

Smith College

Department of History

Handbook

Spring 2012

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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: Nadya Sbaiti

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.

Topic: Geisha, Wise Mothers and Working Women: Images of Japanese Womanhood

In this course, we will examine images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered to be definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels such as Arthur Golden's *Memoirs of a Geisha*, primary sources including an autobiography written by a geisha, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of prescription versus reality. We will also focus on how the meanings of the term "geisha"—and indeed, ideals of Japanese womanhood—have changed over time, both in and outside of Japan.

Although the course is an introduction to the sources and methods that historians use to write history, a significant portion of the class will be devoted to helping you improve your writing skills. To this end, you will write and revise three short papers based on the course readings, as well as a longer paper using primary sources (on a topic approved of by the instructor). This course fulfills the "writing intensive" requirement. WI {H} 4 credits.

Marnie Anderson

MW 1:10-2:30

200-Level Courses

History 205 (L) The Roman Empire

This course is a historical survey of Roman history from the establishment of the Principate, or Empire, by Augustus in first century BC to the rise of Christianity in the Roman world in the fourth century AD.

Lectures and readings will be devoted to the exploration of particular topics: civil war and the end of the Republic; the career of Julius Caesar; Augustus and the creation of an imperial regime; the Julio-Claudian emperors from Augustus to Nero; Roman historical writings; Tacitus and Suetonius; the cult of the Roman emperor and its reception; the grand strategy of the Roman empire: assimilation and resistance; Jews and Judaism in the Roman world; the High Roman empire; the Roman army; life in Rome and Italy; life in the provinces; Roman women, family and society; Roman traditional religion (paganism); the persecution of Christians; Diocletian, Constantine and the Later Roman Empire; towards a Christian Roman Empire.

Most of our meetings will combine lecture presentations with discussions, while a number of designated sessions have been set aside for discussion. The written work consists of two short papers (5 pages each), a midterm and a final examination.

{H} 4 credits

Richard Lim

TTh 10:30-11:50

History 206(C) Aspects of Ancient History

Topic: Greek and Roman Slavery

This is a course that aims to understand the historical roles played by slaves and slavery in ancient Mediterranean society from the ancient Greeks to the time of the Late Roman Empire. It may also serve as an introduction to the field of ancient studies for those students without much previous experience in the historical period for, as the eminent historian of the ancient economy Moses Finley once evinced, "in the end ... a genuine 'synthesis' of the history of ancient slavery can only be a history of Graeco-Roman society."

There will be some readings that draw on the copious study of slavery in other societies, notably the now much-cited work by Orlando Patterson, *Slavery and Social Death: A Comparative Study* (1982). The goal of the course, however, is not to uncover and delineate a universal slave experience, but rather to try to understand the scope and limitations of the ancient evidence for a meaningful discussion about the role that slaves and slavery played in Greek and Roman society.

{H/S} 4 credits

Richard Lim

TTh 1:00-2:20

History 208(L) The Making of the Modern Middle East

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Examines multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Throughout, special attention devoted to the changes affecting the lives of individuals and social groups like women, workers, and peasants. {H} 4 credits

Nadya Sbaiti

TTh 10:30-11:50

History 215 The Decline and Fall of the Chinese Empire

The rise and spectacular fall of China's last dynasty, the Qing (1644-1911), with particular emphasis on the social, economic, intellectual and military forces that transformed China from an empire into a modern nation in the decades leading up to the 1911 Revolution. Subjects include secret societies, restoration scholars, gunboat diplomacy, imperial decadence, new-text Confucian visions, clandestine missionaries, treaty-port translators and student revolutionaries. Enrollment limited to 40. (E) {H} 4 credits

Stephen Platt

TTh 9:00-10:20

History 217 (L) World War II in East Asia: History and Memory

For Asia, World War II began in 1931 with the Japanese seizure of Manchuria from China. Full-scale war broke out between China and Japan in 1937. Only after the Japanese attacked the U.S. Pacific fleet at Pearl Harbor in 1941 did the United States enter the war. This course discusses the factors leading to the war in Asia, examines the nature of the conflict, and assesses the legacy of the war for all those involved.

