

Smith College

Department of History

Handbook

Fall 2011

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INTRODUCTION

This handbook contains a description of the History major and minor, a discussion of departmental activities and programs, a description of the honors program, descriptions of courses and course requirements, a directory of the members of the faculty, and a directory of students majoring or minoring in programs in the department.

THE PROGRAM IN HISTORY

Requirements for the Major in History

The History major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith History department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines approved by the student's adviser

Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300-1650; Europe since 1650; Africa; Latin America; United States; Women's History; Comparative Colonialism.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically, and must be approved by an adviser.

2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.
3. No more than two courses taken at the 100-level may count toward the major.
4. Geographic breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographic regions.
 - Africa
 - East Asia and Central Asia
 - Europe
 - Latin America
 - Middle East and South Asia
 - North America
 Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Courses cross-listed in the History Department section of the catalogue count as History courses toward all requirements.

A student may count one (but only one) AP examination in United States, European, or World history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in History.

For further skills emphasized in History courses, see the library's statement on information literacy in general

<http://www.smith.edu/libraries/services/faculty/infolit/index.htm>

and on information literacy in History in particular

<http://www.smith.edu/libraries/services/faculty/infolit/ilprograms/historyskills.htm>

Requirements for the Minor in History

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. At least three of the courses will normally be taken at Smith. Students should consult their advisers.

The S/U grading option is not allowed for courses counting toward the minor.

Study Abroad

The History department encourages all students to consider studying abroad, especially in an institution that teaches in a language other than English.

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for study away: TBA

In recent years History majors and minors have studied on Smith's own Junior Year Abroad Programs in

France: Paris

Switzerland: Geneva

Italy: Florence, and

Germany: Hamburg, as well as on consortial programs in

Spain: Cordoba

Japan: Kyoto, and

Mexico: Puebla

They have also studied independently in

Egypt: Cairo, Alexandria

Morocco: Rabat

Senegal: Dakar

South Africa: University of Natal at Pietermaritzburg, Durban

Tanzania: Dar-es-Salaam

Uganda: Kampala

Israel: Ben Gurion University, Arava Institute for Environmental Studies

Jordan: Amman

Turkey: Istanbul

China: Beijing, Xian

Korea: Yonsei

Cuba

Dominican Republic

Australia: Trinity College Parkville, Adelaide, Sydney, Auckland

New Zealand: Otago, Auckland

Canada: Montréal

Austria: Vienna

Czech Republic: Prague

Denmark: Copenhagen

England: Bristol, London School of Economics, University College London, Royal Holloway, King's College London, School of Oriental and African Studies, Oxford, East Anglia, Queen Mary and Westfield, Sussex, York

Greece: Athens

Ireland: Galway, Cork, University College Dublin, Trinity College Dublin, Belfast

Netherlands: Amsterdam

Portugal: Coimbra

Russia: Yaroslavl, Saint Petersburg

Scotland: Edinburgh, Glasgow, Saint Andrews

Spain: Madrid

New York and Paris

For more information on these and other programs, visit the Study Abroad Office and consult with seniors who have returned from study elsewhere. As most programs are not designed specifically for History majors, it is necessary for the student to consult closely with the Adviser for Study Away.

Courses taken abroad must be approved to count toward the History major or minor after they have been completed. This is a separate process from the awarding of overall credit toward a Smith degree. Students present a petition through their adviser, with supporting documentation on the courses. The basic rule is that such courses should be roughly equivalent to a Smith course in reading, writing, and class time. For further details on petitioning, please consult an adviser.

The same petition process governs other courses taken outside Smith, including at institutions in the United States during a summer or on an exchange program or during a semester of independent study or before transferring to Smith or before becoming an Ada Comstock Scholar.

COURSE DESCRIPTIONS

100- Level Courses

HISTORY 101 INTRODUCTION TO HISTORICAL INQUIRY

Colloquia with a limited enrollment of 18 and surveys normally limited to 40, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a History major or minor.

East Asian Studies 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan, and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We will also look at how individuals respond to and are shaped by larger historical movements. **{H}** 4 credits

Marnie Anderson

M W 1:10-2:30 p.m.

First-Year Seminar 142 Reacting to the Past

Reacting to the Past is an interdepartmental, first-year seminar based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of three competitive games, “Constantine and the Council of Nicaea—325 C.E.”; “The Trial of Galileo: Aristotelianism, the New Cosmology and the Catholic Church, 1616-33”; “Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945.” Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve their group’s objectives. Course materials include game rules, historical readings, detailed role assignments, and classic texts (Dialogue on the Two Chief World Systems, The Gospel of Thomas, etc.). Papers are all game- and role-specific; there are no exams. Enrollment limited to 20 first-year students. **WI {H}** 4 credits

Section 1: *Joshua Birk*

M W F 2:40-4:00 p.m.

200-LEVEL COURSES

Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to students of all levels unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

HST204 (L) The Roman Republic

Most of today's students know the Roman Republic from the last few decades of its long history. The figures of Cicero, Pompey, Julius Caesar, Mark Anthony loom large in the popular imagination thanks to high school Latin, Shakespeare plays, Asterix comics and Hollywood movies. Yet the first 700 years of Rome's past (from 753 B.C., its traditional founding date) tell a grander story: the transformation of a small archaic hut settlement to the capital of one of the greatest ancient world empires. Until fairly recently, this history has been studied mainly on the basis of Roman historical writings, which began only in the second century B.C.; thus Livy, the most important historian of the Republic, wrote during the early Empire about events that took place hundreds of years previously (it is as if the history of the United States were just being written down for the first time today). New archaeological finds throughout Italy now serve as a rich alternative source of information. The excavation of archaic cities of Italy has allowed a fuller story to be told about interactions between the Romans and their neighbors. In HST 204, we will try to work through both bodies of material.

Even though later Romans would credit Fortune with their city's rise to world power, the reality was often much more uncertain, especially during the early period. Why did Rome succeed while so many other comparable, or even initially more successful, cities failed? We will approach this rather big question historically and in parts. Other big questions that we will address, especially as we come to the Middle Republican period, concern how growing conquest and imperial success changed Rome itself. How could a city-state with a strong, localized sense of civic identity adapt itself to its own growing power and the demands that this new power imposed? How would the very definitions of Roman citizenship be stretched to accommodate new groups yet remain capable of retaining the sense of Rome as a city-state? Whether and why (and in what sense) did the Roman Republic fall?

It should be unnecessary to stress the inherent interest of the study of the Roman Republic. Besides, it serves as a valuable historical exercise for a large number of reasons, too numerous to cite fully. The rise of Rome to world power had important implications for subsequent Roman and, if you like, "world" history. The Republic became a model for later political thinkers to admire and revolutionaries to emulate (cf. the founders of the early American Republic). The difficulty in understanding Rome's early history due to the lateness of the sources we have only adds to the interest by making the historians in us more aware of our responsibility to weigh source materials carefully. Overall, HST 204 offers a coherent historical narrative that not only speaks to the rise of Rome but also helps us understand the complex character of empire.

Reading and Writing:

Normally, weekly reading assignments will include both primary historical documents and secondary scholarly interpretations. Paper assignments will focus on the detailed analysis of historical documents; one of the papers may be devoted to a topic of particular interest to the

student. Midterm and final examination will test more comprehensive knowledge of the sources and your grasp of the broader historical questions presented in lectures and readings.

