

Programme Huizinga PhD Conference

Location: University Museum Utrecht, Lange Nieuwstraat 106, Bovenzaal

Monday 24 November 2025

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|-------|--|
| 10:15 | Welcome and introduction |
| 10:30 | Caroline Schep (Leiden University)
<i>Ethics & emotions in experiments</i>
Discussant: Dr. Gani Jaelani (Utrecht University) |
| 11:30 | Elske de Waal (Utrecht University)
<i>Realistic Mathematics Education in circulation. On the interaction between policy, academia and educational practice in the Netherlands 1980-2000</i>
Discussant: Dr. Wim de Jong (Open University) |
| 12:30 | Workshop <i>Pitch your Research</i>
Sarah Dresden (Radboud in'to Languages) |
| 13.30 | Lunch |
| 14.15 | Joris Ammerlaan (University of Amsterdam)
<i>Celebrating a century of Anglo-American peace, 1910-1915. Rival visions of Americanism and the question of neutrality</i>
Discussant: TBA |
| 15:15 | Jacques Koppenol (Utrecht University)
<i>Playful learning in Erasmus' Colloquies</i>
Discussant: Prof. Jan Bloemendal (Huygens ING) |
| 16:15 | Drinks |

Tuesday 25 November 2025

- 10:15 Welcome and introduction
- 10:30 **Sanne Steen (Erasmus University Rotterdam)**
Defining historical appropriation through yet another camera obscura metaphor
Discussant: Prof. Robbert-Jan Adriaansen (Erasmus University Rotterdam)
- 11:30 **Luca Forgiarini (Utrecht University)**
A European matter. The case for studying CERN's 'European' dimension
Discussant: Prof. Liesbeth van de Grift (Utrecht University)
- 12:30 **Workshop Academic Writing**
Adam Frick (Effective English)
- 13:30 Lunch
- 14:15 **Sherilyn Bouyer (University of Groningen)**
Peace and justice after the French Wars of Religion. Transitional justice in the Chambre de l'Edit of Castres (1595-1679)
Discussant: Dr. Christian Manger (Tilburg University)
- 15:15 **Claire Morrison (KU Leuven)**
Between prohibition and practice. Women inside the university walls of Leiden and Leuven before 1800
Discussant: Prof. Ariadne Schmidt (Leiden University)
- 16:15 Coffee and tea
- 16:30 **Marissa Griffioen (University of Amsterdam)**
Map Encounters in the Early Modern Dutch Republic
Discussant: Dr. Renske Hoff (UU)
- 17:30 Closing remarks and drinks

Abstracts & Biographies

Joris Ammerlaan

Celebrating a century of Anglo-American peace, 1910-1915. Rival visions of Americanism and the question of neutrality

This presentation examines the American Peace Centenary Committee's 1914–1915 celebration of a century of Anglo-American peace, exploring how rival visions of Americanism among white ethnic groups – particularly Anglo-American elites, Irish, and German Americans – shaped debates over U.S. neutrality on the eve of the First World War. In the early twentieth century, Anglo-American relations reached a new high point. Confronted with large-scale immigration from Southern and Eastern Europe, many in the established American population looked with renewed interest to their Anglo heritage, emphasising shared political institutions and cultural values. At the same time, Catholic Irish and German Americans had, since the 1880s, secured a recognised place in American society, setting the stage for new contests among white ethnic groups over the meaning of American identity.

These tensions sharpened in 1910, when an Anglo-American elite group began planning a 1915 commemoration of a century of peace since the War of 1812. Their purpose was not only to celebrate international amity but also to affirm the primacy of Anglo-American values in shaping the increasingly powerful nation. Yet between 1910 and 1914, other white ethnic groups – most notably the Irish and the Germans – moved beyond their separate spheres and began coordinating their political efforts. Together, they cultivated networks of coordination, developing both the contacts and the experience necessary for effective lobbying, and forged a shared political strategy to counter this Anglo-American resurgence. When war broke out in Europe in August 1914, these groups were well-positioned to channel popular sentiment into demands for neutrality, standing in direct opposition to the Anglo-American elites who favoured supporting Britain. In this sense, the “American Committee for the Celebration of a Century of Peace Among English-Speaking Peoples” achieved less in affirming Anglo-American unity than in galvanising its opponents. The episode illustrates how conflicts over American policy were shaped by contests among white ethnic groups – above all, by rival claims to define “Americanism” and to determine the nation's relationship to the Old World.

