

Spring 2009



SKIDMORE COLLEGE

History Department

Dear Friends of the Skidmore History Department,

Another year has gone by and we are saying good-bye and good luck to another class of graduating seniors. I would like to congratulate all 28 of our graduating seniors. A special congratulations to Asher Jacobs, Richard Smith, Emma Dill, William Cusey, Sara Pruneski, Andy Sibley, and Ally Tedaldi, all of whom received honors in history. Alison Schultz and David Liebowitz received honors in the government-history interdepartmental major. Richard Smith was this year's recipient of the department's Alice B. Warren Prize; Asher Jacobs received the Lee Prize.

Congratulations are also in order for Professor Erica Bastress-Dukehart, who received tenure and was promoted to associate professor this year. The History Department could not be more delighted about this.

The American Studies Department hosted this year's Kuroda Seminar in Early American Culture and Politics, which is held every other year in honor of Tad Kuroda. Harvard historian Jill Lepore gave a lovely talk about Benjamin Franklin's poor and troubled sister, Jane, and also commented on students' papers at a conference the next day.

In addition to our regular faculty, we were joined this year by Munir Fagher-Eldin, who offered six much needed courses on Islamic history and civilization, and Katherine Foshko, Matthew's sabbatical replacement, who in addition to modern European history also offered courses in Russian history. Author Darryl Pinckney taught a course on African American intellectual history. Yoram Meital, Professor in the Department of Middle East Studies and Chair of the Chaim Herzog Center for Middle East Studies and Diplomacy at Ben-Gurion University, offered a one-credit, six-week course on Arab Nationalisms.

Colin McCoy, who has done a wonderful job teaching early American history for the past four years, will be leaving us. In addition to teaching for us, Colin has also been playing banjo and harmonica in local bluegrass bands. He plans to stay in the area and work on his manuscript on American democracy in the early republic.

Next year will be the first year in a long time that all of the regular full time members of the history department will be present. We will be joined by our new early Americanist, Eric Morser (University of Wisconsin, Madison, 2003), as well as Catherine Chang (University of Southern California, 2007), who will supplement Margaret's course offerings in East Asian history for one year. Matthew Hockenos will begin a four year term as chair of the history department, which among other things means that my time as chair has come to an end. I would like to thank everyone in the department – but especially our departmental assistant Sue Matrazzo – who has made this job easier than it is supposed to be.

Thanks again to all for a wonderful year,

Jennifer Delton

Jennifer Delton, chair

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Academic Council and Advisory Committee

The History Department would like to thank Ally Tedaldi '09 and Sara Pruneski '09 for serving on Academic Council this year. They have been instrumental in bridging the gap between faculty and students. Academic Council reps serve as liaison between department faculty and students . We would also like to welcome our two new Academic Council members for 2009-2010, Jane Kelly and James Sacks.

History Majors 2008-2009

Terence Praet	Alexander Bates	Emma Dill
Randy Abreu	Bryan Burford	William Dunkling
Jacob Boersma	Christopher Dragotakes	Jeffrey Gelin
Douglas Carter	Ethan Eff	Asher Jacobs
Alexander Charlton	Jaclyn Goren-Greenberg	Steven Joseph
Calla Dobmeyer	Jessica Haley	Erica Kratz
Sarah Elwell	Kyle Hansen	John Lillis
John Ferguson	Mary Hurd	Matthew Michaels
Patrick Glennon	Steven Jacobs	Philip Pineau
Elizabeth Gronquist	Jane Kelly	Rock Positano
David Inkeles	Linda Leandre	Sara Pruneski
Matthew Kelsey	Elizabeth McKenna	Andrew Sibley
Bryce Klatsky	Jeffrey Meyers	Richard Smith
Caitlin Mahony	James Sacks	Alexandra Tedaldi
Hardy McCall	Henry Sherwin	Emma Thompson
Peter Miller	Eric Silverman	Brendan Woodruff
Kyle Montour	Nathaniel Weitzer	Everett Hoffman
Kate Neri	Jillian Zatta	Abigail Kahn
Edward Ray	Sara Brakeley	Daniel Sznajderman
Anne Satinover	Amy Cantone	Brian Petchers
Erica Schnabel	Giselle Cohen	Morgan Carter
Jacques Ward	William Cusey	Charles Crawford
Amanda Werner	Courtney-Anne DeStefano	David Leibovitz
Gregory Yuen	Elizabeth Dickey	Alison Schultz
John Batch	Steven Mastanduno	Rachel Tashman

