

History WORKS

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Studying the Past, Understanding the Present, Preparing for the Future

Welcome to the latest edition of *History Works*, the newsletter of the Clements Department of History, edited by our colleague Professor Erin Hochman. We hope that you find these pages enjoyable and enlightening as they illustrate the wide-ranging ways that history works through the endeavors of our undergraduates, graduate students, and faculty.

SMU is home to renowned historians who are recognized internationally as leaders in their fields of expertise. Collectively, the department's twenty tenure-line faculty have published forty-four single-authored volumes (winner of 25 book prizes in all), some sixty co-authored or edited volumes, and hundreds of journal articles and book chapters. The department's faculty are winners of the university's most prestigious awards for scholarly research and writing and for distinguished teaching as well as scores of prestigious research fellowships from outside of SMU.

Putting these varied strengths to work in the classroom, we offer every semester an array of courses that span the globe, from the dawn of recorded history to the twenty-first century. Students can gain perspectives on our own troubled times in courses on the Civil War and Reconstruction, the two World Wars and the Holocaust, the creation and collapse of the Soviet Union, the Civil Rights Movement, conflict and coexistence in the Middle East, revolutions in China, and South Africa during apartheid. We even offer a class on medieval life that scrutinizes the pandemic known as the Black Death. Then, too, one can study the American Revolution, American women in the twentieth century, the North American

West, the U.S.-Mexico borderlands, and Latin America. Two members of our department specialize in the American presidency; another teaches a seminar titled "Queens and Mistresses in Early Modern France," while yet another offers "The Triumph of Cleopatra." The list also includes the history of capitalism, of sports, and of time itself!

But, along with useful knowledge about the world of both the distant and more recent past, our courses afford the most important advantages a university education can provide. As our majors know, the study of history is empowering. It imparts improved skills in reading and



writing; it helps students learn how to think analytically and critically and why it is important to ask questions about everything; it teaches them how to find things out through research; and it helps them to develop persuasive arguments. These are indispensable skills in today's job market and requirements for graduate and professional schools.

I'm sure I speak for my colleagues when I say we hope that everyone reads a little history occasionally—for enjoyment, for its mysteries, its ironies, its occasional serendipity, and for the upholding of tradition and the pursuit of change, but also because it helps us all to grow as individuals and as a society. To some extent, we are all responsible for what goes on in the world, and so we all need to keep our capacity for historical self-criticism in good repair—because that is the source of change. And change must come first from within each of us as individuals before it can happen in greater spheres. In a democracy, there is not a single individual whose opinion is not of some consequence in making up the grand total, and to engage oneself in such a cooperative enterprise—be it in the world of politics or business, or in the classroom, or at home in one's study—is a very significant thing.

Thomas J. Knock

*Professor of History and
Departmental Chair*

*Distinguished Fellow, Center for
Presidential History*

“Along with useful knowledge about the world of both the distant and more recent past, our courses afford the most important advantages a university education can provide. As our majors know, the study of history is empowering.”

Mastering the Past: Student Accomplishments

Bradley Kucera, a history major, has been awarded First Prize in the 2021 Maguire Ethics Essay Prize (undergraduate division) for “The Ethic Considerations of Spermbot.”

History major **Jack Lucas** won the Kenneth E. Hendrickson, Jr. Best Short Form Article Prize for “The New Normal: The Historical Validity of Common Predictions for a Post-Covid Future,” published in the 2021 issue of *Sound Historian*.

Majors **Ruth Demissie** and **Nora Jandres** were selected to be McNair Scholars to research Ethiopian public health and international human rights, respectively.

In 2021, history majors **Clare Ennis**, **Maria Katsulos**, and **Natalie Miller** were inducted into the Hyer Society, SMU's organization for high academic achievement.

Taylor Enslin and **Derek Younkens**, history students, were elected to Phi Beta Kappa.

Three of our majors won the Laurie and Bobbi Weil Undergraduate Research Prize from SMU Libraries recently. **Madeline Dixon** won in 2020 for “The Weimar Republic and the War of Memory.” **Maria Katsulos** won in 2021 for “Unto One Man's Hand: The Power of Portraiture of the Favorites of James I.” **Justin Patty** won in 2022 for “Arthur Cotton and the Development of Public Works.”

In 2020, **Roberto José Franco Andrade** defended his dissertation, “Fighting to Define Lo Mexicano: Boxing in Working-Class Culture and Mexican American Culture.” He was also a finalist for the 2020 Jenkins Medal for Best Sportswriting, anthologized in *The Best American Sports Writing* in 2020, and received Honorable Mention in the *Texas Observer* short story contest in 2020. ESPN recently hired him as a full-time sports writer.

Kyle Carpenter completed his dissertation, “Globalizing the Rio Grande: European-Born Entrepreneurs, Settlement, and Mercantile Networks in the Rio Grande Borderlands, 1749-1881,” in 2020. He is currently a history instructor at the University of Arkansas at Rich Mountain.

Doctoral Candidate **Skye Cranney's** podcast about the Old Idaho State Penitentiary, *Behind*

Gray Walls, won an Award of Excellence from the American Association of State and Local History in 2021.

Camille Davis, a Ph.D. Candidate, won a research fellowship in 2020-2021 and a material culture and critical race fellowship in 2021-2022 from the Winterthur Museum, Garden, and Library to work on her dissertation, “Visual Prestige: The Role of Portraiture in Constructing the Nascent Identity of American Leaders.” She also received an SMU Moody Dissertation Fellowship for 2021-2022.

Doctoral Candidate **Austin Miller** was selected as a 2021-22 Graduate Student in Residence at SMU's Dedman College Interdisciplinary Institute. He received a 2021-22 Clements Center Research Grant to work on his dissertation about energy and the environment in the Pecos Valley. Additionally, he was the recipient of the Lansing B. Bloom Award from the *New Mexico Historical Review* for Best Master's Thesis on New Mexico and the Southwest in 2020.

In 2021, **Patrick Troester** finished his dissertation, “The Broken Edge: Violence, Kinship, and Nation in the U.S.-Mexico Borderlands, 1820-1890.” He received an SMU Moody Dissertation Fellowship for 2020-21. Additionally, he published “No Country Will Rise Above its Homes and No Home Above its Mother’: Gender, Memory, and Colonial Violence in Nineteenth-Century Texas” in the *Western Historical Quarterly* in 2021.

Carlos Nava earned his M.A. in 2020.

Christopher Walton was awarded the 2022 Massachusetts Society of the Cincinnati Fellowship by the American Revolution Institute to conduct research for his dissertation on religion during the American Revolution. He published an article, “Election Sermons and Collective Identity in Massachusetts, 1760-1775,” in the *Journal of the American Revolution* (online) in 2021.

