Inside This Issue

**Department Chairs & Club President Articles**
Three Years of Change by Professor Barrera 1
A New Chair by Professor Nemes 3
History Club President by Anna Pluff `20, Editor of this Volume 4

**Bicentennial Articles**
Alumni Hall History by Lijun (Karen) Zhang `21 5
Q&A with Professors Hull and Harsin by Yan Meng `21 8
Pictures from 1918 Salmagundi 11

**History Faculty Articles**
Ethnicity as a Tool by Professor Etefa 14
The Road from Research to Publication by Professor Rotter 15

**Student Articles**
HIST 199, Truly a Deciding Factor by Megan Nicholson `21 16
My Field of Focus Decision by Kate Bundy `20 17
Field Here and There by Zhelun (Bruce) Zhou `20 18

**London History Study Group Articles**
To London and Back...to London by Emily Kahn `19 19
The London History Study Group on the Front Lines of History by Denise Larson `19 21

**Around The History Department**
2018 Graduation, History Department News, and Upcoming Events 23
This past year the department approved a new curriculum. It was the culmination of a long and complex process that began in Spring 2015 and ended in Spring 2018 with the approval of a new curriculum. During the past few years, we met regularly over the course of the semester; we circulated questions about our departmental goals and explored different curricular models. We argued and debated these models and eventually became convinced of the benefits of adding, to our current national and chronological option, a separate curricular plan organized according to themes or fields. We call it the field of focus pathway. This option signals to our current and prospective students the possibilities our department has to offer. Students who choose this track decide in consultation with their adviser, their thematic field of focus. Some possible field of focus themes include: gender history, social movements, empires and colonialism, environmental history. This pathway allows students to be more intentional about their courses and the structure of their major. This is, in my view, one of the most important aspects of the new curriculum.

We did more. This year, the department invited three guest speakers: Dael Norwood on October 24, 2017, Manisha Sinha on September 25, 2017, and Tamar Carroll on April 25, 2018. Professors Barrera and Mercado gave presentations in the Social Science brown bag series and the Upstate Institute respectively. To continue our effort to strengthen the intellectual community in the department, Professors Mercado and Karn organized 5 History Conversation this year—3 in the fall and 2 in the spring. We added new furniture to the History Lounge—a space that more students are using for breaks and study—and a computer for student use; we organized 9 coffee breaks in the Fall and 9 in the Spring for students and faculty to interact informally outside the classroom. Finally, the History Club, a student-led organization, this year under the direction of Anna Pluff ’20, met regularly in the lounge and, among other activities, published the History Newsletter, with the support of Erin Conway.

All together, the department prospered this year. This year also marks the end of my three-year term as chair of the department. It has been a privilege and an honor to work for this department. The faculty, students, and staff make this department one of the top best departments on campus. It has been a pleasure to work with smart, engaged, and caring colleagues, students, and staff. This faculty publishes
books and articles in top journals; organizes conferences, and/or is invited to give papers regularly. Our faculty is also powerful and challenging in the classroom and outside; and it participates regularly in conversations and the governing structure of the institution. Our students are smart, engaged, and active learners—doing research and exploring the world and its history, and challenging us, too. We have opened the doors of Alumni. Our students have taken over the social spaces and halls—and we have all benefited from their presence. Erin Conway, our administrative assistant, has been a fantastic addition to the department. She has an M.A. in history and brought to the department skills and knowledge and ideas that have helped us—faculty and students—to explore new ways of doing and thinking about things in the department. I am profoundly grateful to all of you for your support and patience with me these past years. Our new chair, Professor Nemes, brings to the department a dry sense of humor, a keen sense of balance, and a sharp mind that will only do good things in the next few years. I look forward to working with him, and wish him the best of luck. Gracias a todos, thanks to you all.—
Looking Ahead
By Professor Robert Nemes, Department Chair

This is a great time to be chair of the History Department. Over the past few years, many people have worked to make the third floor of Alumni an exciting and welcoming place. Professor Barrera deserves much credit for this; his energy, ideas, and enthusiasm helped to transform everything from our coffeemaker to our curriculum. Other history professors have also pitched in and Erin Conway, our wonderful Administrative Assistant, has been indispensable. But much of the vibrancy in the department has come from students (as can be seen on other pages of the newsletter). I'm really looking forward to working with—and learning from—the history students over the next three years.

About me: My background is in Central and East European history, which is why I teach classes like Germany and Eastern Europe, 1848-1989 and History of the Modern Balkans. One of the things I like about Colgate, though, is how it allows faculty members to branch out and develop classes beyond their area of specialization. So I also teach The First World War and a course on commodities, Coffee and Cigarettes: A Global History.

This freedom also allowed me to offer an FSEM last year called Europe and Immigration. This was a new class for me. But it's a subject I (and many other people) have been thinking about a lot recently, especially since the 2015 refugee crisis in Europe. Hungary responded harshly to the influx of refugees (it built a fence on its southern border), and it's usually seen as one of those places that produces emigrants but does not attract many immigrants. In my reading and research, however, I've uncovered a long history of movement into this region. I'm now working on a longer study (perhaps even a book) on this topic. It will start in the late seventeenth century, with the expulsion of the Ottomans and Balkans and German lands, and continue up to more recent times, when Hungary has attracted people from China, Romania, Turkey, and Vietnam.