Colloquium Projects

Rock Positano	An Investigation into the Boston Inoculation Controversy of 1721
Charles Crawford	A Society of Friends or Noble Conspiracy?
Andrew Sibley	To the Freemen and Inhabitants: An Examination of Pennsylvania and New York Broadsides from 1765-1776
David Leibovitz	Constitutional Interpretations: Alexander Hamilton and James Madison
Alison Schultz	The Original Intent: John Marshall and the Aaron Burr Conspiracy Trial
William A. Cusey	Lincoln's Kentucky: How a Relationship Defined Emancipation and Shaped a War
John Lillis	From Whigs to the White House: Seward, Lincoln and the Tide of Succession
Steven Joseph	Reactionary Politics during the Great Depression Era: The Business Plot
Sara Pruneski	Lost In Translation: George F. Kennan and the Interpretation of Containment by the Truman Administration
Will Dunkling	How Cuba was Won, and American Reaction to the Loss of a Colony
Alexandra Tedaldi	Censoring Kurt Vonnegut: Exposing Two Generations' Hopes and Fears
Steven Mastanduno	The Peculiar Story of Vortex I
Phil Pineau	Wonder Woman: Wonders, Women and Female Superiority in 1940s American Comic Books
Morgan Carter	Vietnam: Music, Society, Politics
Bryan Burford	Outlaw Blues: Crime, Violence and Roots of Black Musical Culture
Erica Kratz	The Curious Case of the <i>Liberti</i> : First and Second Century CE Freedmen of the Roman Empire in Contemporary Scholarship
Emma Thompson	The Sea Monsters of Olaus Magnus: Classifying Wonder in the Natural World of Sixteenth-Century Europe
Asher Jacobs	Painting the Revolution: Interpreting the French Revolution in Post-Thermidorian History Painting, 1795-1799
Richard Smith	A Radical Proposition: The Federal National State of the 1848 Kremsier Constitution
Elizabeth Dickey	"Sorry": United States and Australian Press Coverage of Australia's Apology to the 'Stolen Generations'
Amy Cantone	GI Joe vs. the "Soda Jerks": Conflicting Perceptions of America's Citizen-Soldiers from World War II
Giselle Cohen	Pope Pius XII: The Great Debate
Emma Dill	Unflappable but not Impervious: How Courtroom Demeanor and Word Choice Reveal the Cracks in Nazi War Criminal Otto Ohlendorf's Façade
Rachel Tashman	German Film in the interim period, 1946-1949: Re-examining Trümmerfilme
Sara Brakeley	Janet Flanner's 'Letter From Paris': Journalism as a Mediator of Franco-American Relations
Courtney DeStefano	From Socialite to Soldier: Constance Markievicz and the Construction of Militant Female Irish National Identity
Brendan Woodruff	Vive le Québec Libre! The Limited Contribution Catholic Education to Distinctive Québécois National Identity
Jeffrey Gelin	The Historiography of the Occupation of Afghanistan
Matthew Michaels	Save the Nation: Nationalism in China from the Late Qing to the Early Republican Eras, 1894 - 1927



PHI ALPHA THETA



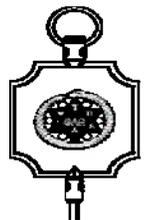
The Skidmore chapter (Alpha Delta Tau) was established at Skidmore College in 1989. Professor Tillman Nechtman served as faculty advisor to the chapter during 2008-2009.

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

- * completion of a minimum of 4 courses in History
- * 3.4 cumulative grade-point average in History
- * 3.2 cumulative grade-point average or better overall
 - * top 35% of the class.

