

America at 250: historians reflect



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2025 NEWSLETTER



History

UNIVERSITY OF COLORADO BOULDER

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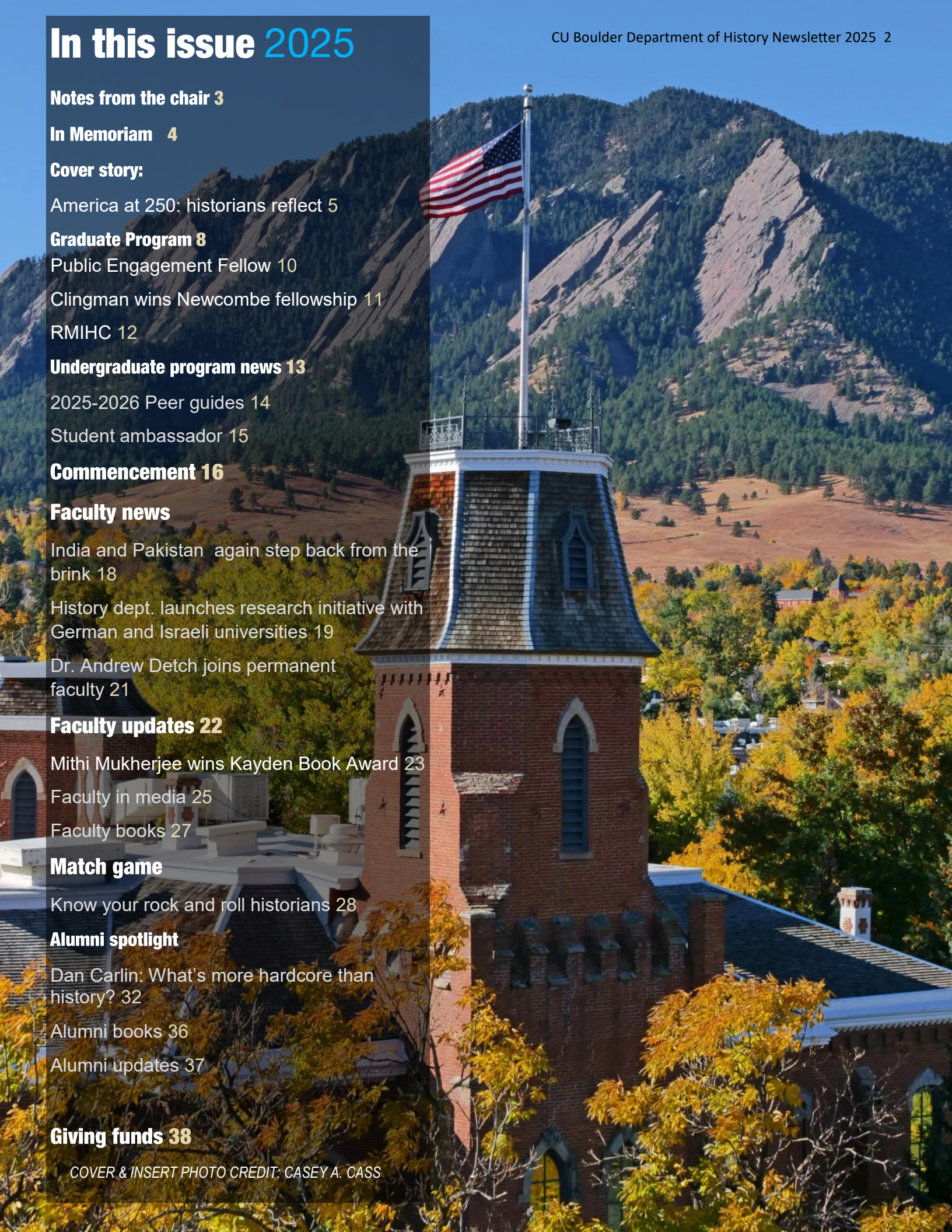
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COVER & INSERT PHOTO CREDIT: CASEY A. CASS





Phoebe Young

Notes from the Chair

This past May, I had the distinct honor of presiding over my first commencement as chair. What a sight – faculty arrayed in all colors of velvet and silk, graduates marching in black and gold, families beaming with pride. How exciting it was to launch 69 new historians into the world.

I thought a lot about the words I wanted to leave them with as they exited the halls of CU Boulder, and I'll share a few of them with you here. I told them that they should venture forth buoyed by the importance of their training. The tools of history they worked so hard to learn represent critical assets for the present day. I wanted them to know that the world needs people trained in the valuable skills of historical thinking – people who can use and help others to use rational debate, inquiry and analysis, evidence-based argumentation, questioning and empathy.

Historians are well-prepared to help us think about how to relate to each other and to our past, both what we have in common and our different experiences. I encouraged them to find confidence in this training, and that no matter what career they might

pursue or wherever they go in what I hope will be marvelous, full lives, they could – and should – keep using those skills. Few people study history at the advanced level we ask of our majors and graduate students. I welcomed them into this select community of people who share an understanding of the history that has propelled us, the skills to understand the present, and the courage to lean into the future.

I certainly count myself lucky to work in this community of students, staff, and faculty every day. This past year, several of our colleagues have earned some of the campus's highest honors. Dr. **David Paradis** won the Boulder Faculty Assembly Award for Excellence in Teaching, while the Graduate School honored Dr. **Thomas Andrews** with an Exceptional Graduate Faculty Mentor Award.

We're thrilled that CU recognizes the skills, efforts, and kindness they put in with every group of students, semester after semester. Dr. **Henry Lovejoy** won a Provost's Faculty Achievement Award for his research, highlighting his 2024 *Past and Present* article, "Conceptualizing 'Liberated Africans' and Slave Trace Abolition: Government Schemes to Indenture Enslaved People Captured from Slavery, 1800-1920." This article itself is built upon [LiberatedAfricans.org](https://liberatedafricans.org), a publicly accessible digital archive and relational database which Henry directs, extending the impact of his research well beyond the pages of scholarly articles, into the classroom and the public at large.

Finally, I am confident my colleagues join me in being thrilled that the Division of Arts and Humanities in the College of Arts and Humanities bestowed a Staff Recognition Award on our very own program and finance manager, **Kellie Matthews**. This honor acknowledged her overall excellence in program leadership and especially noted her "patient and steady presence, generosity and compassion, solution-oriented outlook and steadfast wisdom."

We are extraordinarily fortunate to have David, Thomas, Henry, and Kellie on our team, contributing not just to the History Department but to college and campus efforts. We see, as they do, how these accolades affirm the strength and collegiality of our community writ large – evident on every page that follows.

One major joint effort we are embarked upon this year

is to redesign our undergraduate curriculum for majors, minors, and general education. The last significant attention to this system was a decade and a half ago, so it is definitely time to contemplate some changes. We are well prepared for this work, given our investment over the past eight years in a [History Teaching and Learning Project](#), which we pursued in order to develop department-wide Student Learning Objectives, to engage in scholarly teaching, and to improve our teaching evaluation and mentoring processes. This groundwork underpins the goals and principles we have identified to guide our curriculum redesign, where we aim to meet students where they are, and support them along their paths to a history degree that is relevant, welcoming and intellectually rigorous. It is challenging and exciting work, and we hope to debut the new programs for students entering CU Boulder in the Fall of 2027.

Sooner than that, however, we are mustering to move back into a remodeled Hellems just in time for the start of Spring semester 2026. Several of us had a chance to tour the building-in-progress and to see some of the spectacular new collaborative spaces and the painstaking work to preserve original wood floors, steel trusses, cathedral ceilings, terrazzo tile, and windows that look out on the Quad.

A fully restored and updated Mary Rippon Outdoor Theater is also taking shape, with improved accessibility, technology, and café space. The Colorado Shakespeare Festival will be returning there next summer, and we're eager to return to that venue for commencement in May. I'm already looking forward to that wonderful event, the culmination of efforts of our students along with faculty, staff, family and friends.

Indeed, keeping these good things going is a collective endeavor and one we can't do without the help of many of you. I want to express our sincere gratitude to our donors, who so generously fund History Department efforts, and most especially our undergraduate and graduate scholarships.

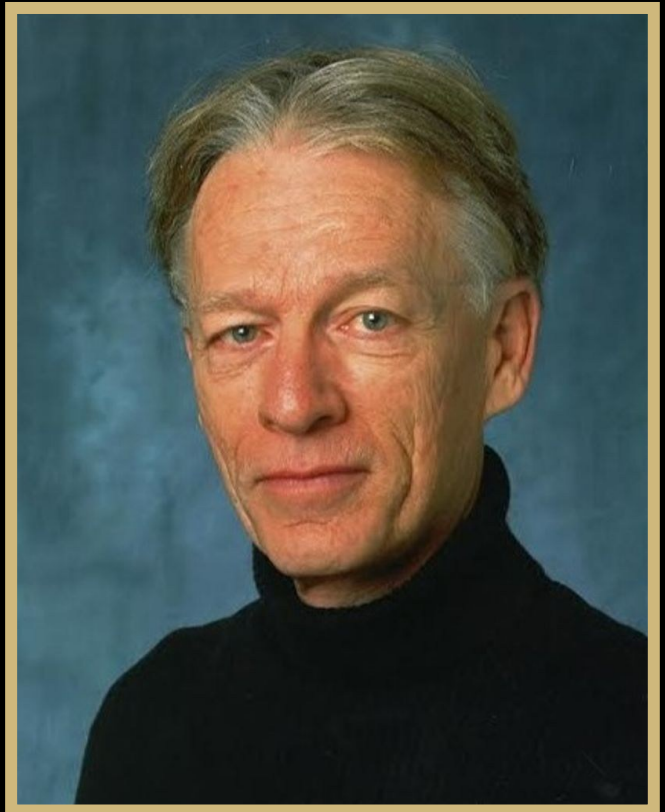
Explore our many faculty, student, and alumni updates for more details on what we've been up to in 2025. (You can also get a blast from the past by trying to match faculty members with their first concerts.)

We'll soon be debuting a new and improved [LinkedIn page](#), where students, alums, and friends of the Department can follow us year-round and connect with each other. We look forward to keeping up with this remarkable community of History Buffs in 2026!

—Phoebe Young



In Memoriam



Professor Emeritus

[David L. Gross](#) (1940-2025)

It is with heavy hearts that the department of history announces the passing of our beloved friend and colleague, David L. Gross on June 28, 2025. David taught here for a remarkable 49 years (1969-2018). [Read More](#)

Cover story



America at 250: historians reflect

Historians pictured (top): Dr. Andrew Detch, Dr. Honor Sachs, Dr. Ashleigh Lawrence-Sanders, Dr. Tom Zeiler, (Bottom): Dr. Natalie Mendoza, history graduate student, Viola Burlew

Beginning in 2026, the nation will embark on a multi-year semiquincentennial of the United States, marking the 250th anniversary of the American Revolution. For historians, this anniversary presents an important moment for reflection, a time to examine the evolution of the nation-state and take stock of the many contested meanings of American identity that have emerged over two-and-a-half centuries of history. For faculty, students and the general public alike, this 250th milestone represents a singular opportunity to engage in meaningful conversations about what it means to be an American and what we can learn from the past.

Although July 4, 2026, marks the official birthday of the United States, this moment is only just the beginning of what will be many years of commemoration. Over the coming years, American will recognize mul-

tipl national 250 milestones, from the end of the American Revolution to the ratification of our Constitution. In short, it is a very exciting time to be a historian and no better time to be sharing historical knowledge with our students, alumni and with the public at large.

The CU Boulder History Department faculty are taking part in this 250th anniversary in a number of ways, engaging in dialogue over a broad range of subjects, from the place of the United States in the world to the meaning of American ideals. Our faculty members are bringing their expertise to both scholarly and public-facing forums to discuss the experiences of diverse Americans and explore the unfinished business of our nation's founding.

Several members of the CU Boulder History community are contributing to this larger conversation about America at 250. Along with historians across the country, Boulder historians have seized upon this unprecedented historical moment to engage with the public about the richness and complexity of these United States. Below are just some of the exciting projects our students and faculty are taking part in during this semiquincentennial moment.