Another thing I like about history is that it encourages us to travel, both mentally and physically. This summer I attended a conference in Budapest. Before that I was in Ljubljana, Slovenia, which I had never visited before. I loved its mix of stunning cityscapes and edgy graffiti (both pictured here). It also had an amazing local history museum. For students, the history department has resources to help you travel for your own research projects and field trips.—
I remember coming to Colgate wondering if there would be a History Club on campus. I was eager to meet students who shared a passion for history. Admittedly, I think I even just wanted to find a group of people who actually wanted to talk about history outside of a classroom. When I laid my eyes on a “History Club” poster at the Club Fair I rushed over to sign up. After two years with the club I went from being a club member to holding various leadership positions and I can attest that my enthusiasm for history has grown thanks to some incredible people. I have finally met students who are just as passionate about history as I am!

Yet it is not only the History Club that has facilitated my engagement with history. In my opinion, the History Club thrives due to its relationship with the best department on campus. One of my favorite things about the club is the fact that we are able to engage with the faculty of the History Department. Through History Conversations and coffee breaks with the department, the history professors at Colgate have shown how dedicated they are to their students. The warm conversations and willingness to engage with students is a unique quality that the department goes above and beyond to achieve. The encouragement that the department gives us is phenomenal and I can truly say that the professors of the History Department are invested in the success of their students. Professor Barrera during his time as chair had been exceptionally dedicated to the club. His willingness to help us out and invite us over for some delicious lasagna has made members of the club feel encouraged. When a department cares so much, not only about its majors and minors, but also the members of History Club (who are not solely history majors/minors I might add!), students feel inspired to pursue history.

Through the enthusiasm of the department and its members, I hope History Club will continue to see its membership grow in order to further the dialogues that take place during our weekly meetings. History Club has become a way for students to speak out and challenge each other’s interpretations of history and what it means to study history. Memorable discussions this year included a conversation regarding Poland’s attempts to outlaw blaming Poles for Nazi atrocities like the Jedwabne Massacre. This conversation led to diverse viewpoints about the roles and ethics surrounding bystanders in history, as well as a discussion on free speech. Another conversation confronted academia's ties to slavery and how universities can work to address the role of slavery within their institutions. We also tried to create a safe space for students to speak out and work through the racist slur incident that took place against the Chinese/Asian/international students. These were all thoughtful and respectful conversations that showed just how willing Colgate students are to engage themselves in historical dialogue.

I want to thank all the members of History Club and the History Department for not only another wonderful year, but for all these individuals have done to challenge, encourage, and engage my interest in history.—
Alumni Hall History*
By Lijun (Karen) Zhang ’21, Club Member, 2017-18 History Department Student Employee

Archives often sound like a mysterious and fascinating place for history lovers. The archival resources allow people to establish connection with the buried past. Last semester, I had the great opportunity to visit the Colgate archive for the first time to search for photos about the history of Colgate. These photos may be used for the decoration of the History Lounge and classroom 331 in Alumni Hall in light of the Bicentennial. My first visit to the archive was an exciting experience. After I registered for the visit and put on the gloves, everything started to get real. With the help of Professor Jennifer Hull, who is on the Bicentennial Committee, we were able to look at some old photos of Alumni Hall. The interior of the building looks stunningly different from what we have today.

From these photos, I learned that Alumni Hall used to house the Colgate Chapel on the third and fourth floor before the current Chapel was built. It was during the reconstruction in 1965 that the original chapel was transformed into classrooms. I found the photos of the reconstruction process especially impressive. Seeing the crane inside the building and all the old structures being torn down, the distant past has become more tangible for me. The photos made me feel like travelling back in time and enabled me to take a quick glance at what the past of Alumni Hall was like.
After the first visit, I became more comfortable with visiting the archive and more interested in finding out more about Colgate history. Since the Colgate archive is accessible to all students, all I need to do is to search for items that might interest me and reserve them before I go down to the archive. The most fascinating part of the research is that one might find out the connections between some seemingly unrelated events. For instance, when I was looking for information about the fire that burned down the administration building in 1963, I discovered the reason for the 1965 reconstruction of Alumni Hall. The Colgate newspaper in the archive suggests that after the fire, people found out that it was the wooden staircases in the building that allowed the small fire to spread so fast that it eventually devoured the entire building. Because of this event, people believed that the wooden staircases in Alumni Hall would be a safety hazard in the future. Thus, the school decided to remodel Alumni Hall for safety reasons. Such a discovery offers me a sense of accomplishment. I feel like a detective who is looking for different pieces that can fill in the empty spaces of the puzzle.

In one of my other searches, I also found some unflattering sides of Colgate that stood in opposition with the value of diversity that Colgate endorses today. For example, in 1968, there was an incident from a fraternity house when two black students were on the street, which triggered a massive sit-in demonstration in the administration building to fight against racial discrimination (pictures on the right). This event resulted in the construction of ALANA Cultural Center, which provided the space for students of different races and ethnicities to interact with one another. In 2008, after Barack Obama won the presidential election, there was a case of racist graffiti in Alumni Hall, which was reported in the Maroon News. Such cases recall the racist incident that took place this year, and remind us of the difficulties of creating an inclusive environment for all.

