

History WORKS



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

Welcome to a new edition of *History Works*, the newsletter of the Clements Department of History at SMU. Edited and curated by our colleague Professor Erin Hochman, this issue highlights the many ways our department brings the past into meaningful dialogue with the present. We hope these pages convey the intellectual dynamism of the William P. Clements Department of History and the range of experiences through which our undergraduate and graduate students, alongside our faculty, pursue historical inquiry.

We do not confine the study of history to the classroom. We practice history across multiple sites: in seminars, conferences, and public panels; in local, national, and international archives and museums; in digital labs and oral history projects; and across continents as we research and teach the United States and diverse global regions. Our students extend their training through internships at institutions such as the World Affairs Council Dallas/Ft. Worth, the George W. Bush Presidential Center, the Dallas Holocaust and Human Rights Museum, and SMU's many centers and libraries, where they apply the research, analytical, writing, and communication skills nurtured in

to the most urgent issues of the present. Courses in American history, digital history, human rights, economic history, the history of religion, diplomatic history, the history of sport, and various global cultures and histories invite students to pose meaningful questions and to cultivate the analytical habits central to a liberal arts education. Beyond the classroom, sustained engagement with SMU's archival holdings introduces students to the craft of historical research, emphasizing that the past consists not only of monumental events and their official records but also of the ordinary individuals and everyday lives and voices preserved in letters, photographs, and various other media.

time, we honor the distinguished careers of Professors Tom Knock and Kathleen Wellman, both former chairs, whose decades of teaching, scholarship, and leadership have left a lasting imprint on generations of students and on the department. We also remember with gratitude our colleague Edward Countryman, a pioneering historian whose work reshaped interpretations of the American Revolution and whose influence will endure.

Across these endeavors—teaching, research, publishing, mentorship, and public engagement—our mission remains constant: to equip students to think



“Across these endeavors—teaching, research, publishing, mentorship, and public engagement—our mission remains constant: to equip students to think critically, write with precision, and engage responsibly with the complexities of the human past and present. These capacities are indispensable for professional success and for thoughtful citizenship in an increasingly interconnected and complex world.”

our courses. Faculty and students also contribute to collaborative initiatives such as the Global Oral History of PEPFAR Project (President's Emergency Plan for AIDS Relief), gaining practical experience while documenting programs that have shaped global health policy and saved millions of lives. These engagements equip students with the tools to interpret complex evidence and to engage critically with the world around them.

This same commitment to inquiry structures our teaching and research. Our curriculum spans centuries and continents, from ancient civilizations

Our commitment to experiential learning extends beyond national boundaries. Whether studying in Oxford, tracing the history of World War II across Europe, or engaging with the historical landscapes of Rome and Paris, students encounter history on site, gaining perspectives unavailable through texts or digital media alone.

This year marks important moments of transition and renewal within the department. We welcome a new colleague, Dr. Jordan Villegas-Verrone, whose scholarship strengthens our offerings in Mexican American history and the study of gender and culture. At the same

critically, write with precision, and engage responsibly with the complexities of the human past and present. These capacities are indispensable for professional success and for thoughtful citizenship in an increasingly interconnected and complex world.

I invite you to explore this issue and to see firsthand how *History Works*—at SMU and beyond.

Sabri Ates,

Chair *ad interim*, Clements Department of History

History Internships Work!

By Professor Kate Carté

SMU's history majors and minors have served as interns in lots of places over the years. These internships give them the chance to put their research, writing, and analytical skills to the test, while they build essential professional credentials. In recent years, students have worked at the World Affairs Council Dallas/Ft. Worth, the Dallas Holocaust and Human Rights Museum, the Dallas Theater Center, the Ticket Sportsradio, SMU's Special Collections and Archives, and the Center for Presidential History. They can pursue internships during the semester or over the summer, and there are variable credit options, based on what the student needs. Here are some highlights from this semester's interns:

Junior Charlie Blunt is an intern at the George W. Bush Presidential Center:

In my internship at the George W. Bush Presidential Center, I am developing skills in research, policy analysis, and

professional communication. I have been learning how to analyze historical and policy materials related to the Bush presidency, summarize key information for internal use, and observe how the office of a former president continues to engage in public policy discussions and historical interpretation. The experience has also helped me better understand how historical knowledge can be applied in a professional and public affairs setting.

I was also able to staff a program called "A Nation Begins: A Conversation with Ken Burns and Rick Atkinson." I'm particularly interested in America's Semiquincentennial so I was pleased to be able to hear first-hand from these prominent historians on this topic. One insight that I learned was that General Washington was not actually the successful general he was made out to be, but he had incredible leadership skills that held the army together. It was also exciting that President Bush was in attendance.

Senior Luke Mattox is interning at SMU's Norwick Center for Digital Solutions, which is at the forefront of digital archives:

As a Norwick Center intern, my responsibilities include assisting with the production of the Voices of SMU Oral History project, editing video media for the Tower Center and other campus organizations, and assisting with the digitization of physical media such as photographs, audio tape, and celluloid film. This opportunity has allowed me to practice the skills I acquired through my history major. For example, I completed an editing project wherein I was working with old radio recordings of Senator John Tower. This process shed light on the role that editing plays in the primary sources we as historians read and use. When working with and archiving old recordings, the original recorder is, of course, not present. When editing, the archiver is thus required

to imagine what the producer of the said source wanted to convey in order to preserve and stay true to the original recording. Through these practical applications of skills, I'm also remembering the importance of attention to detail, resource preservation, patience, and careful interpretation of materials. Furthermore, being able to work in a professional studio has enabled me to learn how to use live video equipment. This process has been both insightful and fulfilling as a student of history. Through my internship with the History Department, I've been able to advance my professional career as I've been given the opportunity to work in live video production with the Pokémon Company.

