



HUIZINGA
INSTITUUT

*Onderzoeksschool
voor
Cultuurgeschiedenis*

*Research Institute and
Graduate School of
Cultural History*

To: the DLG

Bestuurlijke reactie, Research review report Huizinga Institute (March 2019)

The Governing Board of the Huizinga Institute is very pleased indeed with the general tone of approval in the Committee's report on its activities over the last five years, and appreciates very much the comments and suggestions about plans for the future, now that the Institute has relocated from Amsterdam to Utrecht. We would all like to thank the members and secretary of the Committee, and especially its Chair, for the courteous dialogue which we enjoyed in December, for their attention to sometimes rather complicated detail, and their optimistic encouragement in what sometimes seem like difficult times. We note that they valued the preliminary report prepared by Professors Jay Winter, John Brewer and Ulinka Rublack, and we shall send those colleagues a copy of the final report of the Committee as an additional endorsement of their preparatory work.

Regarding the education programme for PhD researchers, we were pleased with the Committee's recognition of our special commitment to cohort-formation of cultural historians across the country, the integration of ReMA students into our teaching activities, and our encouragement of PhD researchers to express their opinions and wishes regarding the curriculum. We do not wholly believe that this last point has made the curriculum design purely 'reactive', but the recommendation that the Programme Committee should take an (even) more active role in designing the teaching activities is a point well taken. Regarding the Huizinga Institute as a national platform for the discipline, we very much appreciate the Committee's positive comments about our effectiveness in that field, again duly noting the well-made points about non-university partners and a more global coverage. We also take note of the remarks of the Committee about seeking more partnerships outside Dutch universities, and of the desirability of increasing diversity amongst our teachers and speakers.

With a view to the strategy for the future, the Board is grateful for the valuable recommendations made by the Committee:

- Regarding the recommendation to develop a clear, research strategic agenda, the Board welcomes the idea for a multi-year strategy, focusing especially on education and community, and is in fact working on this. We should note, however, that developing a

focused research strategy can only be realised through raising specific external funds for this.

- The Board is positive about the idea of initiating new collaboration with external partners, such as the Rijksmuseum, the Meertens Instituut, the Koninklijke Bibliotheek, the Nationaal Archief as well as other institutions with a research task in the field of cultural history. Senior research staff of such external partner institutions will be encouraged to become members of the Huizinga Institute.
- In regard to new opportunities for external financial ‘injections’, the Board will actively explore options and opportunities. The idea of new collaboration with external partners will be a helpful starting-point in this process.
- The recommendation to stimulate a more diverse programme of masterclasses (in terms of scholarly perspective, gender, career stage, and institutional affiliation of the presenters) has the full attention of both the Board and the Programme Team.
- The advice to strengthen the curriculum has been followed and a revision of the teaching programme is underway. This will present a more structured curriculum with training opportunities in new approaches and tools, including Digital Humanities, where possible in collaboration with external partners. In setting up this programme we will continue to stimulate bottom-up initiatives. A point of special attention will be the division of tasks between the graduate schools of individual universities, which are responsible for offering training in generic research skills, and the Huizinga Institute as the national research school for cultural history.

On behalf of the Huizinga Institute Governing Board, finally, we would like to take the opportunity to thank the review committee for its painstaking work, and generally very positive assessment. We welcome the recommendations, as well as the suggestions it has made in considering future developments of the Huizinga Institute.

RESEARCH REVIEW
AMSTERDAM INSTITUTE FOR
HUMANITIES RESEARCH

HUIZINGA INSTITUTE
RESEARCH INSTITUTE AND GRADUATE SCHOOL OF
CULTURAL HISTORY

UNIVERSITY OF AMSTERDAM

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

Project number: Q0691

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This report was finalised on 27/03/2019



REPORT ON THE RESEARCH REVIEW OF THE HUIZINGA INSTITUTE AT THE UNIVERSITY OF AMSTERDAM

1. FOREWORD BY COMMITTEE CHAIR

De commissie die de opdracht kreeg de werking van het Huizinga Instituut in al zijn facetten te evalueren, kon dat in ideale omstandigheden doen. Zij beschikte over de nodige documentatie en kon tijdens haar werkbezoek in december 2018 in een diepgaande discussie met de bestuursleden en onderzoekers treden. Zij waardeerde de correcte redactie van de documentatie en vooral ook de open en constructieve sfeer tijdens het werkbezoek.

Onderzoekers in de geesteswetenschappen wordt vaak aangepraat dat hun disciplines in een 'crisis' verkeren. Het onderzoek dat de commissie in het Huizinga Instituut leerde kennen en moest beoordelen, toont een realiteit die veel minder somber is. De commissie trof een krachtige, dynamische en optimistische onderzoeksgemeenschap aan. Tegelijk kon zij met deze gemeenschap tot een vruchtbare gedachtewisseling komen over aspecten van het onderzoek en de onderzoekscultuur die inderdaad zorgwekkend zijn op het niveau van de geesteswetenschappen als geheel: de moeilijkheid robuuste financiering te bekomen, de versnippering van de onderzoeksinspanningen, een publicatiecultuur die afwijkend is van de dominante biomedische wetenschappen en wetenschap & technologie, een geringer maatschappelijk prestige.

De commissie raakte onder de indruk van de sterkte van de werking van het Huizinga Instituut en is ervan overtuigd dat de reflexieve, kritische en niet-defensieve ingesteldheid van zijn onderzoekers ten aanzien van de heersende wetenschapscultuur in en buiten de geesteswetenschappen een wissel op de toekomst is.

Prof. dr. Jo Tollebeek,
Committee Chair

2. THE REVIEW COMMITTEE AND THE PROCEDURES

2.1. Scope of the review

The review committee was asked to undertake a review of the Huizinga Institute, Research Institute and Graduate school of Cultural History (Huizinga Institute) at the University of Amsterdam (UvA). The review was part of the assessment of the Amsterdam Institute for Humanities Research (AIHR). This assessment included the research units Amsterdam School for Cultural Analysis (ASCA), Amsterdam School of History (ASH), Amsterdam School for Heritage, Memory and Material Culture (AHM), and Amsterdam School for Regional, Transnational and European Studies (ARTES), as well as the national research schools Netherlands Institute for Cultural Analysis (NICA), the Research School for Media Studies (RMeS), the Onderzoeksschool Literatuurwetenschap (OSL), and the Huizinga Institute. The assessment was performed by two committees in two separate site visits. The Huizinga Institute was assessed as part of Cluster II, which also included ASH, AHM and ARTES.

The committee followed the Terms of Reference (ToR) provided by the Huizinga Institute, which were based on the Terms of Reference for the assessment of National Research Schools in the Humanities as decided by the Deans of the Dutch Humanities Faculties (DLG). Following these ToR, the committee was asked to assess the quality of the education of PhD candidates provided by the Huizinga Institute and the added value of the Huizinga Institute as a national forum for the discipline in the period 2012 up to and including 2017, in relation to its own mission statement and formulated goals.

2.2. Composition of the committee

The composition of the committee was as follows:

- Prof. dr. Jo Tollebeek (KU Leuven)
- Prof. dr. Anne-Laure Van Bruaene (Ghent University)
- Dr. Gijs van der Ham (Rijksmuseum, Amsterdam)
- Prof. dr. Alun Jones (University College Dublin)
- Prof. dr. Johannes Paulmann (Leibniz-Institut für Europäische Geschichte, Mainz)
- Prof. dr. Maria Patrizia Violi (University of Bologna)

The committee was supported by dr. Els Schröder, who acted as secretary on behalf of QANU.

2.3. Independence

All members of the committee signed a statement of independence to guarantee an unbiased and independent assessment of the quality of the Huizinga Institute.

2.4. Data provided to the committee

The committee received the self-evaluation report from the unit under review and some supporting material on research data management, its integrity policy, international benchmarking and available funding opportunities within the UvA.

It also received the following documents:

- the Standard Evaluation Protocol (SEP);
- the Terms of Reference (ToR);
- the Quality and Relevance in the Humanities (QRiH) manual;
- an appraisal report by prof. dr. Jay Winter, prof. dr. John Brewer and prof. dr. Ulinka Rublack based on a review of the Huizinga Institute's self-assessment report.

2.5. Procedures followed by the committee

Prior to the site visit, the committee members independently formulated a preliminary assessment of the units under review based on the written information that was provided by AIHR. This documentation also included quantitative data (see Appendix 2). The final review is based on both



the documentation provided by the Huizinga Institute and the information gathered during the interviews with management and representatives of the research unit during the site visit.

The site visit took place on 12-14 December 2018 in Amsterdam (see the schedule in Appendix 1). At the start of the visit, the committee was briefed by QANU about research reviews. It also discussed its preliminary assessments and decided upon a number of comments and questions. The committee agreed upon procedural matters and aspects of the review. After the interviews, the committee discussed its findings and comments in order to allow the chair to present the preliminary findings and to provide the secretary with argumentation to draft a first version of the review report.

The draft report by committee and secretary was presented to the Huizinga Institute for factual corrections and comments. In close consultation with the chair and other committee members, the comments were reviewed in order to draft the final report. The final report was presented to the Board of the UvA and to the management of the Huizinga Institute.

3. ASSESSMENT OF THE REPORT ON THE RESEARCH REVIEW OF THE RESEARCH INSTITUTE AND GRADUATE SCHOOL OF CULTURAL HISTORY

3.1. Introduction

The Huizinga Institute is the Dutch national research school for cultural history. Ten universities participate in the Huizinga Institute: the University of Amsterdam (UvA; host institution), Utrecht University (UU), Radboud University Nijmegen (RU), Erasmus University Rotterdam (EUR), Leiden University (UL), Maastricht University (MU), University of Twente (UT), VU University Amsterdam (VU), the University of Groningen (RUG) and Tilburg University (TiU). Affiliated institutions are the Open University (OU) and Huygens ING. The Huizinga Institute offers PhD candidates and research master (ReMa) students from all these institutions scholarly training in cultural history. For this assessment, only the training offered for PhD researchers will be reviewed.

The Huizinga Institute was established in 1995, and has been hosted by the UvA since its creation. In 2015, the Deans of the Dutch Humanities Faculties (DLG) decided that the hosting of national research schools in the humanities should rotate between participating universities. As a consequence, the Huizinga Institute is relocating to UU per 1 January 2019. The Huizinga Institute's funding derives from two sources. Its office is maintained by a contribution from the DLG, and its teaching activities are supported by funds paid for each PhD researcher (€ 1,000 in 2017, paid by the local university faculties) and research master student (€ 400 in 2017, paid by the Regieorgaan Geesteswetenschappen) registered with the School by their local universities. The Huizinga Institute does not have financial resources for the funding of research activities that go beyond its research master and PhD training programme.

The Huizinga Institute provides high quality national training for PhD candidates and ReMa students. The teaching programme serves to familiarise the trainee researcher with various approaches to and methods used in cultural historical research today. It caters for cultural historians in a broad sense, including historians, art historians and literary scholars. At the same time, it shapes successive cohorts of young researchers and helps creating networks between members and between them and national as well as international scholars. The Huizinga Institute sees this cohort-building function as of special importance, allowing for professional connections and personal links that may last a lifetime.

The Huizinga Institute's mission is therefore to:

- provide high-quality academic education for PhD researchers and Research Master (ReMA) students;
- optimize the research culture and environment in which PhD researchers and Research Master (ReMA) students operate;
- provide a platform for national co-operation in cultural history research;
- act as a sounding board, contact point, agency and international bridgehead for cultural history in the Netherlands.

The Huizinga Institute is a relatively large national research school. In 2017, 24 PhD researchers and 57 ReMa students were newly enrolled in the Huizinga Institute.

3.2. The quality of the education for PhD candidates

The Huizinga Institute has a long and highly regarded history and offers a diverse programme, combining more traditional courses with symposiums, summer schools and master classes. The curriculum for doctoral candidates comprises three mandatory courses: 1) a course on Research into Cultural History (Year 1) and a follow-up course on Research into Cultural History (Year 2). In addition, PhD candidates participate in the annual Graduate Symposium, first as auditor (Year 2) and then as presenter (Year 3). In addition, PhD researchers are invited to attend the Summer School,



whose topic changes annually, an annual course on Oral History, master classes, workshops and *ateliers* that are presented throughout the year.

For PhD researchers, the training provided by the Huizinga Institute is a valuable supplement to the training received at their home university. Local training is usually either general, oriented towards academic and professional skills such as grant application and presentation skills, or very specialised and tailored towards a PhD candidate's specific research area or interest. The Huizinga Institute offers a disciplinary training, paying particular attention to cultural-historical approaches, theory and methods in particular. In this respect, it bridges the gap between general academic skills and specific niche research skills tailored to individual research. The Huizinga Institute's programme also offers doctoral candidates incentives for further progression in their individual research journey. PhD researchers are, for example, invited to present their research to their peers at the Huizinga Institute's annual Graduate Symposium in their third year. This is considered a strong feature by the committee as it supports doctoral candidates in a helpful and encouraging way.

Also, the Institute's training opens up the field of cultural history in other ways. PhD researchers in cultural history are usually embedded within a larger faculty or research group with a range of disciplinary orientations. This is particularly true for cultural historians who are based in other disciplinary departments than history, for example art historians and literary scholars, or for cultural historians with a position at a university that focuses in its historical research on other disciplinary approaches. At the Huizinga Institute, young researchers are submerged in the broadness and diversity of cultural history and meet researchers from other subdisciplines that they may otherwise not have encountered. Therefore, the scope and focus of the training offered here is vital in connecting the PhD candidates to the diversity of the field, approaches and methods of cultural history.