As history is an important component of the Bicentennial, I believe that a visit to the archive would be a special and meaningful way to celebrate the event. By finding out more about the past, we can better understand the present time.—
Interviewee: Professor Jennifer Hull, Bicentennial Research Fellow & Visiting Assistant Professor of History

1. What have you been working on to prepare for the bicentennial?
To prepare for the bicentennial I have been working in four areas. First, providing research assistance for Dr. Jim Smith (Class of ’70 and a history major), who is completing a new book on Colgate’s history. I also supervise our terrific students who are researching for Dr. Smith. Secondly, I serve on the Bicentennial Planning committee and other committees related to the bicentennial, the accompanying digital history site, and the university archives. Third, my own special project is the history of women at the university before coeducation—both on campus and, during the late nineteenth century, at the nearby women’s school, the Hamilton Female Seminary, which was located in what is today the Theta Chi house. Last but not least, I teach History 114, “History of Colgate,” which is an archives-based class in which students research independent projects on understudied aspects of Colgate’s history. I also help with historical background for bicentennial classes in other departments around the university.

2. What do you recommend for students who may want to participate for the upcoming year in relation to the bicentennial?
The bicentennial launches this September. Students can learn more about the kick-off weekend and other events on the new bicentennial web site: https://200.colgate.edu/. And of course, first-year and sophomore students can get involved by taking my History of Colgate class in the spring!

3. What is the most interesting patterns or features about Colgate that you did not expect before your research?
I was most surprised to learn that women have been attending Colgate on-and-off since the mid-nineteenth century—well before formal coeducation in 1970. Commons students probably know about Mabel Dart Colegrove, who took a full four years of classes here as a member of the class of 1892 but had to attend Vassar for a semester for her degree (as the university did not then confer degrees for women). We have found evidence of women taking classes even before Colegrove’s time, including Emily Taylor, whose father was the college president. And women attended Colgate after WWII as military spouses; during the early 1960s in the graduate teaching program; and in the 1960s as exchange students from all-female campuses. These women’s stories have been one of my favorite areas to research.

4. What is your new impression about Colgate and its history?
My new impression of Colgate really problematizes the notion of “coeducation” and of the university as an all-male institution: a good thing! I have also gained deeper appreciation of Colgate students’ activism in issues of the day, from the abolition of slavery through the Vietnam War, to today’s concerns about sexual violence and racism on campus. Additionally, I’ve enjoyed learning more about the village of Hamilton, which is such an integral part of Colgate’s history—without the village, the university would not have survived and become the place we enjoy today.
5. Following question 4, According to your interactions between the past 200 years of Colgate and the current Colgate, what kind of community will Colgate become in the near future?

Jim Smith's forthcoming book is called Becoming Colgate, which aptly describes the university throughout its history and moving forward. Never a static institution, we are always becoming—often with students in the lead. In the next 200 years, I believe university students will continue to take on questions of equity and social justice. And I think we will see an increasingly more diverse campus that sends graduates out into the world to make it a positive difference at the local, national, and global level.—

Willow Path

Dedication Lathrop Hall: May 22, 1908
Interviewee: Professor Jill Harsin, Professor of History

1. What have you been working on to prepare for the bicentennial?
I've been co-chairing the Bicentennial Committee, along with Laura Jack, the Vice President of Communications. Along with our main committee and numerous subcommittees, we have been planning events on campus and off (for alumni); working on a new bicentennial website, a collaboration both of Communications and the Library Archives; and working on the new history of Colgate by James A. Smith ’70 as well as a new photo book. There will be a few surprises along the way, too.

2. What do you recommend for students who may want to participate for the upcoming year in relation to the bicentennial?
There will be many bicentennial events, presentations, lectures, and chances to celebrate. Be a part of them! If you have ideas for further events, be sure to contact Professor Jill Harsin (me) or Communications VP Laura Jack (co-chairs of the Bicentennial planning committee) or Professor Jennifer Hull, Bicentennial Fellow.

3. What is the most interesting patterns or features about Colgate that you did not expect before your research?
I haven't done any primary research on Colgate, but I've learned a lot, through reading early drafts of Smith's forthcoming book and simply through talking with a lot of people about their own areas. All I ever knew about Colgate's history was the “13 Men”—and then there was a blank, up to the present. The full story is far more interesting and varied.

4. What is your new impression about Colgate and its history?
I've been most impressed by the long and dedicated struggle, on the part of students, faculty, leaders, and supporters (including the village of Hamilton), to bring the school from a single building (West Hall) to the strong and nationally respected institution we have today. There were many moments along the way when Colgate might have failed, as so many small colleges did (and still do). I've also become more aware, through reading Smith's book, of the importance of a liberal arts college not only in educating for a career, but in educating for citizenship and for life.

