



WELLESLEY COLLEGE

History Department Annual Newsletter

Spring 2016

Dear Friends of the History Department,

Welcome to our third annual newsletter. We've had an active and productive year since I last wrote to you. As a department and as a larger learning community, 2015-2016 has treated us well, and we have much news to share with you.

As you may know, undergraduate students throughout the country have turned their attention toward the STEM fields in the last decade. Wellesley is no exception. History at the college, nonetheless, remains a vibrant field of study, enjoying healthy enrollments and a steady stream of major and minor candidates. We are encouraged by the strong interest shown by first-year students (Class of 2019) in our courses. Specialized offerings, such as Prof. Fran Malino's First Year Seminar (HISTORY 115- Routes of Exile), writing courses taught by Profs. Pat Giersch and Valerie Ramseyer, along with a new "hybrid" writing and history course introduced this year by Prof. Simon Grote (HISTORY 117- From Miracles to Mesmerism: the Cultural History of the Scientific Revolution) have contributed to our efforts to reach out to incoming students. We plan to build on this program of specialized courses by introducing two new First Year Seminars next academic year: HISTORY 114- American Hauntings, taught by Prof. Kate Grandjean and HISTORY 116- Vladimir Putin: Personage, President, Potentate, taught by Prof. Nina Tumarkin. A notable surge in first-year interest in our courses, though, has extended to almost all of our offerings at the 200-level as well, and this augurs well for the future.

At a special end-of-the-year meeting in spring 2015, we recognized the importance of reaching out to students in their first year at the College. As one way of doing so, we initiated novelty giveaways featuring printed T-shirts for the Class of 2019 at Fall Orientation. We also discussed the value of concerted efforts to build a community, not only among our majors but among all students enrolling in History courses. In addition to our traditional end of semester parties for majors and minors, we organized a mid-semester party

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Laura Beckerman '08

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for all students in our courses this spring. These events promote greater student-faculty interaction outside the classroom and allow students with shared interest in our Courses to meet one another. The Department's efforts at outreach and community building have been greatly enhanced by the inauguration this spring of the History Department Student Advisory Council (SAC). A body elected from among majors and minors, the SAC advises the Department in matters of curriculum, outreach, student services, educational and cultural programs, and community-building social events.

Our faculty strive to excel in our teaching, but we are also active scholars engaged in research. The scope of our work is outlined in the faculty briefs section of this newsletter, but a few achievements might be highlighted here. Prof. Simon Grote's book, *The Emergence of Modern Aesthetic Theory*, has been accepted for publication by the Cambridge University Press and is in the process of production. Prof. Quinn Slobodian edited a volume on the international connections of East Germany entitled *Comrades of Color: East Germany in the Cold War World* (Berghahn 2015). Continuing our tradition of holding faculty research workshops that feature work in progress, Prof. Fran Malino presented a draft of her article, "Oriental, Feminist, Orientalist: The New Jewish Woman," this spring.

As a special note, we would like to congratulate Prof. Grote on his reappointment. We wish him a productive early leave next year and look forward to his return in the Fall of 2017.

The History community at Wellesley includes not only students and faculty, but administrative staff as well. The indispensable position of Academic Administrative Assistant has been ably and energetically filled by Susan Wood since January 2016. Susan brings to this job extensive experience in business and not-for-profit organizations, not only in day-to-day administration but in organizing events. Our departmental office has also benefitted greatly from the work of our student assistants, Clara Cotty '17, Zainab Younus '17, Sophie Olson '18, and Renee Purtscher '18.

Finally, I would like to use this occasion to introduce Prof. C. Pat Giersch as the chair-elect of the History Department, who will be serving a three-year term starting in the fall of 2016.

Please stay in touch. (Contact us through Susan Wood at susan.wood@wellesley.edu or me at ymatsusa@wellelsey.edu until July 1, and Prof. Giersch at cgiersch@wellesley.edu after July 1.) We encourage alumnae to send us brief notes (250 words) about how you are and what you are doing. If you might be willing to be featured in the newsletter's alumnae profiles, please let us know. We wish you a good summer and look forward to hearing from you.