The quality of the teaching staff is very high and the course material appears solid. The Huizinga Institute seems to be handling the recent challenge of the enrolment of a large group of ReMa students relatively well. Some courses are primarily aimed at ReMa students, for example, and some are exclusively open to doctoral researchers. In this way, the quality of education of PhD candidates is safeguarded. Monitoring the balance between ReMA students and doctoral candidates remains, however, of importance in the near future. The courses are generally well evaluated by participants. Nevertheless, the committee wonders whether the ambitions of the Huizinga Institute should not be set higher in this area; comparable research schools in the Netherlands also seem to raise the bar. The introduction course, for example, could be made more intensive by offering a deep immersion in sources, methodologies and concepts. This could be coupled with, for example, in-house learning in heritage institutions and archives. This would offer PhD candidates exposure to sources and techniques with which they are often unfamiliar, while also providing a welcome introduction in the cultural (work)field.

In addition to training, the Huizinga Institute also provides opportunities for PhD researchers to organise symposia, workshops and conferences. Doctoral candidates are encouraged to organise workshops and to formulate collaborative initiatives with like-minded researchers from other universities within the field. These options are greatly appreciated by PhD researchers, who enthusiastically gave examples of graduate initiatives during the site visit. This bottom-up approach, which offers PhD researchers the opportunity to suggest themes and to discuss the curriculum, is certainly considered promising and a positive aspect of the Huizinga Institute. It shows that the Huizinga Institute successfully embeds and supports initiatives and creates an environment for doctoral candidates in which they feel free to organize and contribute.

The committee wants to express, however, that this approach needs a counter-weight. It acknowledges that PhD candidates have in a number of cases been engineers of their own training destiny. They have come together, identified gaps in their training portfolio and run particular workshops to address training deficits. Initiatives for renewal and changes to the programme have thus come, by and large, from doctoral candidates themselves in recent years. As a result, the

Huizinga Institute gives the impression of being mainly receptive rather than a (pro)active trailblazer for the discipline of cultural history. The Huizinga Institute's Board members explained that their resources are limited and that they are dependent on their members for supplying good quality teaching. The Governing Board, which succeeded in 2016 the Advisory Board as the Huizinga Institute's main body, also felt that change should follow the upcoming move to Utrecht. According to the panel, the training in cultural history could benefit from a more proactive approach by the Institute itself in terms of planning and reviewing its programme on a more thorough and regular basis.

The committee considers that with the move to Utrecht, the time is now indeed appropriate for the Institute to embark upon comprehensive discussions among its institutional participants about the current and prospective nature of postgraduate training in cultural history, as well as the contemporary trends and developments in the discipline that will require a strategically coordinated rather than ad hoc response from the Institute's leadership. The move to Utrecht is, in this respect, an opportunity to enhance its initiatives for renewal in order to remain an innovative force for the discipline of cultural history. Crucial, in this regard, will be the Institute's ability to provide refreshed and innovative training despite rather limited budgets. The committee recognises that much of the Institute's success to date has been dependent upon individual commitment, graft and the goodwill of others to contribute to its mission. The move to Utrecht also implies change in this respect. Changes in personnel could have serious implications for the viability of the Institute's programme of training. To date, the burden has not been shared equally among the Institute's participating institutions. Going forward, this will present issues regarding the sustainability of unequal commitment and fairness of participation practices. Also, in this respect the committee welcomes the opportunities that a fresh start in Utrecht presents.

The committee summarises the Huizinga Institute's challenges as follows: First, the continuous need for renewal of the programme should strike a balance between bottom-up initiatives, the availability of members willing to teach at the Huizinga Institute and strategic agenda-setting for cultural history as a discipline by the Institute. The committee feels that in particular the Institute's Programme Committee should be asked to take in this the lead, together with a proactive programme management team (or board). The committee noted that some governing board members during the site visit were very keen to look afresh to the current curriculum, which was appreciated. Therefore, the review panel encourages active involvement of the governing board in rethinking the structure of the programme, next to a more actively involved Programme Committee. In addition, the committee appreciates the active participation of members of the PhD Council during meetings of both the Governing Board and the Programme Committee, as the Institutes' young researchers have demonstrated to be a strong, innovative force within the Institute. The committee was pleased to learn that meetings of both the Governing Board and Programme Committee are already structurally attended by representatives of the Institute's PHD/ReMa Council. Of course, the committee trusts the Institute to take these remarks as suggestions only. It hopes that these suggestions will result in some internal reflection on the way how to direct and manage the Institute most effectively.

Second, attention should be given to training methods and approaches that provide the tools and employment opportunities for the next generation of cultural historians, including the rapid development of Digital Humanities. The committee strongly recommends the Huizinga Institute to structurally introduce young scholars to the methods, opportunities and limits of the methods of the digital humanities. Also, collaborations with societal partners and institutions, such as archives, museums and libraries, could be explored in this context.

Third, the committee suggests broadening the Institute's current focus, which is mainly Eurocentric in orientation, into other cultural spheres and jurisdictions. This is not only clear from the subjects offered as part of the Institute's curriculum, but also from the offered masterclasses. Most invited scholars are now primarily from an Anglo-Saxon background, by and large male and often well-established scholars. Widening the perspective and range of speakers, including inviting young



international scholars who test the boundaries of the field with exciting new theories and methods, would enhance the Institute's role and standing in international context and may also strengthen its national position as a forum for the discipline.

3.3. The added value of the Huizinga Institute as a national forum for the discipline

The Huizinga Institute is committed to cohort building within the field of cultural history. It allows researchers and students in cultural history to meet, create links, co-develop ideas and co-organise workshops. These initiatives benefit all doctoral candidates and ReMa students in making them reach out beyond their own supervisors, research groups, schools and universities. This is particularly the case for members from smaller institutions, which cannot provide the education on the same level and to the same extent. As a result, the Huizinga Institute is of vital importance for many PhD candidates.

From the statements by its student members, the Institute offers a good platform for creating networks between candidates from the different universities. These networks are also valued. This is witnessed, for example, by the fact that also external PhD candidates actively seek the connection with the Huizinga Institute and by the, more incidental, enrolment of Flemish doctoral candidates in the Institute's programme. These examples reflect the recognised standing and the experienced added value of the Huizinga Institute for PhD researchers. Also, the keen interest for membership and active participation of scholars from affiliated institutions – Huygens ING and the Open University – reflect the Huizinga Institute's vital role as a platform for the discipline. With the influx of ReMa students, cohort-building amongst doctoral candidates may be or may become less evident and natural than currently is the case. The committee therefore strongly supports the Huizinga Institute in reserving certain courses and events for PhD researchers only, as it considers it important that doctoral candidates continue to recognise themselves as an entity, a proper cohort, within the community.

The Huizinga Institute is also a sought-after partner for national collaborations. Institute members have, for example, provided input for the development of the Dutch National Research Agenda, in particular with respect to the Horizon 2020 themes. They were invited to formulate research questions relevant to the field of cultural history, the humanities and social sciences alike. Also, the Institute was regularly consulted as a national body for matters concerning the profession. For example, the national statistics agency, the Centraal Bureau voor de Statistiek (CBS), asked for advice on its report on Dutch identity and the Scientific Advisory Council to the Government (WRR) invited Huizinga contributions to a report on 'Identification within the Netherlands'. Also, the Huizinga Institute has been involved in the development of a systematic instrument for describing and assessing research, the Quality and Relevance in the Humanities (QRIH), that is now used in the review of research output in the Humanities. In the international community, the Huizinga Institute is also a valued partner. It is a member of the International Society for Cultural History and regularly hosts events, at which leading scholars in the field bring their expertise to the Huizinga Institute. These marks of recognition are testament to the significant role of the Huizinga Institute in the field.

In addition, the Huizinga Institute digitally offers a platform for its community through its website and its newsletter. It also supports some expert meetings of national research groups in oral history, ego-documents, history of the humanities, periodicals studies, history of science and visual culture. These activities and initiatives bring together cultural historians from the academic field and seem effective. The committee heard that cultural historians by and large identify with the Huizinga Institute as a national platform. Again, the committee noted some opportunities for further development in this respect. The committee feels that initiatives of the Huizinga Institute currently stress too exclusively relations between universities. Cultural history is an interdisciplinary field and it should therefore also embrace its relevant societal partners. Heritage institutions in particular are the obvious social partner currently missing out on the Huizinga Institute's initiatives and discussions. The committee considers it therefore wise to open up the Institute, by approaching a select group of societal institutions. They could be incorporated in the governance structure (perhaps as special affiliated members) or other forms of formalised collaboration could be considered. This would

certainly strengthen the Huizinga Institute's reputation and recognition as a national forum for the discipline. As noted above, a widening of perspective (e.g. becoming less Eurocentric in orientation) would also enhance the Institute's role and strengthen its role as national forum for the discipline.

3.4. Conclusions

The committee concludes that the Huizinga Institute offers PhD candidates from the field of cultural history a valuable disciplinary training. The structure of the current curriculum is appropriate and the quality of the staff involved is excellent. The Huizinga Institute seems to have managed the influx of ReMa students reasonably well and the committee supports the current practice of reserving some courses for PhD candidates only, to allow for in-depth disciplinary training and cohort-building amongst PhD students. The current curriculum is diverse and interesting, yet the committee recommends reviewing it with respect to skills-training in the light of the advance of the digital humanities. Additionally, opportunities present themselves in widening the current range and take on cultural history; structural attention to non-western perspectives would strengthen the curriculum and may also raise the Huizinga's Institute's international reputation even further. The innovative force represented by the Institute's PhD candidates, is highly valued by the committee and also testifies to the way in which the Institute manages to foster and advance these young scholars' talents.

The Huizinga Institute offers PhD candidates, ReMa students and scholars a place where they can experience the diversity of the field, which is all the more necessary since many of them operate in relative isolation. The national research school is therefore of clear added value to the field. The committee approves the Institute efforts to act as a national forum, e.g. by promoting inter-university research groups. Its role can be enhanced by bringing focus into its strategic agenda. Additionally, the Huizinga Institute should invest in societal collaborations in the coming years. The committee considers it adamant that the Huizinga Institute actively seeks and promote these kind of collaborations as part of their training programme. The committee feels that with the move to Utrecht, an excellent opportunity arises to update the curriculum, take a fresh approach to the Institute's educational focus and its role as platform within the discipline.



4. RECOMMENDATIONS

- Formulate a clear, research strategic agenda for the Huizinga Institute and engage in long-term planning. In this respect, a balance between initiatives, personell and demands needs to be struck with a clear view for the field.
- Open up the platform to external partners (e.g. heritage institutions, archives) which may be given a special affiliation.
- Look for new financial injections in collaboration with the universities and external partners by entering into training partnerships (e.g. archives, libraries, heritage institutions).
- Diversify the masterclasses on offer in terms of perspectives. Strike a balance between introducing young scholars to big names in the field and to new, innovative and challenging perspectives. Also, try to raise the number of female speakers.
- Strengthen the current curriculum in terms of skill-training and bring it up-to-date with new approaches and tools, including Digital Humanities. Find ways to immerse students more fully.



APPENDICES



APPENDIX 1: PROGRAMME OF THE SITE VISIT

Day 1: 12 December 2018

Time	Who/What	Where
10:00-10:30	<i>coffee</i>	<i>E1.01D</i>
10:30-12:30	Private meeting for committee members only with secretary QANU	E1.01E
12:30-13:00	Prof. Fred Weerman (dean), prof. Thomas Vaessens (director AIHR and vice-dean), dr. Elske Gerritsen (head of research)	E1.01E
13:00-13:45	<i>Lunch</i>	<i>E1.01D</i>
13:45-14:15	Meeting on the educational programme for PhD's: dr. Carlos Reijnen (director Graduate School of the Humanities), Thomas Vaessens, and Elske Gerritsen	E1.01E
14:15-15:00	Prof. dr. Liz Buettner (director of ASH), Simon Speksnijder and Brigit van der Pas (coordinator of ASH)	E1.01E
15:00-15:30	<i>Tea break</i>	<i>E1.01D</i>
15:30-16:15	Prof. dr. Rob van der Laarse (director AHM), dr. Ihab Saloul, Rene Does (coordinator AHM)	E1.01E
16:15-17:00	Dr. Christian Noack (director ARTES), Paul Koopman (coordinator ARTES)	E1.01E
17:00-18:00	<i>Drinks committee, secretary Qanu, Fred Weerman, Thomas Vaessens, Carlos Reijnen, Elske Gerritsen, directors schools and coordinators</i>	<i>F1.01</i>
18:30-21:00	<i>Diner committee, secretary Qanu</i>	<i>Restaurant De Compagnon</i>

Day 2: 13 December 2018

Time	Who/What	Where
9:00-9:30	Private meeting for committee members only with secretary QANU	E1.01E
9:30-10:00	Meeting with PhD students of ASH, ARTES and AHM: Laura van Hasselt (ASH), Arjan Nuijten (ASH), Nanouschka Wamelink (ASH), Nour Munawar (AHM), Inge Kallen-den Oudsten (AHM), Milou van Hout (ARTES), Enno Maessen (ARTES)	E1.01E
10:00-10:15	<i>Coffee break</i>	<i>E1.01D</i>
10:15-11:00	Meeting with Assistant Professors, Associate Professors and Professors of ASH: Moritz Föllmer, Charles van den Heuvel, Geert Janssen, Vincent Kuitenbrouwer, Manon Parry, Gerard Wiegiers Justyna Wubs-Mrozewicz, Djoeke van Netten	E1.01E



