

## INTRODUCTION

The major in American Studies enables a student to pursue her liberal arts education by focusing on American society and culture in the past and present. Instead of specializing in one of the traditional disciplines, she combines several disciplines (e.g., history, art history, literature, economics) in the sequence of courses she takes to fulfill her major requirements. This Handbook is designed to assist present and prospective majors, as well as faculty advisers, in interpreting those requirements and in getting a sense of how the major relates to the broader liberal arts curriculum. Based on the Smith College Catalogue, it lists the requirements for the major plus a list of the courses most commonly taken for credit toward the major.

The following faculty members are advisers in American Studies. Students are encouraged to discuss the major with any of them.

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For additional copies of this Handbook and other information relating to the American Studies Program, contact Jennifer Roberts in the American Studies Office, Wright Hall 12, x 3582; e-mail: [jroberts@email.smith.edu](mailto:jroberts@email.smith.edu) or visit our Website: [www.smith.edu/ams](http://www.smith.edu/ams).

**Smith College Smithsonian Program.** Donald Robinson, Professor Emeritus of government at Smith, directs the Smith College Smithsonian program. His office is located in the basement of Lilly Hall, Room #B-03; his campus phone number is x 3545; his home phone number is 413-628-3361; and his email address is: [drobinso@email.smith.edu](mailto:drobinso@email.smith.edu).

### I. Requirements for the Major

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus--such as an era (e.g. antebellum America, the twentieth century) or a topical concentration (e.g. ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)--which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Requirements: 12 semester courses totaling 48 credits, as follows (see check list at end of Handbook:

1. AMS 201 and 202.
2. Eight courses in the American field. At least four must be related in a coherent manner. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the twentieth century. At least one must be a seminar, ideally in the theme selected. Students who write honors theses do not have to take a seminar.
3. One course that will enable the student to make explicit comparisons between the United States and another society, culture, or region. The purpose of this requirement is to encourage students to take at least one course in their major that enables them to think about what they have learned of the U.S. in comparative perspective. There are relatively few courses in the Smith curriculum that do this explicitly. Therefore, students can fulfill this requirement by making such comparisons on their own but through their engagement with materials and ideas in a course whose focus is largely outside the U.S. -- courses, for example, in Anthropology or in non-U.S. history, literature, or art.
4. AMS 340/341.

**Double Majors:** Students who double major in American Studies and another field normally can count toward the American Studies requirements up to four courses used to fulfill the requirements of another major.

**Senior Certification Form:** When indicating on the Senior Certification Form which 64 courses they have taken outside the major, an American Studies student can list American subject courses that she does not need to fulfill the Program's requirements, but not American Studies courses themselves.

**Teaching Certification:** American Studies majors can become licensed, as undergraduates, to teach in public schools throughout the country. Licensure is available on the elementary, middle, or secondary levels. Gaining undergraduate licensure, however, requires careful planning. Students interested in doing this should decide fairly early in their undergraduate careers, usually by the end of sophomore year.

Students who are considering obtaining a teaching license should contact Rosetta Cohen, or any other member of the Department of Education and Child Study.

**Study Abroad:** Many American Studies majors have studied abroad either for a year or a semester. Some thought must be given, of course, to meeting the major requirements. For American Studies Programs in the United Kingdom, students should consult our American Studies web site.

**II. Select List of Courses Recommended for American Studies Credit** This list contains most, but not all, of the courses that can count toward American Studies. In addition, students should explore the relevant offerings in the Five Colleges. The list of courses is not meant to be exhaustive, but rather to indicate the range of possibilities within the major. We encourage majors and prospective majors to discuss other possibilities with their advisers, or with the Director of the American Studies Program—**Rick Millington, 138 Elm St., #6, ext. 3319**. H means the course counts toward the Humanities requirement; SS, the Social Sciences; pre-1900, the pre-20<sup>th</sup> century. Students are especially encouraged to consider courses in Afro-American Studies ([www.smith.edu/aas/](http://www.smith.edu/aas/)), Latin American and Latino/a Studies ([www.smith.edu/las/](http://www.smith.edu/las/)), and courses listed in the American Ethnicities section of the Catalogue.

### **AFRO-AMERICAN STUDIES:**

- AAS 111    Introduction to Black Culture., H, SS
- AAS 112    Methods of Inquiry., SS
- AAS 113    Survey of Afro-American Literature: 1746 to 1900., pre-1900, H
- AAS 117    History of Afro-American People to 1960., ½ pre-1900, SS
- AAS 202    Topics in Black Studies:  
Topic: *Anthropology of the African Diaspora.*, SS
- AAS 209    Feminism, Race and Resistance: History of Black Women in America., ½ pre-1900, SS
- AAS 211    Black Cultural Theory., H
- AAS 212    Culture and Class in the Afro-American Family., S
- AAS 222    Introduction to African American Music: Gospel, Blues and Jazz., H
- AAS 237    Twentieth Century Afro-American Literature., H
- AAS 245    The Harlem Renaissance., H
- AAS 278    The '60s: A History of Afro-Americans in the United States from 1954 to 1970., SS

AAS 335 Seminar: Free Blacks in the U.S. Before 1865., pre 1900, SS

AAS 366 Seminar: Contemporary Topics in Afro-American Studies.  
 Topics: *Classic Black Texts.*, H  
*Toni Morrison.*, H  
*Black Feminist Theories.*, H, SS

### **AMERICAN ETHNICITIES**

All listed courses count toward the major.

### **AMERICAN STUDIES**

All courses count toward the major, except AMS 100 and AMS 102.

AMS 120 Scribbling Women., H, ½ pre-1900

AMS 201 Introduction to the Study of American Society and Culture.

AMS 202 Methods in American Studies.

