

# History

The Newsletter of the Department of History at the University of Colorado at Boulder

October 2007

## The Founding of CU's Archival Collections



Members of the 1954 History Department. From left to right: Robert Browder, Percy Fritz, Fritz Hoffman, Colin B. Goodykoontz, Robert Athearn, John Hough, and Hal Bridges. Courtesy of the University Archives, from the Colin B. Goodykoontz Collection.

**W**HEN I FIRST STARTED researching the department's early history, I visited CU Archives and Special Collections in Norlin Library. Housed there are the papers of important early departmental figures, such as James Field Willard (1876–1935) and Colin Brummitt Goodykoontz (1885–1958). As I read, I found that much of their time was spent gathering various documents to create the very archival collections in which I was immersed. In fact, one of the most important legacies of the early department was its contribution to the growth of CU as a research university.

From its foundation in 1901 to the mid-1940s, the Department of History was small and fledgling. Although employing only six faculty members in 1930, the department was not lacking in dedication and energy. The central figure among the faculty for nearly thirty years was James F. Willard. He joined the department in 1906 and acted as its chair from 1907 until his death in 1935. A member of the first few generations in America to receive professional graduate training, Willard obtained his PhD in 1902 from the University of Pennsylvania, where he specialized in medieval English history. An ardent collector, Willard often traveled to England for

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## Colorado History Day 2007—Two Perspectives on One Special Day

**H**UNDREDS OF STUDENTS from across the state took part in the 26th annual Colorado History Day on April 28, 2007, hosted by the Department of History at CU. Here, two participants share their personal experiences and special memories of the program. For the winners of specific categories, see [www.coloradohistoryday.org](http://www.coloradohistoryday.org).

### From CHD Coordinator Christian Heimburger

*Christian is a PhD student in the history department, who served as the assistant state coordinator for Colorado History Day 2007.*

Spend a few minutes watching *Spring Break* on MTV or observing a posse of teenagers glued to the couch as they play Xbox and you might be tempted to dismiss the rising generation. Jokes about apathetic and jaded teenagers—whether real or imagined—are somewhat of a national pastime, and though not far removed from my own glory days in secondary school, I often find myself feeling cynical about the state of our nation's youth.

As historians, we can appreciate the tenacity of certain cultural myths like the jaded teen. And yet, over the last few years, my experience with Colorado History Day—first as a judge and this year as the assistant state coordinator—has not only dispelled the myth of teenage apathy, but has gone a long way toward restoring my faith in the power of applied education to inspire young people to achieve greatly. History Day, as I grew fond of telling parents and colleagues, is a cynicism killer. Watching hundreds of kids cheer their history-savvy peers like they would a rock star is truly something I will not soon forget.

This year's competition, once again held at the University of Colorado's Boulder campus, will be remembered for its won-



derfully creative projects and exceptionally passionate participants. Nearly 600 students from all over Colorado participated in the state competition, and the enthusiasm these young people had for history was absolutely infectious. Many students were competing for the first time, while others were returning for their fourth or fifth year. For all the students there, the event was the culmination of months of dedicated work. After a full day of lively competition, twenty-eight individual and group projects earned the right to compete in the national competition held on June 14 in College Park, Maryland. Two Colorado group entries took home special awards in Irish History and Women's History for their projects, respectively titled "The Misnomer of An Gorta Mor," and "Rosie the Riveter: 'We Can Do It.'"

As someone who spent the past semester observing and interacting with these bud-

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**Colorado**  
University of Colorado at Boulder



**T**HIS IS MY FOURTH COLUMN for the Department of History's annual *Newsletter*. It is also my last, as 2007–08 will bring to a close my four-year term as department chair. During my time as chair, the history department has witnessed some remarkable changes and growth ranging from improved financial support for graduate students, to a 9 percent increase in the number of undergraduate history majors, to additional lines for the department, to increases in faculty salaries, to new course offerings, to continued improvements in student advising, to a new and upgraded website ([www.colorado.edu/history](http://www.colorado.edu/history)), and the list goes on from there. This all comes about thanks to the hard work of faculty, staff, students, and our many friends who support us in our endeavors. Thanks especially to our donors. I encourage each of you to continue or begin giving to our many programs and activities through your tax-deductible donations. You will find information to help you make a contribution on page 11 of this newsletter.

There is much faculty news from this past year; a few highlights follow. Professor **Martha Hanna**, our specialist in Modern French history, was promoted to full professor. Professor **Robert Schulzinger** earned a CRCW Faculty Fellowship for the 2007–08 school year. Professors **Eric Love** and **Lee Chambers** earned sabbaticals for fall 2007. And Professor **Fred Anderson** won the CRCW Distinguished Research Lectureship. This past year we also succeeded in two searches. As a result, Professor **Brian Vick** is joining us as our new Modern German historian. Brian earned his PhD at Yale University in 1997 and, just prior to coming to Colorado, he taught at the University of Sheffield in the UK. Our other new hire, who will actually be joining

us in the fall of 2008, is Professor **Paul Hammer**. Paul is a specialist in Early Modern English history and earned his PhD at Cambridge in 1991. He has written extensively on the Elizabethan period.

Our students continue to attain great heights of excellence. Elsewhere in this newsletter you will find more information on those who graduated this past year, but here I will say that among the undergraduates were a winner of a Fulbright; many who now head off to graduate school and law school at such institutions as Princeton, Boston University, and Hastings; several who begin teaching history and social studies in high schools; and a couple who are giving of themselves by participating in the Teach for America program. Our newly minted PhDs earned tenure-track or visiting positions at Bucknell, Regis, Texas Tech, Grinnell, and Pacific Lutheran. Several graduate students, both those who have now finished or are continuing, gave papers this past year at professional conferences, including their own Rocky Mountain Interdisciplinary History Conference. They also captured several awards and fellowships; one who earned CU-Boulder's Graduate Committee on the Arts and Humanities' dissertation award has successfully kept intact the record of History Department graduate students winning this award each time one has been nominated for it!

The coming year is shaping up to be as successful as the past. We have at least two searches to look forward to—one for an Early Modern Europeanist and the other for an Africanist—and many of our students and faculty are already being

considered for prestigious awards and prizes on and off campus. Needless to say, commencement will be upon us more quickly than we expect it, and this year, as in the past, about 30 percent of our majors will graduate. This year, Colorado History Day (CHD), which the CU-Boulder history department has hosted since 1981, successfully moved to the Downtown Denver Campus of CU where it will fit nicely with our sister department's program in public history. We maintain ties to CHD through continued support in various forms, including through the all-important judging duties.