We begin with an overview of the political history of East Asia from the late nineteenth century through the end of World War II in 1945. We then turn our attention to several specific issues, many of which continue to be controversial today. These include: the Nanjing Massacre, the bombing of Pearl Harbor, the “comfort women,” biological warfare, and the dropping of the atomic bombs on Hiroshima and Nagasaki. Toward the end of the semester, we consider how memories of the war have changed over time, shaping domestic politics and international relations. Sources used for our study include film, written documentary evidence, and scholarly works. **{H}** 4 credits.

Marnie Anderson

MW 9:00-10:20

History 224 (L) The Early Medieval World, 400-1000

This course provides a survey of Medieval Europe from the later Roman empire to the year 1000. This period, which historians once dismissed as the “Dark ages”, should be seen as a seminal period in history in which the culture of Germanic tribes fused with that of the Late Roman World, tempered by the emergence of Christianity.

The course begins with the transformation of Christianity as it became the dominate religion of the Roman state and examines the notion of the “fall” of Rome. We’ll examine the emergence of Latin Monasticism and the cult of Saints and relics in the West and the emergence of Islam in the Eastern Mediterranean. The course will cover the political, social, and cultural history of the Germanic, Byzantine and Islamic states that succeed the Roman Empire throughout Mediterranean world.

The 8th century gave rise to two new powerful imperial States, the Carolingian Empire and the Abbasid caliphate, and the explosion of intellectual, educational and cultural growth that these powerful states created. The course concludes by exploring the breakdown of state power and the decline of the public authority, and across the Mediterranean and European world, the dominance of personal power and the emergence of a society built on personal connections and local relations. **{H}** 4 credits

Joshua Birk

MW 11:00-12:10 (lecture)

F 10:00-10:50, 11:00-11:50 (discussion sections)

History 227 (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 by in the nineteenth through twenty-first centuries. {H} 4

Credits

Joshua Birk

MW 2:40-4:00

History 243 (C) Reconstructing Historical Communities

This colloquium exposes students to sources, methods, and arguments in grass-roots social history. It begins with Peter Laslett's classic *The World We Have Lost*, a plea for a people's history from below in place of the traditional focus on the political élite. Laslett's call has been answered by attempts at total history, a full re-creation of the daily lives of each one of the masses, name by name. Typically, such studies focus on one municipality. As preparation for a local study of its own, the class critically examines Emmanuel LeRoy Ladurie's *Montaillou*, a qualitative account based on an inquisitorial investigation of heretics in a mediaeval French village.

The core of the course is intensive exploration of the southwest German town of Kippenheim in the 1840s. That decade saw a schism in the Catholic Church, debates over whether to emancipate Jews, hopes for German national unity, anxieties at class conflict, and the organization of liberal and radical factions, culminating in the revolution of 1848-1849. Students reconstruct the lives of Kippenheim's two thousand Catholic, Protestant, and Jewish inhabitants during this turbulent era. Sources include records of every local birth, wedding, and death, the censuses of 1839 and 1845, lists of citizens and landholdings, tax rolls and grain prices, registers of public votes from 1842 through 1850, the minutes of artisan guilds, petitions to parliament, popular poems and political cartoons, databases tracking convicted revolutionaries and appeals for mercy on their behalf, and contemporary articles by journalists and officials.

Each student is responsible for organizing and linking data on one neighbourhood within Kippenheim. To begin with, she identifies the name, age, sex, and marital status of each resident, house by house, providing a basic inventory of that neighbourhood's population from 1839 on. Then, week by week, students add nerves and sinew, flesh and blood, to this skeleton: family relationships, religion observed, occupation pursued, property held, dues paid, ballots cast, petitions signed, and so on. The concern is not mortality rates but which particular infants died, not average wealth but the fluctuating fortunes of each household, not overall emigration but which specific people left town. Tracing individuals over time highlights milestones in the passage to social and economic adulthood, such as marriage, master status in a craft guild, and citizenship in the town. Trying to tell the whole story also calls attention to those outside these norms: unwed mothers, children in foster care, celibate domestic servants, vagabonds, and so on.