AMS 220 Colloquium:  
 Topics: *In the 'burbs: Culture, Politics, Identity.*, H, SS  
*Black Charisma as the Resource for American Cultural Renewal.*, ½, pre-1900, H

AMS 221 Colloquium:  
 Topic: *Digital Ecology: American Life in the Age of the Computer.*, SS

AMS 230 Colloquium: The Asian American Experience., H

AMS 235 American Popular Culture., SS

AMS 302 Seminar: The Material Culture of New England, 1630-1860., H, pre-1900

AMS 340 Symposium in American Studies.  
 Topics: *The United States as a Consumer Society*, SS  
*Media Cultures.*, H

AMS 341 Symposium in American Studies.  
 Topic: *Why Did/Do American Feel That Way?*, H

AMS 351 Seminar: Writing About American Society.

- AMS 410 Tutorial on Research Methods at the Smithsonian.
- AMS 411 Seminar: American Culture: Conventions and Contexts.
- AMS 412 Research Project at the Smithsonian Institution.

### **ANTHROPOLOGY**

- ANT 342 Seminar: Topics in Anthropology  
Topic: *Traditional Chinese Medicine: Transformations and Transitions in China, Japan and the U.S.*, SS
- ANT 348 Seminar: Topics in Development Anthropology  
Topic: *Anthropology and Non-Government Organizations*, , SS

### **ART**

- ARH 204 Ancient America: Art, Architecture and Archaeology., H
- ARH 260 Art Historical Studies  
Topics: *Representing Queerness in 20<sup>th</sup>-Century American Art*, H  
*African-American Art*, H
- ARH 264 Arts in North America: Colonial Period to Civil War., pre-1900, H
- ARH 265 Arts in the United States after the Civil War., H

### **BIOLOGICAL SCIENCES**

- BIO 101 Modern Biology for the Concerned Citizen.

### **CHEMISTRY**

- CHM 108 Environmental Chemistry.

### **COMPARATIVE LITERATURE**

- CLT 240 Childhood in Literatures of Africa and African Diaspora., H
- CLT 268 Latina and Latin American Women Writers., H

**DANCE**

- DAN 171 Dance in the 20<sup>th</sup> Century., H
- DAN 377 Advanced Studies in History and Aesthetics.  
Topic: *Integrity in Ethnic/Global Dance Fusion.*, H

**EAST ASIAN STUDIES**

- EAS 375 Seminar: Japan-United States Relations., SS

**ECONOMICS**

- ECO 123 Cheaper by the Dozen: Twelve Economic Issues for Our Times., SS
- ECO 224 Environmental Economics., SS
- ECO 230 Urban Economics., SS
- ECO 231 The Sports Economy., SS
- ECO 233 Free Market Economics., SS
- ECO 260 Economics of the Public Sector., SS
- ECO 275 Money and Banking., SS
- ECO 314 Seminar: Industrial Organization and Antitrust Policy., SS
- ECO 331 Seminar: The Economics of College Sports and Title IX., SS
- ECO 333 Seminar: Free Market Economics., SS
- ECO 341 Economics of Health Care., SS
- ECO 343 Seminar: The Economics of Global Climate Change., SS
- ECO 351 Seminar: The Economics of Education., SS
- ECO 363 Seminar: Inequality., SS

### **EDUCATION AND CHILD STUDY**

- EDC 100    The American Teacher., SS
- EDC 110    Introduction to American Education., SS
- EDC 200    Education in the City., SS
- EDC 210    Literacy in Cross-Cultural Perspective., SS
- EDC 232    The American Middle School and High School., SS
- EDC 235    Child and Adolescent Growth and Development., SS
- EDC 237    Comparative Education., SS
- EDC 238    Educational Psychology., SS
- EDC 336    Seminar in American Education:  
Topic: *Urban Youth Development*, SS
- EDC 342    Growing Up American: Adolescents and Their Educational Institutions., SS
- EDC 343    Multicultural Education., SS

### **ENGLISH LANGUAGE AND LITERATURE**

- ENG 112    Reading Contemporary Poetry.
- ENG 120    Colloquia in Literature., H  
(Will count when course focuses on U.S. material.)
- ENG 229    African American Poetry., H
- ENG 231    American Literature before 1865., pre-1900, H
- ENG 233    American Literature from 1865 to 1914., pre-1900, H
- ENG 235    Modern American Writing., H
- ENG 240    Modern British and American Drama., H
- ENG 267    Introduction to Asian American Literature., H

ENG 279 American Women Poets., H

ENG 282 Colloquium: The Harlem Renaissance., H

ENG 333 Seminar: A Major British or American Writer  
Topic: *Nathaniel Hawthorne*, H

ENG 352 Seminar: The Middle Passage in Contemporary Black Literature and Culture, H

ENG 387 Asian American Autobiography, H

### **ENVIRONMENTAL SCIENCE AND POLICY**

EVS 300 Seminar in Environmental Science and Policy., SS

### **EXERCISE AND SPORTS STUDIES**

ESS 225 Education Through the Physical: Youth Sports., SS

### **FILM STUDIES**

FLS 200 Introduction to Film Studies., H

FLS 241 Genre/Period  
Topic: *The Western and American Identity.*, H

FLS 350 Questions of Cinema. H  
Topic: *Film and the Other Arts: Visual Culture from Surrealism to MTV*, H

### **FIRST YEAR SEMINARS:**

First Year Seminars will count when the course focuses on United States material.

### **GEOLOGY**

GEO 105 Natural Disasters: Earthquakes and Volcanoes.

