

History WORKS



In This Issue

4 Learning about History with
21st-Century Methods

6 History Internships Work!

8 Travelling through Time

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

History is not only intellectually stimulating but also eminently useful. On the most basic level, it allows us to recover and interpret the past, whether the period under consideration is Periclean Athens, Ming China, Revolutionary America, or modern South Africa. And yet our field holds the promise of more than that, too, since a familiarity with distant or even recent peoples and events can help us make better sense of our own times. To choose a single – but especially salient – example, look no further than the U.S.-Mexico border, the subject of an intense and ongoing debate over immigration and citizenship. Any discussion of these issues should be informed by an understanding that until the mid-nineteenth century, the American Southwest was actually the Mexican North, a fact that explains the enduring social, political, and economic ties that often frustrate the designs of officials in Washington, D.C.

But history also works in other – and more practical – ways for our students and graduates. In our classes here at SMU, undergraduates cultivate a set of skills that are of enormous consequence for their personal and professional development. The most important of these proficiencies we typically call “critical thinking,” by which we mean the ability to gather evidence, subject it to rigorous analysis, and draw defensible conclusions, all the while making sense of competing – at times even contradictory – claims. This has perhaps never been more important than in the present moment, given the sheer availability of information (some of it reliable, much of it not) in our hyper-connected yet increasingly tribal age. Moreover, students in SMU history courses learn how to express themselves in clear and persuasive prose, essential in almost every contemporary profession, whether law, politics, medicine, education, business ... the list is practically infinite. Put more bluntly, we cultivate talents that employers want, and recent studies indicate that compensation for history majors over the course of their careers rivals that of many programs of study currently in vogue primarily because of their supposed promise of immediate post-graduation employment and remuneration.

Our goal in relaunching the William P. Clements Department of History annual newsletter is to share with you – our alumni, students, and friends – some of the many ways we are putting history to work here at SMU: in our undergraduate and graduate programs; our two first-rate research centers; and through individual faculty accomplishments. But we hope also to engage each of you in the life of our department, whether by attending a lecture, reading our work,



assisting a student, or underwriting our efforts. In closing, let me offer my thanks to associate professor Erin Hochman and her Outreach Committee, who have worked so hard to bring this newsletter (back) to life. We hope you enjoy hearing more about what we do in Dallas Hall and beyond.

Andrew R. Graybill

*Professor and History Department Chair
Co-Director, Clements Center for Southwest Studies*

“A familiarity with distant or even recent peoples and events can help us make better sense of our own times.”

Cover photo: Chaudhry Hameed interning at the Dallas Historical Society. See pages 6 and 10.

Mastering the Past: Student Accomplishments

Congratulations to those students who earned their doctoral degrees in 2018! **Zachary Adams** completed a dissertation titled “True Americanism: Mexican-American and Irish-American Nationalism Through the Twentieth Century,” and **Anne Allbright** defended a dissertation titled “Oscar Brousse Jacobson: The Life and Art of a Cosmopolitan Cultural Broker.”

Three students in the M.A. program also earned their degrees in 2018: **Jonathan Angulo**, **Sean Ryan**, and **Andrea Stewart**. Congratulations to them as well!

Roberto Andrade, a Ph.D. candidate, received the Joe Staley-Clements Center Research Travel Grant to conduct archival investigation for his dissertation, which explores the links between boxing and both Mexican and American identities.

Doctoral candidate **Kyle Carpenter** was awarded the Niemi Center for Economic Growth and Leadership Development Fellowship and a Clements Center travel grant to conduct research for his dissertation on European immigrants to the Rio Grande in the nineteenth century.

Ph.D. candidate **Joshua Tracy** received a Clements Center interdisciplinary grant in 2018 to visit archives in Mexico and Texas for his dissertation on the environmental history of the Rio Grande.

Pat Troester, a Ph.D. candidate, received the Doctoral Fellowship in Southwestern History at Fort Lewis College’s Center of Southwest Studies in Durango, Colorado for the 2018-19 academic year as well as an interdisciplinary research grant from the Clements Center to conduct archival work in Texas and Mexico for his dissertation about political violence in the U.S.-Mexico borderlands in the nineteenth century.

Ph.D. candidate **Joel Zapata** had an article accepted to *Great Plains Quarterly* on Chicana/o activism. He also received

a number of awards to support his dissertation research, including the Richard E. Greenleaf Visiting Fellowship from the University of New Mexico, a Masterson Fellowship from the University of Oklahoma, a Dissertation Fellowship from SMU, and a Mellon Fellowship in Technology-Enhanced Learning from Carnegie Mellon University.

In 2017-18, major **Justin Yao** was a Hamilton Undergraduate Research Scholar, an award that allows Dedman College’s most promising students to collaborate with faculty to carry out primary research. Justin consulted back issues of American and British newspapers for Professor Sabri Ates’s project on the Kurdish independence movement and is helping to create an accompanying website for the book that will include an extensive array of historical images and documents.

Major **Kayla Graves** was awarded a Mayer Undergraduate Fellowship from the Dedman College Interdisciplinary Institute and in 2017 completed a historical and sociological research project titled “A Comparative Study of Declining Steel Towns in the United States and Germany.”

A number of our majors also received fellowships from the Engaged Learning Program. **Brianna Hogg** was awarded an Engaged Learning Fellowship in 2017 for “Women of the Arts in the Anti-Apartheid Struggle.” In the summer of 2017, **Claiborne Lord** and **Brianna Hogg** held Summer Research Assistantships to work on “Oral History of the Anti-Apartheid Movement in North Texas.” And this past summer, **Carson Dudick** held a Summer Research Assistantship to contribute to the “Voices of SMU Oral History Project,” a multi-year initiative that records the experiences of black, Latinx, and other student communities at SMU.

Student Awards

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 recently won awards or were inducted into Phi Alpha Theta, the national honor society for history.

