to identify without being pointed to them).

I thank the many contributors of this issue and look forward to reactions, suggestions,

and contributions from other ASPHS members. Please send these as they occur to you, with a final submission **deadline of September 15:** Luis.Morera@baylor.edu.

MESSAGE FROM THE GENERAL SECRETARY

As we careen toward the end of the year, I'd like to use the forum of this General Secretary's message to look back on 2015, and to thank you all. It's been an enormous honor to serve our Association for these past two years. I will step down at our upcoming meeting in March 2016 (on which, more below), but I leave the leadership in the capable hands of Sandie Holguín, the new General Secretary for 2016-2018, Scott Eastman, the incoming Membership Secretary/Treasurer, and the members of the Executive Committee.

Our Association has continued to thrive in 2015. Our 46th annual meeting, which was held 19-22 March at the Johns Hopkins University in Baltimore, Maryland, was an extremely successful event. Under the able leadership of Erin Rowe and Gabriel Paquette, the conference featured some 44 panels, an elegant reception and banquet, a fascinating keynote address by our colleague Teófilo Ruiz, and much more. We owe special thanks to the organizers, and to the many institutions that lent the support so critical to the conference's success. These include JHU's Charles Singleton Center for the Study of Pre-Modern Europe, the Departments of History, of the History of Science and Technology, of German and Romance Languages and Literatures, the Institute for International and Comparative Studies, the KSAS Office of the Dean, the Program for Latin American Studies, as well as

Bacchus Importers, Olé Imports, the Brewer's Art, and the volunteers who made the event possible. Our next gathering, organized by Pamela Radcliff and David Ringrose, will take place 17-20 March, 2016, in San Diego, CA. The conference, which is co-sponsored by the University of California San Diego and the Maritime Museum of San Diego, will feature an array of panels, including a number focused on Spain, Portugal, and the Pacific. The keynote speaker will be Dennis Carr, Carolyn and Peter Lynch Curator of American Decorative Arts and Sculpture, Museum of Fine Arts, Boston. I'm very pleased that for the first time, we have been able to provide a number of competitive travel grants to help graduate students with the costs of travel to San Diego. The recipients were Maite Barragán (Temple University), Brice Cossart (European University Institute), Richard Gow (Trinity College, Dublin), Gema Pérez Herrera (Georgetown University/Universidad de Navarra), and Ian Winchester (University of New Mexico). I look forward to meeting them all in San Diego.

Congratulations are also due to the winners of the 2014-2015 round of ASPHS prizes, which were announced at the meeting in Baltimore. The winner of the Best First Article prize, was Velen Vicens, for her article, "Swearing by God: Muslim Oath-Taking in Late Medieval and Early Modern Christian Iberia," published in *Medieval Encounters* in 2014. The Oliveira

Marques prize in Portuguese History was awarded to Ana Isabel López-Salazar Codes for "Puderão mais os inquisidores que o rey. Las relaciones entre el Santo Oficio y la Corona en el Portugal de la Restauración (1640-1668)," *Cuadernos de Historia Moderna* 39 (2014), while the Charles Julian Bishko Memorial Prize in medieval Iberian history went to Glair D. Anderson for "Sign of the Cross: Contexts for the Ivory Cross of San Millán de la Cogolla," *Journal of Medieval Iberian Studies* 6:1 (Jan. 2014), 15-41.

During the past year, we've also been able to continue our subventions program, which was inaugurated in 2013. This program provides members with small subventions for regional and local gatherings for activities related to ASPHS's mission to promote the scholarly study of Spain and Portugal through History and related disciplines. In the 2014-2015 academic year, we were able to provide subventions for regional gatherings in San Diego, Cleveland, Mértola (Portugal), and Lisbon. In the first round of subventions in Fall 2015, we funded meetings in Dublin and Louisville (Kentucky). The second round of subventions for the 2015-2016 cycle will open on 1 January, 2016, with a deadline of 1 March. Please see the Association's website for details on how to apply.

As we do almost every year, the Association will once again sponsor two panels at the annual meeting of the American Historical Association, 7-10 January, 2016, in Atlanta, GA. More information on the two panels can be found in this *Newsletter*. As an affiliate of the AHA, ASPHS may sponsor panels at the AHA meeting, and ASPHS members are encouraged to submit panel proposals to the AHA with ASPHS as a co-sponsor. The Association continues its longstanding tradition of reviewing and sponsoring panels on Iberian history that were not selected for the regular program. If you are attending the AHA, I invite you to join us at these panels and at our annual reception, which will be Saturday, 9 January, 2016, from 5:30 to 7:30 pm, in Room 204 of the Hilton Atlanta (second floor).

Finally, in 2015 we lost several members of our scholarly community, two-time General Secretary Carolyn Boyd, Christopher Schmidt-Nowara, and John Williams. We mourn their passing and remember them as innovative scholars, attentive teachers and mentors, and generous friends and colleagues. We will miss them.

Best wishes,
A. Katie Harris

INFORMATION FOR THE 2016 ANNUAL MEETING OF ASPHS

The 47th Annual Conference of the ASPHS will be held in San Diego, California, March 17-20, 2016. Jointly sponsored by The Maritime Museum of San Diego and The University of California, San Diego, Department Of History, the conference will

see its usual panels exploring aspects of Iberian history, art history, or literature. In keeping with the Museum's completion of the Galleon San Salvador (1542), however, the conference will see a number of papers

and panels on Spain, Portugal, and the Sea, especially the Pacific.

The conference will take place at the Maritime Museum of San Diego—1492 Coast Boulevard, San Diego, California—on the historic Ferry Berkeley (1898) and square-rigger Star of India (1863). The main Hotel will be the Best Western Plus Bayside Inn San Diego, three blocks from the Museum and one block from Little Italy's

restaurant row. San Diego is home to the USS Midway Museum, the San Diego Zoo, and Sea World. The local organizers are David Ringrose (dringrose@ucsd.edu) and Pamela Radcliff (pradcliff@ucsd.edu). Information about hotels and registration fees will follow soon.

Visit the ASPHS website at <http://asphs.net> for more details.

ESSAYS

Catalunya: A Nation in Need of a State

Jennifer Speed
University of Dayton

Following regional elections in Spain this past September 27th, Catalunya's president, Artur Mas i Garrigó, offered up his case for independence to an international audience. In an Op-Ed piece that appeared in *The Guardian*, Mas argued that the parliamentary election was in reality a plebiscite, "the only way possible to give the Catalan people the vote on the political future they have long called for." That political future, Mas argued, is rooted in a storied past. Catalunya had a "parliament before the United Kingdom did." Indeed, Mas himself is the 129th man to hold the office of president of the Generalitat since 1359.¹ What he did not mention, however, was that Catalunya's parliament had entirely gone out of existence for more than three centuries,

starting in 1714, and nearly all of the first 121 leaders were vowed religious. Regardless, Mas's unspoken argument is this: if England, with its long history of parliamentary self-governance, has the right to sovereignty, so too should Catalunya. Catalans are no longer willing to be a nation trapped in someone else's state.

The September 2015 elections, known in the Catalan press as 27S, served as the sequel to a messy political experiment that had unfolded the year before, when Catalan leaders and politicians had planned a referendum for November 9, 2014 (9N). The referendum had two only questions. The first was "Should Catalunya be a state?" If the answer to the first question was affirmative, a second question was posed, "Should that state be independent?" Spain's high court declared the referendum to be unconstitutional, but Catalan leaders proceeded with 9N anyway. Many had hoped to use the

¹ Artur Mas, "Op-Ed: The Catalan People Have Spoken. Will the Spanish Government Listen?," *The Guardian*, October 5, 2015.

outcome of the referendum, official or not, as evidence that the citizens of Catalunya wanted their democratically elected, regional government to press for independence.

Proponents of 9N celebrated the 80% “Yes” vote as a mandate for independence, but played down the very low turnout. Artur Mas has been put on notice that he may be charged with obstruction of justice and abuse of office for holding an illegal referendum. In a radio interview, though, he declared his innocence: “9N was a democratic rebellion against the State, but legally I did not disobey.”² In the end, the banned 2014 referendum only served to galvanize Catalans ahead of the 2015 regional elections. Voters turned out for 27S in record numbers. When the results of the elections were tallied, candidates from the two pro-independence groups—Junts pel Sí (JxSí) and Candidatura d’Unitat Popular (CUP)—had won 72 parliamentary seats out of 135. Mas and others thus saw the 27S election returns as their *de facto* mandate to achieve independence.

This “seat majority” though, is tenuous. So-called “Unionists” hold nearly 40% of the seats. And, leaders from JxSí and CUP have yet to decide how they will work together. Mas’s enthusiasm is not tempered by the fact that JxSí and CUP did not actually win a majority of the votes. Owing to Spain’s system of distributing seats proportionally by province, the pro-independence groups secured a majority of seats in the Generalitat with less than 48% of the

popular vote. This matters little for Mas, who said, “we clearly have more ‘yes’ than ‘no’ ...the minority has been taken into account but is not able to block the plans of the majority.”³

How exactly did Catalunya get to this point, with an eighteen-month countdown for independence? It’s been a long time coming. Catalunya was drawn into a union with Spain in 1516, when Charles V inherited the kingdoms of Aragon and Castile and ruled both in his own right. As part of the Kingdom of Aragon, Catalunya had always retained its own language, laws, and political institutions, but Charles V and his successors eroded those liberties. Over the centuries, Catalans have tried nearly every maneuver imaginable to extract themselves from their involuntary partnership—passive non-compliance, open rebellion, repeated declarations of independence, lawsuits, parliamentary pleading, and lately, appeals to the European Union. At one point, Catalunya even broke away from Spain, spending half of the seventeenth century under French protection. Its return to Spanish dominion and the subsequent passing of the centuries have utterly failed to make hearts grow fonder.

