

History WORKS



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

When John F. Kennedy and Richard Nixon met in the autumn of 1960 for the first televised debate in presidential history, Howard K. Smith, the ABC News anchor, asked each candidate what he regarded as his most important asset—the signal quality that might make him a good president. The then vice president, Nixon, perhaps predictably, cited his extensive experience in government as his chief qualification. Senator Kennedy answered with, “I think it is my sense of history.” It is in that spirit that I write this introduction to our latest issue of *History Works*, the newsletter of the Clements Department of History, edited by our colleague, Professor Erin Hochman.

Like most avid students of history, President Kennedy possessed a great appreciation for history and its processes—for its mysteries and its ironies, its occasional serendipity, and for both the upholding of tradition and the pursuit of change. Much the same can be said of our departmental majors. But there is more to their motivation than that. They know that history actually is among the more practical (as well as exciting) majors, regardless of one’s career path. For the history major empowers students with the most important advantages a university education can provide. 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 and exchange ideas. Historical study teaches them how to find things out—in mastering their research subjects and pulling together all kinds of primary and secondary sources—and how to hone their knowledge into a thesis in a pleasing style of prose. These are increasingly indispensable skills in today’s job market and requirements for graduate and professional schools.

These essential tools are conveyed through an array of wonderful courses that our department offers. They may take form in the study of Cleopatra’s Egypt, the medieval family, queens and mistresses of early modern France, China in revolution, or the Civil War, the American West, the U.S.-Mexican borderlands, Latin America, or women in the twentieth century. Our students may acquire them as well by studying World War I, the Holocaust, the Middle East, Soviet politics, Civil Rights, apartheid in South Africa, or the history of capitalism, religion, or sports.

We hope you find the following pages enjoyable and enlightening reading. They highlight how history

works through the endeavors of our undergraduates and graduate students alike. And they illustrate the varied ways that the study of history—the dynamic interaction of the past, present, and future—is helping them to grow intellectually, to prepare for the workplace, and to stay vitally engaged in the world of today.

Thomas J. Knock

*Professor of History and Departmental Chair
Distinguished Fellow, Center for Presidential History*



“This publication illustrates the varied ways that the study of history—the dynamic interaction of the past, present, and future—is helping our students to grow intellectually, to prepare for the workplace, and to stay vitally engaged in the world of today.”

Cover photo: Students visit the Coliseum on the Rome-Paris study abroad program in the summer of 2019. See page 7.

Mastering the Past: Student Accomplishments

Congratulations to **Joel Zapata**, who earned his Ph.D. in the spring of 2019. His dissertation, "The Mexican Southern Plains: The Making of an Ethnic Mexican Homeland," won the 2020 National Association for Chicana and Chicano Studies Tejas Foco Dissertation Award. His work also received the Louise Puhols Public History Prize from the Western Historical Association.

Two students in the M.A. program also earned their degrees in 2019: **Brianna Hogg** and **Devin Long**.

Ph.D. candidate **Roberto Andrade**, received a dissertation fellowship from SMU and had an article published in the *Los Angeles Times* entitled "El Paso team travels to shooter's backyard for a game that brings unity, if not a Hollywood ending" in September 2019.

Jonathan Angulo, a doctoral candidate, received funds from the University of Mississippi's Southern Foodways Alliance and the Edward Lee Diversity Scholarship to attend an oral history workshop in July 2019.

Doctoral candidate **Kyle Carpenter** published an article, "A Failed Venture in the Nueces Strip: Misconceptions and Mismanagement of the Beales Rio Grande Colony, 1832-1836," in the April 2020 issue of *Southwestern Historical Quarterly*.

Camille Davis, a Ph.D. candidate, was selected by the White House Historical Association to contribute a chapter on responses to Zachary Taylor's death for its upcoming volume titled *Mourning the Presidents*.

Ph.D. student **Austin Miller** published "Blackdom: Revisiting Race in New Mexico's Black Town" in the *Panhandle Plains Historical Review* in December 2019.

Zach Nash, a doctoral student, received a Clements Center Research Grant for 2019-2020.

Patrick Troester, a Ph.D. candidate, had an article, "Bad Fathers, Spurious Daughters, and Fratricidal Projects: Borderland Violence and the Nation-as-Family in the U.S.-Mexican War,"

accepted for publication in the *Pacific Historical Review*.

History major **Carson Dudick** received an Engaged Learning Fellowship to conduct research on Eleanor Roosevelt in the spring of 2020. She was also awarded a full scholarship to attend the Poland Holocaust Education Trip over the 2019 winter break.

Major **Maria Katsulos** received a Richter Fellowship to study abroad in 2019.

Amanda Oh, a history major, received the 2019 Larrie and Bobbi Weil Undergraduate Research Award from the SMU Libraries for her paper, "The Latitudinarian Influence on Early English Liberalism." She also received a Hatton Sumner Foundation Scholarship from the SMU Tower Center to intern at the Woodrow Wilson International Center for Scholars in the summer of 2019.

Major **Sriya Reddy** was selected to be a 2020 Curious Texas/Engagement Fellow at the *Dallas Morning News*.

Valeria Reynosa, a history major, received a Jack S. Blanton Scholarship to study abroad in Florence during the spring 2020 semester.

Major **Charles Ritger** was awarded the Bromberg Award in Latin and the McLamore Family Foundation Prize in Classical Studies in the spring of 2019.

Heather Smith, a history major, was selected to participate in the Field School at the Museo Egizio in Italy, where she studied Ancient Egyptian History and Museology from the top directors and curators at the museum in Turin during the summer of 2019.

