

Smith College

Department of History

Handbook

Spring 2010

TABLE OF CONTENTS

Introduction	3
The Program in History	3
Requirements for the Major in History	3
Requirements for the Minor in History	4
Study Abroad	4
Course Descriptions	7
200-Level Courses	7
Seminars	13
Special Studies Options in History	13
Cross-Listed Courses	14
Five-College Courses	15
Departmental Honors Program	17
Recent Honors Thesis Titles	18
The Faculty	21
Scheduled Retirements and Leaves of Absence for Faculty Members	30
Department Office	31
Departmental Activities	31
Student Liaisons	31
Awards and Prizes	32
Directory of Addresses, Student Majors and Minors	34

INTRODUCTION

This handbook contains a description of the 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, 1650 to the present; 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 on 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 and the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Advisers for study away: Ann Zulawski and Elizabeth Stordeur Pryor

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
 Morocco: Rabat
 Senegal: Dakar
 South Africa: University of Natal at Pietermaritzburg, Durban
 Tanzania: Dar-es-Salaam
 Uganda: Kampala
 Israel: Ben Gurion University, Arava Institute of Environmental Studies
 Jordan: Amman
 China: Beijing
 Korea: Yonsei
 Cuba
 Dominican Republic
 Australia: Trinity College Parkville, Adelaide, Sydney
 New Zealand: Otago, Auckland
 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

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 all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

HST201 (C) The Silk Road

Ferdinand von Richthofen coined the term *die Seidenstraßen*, or silk routes, in the nineteenth century to refer to the Eurasian land routes that made possible long distance trade in precious commodities such as silk. But the term can also serve as a metaphor for a range of exchanges that took place on account of warfare, trade, and the mutual influence of ideas and institutions. The course treats the history of these contacts to the time of the Mongol Empire, focusing on interactions between pastoral nomadic and sedentary societies, long distance trade and the travels of Buddhists, Christians and Muslims, and how travel accounts shaped cultural knowledge.

Primary sources include selections from Herodotus' *Histories*, Sima Qian's *Historical Records*, Ibn Battuta's *Travels*, medieval Christian "missionary accounts," *Secret History of the Mongols* and Marco Polo's *Travels*. We will ask how political, social, religious and economic concerns shaped cultural encounters in Eurasia and generated particular self-identities and definitions of civilization. Class meetings will include lectures, discussion of readings and oral reports. Assignments include one short and one research paper, an oral report, and a final exam. **{H}** 4 credits

Richard Lim

MW 2:40-4:00 p.m.

HST205 (L) The Roman Empire

A historical survey of Roman and Mediterranean history from the establishment of the Principate by Augustus in late first century B.C. to the rise of Christianity in the fourth century A.D. Among the topics that will be treated are: Roman civil wars and the end of the Republic; Julius Caesar, Augustus and imperial autocracy; Julio-Claudian emperors from Augustus to Nero; Roman historical writings; the cult of divine Roman emperors; the grand strategy of the Roman empire: assimilation and resistance to Roman imperialism; Jews and Judaism in the Roman world; the Roman army; life in Rome, Italy and the provinces; women, family and society; traditional religions (paganism) and new cults; rise of Christianity and the persecution of Christians; late antiquity and the Christianization of the Roman world.

We will read a variety of primary historical documents and secondary sources, including Suetonius, *The Twelve Caesars*; Tacitus, *The Annals of Imperial Rome*; Josephus, *The Jewish War*; Apuleius, *The Golden Ass*; Lewis & Reinhold, eds., *Roman Civilization. II. The Empire*, a collection of primary sources; and Averil Cameron, *The Later Roman Empire*. Meetings will normally combine lecture presentations and discussions. Assignments include two short papers, a midterm and a final examination. **{H}** 4 credits

Richard Lim

MW 1:10-2:30 p.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.

HST225 (L) The Making of the Medieval World, 1000-1350

This course will explore the society and culture of Latin Europe during the eleventh through fourteenth centuries. We will examine the military expansion of Latin Europe, the reform and growth of the church, and the formation of a universal Christian identity. During the twelfth century, European culture underwent a profound transformations and growth, and the course will detail the commercial revolution and urban expansion, the creation of universities and the emergence of scholastic culture, the rise of vernacular literature and powerful, centralized monarchies.

The course also explores people at the margins of medieval society, who often found themselves disadvantaged by these large-scale transformations. The high Middle Ages mark the re-emergence of urban poverty, religious warfare and the persecution of minorities. In the fourteenth century, in the wake of war, famine, and plague, the political and intellectual developments of the previous centuries will unravel, as the world seems to descend into chaos.

{H} 4 credits

Joshua Birk

MW 11:00 a.m.-12:10 p.m. - Lecture;

F 10:00-10:50 a.m.; F 11:00-11:50 a.m. - Discussions

HST227 (C) Aspects of Medieval European History

Topic: Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition

This course is designed to juxtapose the medieval understanding of violence and war in both the Western Christian and Islamic traditions with modern understandings of those same phenomena. The first half of the course will examine the treatment of violence and in the foundational

religious texts of both religions, and traces the intellectual developments of these concepts during the Middle Ages. In the second half of the course, we will explore how medieval conceptions of violence are reinterpreted and redeployed in the nineteenth through twenty-first centuries.