11:00-11:45	Meeting with Assistant Professors, Associate Professors and Professors of AHM: Patricia Lulof, Maartje Stols-Witlox, Frank van Vree, Maarten van Bommel, Carolyn Birdsall, Nanci Adler	E1.01E
11:45-12:30	Meeting with Assistant Professors, Associate Professors and Professors of ARTES: Luiza Bialasiewicz, Barbara Hogenboom, Matthijs Lok, Marleen Rensen, Yolanda Rodríguez Perez	E1.01E
<i>12:30-13:15</i>	<i>Lunch with members of the research schools</i>	<i>E1.01D</i>
13:15-13:25	Private meeting for committee member only with secretary QANU	E1.01E
13:25-14:00	Meeting with Elske Gerritsen, Thomas Vaessens, Christian Noack, Liz Buettner, Ihab Saloul	E1.01E
14:00-16:00	Private meeting for committee member only with secretary QANU	E1.01E
16:00 - 16:30	<i>Transport to Amsterdam Museum</i>	
16:30 - 18:00	Visit Amsterdam Museum	
<i>18:30-21:00</i>	<i>Diner committee members, secretary Qanu</i>	<i>Brasserie Ambassade</i>

Day 3: 14 December 2018

Time	Who/What	Where
9:30-10:30	Private meeting (committee members only)	E1.01E
10:30-11:30	Meeting with representatives of the Board of Huizinga, including PhD's: Judith Pollmann (UL), Arnoud Visser (UU), Jan Hein Furnée (RU), Anjana Singh (RUG), Michael Wintle (UvA), Michel van Duijnen (PhD), Tymen Peverelli (PhD), Larissa Schulte Nordholt (PhD), Paul Koopman (coordinator)	E1.01E
<i>11:30-11:45</i>	<i>Coffee break</i>	<i>E1.01D</i>
11:45-12:15	Meeting with director and coordinator of Huizinga for further questions	E1.01E
<i>12:15 - 13:00</i>	<i>Lunch</i>	<i>E1.01D</i>
13:00-15:00	Private meeting (committee members only)	E1.01E
<i>15:00-15:30</i>	<i>Tea Break</i>	<i>E1.01D</i>
15:30-16:30 VOC	Presentation of preliminary conclusions by the Committee	V.O.C. Room
<i>16:30-</i>	<i>Drinks</i>	<i>V.O.C. Room</i>

APPENDIX 2: QUANTITATIVE DATA

The quality of the education provided for PhD researchers

The table below shows the annual inflow of PhD researchers and ReMa students in the period from 2012 until 2017.³

<i>Inflow 2012 - 2017</i>	<i>PhD researchers</i>	<i>ReMa students</i>
2012	18	36
2013	17	46
2014	18	39
2015	22	58
2016	20	44
2017	24	57

With an average of 20 PhD researchers and 47 ReMa students, the Huizinga Institute is the second largest national research school in the Humanities in the Netherlands.⁴

Financial Overview 2012-2017

	Budget	Personnel Costs	Courses	Result
2012	€ 93.361	-€ 60.111	-€ 24.329	€ 8.921
2013	€ 88.351	-€ 59.051	-€ 44.229	-€ 14.929
2014	€ 107.141	-€ 61.590	-€ 47.069	-€ 1.518
2015	€ 101.965	-€ 71.670	-€ 38.473	-€ 8.178
2016	€ 127.656	-€ 73.160	-€ 48.936	€ 5.560
2017	€ 113.952	-€ 76.059	-€ 29.514	€ 8.379



Professor Fred Weerman
Head of the Board of the Faculty of Humanities
University of Amsterdam
Kloveniersburgwal 48
1012 CX Amsterdam
The Netherlands

JAY WINTER
Charles J. Stille Professor of History

PO Box 208324
New Haven CT 06520-8324
T 203 432-1395
F 203 432-7587
jay.winter@yale.edu
www.yale.edu/history

courier
320 York Street
New Haven CT 06511

28 June 2018

Dear Professor Weerman

Huizinga report: Reference: *fgw 18u 0110*

The following report is a response to a request you made to me on 19 April 2018 to convene a committee of three historians, John Brewer, Ulinka Rublack, and me, to examine the self-assessment of the Huizinga Institute and to appraise the work of this institute in a single joint document, to be submitted to you by 1 July 2018.

I am happy to say we have been able to complete our work in time. The report is attached.

Yours sincerely,

Jay Winter

c.c. m.j. wintle@uva.nl

Report on the Huizinga Institute

1 July 2018

Part 1: Self-assessment

We note that the self-assessment introduces us to specific elements of the work of the Huizinga Institute:

1. the quality of the teaching programme provided by the Huizinga Institute for PhD researchers, and;
2. the added value of the Huizinga Institute as a national forum for the discipline in the period 2012 up to and including 2017, with reference to its own mission statement and formulated goals.

We note as well the following claims states in the self-assessment.

1. The Huizinga Institute's mission is:

- to provide high-quality academic education for PhD researchers and Research Master (ReMA) students
- to optimize the research culture and environment in which they operate
- to provide a platform for national co-operation in cultural history research
- to act as a sounding board, contact point, agency and international bridgehead for cultural history in the Netherlands.

2. The Huizinga Institute aims to provide a platform for cultural historians in the Netherlands, and does so in a number of ways:

First, there is the teaching programme in itself, which brings together the various locations of cultural historical scholarship in the country, and allows colleagues and PhDs to scrutinize new developments and methodologies in the discipline.

Second, through its website and newsletters, it gives visibility to the discipline, its expertise and its events. There are about 192 senior researchers registered with the Institute, see appendix 4. There are never any problems in recruiting top-class respondents from amongst senior members for our PhD symposia.

Third, the Institute facilitates exchange of knowledge and research within the discipline; for example, in the period from 2012 to 2017 the Huizinga Institute supported and encouraged academic meetings and exchanges of the following national research groups:

- Oral history
- Ego-documents
- History of the humanities
- Periodicals studies
- History of science
- Visual culture.

Fourth, the Huizinga Institute also exercises a function of advocacy for the discipline and the profession of cultural history. We are regularly consulted as a national body for matters concerning the cultural history profession.

Part 2: Evaluation

Our comments address aspects of both the mission and the programme of the Institute. We do so from the perspective of scholarship in the sub-disciplines we command, from the early modern period, to the eighteenth and nineteenth century, to the twentieth century and beyond. For this reason we present three separate opinions, with distinctive perspectives. We hope that together they will prove useful both to the Institute and to those reviewing its work in the future.

1. The early-modern-history perspective: Professor Ulinka Rublack, University of Cambridge

The course offerings are supplementary to the PhD research and not part of a formal in-depth programme. The aim of the Huizinga is to provide state-of-the art, innovative and internationally leading courses on cultural history as a national research school for graduates in the Netherlands. It also aims to promote international research co-operation.

In my view it very successfully fulfils this role.

The report demonstrates that the Institute is a dynamic institution which adapts and evolves in relation to its aim to be internationally leading – the fact that English is now adopted as working language at the PhD symposia and introductory course for PhDs is commendable. Inflow figures have risen from 18 in 2012 to 24 in 2017 for PhD students and, even more remarkably, from 36 to 57 at the ReMA level. This makes it the second largest national research school. It has celebrated its twentieth anniversary in 2015/16 in the most effective way, with a keynote by Prof Peter Burke, a symposium and an edited volume which is about to be published by a major English publishing house. These prestigious initiatives cultivate the memory of Huizinga as one of the two major founding fathers of cultural history and will continue to make the Institute an attractive destination for top international scholars invited to offer masterclasses or lectures.

The range of summer schools and courses which are offered are ambitious given the size of staff and administration. The themes foregrounded in courses show a specific commitment to research on memory cultures but vary significantly in focus. I am particularly pleased to note that there is increasing communication between graduates and staff about graduate needs in this respect, which makes the intellectual dialogue alive and generative. The Institute Council plays a key role in this respect.

We have not been provided with a gender breakdown for graduates, but I note that only 3 of the session leaders of the Research course who are listed are female. It is extremely

important to provide female academic role models for both male and female graduates and this proportion should be monitored. Female graduates simply find it harder to see themselves in leadership roles and will discuss different sets of questions (work-life balance etc) informally with female course leaders.

I also wondered about the follow up where courses have not been evaluated at the highest level. My suggestion would be to assure graduates that their assessment is relevant and will shape future formats and thematic foci. A reflection on problematic issues (f.ex. whether these tend to be related to the format or contents) should be part of the self-assessment report.

Assessment result on the whole, however, fall in the good/excellent range, and thus are satisfactory or above.

Participation in summer schools appears steady and the themes relevant, if surprisingly specific at times, although the international course on Rome in Rome was clearly particularly enjoyed by all those who participated. More reflection might have gone into what features resulted in an evaluation as excellent, and whether successful teaching formats could be adopted more broadly.

5 out of 13 masterclasses listed were delivered by female academics, two of them (Byatt and Davis) by world famous figures. Several male contributors likewise are top-intellectuals of their generation.

On a national level, Huizinga members interact with a wide range of concerns and bring culturalist perspectives to them; they encourage academic exchanges, workshops and meetings.

In conclusion, there is no doubt to my mind that the Huizinga is a dynamic and ambitious institution which plays a successful and significant role nationally in relation to its aims and resources. A further sign of this are its reflections on the future of the Institute when it moves to Utrecht in 2019. I fully endorse its aim to reflect the much greater interest in global history. It has to project in greater detail, however, how it wishes to train competences in international research collaboration as well as in the generation of social impact by researchers. The Institute could offer training in how to provide high quality educational websites aimed at schools, teachers and the larger public on selected themes, such as the history of migration to the Netherlands, or war time memory, in line with teaching curricula. It needs to be clearer in identifying what kinds of collaborations are most beneficial and realistic, given the Institutes limited administrative and financial resources.

My final recommendation, in conclusion, is to carefully monitor intake as well as the teaching provision in terms of gender equality and racial diversity, and to reflect this on the website with graduate biographies, for instance, so as to nurtures new approaches to inclusivity which doubtless make for the richest engagement with cultural history.

2. The eighteenth- and nineteenth-century history perspective: John Brewer, California Institute of Technology

What immediately impresses me as someone more familiar with Anglo-phone academic arrangements is the open, enabling and democratic structures that shape the Institute's activities. Overall it is thankfully free of the cancer of micro-management that elsewhere is metastasizing through the body of the academy. It is notable that the Institute sees its function and is set up to facilitate and enable research rather than determine its direction, and that its means of consultation and participation for the Ph.D students ensures that they have a proper forum to inform and shape the direction of their own studies. The balance between oversight/direction and openness seems right. This means that the responsibility of the Institute is to a large degree that of exposing its members to a broad range of methods and approaches, such as those offered through master-classes, symposia, conferences and summer schools as well as specific courses, and to ensuring that cohorts of students have the right circumstances in which to learn from their peers as well as their teachers and instructors. All of which is to say that I like the environment as one that seems close to ideal for the pursuit of research and which also is highly conducive to the sorts of friendships and collaborations that can run through an entire academic career.

More specifically: looking at the offerings in the research in cultural history, one sees the usual suspects and no glaring omission, unless maybe the absence of anything on 'materiality' (I hold no special brief here), a topic that has had fairly considerable momentum in anthropological, science and historical studies in recent years.

One comment on the Research in cultural history course. Why did the numbers fall off precipitously in 2017, at a time when the number of Ph.D students was increasing? Its only a blip, but quite a big one.

In discussing new future developments the report looks towards (a) a global dimension (b) more large-scale projects and (c) more impact. These are, of course, the fetishes of educational apparatchiks which, like any scholarly approach should be treated critically. In order to shape the way in which these might benefit scholarship it seems to me that it would be useful for the HI, as a national institution, to begin a scholarly conversation (that includes Ph.D students) about the benefits and limitations of 'global perspectives', large projects (how relevant are natural science models as opposed to loose collaborations to cultural historical research?), and claims of cultural impact. In other words the HI should positively shape the direction of these developments. Thus, for instance, offering courses or workshops on the strengths and weaknesses of numerically or digitally driven humanities projects, or exploring the arena of cultural policy, in order to identify where scholarly work can combine with public outreach. After all some of the most successful (and intellectually worthwhile) projects have emerged from the collaborations between universities and bodies like museums, theatre and musical companies, art galleries etc.

3. The twentieth-century and after perspective: Jay Winter, Yale University

I address in particular the question as to the position of the Huizinga Institute in a time of transition, from Amsterdam to Utrecht and a time of exponential growth in cultural history of the contemporary world.

The first is the increasing global dimension of cultural history.

Secondly, the increasing prominence of large-scale research projects increasing in particular the importance of collaboration in research.

Thirdly, the stronger emphasis in science policy on social impact and valorization invites us to consider new opportunities for training PhD researchers to professionalize their research skills in this regard.

Apart from its teaching mission, there will also be new opportunities ahead for developing the Institute's responsibility as a national forum in cultural history.

The subject of global history is not at all restricted to the past century, but the deluge of publications in recent cultural history presents challenges that the Huizinga Institute is well placed to meet. A move to Utrecht opens up new opportunities for further dialogue with Imperial and post-imperial scholars and sources, and for more space for the kind of collaborative work and large-scale research design that will grow in importance in future years.

The national standing of the Huizinga Institute in this field is unmatched. I would like to insist, as well, that the Institute has a very important European role to play, in particular in the post-Brexit period. Here and now we live at a moment when British cultural history faces the risk of marginalization. Nothing could be worse for British cultural historians, and especially, the new generation of students, to lose out on funding and collaboration with our European colleagues. I note that there were three British colleagues who gave master classes at the Huizinga Institute in 2016-17, and there is room for an even larger British representation in the future.

There is one particular field which may require additional attention to equip students with the skills they need in future research. Digital sources present dangers and opportunities for scholars, to be sure, but they are so numerous that using them is unavoidable. Students need to address the memory boom of the digital age systematically, and with guidance as to how to use quantitative and qualitative techniques to explore such sources. There is abundant experience among the staff of the Huizinga Institute to see that this initiative prospers.