As the commemoration of America's 250th begins, our early American historians will offer classes designed to help bring students into this national moment. Assistant Teaching Professor Drew Detch, who taught HIST 4205: "The Coming of American Independence" in the fall of 2025, says that his students are already thinking critically about the commemoration. Detch says his many wonderful CU students, like much of the nation, are particularly interested in finding the revolution in the American Revolution and questioning the legacies that emerged from this complicated founding moment.

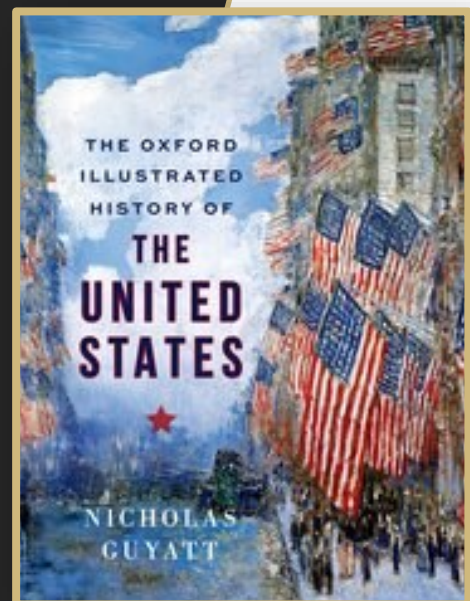
In the spring of 2026, Associate Professor Honor Sachs will teach the next course in this series, HIST 4215: "The American Revolution," to coincide with the start of the 250th nationwide commemorations. The course presents a great opportunity to continue leaning into questions of historical memory and America's founding with our Boulder undergraduates. She will also teach HIST 2476: "U.S. Legal History," that will introduce students to the revolutionary origins of our nation's Constitution and help them understand its legacies.

Our faculty have also been busy publishing and consulting on work that speaks to scholarly and public audiences about the 250th anniversary. Dr. Sachs contributed the chapter on "The American Revolutions" to forthcoming [*The Oxford Illustrated History of the United States*](#) (Oxford University Press), edited by Nicholas Guyatt, which will be published in early 2026. She also served as a historical consultant to the Kentucky Historical Society's America250KY exhibit, bridging her research on the 18th-century frontier with the museum world.

Several CU Boulder historians were featured in the "U.S. History at 250" multi-part series published by the Organization of American Historians. Between



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[*The Oxford Illustrated History of the United States*](#) (Oxford University Press 2026)

the spring of 2024 and 2025, articles by members of the CU Boulder History community appeared in *The American Historian*, covering a range of topics that extended well beyond the nation's founding and explored questions of race, culture, citizenship, foreign policy and historical memory across the entirety of American history.

In *The American Historian's* Civil War and Reconstruction issue from fall of 2024, Dr. Ashleigh Lawrence-Sanders, assistant professor of African American history, published "[An Incomplete Historical Marker and the Memory of Reconstruction Violence at St. Thomas Church](#)," reflecting on the complicated and fraught place of Reconstruction in our national memory.

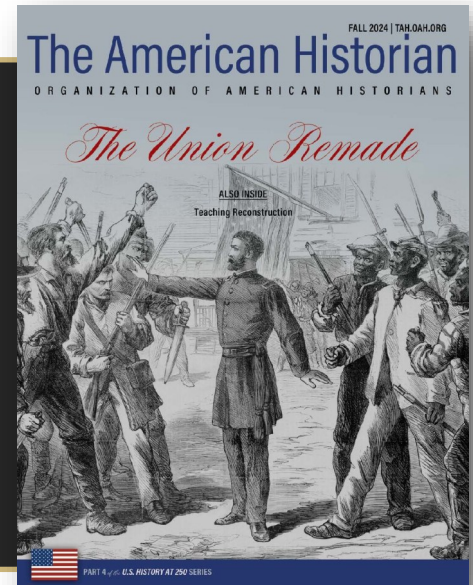
In the spring of 2025, the "U.S. History at 250" series turned to the 20th century and featured several members of our history community in their issue on "America in a World at War." Dr. Tom Zeiler, professor of U.S. diplomatic history, published a piece on "[Postwar Internationalism in a Selfish World](#)," placing our current resurgence of global nationalism against the last eight decades of postwar diplomacy.

In that same issue, Dr. Natalie Mendoza, assistant professor of Mexican American history, wrote "[Wartime Race Politics in the World War II Era](#)," discussing the fraught politics of race in America while the nation fought a war against totalitarianism abroad. As the United States waged war against totalitarian oppression overseas, Mendoza argues, Americans grappled with their own imperfect democracy at home.

Finally, the "U.S. History at 250" series also featured a piece by one of our graduate students, Viola Burlew, who works on modern U.S. history, looking at the visual culture of war during the middle of the 20th century. The article, "[This is the Enemy: Teaching Wartime Race Politics through Visual Analysis](#)," described best practices for guiding students through difficult discussions about race and racism using wartime propaganda.

National anniversaries always call attention to the work that historians do – in the classroom, in our research and in public outreach. The 250th commemoration that begins in 2026 is shaping up to be an especially rich and consequential moment to engage

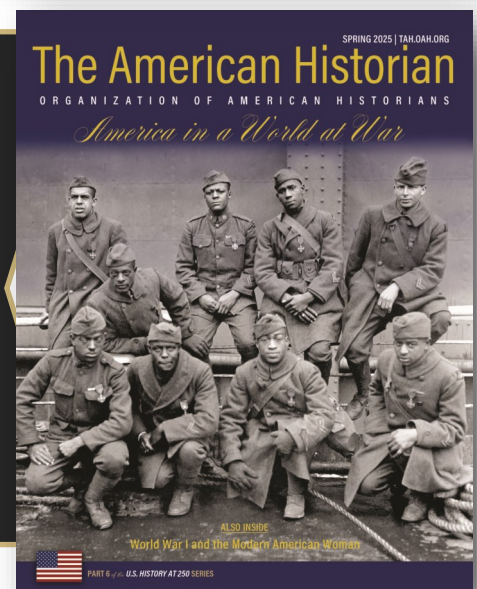
*The American
Historian
Fall 2024*



Leon Helguera,
"Americans All
Let's Fight for
Victory" poster,
1943. Courtesy
University of
North Texas Digital
Library.



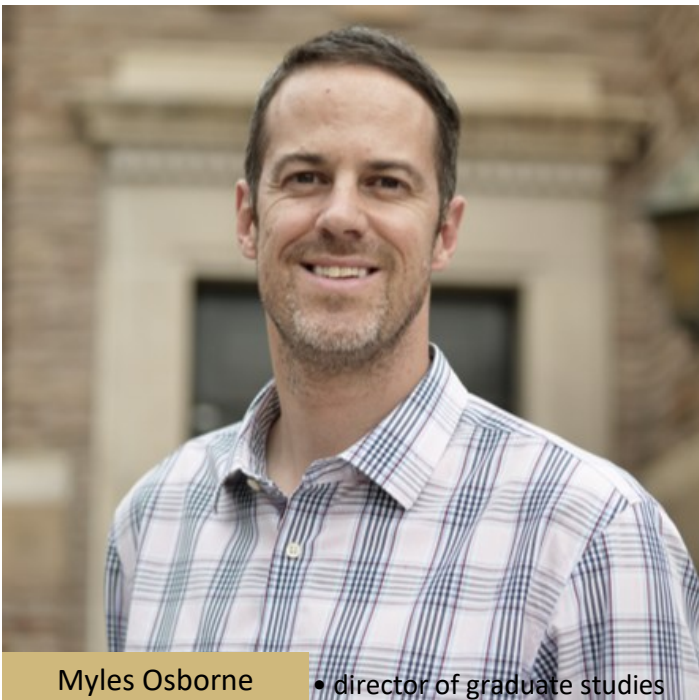
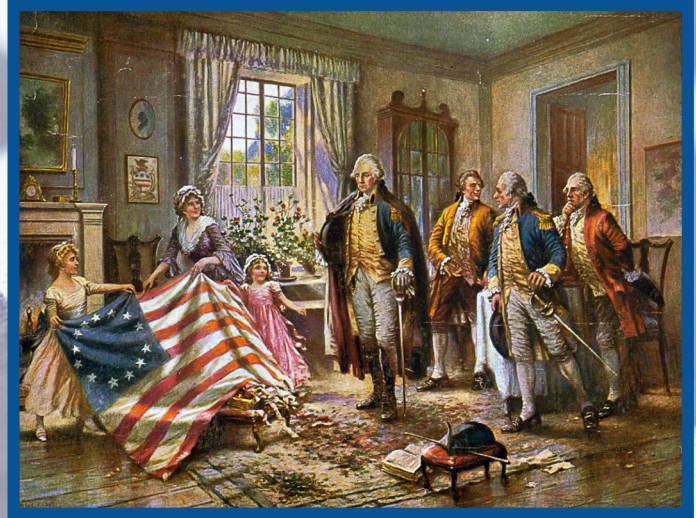
*The American
Historian
Spring 2025*



COVER STORY conclusion:

with the past.

Stay tuned for more exciting work from our faculty as we continue to take part in this national conversation. In the meantime, get out and take advantage of 250 programming wherever you are! Visit a local museum, look for exhibits at state historical societies or take in a historic site. If there are ways that our faculty can help bring meaning to this moment with specific programming, please don't hesitate to let us know!



Myles Osborne • director of graduate studies

Graduate Program

I'm delighted to author this column for the first time as the department's incoming director of graduate studies. Our students are a collective of impressive scholars whose personalities form a critical part of our department's warm atmosphere. They have smilingly managed our transitional phase through Muenzinger whilst Hellems is under construction, and their reward? A workspace on the penthouse level of our new facility opening in January.

The past year has had many highlights. Our students and faculty hosted a recruitment event for prospective students on Feb. 28. The occasion was one the department used to showcase the talents of its more advanced graduate students. They presented their work in two panels. The first featured **Augusto Rocha**, whose paper was entitled, "Orobio de Castro's Previsiones Divinas (1674) as a New Age of Jewish Portuguese Agency in Early Modern Amsterdam." Augusto was joined by **Mathew Greenlee**, ("Discourses of 'Honor' and 'Humiliation' in Politics and Mass Media: Weimar Germany Under Occupation") and **Casey Ringer** ("Between Empires: Colonial Migrant Workers in Japanese Nan'yō, 1919-1945"). The second panel included **Trevor Egerton** ("Playing on a Plantation: Labor and Recreation at Tennessee's T.O. Fuller State Park") and **Hannah DelVecchio** ("No Nukes on Gaia: The Fracturing of the Ecofeminist Movement, 1980-1991").

In May, the centerpiece of our calendar: graduation. **Katie King** – advised by Professor Lil Fenn – received her doctorate. Her thesis was entitled, "Forced to Fight: How North Carolina's Black Exiles Helped Transform Abolitionism and Launch the Civil War." **Nico Jones** completed his MA thesis under Professor Kadia's supervision with his thesis, "Allies or Pacific Rivals: Discursive Shifts in How American Foreign Correspondents Covered the U.S.-Japan Relationship, 1945-1975." In addition, **Micaela Cruce** (advisor: Andrews), **Dylan Moucka** (Ciarlo), and **Ben Stewart** (Zeiler) all completed the MA degree (portfolio/non-thesis option).

When it came to the federally funded Foreign Language and Area Studies (FLAS) fellowships, the year was uncertain. We were ultimately delighted to be able to provide funds to **Emily Swertfeger** (Arabic), **Aaron Bhatoya** (Hindi), and **Casey Ringer** (Japanese), although it is unclear whether the program will continue in years to come. Emily traveled to Tunisia for language study during the summer, Casey to Japan, and Aaron undertook an online course through the University of Wisconsin-Madison.

Students won a wide variety of additional fellowships during the year. **Jeanne Cho** was accepted into the Kyujanggak Fellowship Program and spent one year undertaking research in Korea. **Ben Clingman** received a Charlotte Newcombe fellowship for writing his dissertation, and **Maggie McNulty** won a university-wide Arts and Humanities fellowship for the same purpose. **David London** won a fellowship from the Bernard & Audre Rapoport Foundation for research in American Jewish archives, **James Kolb** received funding from CU's Center for African and African American Studies for his research, and **Augusto Rocha** received a Katherine Jacob Lamont Scholarship in Arts and Sciences. **Dylan Moucka** won a Fulbright Scholarship to spend a year as an English teaching assistant in Leszno, Poland, at Jan Amos Komeński State University of Applied Sciences.