The following majors received a Sharp Scholarship from the History Department to fund their participation in study abroad programs in Normandy, Oxford, and Rome-Paris during the summer of 2019: **Maria Katsulos, Cheyenne Murray, Julian Reyna, Timothy Smith, Thomas Boatman, Montana Colin, Barrett Stout, Thomas Park, and Harley Sutton.**

Departmental Awards for Majors

Each year the department recognizes majors who have excelled in the classroom and beyond. We are extremely proud of the achievements of our students, and we want to acknowledge those who won awards or were inducted into Phi Alpha Theta, the national honor society for history, in the spring of 2019.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement
Brittany Peterson

Stanton Sharp Award for Outstanding Service and Academic Achievement
Cheyenne Murray

Henry Jacobus Junior Paper Prize in History
Amanda Oh, "The Latitudinarian Influence on Early English Liberalism"

Phi Alpha Theta Inductees
Madeline Dixon
Chaudhry Hameed
Madeline Oehler
Amanda Oh
Thomas Park
Brittany Peterson
Jonathan Lane Pounds
Charles Ritger
Heather Smith
Barrett Stout
Justin Yao



Research support is integral to the success of our undergraduate and graduate students as they complete their degrees, and we are fortunate to have several endowments that generate funds for such purposes. However, we want you to know that annual gifts to support student research are vital, too. These research dollars help our students understand not only the past, but also the present and future. If you would like to support undergraduate or graduate students with their research, you can designate your gift to the Clements Center Gift Fund, account number 20-413003.

Practicing History in the Junior Seminar

By Professor Erin Hochman

At first the task seems daunting. All history majors are required to take a junior seminar, in which they must write a 25-page research paper. By the time of their graduation, however, students cite the completion of this project as one of their most important accomplishments.

Every semester, the History Department offers one to two junior seminars related to professors' areas of expertise. Over the past couple of years, students have taken junior seminars on the social and cultural history of the United States, the Weimar Republic, women in early modern Europe, the United States during the era of Franklin Roosevelt, the medieval family, and minorities in the modern Middle East.

Within these subjects, students then choose a topic that fascinates them. Thomas Park explained how he “wrote on the use of modern architectural techniques by Imperial, Weimar, and Nazi architects to try to promote their very different ideologies. I chose it because I have long had an interest in architecture, and I thought it would be interesting to do actual research

on it.” Other students in the Weimar Republic course pursued research on subjects as varied as eugenics, consumer culture, sexuality, and the rise of the Nazis. Students in the seminar on women in early modern Europe completed projects on myriad topics, including the earliest Lutheran women, seventeenth-century midwifery practices, medical writings about women's health and reproduction, and early English feminist poets. And, students enrolled in the seminar on the United States in the 1930s and 1940s wrote on topics ranging from FDR's fireside chats to conscientious objectors to the Abraham Lincoln Brigade in the Spanish Civil War.

Once students have chosen a topic, they work on designing their research project from start to finish. They develop a set of research questions, locate and analyze primary and secondary sources, write their papers, and give presentations on their findings.

Students don't face this challenging assignment alone! Their professors help at every stage. They introduce students to the historiography on their topic, create building-block exercises, schedule individual consultations with each student, and comment on drafts and oral reports. Students benefit as well from feedback provided by their peers in class. Professors expect students to comment on each other's work during presentations and the peer review of drafts. Diana Miller, who wrote on lesbians and changing ideas about gender in the Weimar Republic, recalled how the one-on-one meetings with her professor and the input from her peers helped her to finish such a large project. She explained: “Knowing I could always contact my instructor was first and foremost a great help. I remember meeting with my professor countless times thinking, ‘yes, good, I can finish this section.’” Additionally, she fondly remembered how students helped each other out by engaging in “weekly book swaps” when their topics overlapped.

Indeed, the small class size—seminars are capped at 15—enables a camaraderie to develop among students and provides a welcoming environment for them to express their ideas. Sabrina Franco, who completed a project on radio propaganda during World War II, clarified



how the class setting helped her to become a more confident public speaker: “For me personally I’m often uncomfortable asking my peers for their opinions on my work, but having the mutual support from my classmates made me feel much better about my final product and I’d be much more open to asking for suggestions from my fellow students in the future.”

Over the course of the junior seminar, students have the opportunity not only to gain in-depth knowledge of a subject they are passionate about, but also to develop important skills. They must synthesize a large body of research, analyze different types of primary and secondary sources, develop a persuasive argument, and convey their ideas clearly both in writing and orally. Monica McClausand, who researched women during the Protestant Reformation, remembered “dreading writing a 25-page paper.” Yet, by the end of the semester, she had become a self-assured researcher and writer: “I had a much better

“Over the course of the junior seminar, students have the opportunity not only to gain in-depth knowledge of a subject they are passionate about, but also to develop important skills. They must synthesize a large body of research, analyze different types of primary and secondary sources, develop a persuasive argument, and convey their ideas clearly both in writing and orally.”

understanding of primary and secondary sources, and how to find them. Not only did I gain effective researching skills, but I also learned how to better analyze sources.”

Some history majors even choose to double the length of their junior seminar paper! Majors who received an A in the class and have a high GPA are invited to transform their junior seminar paper into a distinction project, which allows them to graduate



with honors. To achieve departmental distinction, students expand their papers to at least 50 pages in length and defend their argument before a committee of professors. This semester, we have three majors who are pursuing distinction in history. Madeline Dixon is writing about the legacy of the First World War in the Weimar Republic, Lane Pounds about the Catholic Center Party in interwar Germany, and Amanda Oh about the religious influence on liberalism in early modern England.