Y. Tak Matsusaka

Chair, History Department



History Department Faculty



Front: Matsusaka, Ramseyer, Grandjean, Rao, Rogers
Back: Quintana, Wood, Slobodian, Giersch, Grote
Not Pictured: Greer, Kapteijns, Malino, Osorio, Tumarkin

FACULTY AND AREAS OF SPECIALTY

C. Pat Giersch (History of China)

Brenna W. Greer (History of the United States in the Twentieth-Century)

Katherine A. Grandjean (History of Early America)

Simon Grote (History of Early Modern Europe)

Lidwien Kapteijns (History of Africa and the Middle East)

Frances Malino (Jewish History)

Y. Tak Matsusaka (History of Japan)

Alejandra B. Osorio (History of Latin America)

Ryan Quintana (History of the United States 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)

Faculty News

C. Pat Giersch

This past fall, I took a sabbatical to research a book on the rise of Chinese transnational businesses. With funding from the American Philosophical Society, I traveled to Taipei and southwest China to conduct research. When I returned to campus this spring, I taught *China Past and Present*, a first year writing course that introduces students to Chinese histories of gender, ethnicity, and environment. In addition, I offered a course on U.S.-China relations that, for a second time, was taught in conjunction with a sister course at the University of Hong Kong.



Kate Grandjean

This has been a busy year for me. My book, *American Passage: The Communications Frontier in Early New England*, was published in early 2015, and I have spent much of my time since then giving presentations and public lectures about the book's findings. I've recently given talks at the Colonial Society of Massachusetts, the Royall House and Slave Quarters, the Old State House, and the Old North Church, where two lanterns were hung in the steeple in April 1775, alerting Paul Revere that British soldiers had begun to move across the Charles River. This summer, I will be gathering materials for a new first year seminar, "American Hauntings" (HISTORY 114), which explores the role of the supernatural in the American historical imagination. It will be offered in fall 2016. I will also be traveling to do research for my next book, a study of violence and murder in eighteenth-century America.



Simon Grote

I spent much of this past academic year seeing my book, *The Emergence of Modern Aesthetic Theory*, into production, and finishing a trio of articles on topics in German intellectual history. The common thread running through these articles is the Lutheran theologian Joachim Lange (1670-1744), who also figures prominently in the book I am beginning to write about seventeenth- and eighteenth-century controversies over the best method of administering "medicine for the mind" to overcome the effects of original sin. This was also a year in which I developed three new courses, each of them very exciting for me in its own way: a first-year writing course on the Scientific Revolution (WRITING 117/HISTORY 117), a seminar on the judicial execution of kings in seventeenth-century Britain and eighteenth-century France (HISTORY 354), and — in a wonderfully stimulating collaboration with Sarah Wall-Randell, of Wellesley's English Department — a survey of the Renaissance (ENGLISH 221/HISTORY 221).



Faculty News

Lidwien Kapteijns

I will return from sabbatical leave in September and return to teaching my courses on modern African and Middle Eastern history. During my leave, I have been working on primary sources for Somali history (including Arabic correspondence dating from the late nineteenth century). I have co-authored a long article about “Women’s Legal Agency and Property in the Court Records of Late 19th-Century Brava, 1893-1900,” and am, together with two other scholars, continuing to work on a translation and publication of the didactic religious poetry of the `ulama of Brava (on the Indian Ocean coast south of Mogadishu) in the late nineteenth and early twentieth century. Last October I made a research trip to the U.K. and Italy, where I spoke about my work at the universities of Roma Tre (Rome) and the Università degli Studi di Napoli “L’Orientale” (Naples). This summer, I have been invited to give a conference keynote lecture at the Makerere Institute of Social Research, directed by Prof. Mahmood Mamdani, in Kampala, Uganda; will lecture in the Rift Valley Institute course on the Horn of Africa in Entebbe, Uganda, and visit the Somalia Institute for Development and Research Analysis in Garowe, Somalia.



Fran Malino

This year was an exciting one for my teaching as well as my research. In the spring I taught my Zionism and Irish nationalism class as both a 200 and 300 level course. A highlight of the semester was our attendance at a fascinating symposium on “Zionism and the Media”. After introducing the panel, the Interim President of Brandeis University, Lisa M. Lynch, could not resist acknowledging the presence of “her Wellesley sisters.” This year was also the 100th anniversary of Louis D Brandeis’ appointment to the U.S. Supreme Court. At one of the evening events, once again at Brandeis and moderated by Lisa Lynch, I spoke about the influence of Irish nationalism on Louis Brandeis’ vision of Zionism. I had a fascinating trip to Italy during spring break. Sergio Parussa, who teaches in our Italian department, is the Director of the Bologna program this year and he and I spent a week exploring the Jewish sites in Bologna and Venice (Venice is commemorating the 500th anniversary of the establishment of its ghetto). I am planning another trip--to Colby College to participate in a conference organized by my student Rachel Isaacs, who is now both a congregational Rabbi and professor of Jewish Studies at Colby. Finally I want to mention the fun article, “Celebrating their own”, about my women biographers’ group that appeared this December in the Boston Sunday Globe. The six of us have been meeting for 30 years (there were photos to prove it) and in total have published 33 books!



