

# History Department Newsletter

## Fall 2001

### PROFESSOR PATRICIA-ANN LEE TO RETIRE



Professor Patricia-Ann Lee who has taught at Skidmore College since 1967 will be retiring at the end of the fall term. A summa cum laude graduate of Kean College in New Jersey, Professor Lee earned her master's degree and doctorate from Columbia University. A splendid teacher of medieval, Tudor, and Stuart history, she has earned a devoted following among students for whom English history came alive from her unbounded enthusiasm. Many of them first learned about the Renaissance gentleman ideal, Elizabeth I and the concept of queenship, and the intrigues, controversies, and personalities that led to important constitutional principles that shaped English and American history. Professor Lee loved to incorporate film, novels, and case studies into her courses, and wrote and spoke about the appropriate uses of film in the teaching of history. She also taught a popular course on Jane Austen. Her scholarly essays appeared in many different professional journals, including *The Historian*, *Renaissance Quarterly*, and *Film and*

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### WELCOME

We would like to formally welcome two new faculty members to the History Department:

**Professor Joseph Morgan Hodge**

and

**Professor Daniel Gerard Cohen**

*History*. Her interest in women, such as Margaret of Anjou, Elizabeth, and Lucy Percy, extended to Lucy Scribner, founder of our college. She contributed the opening chapter on Lucy Scribner for Professor Mary Lynn's history of Skidmore College, published only last year.

Her interests in teaching and research found a special outlet when she became the leading voice for establishing the History and American Studies Lab that houses primary materials in Anglo-American history. Located on the 3rd floor of the Tisch Learning Center, the lab received early support from one of her students, who gave a significant gift to establish it, and from President David Porter who provided funds from the president's discretionary fund. The lab will guarantee that the spirit of inquiry and the pursuit of excellence that Professor Lee encouraged throughout her career will continue to stimulate Skidmore students for years to come.

The history department will host a reception in her honor in December at a time and place to be determined. The department cordially invites all of her colleagues, friends, and students.

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**Professor Joseph Hodge**, originally from Hamilton, Ontario, Canada, arrived to fill the post of Britain and the British Empire. After completing a Masters Degree in Sociology and International Development Studies at the University of Guelph, he went on to earn a Ph.D. in British and British Imperial history from Queen's University at Kingston in 1999.

Professor Hodges' dissertation, "Development and Science: British Colonialism and the Rise of the Expert, 1895-1945," focuses on the continuities and connections between the crisis of the British Empire beginning in the interwar period, and the emergence of "development" as a pervasive discourse and state practice after the Second World War. This important shift created a great demand for new kinds of knowledge, as well as a redirection away from local authorities who "knew their natives" to metropolitan specialists "who knew their science". The creation by the Colonial Office of more than twenty special, advisory committees by the late 1940s was a reflection of these larger trends. Professor Hodge argues that the best way to understand the work of these committees and the increasing use of colonial expert knowledge in the twentieth century is within the context of the historical debate over "development" and progress. This debate is rooted in the nineteenth century in both Europe and various colonial settings such as India and the West Indies, but it underwent an important and dramatic transformation in the aftermath of the world economic depression of the 1930s. The perceived problems of ecological degradation and surplus population in many of the colonies were key to this shift.

Currently, Professor Hodge is revising an article for the *Journal of Imperial and Commonwealth History* entitled "Science, Development and Empire: The Influence of the Colonial Advisory Council on Agricultural & Animal Health, 1929-1943".

Over the past five years Professor Hodge has taught a wide cross section of lecture and seminar courses including the history of Modern Europe, West Civilization, British Imperialism, the Making of the Third World and Sub-Saharan Africa. In the Spring Term, 2002, Joe will be teaching HI215B Modern

Britain, which will focus on the history of Britain since 1688, and HI215I Modern Africa, which will look at the history of Africa from 1800 through to the present. In the future Professor Hodge hopes to offer a wide array of courses in British and Imperial history including: Revolutionary England: Religion, Politics and Conquest, 1603-1714, British Social and Political Thought in the 18<sup>th</sup> and 19<sup>th</sup> Centuries, British India, 1765-1947, and The Colonial Exchange: Cross-Cultural Identities in Britain and the Empire.