Together with CU co-authors from Chemistry and Sociology, **Maggie McNulty** published "How Historical Siting Decisions Promote Modern Pollution Disparities in Denver, Colorado" in the journal *Environmental Sociology*. **Amy Haines** wrote an index for "Into the Fire: The Intersection of Race and Communication" by Leland Harper.

Miles Hubble, Trevor Egerton, Sierra Standish, Hannah DelVecchio, Kim Jackson, and Professor Paul Sutter attended the WEST Network Conference at Colorado State University's Mountain Campus, a consortium-style meeting for environmental historians.

Holly Taylor, Amy Haines, Kyna Bullard, Aaron Bhatoya and **Augusto Rocha** all participated in our Graduate Research Mentorship program this past summer. The program is designed for faculty to work

closely with graduate students on a research project. Not only does it help develop student research skills under close faculty supervision, but it allows faculty to benefit from student expertise.

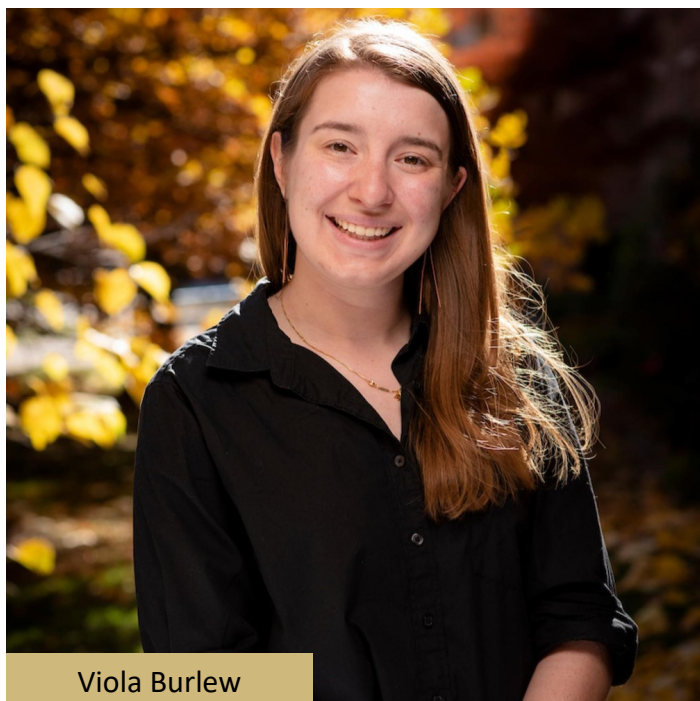
In August, we were delighted to welcome a large incoming class of nine. Please be sure to greet these new students when you come across them in our halls. They are: **Marty Ditkof** (PhD, U.S.); **Claire Farnsworth** (PhD; Europe); **Jin Kim** (PhD; Asia); **Kelly Kroeger** (MA, Europe); **Suzanna Lathrum** (MA, U.S.); **Dillon Otto** (MA, U.S.); **Bruno Rios De La Fuente** (PhD, Europe); **Kate Rolfson** (MA, joint with Religious Studies, U.S.); and **Michael Rubalcava** (PhD, U.S.).

I am grateful to this year's student representatives to the Graduate Studies Committee (**Emily Swertfeger** and **Aaron Bhatoya**) as well as RMIHC's Executive Committee (**Aaron Bhatoya, Kyna Bullard**, and **Casey Ringer**). And finally, in this new position, I find myself constantly indebted to our graduate program coordinator, Cherise Lamour, for keeping the department's cats herded and ensuring that everything runs smoothly.

—Myles Osborne

In May 2025 Trevor Egerton, Hannah DelVecchio, Miles Hubble, Sierra Standish, and Kim Jackson attended the WEST Network Conference at Colorado State University's Mountain Campus along with Paul Sutter. They are pictured here with the other WEST attendees, all scholars from CSU, University of Arizona, and Montana State University.





Viola Burlew

Public Engagement Fellow

It has been, and continues to be, a pleasure to serve as the department's first public engagement fellow for the 2025-2026 academic year.

The faculty's decision to create this position demonstrates a generous commitment to expanding departmental outreach, both among university students and the broader public. With the inaugural semester of this fellowship nearly complete, I am eager to share updates on ongoing and upcoming projects as they relate to these endeavors.

The primary focus of this position, as I see it, has been to build upon the existing connections between the department's many contributors and help showcase the strength of those connections in multiple forums. Whether through the cultivation of online communities or through increased involvement in external events, members of the faculty and I have worked together throughout the Fall to open up new avenues of communication between students and the department. This work has helped to reshape useful spaces for connection, given students increased access to departmental resources, and has created new networks of engagement that the department can utilize in the future.

With Erin Hutchinson, we have begun to reimagine the structure of the faculty seminar to increase par-

ticipation among faculty and graduate students, the latter of whom we encourage to now partake in the feedback and revision process of the seminar by submitting their own work. This opportunity will extend into the Spring semester, and we are excited to see the enhanced collaboration between students and faculty in a capacity beyond coursework and direct advising.

With Natalie Mendoza, we have worked to connect the department to the Denver Public School district and encouraged local students to pursue history-based scholarships. For current students, we have also developed additional internship opportunities with Boulder County Parks and Open Space and CU Boulder's Special Collections Archive. With the help of these schools and organizations, we look forward to welcoming new students to the department and supporting their development throughout their time at CU Boulder. Additional groundwork has also been laid to connect mentors from Parks and Open Space and Special Collections who specialize in oral history with undergraduate and graduate students in the coming semester, and we look forward to sharing more information on those opportunities as they become available.

Finally, under the supervision of Phoebe Young and with the help of Undergraduate Ambassador Ella Madden, we have started work on ongoing projects that help to grow the department's internal and external online presence. The department now hosts a History Undergraduates Community Page on Canvas, which is open to majors and non-majors alike. This page offers students a centralized location to access departmental news, as well as preview available courses, scholarships and awards. This page is open to students all year round, and with a successful advertisement push to students in all history courses, the page can continue to grow into a space that encourages long-term enrollment.

In addition to Canvas, the department's online presence is expanding via a reshaped LinkedIn page. This revitalized space will allow current and former members of the department to connect with one another, with the goal of encouraging alumni to support current student success. We look forward to calling on wonderful scholars of the past to share their post-graduate experiences and speak on how their study of history has helped to shape their trajectories both personally and professionally.

While much of this semester's work has happened behind the scenes, the Spring will bring many more public-facing events that I cannot wait to enjoy with you all. Keep an eye out for "U.S. at 250" discussions, updates on a public lecture series delivered by faculty, graduate student certifications and workshops, and a highly anticipated "Hellems Homecoming" celebration to mark our return to the studios (and sleekly-renovated) space we call home. All of this comes with an acknowledgement that the Spring is a busy time of year for us all; my hope is that these events offer us both a temporary reprieve from the day to day and a chance to showcase the work that makes the History Department of CU Boulder so vitally important to its surrounding communities.

None of this work, past or upcoming, is possible without all of your support. Your presence at events and willingness to engage with new projects will help sustain these efforts to grow our impactful networks within the department and beyond. Thank you to the faculty, staff and students for all you already do to keep this positive, productive, and close-knit community together. I am so thrilled to be working in this capacity with you all and look forward to further supporting the department come Spring.

—Vi Burlew



History doctoral candidate, Ben Clingman, receives Newcombe Doctoral Dissertation Fellowship

The Charlotte W. Newcombe Doctoral Dissertation Fellowship supports graduate student work that demonstrates moral or ethical or theological or religious relevance with nuance, depth and intellectual sophistication. The 20 students selected from over 600 applicants will receive a \$31,000 stipend to complete the writing stage of their dissertation.

Started in 1981, the Newcombe Doctoral Dissertation Fellowship has funded nearly 1,400 Fellows and is the nation's largest and most prestigious award for PhD candidates in the humanities and social sciences addressing questions of religion, ethics, morals or values.

Clingman is a fourth-year PhD candidate researching Indigenous and environmental histories of the early American West. His dissertation, tentatively titled *Dreams of an Indigenous West: Migration, Sovereignty, and Nationhood in the Early American Midcontinent*, focuses on Cherokees, Shawnees, Lenapes and other Native peoples who, between the 1770s and the 1830s, emigrated from their ancestral homelands in the eastern United States to North American midcontinent—a vast region west of the Mississippi River encompassing much of present-day Missouri, Arkansas, Texas, Kansas and Oklahoma. [Read More](#)

Ben Clingman will use the fellowship to support his dissertation, 'Dreams of an Indigenous West'



**CHARLOTTE W.
NEWCOMBE**
FOUNDATION



The 26th annual Rocky Mountain Interdisciplinary History Conference (RMIHC) celebrated another great year. From Oct. 3 to 5, RMIHC hosted a keynote, two workshops, and eight panels featuring a myriad of topics. On Friday evening, Dr. Mithi Mukherjee gave her keynote, “The Russo-Japanese War, Asianism, and Anticolonialism in British India (1905-1919),” which was a section of her new book, *Asianism and the Fall of Empire*.

Dr. David Paradis conducted a workshop on Reacting to the Past (RTTP) which engaged in innovative pedagogical methods, which many of the students enjoyed. The University Press of Colorado graciously joined our weekend as well. From the Press, Darin Pratt led a workshop on publishing, which was greatly helpful for those students at RMIHC who were nearing the end of their dissertation.

In total, this year’s RMIHC hosted 22 graduate students from all over the U.S., and even abroad, with our own faculty and graduate students chairing and commenting on each panel. We had a wide array of panel topics that stressed the interdisciplinary, such as art movements and the digital humanities, as well

as topics like colonialism, imperialism and nationalism.

As always, the RMIHC executive committee thanks everyone involved that once again helped the conference run smoothly. We thank the panelists who traveled from as close as the Denver area and from as far as the United Kingdom. We thank the history department as a whole, and specifically those individuals who chaired, commented, presented keynotes and workshops, and our paper prize judge. We also greatly thank and appreciate our department staff – Ted Lytle, Kellie Matthews, and Cherise Lamour – for the behind-the-scenes work they do every year to help keep RMIHC running.

The RMIHC Executive Committee,

Aaron Bhatoya, Casey Ringer, Kyna Bullard, and Abbie Kilgore





Undergraduate Program

Our undergraduate program graduated 128 new historians during the 2024-2025 academic year, including 89 majors and 39 minors. Eight graduates received Latin honors, while 22 graduated with distinction. Our fast-changing world continues to be a challenging place for those embarking on professional careers, but we are confident that the critical research, writing, and thinking skills acquired by these students will serve them well regardless of the paths they choose. We look forward to hearing from them as they undertake new jobs, pursue additional educational opportunities, and embark on myriad adventures!

The History Honors Thesis Prize was awarded this year to **Jordan Frances Parks** for a substantive, research-based article, "The Labor Question and the 1913-1914 Colorado Coalfield War: The Fight for Industrial Democracy." The Philip Mitterling Paper Prize, awarded for the best paper submitted by a history major or minor in a course, was given to **Elizabeth Craig** for her essay, "The Politics of Provinces: Exploring the Precursors of China's Economic Growth."

James Field Willard Service Awards were given this year to three students: **Hayden Fox**, for serving as the History Department Student Ambassador and as a front desk assistant while also managing the department's social media accounts and serving as editor-in-chief of our undergraduate journal, *The Colorado Historian*; **Emily Tunison**, for her extensive, informed, and highly educated service to thousands of students, teachers, and caregivers through her internship at the History Colorado Center; and **Emma LeDent**, for spreading her contagious enthusiasm for the study of history through her service as an undergraduate learning assistant, as well as her participation in the History Club as co-president for the past two years.