Format:

Two weekly meetings of eighty minutes each. Our meetings will commonly combine lectures and discussion of readings. Discussions of specific readings will be indicated in the syllabus and you will be expected to be prepared for them. **{H}** 4 credits

Richard Lim

M W 1:10-2:30 p.m.

HST211 (L) The Emergence of China

Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women, and introduction of Buddhism. Open to first-year students. **{H}** 4 credits

Daniel Gardner

T TH 10:30-11:50 a.m.

HST214 (C) Aspects of Chinese History

Topic: The World of Thought in Early China

Confucianism, Daoism (Taoism), Legalism, and Chan Buddhism were the formative schools in the development of the Chinese cultural tradition. Indeed, their influence has continued for two millennia, through the present day. The course will focus on the major writings from these schools, such as the *Analects* of Confucius, the *Daodejing* by Laozi, the *Book of Changes*, and the *Platform Sutra*.

This course does not take relevance as its aim. But it could. The values and practices of these Chinese schools of thought have made themselves felt in our own lives. Consider the books, *The Tao of Pooh* or the *Tao of Physics*; zen rock gardens and meditation halls; and attempts in Singapore, China, and, of all places, communities in Boston and Cambridge Massachusetts, to encourage a return to Confucian values. We have begun to build tea houses on our campuses; to design our homes and our rooms according to the principles of *fengshui*; and to hear social pundits extol the virtues of China and Japan where the harmony of the group is valued more than individual autonomy.

The books that are at the center of this course are among the world's philosophical and literary masterpieces. **{H/L}** 4 credits

Daniel Gardner

T 1:00-3:30 p.m.

HST220 (C) Japan to 1600

The history of premodern Japan is often associated with samurai, geisha, cherry blossoms and Mt. Fuji. These associations may tell us more about ourselves than about Japan's premodern past. In this course, we will explore how individuals of different backgrounds in premodern

Japanese society—elites and commoners, men and women, warriors, priests, aristocrats, agriculturalists, and fisher-folk—conceived of themselves and their world.

The course begins in prehistoric times and ends with the development of an early-modern state in the seventeenth century. Key topics include the creation of a centralized state, the emperor and the aristocracy, the rise of the samurai, rebellion, religion, sexuality, and “national seclusion.” The course will function as a colloquium, a discussion course which focuses on the readings as the core of the work. Our discussions will be supplemented by lectures and occasional audio-visual presentations.

Work for the course will consist of a midterm exam, a final exam, several short papers, and a presentation. **{H}** 4 credits

Marnie Anderson

T TH 1:00-2:50 p.m.

History 224, 225 and 226 form an introductory sequence in medieval European history

HST226 (L) Renaissance and Reformation? Europe in the Late Middle Ages Society, Culture and Politics from 1300 to 1600

Europe in the Late Middle Ages Society, culture, and politics from 1300 to 1600. Were the Renaissance and Reformation something new and modern, or a continuation of medieval trends? Topics include the Black Death, Europe as a persecuting society, the emergence of humanism, the fragmentation of religious unity across Europe, Witch Trials, the intersection of politics and science, and the beginnings of the Age of Exploration and European Imperialism. **{H}** 4 credits

Joshua Birk

Lectures M W 11:00 a.m.-11:50 a.m.

Discussion F 10-10:50 a.m. or F 11-11:50 a.m.

HST235 (L) Africa Before and After Colonialism

In the long history of the continent, Europeans colonized Africa for only a short period. This survey asks whether and how much that colonization influenced the Africa we see today. While evaluating Europeans' claims to have brought "Commence, Christianity, and Civilization," the course deconstructs views of Africa as a "broken" continent of "violent tribalism" and disease. The course presents historical contexts for understanding the 1994 Genocide in Rwanda, the HIV epidemic, and the general poverty suffered by the majority of Africans. **{H}** 4 credits

Sarah Hardin

M W 9:00-10:20 a.m.

HST239 (L) Empire-building in Eurasia since 1750

The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. The course will focus on those aspects of Russian history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society, and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences

rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian Empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.

As a result of this course, students will gain greater understanding of how multinational states managed diversity. They will gain understanding of contemporary theorizing of modern nationalism and will be better suited to navigate in the often complex situation of the post-Soviet world. The students will also learn about colonialism and "orientalism", mobile diasporas, and supranational institutions. Finally, they will be tempted to think of the history of multinational empires as a model of world history, and explore parallels between modernization processes in the Russian empire and globalization.

Required readings:

Course Reader available for purchase

Andreas Kappeler, *The Russian Empire: A Multiethnic History*, 2001

Geoffrey Hosking, *Russia: People and Empire, 1552 – 1917*, 1997

John Hutchinson and Anthony Smith (eds), *Nationalism*, 1994

Nicholas Riasanovsky, *A History of Russia* (6th ed.)

Several issues of the journal *Ab Imperio* will be placed on reserve in the library.

{H} 4 credits

Sergey Glebov

M W 2:40-4:00 p.m.

HST252 (L) Women in Modern Europe, 1789-1918

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gender is examined in relationship to work, family, politics, society, and the body. Shifting conceptions of femininity and masculinity explored in treatises, letters, paintings, plays, and various secondary sources.

{H} 4 credits

Jennifer Hall-Witt

T TH 1:00-2:20 p.m.

HST254 (C) 19th-Century European Thought

This colloquium studies two intellectual traditions: (1) a search for community by French-speaking reactionaries, utopians, and sociologists, and (2) a streak of apolitical individualism among German-speaking poets, historians, and philosophers, culminating with Nietzsche. The course concludes by exploring how Marxism and liberalism each drew on both traditions. Brief introductions set the context for extensive readings from one thinker per week. Optional showings of the classic television series *The Prisoner* give challenging and entertaining twists to their doctrines. Following class discussion, students write frequent brief analytical essays. They also research a term paper on a topic of their choosing.

HST254 can count toward majors in French Studies and German Studies. Students with relevant background in art, political theory, Romantic literature, philosophy, religion, sociology, women's studies, or history of science are welcome; enrollment is by permission of the instructor. To facilitate discussion, the class is limited to eighteen. {H/S} 4 credits

Ernest Benz
M 7:00-9:30 p.m.

HST259 (C) Aspects of African History

Topic: Development in Africa

This course is designed for students interested in development work in Sub-Saharan Africa. The course questions what “development” is and guides students in the exploration of the history of the paradigm. Students will apply historical studies to various development challenges such as agriculture, land tenure, education, and public health in order to learn the complex issues involved. Readings will include histories of African economic practices, of colonial medicalization of childbirth and disease treatment, and biographies of individual Africans. While reading about particular life stories and other case studies, students will consider the influence of European colonialism, African political and economic patterns, and ever-changing cultural values, priorities, and traditions. Appreciating Africans’ perspectives will enable students to ask better questions about today’s and tomorrow’s development initiatives.

In addition to writing short essays, students will lead discussions twice during the semester and will give one 15-minute presentation that provides the historical context for a development program of their choosing. In both discussions of the assigned readings and in their presentations, students are asked to assess the degree to which the actors involved in particular development programs, both insiders and outsiders of the targeted communities, influenced the goals and outcomes of the programs. **{H}** 4 credits

Sarah Hardin
M W 2:40-4:00 p.m.

