Dear Friends of the History Department,

This academic year now ending was all around extraordinarily challenging and demanding. As a new chair, my year began in early July while still in Madrid unable to return home, after what should have been a full year of archival research and writing. In early March of 2020, as the pandemic forced a lockdown in Spain, as it did in most of the rest of Europe, research and public life came to an abrupt halt when institutions, national borders, and societies closed, and flights came to a standstill. The Atlantic Ocean, which for decades up to that moment, I had crossed regularly in less than seven hours and without a second thought, turned into an all-encompassing seemingly indefinite insurmountable barrier. Back at home in Wellesley in late August, I was confronted with a country immersed in a deep political crisis, marked by racial violence and noxious racist rhetoric, social tensions, and dire economic projections.

As the summer of intense planning and rethinking our jobs as teachers and scholars ended, the new academic year in the early fall began with a new four-term system that allowed the College to safely bring first years and juniors to campus so they could enjoy some of the benefits of a residential campus life experience, now marked by the rituals of weekly Covid-19 testing, masked faces, severe restrictions on travel, and socially distanced gatherings. Professors Kate Grandjean, Lidwien Kapteijns, Pat Giersch, and I taught on campus, while the remaining colleagues did remotely, and students away from campus connected remotely from all four corners of the world.

The academic accomplishment of this academic year owes much to the resilience, adaptability, and commitment of our faculty, who in the face of disruptions and changes caused by Covid-19, nonetheless, carried out the basic mission of the History Department and the College. From working through the summer redesigning all our courses to meet the restrictions of the new seven-week term system, to still adapting to a virtual format, our faculty adjusted and endured in extraordinarily creative ways. Colleagues worked from home despite small children, tending to sick relatives, and coping with loss and lengthy periods of social isolation. Some of us found ourselves back teaching in person in a ghostly still campus, of empty darken hallways, deserted and silent libraries, and desolate grounds, in classrooms with chairs set six feet apart filled with masked students, while being ourselves masked through lecturing and office hours. Despite these, we embraced a profound responsibility to serve
students as teachers, mentors, advisors, and supporters during this most difficult and bewildering period in our recent history. As we come to the close of this tough academic year, I end with renewed respect for and appreciation of the talent, the resilience, the work, the commitment, but also the kindness and generosity of my colleagues during these most demanding times.

The crises we faced this year will, without doubt, forces us to reflect further on those aspects of academic practice we will preserve, and what, if any, changes forced upon us by the pandemic we will embrace. The challenge of teaching remotely and condensing a 13-week course into seven weeks, led us to rethink in no small way the purpose and intention of each aspect of our teaching, and what is most important to accomplish in a course, from its goals to the skills, and the fundamental experiences for students to remember, and take with them as they move on in their lives. This year’s experiment in remote teaching, ultimately, only highlighted the profound value of in-person instruction, and the valuable community in learning afforded by a residential college such as ours. When we return next fall to in-person classes, I suspect, we will do so with renewed appreciation for it as a more effective means to humanly connect with students and colleagues over shared learning experiences.

Various aspects of the crises of this year were examined in the courses offered in our department. As historians we know this pandemic was not an unprecedented event, as disease has been a relentless presence in human history with profound altering consequences to human life in the past. Simon Grote and Jackie Musacchio (Art History) in a new co-taught course on “Epidemics in Early Modern Europe: Art, History, Life, and Death,” examined the art and history of European epidemics from the Black Death of 1348 to the first smallpox vaccine in the 1790s, and the lessons such events may offer for better understanding the destructive and constructive ways in which epidemics can transform societies. Kate Grandjean’s new course on “The Life and Political World of Alexander Hamilton,” on the other hand, which provided historical understandings of the roots of the political and economic systems of a young United States, offered historical context from which to think the constitutional and political crisis brought about by the previous administration in our country.

Beyond teaching, we remained engaged in various scholarly activities. Brenna Greer’s book *Represented: The Black Imagemakers Who Reimagined African American Citizenship*, published in 2019 by the University of Pennsylvania Press received the 2020 Harry Shaw and Katrina Hazard-Donald Award for Outstanding Work in African American Popular Culture Studies awarded by the Popular Culture Association (PCA). Kate Grandjean guest-edited a special issue of *Early American Literature*, entitled “Reframing 1620,” published in volume 56, Number 1, 2021. Several of us presented research papers at professional conferences, attended multiple conferences remotely, worked on articles and book manuscripts, and engaged in various committee work in the professional associations of which we are affiliated members.

One of the many challenges we faced this year was how to build and maintain community with so many members dispersed away from campus, and with strict health protocols for on campus gatherings. Beyond social media, our department hosted online games and walking activities in the fall and spring, that brought history buffs together to play Kahoot history trivia online, and for those on campus, a letterboxing hunt and walks with faculty across many corners of our beautiful campus. And while public lectures and events were dramatically reduced this year, Professor Nina Tumarkin kept us all engaged by hosting several publics events on Russia related issues.

