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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 minor ing in programs in the department.

THE PROGRAM IN HISTORY

Requirements for the Major in History

Please note that the requirements for the Major have recently changed.

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.

2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration. Two of these six may be cross-listed courses in the history department.

3. No more than two courses taken at the 100-level may count toward the major.

4. Geographical breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographical 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.

Special Program Options in History

A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, Russian and Soviet history and culture, Women's History), and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.
A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major. If the examination is in American history and the student's field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Europe, 1650 to the present; otherwise, the course it replaces must be one of the additional courses.

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

Requirements for the Minor in History

The minor comprises five semester courses, three of which shall normally be taken at Smith. At least three of these courses must be related chronologically, geographically, methodologically or thematically. 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: Joachim Stieber

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, and
- Japan: Kyoto

They have also studied independently in
- Egypt: Cairo
- Senegal: Dakar
- South Africa: University of Natal at Pietermaritzburg
- Tanzania
- Israel: Ben Gurion University
- Cuba
Dominican Republic  
Australia: Trinity College Parkville, Adelaide, Sydney  
New Zealand: Otago  
Austria: Vienna  
Czechoslovakia: Prague  
Denmark: Copenhagen  
England: Bristol, London School of Economics, University College London,  
    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  
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 in Clark Hall 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 Abroad.
LECTURES and COLLOQUIA

HST101 (C) Introduction to Historical Inquiry
Topic: Sports and Public Entertainment in Greece and Rome
The Athens Summer Olympic Games of 2004 are now behind us and yet, even now, we are daily reminded of how sports and public entertainments shape our own society and individual experiences. This first-year colloquium on Greek Sports and Roman Games will look at how Greek athletics and Roman games such as gladiatorial fighting and animal hunts played a similar key, constitutive role in antiquity and, from that perspective, encourage us to think more deeply about the connection between play and civilization generally.

This is a course designed for, and indeed restricted to, first- and second-year students with two principal goals in mind. The first is to provide you with an introduction to the history and culture of the ancient Mediterranean world. No background is therefore required or presumed, and you don't necessarily have to be a prospective History major/minor to take this course. Second, we will learn through discussion and practice what differentiates the study of history on a college level from the stereotypical history instruction found in secondary schools. The course will introduce you to the intellectual and academic tools and methods that are universally useful, and not just in college history courses.

The colloquium meets twice a week and combines, in roughly equal measure, lectures by the instructor and discussion of common readings. The lectures and readings will treat some of the following topics: the earliest Greek games mentioned in Homer; Greek athletics, training and compassion; athletics festivals and Greek religion, particularly the ancient Olympic games; sports and Greek society; Romans and gladiatorial games in the arena; Christian martyrs and martyrdom as public spectacle; Roman chariot racing and circus factions; Greek and Roman theatrical performances and audience reception; Christianity and the Roman games; and the element of “play” in ancient civilization. The larger themes that will be built up over the course of the semester include the following: the alleged uniqueness of Greek athletics; gender roles in sports and entertainment; the Roman fascination with blood sports; and the connections between play, violence and civilization.

Our course readings will be drawn from both primary historical documents and secondary sources.
Built into the colloquium are modules that will help you enhance your research skills and oral presentation techniques as well as practice common forms of academic writings such as composing a book report, an annotated bibliography and a comparative paper. The assignments for the course include a number of short papers/exercises, a midterm examination and a final paper (8-10 pages). There is no final examination.

During the semester, we will go as a group to the Museum of Fine Arts in Boston to visit its collection of ancient artifacts that deal with Greek sports and Roman games; in addition, several related films, including some known favorites, will be shown outside of class. {H} 4 credits
Limited to first-years, sophomores
Richard Lim
MW 2:40-4:00 p.m.
**HST101 (C) Introduction to Historical Inquiry**  
Topic: Geisha, Wise Mothers, and Working Women.  
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.  
Limited to first-years, sophomores  
Marnie Anderson  
MW 1:10-2:30 p.m.

**HST202 (L) Ancient Greece**  
This course surveys the history of the Greek-speaking people from the end of the Dark Age to the last years of the Classical Age (from c. 800 - c. 336 B.C.). During this formative period, the ancient Greeks developed a distinctive culture that was both influential in its own time and also continues to inspire subsequent civilizations with the political, social and cultural ideals it embodied. Even today, for instance, the invention of "democracy" as a political ideal and institution is sought in the ancient Greek past.