HST260/LAS 260 (L) Colonial Latin America, 1492-1825

The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. **{H}** 4 credits

Ann Zulawski
T TH 10:30-11:50 a.m.

HST264 (L) Colonialism in North America, 1492-1830

Before arriving in North America, colonial-era Europeans largely spoke of the region as a place of opportunity, a new and exotic location where they could acquire land and, perhaps, even accumulate wealth. However, as Europeans arrived in the “New World,” they quickly discovered that enacting specific colonial visions or, sometimes, simply surviving, required a set of ongoing negotiations, accommodations, and contests over the meaning and shape of contact between themselves and peoples living in or forcibly relocated to the continent.

This class will examine histories of North American colonization through the lens of colonial intimacies. Rather than seeing early American history as a series of disembodied political events

– a mode of historical inquiry that predominately positions elite white men as historical actors – this class looks at North American colonial experiences in relation to shifting ideas and practices concerning kinship, cosmology, violence and warfare, sex, gender, race, community, and labor among and between people of European, American Indian and African descent. **{H}** 4 credits

Dawn Peterson

M W 2:40-4:00 p.m.

History 265, 266 and 267 form an introductory sequence in the history of the United States

HST265 (L) Race, Gender and United States Citizenship, 1789-1861

What does it mean to be a citizen in the early United States of America? This course explores the changing and evolving definitions of United States citizenship from the signing of the Declaration of Independence in 1776 to the passage of the 13th, 14th and 15th amendments to the U.S. Constitution. Students read primary historical documents along with defining and theoretical works on citizenship and discuss topics such as slavery v. freedom, exclusion v. inclusion, subject v. citizen and the differences between civil, political and social citizenship. Race and racism in the United States are major themes of this course. Subjects under study include the meaning of whiteness and masculinity, the “Alien and Sedition Acts,” the doctrine of “Liberty or Death,” slavery and the U.S. Constitution, race and the abolitionist movement, Native American removal and the Cherokee Constitution, (white) woman’s rights and the “Declaration of Rights and Sentiments” and the Reconstruction Amendments.

Students will read a combination of cutting edge monographs, historical classics and primary sources. Some readings include (in whole or in part) Leslie Alexander, *African or American?*, David Roediger, *Wages of Whiteness*, Robin Einhorn, *American Taxation, American Slavery*, and Alexander Keyssar, *The Right to Vote*, along with “The Declaration of Independence,” Harriet Jacobs, “Incidence in the Life of a Slave Girl,” and an examination of the “Life in Philadelphia” and “Fruits of Amalgamation” anti-Black broadsides. Assignments include short essays, “research skills” exercises and a final paper.

{H} 4 credits

Elizabeth Stordeur Pryor

M W 1:10-2:30 p.m.

HST267 (L) United States Since 1898

Survey courses, by their nature, must be highly selective. This course will be themed on the forces and issues that challenge American unity, with special emphases on social class, race, ethnicity, gender, and debates over culture. A major goal is to encourage students to see the ways in which Americans are in constant dialogue over what it means to be an American and how that definition changes over time. I will present American society as more nuanced than challenges and responses or triumphs and defeats; rather I will argue that contemporary American society is the product of an ongoing compromise over how to reconcile various competing impulses.

Among the questions to be explored are:

How did popular culture become American culture?
 What ever happened to the working class?
 How did African Americans slay Old Jim Crow?
 Why does a nation of immigrants struggle over immigration?
 Why does Victorianism refuse to die?
 Can we reconcile meritocracy and privilege?
 What, if anything, unites the United States?
 Are American politics as polarized as they appear?
 Why has feminism been more difficult to achieve than suffrage?
 To what degree can we separate politics, economics, and culture?
 How does American capitalism manage to sell us everything, including the idea of revolution?

Many of these questions will be embedded in traditional narratives of the political, social, and economic development of America since 1877, but I want to encourage students to transcend those narratives and muse on questions such as those above. For the record: there is no "orthodoxy" implicit in any of the above queries. I assume American pluralism and wish only to inspire students to consider varying points of view and arrive at independent conclusions.

There will be three short papers and approximately six books (not yet chosen). The format will be illustrated lecture and discussion. **{H}** 4 credits

Robert Weir

T TH 9:00-10:20 a.m.

SEMINARS

Admission to seminars assumes prior preparation in the field and is by permission of the instructor. In each case, enrollment is limited to 12 juniors and seniors.

HST307 (S) US-Arab Relations in Historical Perspective

This seminar will trace the history of relations between the regions now known as the United States and the Arab world, from approximately the 17th century to the present. Reading both primary and secondary sources, we will cover the impact of policies towards Native Americans on the initial missionary projects to the Near East. We will further explore Arab and American perspectives on one another through travel, the impact of the 19th century American missionaries on education and social relations, and explore the effects of the 'Wilsonian moment' in the Middle East. How did Arab immigrants to the US become "white"? What roles did gender, race, and religion play throughout these periods? We will consider how the discovery of oil, and Cold War and global geopolitics altered the dynamics between the US and the Arab world. In that

vein, we will interrogate several frameworks, including what have been termed American Orientalism and political Islam, and end with an examination of post-9/11 relations.

{H} 4 credits

Nadya Sbaiti

TH 3:00-4:50 p.m.

HST361 (S) Problems in the History of Spanish America and Brazil

Topic: Public Health and Social Change in Latin America, 1850-Present

The relationship between scientific medicine and state formation in Latin America. Topics include Hispanic, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and medicine; eugenics and Social Darwinism; the Rockefeller Foundation's mission in Latin America; medicine under populist and revolutionary governments. {H/S} 4 credits

Ann Zulawski

T 3:00-4:50 p.m.

HST371 (S) Problems in 19th Century U.S. History

Topic: African-American Women in Slavery and Freedom

Picture a porcelain cookie jar with a Blackened woman's face, a red bandana on its head, and a big fat body and you've captured the twenty-first century stereotype of a nineteenth-century African-American woman: servile, maternal and happy. In this seminar, we crack open the cookie jar and look beyond the images of the nurturing mammy and the seductress Jezebel to reveal the real experiences of women of color who lived in the shadow of enslavement. Through close readings of nineteenth-century African-American women activists, we explore how, despite the degradation, violence and despair of enslavement, African-American women built families, traditions and a legacy of resistance that fostered freedom movements and a trajectory of activism in the Black community.

While readings of primary sources such as the narratives of Harriet Jacobs and the WPA narratives as well as seminal historical writings by Deborah Gray White, Stephanie Camp, Thavolia Glymph and Darlene Clark Hine prove important tools for discovering the meanings of Black womanhood(s), much of this course focuses on the student's own research, culminating in a 20 page original research paper. Students choose their own topics (pending the instructor's approval) on some aspect of enslavement and are encouraged to use the recently digitized Black and abolitionist newspaper archives as a starting point for research. As historians of African American women, students learn how to layer the sometimes scant available source materials with companion documents (for example: the writings/reports of white informants, city directories, court records, census reports) to provide the meat of Black women's stories. Students will tackle the assignment in increments, conducting a three-page "digital archive" research assignment, delivering a short oral report of their research and perfecting their writing through in-class workshops. {H} 4 credits

Elizabeth Stordeur Pryor

T 1:00-2:50 p.m.