My overall view of the profile of the Huizinga Institute is that it is an outstanding centre for research and teaching in the field of contemporary cultural history. It is more than a national asset; it is a national treasure, which has no equivalent to my knowledge elsewhere in Europe or North America. It deserves our help, our praise, and the material support it needs to sustain it in the future.

In sum, the committee unanimously is of the view that overall, the Huizinga Centre admirably fulfils its purposes as a national institution.

Jay Winter, chair

John Brewer

Ulinka Rublack

29 June 2018

Huizinga Institute

Research Institute and Graduate School of Cultural History

SELF-ASSESSMENT 2012-2017



HUIZINGA
INSTITUUT

Onderzoeksschool
voor
Cultuurgeschiedenis

Research Institute and
Graduate School of
Cultural History

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Huizinga Institute
Kloveniersburgwal 48
1012 CX Amsterdam
tel. 020 525 4433
huizinga-fgw@uva.nl
www.huizingainstituut.nl

Introduction

This self-assessment of the Huizinga Institute has been drawn up at the request of the director of the Amsterdam Institute for Humanities Research (AIHR), which is the overarching research institute of the Faculty of Humanities at the University of Amsterdam (UvA). The following UvA research schools related to historical studies within AIHR will be subject to a review in the autumn/winter of 2018 and are to be judged by an international committee of experts: ASH (History), AHM (Heritage and Memory) and ARTES (Area Studies). Because the Huizinga Institute is hosted by the UvA, the same assessment committee will also be asked to review it, using the Terms of Reference for the assessment of National Research Schools in the Humanities, as decided by the committee of all the Deans of the Dutch Humanities Faculties (Disciplineoverleg Letteren/Geesteswetenschappen, DLG).¹

However, because Huizinga is a *national* institute, with ten member universities, it was felt that there should be a small additional panel to examine the Huizinga Institute separately, and produce a short report which will inform the larger committee in its deliberations. The DLG and the AIHR have approved this procedure.

With regard to the Huizinga Institute, both the small panel and the larger committee have been asked to assess:

1. the quality of the teaching programme provided by the Huizinga Institute for PhD researchers, and
2. the added value of the Huizinga Institute as a national forum for the discipline in the period 2012 up to and including 2017, with reference to its own mission statement and formulated goals.

The self-assessment begins with a general description of the Huizinga Institute, its mission, quality assessment results in the past, and major changes in the Institute during the assessment period. Then follow the sections which focus on the achievements of the Huizinga Institute concerning the education of PhD researchers, and regarding its value as a national forum for the discipline.

Huizinga Institute: the national research school for cultural history

The Huizinga Institute is the Dutch national research school for cultural history. (The function of these national research schools in the Humanities is explained at the website of the federation of those schools, LOGOS: <http://www.logosgw.nl/en/>.) For the last 23 years it has built up and maintained an international reputation for promoting world-class research, international research co-operation and organizing a postgraduate programme in cultural history. It is funded by two routes: its modest office is maintained by a contribution from the Deans of Humanities (DLG); its teaching activities, for PhD researchers and Research Master (ReMA) students, are supported by funds paid for each student registered with the School. PhD researchers in Humanities in the Netherlands are recruited, funded and supervised entirely through their home universities, which also furnish some courses on generic skills for postgraduates. The role of the national research schools, like the Huizinga Institute, is to

¹ See appendix 1 for the Terms of Reference.

provide an additional country-wide educational programme in a specific sub-area, in our case in cultural history. (The Institute is also tasked with providing courses for Research Master students. They must choose at least 10 ECTS over their two years from a national research school; this activity, however, falls outside the remit of the current Visitation exercise because ReMA teaching will be evaluated as part of the local graduate schools' teaching.) In this way the Huizinga Institute provides about 40-45 ECTS worth of courses each year.

Mission

The Huizinga Institute's mission is therefore:

- to provide high-quality academic education for PhD researchers and Research Master (ReMA) students
- to optimize the research culture and environment in which they operate
- to provide a platform for national co-operation in cultural history research
- to act as a sounding board, contact point, agency and international bridgehead for cultural history in the Netherlands.

The teaching programme serves to familiarize the trainee researcher with various approaches to and methods used in cultural historical research today. It allows graduate students from across the country to meet and interact with their fellow graduate researchers, and with senior and often internationally renowned scholars from the Netherlands and elsewhere. We see this function of cohort-building as especially important. Not only does it enhance the experience of the PhD trajectory (which can otherwise be quite solitary), but we note that the network of the cohort continues for years and indeed decades, so that many of our senior cultural historians still have their original Huizinga Institute peers at the core of their personal networks today.

Cultural history is a broad and dynamic discipline, which can flexibly accommodate emerging topics and concerns. It is distinguished from other historical disciplines by its focus on culture as a process of attributing meaning. Taking a lead from Johan Huizinga, we understand culture as a system of 'life forms': usages, values, opinions, practices, objects, arts and knowledge, which may exist within a group and to which the group attaches meaning. Cultural history is distinguished by the very diverse range of sources it documents and uses (such as various kinds of text, images, music, smells, performativity, and heritage, both material and immaterial). Cultural history is also distinct from the field of *Cultural studies* because of its focus on historicity and the historical method, emphasizing historical dynamics and processes of change, interaction and appropriation across time and space. Cultural history is above all an interdisciplinary subject: within the Humanities it combines concepts and methods from history, art history, literature, theatre studies, book history, and more, and seeks interaction outside the Humanities with the social sciences (e.g. through cultural anthropology), with the natural and medical sciences (through the history of science and medical humanities), and with computer sciences (digital humanities). Within this disciplinary field, new approaches, focus points and specialisms emerge periodically. Given the importance of culture for processes of identification, the history of identity also occupies an important place in the discipline. Although much of the Institute's work is on historical events which take place outside the Netherlands, since the time of Johan Huizinga there has been a powerful academic tradition of cultural history focusing on culture in the Netherlands and its connections with Europe and the wider world, together with a significant outreach to the Dutch public.

The Huizinga Institute co-operates fruitfully with research schools in the neighbouring historical sciences, such as the NW Posthumus Institute (for social and economic history), and the schools for Medieval Studies and Political History. For example, the four national history schools (including the HI) have produced a joint list of courses available for new ReMA students

and PhD researchers in order to improve recruitment procedures. In 2017 the Huizinga Institute and the NW Posthumus Institute co-organized a successful Summer School on Migration Memory. We do not seem to suffer from demarcation disputes.

Quality assessments in the past

Formerly, the teaching and research at Dutch research schools was assessed by ECOS, the Research School Accreditation Committee ('Erkenningscommissie Onderzoekscholen') of the Royal Academy (KNAW). The Huizinga Institute was accredited by ECOS in July 1995, July 2000 and July 2005, and each time passed with flying colours. In 2009 the Dean of the Faculty of Humanities of the University of Amsterdam decided that a renewal of ECOS accreditation was not required for the national research schools falling under her responsibility. Since the assessment of PhD programmes is included in the 2015 – 2021 Standard Evaluation Protocol (SEP, for research assessment), from 1 January 2015 the quality assurance of national graduate schools has been covered by SEP assessment committees.

Major developments in the assessment period

a. Remit

Since major changes to national research schools took place in 2010/11, they are no longer charged with commissioning or conducting research themselves. The Institute's remit consists of providing a national programme of teaching for PhD researchers and Research Master students in cultural history, and the function of a national platform for the discipline. We facilitate collaboration and dissemination where possible, for example with Masterclasses (see below).

The boards of the universities participating in the Huizinga Institute agreed to a Joint Regulation ('Gemeenschappelijke regeling') 2012-2016 (renewed in 2016 for the period 2017-2021) for the training offered to PhDs and ReMa students in the field of cultural history.² The expansion of the teaching remit of national research schools to include programmes for ReMA students (for approximately 10% of all their coursework) has resulted in a much expanded teaching programme in the Huizinga Institute, including several events specifically for ReMA students (see p. 5).

b. Location

In 2015 the Humanities Deans (DLG) ruled that the hosting of national research schools in the Humanities should rotate between the participating universities. Accordingly, the Huizinga Institute has negotiated the relocation of the research school from the University of Amsterdam to Utrecht University, planned for 1 January 2019. Detailed arrangements for the transition are being put in place, and we expect the transition to go smoothly.

² This was in accordance with the 2011 agreement between the Deans (in DLG) and LOGOS, the National Council for Research Schools within the Humanities ('Landelijk Overlegorgaan Geesteswetenschappelijke Onderzoekscholen'), in which the division of tasks between national research schools and local Humanities faculties was formalized (see joint memo DLG–LOGOS on National Research Schools, 2011 on the Huizinga website <https://www.huizingainstituut.nl/links-visitation-huizinga-instituut-2018/>. Password: VisitationHI2018.

c. Organization

Prompted by the changes in the 'Gemeenschappelijke Regeling', the Huizinga Institute has expanded what used to be an Advisory Council to become a Governing Board ('Bestuur'), to which the Director and the other officers are now responsible.

d. Language

English is being used more often in the Institute's activities, principally as a result of a gradual internationalization. The events involving scholars from abroad have always been in English, and increasingly, some of our PhD researchers are not (initially) Dutch speakers, so we have now changed our working language at the PhD symposia and the Introductory course for PhDs (CCO) to English.

e. Jubilee year

In 2015/16 the Institute celebrated its twentieth anniversary with a series of festive extra events, kicking off with a special lecture by Peter Burke in the church where Johan Huizinga himself was laid to rest in 1945; an essay prize was organized, with the winning piece published in the *Tijdschrift voor Geschiedenis*; and a major international conference was held in February 2016 on the subject of Narratives of War; an edited volume derived from some of the papers is now contracted with Routledge.

The quality of the education provided for PhD researchers

The table below shows the annual inflow of PhD researchers and ReMa students in the period from 2012 until 2017.³

<i>Inflow 2012 - 2017</i>	<i>PhD researchers</i>	<i>ReMa students</i>
2012	18	36
2013	17	46
2014	18	39
2015	22	58
2016	20	44
2017	24	57

With an average of 20 PhD researchers and 47 ReMa students, the Huizinga Institute is the second largest national research school in the Humanities in the Netherlands.⁴

The Huizinga Institute has a substantial teaching and training programme for PhD researchers and Research Master students which is complementary to the courses and other events provided for PhD researchers by the local graduate schools and research institutes in the participating universities. This inter-university education is provided by a country-wide body of teaching staff, co-ordinated by the Programme Team which designs the Huizinga teaching programme as a whole, meeting at least twice a year and using its members' networks to locate high-quality teachers for the courses it wants to put on. PhD researchers (and ReMA students) can themselves choose courses which connect best with their own plans for their current and future research. Each year there is a new programme, taking account of feedback from the previous cohorts of students regarding both subject area and quality.

³ A list of PhD researchers and their projects is available in appendix 3.

⁴ Only the National Research School of Linguistics (LOT) has a higher inflow of PhD researchers.

In terms of credits awarded, the Huizinga Institute offers annually, on a recurring basis, the following courses for **PhD researchers**:

- First year: Course: Research into Cultural History, 6 ECTS
- Second year: Graduate symposium, participation as auditor, 1 ECTS
Follow-up course on Research into Cultural history, 1 ECTS
- Third year: Graduate symposium, participation as presenter, 3 ECTS
- All years:
 - Summer school, 5 ECTS; changing topic annually
 - Master classes, workshops and *ateliers*, changing annually, at least 5 ECTS (in total)
 - Oral History Course, 3 ECTS.

In addition, for **ReMA students** (some elements are also accessible for PhD researchers), each year:

- 2 special ReMA courses: yearly changing topic, 3-5 ECTS (e.g. 'Cultures of Reading', 'Imagining the Self and the Other', 'Heritage and Memory')
- Summer school, 5 ECTS; annually changing topic
- Master classes, workshops and *ateliers*, changing annually, at least 5 ECTS (in total)
- Oral History Course, 3 ECTS

In complement to these 'fixed' elements, the Huizinga Institute organizes a host of additional workshops, symposia and conferences for PhD researchers (and others), which vary in size (ECTS), content and form from one year to the next.

SPECIFIC COURSES

Research in Cultural History, 6 ECTS

The Research in Cultural History course ('Cursus Cultuurhistorisch Onderzoek', CCO) offers first-year Huizinga PhD researchers the opportunity to become acquainted with (or refresh their knowledge of) traditions and trends in cultural history. New topics are also selected with a view to the projects our PhDs are pursuing. Here begins the 'cohort formation' of the PhD researchers in cultural history across the country, continuing in subsequent core courses over the next three or four years. The CCO provides a 'toolkit' for the various aspects of cultural history research, but also facilitates a more 'tailor-made' selection for each participant.

The CCO is chaired by Helmer Helmers (University of Amsterdam) and Sara Polak (Leiden University). After an introductory meeting of two days, the participants attend ten sessions that focus on specific topics within cultural history. The assignment for the PhD researchers is to write a short paper on one or two topical research fields in relation to their research project. This paper is commented upon by the relevant session lecturer and then discussed during a plenary final session with all PhD researchers.

Sessions in 2017 and earlier:

1. Hanco Jürgens (DIA): *Political Culture and Conceptual History*
2. Jan Frans van Dijkhuizen (UL): *Religion and the History of Emotion*
3. Liz Buettner (UvA): *Postcolonial Studies*
4. Anna Tijsseling (UU): *Gender and Race*
5. Joep Leerssen (UvA): *Imagology: cultural and national stereotypes*
6. Frans-Willem Korsten (UL): *Approaches to Culture*
7. Frank Huisman (UM) and Eric Jorink (UL): *History of Medicine and Science*
8. Judith Pollmann (UL): *Memory Studies*
9. Arno Witte (UvA): *Visual Culture and Art History*
10. Peter van Dam (UvA): *Transnational History*

Other sessions in the period 2012-2017 have included:

Charles van den Heuvel (UvA): *Digital Humanities*

Maria Grever (EUR): *Memory Culture*

Rens Bod (UvA): *History of the Humanities*

Thomas Vaessens (UvA): *Literary Studies*

Dennis Kersten (RU): *Life Writing*

Numbers of PhD researchers participating in the CCO: 2012: 24; 2013: 19; 2014: 18; 2015: 19; 2016: 25; 2017: 13 [2018: 30].