More recently, though, two overlapping developments have influenced nationalist sentiments: the financial crisis of 2008 and a rejection of Catalunya’s reformed Statute of Autonomy in 2010. As to the first, amidst Spain’s financial implosion, an old grievance took center stage. Catalunya had long complained that its citizens generated more wealth and paid more in

² Interview on Catalunya Ràdio, September 30, 2015.

³ Ibid.

various taxes than they received in state benefits and public investments. An inability to resolve this imbalance in 2012 simply underscored Catalans' conviction that Madrid is intent upon oppressing its most prosperous region.

Long before the financial crisis erupted, though, Catalunya had tried to expand self-governance through constitutional provisions for Statutes of Autonomy. Catalans sought to rectify the limitations of their 1979 Statute with a new version that was approved by referendum in July of 2006. Within two weeks of the vote, though, the Generalitat was put on notice that the Statute was likely illegal. Four years later, in June of 2010, a Constitutional Tribunal finally issued its decision: the majority of Statute's provisions were unconstitutional.⁴ The matter that rankled Catalans the most concerned nationality. Spain's constitution affirms the "autonomy of the nationalities" within Spain, thus Catalunya had revised its 2006 statute to reflect a hermeneutical consistency. If Catalunya is constitutionally recognized as "a nationality," with national symbols like a flag, language, song, and holiday, then Catalunya must therefore be a "nation."⁵ The Tribunal's 468-page decision said otherwise: only Spain was a nation. As with the 9N ruling, the Constitutional Tribunal's decision only served to rally Catalans. They had pursued a legal path toward self-governance, only

to have their efforts declared illegal. Many now think that independence is the only option.

In concluding his Op-Ed piece in *The Guardian*, Mas wrote that the Catalans who voted on 27S "want to live in their own country, a free country," invoking the well-known line: "One flag, one land, one heart, one hand, one nation ever more." It comes from Oliver Wendell Holmes's 1862 poem, "The Voyage of the Good Ship Union," an allegory about the U.S. Civil War. In the poem, the Union makes its way southward down the coast of a divided nation, her flag tattered and with peril all around. Mas, however, may not have known the line's context. In Holmes's poem, the Union wins.

⁴ Sentencia 31/2010, de 28 de junio de 2010. Boletín Oficial del Estado, núm. 172, 16 de julio de 2010.

⁵ Xavier Arbós Marín, "La nación: un paso adelante y dos atrás," *Revista catalan de dret public. Especial Sentència 31/2010 del Tribunal Constitucional, sobre l'Estatut d'autonomia de Catalunya de 2006*, No. 1 Extra (2010): 103-107.

The Potential of Massive Open Online Courses: Engaging Global Audiences to Transcribe Spanish Manuscripts

Roger L. Martínez-Dávila

University of Colorado at Colorado Springs and Instituto Histografía Julio Caro Baroja,
Universidad Carlos III de Madrid (2015-2018)

Who is in control?

Humans are naturally cooperative, collaborative, and curious. We care about the Humanities because they embody the noblest goals of our globalized culture and our yearning to serve the higher purpose of making positive, democratic, egalitarian, and socially beneficial contributions to our world. Yet, as technologies and Internet-connectivity have advanced, we recognize that the essence of our humanity is being swallowed whole, as our lives become less interactive with people, and more mediated by technological devices like the Apple iPhone. A short trip on the Metro Madrid, lunching in a cafeteria, or even lecturing in a classroom, reveals the pervasiveness of this phenomenon where humans stare intently into little video screens and do not acknowledge or talk to each other. Who is in control in this world—do we control technology or does technology control us? As humanists, it is our fundamental responsibility to guide and support our students and the general public through this precarious period when technology overwhelms and distracts us from the real questions of being human.

To this end, I chose to “dance with the devil” and embrace technological change so that I could wrangle it back into the service of the humanities. During summer 2014, I taught a Massive Open Online Course (MOOC) on the history of late medieval Spain, which was able to mobilize

over 10,000 students from 140 nations to assist with the transcription of a cathedral chapter *Book of Acts* from the Diocese of Plasencia, Spain. The process was simultaneously exhilarating and torturous because of the broad makeup of the student body (18 to 65+ years of age) and the limitations of technology. The results were manifestly worthwhile, however, in terms of teaching effectiveness and the generation of transcriptions for a 600+ page manuscript. Perhaps more important was that the MOOC engaged a broader public in the act of historical inquiry. In an age when the Humanities are finding it hard to argue for their continued existence, such outreach could become increasingly important in convincing the next generation of policy makers or the continued relevance of funding such intellectual endeavors.

The Deciphering Secrets MOOCs

My twelve-week summer 2014 course, titled *Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain*, was a collaboration of the University of Colorado System and coursera.org and it continues at <http://bit.ly/1ysHrnj>. In this course students explored the history of Jews, Christians, and Muslims in late medieval, fifteenth-century Spain. Serving as “global citizen-scholars,” students learned about the positive and negative elements of inter-religious co-existence in Plasencia, Spain,

and more importantly, contributed to an international scholarly effort to assist in transcribing historical manuscripts (a process that is normally both time-intensive and cost-prohibitive). Over the progression of nine weeks, students received (1) an introductory history of medieval Spain and the city of Plasencia, (2) an overview of Spanish manuscript sources and contents, and (3) introductory paleographical training, with most students working from a nineteenth-century handwritten transcription of the original fifteenth-century manuscript. For logistical purposes, manuscript images were assigned unique numeric identifications and student transcriptions were peer-evaluated for accuracy. The MOOC was sufficiently successful that the European Commission, Marie Curie Actions, and Spanish Agencia Nacional de Evaluación y Prospectiva funded my development of three additional historical-transcription MOOCs for the cities of Burgos, Toledo, and Granada, for 2015-2018. (See <http://decipheringsecrets.com>.) The goal of the broader MOOC endeavor is to reach as many as 200,000 global citizen-scholars

and to generate comparable transcriptions of two hundred years (1350-1550) of *Books of Acts* from Plasencia, Burgos, Toledo, and Granada. More information is available at <http://www.decipheringsecrets.com>.

Research and Pedagogical Goals and Results

Essentially, my research and pedagogical goals centered on three fundamental issues: (1) how to advance humanistic scholarship in the most expeditious manner, given limited human resources, (2) how to engage the broader public in central questions in the humanities (i.e., the nature of medieval interreligious co-existence) as a means of advancing the importance of the humanities in public life, and (3) how to harness the benefits of rapidly evolving connective technologies (i.e. Internet, online courses, etc.). Thus, my intellectual and activist intent blended multiple goals that I believed could best be realized through teaching an MOOC that could attract a large, international student body.

In all three areas, we were quite successful. Please consider these tangible metrics:

- **10,600+ students from 143 countries enrolled in the course and over 2,500 students completed it.** Approximately 75 percent held a bachelor's or advanced degree, 52 percent were women and 48 percent men, and all age groups (18-60+) were almost equally represented in the class. While a 25 percent course completion rate may seem relatively low for a 12-week course, its impact cannot be underestimated when put into context of my teaching career. For example, during my 12 years of on-campus teaching (as a graduate student, postdoc, and tenure-track faculty member) I calculate that I have instructed approximately 1,000 students. Thus, I have reached approximately 83 students per year. By way of contrast, in just over three months I was able to teach 2,500 students via the MOOC—or the equivalent of about 30 years of on-campus teaching!

- In terms of teaching paleography in an online setting, Dr. Anthony Puglisi and I developed a course that trained *mostly non Spanish-speakers* to transcribe Spanish-language documents. Via indirect demographic methods (ethnicity and international location of student participants), we estimated that 75 percent of our students had limited or no-Spanish language knowledge. **However, we determined that, on average, our students could identify approximately 90 percent of the Spanish letters, numerals, and abbreviations they saw on a manuscript page.** The primary caveat of this finding is that students were interpreting an 1807 transcription of an original early fifteenth century manuscript; clearly this script is simpler to read. Yet, in principle, our method proved effective given the language limitations of our students.
- The direct research benefit of teaching paleography to students was that we enlisted them in a crowdsourcing initiative (involving the broader public in research work) that involved transcribing the nineteenth century copy of the 600+ pages (300+ folios) of *Book One (1399-1453)* of the *Capitulary Acts* of the Cathedral of Plasencia (Spain). **Over the course of three weeks our students transcribed at least 90 percent of the entire text.** Moreover, using empirical data from individual student paleographic quiz scores and student peer-evaluation of each transcription, we were able to assign “accuracy and reliability” scores to each student transcription. In this way, we could electronically reassemble *Book One* using the most reliable transcriptions (i.e., those transcripts produced by the best students). From these tangible results, we expect: (1) to transfer the manuscript into our project databases for text-mining as well as traditional scholarly review and (2) to prepare a critical edition of *Book One*.

The methodological approach that I conceptualized for our paleography lessons, and that Dr. Anthony Puglisi helped me implement, was straightforward—at the most basic level *handwritten scripts are symbols and humans are excellent symbol-recognition creatures*. I think the simplest way to explain our approach is in this manner: just about every human can identify different Mayan or Egyptian glyphs even though they cannot understand their meaning. Of course, we are concerned about student comprehension, so if a student understood Spanish and therefore what they transcribed, this was a bonus for them. To ensure that students would experience more than just pattern

recognition, I developed video course lectures that helped students contextualize and understand the types of content that were encountering in the manuscripts they were transcribing. We communicated these findings as ten historical narratives that were posted on our research website known as the Revealing Cooperation and Conflict Project. (See here: <http://bit.ly/1EvCaiS>.) Our approach is not a cynical one that uses humans as machines; rather, it is fundamentally about engaging the broader public in humanistic inquiry. Not every member of the public has the pleasure or privilege of pursuing scholarly work. However, every person has a right to be inquisitive and intellectually curious.

