

# The HY411

Get the four - one - one from History

Colorado College

Spring/Summer 2022

History Department

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# Students Present at SCORE Symposium



In February several history students had the honor of presenting their work at Colorado College's SCORE research symposium.

SCORE, or the Student Collaborative Research program, is a program that partners students and faculty on summer research projects that help students gain hands on experience in their field of interest while also supporting faculty's scholarly projects or interests.

This past summer, several history students participated in SCORE. They then had an opportunity to share their work at the SCORE Symposium. The symposium helps build CC's academic community by bringing together faculty, students, and family members to share their passions, interests, and research. It also helps prepare students for graduate school or other professional settings where presentation and communication skills are key.

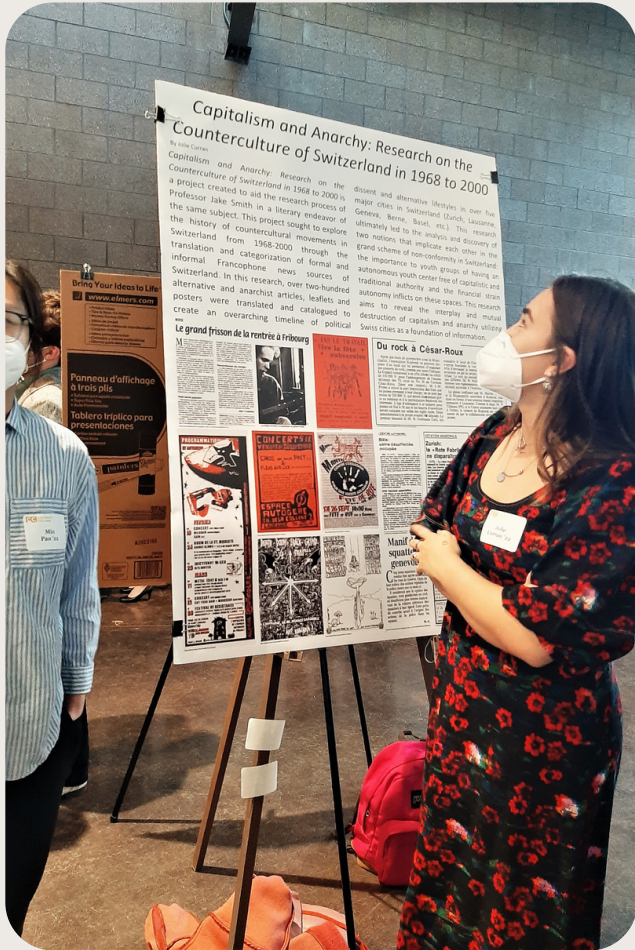
We are extremely proud of the hard work and dedication our students exhibited. We'd like to share a bit about their projects with you:

## ***Dr. Justina Ford Documentary***

**By Brian DeLong '23; Sabrina Brewer '21 in collaboration with Professor Jane Murphy.**

Our research focused on the life of Dr. Justina Ford (1871-1952), a woman largely recognized for her role as the first licensed Black female doctor in Colorado. Her relationships with patients, leadership in the Denver community, and investment in local industries reveal a woman dedicated to the well-being of others. While we used archives to better understand Dr. Ford's personal struggles, accomplishments and acts of generosity, we also looked into the larger context of racial and economic disparities in healthcare, the history of marriage, and Colorado's medical history. As researchers, we are proud to have learned more about the life of a woman with a tremendous impact on her community as well as Colorado's medical and social community. Our hope is that our work, culminating in a Rocky Mountain PBS documentary, will continue to expand the story of Dr. Ford's life and legacy.

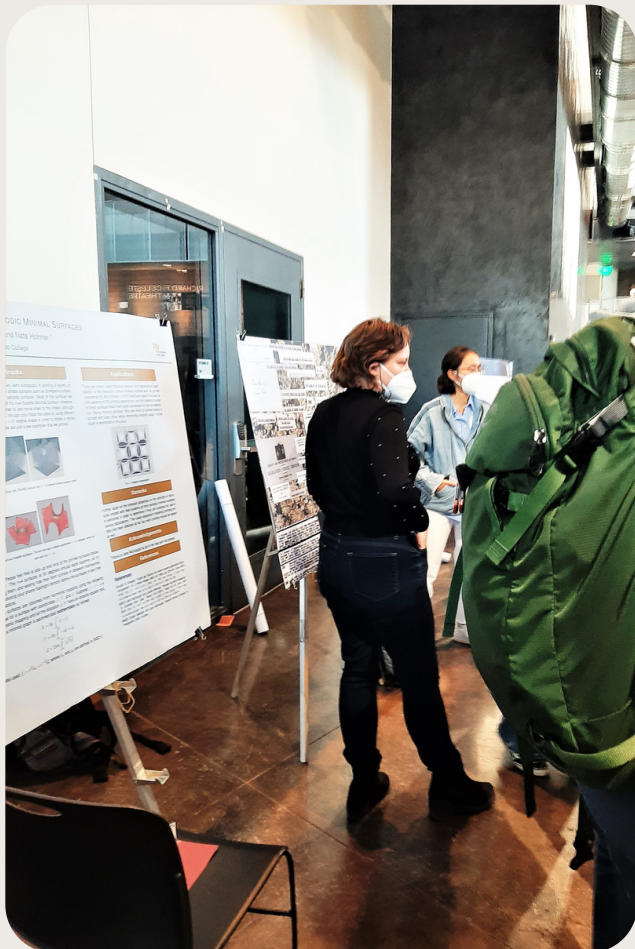
# Students Present at SCORE Symposium cont.