As I prepare to step down as department chair and look forward to spending some accumulated time on my own research projects and teaching, I wish to recognize those who have helped me so much over the past few years. The history department's staff, I am convinced, is the best team of office workers on campus. **Kellie Matthews** (program assistant), **Scott Miller** (graduate secretary), and **Shelly Anderson** (administrative assistant) all make the job of the chair much easier and enjoyable than it might otherwise be. My associate chairs, **Virginia Anderson** (director of graduate studies) and **Martha Hanna, Eric Love, and Padraic Kenney** (directors of undergraduate studies over the past four years), and the various executive committees I have worked with have been and continue to be dedicated to their work, relieving me of some of the many tasks this job entails. I also thank **Colin Church** who has done a spectacular job of producing this *Newsletter* over the past couple of years. But special thanks go to the readers of the *Newsletter* and those among you who have made financial contributions over the past few years that have assisted me in carrying out my chairly duties. Because of you all, I can say that, based on my experience over the recent past, the future bodes well for the history department.



*Brian Vick,  
our newest  
faculty member*

PETER BOAG, *Chair*

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The Crisis, a pamphlet written in 1714 by Richard Steele, an Irish politician and writer. One of numerous pamphlets in the Willard Special Collection in Norlin Library. Courtesy of Norlin Special Collections.

research, and there he purchased numerous pamphlets; political tracts from writers like Jonathan Swift, Bernard Mandeville, and Richard Steele; and other documents—most from the seventeenth and eighteenth centuries. These materials helped to create Special Collections and later the British and Irish Studies Collection. Willard also took an interest in Colorado and the West. During World War I, he documented the war efforts of both citizens and the state government in Colorado, and after the war, his zeal for collecting turned to the state's declining mining industry. As a result, CU received the papers of prominent mining figures. Willard's early endeavors aided greatly in the development of the CU Historical Collections, which became the Western Historical Collections and eventually CU Archives. Willard was not alone, however, in his efforts to establish CU as a major repository of knowledge. He was particularly aided by his close friend and protégé, Colin B. Goodykoontz.

Born in Indiana in 1885 and first educated in a one-room schoolhouse, Goodykoontz moved with his parents to Colorado in 1908. He obtained his undergraduate degree at CU, where he was mentored by Willard. Goodykoontz was well-liked and respected, eventually receiving the honor of carrying the senior cane. He grew interested in American history during his master's program at Berkeley, and he went on to complete his PhD at Harvard University, studying under Frederick Jackson Turner, author of the famed "The Significance of the Frontier in American History" (1893). Turner's "frontier thesis"

argued that the frontier experience made America unique and allowed it to remain uncorrupted. Goodykoontz's dissertation and a later book, *Home Missions on the American Frontier*, applied the frontier thesis to religious faith and missionaries in the West. This topic was also undoubtedly guided by his devout Christianity. Goodykoontz joined the faculty at CU in 1921 and soon became a leader in the department and the university. He worked closely with Willard, and they collaborated on *Experiments in Colorado Colonization, 1869–1872* (1926) and *The Trans-Mississippi West* (1930). The latter work was a compilation of papers presented at the first history conference hosted by CU, which included such luminaries as Walter Prescott Webb. Goodykoontz also shared Willard's interest in archival collecting, and he worked with other faculty members, including Carl Eckhardt, Percy Fritz, and Robert Athearn, to continue Willard's legacy after his death. They conducted interviews and gathered, organized, and archived the papers of Coloradoans like merchant J. Sidney Brown and Senator Edward Costigan. In fact, Goodykoontz edited Costigan's papers himself. He continued to lead departmental collecting efforts until his death in 1958. A year later, the department yielded sole responsibility for the archives to the library. By this point, the collections had been firmly established in a manner that would allow for their continued growth.

The overwhelming interest in collecting exhibited by the early departmental historians was certainly linked to their professional vocation and their attempts to establish CU as a leading research university. Their collecting zeal was also spurred on by a strong sense of religious fraternity among faculty members, most of whom, including Willard and Goodykoontz, belonged to the First Congregational Church of Boulder. In fact, Goodykoontz served as church historian and wrote two books on the church's history. Goodykoontz's faith is apparent in his 1953 presidential address at the Pacific Coast Branch of the American Historical Association, when he stated that "history reveals the moving of God's fingers over the sands of time." They believed that establishing archives would help accomplish this purpose.

—Colin Church

#### Fred Anderson, *Early America*

Fred continues to be interested in writing history in the narrative mode. To that end he and his collaborator from *The Dominion of War* (Viking, 2005), Andrew Cayton, have signed a contract for *Imperial America, 1672–1764*, the second volume in a long-running series, *The Oxford History of the United States*. With a delivery date for the completed manuscript in 2013, he hopes to finish the book before it finishes him.

#### Virginia DeJohn Anderson, *Early America*

Virginia, who continues to serve as director of graduate studies, is at work on revisions for the fifth edition of her co-authored U.S. history textbook, *The American Journey*. The fourth edition appeared in 2007. She also continues to conduct research for her new book, *The Martyr and the Traitor: Two Stories from the American Revolution*.

#### Francisco J. Barbosa, *Modern Latin America*

Francisco spent this past summer doing research in Nicaragua that will allow him to complete a manuscript titled *Insurgent Youth: Culture and Memory in the Sandinista Student Movement*, and to begin a second project on the emergence of a transnational Central American identity from the 1970s to the present. Bringing his research interests into the classroom, he taught a new undergraduate course on Latin American revolutions during the previous spring semester.

#### Peter Boag, *Modern U.S., Sexuality*

Last year, we reported that Peter's article "Go West Young Man, Go EastYoung Woman: Searching for the 'Trans' in the Gender History of the American West" received the Audre Lorde Prize Honorable Mention. After press time, the article garnered two more awards: the Oscar O. Winther Prize for best article in the *Western Historical Quarterly* and the Joan Jensen-Darlis Miller Honorable Mention Prize for best article on the history of women west of the Mississippi. Peter has two forthcoming essays on the history of sexuality and gender in the 19th- and 20th-century West, and this fall, he served as the Idaho Yesterdays Lecturer at Idaho State University, where he taught from 1989 to 2002. There, he spoke on "Family, Gender, and Conservation, 1945–1970: How Outdoor Recreation Undermined and Reinforced the Post-War Consensus."