Our graduating students comment on how much this intensive research and writing experience has helped them prepare for life beyond the classroom. Senior Emma Parker, who focused on an early-modern female mystic prophet for her paper, reported, “I have been able to talk about my experience with the class in many job interviews, and I feel that the completion of this paper helped me to develop and reinforce a variety of skills.” And, as an interview on page 9 with Robert Boyd, Jr. (‘17) attests to, our alumni find the skills learned in the junior seminar, and the major as a whole, to be invaluable to their career success.



Opposite Professor Sabri Ates discusses research with his seminar on minorities in the modern Middle East. **Above** Heather Smith delivers her final presentation on the Bauhaus movement in the Weimar Germany seminar. **Left** Students in the Weimar Republic seminar peer review each other’s drafts.

SMU-in-Oxford: Studying History Where It Happened

By Barrett Stout, Class of 2020

When I asked my friend Patrick, a history student at Oxford, how a whole city could seem like it's frozen in time he said, "Oxford changes and then acts like it had never been any different." At first glance Oxford appears to have been situated in a bubble unaffected by the passage of time. It's when you settle in and get to know the city around you that you realize Oxford is always changing; it's just too stubborn to admit it.

Whether you're a history major or you need the UC credits, Oxford is a great place to study history. Not only do you get to experience a university that has endured for centuries, but you also get to use the city, and most of the country, as your classroom!

University College, the place SMU-in-Oxford students have called home for more than four decades, has existed in

some capacity since 1249. The most astounding part of that longevity isn't that it's the oldest college in Oxford, though the professors are quick to remind you of this fact, but that people

3,000-year-old coins! We also toured the Mini factory with Dr. Orlovsky, watching the assembly of cars on the factory floor and learning about international trade.

"Whether you're a history major or you need the UC credits, Oxford is a great place to study history. Not only do you get to experience a university that has endured for centuries, but you also get to use the city, and most of the country, as your classroom!"

say the buildings themselves are "only" from the seventeenth century. As if that isn't older than the government of the country you just came from! I found this extensive past and a seemingly more extensive list of traditions—such as "don't walk on the grass!"—fascinating. Plus, the longevity of Oxford meant that our professors were able to turn everything around us into exciting learning opportunities!

One of the most unique aspects of the Oxford program is the relationship students get to build with their professors, who live in the college, eat in the dining hall, and go with you on every field trip. Unlike Dallas, where we meet in a classroom 2-3 times a week, in Oxford you're with your classmates for most of the day. You'll also find that the professors prefer going out into the city over sitting in the classroom. This past summer, we had the chance to go on a behind-the-scenes tour of the Ashmolean Museum and discuss British imperialism with Dr. Rachel Ball-Phillips, all while holding

For someone interested in history, what you read in the Oxford program's brochure seems too good to be true. What the flyer can't tell you is how it feels to be a part of such a long history. You get to study history where it happened and learn how the past continues to impact the world today. If you're ready to see history up close and in person, and you want to apply what you learn in class to the real world, then Oxford is the place for you!

STUDY ABROAD SCHOLARSHIPS

Students can now receive financial help to learn about history where it happened! The Sharp History Study Abroad Scholarships award up to \$2,000 to history majors who participate in programs taught by our faculty, including courses offered in Rome-Paris, Oxford, and Normandy. For application information, students should contact the SMU Abroad Office.



Giana Ortiz, Lauren Horton, and Maria Katsulos enjoy a trip to Windsor Castle.

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 Coliseum, 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 Antiqua 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!

The D-Day Program

By Professor Jeffrey Engel

We were in the room where it happened. Perhaps that phrase was already overused by 2019, but there we were, SMU students and alumni, staring at 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.

And we were there. In late May of 2019, fourteen SMU students and half-again as many "friends" of the university examined this room in South England and participated in ten days of on-site

exploration of the history of Operation Overlord, better known as D-Day. Set during the short May term, this study-abroad course began in London,

journeyed 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—and some alums too!—each became a historical figure during the trip, explaining (as their research project for the course) 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 was 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 helped students see the past more vibrantly than before. Led by Professor

Jeffrey A. Engel and Dr. Brian Detoy of Essential History Expeditions, this journey is well on its way to becoming an annual rite of passage for SMU history majors.



History Internships Work!

By Professor Jill Kelly

Our history majors develop marketable skills and build their resumes through semester-long internships. Students can complete internships for up to three credit hours while exploring diverse careers that can be pursued with a history major.

Several of our former student interns have already successfully leveraged their experiences in applications to law and graduate schools and potential employers. In her applications to law school this year, Carson Dudick, who interned with the DeGolyer Archives, wrote about her internship experience drafting a grant application for a Texas State Historical Marker. Her faculty supervisor and internship advisor wrote her letters of reference. She has been accepted into several schools, including her top choice.

For some of our student interns, their internships provide valuable work experience. Heather Smith, who interned with the Bridwell Library Rare Books and Manuscripts Collection recognized that she developed not only research skills, but also professional skills. She describes how she had to learn to be flexible and engage with constructive feedback: “The format of my project changed a lot over the weeks, as I received advice from my superiors.” Smith completed an online library guide to assist scholars of antiquity.