Y. Tak Matsusaka

My duties as chair have dominated my professional life during the past year. I have worked with Susan Wood to streamline the management of the department affairs and to adapt to the rapidly-changing administrative systems instituted by the College. I have also sought to initiate discussions in our department about the future of teaching history at Wellesley and strategies for reaching new student constituencies. Although this job has been both challenging and rewarding, I look forward to returning to full-time teaching and resuming my research projects in the fall. I’ll be reintroducing my course on Japan and its modern international relations next year



Faculty News

Matsusaka, continued

(HISTORY 269). This summer, I plan to resume work on the final stages of my book project, *Imperialism and the Nationalist Opposition in Late Meiji Japan: A Study of the Seikyōsha*. When time permits, I have been engaged in source reading for my work on the Imperial Japanese Army.

Alejandra B. Osorio

This academic year, I have been the resident director of the Wellesley-Smith study abroad Programa de Estudios Hispánicos en Córdoba PRESHCO), Spain. This administrative position (which leaves me no time to work on my scholarship) has afforded me the opportunity to learn about the workings and logic of study abroad administration (and the art of complex budgeting), Spanish labor and immigration laws, tax codes and the rather byzantine workings of the Spanish banking system. Because PRESHCO is affiliated with the University of Cordoba (UCO), I have also become quite knowledgeable about the inner workings of Spanish universities. Beyond all this exciting new knowledge, last semester I gave two lectures. In November, I was invited by the GRIMSE Seminari of the History Department at the Universitat



Pompeu Fabra in Barcelona to give a historiographical lecture titled “El imperio de los Austrias españoles y el Atlántico: propuesta para una nueva historia,” which proposes new ways to think and study the Spanish Habsburg Empire. And, last August I delivered a magisterial lecture on colonial urbanism in the New World at the National Museum of Colonial Art in Bogota, Colombia, titled “La ciudad y el ceremonial en la cultura política del imperio añol de los siglos XVI y XVII.” I also had two new articles published. “La ciudad y el ceremonial en la cultura política del imperio español de los siglos XVI y XVII,” in *Arquitectura, urbanismo y ciudad colonial, IX Jornadas Internacionales de Arte, Historia y Cultura Colonial*, Bogotá, Colombia: Museo Colonial, Museo Santa Clara. And “The Royal Exequies in New World Cities and the Making Of an Imperial Urban Geography,” in *Recreating Renaissance and Baroque Spectacle: The Hispanic Habsburg Dynasty in Context*, eds., Fernando Checa and Laura Fernández. Farnham, UK: Ashgate, pp. 177-194.

Ryan Quintana

This has been a busy year for both teaching and writing. This spring I introduced a new seminar (HISTORY 311) *A New Birth of Freedom: Rethinking American History from Revolution to Civil War*. I’m currently completing my book manuscript “*For They Only Can Effect It*”: *Slavery and the Production of the Modern Liberal State*, which closely examines the various ways that slaves directly shaped and dictated political development in early national South Carolina. I’ve had the opportunity to present my work in a variety of forums including the annual meeting of the *Southern Labor Studies Association*, the annual meeting of the *Southern Historical Association*, and at a symposium on the 19th century state at the *Yale University Center for Representative Institutions*. I also sat on a roundtable discussing the state of the field of political economy at the annual meeting of the *Society for Historians of the Early American Republic*. I’m also beginning preliminary research on my next project, which will examine the relationship between slavery and the evolution of the idea and practice of eminent domain.



Faculty News

Valerie Ramseyer

I introduced a new Writing Course in the fall called Saints and Sinners in the Middle Ages (WRITING 167). I was co-chair of the Program Committee for the Medieval Academy of America's Annual Meeting in Boston in 2016.

I completed a chapter for the *New Cambridge History of Medieval Western Monasticism* entitled "Questions of Monastic Identity in Medieval Southern Italy and Sicily (c. 500-1200)." The book will be published by Cambridge University Press in 2017 or 2018. I am currently working on a book entitled: *A Localized Religious Culture: Christian, Jewish, and Muslim Communities in Early Medieval Southern Italy and Sicily*. I was invited to a conference in Rome celebrating the 800th year anniversary of the Fourth Lateran Council (Concilium Lateranense IV: Commemorating the Octocentenary of the Fourth Lateran Council of 1215). I presented a paper entitled "Jewish-Christian Relations before 1215."