#### Scott Bruce, *Early Medieval Europe*

Scott's research interests include monasticism, hagiography, and Western perceptions of Islam in the early Middle Ages. His first book appeared this year: *Silence and Sign Language in Medieval Monasticism: The Cluniac Tradition (c. 900–1200)* (Cambridge University Press, 2007). He is currently working on a new project called *Hagiography and the Construction of Islam: Cluny and the Muslims of La Garde-Freinet (972–1156)*. The first fruit of this research, an article titled "An Abbot between Two Cultures: Maiolus of Cluny Considers the Muslims of La Garde-Freinet" appeared in *Early Medieval Europe* 15.4 (2007).

#### Lee Chambers, *U.S. Social and Cultural, Women*

Lee's interest in how the family shapes politics has resulted in two conference papers on sibling pseudo-marriage, the gender ideal in the 19th century that stated siblings should think of themselves as a family within the family, a relationship in which girls learned dependence and boys mastery. One paper focused on representations in portraiture and the other on portrayals in fiction

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## Congratulations to Our 2007 Outstanding Graduates!

### Cum Laude

**Katherine Elizabeth Fox**, “How ‘la guerre sans nom’ Became the Algerian War”

**David Bradley Hayes**, “Revolution and Reality: The United Mexican American Students and the University of Colorado at Boulder, 1968–1975”

**Elisabeth Ann Jackson**, “‘Pure religion will aid and strengthen any cause’: The Influence of Christian Rhetoric on the Indian Removal Debates”

**William Scott McEachron**, “The Role of the Medieval Warm Period in the Rise of the French Monarchy and the Success of Philip II”

**Lisa Renee Predaina**, “Picking Up the Pieces: Interpreting and Responding to Disaster in Jamaica, 1655–1722”

### Magna Cum Laude

**Patrick William Cecil**, “Command Crisis in the Coalition: The Allied High Command and the Battle of the Bulge”

**Troy Jamison Tice**, “To Snatch from the Mouths of Lions: Conquest and Colonization in Occitania”

**Michael J. Woods**, “The Legacy of the Public Sector: Privatization and the Business Performance of Amersham International, 1982–1997”

### Summa Cum Laude

**Julia Grace Rahe**, “Damning Heterogeneity: A Study of the Socio-economic, Political, and Religious Manifestations and Implications of the Anti-Semitic Discourse in Mathias de Bocanegra’s Relacin of the Auto General de F of 1649”

**Jennifer Christine Wells**, “The Spying Game: Informers, Infiltration, and the IRA During the Troubles”

### Honors Thesis Prize

**Julia Grace Rahe**, “Damning Heterogeneity: A Study of the Socio-economic, Political, and Religious Manifestations and Implications of the Anti-Semitic Discourse in Mathias de Bocanegra’s Relacin of the Auto General de F of 1649”

### Philip Mitterling Paper Prize

**Amy Carol Besen**, “A Political Prisoner in Nazi Germany”

### James F. Willard Service Prize

**Charles David Crabtree**

### Katherine Jacob Lamont Scholarship for Outstanding History Junior

**Katherine Laura Hermann**

## Research in London

*Katherine Hermann is an undergraduate student in history at CU. She received a Middleton award and an Undergraduate Research Opportunities Program grant to conduct research this past summer. Here, she recounts a few of her findings and experiences.*

OVER THE COURSE OF MY STUDIES of history, my conception of what it means to do research has changed markedly. Finding sources, organizing great quantities of information, and learning the nuances of a particular branch of historiography are only a few of the challenges that a new research project poses. This summer I had the opportunity to do research for my honors thesis on medical discourse on cholera in nineteenth-century British India using a Middleton award and an Undergraduate Research Opportunities Program grant. I went to the British Library in London to look at the India Office Records and nongovernmental publications. Prior to leaving, I intended to demonstrate that the disjointed discourse about cholera among British medical practitioners revealed a larger disjunction between policy-making at the level of the centralized government and medical practice at the local level. However, once I began to read sources I encountered a dilemma—that of how best to deal with the intersection of scientific discourse and cultural history, both of which are integral parts of the history of science. I was reminded of the *New Yorker* articles I often read, which deftly meld science and culture, but how does one do so as accurately as possible in a study of history?

Many of the secondary accounts I had read drew heavily charged conclusions about how imperialists used medicine as a tool for Empire-building, and though it is important not to ignore important factors such as the ideas of political and racial ideology that medical officers no doubt held, these ideas did not drive their daily scientific studies in any remarkable way. As I looked at primary accounts, however, I was struck by a common thread: the authors, mainly Indian Medical Service officers in the employ of the East India Company and, later, the Government of India, used empirical methods to examine the nature and cause of cholera in as scientific a way as they knew how. Medical



accounts of cholera were analytical; scientists recorded case studies, gathered data, and contributed to the discussion amongst practitioners as to the scientific nature of the disease. Their methods of observation included isolating variables as much as possible when using human subjects during full-blown epidemics, creating a pool of case studies by writing about patients in government and local Medical Board publications that were then circulated amongst them, looking for correlations and unusual conditions that might shed light upon a particular outbreak, and drawing conclusions from frequently observed environmental conditions.

An excerpt from a collection of medical reports published by the Madras Medical Board illustrates many such characteristics. In May of 1824, two surgeons in the Indian Medical Service wrote of their efforts to relieve cholera patients by applying a mustard poultice to the forehead, calves, and abdomen to help produce blistering, and then prescribing stimulants and opium and calomel, two favored remedies. Their efforts were in vain, for though the surgeons bled seven of the patients, five died. Curiously, in searching for an explanation of the outbreak of the disease, Surgeons Lister and Davies looked at the day's meteorological conditions. They noted that changes in weather correlated with changes in the number of cholera cases. Lister and Davies were only two of the many British scientists in nineteenth-century India who looked for correlations—abnormal occurrences in weather, soil conditions, water, and food—that might help explain cholera. Their methods of observation reveal much about the way in which British scientists understood the disease, and their written discussions reveal even more.