Three things Professor Hodge would like to have more time for are spending more time with his family, taking up landscape painting again, and finishing writing his book.

**Professor Daniel Cohen** completed his undergraduate work at Tel Aviv University, in Israel. He then earned his masters and Ph.D. in European History and French Studies from New York University. His dissertation, "The West and the Displaced, 1945-1951: The Post-War Roots of Political Refugees" (NYU, 2000) studies the experience of Displaced Persons in post-war Europe. Professor Cohen argues that both

World War II and the Cold War have strongly influenced the selection process of political refugees in contemporary Europe.

Professor Cohen's teaching experience is extensive. He has taught in the fields of History of Human Rights, Post-1945 Western Europe, European Cinema and Society, and Western Civilization as well as Modern European History. He is teaching several courses this semester in modern European history such as "20th Century: Age of Conflict" and an LS2 course on Genocide and Justice. When asked of three things he would like to do right now, if he only had the time, Daniel responded with hiking the Appalachian Trail, learning Italian, and traveling to Nepal.



## CONGRATULATIONS TO PROFESSOR JENNIFER DELTON!

**Professor Jennifer Delton** will have a new book out titled *Making Minnesota Liberal: Civil Rights and the Transformation of the Democratic Party* (Minneapolis: University of Minnesota Press, forthcoming, 2002).

Professor Delton asked how did the largely white state of Minnesota become a springboard for leadership in civil rights? Why did it produce a generation of liberals - Hubert Humphrey, Eugene McCarthy, Walter Mondale, and others - whose ideals transformed the Democratic party? To find the answer to this questions, she analyzed Minnesota's unique politics, tracing the change in the 1940s from the regional, third party radicalism of the Farmer-Labor party to the national, two party, interest-group liberalism of the post-WWII Democratic-Farmer-Labor party (DFL). While others have examined how anti-communism and the cold war shaped this transformation, she examined how anti-racism and civil rights facilitated it.

Why were white Minnesotans interested in race? What did they get out of it? Professor Delton explains, "I asked these questions not to deflate the good deeds of well-intentioned people, nor to challenge their sincerity, but rather to more fully understand this phenomenon. In the end, it is the overt whiteness of the state, the unlikeliness of civil rights activism there, that makes this story compelling." While liberal Minnesotans' concern for racial justice was genuine, it also provided them with a political issue of national relevance. It imbued their bid for power with a sense of morality. It helped unite formerly antagonistic groups of people, once divided along ethnic, class, and religious lines, in common purpose. Anti-racism's language of tolerance and diversity helped Hubert

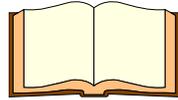
Humphrey explain and legitimate his vision of state-centered, interest-group pluralism, which became the framework for postwar Democratic liberalism. Thus, this story is about much more than Minnesota liberalism. It tells us something new and important about the dynamic relationship between anti-racism and American politics in the twentieth century.

## UPDATE ON PROFESSOR JORDANA DYM AND LATIN AMERICAN HISTORY

**Professor Jordana Dym** returns for her second year in the History Department after a summer spent pursuing research and teaching materials in Chicago and Boston. During July, Professor Dym participated in a National Endowment for the Humanities Summer Institute on "Popular Cartography and Society" at the Newberry Library in Chicago. In August, she spent two weeks discussing "The Atlantic Revolutions" of North and South America, France and Spain with history students and professors at Harvard University. This fall, Professor Dym is integrating the history of map-making in the Western world into her course on Colonial Latin America and examining maps prepared by and for voyagers to nineteenth-century Central America to understand how the maps reflect ideas about progress and order and influenced travelers' presentation of geography. How maps illustrated and informed travel narratives will be part of Professor Dym's Spring 2002 LS2 course, Travel Writers & Travel Liars in Latin America, and in conference papers at the Group on Early Modern Cultural Studies in November and the American Association of Geographers in March 2002.



## ALUMNI NEWS



**Judith Flander '80** has just published a book about women in Victorian England with important ties to the literary and artistic world. It is called *Circle of Sisters* and has been published by Viking, in hard cover. The reviews have been extremely favorable. Roy Porter, for example, calling it "a revelation". Judith lives in London and is working on her next book which will deal with domestic life in the 19<sup>th</sup> century.