Topics of special interest to us in this course will include the rise of the city-state (*polis*) as a social and political institution, the development of hoplite (Greek heavy infantry) warfare and the rise of tyrannies in the Archaic Greek cities, colonization and the spread of Greek culture throughout the Mediterranean world, Greek relations with non-Greeks (whom they called "barbarians") and the emergence of Greek ethnic identity, Greek society, culture and religion, and the rise and fall of Athenian democracy. The survey will draw to a close with the rise of the Macedonian kingdom (Philip II, Alexander the Great) as a hegemonic force in the ancient world and its domination over independent Greek city-states.

Readings include the two most important ancient historical works dating from the time: the *History of the Greek and Persian Wars*, an account of a series of wars that incorporates ethnographic observations about the Greeks' neighbors, by Herodotus, the so-called Founder of History, and the *History of the Peloponnesian War*, an account of the three-decade long struggle between the two major Greek power-blocs headed by Athens and Sparta, by Thucydides the Athenian. We also read a variety of documents that illustrate the social and cultural history of the time, including works that outline the contrasting political constitutions of Athens and Sparta, treatises on family life and women's roles in society, and the Plato's famous *Apology* of his teacher, the philosopher Socrates, who was condemned to die by the Athenian people in 399 B.C.  
Richard Lim  
MW 1:10-2:30 p.m.
HST209  (C) Aspects of Middle Eastern History

Topic: The Crusades and the Clash of Civilizations.
In 1099 a European army entered Jerusalem, inaugurating the Crusader era in the Middle East. Almost a millennium later, the Crusades remain one of the most potent symbols of the so-called "clash" between Islamic civilization and the West. Consequently, a close examination of historical writing on the Crusades presents the student of history with a unique opportunity to examine how our perceptions of history are shaped. This course will survey changing perceptions of the Crusades, beginning with primary documentary records, and with special attention to Middle Eastern sources. The course will examine early Muslim responses to the Crusaders, the emergence of heroic figures, cultural and social interactions enabled by the Crusades, and the construction of a modern image of crusaders as monsters. Readings will be drawn from:


Topics will include:

The Crusades in Medieval European context
The Crusades in Middle Eastern Context
Muslim responses to Crusades
The Construction of heroes: Saladin & Richard Lion Heart
Social and cultural interactions I: What did the Crusaders bring back?
Social and cultural interactions II: What did Arabs learn?
Modern images of the Crusades: The Crusader as monster

{H} 4 credits
Daniel Brown
TTH 3:00-4:20 p.m.

HST211  (L) The Emergence of China

Chinese society and civilization from c. 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women, and introduction of Buddhism. Open to first-year students. {H} 4 credits
Daniel Gardner
TTH 10:30-11:50 a.m.
HST221 (L) The Rise of Modern Japan
Japan from the Tokugawa period to its occupation by the United States and the “economic miracle.” Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. {H} 4 credits
Marnie Anderson
MW 9:00-10:20 a.m.

HST224 (L) The Early Medieval World, 300-1050
From the rise of Christianity and the fall of Rome to the age of conversion. The monastic ideal and the cult of saints, the emergence of the papacy, the changing roles of ritual and authority, kinship and kingship. The course ends with Charlemagne, the Carolingian renaissance, literacy and learning, and the decline of the Carolingian empire and the Viking invasions. {H} 4 credits
Sean Gilsdorf
MWF 10:00-10:50 a.m.

HST234 (L) Tudor England
Be warned! If you take this course you will find after four weeks that you’ll be wondering whether Mountain Day and the Tudors will ever arrive. Be assured that both do, usually around the same time, which is to say that the title of the course is slightly misleading. We will, in fact, cover the entire Tudor era, from Henry VII’s lightning conquest in 1485, to Elizabeth’s lingering death in 1603 – but not until we’ve looked at language, literacy, demography, religion, and popular culture; and not before we’ve drawn the outlines of a society necessarily fixated on order, sensibly contemptuous of diversity, and wholly unable to contemplate democracy. Then, too, in the belief that we need to appreciate the dynastic struggles of the fifteenth century, without which Shakespeare’s history plays are only imperfectly understood, we’ll do a quick survey of political events from 1399 to 1485. And then, in a manner of speaking, we’ll begin the actual narrative, focusing on the twists and turns of what may well be the most curious and compelling story of religious and political reformation in all of sixteenth-century Europe. {H} 4 credits
Howard Nenner
TTH 10:30-11:50 a.m.