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

Mara Pitcher (2018)
Anthony A.J. Jeffries (2017)
Courtney Tibbetts (2017)

Stanton Sharp Award for Outstanding Service and Academic Achievement

Karen Folz (2018)
Adam Sanchez (2018)
Hope Anderson (2017)

Henry Jacobus Junior Paper Prize in History

Adam Sanchez, “Weimar German Catholicism: The Struggle for Relevance” (2018)
Mara Pitcher, “Fever Medicine and the Medical Lobby: The Role of Typhus in the Great Famine” (2017)

Phi Alpha Theta Inductees in 2017 and 2018

Michael Buttarazzi, Jr.
Lindsey Carrier
Phillip Cheves
William Church
Chloe Elizabeth Clark-Soles
Nicole Cohen
Thomas Nesbitt Eddins, IV
Marne Erasmus
Karen Folz
Natalie Gullo
David Whitehead Hobbs, Jr.
Kathryn Loper
Rachel Mason
Scott Moore
Mara Pitcher
Connor Price
Julian Reyna
Elizabeth Ridgway
Adam Sanchez
Cole Schenewerk
Michael Trelford
John Wiener
Margaret Wilbanks

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 an individual undergraduate or graduate student with his/her history research, you can designate your gift to the Clements Center Gift Fund, account number 20-413003.

Learning about History with 21st-Century Methods

By Professor Jo Guldi

SMU is the home of leading initiatives in Videogame Design, Cybersecurity, Cloud Computing, and Creative Computation (where painters and composers learn to program). Increasingly, new digital methods also belong to disciplines in the traditional humanities and liberal arts. Students of history are translating documents from the past into digital formats. They are becoming adept manipulators of spreadsheets, maps, and statistics, adding a variety of interpretive tools to their already sharp skills of synthesizing and analyzing primary-source documents.

The Clements Department of History at SMU has been a pioneer in bringing the digital humanities to campus. Students began studying digital tools in Professor Kate Carté Engel's honors seminar on the founding documents of the United States in 2014. Students read eighteenth-century travel journals to create digital representations of the past, coding

maps based on travelers' journeys. They then transcribed documents, analyzed them, and put together a bibliography linked to the Texas social studies curriculum (TEKS) so that public school teachers can directly apply this to teaching religion and the American Revolution. Their website, "Religion and the Founding of the United States," still gets a significant number of hits (URL: <http://people.smu.edu/religionandfoundingusa>).

The history department has made strides towards growing a uniquely diverse program in the digital humanities through building a community of faculty who are constantly pushing each other to the cutting edge of methodology. For instance, I offered a text mining course in 2017, and invited other faculty to attend the class (including three history professors), as well as librarians, other SMU staff, and graduate students.

Some of those professors began to integrate text mining into their classrooms. Among their ranks was Bianca Lopez, our newly-hired assistant professor of medieval history and already a student of statistical analysis. Within a few months of the text mining class, Lopez had asked her graduate students to code the history of crime and plague in medieval England.

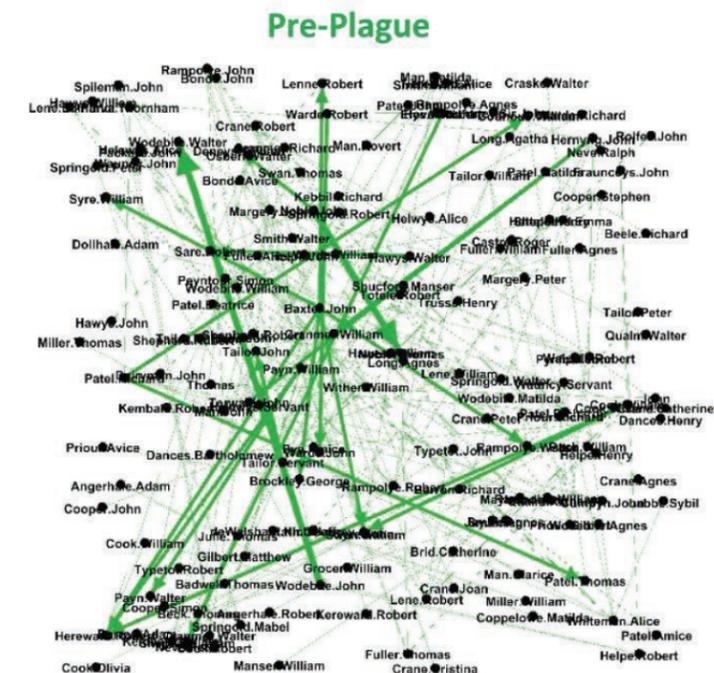
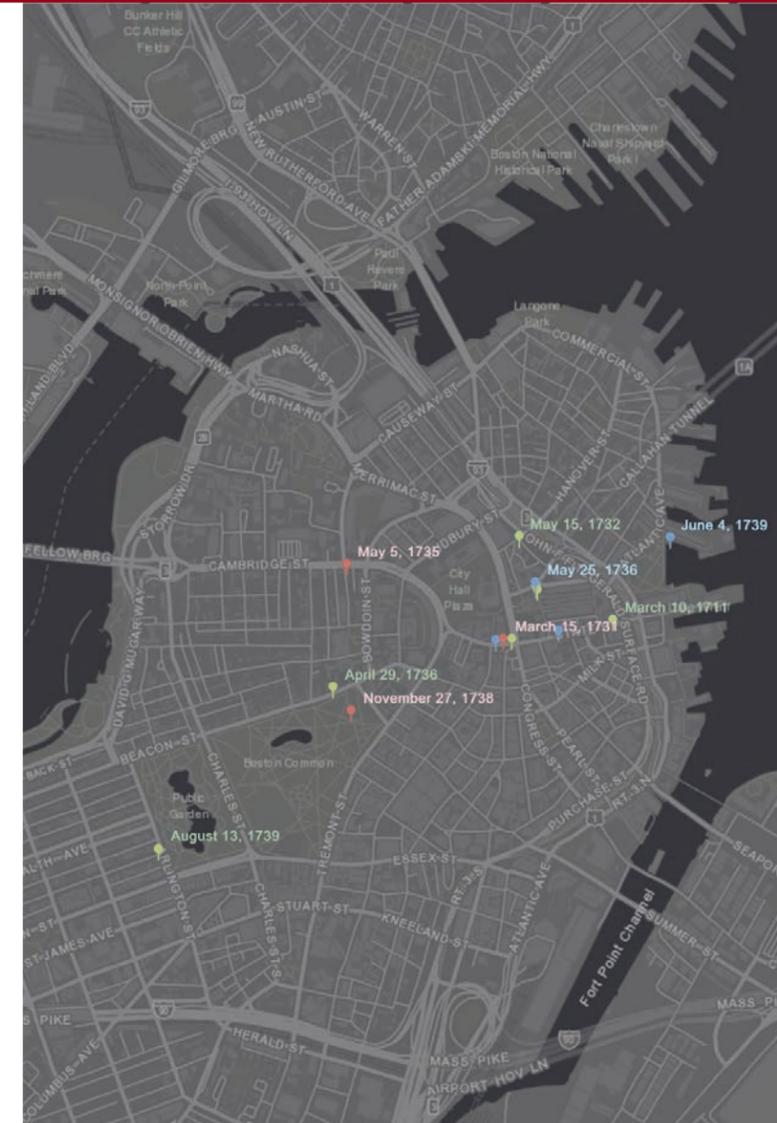
Students who take these classes have an opportunity to contemplate how relevant the study of history can be in an information economy, and faculty are energized by witnessing these connections. Lopez explains, "Going in, I wanted to introduce students to many of the exciting possibilities digital history has to offer. The field is going in all of these interesting directions, and I wanted students to feel free and confident enough to explore and experiment, and inevitably discover one or two favorite methods, tools, or topics that they could then use in their own work." Likewise, Engel notes that she "is thrilled at the way that digital history has expanded and germinated in lots of different quarters. I think that that's what's really exciting: it's not the province of any one department, but our students can take advantage of it in many different departments."