## ***Capitalism and Anarchy: Research on the Counterculture of Switzerland in 1968 to 2000.***

**By Jolie Curran '22 in collaboration with Professor Jake Smith.**

Capitalism and Anarchy: Research on the Counterculture of Switzerland in 1968 to 2000 is a project created to aid the research process of Professor Jake Smith in a literary endeavor of the same subject. This project sought to explore the history of countercultural movements in Switzerland from 1968-2000 through the translation and categorization of formal and informal Francophone news sources of Switzerland. In this research, over two-hundred alternative and anarchist articles, leaflets and posters were translated and catalogued to create an overarching timeline of political dissent and alternative lifestyles in over five major cities in Switzerland (Zurich, Lausanne, Geneva, Berne, Basel, etc.). This research ultimately led to the analysis and discovery of two notions that implicate each other in the grand scheme of non-conformity in Switzerland: the importance to youth groups of having an autonomous youth center free of capitalistic and traditional authority and the financial strain autonomy inflicts on these spaces. This research aims to reveal the interplay and mutual destruction of capitalism and anarchy utilizing Swiss cities as a foundation of information.



## ***Database of 'Ulama' Intellectual and Social Networks in 18th-Century Egypt and Syria***

**By Kenza Zakarya in collaboration with Professor Jane Murphy.**

The research focuses on expanding a database of 'Ulama' Intellectual and Social Networks in 18th-Century Egypt and Syria. This network includes practitioners, teachers, students, and patrons of "the sciences", in period terms, in 18th and early 19th-c. To identify these social networks, we referred to Jabarti's manuscripts and biographies, and to analyze them we use Nodegoat, a data modeling platform. We also looked at intellectual relationships of students of particular manuscripts and subjects and used Francis Robinson's "OTTOMANS-SAFAVIDS-MUGHALS: SHARED KNOWLEDGE AND CONNECTIVE SYSTEMS" to expand the existing network. To better understand the factor of space, we used ArcGIS to georeferenced historical maps of this region. We are still at an early stage of this project, and modifications on the components and organization of the data can be brought.

*Pictured: Jolie Curran (history) and Star Goudriaan (history-philosophy) as they present their work*

# Students Present at SCORE Symposium cont.



## ***Studying Africa in the Second World War***

**By Star Goudriaan '23 in collaboration with Professor Danielle Sanchez.**

Over the summer, I assisted Professor Sanchez on research in preparation for their monograph regarding the Second World War in Africa. Her project is thematically oriented, shedding light on the effects the conflict had on military campaigns, labor, culture and consumption, politics, and education in an accessible manner. The project builds off her dissertation and additional research she has been engaged in during recent years. She is pulling from case studies, oral histories, and in-person and digital archival research for her monograph. Over the summer, I especially helped digitize and flag relevant content from the Kenyan National Archives at Syracuse University as well as looked through and annotated national health reports from various different cities in South Africa. I also read a few books written and published during and in lieu of the war regarding race relations and American and British imperialism in the continent. I will be putting some of the findings from these three project entry points in context with contemporary historiography (especially drawing from the volume *Africa and World War II*) and Professor Sanchez' monograph proposal. The goal is to shed some light on the important yet commonly overlooked role that Africa played in World War II.



## ***Jesuits, Hispanos, and the Oldest Church in Colorado: A forgotten tale of settlement in the American Southwest***

**By Javier Cantu '22 in collaboration with Professors Jane Murphy and Santiago Guerra.**

The history of Hispanos and their attempts to colonize the San Luis Valley region during New Mexico's and Colorado's territorial periods is documented in this study. Cultural, political, and economic institutions that materialized on the west side of the valley, the site of the Guadalupe-Conejos land grant, and the first church in Colorado, Our Lady of Guadalupe Parish are illustrated. I suggest these are forgotten components of the story of American westward expansion. Lastly, a selection of academic literature is evaluated to understand how the subject's discourse has changed over time. Original source material on early Hispanic village life such as *Diary of the Jesuit Residence of Our Lady of Guadalupe Parish, Conejos, Colorado, December 1871 – December 1875*, and other archival material such as unpublished volumes of the Jesuits' day-to-day activities, individual letters, documents, et al., provide a glimpse of the lived experience of these little-known American settlements

# History Students Accepted to Teach for America and AmeriCorps



The history department is delighted to announce that three students from our class of 2022 were accepted for exciting positions with AmeriCorps and Teach for America. **Yordi Biratu** joined AmeriCorps, **Javier Cantu** accepted a position with Teach for America in the San Louis Valley, and **Grace Andrews** accepted a position with Teach for America in Connecticut. We are extremely proud of all three students. Grace Andrews was kind enough to tell us a little about her experience:

Grace Andrews '22, a sociology and history major, has been accepted into Teach for America. Teach For America is a nationwide organization that recruits promising leaders to teach for at least two years in a low-income community.

Andrews will spend the summer completing educational training before doing a practicum at a summer school. Then, starting this fall, she will teach social studies to seventh- to 12th-graders in a New York City school.

At Colorado College, Andrews has been a proactive learner and leader, driven by her passion for investigating the practices and structural contours that reproduce inequality in the K-12 education system.