HST236 (C) Authority and Legitimacy in the Age of More and Shakespeare
This colloquium, conducted jointly with Bill Oram (English), is concerned principally with an examination of fifteenth-century England through the lens of early modern English literature. Readings include five of Shakespeare's history plays (Richard II; Henry IV, Parts 1 and 2; Henry V; Richard III); More's History of Richard III and Utopia; James VI's Trew Law of Free Monarchies; and (with one nod across to Europe) Machiavelli's The Prince. In addition to the scheduled class meetings, students are required to view seven films at times to be arranged. Admission to the class, limited to 25 students, is by permission of both instructors. {L/H} 4 credits
Howard Nenner, William Oram (English Language and Literature)
TTH 1:00-2:50 p.m.
HST239 (L) Russia and Its Cultural Frontiers
Topic: Empire and Nations, 1552-1914.
The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. The course will focus on those aspects of Russian history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society, and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian Empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.

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

Required readings:
Course Reader (CR), available for purchase
Geoffrey Hosking, Russia: People and Empire, 1552 – 1917, 1997
John Hutchinson and Anthony Smith (eds), Nationalism, 1994
Nicholas Riasanovsky, A History of Russia (6th ed.)
Several issues of the journal Ab Imperio will be placed on reserve in the library.

{H} 4 credits
Sergey Glebov
MW 1:10-2:30 p.m.
History 249, 250 and 251 form an introductory sequence in the history of modern Europe.

HST250  (L)  Europe in the Nineteenth Century
The course surveys politics, culture, economy, and society in the century from the end of the Napoleonic Wars until 1914. Lecture topics include the diplomacy of Metternich and Bismarck, the thinking of Darwinists and Marxists, the creations of Romantics and Realists, conflicts between State and Church, everyday life in a German village, and revolutionary strife in the French capital. The course looks critically at the triumphs of nationalism and liberalism, and ponders alternatives.

Students explore the classic political spectrum in one-page papers addressing difficult principled choices. They also research term papers on topics of their own choosing. Small weekly discussion sections investigate specific historical controversies; there is no grade for class participation.

History 250 is open to all students; no background is presumed. It can count toward International Relations, French Studies, and German Studies. This is Ernest Benz's favorite course. {H} 4 credits
Ernest Benz
Lecture:  TTH 1:00-2:20 p.m.
Discussions:  TH 3:00-3:50; 4:00-4:50; 5:00-5:50 p.m.

HST252  (L)  Women in Modern Europe, 1789-1918
This course surveys the history of European women from the French Revolution through World War I, focusing in particular on Western Europe. In lectures, readings, and discussions, we will examine women's changing relationships to work, family, politics, society, religion, and the body. We will also explore how concepts of femininity, masculinity, and sexual difference shifted over time.

The course will raise a number of important questions. How did women participate in the French Revolution, and how did gender categories affect the way the French thought about the meaning of the revolution? Was the notion that women occupied a separate but equal sphere from men beneficial or problematic for women? Why were single women considered "redundant" in the nineteenth century? How did industrialization affect women and the structure of the family? How did attitudes towards sexuality change over time? Did feminism exist before the word was invented in the late nineteenth century? Why did some women oppose female suffrage? How does World War I look different when viewed from the perspective of gender issues? How did women's experiences vary based on their social class, and how did the expansion of imperialism, and the growing interest in race as a category, affect European women and the construction of gender difference?

We will situate our discussions of these topics within a number of debates about the nature of women and gender. How does our view of history change when we view women as central actors in the past? What are some of the different ways scholars have approached women's history? What does it mean to use "gender" as a category (like race or class) in the analysis of
history? How does our picture of women's history change as we begin to incorporate the history of masculinity into our understanding of the past?

