

History WORKS



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

Welcome to this edition of the Clements Department of History's newsletter. In these pages, we celebrate the achievements of undergraduate majors, graduate students, the faculty, and our alumni/ae. It is our great pleasure to share our successes with you.

As Department Chair, I have the privilege of supporting and learning from our colleagues' research and courses. We offer fields that cover all continents and all time periods, from the origins of writing to the modern Middle East. Our classes range from ancient China to the history of women in US sports. Both faculty and students produce research that covers all human history. We train our students in the management and analysis of large amounts of data, sharpen their skills in persuasive, scholarly writing, and teach them how to assess diverse points of view and diverse types evidence. After graduation, history students flourish in an enormous array of professions. We are proud of our alumni/ae who are university professors, public school teachers, museum curators, corporate and non-profit lawyers, financial analysts, doctors, scientists, advertising executives, chefs, entrepreneurs, officers in the military, members of the State Department, etc. Training in human history prepares all of us to better serve our world.

As a Roman historian, I enjoy the long view of human achievement. The study of history is an ancient field, beginning with Herodotus, who is known as "the father of history, the father of lies." In the fifth century BCE, Herodotus travelled throughout Greece, Egypt, the ancient Near East, and around the Black Sea, studying different cultures in order to understand what made the Greeks distinctive. He recorded strange customs and novel creatures, some patently fictional and others so bizarre that readers across the centuries believed them to be



“Training in human history prepares all of us to better serve our world.”

lies. In the classroom, we talk about how he interviewed local rulers, priests, and merchants, how he read public inscriptions or had them translated for him, how he participated in diverse religious ceremonies, and how he investigated the ways in which people lived their daily lives in mudbrick mansions on the Nile or in goat-skin tents on the steppes. Herodotus' profound curiosity led him to ask about the fauna and flora of each new region,

from the gold-collecting ants of Bactria (Afghanistan) to the life-cycle of the phoenix who spontaneously combusts and then is reborn from the ashes. The phoenix is mythical but, to modern scholars' astonishment, the ants are real. This wonderful combination of minute observations about human and animal behavior with legend and wild invention makes Herodotus an excellent case study for historians learning to collect and assess sources, to understand the causes and consequences of events, and to craft an accurate, vivid analysis for their readers. Contemporary historians, including all the graduates of our department, practice these essential skills. We read, we write, we argue, we ask endless questions, and we learn. The study of history is very much a calling, a vocation in its core sense, that we practice across our lifetimes.

We hope you will enjoy this edition of our newsletter and, for a moment, share with Herodotus his profound wonder at the range of human accomplishments, past, present, and future. I thank Dr. Erin Hochman, associate professor of modern German and European history and editor of this newsletter, for all her labor in compiling this impressive record.

Melissa Barden Dowling

Associate Professor of History and Departmental Chair

*Altshuler Distinguished Teaching Professor
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Marking History

By Dr. Jonathon Angulo ('23)

On February 21, 2023, the SMU community commemorated Rev. Dr. Martin Luther King, Jr.'s historic visit to SMU with the unveiling of a Texas Historical Commission Marker. The planning, research, and community work behind memorializing King's visit was a collaborative endeavor of members of the Department of History, student organizations, and university leaders spanning over half a decade, beginning in 2018.

The new historical marker in front of McFarlin Auditorium in part reads:

... Rev. Dr. Martin Luther King, Jr. accepted an invitation to the campus from the SMU Student Senate. On March 17, 1966, he spoke to a crowd of 2,700 at McFarlin Auditorium. Citing history and longstanding challenges, he listed practical reasons why segregation should end before stating, "In the final analysis, racial injustice must be uprooted from American Society because it is morally wrong." ... His speech influenced many to engage in movements for equality on campus, in their city and in the nation.



For nearly two decades, few on SMU's campus remembered King's visit. Dr. Clarence Glover, then Director of Intercultural Education and Minority Student Affairs, began to research the event. He located the audio recording of King's speech and promoted the occasion's significance to the university community. Glover's actions laid the roots for the SMU community to commemorate King's visit.

These roots grew and expanded recently as archivists and faculty partnered to preserve SMU's Black history by conducting interviews and creating special collections at the Bridwell and Fondren Libraries. Dr. Jill Kelly, a professor in the Department of History, worked with these librarians and archivists when she

taught a class on "Doing Oral History." The course focused on collecting oral histories from SMU's Black alumni.

Former history major Carson Dudick ('20) enrolled in the class, where she learned about MLK's visit to SMU. She remembered that many

of the interviewees continued to bring up King's visit: "One continuous thing we kept hearing was how Martin Luther King had spoken on campus and how influential it was for the African American students on campus at the time." She undertook an internship with the SMU Archives, where she first proposed that the university apply for a Texas Historical Marker to commemorate the occasion. Dudick continued her interests in conducting oral histories by becoming a research assistant in the newly formed Voices of SMU project, which preserves the experiences of alumni from underrepresented groups to diversify the archival holdings and history of SMU.

Dudick worked closely with SMU Archivist Joan Gosnell to ensure the proposal met all the requirements of the Dallas County and Texas State Historical Commissions. Upon graduating in 2020, Dudick passed the baton to others interested in pushing the project forward. An ad hoc committee formed that included Voices of SMU representatives such as Gosnell, interested students Lamisa Mustafa ('21) and Matt Hutnyan ('21), the Association of Black Students, and the SMU Student Senate president. They met with university stakeholders, including the Student Senate and the SMU President's Executive Committee, to gather the necessary documents to finish the application for state recognition.