Senior Gabby English is interning at the History Department's Clements Center for Southwest Studies:

This semester, I am interning with the Clements Center, where I am helping archive and preserve historical materials to create a lasting institutional memory. My work includes physically transferring materials to the DeGolyer Library, organizing and categorizing files to make them more accessible to researchers, and completing oral history training to support future preservation efforts. Through this process, I am gaining hands-on experience in the practical side of archiving and learning how to preserve, organize, and thoughtfully present historical records. I am also developing valuable professional skills in organization, digitization, research, and scholarly communication while deepening my understanding of the Center's history and mission. To future interns, I would say to embrace the learning curve and take initiative. Archival work often happens behind the scenes, but it plays a vital role in shaping how institutions remember their past and plan for their future.



Charlie Blunt in front of the George W. Bush Presidential Center, the site of his internship.

Expanding the Outreach for Voices of SMU

By Edgar Velázquez Reynald, Ph.D. Candidate in History

Since 2017, the Voices of SMU Oral History Project (VOSMU) has emphasized documenting voices typically absent in the University's collective memory. With the tools and resources provided by collaborators in the Office of Engaged Learning, the SMU Libraries, and Dr. Jill Kelly from the William P. Clements Department of History, a handful of student researchers become oral historians by interviewing alumni and using best practices for preservation. By developing multiple thematic series, these oral historians have helped expand and reshape SMU's institutional archive. We continue to develop new and exciting series without losing sight of its core mission. The development of the Armed Service Members and Veterans series, the "M" Award series, and interviews with prominent alumni and retiring faculty and staff, including President R. Gerald Turner, provides an opportunity to increase the project's outreach to ensure our oral historians continue to document the voices of peoples who have made a positive impact on SMU.

Our new Armed Service Members and Veterans series serves not only to document the histories of armed service students, but it also helped us expand how we collaborate with community stakeholders. History Ph.D. Candidate Laura Narvaez has spoken to several members of the student body about their military service. She, along with the rest of the team, learned which type of questioning veterans would be more receptive to, as well as which sensitive topics to avoid. Through collaboration with the veterans themselves, the VOSMU team created a series of questions that ensures they are respectful and transparent with the interviewees. Recording the histories of armed service members documents how a varied group of people channel their desire to provide service to their community and nation and leverage their military experience as students and staff.

Our other new series also celebrates the community service and outreach of decorated SMU alumni. Archiving the oral histories of "M" Award winners adds a new angle to the institutional archives by documenting the achievements of those who work to make SMU a welcoming university. Considered SMU's highest recognition, the "M" Award honors the outstanding accomplishments of students, staff, and faculty, most often celebrated for their humanitarian work. Jenna Young, a senior double majoring in political science and psychology, and Julia Trabucco, a first-year student with double majors in psychology and English, recorded interviews with "M" Award recipients Allison Allen Holland (class of 1956) and Charles Holland (class of 1955), who worked to make constructive changes at SMU when it came to the student body community. Including oral histories such as theirs helps complicate institutional collective memory, which tends to highlight administrative initiatives, often eschewing the groundwork begun by students.

With this framework in mind, we also have had the opportunity to interview recent administrators and ask them questions from a bottom-up perspective. The VOSMU team had the distinction of interviewing the retiring President of SMU, Dr. R. Gerald Turner and Mrs. Gail Turner. Jenna Young conducted

the interview with President Turner, discussing various topics that covered the changes that occurred at SMU throughout his thirty-year tenure. "President Turner's reflections on the university's evolution helped connect past decisions to the campus I experience today. It reminded me why preserving these stories matters for future students," Young ruminated. When future scholars seek out our interview with President Turner, they will encounter it alongside the interviews of so many students, staff, and faculty members, who have had just as much of an impact on SMU's campus throughout the years. Each new series we develop may expand the outreach of our project, but our mission to elevate the accomplishments of individual students remains the same.



Most of the 2025-2026 Voices of SMU team.

The Global Oral History of PEPFAR Project

By Alondra Rosas, History and Human Rights Major

The U.S. President's Emergency Plan for AIDS Relief (PEPFAR) has transformed medical infrastructure globally, saving an estimated 26 million lives and providing sustainable care for people living with HIV/AIDS. The Global Oral History of PEPFAR Project (GOHOP) aims to document the creation, implementation, and impact of PEPFAR by interviewing politicians, medical workers, and early implementers. Through my work on GOHOP, I feel that I've grown significantly, both practically and holistically, and have enriched my degree as a double major in history and human rights.

I conduct research as part of interview preparation, assembling biographies and information relevant to the interviewee's PEPFAR work. I also listen to interview recordings to verify their transcripts. Through this process, I have honed my research skills, refined my thinking when approaching a question, and gained experience in the oral history process. GOHOP has given me the opportunity to see how much work goes into research. For example, if information on an interviewee is not publicly available, I can look at what their organization's main priorities in that area were at the time. In my transcription work, I've learned how to format raw files to fit transcription guidelines, such as time stamps, formatting, or removing crutch words.

As a history major, working on this project has been valuable in learning how I can apply my degree going forward and what job opportunities it includes, such as being an archivist, oral historian, or researcher. For example, this past semester I had the opportunity to share my work as part of a panel at the Oral History Association's annual conference. While practicing my public speaking skills, I also saw firsthand in other panels how oral histories can

be applied in a variety of ways, from community healing after mass casualty incidents to documenting the history of civil rights leaders. Furthermore, it's given me a foundation in what working in the history field collaboratively looks like. Instead of writing individual



history papers, I'm cooperating with a team of researchers. This research work also has helped me to see how accounts of PEPFAR provide examples of how to implement sustainable and effective interventions—essentially, how to do good in the world.

Beyond skill development, this project has also broadened my horizons on how people can help each other when they have the support they need. Through these interviews, my appreciation for global health and foreign aid policy has grown. Before starting this project, I had little knowledge of what foreign aid policy translated to on the ground, let alone my opinions on it. Listening to interviewees speak about how PEPFAR changed the lives of people living with HIV, transforming a diagnosis from a death sentence to hope, has moved

me because of our capacity to help each other. One interview with U.S. Ambassador to Uganda Jimmy Kolker stands out; he recounted that one of the first people to receive drugs in Uganda, John Engole, was chosen because “he wanted to live.” Engole received

care because he was human and was inherently deserving of care, care that was possible because of PEPFAR and foreign aid policies like it. GOHOP has exposed me to the transformative impact of PEPFAR and what it means for global health. Overall, working on this project for the past couple of years has given me the chance to apply my education in a meaningful, real-world project and to shape my worldview.