“I realized the life-changing power of education when I was a little girl. I was able to express myself and explore my interests and identities in ways I never could at home,” Andrews says. “I am excited to be a part of Teach For America because I can jumpstart my career as teacher and recreate for my students the inclusive and impactful education I received. I plan to educate on the power of learning for positive social change at the individual, community, and societal levels. My dream is to help students develop a toolbox to respond to issues in productive and effective ways.”

She served as an education assistant at CC’s Children’s Center for nearly three years, where she provided care and education to children from infancy to five years old. Her role also involved supporting teachers and managing early behavioral problems. Additionally, Andrews was a seasonal education instructor and naturalist at Westmoor Park in Hartford, Connecticut, where she worked with pre-K to eighth-grade students for four summers. Her weekly educational programs incorporated horticulture, animal science, entomology, and ecology in an environmental science curriculum that utilized the park’s farm, gardens, and forest.

Teach For America works in partnership with 350 U.S. urban and rural communities to expand educational opportunities for children. Its 66,000 alumni and corps members work in more than 9,000 schools nationwide in pursuit of profound systemic change.

Article originally published by the [CC Newsroom](#). Pictured: Grace Andrew.

# Amy Kohout Selected for The Bright Institute Fellowship through Knox College



We are delighted to announce prof. Amy Kohout was selected for the [Bright Institute Fellowship at Knox College](#).

The Bright Institute at Knox College is a three year program for professors of American History before 1848 at liberal arts colleges from across the United States.

Over the course of three summers, the faculty will have the opportunity to work with experts in the field of American history as well as pedagogical consultants. The program is designed to help faculty turn their research into nuanced classroom experiences and opportunities.

This session of the Bright Institute is hosted by Christain Ayne Crouch, author of *Nobility Lost: French and Canadian Martial Culture, Indians, and the End of New France* and Kevin Gannon, author of *Radical Hope: A Teaching Manifesto*.

Bright Institute focuses on selecting a cohort of scholars who are not only at the forefront of their field, but who also specialize in traditionally underrepresented areas of American history, including Native and Indigenous history, African American History, Latinx History and the history of women, gender and sexuality.

[To this end, the 2022 Bright Institute has selected a cohort of 13 scholars:](#)

Mary Draper of Midwestern State University, Carrie Glenn of Niahara University, Amy Kohout of Colorado College, Daniel Livesay of Claremont Mckenna College, Eleanor McConnell of Frostburg State University, Kristin A. Olberrtson of Alma College, Jessica Parr of Simmons University, Christian Pinnen of Mississippi College, Sarah J. Purcell of Grinnel College, Nora Slonimsky of Iona College, Jordan Smith of Widener University, Jeff Washburn of University of Texas Permain Basin, and Lindsey Passenger Wieck of St. Mary's University.

[Program director, Cate Denial, describes](#) this cohort as a group of scholars who are "expanding and complicating our understanding of early American history, and devoting time and energy to truly transformational teaching."

Amy's own research, which explores ideas about nature and empire through the experiences of American soldiers in the American West and the Philippines, works to expand narrative of American history both beyond the lenses through which the field is typically viewed, as well as beyond our national borders to examine issues of nation, environment, and place in a more holistic manner. Her book, [Taking the Field: Soldiers, Nature, and Empire on American Frontiers](#), will be published this January.

We here at Colorado College will be cheering Amy Kohout on as she pursues this exciting opportunity to continue her own education and research while simultaneously exploring new pedagogical methods that will improve the learning experiences of our students. Amy's participation in this fellowship is an incredible honor and we look forward to seeing what new ideas, research, and teaching method she develops over the next three years.

# Danielle Sanchez Launches Pop Culture and History Website "Historifans"



This year, professor Danielle Sanchez, alongside Alex Marino (Army War College) have launched an ambitious project: [Historifans](#), a collaborative history site that ties all things pop culture to complex historical topics. The goal of Historifans is to get scholars to combine their pop culture and research interests in new, exciting, and thoughtful ways. Unlike standard academic journals, all Historifans articles are written in a way that makes the content accessible for general audiences. In the words of Dr. Danielle Sanchez, the founding editors of Historifans are “professors of history by day, pop culture nerds the rest of the time. We are kind of like Boba Fett... but instead of blasters, we have PhDs, archival documents, and scathing wit.”

The idea for Historifans emerged during the early stages of the pandemic while Danielle was getting ready to teach a new First Year Experience course, *The Empires Strike Back: From Anti-Colonial Conflicts to Star Wars*. She made a post on Facebook to ask if her friends would be interested in joining Zoom Star Wars watch parties and discussions. Alex Marino and Catherine Lee Porter (Hampton University) eagerly volunteered to participate. As the summer progressed, Danielle, Catherine, and Alex realized that their Zoom geek-out sessions could actually become something bigger. They eventually decided to build a site that reflected their pop culture and research interests.

The founders of Historifans started writing articles and released a call for pitches in the summer of 2021. Danielle thought they would receive a few pitches, but she was surprised when dozens of pitches began rolling into their online submission system. Over the past year, Danielle and Alex continued developing their own contributions to the site while also working closely with contributors to develop and refine their own articles. Due to the volume of submissions, the Historifans team decided to hire a student research assistant to help with editorial and administrative tasks. The editorial board ended up hiring Sam Nystrom-Costales '25, one of the students who happened to take her Star Wars (and African history) first year experience course last fall.

