

# SMITH STUDY OF WOMEN + GENDER

Smith's first fully virtual semester



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We hope you're all being kind to  
yourselves and others during this  
challenging time

# LORETTA ROSS JOINS SMITH SWG FACULTY

***What are your plans as a full-time faculty member at Smith and what made the SWG department attractive to you?***

Well I've had a relationship with Smith for about 15-16 years, I'm not sure exactly when. Under the direction of Sherrill Redmond who was the director of Sophia Smith Collection, Joyce Follet visited me in ATL, because they wanted to add my archives to the SSC, and after they took my boxes away, I started working with the SSC, I started working with the SSC to collect oral history for the archives of other women of color. And then Joyce proposed I become the activist in residence at Smith.

I started teaching in 2017 starting at Hampshire college. Then I went to Arizona State, and then in the summer of 2019, was when the incident happened with the black student in the dormitory. President McCartney contacted me because I had been doing the "Calling in" stuff. I had the first "Calling in" conference at Smith when I was at the 5C Women's Studies Research Center, at Mt Holyoke's campus, when I was writing my last two books. So President McCartney called me after that racial incident and she asked me if I had interest in doing diversity, equity and inclusion work with the school, but at the time I wasn't a consultant. But I did counter offer her, and say "While I'm not a consultant, I am interested in teaching my course, White Supremacy in the Age of Donald Trump and I am interested in continuing the work I started at Smith on 'Calling in the Calling out Culture'" and she made the decision that I would come to Smith.

***We would love to know your goals regarding classes you would like to teach, and any proposed changes to your class is entitled "White Supremacy in the Age of Trump," as the Trump presidency is ending?***

Well, I have been thinking quite a bit about whether I should change the name of the class, because Trump is gone, but Trump isn't. And so I am going to keep the name the same, because it is high recognition and if I changed it to something more euphemistic like---



## **More About Professor Ross**

As part of a 50-year history in social justice activism, Loretta Ross was the national coordinator of the SisterSong Women of Color Reproductive Justice Collective from 2005–12, and co-created the theory of Reproductive Justice in 1994. Ross was national co-director of the April 25, 2004, March for Women's Lives in Washington D.C., the largest protest march in U.S. history at that time with 1.15 million participants. She founded the National Center for Human Rights Education (NCHRE) in Atlanta from 1996–2004. Before that, she was the program research director at the Center for Democratic Renewal/National Anti-Klan Network, where she led projects researching hate groups and working against all forms of bigotry with universities, schools and community groups. She launched the Women of Color Program for the National Organization for Women (NOW) in the 1980s and was national program director of the National Black Women's Health Project. She was one of the first African American women to direct a rape crisis center in the 1970s, launching her career by pioneering work on violence against women.

--"White Supremacy and the rising tide of Neofascism," it wouldn't be as clear. I don't plan on changing the structure of the course much. Of course I have been teaching virtually since March like everyone else. I have to curate about 100 articles a week to constantly refresh my syllabus because unfortunately Trump was the President who kept on giving.

And so there was always new material I had to populate the syllabus with. For example, my section on law enforcement sounds like crap nowadays when we realize there was law enforcement at the insurrection at the Capital. That's why I have to constantly keep it updated so the students get the latest information I have been able to curate for them.

Another structural thing I do is that I make my class completely cost free meaning they never have to buy books or materials for my class because I can provide pdfs of the books and materials they need and online access to the articles I use. I figure I don't know the financial circumstances of every student and I figure if I make the classes cost neutral, I don't have to consider that.


***And what are your goals about other classes you wanted to teach, or if White Supremacy in the age of Trump was the class you planned to teach for the foreseeable future?***

Well, I don't know if it's fair to talk to you about my plans until I talk about them with the President. I can safely say I'm going to do more work with calling in the calling out culture at the campus. Very specifically, the undercurrent of white racial resentment at the college, so I am doing some programming around that. Since I am teaching about White Supremacy, why shouldn't I talk about that internalized White Supremacy among liberals that is producing national resentment? They see themselves as liberal but are also mad they have to do this diversity, equity and inclusion stuff. The only way to cure these things is to talk about them.

I ran for 10 years the National Center for Human Rights Education and so I am probably going to do some teaching and organizing around trying to infuse human rights education into Smith's curriculum.