I might have missed the very nature of the scientific accounts I was reading had I

focused too much on British constructions of race and cultural differences, as many historians of the subject have done. Although these considerations were certainly important, I realized that it was necessary to shift my focus to the scientific side. When a medical practitioner compared his treatment regimen to those used by other practitioners, he sought to substantiate the claim that his worked while the others' did not. He was apt to argue against methods used by other medical officers or by indigenous practitioners. To be sure, sometimes factors such as racial ideology came into play. Believing that racial differences might figure into the specific "type" and severity of cholera that a particular patient contracted, medical practitioners certainly documented this element. However, general attention did not focus on perceived racial factors any more than on meteorological conditions, soil type in the geographic region where the epidemic occurred, and possible reasons for transmission, such as large gatherings of people at bazaars. As I read, I began to develop a framework for understanding scientific writings that would later allow me to tease out elements that warranted further exploration in the context of cultural history. As a whole I tried to understand, simply, how practitioners thought about the world around them, the diseases that ailed whole populations in epidemic proportions.

The Middleton and UROP allowed me to do what few undergraduates have a chance to do: simply read, source by source, descriptions of bile in the duodenum, tinged stomachs, and turgid brain vessels, to consider the scientific context of each writing. Working at the British Library was a joy, and I found it interesting to watch true scholars work alongside me. Efficient and absorbed, many of the people in the Rare Books reading room could be found at the long tables, side by side, from morning until eight in the evening, six days a week (I even happened unexpectedly upon my thesis advisor, Professor Chester, one Saturday morning). I sat beside them and discovered that, in nineteenth-century British India, the state of the weather was of vital importance to the medical officer who hoped to halt the spread of cholera.

—Katherine Hermann

and prescriptive literature. She gave a third paper in Wales on the antebellum power widow.

**Lucy Chester**, *British Empire, Modern South Asia, International Affairs*

Lucy made progress on a book manuscript tentatively titled *A Dying King: Connection and Analogy in Britain's Withdrawal from South Asia and the Palestine Mandate*. In July, she presented two papers in the UK: "'The Caliphate Bogey': Pan-Islamic Identities in South Asia and the Palestine Mandate" and "Reassessing the Radcliffe Line."

**Brian DeLay**, *Americas, Borderlands*

Brian teaches classes on Native American history, the American Southwest, and borderlands in the Americas. He published two articles in early 2007: "Independent Indians and the U.S.-Mexican War" (*American Historical Review*) and "The Wider World of the Handsome Man: Southern Plains Indians Invade Mexico, 1830-1846" (*Journal of the Early Republic*). In December, his co-authored history textbook, *Nation of Nations* (6th edition), will appear from McGraw-Hill.

**James A. Denton**, *U.S. Cultural*

Currently James is researching tramps in the American West in the 1880s and 1890s and how contemporary religious groups responded to their need for aid. His long-term project is to address the relationship of Socialism and Christianity in the American West. He is the author of *Rocky Mountain Radical: Myron W. Reed, Christian Socialist* (University of New Mexico Press).

**Barbara Engel**, *Russia, Soviet Union, Women's*

This past year, two of Barbara's essays on Russian women's history were published. The first, "Women, the Family and Public Life," appeared in Dominic Lieven, ed., *Cambridge History of Russia*, v. 2; the second, "Women and the State," was published in Ronald Grigor Suny, ed., *Cambridge History of Russia*, v. 3. In March, Barbara presented a chapter of her book in progress, titled "Making Marriage," to the Russian Circle of the Harriman Institute, Columbia University.

**Robert Ferry**, *Latin America*

Bob specializes in early Spanish American history. His current focus is on the social and cultural history of early 17th-century Mexico. A recent publication, which anticipates the book that is as yet unfinished, is: "Don't Drink the Chocolate; Domestic Slavery and the Exigencies of Fasting for Crypto-Jews in Seventeenth-Century Mexico," *Nuevo Mundo—Mundos Nuevos* (May 2005).

**Sanjay Gautum**, *India, Islam, South Asia*

Sanjay is currently working on a book that looks at the interface of politics, religion, and literature as it relates to the nature of historical consciousness in 20th-century India. His research interests include war, sexuality, cinema and popular culture, historical consciousness, Islam in South Asia, and theories of history. He is also working on a project on the social and political history of the English language in India.

**Matthew Gerber**, *Early Modern France*

Matthew is a specialist in the social, cultural, political, and legal history of early modern France. He is currently working on a book tentatively titled, *The End of Bastardy: Politics, Family and the Law in Early Modern France*. His next research project will be on the politics of terror in early modern Europe.

**Julie Greene**, *U.S. Labor, Immigration, Political*  
Julie is currently completing her book *The 13th*

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*Labor of Hercules: The United States and the Building of the Panama Canal, 1903–1915*, which will be published by Penguin Press as part of its History of American Life Series. She also serves as reviews editor of the journal *Labor: Studies in Working-Class History of the Americas*.

**David Gross**, *Modern European Intellectual*  
David plans to continue working on his research project dealing with the religious critique of modernity in the 20th century. He was awarded a Center for Humanities and the Arts fellowship for the spring of 2008, which will allow him free time to pursue his research into the second semester of next year.

**Martha Hanna**, *Modern France*  
In October 2006, Martha was elected president of the Western Society for French History. She and David Avrom Bell of Johns Hopkins University are guest editors of a special issue of *French Historical Studies on War, Society, and Culture in French History*, scheduled for publication in fall 2008. Her book *Your Death Would Be Mine: Paul and Marie Pireaud in the Great War* was published by Harvard University Press in November 2006.

**Robert Hohlfelder**, *Ancient*  
Bob has authored or co-authored three articles and has four more in press. His book, *The Maritime World of Ancient Rome*, will be published by the American Academy in Rome and the University of Michigan Press in 2007. His presentation, "The Foundations of Empire: Research on the Engineering Characteristics of Roman Maritime Concrete," won first prize at the Archaeological Institute of America meeting in January 2007. He served as the tour expert for the National Geographic Society's cruise, "Under Sail in the Mediterranean," in October 2006. The Roman Maritime Concrete Study (ROMACONS), an international research project that he co-directs, conducted underwater field research at Brindisi, Naples, and Alexandria in fall 2006 and spring 2007. ROMACONS will conduct research at three sites in Greece in fall 2007. He served as senior maritime archaeologist for a new international shipwreck survey in June 2007, and he will be the tour expert for three National Geographic Society cruises in fall 2007. He will return to Oxford as a visiting scholar at Wolfson College for the third time in November 2007. He has also consulted for The Teaching Company, National Geographic TV specials, the History Channel, and the Atlantic Production Co., London.

**Susan Kent**, *Modern Britain*  
Susan has just completed a book on trauma and politics in interwar Britain and is finishing up a co-authored book on the Igbo Women's War of 1929. She is also beginning a textbook project that will treat western civilizations from an environmental perspective.