# Danielle Sanchez Launches Pop Culture and History Website "Historifans" cont.

On a given day, the Historifans editorial board, which currently consists of Danielle and Alex, reviews new pitches, works with contributors on revisions, updates Historifans' social media accounts, reaches out to potential contributors, and tries to stay up to date with the world of pop culture... while also keeping up with their own research and teaching responsibilities. Sam, whose favorite fandoms include Discworld, Star Wars, and Marvel, patiently sends reminders to contributors, assists with copyediting, sources images for posts, formats articles for the site, and creates media for Historifans' Twitter and Instagram accounts. Sam is also collaborating with Danielle to expand an essay he wrote about the Dakar Rally for her Global Africa class this spring.

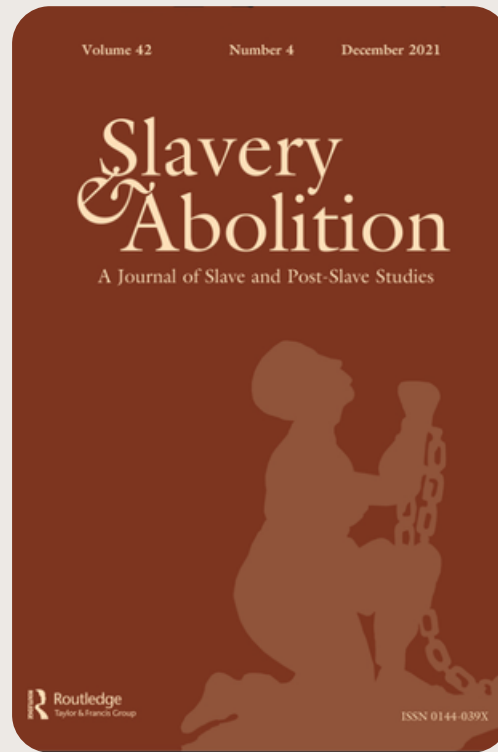
For now, the Historifans team is counting down the days until its launch date: July 11, 2022. The first batch of articles, which will be released twice a week after the site launches, include pieces on Amabie (a Japanese mermaid spirit), superheroes in circuses, Orientalism in Game of Thrones, pop culture and medieval sieges, the struggles of two very different gods of thunder (Thor and Sango, obviously), and so much more.

Historifans is always looking for new submissions and highly encourages graduate students, early career academics, alt-ac professionals, non-traditional scholars, and people from historically marginalized and excluded groups to submit pitches. You can find more information on the pitch process [here](#).

Twitter: @historifans



# John Marquez Publishes New Article



Shortly after his publication last semester, assistant professor John Marquez published another article. His most recent article, ["Afflicted Slaves, Faithful Vassals: Servías, Manumission, and Enslaved Petitioners in Eighteenth-Century Brazil,"](#) appears in the journal *Slavery and Abolition*.

The abstract reads: "This article examines petitions from enslaved people in Brazil to Portuguese monarchs during the eighteenth century, bookended by the end of the Palmares quilombo (fugitive slave community) and the Haitian Revolution. The royal petitioning system provided subjects of Portugal's empire the avenue to appeal for private justice, commonly referred to as grace. In addition to their activity in civil courts, enslaved people appropriated this appeals system to press monarchs to affirm their limited rights to manumission. This article offers a genealogy of these petitions, concluding that enslaved petitioners in Brazil transformed appeals for private justice into a broader customary right to self-purchase. Portuguese monarchs and judges recognized, if only tacitly, that enslaved people could pursue the recourse of changing slave owners if they were subjected to sevícias (cruelty and excessive punishment). Under this practice, slave owners found to practice sevícias were reimbursed for their 'loss' if their slave was sold against their will. Enslaved people expanded this practice by offering their own funds for freedom to reimburse their master, thereby escaping enslavement and avoiding sale to a new owner."

Marquez's work is, in part, an archival and legal history. He examines records of different Brazilian and Portuguese slave laws from the Ordenacoes Filipinas which offered certain conditions of freedom to Christian enslaved people under the argument that "in favor of freedom are granted many things against the general rule," to the Lei Rio Branch which formally established enslaved people's right to self-purchase (pg 3-4). He further details how these foundational documents of codified law were used as precedent in petitions for manumission.

# John Marquez Published New Article cont.



However, Marquez's work does not merely focus on colonial laws. Like in his other publications, Marquez brings this history alive through his exploration of the narratives of individuals who sought manumission on the ground of enduring *sevícias* or who otherwise sought the right to self-purchase. For example, he details the case of Marcelina Dias Silvestre who made a petition asking for the right to self-purchase to free herself of her obligations to an abusive owner. Pedro II granted this petition, a decision that immediately worried other officials - and with good cause. The precedent from Marcelina's case was later invoked in a number of other petitions for manumission or self-purchase and was even referenced in petitions made long after Marcelina's lifetime.

Marquez writes, "In their explanation for why discussions surrounding rights and protections emerged during this period, historians have largely overlooked enslaved people like Marcelina, focusing instead on priests, imperial administrators, and the Portuguese Crown." (pg 8). Marquez's work helps rectify this - placing the enslaved person at the center of the narrative of their own quest for freedom and detailing how in addition to the foundational codified laws of the time, "customary" laws, which were influenced greatly by the creative rhetorical arguments of enslaved people, had a significant impact on the shifting nature of manumission practices. Marquez notably and significantly recognizes the autonomy and personhood of enslaved people. In this way, Marquez once again crafts a fascinating work that combines a detailed analysis of primary sources and legal documents with a compelling element of very human and personal history.