In April a career panel moderated by Brenna Greer, examined the benefits of studying history through the experiences of four History Department alumni: Shelly Anand ’08, Executive Director and Co-Founder of Sur Legal Collaborative, an immigrant and worker rights not-for-profit legal organization, and Children’s Book Author of *Laxmi’s Mooch* (2021); Lily Balloffet ’06, Assistant Professor, Latin American & Latino Studies at the University of California Santa Cruz; E. Ashley Cale ’15, Archives Assistant at the Beinecke Rare Book & Manuscript Library of Yale University; and Katherine Leung ’14 a Labor Lawyer with Region 28 of the National Labor Relations Board, and Vice President of National Labor Relations Board Union Local 28.
Our Academic Administrator, Sharon Zimmer, deserves special recognition for the smooth running of our department, and success of these efforts. Sharon’s job this year was made more challenging by the many changes implemented by the college to various administrative tasks, which she performed while also imagining and implementing new activities for our students to engage remotely, all along also providing for those on campus some measure of community considering the very strict health protocols that severely limited in-person gatherings of any kind. Our department student assistant, Sydney Yi ’23 was central to seeing various projects to completion during this most unusual of years.

A great achievement this year is the class of 2021. In May we held an on-campus ceremony and a zoom gathering to wish our history majors and minors farewell and acknowledge their successful completion of their degrees under very adverse conditions and challenges. Of the 16 majors in History, two which are International Relations (IR)-History majors, and four minors this year, five majors will be starting graduate school in the fall. Mika Thakkar, IR-History major received a Fulbright Fellowship and will join the London School of Economics (LSE) MSc in Theory and History of International Relations, while Emily Martin and Emily Magness will join PhD programs in History at the University of California Berkeley and the College of William and Mary respectively, Michela E. Gerardin will join the MSc in Literature and Modernity as a Chandler Ott Fellow at the University of Edinburgh, and Angela Zhao will join the MFA at NYU. Madeline Hudalla, who graduated this year as a Middle Eastern Studies (MES) and IR-Political Science major, merits mentioning, as she took five History classes and would have written a senior thesis but was unable to due to the pandemic. Madeleine was accepted into the PhD program in History and Jewish Studies at UCLA, where she will be pursuing Jewish Iraqi history, with a dissertation project she first explored in the seminar on “Greater Syria under Ottoman and Mandate Rule, c.1850-1950.”

While we do not yet know what the return to “normal” will really mean and demand next fall, we are certain that as we continue to prepare history majors and minors for various workplaces, and for a life of engaged citizenship in evermore complex and interconnected worlds, our students will go on studying in the History Department with some of the finest teachers at the College, acquiring the necessary skills to navigate and succeed in increasingly demanding contexts, in the U.S. but also beyond it.

If indeed it takes a village to raise a child, this year through the combined hard and committed work of our faculty, administrator, students, and alumni, our small republic of dedicated citizens in the History Department came through together as a remarkably strong and enduring one. My sincere thanks to all and I wish everyone a very restful and enjoyable summer far away from zoom.

Stay healthy and stay in touch, as we all always love to hear from our alumni near and far.

Best regards,

Ale Osorio, Chair
(aosorio@wellesley.edu)
FACULTY AND AREAS OF SPECIALITY

C. Pat Giersch (History of China)
Katherine A. Grandjean (History of Early America)
Brenna W. Greer (History of the U.S. in the Twentieth-Century)
Simon Grote (History of Early Modern Europe)
Lidwien Kapteijns (History of Africa and the Middle East)
Y. Tak Matsusaka (History of Japan)
Alejandra B. Osorio (History of Latin America)
Ryan Quintana (History of the U.S. in the Nineteenth-Century)
Valerie Ramseyer (Medieval History)
Nikhil Rao (History of South Asia)
Guy M. Rogers (Ancient History)
Andrew Shennan (History of Modern Europe, Currently Provost)
Quinn Slobodian (History of Modern Europe)
Nina Tumarkin (History of Russia)
C. Pat Giersch

It’s been an intense and rewarding year of teaching on campus under pandemic conditions. In the first term (September and October), I welcomed fifteen first year students into “China Past and Present,” a writing course with a focus on eighteenth-century China. This was a wonderful group, and we enjoyed a lively, though compressed, series of meetings across the first seven weeks of their college careers. In my other courses, I’ve been moved by our students’ resilience and adaptability. While the conditions have been challenging, Wellesley students have made the most of their intellectual work – so impressive! I’ve spoken (virtually) at a number of universities, from New York to Hong Kong, without ever leaving the greater Wellesley area. And I’ve attended what seems like hundreds of conference and workshop presentations on Zoom. Let’s hope that we’re moving back to travel and in-person events going forward.

Kate Grandjean

This year, I completed my first major editorial project. I guest-edited a special issue of Early American Literature, entitled “Reframing 1620.” Published this winter, it features a range of scholarly essays, think pieces, and dialogues reconsidering the public memory, as well as scholarly treatments, of the founding of Plymouth colony, on the occasion of its quadricentennial. I also gave several virtual public talks and participated in a National Endowment for the Humanities seminar organized by Plimoth Plantation (now Plimoth-Patuxet). I taught in person at Wellesley all year in 2020-21, and introduced a new course, “The Life and Political World of Alexander Hamilton.” This summer, assuming the pandemic begins to ease, I am looking forward to returning to my book project, about a series of murders in Kentucky and Tennessee in the 1790s and the aftermath of the American Revolution.