Doctoral Students **Ashton Reynolds** (2020), **Jonathan Angulo** (2020), **Brianna Hogg** (2021) were selected as Maguire Ethics Fellows.

Major Awards

Each year the department recognizes majors who have excelled in the classroom and beyond. We are proud of our students and want to acknowledge those who won awards or were inducted into Phi Alpha Theta, the national honor society for history.

Jacobus Junior Paper Prize in History
Madeline Sophia Dixon (2020)
Maria Katsulos (2021)

Herbert Pickens Gambrell Award for Outstanding Academic Achievement
Madeline Sophia Dixon (2020)
Amanda R. Oh (2020)
Emma Parker (2021)
Reynolds Sands (2021)

Stanton Sharp Award for Outstanding Service and Academic Achievement
Thomas W. Park (2020)
Barrett Stout (2020)
Sabrina Franco (2021)
Chaudhry Hameed (2021)

Phi Alpha Theta Inductees (2020 and 2021)

Wardah Alvi	Diego Lastra
Tabitha Brown	Henry Lyons
Melissa Calderon	Rachel Manak
Emily Calomino	Mark Myers
Rayford Cole	Emma Parker
Carson Dudick	Carson Phillips
Clare Ennis	Mahesh Ramgopal
Taylor Enslin	William Reed
Sabrina Franco	Valeria Reynosa
Catherine Gerlitz	Reynolds Sands
Remington Giller	Katherine Scalise
Emily Graue	Bibiana Schindler
Nathan Greenhaw	Garrett Sciortino
Angela He	Michael Seaman
Canon Hill	Morgan Shafia
Elise Huff	Joshua Shull
Siobhan Judge	Sydney Snowden
Maria Katsulos	Patrick Wintergalen
Lars Koehn	Laura Wynne
Bradley Kucera	Derek Younkens

Class of COVID Oral History Project

By Clare Ennis, Class of 2022

As the COVID-19 pandemic swept the nation and globe, SMU and thousands of other universities sent their students home. In response to this monumental and catastrophic event, Dr. Jill Kelly, a professor in history, and Joan Gosnell of the SMU Archives created the Class of COVID Oral History Project to document the experiences of the SMU community. Through interviews with students, faculty, staff, and administration, the project team has been able to gain important insights into how the pandemic affected everyday life during this time for those at SMU and the larger DFW area.

Collaborating with four undergraduate and graduate students, I served as a student research assistant on the project beginning in the summer of 2020. I continued in that role alongside history graduate students Jonathan Angulo and Ashton Reynolds until the conclusion of the project in the fall of 2021. By serving on the project for its entirety, I was able both to gain new skills relevant to my history major and to witness history unfold in real time via the changes in interviewees' continued testimonies.

Senior Jack Lucas, an undergraduate history major, who along with Cole Fontenot and me, has been involved in the project since its inception, concurred in the inherent humanity found within the interviews, stating, "I learned that even though everyone was living in isolation, we were going through such a shared experience. We shared uncertainty, fear, and loneliness, but we also shared moments of joy, bits of good news, and pieces of hope."

None of us would have succeeded in our endeavor without the aid and leadership of so many. In addition to the amazing support of the History Department itself, we received in kind support from the SMU Libraries. The Office of Engaged Learning and the Maguire Center for Ethics and Public Responsibility funded our student researchers. Furthermore, alum India Simmons contributed to the project as a graduate assistant, performing much of the integral behind-the-scenes work of sourcing interviewees, organizing and

scheduling interviews, and record-keeping. The project also adopted many of its foundational components and practices from the ongoing Voices of SMU Oral History Project, which records the experiences of SMU alumni of color.

However, while Class of COVID gleaned much from Voices, its unique position in addressing an ongoing and everchanging pandemic required creative methods and empathetic attention to the conditions of a global health crisis. Adapting to social distancing requirements, we conducted over 100 interviews with staff, faculty, administration, and students via Zoom from our homes. Some participants were interviewed multiple times to track changes in their views and experiences over the course of the pandemic. Regarding the sensitive nature of the topic being discussed, interviews have been embargoed in the archives for a period of sixteen years, empowering interviewees to be frank and open with their experiences.

With support from the Maguire Center for Ethics, we were particularly interested in how our community members navigated questions of ethics in the pandemic, particularly those related to the responsibilities we have to our community members. We asked questions on a wide array of topics, ranging from how individuals made decisions about mask-wearing and gathering with family. We took a

"life history" approach, asking participants about their background to contextualize their responses to the pandemic. Beginning with questions regarding childhood, we were able to build a fuller picture of those being interviewed and their personal experiences during this tumultuous period. These individual interviews also facilitated our ability to form broader insights. Graduate assistant Jonathan Angulo encapsulates some of these observations perfectly, saying, "COVID impacted the SMU community in several ways that made people create their own bubbles. Students, faculty, and staff thought about who they could let into their social circles, especially those who lived with people with pre-existing conditions."

In addition to its importance as a historical record for future researchers, the project also allowed me and my fellow student researchers to hone pre-existing skills and develop new ones regarding archival research, oral history interviewing, digital archive processing, and participant confidentiality. Angulo said that he learned "to actively listen... I often caught myself because I wanted to engage in conversations with interviewees. However, in oral history interviews, the interviewer actively listens to let the participants express themselves. Narrators (interviewees) taught me how to listen to people instead of automatically thinking about my reply."

