

Spring 2005



SKIDMORE COLLEGE

History Department

FACULTY NEWS

The 2004-2005 academic year coming to a close and the History Department had a busy year.

Professor Delton spent some time last summer on a research project and along with her responsibilities as a faculty member, she has taken on the additional functions as History Department Chair. Professor Delton plans to spend time in London this summer presenting a paper.

Professor Kuroda was honored this year as the recipient of the Ciancio prize. He attended the FOP dinner in New York City back in November to serve as the faculty speaker. He will be retiring in May.

Professor Dym returned to the History Department in the fall of 2004 from a year long sabbatical spent in NYC where she worked on her research. Professor Dym has an article on travel writers and Central America 1921-1945, in the *Journal of Historical Geography* and another on early-modern mapping of Europe and Asia in *Philosophy and Geography*.

Professor Hockenos is celebrating the publication of his book *A Church Divided* (Indiana University Press, 2004). Look for his book at the Skidmore Shop. Professor Hockenos recently had a book reading and signing at Borders this past April.

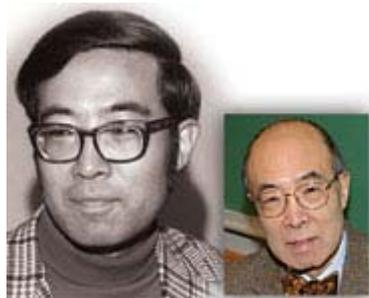
Professor Bastress-Dukehart will be spending time in Germany this summer. She will also be taking a year long sabbatical to do research.

Professor Pearson has been on sabbatical this year in the Cambridge/London area. She can be contacted at mpearson@skidmore.edu or by a note to her at Clare Hall Herschel Road Cambridge cb3 9al UK. She will be returning to Skidmore in the fall.

Naghmeb Sohrabi, a visiting professor in Modern Middle East history will be returning to Boston in May for a post-doctoral fellowship at Brandies.

Professor Kuroda to Retire

After thirty six years of devoted teaching to a countless number of students Professor Kuroda plans to retire in



May. Although he has taught primarily early American history, Professor Kuroda has served in many capacities at Skidmore. He has been involved in the construction of the Tang Museum, served in the Deans office, participated in Presidential searches, acted as

Chair of the History department and taught Liberal Studies.

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Academic Council and Advisory Committee

The History Department is looking for history majors/minors to serve on the Academic Council and the Advisory Committee. The Academic Council is a liaison between faculty and students in each department. The person(s) will also be encouraged to facilitate and exchange ideas, recommendations, and information between students and faculty concerning academic and social matters. They will also be expected to attend bi-monthly evening meetings. Lastly you will interact with council members.

The department is also asking you to consider serving on the History Department Student Advisory Committee. The committee of 4-6 students is advisory to the chair and reviews and discusses matters of concern and interest to the faculty and students.

The Department of History would welcome and expression of willingness to serve on Academic Council or the Advisory Committee.

If you're interested in either or both of these committees please contact Professor Delton, Department Chair via Email jdelton@skidmore.edu or Susan Matrazzo, Department Secretary smatrazz@skidmore.edu

History Majors 2004-2005

Here is a quick look at our current majors:

Nicholas Adornetto
Natalie Blum-Ross
Kate Bradley
Maria Bruno
Jon Ford
Kimberly Giedd
Edith Laird
Katherine Martinelli
William Menaker

Rebecca Stewart
Jodi Thomas
Daniel Wyner
Forrest Adnerson
Patrick Casey
Theresa DiDomenico
Kaelyn Dooley
Daniel Feintuck
Katherine Hallaran
Joanna Humphrey
Joshua Hutchinson
Amanda Ingram
Cheryl Jacobs

Katelyn Kennedy
Bari Kessler
Fatimah Mahdi
Lauren Masterson
Michael Milazzo
Eben Miller
Lora Moore
Karden Rabin
Kristi Sadowski
Colleen Sinnott
Kyle Williams
Zak Anolic
Jessica Bick
Corryn Carey

Christian Clark
Abby Sarah Cohen
Alissa de Vogel
Matthew Donohue
Kerry Genese
David Heyman
Jessica Howland
Jessye Joyce
Joshua Wasserman
Amanda Weintraub

Professor Kuroda to Retire



After retirement Professor Kuroda plans to move to Virginia with his wife Akiko. There they will be closer to their daughter Stephanie, son-in-law Dan and grandson, Tad. With retirement Professor Kuroda hopes to continue work as a historian and spend more time gardening and with his Martin guitar.





Phi Alpha Theta



History Awards

The Skidmore chapter (Alpha Delta Tau) was established at Skidmore College in 1989.