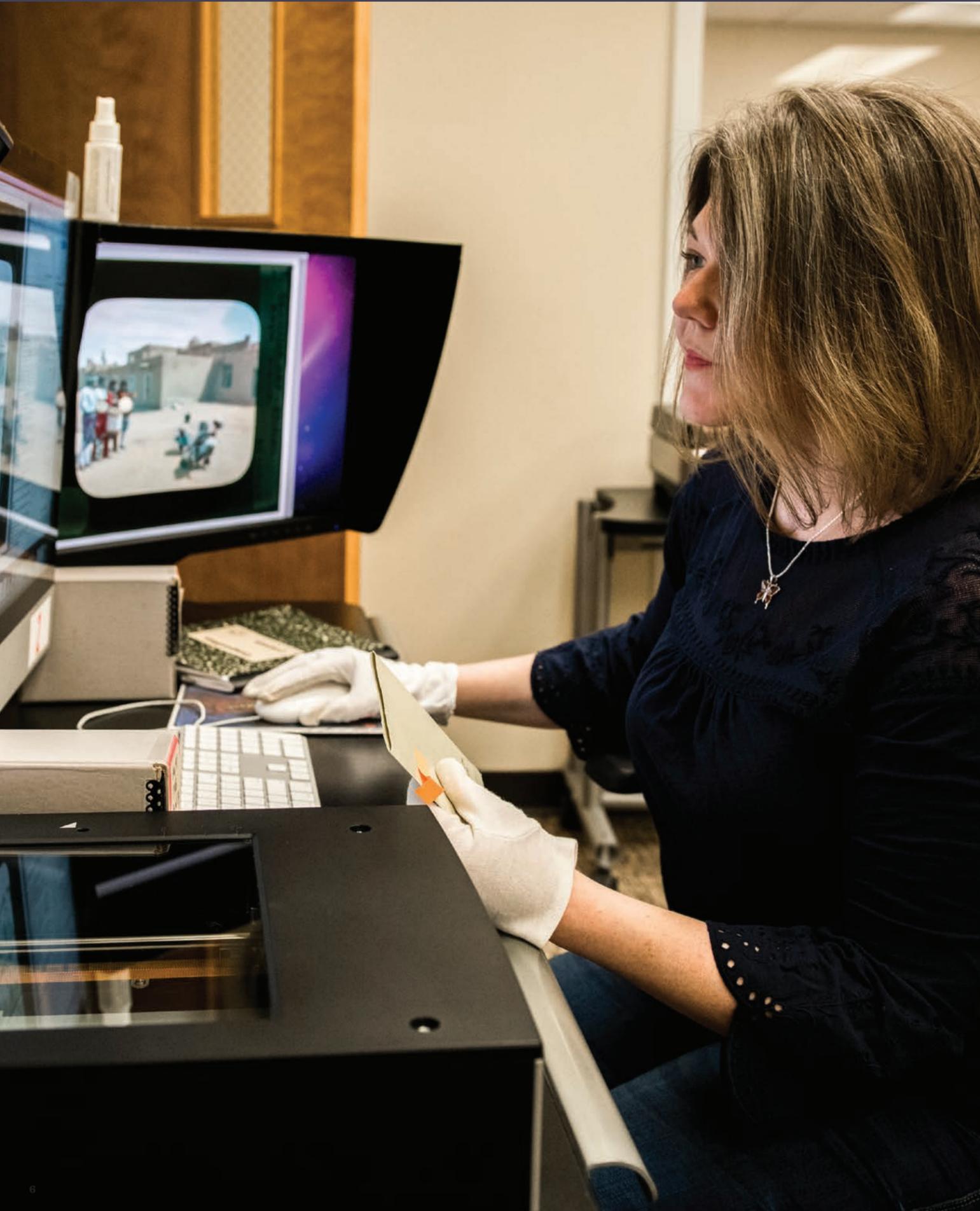
Indeed, students from a range of majors have found such courses beneficial for their studies as well as their future careers. Rachel Thimmig, an anthropology major with minors in history and sociology, found learning GIS (geographic information system mapping technology) in Professor Engel's course on mapping early

"Students who take their classes have an opportunity to contemplate how relevant the study of history can be in an information economy, and faculty are energized by witnessing these connections."

American markets "valuable" because "it is a great skill that can help archaeologists and historians better understand events with a broader geographic context." Additionally, these courses help prepare students for diverse careers. As Grace Powers, a finance major, remarked, learning GIS provided critical skills for her summer internship with a real estate investment banking firm. She had to make "a color-coded map to analyze the ownership type (private owner, municipal, retail) of thousands of properties across three counties in North Texas. The county appraisal maps are all in GIS format, so my class experience with GIS mapping, and even of this exact type of ownership mapping, was immeasurably helpful. I would have had no idea how to do this project without my digital history class!" Through work in many quarters, the Clements Department of History is leading the university in training students and faculty alike on the frontiers of knowledge.