Biography

Joris Ammerlaan is a historian from Hoogland. He received his BA in History from Universiteit Utrecht in 2011. In 2015, he obtained a Research Master's degree in History from the University of Amsterdam. Before that, he had completed the coursework for a second Master's in Military History at the same university, but chose not to submit his thesis in order to transfer to the Research Master's programme. Living with autism from an early age, he was placed into psychiatric care in 1995, thus coming under the financial compensation regime instituted in the wake of the Dutch Childcare Violence Scandal, 1945-2015. This money allowed him to travel to the United States in 2022 to conduct the archival research for his PhD, after having joined the Amsterdam School of Historical Studies as an external PhD candidate in April 2020.

Sherilyn Bouyer

Peace and justice after the French Wars of Religion. Transitional justice in the Chambre de l'Edit of Castres (1595-1679)

How can societies recover from a civil war? How can long-term peace be built, and members of society reconcile? Since World War II, the term 'transitional justice' has become closely linked to post-war processes that accompany societies in their transition from war to peace. Referring to a set of mechanisms, such as war crimes tribunals or truth and reconciliation commissions, scholars have found it difficult to assess their success in the long-term because of the lack of temporal distance. My research proposes to evaluate the successes and failures of an early modern post-war institution that I associate with the concept of transitional justice: the *Chambre de l'Edit* of Castres. The *Chambre de l'Edit* was designed as post-war bipartisan court of appeal composed of an equal number of Protestant and Catholic established under the 1598 Edict of Nantes in the Languedoc region of France. The Edict of Nantes emerged after decades of religious conflict between Protestants and Catholics (otherwise known as the French Wars of Religion), granting the former legal recognition and implementing mechanisms to ensure peaceful coexistence. Among these mechanisms, the *Chambres de l'Édit* were tasked with administering justice to the minority group of Protestants throughout the regime of the Edict of Nantes which legalised the coexistence of Protestants and Catholics until 1685. Using trial bags pertaining to the bipartisan court of appeal, my research evaluates the bipartisan court as a transitional justice instrument as well as demonstrates the agency of litigants to influence not only their trials but also the performance of the judicial institution they used.

Biography

Sherilyn Bouyer obtained a BA in History at the University of Nantes and an MA in Global History and International Relations at the Erasmus University Rotterdam. She wrote her MA dissertation on contested memories in France and Spain and was an intern for Euroclio and the Institute of Historical Justice and Reconciliation, on the project Contested Histories in Public Space. She was a Schumann trainee at the European Parliament, at the Secretariat of the Committee on Culture and Education, where she co-wrote a policy study entitled 'European historical consciousness'. She is now a fourth-year PhD candidate at the University of Groningen where her research focuses on the uses of justice in early modern post-conflict societies.

Luca Forgiarini

A European Matter. The case for studying CERN's 'European' dimension

In 1954, the convention of the European Organisation for Nuclear Research, otherwise known as CERN, came into force. This was the first time that European countries engaged in scientific cooperation on an intergovernmental basis. Its principal task was to build the largest particle accelerator in the world, thereby providing the European physics community with an instrument that would help it restore its pre-war eminence in a field that had become dominated by the United States. CERN's mission was not only scientific, it was also political as it aspired to contribute to the grander project of European unity. As the pioneering organisation in scientific cooperation in

Europe, from the late 1950s onwards, CERN became a model for a plethora of other such organisations, and sometimes even became actively involved in their creation. In my presentation I argue that CERN's European dimension is a hitherto understudied, yet crucial aspect of its history. By showing why and how Europe mattered to CERN, as well as highlighting specific examples from its history, I also show how my research contributes to an enriched understanding of both the history of other European scientific organisations and to the history of European integration more broadly.