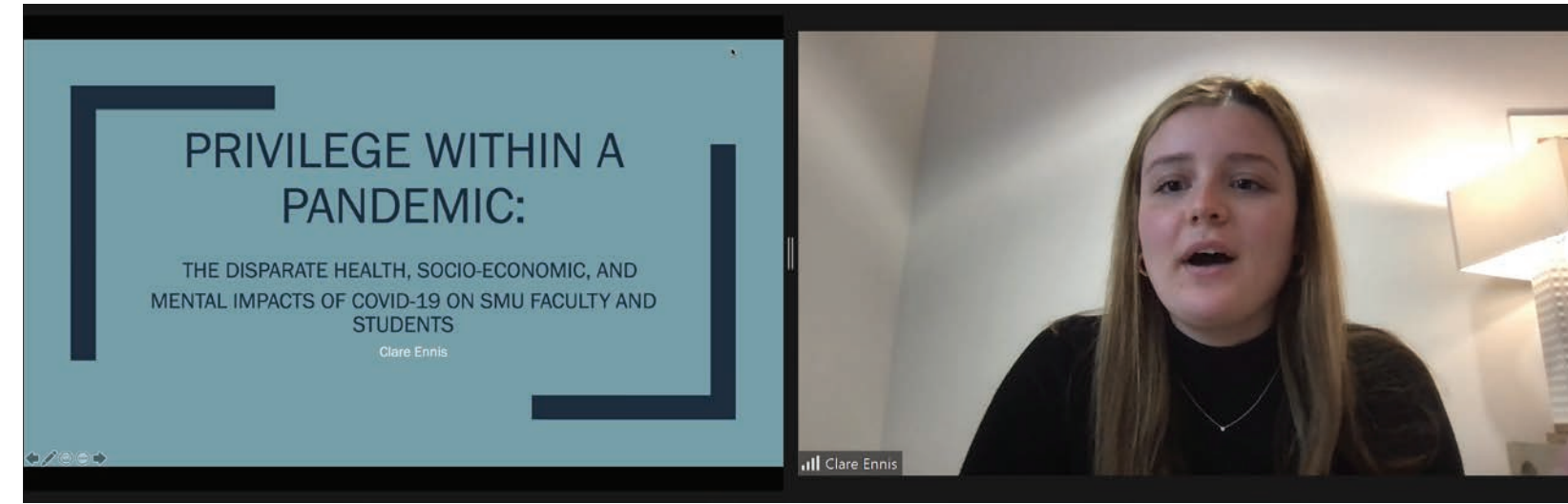
"The Class of COVID Oral History Project has importantly highlighted the humanity behind the statistics and case counts that predominate in discussions regarding the impact of this pandemic. Furthermore, it has afforded its student research assistants an amazing opportunity to develop important skills in research, communication, and project management that will be applicable to myriad career paths."

Beyond the interviewing and archiving experience itself, the project allowed research assistants to hone their oral communication and writing skills via presentations about their findings and submissions of articles for publication. Several students, including myself, have submitted work to be published, an illuminating and valuable experience that will benefit our later educational and professional endeavors. Jack Lucas described his research, saying, "I focused on overreactions and underreactions in predicting a post-pandemic future, meaning that I was able to see how people applied the (then) current state of emergency to years and decades down the road." Based on this research, he wrote an article, entitled "The New Normal: The Historical Validity of Common Predictions for a Post-Covid Future." Published by the journal *Sound Historian*, his article won a prize from the Texas Oral History Association. My

own paper, which has been accepted for publication in *The Historian*, explores the varying experiences of interviewees throughout the pandemic based on differing socioeconomic and racial factors within our own community and its parallels to nationwide trends.

The Class of COVID Oral History Project, while concluded, has provided a valuable and unique record of this period for future researchers to reference. It has importantly highlighted the humanity behind the statistics and case counts that predominate in discussions regarding the impact of this pandemic. Furthermore, it has afforded its student research assistants an amazing opportunity to develop important skills in research, communication, and project management that will be applicable to myriad career paths.

Above Jack Lucas with his award-winning article.
Right Professor Jill Kelly's Modern Africa class during the pandemic.



Above History Major Clare Ennis presents on her findings.

History Majors Earn Distinction

By Professor Melissa Barden Dowling

Every year several of our majors take on the substantial task of transforming a seminar paper into an original scholarly thesis, writing a 50+ page paper, and then discussing this work before a panel of three faculty. The challenge is formidable, but the deep pleasure of developing one's own ideas, of digging deeply into a topic, and having the luxury of months to read and think makes the long hours well worth the time. The distinction paper is also an excellent way for students to hone their research, critical thinking, writing, and oral communication skills, especially in preparation for graduate school or law school. For all, the distinction project is one of the great capstones of an undergraduate career, when students not only study history in-depth but also contribute to new knowledge about the past.

In the fall of 2021, I was delighted to serve on the committees that awarded departmental distinction to two highly accomplished history majors: Maria Katsulos and Nathan Greenhaw. Both are graduating with many SMU awards and national honors, and both are heading to Ph.D. programs in history. We are enormously proud of their work and enjoyed contributing to their development as scholars.

Maria's distinction paper, "At Once Surface and Symbol: The Portraiture of the Favorites of Henri III of France and James VI & I of England," examined the ways that artists depicted the male lovers of two powerful kings in order to strengthen or to undermine the

regimes. Propaganda takes many forms, of course, and Maria analyzed original texts, paintings, and mass-produced prints to understand the nuanced language of propaganda in the royal courts. Professor Kathleen Wellman supervised Maria's work, helping her polish and develop her ideas.

"For all, the distinction project is one of the great capstones of an undergraduate career, when students not only study history in-depth but also contribute to new knowledge about the past."

Maria comments, "Writing my distinction thesis was a labor of love—even though there were many long nights and many rewrites, it always felt like a worthwhile pursuit and the perfect end to my history major. I am so passionate about bringing new light to the subject of royal portraiture through lenses of LGBT+

studies, and this project really allowed me to challenge myself and grow as a scholar and a person."

Nathan, also working with Professor Wellman, wrote an 80+ page distinction paper, "God's Kings Established and Restored: The Divine Right of James I and Charles II and the English Response," an exploration of the arguments for the divine right of kings in the English and French courts and laws.

Nathan observed, "Writing my distinction thesis was the most rewarding and intellectually fulfilling experience I have had during my undergraduate studies. Not only was it crucial towards the development of my future professional career as a historian, but it also enabled me to explore a plethora of ideas on the true nature of humanity and government, concepts which have provoked political theorists, theologians, and historians since the beginning of history itself. Do we believe that individuals are self-serving and cynical, and thus should adhere to Hobbes's social contract or James I's divine monarchy? Or are they fair-minded and rational, capable of governing through democracy or republicanism? These are just some of the concepts I grappled with while developing my thesis. A consensus will probably never be reached on most of them. Nevertheless, it was the process itself that made me realize how certain ideas can incite historical developments. This phenomenon is why I want to explore political history in my graduate studies, and I hope future undergraduate history majors will take the opportunity to develop their own distinction theses in the future."

Nathan Greenhaw and Maria Katsulos are happy to be graduating with distinction.

Credit Where Credit is Due: Graduate Seminars in History

By Professor Crista DeLuzio

Students pursuing graduate degrees in history take a variety of courses that lay the foundation for their future work in academia and other related careers. All students begin their graduate studies with a seminar in historiography, in which they explore how the study of history has developed over time. Additionally, doctoral students also take a professionalization seminar, in which they learn about writing grant applications, publishing, and searching for jobs in the academy and beyond.