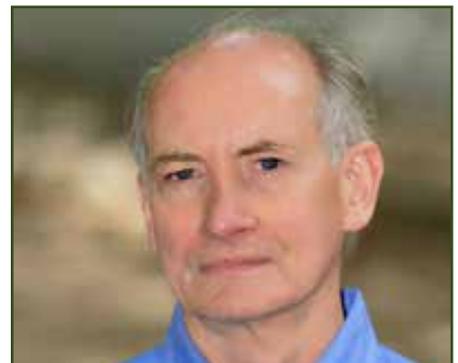
Nikhil Rao

I spent the first part of 2015-2016 with both hands very full -- I was on parental leave and taking care of our twin boys, Gyan and Ravi. I was, however, able to complete two articles: my piece titled "Town planning and municipal growth in late colonial Bombay: Towards a transnational perspective" appeared in Nicholas Kenny and Rebecca Madgin eds. *Cities Beyond Borders: Comparative and Transnational Approaches to Urban History* (Ashgate, 2015). A second article titled "Bombay's urban edge: Villages, suburbs, slums, and the expanding city" will appear in Richard Harris and Charlotte Vorms eds. *What's in a name? Talking about suburbs*, (University of Toronto Press, in press.) In November and December 2015 and part of January 2016 I was able to continue research in municipal archives in Mumbai for my next book project. coming back to teaching in Spring 2016, I offered a new course titled Modern Imperialisms, which sought to look at European and Asian imperialisms in the 19th and 20th centuries. I also taught my course on political economy of development in South Asia. As the semester ends, I'm looking forward to starting new writing projects over the summer.



Guy Rogers

This past year I wrote an article entitled "An Ephesian Tale: Mystery Cults, Reverse Theological Engineering, and the Triumph of Christianity in Ephesos" which will appear in a forthcoming volume published by the Society for Biblical Literature. I also published reviews of I. Worthington, *By the Spear: Philip II, Alexander the Great, and the Rise and Fall of the Macedonian Empire* in *Michigan War Studies Review* (July 2 2015) and M. Scott, *Delphi: A History of the Center of the Ancient World* in *The American Historical Review* (volume 120.3, 2015 pp. 1101-1102). During January of 2016 I traveled to Rome, Venice, Trieste, and Mantova, working on my research project on Rome and the Jews during the first century CE.



Faculty News

Rogers, continued

On April 7 2016 I gave a lecture on “Leadership Lessons of Alexander the Great” for the Dedham Retired Executives at the Dedham Country and Polo Club. I continue to sit on the editorial advisory board of the Italian classical journal *Mediterraneo Antico* and on the advisory boards of the Madeleine Korbel Albright Institute for Global Affairs and the Freedom Project at Wellesley College. During the summer of 2015 I served as a panelist for the National Endowment for the Humanities Fellowship competition. In the spring of 2016 I introduced a new, upper level history course, HISTORY 325, “Veni; Vidi; Vici”: The Life and Times of C. Iulius Caesar” and initiated a student and faculty reading group on “Rome and America: Freedom, Slavery, and Redemption.” When not teaching or doing research I like to pursue my interests in oenology, cat herding, and calcio.

Quinn Slobodian

In 2015-2016, I continued researching and writing my book on concepts of international order within the neoliberal intellectual movement from the 1930s to the present. One highlight was presenting on this material at a conference of the Institute for New Economic Thinking (INET) in Pisa, Italy which was formed in the wake of the 2007-8 financial crisis as a way of rethinking mainstream understandings of economics and economic thought. I also had the chance to present my work in Leipzig, Basel and Washington, DC. I co-organized a conference in Berlin dedicated to investigating the roots of neoliberalism as an intellectual movement with the historian of economics Philip Mirowski, the political scientist Dieter Plehwe, and the historian Hagen Schulz-Forberg. I was happy to bring some of this exciting research to campus through a speaker series co-sponsored by the Newhouse Center for the Humanities, hosting six speakers in fall semester as part of my seminar on “World Economic Orders, 1918-2008,” including author of a Financial Times Book of the Year Mark Blyth. This year also marked the publication of a volume I edited on the international connections of the communist state of East Germany. Titled *Comrades of Color: East Germany in the Cold War World*, it brought together a dozen chapters that showed how the apparently isolated communist republic was actually deeply embedded in far-flung global networks of solidarity, aid, and cultural exchange. This book is part of my ongoing project of writing the history of modern Germany into the larger world. A highlight of this work was presenting on the Western reception of Maoism at a conference in Shanghai.