**Strategic  
Organizing  
Action!**



**Cost  
Neutral  
Classes**



**Calling IN  
Not Calling  
OUT**

***Considering your work with "Calling in" culture, have you noticed any changes during COVID and the current political unrest, both within the Smith community and the country at large?***

Well, in the Smith community I noticed an immediate change even with the recent issues with white racial resentment, while there was a tendency in wanting to denounce her or or to go call her out, but there was also a conversation on how to call her in, which would not have happened before the conversation on the value of calling people in. I think that it's a natural reflex of students to organize anger and direct it towards authority. Students have a human right to protest. It's kind of what they do. But they were directing it towards the college administration, because they didn't feel like the President's letter was strong enough, to my understanding. The focus was getting them to redirect their anger towards the actual cause of the problem, ideas, not people, like asking "Why is there white resentment?"

For my last two lectures, I focused on how students could make strategic plans to effect the change they wanted. Obviously it couldn't be done in two hours. But giving them the structure of how to do strategic analysis and how do you begin to put in place the things you want instead of only doing marches, demonstrations and call outs.

***What changes would you like to see from the Smith community this semester, in terms of calling in, solidarity, or direct action?***

Well the thing I have always wanted students to learn is how to do better threat assessment. Just because someone messes up a gender pronoun, or uses words like 'lame' or 'crazy' which are considered ableist. That doesn't make them an enemy, it makes them a person who you can have a conversation with and say how to keep up with pronouns and changing language. Before, it was "oh you used this word, you must be a toxic individual" etc. into the exaggeration of a call out culture. Rethinking the decision to blow up someone's life because we're all on a learning curve is something I want for the Smith Community.



***Is there anything else you would like to share?***

Well SWG has made me so wonderfully welcome at Smith. I don't know if you know my bio, but I only have a bachelor's degree, so never in my wildest imagination did I think I would be at Smith College, and be offered the chance to teach what I teach. I had the expectation that if you didn't have a double dip Phd you wouldn't be qualified. But I do have 50 years of experience to share as a Professor of Practice, or something like that. I am finding that the things I learned as a Community Organizer and Public Intellectual in my community is working very well in applying it to an academic setting. I am really enjoying it. I even audit other classes by my other SWG professors to continue my learning as I am also teaching.

# Spring SWG Course Selections

ALL COURSES ON THIS PAGE DO NOT  
REQUIRE SWG 150 AS A PREREQUISITE

## Women, Money and Transnational Social Movements

Lisa Armstrong, SWG 238

M W 1:40 PM–2:55 PM

Flickers of global finance capital across computer screens cannot compare to the travel preparations of women migrating from rural homes to work at computer chip factories. Yet both movements, of capital and people, constitute vital facets of globalization in our current era. This course centers on the political linkages and economic theories that address the politics of women, gender relations and capitalism. We will research social movements that challenge the raced, classed and gendered inequities, and the costs of maintaining order. We will assess the alternatives proposed by social movements like the landless workers movement (MST) in Brazil, and economic shifts like the workers cooperative movement. Assignments include community-based research on local and global political movements, short papers, class-led discussions & written reflections.

## White Supremacy in the Age of Trump

Loretta Ross, SWG 241

T Th 3:15 PM–4:30 PM

This course will analyze the history, prevalence, and current manifestations of the white supremacist movement by examining ideological components, tactics and strategies, and its relationship to mainstream politics. We will also research and discuss the relationship between white supremacy and white privilege, and explore how to build a human rights movement to counter the white supremacist movement in the U.S. Students will develop analytical writing and research skills, while engaging in multiple cultural perspectives. The overall goal is to develop the capacity to understand the range of possible responses to white supremacy, both its legal and extralegal forms. Enrollment limited to 50.

## Introduction to the Study Of Women and Gender

Gina Ocasion (from UMass Amherst and Bard College) SWG 150-02

M W 10:55–12:10

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Enrollment limited to 25.

## Introduction to the Study Of Women and Gender

Jina Kim, SWG 150-01

T Th 10:55–12:10.

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Enrollment limited to 25.