Examining close-up the experiences of the full population permits sharp tests of recent post-modern speculations that make gender and race central to German history. For example, ages at marriage and patterns of reproduction inside and outside wedlock reveal ordinary women's attitudes toward love, family, body, and sex. Likewise, everyday contacts across religious lines, such as sharing a dwelling or a political platform, or even a marriage, give a concrete sense of assimilation and segregation. Voting patterns exhibit the competing influences of cultural and material forces and of local considerations and high politics.

In addition to practical work week by week on the student's neighbourhood, there are two six-page papers, one on Montaillou and the other on Kippenheim. Enrolment is limited to eighteen to facilitate detailed classroom comparison of students' ongoing research and joint reflections on the meaning of their findings. {H/S} 4 credits

Ernest Benz

MW 7:30-9:00 PM

History 251 (L) Europe in the Twentieth Century

When a last-ditch attempt to re-establish the Soviet system fizzled in late summer 1991, one Smith student observed of the plotters, "Well, they sure flunked Coup 101". As it happens, the college does not offer a basis for a major in staging coups d'état, but if Smith did, that course might well be titled "Europe in the Twentieth Century". Never has it been easier to overthrow a régime. This course investigates the forces creating and exploiting such vulnerabilities in twentieth-century struggles for power, teaching students how to launch revolutions and how to quell them. Along the way, they also learn how to start and stop wars, and how to make and maintain peace. Those with no immediate interest in applying such skills may settle for understanding those processes.

The course is open to all students; no special background is presumed. It can count toward International Relations and German Studies. Chronologically, it marks the final leg of the department's survey sequence in European history: HST 224, 225, 226, 249, 250, and 251. A chronological narrative beginning in the late 1800s frames two major themes. The first is the German question, particularly as manifested in the two world wars. The second theme is the nationality question in eastern Europe from the Habsburg monarchy to the disintegration of the Soviet bloc. Throughout, the focus is on human choices, from intimate give and take within the family to bargaining between great powers, from contesting class relations at the point of production to building common fronts to fight elections.

Primary sources include memoirs and diaries by the humble and the notable. First-hand reports from scenes of tumult illuminate the full personalities of figures such as George Orwell and John Maynard Keynes. Secondary sources include William Allen's classic investigation of the Nazi seizure of power in the town of Norheim. Small weekly discussions delve into the readings and interpret them, but no grades are assigned for participation.

{H} 4 credits

Ernest Benz

Lectures TTH 1:00-2:30 p.m., plus

discussion section Th 3:00-3:50, 4:00-4:50, 5:00-5:50, or 7:00-7:50

History 256 (L) West Africa Since the 11th Century

Since the introduction of Islam to Sub-Saharan Africa, West Africans have used Islam to address both the outside world and issues at home. Early on, through a shared religion and language, black Africans communicated with North Africans and Arabs. Later in the nineteenth century, West Africans and their descendants fought against slavery in Brazil armed with passages from the Koran. In the twentieth, while West Africans sought refuge from European colonial rule in Islamic schools, their descendants in the United States struggled for civil rights. This course reviews the history of West Africans at home and abroad through the lens of Muslim identity. In so doing, the course will discuss the social and political relationships between different spiritual practices in West Africa. It will also consider particularly personal issues such as illness and marriage.

Readings include a novel, a personal life history written in Arabic by a West African man enslaved in the United States in the early nineteenth century, and a treatise on Islamic education written in Arabic script by a West African woman in the nineteenth century (all in English translation). With these introductions to the lived experiences of West African Muslims, the course will explore the questions of gender, racial, and religious identities. To better understand why and how certain stereotypes were created and continue to persist, students will consider the

production of knowledge on West African Islam. Exams will consist of take-home essay questions based on the readings and lectures. In summary, this course does not treat Islam as a single entity amongst other world religions, but instead investigates how West Africans used Islam at home and abroad.

Sarah Hardin

MW 2:40-4:00

History 261 National Latin America, 1821 to the Present

Discussions of Latin America usually fall back upon facile generalizations that emphasize recent changes to explain "current events." This course will examine in detail the creation of modern Latin America. We will concentrate on the struggles over land and labor, the creation of nation-states, and the conflicts within those states over issues of citizenship and social justice. The course will also address the contentious role the United States has played in the region.