History major Alondra Rosas (second from the right) presented at the Annual Meeting of the Oral History Association in Atlanta, Georgia. Pictured with her, from left to right, are: Prof. Andreana Prichard (The University of Oklahoma), Dr. Thandeka Dlamini-Simelane (SMU-Bush Institute Postdoctoral Fellow), Prof. Esther Ajayi-Lowo (Texas Christian University), and Prof. Jill Kelly (SMU).

Hands-On History in the Archives

By Professor Erin Hochman

Studying photos and written sources that are over 100 years old was a new experience for students in Professor Jordan Villegas-Verrone's class on Mexican American history. "I enjoyed being able to see how individual people lived their lives during major historic events. Oftentimes, I get so caught in the grand scheme of things. Seeing photographs about people's lives and holding documents held by people generations ago helped me gain insight into what people were thinking, doing, and feeling during major historic events," remarked Miriam Garcia, a triple major in history, psychology, and anthropology. Absalon Herrera, a biology major and Spanish minor in the class, agreed. He was particularly interested in a series of letters between two brothers about the effects of the Mexican-American War. Noting "how casual the tone was," Herrera emphasized that the letters "served as a reminder that the past is not just the grand things or the big figures that we often hear about, but it also had normal, everyday people who were going through their own struggles."

By engaging with archival materials, Garcia and Herrera were practicing the historian's craft. Archives house a variety of sources, including documents, photographs, maps, rare books and publications, and manuscripts. Whether exploring famous events or quotidian details about the past, whether studying the lives of well-known figures or ordinary people, whether examining the histories of the United States or the rest of the world, historians venture to the archives to understand the complexities of the past. They are guided in this work by archivists and librarians, whose expertise in creating and organizing collections makes such research possible.

As the hands-on experience in Professor Villegas-Verrone's class demonstrates, SMU Libraries hold archival collections that support research on many aspects of the past. Faculty, students, and researchers can explore the extensive holdings of the DeGolyer Library, the Bridwell Library, the Bywaters Special Collections, the G. William Jones Film and Video Collections, the Underwood Law Library Special Collections, the Hamon Arts Library, and the George W. Bush Presidential Library. The opening of the Rees-Jones Library of the American West in 2027 will significantly expand these resources and the research opportunities.

While SMU houses these rich repositories, our graduate students and faculty explore a wide range of topics that requires them to travel to archives and libraries across the United States and around the world. For instance, Thomas Pelchat, a Ph.D. candidate in the department, is writing a dissertation about a dispute between the

United States and its European allies over the construction of a natural gas pipeline between the Soviet Union and Western Europe in the early 1980s. His research has taken him from the DeGolyer Library to government archives in the United States and Canada as well as to special collections at other universities. He has also benefited from the digitization of records from NATO. It required persistence for him to locate National Security Council minutes, memoranda, letters, telegrams, diaries, and policy papers because some archives did not have complete finding aids or robust online access. In these cases, archivists provided immense help as he tracked down relevant materials. These primary sources, according to Pelchat, enabled "me to understand and map the shifting priorities surrounding energy as a national security issue across presidential administrations, the oil industry, the American public, and producing and consuming regions in Western Europe, the Middle East, and Latin America during the Cold War."

While historians have a topic and research questions before setting foot in the archives, their findings often lead them to revise or completely change their initial assumptions. When starting his dissertation on the creation of a reserve for mixed-race members of



Students in Prof. Villegas-Verrone's class look at archival sources in the DeGolyer Library.

the Mdewakanton Dakota Tribe in the nineteenth century, Ph.D. Candidate Phil Smith planned to study the development of white supremacy and racial othering in southeastern Minnesota. However, as he looked at government records, letters, and land scrip receipts in the National Archives, Minnesota State Archives, and county archives, a different narrative emerged. "I found a much more interesting and complicated story about how 'Mixed-Bloods' (the term that mixed-race members of the tribe called themselves) utilized

political and cultural systems, including white supremacy, to become wealthy in trade, to find employment, to advance their political interests, and to assume private ownership of collectively held lands,” he explained. Archival research is therefore helping Smith to highlight the agency of these individuals in shaping important political and territorial developments.

Additionally, our faculty members pursue and publish innovative research projects grounded in archival research. In the field of American history, Kate Carté writes about religion in the colonial and revolutionary periods; Crista Deluzio focuses on the history of the family and women in the modern era; Jeffrey Engel researches the history of foreign policy; Neil Foley explores the histories of immigration, citizenship, and race; Kenneth Hamilton investigates the economic and social experiences of African Americans; Alexis McCrossen publishes on cultural history, particularly holidays and timekeeping; Ariel Ron looks at the histories of the economy and energy in the nineteenth century; and Jordan Villegas-Verrone examines gender and sexuality in relation to Mexican American history.

Our faculty also travel to archives and

libraries in other parts of the world to produce scholarship on the political, cultural, religious, economic, and social histories of regions beyond the United States. Sabri Ateş researches the emergence of Kurdish nationalism in Iran and the Ottoman Empire; Melissa Dowling explores religious practices and notions of virtue in ancient Rome and Egypt; Macabe Keliher writes about state formation in early modern China and the rapid economic growth that occurred in postwar East Asia; Jill Kelly investigates rural politics and violence in apartheid South Africa; Bianca Lopez researches religion and migration in medieval Italy; Pablo Mijangos y González publishes work on legal and religious history in modern Latin America; and I examine the histories of politics and nationalism in modern Germany and Austria.