**Anne Lester**, *Medieval Europe, pre-modern women's, France*  
Anne received her MA and PhD in history from Princeton University. She is currently completing a book on the social and spiritual functions of Cistercian convents in 13th-century northern France. Her research interests include the history of leprosy, the institutionalization of charity, and the development and definition of urban centers during the High Middle Ages. In 2007, she received a CRCW Junior Faculty development award to begin research on her next project, a study of founding homes in the Middle Ages.

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## Congratulations to Our 2007 Graduate Students!

### Recipients of the Doctor of Philosophy in History

- Diana Lynn DiStefano**, "Avalanche Communities: Risk Responsibility and Knowledge Production in the Mountain West, 1859–1920"  
**John Stephen Edwards**, "Jane the Quene: A New Consideration of Lady Jane Grey, England's Nine-Days Queen"

**Marcia Tremmel Goldstein**, "Meet Me at the Ballot Box': Women Voters, Women Workers, and Progressive Era Political Culture in Colorado, 1893–1920"

**Diana Lynn Shull**, "The Sickness of the Land': Igbo Political Movements, British Colonialism, and the Influenza Epidemic in Southern Nigeria, 1918–1929"

**Todd Patrick Upton**, "Sacred Topography: Western Sermon Perceptions of Jerusalem, the Holy Sites, and Jews During the Crusades, 1095–1193"

### Recipients of the Master of Arts in History

- William Bernard Bevins, III  
Nathanael Joseph Breeden  
Alex Jan Garcia  
Mary Ann Grim  
Michele Marie Hanley  
Jason Lauvane Hanson  
Devon John McCurdy  
Louis G. Nolting  
Andrew Benjamin Speelhoff  
Nicholas Stachokus

## Rocky Mountain Interdisciplinary Conference

The eighth annual Rocky Mountain Interdisciplinary History Conference (RMIHC) was held on September 8 at CU's Wolf Law building. Planned and organized by CU's history graduate students, RMIHC provides a forum for graduate students from the humanities, arts, and social sciences to engage in cross-disciplinary dialogue and networking. This year's participants represented six different disciplines and nineteen universities, including CU, Harvard, Duke, Northwestern, and the University of California at Berkeley.

Professor Robert Schulzinger presented this year's keynote address: "Vietnam and Iraq: Lessons Learned and Unlearned." The conference also featured numerous exciting panels, such as "Re-envisioning Violence in the United States," which was chaired by Dr. Ralph Mann, with CU PhD student Margaret Sewall-Ball serving as commentator. The presenters on this panel examined the Rock Springs Massacre, the Tennessee Mormon Massacre, and a 1903 Arizona mining strike. RMIHC also featured a roundtable on American immigration, with Dr. William Wei moderating, CU PhD student Gerrit Dirkmaat contributing a historical perspective, and representatives from the College Republicans and College Democrats adding a contemporary political element.

As in previous years, RMIHC's success would not have been possible without the generosity of the United Government of Graduate Students, the Council of Colleges and Schools, and the office of the Vice Chancellor for Research, in addition to donations from Starbucks, IZZE, El Dorado water, and the CU Book Store. Most importantly, RMIHC relies on and appreciates the support it receives from the CU academic community.

—RMIHC Executive Committee

**Mark Anderson** (PhD) published a historiographical essay titled "The Works of Luther Standing Bear: Four First Person Accounts of Late Nineteenth-Century Sioux Life" in the *Journal of the West*, and he is currently at work on his dissertation.

**Margaret Sewall Ball** (PhD) received a Beverly Sears Graduate Research Grant, and she presented a paper titled "Dismemberment and Gender: The Role of Gender in Bodily Mutilation during the Indian Wars of the American West" at the 2006 Western History Association meeting.

**Constance Clark** (PhD, 2002) is an assistant professor at Wooster Polytechnic in Massachusetts. Her book, *Evolution in the Jazz Age*, is under contract with Johns Hopkins University Press.

**Susan Cogan** (PhD) received a Beverly Sears Graduate Research Grant, and she participated in "Culture, Space, and Power: Peopling the Built Environment in Renaissance England, c. 1450–1700," a residential workshop at the University of Warwick, in July 2006. She was also named a Msgr. Francis J. Weber Fellow of the Huntington Library in San Marino, California. Susan's review of Michael Questier's *Catholicism and Community in Early Modern England* was published in *History: Review of New Books* in fall 2006.

At the 2006 Western History Association meeting, **Diana DiStefano** (PhD, 2007) presented a paper titled "Avalanches and Railroad Worker Identity: Natural Disasters and the Culture of Rise Taking in British Columbia." She started work as an assistant professor at Bucknell University in Pennsylvania in fall 2007.

**J. Stephen Edwards** (PhD, 2007) presented two papers, "Jane Grey Dudley: England's Nine-Days Queen" at the Queens and Power in Medieval and Early Modern England Conference at the University of Nebraska in March 2006, and "Motorcycle Leathers and the Construction of Masculine Identities among Homosexual Men" at the Popular Culture Association/American Cultural Association Annual Meeting in April 2006. His article, "On the Birth Date of Lady Jane Grey" was published in *Notes and Queries* in September 2007.

**John Enyeart** (PhD, 2002) is an assistant professor at Bucknell University in Pennsylvania.

**Michael Friesen** (PhD) published an article titled "A Survey of Organbuilding in Indiana in the Nineteenth Century" in *Organ Atlas 2007: Central Indiana Region*, a monograph on historic pipe organs issued by the Organ Historical Society. He also presented a lecture titled "William Horatio Clarke and Thomas P. Sanborn, Indianapolis Organbuilders" at the 2007 National Convention of the Organ Historical Society, held in July in Indianapolis.

**Nicki Gonzalez** (PhD, 2007) became an assistant professor at Regis University in Denver in fall 2007.

**John Grider** (PhD, 2006) received the prestigious Graduate Committee on the Arts and Humanities Dissertation Award for 2006. He began working as a visiting assistant professor at Texas Tech University in Lubbock in fall 2006.

**Susan Guinn-Chipman** (PhD) received a J.D.A. Graduate Travel Fellowship in British and Irish Studies through CU's Center for British and Irish Studies. She



The newly renovated graduate student work space in the Teaching Assistant Consultation Office (TACO).

also participated in "Culture, Space, and Power: Peopling the Built Environment in Renaissance England, c. 1450–1700," a residential workshop at the University of Warwick, in July 2006.