Joel Wolfe

TTh 9:00-10:20

History 263 (C) Continuity and Change in Spanish America and Brazil

Topic: Latin America and the United States

This class offers an overview of U.S. policy in Latin America from the 19th century to the present. Main focus is on Latin America; it is intended to be a view from the south. From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and the war against terrorism, how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. **{H}** 4 credits

Ann Zulawski

TTh 10:30-11:50

History 268 (L) Native American Indians, 1500-Present

Upon their arrival in the Americas, Europeans labeled as "Indians" diverse groups of people with dynamic social, cultural, spiritual, and political relationships with one another and with the particular geographic regions they occupied. In the centuries after European invasion, the lives of American Indian people increasingly intersected with those of non-Indians, including individuals hailing from elsewhere in the Americas, Europe, Africa, Asia, and the Pacific Islands. Because of the spatial and temporal breadth of this survey and the diversity of the histories it addresses, over the course of the semester we will focus on selected North American Indian peoples in historical periods after 1500. Some major themes include political negotiation and alliance; gender, labor, and the experiences of Native women; the ideologies and material practices of conquest and colonization; formations of colonial violence; histories of captivity and slavery; the defense of culture and homelands; de-colonization; and cultural innovation and resilience.

{H} 4 credits

Dawn Peterson

MW 1:10-2:30

History 278 (L) Women in the United States, 1865 to Present

This course is a survey of women's and gender history with focus on race, class, and sexuality. We draw on feminist methodologies to consider how the study of women's lives changes our understanding of history, knowledge, culture, and the politics of resistance. Topics include labor, racism and racial formation, imperialism and colonialism, im/migration, popular culture, citizenship, education, religion, science, war, consumerism, feminism, queer cultures, and

globalization. The course also provides an introduction to the Sophia Smith Collection, with a small paper using selected archival records. The emphasis in this class is on learning through discussion, collaboration, and the analysis of original documents, in the context of recent and celebrated historical scholarship. **{H}** 4 credits

Jennifer Guglielmo

WF 2:40-4:00

History 299 (C) Ecology in Africa

Africa has been portrayed as a continent with serious environmental problems. This course complicates this view not only by examining Western systems of knowledge, but also by considering Africans' views of the landscape. From earliest times to the present and from East Africa to the Americas, the course examines the changing relationships between Africans and the environment. By specializing in agriculture, pastoralism, or forest resources, Africans shaped both the landscape and their societies. The course will review the long history of Batwa peoples (Pygmies), Khoisan peoples (Bushmen), pastoralists, and farmers. It will also tackle current development policy debates about agriculture, desertification, famine, forestry, conservation, and urban sanitation through colonial and postcolonial cases. The assigned books and articles on African history will push us to consider how gender, generations, economics, and political power are involved in environmental issues both rural and urban.

Assignments include take-home essay exams and oral presentations. Students will conduct small research projects on topics of their choosing and will give their conclusions to the class in conference-style presentations at the end of the semester. In this way, students will apply what they learn about Ecology in Africa to a problem in which they are personally interested and will share important details the class as a whole would not otherwise have time to explore.

Sarah Hardin

MW 9:00-10:20

300-Level Courses

HST317 (C) Aspects of American History

Topic: The Black Atlantic

Only with the agreement of the instructor, students may complete extra work to count this colloquium for seminar credit.

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, Diaspora, definitions of resistance, the Haitian Revolution, gender, self-directed mobility and intersectionality. In this reading intensive course, students will collaborate in teams of two to present the readings and raise questions for discussion. Students will write two review essays, a final historiographical essay, and participate weekly in a MOODLE-based discussion forum.

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, and Harriet Jacobs. **{H}** 4 credits

Elizabeth Stordeur Pryor

T 1:00-4:00

History 318 (C) Inquiries Into United States Social History

Topic: Im/migrant Workers and the Politics of Race, Nation, and Resistance

Only with the agreement of the instructor, students may complete extra work to count this colloquium for seminar credit.