Moreover, most humans have the capacity to recognize and interpret human symbolic language and they can channel this innate human skill to participate in the advancement of scholarship. While scholars might find my philosophy to be too passionate and focused on advocating a vision for the future, I would argue that our

profession has a responsibility to engage and serve the public. These new technologies and ways of pursuing scholarship can help breakdown perceptions that our academic world is an “ivory tower,” with access restricted to the very few.

The instructional design of the course entailed the production of three weeks of video course lectures on manuscripts and paleography, the development of a customized paleographic manual with practice exercises, the creation of five machine-graded paleography quizzes to assess student achievement, and three peer-evaluated transcription assignments. Many of these materials are available for dissemination, including:

- the customized *Deciphering Secrets Paleography Manual* (<http://bit.ly/17J6viW>),
- five (5) machine-graded paleography quizzes covering alphabets, abbreviations, and text pages (<http://bit.ly/1u5IRbT>),
- the student *Transcription Guidelines* document for the three (3) student transcription project (<http://bit.ly/1sA16DI>),
- the paleography evaluation rubric used by student-peer evaluators to assess other students' work (included in the prior *Transcription Guidelines* document)
- a YouTube video course lecture, *An Introduction to Spanish Royal, Municipal, Church (Ecclesiastical), and Private Manuscripts* (<http://bit.ly/1FYfiTO>),
- a YouTube video interview with a municipal archivist, *Interview with Ms. Esther Sanchez Calle, Plasencia's Municipal Archivist* (on location in Plasencia, Spain) (<http://bit.ly/1u5jMfW>).
- a YouTube video course lecture on how to use the *Deciphering Secrets Paleography Manual* (<http://bit.ly/1ydlV9J>), and
- a YouTube video course lecture, *Essential Transcription Considerations and Strategies* (<http://bit.ly/1u7T68J>).

For the purposes of teaching paleography online, there are several methods and ideas I would like to highlight. First, in order to advance students' acquisition of skills, we believed it was imperative to generate a custom paleography manual using our class' primary source (the nineteenth-century

copy of *Book One*). While general guides are always helpful, we think our creation of the text-specific custom manual (which included images of each uppercase letter, lowercase letter, and abbreviation) allowed us to “jump start” student learning and success. Second, I offered students a specific approach and process for

identifying script that I termed, "Essential Transcription Considerations and Strategies." This approach to transcription de-emphasized "reading" the text and instead emphasized recognizing symbols. This is an important approach that opens Spanish-language scholarship to English-speakers. Thirdly, to replicate the traditional in-class teaching process, I specifically recorded video lectures that slowly moved students through the transcription manual. In this manner, I was able to reinforce the consultation of the manual and ensure that students read through it at least once. Lastly, because many students may not have understood the materials they were transcribing, I recorded video lectures, such as the one with Ms. Esther Sanchez Calle, to keep them motivated and to remind them how they were connected to, and making valuation contributions toward, a larger scholarly project. That is to say, both the technological mediation and the specific task at hand made it especially important to attend to the affective experience of students.

To produce this twelve-week MOOC, which was offered at no cost to students who enrolled on coursera.org, we had a limited budget and time (approximately twelve months for development). The total budget for development was \$5,500 (approximately 50% self-funded and 50% university-funded), with most of these funds used to purchase video equipment (a digital SLR camera and lighting), specialized video and graphics software (Apple Final Cut Pro and Adobe Creative Cloud), and to subsidize a portion of a one-week collaboration and research trip to

Plasencia. To staff the development of the MOOC, I dedicated about 500+ hours of my own time over twelve months. Dr. Puglisi's 40+ hours of assistance was spent co-developing the paleography manual and quizzes. Dr. Andrus, an education technology specialist at the University of Colorado, dedicated about 60+ hours critiquing my course materials and monitoring online discussion boards. My own time was dedicated to negotiating collaborative agreements with municipal and diocesan officials in Plasencia, preparing open-access course materials (readings, lecture presentations, assignments), recording and editing videos into lectures, populating the course management system with class materials, organizing and distributing manuscript image snippets to students, and motivating and managing a collection of 30+ volunteer teaching assistants who were recruited from within the course itself. In sum, creating and teaching a MOOC in addition to your typical teaching load (in my case, a 2/3) and research duties (for me, finishing a monograph) is a bit overwhelming and not necessarily recommended to those who are not ready to immerse themselves in the "massive" nature of the work.

Conclusions

I believe the most exciting and beneficial aspect of the summer 2014 course was the degree to which the public was engaged and the quantity of transcription that occurred. Students viewed over 115,262 video lectures and submitted over 27,188 assignments

(historical content quizzes, paleography quizzes, and individual transcription projects). During the last three weeks of the course, students submitted 2,100 text transcription assignments. For each of these assignments, each student was required to transcribe at least one-and-a-half pages from manuscript, but many students submitted as many as seven pages. Therefore, the 600+ page manuscript was actually transcribed multiple times over—we collected duplicates of most if not all pages of the manuscript. As you might imagine, this task might require the dedicated attention of a single scholar about six to nine months to complete, while the MOOC generated several copies of this manuscript in just three weeks.

The most challenging aspects of the MOOC were mastering the technology of

the entire process of video production for lectures and creating a robust peer-evaluation process to certify the reliability of student transcriptions. In closing, it is clear to me that MOOCs can be harnessed to re-order the relationship between technology and humans. Yes, there are limitations and a great deal more experimentation and research needs to be conducted to understand the long-term impact of the MOOC-model, but in the short-term there is solid benefit because it serves the greater purpose of gathering humans together to search for their history. Discovery should not be limited to intellectual elites. Ideally, it should be shared across society so that we continue to demonstrate the value of the Humanities to our fellow citizens.

RESEARCH

Reports on Negotiating Identities: An NEH Summer Institute for College & University Professors

July 6 – July 1, 2015 • BARCELONA

Notes from the Director

Brian Catlos

University of Colorado and University of California, Santa Cruz

For the month of July 2015, Sharon Kinoshita (Literature, UC Santa Cruz) and I convened an NEH Summer Institute in Barcelona, “Negotiating Identities: Expression and Representation in the Christian-Jewish-Muslim Mediterranean.” This, our fourth NEH Institute, is part of our larger project, The Mediterranean Seminar (www.mediterraneanseminar.org), an initiative aimed at developing

Mediterranean Studies as a research and teaching field by investigating the viability of “the Mediterranean” as a paradigm for understanding the pre-Modern world on terms that challenge the cultural biases that have developed over the last centuries within the Anglo-European academy.

This intense four-week Institute consisted of lectures, seminars, formal events, field

trips, and informal mentoring with our four Institute faculty, who represented a range of specializations and disciplines: Thomas F. Burman (History, University of Tennessee – Knoxville), Cecily Hilsdale (Art History, McGill University), Marcus Milwright (Medieval Studies & Art History, University of Victoria), and John Tolan (History, Université de Nantes), as well as introductions to scholars from local institutions. Participants were expected to propose and complete a pedagogical or research-oriented project while there.

Of course, the success of this Institute hinged as much on our participants as our faculty. Out of approximately 80 applicants, we selected twenty-five highly-qualified, energetic, and collegial, faculty members (from adjuncts to full professors) and graduate students hailing from a range of institutions and institution-types, representing a variety of disciplines and fields. Collegiality was key to the success of the venture, as the best scholarly exchange and collaboration take place within an atmosphere of mutual confidence and trust. The first week or so of our program thus consisted, *inter alia*, of activities designed to break the ice—hardly necessary, thanks to the extraordinary warmth and camaraderie of our participants.

Unlike some Institutes, which follow rather closely defined curricula, our approach is to pose a series of broad questions relating to the nature of the Mediterranean and invite our participants to draw their own conclusions, based on their own intellectual orientation and experiences. We were very happy to note the success of this strategy.

On a scholarly level, much was achieved: both faculty and participants reported not only that the Institute was enjoyable (how could four weeks in Barcelona not be?), but that the experience would have a marked effect on their teaching and research. Not a few described it as “wonderful,” “fantastic,” and “excellent.”

Regrettably this will be the last NEH Summer Institute we organize (at least for the time being); as most of you will know, the NEH has decided no longer to fund Institutes and Seminars outside the United States or its Territories.

It has been a pleasure to have served ninety-seven participants over the course of our four Institutes, and we are proud of the scholarly communities that have grown out of them, including the NEH alumni Facebook group (organized by Marie Kelleher, History, CSU Long Beach), SNAP (the Spain-North Africa Project; <http://snap.ucsc.edu>), and the many informal collaborations that have blossomed between our participants, local scholars, and Sharon and myself. We are honored that a panel, “Reflections on the Medieval Mediterranean NEH Summer Institute,” has been organized by CARA Executive Committee member and 2010 NEH alum Michael Ryan (History, U of New Mexico), and will be held at the 51st International Congress on Medieval Studies at Western Michigan University in Kalamazoo in May 2016. Clearly, medieval Iberia has figured largely in these institutes, not only because of their location in Barcelona, but because many of our participants have been Iberianists, including many members of ASPHS.

As for future Institutes, we can only hope that in the future the program will be restored by the NEH.

In the meanwhile, if you have not done so already, we invite you to subscribe to our

email news list, and join the other 1,000 or so scholars from across the world who are Associates of the Mediterranean Seminar. Go to www.mediterraneanseminar.org and click on "Subscribe" to join.