In his final year of graduate school, **Jason Hanson** (MA, 2007) presented a paper at RMIHC, coauthored a report on energy efficiency and conservation in the West, won first prize in both the graduate nonfiction and memoir categories of the Thompson Awards for Western Writing, and finally got a dog. He received his master's degree in the spring and is now employed on the research faculty of the Center of the American West.

**Christian Heimbürger** (PhD) presented a paper on Edward Abbey's place in the environmental movement at RMIHC last fall, and he spent the spring semester working as the assistant state coordinator for Colorado History Day. This fall, he will be presenting a paper titled "Rise of the Atomic Sun: Japanese American Reactions to the Atomic Bombings of Hiroshima and Nagasaki" at the annual conference of the Western History Association in Oklahoma City and the Western Conference of the Association for Asian Studies in Salt Lake City.

**Shirl Kasper** (PhD) received a Beverly Sears Graduate Research Grant to help her translate certain French documents, including letters and journals written by sisters of the Sacred Heart who served at St. Mary's Indian Mission in Kansas (1840s–1870s). This work is central to her dissertation.

**Kassi Klinefelter** (PhD) passed her comprehensive exams in spring 2007 and is working for ABC-CLIO's *World History Encyclopedia* project as an entry and sidebar writer. She will present at the 2007 WCAAS/SWCAS conference, and she is in her second year as a member of the RMIHC Executive Committee. Kassi received a Foreign Language and Area Studies Fellowship last year, and this was renewed this year. Kassi also assisted Dr. Thomas Zeiler with research on World War II for his upcoming book.

**Tom Krainz** (PhD, 2000) was recently awarded tenure at Framingham State College in Massachusetts. His book, *Delivering Aid: Implementing Progressive Era Welfare in the American West*, was published by the University of New Mexico Press in 2005.

After drilling water wells in two remote villages of Southern Sudan during the winter break, **Jeff Larsen** (PhD) assisted Padraic Kenney with teaching Western Civilization II: Europe since 1560. Part of Jeff's summer was spent helping

Distinguished Professor Emeritus Hazel E. Barnes (translator of Jean Paul Sartre) with archiving her papers at CU Boulder's Norlin Library.

**Todd Laugen** (PhD, 2005) is an assistant professor at Metro State College in Denver. He is also working with a Teacher Quality Enhancement Grant from the U.S. Department of Education to redesign Metro State's secondary teacher education program in history, civics, and geography.

**Jennifer McNabb** (PhD, 2003) is an assistant professor at Western Illinois University and the book review editor of *Quidditas*.

**Jamie Mills** (MA) is enjoying his fourth year at CU. After some tough thinking and personal discernment, he decided that he would finish the fall 2007 semester with a master's degree, instead of going forward to pursue a PhD. He is exploring options that would allow him to work in the field of social service, in the context of diplomacy or international affairs, possibly through the Episcopal Church. Having worked with refugees last summer, he has a passion for helping people who are in the nexus of international/transnational affairs.

**Eric J. Morgan** (PhD) spent spring 2007 conducting dissertation research throughout South Africa. An article on his experiences in South African archives will be published in a future issue of *Passport: The Newsletter of the Society for Historians of American Foreign Relations*. Eric was recently awarded the Lowe Dissertation Fellowship in the Humanities from the College of Arts and Sciences, and he will spend the year completing his dissertation.

**Wendy Rex-Atzet** (PhD) received the Neil B. Kendig Award and Fellowship through the Colorado Mountain Club Foundation, and a Beverly Sears Graduate Research Grant.

**Duke Richey** (PhD, 2006) became a visiting assistant professor at Pacific Lutheran College in Tacoma, Washington, in fall 2006.

**Gerry Ronning** (PhD, 2002) is an assistant professor at Albright College in Reading, Pennsylvania.

**Diana Schull** (PhD, 2007) received an Emerson Lowe Dissertation Year Fellowship for 2006–07 from the College of Arts and Sciences.

**Eliakim Sibanda** (PhD, 1999) is an assistant professor at the University of Winnipeg.

**Eugene Tesdahl** (PhD) published four articles, "Marching Bands," "Native American Sport," "Radio Stations," and "Terre Haute, IN" in *The American Midwest: An Interpretive Encyclopedia* (Indiana University Press, 2007).

**Eloina Villegas** (PhD) participated in "European and New World Forms of Knowledge in Colonial Spanish America c. 1520–1800," a residential workshop at the Newberry Library in Chicago, in July 2007.

**K. Allison Wickens** (MA, 2003) was recently named permanent director of education at the Smithsonian Institution's National Postal Museum.

**Brandon Williams** (PhD) was awarded a Lyndon B. Johnson Foundation grant-in-aid.

**Patricia Nelson Limerick**, *American West, Environment*

Patty is chair and faculty director of CU-Boulder's Center of the American West and professor of environmental history. Her most recent projects include a report titled "What Every Westerner Should Know about Energy Efficiency and Conservation: A Guide to a New Relationship," and a forthcoming PBS documentary titled *Living With Energy*.

**Eric Love**, *Nineteenth-century U.S., African American, U.S. and the World*

Since 2000, Eric has spoken at conferences at Brown, Princeton, and the University of Wisconsin-Madison. He has presented original research at the University of Washington and the University of California-Irvine. In fall 2007, Eric was invited to lecture at the Center for African American Studies at Princeton and the Eisenberg Institute for Historical Studies at the University of Michigan-Ann Arbor. His recent book reviews have appeared in the *American Historical Review*, *Diplomatic History*, *The Journal of Southern History*, and *Civil War History*. One of his articles will appear in *Race, Nation, and Empire in American History* (UNC Press, 2007). His first book, *Race Over Empire* (UNC Press, 2004) is in its second printing. His current projects include a U.S. survey textbook for Houghton Mifflin, a cultural reinterpretation of Commodore Perry's 1853 Japan mission, and a work tentatively titled *Storm Inside a Box: Eli Whitney's Cotton Gin and the Fate of Nations*.

**Ralph Mann**, *Civil War and Reconstruction*

Ralph is trying to finish the last chapter of revisions to his study "Neighbors and Kin" on settlement, Civil War, and social change in mountain Virginia. He gave a paper at the Appalachian Studies meeting on Appalachian Virginians and "progress" at the turn of the 20th century.