In researching these diverse topics, historians must be resourceful, as archives do not preserve a complete record of the past. Along the way, archivists and power holders made decisions about which materials were worth keeping. Furthermore, many individuals or groups left only fragmentary traces or none at all in the written record. Historians therefore read sources “against the grain,”

extracting meanings not explicitly stated in the archival holdings. Professor Lopez, for example, wanted to explore how lay Christians practiced religion in medieval Italy for her recently published book, *Queen of Sorrows*. To do so, she visited the town where one of the wealthiest shrines to the Virgin Mary developed: the Holy House of Loreto. In the regional archive there, she was able to read last wills and testaments, business contracts, and city statutes from the fourteenth century. Through these sources, she could study “how ordinary Christians came to approach and think about the shrine, and the Virgin, in economic terms, and how much of their respective wealth they were willing to donate to the site.” Conducting this research was not simply a question of visiting the archive. Like many historians, she had to learn foreign languages and paleography.

Additionally, faculty, staff, and students affiliated with the History Department and the Center for Presidential History (CPH) are creating new archives by conducting oral histories with key players in local and international historical developments. Our scholars are helping future researchers gain new insights into topics ranging from student experiences at SMU (see p. 4), to the U.S. President’s Emergency Plan for AIDS Relief (see p. 5), to judicial nominations and the Department of Justice, to post-9/11 policy in East and Southeast Asia. As Dr. Susie Penman, assistant director of oral history and media at the CPH, explained, these projects enable “our scholars to conduct research into a particular topic, in turn creating a publicly accessible archive of primary sources for anyone to explore.” By visiting and creating archives, the faculty, students, and staff of the department and CPH are helping to revise our understanding of the past so that we can better understand the present.



Prof. Lopez conducts research at the State Archive of Macerata in Le Marche, Italy.

The D-Day History Expedition

By Professor Jeffrey Engel

During the summers of 2024 and 2025, Hunt Scholars viewed the wall-sized map Dwight Eisenhower employed when faced with arguably the most difficult decision of the entire Second World War: to invade France, or not. Nearly 300,000 soldiers, airmen, and sailors awaited his green light. Many had already spent days bobbing in the rough seas produced by the heavy gales that threatened the entire D-Day invasion planned for June 5, 1944. A crack in the weather allowed Ike the chance he needed. “Let’s go,” he told his assembled staff, who upon hearing his command fled the room to execute his order. Ike was largely left alone, not yet sure if June 6 would go down in history as a triumph or tragedy. Students and community members had the opportunity to visit this room in South England in addition to ten days of on-site exploration of the history of Operation Overlord, better known as D-Day.



This excursion 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 became a historical figure during the trip, explaining to the group who they were, what they thought, and what they did. History, it is fair to say, can never come alive—but this was darn close. Looking out at the Normandy beaches, site of so much beauty today yet carnage seventy-five years ago, there was no doubt that the trip helped students see the past more vibrantly than before. Led by Professor Jeffrey A. Engel of SMU and Lt. Col. (Ret.) Brian DeToy,

Ph.D. of Essential History Expeditions for the third and fourth times, this journey is well on its way to becoming a rite of passage for SMU students.

The Italian Campaign Expedition

By Essential History Expeditions

In May 2026, Professor Jeffrey Engel of SMU and Lt. Col. (Ret.) Brian DeToy, Ph.D. from Essential History Expeditions will partner for an on-site exploration of the people and places of the Italian Campaign that helped to liberate Europe from Nazi rule. Hunt Scholars and community members will walk the beaches and cliffs and follow the operations from the Sicilian landing zones to the desperate fighting along the Gustav Line and Monte Cassino and on to the Anzio-Nettuno landings and the liberation of the Italian capital, the famed Eternal City. The events of 1943-44 continue to inspire long after the guns have fallen silent. This Italy expedition will bring students to the beaches, mountains and fields as well as villages, towns and cities where the Greatest Generation made their most indelible mark, including where American infantrymen assaulted the beaches at Paestum, American paratroopers held the key Biazza Ridge, the 3rd Infantry Division and the Ranger Force landed at Anzio-Nettuno to seize the vital port, and the Army Rangers' waged their final battle at Cisterna. The group will then travel to Rome to discuss the liberation of that city on June 4 and 5, 1944, as well as visit so many other iconic sites in the city that is like no other! This World War II expedition unfolds over nine days

and eight nights with stories of all the Allied participants as well as those of the German defenders. In addition, students will have the opportunity to see numerous examples of ancient Greek and Roman civilization. Along the way, students will also be immersed in gorgeous scenery and enjoy some of the world's finest cuisine.



SMU-in-Oxford

By Professor David Doyle, Jr.

Continuing a tradition in place since its founding in 1978, the SMU-in-Oxford program will again travel in the summer of 2026 with 40 to 50 SMU students to University College, Oxford for five weeks of intense study, excursions to London and across the country, and collegiate living. With Co-Directors Professor Rachel Ball-Phillips (History) and Professor Gretchen Smith (Theater History), and teachers Professor David D. Doyle, Jr. (History) and Professor Alida Liberman (Philosophy), we seek to build on the long legacy of history faculty teaching in this special program—including our recent long-time director, Professor Daniel Orlovsky. Our students, many of them history majors and minors, as well as students in the Honors Program, will have the opportunity to take exciting classes taught by SMU faculty on the history of India and the British Empire, the history of Anglo-American sexuality on both sides of the Atlantic, British theater history, and the work of twentieth-century British philosophers. Alongside these SMU courses that meet each morning, our students will experience afternoon classes or tutorials with some of Oxford's own dynamic faculty in such subjects as multireligious Britain, Georgian and Victorian England, the work of Shakespeare, and comparative political economy. Our individual classes, as well as our program excursions, will take advantage of the many riches found in the city of Oxford and historical and cultural sites across the country. In Oxford, students have opportunities to enjoy daily tea and biscuit breaks between classes, to punt on the River Cherwell, and to dress up for high table dinners in University College's Commons Dining Hall, which has existed since 1660! They also go on group trips to Blenheim Palace, Parliament, Stratford-upon Avon, St. Paul's Cathedral, the British Museum, the Roman baths in the city of Bath, the medieval manor house of nineteenth-century philosopher William Morris, and the magical Cotswolds. During their last weekend, students get to attend the British Battle Proms at Highclere Castle, where *Downton Abbey* was filmed.