5. Following question 4, According to your interactions between the past 200 years of Colgate and the current Colgate, what kind of community will Colgate become in the near future?
I hope for many things for Colgate in the future. I hope that we remain intellectually nimble: our curriculum has changed many times over the years in response to new developments within and among disciplines and with new disciplines. I hope we continue to support the liberal arts. I hope and expect that Colgate graduates will continue to make a difference in the world.
Pictures from the 1918 Salmagundi
From the Colgate University Digital Archives

What does 100 years ago look like at Colgate? Here are some photos from the 1918 Salmagundi (yearbook) where we can see similarities and differences in life at Colgate.

Class of 1918

History Faculty

William Hale Maynard, D.D.
Professor of Ecclesiastical History.
B, V B, A.B., Hamilton College, 1854; D.D., Colgate University, 1871; Graduate from Hamilton Theological Seminary, 1858; Pastor at Cohoes, 1858-64; Fort Covington, 1864-66; Malone, 1866-68; Auburn, 1868-75; Professor of Political Economy, Colgate University, 1875-85; Professor of Ecclesiastical History in Colgate University since 1875.

William Henry Allison, A.B., B.D.
Professor of Church History.
¢ B K, A.B., Harvard University, 1893; B.D., Newton Theological Institute, 1902; Studied in Halle and Berlin Universities, 1896-97; Pastor of the Penacook Baptist Church, Concord, N.H., 1898-1902; Fellow in Church History at the University of Chicago, 1902-04; Acting Professor of Church History and Christian Missions, Pacific Theological Seminary, 1904-05; Ph.D., University of Chicago, 1905; Thesis (published in 1906) “Baptist Councils in America.” Professor of History and Political Science, Franklin College, 1905-08; Head of the Department of History, Bryn Mawr College, 1908-10; Professor of Church History; Dean of the Theological Faculty, Colgate University, 1910-15. Member of the American Historical Association and of the Religious Education Association. Author of “Inventory of Unpublished Manuscript Material Relating to American Religious History.” Contributor to the new edition of the Schaff-Herzog Encyclopedia of Religious Knowledge.

Freeman Arthur MacIntyre, A.M.
Assistant Professor in History.
B & II, A.B., Colgate University, 1912; A.M., Colgate University, 1914; Assistant in History, Colgate University, 1912-14; Instructor in History, Colgate University, 1914-16; Assistant Professor in History, Colgate University, since 1916; Member of the American Academy of Political and Social Science.
Colgate Football, Syracuse, & Snow

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Whitnall Field two days before the Syracuse Game.

“Slop, Slop, Slop, the Boys are Marching.”
To the Stadium and fifteen to nothing.
COLGATE 15—SYRACUSE 0
On Campus

Advertisements

Mystery Attends
Theft of Horse

One of the horses used on the lawn mowers around the Campus has disappeared from the University Stables. It is believed that the horse broke loose last night and strayed out of the barn. The last traces of the horse are near the Commons rear entrance. Theft for culinary purposes is concluded to be the motive.

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Ethnicity as a Tool: The Root Causes of Ethnic Conflicts in Africa

By Professor Tsega Etefa, Associate Professor Of History

Internal threats to security are a major challenge in many developing countries. Since the end of the Second World War, seventy-five percent of the world’s armed conflicts have been internal rather than inter-state wars, and many of them took place in developing countries. Civil wars have significantly affected society in the underdeveloped countries in Africa and Asia in particular “by destroying essential infrastructure, decimating social trust, encouraging human and capital flight, exacerbating food shortages, spreading disease, and diverting precious financial resources toward military spending.” Indeed, this is the case for East Africa, which is “the most conflict ridden region of Africa” and “holds the continental record for inter and intra-state wars.” There are a number of armed opposition groups fighting domination and injustice, making the region “a chaotic laboratory for would-be state builders.” Some of these include ethnic-based liberation struggles, fighting exclusion and chronic marginalization of historic proportions.

The major causes of such armed ethnic conflicts continue to baffle both scholars and policymakers. Whereas many consider the situations to be simple, they are in fact complex; subsequently, as David Lake and Donald Rothchild argue, “The most widely discussed explanations of ethnic conflict are, at best, incomplete and, at worst, simply wrong.” Despite general assumptions, climate change, resource competition, ancient hatreds, and ethnic diversity are not the most significant factor contributing to identity-based conflicts in Africa. Many ethnic groups live in peace through intermarriages and sharing resources. People do not kill each other just because of their differing identities. African communities are open and welcoming and have mechanisms to handle societal disputes that inevitably occur. The most underlying cause is when elites use ethnicity as a means to political power and economic resources. Drawing on transnational study involving Darfur, Western Ethiopia, and Coastal Kenya, this book argues that the root causes of ethnic conflict are poorly understood and that political grievances are the most important culprit. The underlying factor for the Arab and non-Arab wars of late 1980s to 1990s in Darfur, the Gumuz and Oromo clashes in Western Ethiopia, and Orma and Pokomo conflict in Kenya’s Tana Delta from 1991-2013 was neither land nor climate change. The major historical problems include the non-inclusive political system, manipulation of ethnicity, chronic state marginalization and neglect, monopolization of resources and exclusions coupled with lack of any democratic mechanism to address the issues. Therefore, political solution has to be the primary focus to mitigate internal armed conflicts in Africa.—
For some time—it’s embarrassing to say exactly how long—I have been working on a study that compares two empires, British India and the American Philippines, from the standpoint of the five senses. (I have had to be careful how I say this. If I say, “I’m working on the senses,” people hear “the census,” which is what my colleague Dan Bouk is working on. So I always say “the five senses,” and assume that listeners know what I mean.) This book is either the strongest or the weakest possible argument for tenure: my protected job status meant that I could take my time, learn new literatures, do research across the United States, in England, India, and the Philippines, and write on a subject many find puzzling or esoteric. In general, most people with whom I talk about the project seem interested in it, though people are also interested in train wrecks and dog fights, so I am only partly encouraged by this response.