Opposite Students mapping shopping districts in eighteenth-century Philadelphia. **Top right** Rachel Thimmig's plotting of Calico markets in eighteenth-century Boston. **Bottom right** Geetsikha Pathak's illustration of social networks before the Plague.





History Internships Work!

By Professor Jill Kelly

Internships offer history majors tremendous opportunities to develop new skills, gain on-the-ground work experience, and establish relationships with community and campus organizations and employers. In 2018, we had fifteen students intern across campus and the city—in libraries, museums, and non-profits such as the World Affairs Council of Dallas/Fort Worth, the George W. Bush Library & Museum, and the Commit Partnership, a coalition working on equitable education in the DFW Metroplex.

These experiences provide students with the opportunity to cultivate skills beyond the classroom. For instance, in her internship at the Old Red Museum of Dallas County History and Culture, Julia Davis learned how to create and implement school group programs for class visits to the museum and also participated in marketing campaigns. Mara Pitcher, who interned with the Norwick Center for Digital Solutions, built skills in cataloging digital archival collections and generating metadata for these materials.

Students can market these new skills in their pursuit of employment after graduation and draw upon the relationships they build with supervisors for recommendations. Two of our majors, interns with Bridwell Library Rare Books and Manuscripts Collection and SMU Archives, turned their internships into part-time jobs during their studies. Alumnus Stephen Fagin (class of 2001) interned at the Sixth Floor Museum and has been there ever since! Fagin shares, “I began there as an intern in 2000, and some four or five job titles – and 18 years – later I am Curator. It was a unique journey from Dallas Hall to the sixth floor of the former Texas School Book Depository building.” He is ready to host SMU history majors in internships, too.

Internships offer the ability to explore the diverse careers that can be pursued with a history major. Many students see history as a pathway into careers in teaching and law—both excellent choices. But the research, communication, and writing skills that majors develop in the classroom prepare students for a wide array of professions. History students use their communication skills in social media campaigns and their research abilities to help produce podcasts and museum exhibits. They use critical thinking as they help non-profits thrive.

And for students who love history and want hands-on experience with historical documents beyond the classroom, internships are just plain fun. Chaudhry Hameed, who interned with the Dallas Historical Society this past summer, enjoyed the refuge provided by the “cold, carefully monitored temperature and humidity” of the DHS archive. He explained: “Open a random file cabinet drawer and you are bound to be transported into the distant past, from letters signed by Sam Houston to century-old city maps.”

Internships in history can be completed for the experience

or for course credit. For the latter, the three-credit course requires 120 hours of work with the host and outside of these hours students work with professors on related projects. Garrett Sciortino, who interned at the SMU Archives of DeGolyer Library, undertook an oral history interview with SMU alumnus, history major, and former *Daily Campus* editor Michael Hazel as part of the “Voices of SMU Oral History Project.” Elizabeth Ridgway, intern with the Dallas Theater Center, produced a study guide to accompany *The Great Society*—the theater performance about Lyndon B. Johnson’s presidency.

Our students are doing great work in and out of the classroom. If you are a student interested in pursuing an internship or an alumnus who would like to work with an intern, please contact Professor Jill Kelly (jillk@smu.edu).



Opposite Mara Pitcher digitizing records at SMU’s Norwick Center for Digital Solutions. **Above** Julia Davis interning at the Old Red Museum. **Left** Tolu Olawale interning at the World Affairs Council.

Travelling through Time

By Professor Melissa Barden Dowling

Stand where Julius Caesar fell. Dance in Marie Antoinette's delicate footsteps. Pontificate in Parliament in Churchill's place.

We did. Next summer, you can too.

Students explored the world with SMU Study Abroad programs this year. SMU-Rome-Paris and SMU-in-Oxford, two programs directed and taught by history department faculty, studied on site, in museums, and at palaces and archaeological excavations.

With Professor Kathleen Wellman, I led sixteen hardy students across history from the foundations of Rome to the French Revolution. Our first day began in the Roman Forum, our second was spent in the Colosseum. With stops for cappuccino and gelato, we marched through the development of the Roman Empire. We explored the ancient port city of Ostia, climbing around Roman apartment buildings from the third century. We stood on ancient mosaics at Tivoli, Hadrian's opulent villa. We discussed the fall of Rome while touring early Christian catacombs and Saint Peter's Basilica. We saw the ancient antecedents of our architecture at SMU, and we read the texts that so inspired the founders of our own country.

In Paris, our group crisscrossed the city by century, starting with the Roman remains under Notre Dame. At the Basilica of Saint-Denis we contemplated the remains of French kings

and queens. We studied the Renaissance in the Louvre and in Versailles. We tasted French pastry, compared coffee and ice cream to Roman versions, mastered the Paris Metro, and sailed down the Seine until we reached the Eiffel Tower ablaze with sparkling light. We had coffee in the same café frequented by the likes of Voltaire, Benjamin Franklin, and Thomas Jefferson. We walked the same cobble-stone streets, read the same texts, and appreciated the same art. On our last day, standing in the Pantheon, dedicated to France's greatest intellectual and artistic heroes and designed during the Enlightenment to resemble Hadrian's Pantheon in Rome, we reflected on the three thousand years of history we had covered in just over three weeks. Peter Wetherbee, a participant on the program majoring in human rights and finance with minors in history and non-profit studies, valued the program precisely because of "the physicality of it all, being encapsulated in the physical presence of the buildings and history we were studying."

During the SMU-in-Oxford program, forty-five SMU students took classes with Professors Dan Orlovsky and Jeffrey Engel (Diplomacy in Europe from Napoleon to the European

Union) and with me (Class and Gender in the Ancient World). They also had history courses with outstanding Oxford faculty (Roman Britain with the esteemed Classicist Roland Smith; Georgian and Victorian England with a leading scholar of English history, Leslie Mitchell), as well as courses in theater and political science. Our field trips led us to Stonehenge (no pagan sacrifices that day, alas), Bath (the water tastes terrible but Jane Austen drank it), the palace of Blenheim (where Winston Churchill was born), and Windsor Palace (where the queen resides most weekends and where Prince Harry married Meghan Markle). We took trips to London to see the Crown Jewels in the Tower of London, the Rosetta Stone in the British Museum, and to climb the stairs to the top of the dome of St. Paul's Basilica. We saw Macbeth kill Duncan at Stratford-upon-Avon. And we sailed down the Thames at sunset.