The student efforts to invite Martin Luther King, Jr. and the recent research to commemorate his visit show, in the words of Professor Kelly, that "[t]here is a place at SMU for folks who are interested in social justice and building a more equitable world." Our department can be proud of the role it played in ensuring that Dr. King's visit is remembered on campus.



Top left Carson Dudick ('20) at the marker's unveiling ceremony. **Left** Martin Luther King, Jr.'s speech at SMU.

Voices of SMU

By Laura Narvaez, Ph.D. Candidate

I came on board the Voices of SMU Oral History Project in 2022, at the very end of my first year as a Ph.D. student in the Clements Department of History. I still knew very little about the life, the politics, or the history of the campus that I had chosen to attend. Being invited to join Voices of SMU has allowed students like myself not only to exercise skills in active listening, empathy, and research design, but also to engage with the SMU community and its history.

Every so often, I am asked to explain our mission and purpose, which is to conduct oral history interviews with SMU alumni and faculty from underrepresented groups. Interviewing these people allows us to enter diverse voices into a historically homogenous archive, while also fostering a connection between students of the past, the present, and, hopefully, the future. Princess Igwe-Icho, now a project veteran who joined the team in her sophomore year, says that “through this incredible organization, I’ve had the opportunity to cultivate essential leadership skills and learn valuable insights from alumni about the positive changes SMU needs. The impactful moments and interviews have truly enriched my perspective.”

As project participants, we get to capture the voices of emerging leaders passing through SMU, like Shara Jeyarajah, creator and host of the *Maladjusted Podcast*, which explored the history of SMU through a racial justice lens; Matthew Merritt and Kennedy Coleman, executive board members in the Association of Black Students who engaged in activism to uplift and promote social and educational equity across campus; and Jo Lew, who formerly served as Queer Student Senator. From this group, we have learned that although the university is taking steps to be an inclusive place, these students are doing the work to make it a reality.



Furthermore, we get front row seats to the weirdness and intensity of campus life. Just this year, I had the pleasure of talking with Vicki Blanton, whose interview can now be found in the Black History at SMU series. Blanton, who

earned her Juris Doctorate from Southern Methodist University School of Law in 1991, lamented that she was once so engrossed in preparing a brief, she walked right past Tom Cruise practicing for *Born on the Fourth of July*, which was filmed on campus. A huge Cruise fan, she described pandemonium breaking out on campus at the news and laughed, adding “I feel like life owes me an opportunity to meet Tom Cruise in person.”

In addition to our regular programming, the team was privileged to collaborate with Remembering Black Dallas and kinkofa, a digital genealogy platform, on an oral history workshop and field school this past summer. The field school taught a cluster of high school and first-year college students about Black history in Dallas and oral history research methods. To develop the curriculum, we worked throughout the spring with CORE Program Coordinator and oral historian, Pamela Bailey, and several of SMU’s fabulous librarians and archivists, including Greg Ivy, Jolene de Verges, Joan Gosnell, Cindy Boeke, Rob Walker, and Jay Tabor. I, along with members of the Voices of SMU team—recent biology graduate Sabrina Simien, history instructor Dr. Jonathan Angulo, statistics, data science, and economics sophomore Amanda Sun, international studies and accounting major Michelle Ma, anthropology Ph.D. candidate Katie Cross, and our mentor, history professor Dr. Jill Kelly—reconvened with kinkofa at the Remembering Black Dallas headquarters for the second day of the event, where we got to see the students put their oral history skills into practice.

Getting to watch newly minted oral historians eagerly question and engage with community volunteers was a gratifying experience. Although our project focuses on the university, I’m eternally grateful that it has also provided plenty of opportunities to share our skills and knowledge with a wider community.



Above Participants in the Summer Field School for Emerging Historians. **Right** Ph.D. Candidate Laura Narvaez interviews alumna Anna Musich ('23).

Global Oral History of PEPFAR Project

By Professor Jill Kelly

The U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) has provided over \$100 billion in cumulative funding to combat HIV globally since its launch in January 2003 by President George W. Bush. Scholars recognize that this public health policy began as an act of mercy and became an integral part of Bush’s grand strategy for global security. The program today operates in Africa, Asia, and the Caribbean with several additional regional initiatives in Central and South America. As journalist and activist Nicholas Kristof recently commented during the program’s twentieth anniversary, PEPFAR “turned the tide of the epidemic and has saved 25 millions lives so far.”

Building on the strengths of the Center for Presidential History’s Collective Memory Project, we have launched a new Global Oral History of PEPFAR to document the history of the creation and implementation of PEPFAR around the globe. The project brings a humanities perspective to a literature dominated by public health analysts and scientists. Our project centers the experiences of PEPFAR by participants at all levels and across national borders via oral history methodology. The team members are particularly interested in the gendered impact of PEPFAR’s implementation through faith-based programs—a subject of critical importance. The astronomical successes of PEPFAR are many; however, as a 2021 UNAIDS report points out, “progress towards ending AIDS among children, adolescents and young women has stalled and none of the targets for 2020 were met,” with still a large treatment gap among women and young girls.

The goal of the project is to create an open-access database of oral history interviews to complement the quantitative data that PEPFAR makes publicly available. The first phase

of the project, currently underway, documents the experiences of the American administrators, legislators, and activists who designed the emergency plan. During the second phase, and in cooperation with our partners in South Africa and Eswatini,

Postdoctoral Fellow; Brian Franklin, Associate Director, the Center for Presidential History; Jill Kelly, Associate Professor of History; and Alondra Rosas, history major ’27.