The students all agree that internships in archives and libraries have helped them to develop research capabilities and think

about access to information, which is useful in their studies, employment, and everyday life. We live in an age of “fake news,” digital sources of unknown origin, and unlimited access to data. Historical training helps student to sharpen skills critical not only to historical research, but also to contemporary life. Melissa Calderon reflected on how her internship with the Archive of the Women of the Southwest enabled her to gain an understanding of archival processing and how this processing shapes access to and the use of historical sources. Emily Graue, an intern with the Bridwell Library Rare Books and Manuscripts Collection, developed strategies to maximize use of digital cataloging systems, a skill that can help one wade through large amounts of data.

Several of the students worked on projects that engage the public with history. Amanda Oh interned at the Dallas Holocaust and Human Rights Museum. She categorized Holocaust artifacts and worked with the museum’s educator to deploy a virtual reality project in which a hologram of a Holocaust survivor interacts with student visitors. Oh explained how the project gave her professional experience and helped her to comprehend how her studies in history benefit society as a whole: “Working on this project throughout my internship helped me understand the value of my work, and the value of learning, teaching, and presenting history to the public.”

Thomas Park’s internship has been of contemporary relevance for campus. He documented the history of the second oldest extant building on campus, Clements Hall, as it underwent preservation and renovation. He published his findings in the University Honors Program magazine, *Hilltopics*. His research allows us to understand, as he argues, “why the university is going to all this effort to restore it.”

During the 2018-2019 and 2019-2020 academic years, our students also interned with the Bywaters Special Collections in the Hamon Library; the Center for Presidential History; the World Affairs Council of Dallas/Fort Worth; the Dallas Theater Center; the Religion, Race, and Global Dallas Research Project; and the SMU Guildhall for graduate video game education.

Students report enjoying their internships—but they also build useful skills and relationships that will benefit them as they pursue diverse careers.

If you are a student interested in pursuing an internship or an alumnus who would like to work with an intern, please contact historyinternships@smu.edu.



Above Valeria Reynosa interns at the Bywaters Special Collections. **Right** Alexander Brimelow interns at the Bridwell Library Rarebooks and Manuscript Collection.

Alumni Putting History to Work

Last year, the History Department hosted its first annual alumni panel. Four of our previous majors spoke to students about the ways in which their history degree prepared them for professional and personal success after graduation. The audience had the opportunity to hear from Walt Coleman ('01), who was a portfolio manager and is an NFL line judge, Stephen Fagin ('01), who is the curator of the Sixth Floor Museum, Lara Pryor ('10), who is a partner in a law firm, and Robert Boyd, Jr. ('17), who is a financial adviser. Below is a condensed version of the comments made by Robert Boyd, the most recent graduate:

I graduated from SMU in 2017 with a major in History and a minor in Business. I am employed by Merrill Lynch as a financial and portfolio advisor. I counsel individuals and families about financial planning, investment management, and generational transfers of wealth.

I understand that many people (namely your parents) believe that a degree in history will make it difficult to get a "good job" after graduation. After nearly three years working in the "real world," I can unequivocally deny this misconception. My major has significantly shaped my career in finance in three ways. It taught me the importance of context in decision-making, provided me with the ability to make a persuasive argument, and instilled in me the necessity to be a life-long student.

Consider my first point: Understanding the past is essential for making informed decisions today. By studying the history of individuals and institutions, one becomes wiser about what the future may bring. The past provides the blueprint that brought us to where we are now. To that end, we use behavioral finance with clients to understand how they reacted to volatile market conditions in the past. With such knowledge, we can better predict how a client will respond to future market volatility. This in turn allows us to make recommendations that more closely align with the client's capacity to accept risk.



Walt Coleman, Stephen Fagin, Lara Pryor, and Robert Boyd, Jr. present at the first annual alumni panel.

Secondly, majoring in history requires students to develop the ability to make a convincing argument in a concise manner. This skill is a huge competitive advantage. Many people in the professional world struggle to articulate a clear, coherent concept into a few sentences. This talent directly applies to two aspects of professional life: your written work and public speaking. I know this because in today's information age, attention spans are increasingly short. Thus, ensuring that all emails and reports are well written is paramount in conveying your message effectively. Furthermore, I am regularly asked to give presentations to companies and their executives on behalf of my team; with the constant distraction of email and cell phones, I must get my points across in a succinct and organized manner.

Finally, when I started at Merrill Lynch, there was a lot of self-teaching required to hit the ground running. A history major's necessity to be a life-long learner proved exceptionally useful in this regard. I was a business minor, which was very

helpful. Nevertheless, there were still aspects of the investment world that I had to learn. The research skills that I acquired as a history major made this attainable. Furthermore, I still love learning as much possible about history. Through articles, books, and films, I try to absorb all that I can about our collective past in order to better understand the circumstances that have brought us to the present.

I hope that these points help to alleviate your concerns about the value of a history degree in obtaining employment. The vast majority of my friends majored in finance and did not enjoy their classes. But, I was always excited to go to my history classes because I was passionate about what I was learning. Happily, my parents encouraged me to study what I loved and assured me that things would take care of themselves. They were right.

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.



Aisha Ahmed '20

Double Major in History and Biology; Minor in Arabic

SMU: Why did you decide to major in history?

Ahmed: At the start of my freshman year, I had enrolled in my history classes for the sole purpose of getting honors credit. However, as the semester went on, I could not help but be drawn into the people, cultures, and communities I would learn about. My studies helped me comprehend different points of view about government, health, and other social institutions. In turn, I was able to write my junior seminar paper on the complexities of practicing medicine in response to the changes in ideologies in interwar Germany. This skill of integrating history with healthcare was especially important in my pre-med track because as I worked with physicians and epidemiologists, I also worked with patients from across the world. To understand them and the healthcare they needed, I needed not only to comprehend the biological facts about their bodies, but also to

understand who they were as human beings—their cultures, their concerns, and their perspectives. My history major gave me this ability.