Thanks to the generosity of private donors, we had the privilege of distributing many scholarships to new and ongoing history majors. **August Fyke**, **Avery Morro**, **Wilson Turner**, **Ava Snyder**, **Ryan Sloan** and **Cassandra Goldberg** all received Carol J. Ehlers Scholarships, renewable for up to four years, dedicated to students interested in European studies. Scholarships from the Robert C. Rogers endowment went to **Shay Markgraf** and **Jinhae Han**. The Charles C. Middleton Scholarship was given to **Kathryn Saunders**. The Erickson Memorial Scholarship, which honors 2017 graduate Colton Erickson, goes to a history major who has achieved excellence in the face of adversity. This year's winner was **Alison Bosworth**. Virginia and Fred Anderson Scholarships, established by two beloved and much-missed emeriti professors, went to **Chase Moles** and **Andrew Storey**. A Pearson Scholarship, funded by alumni Cliff and Carol Pearson to support first-generation history majors, was awarded to **Kiara Gambo**. A History Matters Scholarship, established by alumni Louise and Mark Bohe and dedicated to juniors and seniors enrolled in the major, was given to **Isabel Bucher-Padilla**.

We are deeply grateful to our donors, and we congratulate the recipients of these awards! More information on all these scholarships and awards can be found at: <https://www.colorado.edu/history/undergraduate/scholarships-awards>.

The history internship program provides history majors and minors with opportunities for exploring real-

world applications for their coursework, putting historical skills to work both inside and outside the classroom. Over the past calendar year, 11 of our undergraduates have been involved in internships, whether with institutional partners – such as CU Archives' Rare and Distinctive Collections, the Lafayette Historical Society, the Museum of Boulder; and the CU Heritage Center – or through opportunities they have discovered on their own, such as working at a law firm. If you would like to support our students, please consider acting as an internship supervisor, offering informal guidance about life after graduation, or donating to support their work. Information about giving is available at www.colorado.edu/history/giving.

Departmental leadership met this past Spring with several students constituting an Undergraduate Advisory Board in order to garner feedback and perspective on several proposed curricular reforms. Based on these exchanges, the department decided to pilot an Undergraduate Peer Guide program designed to help students navigate the complexities of our major or minor based on the personal experiences of a select number of juniors and seniors. **Sophie Klepner**, **Emma Sammoury** and **Daniel Valitt** volunteered to pioneer the program, and they continue to offer advice and information to any peer who wishes to consult them. Information on the program can be found at: <https://www.colorado.edu/history/people/peer-guides>

We always regret the departure of our graduates, but we have been pleased to welcome 49 newly declared history majors in this Fall's incoming class. That is only one more new major than last year, but for the first time in at least 10 years, there are slightly more women (51%) than men (49%) in this incoming group. We have also welcomed 20 undergraduate transfer students majoring in history, an increase of 10 percent over last year. As a discipline exploring the emergence of human diversity over time, we welcome and encourage the multiplicity of perspectives brought to us by curious, hardworking students drawn from a wide variety of backgrounds.

—Matthew Gerber



2025-2026 Peer Guides in History



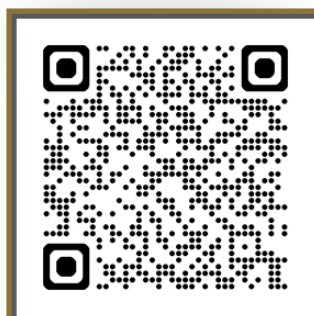
**Sophie
Klepner**



**Emma
Sammoury**



**Daniel
Valitt**





Ella Reese Madden

Student Ambassador

Over the past year, undergraduate history students have continued to build a close-knit community full of energy, ideas, and genuine camaraderie. My name is Ella, and it's a high honor to serve as the history student ambassador. During my time, I want to help history undergraduates find their footing at CU Boulder. I know how daunting a large university can feel at first, so my goal is to make the History Department feel like a small school within a big one – a place where students aren't just faces in a lecture hall but members of a living, breathing intellectual community. Whether it's guiding new majors, connecting peers with faculty, or just making sure someone always saves you a seat at a History Club meeting, I want to ensure that no one's experience here feels vaguely adrift.

History Club has been thriving this semester, from spirited trivia nights to a delightfully pedantic mini-lecture on Chicago-style citation. These gatherings have drawn students from across disciplines, proof that history has a peculiar way of insinuating itself into every corner of campus life. I owe a huge thanks to my vice president, Jo Axel. Their persistence and creativity have kept the club lively and never short on snacks. We're already sketching out some audacious ideas for next semester.

Another project I'm especially proud of is a series of

short faculty video interviews I've begun sharing on the department's social media. These brief conversations offer a closer glimpse into our professors, their work and the paths that led them to the study of history. It's one thing to read a syllabus, but it's another to watch someone speak with genuine fire about what first compelled them to become a historian. I hope these interviews make our department feel more personable to both current and prospective students.

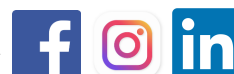
As editor-in-chief of *The Colorado Historian*, I'm looking ahead to the next editorial cycle with big ambitions. Last year's issue set an impressive standard, featuring topics that ranged from amphibious warfare in Taiwan to America's whaling industry to cricket in South Africa. It's a testament to how far curiosity will take you once you start asking the right questions. Additionally, this past April, I had the chance (alongside *Colorado Historian* alums Jordan Parks and Hayden Fox) to present our research at the Colorado Springs Undergraduate Research Forum at Colorado College. This year, our team plans to go above and beyond in promoting the journal and seeking a diverse range of submissions — including on non-Western regions, and on topics related to race, gender, and sexuality. We want *The Colorado Historian* to reflect the unruly curiosity of our students and to show that history, at its best, is anything but milquetoast.

Serving the History Department in this capacity has been one of the real joys of my time at CU. I'm constantly reminded that our department's greatest strength is its people, both the professors and students alike. I look forward to the rest of this academic year and to creating a culture in which students find their own place in the long, strange, and wonderful story we call history.

—Ella Reese Madden,
Undergraduate History Student Ambassador

Pictured above: *The Colorado Historian* managing editor and History Club vice president, Jo Axel (left) displays the latest edition of the history journal alongside editor-in-chief, History Club president, and student ambassador, Ella Madden (right).

Follow us on social media



Commencement 2025

HISTORY DEPARTMENT CLASS OF 2025

DOCTOR OF PHILOSOPHY



Michael Clifton Bunch

Infrastructure of Exclusion:

Expellee Segregation and Legacies of the Third Reich

Advisor: Professor David Ciarlo

HISTORY DEPARTMENT CLASS OF 2025

MASTER OF ARTS THESIS TRACK



Chloe Anna Zehr

Editing Resistance:

A Computational Analysis of Colonial Newspapers and Their Impact on 18th Century Perceptions of Enslaved Resistance In South Carolina and Virginia

Advisor: Professor Honor Sachs

HISTORY DEPARTMENT CLASS OF 2025

DOCTOR OF PHILOSOPHY



Kathleen Rose King

Forced to Fight:

How North Carolina's Black Exiles Helped Transform Abolitionism and Launch the Civil War

Advisor: Professor Emerita Elizabeth Fenn

HISTORY DEPARTMENT CLASS OF 2025

MASTER OF ARTS NON-THESIS TRACK



Dylan Moucka

Advisor: Professor David Ciarlo

HISTORY DEPARTMENT CLASS OF 2025

MASTER OF ARTS THESIS TRACK



Nicolas Wilhelm Jones

Allies or Pacific Rivals:

Discursive Changes Amongst American Foreign Correspondents Coverage of the U.S.-Japan Relationship, 1945-1975

Advisor: Professor Miriam Kingsberg Kadla

HISTORY DEPARTMENT CLASS OF 2025

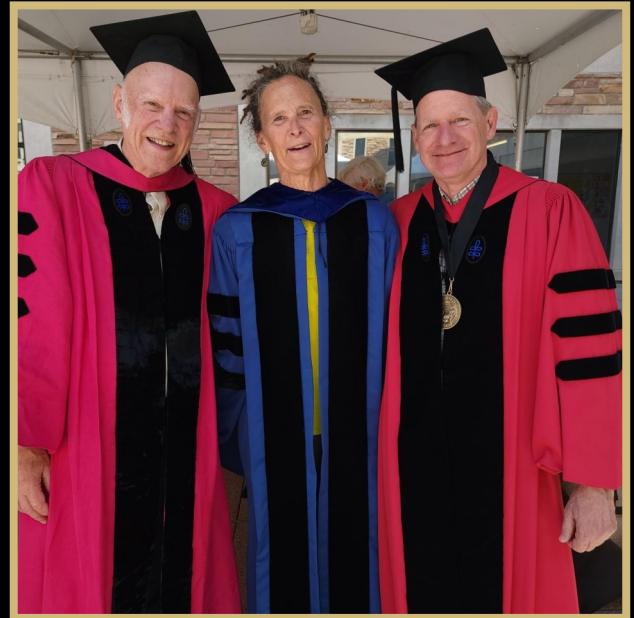
MASTER OF ARTS NON-THESIS TRACK



Benjamin David Stewart

Advisor: Professor Thomas Zeiler

Commencement 2025



The 2025 commencement was held in Muenzinger auditorium for the last time, as the traditional outdoor locale, Mary Rippon Theater will reopen along with Hellems Arts & Sciences building in Spring 2026, following its first major renovation. **TOP LEFT:** 2025 graduate procession. **TOP RIGHT:** Willard Service Award winner, Hayden Fox (Hist'25) celebrates with his family. **BOTTOM LEFT:** Katie King (HistPhD'25) with friend and alum, Cate Costley (HistPhD'24). **BOTTOM RIGHT:** Peter Wood (adjunct professor) poses with Elizabeth Fenn (distinguished professor emerita) and David Ciarlo (associate professor). *photo credits: Ted Lytle*



India and Pakistan once again step back from the brink.

• By [Rachel Sauer](#)



CU Boulder historian Lucy Chester notes that the recent tensions between the two nations, incited by the April 22 terrorist attack in Kashmir, are the latest in an ongoing cycle

When a gunman opened fire April 22 on domestic tourists in Pahalgam, a scenic Himalayan hill station in Indian-administered Kashmir, killing 26 people, the attack ignited days of deadly drone attacks, airstrikes and shelling between India and Pakistan that escalated to a perilous brink last weekend.

A U.S.-brokered ceasefire Saturday evening diffused the mounting violence between the two nuclear-armed nations that increasingly seemed on a trajectory toward war. It was the latest in a string of escalations spanning many decades between India and Pakistan, which invariably led to the question: Why does this keep happening?

[Lucy Chester](#), an associate professor in the University of Colorado Boulder [Department of History](#) and the [International Affairs Program](#), has studied the region and relations between the two nations for many years; her first book, *Borders and Conflict in South Asia*, explores the drawing of the boundary

between India and Pakistan in 1947.

Despite President Donald Trump's assertion that the origins of the conflict date back a thousand years, "that's not the case," Chester says. "I would say it's mainly about Kashmir, with some additional issues at play this time around that changed the dynamics a bit."

When more than a century of British colonial rule of India ended in August 1947, the Indian subcontinent was divided into Hindu-majority India and Muslim-majority Pakistan—a bloody, devastating event known as [Partition](#). An estimated 15 million people were displaced and an estimated 1 to 2 million died as a result of violence, hunger, suicide or disease.

The first Indo-Pakistani war ignited two months after Partition, in October 1947, over the newly formed Pakistan's fear that the Hindu maharaja of the princely state of Kashmir and Jammu would align with India. The Indo-Pakistani wars of 1965 and 1971 and the the Kargil War of 1999 followed, as well as other conflicts, standoffs and skirmishes.

Chester addressed these and other issues in a recent conversation with *Colorado Arts and Sciences Magazine*. [READ MORE](#)



History department launches new research initiative with German and Israeli universities

In Spring 2024, Professor Pegelow Kaplan began talks with Professor Guy Miron, the vice president for academic affairs at the Open University of Israel and a faculty member of OUI's Department of History, Philosophy and Judaic Studies about a new research initiative designed to bring U.S. and Israeli (graduate) students and faculty together to conduct joint research projects.