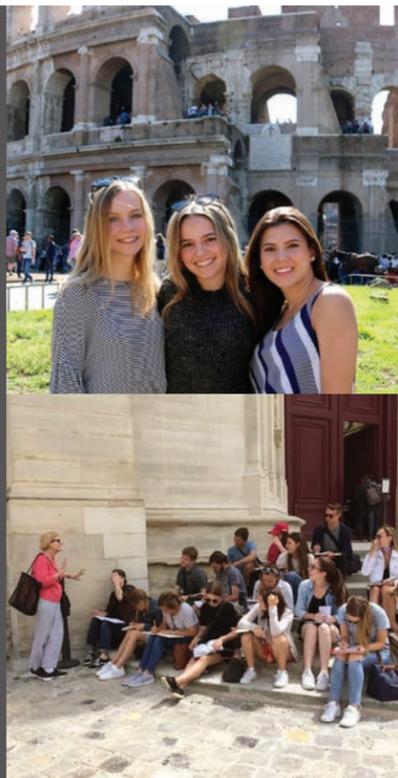
We live in University College, the oldest of Oxford's colleges, dating back to 1249. Fortunately, the plumbing is up to



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 \$5,000 to history majors who participate in programs taught by our faculty, including courses offered in Rome, Paris, Oxford, and India. For application information, students should contact the SMU Abroad Office.

"I was lucky enough to participate in the SMU-Rome-Paris program last year due to the generosity of donors," said Chloe Clark-Soles ('19). "Being in Paris and Rome and having the opportunity to learn with Dr. Dowling and Dr. Wellman was invaluable." If you would like to support history students like Chloe, please make a gift to the Stanton Sharp Trust Endowment Fund for History, account number 20-413170.



eighteenth-century standards. After class, students went punting on the river or had a coffee at the Eagle and Child (where Tolkien and C.S. Lewis shared manuscripts). They also enjoyed World Cup games, dancing at the Purple Turtle, and weekend expeditions to Edinburgh, Amsterdam, Paris, and Dublin. The program offers rich opportunities for students and faculty to travel and explore together, to broaden our understanding of the world's diversity, to celebrate the glorious achievements of human imagination and artistry, and to see our home places a little differently upon return to the United States. According to Elise Huff, a sophomore majoring in International Studies, "I was challenged academically and pushed to consider things from a new perspective, such as Brexit, an extremely relevant topic during my time while studying abroad. Studying at Oxford also reminded me of the importance in studying overseas in order to gain a wider view from varied perspectives.

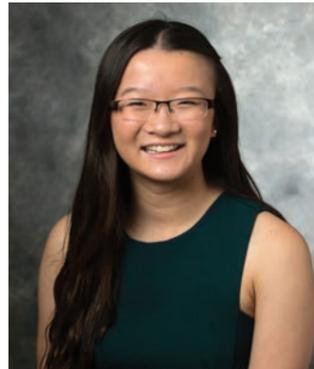
This program not only brought the best out of me academically, but I also made friends, many of whom share similar aspirations to me, such as pursuing a job in Europe or a form of international-related law or business. It was a once-in-a-lifetime experience with many memories that I will treasure forever."

The Oxford program is over forty years old. We have children and grandchildren of alumni who now take the trip. Former students stop by while visiting or studying in Oxford. Many readers of the newsletter have anecdotes and photographs from earlier years; please share them with us!

Opposite top Siobhan Judge, Harley Sutton, and Eli Diaz visit the Colosseum. **Opposite bottom** Prof. Wellman leads students through Paris. **Above** SMU-in-Oxford students study Roman ruins in London.

Major Opportunities

Through a consideration of the past, the history major helps students understand the present and hopefully 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, peoples, tribes, economies, science, religion, and sexuality, all the way down to our families, our languages, and our senses and self-awareness. Students also learn to think creatively and critically, to conduct research, to analyze complex material, to make persuasive arguments, and to communicate ideas effectively. Two of our current undergraduate students reflect on their experiences in the major thus far.



Amanda Oh '20

Double Major in History and Political Science

SMU: Why did you decide to major in history?

Oh: I decided to major in history because there is beauty and wonder in piecing together our past, determining themes, and connecting events to one another to analyze how our present day came to be. In order to understand modern-day conflicts—whether they be ethnic, economic, political, or rooted in something else—we must have a strong understanding of the factors that led up to them.

From a more technical perspective, I decided to major in history because it exercises critical analysis, command of writing, and the ability to piece together lots of information to draw meaningful conclusions. These skills are important in any line of work.

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

Oh: My favorite part of the history major has been writing my junior seminar-turned distinction thesis

under the guidance of Professor Wellman. I loved learning about how to put primary sources and secondary research together to create an original product that contributed to the body of historical knowledge. I wrote my seminar paper in Dallas, then I got fully funded by the Richter Foundation and Engaged Learning to travel to England for archival research that I am using to complete my full distinction paper. I was fortunate to travel to the British Library, Lambeth Palace Library, and Bodleian Library. Sitting in these libraries, with access to the same documents as the professional historians sitting right next to me, was incredibly exciting and an opportunity I don't believe I would have had anywhere except SMU. The support of Professor Wellman, who guided my writing and ideas every step of the way, and Professor Winnie, who listened to my research proposal and helped me improve upon it, and Professor Doyle, who funded my work through Richter, has been indispensable in the creation of my distinction thesis.

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

Oh: There is never a time like college to explore what you're interested in. Take this time to choose something you won't regret, because learning about something you love is drastically different from learning about something out of obligation. Choosing to major in history was a difficult decision since it wasn't my parents' first choice of study for

me, but I discovered that studying something I love has lent itself greatly to building connections with my professors and providing me with opportunities I would have never dreamt about in other fields.



Chaudhry Nosher Hameed '21

History Major

SMU: Why did you decide to major in history?