Our new inductees for 2008-2009:

Courtney-Anne DeStefano '09
Asher Louis Jacobs '09
Sarah Emily Fedorocko '09
Alison Rachel Schultz '09
Brendan G. Woodruff '09
Alexander Whitman Bates '10
Jessica Michele Haley '10
Jane Cornelia Kelly '10
Elizabeth Stark McKenna '10
Alexander Robert Moldauer '10
Henry Wickham Sherwin '10



Departmental Prizes

ALICE FARWELL WARREN PRIZE

Established in honor of Alice Farwell Warren, Professor of History 1937-1962. The 2009 prize recipient is **Richard Smith '09**. Richard Used to reading texts in translation, students may overlook the language skills many scholars hone to identify, read and, only then, interpret their evidence. **Richard Smith's** fascination with constitutions and the peoples they govern inspired a study of the Kremsier Constitution, drafted but never adopted by an Austro-Hungarian constituent assembly in 1848-1849. Finding only a German edition, **Richard**, unfazed, translated and then analyzed this constitution, producing a lively and original study of a reinvented monarchy intended to preserve the Austrian empire's multi-national character through federation. This early experiment in multi-nation building, as **Richard** shows, addresses challenges seemingly more akin to today's European Union than contemporary constitution-writing United States and France.

LEE PRIZE

Established in honor of the parents of Patricia-Ann Lee, Emeritus Professor of History, first awarded in 1987. The purpose of the Lee prize is to honor a history student who has exhibited the highest academic standards as well as exemplary citizenship. **Asher Jacobs '09** is this years recipient. The past has many uses; the living often draw lessons from it in hopes of influencing the future. For four years, **Asher Jacobs** has explored European history from the Middle Ages to the Enlightenment, impressing with his analysis, engagement and understanding. In his capstone, **Asher** draws from art history and history sources and methods to demonstrate how France's history painters selected and depicted scenes from Roman history to promote reconciliation during the Directory (1794-1799), in the wake of the Terror that followed the French Revolution. This sophisticated and original interpretation of the "Intervention of the Sabine Women" reveals not warring factions but the emergence of a new national family. **Asher** builds on his studies, showcases his skills, and promises much for the future.

History Abroad

Chris Dragotakes '10 will be returning from a semester in Vienna in Fall '09. Heading out for time abroad, **Meredith Lu '08** just arrived in Rwanda where she is in the Peace Corps. **Liz McKenna '10** will be studying in Ghana as she enters her senior year, while **Jacob Boersma '11** heads to India, **Libby Gronquist '11** to London, and **Doug Carter '11** hits the books in Scotland.

Technology Byte

Skype in the Classroom

Jordana Dym's Central American History class used Skype to talk to three historians about their books, with conversations ranging from what choices the authors made in framing their arguments to the challenges of archival research and oral history.

Student and Senior News

Senior Plans:

Where are our seniors headed? Grad school beckons many.

Alexandra Tedaldi has been accepted to Columbia University's Teachers College for Fall '09 but first she will travel to China for a year to teach English at Shengli College. **Courtney DeStefano** will be going to Galway, Ireland to present a paper at the American Conference for Irish Studies annual meeting and then will be starting a master's degree in European History with a concentration in Irish History at Boston College. **Amy Cantone** will attend Kansas State University to pursue a PhD in the study of military history. Matthew Michaels is going to China with the Skidmore

Teach in China Program. He will be living in Qufu for a year. **Brendan Woodford** is headed to Scotland at the University of Edinburgh to study Social Policy. **Giselle Cohen** plans to apply to the police academy in NYC. **Will Cusey** is traveling to DC to begin working as a paralegal with a law firm. **Asher Jacobs** will return home to Baltimore to save money, think about graduate school, and figure out how to best get to Provence. **Emma Thompson** is spending her summer getting her feet wet at the New England Aquarium with an internship with the Development office. **Erica Kratz** plans to take a year off from school before applying to graduate school for archaeology.

David Leibovitz is attending Tuck Business School's Summer Bridge Program and then moving to Atlanta, GA. **Phil Pineau** is a graduating history and government double major. He has no immediate plans but will be looking into graduate school in New York City and for a job. **Alison Schultz** will spend the summer in Washington, DC working as an intern in the Curator's Office in the Supreme Court of the United States. In the fall she will apply to grad school to pursue a JD as well as a PhD in History. **Rae Tashman** has landed a competitive internship *Internationale Politik-Global Editioni* in Berlin.