The University of Israel had begun its work in 1974 with an open admissions policy and a distance-learning framework to make higher education acces-



sible to the entire population, while maintaining academic and research excellence. Currently, OUI has campuses from Ra'anana to Nazareth and some 50

Pictured above: Participants of the research initiative from Israel, Berlin and Boulder in discussion of their work at the Center for Research in Antisemitism in Berlin, November 2025

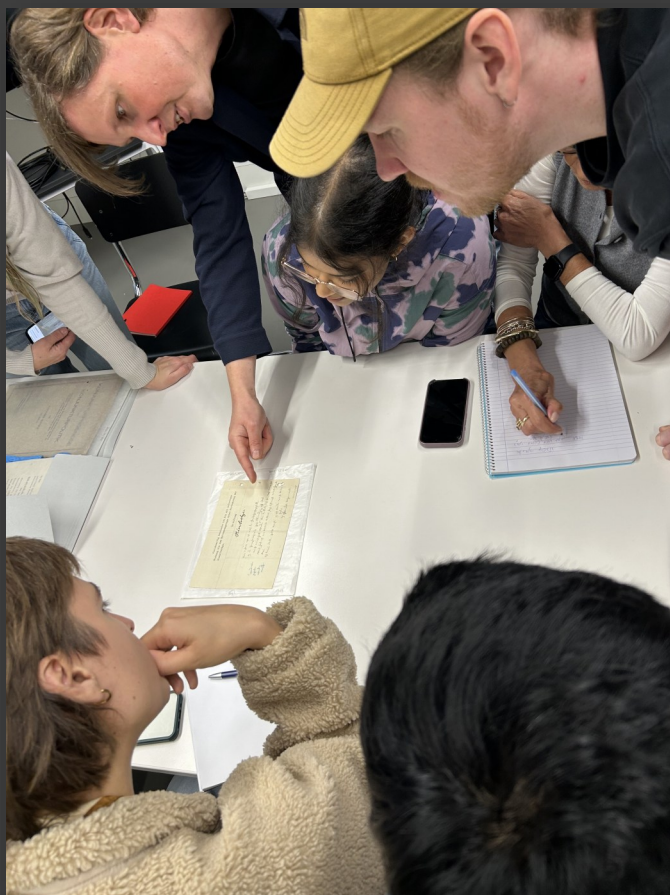
study centers that are located throughout the country. It has the most diverse student body in the country. Its students range from ultra-Orthodox Jewish men and women to Druze and Israeli Arabs. Since an initiative with Israeli partners, especially after Oct. 7, 2023, cannot only be about research, but also about bringing students of diverse backgrounds together to learn from each other's past the headlines and rushed judgments on social media, OUI swiftly emerged as an ideal partner.

The initial plan was to launch a project in Jewish history as a first step and then expand the initiative to other units and academic fields also outside the humanities and social sciences, such as engineering. The Graduate School at CU Boulder quickly became one of the initiative's earliest supporters, as did CU Boulder's History Department.

In ongoing internal discussions and conversations with other partners abroad, the opportunity arose to also include the Center for Research on Antisemitism at the Technical University Berlin. With roots dating back to 1770, the Technical University was reestab-

lished under its current name in 1946 to signal a break from its Nazi past and given a universal education mandate. In 1982, the TU became the home of the newly founded Center for Research on Antisemitism (ZfA). Its founding director, Herbert A. Strauss, a close associate of Rabbi Leo Baeck, returned from exile in the U.S. for this task. Recently, the widely acclaimed ZfA started a new MA program in Interdisciplinary Research on Antisemitism.

With three partner institutions in place, we decided to begin with a relatively small step of a joint course on German-Jewish ego-documents of the modern era for graduate students from all three universities that would be team-taught by professors from all partner schools. In Fall 2025, the hybrid class has by now brought together U.S., German, and Israelis students and faculty into a semester-long exchange, collaboration and networking opportunity that is taking place in synchronous Zoom and asynchronous Canvas Networks spaces online, but also during an eight-day in-person short seminar in Berlin in November. Due to generous support from the History



Pictured left: Students of CU Boulder, Open University of Israel, and the TU Berlin work with egodocuments at the archives of the Jewish Museum Berlin

Above: With the Archives' director Aubrey Pomerance

Department and Graduate School, as well as grant funds from the Research & Innovation Office and Benson Center, as well as several new donors who will come on the research trip as auditors, the travel expenses of all CU students are fully covered.

Berlin, home to the largest Jewish community in Germany, is one of Europe's centers for Jewish and Holocaust Studies with numerous key archives, research centers, museums and memorials. Several of them, ranging from the archives at the Jewish Museum Berlin to the New Synagogue Berlin – Centrum Judaicum, will host the initiative's participants. There will be meetings with leading scholars, archivists, memory activists, city and Jewish community representatives.

The timing of the research in Berlin is also no coincidence. It is timed to overlap with the city's and country's annual commemoration of the anti-Jewish pogroms in November 1938 that signaled a major shift in the Nazi regime's anti-Jewish policies. Being present during commemorations as "participatory observers" and analyzing contemporary memory culture is another key part of this program.

The Berlin short seminar and class are devised as but one early part of a much larger research initiative with our German and Israeli partners. We envision and have started to plan future classes and research trips, also – once the war is over – to Jerusalem. The topics and disciplinary partners will also quickly change.

We are also exploring ways to bring students and faculty from our partner institutions to Boulder for shorter and longer stays and also send CU members to our partners abroad for similar purposes. More daring options also include joint degree programs. All along, the initiative is closely aligned with CU Boulder's mission and its commitment to a role as "a global research and education leader intent on transforming individuals, communities and the entire human experience."

—Thomas Pegelow Kaplan



Dr. Andrew Detch appointed assistant teaching professor

The History Department is thrilled to welcome **Dr. Andrew Detch** to the ranks of our full-time faculty! Drew joined us as an assistant teaching professor in August 2025, although he is far from new to the community. Detch holds two CU Boulder degrees (a BA in classics, with a minor in history, in 2008 and his PhD in history in 2018), earning an MA at Brown University in early modern Britain, Ireland, early America and the Atlantic world in between. Under the supervision of Dr. Virginia DeJohn Anderson at CU Boulder, Detch specialized in early American history and completed a dissertation entitled, "Liberty's Forest: Liberty Trees and Liberty Poles During the Age of Revolution." This work examined symbolic liberty trees and poles throughout the Atlantic world in order to interrogate the nature of connections among the American, French and Haitian Revolutions.

During Detch's time in the PhD program, CU awarded him a Graduate Student Teaching Excellence Award, one of many such accolades sure to come. Detch is already an accomplished and beloved teacher among our undergraduates, and he has been teaching a wide range of courses in the department since earning his doctorate. As one of

(Detch continued)

his students exclaimed: “Detch is an incredible professor. One of my favorites I have ever had, and this course is now my favorite history class I have ever taken.” Whether for history majors or minors, or those taking his courses for general education requirements, Detch makes meaningful impacts on their CU experience. One student was moved to say, “I have learned so much from you. ... your individual and genuine care for every student is extremely apparent and very, very appreciated.”

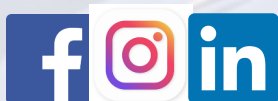
Detch is already a vital colleague, and students and faculty alike will benefit from his ability to participate in many more areas of departmental life. He is eagerly planning new courses to add to the curriculum, and further expand impressive range of teaching expertise, which stretches from Revolutionary America to the modern U.S. and Ireland, from the French Atlantic and the Haitian Revolution to sport culture in the United States. He is also looking forward to taking on new roles that this position affords him, such as advising honors students participating departmental decision-making, and of course, attending committee meetings.

“CU is my home,” Detch notes. He left to teach high school, to go to Brown, but he kept coming back. “I want to be here, part of this community. My community,” he said. Moreover, it is a family affair. Detch’s wife, Katharine Lindauer, is also an important part of the CU community. She is the associate director of academics in the athletics department and holds both a BA and a master’s of higher education from CU. The couple recently welcomed their daughter, Lydia, to the family, appropriately born during the second quarter of a Buffs football game.

We count ourselves extremely lucky that Detch is on our team!

—Phoebe Young

Follow us on social media



Faculty updates

Thomas Andrews

(professor, environmental, director, Center of the American West) has won the 2024-2025 Exceptional Graduate Faculty Mentor Award.

Celine Dauverd

(professor, early modern Mediterranean) earned two visiting professorships in 2025: The first, with the Department of Civilizations and Knowledge, Università di Pisa, Italy (Spring semester). The second, with the Institute for Advanced Studies, Historisches Kolleg, Munich, Germany (summer).

She presented three papers in Europe: first, “Resisting the [Spanish Crown’s](#) ethno-religious policies: Cross-confessional relations between Christians and Muslims in the province of Málaga, 1487-1568.” Mediterranean Studies Association Annual Conference, Gibraltar, UK, May 28-31, 2025. Second, “Málaga’s commerce with North Africa as a form of rebellion during the times of the RRCC” International Medieval Meeting Lleida, Spain, June 3-6, 2025.

And third, “Synergetic methodologies: Málaga in European and Mediterranean history” Annual History *Europaeum* Seminar on “[The Future of Europe’s Past](#)” Oxford University Maison Française, Nov. 27-28, 2025.

Dauverd also established a doctoral student research grant with the Mediterranean Studies Association for research in archives and libraries around the Mediterranean. The MSA is accepting its first round of applications: <https://www.mediterraneanstudies.org/grants.html>

Hilary Falb Kalisman

(associate professor, Israel / Palestine) received a Gerda Henkel General Research Grant Scholarship, a Hoover Institution Library & Archives Scholar Research Support grant and a Center for Humanities & the Arts Faculty Fellowship to support the research and writing of her second book project, "Standardized Testing: An Imperial and National Legacy of the Modern Middle East."

Henry Lovejoy

(associate professor, African diaspora / digital history) has won one of this year's Provost's Faculty Achievement Awards! This is based on the impact of his 2024 *Past and Present* article, "Conceptualizing 'Liberated Africans' and Slave Trade Abolition: Government Schemes to Indenture Enslaved People Captured from Slavery, 1800-1920," which is itself built upon [LiberatedAfricans.org](https://liberatedafricans.org), a publicly accessible digital archive and relational database which Henry directs.

Myles Osborne

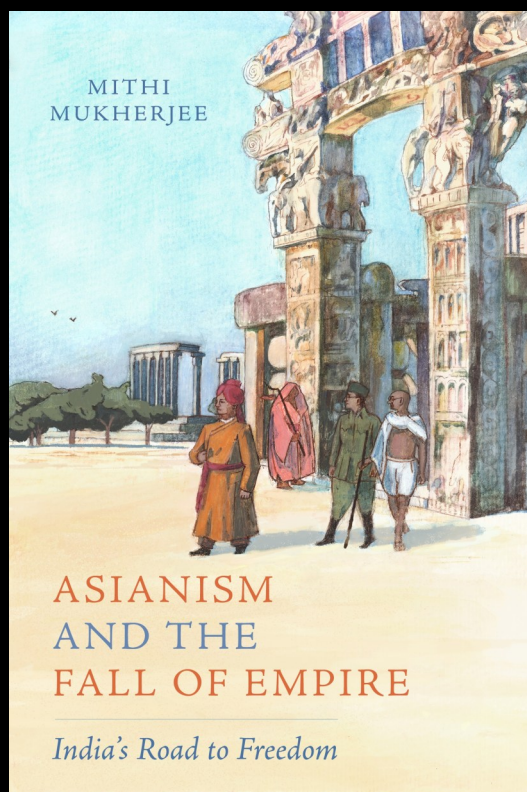
(associate professor, modern Africa) is the winner of the *African Studies Review's* 2024 prize for Best Edited Volume/Anthology. The ASR – the journal of record in the field of African Studies – awards this prize annually to the best book from any discipline in this category. Osborne's "Making Martial Races: Gender, Society and Warfare in Africa" was published by Ohio University Press.

Thomas Pegelow Kaplan

(professor, Singer Chair in Jewish history) In addition to publishing three books (see: faculty books) Pegelow Kaplan contributed a piece to *Berg*, "Empire of Rags and Bones: Waste and War in Nazi Germany," *H-Environment Roundtable* 15, no. 8 (2025) and is a participant in the forthcoming forum on "Growing Up in Transit: New Perspectives and Methods in the History of Migration" in *Central European History* 58 (2025). Pegelow Kaplan gave talks at the an-

Mithi Mukherjee

(associate professor, modern India) received a 2025 Kayden Book Award for her book, *Asianism and the Fall of Empire: India's Path to Sovereignty* forthcoming next year with the University of California Press, 2026.