Results of written PhD (and ReMA) evaluation surveys, generally over the whole period 2012-17, on a scale of excellent/good/average/below average/(poor): this course scored 'good'.⁵

Graduate symposium, 3 ECTS

This annual conference (residential, in order to foster contacts between the PhD researchers) has in recent years taken place at the Hoorneboeg conference centre in Hilversum in October. Third-year PhD researchers of the Huizinga Institute give a presentation about their research. Senior staff members of the Institute act as discussants. Huizinga staff members, and PhD researchers who are in their first, second or fourth year, are always welcome to (and often do) join the conference and participate in the debates.

Number of PhD researchers participating at the Graduate Symposium: 2012: 27; Spring 2013: 32; Autumn 2013: 22; Spring 2014: 35; Autumn 2014: 11. Spring 2015: 18; Autumn 2015: 26; 2016: 24; 2017: 20.

Evaluation results in this period: 'good/excellent'.

Summer school, 5 ECTS, annually changing topic

The following summer schools have been organized in the review period:

- 2012: *National Identity as Cultural Transfer* (Amsterdam, 25-28 June 2012). Participants: 22. Evaluation: 'good'.
- 2013: *Cultures of War and Peace* (The Hague & Utrecht, 17-20 June 2013). Participants: 18. Evaluation: 'good/excellent'.
- 2014: *Managing the News in Early Modern Europe* (Amsterdam, 18-20 June 2014). Participants: 17. Evaluation: 'good/excellent'.
- 2015: *Things that Matter. Johan Huizinga, Cultural History and Material Culture* (Groningen, 21-26 June, 2015). Participants: 24. Evaluation: 'average/good'.
- 2016: *European Contested Heritage & the Politics of Commemoration* (Amsterdam, 30 June and 1 July 2016). Participants: 32. Evaluation: 'good/excellent'.
- 2017: *Migration Memory Under Construction* (Leiden, 13-16 June 2017). Participants: 22. Evaluation: 'good/excellent'.

Oral history and life stories, 3 ECTS

The general starting-point for discussion in this popular course is the study of life stories in oral history as a tradition in the humanities and in the social sciences. Later, additional attention is paid to alternative modes of in-depth interviews. Particular issues concern the questions of intersubjectivity; (self) reflection; identification with the Other and her/his past; and the interviewer's role in the process of meaning/knowledge production. Since oral history is linked to the digital humanities, and a programme has been developed by the Centre for Humanities and Technology, special attention is given to how to store results of research, how to use

⁵ For all substantial (3ECTS and more) courses mentioned in this report: student assessment reports are available on the Huizinga website <https://www.huizingainstituut.nl/links-visitation-huizinga-instituut-2018/>. Password: VisitationHI2018. [See also p. 8].

existing audio/visual sources for new research and the implications for new ways to conduct research. Course director: Prof. Selma Leydesdorff (UvA).

Number of participants: 2012: 11; 2013: 13; 2014: 13; 2015: 11; 2016: 17; 2017: 11.

Evaluation results in this period: 2012-2014: not available. 2015-2016: 'good/excellent'. 2017: 'average/good'.

Reading Rome, 6 ECTS

In the year 2015, when celebrating the 20th anniversary of the Huizinga Institute, members of the Institute suggested that we offer the PhD researchers and ReMa students an international course in the field of cultural history (reviving an earlier tradition of courses held in Rome, Madrid, Istanbul and St Petersburg). Prof. Jan Hein Furnée (RU) was invited to devise an intensive course to be hosted by the Royal Netherlands Institute in Rome. In May 2016 and 2017 the course *Rome lezen: de toeristische stad* ('Reading Rome: the Tourist City') was organized. The course focuses on the impact of tourism and pilgrimage on the spatial, cultural and socio-economic dynamics of the city. In 2016 and 2017 almost all participants were ReMa students. Number of participants each year: 10. Course director: Prof. Jan Hein Furnée (RU). Evaluation results: 'excellent'.

Master classes, 1ECTS

In the period 2012-2017 the Huizinga Institute organized many master classes. We benefit from fruitful collaboration with organizations such as the Premium Erasmianum, which adjudicates the country's premier scholarly-cultural award. A selection:

- Robert Darnton (Harvard University), Blogging Now and Then (250 Years Ago)
- Leora Auslander (University of Chicago), Material Culture and Everyday Life
- Daniel C. Dennett (Tufts University), The Cultural Meaning of the Life Sciences
- Harold J. Cook (Brown University), The Co-Production of Sciences and Economies
- Jürgen Habermas, The Future of Democracy
- Richard Bourke (University of London), Political Thought in the British Enlightenment
- Benedict Anderson, Imagined Communities
- A.S. Byatt, Life Writing
- Jim Turner (Notre Dame), Putting the Cart before the Horse: Graduate Education and Discipline Formation in the Humanities.
- Laura Tunbridge (University of Oxford), Listening to Lieder between the Wars
- Kathy Eden (Columbia University), Rhetoric, Refutation, and Experience: The Early Modern Connection
- Thomas Maissen (Heidelberg University), Visualizing Politics: Working with Images in Intellectual History
- Natalie Zemon Davis (University of Toronto), Master class focused on the PhD researchers' own projects.

There are no written evaluation reports of these master classes, but the comments of the PhD researchers who attended these courses have invariably been highly positive.

Call for ideas and suggestions

PhD researchers play an important role in the design and development of the teaching programme of the Huizinga Institute. We aim to offer a relevant curriculum for all members. Since cultural history is a broad and diverse field, some topics and themes which are interesting for PhD researchers might remain underexposed in the current curriculum. Therefore each year the PhD researchers of the Huizinga Institute are invited to send proposals for workshops, *ateliers* and masterclasses which meet their interests. If adopted by the Programme Team, the Huizinga Institute offers financial and logistical help for the organization of the event. Some examples of these workshops organized on the initiative of PhD researchers:

- Masterclass Thomas Maissen. *Visualizing Politics: Working with Images in Intellectual History*. Amsterdam, 7 November 2016. Organizers: Lisa Kattenberg and Lina Weber (UvA).
- Biennial History of Science PhD-Conference 12-13 January 2017 in conference centre De Glind, Gelderland. (In previous years, the conference took place at Rolduc Abbey). Organizers: Ivan Flis (UU), Léjon Saarloos (UL), Didi van Trijp (UL).
- Master class Elizabeth Williams, *A Healthy Appetite for Food and Diet*. Groningen, 20 June 2017. Organizer: Ruben Verwaal (RUG).
- Winter School Rome – *Cities, Borders and Identities. Towards an Interdisciplinary Approach*. Rome, 18-26 November 2017. Organizers: Milou van Hout, Enno Maessen, Tymen Peverelli (UvA).

To foster the input of PhD researchers and ReMA students, the Institute has a PhD/ReMA Council, consisting of four PhD researchers and one (or more) ReMA student. The aim of the Council is to facilitate the communication between the Institute and its members, to help in the evaluation of courses, and to provide input into the content and setup of the Huizinga curriculum. In recent years, the PhD/ReMA Council has become an important partner in the realization of a curriculum that connects consciously to the interests and needs of the students and researchers.

Quality assurance

The quality of the teaching activities of the Huizinga Institute is regularly assessed. Participants of each course of 3 ECTS and more are invited to fill out – anonymously – questionnaires about the quality of the course and the extent to which it met their expectations. Each year the PhD/ReMA Council sends out a questionnaire to all PhD researchers and ReMa students about their experiences with the training programme of the Huizinga Institute. They are invited to give their recommendations for the contents and logistics for the programme in the near future. This extensive feedback on coursework and teaching activities is discussed during meetings of the Programme Team, which includes representatives of the PhD/ReMA Council. The Team decides which changes should be made in the curriculum for the following year. The Board of the Huizinga Institute is responsible for the general policy with regard to quality assessment, in accordance with the Joint Regulation of the participating universities and the DLG (Deans) Protocol.⁶

Further information about the teaching activities in the years 2012-2017 is available in the annual reports submitted by the Huizinga Institute to the DLG. The annual reports and assessment results of this period are available on the Huizinga website (see footnote below for the URL).

The added value of the Huizinga Institute as a national forum for the discipline

The Huizinga Institute aims to provide a platform for cultural historians in the Netherlands, and does so in a number of ways:

First, there is the teaching programme in itself, which brings together the various locations of cultural historical scholarship in the country, and allows colleagues and PhDs to scrutinize new developments and methodologies in the discipline.

⁶ Available (in Dutch) on the Huizinga website <https://www.huizingainstituut.nl/links-visitation-huizinga-instituut-2018/>. Password: VisitationHI2018.

Second, through its website and newsletters, it gives visibility to the discipline, its expertise and its events. There are about 192 senior researchers registered with the Institute, see appendix 4. There are never any problems in recruiting top-class respondents from amongst senior members for our PhD symposia.

Third, the Institute facilitates exchange of knowledge and research within the discipline; for example, in the period from 2012 to 2017 the Huizinga Institute supported and encouraged academic meetings and exchanges of the following national research groups:

- Oral history
- Ego-documents
- History of the humanities
- Periodicals studies
- History of science
- Visual culture.

Fourth, the Huizinga Institute also exercises a function of advocacy for the discipline and the profession of cultural history. We are regularly consulted as a national body for matters concerning the cultural history profession.

For example, the Institute has provided input for the development of the DUTCH NATIONAL RESEARCH AGENDA. The purpose of the Agenda is to generate more synergy in research as a whole and augment the consistency, efficiency and impact of Dutch research. The Agenda focuses on fields in which Dutch research excels and in which we can expect to see considerable progress in the coming years. Many of the questions posed relate to the Horizon 2020 themes, and show areas where Dutch research can best contribute to the EU agenda.⁷ Huizinga members were invited to formulate research questions which are not only relevant for the field of cultural history but also for other disciplines in the humanities and social sciences; we forwarded questions about the Dutch national character, migration, and Dutch art, all in a cultural history light. Professors Frijhoff and Leerssen (respectively previous and current members of the Huizinga Institute Board) have been asked by the Central Statistical Office (CBS) to advise on and contribute to its new report on Dutch identity; Huizinga Institute members were also involved in drawing up the report of the Scientific Advisory Council to the Government (WRR) on 'Identification with the Netherlands'.

The Huizinga Institute has been heavily involved in the development of a systematic instrument for describing and assessing research in the QUALITY AND RELEVANCE IN THE HUMANITIES (QRIH). It takes the form of a narrative for each discipline that describes research practice and outputs, and lists of preferred journals, publishers and other outlets. The Huizinga institute formed an expert panel of senior members, and submitted extensive information, which has now been taken up on the QRIH website (see <https://www.qrih.nl/en/profiles/cultural-history-research-culture>). This work is still ongoing, and will constitute a platform of open-ended duration. QRIH is mainly intended for use in assessments of research quality in the Humanities (and to counteract any existing bias towards the empirical and technical sciences), in accordance with the Standard Evaluation Protocol (SEP), carried out by international committees.⁸

Finally, the international status of the Institute is firmly established, principally by the international and collaborative nature of the research conducted by its members, resulting in publications with international academic presses, keynote lectures at international conferences, and research on international (and lately in particular transnational) topics. The Institute is a member of the International Society for Cultural History, and plays host regularly to the most

⁷ <https://wetenschapsagenda.nl/?lang=en>

⁸ The current visitation of the Huizinga Institute is not intended to cover the quality of research output, but only PhD teaching and its national platform function; the QRIH 'instrument' has therefore only a background relevance, though we have played an important part in its construction.

highly distinguished visitors from research institutions outside the Netherlands, who also make an active and practical contribution to the Huizinga teaching programme.

Conclusion

Cultural history is thriving both nationally and internationally. The Huizinga Institute fulfils a key role in supporting that. It not only provides high-quality courses for PhD researchers, but also helps guide the discipline of cultural history in the Netherlands, by representing it in national and international forums, and by helping to integrate new trends into the discipline as they arise. The Huizinga Institute aims to reach this goal by paying attention to the mutual knowledge exchange between its junior and senior researchers. Such opportunities are created both in their initial introductory course (CCO), when they share their new projects with their peers and teachers, as well as in the yearly PhD symposia, where PhD researchers present their findings and receive input from junior and senior peers.

The Institute is proud of its past and current achievements. Founded during the ‘cultural turn’, it has been part of the growth of the field. The last decade has witnessed a multiplicity of trends and turns (spatial, transnational, material, etc.) within cultural history. As the Institute enters a new phase in 2019 with the move from Amsterdam to Utrecht University, it will be timely, therefore, to consider afresh how these new developments should shape the future activities of the Institute. In the teaching programme we expect to address in particular three underlying structural changes.

The first is the increasing global dimension of cultural history. This invites us, in terms of course content, to explore where we can strengthen a global perspective in our programme. It also calls for an active approach to stimulate internationalization in our community, for instance by creating new opportunities for PhD researchers to develop their experience abroad.

Secondly, the increasing prominence of large-scale research projects, funded through national or European research councils, has transformed working conditions for many PhD researchers, increasing in particular the importance of collaboration in research. As a national, interdisciplinary network, the Huizinga Institute can play a role in training competences in research collaboration.

Thirdly, the stronger emphasis in science policy on social impact and valorization invites us to consider new opportunities for training PhD researchers to professionalize their research skills in this regard.