{H} 4 credits

Joshua Birk

MW 2:40-4:00

HST238 (C) Gender and the British Empire

Historians have traditionally portrayed the British Empire as largely the province of male explorers, merchants, missionaries, soldiers, and bureaucrats. This course introduces students to the more recent picture produced by gender scholars, exploring the intersections between masculinity and imperial authority by treating such men as gendered subjects, whether at work, in battle, on the polo field, or at the club. The course also surveys the variety of British women's colonial experiences as wives, travelers, scholars, writers, activists, servants, and missionaries, and the ways white women's presence in the empire was regularly used to justify the mistreatment, or exclusion from positions of power, of indigenous peoples. In this way, the course addresses broader theoretical concerns such as the gendered structure of racial ideologies and the imperial features of nineteenth-century feminism. Finally, the course looks at some of the men and women who were colonized. First, we study the gendered features of slavery, of resistance to the slave system, and of the post-emancipation period in the British West Indies. Then we investigate West African and South African cultures as they came into contact with British traders, travelers, and bureaucrats, focusing especially on the gendered features of those cross-cultural encounters. Third, we explore how imperialism affected British attitudes towards Indian femininity and masculinity and how some Indians reacted to British constructions of their sex.

This course covers the period from the late eighteenth century through the 1930s.

Geographically, it focuses on the West Indies, Africa, and India, with more limited attention given to Canada, New Zealand, and Australia. Discussion will be the primary format of class meetings, but short lectures will help frame the material to be discussed and will provide essential background information. Readings include a variety of secondary sources as well as first-hand accounts. Such primary sources include memoirs – *The History of Mary Prince: A West Indian slave, related by herself* and Mary Kingsley's *Travels in West Africa* – as well as novels like H. Rider Haggard's *King Solomon's Mines* and E. M. Forster's *A Passage to India*. Enrollment is limited to 25 students.

{H} 4 credits

Jennifer Hall-Witt

TTH 1:00-2:20 p.m.

HST247 Aspects of Russian History

Topic: Affirmative Action Empire: Soviet Experiences of Managing Diversity

The Soviet state was not only an utopian project for a just Communist society that went wrong and generated a totalitarian and murderous regime. To build Communism, Soviet leaders had to create a modern environment in which Communist ideas could disseminate. Unfortunately (for the Soviet leaders), the first Socialist revolution in the world happened in a country that was an empire, an enormous land mass populated by hundreds of national and ethnic groups. To manage this diversity, the Soviet state initiated a massive reorganization of the space of the empire, and attempted to pursue an affirmative action policy that would equalize different

national groups. This course introduces you to the history of the Soviet state and society through a variety of topics, all of which touch on the problem of dealing with diversity under a Communist regime.

We will begin with a discussion of recent theories of nationalism and empire, explore the basic assumptions of Marxism about the historic march of nationalism, and read Joseph Stalin's and Vladimir Lenin's texts on revolution and nationalism. As we move further along the chronological path, we shall discuss how the Communist regime envisioned socialist transformations in various parts of the Soviet Union. In particular, we shall focus on the Soviet campaign for the modernization of Islamic Central Asia and for the unveiling of Central Asian women. We shall look at the impact of Stalin's transformation of the USSR into an industrial state with collective agriculture on the different ethnic groups in the country. We shall discuss the mechanisms and the meaning of the Great Terror that swept the country as Stalin's grip on power hardened.

The beginning of World War II and the Soviet role in the war left a lasting wound in the historical memory of many East European nations. We shall focus on the division of Europe by Stalin and Hitler on the eve of the war, and the battle over the meaning of the legacy of the war in the Baltic States and Ukraine. The post-war development of the USSR witnessed a slow and steady rise in standards of living, and the rapid emergence of a Soviet middle class, increasingly influenced by socialist visions of modernity. In a range of historical sources, from animated films to novels and rock songs, we shall explore the culture of the late Soviet Union and discuss social forces that predetermined its demise as the only grand alternative to Western-style liberal democracy.

It is expected that by the end of the class you will be familiar with the assumptions and language of Soviet-style Marxism, and understand the evolution of the economic, cultural and social policies of the Soviet regime. The class is paralleled by a weekly film showing (extra-credit), which allows you to get a view of Soviet society "from within." Your assignments will include three reaction papers, in-class discussions, and the final paper. **{H/S}** 4 credits

Sergey Glebov

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

HST253 (L) Women and Gender in Contemporary Europe

In this course, we will examine women's experience and participation in the commonly recognized major events of the twentieth century with special attention to increasingly public and politicized negotiations about gender and sexuality. Students will be introduced to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in twentieth-century European gender and women's history. **{H}** 4 credits

Darcy Buerkle

TTH 10:30-11:50 a.m.

HST259 (C) Aspects of African History

Topic: Islam in Africa or African Islam?

This course offers a regional approach to the histories of Islam in Africa, the first home of Islam outside Arabia. The spread of Islam in Egypt and North Africa and its further expansion into West Africa, Southern Africa, and East Africa. Examination, in each region, of the impact of the

African environment on Islam, the impact of Islam on African historical development, and the major themes that have dominated scholarly inquiry. Throughout, we grapple with the vexing problem of whether we are dealing with Islam in Africa or African Islam. **{H}** 4 credits

Daniel Brown

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

HST261/LAS261 (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. **{H}** 4 credits

Ann Zulawski

TTH 9:00-10:20 a.m.