2025 Kayden Book Award

nual conference of the AHA in New York; the annual conference at the AJS, the GHI West's Germanists' Workshop at the University of Nevada Reno; at SciencesPo, Paris; Colorado Mesa University, Grand Junction; the Mandel Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, Washington DC; and at synagogues in Denver-Boulder. He also ran a series of programs on the CU Boulder campus, including a screening of the 2020 documentary *Shared Legacies* (with R. Rabaka), a workshop on research funding opportunities in Germany, readings for Yom HaShoah, and visits and talks by Doris Bergen (Toronto), Ofer Ashkenazi (Jerusalem), Michael Brenner (Munich/Washington, DC), Gerald Steinacher (Nebraska), and Holocaust survivor Barbara Steinmetz. Finally, at CU, Pegelow Kaplan received a Research & Innovation (RIO) Arts & Humanities Grant and a Faculty Fellowship, Benson Center to support a US-German-Israeli Research Initiative he is co-leading. Externally, he was awarded an Alexander von Humboldt Foundation Research Fellowship (that will enable him to do archival work in Europe in 2026 for a new book on a global history of the Shoah).

Paul Sutter

(college professor of distinction, environmental / modern U.S.) was elected vice president/president-elect of the American Society of Environmental History. He will serve as vice president from 2025-2027 and then president from 2027-2029.

William Wei

(professor, modern China) received the Robert Musgrave Award from History Colorado on November 5, 2025. Wei completed his second term as state historian of Colorado on August 1.

Tim Weston

(associate professor, modern China) taught a two-week course in Taiwan to a group of CU students. The course was entitled *Excavating Taiwanese History* and involved traveling around the island to several cities and other historical sites. In June, Weston took part in the annual meeting of the Asian

Studies in Asia, which was convened in Kathmandu, Nepal. There, he participated in a roundtable entitled, "Reframing the 1949 Divide: Was the Mao Era an Anomaly?" To round out his busy summer Asian tour, he gave a paper entitled, "The Rise of the Press in Nineteenth-Century China: A Commercial Story," at a conference held at Peking University entitled, *Involution and Revolution: Information in Nineteenth Century China*.

Peter H. Wood

(adjunct professor, early American history) has been involved in several celebrations and appraisals of *Black Majority*, his 1974 book about colonial South Carolina. W.W. Norton recently published an expanded 50th-anniversary edition. In January, he took part in an event with Theodore Rosengarten (author of *All Gods Dangers*) at the Library Society of Charleston, S.C., and in February he lectured at USC in Pasadena. Wood contributed to a Forum about the significance of his book in the *William and Mary Quarterly* (January 2025), and in October he delivered the annual Robert C. Baron Lecture at the American Antiquarian Society in Worcester, Mass. His talk, quoting Langston Hughes, was entitled "*I Am So Tired of Waiting, Aren't You?*" *Revisiting Black Majority*.

In January, at the Library Society of Charleston, Peter H. Wood (center) and Theodore Rosengarten took part in a celebration of two books on Black Southern history that have remained relevant for half a century.





Marcia Yonemoto

(professor, early modern Japan) published an essay, "Tales Untold," in Nadin Heé, Stefan Huebner, Ian Jared Miller, and William M. Tsutsui, eds., *Oceanic Japan: The Archipelago in Pacific and Global History* (University of Hawai'i Press, 2024). She will appear as a featured commentator on the BBC documentary "The End of the Samurai in Japan," which is part of the larger BBC series "Civilisations: Rise and Fall," scheduled for broadcast in late 2025/early 2026. She received a faculty fellowship from the Center for the Humanities and Arts and a College Scholar Award from CU, and is on sabbatical and research leave for the academic year 2025-26.



ON AIR

Faculty in media

Podcast

Altin Tarih discusses the 2022 groundbreaking book, *Teachers as State-Builders*

[Interview with Hilary Kalisman](#)

The conversation explores how education, teachers, and schools became central to state-building projects in the British Mandates of Palestine, Iraq, and Jordan. We talk about how teachers were not only educators, but also nation-builders, shaping identity, politics, and society in the early 20th century. We also reflect on the broader colonial legacy of the British Mandate system, and what lessons this history offers for today's Middle East. If you are interested in history of education, state formation, colonial rule, Palestine-Israel history, or the modern Middle East, this interview is for you. [LISTEN](#)

(Princeton University Press — 2022)

HILARY FALB KALISMAN
**TEACHERS
AS
STATE-BUILDERS**
EDUCATION AND THE MAKING
OF THE MODERN MIDDLE EAST



The LRB Podcast

On Politics:

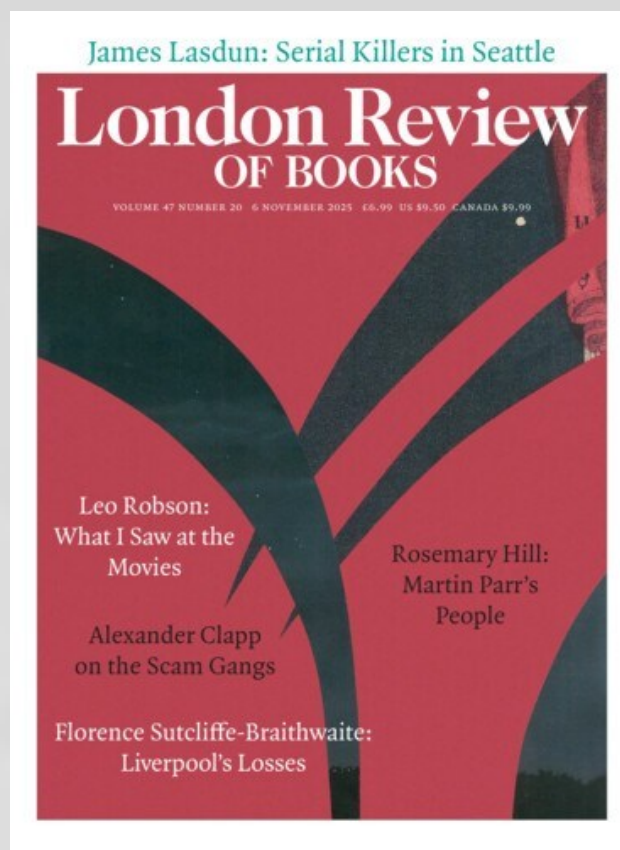
Latin America's Right-Wing Shift

Interview with Camila Vergara,
Tony Wood and James Butler

Tony Wood (assistant professor, modern Latin America) discusses Latin America's recent right-wing shift, in connection to his review-essay in the *London Review of Books*: "[Sell Your Children](#)," (Vol. 47. No. 20).



[LISTEN](#)



The New Books Podcast

Kelly McFall discusses new book, *Holocaust Testimonies*

Interview with Thomas Pegelow
Kaplan, Wolf Gruner, Miriam Offer,
and Boaz Cohen

Close to a time when there will be no more survivors to speak about their suffering, this innovative study takes much-needed stock of the past, present and future of Holocaust testimony. Drawing from a vast range of witness accounts including a never-before-published survivor interview and carefully situating analysis within broader historical and political discourses, this international team of scholars address many pertinent issues of testimony in the post-witness age. [LISTEN](#)

The New Books Podcast

Amir Engel discusses the book, *Rethinking Jewish History and Memory Through Photography*

Interview with Thomas Pegelow
Kaplan and Ofer Ashkenazi

[READ MORE AND LISTEN](#)



Related . . .

Read more in
Faculty books

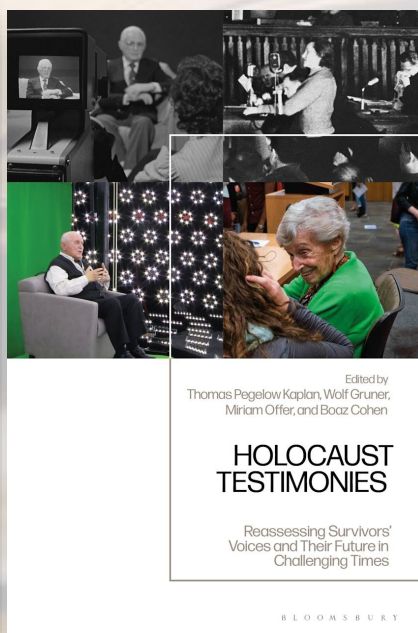
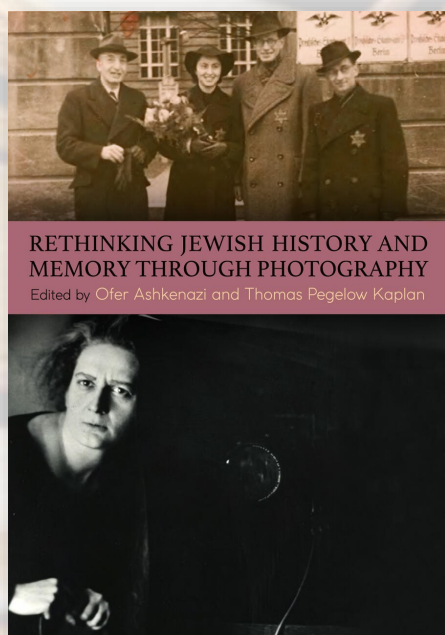
Faculty update books

Thomas Pegelow Kaplan



Thomas Pegelow Kaplan (professor, Singer Chair in Jewish History) published two co-edited volumes, (1) [*Rethinking Modern Jewish History and Memory Through Photography*](#), SUNY Press, 2025 (with Ofer Ashkenazi) and (2) [*Holocaust Testimonies: Reassessing Survivors' Voices and their Future in Challenging Times*](#), Bloomsbury, 2025 (with Wolf Gruner, Miriam Offer, and Boaz Cohen). He also published (3) [*Язык нацистского Геноцида: Языковое насилие и сопротивление немцев еврейского происхождения*](#), a revised edition and Russian translation of *The Language of Nazi Genocide: Linguistic Violence and the Struggle of Germans of Jewish Ancestry*, Academic Studies Press, 2025.

Click on the book to learn more.



First Concert match game



Credit: Paramount Pictures

Know your rock & roll historians.

Can you match the star's concert tour with their fans' in the department of history?

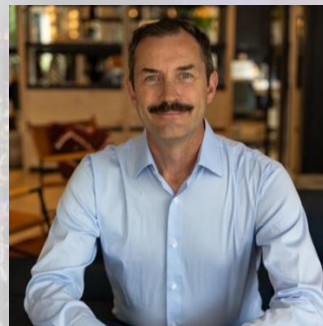
The Stars.

The Fans.