**Mithi Mukherjee**, *India, South Asia*

Mithi is currently completing a book on the nature and evolution of the British imperial political formation in India from the 18th to the 20th century and its implications for postcolonial Indian democracy. She recently published "Justice, War, and the Imperium: India and Britain in Edmund Burke's Prosecutorial Speeches in the Impeachment Trial of Warren Hastings" in *Law and History Review* (fall 2005).

**Mark Pittenger**, *U.S. Intellectual and Cultural*  
Mark just completed a review essay called "Considering Capitalism" for the journal *Modern Intellectual History*. He continues to work on his book *Unknown Class: Undercover Investigations of American Work and Poverty from the Gilded Age to the Present*, to be published by NYU Press.

**Robert D. Schulzinger**, *College Professor of Distinction, Recent U.S., U.S. Diplomatic*

Bob completed 12 years of service as director of CU's International Affairs program in June. He is editor-in-chief of *Diplomatic History: The Journal of the Society for Historians of American Foreign Relations*, and he is a member of the CIA's Historical Review Panel. He received a Faculty Fellowship from the Council on Research and Creative Work for 2007-08 and is spending the year writing *An American Idyll: The United States 1991-2001* for publication by Oxford University Press.

**David Spires**, *U.S. Military, Space*

David serves as the Faculty Seminar coordinator. Currently, he is working on a comprehensive study of ballistic missiles, and this summer he finished a revision to his book on Air Force space history.

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ding scholars, I can clearly say that the History Day program means more to them than simply earning medals. As Homer (the Greek poet, not the Simpson patriarch) once said, "The journey is the thing," and many of the students' lives were changed, not by whether they won or lost but by what they learned while creating these projects. Preparing an entry for History Day moves students beyond simplistic textbook analysis toward asking critical questions about the past; such hands-on research gives history a sense of vibrancy and helps students connect the past to their own life experiences. It seems rare to find teenagers who are moved by history, but I met many over the course of my History Day tenure. Such passion and devotion should remind us all—teachers, parents, and supporters—that History Day is much more than a competition; it is an educational program that seeks to change the way children see and interact with the past.

Planning this year's event was not without its challenges. For the History Day staff, this was a year of transition, and, at times, total panic. Will Bevins, our fearless leader, and Emily Nelson, our student intern, deserve special kudos for their valiant organizational efforts. The vital contributions of the history faculty, graduate and undergraduate students, regional coordinators, volunteer judges, community volunteers, and financial sponsors were critical to the success of this year's regional and state competitions. To all those who gave their time and money, we offer our sincere thanks.

Colorado History Day begins a new chapter next year as the state competition moves to the Downtown Denver Campus of the University of Colorado, with Bill Convery taking over the day-to-day management of the program as the new state coordinator. I am confident that, as in years past, History Day will continue to stimulate the imagination and raise the academic performance of Colorado's students.

### From Teacher Kara Voss

*Kara received her master's degree in history from CU in 2006, and she is currently teaching social studies to middle-school students at Our Lady of Fatima School in Lakewood, Colorado.*

On April 28, I accompanied fifteen students to Colorado History Day at CU-Boulder. I



*Kara Voss [center] with two of her students.*

had been to the University Memorial Center (UMC) many times as a graduate student to grab a sandwich or find a place to sit and read for a few moments, but on that day the UMC was different. It had been transformed by a sea of young people, many nicely dressed, some toting unwieldy display boards, and others searching through programs for their presentation times. There was a buzz in the air, and above the din I heard snippets of conversations about topics and research. It was all very exciting, and my students and I had a special understanding of the moment. We understood the pride displayed on these young peoples' faces as they set up their presentations and the enthusiasm mixed with fear in their voices as they discussed their topics with neighbors because we understood the hard work and the fun of participating in Colorado History Day.

History Day truly offers a unique experience for teachers and young people. I did not learn this easily. When I was offered the position of teaching middle-school social studies at Our Lady of Fatima School in Lakewood, I was thrilled to learn that the school participated in History Day. I knew that History Day gave students the opportunity to learn history through the making of a cool project. I was a bit naive about how this happened, but I was ready to participate.

As I researched the ins and outs of taking part in History Day as an educator, I became a bit overwhelmed. The idea of helping sixty students create exciting and original projects, while keeping up with the school's curriculum, was daunting. However, I was comforted by the knowledge that learning is a process. Also, thanks to my years as a graduate student, I was armed with tools for choosing a topic, conducting research, making an argument, and presenting that argument succinctly. There were definitely challenges as my students and I navigated this process, but we learned a lot along the way.

Participating in History Day gave my students and I many opportunities that I, and hopefully my students, will always remember. As I think about our History Day experiences, I remember one student who wrote letters to survivors of the USS *Indianapolis* and received letters back from several of them. One of the survivors even came to our school's History Day and then went to the regional competition with this student. I recall a moving tribute to Chiune Sugihara created by three young sixth-grade girls. I dwell on the place of YouTube.com in our students' growing access to historical knowledge, remembering how two eighth-grade boys and I struggled with how to cite a video of the *Challenger* explosion found on this website and how I debated with the thought of YouTube.com as a credible source for a serious historical project. (I am

still undecided.) I thank Dr. Rebecca Hunt, Will Bevins, and Christian Heimbürger for their help in our participation in the History Day competitions. All of these thoughts and a lot of hard work were a part of my involvement in Colorado History Day.

In the end, none of my students moved on to the national competition, but we had a rewarding experience and we gained some new skills. And despite all the long hours of searching, reading, writing, and pasting together stubborn display boards, it was fun. Saying the whole process was fun is easier a few months later, but the truth is that by the end of the school year, my students knew the theme for the next History Day and were already thinking about possible historical topics to study.



**Shelly Anderson**, *Administrative Assistant*  
Shelly first joined the department in 2003. She finds that the most rewarding aspect of her job is helping students with any suggestions, help, or advice she can provide. Shelly enjoys the outdoors and often goes hiking, soaking up the scenic vistas of the Rockies. Shelly is also proud to be a vegetarian of eighteen years.

**Kellie Matthews**, *Program Assistant*  
A long-time Boulder resident who has witnessed Boulder's transition from a small town to a bustling city, Kellie has been a member of the history staff since 1990. Her many responsibilities include web design, semesterly course scheduling, and organizing the recruitment process. According to Kellie, the most rewarding aspects of her position are its continually changing nature and the many opportunities it provides to learn new skills. She is an avid reader, and she particularly enjoys historical topics like Roman Britain and North America's Northwest and Arctic regions.