Notes from a Seminar Participant

Claire Gilbert
Saint Louis University

This past July I had the opportunity to join 24 other scholars, faculty and graduate students from a range of U.S. universities for the fourth iteration of the NEH Summer Institute for College and University Professors in Barcelona. The theme of the program was that of "Negotiating Identities," with a focus on Jewish, Christian, and Muslim expressions and representations across the medieval and early modern Mediterranean. In keeping with the program theme of cross-cultural interactions, one of the most productive aspects of the Institute was how it facilitated exchanges among participants across disciplinary boundaries, methodologies, and spatial and chronological focuses.

Together with my colleagues, for four weeks we attended regular lectures and seminars in the Institut Milà y Fontenals, the Barcelona seat of the Consejo Superior de Investigaciones. There, through both formal presentations and seminar-style meetings, we interacted with a variety of subject experts, including the Institute Directors, Brian Catlos and Sharon Kinoshita, Institute Guest Faculty (Marcus Milwright, John Tolan, Cecily Hilsdale and Thomas Burman), and also local scholars such as Roser

Salicrú i Lluç. Armed with the engaging ideas of the institute faculty and those which came out of our discussions of our core readings—ranging from how to assess political representation in visual and material sources to strategies for understanding polemic and legal discourses that shaped representations of religious minorities across the Mediterranean—the historians, art historians, scholars of religious studies, and literary scholars who made up the group of participants spent the remainder of their days working in the archives, libraries, and museums of Barcelona pursuing a broad range of research and pedagogical projects. Since many of the participants were housed in the Barcelona Resident dormitory, there were ample opportunities to exchange ideas, share news about exciting finds, and receive tips for solving research challenges (which often led to collaborative solutions, thanks to the collective experience that participants were gaining across the city).

The NEH institute in Barcelona has long been a forum in which collaborations in research are begun and fostered. However, in keeping with the mandate of the NEH Summer Institute program, it is also

a lively space of exchange between university teachers. As such, this summer the group shared many ideas and materials for teaching undergraduate and graduate students Mediterranean topics. In addition to Barcelona-based research, one of my own institute projects revolved around the development of a graduate seminar in Mediterranean historiography, and I could not have asked for a better forum in which to discuss and test my ideas. Other faculty helped me consider and reconsider strategies for assessment and organization of the course, and the feedback I received from the graduate student participants regarding how such a course could inform dissertation research was invaluable.

The course I developed revolves around three themes within the framework of Mediterranean Studies: Trade, Politics, and Language. I ask students to read deeply in the most current literature on these themes in medieval and early modern Mediterranean history and to connect this work to the legacy of classic Mediterranean works like those of Pirenne, Goitein, Braudel, and Horden and Purcell. I just finished teaching (Fall 2015) the course I developed during the NEH seminar in Barcelona to a group of highly motivated

and enthusiastic graduate students in the Department of History at Saint Louis University. All are training as historians, but they bring a range of interests and expertise to the course, from medicine to law to economics to family to theology, as well as a breadth of focus across the Mediterranean region. Perhaps most gratifying to me as the teacher is the fact that students working on, for example, the Italian peninsula are now paying more attention to comparative or connected examples of their topics in Iberia, and vice versa. This collaborative environment between medievalists and early modernists working from different regions on different themes has ended up replicating the exciting and intense environment of the NEH seminar in which the framework of the class was developed. The work of several colleagues from Barcelona has been discussed, and one fellow participant has even been able to join the seminar for a guest lecture. Both in Barcelona, and now in the classroom, the Mediterranean has proven to be not only a useful analytical framework, but also an enriching forum for discussion, allowing scholars to find common interests across disciplines and specializations.

Opportunities for Research

In a climate where institutional and university sources for funding travel abroad are shrinking, it would be useful for ASPHS members to share information regarding research opportunities to study Spain, Portugal, or their Empires.

From our colleagues in the U.S., I would solicit contributions that profile some important State-side collections that could be used productively by ASPHS members and their students (for stand-alone publications, and also to serve as preliminary research for “seed” grants to leverage into larger grants and projects). A brief description of the relevant materials held, examples of publications carried out using the collection, notices of any travel or

accommodation grants offered, and information for accessing the catalog or otherwise making preliminary queries would be most appreciated.

From our European colleagues, I would ask for local knowledge and expertise. Notices of newly digitized collections, catalogues or databases of collections, or other information that could make research from across the Atlantic more efficient would be greatly appreciated. In particular, it would be very useful to receive some tips for how to successfully apply for some of the travel and research grants administered in Europe, which often require ID numbers and other procedures that seem somewhat mysterious and intimidating from the U.S. perspective. Informed testimonials would go a long way to clarifying and de-mystifying matters.

The University of Minnesota's James Ford Bell Library

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One of the treasures of the University of Minnesota Libraries is the James Ford Bell Library, a special collection of rare books, maps, manuscripts, archival collections, pamphlets, broadsides, and government documents that focuses on the history and impact of trade and cross-cultural contact before ca. 1800 CE. The Bell Library, which celebrated its 60th anniversary in 2013, initially concentrated on works on European expansion, and Spain and Portugal certainly were major players in that enterprise. However, to support the teaching and research of our faculty, most notably Carla Rahn Phillips, William D. Phillips, Jr., and Stuart Schwartz, the Library's curators in the 1980s and '90s invested in the collection of documents of practice—manuscript and archival collections that adumbrate in numerous ways the settlement and development of the New World and the establishment of trading partnerships with Asia.

More recently, we were fortunate to be able to hire graduate students to process these archival collections and put their finding aids (inventories) online in a searchable database (<http://discover.lib.umn.edu/findaid/>). There is still more work to be done. However, members of the ASPHS and other scholars now have the ability to search the finding aids of the following collections: *Manuel Gallego y Valcarcel Papers*; *Village of Horche, Spain, Records and Papers*; *Viceroyalty of Peru Records, 1734-1812*; *Izcue y Arias (Firm) Records and Related Documents*; *Archival Collection Documenting Jesuit Activity in Mexico and South America*; *Convento y Hospital de Santo Toribio de Refugio de Incurable de la Religión Bethlehemitica de la Ciudad de Lima Records, 1723-1793*. Soon to join these archival collections online is a 15th-century manuscript epitome of Alfonso X's *Cronica general de España*, which was recently digitized.

Maps have taken center stage lately as we wind down a 4-year National Endowment for the Humanities-funded project to find, scan, and make digitally accessible all of the maps in our rare books. The 22,413 maps revealed in this project will become part of our Historic Maps digital archive by the end of 2016; maps already uploaded can be found at UMedia Archive (<http://umedia.lib.umn.edu>). Our maps, and indeed all of the material in UMedia Archive, is open-access, that is, freely available to everyone.

One of the hallmarks of the James Ford Bell Library, and one of the things that sets us apart from other special collections libraries, is our open-access policy. Mr. Bell, founder of General Mills Corp., was a graduate of the University of Minnesota,

himself, and a member of our Board of Regents. He established this library for scholars of all ages. Each year we share the collection with an average of 80 classes ranging from 4th grade to elder learning, in addition to hundreds of researchers from around the world. To facilitate research in the collection, we are fortunate to be able to offer a variety of fellowship opportunities; information can be found on our web site: www.lib.umn.edu/bell.

Whether you are interested in history, art, ethnography, religion, geography, navigation, international relations, or a host of other topics, the James Ford Bell Library at the University of Minnesota has much to offer scholars of the premodern Iberian world.

ANNOUNCEMENTS

ASPHS Prizes & Subventions

The Association for Spanish and Portuguese Historical Studies currently offers three prizes that recognize the high quality of its members' publications and several subventions to support smaller-venue scholarly gatherings. Each of these has its own criteria, deadline, and selection committee. Please see <http://asphs.net/prizesandsubventions.html> for details.

The Executive Committee, along with the individual selection committees involved, would like to encourage more ASPHS members to take advantage of these opportunities. If chosen, the award of a prize or subvention would serve as an important mark of distinction and help to establish a track record of scholarly achievement and recognition. Even when not chosen, however, applicants still gain experience and circulate knowledge of their publications and proposed projects among a number of collegial scholars with similar interests.

Prizes

The A.H. de Oliveira Marques Memorial Prize is awarded annually for the best peer-reviewed article or book chapter on **Portuguese history**. It was created through an endowment from Dr. Harold Johnson

and it carries an honorarium of \$250. The 2014-2015 Marques prize was awarded to Ana Isabel López-Salazar Codes, "Puderão mais os inquisidores que o rey. Las relaciones entre el Santo Oficio y la Corona

en el Portugal de la Restauración (1640-1668)," which was published in *Cuadernos de Historia Moderna*, vol. 39 (2014). This year's award will be formally announced at the 2016 annual meeting of the Association.

The Charles Julian Bishko Memorial Prize is awarded annually for the best article on **medieval Iberian history** published by a North American scholar. The prize carries an honorarium of \$250. The 2014-2015 Bishko Prize went to Claire D. Anderson, "Sign of the Cross: Contexts for the Ivory Cross of San Millán de la Cogolla," *Journal of Medieval Iberian Studies* 6:1 (Jan. 2014), 15-41. This year's award will be formally

announced at the 2016 annual meeting of the Association.

Awarded on a three-year rotation, the Association also offers a prize for the **best dissertation, best early career article/book chapter** (see recent proposed changes to this category in the Business Minutes below), and **best first book**. Prizes carry an honorarium of \$250. The winner of the 2014-2015 Best First Article prize was awarded to Belen Vicens for her article, "Swearing by God: Muslim Oath-Taking in Late Medieval and Early Modern Christian Iberia," published in *Medieval Encounters* in 2014. This year's award will be formally announced at the 2016 annual meeting of the Association.