Biography

Luca Forgiarini is a PhD candidate at the University of Utrecht, where he investigates the history of European scientific cooperation in the 20th century. His main focus is the history of the European Organisation for Nuclear Research (CERN) and its international relations in Europe, both with member and non-member states. Luca is also an editor for the history of science blog, Shells and Pebbles.

Marissa Griffioen

Map Encounters in the Early Modern Dutch Republic

The portrait of the astronomer painted by the Dutch artist Olivier van Deuren (1666-1714) presents a fascinating map encounter. The astronomer grasps a celestial globe in both hands, a gesture that can be read as embodying care and even affection for the object. Historians have traditionally studied maps for their makers or spatial content. Yet these were not static representations alone but objects that circulated widely, passed through many hands, and were viewed by countless people. Everyday encounters with cartographic objects fostered growing familiarity with maps and contributed to the development of cartographic literacy—the ability to understand and use maps, atlases, and globes. The PhD project *Map Encounters in the Early Modern Dutch Republic* takes these moments of interaction as a starting point for analysing early modern cultures of map use. This paper addresses some of the key aspects of this research project, delving into the conceptual frameworks underlying this encounter-oriented approach to maps that draws on insights from the history of cartography, material culture studies, book studies, and visual culture. It aims to present a typology of map encounters, offering both an overview of the current state of my project and a basis for further discussion.

Biography

Marissa Griffioen studied History at Leiden University and completed her M.A. in Book Studies at the University of Amsterdam, specialising in early modern cartography. Since 2022, she has been working on the PhD project *Map Encounters in the Early Modern Dutch Republic* at the University of Amsterdam, focusing on the circulation and use of maps in early modern Dutch society. Her research is object-oriented, and she has a particular interest in the material culture and cultural history of maps, as well as the interaction between cartographic objects and their users. Marissa is a member of the Explokart research group and is the co-author of the Dutch handbook on historical cartography, *Oude kaarten lezen* (2023).

Jacques Koppenol

Playful learning in Erasmus' Colloquies

'I know that nothing is learned more successfully, than what is learned by playing' (*Et haud scio an quicquam discitur felicius, quam quod ludendo discitur*). As this citation from *De utilitate colloquiorum* demonstrates, Erasmus knew that play and games were successful tools to help students learn Latin. Erasmus keeps repeating this in multiple of his works and keeps using play and games in several ways in his *Colloquies*, trying to motivate different kinds of students. He doesn't just aim at young pupils with dialogues about play and games, but also at the older and more advanced students. For this conference I will focus on Erasmus' use of a specific parlor game and how he uses this to motivate his students. The colloquy *Diversoria* shows us how Erasmus interweaves a parlor game in a dialogue, building upon already existing traditions, to present his readers a literary game that can be played by his students in real life. I will argue how this case study can be seen as Erasmus' use of play and games as a motivational tool.

Biography

Jacques Koppenol studied classics at Leiden University, obtaining his master's degree with a thesis on the humanist's use of silence in neo-Latin emblem books. Currently he works on a PhD-thesis about Erasmus' *Colloquia* at Utrecht University, facilitated by a Teachers PhD grant of the Dutch Research Council (NWO). His research investigates how, in the *Colloquies*, Erasmus seeks to motivate pupils in learning Latin, focusing on his use of youth, humor, and play and games. Besides his work as a PhD candidate, he teaches Greek and Latin at the Kennemer Lyceum in Overveen.

Claire Morrison

Between prohibition and practice. Women inside the university walls of Leiden and Leuven before 1800

The early modern university is often portrayed as an exclusively male space, strictly separated from the city and its (female) inhabitants. Yet the university archives from Leiden and Leuven reveal how women were indispensable to the functioning of academic life. The FWO project 'Women in Academia?', re-examines the institutional university archives to explore how women, despite formal exclusion, gained access to the universities of Leuven and Leiden between 1425 and 1800. The project identifies five different ways in which women, from a wide range of socio-economic backgrounds, gained access into the university; including maids, wives and patrons, women fulfilled both official roles such as academic printers, or gained their access through personal connections in, for instance, intellectual correspondence networks. In this presentation, I will focus on one particular domain within the university to showcase one way in which women gained access into the university: the colleges where students lived and studied. Intended as male enclaves, these spaces of learning inevitably depended on women. Maids, washerwomen, cooks, housekeepers, and female porters shaped the daily rhythm of the colleges – waking students, preparing meals, keeping household accounts, and guarding the front gate. Their presence within the university walls exposes the essential yet often uncomfortable role of women in the early modern academia.