Brenna Greer

As I am sure is true for everyone, this past year has been like none other in my professional career. The challenging circumstances of the pandemic and quarantine made me think anew about the function of a classroom and how I teach. In particular, teaching remotely emphasized how fundamental community is to my definition of a productive learning experience, insight I am excited to apply to teaching in-person. In terms of my scholarship, I was honored to receive the 2020 Harry Shaw and Katrina Hazard-Donald Award for Outstanding Work in African-American Popular Culture Studies for my
Faculty News

Brenna Greer (continued)

book *Represented: The Black Imagemakers Who Reimagined African American Citizenship*. The most distinguishing aspect of this last year was the number of my external presentations. The racial turmoil that followed the police killing of George Floyd and the inequities that the pandemic illuminated resulted in many requests from colleges and universities, community organizations, media outfits, and corporations on “race in America” from many angles, such as the history of black movements, the role of media and protest images, and the history of science, medicine, and race. I am grateful for these opportunities to use my expertise as a historian to develop and share my thinking on serious issues defining our current moment.

Simon Grote

Stranded by the pandemic, my family and I spent this past academic year in Germany, where I taught remotely and continued to be affiliated with the Centre for Science Studies at the Leopoldina, Germany’s national academy of sciences. My courses included a new one about the history of epidemics in early modern Europe, which I co-taught with Jacki Musacchio in the Art Department. I also ran the department’s honors thesis seminar, which gave me the chance to behold with admiration the intrepidness with which four of our majors developed their projects under extremely difficult conditions and without the access to sources that most of their recent predecessors could take for granted. In addition to finishing a book review and translating two of my own articles into English for publication in a pair of anthologies about eighteenth-century aesthetics, my projects included the initial research for an article on the history of early eighteenth-century German Protestant theologians’ and philosophers’ attempts to ascertain the existence of a “world-soul.” I presented my initial findings in a lecture in January 2021 and have received a fellowship from the Francke Foundations in Halle to finish the project during my sabbatical in fall 2021.

Lidwien Kapteijns

This past year was, of course, overshadowed by the pandemic, as many family members on various continents were seriously affected by, and even died from the pandemic. During my sabbatical leave in Spring 2020, I was able to continue my research on slavery and abolition in Somalia, mostly from colonial Italian memoirs and reports of the time. However, with so few local (Somali and Arabic) sources, the project may not reach fruition. During this academic year, I taught three of my four courses on campus; teaching double-time classes through a mask was only (somewhat) feasible thanks to our committed and understanding students, our colleagues at the LTS, the Registrar’s office, and the Copy Center, and the Covid-testing system. I did remotely attend a number of really interesting panels and conferences, but zoom fatigue did eventually set in. May the deserted, dull, and desolate corridors of Founders come back to life in the fall.
Facult News

Alejandra B. Osorio

After a research sabbatical year truncated by the pandemic, in the summer of 2020 I returned to chairing the department, and to teaching on campus in the fall and spring. As most in academia this year, it seems, therefore, I spent every woken hour glued to Zoom (and while asleep dreaming about it!), either attending a business meeting and/or a conference somewhere near and far from Wellesley. Amidst what at times seemed like sheer chaos with everchanging schedules, deadlines, never-ending new things to learn in my new job as chair, and adjusting History 205 “Making of the Modern World Order” and HIST 207 “Modern Latin America” to the new 7 week teaching schedule, I presented several papers at conferences, and wrote an article currently in press on feminist historiography, the concept of gender as a category of historical analysis and women’s history in the study of women’s place and power in the early modern world, titled “Del género como categoría de análisis a la Historia de Mujeres: una consideración historiográfica desde el feminismo.” This article, which will appear in August in the volume edited by Esther Alegre Carvajal titled El mundo cultural artístico de las mujeres en la Edad Moderna (s. XV-s. XVII), published by UNED-Logroño, Spain, is part of a new book project examining the role of New World noble indigenous women in the royal court in Madrid, and of Spanish vicereines in New World vicerealties in shaping the political culture of the Spanish Habsburg empire. Beyond teaching, chairing, and writing, this year I began my first of four years as committee member of the American Historical Association (AHA) Leo Gershom European History Book Prize, and as Executive Committee (elected) Member of the Association for Spanish and Portuguese Historical Studies (ASPHS). I was also in charge of organizing the History and Archeology sections of the 2021 Latin American Studies Association (LASA) Annual Meeting, and continue to serve as Americas Representative for the Renaissance Society of America (RSA).