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

Ahmed: Writing Papers. It's ironic because I was dreading this the most when deciding to major in history. Writing is hard. However, it was a small price to pay for the skills I developed in return: reading quickly, thinking critically, and writing creatively. Now, as I write my applications to medical school, these skills offer me an edge I am truly grateful for.

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

Ahmed: I interned for the DFW World Affairs Council, and that perhaps was the highlight of my time in the history department. Considering the international nature of the organization, I got to spend my internship applying the knowledge I had learnt in my classes to the present state of political, medical, and economic affairs around the world. Due to my history studies, I was able to carry out conversations with various world leaders the Council brought in and come to my own meaningful conclusions about the world and the type of impact I want to make as I pursue the career of being a physician.

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

Ahmed: Whatever you do, do not settle for anything before trying

everything. I would never have done a history major had I decided to forego the first history class I took at SMU. Yet, four years later, I am so glad I diversified my education by combining my studies of biology and history. It has given my life vibrancy and allowed me to develop skills I never thought I had needed.



Madeline Dixon '20

Double Major in History and English; Minor in Philosophy

SMU: Why did you decide to major in history?

Dixon: Growing up I always loved learning about history. I thought it was fascinating to learn about how different time periods and events impact the world, and I knew that I wanted to major in something that was both challenging and enjoyable, so history turned out to be a perfect major for me.

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

Dixon: The SMU history major has changed my life. It has provided me

with valuable skills in writing, reading, and analytical reasoning that have prepared me for and helped me get accepted to law school, and given me an opportunity to study abroad. I've also been lucky enough to work closely with incredible professors who have encouraged me through my writing projects and shaped me into a better student and person.

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

Dixon: My favorite part of the major is that it provides students with a good base of information in different areas of history and simultaneously allows you to pursue areas that interest you the most. Because of this, I have been able to discover multiple areas of history that I am passionate about, including ancient history and modern European history.

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

Dixon: I loved studying abroad with the SMU-in-Oxford program. I took an ancient Greek and Roman history course with Dr. Dowling, and part of our lectures took place in the British Museum. It was so rewarding to be able to see firsthand the artifacts we were studying, sketching, and writing about.

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

Dixon: When you're deciding what to major in, you shouldn't compromise your interests. You should pursue a degree in something that you're passionate about and will challenge you to be a better student.

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.



Kyle Carpenter
Ph.D. Candidate

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

Carpenter: I chose SMU because of the Clements Department of History's reputation and the university's wonderful resources. The history department faculty is phenomenal and knowing I could work with Dr. Neil Foley on my dissertation was a huge draw. Further, the university's resources, including the Clements Center for Southwest Studies which offers generous opportunities for research funding and brings in top scholars within the field, drove SMU to the top of my list.

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

Carpenter: The camaraderie among graduate students in the History Department has been incredibly valuable to me. From my first day on campus, students in their second, third, and even fourth year offered advice to help me get through a difficult first semester. I still see the same cohesion

among the newer cohorts. It is part of the culture in the department.

SMU: What is your dissertation topic? How and why did you choose your dissertation topic?

Carpenter: I study how European-born entrepreneurs attempted to globalize the Rio Grande borderlands in the nineteenth century. My dissertation topic grew from a very small question I had when writing my master's thesis about Northern Mexico. I noticed that as Mexico tried to settle its northern territories, hundreds of Europeans were moving there. However, I could not find anything that explained what happened to them after they arrived. Where did all of these people go? What did they do to survive? What impact did they have on the region? The more I investigated, the more I found entire networked communities of Europeans trying to integrate the borderlands into the Atlantic world.

SMU: What has been your most interesting finding about your topic?

Carpenter: I always find it interesting how clever most of the entrepreneurs I study were when it came to obfuscating the truth for their own ends. The most entertaining example relates to the weather. In private correspondence, nearly all the people I study complain about the heat and the drought. They were very real problems. But when they write about the Lower Rio Grande for public consumption they remark about how healthy the climate was and how water was readily available to all who wanted it. They were most often trying to encourage

investment and to get people to migrate to the region to boost the population and grow the market.



Camille Marie Davis
Ph.D. Candidate

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

Davis: My primary reason for pursuing a Ph.D. in history was to pursue my interest in the intellectual roots of America's founding. I have always possessed a fascination with understanding the ideas that shaped America's existence and how those ideas continue to evolve—and devolve—over time. I am also interested in the components of our intellectual history that appear immutable.

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

Davis: I chose SMU because I wanted to work with Professors Kate Carté and Ed Countryman. I knew that they were two of the best Early Americanists in the field, and I knew that they would allow me to pursue the idea of Americanism in its totality—the beauty, the horror, and the ambiguity.

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

Davis: I don't think I could pick just one answer to this question. So, here are two. The first is my own growth and maturation during my tenure here. My ability to conduct research, analyze data, articulate strong and clear arguments in both written and oral mediums, and synthesize large volumes of information has improved tremendously because of my training at SMU. The other most valuable part of my time here is the extraordinary relationships that I have been blessed to develop. This community provides support and accountability throughout the inevitable challenges that come with earning a Ph.D.

SMU: What is your dissertation topic? How and why did you choose it?