Apart from its teaching mission, there will also be new opportunities ahead for developing the Institute’s responsibility as a national forum in cultural history. After a period marked by institutional competition among Dutch universities, recent developments point to a new awareness of the need for collaboration.⁹ The time is right, therefore, to explore new opportunities for expanding and strengthening the national network. The relocation of the Huizinga Institute can help in this regard. With the help of the new Governing Board we shall invite new initiatives for research groups and community events and develop new ways to engage senior researchers with the Huizinga Institute.

⁹ See a recent report from the Royal Academy: José van Dijck and Wim Saarloos, *The Dutch Polder Model in Science and Research* (Amsterdam: KNAW, 2017); available at <https://knaw.nl/nl/actueel/publicaties/wetenschap-in-nederland>.

Appendix 1

Format Terms of Reference National Research Schools

Notitie



Universiteit Utrecht
Faculteit Geesteswetenschappen

Aan: DLG

Van: Keimpe Algra, voorzitter werkgroep Landelijke Visitatie

Datum: 7 april 2017

Betreft: Format gezamenlijke Terms of Reference visitatie landelijke onderzoekscholen

In 2018 worden de geesteswetenschappelijke onderzoeksinstituten gevisiteerd volgens het Standard Evaluation Protocol 2015-2021 (SEP). Het SEP geeft aan dat de landelijke onderzoekscholen dienen te worden gevisiteerd als onderdeel van deze visitatie. Het DLG heeft een werkgroep ingesteld om de mogelijkheden voor een landelijke aanpak bij de visitatie te onderzoeken. Deze werkgroep buigt zich tevens over inbedding van de visitatie van de landelijke onderzoekscholen. Op basis van het advies van deze werkgroep heeft het DLG tijdens de vergadering op 3 maart afspraken gemaakt over de visitatie van de landelijke onderzoekscholen. Zo zal er, onder meer, een gezamenlijk format worden gehanteerd. De werkgroep heeft, met de afspraken gemaakt op 3 maart in het achterhoofd, voorliggend concept opgesteld.

Terms of Reference SEP assessment Research School X

The assessment of Research School X is embedded in the assessment of (mention local institute or national research assessment of discipline X). This assessment will have to be carried out according to the Dutch Standard Evaluation Protocol 2015-2021.

The committee's task

The committee is asked to assess:

1. the quality of the education of PhD students provided by Research School X, and

2. the added value of Research School X as a national forum for the discipline in the period 2012 up and including 2017, against its own mission statement and formulated goals.

Documentation

The documents, added to those already distributed to all committee members of the *local or national* research assessment, will include at least the following:

- Self-evaluation report of Research School X on the two issues indicated above, mainly in the form of a narrative. The narrative on 1. can be substantiated by indicators that concern the inflow of PhD students and evaluation results of the courses.
- The(se) Terms of Reference

Site visit

The assessment of Research School X will be an integral part of the programme of the committee's site visit to *the local institution or (in the case of a nation-wide disciplinary assessment) of the combined assessment procedure of the various local institutions (which may or may not include local site visits)*.

Independence

Beforehand the committee members will be asked to sign a statement of impartiality. In this statement, they declare that they have no direct relationship or connection with the research units represented within Research School X.

Assessment Report

The committee's report will have to contain an evaluation of past results, as well as recommendations that may help Research School X to improve the quality of its programme of PhD education and its functioning as a national forum.

Addition to the assessment committee

In case the assessment committee of the local institute does not sufficiently cover the discipline of Research School X, a committee member may be added or an external panel of (at maximum) 3 experts may be asked to offer a written report (on the basis of the self-evaluation report and without a site visit), which the assessment committee can then use as a basis for its own overall assessment. This should happen in close collaboration with the coordinating institute of Research School X. In such a case, the reason for adding such an additional committee member or external panel of reviewers should be outlined at this point in the ToR.

Appendix 2

Facts and Figures Huizinga Institute 2012-2017

Director (0.2 fte): Prof. Michael Wintle (UvA)

Coördinator (0.2 fte): Drs. Paul Koopman (since 1 November 2014).

Former coördinators in this period: Dr. Anne Hilde van Baal (to 27 June 2013); Dr. Tessel Bauduin (from 1 September 2012 to 31 October 2013); Dr. Floor Meijer (from 1 November 2013 to 31 October 2014).

Secretary (0.2 fte): Chantal Olijerhoek

Student Assistant: Afke Berger (since 1 September 2015)

Former Student Assistant: Hanna Bijl (from 1 September 2013 to 1 September 2015)

Advisory Council (from 2012 to 31 December 2016; in accordance with the Joint Regulation 2012-2016): Prof. dr. Rens Bod (UvA), Em. prof.dr. Floris Cohen (chair, UU, until 2013), Prof. dr. Judith Pollmann (chair, UL, since 2013), Em. prof. dr. Willem Frijhoff (EUR), Prof.dr. Inger Leemans (VUA, since 2016), Prof. dr. Joep Leerssen (UvA), Prof. dr. Sophie Levie (RU) (until 2015), Prof. dr. Jan Hein Furnée (RU) (since 2016), Em. prof. dr. Siep Stuurman (UU).

Governing Board (established 1 January 2017, in accordance with the Joint Regulation 2017-2021): Prof. Judith Pollmann (chair, UL), Prof. Jan Hein Furnée (RU), Prof. Maria Grever (EUR), Prof. Léon Hanssen (TU), Prof. Frank Huisman (UM), Prof. Inger Leemans (VUA), Prof. Joep Leerssen (UvA), Dr Anjana Singh (RUG), Prof. Arnoud Visser (UU).

Programme Team: Prof. Ton Hoenselaars (chair, UU), Dr. Remco Ensel (RU), Dr. Babette Hellemans (RUG, since 2015), Dr. Helmer Helmers (UvA, since 2015), Dr. Sara Polak (UL). Other members in this period: Prof.dr. Lotte Jensen (RU, until 2014), Prof.dr. Alicia Montoya (RUG, RU), until 2013, Dr. Monica Báar (RUG, UL, until 2015), Prof.dr. Michiel van Groesen (UvA/UL, until 2015), Prof.dr. Eric Jorink (Huygens ING, until 2017), Prof.dr. Inger Leemans (VUA, until 2016).

PhD/ReMa Council: Michel van Duijnen MA (VU, since 2015), Milou van Hout MA (UvA, since 2015), Bob Pierik MA (UvA; since 2017), Aimée Plukker BA (UvA; since 2015), Didi van Trijp MA (UL; since 2017).

Other members in this period: Tymen Peverelli MA (UvA; from 2014 to 2017), Léjon Saarloos MA (UL; from 2014 to 2017), Frank Daudeij MA (EUR; until 2013), Lieke van Deinsen MA (RU; until 2014), Ivan Flis (UU, from 2014 to 2015), drs. Laurens Ham (UU; until 2013), Jan Rotmans MA (until 2014), Jesper Oldenburger (UU; until 2015), Karlijn Olijslager (UvA; from 2013 to 2015), Laurien Vastenhout BA (UvA; from 2013 to 2014).

Current host institution: University of Amsterdam, Faculty of Humanities

The Huizinga Institute was formally established in February 1995 as an inter-university research school. The participating institutions are as follows:

- University of Amsterdam (UvA, host)
- University of Utrecht (UU)
- Radboud University, Nijmegen (RU)
- Erasmus University Rotterdam (EUR)
- University of Leiden (UL)
- University of Maastricht (UM)
- University of Twente (UT)
- Free University Amsterdam (VUA)
- University of Groningen (RUG)
- Tilburg University (TU)

Affiliated institutions: Huygens ING and Open University

Membership¹⁰

Number of Staff members: 192

Number of PhD Researchers: 101

[Number of ReMa-students: 101]

The table below shows the annual inflow of PhD researchers in the period from 2012 until 2017.

<i>Inflow PdD</i>	<i>UvA</i>	<i>UU</i>	<i>RU</i>	<i>UL</i>	<i>RUG</i>	<i>VUA</i>	<i>EUR</i>	<i>UM</i>	<i>UT</i>	<i>TU</i>	<i>Univ. Gent</i>	<i>Total</i>
2012	8	2	4		2		1	1				18
2013	3	5	2	3	2		2					17
2014	8	3	3	3		1						18
2015	2	2	1	6	4	5	2					22
2016	6	5	3	2	3	1						20
2017	9	2	4	3	4		1				1	24
Total	36	19	17	17	15	7	6	1			1	119

¹⁰ Reference date: 31 December 2017

Structure Educational Programme¹¹

In terms of credits awarded, the Huizinga Institute offers annually, on a recurring basis, the following courses for **PhD researchers**:

- First year: Course: Research to Cultural History, 6 EC
- Second year: Graduate symposium, participation as auditor, 1 EC
Follow-up course on Cultural history, yearly changing topic, 1 EC
- Third year: Graduate symposium, participation as presenter, 3 EC
- All years:
 - Summer school, 5 EC; yearly changing topic
 - Master classes, workshops and ateliers, yearly changing, at least 5 EC (in total)
 - Oral History Course, 3 EC.

In addition, for **ReMA students** (some elements also accessible for PhD researchers), every year:

- 2 special ReMA-courses: yearly changing topic, 3-5 EC (e.g. 'Cultures of Reading', 'Imagining the Self and the Other', 'Heritage and Memory')
- Summer school, 5 EC; yearly changing topic
- Master classes, workshops and ateliers, yearly changing, at least 5 EC (in total)
- Oral History Course, 3 EC

Financial Overview 2012-2017¹²

	Budget	Personnel Costs	Courses	Result
2012	€ 93.361	-€ 60.111	-€ 24.329	€ 8.921
2013	€ 88.351	-€ 59.051	-€ 44.229	-€ 14.929
2014	€ 107.141	-€ 61.590	-€ 47.069	-€ 1.518
2015	€ 101.965	-€ 71.670	-€ 38.473	-€ 8.178
2016	€ 127.656	-€ 73.160	-€ 48.936	€ 5.560
2017	€ 113.952	-€ 76.059	-€ 29.514	€ 8.379

¹¹ Further information is available (in Dutch) in the Annual Reports on the Huizinga website <https://www.huizingainstituut.nl/links-visitation-huizinga-instituut-2018/>. Password: VisitationHI2018.

¹² See footnote 11.

Appendix 3

Inflow PhD Researchers Huizinga Institute 2012-2017

2012

Kasper van Kooten

German opera's quest for canonization in the light of nineteenth-century nationalist music discourse

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Dr Krisztina Lajosi

Roy Groen

Myths and Morals of Literary Imagination: Nabokov and Ethics

Radboud University Nijmegen, Promotor(es): Prof. Sophie Levie, Prof. Paul van Tongeren, Prof. Franc Schuerewegen.

Floris Solleveld

How the humanities turned scientific – Ideals and practices of scholarship between Enlightenment and Romanticism

Radboud University Nijmegen, Promotor(es): Prof. Peter Rietbergen, Prof. Rens Bod

Karlijn Olijslager

Spektakels van Burgerschap. Herinneringspraktijken van het Nederlands feminisme, 1913-2013

University of Amsterdam, Promotor(es): Prof. Mieke Aerts

Marc van Berkel

Plotlines of Victimhood. The Holocaust in German and Dutch History Textbooks 1960-2010

Erasmus University Rotterdam, Promotor(es): Prof. Maria Grever en Prof. Kees Ribbens

Jordy Geerlings

Enlightenment, Sociability and Catholicism: Catholics in Dutch secular societies and masonic lodges, 1750-1800

Radboud University Nijmegen, Promotor(es): Prof. Marit Monteiro, Dr Joost Rosendaal

Christian Greer

Countercultural Esotericism: Esoteric Discourses in the North American Cultural Underground Between 1965-1985

University of Amsterdam, Promotor(es): Prof. Wouter Hanegraaff

Rindert Jagersma

Ericus Walten en de verspreiding van de Vroege Verlichting

University of Amsterdam, Promotor(es): Prof. Arianne Baggerman, Dr Paul Dijstelberge

Josip Kesic

European Peripheries: Spain and the Balkans as Stereotype and Border Identity

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Dr Guido Snel

Thijs de Leeuw

Entrepreneurs in Catholica. Paul Brand Publishing, 1911-1975

Radboud University Nijmegen, Promotor(es): Prof. Marit Monteiro, Dr Jan Brabers, Prof. Mathijs Sanders

James Leigh

Constructing Kosovo: Public and private narratives of identity and the nation-building process in the post-Yugoslav context

University of Groningen, Promotor(es): Prof. Dirk Jan Wolffram, Prof. Janny de Jong

Jesper Oldenburger
Scientific innovation in Dutch sheep breeding, 1900-2000
Utrecht University, Promotor(es): Prof. Bert Theunissen

Eleá de la Porte
Enlightenment and history. Changing views of the past in the Dutch Republic, 1715-1795
University of Amsterdam, Promotor(es): Prof. Wyger Velema

Mariëlle Wijermars
Cultural memory and political legitimacy in Russia: The mobilization of political myths in the discourse on state and society in mass media, 2000-2012
University of Groningen, Promotor(es): Prof. Joost van Baak, Prof. Sandra Brouwer

Mike Zuber
Alchemy and German Pietism in the Early Eighteenth Century
University of Amsterdam, Promotor(es): Prof. Wouter Hanegraaff

Bart Zweegers
Built Heritage in Transition: Global and Local Challenges
Universiteit Maastricht, Promotor(es): Prof. Ernst Homburg, Dr Joseph Wachelder

Nicholas Makhortykh
From Myths to Memes: Transnational Memory and Ukrainian Social Media
University of Amsterdam, Promotor(es): Prof. Ellen Rutten, Dr Max Bader

Floor Haalboom
A history of dealings with zoonoses in the Netherlands, 1890-2010
Utrecht University, Promotor(es): Prof. Frank Huisman, Prof. Peter Koolmees, Prof. Roel Coutinho