Anyway, my argument in the book is that empires were embodied experiences, and where bodies are involved all five senses are too. We tend automatically to think of encounters between people as limited to the visual, what can be seen or read. The eye has special authority; insurance companies pay a good deal to victims who lose their sight in one eye or both, but nothing to those whose hearing goes, or whose senses of smell, touch, and taste are compromised. But if you think about how you perceive other places and other people—others and Others—you’ll realize that you do so through all of your senses. So it was with agents of empire, who took themselves off to “the tropics” and thus ecosystems very different from those they knew at home. They were startled by what they saw—people who looked different from themselves—but also by the sounds they heard, the odors they smelled, the air that enveloped their skin and the bodies against which they rubbed (which could, they feared, transmit to them disease), and the food and drink they tasted, though not always unhappily. These sensory encounters shaped both empires.

Central to what the British and Americans were up to in India and the Philippines was the “civilization,” in their own terms, of Others whom they claimed, for reasons in good part racial, were sensorily backward. A vital part of the civilizing process was to put the senses in the right order of priority and to ensure them against offense or affront. People without manners, defined as such by the standards of the European Enlightenment, showed disrespect for the senses, and such people were unfit to govern themselves. Societies that looked shabby, were noisy and smelly, consumed unwholesome food, and (literally) felt wrong, were not prepared to stand on their own. It was thus the duty of more sensorily advanced Britons and Americans to put the senses right before withdrawing the most obvious manifestations of their power. Perhaps needless to say, Indians and Filipinos had different ideas of what constituted sensory civilization, and they pushed back against Anglo-American efforts to impose their version of sense order. In the end, a synthesis of sorts would emerge that involved compromises between these nations’ sensory regimes.

I’m just now finishing edits of the manuscript. The book, to be published by Oxford University Press, will be out next year. I suspect I will feel more relief than joy.—
History Workshop, or HIST 199, has its reputation among the history department of being the deciding factor for students possibly interested in pursuing a history major or minor. Its intense focus on honing the meticulous craft of writing history papers can lead students to decide to seek out less writing-intensive areas of study. First-year students starting off their first fall semester of college by taking this course could potentially lose interest in history without giving themselves a chance to explore more of the interesting courses the Colgate history department has to offer. However, through my personal experience, I found this course to be a lifeline for me to hold onto during my first time being away from home.

While searching through the courses being offered for the Fall 2017 semester, History Workshop immediately caught my eye. My interest in history had brought me to Colgate, and taking a class on how to write a proper college paper seemed rational if I wanted to excel in my classes. Taught by the ever-enthusiastic Professor Barrera, HIST 199 not only served as part of the beginning of my education in history, but also as part of the beginning of my collegiate education. I quickly realized there were basic writing skills I had not practiced much in high school that I was fortunately introduced to in History Workshop, such as learning how to form my own claims, differentiation between types of sources and how to use the Chicago Manual of Style, all of which I now find essential to my history essays. I was exposed to databases online, particularly JSTOR, which held a plethora of sources for me to explore, and the databases located nearby, through the methods of archival research in the Colgate archives Professor Barrera introduced the class to.

However, I came upon one lesson on the subject of history not in the classroom, but during one late night in the Case-Geyer library. My first research paper, centered around the origins of the Colgate torchlight ceremony, required a massive amount of time spent sifting through primary and secondary sources to find suitable information. I had felt particularly homesick that day when I decided to search through editions of the Salmagundi from the 1930’s. In the 1931 edition, I became aware of the connection I felt to a certain member of the senior class, one of the first Colgate students to carry the iconic torch and a fellow member of my hometown. Unfortunately, this detail did not fit the idea of the essay I was writing, but it resonated with my desire to find a connection to the Colgate community. From this one assignment, I began to understand that history is not simply research and writing papers. History is about connections, ones between people living and dead and between communities of old and new, which can help forge new connections in the present.

History itself is very much a literary subject. However, it is the network of people, places and cultures found in the materials a historian uses that give history its meaning. History Workshop, through its large amount of time spent on studying historiography, introduces this concept to students, who may find their own connections to figures and places. It is these connections that can create roots, as I found my roots to Colgate University planted in a yearbook from 1931.—
My Field of Focus Decision
By Kate Bundy `20, Club Member

Understanding the histories of social movements and human rights is essential to understanding the political, social, and cultural landscapes of the world today. Coming into Colgate, I was captivated by the history of the Cuban Embargo, as well as the greater political shifts throughout Latin America as a whole. When I told people about my interests, the usual response was that I was surely bound to become an international relations major. However, I quickly realized just why becoming a history major was a better choice for me. My freshman spring I had the pleasure of taking Resistance and Revolt in Latin America with my now adviser, Professor Roller. Because of this class and Professor Roller’s encouragement, I applied for, and was subsequently granted, a Lampert Fellowship. I am now in Bogotá, Colombia, researching the methods and motivation behind student movements and more specifically, how these protests have served as an instrumental engine for peace between the Colombian Government and insurgent groups following decades of Civil War. In comparing and contrasting my university experience with those of my Colombian peers, I have realized just how lucky I am to be able to participate in such a program that never would have been possible without the support of the history department faculty.