## **GOVERNMENT**

- GOV 190 Empirical Methods in Political Science., SS
- GOV 200 American Government., SS
- GOV 201 American Constitutional Interpretation., ½ pre-1900, SS
- GOV 202 American Constitutional Law., SS
- GOV 204 Urban Politics., SS
- GOV 205 Colloquium: Law, Family and State., SS
- GOV 206 The American Presidency., SS
- GOV 207 Politics of Public Policy., SS
- GOV 208 Elections in the Political Order., SS
- GOV 209 Colloquium: Congress and the Legislative Process., SS
- GOV 214 Colloquium: Free Speech in America., SS
- GOV 215 Colloquium: The Clinton Years., SS
- GOV 264 American Political Thought., SS
- GOV 267 Problems in Democratic Thought., SS
- GOV 269 Politics of Gender and Sexuality., SS
- GOV 304 Seminar in American Government.  
Topic: *Communism and Anti-Communism in America*, SS
- GOV 305 Seminar in American Government.  
Topic: *Topics in the Black Experience: Black Politics, Ethnicity and Identity.*, SS
- GOV 306 Seminar in American Government.  
Topic: *Politics and the Environment.*, SS
- GOV 307 Seminar in American Government.  
Topic: *Latinos and Politics in the U.S.*, SS
- GOV 310 Seminar in American Government.  
Topic: *Quantitative and Qualitative Research.*, SS

- GOV 367 Seminar in Political Theory  
Topic: *Queer Theory.*, SS
- GOV 411 Washington Seminar in American Government., SS  
(Washington, DC)
- GOV 412 Semester-in-Washington Research Project., SS  
(Washington, DC)
- GOV 413 Washington Seminar: The Art and Craft of Political Science Research., SS

## **HISTORY**

- HST 101 Introduction to Historical Inquiry.  
Topic: *Women Writing Resistance.*, pre-1900, SS
- HST 265 North America, 1500-1800., pre-1900, SS
- HST 266 The Age of the American Civil War., pre-1900, SS
- HST 267 The United States 1877-1945., ½ pre-1900, SS
- HST 268 Native American Indians, 1500- Present., pre-1900, SS
- HST 270 Aspects of American History.  
Topic: *Cross-Cultural Captivity in North America, 1500-1860.*, pre-1900, SS
- HST 273 Contemporary America., SS
- HST 278 Women in the United States, 1865- Present., pre-1900, SS
- HST 280 Inquiries into United States History.  
Topic: Globalization, Immigration and the Transnational Imaginary.,
- HST 370 The Age of the American Revolution., pre-1900, SS
- HST 372 Problems in American History.  
Topic: *Race, Class and Social Protest in the 20<sup>th</sup>-Century United States.*, SS
- HST 383 Research in United States Women's History: The Sophia Smith Collection.,  
pre-1900, SS
- HST 390 Teaching History.

**JEWISH STUDIES**

JUD 258 American Jewish Literature., H

**LANDSCAPE STUDIES**

LSS 100 Issues in Landscape Studies.

LSS 105 Introduction to Landscape Studies.

LSS 200 Socialized Landscapes: Private Squalor and Public Affluence.

LSS 300 Rethinking Landscape.

**MUSIC**

MUS 100 Colloquia., H  
(Will count when course focuses on U.S. material.)

MUS 105 Roll Over Beethoven: A History of Rock, H

MUS 106 American Sounds., H

MUS 205 Topics in Popular Music.  
Topic: *Metal and Punk: Rock History Out Loud*, H

**PHILOSOPHY**

PHI 222 Ethics., H

PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom., H

PHI 242 Topics in Medical Ethics., SS

**PSYCHOLOGY**

PSY 225 Health Psychology., SS

PSY 226 Society, Psychology and Health., SS

PSY 233 Child Development., SS

PSY 238 Educational Psychology., SS

- PSY 241 Psychology of Adolescence and Emerging Adulthood., SS
- PSY 243 Adult Development., SS
- PSY 246 Colloquium: Psychology of Asian American Experiences., SS
- PSY 247 Psychology of the Black Experience., SS
- PSY 252 Abnormal Psychology., SS
- PSY 266 Psychology of Women and Gender., SS
- PSY 269 Colloquium: Categorization and Intergroup Behavior., SS
- PSY 270 Social Psychology., SS
- PSY 333 Seminar in Developmental Psychology., SS  
Topic: *Identity in Psychology, Fiction and Autobiography.*
- PSY 370 Seminar in Social Psychology., SS  
Topic: *Social Psychology of Leadership.*
- PSY 371 Seminar in Personality., SS  
Topic: *Well Being*
- PSY 374 Psychology of Political Activism., SS

### **PUBLIC POLICY**

- PPL 220 Public Policy Analysis., SS
- PPL 222 Colloquium: U.S. Environmental History and Policy., SS
- PPL 250 Race and Public Policy in the United States., SS
- PPL 390 Senior Public Policy Workshop., SS

### **SOCIOLOGY**

- SOC 101 Introduction to Sociology., SS  
(Will count when course focuses on U.S. material.)
- SOC 201 Evaluating Information., SS

- SOC 202 Methods of Social Research., SS
- SOC 203 Qualitative Methods., SS
- SOC 210 Deviant Behavior., SS
- SOC 212 Class and Society., SS
- SOC 213 Ethnic Minorities in America., SS
- SOC 214 Sociology of Hispanic Caribbean Communities in the United States., SS
- SOC 216 Social Movements., SS
- SOC 218 Urban Sociology., SS
- SOC 219 Medical Sociology. SS
- SOC 220 The Sociology of Culture., SS
- SOC 222 Blackness in America., SS
- SOC 226 Sociology of Education., SS
- SOC 229 Sex and Gender in American Society., SS
- SOC 250 Theories of Society., SS
- SOC 260 Issues in Social Welfare., SS
- SOC 270 Media Technology and Sociology., SS
- SOC 233 Environment and Society. SS
- SOC 311 Seminar: Contemporary Sociological Theory., SS
- SOC 315 Practicum in Community Based Research., SS
- SOC 316 Special Topics in Collective Action and Social Movements.,  
Topic: *Workers' Movements*
- SOC 323 Seminar: Gender and Social Change. SS
- SOC 328 Sociology of Wellbeing., SS
- SOC 332 Seminar in Environmental Sociology.