Dr. Dlamini, a medical anthropologist and newest member of the team, explains



we will interview the healthcare workers and educators at the Central Medical Centers, satellite centers, and mobile units that implemented PEPFAR on the ground; fieldworkers with faith-based organizations and non-profits; and those who accessed treatment and testing in southern Africa. We hope the project will grow from there!

Our SMU team includes Jonathan Angulo, Ph.D. '23 and Oral History Postdoctoral Fellow; Augusta Dell’Omo, CPH Postdoctoral Fellow; Thandeka Dlamini, SMU-Bush Institute

that this project will be important in understanding how “public health policies and priorities are made and defined.” According to her, most analyses of PEPFAR have focused on the quantitative impact of the program. However, this project will investigate “a new dimension not currently studied, which is the human aspect, and will allow everyone that was ever involved in the making of PEPFAR to tell their story.”

The Global Oral History of PEPFAR team at its first meeting of the spring 2024 semester.

Winning Glimpses of the Past

By Professor Erin Hochman

In a small apartment with his host mother and her cat in Almaty, Kazakhstan, history major Benjamin Feinstein got to hear first-hand about life in the Soviet Union and the country's transition to independence. Eating dinner and watching movies dubbed in Russian with his host mother also came with the added benefit of working on his Russian-language skills. Ben was able to take part in this once-in-a-lifetime opportunity because he had received a prestigious Boren Scholarship during the 2022-2023 academic year. By winning a range of scholarships, fellowships, and grants, our majors and graduate students have been able to travel the world and to visit archives for historical research.

For Ben, the government-sponsored scholarship would help to achieve two goals: to have an immersive Russian-learning experience and to secure a job with the Department of Defense after graduation. Not only did he get to live with a host mother, but he also was able to take intensive Russian classes and travel around Kazakhstan, Kyrgyzstan, and Uzbekistan. According to Ben, "It was a fantastic experience, and my training as a history major prepared me to understand at a deeper level the cultural trends occurring there. Specifically, I was much more aware of decolonial and nationalist trends at play all around me as Kazakhstan charts a course independent of Russia. Also, the role of Islam in the country stood out to me owing to my training in the major. Finally, of course, my background in Russian history helped me a lot in understanding the influence of the USSR there."

Living and studying in Kazakhstan helped Ben learn about the past and the present. "Especially after Russia's full-scale invasion of Ukraine started," Ben said, "I thought that when it came to working on issues related to Russia, it was important to see how another post-Soviet country reckoned with its complicated history of gains from USSR membership on the one hand and the horrors of political repression and Stalinist brutality on the other."

Fellowships and grants also enable our graduate students to conduct the research needed to write their book-length dissertations. With this funding, our graduate students track down documents, videos, and photographs in archives and interview people that will help them to produce an original scholarly work. Last year, Ashton Reynolds, a Ph.D. candidate, won a four-month fellowship from the Beinecke Library at Yale to conduct research on "religious outsiders" in antebellum America. Studying these papers enabled him to "reassess how Strangites [a Mormon group], and other so-called religious outsiders, were important parts of the way American religious culture developed and were actually more 'normal' in American history than they have been understood."

In addition to providing students with the funds to visit archives, these fellowships also help our graduate students to meet other scholars working in their field of study. Currently, Ph.D. candidates Emma Armstrong and Rashida Shafiq hold Cold War

Archives Research Institute Fellowships to work on their respective projects on the competition over the Arctic during the Cold War and on the impact of Gloria Steinem's connections to India in the feminist movement. During this fellowship, Emma and Rashida periodically meet over Zoom with a group of scholars from around the world and will visit Budapest later this year to conduct research and present their projects at an international conference. Unable to travel to Russia due to its invasion of Ukraine, Emma explained how the trip to Budapest will be critical to her gaining access to Soviet documents. Additionally, she's found the fellows' meetings to be very fruitful, commenting, "Because the fellowship includes working with a cohort of international scholars, I've been exposed to multiple perspectives that have been invaluable to my work as a scholar." By winning these notable scholarships and grants, our students thus gain new outlooks on the past and the present.

Benjamin Feinstein at a reproduction of a Silk Road gateway in western Kazakhstan.



History Internships Work!

By Professor Kate Carté

SMU's history majors and minors have served as interns in lots of places over the years. These internships give them the chance to put their research, writing, and analytical skills to the test while they build essential professional credentials. In recent years, students have worked at the Dallas Holocaust and Human Rights Museum, the Dallas Theater Center, the Ticket Sportsradio, SMU's Norwick Center for Digital Solutions, SMU's Special Collections libraries, and the SMU Archives. They can pursue internships during the semester and can earn three credits for their history major or minor.

History major Alondra Rosas is working as an intern in 2024 on an oral history project researching the U.S. President's Emergency Plan for AIDS Relief (PEPFAR). This multi-year historical initiative is currently ongoing at SMU's Center for Presidential History under the guidance of Professor Jill Kelly, a specialist in South African history. PEPFAR was launched in January 2003 by President George W. Bush, and since that time it has impacted millions of lives worldwide. Understanding that history requires lots of careful work, Alondra has been busy finding and reviewing the personal papers of members of the U.S. Congress, as well as reading the interview transcripts of key players. "Thanks to these tasks," she writes, her research and Excel skills have improved, "and I've gained familiarity with locating Congressional records."

In 2024, history minor Sloan Hamill is interning at the World Affairs Council Dallas/Ft. Worth (WAC), where he works in the marketing division. In that role, he is researching topics for upcoming WAC events and writing pieces to help bring in audiences. Since WAC events cover all parts of the globe and many different topics,



his history-honed research skills have certainly come in handy. He's used his experience as a writer as well, and he reports learning a lot about being in a business environment. "My internship with the World Affairs Council has been a tremendous experience," Sloan writes. "I've learned so much! I'm lucky to be surrounded by co-workers who care about me, personally and professionally."