Congratulations are in order for **Diane Feiler '91**. Diane received her Ph.D. in Government from the London School of Economics and Political Science in July 2001.



## PHI ALPHA THETA



The Skidmore chapter (Alpha Delta Tau) was established at Skidmore College on April 20, 1989. Under the advisorship of **Prof. David Baum**, the chapter hosted the society's Regional Conference in 1995. Prof. Jordana Dym serves as faculty advisor to the chapter in 2000-2001.

If you're interested in joining here are the eligibility requirements for Phi Alpha Theta:

1. a minimum of four courses in History
2. a cumulative average of 3.10 or better in history
3. a cumulative average in two-thirds of all other courses of 3.00

The induction ceremony was held on April 24 at the Surrey Inn. Professor John Stoner delivered a talk about the African experience to the membership..

Our new Phi Alpha Theta inductees include:

**Judy Bentick '02**

**Alesh Bradac '01**

**Nicholas Michael Cavaliere '01**

**Rosalynn Chun '02**

**William Daniel Connell '02**

**Blake M. Cooper '03**

**Michele Corcoran '01**

**Jordana Dym, Assistant Professor of History**

**Kenneth David Hardy '01**

**John Kuehnle '01**

**Meg J. McGinn '01**

**Shannon Moodie '02**

**Benjamin L. Simpson '02**

**Jennifer Tuozzolo '01**

**Bryce Francis Wisell '02**

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## STUDENT ADVISORY COMMITTEE

The Advisory Committee is made up of four to six students who serve in an advisory capacity to the chair and review and discuss matters of common interest to the faculty and students. The committee will also meet with the short-list of candidates for any faculty positions that the department fills during the coming year.

**The 2001-02 committee includes:**

**Rosalynn Chun '02**

**Samantha Frank '03**

**Eric Fackler '03**

**Lindsay Florek '02**



**ACADEMIC COUNCIL**

Members of the Academic Council serve as a liaison between faculty and students in each department. The person(s) will also facilitate and exchange ideas, recommendations, and information between students and faculty concerning academic and social matters.

The 2001-2002 representatives for Academic Council include:

**William Connell '02  
and  
Lindsay Florek '02**

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**HISTORY AWARDS**

**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. The 2000-2001 Gladys H. and Gordon S. Lee History Prize was awarded to **JERRY SIMATOS '01**.

**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. The 2000-2001 Alice Farwell Warren History Prize was awarded to **KEN HARDY '01**

**STUDY ABROAD**



Two history majors share their study abroad experiences.

**Rosalynn Chun '02**

Last spring, I embraced the opportunity to take my studies elsewhere for a semester through Skidmore College's study abroad program. I had contemplated and entertained the thought of going abroad my sophomore year but was not quite sure about where or how I would go about it. My journey started off in the Dean of Studies office where I sat down to look at all the possibilities that awaited me in some far off place that I had never traveled to before. From there, I was introduced to the people in the International Studies Office (ISO) where my thought of going abroad turned into a reality.

After some consideration, I chose to study in London, England and decided upon the University of Westminster, one of the four Universities offered through the Skidmore program. Prior to leaving, I attended a series of meetings in the fall organized by the ISO, to prepare myself for what I was supposed to do and expect. Each meeting excited me and made me more eager. Before I left Skidmore, I knew that I would enjoy going to London, but I never knew to what extent. This was one thing that ISO could not prepare any individual for, because each student was about to leave to have a personal experience.

In my first week, I felt and was aware of each day as I went from settling into the residential halls to going to orientations to sign up for classes. I took the tube and walked around London, gazing at everything to familiarize myself with a city that I would call home for a semester. After that initial

week, everything seems somewhat of a blur. The days, weeks, and months went by faster than I ever wanted them to. In that time, I attended plays, explored the London nightlife, took day trips outside of London, and left every so often to travel outside of the United Kingdom to other nearby European countries. I met extraordinary people from not only the United States but also people from all over Europe. People may assume that Britain is similar to the U.S., because it is an English speaking country, but the diversity that it attracts made London a cultural experience for me.