# Spring SWG Course Selections

ALL COURSES ON THIS PAGE HAVE LIMITED ENROLLMENT  
(5 - 25) AND REQUIRE SWG 150, AND PERMISSION OF  
INSTRUCTOR

## Gender, Sexuality, and Popular Culture

Jennifer DeClue, SWG 290

M W 10:55 AM-12:10 PM

In this course we will consider the manner in which norms of gender and sexuality are reflected, reinforced, and challenged in popular culture. We use theories of knowledge production, representation, and meaning-making to support our analysis of the relationship between discourse and power; our engagement with these theoretical texts helps us track this dynamic as it emerges in popular culture. Key queer theoretical concepts provide a framework for examining how the production gender and sexuality impacts cultural production. Through our critical engagement with a selection of films, music, television, visual art, and digital media we will discuss mainstream conventions and the feminist, queer, and queer of color interventions that enliven the landscape of popular culture with which we contend in everyday life.

## Queer Culture and Histories

Kelly Anderson, SWG 305

T Th 10:55 AM-12:10 PM

This course is an advanced seminar in the growing field of queer American history. Over the course of the semester, we will explore the histories of same-sex desire, practice, and identity, as well as gender transgressions, from the late 19th century to the present. Using a wide range of sources, including archival documents, films, work by historians, and oral histories, we will investigate how and why people with same-sex desire and non-normative gender expressions formed communities, struggled against bigotry, and organized movements for social and political change. This course will pay close attention to the intersections of race, gender, class, and sexuality and the ways that difference has shaped queer history. Not open to first-years and sophomores.

## Meridians

Ginetta Candelario, SWG 237

F 3:00 PM-4:15 PM

This practicum course is an academic complement to the work students interning with the Meridians journal as Praxis interns, Quigley Fellows, STRIDE Fellows, MMUF, Meridians interns, etc. will be doing. Run by the journal Editor, the class will discuss the scholarly, creative, artistic, archival and artistic work published in Meridians and how it is informed by – and contributes to – intersectionality as a paradigm and practice. Students will also become familiarized with feminist journal production processes and ethics, promotion and marketing strategies, co-curricular events planning and archival research. Instructor permission only. S/U only. Enrollment limited to 5.

## Feminist Public Writing

Carrie Baker, SWG 377

Th 1:40 PM-4:30 PM

This interdisciplinary course will teach students how to translate feminist scholarship for a popular audience. Students will practice how to use knowledge and concepts they have learned in their women and gender studies classes to write publicly in a range of formats, including book and film reviews, interviews, opinion editorials, and feature articles. We will explore the history and practice of feminist public writing, with particular attention to how gender intersects with race, class, sexuality, disability, and citizenship in women's experiences of public writing. We will also some of the political and ethical questions relating to women's public writing. Prerequisite: SWG 150 and one other SWG course. Cannot be taken S/U.

# Spring SWG Course Selections

ALL COURSES ON THIS PAGE HAVE LIMITED ENROLLMENT (12 - 25) AND REQUIRE SWG 150, AND OR PERMISSION OF INSTRUCTOR

## Queer of Color Critique

Jennifer DeClue, SWG 303

W 1:40 PM–4:30 PM

Students in this course gain a thorough and sustained understanding of queer of color critique by tracking this theoretical framework from its emergence in women of color feminism through the contemporary moment using historical and canonical texts along with the most cutting-edge scholarship being produced in the field. In our exploration of this critical framework, we engage with independent films, novels and short stories, popular music, as well as television and digital media platforms such as Netflix and Amazon. We discuss what is ruptured and what is generated at intersection of race, gender, class and sexuality.

## Women in the Criminal Justice System

Bridgette Baldwin, SWG 300

Th 1:40 PM–4:30 PM

This course will examine the social constructions of gender, race and class within the criminal justice system and explore gender, justice, and injustice through the lens of intersectionality. We will investigate the role that gendered experiences have in shaping the meaning of criminal "victim" and "assailant" under the law, and how crime and law enforcement policies and procedures impact the lives of women differently. In discussing women's relationship to crime as both victims and offenders, we will also examine the intersections and relationships of those identified as women with structural racism, heterosexism, sexism, and class inequality. These issues are important because they help shape the gendered meaning of criminality and the navigation of gendered subjects within the criminal justice system.