Interns can and do play important roles in our national conversations by uncovering new historical information,

by sharing insights about the world with the public through museums and other civic institutions, and by bringing a historical perspective to some of the world's most important challenges. Those who undertake history internships benefit too, as they bring skills learned in the classroom to new settings. As Alondra writes, "Seeing history applied to a real-world project has been an eye-opener on what I can do with my degree in the future."

Sloan Hamill at his internship at the World Affairs Council.

"Seeing history applied to a real-world project has been an eye-opener on what I can do with my degree in the future."

- Alondra Rosas

SMU-in-Oxford

By Professor David D. Doyle, Jr.

This summer, continuing a tradition in place since its founding in 1978, the SMU-in-Oxford Program will again travel with 40 to 50 SMU students to University College, Oxford for five weeks of intense study, excursions to London and across the country, and collegiate living. With Professor Rachel Ball-Phillips (History), director Professor Gretchen Smith (Theater History), and Professor Heather DeShon (Geology), I hope to build on the long legacy of history faculty founders, Professors Jim Hopkins and O.T. Hargrave, and our recent long-time director, Professor Daniel Orlovsky. Our students, many of them history majors and minors, as well as honors students, will have the opportunity to take exciting classes taught by SMU faculty on the history of India and the British Empire, the history of Anglo-American sexuality on both sides of the Atlantic, British theater history, and the study of geology. Alongside these SMU courses that meet each morning, our students will experience



afternoon classes or tutorials with some of Oxford's own dynamic faculty in such subjects as multireligious Britain, Georgian and Victorian England, the work of Shakespeare, and comparative political economy. Our individual classes, as well as our program excursions, will take advantage of the many riches found in the city of Oxford and historical and cultural sites across the country. In Oxford, students have opportunities to enjoy daily tea and biscuit breaks between classes, to punt on the River Cherwell, and to dress up for high table dinners in University College's Commons Dining Hall, which has existed since 1660! They also go on group trips to Blenheim Palace, Parliament, Stratford-upon Avon, St. Paul's Cathedral, the British Museum, the Roman baths in the city of Bath, Stonehenge, and the magical Cotswolds. During their last weekend, students get to attend the British Battle Proms at Highclere Castle, where Downton Abbey was filmed.



SMU-in-Rome-Paris

By Professor Kathleen Wellman

The summer SMU-in-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 Paris 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 to 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. Groups 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!



The D-Day History Excursion

By Professor Jeffrey Engel

This coming summer, sophomore Hunt Scholars will view the wall-sized map Dwight Eisenhower employed when faced with arguably the most difficult decision of the entire Second World War: to invade France, or not. Nearly 300,000 soldiers, airmen, and sailors awaited his green light. Many had already spent days bobbing in the rough seas produced by the heavy gales that threatened the entire D-Day invasion planned for June 5, 1944. A crack in the weather allowed Ike the chance he needed. “Let’s go,” he told his assembled staff, who upon hearing his command fled the room to execute his order. Ike was largely left alone, not yet sure if June 6 would go down in history as a triumph or tragedy.

Students and community members will have the opportunity to visit this room in South England in addition to ten days of on-site exploration of the history of Operation Overlord, better known as D-Day. This course begins in London, journeys to Bletchley, then to Portsmouth, Normandy, and ultimately Paris, at each site exploring this world-changing event from as many perspectives as possible. Indeed, the students will become a historical figure during the trip, explaining to the group who they were, what they thought, and what they did.

History, it is fair to say, can never come alive—but this will be darn close. Looking out at the Normandy beaches, site of so much beauty today yet carnage seventy-five years ago, there is no doubt that the trip will help students see the past more vibrantly than before. Led by Professor Jeffrey A. Engel of SMU and Lt. Col. (Ret.) Brian DeToy, Ph.D. of Essential History Expeditions for the third time, this journey is well on its way to becoming an annual rite of passage for SMU students.

World War I Tour

By Essential History Expeditions, Dr. Cecily Zander, and Professor Erin Hochman

It has been just over 100 years since the guns fell silent and World War I ended. Still, the events of that era continue to shape and affect our world today. Four major monarchies and empires collapsed in history’s greatest shift in European and world power. The United States and the Soviet Union became major global players out of the ashes. The new map of the world created from the war continues to have a significant impact on current events.

The war had been underway for nearly three years when the United States entered it on the Allied side in April 1917. However, it would be another year until the American forces finally made their impact on the battlefield. And it was a decisive impact that brought an end to the bloodiest conflict in human history to that point. This trip in the summer of 2023 provided students and community members with the incredible opportunity to follow in the footsteps of these young Americans in the Great War.

Led by Professor Jeffrey A. Engel of SMU and Lt. Col. (Ret.) Brian DeToy, Ph.D. of Essential History Expeditions, this America in World War I history tour brought participants to the verdant fields, villages, towns, and cities where the youth

of America and their allies made their most indelible mark. Students ventured to sites of such key battles as Passchendaele, Ypres, Vimy Ridge, the Somme, the Marne, Verdun, and the Meuse-Argonne Offensive (the largest battle in American history).

And, during the trip, students got to experience a once-in-a-lifetime opportunity to witness the burial of an unidentified American soldier from the First World War, which included a full 21-gun salute, a flyover by a World War I biplane, and speeches by the American Army Chief of Staff and the Inspector General of the French Army.



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.