As most students in the graduate program specialize in U.S. history, at the heart of the program's course offerings is a series of four colloquia that explores the history of the United States from the colonial era to the present. Students also choose from an array of thematic courses, ranging from digital history to global and comparative history. Finally, students may take classes in other departments, which opens up possibilities for an interdisciplinary perspective. "I have found the seminar classes overall to be an excellent training ground for the basic nuts and bolts skills that go into being both a teacher and a scholar," reflects Patrick Troester (Ph.D. '21). "My seminars on nationalism and global and comparative history introduced me to a lot of new ideas and theories that have proven very useful in my own research. The colloquium series was particularly helpful for preparing me as a teacher, giving me a broad understanding of U.S. history before I had to teach it myself."

Rigorous preparation is required for seminar meetings. In most courses, students read at least one historical monograph and/or several scholarly articles every week. Each three-hour seminar session affords them the opportunity to develop their historical knowledge and skills with the guidance of their professors and in collaboration with their peers, whether by debating the finer points of a historian's argument, workshopping their own written work, or facilitating class discussion. Doctoral student Gene Alviar says this kind of learning environment helps students to develop self-confidence by enabling them to learn from one another: "I had thought coming into the program with just a B.A. and being a first-generation student, I wouldn't have the knowledge or experience that would allow me to contribute to class discussions. Yet throughout each seminar I can see my colleagues benefiting from my unique perspective on the material."

Students also gain ample practice with writing in a variety of formats, turning out a steady stream of book reviews, historiographical essays, and analyses of primary sources. In research seminars, they conduct original research, with the goal of producing a publishable article by the end of the semester. Roberto José Andrade Franco (Ph.D. '20), who wrote his dissertation on the history of Mexican boxing and currently



Professor Thomas Knock and graduate students in an American history colloquium in spring 2022.

works as a writer for ESPN, appreciates both the discipline his graduate training required and the freedom it afforded him to find his own voice. "I was fortunate enough to have professors who emphasized writing," he notes, "while also, so long as it was well structured, letting me do it in my style."

All of this work in the classroom prepares graduate students to take their comprehensive exams and to research, write, and defend their theses. Most importantly, as master's student Walt Coleman describes, it cultivates the capacity for critical thinking that is so essential to the historian's craft, however and wherever it is practiced: "Many times, you read a monograph and develop your thoughts on its meaning. Then in the seminar one of your classmates offers an entirely different interpretation. Do you agree or disagree? If you disagree, how are you going to counter that argument? This dynamic enhances your learning process because you must try to understand and deal with difficult and complex questions. And what better mental exercise is there than that?"

SMU-in-Oxford

By Professor Daniel Orlovsky

The summer of 2022 will witness the renaissance of the SMU-in-Oxford program after a two-year hiatus due to COVID. This is SMU's oldest and largest study abroad program held since 1980 at University College, Oxford, which also happens to be Oxford University's oldest College founded in 1249. The program began across The High Street at Queen's College in 1978. It has been affiliated with the History Department since its founding by two of our professors, Jim Hopkins and O. T. Hargrave, and has been home to literally hundreds of our majors and thousands of SMU students.

The program annually features outstanding classes by SMU history and other faculty and the remarkable opportunity to have an Oxford-style tutorial taught by inspiring and dedicated Oxford faculty (dare I say brilliant, amusing, and sometimes eccentric!). Students can earn course credits taking a diverse array of classes and tutorials on topics such as European diplomacy, Roman Britain, gender in classical antiquity, Shakespeare, Georgian and Victorian England, political economy, the civilization of India, comparative empires, and the Gothic novel.

In Oxford, one learns the meaning of the collegial model by living, dining, and studying together and of tutorial instruction. Furthermore, students get the exciting opportunity to see the artifacts or visit the places that they are studying. We travel as a group to many historical, cultural and contemporary sites such as Blenheim Palace, the Mini Factory, Parliament, Stratford-upon-Avon, St. Paul's, the British Museum, Bath, Kelmscott Manor, the Cotswolds, Stonehenge, etc. Frequent guest lecturers, high table dinners and other ceremonials make this an unforgettable experience. Many alums regard it as a high point of their SMU experience. As a professor and as the program's long standing director, I can only agree.



World War II and the Cold War Study Trip

By Professor Jeffrey Engel

Germany lies at Europe's heart, as its engine of both politics and progress in the 21st century and the continent's tragic past. That is why we are heading there, and to the Czech Republic too, so that SMU history students and friends of the university can see with their own eyes how the landscape altered the ways that both World War II and the Cold War ended. The former leaves scars visible to this day, no more evident than in Berlin, Dresden, Leipzig, or in particular Nuremberg, site of the war crimes trials that for the first time in history made the concept of human rights more than mere abstraction. Especially now that the generation that fought and endured World War II is rapidly leaving no living remnant, trips such as ours, led as before by myself and Dr. Brian DeToy of Essential History Expeditions, take on new resonance and importance.

There are triumphs to be seen as well. Prague, Leipzig, Berlin: each witnessed euphoric moments of change in 1989 as Central and Eastern Europe threw off the shackles of Soviet domination. These were the subject of my latest book, and I in particular am looking forward to showing students and SMU alumni places central to that story. For many of our students in particular, this will be not only their first time abroad, but also the first chance to have done so since COVID-19 upset traditional study-abroad opportunities

over the past two years. No one can bring history truly alive. It is always in the past. But thanks to the generosity of supporters of the SMU History Department and the Center for Presidential History, we can bring ourselves to the heart of European history.



The Rome-Paris Program

By Professor Kathleen Wellman

The summer SMU Rome-Paris Program is sure to interest history students just as it was designed to do. In a three-and-a-half-week program, students study the history of Rome from its founding to the Middle Ages with Professor Melissa Dowling. They then fly to Paris and pick up the story by focusing on the city from the Middle Ages to the French Revolution with Professor Kathleen Wellman.

Students have a unique opportunity to study this broad range of history and to observe the artistic accomplishments of both civilizations in a most concrete way: all classes are taught on site. As students visit the Forum, the Colosseum, the Pantheon, the Baths of Caracalla among other sites, they acquire a vivid understanding and appreciation of the history of ancient Rome. In Paris, visits to castles, museums, and churches and historical walking tours allow students to move through history from the Middle Ages, to the Renaissance, to the golden age of French cultural preeminence in the seventeenth and eighteenth centuries.



Both these courses give students a direct and vivid exposure to the history of these two cities; they can see their histories everywhere they go and come to appreciate the development of the arts across time and the imprint of the classics on later periods. The program features trips to several museums in both cities, including the Vatican Museum and the Louvre. It also includes excursions out of the cities: Hadrian's Villa and Ostia Antica for the Rome portion of the program and the chateaux of Fontainebleau, Vaux-le-Vicomte, and Versailles for Paris.