This course explores the significance of im/migrant workers and their transnational social movements to U.S. history in the late nineteenth and twentieth centuries. We will be paying particular attention to the relationship between labor migration and the formation of the U.S. nation state, the boundaries of citizenship, and the shifting meanings and structures of race and class over time. Our inquiry will include the following: How have im/migrants responded to displacement, marginalization, and exclusion, by redefining the meanings of home, citizenship, community, and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black Liberation, and anti-colonialism? Central themes also include criminalization, incarceration and deportation, and the politics of gender and sexuality. You will also be asked to attend a campus-wide screening of the film “Precious Knowledge” which documents Latina/o students’ current struggle to include Mexican American Studies in the Tucson High School curriculum. We will have filmmakers and high school activists on campus to screen the film and meet with our class. For more info see <http://www.dosvatos.com/InProduction/>. As a discussion-based readings course, our focus will be on learning, discussing, analyzing and reflecting on this history in a series of short papers and a course journal on the readings, which will include *sections* of the following:

Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (Harvard, 2000)

Moon-Kie Jung, *Reworking Race: The Making of Hawaii’s Interracial Labor Movement* (Columbia, 2005)

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)

Laura Pulido. *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles* (California, 2006)

Justin Akers-Chácon and Mike Davis, *No One Is Illegal: Fighting Violence and State Repression on the US-Mexico Border* (Haymarket Books, 2006)

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, 2010)

{H} 4 credits

Jennifer Guglielmo

T 1:00-4:00

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.

History 340 Seminar: Problems in Russian History

Topic: Stalinism and Its Histories

Stalinism developed in the 1930s and 1940s Soviet Union and was replicated in Eastern Europe and elsewhere in the Communist world. This seminar will explore the phenomenon of Stalinist society, as well as a range of historiographic debates about it. Among the questions we will touch on are: was Stalinism a logical outcome of the application of the Marxist teachings or a result of the specific Russian/Soviet conditions? What is the meaning of “totalitarianism,” and did it really exist? How does Stalinist Soviet Union compare to Nazi Germany, and why has memory of Stalinism in the former USSR been so difficult to process?

Students will have to prepare and make presentations, lead discussions, and research in depth a topic pertaining to the course in consultation with the instructor, producing a final paper.

Sergey Glebov

M 7:00-9:30 PM

History 355 Seminar: Topics in Social History

Topic: Women and World War I: The Smith College Relief Unit

This course explores the variety of ways in which women participated in WWI, drawing on a rich collection of work by historians and on a variety of archival materials. Working in the College Archives, students in this course undertake archival research in the papers of the Smith College Relief Unit (SCRU) – the first women’s college relief unit – and in other papers related to the war. The SCRU was started by a Smith alumna named Harriet Boyd Hawes, who raised \$230,000 from Smith alumnae and then organized graduates to serve in France during WWI. Between 1917 and the late 1920s, forty-seven Smith alumnae, accompanied by six non-Smith graduates, led reconstruction efforts in the Somme valley in France, one of the areas most devastated by the war. Their mission was to oversee seventeen villages near their base at Grécourt, helping the survivors – mostly women, old men, and children – to rebuild their lives. The women of the SCRU collected foodstuffs and supplies and sold them to the villagers at reduced prices in a small store, they engaged in social work and brought in needed medicines, they helped the villagers to start up their farms again, and they tried to provide games and other distractions for the children, as well as building a school and a library. Although the members of the SCRU did not generally work on the front, they did work in the official war zone and participated in the evacuation of villages during the Ludendorff Offensive of March 1918.

The papers of the SCRU – which include vivid letters home to friends and families, photograph albums documenting what the women saw, diaries recording daily activities, and official correspondence and financial records, as well as published books and a collection of newspaper clippings – are thus ripe for thinking about women’s involvement in WWI. In a war often described as quintessentially masculine, how did women imagine their place in it? In what ways did they contribute to the war effort? How were their efforts depicted in the press and memorialized later? This course introduces students to the literature on women and WWI, and to

broader theoretical debates about women's history and social history, and then guides students towards the completion of a 20-25 page research paper.