Students will read a variety of secondary and primary sources. In addition to analyzing treatises, drama, letters, and paintings, students will also experience archival research at the Sophia Smith archive, reading the papers of the Smith College Relief Unit, which was stationed in France during WWI. {H} 4 credits
Jennifer Hall-Witt
MW 9:00-10:20 a.m.

HST255 (C) Twentieth Century European Thought
This colloquium examines the cultural context of fascism, with a view to defining it. Readings alternate between artistic and political movements that drew inspiration from the thoughts of Friedrich Nietzsche, or claimed to. Students come to grips with the ideas of economists, dramatists, unionists, poets, political scientists, musicians, psychologists, dictators, and painters. In exploring fascism as one current of a broader intellectual wave, students reach a more sophisticated understanding of its nature.

Each week, brief introductions set the context for extensive readings from one thinker (Nietzsche, Georges Sorel, Oscar Wilde, Vilfredo Pareto, Filippo Marinetti, Benito Mussolini, Adolf Hitler, and so on). Following class discussion, students write frequent short analytical essays. They also research term papers on topics of their choosing.

Students with relevant background in art, political or social theory, modernist novels or poetry, philosophy, music, or women's studies are welcome; enrollment is by permission of the instructor. Limited to twenty students as a discussion class. {A/H/S} 4 credits
Ernest Benz
M 7:00-9:30 p.m.
HST257 (L) East Africa in the Nineteenth and Twentieth Centuries
This course focuses on the three territories of Uganda, Kenya, and Tanzania. The peoples of East Africa all share the same region and basic ecologies. They have interacted closely with each other (in both collaborative and competitive terms) before, during, and since colonialism. And for many years they all experienced the same colonial power—Great Britain. Yet the histories of the three states that make up this region differ markedly one from another.

The course focuses on this historical paradox. We will counter-pose the historical experiences and institutional structures of the three territories, tracing their differing development through the precolonial, colonial, and postcolonial periods. How does one explain such significant historical diversity amid so many shared historical foundations?

By working through a framework of comparative historical analysis, we will explore a broad set of thematic issues and examine a wide range of political actors, economic participants, and cultural agents. Our readings will focus on the contrasting personal experiences of the people there, drawing on biographies, autobiographies, novels, and films, as well as on conventional cultural, political and historical analyses. {H/S} 4 credits
No previous experience with Africa is necessary. First year students are welcome.
David Newbury
MWF 10:00-10:50 a.m.

HST260 (L) Colonial Latin America, 1492-1825
This class will examine the political, economic, social and cultural history of Latin America during the period of Spanish and Portuguese colonial rule (approximately 1500-1825). It will emphasize the social and cultural change that occurred in the Americas as a result of colonization and the contributions of Native Americans, Africans and Europeans to the new multi-ethnic societies that emerged during the three centuries of colonial rule. Gender is also used as an important category for understanding the political and cultural evolution of Latin America. In the class, in addition to works written by historians, we will use a good number of primary sources in translation. These will give you a better understanding of the motivations and reactions of the people we are studying and the types of societies that developed during the period. Using primary sources will also give you a chance to work with the “raw materials” historians use to write history. {H} 4 credits
Ann Zulawski
TTH 9:00-10:20 a.m.

HST263 (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. However its 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 this class will examine how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. {H} 4 credits
Ann Zulawski
TTH 3:00-4:20 p.m.
History 265, 266 and 267 form an introductory sequence in the history of the United States.

Note: Students who would like to take courses in U.S. History are encouraged to do so in the fall semester because few will be offered in the spring due to various scheduling technicalities.

HST268 (L) Native American Indians, 1500-Present
An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians. Suitable for first-year students. {H} 4 credits
Neal Salisbury
TTTH 10:30-11:50 a.m.

HST279 (L) The Culture of American Cities
The social, economic, cultural, and political processes shaping the city from the eighteenth century to the present. The impact of commercial capitalism, industrialization, immigration, and suburbanization. Particular attention to urban space and place, gender, and the creation of new cultural forms. Case-studies of New York, Chicago, and Los Angeles. {H} 4 credits
Helen Horowitz
TTH 1:00-2:20 p.m.
SEMINARS

Admission to seminars assumes prior preparation in the field and is by permission of the instructor.