Furthermore, students do not merely come to appreciate these cities in their historical contexts. As they travel throughout the modern cities, they become very familiar with two of the most intriguing European capitals and get a taste of what they offer. Group dinners allow them to sample Italian and French cuisine, and they enjoy cultural activities from a cooking class, to a wine and cheese tasting, to a play, and sound-and-light show. The program offers all this with six hours of college credit!

Pearl Harbor Study Trip

By Professor Jeffrey Engel

Here's a historian's life hack: if you are going to visit a globally famous historic site, and want to separate yourselves from the tens of thousands similarly inspired to make the trip, take first-hand participants with you. That was the magic of the Center for Presidential History's 2021 trip to the 80th annual commemoration of the Pearl Harbor attacks that thrust the United States (formally) into World War II. Students, alumni, and friends of the university visited Pearl itself, explored Hawaii's critical role in the Pacific War, and dove into native Hawaiian history as well. We also travelled with two veterans of the conflict, one who had served as a Navy corpsman in the central Pacific and another whose time on a destroyer ended in fire during the battle of Iwo Jima.

Talk about traveling with rock stars! Few of their generation remain, and while in truth we got the most from our veterans in the

opportunity to hear their first-hand stories—their hopes, their fears, and most poignantly their losses—we also quite unexpectedly got access by being in their company as well. This we did not anticipate, but near every time we toured a historic site their presence brought instant access. Touring the Battleship Missouri, site of the war's final surrender ceremony, is thrilling enough. Tour with it veterans of the conflict, however, and one suddenly finds oneself on a spontaneous private tour of the captain's quarters typically off-limits to visitors. Tour with veterans and our own military contacts through Essential History Expeditions, our travel partners, and a guided tour of the USS Daniel Inouye ensues mere days before the ship joined the fleet as the Navy's newest destroyer. The trip was not just history come alive, it was also the chance, unlikely to ever occur again, to tour history with those who lived it.



History Internships Work!

By Professor Kate Carté

The History Department's internship program was growing by leaps and bounds when the COVID-19 pandemic hit. In recent years, students have worked with the Dallas Holocaust and Human Rights Museum, the Dallas World Affairs Council, the Dallas Theater Center, and numerous other organizations, not to mention a wide variety of places within SMU's rich libraries and archives.

Although these in-person options were hard to do during the COVID crisis, SMU's history majors found ways to get on-the-job experience, nonetheless. When the spring 2020 shutdown started, history interns joined the Class of COVID Oral History Project. This effort was the brainchild of history professor Jill Kelly and university archivist Joan Gosnell. Kelly described the project's origins. "As the spring 2020 semester wrapped up, summer study abroad programs and student plans for internships were cancelled due to the pandemic. Several of my students came to me with questions of 'Now what?' I hoped such a project could provide our students with the opportunity to develop research and other professional skills even if they would need to be isolated at home."

The Class of COVID project will undoubtedly be a wonderful resource for historians of the future, but it was helpful to its participants as well. History intern Clare Ennis noted the ways that the project helped her professionally. "From submitting an article to be published to learning how to conduct interviews and create an archive, I've gained important skills and experiences that will aid me in my career later on." Ennis will be the rare undergraduate student to publish in *The Historian*, the journal of Phi Alpha Theta (the history honor society).

As life has returned to a version closer to normal, history interns have resumed a wider range of internships. Gabriel Rauen worked with Gosnell at the University Archives, researching and cataloging SMU's engagements with religious institutions over the years. "I enjoyed the freedom to explore more specific historical events through the application of research skills I had gained from my other history classes," Rauen wrote. "The SMU Archives were the perfect place for me to do that!"

Those research skills can come in handy outside of the university as well. This semester, history major Palmer Bradshaw has an internship with a sports broadcasting company. "My favorite aspect of my internship has been witnessing the vast application of research across different fields, especially the radio industry," Bradshaw reported. "For my internship conducting research on the NFL Draft, I have enjoyed learning how crucial the analysis of historical statistics and trends are to preparing for radio shows!"

The history internship program offers the department's majors and minors opportunities to put these important

skills to work, and to combine them with cutting-edge technologies. Their contributions are vital to the institutions they join, as well. Professor LaiYee Leong, with the Center for Presidential History, works with interns nearly every semester. "Undergraduate interns—who are 'digital natives'—have been indispensable in helping me navigate some of the technical aspects of research and knowledge production (such as webpage design/development and podcasting)."

The COVID pandemic offered both challenges and opportunities for history interns, but all are glad that things are returning to normal. More and more of Dallas's institutions are beginning to reopen their doors to SMU students. Anyone interested in an internship for course credits should contact the internship coordinator at historyinternships@smu.edu.



Catie Gerlitz works with Dr. Monica Blair on the podcast *The Past, The Promise, The Presidency* for her internship at the Center for Presidential History.

Alumni Putting History To Work

A history major gives students the critical thinking, research, and writing skills needed to excel in diverse careers, including business, law, medicine, education, and more! Here two of our alumni explain how the history major prepared them for professional and personal success after graduation.



Walt Coleman '01

SMU: What career(s) have you pursued since you graduated from SMU?

Coleman: I was a double major in history and financial consulting while an undergraduate at SMU. After graduation, I moved to New York for a job as an investment banking analyst with Merrill Lynch. I returned to Dallas and spent seventeen years as an analyst and portfolio manager for two different multi-billion-dollar hedge funds. Along with my financial services career, I also started to officiate football. I began working high school games in the Dallas area, moved to small college games, worked for nine seasons in the Big 12, and was hired by the NFL in 2015.

SMU: Do you feel your history major has helped you to succeed in your career? If so, how?

Coleman: As I look back on my career, I recognize that my history major played an instrumental, if not dominant role, in my success. My history courses required me to research using multiple sources, synthesize that information, critically

think through it, and then reach a conclusion about what I had found. To put it bluntly, my history major taught me how to think. While I may have forgotten facts or events that I analyzed in my classes, I did not forget how to mentally process information to generate arguments and conclusions. This vital skill was required every day of my finance career, and I searched for it in others when making hiring decisions. Finally, studying history requires you to ask questions and look deeper. This came in handy as I frequently was required to meet with and ask questions of company management teams. I imagine that some executives at times wished my history professors had not taught me to ask questions so well! My career had a much greater upward trajectory due to my history major than it would have with only a business degree. For this reason, I am a passionate advocate for the importance of a liberal arts education, preferably in history, in addition to a specialized field. I left SMU with a love of history that continued even as I began a career in finance. For many years, it only shone through my continual habit of buying books faster than I could read them. Today, it has inspired me to go back to school in order to pursue an M.A. in history, and possibly a Ph.D. My history major contributed to not only success in my first career but also the opportunity for a potentially rewarding and fulfilling second career.



