

## **University Professors 2005-2009**

*In recognition of their sustained excellence in  
teaching effectiveness, professional activity and service.*

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**Yung-chen Chiang** joined the faculty in 1988 as an Assistant Professor in History and was promoted to Associate Professor in 1994 and to Professor in 2002. He is serving as chair of the department and currently holds the A.W. Crandall Professorship in History.

In his teaching, he has helped to broaden the history department's course offerings and its contributions to Asian Studies and Women's Studies. He has brought important new perspectives on East Asia through such courses as Modern China and Japan, Samurai in Feudal Japan, Introduction to China and Japan, Misunderstanding China, and Women and Family in Modern China. He also has led frequent Winter Term trips to China, opening this important part of the world to hundreds of students and to faculty colleagues as well. His students find him to be a demanding teacher, but one who helps them broaden their cultural and historical perspectives through mind-opening and rewarding experiences.

In his service, he is completing his third year as chair of the history department. Throughout his time at DePauw he has served as a regular member of the advisory committee of the now rapidly growing Asian Studies program, to which he also provided interim leadership. He has also served as a new faculty mentor and as a member of the Hartman Center Steering Committee, the Resource Allocation Subcommittee, and the International Education Committee. He is a regular contributor to the community's "Great Decisions Forum."

In his scholarly work, he has published fifteen articles and reviews in refereed journals, but he is particularly noted for his recent book: *Social Engineering and the Social Sciences in China, 1919-1949*. This critical study has been rated a superior contribution by one external scholar who identifies DePauw through this work. Another colleague at a research university writes that "it is a masterpiece of sociological history." Yet another research university colleague writes "Professor Chiang's astute and meticulous study demonstrates that in the decades before Mao's 1949 revolution, many more than 100 flowers bloomed in the fields of social inquiry. The debate he describes over revolution and agrarian China was key in producing probably the most creative and consequential social science establishment in the Third World at that time. This is a story of critical intellectual debate, personal ambition, American philanthropy (and racism), fund raising imperatives, and social upheaval." He is described as particularly effective in his contributions to scholarship of 20th Century China because of his understanding and critical analysis of both Chinese and Western perspectives on this period. His current ambitious project: *Educating 'Pillars of State' in 'the Land of the Free': Chinese Students in the United States 1900-1931* is widely recognized as an important complement to his first book and one expected to have an equal impact.

**Mary Kertzman** joined the faculty in 1988 as an Assistant Professor of Physics and Astronomy, was promoted to Associate Professor in 1994, and to Professor in 2002. She is serving as chair of the department.

In her teaching, Mary has developed and refined much of the curricular offerings in astronomy and astrophysics, including several first-year seminars on such topics as “The Cosmic Abundance of the Elements” and “Mars Odyssey.” In recent years her courses have provided the gateway to science for many of our students. She has also taught a wide range of physics courses, from introductory sections to advanced topics in Modern Physics, Mathematical Methods, Mechanics, Electricity and Magnetism, Quantum Mechanics, and the Senior Seminar. She has mentored student research collaborators to a high level of accomplishment and has inspired them to continue their studies in graduate school. She not only shares research problems and successes with students in her laboratory in Greencastle, but she has also garnered sustaining research grants and supporting funds to take her research students to major international telescopes for collaborative “observing” and to major national and international conferences to present their work. She has also inspired numerous self-described “non-science” students to enjoy and learn science, almost against their will, initially.

In her service, she is completing her second term as chair of her department, helping to guide the department through careful analysis and restructuring of many of its curricular offerings and teaching strategies. Earlier in her tenure at DePauw she served a term on the Faculty Development Committee and chaired the committee through a period of its growth as an internal “faculty grants” peer-review committee.