Davis: I conduct research on the ways in which political imaging—particularly portraiture—shaped ideas of American identity and legitimacy during the nation's founding. I chose my topic because it allows me to construct a marriage between my two favorite fields of history: intellectual history and visual history. One day I am analyzing a political treatise. The next day I am analyzing a painting. Then, I am pouring over hundreds of letters. All of those sources inform my work, and the great joy of my training at SMU is that I have been taught to properly assess all of these sources and make meaningful, scholarly conclusions about them that advance the field of American history and world history.

Voices of SMU Oral History Project

By Sriya Reddy, Class of 2021

Every Tuesday afternoon, a group of about a dozen crowds into Dallas Hall Room 70. The atmosphere in the room is boisterous as history majors and minors, graduate students, librarians, archivists, and faculty check off items on an extensive checklist, remind each other to upload consent forms, and throw out new ideas to implement. These individuals are all a part of the Voices of SMU team.

Voices of SMU is an oral history project that documents the experiences of alumni of color while allowing undergraduates opportunities to develop research and project management skills. I joined in my sophomore year, October 2018, because the project perfectly aligned with my interests. Through my work as a research assistant, supported by SMU's Undergraduate Research Program, I have been able to sharpen skills at the intersection of my majors in history, journalism, and communication.

History major Laurence Lundy is one of two new undergraduate assistants who joined this semester. He values the representation that the project brings to the history of SMU and Dallas at large. As a history major, he knows that the analysis of sources is part of historical thinking. The project facilitates access to new sources for insight into campus life.

"It essentially provides a more accessible window into the lives of past people," Lundy said. "SMU needs a program like this so the struggles and triumphs of those marginalized in society are not forgotten."

Laurence and I are two of the six undergraduates working on the project. However, the undergraduate research assistants are only part of the team. We work with the librarians and archivists at the Norwick Center for Digital Solutions and

SMU Archives at DeGolyer Library—giving us opportunities to learn more about digital history and archival practices. With the support of the Provost's Office, two graduate assistants—Jonathan Angulo and Camille Davis—serve as project managers. And of course, this endeavor occurs under the guidance of our incredible faculty advisor, Dr. Jill Kelly.

India Simmons has been working on the project since taking Dr. Kelly's Modern African history class her sophomore year. India wanted to get involved because her research interests revolve around communities of color. This past summer she took on the role of Senior Research Assistant. She motivates the team with her passion for Voices of SMU.

"With the participant, we ask questions that cover their whole life—essentially starting with childhood, onto high school, and specifically into their SMU college experience, which we are very interested in exploring and tracing," India said. "The whole thing is revolving around race relations at SMU from early as the 1950s, the period of integration, and as recent as 2019."

Voices of SMU is now in its third year. We have conducted over 130 interviews. The project started with African American alumni, some of whom were the first to integrate the university in the 1950s and 1960s. Anga Sanders, Class of 1970, who was part of the Black League of Afro-American and African College Students that organized against inequality on campus, shared, "I am very honored to be allowed to tell my story and the story of my peers. Fifty years ago, I would have never thought this would happen. Ever."

India then expanded the project to Latinx alumni when she joined. Delia De Leon Jasso, Class of 1976, was pleased to participate: "It is so awesome to finally have this hidden history of Latinos at SMU documented in a way that others can learn from our experiences. Being able to personally share those experiences with this project gives me hope that Latinos and Latinas feel they are part of an important story at SMU."

The project has since grown to include South Asian and East Asian alumni. We plan to continue to expand the inclusive nature of the project.

"It is adding other voices that have typically been marginalized and discriminated against and have not been a part of the history whatsoever," India said. "Beyond academia, the project has done a lot. I've seen a lot of people leave the interview





with a sense of closure and that is really important.”

Laurence agrees with this and said that SMU can learn from both the good and bad experiences for students of color.

“Simply put, Voices of SMU is important as a historical project and as a lever for social change here at SMU,” he said.

In addition to building a more inclusive history of SMU, the research assistants develop skills in project design and management, archival research, oral history interviewing, and digital archival processing. A typical workflow starts with India contacting and scheduling interviews with alumni that we find through various organizations, departments, and participant recommendations. Then another research assistant will conduct the interview in our new oral history studio at the Norwick Center. Each interview paints a holistic perspective of the participant. The video is then processed by the Norwick Center and made publicly available through the Digital Collections.

Both the undergraduate and graduate students have also honed their oral communication skills, presenting their

findings at the national Oral History Association and the Southwest Oral History Association (SOHA) annual conferences. Project manager and history graduate student Jonathan Angulo, who presented at SOHA in Las Vegas in March, shared: “I was excited to present at SOHA. It was the first time that I used oral histories to present a narrative of SMU in a scholarly setting. As a developing graduate student, I am thankful for the opportunity to attend this conference and talk to other scholars. This opportunity also informed others about SMU’s rich Latino and Latina history.”

These research skills and experiences help prepare undergraduate students as they apply to law and graduate schools and look for jobs after graduation, and aid graduate students when they go on the job market.

The Voices of SMU Oral History Project provides alumni of color a place to amplify their voices. It also offers the undergraduate and graduate assistants important opportunities to develop marketable skills in research, interviewing, and digital humanities while building a diverse archival record.



“Simply put, Voices of SMU is important as a historical project and as a lever for social change here at SMU.”

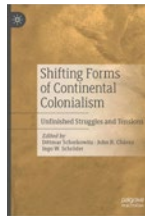
Opposite India Simmons, Sriya Reddy, Nia Kamau, Carson Dudick discuss an interview with Anga Sanders. **Above** Sadiya Patel interviews Kendall Roberts Miller. **Above right** First team meeting of Spring 2020.