HST390 (S) Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using traditional primary and secondary sources, including books, periodicals and film, as well as internet materials and other information technology. Discussions focus on developing historical understanding, skill and perspective and on the pedagogical repertoire necessary to effective teaching. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the History major. **{H}** 4 credits

Peter Gunn

W 7:00-9:30 p.m.

Special Studies Options in History

Students wishing to pursue individualized study in their junior or senior years on campus may enroll in a Special Studies tutorial (HST 404). A student must secure the agreement of a faculty member to supervise a particular project prior to enrolling for a Special Studies. Examples of the kinds of work done in Special Studies tutorials include:

in-depth reading in an area not covered in another course;

the execution of a research proposal developed in another course (either library research or empirical research); and

other options, to be negotiated between the student and a particular faculty member.

Cross-Listed Courses

Courses cross-listed here count as History courses toward all major and minor requirements.

Afro-American Studies 209 Feminism, Race and Resistance: History of Black Women in America

This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course will be the examination of how Black women shaped, and were shaped by the intersectionality of race, gender, and sexuality in American culture. Not open to first-year students.

{H} 4 credits

Paula Giddings

M 7:00-9:30 p.m.

Afro-American Studies 370 Modern Southern Africa

In 1994 South Africa underwent a “peaceful revolution” with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948-2000. {H/S} 4 credits

Louis Wilson

T 3:00-4:50 p.m.

Jewish Studies 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews respond physically, culturally, and theologically to this persecution?

Enrollment is limited to 40 students. {H} 4 credits

Justin Cammy (Jewish Studies) and Ernest Benz (History)

T TH 10:30-11:50 a.m.

PRS 313: Western Encounters in Afghanistan: from Alexander the Great to the Victorians to Modern Archaeology

This Presidential Seminar is cross-listed and accepted for credit in Achaeology, English and History. Limited enrollment.

Course Description:

This course explores representative “western” encounters with people who lived at different times within the geographical region that comprises modern Afghanistan. Drawing from a range of historical and literary representations, the course will consider the real and symbolic significance of Afghanistan to “westerners,” its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to

conquer and harder still to rule. The first key moment is taken from the campaigns of Alexander the Great (d. 323 B.C.), his marriage to local princess Roxane, and his legacy of founding a Greek civilization in Bactria. The second moment advances forward 2000 years and focuses on the first and second Anglo-Afghan Wars (1839-42, 1878-80) that gave rise to the annihilation of a British army at Gandamak, writings of diarist Lady Florentia Sale and Rudyard Kipling, and even the fictive back story of Sherlock Holmes's friend Dr. Watson, who is said to have been wounded by an Afghan jezail. The third moment highlights the emergence of modern archaeological interest in Afghanistan such as one finds in the career of Sir Aurel Stein, Hungarian-born British archaeologist best known for his explorations of the route of Alexander's march and "lost cities" along the ancient Silk Road. The story comes full circle with the discovery in 1963 of the ruins of a Greek Bactrian city by the then King of Afghanistan Zahir Shah during an animal hunt and its subsequent excavation by French archaeologist Paul Bernard. We'll end with a play by contemporary playwright Tony Kushner, *Homebody/Kabul*, in which a London housewife muses obsessively over a guidebook to Afghanistan.

Assignments will consist of primary and secondary source readings, literary texts, and select films. There will be 1 oral presentation, 1 short paper (5 pages), 1 annotated bibliography (several pages), and 1 final research paper (13-14 pages).

{H} 4 credits

Richard Lim (History) and Cornelia Pearsall (English)

TH 3:00-4:50 p.m.

Five-College Courses

Amherst College History

History 136/Russian 235 The Soviet Century: Rise and Fall of the Communist Experiment

Re-shaped as "Soviet Union," former Russian Empire was to become the alternative to modernity based on capitalist market and electoral democracy. This course will explore the history of Soviet state and society through the revolutionary turmoil, Stalin's socio-economic transformations and terror, World War II and the Cold War. As we follow the development of the Soviet Union, we will focus on topics such as the role of ideology in policy and everyday life, people's reactions and adaptations to unprecedented pressures of "really existing socialism," function of terror, repression and accommodation in Communist society, and the place of the USSR on the changing map of world powers in the 20th century. While we will discuss the role of leaders and institutions, we will also pay attention to cultures and practices of everyday life that developed behind the Iron Curtain. Materials for the class will include writings by contemporary historians, memoirs, novels, films, and art works from the Mead Museum. Grading will be based on class discussion and participation, reaction papers, map quiz and research paper and final examination. 4 credits

Sergey Glebov

Tuesday, Thursday 2:00-3:20 p.m.

Mount Holyoke College**History 111 Middle East History from the Rise of Islam to the Ottomans**

Survey of principal economic, social, cultural, and political features of the Middle East and North Africa from late sixth through seventeenth centuries. Topics include: rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities. Enrollment limited to 45.

Meets multicultural requirement; meets Humanities I-B requirement.

4 credits

Nadya Sbaiti

Tuesday, Thursday 11:00 a.m.-12:15 p.m. at Mount Holyoke College

History Honors Program

History 430d Thesis

8 credits

Full-year course; Offered each year

History 431 Thesis

8 credits

Offered Fall semester each year

The Departmental Honors program is a one-year program taken during the senior year. If admitted, students write a thesis in both semesters of the senior year, or they may propose to write the thesis in one semester. Admission requires a grade-point average of 3.5 inside and outside the major.

The central feature of the History Honors program is the writing of a senior thesis with the guidance of a faculty advisor. Each Honors candidate defends the thesis at an oral examination which relates the thesis topic to the historical scholarship of the chosen field. A year-long thesis is due the Monday after spring break, with the oral defense normally following about three weeks later. A fall-semester thesis is due the first day of the spring semester, with the oral defense normally falling before spring break.

If you would like to be considered for the Honors Program, meet with a faculty member in the History Department to discuss your ideas and develop a proposal with the assistance of the potential thesis supervisor, during the spring semester of your junior year. Your proposal should include a full description of your topic, your planned research methodology (the breadth of sources you will use and how), a brief description of how your project fits into the historical scholarship on this topic, and a preliminary bibliography (including primary and secondary sources). The college requires that the faculty supervisor for the thesis be a member of the department, although you may have a second reader in another department or program. Submit your proposal to the Director of Honors in the History Department before the end of classes in your junior year, with the thesis supervisor's signature.

Detailed information and the official application for Honors are available at the class deans' website under guidelines and forms for academic procedures. See "Apply to Enter the Departmental Honors Program" at <http://www.smith.edu/classdeans/guidelines.php>.

The History Honors major comprises eleven semester courses, at least six of which shall normally be taken at Smith, distributed as follows.

1. Field of concentration: four semester courses, at least one of which is a Smith History department seminar. Two of these may be historically oriented courses at the 200-level or above in other disciplines, approved by the student's adviser.
2. The thesis counting for two courses (8 credits).
3. Five History courses or seminars, of which four are outside the field of concentration.

4. No more than two courses taken at the 100-level may count toward the major.
5. Geographic breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographic regions.
 - Africa
 - East Asia and Central Asia
 - Europe
 - Latin America
 - Middle East and South Asia
 - North America
 Courses in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Courses cross-listed in the History Department section of the catalogue count as History courses toward all requirements.