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

HST266 (L) The Age of the American Civil War

This course challenges the standard Civil War narrative that the war was fought to free the enslaved. Instead, through lectures and readings, this survey examines the ways in which enslaved African Americans (and their advocates) actively freed themselves. Students will not only examine the social history of enslavement in the South and explore cases of individual survival and collective resistance, but also the overarching repression of the so-called “peculiar institution.” We will pay particular attention to the tools of repression, including the sexual coercion, commodification, and rape of African-American women. Students will also examine the politics of enslavement and how its impact reached far beyond the slave states. Important political and social events under study include the Missouri Compromise, abolitionism, the rise of minstrelsy, the African-American civil rights battle in the North, revolts of the enslaved, the Mexican-American War, the Underground Railroad, the Fugitive Slave Law, the political crisis of the 1850s, Dred Scott, the publication of *Uncle Tom’s Cabin*, enslavement during the War, the 1863 Draft Riots, experiments in freedom, and the hope and ultimate failure of Reconstruction for African Americans.

Readings include historical writings by David Roediger, Stephanie Camp, and WEB Dubois, and primary documents, including those by Frederick Douglass, William Still, Harriet Jacobs, Supreme Court Justice Roger Taney, Abraham Lincoln and Stephen Douglas, George Fitzhugh, Charlotte Forten, Mary Chestnut, and letters from Civil War soldiers. Students will write 4 short reaction papers and one 5 to 7-page essay. **{H}** 4 credits

Elizabeth Pryor

MW 1:10-2:30 p.m.

HST267 (L) The United States since 1898

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class, and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism,

civil rights, and other liberatory movements for social justice. Emphasis on class discussion and analysis of original documents. **{H}** 4 credits

Jennifer Guglielmo

WF 2:40-4:00 p.m.

HST270 (C) Aspects of American History

Topic: The Black Atlantic

In 1993, sociologist Paul Gilroy harnessed the phrase “Black Atlantic” to describe cultural exchanges among African-descended peoples throughout the Diaspora. This course explores the historical roots of Gilroy’s “Black Atlantic” by examining crucial moments in the social and intellectual history of Africans in the Atlantic World from first African-European contact to the U.S. Civil War. Although interested in the Black Atlantic in its entirety, the focus of this course is the Americas, particularly the United States. Themes under study are enslavement, resistance, the Haitian Revolution, maroonage, abolition, self-directed mobility and Black Nationalism. In this reading intensive course, students will collaborate in teams of two to present the readings, raise questions for discussion and facilitate our weekly conversation. Students will write two 5-page reaction papers, two shorter review essays and always come prepared with two thoughtful (typed) questions for discussion.

Readings will include secondary sources such as Paul Gilroy on the Black Atlantic, John Thornton on African influences in the Atlantic World, and C.L.R. James on Haiti, as well as primary readings by Olaudah Equiano, Mary Prince, Frederick Douglass, Mary Seacole and Martin Delany. **{H}** 4 credits

Elizabeth Stordeur Pryor

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

HST280 (C) Inquiries into United States Social History

Topic: Globalization, Immigration, and Transnational Cultures

How can history help us to understand the emergence of globalization, migration, transnational social movements and transborder consciousness in the last century and a half? How have immigrants and migrants responded to displacement, marginalization, and exclusion, by redefining the meanings of home, community, and freedom? What are the connections between mass migration and imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black Liberation, and anti-colonialism? How have immigrants and migrants themselves transformed the United States? Readings include the following: Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (Harvard, 2000); Erika Lee, *At America's Gates, Chinese Immigration during the Exclusion Era* (UNC Press, 2003); Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*. (Princeton, 2004); Robin D. G. Kelley, *Freedom Dreams: The Black Radical Imagination* (Beacon, 2002); Alicia Schmidt Camacho, *Migrant Imaginaries: Latino Cultural Politics in the Mexico–U.S. Borderlands* (NYU Press, 2008); and David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants* (Beacon, 2008). **{H}** 4 credits

Jennifer Guglielmo

T 1:00-3:40 p.m.

SEMINARS

Admission to seminars assumes prior preparation in the field and is by permission of the instructor. Enrollment is limited to 12 juniors and seniors.

HST355 Topics in Social History

Topic: Debates in the History of Gender and Sexuality

This course examines the trajectory of research on the history of sexuality and gender in the modern period, with a primary focus on modern Europe. Topics include historical debates about gender and fascism, the establishment of the welfare state, feminism and war and gendered cultural production. In addition to developing a strong sense of recent historical research on gender, this course will consider how notions about gender in history inform contemporary theory and politics. Sources include original documents, recent historical monographs, autobiography and film.

{H} 4 credits

Darcy Buerkle

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

HST372 Problems in American History

Topic: Consumer Culture in the United States, 1880-1980

{H} 4 credits

Daniel Horowitz

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

HST383 Research in United States Women's History: The Sophia Smith Collection

Topic: American Women in the 19th and 20th Centuries

{H} 4 credits

Helen Horowitz

W 1:10-3:00 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 in the History Department section of the catalogue count as History courses toward all requirements. Courses cross-listed in spring 2010 are:

AAS278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors that contributed to the formative years of "Civil Rights Movements," black films and music of the era, the rise of "Black Nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: AAS117 and/or AAS270, or permission of the instructor. Enrollment limited to 40. **{H}** 4 credits

Louis Wilson

TTH 9:00-10:20 a.m.

AAS335 Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the 13th amendment. Recommended background: AAS117. **{H}** 4 credits

Louis Wilson

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

AMS302 The Material Culture of New England, 1630-1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. Enrollment limited to 12. **{H/A}** 4 credits

Nan Wolverton

T 2:00-4:00 p.m.

EAS219 Modern Korean History

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine major events such as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. **{H}** 4 credits

Ellie Choi

MW 1:10-2:30 p.m.