HST335 (S) Topics in British History
Topic: English Constitutional Revolutions of the Seventeenth Century.
An examination of two constitutional watersheds, the trial and execution of Charles I in 1649 and the settlement following the "Glorious Revolution" of 1688-89. Among the issues to be investigated will be divine right, the right of resistance, the rule of law, republicanism, popular sovereignty, and succession to the crown. {H/S} 4 credits
Howard Nenner
T 3:00-4:50 p.m.

HST370 (S) The Age of the American Revolution
Relationships between the revolution, ideology, and social changes, with particular attention to questions of class, race, and gender. {H} 4 credits
Neal Salisbury
T 3:00-4:50 p.m.

HST372 (S) Problems in American History
{H/S} 4 credits
Daniel Horowitz
T 1:00-2:50 p.m.

HST372 (S) Problems in American History
Topic: Globalization, Im/migrant Cultures and Transnational Activism in United States History.
This course will historicize the phenomenon of globalization by investigating the significance of im/migrant cultures and their transnational social movements to the twentieth-century United States. Several questions will guide our inquiry: How have these movements challenged narratives of global capitalism as a positive process of "investment," "progress" and "development"? How are processes of immigration and imperialism connected? How have people historically responded to experiences of displacement and migration by redefining the meanings of home and citizenship? How do contemporary diasporic and "post-colonial" movements in music, art, literature, and other areas, emerge out of a long history of transnational activism? To answer these questions we will examine a wide range of im/migrant activity in the context of economic globalization, including labor radicalism, borderlands feminism, anti-colonialism, popular transnational musical cultures of reggae, Latin jazz, and hip hop, and other cultural performances, where the meanings of globalization, national boundaries, and citizenship are critiqued and enacted. By permission of the instructor only. {H} 4 credits.
Jennifer Guglielmo
T 3:00-4:50 p.m.
HST390 (S) Teaching History
A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students will develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions will focus on both the historical content and on the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major. {H} 4 credits
Peter Gunn
M 7:00-9:00 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

AAS218  History of Southern Africa (1600 to about 1900)
The history of Southern Africa, which includes a number of states such as South Africa, Zimbabwe, Nambia, Angola, and Lesotho, is very complex. In addition to developing a historical understanding of the Khoisan and Bantu-speaking peoples, students must also know the history of Europeans and Asians of the region. The focus of this course will therefore be to understand the historical, cultural, and economic inter-relationships between various ethnic groups, cultures, and political forces which have evolved in Southern Africa since about 1600.

{H} 4 credits
Louis Wilson
TTH 9:00-10:20 a.m.

AAS278  The '60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," 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: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. {H} 4 credits
Louis Wilson
TTH 1:00-2:50 p.m.

History students may also be interested in some of the First Year Seminars that will be offered next semester. FYS courses are typically open only to first year students, but if they are not fully enrolled sophomores and above may be able to join by attending the first meeting. FYS courses may not be taken for credit toward the History major or minor, but some of them are taught by historians or are historical in content and may be a suitable supplement to courses taken for major or minor credit. FYS courses to be offered next semester that may interest history students include:

FYS126 Biography in African History
David Newbury
MW 2:40-4:00 p.m.
THE FACULTY

Marnie Anderson, Lecturer, East Asia (Japan)
Specializes in the cultural and political history of modern Japan with a particular emphasis on gender. She received her B.A. from Smith College and her M.A. and Certificate in Women’s Studies from the University of Michigan. She is completing her doctoral dissertation which examines official and popular discussions about the proper relationship between women and the state in the late nineteenth-century Japan.
office and ext.: TBA
e-mail: TBA

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 grass roots and struggles between State and Church, but willing to listen and discuss almost any subject.
Teaching duties include History 100, intermediate courses on women and on Europe as a whole since 1600, colloquia on intellectual history and French revolutions, and occasionally a seminar on the history of fertility control.
office: Pierce Hall 302
ext.: 3716
e-mail: ebenz@email.smith.edu