The S/U grading option is not allowed for courses counting toward the History Honors major.

A student may count one (but only one) Advanced Placement examination in United States, European, or World history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the History Honors major.

Director of Honors: TBA

Recent honors thesis titles include:

"The Girl Behind the Man behind the Gun": Class Distinctions Among British Women Munitions Workers During the First World War

Specters from the Nursery: Issues of Legitimacy and the Impact of Rumor on the Glorious Revolution of 1688/89

Sixth-Century Italy: Crisis and Change, Reconciling Frankish Annals with Their Sources

"we enjoyed Mrs. Woolf but felt her Cambridge was not ours"

Merit-Based Admissions to Kosher Kitchens: Changing Demands of Jewish Students at Smith College, 1887 to Present Day

Caught with their Pants Down: Clausewitz versus Sun Tzu in Light of Hitler's Military Collapse in Normandy

From Active Cathar to Passive Dominican: The Evolution of Women's Spirituality in Medieval Southern France

The Presentation of a Queen [Elizabeth I of England]

The White Woman's Burden [in India under the British Raj]

Mother or Devil: Interpreting the Mistress-Slave Girl Bond [in the United States]

From Intransigence to Consensus: A History of the Peace Process in Northern Ireland

The Intersection of Public Policy and Social Movements: A Study of Black Power Student Movements at Two Northern Urban Universities 1966-1972

The British in Ireland: The Ulster Plantation

Stalking a Lost Deed: The End of Democracy in Postwar Czechoslovakia

Horsemen of the Apocalypse: German Expressionists and the Process of Political Radicalization

A United Front for Peace and Freedom: Anti-Fascism, Activist Politics, and their Impact on Political Culture, 1922-1939 [in the United States]

Two Aspects of the Medieval Soul: Medieval Sexuality and the *De Amore* of Andreas Capellanus

Too Jewish? Ethnicity and Assimilation in American Vaudeville 1880-1930

The Right to Resistance: The Development of Constitutional Theory in Sixteenth-Century France

The Desert with No Walls: Reassessing the Historical Portrayal of Early Egyptian Monasticism

Avant-Garde with Mass Appeal: *Potemkin* and *Mother* as Popular Cinema

National Political Awareness in the Localities Before and During the English Civil Wars

Anne Boleyn and the Politics of Religious Reform

"Excuse me, but did you hear a piercing scream?": British Foreign Policy 1935-38, and the Failure of Collective Security in the Political Cartoons of David Low

Blest Be the Tie that Binds: Mennonites, Conscientious Objectors, and the American State, 1917-1947

The Constitutions of Clarendon: Their Role in the Dispute between Thomas Becket and King Henry II

To Bear, or not to bear...: The marital and maternal choices of Mary and Elizabeth

The Propitious Problem of Shell Shock: World War I as a Turning Point for Psychiatry in Britain and Germany

Laquelle était la vraie France? Vichy France, Free France, and the International Labour Organisation during World War II

An Exploration of the Alta California Presidios as Agents of Colonialism With a Special Focus on the Chumash Revolt of 1824

Imperial Insanity: The Role of Imperial Ideology in the Understanding and Treatment of Shell-Shock in the First World War

Gendering Reform: Aristocratic Vice, Old Corruption, and the Mary Anne Clarke Affair in the Story of English Reform, 1763-1820

The Evolution of Greek Identity in the Roman World: Understanding, Accepting, and Supporting Roman Rule

Carriers of the Nation: Changes in Women's Reproductive Power in the AIDS-era: A Case Study of Botswana

The Lobo-Cabernite Affair: A Close Look at the Case Study as History and Historical Problem

THE FACULTY

Marnie Anderson, Assistant Professor, Japanese history and Modern East Asia

Marnie S. Anderson specializes in the social, cultural, and political history of modern Japan. She received her B.A. from Smith College and her M.A. and Ph.D. from the University of Michigan. Her recent book, *A Place in Public: Women's Rights in Meiji Japan* (Harvard University Asia Center, 2010), examines discourses about gender, citizenship and the nation in the late nineteenth century. Her new project is a study of the content and significance of Japanese women's political activism at the local level in the 1870s and 1880s.

Her course offerings include two surveys of Japanese history from ancient times to the present, a survey of modern East Asia, and specialized courses on gender in Japanese history, World War II in East Asia, social protest and images of Japanese women.

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Ernest Benz, Associate Professor, Modern European social history

Fertility, Wealth, and Politics in Three Southwest German Villages 1650-1900 analyses the onset of family limitation on the right bank of the Rhine river, the earliest documented practice of contraception among Germans. Related topics include migration, marriage, mortality, illegitimacy, inheritance, occupation, landholding, industrialization, and women's work.

Currently researching the family histories of rural and urban Jews in Baden from 1800 until the Holocaust. Other specific interests include the revolution of 1848 at the local level and struggles between State and Church, but willing to listen and discuss almost any subject.

Teaching duties include an introduction to world history, three sequential surveys together covering Europe since 1600, focused courses on the French Revolution and on grass-roots social history, colloquia in modern intellectual history, and occasionally a seminar on the history of fertility control.

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Joshua C. Birk, Assistant Professor, Medieval Europe, Mediterranean

Joshua Birk specializes in political history and identity politics across religious boundaries in the Medieval Mediterranean World. He received his B.A. in Medieval Studies from Brown University and his M.A. and Ph.D. in History from the University of California, Santa Barbara. He is currently working on a book manuscript, *Baptized Sultans: The Norman Rulers of Sicily and Their Muslim Subjects*, which examines the way in which the Christian rulers of Sicily co-opted and redeployed Islamic cultural tropes and administrative techniques to project their authority over the Island of Sicily in the eleventh and twelfth centuries. He has published "Borderlands and Borderlines: Narrating the Past in Twelfth Century Sicily" which appeared in *Multicultural Europe and Cultural Exchange in the Middle Ages and Renaissance*, edited by

James P. Helfers, Brepols, 2005 and is translating portions of Ibn Jubayr's travels to Sicily for *Italy: A Reader*, from University of Pennsylvania Press.

His course offerings include three sequential surveys covering the Medieval European world from 400-1550, colloquia on Magic in the Middle Ages, the ideas of Crusade and Jihad, religious and social minorities within medieval Europe, and a seminar on Violence and Memory.

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Darcy C. Buerkle, Associate Professor, Modern Europe

Professor Buerkle's research focuses on modern European women's and gender history with an emphasis on German and German Jewish women's intellectual and cultural history. She has also worked extensively on German visual culture of the early twentieth century. Related interests include the history of the social sciences, the history of psychoanalysis and contemporary debates in historiography. Her recent publications range from articles on German women and portraiture in the early twentieth century to the reconstruction of affect through Hannah Arendt, original footage of the 1961 Eichmann trial and the film, *The Specialist* (1999), and an essay on Norbert Elias, spectatorship and anxiety in an early Weimar film. An additional article concerns Charlotte Wolff, a Weimar-era doctor who was both part of early GLBTQ organizing and a prolific palm reader in exile.

Professor Buerkle's book, *Nothing Happened: Charlotte Salomon and an Archive of Suicide* is forthcoming from the University of Michigan Press. Her interest in the history of emotion, visual culture and the legacy of anti-Semitism reappears in her new book-project on the particularities of empathy as a mobilizing force in the early transnational peace movement. She continues to write essays regularly; two of these will appear in 2012. Both of these pieces concern the history of sexuality.