LAS301 Seminar: Topics in Latin America and Latino/a Studies

Topic: Culture and Society in the Andes

The seminar examines the history and culture of the core area of Andean civilization (Ecuador, Peru and Bolivia) from the pre-Columbian period to the present. We will study Andean cosmology and the area's unique social and economic organization before the arrival of the Spanish; changes in social structure and gender ideologies under colonialism; capitalist expansion, liberalism and native protest; *indigenismo*, labor organization and the Left; gender and Aymara and Quechua culture today; the struggle against neoliberalism.

LAS301 satisfies the seminar requirement for the History major as well as Latin American and Latina/o Studies.

{H/S} 4 credits

Ann Zulawski

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

SWG205 Lesbian, Gay, Bisexual and Transgender History in the United States, 1945-2003

This course offers an overview of LGBT culture and history in the United States from 1945 to 2003. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgendered lives and experiences during the latter half of the 20th century. The course will encourage students to think about intersections of race, sexuality and class, and how these categories have affected sexual minority communities.

The course will also explore the legal and cultural impact sexual minority communities have had in the United States. Prerequisite: SWG 150 or permission of the instructor. {H} 4 credits

Daniel Rivers

MW 1:10-2:30 p.m.

Five-College Courses by Smith History Faculty

Amherst College

Russian 20/History 6

If you ever wondered what is the past of countries such as Ukraine, Estonia, or Uzbekistan, you might be interested in this course, which explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. A home to Christianity and Buddhism, Islam and Judaism, Eurasia presents itself as a venue for studying interactions between major cultures of the world over the course of many centuries. As it embarked upon building Communism in the 20th century, it produced its own material and ideal world, which influenced Communist and Socialist regimes across the globe.

In the course of our meetings we will discuss how this region was imagined and mapped. How useful are conventional definitions of the boundary between "Europe" and "Asia"? What is meant by "Eastern Europe," "Central Europe," and "Eurasia"? What was the impact of imperial formations, such as the Mongol Empire of Chingis-khan's heirs or the Empire of the Romanovs, upon the history of the region's diverse peoples? How important was the

influx of European ideas and practices from the 15th century onwards? We shall look at how the emerging modern nations incorporated or obliterated their imperial pasts and struggled over the meaning of past events. We shall also explore how empires dominated and colonized particular spaces and how this domination was resisted or accommodated in different parts of Eurasia.

To help us navigate these problems, we will read historical documents, from *The Secret History of the Mongols*, to the writings of the Islamic modernist, Ismail-bey Gaspirali, to Joseph Stalin's vision of the Soviet Socialist state composed of modern nations. The class itself will consist of a series of lectures and discussions, each led by a specialist in a particular area of Eurasian studies from the Five Colleges. By the end of this class you should be well-acquainted with the emergence of nations and regions such as East Central Europe, Central Asia, and the Caucasus, as well as with how these regions fared in the cultural imagination of modern Europe. You will also know well the resources available in the Five College area for the study of the region.

The class has no specific prerequisites and requires no prior knowledge of the history or the present of Eurasia. This class is one of the requirements for the Five College Certificate in Russian, East European, and Eurasian Studies. Among the assignments are three reaction papers, a final paper, and a book review. Open enrollment. 4 credits
Course director: Sergey Glebov
MW 2:00-3:30 p.m.

Departmental 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 adviser. 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 taking place 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 major.

Director of Honors: Darcy Buerkle

Recent honors thesis titles include:

“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 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 martial 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

THE FACULTY

Marnie Anderson, Assistant Professor, Japanese history

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. She is currently working on a book manuscript that examines discourses about gender, citizenship and the nation in late nineteenth-century Japan. She teaches three sequential surveys of Japanese history from ancient times to the present as well as specialized courses on gender in Japanese history, World War II in East Asia, social protest, and images of Japanese women. She also teaches the basis of the East Asian Studies major, EAS100 Introduction to Modern East Asia, cross-listed in History.

office: Seelye 408

ext.: 3708

e-mail: msanders@smith.edu

On leave 2009-2010

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 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.

office: Pierce Hall 302

ext.: 3716

e-mail: ebenz@smith.edu

On leave 2009-10

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 a Christians 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. His most recent publication, "Borderlands and Borderlines: Narrating the Past in Twelfth Century Sicily" appeared in *Multicultural Europe and Cultural Exchange in the Middle Ages and Renaissance*,

Brepols, 2005, edited by James P. Helfers. His translations of several Arabic text on medieval Sicily appear in the forthcoming *Italy: A Reader*, from University of Pennsylvania Press.

His course offerings include three sequential surveys covering the medieval European world from 400-1550, an intellectual history course on the idea of Crusade and Jihad, and a course examining religious and social minorities within medieval Europe.

office: Wright Hall 207

ext.: 3740

e-mail: jcbirk@smith.edu

Daniel W. Brown, Lecturer, Islamic Middle East

Specializes in Islamic intellectual history in the modern period, with particular reference to intellectual movements in the Indian Subcontinent and Egypt, and to the development of Islamic modernism. He is the author of *Rethinking Tradition in Modern Islamic Thought and A New Introduction to Islam* as well as articles on Islamic modernism, modern Muslim ideologies of martyrdom, and modern Muslim attitudes toward scripture. He has lived and studied in Pakistan and in Egypt.