Emory McDowell '23

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

McDowell: Since graduating from SMU, I have been pursuing a career in nonprofit development and fundraising. I currently work as the Development and Marketing Coordinator for Hope Cottage, a family services nonprofit. Our mission is “to transform lives with the love of family through adoption, foster care, parenting support, and education.” I have also been working as a professional musician on the side!

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

McDowell: I leverage the skills developed through my history major every day. The “archival bug” with which my history classes infected me has motivated me to learn as much as I can about the institutional history of my company—a tall order considering that we are a 105-year-old Dallas institution. This knowledge proves useful in the

day-to-day, particularly when telling our story to community partners and donors, and it also empowers me to write stronger grant applications that win funding for our Parenting Support and Foster Care programs. All professional outreach, from grant writing to social media marketing, requires a certain degree of storytelling acumen. One has to develop a narrative argument for why our services demand attention, why our organization deserves funding, and how our services have transformed our clients’ lives for the better. My history degree prepared me to make such arguments. Indeed, grant writing requires me to act as a historian, applying historiographical methods as my coworkers and I stitch together data from disparate sources to tell the story of a particular program. This process is as invigorating in “practical” work settings as it was in an ancient Roman history class. I am so grateful to the SMU historians who encouraged me to refine these skills and gave me the tools to see the world around me through the lens of historical analysis.

Kelsey Smith '16

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

Smith: I went straight from undergrad at SMU (where I studied history, political science, and philosophy) to law school at Duke University. After graduating from law school in 2019, I clerked for a

justice on the Supreme Court of Texas for a year. I then worked in private practice at a big law firm in Dallas for two years with a focus on commercial and appellate litigation. I left the firm to clerk for a judge on the United States Court of Appeals for the Fifth Circuit for the 2022-2023 term. And now I’m a Deputy Solicitor General for the state of Louisiana!



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

Smith: My history degree has absolutely helped me succeed! I was nervous about going straight through from undergrad to law school. I quickly realized that the day-to-day of law school (reading cases, preparing for classes, and writing legal briefs) wasn’t that different from the process of preparing for my history classes. While the subjects were different, the skills of analyzing, processing, researching, and writing were still the same. And, unlike some of my other classmates, I had the advantage of being used to talking in

class. The small, upper-level history seminars particularly prepared me since I was used to a more Socratic method of discussion. I am also confident I would not have done well (or even gotten!) my clerkships if my history degree hadn’t prepared me to be an excellent researcher and writer. Clerking for a judge is a fancy term for being the judge’s first level of researching and drafting judicial opinions. And while opinions have tricky legal terms and topics, they’re essentially detailed papers that require analyzing all sides of the arguments, distilling the important information, and clearly communicating everything in a succinct manner. The same has held true for my actual practice of law. While I’m now in a position of writing persuasive briefs for clients, it is still fundamentally the same process. I’m currently preparing for my first oral argument in front of a panel of 3 federal judges. And while that is intimidating, I keep reminding myself that it’s really no different than when I defended my history distinction thesis to a panel of 3 professors—both require a deep level of understanding to answer questions and recognize potential flaws of the argument. I am deeply grateful to all of the history professors at SMU who prepared me so well for my career and taught me skills that transcend the classroom.

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.



Rashida Shafiq

Ph.D. Candidate in History

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

Shafiq: SMU's esteemed reputation as a prestigious private institution, coupled with its small class sizes and full funding opportunities, made it an attractive choice. Additionally, the renowned faculty within SMU's history department, including experts like Dr. Jeff Engel and Dr. Tom Knock, offered the promise of exceptional academic mentorship and valuable networking opportunities, further solidifying my decision to enroll at SMU. Finally, I chose SMU primarily due to its convenient location in Dallas, where my family resides.

SMU: What has been the most valuable part of your time at SMU thus far and why?

Shafiq: So far, the most invaluable aspect of my experience at SMU has been the knowledge garnered from my coursework, the guidance imparted by my professors, and the camaraderie fostered among my peers. The support

and mentorship provided by both faculty members and fellow classmates have been instrumental in my journey towards becoming a Ph.D. candidate. As a mature student with family commitments, balancing academic pursuits with parenthood and partnership has demanded exceptional dedication. Despite facing personal setbacks, the unwavering support of my family, faculty, and classmates empowered me to persevere. Their guidance, support, and companionship have been indispensable, not only aiding my academic progress but also contributing significantly to my personal growth.

SMU: What is your dissertation research about?

Shafiq: My research looks at the intersection of gender, Cold War cultural politics, and international relations, particularly focusing on the relationship between the United States and India. My dissertation centers on the influential journalist and writer Gloria Steinem and her experiences in India from 1957 to 1959. I contend that Steinem's formative time in India fundamentally shaped her feminism and political ideology, suggesting that her feminism would not have evolved as we recognize it today without her inaugural Indian trip. Furthermore, my dissertation examines Steinem's involvement with the Independent Research Service (IRS) from 1959 to 1963, an organization later revealed to have been funded by the CIA. I

argue that Steinem's association with the IRS exemplifies the broader influence of Cold War culture on her feminism and political attitudes. Through this analysis, I aim to illuminate the complex interplay between personal experiences, geopolitical dynamics, and ideological development during the Cold War era.



Christopher Walton

Ph.D. Candidate in History

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

Walton: I came to SMU primarily because of the faculty. In particular, I wanted to study with Dr. Kate Carté because of her scholarship on religion and the American Revolution. I knew I wanted to choose a dissertation topic somewhere in that field, although I was not sure of the precise topic. SMU's generous financial support and the opportunity to live in Dallas were also significant factors for attending SMU.