SMU-in-Rome-Paris

By Professor Kathleen Wellman

During the summer of 2025, students were able to participate in the SMU-in-Rome-Paris program for the last time. In a three-and-a-half-week program, students studied the history of Rome from its founding to the Middle Ages with Professor Melissa Dowling. They then flew to Paris and picked up the story by focusing on the city from the Middle Ages to the French Revolution with Professor Kathleen Wellman.

Students had 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 were taught on site. As students visited the Forum, the Colosseum, the Pantheon, the Baths of Caracalla among other sites, they acquired a vivid understanding and appreciation of the history of ancient Rome. In Paris, visits to castles, museums, and churches and historical walking tours allowed 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 of these courses gave students a direct and vivid exposure to the history of these two cities; they saw their histories everywhere they went and came to appreciate the development of the arts across time and the imprint of the

classics on later periods. The program featured trips to several museums in both cities, including the Vatican Museum and the Louvre. It also included excursions out of the cities to Hadrian's Villa, Ostia Antica, the chateaux of Fontainebleau, Vaux-le-Vicomte, and Versailles.

Furthermore, students did not merely come to appreciate these cities in their historical contexts. As they traveled throughout the modern cities, they became very familiar with two of the most intriguing European capitals and got a taste of what they offer. Group dinners allowed them to sample Italian and

French cuisine, and they enjoyed cultural activities from a cooking class, to a wine and cheese tasting, to a play, and sound-and-light show. This program will surely be missed by students.

Alumni Putting History To Work

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



Jack Lucas '21

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

Lucas: Since I graduated from SMU, I returned to my home state to work in the Iowa State Legislature. Then I went to Harvard Law School. Currently, I'm a law clerk on the United States Court of Appeals for the Sixth Circuit. In this position, I work for a Circuit judge, whose opinions get reviewed by the United States Supreme Court.

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

Lucas: A history major is perfect for anyone who wants to go to law school. Of course, it helped me develop skills for reading and writing, but it's also deeper than that. I see history as a collection of stories that document how lawyers have shaped civilizations by using their powers for good and for evil. And that motivates me every

day. My history major also helped me contextualize and deepen my Christian faith.

Importantly, my history major also helped me throughout the law school application process. A big part of the LSAT is reading comprehension, so even though thousands of pages of reading isn't everyone's idea of a good time, the history coursework trained me to absorb dense material quickly. To apply to law school, applicants need to develop a "personal statement" that fits their resume—something compelling that paints a coherent picture of their application. Writing history essays prepared me well for this part of the process, since history assignments typically include creating narratives.

At SMU, the History Department also provided me research opportunities that allowed me to publish two papers before I applied to law school. Dr. Kelly and Dr. Wellman were incredible and encouraging every step of the way. These opportunities made me a more interesting applicant, and they allowed me to get a taste of academia. A large part of the legal field revolves around academic journals, so the early exposure helped.

I loved my time at SMU, and I loved the History Department. If you want to be a lawyer, major in history!



Peter Mendiola '25

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

Mendiola: Since graduating from SMU, I have been pursuing a career in Investment Banking. I am an Investment Banking Analyst at Perella Weinberg Partners and sit in their Private Funds Advisory team in West Palm Beach, Florida.

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

Mendiola: Yes, my history major has been highly relevant to my work in investment banking, both in how I approach analysis and how I engage with others professionally. The core skills that come with a history education—evaluating conflicting information, identifying patterns, and forming conclusions—translate directly to financial analysis. In banking, we're constantly working with large amounts of data to understand a particular fund or company's position and finding ways to communicate our views to various clients or buyers, all of whom will

have their own competing views on markets or asset classes. Evaluating and presenting arguments in various contexts is as much a part of my job as it was a part of my history classes. Moreover, anyone who works in finance or capital markets needs to have at least a basic understanding of the geopolitical state of the world. Currently, most of my work revolves around energy and real assets, so having a background in history helps me make more sense of the bigger picture in my day-to-day.

At the same time, studying history has really helped me connect with people in professional settings. A big part of the job involves off-the-desk relationship-building at dinners, networking events, or just casual conversations where people usually don't want to talk about finance the whole time. Having a background in history makes it a lot easier to jump into those conversations. Nine times out of ten, in my experience, someone will chime in to talk about a history book they've just read or are currently reading. History gives you something to bring to the table beyond work, whether that's sharing something interesting, asking better questions, or just being able to engage on a wider range of topics. I think people appreciate that, and it helps build better connections. At the end of the day, being able to do the technical work matters, but being someone people enjoy talking to and remember is just as important; it's a skill you can gain by studying history.

Major Opportunities

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



John Cahalan

Triple Major in History, Music, and Economics; Minor in Italian Area Studies

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

Cahalan: The most enjoyable moment as a history major was the SMU-in-Rome-Paris program with Dr. Dowling and Dr. Wellman. In Rome, our class studied Ancient Roman politics and culture, while in Paris we studied the growth of the French monarchy throughout its existence. The opportunity to interact with these rich histories at the sites where they occurred was a unique and special experience for our entire class.

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

Cahalan: The most valuable part of my experience as a history major has been the opportunity to interact with the faculty. The faculty in the History Department are incredible educators and researchers, and they want to help their students succeed in all aspects of their undergraduate

experience. Getting the chance to learn from these professors in their respective fields has been a wonderful experience and a highlight of my time at SMU.

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

Cahalan: My favorite part of the major has been the amount of reading and research that I have done. The major certainly requires it, but this experience has led to so much growth in my ability to craft evidence-based arguments. For example, I came into Dr. Hochman's junior seminar with little knowledge about the Weimar Republic, and I finished the course having written an extensive research paper on a specific art style (New Objectivity) that was influenced by the culture and politics of the era. After taking the course, I noticed my research and writing skills were significantly improved. This growth is something I am extremely thankful for and was driven by the History Department's emphasis on those key skills. I am very confident that my experience as a history major will give me a strong foundation as I apply to law school because attorneys do so much reading, writing, and researching.