Alumni News

Corryn Carey '07 has recently enrolled in NYU's Construction Management program. **Emily Haas-Godsil '05** will be attending NYU beginning Fall 2009 in pursuit of an MA in political economics while she continues working as a radio producer for Bloomberg News. **Michelle Kurnik '03** finished her MA in historic landscape studies at the University of York in Fall '08 with a thesis, "The Road Most Traveled: Nostalgia, Motorways, and the English Countryside Ideal."

Jodi Thomas '05 finished her masters in forestry at Freiburg University in Fall '08 and headed out in January 2009 to work as a nature guide at the Playa Nicuesa Rainforest Lodge in Costa Rica, where her English, Spanish and German language skills are coming in handy. **Christopher Kane '08**, who was a History Minor, is at UVM doing an MA in Education.

Kuroda Symposium

On April 17, Jill Lepore, the David Woods Kemper '41 Professor of American History at Harvard University, gave a lecture entitled "Poor Richard's Poor Jane: Benjamin Franklin and his Ill-starred Sister" for the third Kuroda Seminar. The Kuroda Seminar in Early American Politics and Culture is sponsored every other year by the departments of Government, American Studies, and History in honor of Tadahisa Kuroda, formerly of the History department.



In addition to the lecture, Lepore presided over the presentation of student papers the following day, offering commentary and criticism. Two history seniors presented papers: Andy Sibley, *To the Inhabitants and Freemen: An Examination of Pennsylvania and New York Broadsides from 1765-1776*; and Alison Schultz, *A Trial of Ambition: John Marshall and the Burr Conspiracy Trial*.

Lepore is also a staff writer at *The New Yorker*. Her most recent book, *New York Burning: Liberty, Slavery and Conspiracy in Eighteenth-Century Manhattan* (2005), was a finalist for the Pulitzer Prize in History; winner of the New York City Book Prize and the Anisfield-Wolf Award; and an ALA Notable Book. She is also the author of *A is for American: Letters and Other Characters in the Newly United States* (2002); *Encounters in the New World: A History in Documents* (1999); and *The Name of War: King Philip's War and the Origins of American Identity* (1998), winner of the Bancroft Prize, the Ralph Waldo Emerson Award, and the Berkshire Prize. Her essay about Noah Webster appears as the introduction to *Websterisms: A Collection of Words and Definitions Set Forth by the Founding Father of American English* (2008). In 2008, she and Brandeis historian Jane Kamensky published a mock eighteenth-century novel titled *Blindspot: A Novel by a Gentleman in Disguise and a Lady in Exile*. She is currently writing a biography of Benjamin Franklin and his sister, Jane Mecom.

Renowned Israeli Historian to Offer Fall Class on the Arab-Zionist Conflict

Benny Morris, from the Department of Middle East Studies at Ben-Gurion University, will be the Greenberg Middle East Scholar in Residence at Skidmore from September 1 through mid-October, 2009. He will be teaching a one-credit, five-week history course (Hi 398) titled: Milestones in the Arab-Zionist Conflict 1881-1948. For more information on Morris, see <http://cms.skidmore.edu/odsp/annual/greenberg/index.cfm>

In a related story, history major Evan Goldstein, '03, recently published an article about Morris in *Foreign Policy*: http://www.foreignpolicy.com/story/cms.php?story_id=4905

Major News

New Honors Policy for Government-History Major

To receive honors in the GO-HI interdepartmental major, students can choose to opt out of the history colloquium (Hi 375) and write instead a government honors thesis, for which they must receive at least an A-. If a student chooses this option, a member of the History Department must sit on his or her thesis committee.

New "Writing in the Major" Requirement

Beginning with the class of 2012, all students will have to fulfill a "writing in the major" requirement to graduate from Skidmore College. What does this mean for history majors? History (and interdepartmental) majors will fulfill the new writing requirement as they complete the history major.

All History courses contribute to the development of students' writing skills and are designed to prepare students for the History Colloquium (HI 375). Therefore, History and interdepartmental majors will fulfill the Skidmore writing-in-the-major requirement as they complete the requirements for the History (or interdepartmental) major.

FACULTY NEWS

Erica Bastress-Dukehart Received Tenure

Professor Erica Bastress-Dukehart is now a tenured member of the History Department and has been promoted to the rank of associate professor. The department of course is delighted but not surprised with the college's decision. Erica joined the History Department in fall 2002.