SMU: What has been the most valuable part of your graduate experience at SMU thus far and why?

Walton: Feedback from faculty: I refer primarily to feedback on my written work but also to informal conversations in which faculty have encouraged me, challenged me, and opened up my historical vision to explore more. I've grown not only as a historian, but also as a writer and thinker.

SMU: What is your dissertation research about?

Walton: My dissertation examines how Congregationalism in the Connecticut Valley responded to the social upheaval and violence of the American Revolution. It takes the Connecticut Valley as a distinctive region with a unique experience of the Revolution and asks how its semi-sheltered experience of war affected religious life on the local level. In doing so, I fill in a geographical gap in traditional accounts of the Revolution that tend to either focus on Boston and the coast or the backcountry and the western borderlands of the British colonies. I ask what was going on in the interior heartland of New England, isolated from the main theaters of the war. Additionally, I show how local religious stability tempered broader forces of change in New England religion, like disestablishment and sectarianism.

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 undergraduate students reflect on their experiences in the major.



Benjamin Feinstein '23

Major: History; Minors: Russian and Philosophy

SMU: Why did you decide to major in history?

Feinstein: I decided to major in history because I figured I might as well major in the subject I love the most. I've always gravitated towards the subject because I love how much it avoids black-and-white conclusions, and the human drama inherent in the subject captivates me. Also, I know that the analytical and writing skills that the major teaches will prove immensely valuable in the government agencies that I want to serve in.

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

Feinstein: My experience writing my junior paper on the political right's attacks on Weimar democracy has been the most valuable part of my history major. I remember starting my junior seminar and thinking that there was no way that I could ever write a paper as large as the one

demanded in the class (a minimum of 25 pages). It seemed like a monumental task, and I achieved it. I learned to believe in my ability to take on truly large projects and succeed. I also learned how to work closely with an expert to produce a final project—Dr. Hochman was an invaluable resource through the entire process, and the experience of working with her will no doubt help me in future endeavors. I'm so grateful to the department for the opportunity; I feel like I accomplished something tremendous and learned how to write history on a far higher level.

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

Feinstein: My favorite part of the major was my modern Middle Eastern history class with Dr. Ates. The subject is phenomenally interesting, and he's a kind and extremely knowledgeable professor. I truly looked forward to that class every single week; it was so informative and had such a great atmosphere.

SMU: What are your career plans after graduation? How do you think your history major helped to prepare you for your career?

Feinstein: I'll be working for the Department of the Navy. I think my history major prepared me for the writing skills that I'll need in the job, and having a lot of strong writing samples certainly helped me line it up.



Grace Barry '25

Majors: History and Educational Studies

SMU: Why did you decide to major in history?

Barry: I decided to major in history because my family is fascinated with history. We always visited museums and historic houses while on vacation and that enthusiasm for the past is reflected in my choice of major. In addition, I knew I wanted to get a teacher's certificate and I decided that history is one of the most valuable subjects to teach because it helps people understand the world around them and the ways that they relate to that world.

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

Barry: The most enjoyable part of my major was the summer I spent on the Rome-Paris Program. While in Rome, my class studied ancient Roman history and focused on Roman culture and society with Dr. Dowling. In Paris, the class studied the development of the French monarchy up to the French

Revolution with Dr. Wellman. I had never traveled to either of those cities before and it was wonderful to experience places that I had only read about or seen pictures of before. The trip brought history to life in a very vivid way. For instance, walking around Ostia helped me understand what it might have been like to walk around an ancient Roman city.

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

Barry: The most valuable part of my history major so far has been the amount of research I have done in my classes. I did not come to college with a strong background in research, but my classes have helped me become better at finding sources, analyzing them, and citing them. I feel that developing this skill will serve me well no matter where I go in my professional life.

SMU: What has been your most meaningful experience as a major?

Barry: The most meaningful moment was finishing the junior seminar because I completed a challenging class that proved to myself that I could do intensive research and writing in history. I was able to write a 28-page paper (not including footnotes and bibliography), which focused on the Quakers during the English Restoration.

Mastering the Past: Student Accomplishments

Sofie Arguijo, a history major, completed her senior distinction paper, “Perpetuating Apartheid at Home,” in the fall of 2023.

History major **Palmer Bradshaw** finished his senior distinction paper, “The Lost Tomb of Cleopatra VII: A Historical and Archeological Assessment,” in the spring of 2023.

Benjamin Feinstein, a history major, won a Boren Scholarship to study in Kazakhstan during the 2022-2023 academic year. In the fall of 2023, he completed his senior distinction paper, entitled “Two-Front War: The Radical Right’s Evolving Assault on Weimar Democracy.”

History major **Cole Fontenot** finished his senior distinction paper, “The Missed History of Carter Woodson: Re-Examining the Themes and Impact of *The Mis-Education of the Negro*,” in the spring of 2022.

History major **Nathan Greenhaw** was a Hamilton Undergraduate Research Scholar in 2022.

Bradley Kucera, a history major, defended his senior distinction paper, “Enemies Everywhere: Black Seminole Resistance to Enslavement in Indian Territory, 1838-1856,” in the spring of 2022.

History Major **Rachel Manak**, completed her distinction paper, “Are You Too Human To Eat? Medical Cannibalism in Europe from the Sixteenth to the Eighteenth Centuries,” in the spring of 2023.

Emory McDowell, a history major, received the Pascal Covivi, Jr. Prize for the outstanding essay in American Studies in 2022.

History major **Justin Patty** received the Larrie and Bobbi Weil Undergraduate Research Award from the SMU Libraries.