Olufemi (Femi) Omotayo

Double Major in History and Political Science

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

Omotayo: The most valuable part of my history major was taking my junior seminar with Dr. Winnie. I never thought I'd be able to write a 25-page research paper, but I did, and it became one of my proudest accomplishments. I wrote about Queen Victoria as a symbol during the colonial era, and through that process, I learned how to develop a strong argument, work with primary and secondary sources, and revise my writing into a polished piece. I later submitted the paper as a writing sample for my graduate school applications.



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

Omotayo: My favorite part of the major was taking Modern History of Africa with Dr. Jill Kelly. Her knowledge of the subject made the course incredibly engaging, and she has been supportive of me ever since I took her class and decided to become a history major. I also work as a research assistant in the History Department on the Voices of SMU Oral History Project led by her. We interview SMU alumni from

underrepresented communities and explore other overlooked stories so that former students and staff can share their experiences and preserve their memories as part of SMU's history. Being part of the project has helped me grow as a listener and researcher, and it has expanded my understanding of how people can experience the same campus and community differently.

SMU: What do you plan to do after graduation? How has your history major supported your pursuit of these plans?

Omotayo: After graduation, I will pursue an M.A. in International Service through American University's United States Foreign Policy and National Security Program. Once I complete my master's degree, I plan to work in Washington, D.C. in a US-Africa foreign policy role, ideally at a think tank. My history major has helped me become a more well-rounded person and has expanded how I understand the world around me. In today's world, I'm able to do more than just write; I can research deeply, analyze sources, and communicate ideas clearly. I've also developed practical skills like oral history interviewing, public speaking, and using tools like ArcGIS (a mapping software I learned about in Dr. Kate Carté's Doing Digital History class) for research and projects.

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.



Emma Armstrong

Ph.D. Candidate

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

Armstrong: The History Department at SMU is well known for its expertise in borderlands history and presidential history. Since I was primarily interested in twentieth-century U.S. politics, I liked that the History Department had close ties with the Center for Presidential History. I had read work by Dr. Thomas Knock during my undergrad degree and was thrilled to see that he and Dr. Jeffrey Engel were faculty members.

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

Armstrong: During my third year, the Moody School of Graduate Studies invited me to join a roundtable discussion with the then-director of the CIA, William Burns. About 25 other graduate students from various departments were able to ask the director questions, and I was somewhat shocked by his apparent candor as the conversation ranged from language acquisition to climate change policy. I have a long-term goal of working in geopolitics, so I

valued being able to hear from one of the most important global decision-makers at the time. I appreciate all of the amazing opportunities like this afforded to me by the Moody School.

SMU: What is your research about?

Armstrong: My dissertation argues that from 1945 to 1960, the Arctic became a distinct theater of the Cold War where defense priorities converged with science and national ideology. To portray itself as superior to the Soviet Union, the United States refashioned the Arctic from a distant frontier into a crucial defensive stronghold as new technologies erased the protective distances that once shielded North America. Truman, Eisenhower, and later Kennedy used the region not only for nuclear defense but also as a symbolic arena where scientific conquest and American exceptionalism could be publicly displayed, often at the expense of Indigenous sovereignty.

SMU: What scholarly contribution does your dissertation make?

Armstrong: There is so little written about the Cold War Arctic. By revealing how presidents used scientific progress—and by documenting the environmental costs of this activity—my research examines the limits of presidential power to bend nature to fit national goals. Amid the current climate change crisis, the polar regions are more important than ever. As Greenland remains a hotly contested space in international politics, my dissertation provides the needed historical context for these phenomena.



Laura Narvaez

Ph.D. Candidate

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

Narvaez: One of the deciding factors was the effort that Dr. John Chavez put into convincing me that SMU was the place I should be. The faculty was very welcoming, and the program is a small one, where everyone knows each other. Even at the annual Admitted Student Day in 2021, which took place virtually due to pandemic/lockdown constraints, I felt that camaraderie.

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

Narvaez: The most valuable part of my time in the History Department was attending classes. There is not one professor I have not learned immensely from, and it was enlightening to engage in discussions with my classmates. There are so many great (and terrible) books, and it's such a rare thing to be able to gather so often with equally interested people and talk intensely about them.

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

Narvaez: In the spring of 2022, I got to present my research at a conference in College Station focused on second-wave feminism, in a room full of my favorite scholars from the field, fellow history students, and some of the women who made that era's history. Nothing quite tops watching your favorite living legend taking notes in the front row while you're the one at the podium.

SMU: What is your research about?

Narvaez: My research is about Chicana feminist activism in Texas during the 1970s and the conferences they organized to address the issues faced by women and families in the Mexican American community. The networks established at these conferences served an important purpose in educating attendees and providing access to information before the digital era.

SMU: What scholarly contribution does your dissertation make?

Narvaez: Little work has been done about the importance of these conferences as a mode of communicating, educating, and movement-building. My dissertation also uses/conducts oral histories to consider and preserve the logistical aspects of how Chicana feminists organized and how that organization influenced the ways in which their communities and the world outside of them were educated about Mexican Americans.

Mastering the Past: Student Accomplishments

The following majors were elected to Phi Beta Kappa, the prestigious arts and sciences national honor society, in 2024 and 2025: **Grace Barry, John Cahalan, Luke Connelly, Rachel Fisher, Reid Homer, Jack Jurgemeyer, Olivia McKee, Peter Mendiola, Collin Quinlan, Samuel Rodick, and Abby Walker.**

Samuel Rodick was inducted into the Hyer Society, SMU's organization for high academic achievement, in 2025.

Congratulations to our majors who took on the challenge of completing a distinction paper, which entails writing a research paper of at least 60 pages! The distinction papers in 2024 and 2025 included: "Gustav Stresemann's 'Two Souls': His Fusion of Liberalism and Nationalism in Weimar Germany" by **Davis Billups**; "Purifying the 'Folkish Organism': Nazi Ideology and the Logic of Eugenic Violence" by **Adam Hawn**; "Romanus in Oriente: A Reexamination of Mark Antony's Time in the East" by **Jack Jurgemeyer**; "The Special Branch: The Militarization of the Apartheid Regime's Secretive Counterinsurgency Police Unit" by **Tom Rohlen**; and "Conservative Catholic Collaboration with Military Regimes in Argentina and Chile" by **Alondra Rosas.**

Eugene Alviar, a Ph.D. candidate, received a travel grant from the University of Minnesota in 2024 for his dissertation on the history of drag in early twentieth-century Texas.