Professor Matthew

Hockenos spent his sabbatical in spring 2009 as a research fellow at the Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum in DC. He conducted re-



search there on a book-length project entitled, "Converting Jews in the Third Reich: The Protestant Church's Mission to the Jews in Nazi Germany." In August he will travel to Berlin to examine the archival materials in various church and state archives. He is looking forward to returning to the classroom in September 2009.

Professor Tillman Nechtman

took his pre-tenure sabbatical during fall 2008. While away, he finished work on the manuscript for his first book, *Nabobs: Identity and Empire in Eighteenth-Century Britain*, which is now under contract for publication with Cambridge University Press. He also started work on his second book, which will be a set of historical essays that look at some of the smaller outposts and islands of Britain's empire. Tillman is calling that book *Britannia Rules the Waves: A Global History of Britain's Empire of Rocks, Islands, and Atolls*. He was also one of three national finalists for the Hiett Prize in the Humanities. The Hiett Prize, which is given by the Dallas Institute, is an annual award presented to a person whose work in the humanities shows extraordinary promise not only within the academy but also in its ability to make a significant contribution to public knowledge and contemporary culture. Everything that Professor Nechtman has accomplished has been done against the background of waiting for and then welcoming little Rhys.

Dym Edits *Mesoamérica* Journal

Professor Jordana Dym takes over as an editor of the Central American studies journal *Mesoamérica* this year, with help from student assistants Pat Glennon '11 and Elana Hazghia '10. For more on the journal, see

www.mesoamericarevista.org.

Dym will be teaching a master class to Costa Rican history graduate students on Atlantic Revolutions over the summer.

Farewells

Three of our visiting professors will be moving on to other opportunities and places. We wish to thank them for their services to the department and the College.

After four years of teaching American history at Skidmore, **Colin McCoy** will be taking some time off to complete his book.

Munir Fagher Eldin will be heading to Berlin. He has been offered a post-doc in a multidisciplinary research program called "Europe in the Middle East — The Middle East in Europe" (EUME), based in Berlin. The EUME is sponsored by the Berlin-Brandenburgische Akademie der Wissenschaften, The Fritz Thyssen Foundation and the Wissenschaftskolleg zu Berlin. Within the framework of a number of research field (Literature, Political Philosophy, Urban History, Philology-cum-Late Antiquity, and Islamic Studies), the program seeks to rethink key concepts and premises that divide Europe from the Middle East.

Katherine Foshko will be in New York City, revising her dissertation into a book.

History Department Schedule Fall 2009

HI 103C MEDIEVAL EUROPE 3 TU/TH 11:10-12:30

The formation of Europe: from the breakdown of Roman political authority in the West in the fourth century to the rise of national states and their conflicts in the fourteenth. (Fulfills social sciences requirement.) E. Bastress-Dukehart

HI 105X NINETEENTH-CENTURY EUROPE: IDEOLOGY AND REVOLUTION 3 TU/TH 12:40-2:00 F 12:20-1:15

An intensive examination of the revolutions in economics, politics, and society in Europe from 1789 to 1914. Emphasis on the French and industrial revolutions; the rise in nationalism, liberalism, socialism, imperialism, and the women's movement; international rivalry and diplomacy culminating in World War I. (Fulfills social sciences requirement.) M. Hockenos

HI 110C THE BRITISH EMPIRE: AN INTRODUCTION 3 MWF 10:10-11:05

An introductory survey of the British Empire from its earliest beginnings in the sixteenth century through decolonization in the post-World War II era. Focuses on the political, economic, cultural, and ecological causes and consequences of British overseas expansion. Topics include the ecological and biological impact of British imperialism; Elizabethan commercial expansion; the plantings of Ireland; early settlements in the New World and the impact on indigenous peoples; the trans-Atlantic slave trade and the plantation system in the Caribbean; the American Revolution and the end of the first British Empire; the ideologies of the British Raj in India; the "New Imperialism" of the late nineteenth century and the "scramble for Africa"; the transfer of technology and culture; decolonization; and the contemporary legacy of empire. (Fulfills cultural diversity and social sciences requirements.) T. Nechtman