A wonderful aspect of the field of focus program is that by concentrating my studies to a specific topic, I am by no means limiting my academic opportunities. This fall, I am participating in a SIT study abroad program in Argentina specifically titled “Social Movements and Human Rights.” Eventually, I plan on going to law school to focus on human rights and will seek employment at a relevant agency such as the UN human rights commission, state department, various NGOs, or even a Think Tank. By looking at a coursebook it is evident that the study of social movements and human rights, while niche, is completely feasible given the varied curriculum offered throughout the history department and entirely relevant given the importance of the field in the world today.

While only some of the classes I hope to take include the word “movements” or “rights” in their titles, they all pertain to my field of focus. I believe it could be argued that most, if not all, courses in the history department have some relevance to social movements and human rights. And, given the current political landscape today I believe my focus is more topical than ever. I cannot express clearly enough that since declaring my focus, the opportunities in academica have only expanded for me. I fear that the existing fallacy of needing a more all-encompassing major to apply to graduate schools or jobs is too prevalent at Colgate, and I encourage all those passionate in a specific realm of history to try a field of focus!—
Field Here and There
By Zhelun (Bruce) Zhou ’20, Club Member

“Now you are all set! Welcome Bruce! You are my first Field of Focus history major student!” Professor Barrera heavily shook my hand and then collected my files. I stood aside, watching his actions. I was gracious, yet also calm, as if this was not a big step for me at Colgate. But in reality, it was a momentous occasion. The Field of Focus (FOF) program was released this past February and provided students with an option to choose a thematic topic to study instead of the more traditional path which was choosing a geographical region to study. At first, the new program seemed overwhelming; however, there was a bit of temptation to learn more about it as well, after all it is an opportunity to pursue my own academic interest. The more I thought and learned about it, the more I realized that it would give me a chance to explore other classes that I find interesting which was not an option previously.

I have always seen intellectual history as an eclectic, interdisciplinary field where it merges history, philosophy, politics, religion, sociology, psychology, and even science and economics altogether. Intellectual history approaches those fields and their ideas and explores their feasibility and weaknesses and eventually their receptions at their own time. I love to read various books with different perspectives and ideas, a classic bookworm, so as you can tell I am very interested in studying intellectual history.

Ultimately, my decision of choosing the Field of Focus path originated from Hist 340: 20th-Century European Intellectual History with Professor Douglas. I learned that studying intellectual history is about the transformation process of ideas, such as its contextual background, its epochal organizations, the response to ideas and also the modifications of ideas over time. I believe that every idea is not existed outside of its originators and its contexts. For my term paper in this class I explored the intellectual history of Mao Zedong’s Chinese Cultural Revolution during the late 1960-70s and demonstrated how different European scholars responded to the “Third World Idealism,” Postcolonialism, and radical left. Mao was one of the communist leaders that European intellectuals admired, amid with other leaders such as Che Guevara, Ho Chi Minh, Fidel Castro and Leon Trotsky. My research mostly reflected European intellectuals’ wistfulness of a distant utopian world from their own native society. It was my enjoyment in researching and analyzing this history that made me recognize what I am truly interested in learning about here at Colgate.

Furthermore, I am interested in studying about connections between different cultures. As a student who is immersed in both American and Chinese cultures, I really search for a clear definition between the two, such as how and why there are similarities and differences. Eventually, I want to find a pattern from cultural history and intellectual history to see how they changed over time and how each individual within one culture is affected by them. Because of these interests, my Field of Focus has become Intellectual-Cultural History.

That is the story of my path to choosing the Field of Focus program. It is not a super-exciting story, but hope it may assist anyone else who is thinking about the program as well. The Field of Focus also helped me envision my future in graduate school where I hope to continue studying both intellectual history and cultural history.—
At the beginning of my London Colloquium course, the required pre-London History Study Group (LHSG) class, Professor Cooper lectured us on how to give a presentation. I sat there and rolled my eyes, thinking that as a junior in college I had mastered the art of presenting. His advice was straightforward and, at the time, went unappreciated. He said to state clearly the components of the presentation, outline the thesis, and provide sign posts for the audience.

While in London, this advice was far from the front of my mind. I was too busy running from the archives to museums to weekend trips (of course always leaving time for a stop at a pub).

My academic priority was just figuring out how to convert over one hundred pages of archival notes compiled at the London Metropolitan Archives, National Archives, and Royal Institute of British Architects Library into a semi-coherent paper. Thus, when Professor Cooper emailed me in March about a conference at the University of East London related to my topic, I laughed. I thought that there was (a) no way they would accept an undergraduate student (b) no way that I could produce a strong enough paper in time and (c) no way that I would be able to fly back to London after the semester ended.