Y. Tak Matsusaka

I started off this academic year terrified by the prospect of teaching remotely over Zoom. It felt like the anxiety-filled lead up to my first year of teaching at Wellesley back in 1993. I probably over prepared, putting together some fairly detailed pre-recorded lectures. After a few sessions, though, I acclimated. I found that Zoom teaching had many shortcomings, but the remote format and the use of pre-recorded lectures actually had a positive side. Preparing recorded lectures enriched the visual components of course material and also forced me to connect the dots in my presentations in a more exacting manner. I came to enjoy this mode of teaching quite a bit, although the compressed quarter system was nightmarish. The pandemic dragged on much longer than I had expected, but political developments toward the end of last year gave me a big shot of optimism. I’ve been doing more reading than I have in a long time, and instead of travel abroad, my wife and I have been taking long walks every day along the Esplanade and the Boston waterfront.
Ryan Quintana

As it was for everyone, this has been a very strange and difficult year. While I’d planned on spending the year in the archives researching my new book on the everyday practices of emancipation, the pandemic changed those plans significantly. In the absence of archival work, I honed my digital research skills and found that while there is a rich variety of material available online, it is no replacement for time spent in libraries and archives. Research was difficult (though at times rewarding), but I did find time to work on several new essays, including a state-of-the-field review of the recent work on the environmental history of the Civil War for the *Journal of the Civil War Era*, an essay on the criminal prosecution and punishment of enslaved Virginians, as well as a piece on the continued importance of local history for *Early American Literature*.

Valerie Ramseyer

I recently published two articles: “Questions of Monastic Identity in Medieval Southern Italy and Sicily (c. 500-1200),” in the *New Cambridge History of Medieval Western Monasticism* (University of Cambridge Press, 2018) and “Rethinking Boundaries between Christian, Jewish, and Muslim Communities in Pre-Lateran Southern Italy,” in *Jews and Muslims under the Fourth Lateran Council* (Brepols, 2020). I am currently working on a book project entitled *Early Medieval Italy: New Perspectives and Approaches*, that will survey the history of early medieval Italy from the Ostrogoths to the Investiture Controversy (c. 475-1075 C.E.). Next year I will be presenting research at a conference, “Euro-Mediterranean Entanglements in Medieval History” organized by the German Historical Institutes of Paris and Rome, on how to integrate women and religious minorities into the metanarrative of medieval Italian history.

Nikhil Rao

I returned from a pandemic-interrupted sabbatical to remote teaching in the Fall of 2020. After fumbling around with Zoom for a while, I believe I found a good way to teach online; to the extent I was successful with this, I have to thank my students for their patience, enthusiasm, and good cheer. My article titled “Space in Motion: An Uneven Narrative of Urban Private Property in Bombay” was published by Cambridge University Press in the Fall of 2020 in a volume titled *Rethinking Markets in Modern India: Embedded Exchange and Contested Jurisdiction*. I also was able to present some of the work I had done over the sabbatical in the colloquium of the Center for Metropolitan Studies at the Technical University of Berlin in January of this year in the form of a paper exploring the origins of the modern slum in Bombay.
**Guy Rogers**

I returned to full-time teaching in the Fall of 2020 after the completion of my sabbatical during 2019-20. During the Summer and Fall of 2020 I finished working on my book “For the Freedom of Zion: The Great Revolt of Jews against Romans, 660-74 CE.” My book will be published by Yale University Press. During the Winter and Spring of 2021, I wrote three articles and a book review. When not teaching or working on my research I continued my duties as chef executif for Baxter, Wobble and Fidget at the Villa dei Gatti and their Manhattan penthouse. (Photo of Wobble ordering Salmon Meuniere for dinner.)

**Quinn Slobodian**

I spent the last year mostly in front of a screen, as was the case with most of us. I was happy in that time to be able to connect not only to cohorts of excellent and engaged Wellesley students but also with groups of scholars, students, and policy wonks worldwide, speaking in online Zoom workshops from Johannesburg to Toronto to Oslo. A co-edited volume was published—Nine Lives of Neoliberalism—and I submitted a new one, titled Market Civilizations, which should be out next year. I also continued work on my ongoing project on the history of global fragmentation and the rise of the zone since the end of the Cold War. Link to new book: [https://www.versobooks.com/books/3075-nine-lives-of-neoliberalism](https://www.versobooks.com/books/3075-nine-lives-of-neoliberalism)

**Nina Tumarkin**

I have spent 2020-2021 lashed to my computer, as have so many others in this pandemic year. My scholarly presentations were all virtual. I gave a lecture titled “A Nation of Heroes: Who Populates Russia’s War Memory?” at an international conference on World War II in Modern Academic and Socio-Political Discourses at the Russian State University for the Humanities in Moscow. I also participated in a panel, “USSR to Post-Soviet Russia: Reparations or Repression for Stalin’s Victims?” at an international conference at Cornell University and a panel at Harvard, “The Use and Abuse of Soviet History in Putin’s Russia” in addition, I joined a discussion on “Memory Politics and the Russian Civil War” at George Washington University. At Wellesley, I was pleased to organize three virtual public events, including lectures on the January 2021 protests in Russia and on “Russian-US relations, From Trump to Biden.” And for my seminar on World War II memory, I arranged for French colleague to make a special video of his visit to the Paris Museum of the French Liberation, tailor-made for the seminar. It was very successful!
New Faculty Books