HI 121X AMERICAN HISTORY TO THE CIVIL WAR 4 W/F 8:40-10:00

An exploration of major issues and problems of the American past the colonial experiences to the Civil War. (Fulfills social sciences requirements) E. Morser

HI 142 INTRO TO MODERN CHINA 3 W/F 12:20-1:40

An introductory survey of the major political, economic, and social developments in China, from the foundation of the last imperial dynasty in 1644 to the present. Emphasis is on the major stages of the revolution, from the Opium War to the present. (designated a non-Western cultural course, fulfills social sciences requirement.) C. Chang

HI 203 RISE OF ATHENS 3 MWF 1:25-2:20

Why did Athens create the world's first democracy? How did it balance the virtues of democratic principles with the desire to create an empire? Students in the "Rise of Athens" will examine Greek history with a focus on Athens and Sparta from the Mycenaean age to the outbreak of the Peloponnesian War. Topics include the Homeric age, the development of the city-state, the origins of democracy, the nature of imperialism, intellectual and cultural achievements, economic conditions, and family life. Special emphasis is given to the study of the ancient sources: literary, historiographic, archaeological, and numismatic. M. Arnush

HI 210 THE FOUR KINGDOMS 3 M/W 2:30-3:50

What does it mean to be English, Scottish, Irish or Welsh? This course explores the interactive histories of England, Scotland, Ireland and Wales, and investigates each of the four kingdoms as categories of geo-political meaning and imagined communities of individuals, seeking to understand the place that each played in the history of the geographic space we now call "the British Isles." In confronting the disparities between the myth, legend and history in all of the four kingdoms, and the relationships forged between them, students in the course challenge the boundaries of historical inquiry marking "domestic" history as something apart from "imperial" history and seek ultimately to define what being "British" means to those living in each of the four kingdoms. T. Nechtman

HI 217C AMERICAN INDIAN HISTORY 4 W/F 4:00-5:20

This course explores North American Indian history from the precolonial era through the 1890s. We will focus on a number of themes, including the rich complexities of indigenous cultures, contact and conflict among different Indian peoples, the impact of European colonization on Native societies, and the critical role that Indians played in the creation and transformation of the United States. By exploring these themes, we will try to understand how North American Indians shaped a continent's history and helped define the American experience before the twentieth century. (Fulfills social sciences requirement.) E. Morser

HI 229 WAR AND PEACE IN 20TH CENTURY LATIN AMERICA 3 TU/TH 12:40-2:00

Examines the social, economic, political, and intellectual causes and consequences of important internal and international wars in 20th century Latin America. The course will consider cases of successful and unsuccessful attempts to achieve political change ranging from the Mexican Revolution to Central America's road from war to peace in the 1980s and 1990s, to U.S. interventions in the Caribbean and military dictatorships in South America. Why certain sectors promote war, the justifications of war, why others choose to instigate or participate in conflict and violence, what conditions are required to consider a conflict concluded, what factors (internal and international, ethnic, religious, gender, etc.) shape specific conflicts, are principal questions. (Designated a Cultural Diversity course.) J. Dym

HI 241 INTRODUCTION TO IMPERIAL CHINA 3 M/W/F 10:10-11:05

An introductory survey of the major cultural, political, and ideological developments in China from earliest times to the fall of the last Chinese dynasty, with focus on several important eras and their contributions to Asian civilizations. (Designated a non-Western culture course; fulfills social sciences requirement.) M. Pearson

HI 258 EUROPEAN FASCISM 3 W/F 10:10-11:30

An examination of the origins, nature, and history of fascism in Europe between the two world wars. Through primary and secondary source readings, novels, and films the course attempts to define fascism by exploring the similarities and differences between fascism, right-wing authoritarianism, anti-semitism, racism, and Nazism as they manifested themselves in Italy, Spain, and Germany. M. Hockenos

HI 275 INTRODUCTION TO THE HISTORY MAJOR 1 M 9:05-10:00

An introduction to the aims of the History major. A prerequisite for the Colloquium. Required of all majors and interdepartmental majors, to be taken in the sophomore or junior years. Open to non-majors with consent of instructor. J. Delton