## Other courses for SWG credit

Intro to Black Women's Studies, AFR 155  
Race, Feminism and Resistance in Movements for Social Change, AFR 289  
Intro to the Study of American Society and Culture, AMS 201  
Anthropology of the Body, ANT 238  
Urban Anthropology, ANT 257  
Women and Narration in Modern Korea, EAL 273  
Monstrous Mothers, ENG 218  
Asian American Women Writers, ENG 278  
Seminar: Toni Morrison, AFR 360/ENG 323  
Modern South Asian Writers in English, ENG 291  
Women's Health: Current Topics, ESS 240  
Problems in Democratic Thought, GOV 267  
Dissent: Disobedience, Resistance, Refusal and Exit, HST 363  
United States since 1877, HST 287  
Seminar: Research in United States Women's History  
Domestic Worker Organizing, HST 383  
Colloquium: Psychology of Women and Gender, PSY 266  
Mary: Images and Cults, REL 238  
Social Movements, SOC 216  
Gender and Globalization, SOC 237  
Sociology of Sexuality: Institutions, Identities and Cultures, SOC 253

## Reproductive Justice Colloquium

Carrie Baker, SWG 271

T Th 10:55 AM–12:10 PM

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy, and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence.

# Leela de Paula



Q: How have the unusual circumstances of this semester affected you and your work?

A: I've been studying remotely since March of last year and will be away from Smith until senior year because of my participation in the Picker Program in D.C. and study abroad program in the UK. It's tough to step back and think about how I haven't been having the traditional Smith experience, with only a single semester on campus under my belt, which was hardly enough time to build a foundation socially and academically. It's been pretty isolating, not only from society but also not having access to Smith's community, but I'm so grateful to the various professors who I've stayed in contact with and took me on as fellows or teacher's assistants over the past few semesters. Spending time with them helped me feel connected to Smith and fostered a deeper sense of academic curiosity that one feels in classrooms or offices.

Q: What was the most important takeaway/experience you took away from your work this semester?

A: One of the most important takeaways from the work I've done this semester is the realization that we have barely started as a nation, a society, or community to address the urgent issues underlying our everyday lives. Even though women's organizations have been around for 40 plus years, they are fighting the same battle that is made even more difficult as time goes by and modern issues crop up. I realized that building the bridge between my generation that will inherit these issues and the foundation that older feminists created years ago is a crucial aspect, which is work I hope to get involved in after college.

Q: How has your work with the National Political Women's Caucus benefited you personally and as a SWG major?

A: Working with the National Women's Political Caucus connected me to the hardworking women behind the current success of the most diverse Congress ever in American history, and really opened my eyes on how many barriers there are for women and people of color to get representation in politics. As a SWAG major, the politics of gender and the gender of politics is extremely fascinating, and all the knowledge and sensitivity that characterizes the field of SWAG at Smith gave me a unique perspective to the political world. 4. What did your Quigley Fellowship project focus on? My Quigley Fellowship with Professor Lisa Armstrong focuses on mapping out the historical stories of transnational women's, anticolonial, and independence movements, particularly the Afro-Asian People's Solidarity Organization. Reading through archives about revolutionary women all around the world and their spirit of hope really inspired me and carried me through my academic and personal journey with transnational feminism last semester.

Q: How are you planning to implement the things you've taken away from both your political work and fellowship research into your major work or future career?

A: Inspired by the women I was working with and learning about, I founded the Equity and Accountability Committee in the SGA, which is beginning to lay the foundations within the SGA framework to address the various racial, economic and social issues on campus. I can see that all the archival, academic, political, and organizing work that I've done this past semester will combine into a unique approach to my future career in the field of my passion – women and progressive politics.



# Amy Olson



Q: What did your project/internship/work focus on?!

A: I'm completing a special studies project on public libraries through a critical feminist lens. It's actually not technically a SWG special studies, but I was able to expand my work with it in Professor Lisa Armstrong's seminar on Marxist Feminism. For the Fall, I developed a syllabus that first explored critical library studies and histories of public libraries, and then sections and on whiteness, white supremacy, neoliberalism, and policing in public libraries. I met every other week with Smith librarians Shannon Supple and Cat Hannula, who are fantastic, to talk over my thoughts and findings. In Professor Armstrong's class I wrote two papers, one on situating the public library within capitalism and settler colonialism, and one on imagining future public libraries. Over Winter Term, I've worked with linguistics major Estelle Yim, discussing more readings on policing and incarceration in public libraries and alternative library structures. We also attended the American Library Association's virtual Midwinter Conference in January. For the Spring Semester, professors Lisa Armstrong and Sam Ng will join the project and I'm hoping to explore and write more on how publics are defined through the public library's relationship with capitalism, policing and incarceration.