Biography

Claire Morrison is a doctoral researcher at the Department of Early Modern History at KU Leuven. Her current FWO project, *Women in Academia?*, explores the role of women in the universities of Leuven and Leiden in the early modern period. Focusing on both formal and informal forms of access, the project seeks to offer a more inclusive perspective on the history of the university.

Caroline Schep

Ethics & emotions in experiments

This research aims to combine and add to the history of medical experimentation, medical ethics and colonialism by integrating the history of emotions. Taking human-subject research with new chemical drugs in late-colonial Indonesia (1900-1942) as a case study, I argue that emotions are an ignored layer in the history of medical experiments. I demonstrate that emotions influenced both the practice (e.g. doctors were able to manipulate patients into participating in a trial) and ethics (e.g. experiments were justified by doctors and/or patients with emotional arguments) of medical experimentation in late-colonial Indonesia.

Biography

Caroline Schep is a PhD candidate at the Institute for History at Universiteit Leiden. Her research focuses on the history of medical experiments in late-colonial Indonesia and studies ethics through the lens of the history of emotions. She has previously worked at the Vrije Universiteit and the NIOD Institute for War, Holocaust, and Genocide Studies.

Sanne Steen

Defining historical appropriation through yet another camera obscura metaphor

History plays a significant role in public and political discourse. It serves to shape identities, legitimize actions and justify legislation. In such discourse, history is intentionally adapted to serve a specific purpose, a process I define as historical appropriation. In this pivotal chapter of my dissertation, I define historical appropriation with the help of the camera obscura metaphor. Doing so, I build on earlier camera obscura metaphors by understanding the optical tool as it is used by an artist. This allows me to distinguish intentional appropriation from unavoidable interpretation and as such step beyond the domain of hermeneutics. After introducing my definition of historical appropriation with the use of the camera obscura metaphor, I discuss the implications of this concept for the ethics and abilities of the historian. I stitch references to the appropriation of Desiderius Erasmus throughout my presentation to make my theoretical account more concrete and to emphasize its relevance.

Biography

Sanne Steen is a PhD candidate at the school of philosophy at Erasmus University Rotterdam. In her dissertation, she investigates why and how Erasmus became a local icon in Rotterdam between the sixteenth century and today. Taking Erasmus as a case study, she develops her work on the intersection of reception history, memory studies and imagology. Sanne has presented her research in various international journals and conferences and in an exhibition.

Elske de Waal

Realistic Mathematics Education in circulation. On the interaction between policy, academia and educational practice in the Netherlands 1980-2000

In the 1970s the Institute for the Development of Mathematics Education (IOWO) developed a 'model curriculum' for mathematics in primary schools in the Netherlands. Published between 1975 and 1980, it was intended to help schools and textbook authors modernize their curricula. The IOWO curriculum contained not only suggestions for content and goals, but also a change in pedagogy and materials. This was significant, because in the Netherlands, due to the freedom of education enshrined in the constitution of 1917, schools were free in their choice of pedagogy and almost free in what and how they taught. The only legal restriction was a list of subjects that had to be taught. In such a free system, it seems a small miracle that the ideas of Realistic Mathematics Education (RME, *realistisch reken-wiskunde onderwijs*) found widespread adoption. By 2000 almost all Dutch primary textbooks were realistic mathematics textbooks. In this paper, I investigate how and why RME circulated between 1980 and 2000 in three contexts: academia, policy and educational practice. Drawing on diverse sources, I show that its eventual dominance was not imposed one-sidedly, but resulted from the combined efforts of institutions, policymakers, teachers, and academics.

Biography

Elske de Waal is a PhD candidate in history and philosophy of science at Utrecht University. Her project explores the development, circulation and transformation of Realistic Mathematics Education in the Netherlands between 1970 and 2010. Taking inspiration from history of science, history of education, and history of knowledge, she investigates the relationship between academia, educational practice, and public knowledge.