History Works by Faculty and Alumni

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. The alumni of our Ph.D. program have also produced over a dozen books from a variety of academic publishers. Below is a list of books published by our faculty and alumni within the last six years. Be sure to check them out!

John Chavez

Editor with Dittmar Schorkowitz and Ingo Schröder. *Shifting Forms of Continental Colonialism: Unfinished Struggles and Tensions* (Palgrave Macmillan, 2019)



This book explores shifting forms of continental colonialism in Asia, Africa, Europe, and the Americas, from the early modern period to the present. It offers an interdisciplinary approach bringing together historians, anthropologists, and sociologists to contribute to a critical historical anthropology of colonialism. Though focused on the modern era, the volume illustrates that the colonial paradigm is a framework of theories and concepts that can be applied globally and deeply into the past. It deepens our understanding of under-researched areas of colonial studies and provides a cutting-edge contribution to the study of continental and internal colonialism for all those interested in the global impact of colonialism on continents.

Jeffrey A. Engel

Co-author with Peter Baker, Jon Meacham, and Timothy Naftali. *Impeachment: An American History* (Random House, 2018)



Four experts on the American presidency examine the three times impeachment has been invoked—against Andrew Johnson, Richard Nixon, and Bill Clinton—and its constitutional origins. The book reveals the complicated motives behind each impeachment—never entirely limited to the question of a president's guilt—and the risks to all sides. Each case depended on factors beyond the president's behavior: his relationship with Congress, the polarization of the moment, and the power and resilience of the office itself. This is a realist view of impeachment that looks to history for clues about its potential use in the future.

Macabe Keliher

The Board of Rites and the Making of Qing China (University of California Press, 2019)



This book presents a new approach in research on the formation of the Qing empire. Focusing on the symbolic practices that structured domination and legitimized authority, the book challenges traditional understandings and argues that ceremonial and ritual

acts not only defined power and authority, but also played a key role in the construction of the Qing state and the shaping of political order in seventeenth-century China.

Thomas Knock

To End All Wars: Woodrow Wilson and the Quest for a New World Order, New Edition (Princeton University Press, 2019)



This study examines Wilson's epic struggle to lead the U.S. into the League of Nations at the end of World War I. Knock reinterprets the origins of internationalism in American politics, sweeping away the view that isolationism was the cause of the president's failure and revealing the role of competing visions of internationalism—conservative and progressive. For this twenty-fifth anniversary edition, he reframes the story, bringing it into the twenty-first century and showing its relevance for American politics and foreign policy in our own day.

Faculty Books Published from 2013 to 2018

Kenneth Andrien

Editor. *The Human Tradition in Colonial Latin America* (Rowman & Littlefield Publishers, 2nd edition, 2013)

With Allan Kuethe. *The Spanish Atlantic World in the Eighteenth Century: War and the Bourbon Reforms, 1713-1796* (Cambridge University Press, 2014)

Sabri Ates

The Ottoman-Iranian Borderlands: Making a Boundary, 1843-1914 (Cambridge University Press, 2013)

Edward Countryman

Enjoy the Same Liberty: Black Americans and the Revolutionary Era (Rowman & Littlefield Publishers, Reprint, 2014)

Editor with Juliana Barr. *Contested Spaces of Early America* (University of Pennsylvania Press, 2014)

Jeffrey A. Engel

When the World Seemed New: George H. W. Bush and the End of the Cold War (Houghton Mifflin Harcourt, 2017)

Editor. *The Four Freedoms: Franklin D. Roosevelt and the Evolution of an American Idea* (Oxford University Press, 2015)

Neil Foley

Mexicans and the Making of America (Belknap Press of Harvard University Press, 2014)

Andrew Graybill

The Red and the White: A Family Saga of the American West (Liveright/W.W. Norton & Company, 2013)

Jo Guldi

With David Armitage. *The History Manifesto* (Cambridge University Press, 2014; revised edition, 2015)

Kenneth Hamilton

Booker T. Washington in American Memory (University of Illinois Press, 2017)

Erin Hochman

Imagining a Greater Germany: Republican Nationalism and the Idea of Anschluss (Cornell University Press, 2016)

Jill Kelly

To Swim with Crocodiles: Land, Violence, and Belonging in South Africa, 1800-1996 (Michigan State University Press, 2018)

Thomas Knock

The Rise of a Prairie Statesman: The Life and Times of George McGovern (Princeton University Press, 2016)

Alexis McCrossen

Marking Modern Times: Clocks, Watches and Other Timekeepers in American Life (University of Chicago Press, 2013)

Kathleen Wellman

Queens and Mistresses of Renaissance France (Yale University Press, 2013)

Alumni Books Published from 2014 to 2018

Matthew M. Babcock

Apache Adaptation to Hispanic Rule (Cambridge University Press, 2016)

Timothy P. Bowman

Blood Oranges: Colonialism and Agriculture in the South Texas Borderlands (Texas A&M University Press, 2016)

Jimmy L. Bryan Jr.