Ph.D. Candidate **Emma Armstrong** received the department's Award for Excellent Achievement and grants from the Eisenhower, Truman, and Kennedy Presidential Libraries in 2024 or 2025 for her dissertation on Cold War competition in the Arctic.

Shaffer Bonewell, a Ph.D. candidate, received support from the Moody School and the Society for Historians of American Foreign Relations (SHAFR) in 2024 for his dissertation on NAFTA.

Drew Brozovich completed his M.A. in 2025 and is now pursuing a Ph.D. in our program.

Frank Chen received his M.A. in 2024 and completed his doctoral exams with distinction in 2025.

Congratulations to **Skye Cranney** for successfully defending her doctoral dissertation, "Hollywoodlandia: Celebrity Women, Hollywood Publicity, and the Redefinition of American Public Womanhood, 1916-1950" in 2024! She is now a historian for Unscripted Tours in Washington, D.C.

Katey Denney, a Ph.D. student, received a Moody School grant for her work on women and the occult in the nineteenth-century United States.

Jim Gulley, a Ph.D. candidate, received a Dedman College Interdisciplinary Institute (DCII) fellowship in 2025 for his dissertation on Republican ascendancy in Mississippi. He also published an article in the *Journal of Mississippi History*.

Ph.D. Candidate **Holly Harris** received support from the American Historical Association, Society for Military History, and Departments of State and Education in 2024 or 2025 for her dissertation on US-Russian relations in the 1990s.

Laura Narvaez, a Ph.D. candidate, received research fellowships from the DCII, SMU Women and Gender Studies (WGS) Program, Moody School, Texas State Historical Association, and the University of Houston in 2024 or 2025 for her dissertation on Chicana feminism in the 1970s.

Ph.D. Candidate **Tom Pelchat** received a Provost's research grant in 2024 and a place in the SHAFR Summer Institute in 2025 for his dissertation on American energy policy in the Cold War.

Kristel Puente, a Ph.D. candidate, received a Moody School grant for her dissertation on the artist Octavio Medellin in 2024. She was an exhibition curator for "Is Fiesta Racist? It's Complicated, So Let's Talk About It" at the Esperanza Peace and Justice Center in 2025.

T. Ashton Reynolds, a Ph.D. candidate, received a research grant from the DCII and a Moody School dissertation fellowship in 2024 for his dissertation on religious outsiders in Antebellum America.

Ph.D. Candidate **Rashida Shafiq** received the Moody School's Graduate Student Instruction Award. She also was awarded a dissertation grant from SHAFR and a place in the SHAFR Summer Institute in 2025 for her dissertation about Gloria Steinem's engagement in India during the Cold War.

Congratulations to **Tim Seiter**, who received his Ph.D. in 2024! He is now an assistant professor of history at UT-Tyler and just published his first book, *Wrangling Pelicans: Military Life in Texas Presidios*, which was based on his dissertation.

Graham Shockley completed his M.A. exams with distinction in 2025 and earned a spot in the Teach for America corps.

Phil Smith, a Ph.D. candidate, received the department's Award for Excellent Achievement and grants from the SMU Graduate Student Association and the Moody School for his dissertation on citizenship and identity on the Lake Pepin Half-Breed Tract in Minnesota.

Ph.D. Candidate **Luisa Tilhe** received a Gerald Ford Presidential Foundation research grant in 2025 for her dissertation on the relationship between the American president and the press in the 1990s.

Edgar Velázquez Reynald, a Ph.D. candidate, received the WGS Research Award and the department's Award for Excellent Achievement for his dissertation on the depiction of collective memory in San Antonio's *La Voz de Esperanza*.

Ph.D. Candidate **Christopher Walton** wrote an entry for New England's Hidden Histories Project.

Major Awards

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

Jacobus Junior Paper Prize in History

Haley Schwenn, "Truman Dropped the Bomb" (2025)

Grace Barry, "What is Sedition: Quakers and the 1670 Conventicles Act" (2024)

Luke William Connelly, "Violent Commodities: The Private Security Industry in South Africa under Apartheid" (2024)

Herbert Pickens Gambrell Award for Outstanding Academic Achievement

Reid Walker Homer (2025)

Jack Jurgemeyer (2025)

Rachel Fisher (2024)

The Stanton Sharp Award for Outstanding Service and Academic Achievement

Valentina Akhtar (2025)

Sofie Arguijo (2024)

Hailey Hazen (2024)

Professor James O. Breeden Award for Dedication to History

Michael Madden (2025)

Victor Costas (2024)

Phi Alpha Theta Inductees (2024 and 2025)

Valentina Akhtar	Luke Mattox
Grace Barry	Peter Mendiola
Katie Bergelin	Josh Miner
John Cahalan	Maddie Mossman
Ryan Chinnici	Collin Quinlan
Adam Hawn	David Sheets
Reid Homer	Abby Walker
Jack Jurgemeyer	Jack Wheeler
Nicholas Kumar	

New Faculty

The Clements Department of History welcomed Dr. Jordan Villegas-Verrone as an assistant professor of Mexican American history in fall 2025. Born and raised in Houston, Texas, Professor Villegas-Verrone graduated summa cum laude from Harvard University in 2020 and he received his Ph.D. from Columbia University in 2025. He specializes in twentieth-century Mexican American history, and his main research interests include gender history, history of sexuality, and histories of youth and childhood. His first book, *Club Chapultepec: Mexican American Girls and Radical Politics in the Great Depression* (University of California Press, forthcoming) weaves together threads of cultural, intellectual, and social history to examine how girls articulated a unique and heretofore unacknowledged vision of “Mexican American” culture and politics distinct from—and in some cases directly oppositional to—the political cultures of adult male-led ethnic Mexican organizations in Depression-era Texas. The book identifies Mexican American girls’ radical politics expressed not just in manifestos, speeches, organized labor actions, and rigorous, self-directed public affairs study programs but also in the choreography of folk-dance expositions, the planning of enchilada dinner fundraisers, girls’ choices of entertainment at their birthday parties, and in the contours of everyday life for working-class Mexican American girls at the height of the Great Depression. Professor Villegas-Verrone’s scholarship has been supported by fellowships from the Social Science Research Council and has been awarded the Organization of American Historians’ Louis Pelzer Memorial Award and Harvard University’s Bowdoin Prize. His writing has also been featured in academic journals. He is currently working on the history of LLEGÓ, the National Latino/a Lesbian and Gay Organization. At SMU, he is interested in teaching classes on Mexican American and U.S. Hispanic history, as well as courses in the history of women, gender, and sexuality.