# History Major, Adrianna Gautreaux, Alongside Others, Curates Exhibit for Fine Art Center



[Published on March 25, 2022 in the CC Newsroom](#)

**By Anna Squires '17**

CC students are engaged with Professor Rebecca Tucker in the Museum Practicum course to learn about their individual roles in the process &#8211; from exhibition planning, selecting works from the permanent collection (this one focuses on John James Audubon), installation, content development, etc. Photo by Lonnie Timmons III

CC students are engaged with Professor Rebecca Tucker in the Museum Practicum course to learn about their individual roles in the process – from exhibition planning, selecting works from the permanent collection (this one focuses on John James Audubon), installation, content development, etc. Photo by Lonnie Timmons III

For the students of Professor Rebecca Tucker’s Museum Studies Practicum, the museum isn’t just a place to dispense information. It’s a vehicle, a laboratory, a playground, a classroom, and a public arena, humming with the possibility of blowing open old practices. This spring, as the students curate an exhibition of 24 prints from John James Audubon’s “Birds in America,” they aim to upend the museum experience, turning it into a site for equal exchange between curators and visitors.

# History Major, Adrianna Gautreaux, Alongside Others, Curates Exhibit for Fine Art Center cont.

Their exhibit at the Colorado Springs Fine Arts Center at Colorado College's Museum, "Reframing Birds of America: Conversations on Audubon," represents nearly a year's work. For two semesters, students have honed the themes and ideas of the exhibit. The design considerations — from the lighting and picture frames to the text accompanying the prints — are critical. But nothing is more important than the questions they will invite of viewers.

"So many of our students want to make change," says Tucker, professor of art and the project lead. "The agenda of the museum and art history these days is to ask hard questions, and the museum is the arena for the questions they want to be asking."

Those questions center around the man credited with creating the exhibit's prints, John James Audubon — a now-legendary 19th century wildlife painter who set himself an epic quest: to document every bird on the American continent.

Audubon's work was revolutionary. Published from 1827–1838, the hundreds of hand-colored prints he produced and bound in massive leather tomes electrified viewers, allowing them to gaze at lifelike birds in their natural settings for the first time. Audubon eventually amassed a fortune, and long after his death, he inspired bird conservation societies worldwide that still carry his name. Yet today, these same societies are distancing themselves from their namesake. Audubon was an enslaver, a critic of emancipation, and a taxidermist who shot, killed, and artificially posed his subjects with wires. He wasn't directly involved in the production of the prints that made him famous, and never touched the prints that will make up the FAC's spring exhibition.

To the Museum Studies Practicum students, he represents a man who used power and privilege to dominate scientific and artistic discourse and center himself in the conversation. As they showcase his prints, they aim to de-center the man who produced them, asking viewers to question who deserves the credit for "Birds of America" — and who held the power during its creation.

At the same time, they hope to transform the power structures of the exhibit itself.

"Museums are institutions that are deeply rooted in problematic practices," says Jeremy Cashion '24, a student in the course. "In many ways I would say that museums are at the forefront of colonial practice, even today. They operate with a hierarchical power structure where curators take their knowledge and expect museum visitors to just absorb it. I think we need to bring new modes of thinking entirely into these spaces — and in this class, we have the opportunity to decolonize some of these spaces and ideas."

Adrianna Gautreaux '23, a fellow curator, agrees.

"I think that's why so many of us are here: the ability to have a voice and change the narrative about something that is so ingrained in culture and in colonial museum structures," Gautreaux says. "Being granted the space, tools, and time for this project is probably the most important opportunity I've had in my student career."

For a year, after class has finished for the day, the curators have gathered to hammer out the details of the exhibit. Often, they stand around a foam model of the exhibit space to discuss how to group the prints, where to place lighting, which walls to paint, and where to draw visitors in with interactive elements.

# History Major, Adrianna Gautreaux, Alongside Others, Curates Exhibit for Fine Art Center cont.



Just like the beat of a bird's wings through the air, every decision they make creates a consequence. The light they use in the exhibit could degrade the prints. The text accompanying each piece will be printed on vinyl — necessary to impart information, but wasteful, and impossible to re-use. During one class session, the excited hum of the students' conversation stutters as they discuss the process of physically framing and displaying the art. Some students want to tilt the prints' frames to literally approach Audubon's art from a different angle. Others contend it could alienate the very visitors they hope to engage in conversation.

These tensions are what make the course's project-based pedagogy so powerful, says Tucker.

“They've been presented with a problem: to figure out how to display historical objects in a contemporary context,” she says. “They have to grapple with the works of art, with the museum, with the curation process, with the consequences of their decisions. And their work is framed by the fact that this is part of the Fine Art Center's exhibition schedule. Their exhibit will be out there in the world.”

“These students want to know how their learning matters,” Tucker continues. “Whenever we can activate relevancy, we can amplify their excitement.”