Claire Piepenburg '13

SMU: What career(s) have you pursued since you graduated from SMU?

Piepenburg: I worked in the Office of Undergraduate Admissions at SMU for two years before attending Vanderbilt Law School. Since graduating from law school in 2018, I have worked in private legal practice. Currently, I am a litigation associate in the Labor and Employment Section at Gray Reed LLP.

SMU: Do you feel your history major has helped you to succeed in your career? If so, how?

Piepenburg: Without question, my history major has been a daily asset to me in the practice of law. At the surface level, my history major was both driven by and simultaneously contributed to a love of reading and writing. Both of these are constants for law students and young lawyers—particularly litigators. Additionally, the emphasis on participation and discussion in the classroom allowed me to practice synthesizing my thoughts and communicating effectively with others, giving me confidence in my public speaking

ability and preparing me to think on my feet. These skills are useful not only when you are at a hearing, but also when you are working as part of a team on a complex litigation matter or negotiating a settlement offer with opposing counsel. At the same time, lawyers make their living in the gray area. If everything were always black and white and there was no room for creative thinking in the law, there would be no need for lawyers. The law constantly evolves (although sometimes at a painfully slow pace), which leads to opportunities for new arguments and new approaches to challenging or defending the status quo. So much of this process is similar to the study of and analysis of historical perspectives. I have to evaluate source evidence and examine cause and effect in order to craft a cohesive narrative that brings order to varied perspectives in a way that resonates with a specific audience—whether that's a judge, a jury, a mediator, or opposing counsel. Moreover, all of this must be done according to a specific ethical framework. If some or most of this sounds familiar—good! My history major helped to prepare me for precisely these kinds of intellectual exercises. I would not be on the path that I am on today without my degree.

Major Opportunities

Through a consideration of the past, the history major helps students understand the present and shape the future. Our students study the past and understand change through the many ways, both big and small, that we make sense of the world: from nations, empires, economies, science, religion, and sexuality, all the way down to our families and our self-awareness. Students also learn to think creatively and critically, to conduct research, to analyze complex material, and to make persuasive arguments. Two of our current undergraduate students reflect on their experiences in the major.



Angela He '22

Double Major in History and Biochemistry; Minor in Chinese

SMU: Why did you decide to major in history?

He: What I love most about history is that even though you're learning about events in the past, every piece of information is incredibly relevant to contemporary society. The history courses that I've taken have given me so much insight into why the world is the way it is today, and, as a result, have helped me better understand the world around me. Furthermore, as I will be attending medical school next year, my future will revolve heavily around the sciences. Though there will always be opportunities for me to engage with the humanities via books and other mediums in the future, I felt that this was really my last chance to take a deep dive into history and learn from all of these amazing historians.

SMU: What has been the most valuable part of your history major thus far?

He: Through my time as a history major, I have become a much better

writer. A critical component of every history class is writing, and all of that practice definitely hones every history major into a much better writer than when they first started college. A lot of people don't realize it until much later, but being a proficient writer takes you very far, regardless of which career path you choose in the future. As someone who has gone through the entire process of applying to and interviewing at various medical schools, I cannot even emphasize how grateful I was for all of the writing practice I had as a history major.

SMU: What has been your favorite part of the major?

He: One of my favorite parts of the major is actually how well it fits in with studying abroad. There are several SMU-Abroad programs that revolve around history courses. I personally had the opportunity to attend SMU-in-Oxford in the summer of my freshman year and it was one of the most amazing experiences in my time at SMU. Not only did I have the chance to travel and have fun with friends, but I was also able to fulfill history course requirements, with one of my courses even being taught by a former Oxford professor. It was meaningful being able to learn about a particular monument and then actually visiting that place all within the time span of that course.



Maria Katsulos '22

Double Major in History and English (Creative Writing); Minor in Art History, Classical Studies, French, and Women's and Gender Studies

SMU: What has been the most valuable part of your history major thus far?

Katsulos: Studying abroad during summer 2019 in Paris, Rome, and Oxford. I'd read so much about the histories of those places, but nothing compares to actually walking the same streets that famous figures have walked. It was on that trip that I had a serious conversation with Dr. Dowling about pursuing history as a career, which set me on the path to starting my Ph.D. in fall 2022.

SMU: What has been your favorite part of the major?

Katsulos: My favorite part is seeing how different topics come back time and time again—in this major and in my other studies. The interdisciplinary nature of my studies means that I can provide historical context to classes on subjects ranging from English

literature to human rights in the ancient world to royal portraiture. The connective tissue between all my studies, though, is the history of identity formation and organization. Through my work with the Pride@SMU research project, for example, I've been able to apply what I've learned from ancient and early modern history to the modern-day, ongoing battles for human rights.

SMU: What has been your most enjoyable or meaningful moment as a major?

Katsulos: The most meaningful moment for me was finding out that I had passed my thesis defense and would be graduating with distinction in the major. I had spent the better part of a year thinking nonstop about my thesis topic and loved getting to have a deep conversation with my committee about what I had learned and what questions I still wanted to explore. Passing with distinction was the icing on the cake.

SMU: What would you tell incoming students about picking a major?

Katsulos: I would tell them to follow their passion in choosing their major—and if you're not sure what that is yet, take a lot of different classes to find out! You can't go wrong here at SMU, and by fulfilling UC [Undergraduate Curriculum, now Common Curriculum] requirements, you can sample widely across campus to discover what most piques your interest.

Looking Back, Thinking Ahead

Our department offers innovative graduate study in American history (Ph.D. and M.A.) and global history (M.A.). The department has particular strengths in the history of the Southwest, the U.S.-Mexico borderlands, the American West, U.S. political history, the history of race and ethnicity, and early American history. The graduate student experience is enriched by our two scholarly centers: the Clements Center for Southwest Studies and the Center for Presidential History. Two of our current doctoral students explain why SMU has provided an excellent home to explore their interests in the professional study of American history.



Jonathan Angulo '23

Ph.D. Candidate in History

SMU: Why did you choose to pursue a Ph.D. in history?

Angulo: I chose to pursue a Ph.D. in history because I wanted to understand why the Imperial County and adjacent Mexican city, Mexicali, Baja California, experienced high levels of income inequality and poverty. My parents immigrated from Culiacán, Sinaloa in the late 1980s after my father heard about the Immigration Reform and Control Act of 1986. I was born in 1992 and experienced how my father worked in agricultural fields Monday through Saturday in addition to side hustles like fixing cars and landscaping to make more money. My family was not the only one participating in gig work and side hustles. I wanted to learn more about this other economy.

SMU: What have been the most valuable parts of your experience at SMU thus far and why?