Professor Cooper offered me more advice: just apply to the conference and see what happens. So I did, and then I promptly forgot about it as I headed off to Vienna to meet my Colgate roommates. A couple weeks passed far too quickly, as was the theme of my time abroad. I submitted a draft of my paper so underdeveloped that “rough draft” would have been a compliment. The day Professor Cooper handed me back my marked-up draft (with some very fair
constructive criticism), I learned that the conference accepted my paper. Freaking out from a mix of excitement and terror, I immediately contacted Professor Cooper. He instantly calmed my nerves, replying “Brilliant, well done!—you’re a star.”

At this point, I began to think about how to turn a far-too-long paper into a far-too-short presentation. With even more support from Professor Cooper, my classmates, and the staff at Gail’s, I managed to develop my mess of a draft into what I consider the best paper I have ever written. But my work was not done; I still had to compile the presentation. Almost two full semesters had passed since Professor Cooper taught us how to present our research, but I realized then that this was the most important advice I had received before going abroad.

Three weeks to the day after I left the United Kingdom, I flew back to London (thanks to generous funding from the History Department’s Stickles Fund). I was nervous but ready to present my research on post-Blitz town planning exhibitions and public participation in London’s urban reconstruction at the Architecture, Media, Politics, and Society (AMPS) conference entitled “Tangible-Intangible Heritage(s).” As one of only two undergraduate students at the conference, I truly was able to recognize how unique of an experience the LHSG is. People mistook me as a doctoral student in both the archives and at the conference. I can think of no other program where I would have been able to complete such high level, original research as an undergraduate.

The conference was an incredible experience and the perfect end to the best semester of my life. In two days, I met people from 21 countries and attended 20+ lectures. Yet the greatest privilege was seeing how my super niche research played into larger conversations among architects, preservationists, historians, and designers. After my presentation (picture above), another delegate approached me and said that I had the best-structured presentation of any he had seen. He asked me how I learned to present so well at my age. My answer was simple; I had a great thesis advisor who knew the value of teaching his students how to create a presentation.—
When I would tell people that I was going to study abroad in London on the London History Study Group (LHSG), many responded by saying, “That'll be perfect- there's so much history there!” They weren't wrong, and the abundance of accessible history in London is a major boon to the study group, a motley crew of people both fascinated by history and writing their theses in London. However, there's another, equally rewarding, aspect of history that confronts each member of the LHSG: the opportunity to make history, or witness history in the making.

London is a huge, vibrant city! This means that members of the study group can always find things to do, places to go, and good food to eat, which cannot be understated, but it also means that monumental events, some of great political significance, are occurring right where the study group lives. While I was in London, I attended or participated in a number of these events, but certainly not all that the spring of 2018 had to offer.

For one, a group of Colgate students attended the “Time's Up!” rally on January 21, 2018 (picture on right). Taking place across from 10 Downing Street, which houses Prime Minister Theresa May's office, hundreds of people gathered to speak out on women's rights and the end of sexual harassment and sexism. It was cold and raining and by the end of the event we couldn't feel our feet, but from our very first weekend in London we felt that we were capable of engaging with London's political affairs.

At the end of the semester, on April 24, 2018, a handful of Colgate students attended the unveiling of the statue of Millicent Fawcett, a suffragist (picture on left). Her statue is the first statue of a woman to stand in Parliament Square, and its unveiling was fettered with calls for greater gender diversity in Parliament and in monuments across London. Prime Minister Theresa May spoke, as well as Mayor Sadiq Khan, and Colgate students were able to hear an acute diagnosis of the current state of political affairs in London.

On March 25, 2018, I ran in the inaugural London Landmarks Half Marathon, which raised over four million pounds for London-based charities, and eight of my classmates (and Professor Cooper!) cheered me and other runners on (picture on right). The race was a tribute to London’s history, but it also set a precedent for how London will celebrate and capitalize on its history in the future.
The LHSG also spent a lot of time immersed in what we typically think of as history—events that happened in the past. For example, my group took a trip to Ypres, Belgium, to visit WWI cemeteries and walk through WWI trenches. That trip brought history to life, especially as we mucked through what was once the front lines, but moments like that cannot overshadow moments where the LHSG had the opportunity to stand on today's front lines. In short, go on the London History Study Group!—

For More Information About the London History Study Group

The London History Study Group (LHSG) allows students to do original historical research while enjoying the cultural resources of one of the world's greatest cities. Drawing upon the extraordinarily rich archival materials available in London and the surrounding region, students conduct research projects directed by the Study Group Director and produce a paper capable of making a genuine contribution to historical knowledge. Because of the wealth of sources available in London, students' research topics can range across the globe. In past years, students have used different archives and libraries to do research not just in British history, but also in the history of the United States, Africa, South Asia, Eastern Europe, and the Middle East.

In addition, students take a course on the History of London that is split between classroom lectures and walking tours of the city; we also attend a play every week as part of a course on London's vibrant theatre culture.