Subventions

The Association also now offers small subventions for **regional and local gatherings** for activities related to ASPHS's mission to promote the scholarly study of Spain and Portugal through History and related disciplines. Please note that funding is intended to support workshops or

gatherings, not individual travel or research. There will be two annual funding cycles, with a total of \$1000 available for disbursement in each cycle. Because of the time-sensitive nature of the subventions, awardees for this past cycle were notified by the Executive Committee via email.

ASPHS panels at the AHA

How to Consume Spain: Identity, Culture, and Product in the 20th Century

Friday, January 8, 2016: 2:30 PM-4:30 PM
Atlanta Marriott Marquis, Room M303

Chair: Charles Nicholas Saenz, Adams State University

Papers:

- Consuming the Common Market: Self-Service Food Commerce and European Integration in Franco's Spain, 1956-66
Alejandro J. Gomez-del-Moral, University of Southern Mississippi at Gulf Coast
- Interrogating Authenticity: Catalan Cuisine
Montserrat M. Miller, Marshall University
- Exporting the Vine: Spanish Regional Bodegas and Wine Identity

Karl J. Trybus, Limestone College

- Spanish Identity and the Development of International Operatic Culture
Clinton D. Young, University of Arkansas at Monticello

Reconfiguring Empires: Spain's Trastámara-Habsburg Transition in Context

Saturday, January 9, 2016: 2:30 PM-4:30 PM

Hilton Atlanta, Room 302

Chair: Luis X. Morera, Baylor University

Papers:

- The Would-be "King of the Spains": Ferdinand of Aragon's Political Maneuverings
Luis X. Morera, Baylor University
- Finding Common Ground: Chivalry and Crusade in Castile and Burgundy
Elizabeth Ashcroft Terry, University of California, Berkeley
- Re-orienting Empire: Polish Panegyrics and the Changing Vision of "the Turk"
Krzysztof Odyniec, University of California, Berkeley

Business Meeting Minutes from the 2015 Annual Meeting of ASPHS

Baltimore, Johns Hopkins University, 2015 (kindly provided by Jodi Campbell)

Pending approval in 2016.

1. Minutes of the 2014 meeting were approved.
2. Financial report:
 - Taxes have been filed for 2014.
 - We have not yet made headway on the project of changing our tax status (from a 501c4 non-profit to 501c3, to allow for tax-deductible donations), but we hope to accomplish that by the 2016 meeting.
 - The graduate student travel fund, supported by the increase in membership dues that we voted in two years ago, is growing nicely and we should be able to draw on this fund for grants within a few years.
3. Subventions report:
 - At the business meeting of the 2013 conference in Albuquerque, the membership voted to provide members with small subventions for regional and local gatherings related to the ASPHS mission. Since then we have funded such activities in two cycles each year. The executive committee this year agreed to a clarification in the criteria noting that these grants are not available for individual travel or research.
 - The membership proposed and approved an increase in these grants to \$1000 per cycle (up from the current \$600).
4. *Bulletin* report from David Messenger:
 - The *Bulletin* has been open access as of August 2014, and this has been a great success in terms of usage and accessibility; articles are viewed at a much higher rate than they

had been before, and the cost of maintenance is relatively low. David suggested that we needed to recruit more submissions and greater variety (in terms of chronology of content and author level, from grad students to established folks). We could promote this more energetically to the membership as a quality peer-reviewed publication.

5. Website report from Jodi Campbell

- Our contract with Network Solutions ends in April of 2016, and we are evaluating possibilities for new hosts. The site has experienced some spam-related hacking issues and we hope to find better service at a comparable price elsewhere. We are hoping to develop a new site design with WordPress. Improved functionality on the new site would include integrated membership management, a member directory, and members-only content such as syllabi and a primary source collection.

6. History Relevance Campaign:

- The membership agreed to join several other academic organizations in endorsing the aims of the Campaign, which "serves as a catalyst for discovering, demonstrating, and promulgating the value of history for individuals, communities, and the nation."

7. Report on elections:

- Karoline Cook and Vanessa de Cruz were elected as members-at-large of the Executive Committee, and Rita Costa-Gomes was elected as the specialist in Portuguese Studies for a one-year term. Hamilton Stapell was elected to the nominating committee. We appreciate the service of Kirsten Schultz, Sasha Pack, Scott Taylor and Tanya Tiffany, whose terms finish with this meeting.

8. Prizes:

- The Best First Article Prize goes to Belen Vicens for her article, "Swearing by God: Muslim Oath-Taking in Late Medieval and Early Modern Christian Iberia," which was published in *Medieval Encounters* in 2014. In her article, Vicens ranges deeply and widely through several centuries of documents in several languages to trace the evolution of oaths offered by Muslims to Christians. She does an admirable job of interpreting, while not leaping to unwarranted conclusions, the meanings behind the changes in wording of these oaths, suggesting that the inclusion and absence of certain elements in them can indicate the state of the relationships among Christians, Muslims, and Jews at that time. Vicens treats aspects of religion, law, rhetoric, and social relations, mostly in eastern Spain and Catalonia. The article is well documented and researched, gracefully and carefully written, and demonstrates both great scholarship and commendable ambition in its effort to suggest larger themes. We congratulate Vicens and look forward to reading more from this promising young scholar.
- The Bishko Prize was awarded to Glair D. Anderson for "Sign of the Cross: Contexts for the Ivory Cross of San Millán de la Cogolla," *Journal of Medieval Iberian Studies* 6, no. 1 (Jan. 2014): 15-41. In this article, Glair Anderson offers a striking and compelling new explanation for the clear Cordoban aesthetic of the ivory cross of San Millán de la Cogolla.

She argues that the reason the cross was done in this style was that Tota, queen of Pamplona, was deliberately using her kinship and political ties to caliph 'Abd al-Rahman to consolidate her own power and that of her children and grandchildren, who later occupied thrones in Pamplona and León. In marshalling Arabic and Latin sources to advance this argument, Anderson seemingly leaves no stone unturned, no possible alternative reading unaddressed. Two committee members commented that every time they found themselves thinking, "Yes, but," Anderson addressed that "but" in the next paragraph or two. The selection committee praised her clear and focused argument, which is well positioned in relationship to the existing literature on this cross, and the freshness and promise of her approach to the origin of this ivory cross.

- The Marques Prize winner is Ana Isabel López-Salazar Codes for "Puderão mais os inquisidores que o rey. Las relaciones entre el Santo Oficio y la Corona en el Portugal de la Restauración (1640-1668)," *Cuadernos de Historia Moderna* 39 (2014). López-Salazar's article examines the historiography of the role played by the highest-ranking officials of the Portuguese Inquisition during the Restoration period, challenging the notion that the members of the Suprema were in league with Castile and served its interests in Portugal. Through a meticulous examination of archival records in an array of repositories, she reconstructs the composition of the bureaucracy of the Holy Office at the time of the Portuguese War of Independence and follows the trajectories of its principal members during the reigns of João IV and Afonso VI. López-Salazar demonstrates that far from being a tool of the Spanish monarchs, the Inquisition's highest ranking members had a variety of political inclinations and links to important factions in the Portuguese court. The notion that they were a threat to Portuguese independence, she convincingly argues, came from the factional struggles of the period and has remained largely unchallenged until the present. López-Salazar therefore makes an important contribution to our understanding of the Holy Office in the seventeenth century, reminding scholars of the wider contexts in which the Inquisition functioned in the early modern period.
- The Best First Article Prize committee (Ruth MacKay, Lisa Surwillo, and Adam Beaver) proposed some changes to the prize criteria for greater clarity. After discussion, the Executive Committee agreed that the prize should be termed the "Best Early Career Article," and that criteria should include the following: that the submission be an article or book chapter, published in a peer-reviewed publication, by a graduate student or Ph.D. who has received the degree within the past five years, and that individuals can submit only one work per grant cycle.

9. Announcements:

- The 2016 meeting will be hosted by David Ringrose and Pamela Radcliff in San Diego. We welcome suggestions for the 2017 meeting.

Recent Publications of ASPHS Members, 2014-2015 (with some retroactive inclusion)

Note: works by multiple authors have been indexed by the name of the person who submitted the publication notice—both in the interests of keeping all the works of an author together, and of highlighting the publications of ASPHS Members.

Medieval

Barton, Simon. *Conquerors, Brides, and Concubines: Interfaith Relations and Social Power in Medieval Iberia*. Philadelphia: University of Pennsylvania Press, 2015.

Catlos, Brian. *Muslims of Medieval Latin Christendom, c. 1050–1614*. Cambridge: Cambridge University Press, 2014.

_____. "'Entre eulx plusieurs Sarrazins...': Jueus i musulmans al regne de Martí I." In *Actas: Martí l'Humà, el darrer rei de la dinastia de Barcelona (1396–1410). L'interregne i el compromís de Casp, 483–501*. Maria Teresa Ferrer i Mallol, ed. Barcelona: Institut d'Estudis Catalans, 2015.

_____. *Infidel Kings and Unholy Warriors: Faith, Power, and Violence in the Age of Crusade and Jihad*. New York: Farrar, Straus & Giroux, 2015.

_____. "'Accursed, Superior Men': Political Power and Ethno-religious Minorities in the Medieval Mediterranean." *Comparative Studies in Society and History* 56 (2014): 844–869.

_____. "Christian-Muslim-Jewish Relations, Medieval 'Spain,' and the Mediterranean: An Historiographical Op-Ed." In *In and Of the Mediterranean: Medieval and Early Modern Iberian Studies*, 1–16. Nuria Silleras-Fernández & Michelle M. Hamilton, eds. Nashville: Vanderbilt University Press, 2015.

_____. "Ethno-Religious Minorities." In *A Companion to Mediterranean History*, 361–377. Peregrine Horden and Sharon Kinoshita, eds. London: Wiley-Blackwell, 2014.