**SPANISH**

- SPN 246 Topics in Latin American Literature.  
Topic: *Negotiating the Borderlands: Text, Film, Music*
- SPN 373 Literary Movements in Spanish America., H

**STUDY OF WOMEN AND GENDER**

- SWG 110 Colloquium: Feminist Public Cultures., H
- SWG 150 Introduction to the Study of Women and Gender., H
- SWG 200 Introduction to Queer Studies. H, SS
- SWG 205 Lesbian, Gay, Bisexual and Transgender History in the United States, 1945-2003.
- SWG 222 Gender, Law and Society.
- SWG 223 Sexual Harassment in History, Law and Culture., SS
- SWG 252 Colloquium: Debates in Feminist Theory., H
- SWG 260 The Cultural Work of Memoir., H
- SWG 312 Queer Resistances: Identities, Communities, and Social Movements., SS
- SWG 315 Sexual Histories, Lesbian Stories., H
- SWG 316 Seminar: Feminist Theories of Cross-Border Organizing., SS

**THEATRE**

- THE 213 American Theatre and Drama., H

**INTERDEPARTMENTAL / EXTRADPARTMENTAL COURSE OFFERINGS**

- IDP 208 Women's Medical Issues., SS

**FIVE-COLLEGE COURSES**

Students are especially alerted to courses in the Five-College Program in Asian/Pacific/American Studies, which are very likely to count toward the AMS major.

## AMERICAN STUDIES EXECUTIVE COMMITTEE

2007-2008

**Nina Antonetti** is Assistant Professor in Landscape Studies. She earned her Ph.D. in landscape and architectural history from the Victorian Study Centre, University of London, and has held research positions in the Center for Advanced Study in the Visual Arts, National Gallery of Art, Washington, DC, and at the Victoria and Albert Museum in London. She was the first Mellon Fellow in Landscape Studies and is now the first tenure-track faculty hire in Smith's pioneering landscape studies program. Her courses include Introduction to Landscape Studies; Socialized Landscapes: Private Squalor and Public Affluence; Suburbia: the Middle Landscape; and Rethinking Landscape. Currently, she is finishing writing a book about socialized landscapes--a phrase she defines as those public landscapes where social, political, and cultural boundaries dissolve to foster diversity on common ground, such as Central Park and the Appalachian Trail.

**Justin D. Cammy** is Assistant Professor of Jewish Studies. He is also a member of the Program in Comparative Literature and the Program in Middle East Studies, in addition to his service in American Studies. He received a Ph.D. (2003) from Harvard University, and a B.A. (1993) from McGill University. He is also a Canadian, which makes his presence on American Studies both ironic and kindly subversive.

Cammy teaches a variety of courses on modern Jewish literature and culture at Smith. Students in American Studies are particularly welcome in American Jewish Literature (JUD 258/ENG 230), next offered in spring 2009. Several of his other literature classes (JUD 260, Yiddish Literature and CLT 218, Holocaust Literature) also include substantial focus on American writers. Motivated students are always welcome to contact him to investigate the possibility of pursuing special studies course on topics relating to the American Jewish experience. Cammy is a co-editor of *Beyond the Modern Jewish Canon: Essays on Jewish Literature and Culture* (2008) and an associate editor of *Prooftexts: A Journal of Jewish Literary History*. In 2006 he was awarded the Sherrerd Prize for Distinguished Teaching at Smith.

**Ginetta Candelario** is Associate Professor in Sociology and Latin American and Latina/o Studies and a member of the Women's Studies Program Committee at Smith College. Her research interests are in Dominican identity displays and in the history of Dominican feminist activism. Her teaching has been in the areas of race and ethnicity in the Americas, Latina/o communities in the U. S., and Latin American and Latina feminisms. She was pleased to receive the 2005 Junior Faculty Excellence in Teaching Award.

Her first book, *Black Behind the Ears: Blackness in Dominican Identity from Museums to Beauty Shops*, is forthcoming from Duke University Press. She also edited a volume on gender studies in the Dominican Republic entitled *Miradas Desencadenantes: Los Estudios de Genero en la Republica Dominicana* published in 2005 by the Instituto de Tecnologia (INTEC) in Santo Domingo. Her most recent project is on Dominican

feminist thought and activism, 1880-1960. Her recent publications include *Black Behind the Ears and Up front Too?: Dominicans in the Black Mosaic*, *Public Historian: Special Issue on Latinos in the Museum*, Fall 2001 and winner of the 2002 G. Wesley Johnson Best Article Prize from the National Council of Public Historians; *Hair-Race-ing: The Dominican Beauty Shop, the Body and the Self*, *Meridians: feminism, race, transnationalism*, Vol. 1, No. 1

Ginetta serves on the editorial boards of *Meridians: feminism, race, transnationalism*; *Ethnic Studies*; and of *Latin American and Caribbean Ethnicities*. In addition, she is the Chair of the Program Track in Latino Studies for the Latin American Studies Association's 2007 meeting, the Co-Chair for the Gender Section of LASA 2007, and was the Chair for the Program Track in Culture for the American Sociological Association's 2006 meeting.

**Floyd Cheung** is Associate Professor of English and of American Studies. He is also a member of the Five College Asian/Pacific/American Studies Certificate Program, for which he served as the Founding Chair from 1999 to 2002. Born in Hong Kong, he grew up in Las Vegas, took his B.A. at Whittier College, and earned his M.A. and Ph.D. in English at Tulane University. At Smith, he teaches courses in American literature, American studies, and Asian American literature and culture. In each of these fields, Mr. Cheung has published articles in academic journals. Interested in the recovery of early Asian American texts, Mr. Cheung has edited H. T. Tsiang's novel *And China Has Hands* (Ironweed Press, 2003) and co-edited Kathleen Tamagawa's memoir *Holy Prayers in a Horse's Ear* (Rutgers UP, 2008). With Keith Lawrence, he co-edited and contributed a chapter to *Recovered Legacies: Authority and Identity in Early Asian American Literature* (Temple University Press, 2005). An interview with Mr. Cheung appears in the book *14 Conversations with Scholars of American Popular Culture* (Press Americana, 2006). Besides teaching and writing, Mr. Cheung enjoys spending time with his family, playing drums, and rock climbing.