Students can design a research paper focused on the SCRUI or they can take a comparative approach. They might compare American women in the SCRUI to British women on the home front, to French nurses serving wounded soldiers, or to the soldiers themselves. Drawing on the papers of Lola Maverick Lloyd and Rosika Schwimmer, two peace activists whose papers are partially housed in the Sophia Smith Collection (SSC), students might contrast women's reconstruction efforts with women's involvement in organized pacifism. Students might also examine how reconstruction work under the auspices of the Red Cross (in the case of the SCRUI) differed from reconstruction efforts under the auspices of the Methodist Church in a different part of France (using the papers of Ruth Pierson Churchill in the SSC). Or students might explore the women who ran canteens (some by SCRUI members, some by the Smith College Canteen Unit, and some by other organizations) which sought to improve the quality of soldier's lives. They might also look at the work of other Smith alums engaged in various types of war work in Serbia and Turkey. Students interested in representations of warfare might compare women's experiences during the war to the images of the war in newspapers, posters, poetry, literature, and/or film. Depending on the focus of the research paper, this course can be used to fulfill a variety of concentrations in the History major, including those in American, European, British, and Women's history. {H/S} 4 credits

Jennifer Hall-Witt

T1:00-4:00 PM

Latin American Studies 301 Seminar: Topics in Latin American and Latino/a Studies

Topic for Spring 2012: Puerto Rico and Cuba in the "American Century"

Often referred to as "two wings of the same bird," Puerto Rico and Cuba both have roots in Spanish colonialism, slavery and cultures of the African diaspora. Through migration, trade and shared political pursuits their people were long in contact with each other and participated in a broader pan-Caribbean intellectual and cultural milieu. Cuba and Puerto Rico both have histories of nationalist struggles for independence and complex political and cultural relationships with the United States. This seminar will begin in about 1850 and examine slavery, race, colonialism and independence in both countries. It will then concentrate on the experiences of Puerto Rico and Cuba after 1898, in the "American Century" and explore how one became the only socialist country in the Americas and the other a U.S. territory. Our study will be scaffolded by political and social history, and it will use literature, music, film, and analysis of race and gender to understand these two interrelated stories.

Ann Zulawski

Th 3:00PM-4:50PM

****This course may be taken for Seminar Credit in History**

History 372 Race and Empire in the Early Republic

While the story of the United States is popularly told as the story of an anti-imperial struggle for national freedom, it is quite clear that the most influential "founding fathers" were invested in expanding their new slaveholding republic into western Indian lands. This course considers how these expansionist pro-slavery ambitions shaped state policies and everyday life in the U.S. Republic, from the early Revolutionary period to Andrew Jackson's Indian Removal Act of 1830. We will look closely at critical literatures addressing state policy, the processes of land

speculation, popular imaginations of “the west,” trans-Atlantic capitalism and its corresponding racial formations, and widely held ideas about white “frontier” families, as a way to deepen our understandings of U.S. investments in Indian removal and racial slavery. We will also focus extensively on secondary literatures and primary source documents that reveal the ways that people of American Indian and African descent negotiated U.S. pro-slavery imperialism. American Indians and African Americans were hardly passive actors in U.S.-Americans’ quest for the west. We will consider how they drew upon their individual and collective histories, economies, as well as their commercial power to resist, survive, or even exploit U.S. colonial practices, directly shaping North American political structures in the process.

Dawn Peterson

T 1:00-2:50

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

Afro-American Studies 278 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 which 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: AAS 117 or 270 or permission of the instructor. Enrollment limited to 40. {H} 4 credits

Louis Wilson

TTh 1:00-2:50

Afro-American Studies 335 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

T 3:00-4:50

This course does not satisfy the seminar requirement in the History major

Afro-American Studies 366 Contemporary Topics in Afro-American Studies

Topic: Ida B. Wells and the Struggle Against Racial Violence

Ida B. Wells (1862-1931) was a black investigative journalist who began, in 1892, the nation's first anti-lynching campaign. In her deconstruction of the reasons for, and response to, violence—and particularly lynching—she also uncovered the myriad components of racism in a formative period of race relations that depended on ideas of emerging social sciences, gender identity and sexuality. The course will follow Wells' campaign and, in the process, study the profound intersections of race, class, gender and sexuality that have shaped American culture and history. **{H}** 4 credits

Paula Giddings

W 7:00-9:30 PM

This course does not satisfy the seminar requirement in the History major

American Studies 302 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, Mass. Admission by permission of the instructor. **{H/A}** 4 credits

Nan Wolverton

T 2:00-4:00

This course does not satisfy the seminar requirement in the History major

Religion 223 Jews and Modernity: Europe and Beyond

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We will examine changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture, and identity among Sefardic, Ashkenazic, and Mizrahi Jews. Readings include major philosophic, mystical, and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory.