Daniel 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. In the fall semester he will introduce a new course on the Crusades and in the Spring will once again offer History 208: The Shaping of the Modern Middle East.
office: Campus Center Cafe
phone: 1-413-218-7591
e-mail: dwbrown@email.smith.edu
Darcy C. Buerkle, Assistant Professor, Modern Europe
She is presently completing a manuscript entitled, *Visualizing Effacement: German Jewish Women and Suicide* and has recently published articles both on the artist Charlotte Salomon and on German women and portraiture in the early twentieth century. Her research focuses on modern European women's history with an emphasis on German and German Jewish women's intellectual and cultural history. Related interests include visual culture, the history of the social sciences, the history of psychoanalysis and contemporary debates in historiography. She was honored to receive the Junior Faculty Teaching Award at the 2003 Rally Day Celebration.

office: 10 Prospect Street #202
ext.: 3724
e-mail: dbuerkle@smith.edu

Daniel K. Gardner, 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. He has just completed his third book, *Canon, Commentary, and the Confucian Tradition*, 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
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Sean Gilsdorf, Lecturer, Medieval Europe
A Ph.D. candidate in medieval European history at the University of Chicago, he has taught at Chicago, Sophia University (Tokyo), the University of Richmond, and the University of Massachusetts, Amherst. His research focuses upon the political and religious history of early medieval Europe, in particular Germany and the Burgundian kingdom. He is the author of *Queenship and Sanctity: The Lives of Mathilda and the Epitaph of Adelheid* (Catholic University of America Press, 2004) and the editor of *The Bishop: Power and Piety at the First Millennium* (Lit-Verlag, 2004). His courses for 2005-06 include HST224 (L) The Early Medieval World, 300-1050, HST225 (L) The Making of the Medieval World, 800-1350 and HST227 (C) Heresy and Heterodoxy in the Middle Ages.

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Sergey Glebov, Five College Instructor, Russian Empire
He is a historian of the Russian Empire/USSR, and received his Masters degree in Nationalism Studies from the Central European University in Budapest and his Ph.D. 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 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 the manuscript based on 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. The first course offered by Sergey Glebov at Smith, *Empire and Nations: Russia's Cultural Frontiers, 1552 – 1914*, will introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. As a result of this course, students will gain greater understanding of how multinational states managed diversity. They will gain insights into contemporary theorizing of modern nationalism and will be better suited to navigate themselves in the often complex situation of the post-Soviet world. The students will also learn about colonialism and "Orientalism", mobile diasporas, and supranational institutions. Finally, they will be tempted to think of the history of multinational empires as a model of world history, and explore parallels between modernization processes in the Russian empire and globalization.

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**Jennifer Guglielmo**, Assistant Professor, U.S. History
Jennifer Guglielmo joined the History Department in 2003. She is also a member of the American Studies Program. Her research interests include women's histories of political and cultural activism; transnational and working-class feminisms; ethnic and race relations; and histories of migration, labor and political radicalism. She is currently completing a book on Italian women and working-class politics in New York City (1880-1945), which documents the multiethnic, multilingual, transnational world of urban, working-class women's political radicalism in the first half of the 20th century (University of North Carolina Press). This project grows out of her dissertation (University of Minnesota, 2003), which was awarded the OAH Lerner-Scott Prize for Best Dissertation in U.S. Women's History and the University of Minnesota's Prize for Best Dissertation in the Humanities. Guglielmo is also co-editor of *Are Italians White? How Race is Made in America* (Routledge, 2003), and her essays have been published in a number of anthologies and academic journals. She is also beginning research for another book on grassroots activism among working-class women in Harlem from the 1930s through the 1950s, and is in the process of translating and editing essays written by Italian immigrant women anarchists in early-twentieth-century urban New York and New Jersey.

In Fall 2005 she will teach a seminar in U.S. history titled “Globalization, Im/migrant Cultures and Transnational Activism” and in Spring 2006 she will offer “Women in the U.S. Since 1865” (This class is open to all students except those who have taken HST 178), and an upper-division colloquium “Women Writing Resistance.”
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**Peter Gunn**, Lecturer, U.S. History
Majored in Government and Education at Dartmouth College and went on to earn his M.Ed. at Harvard University. Elected to the History and Social Sciences faculty at the Williston Northampton School in 1985. Prior to coming to Williston he served as a Teaching Fellow at the Northfield Mount Hermon School. At Williston he holds the Henry and Judith Zachs Chair in History and Economics. He teaches US History (standard and AP), Economics
(standard and AP) and The Constitution and Students' Rights. He serves as Department Head (incoming), coaches cross-country and softball and serves as a dorm parent for a ninth grade boys dormitory. Also serves as a District Coordinator and Institute Mentor for the Center for Civic Education.