Q: How have the unusual circumstances of this semester affected you and your work?

A: It's been such a bummer not to be able to meet in person with all the fantastic people I've gotten to work with on the project! Also, so much of my project is rooted in understanding the public library as a space, so it's been hard to not be able to go inside libraries at this time. Self-motivation and avoiding procrastination is also definitely so hard, but luckily this work is interesting and exciting to me and I've been really kind to myself with deadlines and such.

Q: What was the most important takeaway/experience you took away from your work this past semester?

A: Public libraries are not inherently radical, as their relationship with capitalism and the State embed libraries in systems of oppression. However, public libraries are also situated in a unique place where they have a great opportunity to work towards a better, more liberatory future for all. There are many great library workers who are fighting this fight!

Q: How has your work benefited you personally and as a SWG major?

A: I took a year off between sophomore and junior year and worked in a public library for part of that time. It's where I started to really fall in love with public library work, as well as critically question the systems of power and control embedded within the library. This project sort of feels like a great culmination of that experience and what I've learned as a SWG major: applying abolitionist theories, Marxist feminist theory, critical race theory, archival theory, and queer theory to my own experiences working in the library. I've also been learning from so many incredible library thinkers and workers, expanding my understanding of this work far beyond what I initially imagined.

Q: How are you planning to implement the things you've taken away from your project/internship into your major work or future career?

A: If it wasn't obvious already, I intend to work in public libraries (once they lift the COVID hiring freezes...), and doing this project makes me excited for all there is to continue to learn and critically think about once I'm in the field for real!

# Talia Heyman



Talia (they/them) is a SWG major whose interests diverge into many paths: digital art/media, photography, fashion, and dance. Born and raised in Atlanta, Georgia, Talia is spending the '20 - '21 at home taking classes. Right now they are learning how to crochet as a hobby.

## **"POWERFUL MAN" (ALEX G)**



Talia invites you to view their dance piece, at the link below:  
<https://bit.ly/3jb77nv>



# COVID AND GENDER

## Kelly Anderson's Oral History Project

Q: Can you give us a synopsis of your COVID and gender oral history project?

A: We shut down in March and, in addition to teaching for SWG, I direct the archives concentration and concentrators have to get in a certain number of internships. So, by April, there was panic, I think across the entire campus, that you weren't going to be able to do your Praxis internships. And that isn't just about your academic requirement, it's about your livelihood, it's about being able to pay your bills over the summer. So the project really started with the concentration directors trying to think about 'how can we intervene in some way and help our students out?'

**AND THEN I REALIZED, THIS IS LIKE THE WORKS PROGRESS ADMINISTRATION, YOU JUST TAKE A BUNCH OF PEOPLE AND SEND THEM OUT INTO THE FIELD TO DO INTERVIEWS.**

I paired up with my colleague and friend, Darcy Buerkle, from Smith's history department who thought it was a great idea because a lot of history students as well as SWG students were all looking for direction for the summer, but also looking for employment. Praxis decided to change their policy in that students could now work for campus departments and campus faculty which historically they haven't allowed. It was really born out of necessity, and I thought it would be a great way to document what was happening at the time. It felt urgent to be able to archive on the ground as things were unfolding for people. It was a combination of the imperative to record the stories that would otherwise go unnoticed as well as answering the question of how do we put students to work?

About 40 students signed up and got paid for the summer and we partnered with the archives and just kinda wung it! I just figured it out as we went along, most of the students hadn't worked with me before, so we had to quickly do a lot of Zoom training, put people in groups, come up with their project focuses, and we were up and running by May. The mandate was not about recording your own life story, the original impetus was wherever you're going, there's a story to be told there. We had students going back to their home countries, we had students going all over the country who were part of various communities that were impacted by COVID in very different ways. The topics covered reflect our students and their interests, so there was a lot of interest in queer folks and undocumented folks and frontline workers and parents and educators and people who are incarcerated and faith-based leaders and people with disabilities, the range is the SWG range.