Lois Dubin

TTh 3:00-4:20 PM

Five-College Courses

At Mount Holyoke College:

History 211 Missionaries, Madrasas, and Modernity: Education in Middle Eastern History
Colloquium on history of education in Middle East with emphasis on eighteenth century to the present. Islamic, missionary, colonial educational institutions and rise of nationalist systems of pedagogy. Main topics include: Shift from oral to written tradition; relationship between education and social roles; impact of religious, economic, political forces on production of knowledge; locating and defining “modern,” “secular,” and “religious” education; role of intellectual and teacher; significance of language. Also examines impact of current discourse of reform in the region.

Nadya Sbaiti

TTh 2:40-3:55

At Amherst College:

History 112 Russian Empire in Eurasia

In the course of five hundred years, Russian Empire in Eurasia evolved as the largest territorial polity in the world. In this course, we will explore the medieval foundations of the imperial state and look at its predecessors and models (Kievan Rus’ and the empire of the Mongols), discuss ways in which cooperation and resistance shaped the imperial state and society, and study cultural and political entanglements between different ethnic, linguistic and confessional groups in Eurasia. Chronologically, we will cover the period from the 10th century to the crisis of the empire in the early 20th century. Thematically, we will focus on structures of imperial state and society (the imperial house, peasantry, nobility, confessions, intelligentsia, revolutionary movement) and most important regions of the Russian Empire (Ukraine, the Caucasus, the Baltics, Siberia, Central Asia).

Faculty from the Five College Russian, East European and Eurasian Studies Certificate program will contribute lectures and discussions to the class. The course serves as the core course to the Five College REEES Certificate. Requirements will include several reaction papers, map quiz, mid-term exam and final research paper.

Sergey Glebov

MW 2:00-3:20

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. The internal honors deadline for a complete polished draft suitable for review by a second reader is the Monday after Spring Break. Those drafts will then be evaluated by both the first and second readers. Readers will give comments that allow students to incorporate feedback so that they can turn in the final version by April 6, 2012 (the College deadline). 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: Marnie Anderson

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

"She's Not there": Beyond the Vilifications of Norma Khouri's Honor Lost

Defining Rites; Parliamentary Discourse on the Kenyan Female Circumcision Crisis 1929-31

Swells, Men of the World, and Gentlemen: The Construction of Masculinities in London High Society, 1850-1880

"Our Republic": St. Enda's College 1908-1916

Warwick the Queenmaker: John Dudley and the Succession Crisis of 1553

The Tenishev School Experiment: Pedagogy and Poetry

How Personal Crisis Made the Risorgimento: Mazzini and Cavour Before and After 1836

"A Very Threatened and Nervous Group of People": Public Scrutiny of Sexuality
at Smith College in Two Historical Moments

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

Ernest Benz's book, *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 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 he is willing to listen and discuss almost any subject.

Professor Benz's teaching duties include an introduction to world history since 1000, three sequential surveys together covering Europe since 1600, focused courses on the French Revolution and the Holocaust, a cooperative project in grass-roots social history, advanced 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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Away for Spring 2012

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

Sergey Glebov 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 the spring of 2012, at Smith he will teach a seminar on Stalinism, and at Amherst the course on the Russian Empire in Eurasia.

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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

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Jennifer Hall-Witt, Lecturer, British and imperial history

Jennifer Hall–Witt received her B.A. in history from Northwestern University and her M.A. and Ph.D. in history from 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 18th and 19th 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 18th– and early 19th–century British radicals as part of a broader study of the history of gesture in Britain. She is also working on an essay on the formation of an operatic canon at the Italian Opera in London in the nineteenth century.