_____. "Is It 'Country Air' that Makes Infidels Free? Religious Diversity in the Non-Urban Environment of the Medieval Crown of Aragon and Beyond." In *La cohabitation religieuse dans les villes Européennes, Xe–XVe siècles/ Religious cohabitation in European towns (10th–15th centuries)*, 141–166. John Tolan and Stéphane Boissollier, eds. Turnhout: Brepols, 2014.

D'Emilio, James, ed. *Culture and Society in Medieval Galicia: A Cultural Crossroads at the Edge of Europe*. Leiden: Brill, 2015.

Devaney, Thomas. *Enemies in the Plaza: Urban Spectacle and the End of Spanish Frontier Culture, 1460-1492*. Philadelphia: University of Pennsylvania Press, 2015.

Kozodoy, Maud. *The Secret Faith of Maestre Honoratus: Profayt Duran and Jewish Identity in Late Medieval Iberia*. Philadelphia: University of Pennsylvania Press, 2015.

Martin, Therese. "Contribuciones del mecenazgo multicultural a la autoridad de las élites femeninas en la península ibérica (ss. X-XI)." In *Arquitectura y mujeres en la historia*, 115–144. María Elena Díez Jorge, ed. Madrid: Editorial Síntesis, 2015.

_____. "Crouching Crossbowmen in Early Twelfth-Century Sculpture: A Nasty, Brutish, and Short(-Lived) Iconography." *Gesta* 54, no. 2 (2015): 143–164.

Martin, Therese, and Jennifer S. Alexander. "Sistemas constructivos en las fases iniciales de la Catedral de Santiago: una nueva mirada al edificio románico a través de las marcas de cantería." In *En el principio: Génesis de la Catedral Románica de Santiago de Compostela. Contexto, construcción y programa iconográfico*, 142-163. José Luis Senra, ed. Santiago de Compostela: Teófilo Edicions, 2014.

Early Modern

Abreu-Ferreira, Darlene. *Women, Crime, and Forgiveness in Early Modern Portugal*. Farnham, UK: Ashgate Publishing, 2015.

Borda d'Agua, Flavio. "'Nada é mais perigoso do que o fogo': prevenção e combate aos incêndios na Lisboa do Antigo Regime." *Cadernos do Arquivo Municipal*, 2º série, nº 2. Lisboa, Câmara Municipal de Lisboa (Junho-Dezembro 2014): 129-144.

Borda d'Agua, Flavio, Fabrice Brandli, Michel Porret, and Sonia Vernhes Rappaz. *Les corps meurtris. Investigations et expertises médico-légales au XVIIIe siècle*. Rennes: Presses Universitaires de Rennes, 2014.

Borda d'Agua, Flavio, Gérard Maury Philippe Coet, Aude Grandvoinet, André Klopmann, and Philippe Schwab. *200 ans: Police genevoise*. Genève: Quorum, 2014.

Boruchoff, David A. "Cervantes and the Invention of the Polyphonic Novel: Teaching the Quijote of 1605." In *Approaches to Teaching Cervantes's Don Quixote*, second edition, 58-65. James A. Parr and Lisa Vollendorf, eds. New York: Modern Language Association, 2015.

_____. "Indians, Cannibals, and Barbarians: Hernán Cortés and Early Modern Cultural Relativism." *Ethnohistory* 62, no. 1 (2015): 17-38.

_____. "Martín de Murúa, Felipe Guaman Poma de Ayala, and the Contested Uses of Saintly Models in Writing Colonial American History." In *Religious Transformations in the Early Modern Americas*, 79-106 and 281-297. Stephanie Kirk and Sarah Rivett, eds. Philadelphia: University of Pennsylvania Press, 2014.

Dungy, Kathryn R. *The Conceptualization of Race in Colonial Puerto Rico, 1800-1850*. New York: Peter Lang, 2015.

Fernández-González, Laura and Fernando Checa Cremades, eds. *Festival Culture in the World of the Spanish Habsburgs*. Aldershot: Ashgate, 2015.

Fernández-González, Laura. "Negotiating Terms: Philip I of Portugal and the Ceremonial Entry into Lisbon in 1581," in *Festival Culture in the World of the Spanish Habsburgs*, 87-114. Laura Fernández-González and Fernando Checa Cremades, eds. Aldershot: Ashgate, 2015.

_____. "La Representación de las Naciones en las Entradas Triunfales de Felipe II y Felipe III en Lisboa, (1581-1619)," in *Las Corporaciones de Nación en la Monarquía Hispánica (1580-1750). Identidad, Patronazgo y Redes de Sociabilidad*, 413-450. Bernardo J. García-García and Oscar Recio Morales, eds. Madrid: Fundación Carlos de Amberes, 2014.

Ghia, Walter, ed. Miguel de Cervantes, *La storia di Cantuccio e Taglierino (Rinconete y Cortadillo)*. Tra descrizione e invenzione: un racconto di Cervantes sulla struttura della criminalità a Siviglia all' inizio del '600. Milano: Mimesis Edizioni, 2015.

Gschwend, Annemarie and Kate J.P. Lowe, eds. *The Global City: On the Streets of Renaissance Lisbon*. London: Paul Holberton Publishing, 2015.

- Mitchell, Silvia Z. "Marriage Plots: Marriage Diplomacy, Royal Women, and International Politics at the Spanish, French, and Imperial Courts, 1665-1679." In *Women, Diplomacy, and International Politics since 1500*, 86-106. Glenda Sluga and Carolyn James, eds. London: Routledge Press, 2015.
- Perrone, Sean T. "Mapping the Collection of the Ecclesiastical Subsidy in Castile, 1530-1558." In *Politics, Gender, and Belief: The Long-Term Impact of the Reformation. Essays in Memory of Robert Kingdon*, 119-153. Amy Nelson Burnett, Kathleen Comerford, and Karin Maag eds. Geneva: Librairie Droz, 2014.
- Reed, Helen H., and Trevor J. Dadson. *La princesa de Éboli Cautiva del rey. Vida de Ana de Mendoza y de la Cerda (1540-1592)*. Colección los Hombres del Rey. Madrid: Centro de Estudios Europa Hispánica y Marcial Pons Historia, 2015.
- Olds, Katrina B. "The 'False Chronicles,' Cardinal Baronio, and Sacred History in Counter-Reformation Spain." *Catholic Historical Review* 100, no. 1 (2014): 1-26.
- _____. *Forging the Past: Invented Histories in Counter-Reformation Spain*. New Haven: Yale University Press, 2015.
- Wunder, Amanda, and Laura R. Bass. "Fashion and Urban Views in Seventeenth-century Madrid." In *Spanish Fashion at the Courts of Early Modern Europe*, vol. 1: 363-84. José Luis Colomer and Amalia Descalzo, eds. Madrid: Centro de Estudios Europa Hispánica, 2014. Spanish edition: "Moda y vistas de Madrid en el siglo XVII." In *Vestir a la española en las cortes europeas (siglos XVI y XVII)*, vol. 1: 363-84 José Luis Colomer and Amalia Descalzo, eds. Madrid: Centro de Estudios Europa Hispánica, 2014.
- Wunder, Amanda. "Women's Fashions and Politics in Seventeenth-Century Spain: The Rise and Fall of the Guardainfante." *Renaissance Quarterly* 68, no.1 (2015): 133-86.

Iberian World: Colonial and Oceanic Contexts

- Paquette, Gabriel. "An Itinerant Liberal: Almeida Garrett's Exilic Itineraries and the Development of his Political and Cultural Ideas." In *Mediterranean Diasporas: Patriotism and the Circulation of Ideas in the Long Nineteenth Century*, 41-55. Maurizio Isabella and Konstantina Zanou, eds. London: Bloomsbury, 2015.
- _____. "Cádiz y las Fábulas de la Historiografía Occidental." In *Cádiz a Debate: Actualidad, Contexto y Legado*, 49-62. Roberto Breña, ed. Mexico City: El Colegio de Mexico, 2014.
- _____. "Carlos III: La Ilustración entre España y Ultramar." In *Entre Mediterráneo y Atlántico: Circulaciones, Conexiones y Miradas, 1756-1867*, 73-92. Luigi Mascilli Migliorini, ed. Santiago de Chile: Fondo de Cultura Económica, 2014.
- _____. "Colonial Societies." In *The Oxford Handbook of Early Modern European History, 1350-1750*, vol. II, 280-306. H.M. Scott, ed. Oxford: Oxford University Press, 2015.
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Useful Digital Resources

Scott K. Taylor's scholarly and bibliographic blog, which collects publication notices, book reviews, highlights of recent research finds, interviews, and other useful resources: <https://emspanishhistorynotes.wordpress.com>

Laura Fernández-González's project on triumphal entries and festivals, particularly the digital re-creation of the triumphal entry of Philip II of Spain, as King of Portugal, into Lisbon in 1581: http://www.recreatingearlymodernfestivals.co.uk/exhibition_laura.htm

In Memoriam

The Association seeks to appropriately recognize the passing of its members and people of importance to the Spanish and Portuguese historical community. Members are welcomed to submit personal remembrances to the editor of the Newsletter; obituaries emphasizing the deceased's professional and scholarly legacy may be submitted to the Bulletin (the official peer-reviewed journal of the Association for Spanish and Portuguese Historical Studies, edited

by David Messenger: dmesseng@uwo.edu). In the case of those who have served as founders or General Secretaries of the organization, a notice will be posted on the ASPHS web page, and obituaries posted in the Newsletter and/or Bulletin according to the previous criteria. Any proposed exceptions to this policy should be submitted to the Executive Committee.