Professor Erica Bastress-Dukehart serves as faculty advisor to the chapter for the 2004-2005 academic year.

If you were wondering, here are the eligibility requirements for Phi Alpha Theta:

- * completion of a minimum of 4 courses in History
- * a 3.4 cumulative grade-point average in History
- * a 3.2 cumulative grade-point

average or better overall and be in the top 35% of the class.

Our new inductees for 2004-2005:

Ameila Lauren Crane '06
 Emily Haas-Godsil '05
 Katherine Kellogg Hallaran '06
 Amanda Ann Ingram '06
 Cheryl Ann Jacobs '06
 Bari Kessler '06
 Katherine Martinelli '05
 Karden Rabin '06

<http://www.phialphatheta.org/>

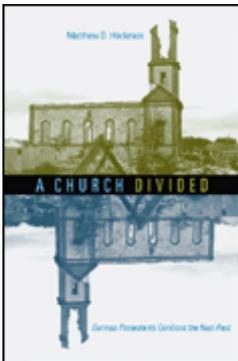
THE LEE HISTORY PRIZE

Established in honor of Gladys and Gordon Lee, parents of Patricia-Ann Lee, Professor of History. Professor Lee joined the faculty in 1967. The Lee History Prize is awarded to an outstanding student in English or European history. This year the prize was awarded to Katherine Martinelli '05

ALICE FARWELL WARREN PRIZE

Established in honor of Alice Farwell Warren, Professor of History 1937-1962, by an anonymous donor, is awarded annually to an outstanding student in History. Natalie Blum-Ross '05 was this years award recipient.

NEW RELEASE



A Church Divided examines Protestant churches under Nazism

Matthew D. Hockenos, associate professor of history, has published *A*

Church Divided: German Protestants Confront the Nazi Past (Indiana University Press, 2004).

The book closely examines the turmoil in the German Protestant churches in the immediate postwar years as they attempted to come to terms with the recent past. Reeling from the impact of war, the churches addressed the consequences of cooperation with the regime and the treatment of Jews.

In Germany, the Protestant Church consisted of 28 autonomous regional churches. During the Nazi years, these churches formed into various alliances. One group, the German Christian Church, openly aligned itself with the Nazis. The rest were cautiously opposed to the regime or tried to remain noncommittal. The internal debates, however, involved every group and centered on issues of belief that were important to all. Important theologians such as Karl Barth were instrumental in pressing these issues forward. While not an exhaustive study of Protestantism during the Nazi years, *A Church Divided* breaks new ground in the discussion of responsibility, guilt, and the Nazi past.

Hockenos tracks the divergent and discordant paths taken by promi-

nent pastors, church leaders, and theologians as they sought to explain the church's role in Nazism. In addition to Karl Barth, the churchmen discussed at length include Hans Asmussen, Otto Dibelius, Hermann Diem, Hans Iwand, Hans Meiser, Martin Niemöller, Helmut Thielicke, and Theophil Wurm. The various and contradictory ways these men interpreted their actions and inaction during the Third Reich reflected longstanding divisions within Protestantism over the relationship between Jews and Christians, church and state, and Lutherans and Reformed Protestants.

History Department Schedule Fall 2005

History Department Schedule Spring 2006 (tentative preview)

HI 103 Medieval Europe (3 cr) J. Seltzer
 HI 105X 19th-Century Europe M. Hockenos
 HI 109 Contemporary Latin America J. Dym
 HI 110X British Empire (4 cr) T. Nechtman
 HI 121 American History to Civil War (3 cr)
 C. McCoy
 HI 142 Modern China (3 cr) M. Pearson
 HF 100 Chinese History (1 cr)
 HI 217A Topics: American Foundations
 (3 cr) C. McCoy
 HI 217C Topics: Deconstructing Britain
 (3 cr) T. Nechtman
 HI 217I Topics: Reformation Europe (3 cr)
 J. Seltzer
 HI 247 The Rise of Japan (3 cr) M. Pearson
 HF 200 Japanese History (1 cr)
 HI 323 Early American Republic (3 cr)
 C. McCoy
 HI 335 Twentieth-Century Germany (3 cr)
 M. Hockenos
 HI 363I Topics: Heretics & Saints (3 cr)
 J. Seltzer
 HI 375 R Colloquium (4 cr) J. Delton