office: Neilson Library A/16

phone: x3434 or cell phone-413-218-7591

e-mail: dwbrown@smith.edu

Darcy C. Buerkle, Assistant Professor, Modern Europe

Darcy Buerkle began teaching at Smith College in Fall 2002. Her 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 include articles on the German Jewish artist Charlotte Salomon (1917-1943), on German women and portraiture in the early twentieth century, and on suicide and its documentation during the Weimar period (1919-1933). Other articles include the reconstruction of affect through Hannah Arendt, original footage of the 1961 Eichmann trial and the film, *The Specialist* (1999), and an essay in which she explores spectatorship and anxiety in Weimar films about anti-semitism. Presently she is completing a book manuscript entitled, *Visual Rhetoric of Suicide: German Jewish Women and Spectatorship in Early Twentieth Century Germany*. Her course offerings include two surveys in European women's and gender history (HST 252 and HST 253), in addition to colloquia and seminars such as Representing the Past (HST 246 Trauma and History HST 346), History of Psychoanalysis (HST 255), Recent Debates in Gender and Sexuality (HST 255) and Historiography (HST 350). Professor Buerkle received the Junior Faculty Teaching Award at the 2003 Rally Day Celebration.

office: Hillyer 308

ext.: 3724

e-mail: dbuerkle@smith.edu

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.

office: 138 Elm Street #4

ext.: 3718

e-mail: dgardner@smith.edu

Sergey Glebov, Five College Assistant Professor, History of the Russian Empire

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 the Russians' perceptions of "Europe" in the 19th and early 20th century, as well as on early Soviet nationalities policies. He is currently working on a 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 spring 2009, at Smith he will teach a new course on the native peoples in Siberia and Alaska, and at Mount Holyoke the core course for the Five-College Russian East European and Eurasian Studies certificate

office: Pierce Hall 108

ext.: 3742

e-mail: sglebov@smith.edu

Jennifer Guglielmo, Assistant Professor, United States History

Jennifer Guglielmo specializes in United States history in the late 19th and 20th centuries. Her research and teaching interests include women, immigration, transnationalism, imperialism, labor, race and racism, social movements, political radicalism and working-class studies.

Guglielmo's book *Living the Revolution: Italian Women's Resistance and Radicalism in New York City, 1880-1945* is due out with the University of North Carolina Press in March 2010. 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. Her work has also been funded by the Social Science Research Council and the American Association of University Women. She is co-editor (with Salvatore Salerno) of *Are Italians White? How Race Is Made in America* (Routledge, 2003), which was published in Italy as *Gli Italiani sono bianchi? Come l'America ha costruito la razza* (Milan: Il Saggiatore, 2006). Her essays include:

- "Transnational Feminism's Radical Past: Lessons from Italian Immigrant Women Anarchists in Industrializing America." *Journal of Women's History*, scheduled for Issue 1, Volume 2 (Spring 2010).
- "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 and Spanish by immigrant women anarchists in early 20th-century New York City and northeastern New Jersey, which will be reprinted in her next book, *My Rebellious Heart: Immigrant Women's Anarchist Feminist Prose in New York City's Radical Subculture, 1890-1930*. 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 & Transnationalism in U.S. History
- Research Seminar in U.S. Women's History: The Sophia Smith Collection

office: Neilson 4/05

ext.: 3712

e-mail: jgugliel@smith.edu

Jennifer Hall-Witt, Lecturer, British and imperial history

Jennifer Hall-Witt 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 July 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 engaged in research on the uses of deception and transparency in the language of late eighteenth- and early nineteenth-century British radicals. In Fall 2009, she will teach HST 252, Women in Modern Europe, 1789-1918 and HST 335, Topics in British History, and in Spring 2010, HST 238, Gender and the British Empire.

office: Pierce Hall 001

ext.: 3569

e-mail: jhallwit@smith.edu

Daniel Horowitz, Mary Huggins Gamble Professor of American Studies, United States Intellectual History

He 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* (2004); *Jimmy Carter and the Energy Crisis of the 1970: The "Crisis of Confidence" Speech of July 15, 1979*, ed. and intro. (2004). Among the honors he has received are fellowships from The Guggenheim Foundation, the National Humanities Center and the National Endowment for the Humanities; for his book on Friedan--the Constance Rourke Prize from the American Studies Association and the annual book prize from the North East Popular Culture Association; for *Anxieties* the Eugene M. Kayden Prize for the best book published in the humanities in 2004 by a university press; and the 2003 Mary C. Turpie Prize from the American Studies Association for "outstanding abilities and achievement in American Studies teaching, advising, and program development at the local or regional level." 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 taught History 273: Contemporary America and History seminars as well.

office: Wright Hall 129
 ext.: 3588
 e-mail: dhorowit@smith.edu

Helen Horowitz, Sydenham Clark Parsons Professor, United States Cultural and Social, Institutional, Women

Research ranges over a number of areas: urban life, cultural philanthropy, women, higher education, biography, and intimate life, sexuality, sexual representation, and censorship. *Culture and the City* examined the cultural institutions of 19th-century Chicago. A series of articles on zoological gardens looked at the relation between conceptions of wild animals and human society and their presentation. *Alma Mater* probed the ways in which founders of women's colleges expressed their hopes and fears about women as they offered them the liberal arts. *Campus Life* looked at the history of undergraduate cultures. A biography of M. Carey Thomas, president of Bryn Mawr College and feminist, 1857-1935, appeared in 1994. *Re-reading Sex Battles Over Sexual Knowledge and Suppression in Nineteenth-century America* (2002) explores sexual representations and the campaign to censor them that led to the landmark Comstock Law of 1873 that barred obscene materials, contraceptive information and devices, and abortion advertisements from the U.S. mails.