The LHSG has two overnight trips: one to Belgium to see the battlefields and monuments of the First World War, a war that shaped Europe's modern culture; and a second to England's West Country to see countryside, castles, and beaches in order better to understand the variety of English landscapes. There will also be several day trips, and, of course, London is an excellent base for independent travel, both within and beyond Britain.

Class of 2020 contact is Professor Xan Karn, akarn@colgate.edu, office 327 Alumni Hall.

Class of 2021 contact is Professor Andy Rotter, arotter@colgate.edu, office 317 Alumni Hall. Stay tuned for information sessions on the trip during the Fall 2018 semester for more information.

Or you can visit the Off-Campus Study Office for more information.
On May 19th we celebrated our History Majors, the Class of 2018, at our Annual History Graduation Party! It was great to meet families, hold wonderful conversations, and have some fun at our photo booth, courtesy of Professor Bouk's son as our photo booth photographer.

On May 20th, the History Administrative Assistant and Faculty joined family and friends at Commencement to honor the Class of 2018. We will miss you all, come back and visit soon!
Computer for History Major/Minor Use: There is now a computer in 312 Alumni Hall for History majors/minors who need to have something printed before class. This is to be used as short term, as needed, printing and not be used as a primary study space in order to be used for these situations. Due to the cost of printing for the department the rule is maximum 40 pages in black and white. Please see our Administrative Assistant in 330 Alumni Hall for questions or concerns.

Pre-Registration for Spring 2019: around the end of October, History Majors and Minors will receive the exact dates and rules in an email from the administrative assistant before the Mid-Term Recess so you can meet with your advisor before pre-registration starts. Must be a History Major/Minor to qualify for History pre-registration.

The New Curriculum: Two ways to obtain a History Degree, Global and Field of Focus Pathways! Meet with your advisor to talk about your options!

Internships in History: We now have a internship document, work in progress, that we hope to put on our website soon (current student section) that has all the internships relating to a history degree, feel free to check it out!

Bicentennial Display: The students of History 312: History of Colgate in the Spring of 2016 created a wonderful display called “A Continuum of Color: Racial Identities in Student Life” which is about Colgate’s history as far back as the 19th century. Come stop by, grab a pamphlet learn about Colgate’s history in the three display cabinets in the hallway of 3rd floor Alumni Hall!
Upcoming Events

Guest Lectures

**Fall**
- **Oct 3rd** 4:30pm Persson Auditorium - Reading Lecture: Marcy Norton
- **Oct 30th** 4:30pm Persson Auditorium - Elizabeth Popp Berman
- **Nov 7th** 4:30pm Persson Auditorium - Laura Zanotti `01

**Spring**
- **Mar 4th** 4:15pm Memorial Chapel - David Blight *Bicentennial Event*

History Conversations *(lunch provided)*

- **Sep 11 (Tue)**, 11:30-12:30pm in 212 Alumni
  - Topic: Robinson's Book Project
- **Oct 4th (Thur)**, 11:30-12:30pm in 331 Alumni
  - Topic: Pertaining to Marcy Norton/Reading Lecture
- **Nov 13 (Tue)**, 11:30-12:30pm in 212 Alumni
  - Topic: TBD

Coffee Breaks *(while supplies last)*
in History Lounge, 3rd floor Alumni Hall

- **Aug 30th**: 1/2 day of classes
  - Starting at 8:30am donuts & cider
- **Sept 27th (Thur)** *Founders Week*
  - 9:30-10:30am
  - Bagels from Flour & Salt
- **Nov 29th (Thur)**
  - 11-12pm
  - Subway Sandwiches (variety) & Whole Foods Wraps
- **Dec 3rd (Mon)**
  - 12-1pm
  - Scones & croissants from Croissants (plain & chocolate) from Rye Berry Bakery
- **Dec 13th (Thur)**
  - End of Semester Major/Minor Party
  - 12-1pm
  - Pizza & Cake
History Major Info Session (Class of 2021)
Oct 16th (Tue) in History Lounge
12-1pm
Pizza

London Study Group Awards (S2018 Trip)
Date: TBD (stay tuned for an e-mail & Colgate Events Calendar)
Coffee & Tea
Scones from F&S

London History Study Group Info Sessions (S2020 Trip, Class of 2021)
Dates: TBD (stay tuned for an e-mail & Colgate Events Calendar)
Applications to Off Campus Study October 3rd - 11:59pm on November 7th.

Bicentennial Events
Sep 22nd 10am Olin Hall Aud. “Becoming Colgate: Explore Colgate History”, Jim Smith ’70, author of Becoming Colgate; Jason Petrulis, former Bicentennial Fellow
Dec 5th 4:30pm Persson Aud. "How Oneida Nation Land Became Colgate", Laurence M. Hauptman

more events on Colgate Events Calendar & the Bicentennial Website

US Elections (from the Colgate Vote Project)
October Register to vote and if needed request an absentee ballot
Nov 1st US Election day to vote in person (for students registered locally)
Sources & Photo Credits

*Sources: Colgate University Archives (A1000, A1021, A1039, A1271), Colgate University Digital Archives (1918 Salmagundi)

Photo Credits: The History Department staff and faculty, the London History Study Group Students, Ingrid Migonis, and the University Archives

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In front of Merrill House

Looking out of Alumni toward East & West Halls