HI 104 Early Modern Europe (3 cr) J. Seltzer
 HI 106X 20th Century Germany (4 cr) M. Hockenos
 HI 108 Colonial Latin America (4 cr) J. Dym
 HI 122 American Hi since Civil War (3 cr) J. Delton
 HI 201 Greek History (3 cr) Eshleman
 HI 217A Slavery Anti Slavery (3 cr) C. McCoy
 HI 217C {C} Deconstructing Britain (4 cr) T. Nechtman
 HI 217E Chinese Intellectual History (3 cr) M. Pearson
 HI 217H Crusades (3 cr) J. Seltzer
 HI 217L Animals in History (3 cr) T. Nechtman
 HI 223 America & World: (3 cr) J. Delton
 HI 229 Race Class & Gender (3 cr) J. Dym
 HI 241 Imperial China (3 cr) M. Pearson
 HI 275 Intro to Histoy (1 cr) J. Delton
 HI 363F Japanese Diaries (3 cr) M. Pearson
 HI 363 I Topics in Early Modern Europe (3 cr) J. Seltzer
 HI 373B Atlantic Revolutions (4 cr) J. Dym
 HI 375D {C} Colloquium Early Modern Europe (4 cr)
 Bastress-Dukehart
 HI 375E {C} Colloquium Modern Europe (4 cr)
 M. Hockenos

Study Abroad Experience by Katherine Martinelli '05

It is startling to think that exactly a year ago I was busy not with preparing for my thesis or balancing my extracurricular activities, but with adjusting to life in a Third World country. Last fall I had the good fortune to spend four months living in and traveling around India with Skidmore's Study abroad program. There were thirteen of us from five colleges in New York State along with a sociology professor from Hartwick and his wife. In all honesty, I don't know where to begin describing my time there. It is such a diverse country that nothing I say can apply to anything but a small portion of my experience. Still, in a few words that will never do it justice, India was magical, mysterious, illuminating, dirty, beautiful, and difficult - but always worth it. The food was amazing (I never got sick) and the people were friendly. We quickly got used to being stared at, to being the center of attention wherever we went. We studied Hindi and despite the lessons that lasted five hours a day for three weeks, most of us still had trouble differentiating between words like khana, which means food, and kana, which means one-eyed man.

Even though we were based in New Delhi (the capital of the largest democracy in the world)

we never stayed in one place for more than three and a half weeks. We went to Mussoorie, in the foothills of the Himalayas, and on a good day could see the snow caps that surrounded us. We lived with families in Jaipur, the city in the middle of the desert whose camels, elephants, and colorful clothes give most people their image of what India is. For a week we participated in the daily activities of Anandwan, an amazing place that started out as a leprosy colony and has transformed into one of the largest centers for disabled people in the world. We spent time in Varanasi and toured the famous city of burning bodies and religious pursuit. At a Gandhian Ashram I spoke to village women who were taking their finances, health, and educations into their own hands. During my ten day vacation in the southern state of Kerala I stayed in a wildlife preserve, took an overnight houseboat tour of the backwaters, and watched the sunset on the southernmost tip of India, where the Indian Ocean, the Bay of Bengal, and the Arabian Sea meet.

Throughout all of this I worked on a huge independent research project on women and education. This project gave me the impetus to meet with many women, non-governmental or-

ganizations, and scholars, all of whom gave me their own opinions on the subject. In part because of this I made friends with a wide range of Indians and foreigners alike, many of whom are still in contact. In fact, just the other day I received a letter from a twelve-year-old girl named Manjari who I met in an Urban Settlement (i.e. a migrant squatter community); besides sending her regards, she also requested tips for studying history.

My trip to India has affected me in a way that I cannot pinpoint or describe. It has increased my awareness not only of the role of the United States in the world, but also the impact of my own actions on a global scale. Furthermore, I am now a South Asian Studies major in addition to History. Studying abroad not only increased my cultural sensitivity and awareness, it also gave me a new lens through which to study history, whether it be Indian or American, Western or Eastern. I have been home for nine months now and there is not a day that I do not think of some aspect of my experience in India. Despite the time that has passed, the lessons that I learned abroad continue to incorporate themselves into every aspect my life and studies.



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Please send any alumni news to Susan Matrazzo
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"An unexamined life is not worth living." - Socrates

History is a way by which men and women come to understand who they are as human beings. It is the mission of the History Department to impart to students a solid knowledge of the past and to develop in them the ways of thinking they will need to make sense of broad patterns of change in different civilizations and cultures.

The History Department prepares students to think critically about the world they live in and their place in it. We want them to pick up a newspaper and have some context for understanding the importance of the stories therein. We want them to make decisions in their careers and lives with an understanding of the moral and political issues that are at stake in those decisions. We believe that this is not merely a function of exercising a skill called "critical thinking," but that it comes from, and actually requires, a specific knowledge of the past that has led to the events they are reading about the moral and political quandaries they are faced with. Thus the history department considers its main duty to be to give students the "historical literacy" they need in order to think critically about the world in which they live.

Alumni news

[http://www.skidmore.edu/
academics/history/hisindex.htm](http://www.skidmore.edu/academics/history/hisindex.htm)