Indeed, rather than seeming deflated by the challenges they face, the students are energized by the debate. Their conversation bubbles into a surge of solutions. They'll cut down on vinyl use by publishing a mobile guide. They'll create a response wall to invite visitors to deeply engage with the works, then become part of the conversation. And in a masterstroke, they decide to hang an empty frame at the front of the exhibit — removing Audubon from the narrative, but highlighting his absence.

As they file downstairs to learn how to frame prints, Tucker muses, “This is a chance for the students to see why their learning matters in a public way. Why does it matter that they study colonial art history? Because it empowers them to provide new perspectives. They see why their liberal arts education isn't a retreat from the world. It's a launching pad,” she says — for students, and for an exhibition, ready to take flight.

“Reframing Birds of America: Conversations on Audubon” opens to the public at the Colorado Springs Fine Arts Center at Colorado College on Apr. 8, 2022. The exhibit will be on view from Apr. 8–July 30, 2022. [Learn more on the Fine Arts Center website.](#)

# Seniors Present at History Day



Each year, seniors from the History Department take part in our History Day conference. History Day is an opportunity for students to present their thesis research, practice the academic and professional conference format, and celebrate all the accomplishments of their senior year. This year, the History Department was delighted to host the presentations of six student panels and eighteen presentations. We'd like to congratulate the following students on their thoughtful and engaging presentations:

## **Gender, Discipline, and the Body:**

- Grace Andrews: "Constructing a Motherhood"
- Sarah Burnham: "The Intersection of Science and Society: Anatomical Illustrations of Women in Renaissance Europe"
- Jolie Curran: "The Bloody Circus: The Sex Pistols as Bakhtinian Carnival"

## **Media, Spectacle, and Mass Culture**

- Alex Wuthrich: "From Exposition to Vacation: Visual Commodification of Culture and Individual Resistance"
- Chili Hopkins: "Nonsense in a Nonsense World: Internalizing the Absurd in Soviet Russia"
- Patrick McGinnis: "Political Activism in Sports"

(cont. on next page)

*Pictured: Caroline Sharp*

# Seniors Present at History Day cont.



## **Memory, Trauma, and Narration:**

- Sabrina Brewer: "Reconciliation Before Reparation: Confronting the 1898 Wilmington Massacre and its Legacy"
- Turis Jessen: "Vivencias Dew La Calle: The Eroding Mexican State"
- Jane Harris: "Talk About Trauma: Mining Disasters, Memorial, and West Virginian Resistance"

## **Politics, Power, and Protest:**

- Javier Cantu: "Memory, Marginalized" The Forgotten Jesuits and Hispanos of Conejos, Colorado"
- Will Funk: Manufacturing Mirages and Desert Dreams of Postwar Phoenix: 1946-66"
- Christian Roberts: "How the New Deal's Rural Electric Cooperatives Delivered Southern Economic Growth at the Expense of Equality"

## **Structures, Economics, and the Law**

- Ben Gellman: "A legal Genealogy of Descent From Slavery in the British Atlantic to the 2001 World Conference Against Racism"
- Scott Cunningham: "1971 and the Death of the Gold Standard by Richard Nixon"
- Cormac McCrinmon: "Tierra Y Libertad: How Historical Conflict on the Sangre De Cristo Land Grant Shaped the Struggle for La Sierra"

## **Militaries, Imaginaries, and the Nation**

- Aaron Pachtman: "The Imperial German Navy: The Premier Instrument of Kaiser Wilhelm II's Personal Monarchy to Keep a Teetering Ship of State Afloat, 1888-1918"
- Henry Nichols: "Why We Dared: The Final Frontier"
- Caroline Sharp: "Imagining Apocalypse and Utopia: The Military-Industrial Complex in Colorado Springs"

*Pictured (from left to right) - Jolie Curran and Fiona Ireland; Sarah Burnham and Grace Andrew; Will Funk.*

# History Department Celebrates New Phi Alpha Theta Initiates



This year the History Department initiated twenty five new members to the Alpha-Pi-Epsilon chapter of [Phi Alpha Theta](#). Phi Alpha Theta is an national honor society for undergraduate and graduate students as well as professors and of history and history professionals. This professional society endeavors to "promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians." The society brings student and professional historians together for social and intellectual exchanges and bolsters the academic community through conferences and scholarships.

Students were invited to join in recognition of their accomplishments in their undergraduate course work as well as their commitment to the study and practice of the discipline.

A list of initiates follow on the next page.

*Pictured: History students gather for the Phi Alpha Theta initiation and the History Day/Phi Alpha Theta reception.*



# History Department Celebrates New Phi Alpha Theta Initiates cont.



The ceremony was attended by the following 2022 initiates:

Grace Elizabeth Andrew  
Javier Cantu  
Elise Chigier  
Nick Connolly  
Scott Cunningham  
Will Funk  
Adrianna Gautreaux  
Jennifer Page Golightly  
Juanye' Hairston  
Chili Hopkins  
Maggie Hughes  
Turis Jessen  
Quinn Jones

Schuyler Luthy  
Logan McCloskey  
Patrick McGinnis  
Jacob Moore  
Caroline Sharp  
Maggie Shields  
Thecla Shubert  
Julia Staat  
Sarah Stamp  
Alex Weiss  
Alex Wuthrich  
Tommy Yu

In attendance were also our previous initiates:

Yordi Biratu  
Sabrina Brewer  
Jolie Curran  
Mahea Daniels  
Ben Gellman  
Star Goudriaan  
Jane Harris  
Cormac Mccrimmon  
Henry Nichols