Her typical course offerings include two surveys in European women's and gender history (HST 252 and HST 253), in addition to a range of colloquia and seminars such as Representing the Past (HST 246), History of Psychoanalysis (HST 255). In addition to her advanced course in historiography (HST 350), Professor Buerkle also regularly teaches topical seminars for advanced students, such as: Trauma and History, Recent Debates in Gender and Sexuality and Histories of the Holocaust.

In 2011-12, Professor Buerkle holds the Walter Benjamin Chair in German Jewish History and Culture at the Humboldt University-Berlin. She returns to teaching and research at Smith in the Fall of 2012. Until then, she invites you to contact her by email: dbuerkle@smith.edu

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Away for the year 2011-2012

Daniel K. Gardner, Dwight W. Morrow Professor, East Asia (China)

Specializes in the intellectual and cultural history of pre-modern China. He received his A.B. from Princeton University and his Ph.D. from Harvard University. His most recent book, *Canon, Commentary, and the Confucian Tradition* (Columbia University Press, 2003), is an extended analysis of how--and why--different commentators over the centuries read the enormously influential text of the *Analects* differently.

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Sergey Glebov, Assistant Professor, History of the Russian Empire and Eurasia.

He is a historian of the Russian Empire/USSR. He received his Masters degree in Nationalism Studies from the Central European University in Budapest and his PhD from Rutgers University. His research focuses on intellectual, political, and cultural history of the Russian empire and on ideologies of imperial expansion, Russian nationalism and Russia's nationalities. He has published on Russians' perceptions of "Europe" in the 19th and early 20th century, as well as on early Soviet nationalities policies. He is currently working on the manuscript based on his doctoral dissertation – *The Challenge of the Modern: Eurasianism and the Russian Empire* – that explores the emergence and development of an ideology that proclaimed the existence of a separate civilization coinciding with the former Russian empire. In fall 2011, at Smith he will teach Empire-building in Eurasia, and at Amherst College a survey of the Soviet era.

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Jennifer Guglielmo, Associate Professor, United States

Jennifer Guglielmo specializes in the histories of labor, race, women, immigration, transnational cultures and activisms, and revolutionary social movements in the modern United States.

Guglielmo is the author of *Living the Revolution: Italian Women's Resistance and Radicalism in New York City, 1880-1945* (University of North Carolina Press, 2010), which was awarded the 2011 Theodore Saloutos Memorial Award for best book in U.S. immigration history by the Immigration and Ethnic History Society and selected as a Choice Outstanding Academic Book. She also received the Organization of American Historians Lerner-Scott Prize in 2003 for the best doctoral dissertation in U.S. women's history, and her work has been funded by the Social Science Research Council and the American Association of University Women.

Guglielmo's publications also include *Are Italians White? How Race Is Made in America* (co-edited with Salvatore Salerno; Routledge, 2003), which was published in Italy as *Gli Italiani sono bianchi? Come l'America ha costruito la razza* (Milan: Il Saggiatore, 2006); and the following essays:

"Transnational Feminism's Radical Past: Lessons from Italian Immigrant Women Anarchists in Industrializing America." *Journal of Women's History*, Volume 22, Number 1 (Spring 2010): 10-33. To download click on: Traditional Feminism's Radical Past

"Women Writing Resistance: Teaching Italian Immigrant Women's Radical Testimonies."
Transformations: The Journal of Inclusive Scholarship and Pedagogy 19:3 (Fall 2007): 14-28.
 To download click on: WWR Essay

"Rebel Girls." In *Italian American Writers on New Jersey: An Anthology of Poetry and Prose*.
 Eds. Jennifer Gillan, Maria Mazziotti Gillan, and Edvige Giunta. New Brunswick: Rutgers
 University Press, 2003.

"Sweatshop Feminism: Italian Women's Political Culture in New York City's Needle Trades,
 1890-1919." In *Sweatshop, USA: The American Sweatshop in Historical and Global Perspective*.
 Eds. Daniel E. Bender and Richard A. Greenwald. New York: Routledge, 2003.

"Italian Women's Proletarian Feminism in the New York City Garment Trades, 1890s-1940s." In
Women, Gender, and Transnational Lives: Italian Workers of the World. Eds. Donna Gabaccia
 and Franca Iacovetta. Toronto: University of Toronto Press, 2002.

Guglielmo is currently beginning research for a book on grassroots activism among working-
 class women in Harlem from the 1930s through the 1950s, and translating short essays written in
 Italian by immigrant women anarchists in early twentieth-century New York City and
 northeastern New Jersey, which will be reprinted in her next book, *My Rebellious Heart*. She is
 also a member of the American Studies Program and the Program for the Study of Women and
 Gender.

Courses

United States Since 1877

United States, 1877-1945

United States since 1898

Women in the United States since 1865

Women Writing Resistance

Race, Class, and Social Protest in U.S. History

Globalization, Im/migration & Transnational Activisms in U.S. History

Research Seminar in U.S. Women's History: The Sophia Smith Collection

office: Neilson 4/05

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On sabbatical, Fall 2011

Peter Gunn, Lecturer, [United States, Education](#)

Majored in Government and Education at Dartmouth College and went on to earn his M.Ed. at Harvard University. Elected to the History and Social Sciences faculty at the Williston Northampton School in 1985. Prior to coming to Williston he served as a Teaching Fellow at the Northfield Mount Hermon School. At Williston has held the Henry and Judith Zachs Chair in History and Economics and served twice as department head. He teaches US History (standard and AP), Economics (standard and AP) and The Constitution and Students' Rights. He coaches squash and softball and serves as a dorm parent for a ninth-grade boys' dormitory. He also serves as a District Coordinator and Institute Mentor for the Center for Civic Education.

I teach because I am interested in change. Teaching stimulates change by developing each student's latent capacities into potent capabilities. The ability to examine the world, to understand society and to articulate ideas empowers young people as citizens. I teach history, economics and government because I am curious about why things are and how they might become. Learning history is an opportunity to gain wisdom in the vigorous pursuit of the truth. More than simply developing their capabilities, I try to inspire curiosity and persistence within my students. In those moments teaching is a powerful way to "do good well" and to encourage young people to do so as well.

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Jennifer Hall-Witt, Lecturer, British and imperial history

She received her B.A. in history at Northwestern University and her M.A. and Ph.D. in history at Yale University. Previously, she has taught at The University of Tennessee at Chattanooga and at Denison University in history and women's studies. She specializes in the cultural history of eighteenth- and nineteenth-century Britain, with a particular interest in gender history, the history of the arts, and political culture. Her book, *Fashionable Acts: Opera and Elite Culture in London, 1780-1880*, was published by the University Press of New England in 2007. This study approaches the opera as a social (and gendered) space, using it to develop new perspectives on the decline of the British aristocracy by exploring changes in the elite's cultural practices and modes of public display from the 1780s to the 1880s. She is currently researching the uses of deception and transparency in the language of late eighteenth-century and early nineteenth-century British radicals. In 2011-2012, she will teach a survey of nineteenth-century women and gender in Europe and a seminar on the Smith College Relief Unit in World War I.