Angulo: I chose the Ph.D. program at SMU because of the Clements Center for Southwest Studies. Additionally, the opportunity to work with Dr. Jill Kelly has taught me immensely

about how to conduct oral histories, create questions, build a project, and transform narratives into scholarly research. The department's faculty and Moody School resources have also helped me to improve my writing in order to create the best proposals for grants, workshops, and jobs.

SMU: What has been your proudest accomplishment thus far and why?

Angulo: I was happy to incorporate oral history into a class I taught at my alma mater, San Diego State University. I incorporated a project where my students interviewed family members, acquaintances, or coworkers who experienced historical events in the Imperial-Mexicali Valley between 1920 and the 2010s. After the semester, my mentor and I created the Imperial-Mexicali Valley Oral History Project to archive the interviews so that they can be accessible to the community for research purposes.

SMU: What is your dissertation research about?

Angulo: My research explores how United States immigration law and the federal government's austerity measures pushed immigrants and residents in the Imperial-Mexicali Valley into the gig economy and side hustles between 1917 and 1990. I found that the National Origins Act of 1924 and the Immigration and Nationality Act of 1965 restricted Asian and Mexican immigration to the United States; however, such immigrants continued to travel through the Imperial-Mexicali Valley. The federal government then slashed social safety net budgets and prevented immigrants from utilizing

such resources between 1970 and 1990. The austerity shifts heightened income inequality, which increased the visibility of the gig economy and side hustles in the Imperial-Mexicali Valley.



Skye Cranney '24

Ph.D. Candidate in History

SMU: Why did you choose to attend the Ph.D. program at SMU?

Cranney: I knew that SMU had the Ronald L. Davis Oral History on the Performing Arts, which includes interviews with actors, singers, directors, writers, and producers from the Golden Age of Hollywood (the 1930s through 1950s), which I thought would be useful for a project about classic Hollywood and film.

SMU: What have been your most valuable experiences at SMU thus far and why?

Cranney: I have been so honored to work with some incredible scholars as professors and mentors, but one of the things I will value the most is the student community that has developed in Dallas. I've learned so much from my fellow students, and we work to support each other.

SMU: What has been your proudest accomplishment thus far and why?

Cranney: I think passing comps has been one of my proudest moments here at SMU. It was a big moment that I had been nervous about for months, so it felt really good to do well on that. Outside of SMU, one of my proudest moments was my podcast about the Old Idaho State Penitentiary, *Behind Gray Walls*, winning an Award of Excellence from the American Association of State and Local History.

SMU: What is your dissertation research about?

Cranney: I am researching the intersection of gender, film fan culture, and Americanism between the 1920s and 1950s. Old Hollywood has been a personal and academic passion of mine, but I didn't want to focus solely on film analysis. After taking a class on nationalism, I became interested in the role that not just film, but Hollywood as an institution played in disseminating ideas about Americanism. I'm therefore examining three specific sites: the Sun Valley ski resort; the Hollywood Studio Club, a boarding house for women with studio contracts; and the Hollywood Canteen, a club for servicemen on leave in Los Angeles. Fan magazines wrote about famous women's participation in these sites, so I will be exploring what kind of ideas about American womanhood these magazines promoted, especially as it relates to living and working (Hollywood Studio Club), playing (Sun Valley), and volunteering (Hollywood Canteen).

History Works by Faculty

In addition to their devotion to teaching, our faculty members are distinguished and productive scholars. They conduct research around the world and have written and edited numerous books that expand knowledge of it. Below is a list of books published by our faculty in the last two years. Be sure to check them out!

Katherine Carté

Religion and the American Revolution: An Imperial History (Omohundro Institute of Early American History and Culture and the University of North Carolina Press, 2021)



For most of the eighteenth century, British protestantism was driven neither by the primacy of denominations nor by fundamental discord between them. Instead, it thrived as part of a transatlantic system that bound religious institutions to imperial politics. As Katherine Carté argues, British imperial protestantism proved remarkably effective in advancing both the interests of empire and the cause of religion—until the war for American independence disrupted it. Sweeping and explicitly transatlantic, *Religion and the American Revolution* demonstrates that if religion helped set the terms through which Anglo-Americans encountered the imperial crisis and the violence of war, it likewise set the terms through which both nations could imagine the possibilities of a new world.

Neil Foley

Co-editor with James Hollifield. *Understanding Global Migration* (Stanford University Press, 2022)



Eighteen scholars from multiple disciplines and seven countries have collaborated to provide diverse histories

of colonialism, development, and identity in shaping migration policy. The idea was to situate North American migration, particularly between the United States and Mexico, into a larger comparative context by examining rapidly evolving trends in international migration in the twenty-first century; the challenges and opportunities that mass movements of people present for states and regions, including the exodus from the Middle East and Africa to Europe; the rise of new migration states in East Asia and Latin America; Mexican immigration and the surge in child migration from Central America through Mexico to the United States; the fluid populations and boundaries of South and Southeast Asia; and the displacement of populations in Africa resulting from climate change, failed states, and other natural and manmade disasters.

Jo Guldi

The Long Land War: The Global Struggle for Occupancy Rights (Yale University Press, 2022)

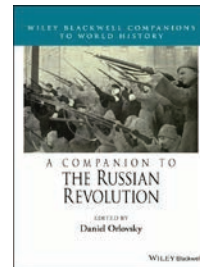


The Long Land War tells a story as old as human history: the global struggle over land, food, water, and shelter. The book traces state-engineered “land reform” projects from their triumphant origins in Victorian Ireland to their quiet assassination by the United States in 1974, crediting a diversity of reformers along the way, among them Irish peasants, Hindu saints, development analysts, economists, and indigenous farmers. In a tale of thwarted idealism, the book illuminates the complex interplay of Cold

War ideology, United Nations idealism, World Bank dogma, grassroots activism, market ideology, and human shortcomings. With a command that readers have compared to Lewis Mumford’s *The City in History* and Barrington Moore’s *Dictatorship and Democracy*, Jo Guldi delivers a devastating, definitive narrative of land redistribution—its failures and its lessons—and a glimpse into the future of justice on a changing planet.

Daniel Orlovsky

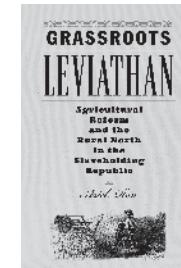
A Companion to the Russian Revolution (Wiley Blackwell, 2020)



A Companion to the Russian Revolution is a compendium of more than 30 scholarly essays and contemporary viewpoints on the upheavals and transformations of 1917. The Russian Revolution of 1917 reverberated throughout an empire that covered one-sixth of the world. It altered the geo-political landscape of not only Eurasia, but also of the entire globe. The impact of this immense event is still felt in the present day. This volume challenges conceptions of the 1917 revolution as a monolithic entity—the causes, meanings and places of revolution are many. Although primarily focused on 1917 itself, and the singular revolutionary experience in that year, this book also explores early Soviet government, the Civil War period, and outcomes into the 1920s. The essays are largely based on original research, and the volume contributes to new attempts to compare and connect theories and experiences of revolutions and civil wars.