A. Barry Manilow

Red Rocks,
Morrison, CO 1978



1. Prof. Thomas
Andrews



B. Elton John

Anaheim Center,
Anaheim, CA 1980



2. Asst. Teaching Prof.
Andrew Detch



C. Foghat

McNichols Arena,
Denver, CO 1980



3. Cherise Lamour
Admin.



D. Gang of Four

Merlyn's,
Madison, WI 1983



4. Prof. Katie Little

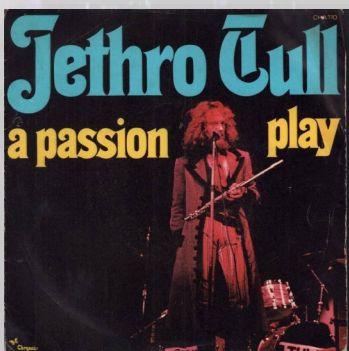


E. Groundhogs

The Cavern,
Exeter, UK 1993



5. Ted Lytle, Admin.



F. Jethro Tull

Boston Gardens
Boston, MA 1973



6. Kellie Matthews,
Admin.

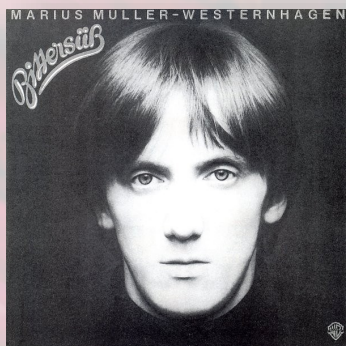


**G. Lenny Kravitz/
Smashmouth**

New World Music
Theater
Tinley Park, IL 1999



7. Teaching Professor
David Paradis

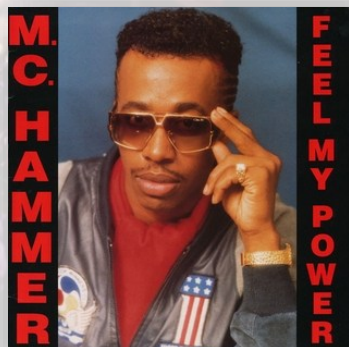


**H. Marius Müller-
Westernhagen**

Braunschweig,
Germany 1988



8. Prof. Thomas
Pegelow Kaplan



I. MC Hammer

McNichols Arena,
Denver, CO 1990



9. Prof. Honor Sachs



**J. Olivia Newton-
John**

Oakland Coliseum,
Oakland, CA 1982



10. Prof. Tim Weston



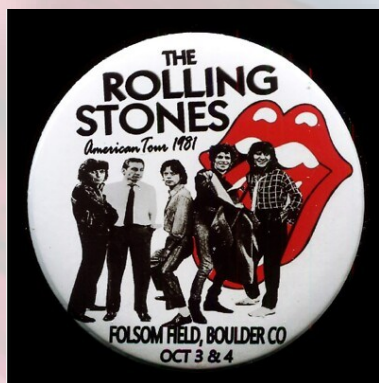
K. The Police

The Fixx/Madness/
Oingo Boingo/
Thompson Twins

Oakland Coliseum—
Day on the Green,
Oakland, CA 1983



11. Prof. Tony Wood



L. Rolling Stones

Heart/
George Thorogood

Folsom Field,
Boulder CO 1981



**12. Prof. Marcia
Yonemoto**



M. Squeeze

Merriweather
Post Pavilion,
Columbia, MD 1987



**13. Prof. Phoebe
Young**

Photo: The
Fixx, Oakland
Coliseum,
1983

(Credit: The
Fixx/
Facebook)



BACKSTAGE PASS KEY: SEE PAGE 39

What's more hardcore than history?

• By Colorado Arts and Sciences Magazine

CU Boulder alumnus Dan Carlin (Hist'89) brings a love of history and a punk sensibility to a new season of "The Ampersand" as he discusses his hit podcast, Hardcore History

There are a lot of places to experience punk: in the dim, smoky basement of Club 88 in Los Angeles in 1983, listening to a then-little-known band called NOFX, but also on the ancient battlefields of Britannia, where Briton warriors drew their swords against the invading Romans.

In the first scenario, Dan Carlin was actually there wearing his signature black T-shirt and Orioles cap. The battlefield? He visits it in his vivid imagination (still in a black T-shirt and ball cap)—drinking in the details and drawing a sensory-rich narrative from historical texts and records.

Carlin, a University of Colorado Boulder history graduate, is something of a journalist of the past—a punk rock kid who became a punk rock adult who brings that counterculture ethos to [Hardcore History](#), among the most popular podcasts in the United States with millions of downloads per episode.

He [recently joined](#) host [Erika Randall](#), CU Boulder interim dean of undergraduate education and professor of dance, to kick off a new season of ["The Ampersand."](#) the College of Arts and Sciences podcast. Randall joins guests in exploring stories about



"ANDing" as a "full sensory verb" that describes experience and possibility.

Their conversation covered everything from creativity to punk rock to a dog named Mrs. Brown.

DAN CARLIN: So, what makes the past interesting is not so much that it's just, oh, here's a wild story from the past. It's that even though—what did Shakespeare say? Right, "All the world's a stage, and all the people merely players"—the people in the story are people just like we are.

And so, the ability to touch base with something that is otherwise impossible for us to relate to, right, the past is a foreign country, as the saying goes. They do things differently there. Trying to imagine living in a society where they perform human sacrifice, for example, is not possible for us. But you can start to realize that the people in the story are the same as we were.

And if you took a human infant out of the incubator at your local hospital, put them in a time machine, sent them back in the past to a time where people enjoyed visiting public executions, and that child was raised in that culture, they, too, would enjoy go-

ing to public executions. So, genetically speaking, we're the same people. And I think that's the end toward understanding the past. I mean, if people ever end up on Mars someday, we might not be able to imagine what it's like to be on Mars. But we can imagine what it's like to be people, even on Mars.

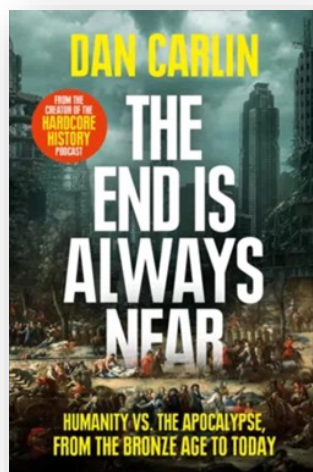
ERIKA RANDALL: I teach dance history, and it really, to me, is about the people and then the context, right, and the people who are next to the people, and how going to see a World's Fair was akin to having access to the world wide web because you suddenly got to be in a moment in time. In the 1900s, all these people came together, and then the forum changed.

So, to say that with just dates and facts but not to go, "Imagine that in this moment Loie Fuller is there with Marie Curie at the same event, running into each other. And look at what that did to dance. Look how technology and art, creativity and science came together because of that confluence of human people at an event."

And that helps to get students excited versus, "This is the kind of piece that was made at this time on this date," but to really get into the storytelling. And then the letters, the archives, the archival material that actually brings those humans to life, I find, oh, I want students to get as excited about that as I do. What do you think we do in this generation of people who are learning with so much information that they maybe don't read the bylines perhaps the way you and I did or dive into the works cited to get into the detail of, like, what can make me feel here?

CARLIN: There's a lot to unpack in that question because I think it touches upon a lot of things that I think about but don't have any answers for. I think this is self-evident and obvious, but we're involved in a mass giant human experiment right now. And anybody who's raising kids, even my kids are late teens, early 20s, so, I mean, but they're not really kids anymore.

But this is all part of this generation, as I tell my oldest, that cropped up literally right after she was born. I mean, once the iPhone comes around, and we're walking around with—what did Elon Musk say? We're all cyborgs now, right? Once we enter that world, we firmly leave the analog world behind.



Dan Carlin's "The End Is Always Near" explores some of the apocalyptic moments from the past as a way to frame the challenges of the future.

And what I mean by that is I try to explain to people that the entire history of humanity up until about the 21st century, maybe the very, very end of the 20th, that's an analog world, right? So, if you grew up, as I did, in a pre-computer world, you lived in the same world that the people in ancient Assyria lived in, right? I mean, they came home when the metaphorical streetlights went on, just like we did, right? No way to call mom, no tracking.

But the point is so, all of a sudden, now we enter into a world where we don't know how this plays out because there hasn't been enough time. What's more, unlike ancient times, where the pace of change was slow, so that even if there was some revolutionary new discovery, right, a brand new plow is invented that's going to change the entire world, you would probably have several hundred years to incorporate that new technology and see what that was going to do to society. Even movable print, which shook up the whole world, is nothing compared to what we have now because what we have now, if you said nothing's really going to change for another 50 years, then we could sit there and try to incorporate what's happened, right?

So, there's the ability to absorb and sort of make it a part of. In other words, society redirects around the inventions so that it then becomes the society plus those inventions. But what I think we're all aware of now is that the pace of change is so quick that by the time we would incorporate, oh, my gosh, what is the world plus Facebook like...

RANDALL: It's already moved on.

CARLIN: We're off of Facebook. Yes! And so, the

ability to ever get to the absorption phase is gone. What that does for society is a big unknown.

So, the question is often brought up about things like the ability to think deeply or to contemplate. Or, I mean, do people get bored without their cell phone for two minutes? Does that rob us of the ability that ancient thinkers used to have to just sit out in the open air amongst the trees and think? Or as one person pointed out—and I think there's real benefit to this, too—the counterreaction to boredom, right, what boredom makes us do.

RANDALL: Yes.

CARLIN: To not be bored ends up being...

RANDALL: It sparks creativity. It actually lights us up.

CARLIN: Yes. The games you have to invent as a kid because there is no easy access to something else, right?

RANDALL: Yeah.

CARLIN: I don't know what that means for society. I tell my kids all the time that if you happen to be somebody who bucks that trend, it reminds you of the line, "In the world of the blind, the one-eyed man is king," right? I mean, if you can do math and nobody can do math anymore, that's an advantage, right? So, I always try to turn it into, well, if you're

one of the few who reads, that's going to help you.

I think doing the show when you're doing five hours of history podcasting sometimes, and that there's an audience for that, helps you go, oh, well, good.

There's still that out there. But when you have more than a billion people as your potential audience, getting a few million here or there that are interested in your little niche thing is not necessarily reflective of broad societal trends.

So, I don't know that our audience is representative, and I'm not sure I can draw many conclusions from that.

RANDALL: But it doesn't make you want to go get those other billion. It makes you—like, you don't want to have to necessarily adapt your path towards those folks who want the quick flip and quick hit.

Dan Carlin has hosted *Hardcore History* since 2006.

CARLIN: I wouldn't do that. No, I wouldn't do that for several reasons. One, there's people who have that lane—lots of people who have that. It's an easier lane, to be honest. But also, because it's the same thing with why I'm following the Baltimore Orioles when I live in Los Angeles, and I've never been to Baltimore. I mean, this is—I was a punk rock person. I'm a Generation X person.

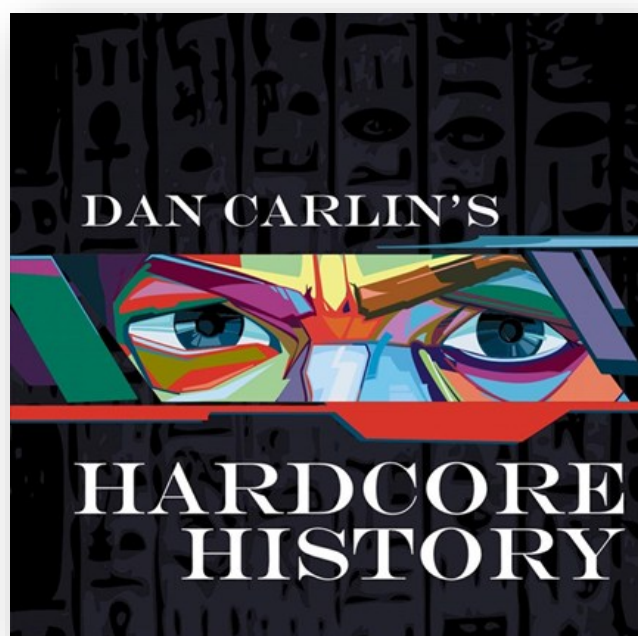
There's a whole bunch of things in my biography where you just go, oh, this guy is going to do it differently. My wife would say, you just have to be different, don't you? And, yeah, I think that's what it is. So, I don't want those other people. I kind of take pride that the audience invented a name for themselves. They call themselves the "hardcorps," C-O-R-P-S.

RANDALL: Oh, I love that.

CARLIN: This is how I always was as a kid, too. It's not that I'm different and bad. I'm different, and I'm going to take pride in that. And I want my several million, instead of the billions, because it's us, right? It's our own private "hardcorps" club.

RANDALL: In the basement.

CARLIN: We're doing our own thing. You can go enjoy your 30-second TikTok pieces of entertainment.



Dan Carlin has hosted *Hardcore History* since 2006.

RANDALL: I can't imagine you in that ball cap and black T-shirt as a punk rock guy. Like, who were you listening to? Were you pierced? What are we talking about? Did the visual change, or were you a contrarian there, too, when you rolled up with your Orioles cap into the basement with people with mohawks?

CARLIN: Well—and I'm speaking to people who were there now in your audience who remember—punk is a caricature of what it was then. It's hard to describe what it was like in '79 or '80 or '81.

RANDALL: In L.A., right?

CARLIN: Yeah. I mean, listen, I remember John Doe, who was the lead singer of X. He had a great line. He said punk was wearing black jeans and having a normal haircut—what we would call a normal haircut today.

If you had short hair in 1978, people would yell out the car. You know, he said people would yell out the car and yell Devo at you because that was contrary. He said, "All I had was a normal American haircut, but that was a statement in 1978."

So, we looked more normal. A lot of times, we had a lot of hair colors. But with me, if you saw me at CU, I didn't look... I had long hair at CU.