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Sarah Hardin, Lecturer, Africa

Sarah Hardin is a doctoral candidate in African history at the University of Wisconsin-Madison where she received her M.A. Her dissertation examines the political-economy of agricultural development in Senegal (West Africa) in the twentieth century, particularly the impacts of DDT and other pesticides used in cotton cultivation on public health and on social relations. Sarah writes to contribute to both economic and cultural history as well as to development studies. Sarah's interest in different cultures and environmental challenges began in high school when she volunteered for the US Forest Service in Arkansas and for a Houston-based NGO in an

Andean village in Ecuador. She has also traveled to Mexico, South Korea, France, and Senegal. At the University of Texas at Austin, Sarah studied history and anthropology for her B.A. Sarah's experience working with students includes teaching at UW-Madison and advising in Austin and at Rice University. She has advised international and American college students on matters ranging from immigration to applying to the Fulbright study abroad program.

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Daniel Horowitz, Daniel Horowitz, Mary Huggins Gamble Professor of American Studies, Smith College, is a historian whose work focused on the history of consumer culture and social criticism in the U.S. during the 20th century. He has spent most of his career at Scripps College in California (1972-88) where he eventually was Nathaniel Wright Stephenson Professor of History and Biography and at Smith College (1989 to the present) where he directed the American Studies program for 18 years and was, for a time, Sylvia Dlugasch Bauman Professor of American Studies. For 2010-11, he is the Ray A. Billington Visiting Professor of U.S. History at Occidental College and Huntington Library.

Among the honors he has received are two fellowships from the National Endowment for the Humanities; one from the National Humanities Center; an appointment as Honorary Visiting Fellow at the Schlesinger Library, Radcliffe College, Harvard University; and for 2008-09 a fellowship from the John Simon Guggenheim Foundation. In 1997, the American Studies Association awarded him the Constance Rourke Prize for his 1996 article "Rethinking Betty Friedan and *The Feminine Mystique*: Labor Union Radicalism and Feminism in Cold War America," *American Quarterly*. The American Studies Association awarded him its 2003 Mary C. Turpie Prize for "outstanding abilities and achievement in American Studies teaching, advising, and program development at the local or regional level."

Among his publications are *The Morality of Spending: Attitudes Toward the Consumer Society in America, 1875-1940* (1985), selected by *Choice* as one of the outstanding academic books of 1985; *Vance Packard and American Social Criticism* (1994); *Betty Friedan and the Making of The Feminine Mystique: The American Left, The Cold War, Modern Feminism* (1998); *The Anxieties of Affluence: Critiques of American Consumer Culture, 1939-1979* (2004), selected by *Choice* as one of the outstanding books of 2004 and winner of the Eugene M. Kayden Prize for the best book published in the humanities in 2004 by a university press. He has edited two books for Bedford: *Suburban Life in the 1950s: Selections from Vance Packard's Status Seekers* (1995) and *Jimmy Carter and the Energy Crisis of the 1970: The "Crisis of Confidence" Speech of July 15, 1979*. University of Pennsylvania Press will publish his next book, "Consuming Pleasures: How American and European Intellectuals Came to Embrace Consumer Culture, 1951-2000," in the spring of 2012.

He lives with his wife, the historian Helen Lefkowitz Horowitz, in Cambridge and Northampton. They are the parents of two children—Ben, a computer scientist at Lawrence Livermore National Laboratory and Sarah, Assistant Professor of History at Washington and Lee University.

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Richard Lim, Professor, Ancient Mediterranean, Greece and Rome, Late Antiquity

My scholarly focus is on the history and religions of late antiquity in the Mediterranean and Near Eastern worlds, especially the Later Roman Empire. I am working on several book projects, including *Inventing the World: Transforming Civic Spectacles in Late Antique Rome and Carthage, Before Europe and Asia: The Invention of Civilization in Eurasia* (under contract with Harvard University Press); and *Late Antiquity: A Social and Cultural History* (under contract with Cambridge University Press). Recent publications include scholarly articles on late antique adaptations of the literary dialogue form, the construction of Manichaeism in the Roman Empire, aspects of late Roman urbanism and interpretations of chariot-racing in the Circus Maximus, and thematic chapters on late antiquity/Later Roman Empire. Previous books include *The Past Before Us: The Challenge of Historiographies of Late Antiquity*, Carole Straw and Richard Lim, eds., Bibliothèque de l'Antiquité Tardive 6 and Smith College Studies in History 53 (Brepols: Turnhout, 2004) and *Public Disputation, Power and Social Order in Late Antiquity*, Transformation in the Classical Heritage 23 (Berkeley: University of California Press, 1995).

I offer a range of courses in ancient Mediterranean history, including survey lecture courses: Ancient Greece (HST 202); Alexander the Great and the Hellenistic World (HST 203); Roman Republic (HST 204); and Roman Empire (HST 205). In addition, I have taught several colloquia under the rubric of HST 206, Aspects of Ancient History, including "The Emergence of Byzantium," "Law and Society in Greece and Rome," "Sports and Public Entertainment in Greece and Rome" and "Greek and Roman Slavery." The senior seminars I offer under the rubric of HST 302, Topics in Ancient History, tend to be even more specifically tied to my own research interests. Previous topics include: "'Bread and circuses': Public Spectacles in the Roman World," and "Late Antique and Early Medieval Rome." About once every other year I offer HST 201, "The Ancient Silk Road," a history of the pre-modern contact between "East" and "West" from the rise of pastoral nomads to the travels of Marco Polo.

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Dawn Peterson, Lecturer, United States

Dawn Peterson's research interests include histories of race, gender, and kinship in North America, from the colonial period through the nineteenth century. Her current project, entitled *Unusual Sympathies*, focuses on elite Euro-American slaveholders' adoptions of American Indian boys in the Southeast between the War of 1812 and the Indian Removal Act of 1830. In this project, she focuses on how ideas and practices relating to family, race, education, Indian removal, and slavery were central to the creation of a "white" territorial space from the Atlantic to the Mississippi, and informed the ways in which Southeast Indians and African Americans formulated political strategies in their quest to attain or maintain individual and collective sovereignty.

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Elizabeth Stordeur Pryor, Assistant Professor, United States History

Elizabeth Stordeur Pryor specializes in nineteenth-century U.S. history. She earned her B.A. from Tufts University, her M.A. from Cornell University and her Ph.D. in U.S. History from the University of California, Santa Barbara. She was a U.C. President's Postdoctoral Fellow at the U.C.L.A. School of Law, 2008-2009, where she examined the legal definitions of African-American and gendered citizenship prior to the Civil War. Pryor's specific research interests include African-American men and women's resistance to enslavement and racism, African-American women's history, travel, mobility and citizenship, and U.S. protest movements throughout the nineteenth century, especially abolitionism. Pryor is currently revising her Ph.D. dissertation—"Jim Crow' Cars, Passport Denials and Atlantic Crossings: African-American Travel, Protest and Citizenship at Home and Abroad, 1827-1865"—into a book manuscript. In 2011, she received the Student Government Association's junior faculty teaching award.

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Nadya Sbaiti, Assistant Professor, Islamic Middle East

Nadya Sbaiti specializes in the social and cultural histories of the modern Middle East. She is currently working on a book manuscript entitled *Gender, Education, and Nation in Mandate Lebanon* that examines the central role of education to the formation of multiple national narratives and the production of history in Lebanon under French mandate.