Teaching deals with several of these areas. History 279 surveys urban history of the United States, largely from a cultural and social perspective. History 383, a research seminar, works with students as they explore the Sophia Smith Collection and Smith College Archives. History 271 is a conference course on the history of the landscape and built environment. Two American Studies courses, an introductory course and a senior symposium, allow interdisciplinary exploration.

office: Wright Hall 120
 ext.: 3741
 e-mail: horowit@smith.edu

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

He received his A.B. from U.C. Berkeley and Ph.D. from Princeton. His research centers on the history and religions of the Mediterranean and Near Eastern worlds during the period of late antiquity (roughly c. 200-600), with especial focus on the social and cultural history of the urban communities of the later Roman Empire. The current major research project is a book-length study of how traditional forms of Roman public spectacles – such as chariot-racing, gladiatorial games and animal fighting, and theatrical shows – became a locus for negotiations over the scope and meaning of civic transformations and Christianization within late antique metropolitan cities such as Rome, Carthage, Antioch and Constantinople.

Other recent works include studies on late antique Christian uses of the form of the philosophical and literary dialogue, St. Augustine of Hippo's attitudes towards public spectacles, the concept of secularization as an interpretive historical category in late antiquity, contested late Roman views of the Circus Maximus in Rome and chariot-racing, and the relation of public spectacles to the sociability and "cultures of knowingness" of urban groups in late Roman cities.

In addition to ongoing work on Roman public spectacles, he is also engaged in the preparation of two other books, one based on the themes and material treated in my course on the ancient silk road for Harvard University Press, and another on the social and cultural history of late antiquity for Cambridge University Press.

He offers a four-semester cycle of ancient history survey courses:

HST 202, Ancient Greece

HST 203, Alexander the Great and the Hellenistic World

HST 204, The Roman Republic

HST 205, The Roman Empire.

In addition, he teaches several thematic courses colloquia under the rubric of

HST 206, Aspects of Ancient History

Recent offerings include “Greek and Roman Slavery” and “Sports and Public Entertainment in Greece and Rome.”

He also offers, about once every two years, a course on the history of the pre-modern contacts between “East” and “West” from the rise of pastoral nomads in Eurasia to the travels of Marco Polo:

HST 201, The Ancient Silk Road

office: Seelye Hall 108

ext.: 3717

e-mail: rjim@smith.edu

Robert Merritt, Professor of Biological Sciences and Interim Chair, History Courses

Bio 110 Your Genes, Your Chromosomes

Bio 234 Genetic Analysis

Bio 235 Genetics Analysis Laboratory

Research Interests

The genetic structure of natural populations is influenced by natural selection, migration, genetic drift and mating systems (modes of reproduction). The relative importance of these factors varies from species to species and from population to population. In my lab we use molecular markers to study genetic structure in a wide range of organisms, including both plants and animals. Presently we are investigating the relative significance of asexual and sexual reproduction in Joshua tree populations in the American Southwest. Work to date using phosphoglucose isomerase isozyme polymorphism indicates that clonal (asexual) reproduction may play a much less significant role in this species than has been previously suggested. Phosphoglucose isomerase genotypes show the random distribution across geographic localities that would be expected for a primarily sexually reproducing species rather than the patchy distribution expected with clonal reproduction.

Representative Publications

Merritt, R.B., J.F. Rogers, and B.J. Kurz. 1978. Genic variability in *Rhinichthys cataractae*. *Evolution* 32:116-124.

Starzyk, R.M., and R.B. Merritt. 1980. Malate dehydrogenase isozymes of the longnose dace, *Rhinichthys cataractae*. *Biochemical Genetics* 18:755-764

Merritt, R.B., W.H. Kroon, D.A. Wienski, and K.A. Vincent. 1984. Genetic structure of natural populations of the red-spotted newt, *Notophthalmus viridescens*. *Biochemical Genetics* 22:669-686.

Toulson, A., and R.B. Merritt. 2003. Phosphoglucose isomerase polymorphism and genetic structure in populations of the Joshua tree (*Yucca brevifolia*). XIX International Congress of Genetics (abstract).

office: 352 Sabin-Reed

ext.: 3819

e-mail: rmerritt@science.smith.edu

David Newbury, Gwendolen Carter Professor of African Studies and Five Colleges Fortieth Anniversary Professor. [Africa](#).

David Newbury is Gwendolen Carter Professor of African Studies. His research has focused on three major projects dealing with the historical dynamics of Central and East Africa. They explore a range of issues, from precolonial times to the multiple crises of the 1990s. One project studied precolonial social transformations in the Kivu Rift Valley, the border area between Rwanda and Congo; it traces the relationship of clan alterations to the emergence of kingship in a Congolese community. A second project studied how a devastating famine in eastern Rwanda during the late 1920s led to the reinforcement of colonial power in the region; it assesses the gendered experience of ecological crisis as well as the effects on local politics, on missionary history, on local labor strategies; and on regional colonial competition. Yet another research project traced the social transformations in a forest community in eastern Congo, as colonial policies forced a shift from a hunting-gathering economy to agricultural production. More recently, he has studied the historical roots to violence in Central Africa during the 1990s, tracing both the historical effects and the efforts by local actors, at various levels, to rebuild functioning communities and transcend the catastrophes of the genocide in Rwanda (1994), and the two recent wars in the Congo (1996–97; 1998–present).