**Rosetta Marantz Cohen** is Professor of the Department of Education and Child Study. She holds a BA in English from Yale University, a M.F.A. in Poetry from Columbia University and an Ed.D. from Teachers College, Columbia. Ms. Cohen began her career as a high school English teacher in New York City. Her areas of expertise in Education include the history and philosophy of American education, school reform and restructuring, secondary teaching, and the history of the teaching profession. She also directs the Masters of Arts in Teaching Program at Smith. Ms. Cohen's books include *A Lifetime of Teaching* (Teachers College Press, 1991), *Understanding How School Change Really Happens* (Corwin, 1996), *The Work of Teachers in America: A Social History Through Stories* (Erlbaum, 1998), and *Teacher-Centered Schools: Reimagining Educational Reform in the 21st Century* (Scarecrow, 2004). She is also the author of a poetry chapbook entitled *Domestic Scenes*.

**Jennifer Guglielmo** is Assistant Professor of History. She grew up just north of the Bronx, and after working as a secretary and waitress for several years, she decided to attend college (University of Wisconsin-Madison) and then devote herself to earning a PhD in History (University of Minnesota). She taught history and women's studies at a variety of community colleges and state universities in NY and NJ before joining the Smith College faculty in fall 2003. She teaches courses on U.S. history in the late 19th and 20th centuries, with particular focus on ethnic and race relations; women's histories of political and cultural activism; transnational and working-class feminisms; and histories of immigration, labor, and political activism. She is currently completing a book *Living the Revolution: Italian Women, Transnational Labor Radicalism, and Working-Class Feminisms in New York City, 1880-1945* (University of North Carolina Press). This project grows out of her dissertation (University of Minnesota 2003) which was awarded the Organization of American Historians Lerner-Scott Prize for Best Dissertation in U. S. Women's History and the University of Minnesota's Prize for Best Dissertation in the Humanities. Guglielmo is also co-editor of *Are Italians White? How Race is Made in America* (Routledge, 2003), and her essays have been published in a number of anthologies and academic journals. She is currently beginning research for another book on grassroots activism among working-class women in Harlem from the 1930's through the 1950's, and is in the process of recovering and translating essays written by Italian immigrant women anarchists in early twentieth-century urban New York and New Jersey, which will be reprinted in her next book, *My Rebellious Heart: Italian Immigrant Women's Anarchist Feminist Prose in New York City's Radical Subculture, 1890-1930*. She is also a member of the Program for the Study of Women and Gender.

**Alice Hearst** has a background in American legal and political thought. Her academic research has focused upon the relationship of the family and the state as represented in the law, as well as broader questions about the nature of community and individualism in American thought. She is also interested in how the law constructs relationships between dominant and minority cultures. She is currently working on a manuscript exploring how citizenship is expressed in laws regulating the family and intimacy.

**Jim Hicks** is director of the American Studies Diploma Program and a lecturer in Comparative Literature at the University of Massachusetts, Amherst. He is also a U.S. Project Director of the Educational Partnership Program between Smith College and the University of Sarajevo. At Smith, he teaches the annual fall seminar for students in the American Studies Diploma Program. At UMass, he teaches a course on literary theory, another on war stories, and a course on transnational readings of United States culture. In 1992, he received his Ph.D in Comparative Literature from the University of Pennsylvania. In 1999-2000, he was a Fulbright professor in the English Department at the University of Sarajevo, Bosnia-Herzegovina. In 2005, Hicks participated in a National Endowment for the Humanities Summer Institute on "rethinking America in Global Perspective" at the Library of Congress. He has published work in *The Centennial Review*, *The Minnesota Review*, *Postmodern Culture*, and *Twentieth-Century Literature*, as well as scholarly journals in Italy, Estonia and Turkey. His current research project is entitled "Lessons from Sarajevo: The Use and Abuse of Compassion in Telling the Story of War."

**Daniel Horowitz** majored in American Studies as an undergraduate at Yale and then went on to earn his Ph.D. in History at Harvard because his teachers at Yale told him there were no jobs in American Studies. Before coming to Smith in 1989, he taught at Harvard in History, Wellesley College in History, Skidmore College in American Studies, Carleton College in American Studies, the University of Michigan in History and American Studies, and Scripps College in History and American Studies. At Scripps he was the Nathaniel Wright Stephenson Professor of History and Biography. As a scholar he has focused on how American writers have responded to affluence and consumer culture since the 1830s. So far, this interest has led him to publish *The Morality of Spending: Attitudes Toward the Consumer Society in America, 1875-1940* (1985), *Vance Packard and American Social Criticism* (1994), *Betty Friedan and The Making of The Feminine Mystique: The American Left, the Cold War, and Modern Feminism* (1998), *The Anxieties of Affluence: Critiques of American Consumer Culture, 1939-1979* (University of Massachusetts Press, 2004); Jimmy Carter and the Energy Crisis of the 1970: The "Crisis of Confidence" Speech of July 15, 1979, ed. and intro. (Boston: Bedford Books of St. Martin's Press, 2004). He has won fellowships from the National Humanities Center and the National Endowment for the Humanities. His work on Betty Friedan, Smith class of 1942, earned him the Constance Rourke Prize from the American Studies Association and the annual book prize from the North East Popular Culture Association. *Anxieties of Affluence* won the Eugene M. Kayden award for the best book in the humanities published in 2004. At Smith, he was the Sylvia Dlugasch Bauman Professor of American Studies (1997-2000) was director of the American Studies Program until 2006. At Smith he has taught American Studies 100: Ideas in American Studies; American Studies 201: Introduction to American Studies; American Studies 202: Methods in American Studies, American Studies 341, The U.S. as a Consumer Society, and American Studies 555 and 556, the core courses in the graduate American Studies Diploma Program. A specialist in recent American history, he has also taught History 273: Contemporary America and History 383: U.S. women's history- The Sophia Smith Collection.