2013

Steven van der Laan
Pig breeding in the Netherlands, 1900-2000
Utrecht University, Promotor(es): Prof. Bert Theunissen

Ruben Verwaal
Vital Matters: Boerhaave's Chemico-Medical Legacy and Dutch Enlightenment Culture
University of Groningen, Promotor(es): Prof. Rainard Esser, Dr Rina Knoeff

Jesper Verhoef
Mediating America: Dutch public discourses on mass media and America, 1890-1990
Utrecht University, Promotor(es): Prof. Joris van Eijnatten, Dr Jaap Verheul

Lisanne Walma
Debating Crime and Drugs: The United States as a Reference Model for Dutch Concepts and Practices, 1890-1990
Utrecht University, Promotor(es): Prof. Toine Pieters

Melvin Wevers
Consuming America. The United States as a Reference Culture within Dutch Consumer Society, 1890-1990
Project: *Translantis: Digital Humanities Approaches to Reference Cultures: The Emergence of the United States in Public Discourse in the Netherlands, 1890-1990*
Utrecht University, Promotor(es): Prof. Joris van Eijnatten, Prof. Ruth Oldenziel, Dr Jaap Verheul

Aynur Erdogan
Orientalia: Reorienting Early American Culture
University of Groningen, Promotor(es): Prof. Wil Verhoeven

Jesper Schaap

Reason of State versus Interest of Princes? The rhetoric of intérêt and raison d'état in the New Monarchy of France: Henri Duc de Rohan (1579-1638) and Gabriel Naudé (1600-1653)

Project: 'Reason of State' or 'Reason of Princes'? The 'New Monarchy' and its Opponents in France, Germany and the Netherlands, during the Seventeenth Century

Erasmus University Rotterdam, Promotor(es): Prof. Robert von Friedeburg, Prof. Henk Nellen

Rosanne Baars

Transnational news networks and public issues in France and the Netherlands during the Wars of Religion and the Dutch Revolt, 1559-1598

University of Amsterdam, Promotor(es): Prof. Henk van Nierop, Prof. Geert Janssen

Christiaan Engberts

Men with a Mission: Informal Accountability Practices

Project: *The Scholarly Self: Character, Habit, and Virtue in the Humanities, 1860-1930*

Leiden University, Promotor(es): Prof. Herman Paul

Lisa Kattenberg

Lessons from the Low Countries. The theoretical and practical impact of the Dutch Revolt on Habsburg theories of state, 1590-1650

University of Amsterdam, Promotor(es): Prof. Wyger Velema, Dr Marchje van Gelder

Alan Moss

A Traveller's Identity in Dutch Grand Tour Accounts of the Seventeenth Century

Radboud University Nijmegen, Promotor(es): Prof. Johan Oosterman, Prof. Lotte Jensen

Léjon Saarloos

Scholarly Selves: How to Discipline One's Body, Heart, and Mind

Project: *The Scholarly Self: Character, Habit, and Virtue in the Humanities, 1860-1930*

Leiden University, Promotor(es): Prof. Herman Paul

Laurie Slegtenhorst

Omgaan met oorlogserfgoed. De Tweede Wereldoorlog in populaire cultuur

Erasmus University Rotterdam, Promotor(es): Prof. Kees Ribbens, Prof. Maria Grever

Thomas Smits

Transnational Images, National Texts. The production of (trans)national identity in European Illustrated Newspapers, 1842-1870

Radboud University Nijmegen, Promotor(es): Prof. Sophie Levie, Prof. Lotte Jensen

Devin Vartija

The Colour of Equality: Racial Classification and Natural Equality in Enlightenment Thought

Utrecht University, Promotor(es): Prof. Siep Stuurman

Lina Weber

Trust and Dependency. British and Dutch discourses on Public Credit in the Eighteenth Century

University of Amsterdam, Promotor(es): Prof. Wyger Velema

Katharina Manteufel

The making of the scholarly self: teacher-pupil relationships in the humanities, 1860-1930

Project: *The Scholarly Self: Character, Habit, and Virtue in the Humanities, 1860-1930*

Leiden University, Promotor(es): Prof. Herman Paul

2014

Ivan Flis

Is psychology a theoretically balkanized field? Exploring quantitative methodology in the 20th century

Utrecht University, Promotor(es): Prof. Bert Theunissen, Dr Ruud Abma

Jelle Zondag

Een ondernemende geest in een gespierd lichaam. Beweegcultuur en weerbaarheid in Nederland 1890-1940

Radboud University Nijmegen, Promotor(es): Prof. Marit Monteiro, Prof. Marjet Derks

Aad Haverkamp

Sport, script en biografie, 1928-2010

Radboud University Nijmegen, Promotor(es): Prof. Peter Rietbergen, Prof. Marjet Derks

Leonor Álvarez Francés

War Heroes and War Criminals. The Spanish Commanders and their Actions during the First Decade of the Dutch Revolt in Narrative Sources from Spain and the Low Countries (1567-1648)

Project: *Facing the Enemy. The Spanish Army Commanders during the First Decade of the Dutch Revolt (1567-1577)*

Leiden University, Promotor(es): Prof. Jeroen Duindam, Dr Raymond Fagel

Beatriz Santiago Belmonte

Spanish Heroes in the Low Countries. The Experience of War during the First Decade of the Dutch Revolt (1567-1577). Project: Facing the Enemy. The Spanish Army Commanders during the First Decade of the Dutch Revolt (1567-1577)

Leiden University, Promotor: Dr Raymond Fagel

Laura Boerhout

Negotiating Post-Memories. Intergenerational Transmission of Bosnia's War Narratives Beyond National Borders

University of Amsterdam, Promotor(es): Prof. Rob van der Laarse, Prof. Nanci Adler

Trude Dijkstra

The Chinese Impact. Images and Ideas of China in the Dutch Golden Age

Project: *The Chinese Impact: Images and Ideas of China in the Dutch Golden Age*

University of Amsterdam, Promotor(es): Prof. Lia van Gemert, Dr Thijs Weststeijn

Dana Dolghin

Beyond the Obligation to Remember: a Reassessment of "Forgetting" in Eastern Europe

University of Amsterdam, Promotor(es): Prof. Rob van de Laarse, Dr Mathijs Lok

Lonneke Geerlings

Travelling translator. Rosey Pool (1905-1971), a Dutch cultural mobiliser in the 'transatlantic century'

VU University Amsterdam, Promotor(es): Prof. Susan Legêne, Prof. Diederik Oostdijk

Sander Govaerts

Mosasaurs. Armies and their influence on ecosystems in the Meuse region, 1300-1850

University of Amsterdam, Promotor(es): Prof. Guy Geltner, Prof. Mieke Aerts, Dr Mario Damen

Martje aan de Kerk

Madness and the city. Interactions between the mad, their families and urban society in the Dutch Republic, 1600-1798

University of Amsterdam, Promotor(es): Prof. Geert Janssen, Dr Gemma Blok

Enno Maessen

Beyoğlu: the capital of many Istanbuls. Beyoğlu's urban identities and discursive representations in history and space, 1950-2010

University of Amsterdam, Promotor(es): Prof. Luiza Bialasiewicz, Dr Guido Snel

Willemijn van Noord

The Chinese Impact: Images and Ideas of China in the Dutch Golden Age

Project: *The Chinese Impact: Images and Ideas of China in the Dutch Golden Age*

University of Amsterdam, Promotor(es): Prof. Frans Grijzenhout, Dr Thijs Weststeijn

Tymen Peverelli

De stad als vaderland. De dynamiek tussen stedelijke en nationale identiteiten in Nederland en België, 1815-1914

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Prof. Jan Hein Furnée

Wouter Klein

A Change of Plants. The Introduction of Exotic Drugs on the Medical Market in the Low Countries (1600-1850)

Project: *TIME CAPSULE*

Utrecht University, Promotor(es): Prof. Toine Pieters, Prof. Eric Jorink

Azinat Abubakari

Representing slavery, inventing human rights

Radboud University Nijmegen, Promotor(es): Prof. Alicia Montoya

John Tholen (external PhD candidate)

The Transformation of the Metamorphoses. How Ovid was read in the Early Modern Netherlands'

Utrecht University, Promotor: Prof. Arnoud Visser

Christiaan Harinck

The Janus head of Mars: Dutch military culture and colonial counterinsurgency in Indonesia 1945-1950

Project: *Dutch military operations in Indonesia, 1945-1950*

Leiden University and KITLV/Royal Netherlands Institute of Southeast Asian and Caribbean Studies

Promotor(es): Prof. Gert Oostindie, Prof. Henk Schulte Nordholt

2015

Fieke Smitskamp (external PhD candidate)

Sound patterns and emotions in Early Modern (Dutch) Theater Plays. An analysis in EHumanities from a historical perspective

VU University Amsterdam, Promotor(es): Prof. Inger Leemans

Carolien Boender

The persistence of civic identities in the Netherlands, 1747-1848

Leiden University, Promotor(es): Prof. Henk te Velde, Prof. Judith Pollmann

Jolanda van der Lee (external PhD candidate)

Ecce homo: van verdoemde until goed christen. De reactie van katholiek en protestants Nederland op de reïfificatie van homoseksualiteit in de eerste decennia van de twintigste eeuw

University of Groningen, Promotor(es): Prof. Mary Kemperink, Dr Gert Hekma

Therese Peeters

Trust in the Counter-Reformation

Leiden University, Promotor(es): Prof. Judith Pollmann

Sophia Hendrikx

Tradition and Innovation: Conrad Gessner and Sixteenth-Century Ichthyology (1551-1602)

Leiden University, Project: *A New History of Fishes: A Long-Term Approach to Fishes in Science and Culture, 1550-1880*

Promotor(es): Prof. Paul Smith, Prof. Karl Enenkel

Caro Verbeek

In Search of Lost Scents. Reconstructing the Aromatic Heritage of the Avant-garde

VU University Amsterdam, Promotor(es): Prof. Inger Leemans, Prof. Katja Kwastek, Prof. Frits Scholten

Yannice de Bruyn

Staging violence in the Early Modern theatre in the Low Countries 1630-1690

Project: *Imagineering Violence: Techniques of Early Modern Performativity in the Northern and Southern Netherlands (1630-1690)*

Vrije Universiteit Brussel, Leiden University and Ghent University, Promotor(es): Prof. Karel Vanhaesebrouck, Prof. Kornee van der Haven, Prof. Inger Leemans, Prof. Frans-Willem Korsten

Michel van Duijnen

Imagineering Violence: Techniques of Early Modern Performativity in the Northern and Southern Netherlands (1630-1690)

Project: *Imagineering Violence: Techniques of Early Modern Performativity in the Northern and Southern Netherlands (1630-1690)*

VU University Amsterdam, Promotor(es): Prof. Inger Leemans

Martha Visscher-Houweling

A digital perspective on developments in the twentieth and twenty-first century Dutch Bible Belt

VU University Amsterdam, Promotor(es): Prof. Fred van Lieburg, Prof. Els Stronks, Dr ir. Steef de Bruijn

Pieter Van den Heede

Games set in war-devastated European (urban) landscapes

Erasmus University Rotterdam, Project: *War! Popular Culture and European Heritage of Major Armed Conflicts*

Promotor(es): Prof. Kees Ribbens, Prof. Jeroen Jansz en Prof. Maria Grever

Lydia ten Brummelhuis

All-American Heroes: Protestant Poetry from Early America

Project: *No More Heroes: Violence and Resistance in New World Poetry*

University of Groningen, Promotor(es): Prof. Sebastian Sobacki, Dr Joanne van der Woude

Siri Driessen

Touching War. Contemporary visits to twentieth-century war sites and cemeteries in Europe

Erasmus University Rotterdam

Project: *War! Popular Culture and European Heritage of Major Armed Conflicts*. Promotor(es): Prof. Stijn Reijnders, Prof. Maria Grever

Milou van Hout

Re-discovering cosmopolitan Trieste and Rijeka: imagining new forms of cultural citizenship in urban borderlands

University of Amsterdam, Promotor(es): Prof. Luiza Bialasiewicz, Dr Alex Drace-Francis

Heleen over de Linden

Ukraine as a pawn between EU and Russia

University of Groningen, Promotor(es): Prof. Hans van Koningsbrugge, Prof. Huub Willems

Jasminka Medin (external PhD candidate)

Transnational dimensions of Transitional Justice. Diaspora and social remittances, a new reconciliation opportunity for Bosnia and Herzegovina?