On teaching:
"I am interested in change. Teaching is an opportunity to stimulate change by developing each student's latent capacities to examine, understand and analyze their world into potent capabilities to inquire and express themselves as citizens. I am curious about why things are. Learning is an opportunity to gain wisdom in the vigorous pursuit of the truth. I try to inspire such curiosity and persistence within my students. Teaching is powerful. I can "do good well" in the classroom and encourage my students to do so as well."

Jennifer Hall-Witt, Lecturer, Modern European Women's History
After earning her B.A. in history at Northwestern University and her M.A. and Ph.D. in history at Yale University, she 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. She is currently completing work on a manuscript titled Fashionable Acts: Opera and Elite Culture in the Age of Reform and has published essays on related topics. Her research 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. In 2005-6, she will be teaching HST252, Women in Modern Europe, 1789-1918 and HST289, The History of Modern Sexuality from the Victorians to the Kinsey Report.

Daniel Horowitz, Professor, United States Intellectual History
Majored in American Studies as an undergraduate at Yale and then went on to earn his Ph.D. in History at Harvard. 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), and 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 Consumer Culture in the U.S., 1939-1979* (2004), and received the *Choice* award, An Outstanding Academic Book. He has won fellowships from the National Humanities Center and the National Endowment for the Humanities. His work on Betty Friedan, Smith class of 1942, has earned him the Constance Rourke Prize from the American Studies Association and the annual book prize from the North East popular Culture Association.

At Smith, he is the Professor of American Studies and the Director of the American Studies Program. A specialist in recent American history, he has taught History 273: Contemporary America and History 383: U.S. Women's History-- The Sophia Smith Collection.

**Helen Horowitz** is the Sydenham Clark Parsons Professor of History. Her research ranges over a number of areas: urban life, cultural philanthropy, women, higher education, biography, sexuality, sexual representation, censorship, intimate life, and understandings of health and illness. 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. Culture War: Sexual Knowledge and Suppression in Nineteenth-century America was published in 2002. It 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. Currently she is working on sporting men in the 1840s and the understanding of health and illness in the nineteenth century.

Her teaching deals with several of these areas. History 279 survey the American city, looking particularly at its manifold cultures. History 383, a research seminar, works with students to explore the Sophia Smith Collection and Smith College Archives. Two American Studies courses, an introductory course and a senior symposium, allow interdisciplinary exploration.

**Richard Lim**, Associate Professor, Ancient Mediterranean, Greece and Rome, Late Antiquity Field of research centers on the history and religions of the Mediterranean and Near Eastern worlds during late antiquity. In addition to writing thematic essays to the forthcoming *Cambridge Companion to the Religions of Late Antiquity*, the *Oxford Handbook of Roman Studies* and the *Blackwell Companion to Late Antiquity*, I am currently composing a book and several articles on public spectacles and civic transformation in late Roman cities such as Rome, Carthage, Antioch and Constantinople. Published books include: (as joint editor with Carole Straw), *The Past Before Us: The Historiographies of Late Antiquity for a New Millennium,*

As the sole ancient historian of the Department of History, my course offerings necessarily cover a considerable geographical and chronological expanse (c. 800 B.C. and even earlier to c. A.D. 400). I teach a four-semester cycle of ancient history survey courses: Ancient Greece (HST 202), Alexander the Great & the Hellenistic World (HST 203), The Roman Republic (HST 204); and The Roman Empire (HST 205). In addition to the ancient surveys, I have also 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,” and “Sports and Public Entertainment in Greece and Rome.” 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 and previous topics include: “Bread and circuses”: Public Spectacles in the Roman World” and “Late Antique and Early Medieval Rome.” I also teach HST 201, “The Ancient Silk Road,” a course on the 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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Howard Nenner, Roe/Straut Professor in the Humanities, Tudor and Stuart England, Modern Britain
Research and writing have focused on the constitutional history of England, principally in the seventeenth century, with an outreach to legal history and the history of political thought. Has written on legal culture, monarchical succession, and is currently working on regicide in the English politics and political thought of the late 17th and early 18th centuries.