**Helen Lefkowitz Horowitz** enjoys working in a number of fields that connect her interest in American history with women's studies, landscape studies, architecture, education, biography, sexual representation, law, and medicine. She began learning about this at Wellesley where she got her B.A. in 1963 and Harvard, where she got her American Studies Ph.D. in 1969. She continued learning at MIT, Union College, Scripps College, and the University of Southern California, where she taught before coming to Smith. She is the author of the following books: *Culture and the City: Cultural Philanthropy in Chicago from the 1880s to 1917*; *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*; *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present*; *The Power and Passion of M. Carey Thomas*; and *Rereading Sex: Battles over Sexual Knowledge and Suppression in Nineteenth-Century America* (a finalist for the Pulitzer Prize in History in 2003). She was co-editor of *Love Across the Color Line: The Letters of Alice Hanley* and editor of *Landscape in Sight: J.B. Jackson's America* and *Attitudes toward Sex in Antebellum America. The Flash Press: Sporting Male Weeklies in 1840s New York*, co-authored with Patricia Cline Cohen and Timothy Gilfoyle is currently in

press. Her current project is *A Case of the Nerves*, a study of neurasthenia and hysteria in 19<sup>th</sup>-century America.

**Alexandra Linden Miller Keller** is Associate Professor of Film Studies. She received her B.A. in Art History from Harvard and her Ph.D. in Cinema Studies from NYU. She specializes in the American Western, cinema and the postmodern, avant-garde and experimental film, and the relationship between cinema and other forms of artistic and cultural production, and has published work on all of these topics. Her essays have appeared in such journals as *Cinema Journal*, *The Drama Review*, *Film & History* and *Lusitania*, and in anthologies including *Cinema and the Invention of Modern Life*, *Titanic: Anatomy of a Blockbuster*, *Westerns: Films through History*, and *Hollywood's Wests*. She is the author of *James Cameron*, the first scholarly consideration of the director and his blockbuster context, and the author of the forthcoming *The Endless Frontier: Westerns and American Identity from Reagan to Bush II*. She is also working on a book about consumerism and cinema in the 1950s. She annually teaches the Introduction to Film class and the Seminar in Film Theory, and also teaches classes on Global Cinema, Women and Cinema, the avant-garde and visual culture, the Western, and a series of classes on American film and culture from the invention of cinema to the present.

**Daphne Lamothe** is an Assistant Professor in the Department of Afro-American Studies. She teaches a wide range of courses on African American literature, including African American Literature, 1746-1900, Twentieth Century African American Literature, The Harlem Renaissance, Black Women Writers and courses on migration and Diaspora. Her research interests center on the intersection of ethnography and the African-American imagination, the construction of cultural memory in contemporary Black fiction and narratives of migration and Diaspora. She has published essays on Zora Neale Hurston's synthesis of fiction and ethnography, Jean Toomer's adoption of the Gothic as a figure of racial miscegenation and Gloria Naylor's examination of cultural memory and gender. Her first book, which focuses on the uses of ethnography in New Negro fiction will be published by the University of Pennsylvania Press in Spring 2008.

**Richard Millington, Director**, is Professor of English and the Director of American Studies. His main interest is nineteenth century American literature; more broadly, he is interested in the history of all kinds of imaginative expression in American culture, and is especially drawn to writers who are themselves interested in how culture works. He is the author of *Practicing Romance: Narrative Form and Cultural Engagement in Hawthorne's Fiction*, the editor of *The Cambridge Companion to Nathaniel Hawthorne* and of the forthcoming Norton Critical Edition of Hawthorne's *The Blithedale Romance*. He has also published essays on Hawthorne and on Willa Cather, and is the co-editor of *Hitchcock's America*, which includes his essay on North by Northwest. His current project is on the emergence of leisure in 19<sup>th</sup>-Century America. Courses include both pieces of the English department's survey of 19<sup>th</sup>-Century American literature and "American Journeys," an exploration of multiethnic American literature.

**Sherrill Redmon** is director of the Sophia Smith Collection, an internationally important body of manuscripts and archives in American women's history and social history. Her degree (University of Kentucky, 1974) and teaching experience are in recent American history, especially modern intellectual and cultural history. Early in her career she studied the debunking school of biography that became popular in the 1920s and wrote a biography of one of its authors, W. E. Woodward. She began working in archives administration in 1978 and managed regional, medical, and women's history manuscripts collections at the University of Louisville for fifteen years before coming to Smith in 1993. Her current area of scholarly interest is the women's movements of the late 20th century.

**Kevin Rozario** teaches courses in American popular culture, media studies, and cultural theory. He received a BA (1<sup>st</sup> class) from the University of Warwick and an MA (with distinction) from the School of Oriental and African Studies in the UK. After receiving his Ph.D. from Yale University in 1997, he taught at Oberlin and Wellesley colleges before coming to Smith. Although trained as a historian, his interdisciplinary interests keep pulling him into such other fields as literary criticism, media studies, philosophy, economics, environmental history, gender studies, politics, and cultural theory. He endeavors to incorporate many of these approaches in his writing. Among other works, he is the author of *The Culture of Calamity: Disaster and the Making of Modern America* (University of Chicago Press, 2007) an article in *American Quarterly* (2003) on mass culture, sensationalism, and the history of American humanitarianism, and the lead essay in the book *The Resilient City* (edited by Larry Vale and Tom Campanella). He is currently writing a book under contract with Blackwell Press called *Making Sense of American Culture*, and directing a year-long interdisciplinary seminar for the Kahn Institute on Undergrounds and Underworlds. As part of this project he is writing an essay tentatively titled "Whatever Happened to the Underground?: The Culture of Capitalism, Race, and the Aesthetics of Dissent." In addition to critiquing culture, he sometimes attempts to produce it: writing, playing guitar and singing for Merchant Bankers—a local band that performs melodic, country-inflected, occasionally dissonant, alternative pop. He also plays guitar in the American Studies band The Distractions.