Hameed: I decided to major in history because it is something I have been passionate about since I was a child. I am happy to have been able to apply my excitement, interest, and passion for learning history at SMU in the present all the while gaining the necessary skill sets required by my future goal of attending law school.

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

Hameed: The history department offers many amazing internships in which you can learn so many valuable skills. This past summer, I interned at the Dallas Historical Society and got

to work in the archives as well as help conduct research for the Society's 2018 State Fair of Texas exhibition on Texan inventors. Moreover, besides learning history, I picked up mass amounts of practical knowledge in research and archival work. To top it off, I gained three credit hours and got an A.

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

Hameed: Getting to learn further in depth about the places I've visited! For example, I had an amazing experience when I took an ancient Greek history course during my first semester because I had previously been to Greece in high school; I was able to really hone in and connect what I remembered seeing (temples, statues, art, culture, etc.) to the history I was learning, which made my overall coursework very enjoyable and relatable.

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

Hameed: My most meaningful "moment" was taking Civilizations of India over the summer. What I loved is that I got to experience some of my own history, culture, and civilization as my family is from Lahore, Pakistan in the Punjab. It was very eye-opening and mind-expanding to take a history course that related to me and my ancestors personally.

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 and the American West, U.S. political history, the history of race and ethnicity, and early American history. Moreover, the department boasts topical and methodological expertise in global/comparative history, cultural history, digital humanities, and the history of gender. 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 a wonderful home to explore their interests in the professional study of American history.



Joel Zapata '19

Ph.D. Candidate

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

Zapata: I love studying history and learning and wanted to have a career where I can do both.

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

Zapata: SMU has a strong support system for graduate students through its various academic centers, the Office of Research and Graduate Studies, along with its libraries and archives. The history program is also small enough for graduate students to receive individual attention and mentorship from professors.

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

Zapata: This summer I had the opportunity to teach a history class with open-minded and dedicated students who valued learning history during each class period. I did not

enter the Ph.D. program thinking about how rewarding teaching could be, but my summer class quickly changed that.

SMU: What is the topic of your research?

Zapata: My dissertation project, titled "The Mexican Southern Plains: The Making of an Ethnic Mexican Homeland," centers upon the ethnic Mexican history of the southern Great Plains from the second half of the eighteenth century to the present day. Overall, my work counters the trope of depicting ethnic Mexicans as recent immigrants and adds to the ongoing scholarly project of enlarging Chicana/o history and the interdisciplinary field of Chicana/o Studies beyond the core of the Southwest.

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

Zapata: I chose my topic by diving into small, un-computerized, rural archives in the plains where I found a story yet to be written.

Roberto José Andrade '20

Ph.D. Candidate

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

Andrade: The choice to attend SMU was easy. Dr. Neil Foley and Dr. John Chávez—both on my dissertation committee with the former as the chair—made my attending SMU, once accepted, an easy decision. Also, I

really liked that the Ph.D. program was relatively small. I've heard that other programs admit fifty, even more, Ph.D. students per school year. The first three semesters were especially difficult and had I been in a larger program, I may not have received the individual attention that I needed.

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

Andrade: My biggest accomplishment has been publishing an op-ed in the *Washington Post* that looked at Trump's sudden concern over the MS-13 gang and comparing it to the hysteria the *pachucos* inspired in the 1940s. A lot of that research came from a historiographic essay I wrote for Dr. Thomas Knock. So essentially, the Ph.D. program gave me the tools that I needed to relate historical research to current-day concerns.

SMU: What has been your favorite moment as a Ph.D. student at SMU and why?

Andrade: My favorite moment was during the first semester when every couple of weeks Dr. Sherry Smith had fellows from the Clements Center for Southwest Studies speak to the class. They discussed their research, their writing process, and even insecurities that come from being a historian. Those talks helped show a side of academia that I was completely unaware of and in certain ways, made the people who wrote the books –

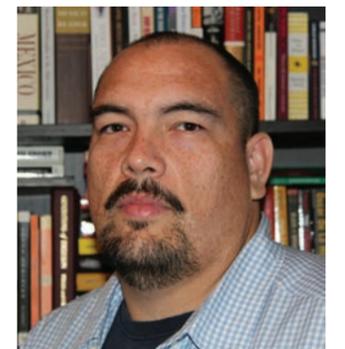
who're often faceless and just a name – much more real.

SMU: What is your research about?

Andrade: I research how boxing influences identity. And since I'm specifically focused on Mexican and Mexican American identity, machismo seems to be a running theme in how boxing is used not just by boxers but also fans, promoters, advertisers, etc.

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

Andrade: Seemingly everything in sports and athletics, let alone boxing, is intertwined with politics. There are class and race components to something as simple as the difference between working out in a CrossFit or boxing gym. The sports that we watch and play say so much more about who we are than one would expect.



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 life beyond graduation.



Top Gregory Thompson '85 Bottom Marion Hodges Biglan '93

Gregory Thompson '85

SMU: What career have you pursued since you graduated from SMU?

Thompson: I have been a physician and anesthesiologist for the past twenty-eight years. I am currently the president of LifeLinc Anesthesia Corp. which is an anesthesia practice management company. Prior to my association with LifeLinc, I had been in private practice and held many hospital administrative and leadership positions over the years including president and chief of staff of a large multi-center hospital system.

SMU: Do you feel your history major has helped you succeed in your career, and if so, how exactly?

Thompson: I have always felt that my degree in history has been a great asset in life. A liberal arts education teaches a person to think critically, which is a vitally important life skill. More importantly the study of history teaches about the human experience. No matter what business you may go into, it ultimately is all human experience and interaction. A study of history has helped me to be able to learn from the past and place both current and future decisions in context. The years of study required for a degree in history also taught me the skill of organizing my thoughts and expressing them clearly in both verbal and written forms. I actually think this has been an asset for me in the medical world where the majority of my colleagues have scientific backgrounds. It is unfortunate how many people struggle to write and speak clearly or with proper grammar. In my mind, the purpose of a college

education is to teach a person to think critically and expose them to new ideas. Once you develop this skill through education, you can do most anything you set your mind to. I do think a degree in history offers this core value. I worry that the vocationally focused education of today pigeon-holes students into narrow career choices too early before they have been exposed to much of the real world. If you get a degree in logistics then decide later that isn't for you, what then? I am not sure what the answer ultimately is; however, I would rather hire a person who can think than someone who has been trained.