*Pictured: Amy Kohout, Jake Smith, and Danielle Sanchez initiate students into Phi Alpha Theta. Students from left to right - Alex Wuthrich, Sarah Stamp, Maggie Hughes.*

# Additional Photos from Phi Alpha Theta



*Pictured: Will Funk and  
Caroline Sharp at the History  
Day/Phi Alpha Theta  
Reception*

*Pictured: Grace Andrew,  
Caroline Sharp and Jolie  
Curran speak with prof. Amy  
Kohout at the History Day/Phi  
Alpha Theta Reception*



*Pictured: Maggie Hughes and  
Maggie Shields at the History  
Day/ Phi Alpha Theta  
Reception*

# Congratulations to our 2022 Award Recipients:



The History Department is delighted to announce the 2022 recipients of our departmental awards.

## **The Robert J. Cosgrove Award for Distinguished Student Research & Writing in History - Awarded to Will Funk**

"The faculty-nominated Robert J. Cosgrove prize recognizes superior historical scholarship in a Senior Essay or Thesis. This year's Cosgrove prize goes to Will Funk, whose rich, multifaceted account of the development of Phoenix and its relationship to the Latinx community combines primary and secondary source analysis to offer a grounded and original study of American conservatism in the Southwest."

## **The Clyde Augustus Duniway Award for Outstanding Student Achievement - Awarded to Jane Harris**

"The Duniway Prize recognizes a singular student's academic accomplishments and engagement with the intellectual life of students and faculty in the History Department. The History faculty was particularly impressed with this year's winner, Jane Harris' Senior Essay that is an emotionally engaging and intellectually rigorous interrogation of the history of coal mining disasters in West Virginia. Drawing upon oral histories as well as published primary sources Jane illuminates the ways West Virginian communities developed cultural resources to make sense of the traumatic impact of these tragedies."



The department would also like to recognize professor **Amy Kohout** who was awarded the **Blue Key Award**. This award is given to a member of the faculty or administration who contributes significant time and effort to the student body of Colorado College, the Colorado College community and the city of Colorado Springs.

# Isaac Yee Award William Hochman Prize



The History Department also sponsors a college-wide award, The William Hochman Prize in War, Peace, and Human Values. This award is intended to recognize student work on the experiences of war. It was founded in memory of Professor William Hochman, a World War II veteran, antiwar advocate, and tireless proponent for peace and human rights. The History Department welcomes submissions in variety of formats, including essays, poetry, fiction, photography, and video.

This year the award was given to Isaac Yee for his truly incredibly and moving photography. Isaac is currently a CC student, but he has previously worked as a photographer and journalist. In 2019 and 2020 he worked with CNN and photographed the Hong Kong protests. He has also covered local new events like the 2021 Boulder King Soopers mass shooting. Besides photojournalism, Isaac also specializes in landscape and astrophotography. [You can view his impressive portfolio here.](#)

Isaac submitted a selection of his photos from the Hong Protests for consideration for the William Hochman Prize. Our prize committee wrote of his submission:

"Isaac Yee's extraordinary photographs of police violence during Hong Kong's Pro-Democracy Movement not only show in vivid and frightening detail the brutal tactics of oppressive regimes; they also portray the strength of the human spirit, the breathtaking bravery of those who put their bodies and their lives on the line in the fight for liberation. Resistance, Yee's photos remind us, is never futile."

# Three History Professors Awarded Tenure:



The History Department offers our sincerest congratulations to three of our faculty members, Amy Kohout (left), Purvi Mehta (middle), and Jamal Ratchford (right), all of whom received tenure this year.

We're so excited to see our colleagues promoted to associate professor and look forward to seeing the tremendous impact they have on the department and the CC community.

Amy Kohout works on American cultural and environmental history. She researches and teaches topics that include the American West, the history of natural history, American empire, museum studies, world's fairs, and the history of technology.

Purvi Mehta focuses on caste, gender, and human rights issues in India. She teaches courses on modern South Asian history, gender and sexuality in South Asia, and social justice activism.

Jamal Ratchford focusses on the comparative study of race and ethnicity, African American history, and American sport and society. His personal scholarship particularly looks at protest and sports.

The scholarship and courses of all three professors are valuable contributes to the History Department and the CC community. We are delighted to be celebrating our colleagues' accomplishments!

# Tip Ragan Serves as Executive Director for the SFHS



The History Department at Colorado College would like to recognize prof. Tip Ragan's service during his term as executive director for the [Society for French Historical Studies](#).

The SFHS was founded in 1954 to promote scholarship focused on the history of France from the medieval era to the twenty-first century. SFHS also works to promote work that connect France to the rest of the world, including North America, Africa, Asia, as well as other European societies. In addition to this work the SFHS publishes the quarterly journal, *French Historical Studies*, hosts annual conferences to bring together academics in the field of French studies, and offers a number of awards to recognize prestigious scholarship within the field.

In 2022, Tip served his penultimate year as executive director of SFHS. Next year he will be working to onboard his successor in the position. During this year Tip has served in an important role, helping organize and host [SFHS's annual conference in Charolette, NC](#). At this conference he chaired a panel entitled, "Publicity, Women, and the Ancien Regime." This panel included three presentations: "Honor, Sex and Publicity: Meanings of Adultery in the Old Regime" by Nina Kushner of Clark University, "Debauchery on Trial: The Case of Marie-Antionette" by Lisa Jane Graham of Haverford College, and "In Search of Merveilleuses: Contemporary and Historical Perspectives" by Christine Adams of St. Mary's College of Maryland.