Ariel Ron

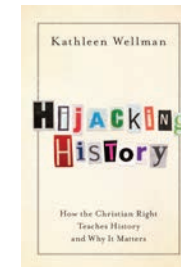
Grassroots Leviathan: Agricultural Reform and the Rural North in the Slaveholding Republic (Johns Hopkins University Press, 2020)



In this sweeping look at rural society from the American Revolution to the Civil War, Ariel Ron argues that agricultural history is absolutely central to understanding the nation’s formative period. Upending the myth that the Civil War pitted an industrial North against an agrarian South, *Grassroots Leviathan* traces the rise of a powerful agricultural reform movement spurred by northern farmers. Showing that farming dominated the lives of the majority of Americans, in the North and the South, through almost the entire nineteenth century, Ron traces how middle-class farmers in the “Greater Northeast” built a movement of semipublic agricultural societies, fairs, and periodicals that, together, fundamentally recast the relationship of rural people to market forces and governing structures.

Kathleen Wellman

Hijacking History: How the Christian Right Teaches History and Why It Matters (Oxford University Press, 2021)



Hijacking History analyzes the history textbooks produced by the three most influential publishers of Christian educational materials. They argue that history, the record of God’s actions through time, must be interpreted through the Bible. History thus becomes a weapon to condemn civilizations that do not adopt “biblical” positions and single out ideas God abhors—evolution, humanism, biblical modernism, socialism, and climate science among them. Students are led to believe that Christianity is intolerant of other religions and non-evangelical Christianity and unquestionably anchored to right-wing political, economic, and social positions. To retain God’s favor, America must be a Christian nation, spreading evangelical Christianity and capitalism throughout the world. *Hijacking History* explores the roots of these arguments in the history of American evangelicalism and fundamentalism. The ideas these textbooks promote have significant implications for contemporary debates about religion, politics, and education, and directly challenge a pluralistic democracy.

Celebrating the Past: Faculty Awards

Neil Foley received a U.S.-Spain Fulbright Senior Scholar award to the Juan March Institute for Research at the Universidad Carlos III de Madrid (UC3M) from January to July 2022. He will be teaching and conducting research on the politics of migration and citizenship after Spain’s transition to democracy.

Jill Kelly received a 2022 Johannesburg Institute for Advanced Study Writing Fellowship to complete her second book project, “The Burden is Heavy: Gendered Knowledge in the 1959 Rebellions in South Africa.” She also won the 2021 American Historical Association’s William and Edwyna Gilbert Award for the Best Article on Teaching History. This article, “Teaching South African History in the Digital Age: Collaboration, Pedagogy, and Popularizing History,” was co-authored with Omar Badsha and appeared in the journal *History in Africa*. In 2020, she received the M Award and the Altschuler Distinguished Teaching Award from SMU.

Macabe Keliher is a 2021-22 Wilson Center China Fellow to conduct research on his project, “Political Economy and the Structures of Power in Postwar Hong Kong.” He was also awarded the 2022-23 Tso Shun-sheng Prize for scholarship in Chinese history. His book, *The Board of Rites and the Making of Qing China*, received the 2021 Joseph Levenson Prize honorable mention.

Bianca Lopez received a Center for the Rescue for Italian Art (CRIA) Fellowship from I Tatti, the Harvard University Center for Italian Renaissance Studies, to spend the academic year 2021-22 in Italy to research her book project, “The Migrant Plague-Bearers of Late Medieval Italy: The Formation of a Minority Culture.”

Daniel Orlovsky received the Center for Presidential History Writing Fellowship in fall 2021 to work on his book about the history of the Russian Provisional Government of 1917.

Ariel Ron’s book, *Grassroots Leviathan: Agricultural Reform and the Rural North in the Slaveholding Republic*, won the 2020 Theodore Saloutos Memorial Award from the Agricultural History Society and the 2021 Wiley-Silver Book Prize from the Center for Civil War Research at the University of Mississippi.

Melissa Dowling, Carlos Hernandez, Jill Kelly, Macabe Keliher, and Patrick Troester were all nominated for the SMU HOPE Professor of the Year in 2022.



Supporting History Research

Research support is integral to the success of our undergraduate and graduate students as well as our faculty. Your annual support helps our students and faculty understand not only the past, but also the present and future. If you would like to support our students or faculty with their research, you can designate your gift to the **Clements Center Gift Fund**.

See the back cover for more details.



ALUMNI BOOKS




From the graduation of its first doctoral student in 2003, SMU’s Ph.D. program in history has produced alumni who have contributed to scholarship at the highest level—in the form of the published book. The first volume to appear was *To the Line of Fire: Mexican Texans and World War I* by José Ramirez (Texas A&M, 2009). Since that time, our alumni have published some twenty single-authored works at such university presses as Utah, Washington, Texas, North Carolina, Stanford, and Cambridge. Among the titles are Amy Meschke Porter’s *Their Lives, Their Wills: Women in the Borderlands, 1750-1846* (Texas Tech, 2015) and Jimmy Bryan’s *American Elsewhere: Adventure and Manliness in the Age of Expansion* (Kansas, 2017). Significantly, two books have appeared internationally in Spanish.



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Internships Work! Palmer Bradshaw conducts research on the NFL draft for his internship at The Ticket Sportsradio. The History Department has an internship program that enables its majors to earn credit hours while using their history skills to gain real-world work experience! *See page 10.*

Giving

The students and faculty of the William P. Clements Department of History are enormously grateful for your donations. Our funding priorities include study abroad opportunities for undergraduates as well as research funding for students and faculty. Gifts can be made online at giving.smu.edu or by check. For more information, please contact Clayton Ellis at crellis@smu.edu or 214-768-9202. Every gift matters.

Affiliated Centers

The Department of History is home to two centers that enrich its core offerings through research colloquia, visiting postdoctoral fellows, and scholarly lectures. The Clements Center for Southwest Studies has long been the nation's leading venue for research in the history of the Southwest in a transnational perspective. And since 2012, the Center for Presidential History promotes critical inquiry into the rich history of U.S. politics and government, broadly defined. For more information on these centers visit: smu.edu/dedman/academics/institutescenters/swcenter and smu.edu/cph.