**Christine Shelton** is professor of the Exercise and Sport Studies Department and Director of the Project on Women and Social Change at Smith College. Ms Shelton coordinates the master's degree program in coaching education and teaches in the undergraduate curriculum. Ms. Shelton has BS and MS degrees from James Madison University, in Virginia and was inducted into the Athletic Department Hall of Fame in 1989 for her athletic accomplishments in field hockey, tennis and basketball. She has been the Americas Representative to the International Working Group (IWG) from 1998-2002. She is the co-editor of *Women on Power: Leadership Redefined*, Northeastern Press (2001). Ms. Shelton's research and theoretical work is on equity issues, which cross race, gender, and class. As a past president and past executive director of the National Association for Girls and Women in Sport (NAGWS) Ms. Shelton led several delegations to South America to conduct clinics and conferences on women, sport and physical activity. She was Vice President of the International Association of Physical Education and Sport for Girls and Women (IAPESGW) from 1994-2002 and was the

Director of IAPESGW'S 50th Anniversary conference. She serves on the Women's Sports Foundation (WSF) International Committee and was part of the WSF delegation to the Fourth World conference on Women in Beijing. Ms. Shelton was a Peace Corps volunteer in Merida, Venezuela, 1970-72 and continued working for the Peace Corps as a cross-cultural trainer in Puerto Rico, 1972-75.

**Michael Thurston** is Associate Professor of English Language and Literature. He received a Ph.D. in English from the University of Illinois in 1995. He taught in the Yale University English department before coming to Smith in 2000. His teaching interests include American literature of all periods, especially poetry. In his teaching and scholarship alike, Thurston is particularly interested in literature as a set of cultural practices, inextricably bound up with other practices and institutions ranging from the modes of literary circulation and reception to popular culture and politics. He is the author of *Making Something Happen: American Political Poetry Between the World Wars*, as well as numerous articles and reviews. He co-edited, with Jani Scandura, *Modernism, Inc.: Body, Memory, Capital*, a collection of essays on modern American culture. His current project is *Going to Hell*, a study of the descent into the underworld in Twentieth-Century poetry.

**Susan Van Dyne** is Chair of the Women's Studies Program. Teaching in the Program for the Study of Women and Gender has given her access to an inspiring network of faculty and to interdisciplinary perspectives that have shaped the questions that are most important to her in both her teaching and research. She has learned an enormous amount from designing the core courses in the major with other Program faculty. Her literature courses in contemporary women's poetry and in the cultural work of queer memoirs combine the approaches of feminist literary theory and cultural studies.

During the 1980s, she collaborated with Marilyn Schuster in leading faculty workshops around the country to help teachers integrate the insights of women's studies and ethnic studies and feminist teaching strategies into traditional courses. They helped design and evaluate women's studies programs or curriculum transformation projects for more than fifty colleges and universities and about twenty secondary schools. Their experience led to co-editing *Women's Place in the Academy: Transforming the Liberal Arts* (1985). Her second book draws on the Sylvia Plath archives housed in the Rare Book collection here at Smith. *Revising Life: Sylvia Plath's Ariel Poems* (University of North Carolina, 1993) analyzes the interrelationships of gender and the creative process, especially the ways Plath reworked autobiography in composing and revising her late poems. She has also written about other contemporary American women poets: an essay on Rita Dove is included in *Women Poets of the Americas: Toward a Pan-American Gathering* (Notre Dame, 1999), and a piece on Cathy Song is in *Re-Placing America: Conversations and Contestations* (University of Hawaii, 1999).

A challenging and exciting project of the late 1990s was *Meridians*, a new feminist interdisciplinary journal whose goal is to provide a forum for the finest scholarship and creative work by and about women of color in a U.S. and an international context. Their inaugural issue was published in the fall of 2000. They know after nearly a decade of work for the journal that a journal like *Meridians* can make a significant difference in the

academic lives of women scholars, in shaping the future of feminist scholarship, and in the education we offer our students at all levels. See more about the journal, the current editor, Paula Giddings, and the current issue at the [Meridians website](#).

**Steve Waksman** is Assistant Professor of Music and American Studies, having joined the Smith faculty in fall 2001. His research and teaching interests concentrate upon the history of U.S. popular culture—especially music, but also film, television, and literature—during the nineteenth and twentieth centuries, and upon intersections of race, gender and sexuality. In 1998, his dissertation, "Instruments of Desire: The Electric Guitar and the Shaping of Musical Experience," won the Ralph Henry Gabriel Prize awarded by the American Studies Association to the best dissertation of the year. Published as a book by Harvard University Press in 1999, *Instruments of Desire* earned Waksman appearances on the PBS News Hour with Jim Lehrer and NPR's Talk of the Nation, and was the runner-up for the International Association for the Study of Popular Music, U.S. chapter award for best book on popular music. Since then, Waksman has published several articles on the guitar and popular music, including two essays in the *Cambridge Companion to the Guitar*, edited by Victor Coelho, and the entry on "Guitars" for the *Continuum Encyclopedia of Popular Music of the World*. His current research is on the cultural history of heavy metal and punk rock; a new book manuscript, titled *The Noise of Youth: Rock Music and the Metal/Punk Continuum*, is nearing completion.

**Frazer Ward** was educated at the University of Sydney, Australia and Cornell University. He has written extensively about contemporary art and the history of the art of the 1960's and 1970's. His work has appeared in journals including *Art Journal*, *Art + Text*, *Documents*, *Frieze*, *October* and *Parkett*, as well as in various anthologies. He teaches the History of Contemporary Art and Architecture at Smith College.