University of Amsterdam, Promotor(es): Prof. Luiza Bialasiewicz, Dr Lia Versteegh

Andrea Reyes Elizondo (external PhD candidate)

Reading spaces: reconstructing the reading possibilities in a society

Leiden University, Promotor(es): Prof. Paul Hoftijzer

Jos de Weerd (external PhD candidate)

The Veluwe reformed. Regional power shift and religious change in the sixteenth century

VU University Amsterdam, Promotor(es): Prof. Fred van Lieburg, Prof. Koen Goudriaan

Jacolien Wubs

To Proclaim, to Instruct and to Discipline. The Visuality of Texts in Calvinist Churches in the Dutch Republic

University of Groningen, Promotor(es): Prof. Raingard Esser, Dr Justin Kroesen

Iris Plessius

Imposed Consensus? An Examination of the Relations between Dutch Settlers and Native Americans in North America between 1674 and 1783

Radboud University Nijmegen, Promotor(es): Prof. Hans Bak, Dr Mathilde Roza, Dr Pieter Hovens, Dr Hans Krabbendam

Affiliation: 1 October 2015 until 1 October 2020

Anna-Luna Post

Claiming Fame for Galileo: The Mechanics of Reputation and its Impact in Early Modern Europe

Utrecht University, Promotor(es): Prof. Arnoud Visser, Prof. Floris Cohen

Didi van Trijp

Enlightened Fish Books: A New History of Eighteenth-Century Ichthyology (1686-1828)

Project: *A New History of Fishes: A Long-Term Approach to Fishes in Science and Culture, 1550-1880*

Leiden University, Promotor(es): Prof. Paul J. Smith, Prof. Eric Jorink

Roland Bertens

Legal Cures for Medicine's Ailments? The Case of Health Care Regulation in The Netherlands 1848-2006

Utrecht University, Promotor(es): Prof. Frank Huisman en Prof. Jaap Sijmons

2016

Rena Bood

Hispanophobia and Hispanophilia in England and the Netherlands. 1620-1700

Project: *Mixed feelings. Literary Hispanophilia and Hispanophobia in England and the Netherlands in the Early Modern period and the 19th century*

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Dr Yolanda Rodríguez Pérez

Tim van Gerven

Scandinavism: overlapping and competing identities in the Nordic world

University of Amsterdam, Project: *Scandinavism: overlapping and competing identities in the Nordic world*

Promotor(es): Prof. Joep Leerssen

Laura van Hasselt (external PhD candidate)

Amsterdam's Philanthropist. Biography of Christiaan Pieter van Eeghen (1816-1889)

University of Amsterdam and Amsterdam Museum, Promotor(es): Prof. Joost Jonker, Prof. James Kennedy

Berrie van der Molen

Drugs and public perception in The Netherlands. The regulatory imperative, drug use and governmentality in the public debate since 1945

Project: *The imperative of regulation. Local and (trans-)national dynamics of drug regulatory regimes in the Netherlands since the Second World War*

Utrecht University, Promotor(es): Prof. Toine Pieters, Prof. James Kennedy

Sabine Waasdorp

The Hour of Spain. Literary Hispanophobia and Hispanophilia in England and the Netherlands, ca. 1550-ca. 1620

Project: *Mixed feelings. Literary Hispanophilia and Hispanophobia in England and the Netherlands in the Early Modern period and the 19th century*

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Dr Yolanda Rodríguez Pérez

Usman Ahmedani

Ziya Gökalp as a Romantic Nationalist. An intellectual Biography

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Dr Michael Leezenberg

Maria Klimova

Between Political Activism and 'l'Art pour l'Art': André Chénier (1762-1794) and Hellenistic Poetry

Radboud University Nijmegen, Promotor(es): Prof. Alicia C. Montoya

Steije Hofhuis

Qualitative Darwinism: exploring an evolutionary approach in the history of witchcraft

Utrecht University, Promotor(es): Prof. Joris van Eijnatten, Prof. Bert Theunissen

Robbert Striekwold

Collection Building: Ichthyology in the Netherlands During the Nineteenth Century

Leiden University

Project: *A New History of Fishes: A Long-Term Approach to Fishes in Science and Culture, 1550-1880*

Promotor(es): Prof. Paul Smith, Dr Martien van Oijen, Prof. Menno Schilthuis

Thomas Delpeut

Learning to listen. The transformation of concert culture in Dutch musical capitals in the nineteenth century

Radboud University Nijmegen, Promotor(es): Prof. Jan Hein Furnée, Prof. Sophie Levie, Dr Rutger

Helmers

Sophie van den Elzen

"La femme esclave." Afterlives of Slavery and Abolitionism in Women's Rights Movements in France,

Germany and the Netherlands, 1832-1914

Utrecht University, Promotor(es): Prof. Ann Rigney, Prof. Berteke Waaldijk

Cora van de Poppe-Noort

Language Dynamics in the Dutch Golden Age: linguistic and social-cultural aspects of intra-author variation

Utrecht University, Promotor(es): Prof. Els Stronks, Dr Feike Dietz, Dr Marjo van Koppen

Sam de Schutter

The Global Workings of Disability in the Two Congo's, 1960-2009

Project: *Rethinking Disability: The Global Impact of the International Year of Disabled Persons (1981) in Historical Perspective*

Leiden University, Promotor(es): Prof. Monika Baár

David Veltman

Biography Felix De Boeck (1898-1995)

University of Groningen, Promotor(es): Prof. Hans Renders, Prof. Jo Tollebeek

Christoph van den Belt

Christian press in a secular time

VU University Amsterdam, Promotor(es): Prof. George Harinck, Dr Jan van der Stoep

Frank Birkenholz

The Paper Company: the Impact of Paper on the Dutch East India Company in the Seventeenth and Eighteenth Centuries

University of Groningen, Promotor(es): Prof. Raingard Esser, Dr Megan Williams

Paul Hulsenboom

Batavians and Sarmatians: Dutch perceptions of Poland, Polish perceptions of the Netherlands, and Dutch and Polish national identity formation (1618-1864)

Radboud University Nijmegen, Promotor(es): Prof. Johan Oosterman, Prof. Lotte Jensen

Desirée Krikken

"My plot, your plot, our inhabited landscape"

University of Groningen, Promotor(es): Prof. Raingard Esser

Anne van Veen

The History of Animal Testing and Alternatives

Utrecht University, Promotor(es): Prof. Toine Pieters, Prof. Bert Theunissen, Dr David Baneke

Aysenur Korkmaz

Local and diasporic family memories of the Armenian genocide: a transnational ethnography

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Dr Michiel Leezenberg

2017

Céline Zaepffel

The Illustrated Fable in Education in France (1500-2010)

Project: *Aesopian Fables 1500-2010: Word, Image, Education*

Leiden University, Promotor(es): Prof. Paul J. Smith

John MacMurphy

Jewish Alchemy

University of Amsterdam, Promotor(es): Prof. Wouter Hanegraaff, Dr Peter Forshaw

Bob Pierik

Gender and urban space in early modern Amsterdam

University of Amsterdam, Promotor(es): Prof. Geert Janssen, Dr Danielle van den Heuvel

Mriganka Mukhopadhyay

Occultism in the Orient: Dissemination of the Theosophical Ideas in Bengal and the Role of Bengali Theosophists

University of Amsterdam, Promotor(es): Prof. Wouter J. Hanegraaff, Dr Marco Pasi

Marija Snieckute (external PhD candidate)

Nation-Building in Imperial Borderlands: The Case of Lithuania

University of Amsterdam, Promotor(es): Prof. Joep Leerssen, Prof. Luiza Bialasiewicz

Carlotta Capurro

Curating Digital Heritage: Engagements with technology and media in European heritage institutions

Utrecht University, Promotor(es): Prof. Joris van Eijnatten, Dr Jaap Verheul, Dr Gertjan Plets

Pauline Bezemer

Hybrid artefacts: the actors identified. Public native dwelling estates in Sub Sahara Africa, a forgotten aspect of 20th century urban architecture

University of Groningen,

Promoto(es): Prof. Cor Wagenaar, Dr Marijke Martin

Anne-Lise Bobeldijk

Competing narratives of victimhood in the age of transitional justice: The history and memory of the terrrorscape Maly Trostenets

University of Amsterdam and NIOD Institute for War, Holocaust and Genocide Studies, Promotor(es): Prof. Nanci Adler, Prof. Rob van der Laarse

Mathijs Boom

Charting Time: Nature and Culture in the History of Time, 1760-1860

University of Amsterdam, Promotor(es): Prof. Wyger Velema, Prof. Eric Jorink

Sebastiaan Broere

Decolonizing Agricultural Knowledge

Project: *Decolonizing Agricultural Knowledge* is a subproject of *Decolonizing Knowledge: Postcoloniality and the Making of Modern Indonesia's Knowledge Culture, 1945-1970*

University of Amsterdam, Promotor(es): Prof. Remco Raben

Lucas van der Deijl

Radical Rumours. A digital reconstruction of the dissemination and translation of Cartesian and Spinozist discourses in Dutch textual culture (1640-1720)

University of Amsterdam, Promotor(es): Prof. Lia van Gemert, Prof. Antal van den Bosch

Nathanje Dijkstra

Making up disability? Disability benefit legislation and disability identity formation in cases of traumatic neurosis and amputation in the Netherlands (1901-1967)

Utrecht University, Promotor(es): Dr Willemijn Ruberg

Ana Flamind

The politics of decadence: inquiry into European critiques of liberal modernity

University of Groningen, Promotor(es): Prof. Luis Lobo-Guerrero, Dr Suvi Alt

Lisanne Jansen

The Political Thought of Stéphanie-Félicité, comtesse de Genlis (1746 – 1830): Christian Traditions and Enlightenment Ideals, Leiden University

Promotor(es): Prof. Alicia Montoya en Prof. Paul J. Smith

Eline Kortekaas

Publishing houses as brokers of knowledge

Project: *Decolonizing Agricultural Knowledge* is a subproject of *Decolonizing Knowledge: Postcoloniality and the Making of Modern Indonesia's Knowledge Culture, 1945-1970*

University of Amsterdam, Promotor(es): Prof. Lisa Kuitert, Prof. Remco Raben

Mirte Liebrechts

How 'to make the beauty and learning, the philosophy and the wit of the great writers of ancient Greece and Rome once more accessible': a history of the Loeb Classical Library

Radboud University Nijmegen, Promotor(es): Dr Helleke van den Braber, Prof. Marchen De Pourcq, Prof. André Lardinois

Marleen Reichgelt

Making the colonial child visible. Children moving between Indo-European and local cultures on Netherlands New Guinea (1905-1962)

Radboud Universiteit, Promotor(es): Prof. Geertje Mak, Prof. Marit Monteiro

Larissa Schulte-Nordholt

What Is an African Historian? Negotiating Scholarly Personae in UNESCO'S General History of Africa

Leiden University, Promotor(es): Prof. Herman Paul

Jon Verriet

Fitter, Stronger, Faster: The Athlete's Diet and the Pursuit of Healthy Lifestyles in the Netherlands and the UK (1945-2016)

Radboud University Nijmegen, Promotor(es): Prof. Marjet Derks, Prof. Jan Hein Furnée

Renée Vulto (external PhD candidate)

Singing Communities: Dutch Political Songs and the Performance of National Identity (1775-1825)

Ghent University, Promotor(es): Prof. Cornelis van der Haven, Prof. Isabella van Elferen

Anna E. de Wilde

Jewish books in private Dutch libraries (1665-1820)

Project: *MEDIATE (Middlebrow Enlightenment: Disseminating Ideas, Authors, and Texts in Europe)*

Radboud Universiteit, Promotor(es): Prof. Alicia C. Montoya, Prof. Irene Zwiep

Lise Zurné

Performing Urban Pasts: Historical Reenactments with Sensitive Heritage

Project: *War ! Popular Culture and European Heritage of Major Armed Conflicts*

Erasmus University Rotterdam, Promotor(es): Prof. Maria Grever, Prof. Stijn Reijnders, Dr Robbert-Jan Adriaansen

Barbara Gruber

The Psychologisation of Security through Resilience

University of Groningen, Promotor(es): Prof. Jaap de Wilde, Dr Nadine Völkner, DrJana Hönke

Renske Hoff

In Readers' Hands: Early Modern Dutch Bibles from a Users' Perspective

University of Groningen, Promotor(es): Prof. Sabrina Corbellini, Prof. Wim François

Appendix 4

Staff members Huizinga Institute

Reference date: 31 December 2017

Erasmus Universiteit Rotterdam

Dr. Robbert-Jan Adriaansen
Prof.dr. Arianne Baggerman
Dr. Maarten van Dijck
Prof.dr. Hester Dibbits
Em. prof. dr. Willem Frijhoff
Prof. dr. Maria Grever
Prof.dr. Paul van de Laar
Dr. Chris Nierstrasz
Dr. Gijsbert Oonk
Prof.dr. Kees Ribbens
Prof.dr. Stijn Reijnders
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Prof.dr. Filip Vermeyleen
Dr. Karin Willemse

Radboud Universiteit Nijmegen

Dr. Anneleen Arnout
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Dr. Jan Brabers
Prof. dr. Odin Dekkers
Prof.dr. Marjet Derks
Dr. Remco Ensel
Prof. dr. Jan Hein Furnée
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Prof.dr. Leen Spruit
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Rijksuniversiteit Groningen

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Prof. dr. Raingard Esser

Dr. Babette Hellemans
Em. Prof. dr. Wessel Krul
Dr. Marijke Meijer Drees
Dr. Anjana Singh

Universiteit van Amsterdam

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Universiteit Leiden

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Dr. Monika Báar
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Dr. Bart van der Boom
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Dr. Nico Randeraad
Dr. Bernard Rulof
Dr. Geert Somsen
Dr. Joke Spruyt

Universiteit Twente

Dr. ir. Fokko-Jan Dijksterhuis
Prof. dr. Lissa Roberts

Universiteit Utrecht

Prof. dr. Philiep Bossier
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Prof. Feike Dietz
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Prof. dr. Leen Dorsman
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Dr. Judith Thissen
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Prof. dr. Arnoud Visser
Prof. dr. Thijs Weststeijn

Vrije Universiteit Amsterdam

Dr. Ivo Blom
Prof.dr. Fokko-Jan Dijksterhuis
Dr. Ab Flipse
Dr. Edwina Hagen
Prof. dr. Johan Koppenol
Dr. Erika Kuijpers
Prof. dr. Inger Leemans
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Dr. Janet van der Meulen
Dr. Nelleke Moser
Dr. Kristine Steenbergh
Dr. Hans de Waardt

Tilburg University

Prof.dr. Léon Hanssen

Affiliated institutions

Huygens ING

Dr. Jan Bloemendal
Dr. Peter Boot
Dr. Suzan van Dijk
Dr. Marijke van Faassen
Prof.dr. Charles van de Heuvel
Dr. Ineke Huysman
Dr. Leo Jansen
Prof.dr. Eric Jorink
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Dr. Marc van Zoggel
Dr. Huib Zuidervaart

Open Universiteit

Prof. Dr. Gemma Blok
Dr. Martijn van den Burg
Prof. dr. Leo Wessels