**Scott Miller**, *Graduate Assistant*  
Since 1998, Scott has advised the department's graduate students and worked closely with the graduate faculty. Graduate students particularly appreciate his help in navigating the vagaries and complexities of the MA and PhD programs. For Scott, one of the most gratifying aspects is shepherding students from their first classes to graduation, and watching them achieve professional success. He also takes a personal interest in history, and he is especially drawn to the dramatic changes during World War I.

**Patrick Tally**, *Undergraduate Academic Advisor*  
Patrick joined the department as an advisor in 2004. Each semester, he is responsible for 350 undergraduate students whom he guides along the path toward graduation. Patrick's duties include explaining the history curriculum to students and ensuring that they take advantage of the many opportunities CU offers, such as internships and study abroad programs. He received his PhD in British and French history from the University of Wisconsin in 2003, where he completed a dissertation on the development of the Dublin weekly press in Ireland. Each year he also teaches a class in British or Irish history.

**Jeanne Ulmer**, *Undergraduate Academic Advisor*  
A member of the history staff since 2005, Jeanne is also responsible for advising 350 students each semester. She guides students through the academic process, recommending classes to suit their interests, answering tough questions like "what can I do with a history major?" and partnering with the Career Center to help them succeed after graduation. Jeanne enjoys getting to know many of her students, helping them solve academic problems, and watching the realization of many of their hopes and dreams. She has a BA in history from Colorado College and a master's degree in higher education administration from Oregon State University.

## Want to Volunteer?

Because the program continues to grow each year, the Colorado History Day (CHD) staff constantly works to maintain a strong core of volunteers. Each year more judges, hall and room monitors, information desk attendants, and staff assistants are needed. To learn more about CHD or to volunteer, check the program web site at [www.coloradohistoryday.org](http://www.coloradohistoryday.org).

## Emphasizing the Importance of Higher Education: The San Luis Valley Project

As it has every year since 1994, in late April the Outreach Committee of the Department of History brought dozens of students from the San Luis Valley (SLV) to the CU-Boulder campus to participate in Colorado History Day. This year, on April 27, Professors Marcia Yonemoto and Francisco Barbosa welcomed more than fifty students, teachers, and chaperones from Centauri Middle School and Ortega Middle School with an opening reception in Hellems Hall. An introductory presentation was given by Cleo Estrada, associate director of Chicana/Latino Student Services at the CU Center for Multicultural Affairs and a CU alumna from the San Luis Valley. Cleo spoke of her own move from the San Luis Valley to CU, and she emphasized the importance of higher education. This was particularly meaningful for many SLV students who have had limited exposure to the university experience. Following Cleo's presentation, students were divided into small groups and shown around campus by undergraduate volunteers. Later, they attended an evening laser light show at the Fiske Planetarium and a pizza dinner at Hellems Hall. On Saturday, the students either participated in or attended the Colorado History Day competition, where they had the opportunity to see what is involved in constructing a competitive skit, audio-visual presentation, or historical display.

Both students and teachers expressed their appreciation for the chance provided by the SLV Project to travel to Boulder and spend time at the university. Beth Hackett of Ortega Middle School in Alamosa said that she "loves" the San Luis Valley Project and hopes to participate again in the future; Dan Coombs of Centauri Middle School said that visiting the Boulder campus was formative for his students (not a single student participating in the 2007 program had ever been to Boulder). Although Colorado History Day will move to the Downtown Denver Campus of CU next year, the department hopes to continue its relationship with the San Luis Valley schools and teachers.

—Francisco Barbosa and Marcia Yonemoto



**Brian Vick**, *Modern German, 19th-century Central Europe*

Brian joined the history department in fall 2007. He is the author of essays on German nationalism, historicism, and ideas of race, and of the book *Defining Germany: The 1848 Frankfurt Parliamentarians and National Identity* (Harvard University Press, 2002). His current research focuses on the Congress of Vienna as an event in cultural as well as political history.

**William Wei**, *Modern China, Asian American History and Culture*

William is currently working on a book-length study of "Asians in Colorado, 1870–present." His essays, "Representations of Nineteenth-Century Chinese Prostitutes and Chinese Sexuality in the American West" and "Sex, Race, and the Fate of Three Nisei Sisters," have been accepted for publication in *Enduring Legacies: Colorado Ethnic Histories and Cultures and Colorado Heritage*, respectively.

**Timothy Weston**, *Modern China, Intellectual*

Tim's co-edited book, *China's Transformations: The Stories beyond the Headlines*, was published early in 2007 (Rowman & Littlefield). His article in this volume is titled "Fueling China's Capitalist Transformation: The Human Cost." He has done book talks at the Boulder Bookstore and in Beijing, and an interview for C-Span. This summer, he led a study tour in China for U.S. K–12 teachers.

**John Willis**, *Modern Middle East*

In addition to defending his dissertation "Unmaking North and South: Spatial Histories of Modern Yemen," John participated in an intensive workshop on the Arab-Israeli conflict at Tel Aviv University.

**Marcia Yonemoto**, *Early Modern Japan*

Marcia received a Japan Foundation Fellowship to spend the 2005–06 academic year as a visiting researcher at Ochanomizu University in Tokyo. She remained on sabbatical in fall 2006. She is working on her second book, tentatively titled *The Problem with Women in Early Modern Japan*. Her forthcoming publications include selected translations of early modern Japanese travel writing, an article on 17th-century manuals for women's behavior, and a review article on women and gender in early modern East Asia.

**Thomas Zeiler**, *U.S. Diplomatic*

Tom has completed a global military history of World War II while on leave. He also served on the Department of State's Historical Advisory Board and on the governing board of his field's association. Tom continues as executive editor of the journal *Diplomatic History*.

## Adjunct Faculty

**Kyle Bulthuis**, *U.S., Religion in the U.S.*

**Jeanne Christensen**, *British*

**Leland Giovannelli**, *History of Science*

**Merle Funk**, *U.S., Canada*

**John Hatch**, *Russian*

**Nicole V. Jobin**, *Medieval, Early Modern Europe*

**David Paradis**, *Medieval, English*

**Yasmin Rahman**, *U.S., Women's*

**Daniel Stephen**, *Modern European*

**Nancy Vavra**, *Russia, Gender (Europe)*

**J. Greg Whitesides**, *U.S., Scientific, Religious*

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We welcome your feedback! What would you like to see in the next issue? What types of events and programs would you like to see the department sponsor in the future? What have you been doing with your history degree?



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