Her recent publications include "If the Devil Spoke French': Strategies of Language and Learning in French Mandate Beirut," about the cultural and political significance of language of instruction in French mandate Beirut (2009), and has written articles that guide researchers through Lebanon's postwar archival terrain. Additional research interests include spatial manifestations of colonial and national projects; colonial methods of social control through prisons and asylums; the production of history as both discursive and material practice; tourism and heritage; and contemporary popular culture (music, film, game shows, and reality television).

Professor Sbaiti teaches two sequential surveys of Middle Eastern history, courses on women and gender in the Middle East, the history of education, the Middle East and WWI, aspects of colonialism and nationalism, as well as nonwestern urban history.

In addition, she has served as co-editor of the peer-reviewed *Arab Studies Journal* since 2005 and helped produce the acclaimed documentary film, "About Baghdad" (2004).

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Robert Weir, Lecturer, United States, Labor

Robert Weir returned to Smith in 2005 after several years teaching at Bay Path College. He has also taught at Mount Holyoke, the University of Massachusetts, and Mount Ida College, and was

a senior Fulbright scholar in New Zealand. He has published four books on the American labor movement: *The Changing Landscape of Labor* (with Michael Jacobson-Hardy); *Beyond Labor's Veil: The Culture of the Knights of Labor*; *Knights Unhorsed: Internal Conflict in a Gilded Age Social Movement*; and *The Historical Encyclopedia of American Labor* (with James Hanlan). In fall 2011, he teaches a survey of the United States in the twentieth century.

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Ann Zulawski, Professor of History and Latin American Studies, [Latin America](#)

Her book, *Unequal Cures: Public Health and Political Change in Bolivia, 1900-1950* (Duke University Press, 2007) examines the ways in which national debate about medicine and public health was related to different visions of citizenship, the state and the roles of indigenous Bolivians and women in the nation. She also has written on the social and economic history of Bolivia in the Spanish colonial period, including *They Eat from Their Labor: Work and Social Change in Colonial Bolivia* (Pittsburgh, 1995). Her teaching includes surveys of Latin America in the colonial and national periods as well as specialized courses on Andean society, gender in Latin American history, Cuban society and culture, the history of public health in Latin America, and U.S. foreign policy in the region.

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Scheduled Leaves of Absence for the Faculty

Darcy Buerkle – Year 2011-2012

Daniel Gardner – Spring 2012

Jennifer Guglielmo – Fall 2011

Daniel Horowitz – Spring 2012

Department Office

Lyn Minnich, Department Secretary, can be located on the second floor of Wright Hall, office 227, in the Social Sciences Cluster.

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The History department maintains an Information Center with material of potential interest to students regarding study abroad, internships, and graduate schools. The Information Center is located by the department office in the Social Sciences Cluster in the basement of Wright Hall.

Departmental Activities & Programs

Fall Events:

- Presentation of the Major and History Fair
- Visiting Lecturers
- History Salon

Spring Events:

- Annual Frank and Lois Green Schworer '49 History Lecture
- Visiting Lecturers
- Speaker Series: student and faculty reports on work in progress

Watch for announcements of specific events, or contact one of the student liaisons, or check the department's web page at <http://www.smith.edu/history>.

Student Liaisons 2011-2012

Joanna Johnson '12, jljohnso@smith.edu, x7063

(It really is okay for you to call us! We're not just saying that. We don't bite and we'd be glad to answer any questions about classes, JYA, professors.)

Awards and Prizes

The Thomas Corwin Mendenhall Prize: With the support of the Alumnae Association, this prize is awarded annually for an essay written within the current or the three preceding semesters in a regular history course. Essays originally submitted in seminars, for special studies or as honors theses are not eligible. If an essay was written in response to a specific question or problem posed by an instructor, the stated assignment should be submitted along with the essay. All essays should indicate for which course and in which semester they were originally written and should be submitted to the Department of History, Wright Hall 13, by **Friday, April 22**, clearly identified as submissions for the Mendenhall Prize competition. A student may submit no more than one essay for the competition.

Recent recipients of the Mendenhall Prize are Lauren Woodward 2011, Laura Putnam 2010, Carolyn Baldwin 2009, Alana Speth 2008, Indigo Pfaff-Powers 2006, Stephanie Renaud 2006, Tasha Chemel 2007, Diana H. Lee 2004, Georgi Vogel-Rosen 2005, Clare Kelly-Barra AC 2002, Marin Kress 2003, Hannah Freed-Thall 2002, Jessica deCourcy Hinds 2000, Kathleen Wildman 2000, Melissa Eblen 1999, Amy Tanzer 1998, Carra Taylor 1997 and Gretchen Geser 1997.

Gladys Lampert and Edward Beenstock Prize: This prize is awarded for the best honors thesis in American studies or American history. Interested students should submit their theses no later than **Friday, April 22** to either Jennifer Roberts, secretary of the American Studies department, Wright Hall 12, or Lyn Minnich, secretary of the History department, Wright Hall 13.

Recent recipients of the Beenstock Prize are Laura Putnam 2010, Olivia Cummings 2009, Kathryn Sutton 2008, Jennifer La Bruto 2007 and Sophia Lenarz-Coy 2007, Elizabeth Lerner 2005 and Jacqueline Shine 2005, Laura Cutter 2004, Christina Renee Lehman 2003, Rebecca Orsogna 2002, Kimberly Buchanan Marlowe 2001, Laurel Lee Powers 2000 and Kristin Sparks 2000 and Dara Weirnerman 2000, Amanda Izzo 1999, Renée Shane Landrum 1998 and Lauren Brown 1998, Melissa Naulin 1997 and Gina Rourke 1996.

Vera Lee Brown Prize: This prize is awarded for excellence in history to a senior majoring in history in the regular course.

Recent recipients of the Brown Prize are Anna Cressotti 2010 and Melissa Redwood 2010, Elizabeth Crews 2009, Adrian Comly 2008 and Eleanor Jefferson 2008 and Gabrielle Thal-Pruzan 2008, Melody Sabine 2007, Christina Arrison 2006, Emily Merrill 2005 and Bethany Miller 2005, Heather Ortiz 2004 and Eleanor Rivera 2004, Ann Lynch 2003, Rebecca Hurst 2002J, Jack Slowriver 2001, Stacey Jurewicz 2000, Marta Schaaf 1999, (honorable mention to Natalie Belanger 1999), Amy Tanzer 1998 and Alethea Oliver-Olsen 1998, Story Matkin-Rawn 1997 and Robin Reid 1997J, Nicole Pelletier 1996J and Ann Silverman 1996J.

Hazel L. Edgerly Prize: This prize is awarded to a senior honors history student for distinguished work in that subject.

Recent recipients of the Edgerly Prize are Anna White-Nockleby 2009, Elizabeth Williams 2008, JoAnna Wall 2007, Jaci Eisenberg 2006, Maureen McElligott 2005, Helen Keremedjiev 2004, Uzma Burney 2003 and Christina Renee Lehmann 2003, Alexia Yates 2002 and Caroline Hasenyager 2002, Erin McKim 2001, Erin Park 2000 and Dara Weinerman 2000, Theodosia Hashagen 1998, Hannah Stott-Bumsted 1997, and Donna Cacace 1996.

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