RANDALL: Were you punk? Were you punk at CU?

CARLIN: I was always punk.

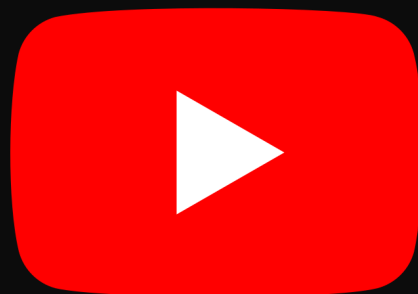


Click the graphic to hear the rest of the conversation on

The Ampersand Podcast

History Looks Back: 2020

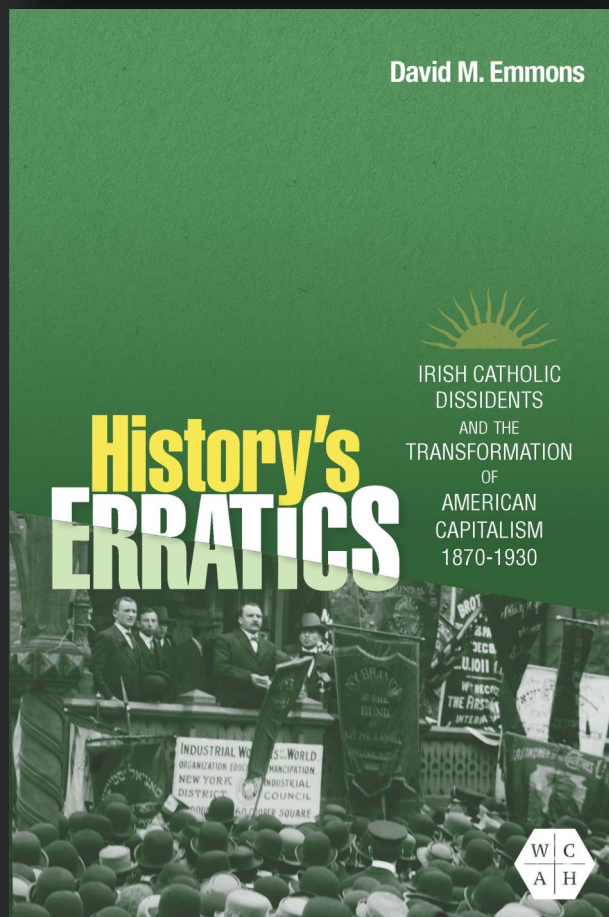
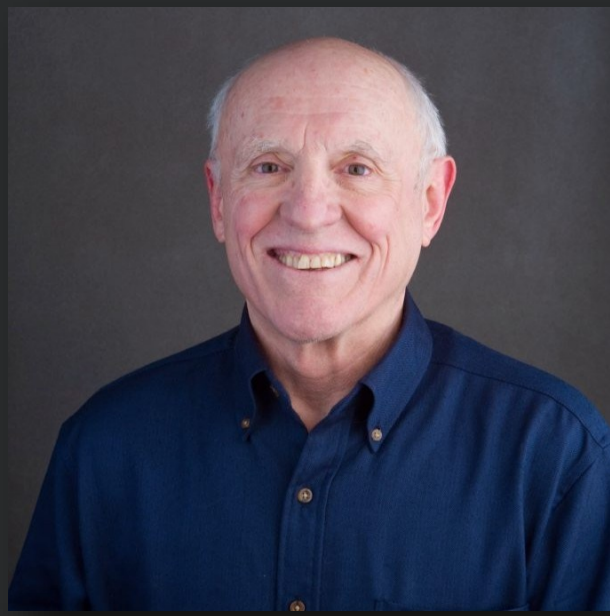
CU Boulder alumnus Dan Carlin (Hist'89) delivered the 2020 commencement keynote address from his living room during the pandemic.



Click to Watch

Alumni *update* books

David M. Emmons



David M. Emmons (HistPhD'69) Professor emeritus, University of Montana, published his latest book, [*History's Erratics: Irish Catholic Dissidents and the Transformation of American Capitalism, 1870-1930*](#) (University of Illinois Press, 2024).

This book marks the completion of his trilogy on Irish Catholics in America in the 19th and early 20th centuries.

About the book.

As Ice Age glaciers left behind erratics, so the external forces of history tumbled the Irish into America. Existing both out of time and out of space, a diverse range of these Roman-Catholic immigrants saw their new country in a much different way than did the Protestants who settled and claimed it. These erratics chose backward looking tradition and independence over assimilation and embraced a quintessentially Irish form of subversiveness that arose from their culture, faith, and working-class outlook. David M. Emmons draws on decades of research and thought to plumb the mismatch of values between Protestant Americans hostile to Roman Catholicism and the Catholic Irish strangers among them. Joining ethnicity and faith to social class, Emmons explores the unique form of dissidence that arose when Catholic Irish workers and their sympathizers rejected the beliefs and symbols of American capitalism.

A vibrant and original tour de force, *History's Erratics* explores the ancestral roots of Irish non-conformity and defiance in America.

—University of Illinois Press

Hayden Fox

(Hist'25) has accepted an account executive and "resident [Swiss army knife](#)" position at *Yellow Scene Magazine*. He gained appreciation for publishing after working on *The Colorado Historian* history journal during his time at CU. Hayden is excited to draw from that experience in his new role.

Katie King

(HistPhD'25) has accepted a position as an assistant professor of history at Colorado Mesa University.

Ben Montoya

(HistPhD'15) has been named the recipient of the Nancy and Cecil Atkisson Professorship at Schreiner University beginning in Fall 2025, where Montoya is currently an associate professor of history and chair of the department of history and regional studies. [Read more](#)

Chloe Zehr

Chloe Zehr (MAHist'25) Has taken a position in analytics at the Access Fund, a rock-climbing conservation nonprofit organization. Zehr has a passion for nonprofit work and a love for finding ways of leveraging technology and humanities methods to develop relationships rather than products. It doesn't hurt that she also loves rock climbing. She is thrilled to be in an interdisciplinary role that involves writing, communication, research, and a healthy dose of flexibility and creativity.

Alumni updates

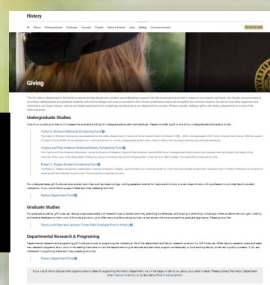


Alums!

Let us know what you are up to in 2026.

Click on the LinkedIn button and network with us!

[VISIT OUR GIVING PAGE](#)



Giving funds

The CU History Department is the home to award-winning faculty who conduct groundbreaking research into the human past and what it means to our present and future. Our faculty are committed to providing undergraduate and graduate students with the knowledge and tools to succeed in their chosen professions and to be thoughtful and involved citizens. Our alumni and other supporters are essential to our larger mission, and we are deeply appreciative for sustaining contributions to our department's success. Please consider making a gift to the History Department to in one of the following areas:

Undergraduate Studies

One of our current priorities is to increase the available funding for undergraduate student scholarships. Please consider a gift to one of our undergraduate scholarship funds:

[Colton G. Erickson Memorial Scholarship Fund](#)

The **Colton G. Erickson** Scholarship was established by the History Department with the support of Colton's family, in memory of former student [Colton G. Erickson \(1994 – 2018\)](#), who graduated in 2017 while living with brain cancer. The fund will provide undergraduate scholarship awards for students enrolled in the Department of History within the College of Arts & Sciences at CU Boulder. Recipients will have faced unusual adversity in their lives, while achieving excellence as determined by the scholarship application process.

[Virginia and Fred Anderson Endowed History Scholarship Fund](#)

The **Virginia & Fred Anderson Scholarship in History** is given in honor of Emeritus faculty [Virginia DeJohn Anderson](#) and [Fred Anderson](#). The fund shall be used to provide undergraduate scholarship awards for students based on financial need and academic merit who are enrolled in the Department of History. This year we encourage applications from students with a strong interest in studying American History.

Robert C. Rogers Student Scholarship Fund

The **Robert C. Rogers** Scholarship, established in memory of [Robert C. Rogers](#), is awarded to incoming first-year, incoming transfer, or continuing undergraduate students with a declared major or minor in History.

For undergraduates, gift funds can also sustain activities such as class outings, visiting speakers, events for majors and minors, or even class dinners with a professor to cultivate faculty-student interaction. If you would like to support these activities, please give to the:

History Department Fund

Graduate Studies

For graduate students, gift funds can reduce costs associated with research trips to distant archives, attending conferences, and hosting or attending workshops where students network, gain visibility, and receive feedback on their work. Gift funds also allow us to offer recruiting fellowships so that we can attract the most competitive graduate applicants. Please give to the:

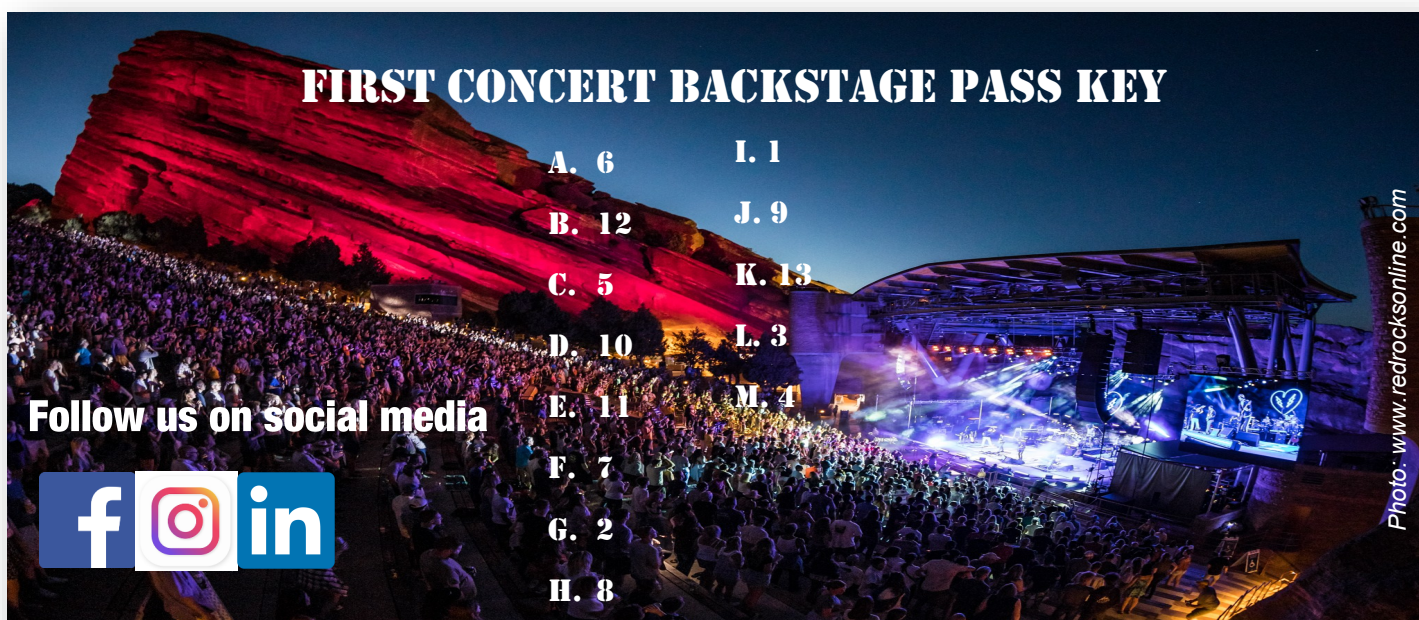
Gloria Lund Main and Jackson Turner Main Graduate Fund in History

Departmental Research & Programing

Departmental research and programing gift funds are crucial to supporting the intellectual life of the department and faculty research productivity. Gift funds can offset faculty research costs and seed new research programs, allow us to invite leading historians to visit the department to give lectures and seminars, support conferences, or fund exciting faculty initiatives in public outreach. If you are interested in supporting these activities, please give to the:

History Department Fund

If you would like to discuss other opportunities or ideas for supporting the History Department, we will be happy to talk to you about your plans in detail. Please contact the History Department Chair, [Phoebe S.K. Young](#), or CU Boulder's [Office of Advancement](#).



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F. 7	
G. 2	
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