Among her most distinctive contributions to DePauw was her founding and sustaining, with faculty colleagues biologist Kathleen Jagger and chemist Bridget Gourley, DePauw’s innovative Women in Science Programs which include regular monthly programs for women science students, a science alumnae reunion, and the DePauw Institute for Girls in Science, a summer science program for middle school and high school girls. Her commitment to expanding programs to support women in the sciences, particularly in those sciences where they remain under-represented, has included contributions to national conferences and organizing with Bridget Gourley a national workshop for Project Kaleidoscope on Women in Science. She also served as a councilor in physics and astronomy of the Council on Undergraduate Research, a national professional association devoted to strengthening the role of research among faculty members and students in undergraduate education.

In her research, she is now a senior member of the Very Energetic Radiation Imaging Telescope Array System (VERITAS) collaboration for the detection of high energy gamma rays and identification of their extra-galactic sources. Her research contributions to the VERITAS project and earlier research have resulted in thirty-five publications in refereed scholarly journals and conference proceedings. Her work has been supported by major grants from the National Science Foundation.

**Mitchell Merback** joined the faculty in 1992 as an Instructor of Art, and he was promoted to Assistant Professor in 1995 and to Associate Professor in 2001.

The second full-time tenure-track art historian hired at DePauw, he has helped to broaden and deepen the curricular offerings in art history. His courses are viewed by his students as challenging, thought provoking and intriguing. He provides insights and interpretations that at first puzzle and astound his students, offering them techniques for analysis and understanding of the visual art which they had not imagined. They report that he draws them into this critical and analytical mode of thinking and learning which has transformed their approach to all others of their courses. He is also rated as one of the most effective and challenging teachers in the Honor Scholar program where his demanding courses are sought out by many students.

In his service, he served a term as department chair and took on the tasks of shepherding the design and construction of the new Richard E. Peeler Art Center. Through meetings with his faculty colleagues, architects and University administrators, he helped to ensure that the resulting building was carefully designed for all facets of the teaching and learning program, from the industrial ventilation and chemical waste management aspects of the studios and the technology for teaching the history of the visual arts, to the high security and environmental controls for the galleries and associated curatorial and storage spaces. He then conceived of and substantially designed the celebratory opening of the new building, including the opening exhibit of the work of the architect, the exhibition and opening catalog of the building, and then authored the remarkable critical essay on the history of the department and the building project. This remarkable three-year dedication of time and concentration to his colleagues, students, and the University as a whole, during an intensely productive period of art historical scholarship was a contribution of enormous value.

In his scholarship, the critical accomplishment is his book, *The Thief, the Cross and the Wheel: Pain and the Spectacle of Punishment in Medieval and Renaissance Europe* in 1999. One external colleague writes that it “is one of the most exciting art historical texts published in years...[it] has three main virtues: first, its subject is original, chiefly attributable to Merback’s ability to work with images and identify important features apparently invisible to previous scholars. ... Merback has an eye for challenging and neglected material that turns out to be highly topical and of interest to more than his subfield. Second, its argument is compelling – and compellingly argued. What I admire most about Merback is the rigor and discipline of his argumentation. He is one of the few art historians in the field of medieval art completely au courant with the latest methodological developments in art history as a whole. ... Third Merback is also a good writer. ... He thinks about his audience and his message.” It is little wonder that this book was recognized by major professional prize nominations, including a finalist for the College Art Association’s Charles Rufus Morey Award; the Longman-History Today Prize (Runner-up Book of the Year), and a nomination for the Phyllis Goodhart Gordan Book Prize of the Renaissance Society of America.

His current research projects include: “Pierced with a Knife”: Christians, Jews and Passion Relic Pilgrimage in late medieval Germany; and Pilgrimage and Pogrom: Anti-

Jewish Myth, Violence and Visual Culture at the Host-Miracles Shrines of Late Medieval Germany in Austria.

He has contributed to the intellectual ferment on campus with two lectures about Mel Gibson's recent film, "The Passion of the Christ" for which he has also been invited by the producers to provide critical analysis for the recently released DVD. He also presented a talk during the recent show of selections from the Sinsky collection of Russian icons on "Transfigured Visions, or How to Look at Icons Like You Mean It."

His work has been previously recognized by grants from the National Endowment for the Humanities and the Leo Baeck Institute / Deutscher Akademischer Austauschdienst Fellowship.