**Louis Wilson** is Professor of African-American Studies. His present research is focused on two areas: African-Americans in the American Revolutionary War and free blacks in Rhode Island prior to the Civil War. His most recent work has been the publication of an article in the book *Love Across the Color Line* and the completion of the high school text *Americans* (co-authored), a new series of social science text with Houghton and Mifflin. In 1999 he was a Senior Fulbright researcher at the University of Cape Town, South Africa, working on a comparative history of South Africa and the United States. During the Spring 2006 he was a visiting professor of American Studies at the University of Hamburg. His most recent publication is *The Americans* (co-author), (Houghton Mifflin, 2004).

## Other Faculty Teaching in American Studies

2007-2008

**Hilton Als** is the first holder of the Joan Leiman Jacobson Professorship in Nonfiction Writing, and teaches one course each year in the English Department and one in American Studies. He is a theatre critic and staff writer for *The New Yorker*, and has also written or edited for *The Village Voice*, *The New York Times Magazine*, and *Vibe*; his essays have been collected in a wide range of books about the arts and American culture, and he has written a number of introductions to exhibition catalogues and literary works. Als is the author of the memoir *The Women*, and the winner of a number of awards including a Guggenheim fellowship and the George Jean Nathan Award for Dramatic Criticism. Along with his work on the theatre, he has strong interests in literature, film, and the visual arts and has designed sound scores for the dance. He has taught previously at Yale and at the Center for Word, Text, and Image of the San Francisco Art Institute. He will lecture on James Baldwin's *Go Tell It on the Mountain* this fall at Northwestern University, and he has been invited to speak in the Alain LeRoy Locke Lecture Series at Harvard.

**Richard T. Chu** received his A. B. from Ateneo de Manila University (1986), his M. A. from Stanford University (1994), and his Ph.D from the University of Southern California. Proficient in Tagalog, Chinese (Mandarin and Hokkien) and Spanish, Chu was born and raised in the Philippines, but has spent some time in China. His research focuses on the history of the Chinese and Chinese mestizos in the Philippines and the different Chinese diasporic communities in the world, centering on issues of ethnicity, gender, and nationalism. More recently, he has begun a new field of research; the history of Filipino Americans in New England. He has published several well-received articles, including "Rethinking the Chinese Mestizos of the Philippines" (in Shen and Edwards, Centre for the Study of the Chinese Southern Diaspora, ANU, 2002), "The Chinese and Mestizos of the Philippines: Towards a New Interpretation" (*Philippine Studies Journal*, 2002) and "the Chinaman Question: A Conundrum in U.S. Imperial Policy in the Pacific" (*Kritika Kultura* 2006). He is currently revising his first book manuscript *Catholic, Sangley, Mestizo: Negotiating Chinese Identities in Manila 1870-1925*. He received the Young China Scholars Award given by the China Times Cultural Foundation in 2000, and his research has been funded by various fellowships such as the Chin-Ben See Memorial Fund, the Ahmanson Foundation, and the Centre for Intercultural Studies at the University of Santo Tomás (Manila).

While he was the China Project Associate of the Stanford Program on International and Cross-Cultural Program, he wrote several curriculum units on Chinese history and civilization for grades 6-12 teachers. He currently holds a Five-College post in Pacific Empires. He teaches courses on Pacific empires, Philippine colonial history, Asian American history, the Chinese diaspora, and world history.

**W. T. Lhamon, Jr.** (aka Rip) trained in American Literature but entered into American Studies in 1985, when he brought Constance Rourke's *American Humor* back into print and attention. His own first book was an account of American postmodernism, *Deliberate Speed* (1990; rpt. with a new preface in 2002). Since then, earlier American culture-and the claims it can make on the present-has attracted him. He has published *Raising Cain: Blackface Performance from Jim Crow to Hip Hop* (1998) and *Jump Jim Crow: Lost Plays, Lyrics, and Street Prose of the First Atlantic Popular Culture* (2003). Now he is writing a book called *Secret Histories*, about the slow meting out of cultural democracy from Macheath to Bob Dylan. Its many examples range from Herman Melville, Dan Emmett, and Nathaniel Hawthorne to Bert Williams and ragtime, from the Gershwin brothers to Brecht and Weill and Lenya, from Thelonious Monk and Billie Holiday to Frank O'Hara and Larry Rivers.

**Sherry Marker** is a lecturer in the American Studies program who has taught Writing About American Studies (AMS 350) and Scribbling Women (AMS120). She will offer Scribbling Women in the spring of 2007. She has lived in Northampton on and off since 1959, when she attended Smith. A free-lance writer, she covers Greece for Frommer's guidebooks and is the co-author of the current edition of The Blue Guide to Greece. She has written on Greece, England, New England, Anguilla and Puerto Rico for the New York Times travel section. She has also written on Norman Rockwell, Edward Hopper, the Plains Indians Wars, the American Civil War, and the Bloomsbury set. In her teaching, she hopes to help students to see that writing is thinking.

**Nan Wolverton** teaches *The Material Culture of New England, 1630-1860* (AMS 302), a seminar in the American Studies Program. She holds a Ph.D. in American Studies (1994) from the University of Iowa, where the focus of her graduate work was material culture studies. She has worked extensively in both the decorative arts and historic landscapes. From 1996-2003 she served as Curator of Decorative Arts at Old Sturbridge Village. She has published articles in *The Magazine Antiques*, the *New England Antiques Journal*, and the *Journal of the New England Garden History Society* among others. In addition, she has essays in *Reinterpreting New England Indians and the Colonial Experience* (Colin G. Calloway and Neal Salisbury, eds.) and in *Rural New England Furniture: People, Place, and Production* (The Dublin Seminar for New England Folklife). As a Museum Consultant she specializes in collections research, exhibit planning, and historic furnishing plans. She is currently working on furnishing plans for the two homes that comprise the Emily Dickinson Museum in Amherst, MA. She is also preparing for the Houghton Library at Harvard University an online catalog of the objects and furniture in their Emily Dickinson Room.