The following majors were elected to Phi Beta Kappa, the prestigious arts and sciences national honor society, in 2022 and 2023: **Dima Balut, Jackson Covert, Benjamin Feinstein, Nathan Greenhaw, Carolyn Hammond, Hailey Hazen, Emory McDowell, Sarah Mende.**

History majors **Daniel Covert, Jackson Covert, Benjamin Feinstein, Hailey Hazen, Sarah Mende, Justin Patty** were inducted into the Hyer Society, SMU’s organization for high academic achievement in 2022 and 2023.

Emma Armstrong and **Rashida Shafiq**, Ph.D. candidates, were awarded Cold War Archives Research Institute Fellowships to work on their respective dissertations on competition over the Arctic during the Cold War and Gloria Steinem’s connections to India.

Ph.D. candidate **Shaffer Bonewell** received the Samuel Flagg Bemis Dissertation Research Grant from the Society for Historians of American Foreign Relations for his dissertation on George H.W. Bush, NAFTA, and the end of the Cold War.

Skye Cranney, a Ph.D. candidate, received research travel grants from both the Clements Center as well as from the Women and Gender Studies Department at SMU to work on her dissertation about Hollywood actresses and ideas about gender in the first half of the twentieth century.

Ph.D. student **Jim Gulley** was selected as a Research Fellow for the Algernon Sydney Sullivan Foundation. The Foundation is preparing to celebrate its centennial in 2025, and he will develop digital history content for its website and content for publications.

Holly Harris, a Ph.D. student, received the Clark-Yudkin Fellowship to conduct research at the Air Force Academy Library and a Summer Research Lab Associateship at the University of Illinois’s Russian, East European, and Eurasian Center and Slavic Reference Service to conduct research on Allied POWs during World War II.

Ph.D. candidate **Austin Miller** received a 2023-2024 SMU Moody Dissertation Fellowship. He is currently a semi-finalist for the Fulbright English Teaching Assistantship in Norway.

Ashton Reynolds, a Ph.D. candidate, won the William R. Coe Research Fellowship from the Beinecke Rare Book and Manuscript Library at Yale University to conduct four months of research in the 2022-2023 academic year for his dissertation on “religious outsiders” in antebellum America.

Ph.D. candidate **Timothy Seiter** has an article, “Cockfighting and Card Playing: Illicit Entertainment in Eighteenth-Century Texas,” appearing in the *East Texas Historical Journal* in the spring of 2024.

Christopher Walton, a Ph.D. candidate, was awarded the First Place Graduate Student Paper at the West-Central Texas Regional Phi Alpha Theta History Conference in 2022. The Massachusetts Historical Society awarded him a research fellowship in 2022, and he completed another research fellowship at the Congregational Library & Archive and Boston Athenaeum in 2023 to work on his dissertation about Presbyterian and Congregational ministers during the Revolutionary era. Christopher was also selected to be a Graduate Student in Residence with the Dedman College Interdisciplinary Institute for the 2023-2024 academic year.

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

Benjamin Feinstein, “Two-Front War: The Radical Right’s Evolving Assault on Weimar Democracy” (2023)

Justin Patty, “Arthur Cotton and the Development of Public Works” (2022)

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

Dima Balut (2023)

Emory McDowell (2023)

Angela He (2022)

Maria Katsulos (2022)

The Stanton Sharp Award for Outstanding Service and Academic Achievement

Isabel Finkbeiner (2023)

Clare Ennis (2022)

Nathan Greenhaw (2022)

Professor James O. Breeden Award for Dedication to History

Conrad Krapf (2023)

Phi Alpha Theta Inductees (2022 and 2023)

Sofie Arguijo

Palmer Bradshaw

Samuel Brown

Dylan Caputo

Blair Carter

Daniel Covert

Jackson Covert

Benjamin Feinstein

Phillip Ferguson

Isabel Finkbeiner

Rachel Fisher

Carolyn Hammond

Hailey Hazen

Ana Martinez Aspe

Sarah Mende

Justin Patty

New Faculty

We welcome Professor Pablo Mijangos y González, who joined us as the Edmund J. and Louise W. Kahn Chair in Latin American History in the fall of 2023. He is a historian of politics, religion, and the law in modern Latin America. He first completed his bachelor's degree in law in Mexico in 2001 and then decided to pursue a Ph.D. in history at the University of Texas at Austin, which he received in 2009. After his graduation, he joined the faculty of the Center for Research and Teaching in Economics (CIDE), one of the leading public research centers for social science and the humanities in Mexico. He stayed there for 14 years, becoming a level II member of Mexico's National System of Researchers (SNI) and serving as Chair of the History Department between 2020 and 2022. He has published five books and five edited volumes, whose thematic scope ranges from the history of church-state separation in Mexico and the liberal revolution known as the "Reforma" to the history of constitutionalism, judicial institutions, and legal historiography in Mexico. His most recent work is *Historia mínima de la Suprema Corte de Justicia de México* (Concise History of the Mexican Supreme Court), published in the prestigious collection *Historias mínimas* by the Colegio de México. The Mexican judiciary's TV channel, Justicia TV, recently chose this book as the subject of a multi-episode documentary that will air in the second half of 2024. He also directs a book series, *Legal History of Latin America*, published by the Spanish press Tirant Lo Blanch, now numbering over 20 titles.

He is currently working on the history of concordats in post-colonial Latin America between the 1820s and 1878. By examining the negotiations and agreements between the papacy and the different republics that emerged after independence,

Dr. Mijangos aims to reinterpret the transformations of Catholicism in the region throughout the nineteenth century and the influence of these religious developments on state-building processes. Since the larger policy of the Holy See for the Americas can only be appreciated through a

comparative and transnational approach, this project also emphasizes an understanding of Latin America as a true continental region rather than a collection of separate national histories.