People went out and found folks, sometimes through contacting people they'd never even met before, sometimes asking their parents for names, and sometimes recording dinnertime conversations, making that part of their archival record.

**IT ENDED UP BEING A REALLY INTERESTING COLLECTION AND I THINK THE STUDENTS WHO PARTICIPATED IN IT FOUND THAT IT WAS HELPFUL TO FEEL LIKE WHAT WE WERE GOING THROUGH WAS GOING TO MATTER SOMEDAY TO THE STORY THAT WAS LEFT BEHIND. THAT WE WEREN'T GOING TO HAVE THESE INVISIBLE EXPERIENCES THAT WOULD ONE DAY BE TRAMPLED BY THE TRIUMPHANT NARRATIVE OF THE VACCINE.**

When we didn't open in the fall, Darcy and I decided to continue adding to the archive by doing course projects. There have been a number of SWG classes and First Year Seminars that have incorporated a project into the course to add. Due to time constraints, most of them are doing self documentation and turning that into the COVID Chronicles. Your stories as college students are going to be vital to the narrative we tell about this time period in the future. It wasn't just a shutdown in the spring that was a bummer, some of you finished high school like this or started college like this.

The story of students is an important COVID story.

Now, we're collecting a lot, and it feels like it needs an end, it's a project that feels like it needs a bookend, so I think I will stop at the end of the year. But it felt important just to find a way to record our stories that would otherwise go unnoticed. Part of my inspiration for this project was the ways that AIDS was documented, as it was unfolding at the time and how important it was that we capture stories while they're happening because the narrative around that pandemic changed so much. It would be easy to lose a lot of the nuance and richness of that history if we just focused on the development of the treatments, the prophylactics, all of that. At the beginning of the pandemic, we were learning how to manage this from various feminist health movements, so I wanted to learn from that and figure out stories we should be telling that make this more accurate for us. We weren't alone, there were a lot of projects popping up, it felt like everyone kind of knew we have to document COVID as it's happening. We were learning from and partnering with each other, the oral history program at Columbia and other grassroots organizations that were wanting to document on the ground.

Q: How has COVID itself presented restrictions regarding performing research for a project like this? How does Zoom interviews change the connection made between interviewer and interviewee?

A: For interviewing, this format is really challenging with interpersonal connections. I laid out some of the benefits of it, it's cheap, it doesn't take a lot of resources, and anybody can do it if you have access to Zoom. Just like in the beginning of fall classes, new teachers with new students, you have to figure out how to instantly build that rapport on Zoom when nobody feels like talking. You just gotta jump in, there's not a lot of time for small talk.

If you were at somebody's kitchen table, you might get up and get a cup of tea, you might comment on the view outside, you might use the restroom, you might set up your stuff, all these ways that help you buy time, slow it down a little, get comfortable. It's the natural rapport building that happens in person that can't happen like this. You're trying for immediate intimacy in an online environment. I think it's a challenge to immediately connect and build trust in this format. Time is weird on Zoom, the fatigue is real.

One of the things the students had to figure out was how to be in a shared experience somehow without making the conversation reciprocal, because it's not. An oral history is really a one-sided story, with some prompts and some affirmations and some container, but it's not a dialogue. So those were some of the challenges, but I would say Smith students are so brave and so resilient, they just went out there and did it. I think that, more than the paycheck, it was about finding a way to make some lemonade out of this. This is systemic and global and it's happening to everyone, and if we start talking about it and swapping stories, we start to create a narrative that helps us understand our own experiences. And for Darcy and I, as historians, that's what's most important.

Q: Is there anything you would like to ask of or impart to the Smith community about this project?

A: SWG has been really engaged with this project, so this is more for the Smith community. Nancy Young is doing the COVID Chronicles project through the archive which is a project that was started right as the college shut down, inviting us to share stories of that moment. I would just like to ask that anybody who feels like they would like to contribute that they do that, the more records we have, the more depth and diversity we have in our COVID experiences. My only plea is that if you've got something to contribute about what this has been like for you and you're brave enough to put that in a repository for other people to see, please do that.