Remembering Carolyn P. Boyd: A Great Political Historian

Javier Moreno-Luzón
Universidad Complutense, Madrid

In July of this year Carolyn P. Boyd (1944-2015) passed away. She was the Secretary General for the Society for Spanish and Portuguese Historical Studies between 2000 and 2004, an excellent historian and one of the principal North American specialists on contemporary Spain. Her work, which centered on fundamental problems within Spanish studies throughout the nineteenth and twentieth centuries, defined basic debates and established very solid theses. They were based on exhaustive research, which was not simply derived by mere erudition; instead countless sources were consulted thus giving rise to convincing arguments. She avoided obscure language, which is usually used in specialized circles: her texts are simple and clear, full of well-founded statements that arrived at solid conclusions. Similar to other intellectuals of her generation who were interested in Spain, she analyzed the difficulties of consolidating, with the needed legitimacy, a democratic system and a cohesive nation.

Among the subjects that she regularly addressed in her multiple publications, two in particular stand out: the political role of the military and the nation-building process

through education and culture. Her first book, a result of her doctoral thesis supervised by Joan Connelly Ullman at the University of Washington, illuminated a crucial question: the growing intervention of the military in Spanish political life. The author explained, with humor, how those responsible for the military archives under Franco did not take the young foreigner who was reading their documents seriously. However in *Praetorian Politics in Liberal Spain* (Chapel Hill: University of North Carolina Press, 1979; published in Spanish, in an edition which was revised and extended, as *La política pretoriana en el reinado de Alfonso XIII*. Madrid: Alianza Editorial, 1990) she masterfully traced the progress of connections between civil power and military power, which set the course for the constitutional monarchy that eventually resulted in the first Spanish dictatorship of the twentieth century. The weight of corporatism, the weakness of the ruling parties and the support given by the king to his military comrades explained the authoritarian shift.

Her second area of knowledge was Spanish identity, which was articulated and discussed in cultural fields. With another

ambitious and critical book, *Historia Patria: Politics, History and National Identity in Spain, 1875-1975* (Princeton, NJ: Princeton University Press, 1997; published in Spanish as *Historia Patria: política, historia e identidad nacional en España, 1875-1975* (Barcelona: Pomares-Corredor, 1997), thoroughly studied the historical accounts which nourished school manuals for more than 100 years and confirmed the lack of agreement in basic principles between the diverse versions of Spanish nationalism—a constant conflict that negatively affected the nationalization of the citizens. These concerns encouraged new projects about commemorations and monuments, which confirmed the evolution from a political history conceived in a classical way to a

cultural history of politics, which was always of the highest quality. We should eventually gather her dispersed and occasionally unedited essays about these subjects, a compilation which would be very important in her field and would serve as an homage to the author.

She was both modest and open about her talent, and her students at the University of Texas at Austin and later at the University of California-Irvine would attest to the fact that she was a magnificent professor. Her teachings inspired, in both an active and crucial ways, studies of Spain in the United States. And, last but not least, Carolyn was an extraordinary person, a dear friend whom we will not forget.

Remembering Christopher Schmidt-Nowara: In Memoriam C.S.N.

James Amelang
Universidad Autónoma, Madrid

Originally presented as the Opening Address at the International Seminar "The Overseas Voice: Colonies and Political Representation in the Iberian Empires of the Nineteenth Century," CSIC, Madrid, September 23, 2015.

To talk about Chris Schmidt-Nowara—hereafter referred to as Chris, the name everyone knew him by—is a bittersweet charge. Sweet is the memory, bitter the occasion. No one who knew Chris could have imagined that he would become a part of our memory so soon. His sudden death at the age of 48 took everyone by surprise, and disturbed the small and pacific community of American Hispanists and their friends and colleagues in Spain and elsewhere like no event I have ever seen. And it is precisely in response to this

surprise and our collective consternation that the organizers of this colloquium invited me to address you today.

Many of the persons here present knew Chris, but others did not have that pleasure. I will offer some brief biographical information, and make some equally brief remarks about his writings. But what I really wish to talk about is Chris as a person. Which is only appropriate, as I am not a specialist in modern Spanish history—I teach the early modern period—and moreover because I am not familiar with Latin

America the way Chris was. But I did have the great good luck to be his friend, and it is precisely as a friend that I feel authorized to speak.

Chris was born in 1966. Looking back on that period, one thinks of it as a time of much change, indeed, of hope. We can also see now that it was also a time of much resistance and inertia. I find that what little my students know of that period today comes from watching *Madmen*. One thing that is for sure is that Chris' family did not hail from that part of American society. An important part of his inheritance came from his mother's family; Ebert was in fact a last name that Chris wore as one of his forenames. His grandfather Robert Ebert had been a physician and a former dean of the Harvard Medical School. By something of a coincidence Chris spent the last part of his life in Boston, teaching at Tufts University. I remember that once when I visited him there we took a walk and when we passed one of the Harvard University neighborhood clinics Chris remarked that the inheritance from his family of which he was most proud was the fact that his grandfather had founded that system.

Chris showed a strong interest in history from an early date. It went along with another lasting attachment, to literature. (Not by accident he studied as an undergraduate at the small but strong bastion of the humanities at Kenyon). He had many enthusiasms, but I believe that what most moved him (apart from politics and his daughter) was Spain and Latin America. I cannot recall the number of times he said he loved living in Spain, and

he did his best to get there as often as he could. This romance started with a stay in Madrid in the NYU program during his junior year abroad. He returned shortly thereafter, in the early 1990s, with a Fulbright fellowship to do his dissertation research, and this is when I met him.

One of the problems of obituaries is their relentlessly individualist focus. Thanks to the concentration on a single person one loses sight of the ties and connections, the friendships and affinities which tell you much, although certainly not everything, about how someone becomes the person he or she was. Chris's case was no different. It is hard to think of him without remembering the various groups to which he belonged, and persons to whom he was attached. To begin with, he was a member of an extraordinary generation of Hispanists, which included Stephen [Jake] Jacobson, Josh Goode, Ada Ferrer, Sandy Holguin, David Ortiz, and Geoff Jensen, among others. To my knowledge there has never been such a large and accomplished cluster of American historians of modern Spain. Theirs was (and is) a group marked by intense intellectual and personal exchange, and equally intense camaraderie.

Moreover, Chris had many teachers, and among them some very good ones, from whom he learned a great deal. He talked often of them, and about two in particular, both from the University of Michigan where he did his doctorate. The first was Rebecca Scott, a well-known specialist in Latin American history, and one of the pioneers in opening up the history of

slavery in the Americas to studying it from below, that is, from the perspective of the slaves themselves. Scott exemplified the best of a broader collective effort not just to reconstruct the experience of slaves as individuals with their own lives to live, but also to recognize that their emancipation owed much to their own struggle and sacrifice. (And if this sounds like a platitude now, believe me, it was not one back then).

The other was Geoff Eley. Like Rebecca, he was a committed leftist and a social historian; those days the confluence between these two categories was taken for granted. Eley had a special gift for raising and explicating questions of theory, which he applied in his own work to the history of modern Europe, and of Germany in particular. He helped guide Chris toward raising some of the same questions in regard to how liberalism developed in the Spanish and Latin American contexts—once again, something we are used to now, but which was still thin on the ground not so long ago.

When I first met Chris he was much given to high theory. Time in the archival trenches helped soften that edge. So did meeting a third teacher. Josep M^a Fradera, a Catalan historian who teaches at the Pompeu Fabra University in Barcelona, served as an informal mentor to Chris when he was doing his research, and wound up collaborating directly in research projects and in his last publications. In Fradera Chris found a colleague with an unusually wide range of historical interests, in both thematic and geographic terms. Above all

he was one of the scholars who had most worked on and thought about the fundamental questions that interested Chris, from the history of slavery, including its impact on the slaveowners, to the longterm imperial experience not only of Spain but of the rest of Europe as well. Despite all the differences between their separate trajectories, the two of them managed to work together very fruitfully, above all in their ability to orient research and interpretation toward finding answers to questions that were novel not only in the Spanish sphere, but also in a truly global context.

Chris wound up publishing three books of his own. First, his dissertation, on the downs and then ups of abolitionism in nineteenth-century Spain; then *The Conquest of History*, about the complex play of interpenetration and independence between Spanish and Latin American historiographies following the independence movements; and finally a general overview of emancipation and slavery in Latin America and the Atlantic world which culminated in the nineteenth century. He moreover co-edited two other books, one with John Nieto-Phillips and the other with Fradera. At the time of his death he was preparing an edition of the diary that Fernando Blanco White, brother of the famous liberal intellectual, wrote as a captive (and escapee) in France during the Peninsular War. Looking at Chris' books, articles, and essays as a whole, one is struck by various qualities they reveal about their author: his enthusiasm and energy, strong intellectual curiosity, breadth of vision, and

the solidity of his documentation and arguments. That is, a wide range of what we would call traditional academic virtues that served as a foundation for a dynamic and innovative project that was making impressive progress. Chris left us a lot, but there was much more to come. His work, like his life, was cut off before its time, and we have been deprived of the most important fruits of his intellectual maturity.

At this point I have a confession to make. I did not want to give this eulogy. For the old to bury the young goes against nature itself. Early last week another friend of mine died, Carl Schorske, one of my professors from graduate school. I hope that some of you here have had the pleasure of reading his magnificent book on culture in late nineteenth-century Vienna. I would have greatly enjoyed speaking to you about Schorske: about what a splendid teacher he was, about his unforgettable writing style, even about how well he sang *lieder*. The reason for such willingness is that shortly before he died Schorske turned one hundred years old. No one can complain about departure at an age like that. But the case of Chris is different. The sheer injustice of it all leaves us helpless—a word (and song) more of my generation than his.