In Memoriam

The History Department mourns the loss of our colleague Edward Countryman. Professor Countryman earned his B.A. at Manhattan College and pursued a Ph.D. at Cornell University. He then taught in New Zealand, the United Kingdom, and at Yale University before arriving at SMU in 1991 as a University Distinguished Professor.

Professor Countryman was a prolific scholar who changed our views of the American Revolution. Embracing social history, an approach that centers the experiences of ordinary people, he first published *A People in Revolution: The American Revolution and Political Society in New York, 1760-1790*, which won the prestigious Bancroft Prize. He then published *The American Revolution*, which was adopted in many classrooms. This synthesis of the founding of the United States was innovative in that it looked at how different groups—including farmers, artisans, militiamen, lawyers, white Americans,



Black Americans, and women—shaped the revolution. His next book, *Americans: A Collision of Histories*, explored how the notion of an American identity emerged from the diverse experiences of white, Black, and Indigenous peoples. *Enjoy the Same Liberty: Black Americans and the Revolutionary Era* illustrated the “revolutionary nature of abolitionist sentiment.” At the time of his death, he was working on a new book, *Troubles in a New World: Colonizing America, a Revolution, and a Fragile Republic*, which his former students hope to publish posthumously. He also had an interest in film studies and published a book on the movie *Shane* with his wife Evonne von Heussen-Countryman. Professor Countryman was also a beloved teacher who taught his students that “the human past is just as complex and messy as the human present in which we dwell.” Professor Countryman is missed by his colleagues, students, friends, and family.

Retiring Faculty

Tom Knock retired as Professor of History, Distinguished Fellow at the Center for Presidential History, and Altshuler Distinguished Teaching Professor after forty years at SMU. A former chair of the History Department, he taught courses on twentieth-century American politics and foreign policy for four decades and played an important role in the development of SMU's Ph.D. program in American history.

Professor Knock received his Ph.D. from Princeton University. His principal works are *To End All Wars: Woodrow Wilson and the Quest for a New World Order*, which won the Warren Kuehl Prize from the Society for Historians of American Foreign Relations, and *The Life and Times of George McGovern*, which won the PROSE Award for Biography from the Association of American Publishers. In addition, he has written numerous articles in leading scholarly journals, and he is the co-author of *The Crisis of American Foreign Policy: Wilsonianism in the Twenty-First Century* as well as co-editor of the volumes, *Jefferson, Lincoln, and Wilson: The American Dilemma of Race and Democracy* and *When Life Strikes the President: Scandal, Death, and Illness in the White House*.

In the field of public history, he served on the Board of Trustees of the Woodrow Wilson Presidential Library for 22 years and as onscreen commentator for the film, *Woodrow Wilson*, in the PBS "American Experience" series, and the History Channel series on the Presidency, *To the Best of My Ability*, and as adviser for the theatrical documentary, *The Forgotten Summer of George McGovern*. He also has published topical historical essays in *Time* magazine and *The New York Times*. Professor Knock received research grants from the American Philosophical Society and the National Endowment for the Humanities and was a Fellow at the Charles Warren Center at Harvard. At SMU, along with the Altshuler Award, he received the JoFay Godbey Book Prize, the Willis Tate Award, the Perrine Prize, and the "M" Award.



Retiring Faculty

Kathleen Wellman, a distinguished historian of early modern France, retired in January 2026 after forty years at SMU, where she served as Dedman Family Distinguished Professor of History and Altshuler Distinguished Teaching Professor. She is the author of four books and numerous articles. Her early scholarship explored the relationship between science and culture in the seventeenth and eighteenth centuries, including *La Mettrie: Medicine, Philosophy, and Enlightenment* and *Making Science Social: The Conferences of Théophraste Renaudot, 1633–1642*. She later turned to the roles of elite women in shaping Renaissance France in *Queens and Mistresses of Renaissance France*. Her most recent book, *Hijacking History: How the Christian Right Teaches History and Why It Matters*, examines widely used history textbooks published by prominent Christian presses, arguing that they use narratives of evangelicalism's evolution into fundamentalism to construct a conservative account of the past and to promote Christian nationalism. Her research was supported by fellowships from the National Endowment for



the Humanities and the Andrew Mellon Foundation. In retirement, she remains an active scholar. Her current project, tentatively titled *Sex, Politics and Public Opinion, 1715–1750*, expands her work on eighteenth-century France. She also pursues interests in French medicine and contemporary challenges to the teaching of history and the humanities.

Professor Wellman taught more than twenty courses spanning the Renaissance to the French Revolution, from introductory surveys to advanced seminars, emphasizing primary-source analysis and strong writing. A highlight of her teaching career was the opportunity to introduce generations of SMU students to Paris in the SMU-in-Paris and SMU-in-Rome-Paris programs. She served as chair of the History Department for two terms, interim chair of Women's and Gender Studies, multiple terms on the Faculty Senate, and member of countless committees. Her work has been recognized with several awards at SMU, most significantly the Laurence Perrine Prize and the 2023 Faculty Career Achievement Award.



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Luke Mattox practices using live video production technology at his internship at the Norwick Center for Digital Solutions. See page 3.

Giving

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

Affiliated Centers

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