Courses normally offered are two semesters of English history in the early modern period, one a course of lectures on the Tudors, the other on the Stuarts; a reading and discussion course on the social and cultural history of Victorian and Edwardian England; a team-taught colloquium (with Bill Oram of the English department) on the dynamic conflicts of the 15th century as seen...
David Newbury, Gwendolen Carter Professor of African Studies. Africa. 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, Prof. Newbury 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 Zaire: Méthodes Historiques; Kings and Clans: A Social History of the Lake Kivu Rift Valley; African Historiographies: What History for Which Africa?; and Paths to the Past: Essays in Honor of Jan Vansina. 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: Environment and History in Africa, Famine in Historical Perspective, Women in African History; African Peasants in Historical Perspective; and Missions and Missionaries in Africa.

Neal Salisbury, Professor, 1973, North America to 1800. Native American
Neal Salisbury is a professor of history who specializes in Colonial North American and Native American history. Scholarly interests center on indigenous peoples in North America, particularly in New England and during the era of European colonization. His publications include Manitou and Providence: Indians, Europeans, and the Making of New England, 1500-1643 (Oxford University Press, 1982); an edition of the famous captivity narrative by Mary Rowlandson, The Sovereignty and Goodness of God (Bedford/St. Martin's, 1997); and two volumes of original essays, A Companion to American Indian History, edited with Philip J.

His teaching includes lecture courses on colonial-revolutionary North America and Native American Indians; colloquia on topics in colonial, Native American, and western American history; and a seminar on the American Revolution.  
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**Ann Zulawski**, Associate Professor of History and Latin American Studies, *Latin America*  
Her current research is on the social history of medicine in Bolivia in the first half of the twentieth century. The project 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 has written on the social and economic history of Bolivia in the Spanish colonial period, including *They Eat from Their Labor: Work and Social Change in Colonial Bolivia* (Pittsburgh, 1995).

Her teaching includes surveys of Latin America in the colonial and national periods as well as specialized courses on Andean society, gender in Latin American history, Cuban society and culture, the history of public health in Latin America, and U.S. foreign policy in the region.  
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**Scheduled Leaves of Absence for the Faculty**

Darcy Buerkle – 2005-2006  
Howard Nenner – spring 2005  
Neal Salisbury – spring 2006  
Joachim Stieber – fall 2005

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

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Departmental Activities & Program

Fall Events:
Presentation of the Major and History Fair
Film Series – History Liaison Movie Nights
Visiting Lecturers

Spring Events:
Film Series – History Liaison Movie Nights
Visiting Lecturers
Annual Department Lecture
Packard's Night
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 2004-05

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Maeghan Vaillancourt, mvaillan@email.smith.edu, x6220
Julia Williams, jwillia2@email.smith.edu, x7883

(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.)

Departmental Honors Program

Please note that the requirements for the Honors Major have recently changed.

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than pre-registration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the Director of Honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis counts for eight credits during the fall semester of the senior year. Each honors candidate defends her thesis in the week before spring recess at an oral examination in which she relates her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 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 (eight credits).
3. One semester course in ancient history.
4. Four history courses or seminars (16 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the history department.
5. No more than two courses taken at the 100-level may count toward the major.
6. Geographical breadth: among the 11 semester courses counting towards the major there must be at least one course each in three of the following geographical regions.
   - Africa
   - East Asia and Central Asia
   - Europe
   - Latin America
   - Middle East and South Asia
   - North America

Courses in the field of concentration or outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

**Director of Honors:** Ann Zulawski

**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

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


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
Awards and Prizes

The Thomas Corwin Mendenhall Prize: This prize is awarded annually for an essay written within the current or the three preceding semesters in a regular history course taken at Smith College. 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 April 22, clearly identified as submissions for the Mendenhall Prize competition. A student may submit no more than one essay for the competition.


Gladys Lampert and Edward Beenstock Prize: This prize is awarded for the best honors thesis in American studies or American history.


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


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

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