Book Awards

HARRY SHAW AND KATRINA HAZZARD-DONALD AWARD FOR OUTSTANDING WORK IN AFRICAN-AMERICAN POPULAR CULTURE STUDIES

Brenna Wynn Greer

New Courses in 2020-2021

**HISTORY 235**  
Professors Grote & Musacchio

**EPIDEMICS IN EARLY MODERN EUROPE: ART, HISTORY, LIFE, & DEATH**

**HIST/ARTH 235**  
MWF 1:30-2:45 PM

What can we learn from epidemics of the past? This course examines the art and history of the most devastating European epidemics from the Black Death of 1348 to the first smallpox vaccine in the 1790s. Topics may include the politically, economically, socially, and artistically destabilizing effects of mass sickness and death; travel bans, quarantines, and state-sponsored surveillance; the role of religious practices; images, and objects; xenophobia and its manifestations in art and society; the development of academic and popular medical practices; and changes in the appearance and function of art and material culture. Through close analysis of both art and history we will gain a better understanding of the destructive and constructive ways in which epidemics transformed their respective societies.

**PROFESSORS GROTE & MUSACCHIO Q2 FALL 2020**

**HISTORY 262**  
Professor Grandjean

**THE LIFE & POLITICAL WORLD OF ALEXANDER HAMILTON**

**HIST 262 (C)**  
MON/THURS, 1:00-3:45 PM

A tour of early American politics and political culture, through the life of Alexander Hamilton. Using Hamilton as our guide, we will study electoral politics, campaigning and electioneering, the politics of finance, social movements and rebellion, federalism, and the rise of the party system. Beginning in the Caribbean, where Hamilton was born, and visiting revolutionary New York and early national Philadelphia, among other places, we will consider how Hamilton’s generation defined American politics. Special attention to the presidencies of Washington and Adams.

**PROFESSOR GRANDJEAN T3 SPRING 2021**

**HISTORY 266/367**  
Professors Kapteijns & Rao

**THE INDIAN OCEAN AS AFRICAN, ARAB, & SOUTH ASIAN HISTORY**

**HIST 266/267**  
MON/THURS, 10:00-12:45 PM

East Africans, Southern Arabinians, Persians, and South Asians together shaped the history of the western Indian Ocean, with, from 1500 onward, European expansion and a globalizing economy playing a transformative role. Come learn about the port cities connecting these shores; the movements and networks of people; the intensifying slave trade; shared environmental and health hazards; and the exchange of legal and commercial practices and religious and political ideas.

**PROFESSORS KAPTEIJNS & RAO Q2 FALL 2020**

**HISTORY 364**  
Professors Kapteijn & Aadnani

**FILMS & NARRATIVES OF SOCIAL CHANGE IN THE MODERN MIDDLE EAST & NORTH AFRICA**

**HIST-MES 364 (C)**  
MON/THURS, 1:00-3:45 PM

Filmmakers in the modern Middle East and North Africa have been at the forefront of intellectual engagement with their societies’ major challenges. By narrating the lives of individuals caught in historical circumstances not of their choosing, they have addressed issues such as incomplete decolonization and economic exploitation, cultural and political dignifications, the politicization and policing of religious, gender and sexual identities, foreign intervention and occupation, and dictatorship, civil war, and displacement. We will engage with the form, content, and historical contexts of a range of films and analyze how they leverage aesthetic, affective, and effective image, speech, and sound to persuade their audiences.

**PROFESSORS KAPTEIJNS & AADNANI T4 SPRING 2021**
Russia Programs 2020-2021

Professor Tumarkin Organized the Following:

RUSSIA NOW
The Current State of the Former Soviet Union

Professor Tumarkin, together with

Nina Tumarkin
History

Christiana Botticelli
Political Science

Adam Weiner
Russian Literature

TUESDAY
SEPTEMBER 15, 2020
8:00 PM
Register at Wellesley.edu/Events

Open to the Wellesley College Community

IN TURMOIL
Protest, Police, Pandemic

with Maria Lipman
Senior Associate at PGNIRS Eurasia,
George Washington University

Tuesday, February 23
10 am

RUSSIA AND THE US

with Angela Stent
Georgetown Stent,
former National Intelligence
Officer for Russia and Eurasia,
National Intelligence Council

Fri, Mar 26
at 10 am

FROM TRUMP TO BIDEN
The F.A.O. Schwarz Foundation

Honors Seminar Program and Scholarships

Each year a small number of outstanding students choose to undertake honors work in History. Candidates for honors in History build upon the knowledge learned and skills developed in their previous coursework by crafting their own interpretations of the past. This experience can be richly rewarding: it offers students an opportunity to work closely with a faculty adviser, to think deeply about a significant intellectual problem of their own choosing, and to grow as a researcher, writer, and thinker. Because of a generous grant from the F.A.O. Schwarz Foundation, honors students in History are eligible for the prestigious F.A.O. Schwarz Foundation Scholarship, established in memory of Professor Henry Schwarz, former chair of the Department of History. The scholarship grants funds for student research activities (including travel to archives and other collections) as well as a student senior year stipend. The Schwarz Foundation grant also funds the department’s Honors Seminar, which brings the department’s honors students together with their advisors and other faculty members throughout the year. In 2020-2021 the Schwarz Honors Seminar was directed by Prof. Grote. This year four students earned Honors in History:

**Caroline Alt** “From Madame LaLaurie to May Baily: White Femininity in New Orleans’ 19th Century Tales of the Supernatural”

**Saanthia Bulchandani** “The Communal Dimensions of Public Space in Colonial and Postcolonial Bombay”

**Emily Magness** “Cherokee Women’s Leadership at the Siege of Fort Loudoun”

**Emily Martin** “Serving up Sickness: Irish Immigrant Experiences with Food and Disease during the 19th Century”

We gratefully acknowledge the generosity of the F.A.O. Schwarz Family Foundation for its sponsorship of the History Department Honors Program.

Student Essay Prizes

Each year the History Department awards essay prizes:

The 2020 Erasmus Essay Prize for the best essay on a historical subject was awarded to:

**Hope Ferris, Class of 2022**
**Erika Herman, Class of 2021**

The 2020 Barnette Miller Essay Prize in the field of International Relations was awarded to:

**June Ofstedal, Class of 2021**

The 2020 Ralph H. Bollard Essay Prize in the field of United States History was awarded to:

**Not awarded this year**
Lolly Siegel (Dolores Wurtzel ’57)
Thank you for the excellent current history of the History Dept. I was a History major at Wellesley, class of ’57. Ms. Wilson and Mr. Henry Schwarz were two of the outstanding teachers with whom I was fortunate to study.

I specialized in Medieval history because of Ms. Wilson, who was superb. If I mention that, people are amused at the seemingly arcane major, yet I found those years of study and those courses the most vocational training I could ever have had. Studying those centuries of turmoil and change and plagues taught me how to think and organize.

I went on to start and direct the Women’s Center at a local women’s college where I organized and taught non-credit courses to help women help themselves. From there I went to Mack Trucks, Inc. where I became Manager of Corporate Policies and Procedures. Researching and writing corporate policies was not difficult after years of writing term papers at Wellesley.

I am delighted that the Department presents such exciting and timely courses. If I lived nearby, I would love to audit several.

Ellen Carol DuBois ’68
In connection with the 100th anniversary of the ratification of the Nineteenth Amendment, I am really happy to announce the publication of my comprehensive history of the women’s suffrage movement, *Suffrage: Women’s Long Battle for the Vote* (Simon and Schuster). This was the subject of my 1974 dissertation, and I have been focusing on this subject ever since.

Ellen DuBois, Distinguished Research Professor, UCLA, https://ellencaroldubois.com

Ellen Flynn ’70
Professor Henry Schwarz’s class my freshman year changed me from a possible English or Art History major to a History major. He was a delightful storyteller who made history seem alive and not just about dates. The professors tolerated or supported my interest in novels of a particular era as reflecting a contemporary view of history - The Gilded Age, Grapes of Wrath and my senior research project on the idea of the city in late 19th century English and American novels, the names of some of which I have forgotten. Law School and an excellent constitutional law professor got me interested in early American history. I became particularly interested in the roots of the divisions in the US based somewhat on which side of the English Revolution their ancestors came from (Anglican Cavaliers in the South and Puritan Roundheads in the North, although my Southern pre-1700 Virginia ancestors were Presbyterian). My Wellesley History major and the intellectual training have been of great use.

Anne Trebilcock ’70
In January 2020, I was awarded an honorary doctorate (Doctor honoris causa) from the Georg-August Universität in Göttingen, Germany, for work in labor law, comparative labor law and international labor law. (I am the former head of the legal department at the International Labor Organization, a UN specialized agency). My J.D. (1974) is from Berkeley Law. In my writing, I have often built in a historical perspective, true to Wellesley training. Here is a link about the award ceremony (in German):
https://www.uni-goettingen.de/de/anne+trebilcock+erh%C3%A4lt+ehrendoktorw%C3%BCrde+der+juristischen+fakult%C3%A4t/619404.html

Julie Holland ’85
I am happy to share an update of my non-traditional career for history majors! Recently I was named Vice President of Pediatric Primary Care for Advocate NorthShore Pediatric Partners. I am board-certified in pediatrics and am currently the associate chairman of Ambulatory Pediatrics and division head of General Pediatrics at NorthShore University Health System. Additionally I am the medical director of the Evanston Township High School Health Center and a clinical assistant professor at the University of Chicago, Pritzker School of Medicine.
Maria Prebble ‘12
I’m an IR-History major, ‘12. I’m currently working at the World Wildlife Fund, and I engage with the international body that protects fish stocks in the Indian Ocean, as well our country offices in the region, on conservation and trade.

Daisy Dowdall ‘14
Seven years after graduating, I still regularly think about how grateful I am to Wellesley, and to the History Department in particular, for providing me such stellar opportunities for intellectual growth. I spent my junior year abroad at Oxford, studying British history, and wrote my senior thesis about Victorian girls’ education under the supervision of Professors Kapteijns and Slobodian.