HI 315 CRIME AND PUNISHMENT IN EARLY MODERN EUROPE (1400–1800) 3 TU/TH 2:10-3:30

An investigation of the history and theory of crime and punishment in an age when criminal violence and state violence were often indistinguishable and unmediated. Over the course of four hundred years, Europe experienced a transformation from the persecuting societies of the Middle Ages, through the terrors of religious wars and the Inquisition, to Beccaria's "enlightened" and Bentham's utilitarian rejection of traditional criminology. Starting with Michel Foucault's influential work, *Discipline and Punish*, the readings for this course address dominant social norms and ever-changing definitions of deviance. The course explores the intellectual, social, and political justification for punishment, and the ensuing conflicts between conceptions of authority and individual freedom. E. Bastress-Dukehart

HI 327R THE PROGRESSIVE ERA 3 TU/TH 9:40-11:00

The United States' response to industrialization, immigration, urbanization, and economic crisis in the late nineteenth and twentieth centuries. This course use a variety of primary and secondary materials to examine how Americans deal with the problems of modernity. J. Delton

HI 363R AGE OF AGUSTUS 4 W/F 4:00-5:20

"I found Rome a city of bricks, and I leave it clothed in marble." These are the words of Rome's first Emperor, Augustus, who ruled an empire stretching from Spain to Syria, from Britain to Egypt. Students in this seminar will explore and conduct research on the social, artistic, literary and political successes and failures of this "golden age" of Rome's past. Topics include Vergil's Aeneid, the Imperial Forum, art as propaganda, the creation of empire, the multiculturalism of the Mediterranean, and the role of women in the Roman world – all against the backdrop of Augustan ideology and history. M. Arnush

HI 363 001 WOMEN IN CHINA 3 Tu/Th 12:40-2:00

This course will explore the history of Chinese women from the late 10th century to the present, focusing on their family roles and socioeconomic activities, the sources and development of their agency, and women's awareness and women's rights movement in the modern era. We will draw upon historical writing, memoirs, film, documentaries and fiction, as well as translations of original documents. Students will assess the impact of the institutional reorganization of Chinese society on women's lives, livelihoods, world views, and personal relationships. C. Chang

HI 363W ATLANTIC SLAVERY FREEDOM 4 TU/TH 3:40-5:00

Atlantic Slavery & Freedom: Since the mid-fifteenth century, the Atlantic has provided a corridor for fundamental exchanges of peoples and material goods, and the transfer of ideas defining and challenging communities in Europe, the Americas and Africa. This course focuses on the ways in which interaction across the Atlantic Ocean changed Western ideas about slavery and freedom. It focuses on debates and ideas about individual and societal rights to freedom as they changed from initial Spanish encounters with Amerindians and rise of plantation slavery in the colonial Americas and Caribbean, to the "age of revolutions" that saw the emergence of societies independent of monarchy (France) and colonial authority (US, Haiti, Latin America) and the expansion of abolition movements. In addition to discussing the enslavement and freedoms of Africans in the New World, the class will consider the slavery and freedom of Indians in Spanish and British America and the "captivity" of Europeans in North America and North Africa. By the end of the course, students will be able to draw connections on issues of emancipation and political independence. J. Dym

HI 375 Colloquium in History: World War II 4 M 12:20-2:20

This course examines the causes, course, and outcome of the Second World War from a global, transnational perspective. Students will be expected to write a major research paper based on original research and organized around some aspect of the war. J. Delton

HI 398 ZIONIST ARAB CONFLICT 1 TU/TH 11:10-12:30

Among the "milestones" to be covered in this course will be World War I and its relevance to the conflict, the Arab Revolt of 1936-39, the UN partition resolution of November 1947 and the first Arab-Israeli war of 1948 War. In addition to traditional lectures, we will go over specific documents (the Balfour Declaration, the Peel Commission Report, UN General Assembly Resolution 181 (partition), etc.) crucial to the development of the conflict and to its understanding. Students will be expected to write a short paper and will take a final exam covering the course content. 5-6 Week course. B. Morris

"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.

SKIDMORE COLLEGE

History Department
815 North Broadway
Saratoga Springs, NY 12866

Phone: 518.580.5260
Fax: 518.580-5258

Please send any alumni news to Susan Matrazzo
smatrzz@skidmore.edu

Visit our history website
<http://www.skidmore.edu/academics/history/>