Professor Newbury's publications deal both with issues specific to Central Africa and with broader historiographical and methodological questions. His books include *Vers le Passé du Zaïre: Méthodes Historiques*; *Kings and Clans: A Social History of the Lake Kivu Rift Valley*; *African Historiographies: What History for Which Africa?*; *Paths to the Past: Essays in Honor of Jan Vansina*; and *The Lands Beyond the Mists: Essays on Identity and Authority in Precolonial Congo and Rwanda*. In addition, he has published numerous articles on history, method, historiography, and the current crises of Central Africa.

He teaches regional courses on East, West, and Central African history, as well as thematic courses on a variety of topics; among them are: biography and history in Africa, imperialism and environmental history in Africa; decolonization in Africa; famine in historical perspective; and missions and missionaries in Africa. In 2005, he was named Smith's representative as "Fortieth

Anniversary Professor," to commemorate the forty-year consortium of the Five Colleges. In 2006, he was honored to receive the Senior Faculty Teaching Award from the Student Government Association.

He currently serves as chair of the Five College African Studies Council. He holds two positions in the American Historical Association: as member of the Program Committee of the 2009 Annual Meeting, and as member of the Nominating Committee— responsible for all elective positions in the organization. He is chair of the Graduate Student Award Committee of the African Studies Association. He is faculty advisor to CAMP, the Cooperative Africana Microfilm Project, a national project run by the Center for Research Libraries, to preserve documentation on microfilm from all African countries. He also serves as Book Review co-editor (with Catharine Newbury) of the *African Studies Review*, the academic journal of the African Studies Association.

office: Seelye 416

ext.: 3723

e-mail: dnewbury@smith.edu

On leave 2009-2010

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, 2008-09, 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.

office: Wright Hall 115

ext.: x3701

email: epryor@smith.edu

Nadya Sbaiti, Assistant Professor, Islamic Middle East

Nadya Sbaiti specializes in the social and cultural history of the modern Middle East. Her research focuses on gender and education in Beirut, Lebanon, during the French mandate (1920-1943) and early independence periods (1943-1960s). Additional research interests include the history of medicine and hygiene, urban history, tourism, and popular culture. She currently serves as co-editor of the peer-reviewed *Arab Studies Journal* and helped produce the documentary film, *About Baghdad*. She teaches two sequential surveys of Middle Eastern history, women and gender in the Middle East, and urban history. In Spring 2009 at Smith, she is teaching a colloquium on women and gender in the Middle East and at Mount Holyoke College a survey on the modern Middle East.

office: Wright Hall 128

ext.: 3746
email: nsbaiti@smith.edu
On leave 2009-2010

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.
office: 10 Prospect Street #201
ext.: 3727
e-mail: azulawsk@smith.edu

Scheduled Leaves of Absence for the Faculty

Marnie Anderson – year 2009-2010
Ernest Benz – year 2009-2010
Darcy Buerkle – year 2010-2011
Sergey Glebov – year 2010-2011
David Newbury – year 2009-2010
Nadya Sbaiti – year 2009-2010

Department Office

Lyn Minnich, Department Secretary, can be located in the basement of Wright Hall, office 13, in the Social Sciences Cluster.

ext.: 3702

e-mail: lminnich@smith.edu

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 Speakers

Spring Events:

- The Frank and Lois Green Schwoerer '49 Annual History Lecture
- History Salon
- Film Series
- Visiting Speakers

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 2009-2010

Liz Balcom '12, ebalcom@smith.edu, x6601 (recently returned from JYA Florence)
 Liz Brasington, '11, ebrasing@smith.edu, x7326 (going abroad to Jordan in the spring)
 Emily Hagens, '10, ehagens@smith.edu, x6672 (recently returned from JYA Florence)

("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 23, 2010**, 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 Carolyn Baldwin 2009, Laura Putnam 2010, 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 23, 2010**, 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 Olivia Cummings 2009 and Candace Clement 2009, Kathryn Sutton 2008, Julianna LaBruto 2007 and Sophia Lenarz-Coy 2007, Elizabeth Lerner 2005 and Jacqueline Shine 2005, Christina Renee Lehman 2003, Rebecca Orsogna 2002, Kimberly Buchanan Marlowe 2001, Laurel Lee Powers 2000 and Kristin Sparks 2000 and Dara Weinerman 2000, Amanda Izzo 1999, Renée Shane Landrum 1998, 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 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.

DIRECTORY OF ADDRESSES**Student Majors**

Arellano-Weddleton, Laura '11 Campus Box 8601	x7919 larellan@smith.edu
Arthur, Lauren '10 Campus Box 6983	x7273 larthur@smith.edu
Balcom, Elizabeth '10 Campus Box 7078	x6601 ebalcom@smith.edu
Bellini, Jessica '11 Campus Box	x jbellini@smith.edu
Bolto, Katharina '10 Campus Box 7247	x7443 kbotlo@smith.edu
Brasington, Elizabeth '11 Campus Box 6279	x7326 ebrasing@smith.edu
Buskirk, Megan '10 Campus Box 6848	x mbuskirk@smith.edu
Bussanich, Laura '11J Campus Box 8624	x7717 lbussani@smith.edu
Buxton, Hilary, '11 Campus Box 6369	x hbuxton@smith.edu
Calvo, Amanda '11 Campus Box	x acalvo@smith.edu
Capone, Christie '10 Campus Box 7328	x6030 ccapone@smith.edu
Casey, Alanna '11 Campus Box	x acasey@smith.edu
Cejka, Lindsay '11 Campus Box	x lcejka@smith.edu
Cooper, Abigail '11 Campus Box 6581	x6070 acooper@smith.edu