After Wellesley, I received a Master of Arts in History (graduating with Highest Distinction) and a professional Master of Information at the University of Toronto. I am now a librarian at the University of Toronto, working with graduate students studying archival studies, library science, and museum studies. My research interests surround the integration of constructive play into academic library programming, as I believe that play is a useful mechanism to boost learner creativity and help students manage setbacks during the research process. From a personal perspective, I married in 2018 and adopted a cat (Pip) and a dog (Cece).

Angela Coco ‘19
I just finished my second year of law school at the University of Michigan. This semester, I worked at the University’s “Veterans Legal Clinic” as a Student Attorney. Recently, we had a major win against a shady mortgage servicing company that attempted to unlawfully foreclose on our client (a veteran)!! That was definitely a 2021 highlight for me so far. This summer, I will be working at Gibson, Dunn & Crutcher in New York City, further exploring civil and criminal litigation.

I am also excited to say that my recent journal article, “The Impact of COVID-19 on the Elderly Workforce: Reforming Policies to Ensure a Safer Future for Older Workers,” has been accepted by the National Academy of Elder Law Attorneys Journal and will be published in Fall 2021. A sincere thank you to my Wellesley professors who continue to help me with professional hurdles long after graduation.

Lastly, and always the antiquarian, I am still trying to fit the Punic Wars (my Wellesley thesis topic) into my next publication... (advice welcome).

Adeline du Crest ‘19
At the moment, I am living in the Hague, in the Netherlands, and interning at the Civil Society Platform for Peacebuilding and State-building. The CSPPS is part of the Dutch NGO Cordaid, which focuses on humanitarian aid and development in fragile and conflict affected settings. In the fall, I also plan on starting an MA in Nonproliferation and Terrorism Studies at the Middlebury Institute of International Studies in Monterey, CA.

Josephine Kim ‘20
Since graduation, I have been working part-time jobs and applying for graduate school. Recently, I found out that I will have the opportunity to pursue my Master’s degree in Global, International, and Comparative History in-person. I am thrilled beyond words can express!

Hazel W.H Leung ‘20
I moved back home to Hong Kong after graduation to start work at the University of Hong Kong. In September, I’ll be starting a new position as a research assistant at the Chinese University of Hong Kong on a comparative legal history project examining 19th-century vagrancy laws across the British empire. Outside of work, I have been developing a healthy appreciation for Sichuanese food, sleeping early and often, and slowly working my way through all of the readings I “skimmed” while at Wellesley. I’m hoping folks are treating themselves and others with grace and kindness in light of the stressors of the pandemic and am wishing everyone a happy and healthy spring.
Margot Lipin ‘20
As an update, I got into the Jurisprudence and Social Policy PhD program at Berkeley, so I’ll be moving out there this summer. I might be pursuing a law degree there as well. In the PhD program I’ll be studying American socio-legal history. So turns out I will be using that History degree :)

Caroline Alt ‘21 (History)
After graduation, I am planning on spending the foreseeable future working with political organizations in their Communications department, specifically studying and designing strategy for their social media content.

Michela Gerardin ‘21 (History)
I’ll be doing a Master’s in Modern Literature at University of Edinburgh as a Chandler-Ott fellow.

Isha Gupta ‘21 (History)
I’ve been selected as a Junior Fellow at the South Asia Program at the Stimson Center, a policy think tank based in Washington D.C. I’ll be assisting the Stimson Center’s South Asia Program with their efforts to research, analyze, and inform policymakers about the evolving dynamics of deterrence, conflict risks, military modernization, and great-power competition in Southern Asia.

Sophie Hurwitz ‘21 (History)
After graduation, I intend to work in journalism, starting with a documentary project regarding abortion rights activism this summer.

Blythe Logan ‘21 (History)
I’ll be working in New York next year, but wishing I was still taking history courses at Wellesley!

Emily Magness ‘21 (History)
After graduation, I will be pursuing a PhD in history at William & Mary, where I plan to continue studying Cherokee women in the 18th century.

Emily Martin ‘21 (History)
After graduation, I will be spending my summer relaxing at home in Richmond, Virginia before starting my History PhD this fall at the University of California, Berkeley. I’m looking forward to this opportunity to continue my research into nineteenth century US food history.

Helen Redmond ‘21 (History)
I will be serving as an intern at the Davis Museum this summer. I’m excited to continue to pursue my love of art and history after graduating from Wellesley.

Mika Thakkar ‘21 (IR-History)
I’ll be attending the London School of Economics, for an MSc in Theory and History of International Relations.

Angela Zhao ‘21 (History)
Next year I’ll be doing an MFA at NYU.
Can you tell us something about your current work and personal life?

I have been based in Washington, DC for the past two years and currently work for the House of Representatives as a legislative aide to Congressman Lloyd Doggett (D-TX). My time on Capitol Hill has been challenging, tumultuous, and richly educational. When I first arrived in Washington, I quickly realized that though I had previously believed I was knowledgeable about politics and how the US government works, I was actually woefully undereducated. Knowledge about the ins and outs of how government works is not easily accessible to most people; the jargon and processes of how legislation is created and implemented are obscure at best, even for someone whose job is to know exactly that. I think it is difficult to overestimate the enormous effect that social media and people like Congresswoman Alexandria Ocasio-Cortez have had in the past few years in ensuring that everyone has access to their elected officials and to what they actually do on a day-to-day basis, and how that impacts their lives in a tangible way.