Studying abroad is more than just the chance to go to another University to take classes in a foreign country. It truly is a life experience that will not likely be forgotten.

Opportunities to study, travel, and see a different side of the world do not arise or come so freely for most. Knowing this, I feel lucky that I was able to seize the opportunity at such a young age and walk away from the experience absolutely delighted. Skidmore opened up many doors for me by making the process of going abroad easy, and I without a doubt have taken away memories that I will never forget.

### **Anne Detwiler, '02**

I woke to language that I had never heard before. It took me a few moments to remember where I was and what I was doing. I lay in bed listening to the new morning sounds that would in time become familiar and comforting. Looking at my tiny alarm clock I learned that it was only 5:40 in the morning and my host family was already up and starting this September morning with energy and vigor that I never heard before. Sunlight streamed in through a lacey whitish curtain, and the barred grates on my window separated me from the activity in the courtyard where my host family talked and laughed. Physically and mentally exhausted

from traveling I lay in bed, staring at the crème colored walls splattered with signs of life. My eyes drifted around the room. I noticed the dirt-covered portions of the walls where children's hands had rubbed the surface. I noticed a few spider webs in the high corners, a large chalkboard with bits of chalk, a large cabinet, and a desk in the corner where my water bottle remained half full. I became thirsty, but I did not want to get up quite yet. My eye targeted something moving on the wall. A cockroach scattered behind the cabinet.

I spent the first semester of my junior year, Fall 2000, studying abroad in Cameroon, which lies on the Atlantic Coast of Central Africa. Knowing that I wanted to spend a semester living in Francophone Africa, I researched my possibilities. I was familiar with the S.I.T program and philosophy from my sisters. I just had to determine which country would be the best match. I eventually decided between Mali and Cameroon. The overwhelming positive response that I received from a student who did the Cameroon Culture and Development Program gave me the extra nudge, and I sent in my application, references, and essay describing why I wanted to study in Cameroon. Next, I just had to answer the questions of friends, family, and professors explaining how I chose Cameroon, and describing where Cameroon was located. I chose The School for International Training (S.I.T) because it has abroad programs in non-western developing countries. I wanted to learn about a new life perspective from a culture that was different from the "western" perspective. S.I.T believes in experiential learning and offers once-in-a-lifetime cultural immersion opportunities. Some of S.I.T's core components are the home-stay experience, an intensive language study, field studies seminar, and an independent study project.

I did more traveling and participated in more life altering experiences during my semester abroad than I had in twenty years. Our group of sixteen traveled throughout the country from the lush mountainous valleys to the ocean beaches, to the desert in the north to the ancient rainforests of the southwest. I learned to speak French fluently and lived with four different families. During the last month of the program our group separated to conduct field research and write our Independent Study Projects. We lived with families and conducted field-based research to write a 20-40 page paper. I studied the Maquis Rebellion (1950-1970) which came about because of the independence movement of Cameroon. I concentrated on Batsingla, a small village in Western Cameroon. I conducted interviews with people involved in the Rebellion and lived with a family, where my host father (a Chief) had escaped some violence of the period.

Every day I am reminded of something from Cameroon. I cannot forget my families who opened their hearts to me, the friends I made, and the generosity I felt. The incredible places we traveled to and the overwhelming spirit I felt is also impossible to describe though I tried to express some of my thoughts and observations above from one of my first mornings in Cameroon. I cannot forget my experience and I desire to learn more so I am trying to travel back to Cameroon in July to reconnect with friends and families that I miss. I feel as if I tasted a portion of this country's richness that I cannot forget or let go of, so I need to return to learn more. I am interested in trying to live in Cameroon for a few years and possibly work for a non-profit organization or work for S.I.T.

We are always delighted to hear from our alumni members and add their news to the Alumni News portion of our History Department Letter. Please let us hear from you.

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**To access our History homepage on the web**

<http://www.skidmore.edu/academics/history/hisindex.htm>

**For information on the**  
**Spring 2002 course schedule go to our web site at**  
<http://www.skidmore.edu/academics/history/Spring2002Schedule.htm>