Marion Hodges Biglan '93

SMU: What career have you pursued since you graduated from SMU?

Biglan: I am the founder and principal of MHBIGLAN Consulting, LLC, which I started in 2015. In my work as a consultant and executive coach, I work with non-profit administrators to help them grow their impact as leaders, and to help ensure that their organizations' approaches to people, diversity, and culture foster success in achieving their missions. Before starting my own practice, I was an education non-profit leader for twenty years and a teacher after graduation from SMU.

SMU: Do you feel your history major has helped you succeed in your career, and if so, how exactly?

Biglan: 100% and without a doubt! I remember the first day of my first history class at SMU, the professor said: "Forget everything you have

ever learned about history. Everything you learned was wrong. You will now learn the rest of the story." This was so true, and I'm still learning! From day one in the history department I learned the skill of inquiry. There is always more to the story and another point of view. There are facts, but history is the interpretation of facts and the narratives we construct around those facts. My classes taught me to be curious about what, who and why, and to understand what was underneath the surface. In short, my history classes taught me to think. The content in which I immersed myself helped me begin to understand why our country was so racially and economically divided. The more I learned the more I wanted to know, and the more I wanted to be part of the solution. What I learned gave me the context I needed to be passionate about pursuing a career of social justice. My history classes were the stepping stone for my joining Teach for America after graduation, first as a teacher and then as a leader in the organization. My experience in the SMU history department provided a critical foundation of inquiry skills as well as the historical context for understanding inequality that have both been instrumental in my career as a non-profit leader and now consultant.

Celebrating the Past: Faculty Awards

Sabri Ates was awarded a National Endowment for the Humanities Fellowship for the 2017-18 academic year to work on his book project about the quest for a Kurdish state between 1880-1925, when the creation of such a state emerged as a distinct possibility but then quickly unraveled.

Rachel Ball-Phillips won a Manodharma Faculty Travel Grant to set up internships for students in India. She was also awarded a Leadership ISD Civic Engagement Fellowship to host Community Conversations events at Dedman College.

Kate Carté Engel received a Sons of the American Revolution Visiting Professorship from King's College London to advance research on a book manuscript that explores Protestantism during the American Revolution.

Erin Hochman's book, *Imagining a Greater Germany: Republican Nationalism and the Idea of Anschluss*, won the Hans Rosenberg Prize from the Central European History Society for best book published

in the field in 2016 and the 2017 Radomír Luža Prize from the American Friends of the Documentation Center of Austrian Resistance and Center Austria at the University of New Orleans for outstanding publication on Central European Studies in the era of World War II.

Jill Kelly was awarded a Fulbright U.S. Scholar Grant and a Dedman College Dean's Research Council Grant in 2018-19 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," which examines gender and ethnicity during anti-apartheid resistance.

Thomas Knock's book, *The Rise of a Prairie Statesman: The Life and Times of George McGovern*, won the 2017 PROSE Award for best Biography or Autobiography given annually by the Association of American Publishers.

Alexis McCrossen received the inaugural Coleman Family Faculty Research Award, generously established by departmental

alum Walter Coleman ('01). She used the fellowship to visit archives related to New Year's Eve broadcasts from Times Square for her book project "Time's Touchstone: The New Year in American Life."

Ariel Ron won a 2018 Dedman College Linking Fellowship, which will enable him to acquire GIS skills in order to support his research and teaching on American economic history in the nineteenth century.

Kathleen Wellman was named an Altshuler Distinguished Teaching Professor, the highest award for teaching at SMU, in 2017. She also received the Laurence Perrine Prize, which recognizes professors who embody the ideals of a liberal arts education, from the SMU Phi Beta Kappa Chapter. In the fall of 2018, she holds the Center for Presidential History Writing Fellowship to finish a book manuscript titled "Hijacking History: How the Christian Right Teaches World History and Why It Matters."

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 subject matter such as politics, culture, society, gender, sexuality, and human rights. Critical support for our research endeavors comes from external and internal fellowships and grants as well as the largesse of individual donors. We are fortunate that in some cases donors have established endowed funds whose investment provides support in perpetuity for these basic but essential research needs.

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 achievements" section above, you read about Professor Alexis McCrossen's recent research on the history of the New Year's celebration in the United States. 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 spent time on the SMU campus earlier this year 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."

Professor McCrossen's forthcoming book, *Time's Touchstone: The New Year in American Life*, will be published by The University of Texas Press with support from the National Endowment for the Humanities (NEH). Her work is part of an emerging area in historical research, temporal studies, providing a new way of looking at the past through the study of the measurement, importance, and recognition of time. This donation provided Professor McCrossen with needed travel support. On September 25, Coleman served on an alumni panel, speaking about his career and the role that the study of history has played in his life. Moreover, he has plans to sit in on Professor McCrossen's class, and receive periodic updates on her research.

History Works by Faculty

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

Kenneth Andrien

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



This book provides stories of ordinary people and their struggles with life's challenges, dealing with issues relating to gender, race and ethnicity, conflicts over religious orthodoxy, crime, violence, sexuality, and rebellion. The stories, written by a mix of junior and senior scholars, are designed for undergraduate courses in Latin American history.

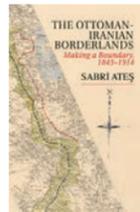
With Allan Kuethe. *The Spanish Atlantic World in the Eighteenth Century: War and the Bourbon Reforms, 1713-1796* (Cambridge University Press, 2014)



This book highlights the interplay between Spain and Spanish America as the Spanish Empire struggled for survival amid the fierce international conflicts that dominated the eighteenth century. The authors bring into focus the early Bourbon Reforms, which laid the foundation for the better-known agenda of Charles III (1759-88). It is a story of power and ambition at the highest levels of empire.

Sabri Ates

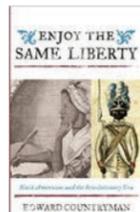
The Ottoman-Iranian Borderlands: Making a Boundary, 1843-1914 (Cambridge University Press, 2013)



This book traces seven decades of intermittent work by Russian, British, Ottoman, and Iranian technical and diplomatic teams to turn an ill-defined and highly porous border into an internationally recognized boundary. By examining the Muslim world's oldest boundary, the book details how borderland peoples responded to the division of their habitats, and the ideas and institutions that accompanied boundary making.