Cressotti, Anna '10 Campus Box 7391	x acressot@smith.edu
Cutaia, Terra '12 Campus Box 6176	x4802 tcutaia@smith.edu
Davis, Katelyn '11 Campus Box	x kdavis@smith.edu
Dolin-Aubertin, Naomi '10 Campus Box 7441	x7282 ndolin@smith.edu
Dunn, Zoe '10 Campus Box 7449	x7411 zdunn@smith.edu
Eby, Bethany '11 Campus Box 7937	x7186 beby@smith.edu
Estrella, Alexia '10J Campus Box 6843	x7663 aestrell@smith.edu
Everson, Brittani '10 Campus Box 7470	x4417 beverson@smith.edu
Forrest, Emma '11 Campus Box	x eforrest@smith.edu
Frydman, Hannah '12 Campus Box 6265	x6908 hfrydman@smith.edu
Gethner, Gwen '11 Campus Box 8026	x7330 ggethner@smith.edu
Glidden-Lyon, Sophie '12J Campus Box 8306	x7231 sglidden@smith.edu
Hagens, Emily '10 Campus Box 7548	x6672 ehagens@smith.edu
Haider, Almas '11 Campus Box	x ahaider@smith.edu
Hartmann-Dow, Elizabeth '10 Campus Box 7571	x7895 ehartman@smith.edu
Helming, Margaret '11 Campus Box 8085	x mhelming@smith.edu

Hoke, Kelsie '11 Campus Box 7223	x6073 khoke@smith.edu
Hopkins, Phoebe '12 Campus Box 6380	x7141 phopkins@smith.edu
Johnson, Elizabeth O'Connor Campus Box 8651	x eojohnso@smith.edu
Jones, Erica '10 Campus Box 7614	x6289 ejones@smith.edu
Kabir, Akile '10 Campus Box 7623	x7174 akabir@smith.edu
Kadam, Samira '11 Campus Box 8143	x4813 skadam@smith.edu
Kaup, Sarah '10 Campus Box 7019	x4335 skaup@smith.edu
Keats, Sami AC Campus Box 8913	x skeats@smith.edu
Koones, Alexandra '11 Campus Box 8203	x akoones@smith.edu
Kuzara, Alison '11 Campus Box	x akuzara@smith.edu
Lang, Helana '10 Campus Box 7699	x7824 hlang@smith.edu
Lewicke, Katlyn '11 Campus Box 8367	x6227 klewicke@smith.edu
Linnehan, Elizabeth '10J Campus Box 7746	5631 elinneha@smith.edu
Mandica-Hart, Olivia '11 Campus Box 8300	x6624 omandica@smith.edu
Meyer, Tanya '10 Campus Box 7829	x7692 tmeyer@smith.edu
Morrisette, Danielle '10 Campus Box 7878	x6351 dmorriss@smith.edu

Murphy, Catherine '10 Campus Box 7886	x7283 cmurphy@smith.edu
Needham, Jennifer '10 Campus Box 8872	x jneedham@smith.edu
Newton, Landon '11J Campus Box 7900	x7939 lnewton@smith.edu
Nichols, Sarah '10 Campus Box 7907	x7806 snichols@smith.edu
Noonan, Katherine AC Campus Box 8941	x5744 knoonan@smith.edu
O'Neil, Erin '11 Campus Box 8401	x7656 coneil2@smith.edu
Peterson, Rebecca '11 Campus Box	x rpeterso@smith.edu
Phemister, Jozen AC Campus Box 8950	x jphemist@smith.edu
Pillars, Katey '11 Campus Box 8451	x6877 kpillars@smith.edu
Redwood, Melissa '10 Campus Box 7982	x7399 mredwood@smith.edu
Shang, Andrea '10 Campus Box 8149	x7097 ashang@smith.edu
Sharp, Natalie '10 Campus Box 8155	x6535 nsharp@smith.edu
Shird, Shannon '10 Campus Box 8166	x7930 sshird@smith.edu
Shmania, Amy '11 Campus Box	x ashmania@smith.edu
Skogerboe, Emily '11 Campus Box	x eskogerb@smith.edu
Somers, Camilla '11 Campus Box	x csomers@smith.edu

Sullivan, Elizabeth '10 Campus Box 8234	x7287 esulliva@smith.edu
Tebaldi, Alison '10 Campus Box 7890	x atebaldi@smith.edu
Vasconez, Fatima '10 Campus Box 8710	x7752 fvascone@smith.edu
Velocci, Ginina '11 Campus Box 8664	x7276 gvelocci@smith.edu
von Salis, Barbara '11 Campus Box 8669	x7055 bvonsali@smith.edu
White, Kathleen '11 Campus Box 8774	x7034 kwhite@smith.edu
Williams, Tavish '11 Campus Box 8711	x6282 twillia2@smith.edu
Wilson, Mackenzie '10 Campus Box 8772	x6767 mwilson@smith.edu
Zaleski, Alexandra '12 Campus Box 8154	x5524 azaleski@smith.edu

Student Minors

Barrientos, Catherine '11 Campus Box 6150	x cbarrien@smith.edu
Codington, IdaKate AC Campus Box 8840	x5856 icodingt@smith.edu
Hacker, Elizabeth '10J Campus Box 6354	x7037 ehacker@smith.edu
Minarich, Mikal '10 Campus Box 7855	x7045 mminaric@smith.edu
Murcia, Stephanie '11 Campus Box 8374	x6058 smurcia@smith.edu

Smith, Hillary '11J
Campus Box 8708

x7102
hesmith@smith.edu

Thompson, Sarah '10
Campus Box 8253

x7636
sthompo@smith.edu