I also thought that I was progressive before I worked on Capitol Hill, but seeing how life-changing legislation, like expanding access to health care or guaranteeing that people are able to earn a livable wage and not be exploited by corporations, is killed by pointless political posturing and gridlock is radicalizing in a very particular way.

How did you experience your Wellesley College education?

I arrived at Wellesley as a first-generation student with little knowledge of the structures of higher education. I was desperately homesick my first couple of years, and often questioned whether I was good enough to be at Wellesley in the first place, when I was surrounded by astoundingly talented peers. Despite my worries and self-doubt, I always felt at home when I was studying in the library, and during office hours with many of my professors. I loved being a student and having the opportunity to learn from people who were passionate about what they taught, and who eventually became mentors and encouraged me in my pursuits even when I doubted myself.

How has your Wellesley College experience, broadly speaking, figured in what you did afterwards?

I think I have tried to live up to the idea of service to the community that is a vital part of a Wellesley education. I haven’t always been successful at it, but I’m still learning and unlearning the best ways to do this mindfully. Right now, that means making sure that I am a considerate and understanding intern coordinator. Part of my job involves the recruitment and management of interns. I actively do my best to hire interns who do not have family connections, don’t come from wealthy or privileged backgrounds, and generally don’t fit the “traditional” mold for interns on Capitol Hill. Something like 76% of Hill interns are white, meaning that future Congressional staff will most likely also be 76% white. I am trying to do my small part to change that, to make sure that my interns feel like they belong in that space, that they can make it better or change it altogether, while also taking care of their own mental and physical wellbeing in a high-stress environment.
Interview with Johana Mata continued

Can you reflect on your choice to major in History?

Majoring in history always felt very natural. It’s the way the world makes the most sense to me; there is no way to understand anything without first knowing its history or how that history is created. Climate change, politics, fashion, the origins of the universe. History is wondering how all of these things are interconnected and attempting to answer that question, or at least learning that though there might not be an answer, you at least discover better questions to ask!

Anything you feel you would like to see changed about the History department or about Wellesley College?

Wellesley’s History department was instrumental in making me realize how intrinsic history is to the concept of home and culture and identity. I would love for the department to offer a few more courses on indigenous histories across the world, Central and South America, East Africa, Southeast Asia, etc. It would have made me very happy to take a class on Mexican history taught by a Wellesley professor when I was a student.

Is there anything more you can share about your non-working life?

I was recently accepted to the Institute for the Recruitment of Teachers program through Phillips Andover Academy, a program that recruits people of color committed to social justice and guides them through the graduate school application process. I will begin pursuing a doctorate in history in the fall of 2022, and plan to become a professor myself someday. I hope to become an understanding and supportive mentor to students while teaching them the foundations of critical thinking. The ability to question how easily narratives of power and violence are created, and how quickly these myths can detrimentally pervade the public consciousness, is as important as ever.

I’m also very much looking forward to practically living in a library again, and being able to say that my full-time job is to learn and write. Though from what I hear about the dissertation process, I’m sure my enthusiasm will be hit with a good dose of reality soon enough!
Senior Celebration May 2021

The following history students presented at the Tanner and Ruhlman Conferences 2020-2021:

**TANNER CONFERENCE:**
- **Hannah Michaud ’21**
  - “The Changing Environment”
- **Josephine Kim ’20**
  - “The Movement for Racial Justice”
- **Caroline Alt ’21**
  - “The 2020 Election”

**RUHLMAN CONFERENCE:**
- **Isabella Garcia ’22**
  - Mellon Mays Research Fellow Presenter
- **Ishwari Gupta ’21**
  - “Transitional Justice in the Aftermath of the Sri Lankan Civil War”
- **Emily Martin ’21**
  - “Serving Up Sickness: Irish Immigrant Experiences with Food and Infectious Disease”
- **Shu Ting Zhao ’21**
  - “Luriana, Lurilee: Virginia Woolf and the Futility of Language”
Class of 2021

History Majors

Caroline Alt, Honors
Saanthia Bulchandani, Honors
Michela Gerardin
Ishwari (Isha) Gupta
Sophie Hurwitz
Blythe Logan
Rosalind Lucier
Emily Magness, Honors
Emily Martin, Honors
Helen Redmond
Sandra Riaño
Melody Umoren
Keri Zhang
Shu Ting (Angela) Zhao

IR-History Majors

Hannah Michaud
Mika Thakkar

Departmental Awards for Distinction in History

2021

The Ralph H. Bollard Prize for Distinction in American History
Helen Redmond ’21

The Barnette Miller Prize for Distinction in International Relations – History
Saanthia Bulchandani ’21
Mika Thakkar ’21

The Deborah W. Diehl Prize for Distinction in History
Emily Martin ’21

History Minors

Rebecca Arango
Sophie Christiano
Nefes Pirzada
Isabella Tomovski