At SMU, he is interested in teaching classes on Mexican, Latin American, Spanish, and legal history, as well on the global history of Catholicism.



Retiring Faculty

Professor Daniel Orlovsky, distinguished scholar in Russian and Soviet history, will retire from SMU in August of 2024. After earning his B.A. and Ph.D. at Harvard University, he joined the SMU history department and flourished, including eleven years as chair. His first book, *The Limits of Reform: The Ministry of Internal Affairs and Imperial Russia, 1802-1881*, was republished in Russian in 2022 as the definitive study of the functioning of the Russian governmental bureaucracy in the nineteenth century. Additionally, his research on the essential role of the middle classes and the bureaucrats in the Russian Revolution has expanded traditional narratives of peasants and blue-collar workers by establishing them as instrumental revolutionaries. In recognition of the centennial of the Russian Revolution, he edited major scholarly collections assessing its origins and impact. He has published many papers on the history of the people who ran the Russian



state from the eighteenth century, through the Revolutionary era, during the Soviet period, and after the collapse of the Soviet Union. In addition to his important scholarship, he has taught generations of SMU students on campus and in the SMU-in-Oxford program, which he led for over 25 years. He has received many awards, including three Fulbright-Hays Fellowships for research in the USSR, the prestigious Laurence Perrine Prize from the SMU Phi Beta Kappa chapter for outstanding contributions to the intellectual life of the university, and SMU's highest honor, the M Award.

Celebrating the Past: Faculty Awards

Kate Carté received the Altshuler Distinguished Teaching Award from SMU in 2023. Her book, *Religion and the American Revolution: An Imperial History*, won the Albert C. Outler Prize from the American Society of Church History in 2022 for the best book on the diversity of global Christianity, issues of Christian unity and disunity, and/or the interactions between Christianity and other religions. It was also a finalist for the 2021 book of the year from the *Journal of the American Revolution*.

Neil Foley received an International Migration Research Grant from the Département Mobilité internationale / Department of International Mobility at Université Paris Cité in the summer of 2023. It will result in a co-edited volume on “International Migration and Human Rights in Immigration Countries (Africa, the Americas, Europe).”

Erin Hochman received a Center for Presidential History Writing Fellowship in the spring of 2023 to work on her book, “Weimar Beyond Borders: ‘Germans Abroad’ and the Battle for Political Legitimacy in Interwar Germany.” She was also selected to be a fellow at the Holocaust Educational Foundation’s Regional Institute in Austin on “Borders/Borderlands and the Holocaust” in the spring of 2024.

Macabe Keliher received a Fulbright award to spend the 2022-2023 academic year in Taipei working on a project about Taiwan postwar industrialization and interregional business relations. He also was awarded a Taiwan Fellowship from Taiwan’s Ministry of Foreign Affairs in 2023 for his project, “Hong Kong-Taiwan Business Relations and the Transformation

of Global Manufacturing.” His book, *The Board of Rites and the Making of Qing China*, also won the Tso Shu-sheng Award from Academia Sinica, Taiwan’s highest research institute, for the best monograph in Chinese history in the last two years.

Jill Kelly was awarded a Center for Presidential History Writing Fellowship in the fall of 2023 to work on her book, “Mobilizing Knowledge: Women’s Organizing in Rural South Africa.” She also received a 2023 New York Public Library Short-Term Fellowship to conduct research at the Schomburg Center in order to write a biography of Dr. Zamindela Conco, which will be published with the “Voices of Liberation” series from South Africa’s Human Sciences Research Council.

Tom Knock received the “Exemplary Service Award” from the Woodrow Wilson Presidential Library in the summer of 2022 for his work as a member of the Board of Trustees.

Ariel Ron’s book, *Grassroots Leviathan: Agricultural Reform and the Rural North in the Slaveholding Republic*, was published as a paperback edition in 2023. It was also the subject of two roundtables, one at Pennsylvania State University’s Civil War Center and the other at the Agricultural History Conference in Stavanger, Norway. He was also the co-organizer of a conference on “The American Developmental State: The Origins of American Capitalism in Comparative Perspective” at the Institute for Advanced Study and the American University of Paris.

Kathleen Wellman won the SMU Faculty Career Achievement Award in 2023 for her

remarkable contributions in scholarship, teaching, and service to the university. Over the course of her career, she has published four books, which span topics from queens and mistresses in early modern France to the ways that the Christian Right homeschooling networks teach world history. She has also won numerous teaching awards, which include being named an Altshuler Distinguished Teaching Professor.



At the 63rd Annual Conference of the Western History Association, the former graduate students of Professor Emeritus John Chávez organized a panel, entitled “From Lost Land to Beyond Nations: The Historiographical Impact of John R. Chávez’s *The Lost Land: The Chicano Image of the Southwest*,” to recognize his important influence on the field of Mexican American studies.

Supporting History Research

Research support is integral to the success of our undergraduate and graduate students as well as our faculty. Your donation 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 **History Department Gift Fund**.

See the back cover for more details.

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- smu_clementshistorydept



Public History Carson Dudick (History '20), SMU Archivist Joan Gosnell, History Professor Jill Kelly, and Sparrow Caldwell (Earth Sciences and Political Science '23) served on the "Committee for the Commemoration of Dr. Martin Luther King, Jr.'s 1966 Speech at SMU," which wrote the proposal to get the official Texas Historical Marker installed on campus. *See page 3.*

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 Shivangi P. Perkins at sperkins@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.