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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, titled "Developing the Periphery," examines the political-economy and political culture of agricultural development in Senegal (West Africa) in the twentieth century, particularly the wider social repercussions of the use of pesticides. Ms. Hardin's interest in cultural encounters and environmental challenges began in high school when she volunteered for the US Forest Service in Arkansas and for Amigos de las Americas, 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, Ms. Hardin majored in history and anthropology. Her experience working with students includes advising international and American college students on matters ranging from immigration to applying to the Fulbright-IIE program, the grant which funded her dissertation research in Senegal.

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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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Away for Spring 2012

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 scholarship focuses on the entangled histories of racial slavery and American Indian territorial dispossession in eighteenth- and nineteenth-century North America. 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. By tracing the transnational circulation of young Indian men between Indian Country and the United States, the project reveals how ideas and practices relating to race, family, 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 as they struggled to attain or maintain individual and collective sovereignty. Peterson has a B.A. in English Literature from Barnard College and received her Ph.D. in American Studies from New York University in 2011.

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Stephen R. Platt, Associate Professor (UMass), Chinese History

Stephen R. Platt is an associate professor of Chinese history at the University of Massachusetts. He holds BA, MA and PhD degrees from Yale, where his dissertation won the Theron Rockwell Field Prize. He is the author, most recently, of *Autumn in the Heavenly Kingdom*, a narrative history of the Taiping Rebellion that will be published by Knopf this spring.

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Elizabeth Stordeur Pryor, Assistant Professor, United States History

Elizabeth Stordeur Pryor specializes in nineteenth-century U.S. history and race. She earned her BA from Tufts University, her MA from Cornell University and her PhD in US History from the University of California, Santa Barbara. During the academic year of 2008-2009, she was a UC President's Postdoctoral Fellow at the UCLA School of Law where she examined legal definitions of African American and gendered citizenship prior to the Civil War. Pryor's specific research and teaching interests include an examination of United States citizenship from the early national period through the passage of the 15th Amendment, and later, the Chinese

Exclusion Act of 1882. She also looks at the multiple ways in which race is employed as a tool of oppression during the age of the Civil War. Moreover, her courses explore slavery and resistance across the African Diaspora. Pryor is currently revising her book manuscript for review. Entitled “*Navigating Freedom: Race, Travel and Citizenship Before the Civil War*” the book is a social history of segregation on public transportation. She argues that public vehicles emerged as the frontlines for the battle over civil rights in the nineteenth century.

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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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Joel Wolfe, Professor of History, Latin America (University of Massachusetts)

Joel Wolfe previously held tenured positions at Williams College and Rice University. His most recent book, *Autos and Progress: The Brazilian Search for Modernity* (Oxford: 2010) analyzes the development of twentieth-century Brazil through the study of technology, geography, economics, and consumerism. His first book, *Working Women, Working Men: São Paulo and the Rise of Brazil's Industrial Working Class, 1900-1955* (Duke: 1993) was one of the first books in Latin American history to use both gender and class to analyze working-class history. He is at present working on the book that integrates the study of Latin America, the U.S., and Canada to understand an early iteration of modern globalization: *The Global Twenties: Work, Life, and Trade in the Western Hemisphere of the 1920s*.

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Ann Zulawski, Sydenham C. Parsons 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 current research deals with issues of health, race and the possibilities for political independence in 19th century Puerto Rico

Ann Zulawski's 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, the comparative study of Cuba and Puerto Rico, the history of public health in Latin America and Latin American relations with the United States.

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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
 Josh Birk – Year 2012-2013
 Elizabeth Stordeur Pryor – Year 2012-2013

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 Schwoerer '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

Sophie Glidden-Lyon '12, sglidden@smith.edu
 Amalia Charles '14, accharle@smith.edu, x6487
 Cynthia Brown '13, cbrown@smith.edu, x6322

(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 20**, 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 Abigail Cooper 2011, 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 20** 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 Ceilidh Auger-Day 2011, Leah Sakala 2011, 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 Weinerman 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 Emma Forrest 2011, Margaret Helming 2011, Lena Eckert-Erdheim, 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 Katey Pillars 2011, 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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