That said, there is someone who would have found this speech even more inappropriate. Believe you me, Chris himself would have been appalled by all this sad solemnity. Granted, he was a person respected by many for his teaching, research, publications, mentoring, and the like. But he was a person loved by many

more, and for many reasons. Above all he was someone who loved in turn, and life in particular. He was endowed with enormous vitality and good humor, and he showed it in many ways. For example, he was a fanatic movie fan. He did not miss any film, no matter how bad it was. He read everything. He was always recommending books, and giving them out right and left. More than half the mystery novels—L.A. noir in particular, although he also liked Ruth Rendell—I have in my house I owe to him. And I still have his own copy of *The Black Dahlia* by James Ellroy, who is not the only writer I know thanks to him. Even more notoriously, he loved Madrid, and the Lavapiés neighborhood in particular. During his first year as a graduate student he lived on the C. Santa Isabel, and often had breakfast in the Portomarín bar in the Plaza. He glowed at the possibility of eating churros shoulder to shoulder with Sanchís, and every now and then he ran into other players from Real Madrid there. (Later—the truth must be told—thanks to Ronaldo and especially Mourinho his devotion to Real Madrid cooled substantially; he was even heard pronouncing words of praise for the great rival to the east). Finally, he was a fan—no, a fanatic—of Madrid's most famous *tapa*, the *patata brava*. He repeatedly proclaimed to the four winds his determination to search out the most perfect exemplar of the species. And I, who accompanied him on several of these expeditions, can render eyewitness testimony that he carried out this research with the scientific seriousness of an Indiana Jones.

All this formed part of the sentimental education of an American innocent abroad; there are shelves groaning with books on the same subject. Somewhat less clichéd, however, is the odd circumstance that while Chris lived in Madrid he played more than two seasons on a Spanish, not an American, basketball team. If you read the Acknowledgments at the beginning of his first two books, you will find mention of the *Universitarios*, a team federated in the Madrid league beginning in 1981, and whose home court still is the municipal gym at Moratalaz. One learns a lot about a person playing basketball with him. One of the more interesting aspects of playing with Chris was to see how integration into the team took the form of a slow period of what could be called apprenticeship. I call it that because Chris learned a lot from and in our team. Not about basketball, which being the sports nut he was he already knew a lot about, but about Spain. He was no choir boy, to be sure, but at the beginning he was left speechless—the same thing happened to me years before—by the deep natural talent of the average Iberian male for blasphemy and obscenity. Such innocence—profoundly American, to be sure—did not last long. Chris did not take long to become a sailor on dry land like everyone else. And his teammates were pleased to see the *Universitarios* jersey immortalized in print thanks to his books.

Here I conclude. Some of you will recognize that the title I gave this talk—*In Memoriam* with the three initials of Chris' name—derives from a famous poem by

Tennyson. We have many words of requiem and farewell in English, but these are my favorite. Tennyson wrote it in 1850, in memory of a younger poet, Arthur Henry Hallam. They had met as students in Cambridge, became good friends, and even travelled together. In fact, in the summer of 1830 they journeyed to the French Pyrenees to deliver some money that had been collected at Cambridge to support the Spanish liberal conspiracy against Ferdinand VII led by general Torrijos. Three years later, while travelling Hallam suddenly became sick in a foreign capital. He died in Vienna at the age of twenty-two. Tennyson wrote "*In Memoriam A.H.H.*" twenty years later, as one of various tributes he paid throughout his life to his friend. It is one of his best known works, as well as one of the longest. In it he devotes much space to offering religious faith as the only source of comfort for the painful absence death had brought about. One could not imagine a more inappropriate way with which to remember Chris. But there is a strophe in the prologue that I believe can be read in a different key:

Forgive these wild and wandering cries,
Confusions of a wasted youth,
forgive them where they fail in truth
and in thy wisdom make me wise...

Read against the grain: the wasted youth is that of the survivor, who is all too aware of the weight of his loss. But he learned that friendship, even when cut off, is a means of learning, and that remembrance can be transformed into a source not only of experience, but also of

wisdom. Proper words indeed with which to

evoke the memory of our friend Chris.

Remembering John W. Williams

David Raizman
Drexel University, Philadelphia

John W. Williams (1928-2015) will be remembered for a lifetime of contributions to the study of medieval art in Spain, not only through a massive body of published work but also for the enthusiasm and energy with which he pursued his investigation of the archeological, aesthetic, and contextual meaning of his subject up to the time of his death at the age of 87. Perhaps best-known for his five-volume corpus *The Illustrated Beatus* (1994-2003), John's interests encompassed manuscript illumination, monumental sculpture and wall painting, and architecture from the Visigothic era through the twelfth century. His books and articles demonstrated the significance of Spain in the broader context of medieval art history, whether in relation to the Pilgrimage Roads, to court, monastery, and crusade, but finally and perhaps most importantly in its own right and on its own terms.

John held strong opinions, was skeptical by nature, and yet willing, even excited, when presented with convincing visual or textual evidence that led him to change his mind or to see things in a new light. One of many notable examples was *Imaging the Medieval Bible* (1999), stemming from a symposium held at the University of Pittsburgh, in which his own essay and those of other scholars challenged the commonly-held theories of the transmission

of picture cycles, arguing for the uniqueness of individual manuscripts and a fresh examination of the choice and interpretation of their picture cycles. He welcomed controversy, but seemed to believe that scholarly debate in his field was always edging toward solving problems rather than creating them. It was my enduring good fortune to be John's first Ph.D student, followed by more than thirty years of a deepening friendship that extended to his wife Mary and their six children. During my time in graduate school (1973-1980) John brought Peter Klein and Serafin Moralejo Alvarez as year-long post-doctoral fellows in the Frick Fine Arts Department at the University of Pittsburgh; along with Mellon Professor Carl Nordenfalk on the faculty, it made for the liveliest of atmospheres for the study of medieval art and the airing of differences of opinion.

In addition to his published work, John's knowledge, energy, and generosity will be remembered by countless colleagues and students on both sides of the Atlantic. While his work was informed by traditional methods of stylistic analysis and connoisseurship, his close attention to objects led to an admiration of the unique work of individual artists and their achievements as well as the lives of patrons both secular and religious. His training as an historian played a strong role in the rigor of

his scholarship and his commitment to locating workshops for manuscript production, working to resolve the mysteries of where and when things were made and to discover the local circumstances surrounding their production and meaning.

John considered art history a shared endeavor: the more who contributed, the more problems solved. He helped to make the study of medieval Spain a viable area of art historical investigation for American students, whether they specialized in it or simply were made aware of it, and whether they were his own Ph.D. students or others at home or abroad who knew his reputation and networked with him via correspondence and lively "shop-talk" at conferences and symposia. His efforts were rewarded by a symposium organized by Pamela Patton at Southern Methodist University and subsequent *Festschrift* in his honor (2005), being named a Fellow of the Medieval Academy of America (2008), and other honors too numerous to mention.

While our many conversations and correspondence over the years usually focused upon new discoveries and projects related to his ongoing research in medieval art, I was frequently surprised by the breadth of his knowledge. After his retirement in 2000, John presented a series of adult classes on old master paintings in the Prado, and as he was completing an addendum volume to his *Illustrated Beatus* series (University of Amsterdam, in press), he found time to make a convincing case, based upon a careful review of documentation and an analysis of style, for attributing to Goya an oil sketch of the

dome frescos in the church of San Antonio de la Florida (Madrid) in the Carnegie Museum in Pittsburgh. Purchased in 1965 and long held in storage as a workshop product, the painting now hangs proudly in the museum's galleries with its new attribution.

Over the past several years John collaborated with filmmakers Murray Grigor and Hamid Shams to create a documentary film about the Commentary on the Apocalypse composed by the 8th-century Asturian monk Beatus of Liébena. The film premiered in the auditorium at the Morgan Library in October, 2014. John was the lens through which medieval Spain came to life in a series of stunning sequences shot in remote locations all over the peninsula in which he re-visited churches and examined manuscripts, conversed with old friends, and re-kindled his enthusiasm for monuments of medieval Spanish art in the glory and excitement of their natural setting. The film was in every way a shared labor of love: John took advice from the filmmakers rather than impose his own ideas, and the result was deeply satisfying, creating deep bonds of affection among the three collaborators.

An ICMA (International Center of Medieval Art)-sponsored session on "new studies" in Spanish medieval manuscripts in honor of John Williams will convene in Kalamazoo in 2016 at the International Congress on Medieval Studies at Western Michigan University, along with a screening of the film "Beatus: The Spanish Apocalypse."

BACK MATTER

Membership

The Association for Spanish and Portuguese Historical Studies was founded in 1969 to promote research in all aspects and epochs of Iberian history. The ASPHS organizes annual meetings, provides an international forum for intellectual and scholarly exchange, maintains four different platforms for disseminating information of interest, and offers prizes and subventions.

While there are some endowments in place, the majority of ASPHS's efforts are supported by its membership dues (which are purposefully modest, as a matter of principal):

- Tier 1: full-time tenured and tenure-track faculty (\$50 for one year, \$130 for three years)
- Tier 2: emeriti, retirees, non-tenure-track or non-full-time faculty (\$25 for one year, \$60 for three years)
- Tier 3: graduate students (unchanged at \$7 for one year, \$15 for three years)
- Institutional memberships: \$25 annually

To join or renew, please visit: <http://asphs.net/membership.html>. All questions concerning membership should be addressed to the Membership Secretary/Treasurer, Sandie Holguín: sholguin@ou.edu (and beginning in March, to Scott Eastman: seastman@creighton.edu)

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Please forward your ideas, queries, or contributions for the *Newsletter* to Luis_Morera@baylor.edu.