In addition to this, Tip hosted a panel entitled "Inclusion, Exclusion, and Community at the French History Conference." The panel was moderated by Christ Pirchichero of George Mason University and also included Jennifer Boittin of Pennsylvania State University and Jennifer L Palmer of the University of Georgia as panelists.

Finally, Tip facilitated a lunch discussion entitled "Celebrating and Connecting with your Society."

It is clearly evident that prof. Ragan offered great service to the SHFS during his time as executive director. We are excited to see where his continued association with the society leads and in the meantime are glad to celebrate his penultimate year in service!

# "Honoring Land Defenders and Water Protectors" - Native American Student Union Pow Wow



[We acknowledge that Colorado College is built on the unceded land of the Ute Peoples, as well as the tribal land of the Apache, Arapaho, Comanche, and Cheyenne Peoples.](#)

The history department was honored to, in part, help sponsor the [Native American Student Union](#) in hosting their annual Pow Wow. This year's event was titled "Honoring Land Defenders and Water Protectors." It was led by Master of Ceremonies, Steve LaPointe - *Sicangu Lakota*, Head Dancers Summer Galvan - *Paiute/Yaqui* and Shotae Tveter - *Mandan/Hidatsa*, and Spiritual Advisor Lee Plenty Wolf - *Oglala Lakota*, among other coordinators.

The Pow Wow included a ground blessing, a performance by Mexica Aztec Dancers - Group Tialoc, and a number of intertribal dances and contests. Drums were performed by Big Eagle (Host Northern Drum) and Pumpkin Vyne (Host Southern Drum). The Pow Wow also featured a number of Native American vendors, selling blankets, jewelry, and Frybread. Select vendors were also present to raise money for organizations that help combat the mistreat, murder, and [disappearing of Indigenous women](#).

This event was an opportunity for Colorado's Native American community to connect and celebrate their cultures. The event also served as a poignant reminder to the larger campus community that, as stated by prof. Dwanna Kay of the REMS department, "academic institutions (indeed the nation-state itself) were founded upon and continue to enact exclusions and erasures of Indigenous Peoples."

# Congratulations to the Class of 2022!



The History Department at Colorado College would like to recognize the graduating class of 2022. We are honored to have had the opportunity to work with such a bright, thoughtful, and promising group of students and are looking forward to seeing where life takes them next. To the class of 2022 - we wish you all the best on your future endeavors!

Congratulations to the following majors and hyphenate majors:

- Grace Andrew\*
- Yordi Biratu
- Sabrina Brewer
- Sarah Burnham
- Javier Cantu
- Scott Cunningham
- Mehea Daniels
- Will Funk\*
- Ben Gellman\*
- Jane Harris\*
- Chili Hopkins\*
- Turis Jessen
- Patrick McGinnis
- Aaron Pachtman
- Christian Roberts
- Caroline Sharp\*
- Alex Wuthrich\*
- Daniela Chace
- Samson Heyer
- Maggie Shields\*

We're immensely proud of all our graduating students. In addition to sharing some of their departmental accomplishments within this newsletter, we thought we'd share a new photos showcasing their involvement throughout the CC community on the following pages:

\*Also awarded Distinction.



# Congratulations to the Class of 2022! cont.



*Pictured: Turis Jessen attends Easter Seals Priddy Trip. As a part of freshman orientation, new students spent time camping and doing service work.*

*Pictured: Sarah Burnham (middle, pink dress) presents in Patrizia Herminjarda's "A True Story of True Love" in the a 2019 production*



*Pictured: Ben Gellman participates in the half block course, "The Art of Trial Advocacy" taught by Judge Mike Mayers. Students participated in a mock trial in front of CC staff who acted as a jury.*

*Pictured: Mahea Daniels (right) speaks with Cater Roberts, CEO and President of the World Wildlife Fund (center) for an interview.*



# Congratulations to the Class of 2022! cont.



*Pictured: Samson Heyer helps plant trees and flowers in celebration of Arbor Day, 2017*



*Pictured: Jolie Curran performs in a 2019 production of "Contractions for a theatre Workshop"*



# Congratulations to the Class of 2022! cont.



*Pictured: Yordi Biratu (middle) attends a student and alumni dinner in 2019.*

*Pictured: Sarah Burnham (top, left) and Will Funk (bottom, left) work with printing press staff, Aaron Cohick (top, right) to learn about the CC printing press as part of a first year experience course where students create a book together.*



# Thank you!



Thank you for your continued interest in the Colorado College History Department and the larger CC community. We hope you enjoyed the spring/summer 2022 issue of our newsletter. If you'd like to join our alumni mailing list or update your contact information please feel to contact the department's administrative assistant, Thecla Shubert, at [tshubert@coloradocollege.edu](mailto:tshubert@coloradocollege.edu).

**Are you an alumni or recent grad? Want to be featured in our newsletter? Send your stories to [tshubert@coloradocollege.edu](mailto:tshubert@coloradocollege.edu)**

Photo credits:

Lonnie Timmons III (Campus Photographer and Photo Editor): pgs 1 (title page), 11, 19, 22-28

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Isaac Yee: pg 20

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