The American Elsewhere: Adventure and Manliness in the Age of Expansion (University Press of Kansas, 2017)

Alicia M. Dewey

Pesos and Dollars: Entrepreneurs in the Texas-Mexico Borderlands 1880-1940 (Texas A&M University Press, 2014)

George T. Diaz

Border Contraband: A History of Smuggling across the Rio Grande (University of Texas Press, 2015)

David Rex Galindo

To Sin No More: Franciscans and Conversion in the Hispanic World, 1683-1830 (Stanford University Press, 2018)

John R. Gram

Education at the Edge of Empire: Negotiating Pueblo Identity in New Mexico's Indian Boarding Schools (University of Washington Press, 2015)

José Gabriel Martínez-Serna

Viñedos e indios del desierto: Fundación, auge y secularización de una misión jesuita en la frontera noreste de la Nueva España (CONARTE, Consejo para la Cultura y las Artes, 2014)

Amy Meschke Porter

Their Lives, Their Wills: Women in the Borderlands, 1750-1846 (Texas Tech University Press, 2015)

Houston F. Mount, II

Oilfield Revolutionary: The Career of Everett Lee DeGolyer (Texas A&M University Press, 2014)

Paul T. Nelson

Wrecks of Human Ambition: A History of Utah's Canyon Country to 1936 (University of Utah Press, 2014)

Jeffrey M. Schulze

Are We Not Foreigners Here? Indigenous Nationalism in the U.S.-Mexico Borderlands (The University of North Carolina Press, 2018)

Celebrating the Past: Faculty Awards

Edward Countryman received a 2019 Gerald J. Ford Research Fellowship from SMU.

Melissa Dowling received a Coleman Family Faculty Research Award, generously established by departmental alum Walter Coleman ('01), which enabled her to spend the fall of 2019 as a Senior Visiting Member at the American School for Classical Studies in Athens. While there, she finished a book manuscript entitled "Isis and the Ancient Novel: Religion, philosophy, and myth in Heliodorus."

Jeffrey A. Engel received the 2019 biannual prize for outstanding work for *When the World Seems New: George H.W. Bush and the End of the Cold War* (Houghton Mifflin Harcourt, 2017) from the Transatlantic Studies Association. He was also awarded the 2019 HOPE Professor of the Year award from the students of Residential Life and a 2019 Gerald J. Ford Research Fellowship from SMU.

Brian Franklin won a Faculty Information Literacy Award from the SMU Library in Spring 2019 for his project "Engaging with Historical Texas Newspapers," which enabled students in his Texas history class to research and write about Texas newspapers published between 1850-1877.

Andrew Graybill was inducted into the Texas Institute of Letters in 2020.

Macabe Keliher received a Sam Taylor Fellowship to research the Manchu military in early modern Eurasia in the summer of 2020.

Jill Kelly spent the 2019 spring semester in South Africa on a Fulbright U.S. Scholar Grant to conduct archival and oral history research for her second book project, "The Burden is Heavy, We Need the Men': Gendered Knowledge in the 1959 Rebellions in South Africa."

Bianca Lopez received a 2019 Sam Taylor Fellowship, a 2020 Dean's Research Council Grant, and a 2020 Gladys Kriebel Delmas Foundation Fellowship to conduct archival research for a book project entitled "The Balkan Plague-Bearers of Late Medieval Italy: The Creation of a Minority Culture."

Ariel Ron is a 2019-2020 "Energy" fellow at Cornell University's Society for the Humanities, where he is working on a manuscript entitled "King Hay: Energy History and Developmental Nationalism in the Civil War Era." He has also received a fellowship from the Kluge Center at the Library of Congress for the 2020-2021 academic year to conduct research for "The Great Giveaway: The Land-Grant Era in American Capitalism."

SMU is a nationally ranked private research university. Faculty research in the Clements Department of History covers the Americas, Europe, Asia, and Africa, and explores topics related to politics, culture, society, gender, sexuality, and human rights. Critical support for our research endeavors come from external and internal fellowships and grants as well as the largesse of individual donors.

Over the years, many generous individuals (including alumni, parents, and friends) have stepped forward on an annual basis to support an area of the university that is meaningful to them. For instance, some alumni may have had professors whose research and teaching created that "aha!" moment which defined the next chapter of their academic lives. Thus, they give in memory of that experience. Other alumni desire immediate impact. They make gifts each year to provide direct support because of the benefits bestowed upon them during their time at SMU.

In the "faculty awards" section, you read about the Coleman Family Faculty Research Award, which provided funds for Professor Melissa Dowling's research on the history of religion and myth in the ancient world. This award is the result of an annual gift offered by Walt Coleman ('01), who chose to support history research because of his own experience at SMU. Coleman recently spent time on the SMU campus and as a result of that interaction, he decided to reach out to the History Department and offer his assistance.

"As a part of the Dedman College Dean's Research Council, I heard several history faculty present on their research," said Coleman. "I was impressed with the wide range of subject matter and depth of their research and wanted to help some additional faculty over the summer with unmet research needs."

INTRODUCING NEW FACULTY




Macabe Keliher

Macabe Keliher is a historian of early modern and modern China. His recent book, *The Board of Rites and the Making of Qing China*, examines the use of ritual in the construction of a system of political domination in the formation of the Qing empire in seventeenth-century China. He has written widely on historical and contemporary China, and is currently at work on a history of the Chinese market economy from 1500 to present. He received his PhD from Harvard University in 2015 and is the recipient of numerous fellowships and grants, including the Fulbright Foundation, American Council of Learned Societies, and National Endowment for the Humanities. His research has been published in the *American Historical Review*, *Late Imperial China*, and *Journal of Asian Studies*, among other journals.





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Internships Work! History major Melissa Calderon interned at the Archive of the Women of the Southwest. 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 8.*

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 Ryan Garrett at rmgarrrett@smu.edu or 214-768-2608. 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.