Edward Countryman

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



Enjoy the Same Liberty explores how slavery became a public problem during the American

Revolution from the perspective of black people. Slavery cracked open and black Americans found freedom among the British and the Americans and fought for themselves on both sides. They created communities. They founded institutions. They raised their voices, inaugurated black literature, and set out to bring slavery down.

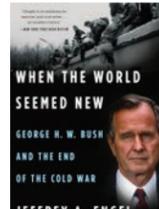
Editor with Juliana Barr. *Contested Spaces of Early America* (University of Pennsylvania Press, 2014)



In *Contested Spaces of Early America* scholars from Oxford to Berkeley and from Montreal to Buenos Aires explore America while Indians still controlled most of it, dealing with one another and with invaders of all sorts, in a historical drama that covered a whole hemisphere and that lasted for centuries. The essays show SMU's distinctive take on early American history.

Jeffrey Engel

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



The Cold War ended remarkably. Never before had a global power so eroded without an ensuing great power war, and the Soviet Union's demise added nuclear weapons to that mix. The peace that largely prevailed didn't just happen, however. It was instead the result of experienced, thoughtful, and even prudent leadership by an American president whose diplomatic prowess is only now coming to light.

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



All American politicians say they favor freedom. Few ever take time to define what freedom means. Franklin D. Roosevelt was different. His Four Freedoms Address, offered in January 1941 amidst a world at war, offered the single clearest articulation of freedom's meaning to Americans of the twentieth century, one that continues to shape American politics and culture today.

Neil Foley

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



This book offers a sweeping view of the evolution of Mexican America, from a colonial outpost on Mexico's northern frontier to a twenty-first-century people integral to the nation they have helped build. The struggle of Latinos to gain full citizenship bears witness to the continual remaking of American culture into something more democratic, egalitarian, and truer to its multiracial and multiethnic origins.

Andrew Graybill

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



On January 23, 1870, four hundred men of the Second U.S. Cavalry annihilated a Piegan encampment in northern Montana. This book situates the Marias Massacre – one of the worst slaughters of Indians committed by American military forces in U.S. history – within a larger three-generation saga of a single family, illuminating the complex history of native-white intermarriage in the American West.

Jo Guldi

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



In an age of global warming and deepening inequality, *The History Manifesto* urges historians to address a “crisis of short-termism” by writing “macrohistory” on the long term, thus taking back public discourse about the future from profit-driven models from economics. Digital text mining, it suggests, offers an applicable toolkit, and argues that history departments should integrate new methods into their coursework.

Kenneth Hamilton

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

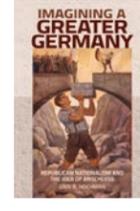


This is an account of how, when, who, where, and why countless Americans, both blacks and whites alike, commemorated the life of

Booker T. Washington. For months following his death in 1915, tens of thousands of Americans, especially blacks, honored his memory. Their memorials revealed that Washington enjoyed widespread national support for his vision of America and the programs that he imparted to achieve his aspirations.

Erin Hochman

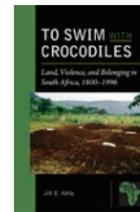
Imagining a Greater Germany: Republican Nationalism and the Idea of Anschluss (Cornell University Press, 2016)



This book demonstrates that the triumph of Nazi ideas about politics and nationalism was far from inevitable after the First World War. It argues that the supporters of the Weimar and First Austrian Republics worked together to create a form of German nationalism that legitimized democracy by undermining the political right's claims that democracy and Germany, socialism and nationalism, and Jew and German were mutually exclusive.

Jill Kelly

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

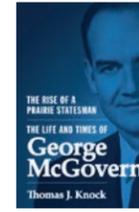


This book uses oral history and archival research to offer a fresh

perspective on the history of rural politics in South Africa, from the rise of the Zulu kingdom to the civil war at the dawn of democracy in KwaZulu-Natal.

Thomas Knock

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



A biography of the 1972 presidential candidate and senator who became America's most prescient critic of the Vietnam War. From his boyhood in Depression-era South Dakota and service as a bomber pilot in World War II, it traces his rise to the pinnacle of politics when a “Draft McGovern” movement at the 1968 Democratic National Convention in Chicago thrust him into the national spotlight as police and antiwar demonstrators clashed in the city's streets.

Alexis McCrossen

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

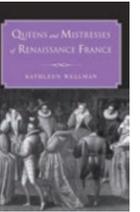


This book investigates the public clock era, the period between 1880 and 1930, when tower, street and gallery clocks saturated towns and cities, while

Americans rich and poor kept clocks in their homes and carried watches in their pockets. The book ultimately explores how the distribution and the standardization of clock time resulted in the ideal of American synchronicity.

Kathleen Wellman

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



This book narrates French Renaissance history through the lives of prominent queens and mistresses from Agnès Sorel, the first officially-recognized royal mistress in 1444, to Gabrielle d'Estrées, Henry IV's powerful mistress in the 1590s. Both queens and officially-recognized mistresses exerted great influence over French politics and culture. The book addresses the enduring mythology and captivating tales that surround these women.

Alumni Books

This fall the Clements Department of History proudly celebrates twenty years since the founding of its Ph.D. program in 1998. In that time twenty-eight students have earned doctoral degrees and produced over a dozen books from a variety of academic publishers.

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)

Luis A. Garcia

Guerra y Frontera: El Ejército del Norte entre 1855 y 1858 (Archivo General del Estado de Nuevo Leon, 2007)

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)

Houston F. Mount, II

Oilfield Revolutionary: The Career of Everette 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)

Amy Meschke Porter

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

José A. Ramirez

To the Line of Fire: Mexican Texans and World War I (Texas A&M University Press, 2009)

Jeffrey M. Schulze

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



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Study Abroad offers students the chance to travel through time! Our students visit the ruins of the Roman Empire, marvel at the royal palaces of early modern France, and stay at a thirteenth-century college in Oxford (among other adventures)! Here majors Diana Miller and Barrett Stout enjoy the Blenheim Palace Battle Proms. *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 Mary Lynn Amoyo at mamoyo@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.