Nina Tumarkin

In Spring 2016 I am on Sabbatical Leave and doing research for my book project, “*Politics of the Past in Putin’s Russia*,” which will take me to Russia for five weeks in May and June. In November I presented a related paper, “Selling Stalingrad: Volgograd and the Politics of Commemoration,” at the annual convention of the Association for Slavic, Eurasian and East European Studies, and made another presentation, “‘We Can Do It Again!’ Celebrating Russia’s World War II Victory, 70 Years Later,” at George Washington University in February. The 2015 70th of the end of World War II also was the subject of a well-attended History Department panel I organized at Wellesley in September. In August 2015 I lectured on Balkan history during a Harvard University alumni trip to the Adriatic and Ionian Seas, and in April 2016 traveled to Japan, where in Hiroshima I lectured on the Pacific



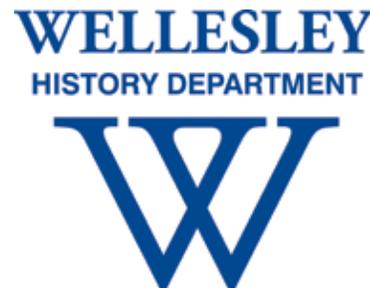
Faculty News

Tumarkin, continued

War and on the politics of World War II memory in Japan. This year I was especially proud of the students in my Fall 2015 seminar, “World War II as Memory and Myth” (HISTORY 302); two of them presented their seminar research papers at an April undergraduate colloquium at Harvard University, and another student, Alice Palmer, was awarded the 300-level Student Library Research Award prize for her paper, “Dunkirk: The Defeat that inspired a Nation.”



Prof. Brenna Greer is on leave this semester and will be returning in the fall.



History Department Faculty Workshop

Continuing our tradition of holding faculty research workshops that feature work in progress, Prof. Fran Malino presented a draft of her article, “Oriental, Feminist, Orientalist: The New Jewish Woman,” this spring.

“Oriental, Feminist, Orientalist: The New Jewish Woman.”

Speaker: Fran Malino

Discussant: Jonathan Decter, Brandeis University

On the evening of April 25, I was the beneficiary of the collective wisdom of our history department. In years past we have organized workshops in which the department gets together over a buffet dinner to discuss the ongoing research of one of its members. This time my paper, “Oriental, Feminist, Orientalist: The New Jewish Woman”, was discussed along with my book project on the Women teachers of the Alliance Israélite Universelle. Three members from the Sociology, English and French departments joined us. Jonathan Decter, Chair of the Near Eastern and Judaic Studies Department at Brandeis University and Professor of Sephardic Studies, had also been invited as the respondent. At the end of the evening one of the guests remarked that she wished her department were able to host such an event! I smiled. I also returned home with pages of insightful questions and a feeling of great support from my colleagues.

A flyer for a History Department Faculty Workshop. It features a photo of Fran Malino on the left. The title "Oriental, Feminist, Orientalist: The New Jewish Woman." is in a red box. Below, it lists the event details: History Department Faculty Workshop by Professor Fran Malino, Monday, April 25th, 6-8:30 pm ~ Clapp Library Lecture Room, with a buffet dinner afterwards. It also lists the discussant, Jonathan Decter, and provides contact information for Susan Wood, including a phone number and email address. The Wellesley logo is at the bottom right.

"Oriental, Feminist, Orientalist: The New Jewish Woman."

History Department
Faculty Workshop by Professor Fran Malino
Monday, April 25th, 6-8:30 pm ~ Clapp Library Lecture Room
Buffet dinner with workshop afterwards

Discussant: Jonathan Decter
Chair, Department of Near Eastern and Judaic Studies, Associate Professor and Edmond J. Safra Professor of Sephardic Studies, Brandeis University

Please RSVP to Susan Wood by Tuesday, April 19th
susan.wood@wellesley.edu
(Please note any dietary restrictions!)

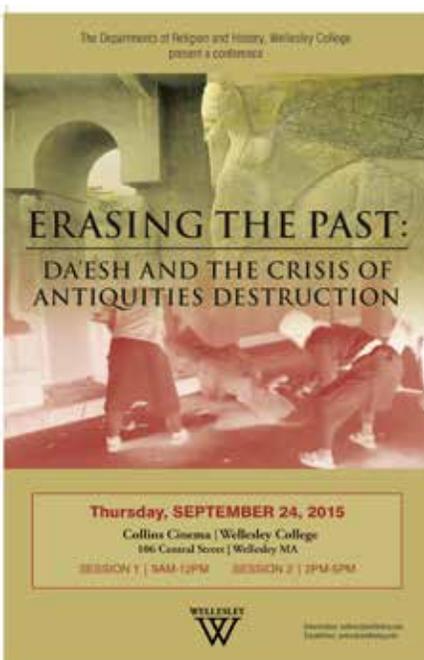
For disability related accommodations, contact disabilityservices@wellesley.edu or 781.263.2434

Public Programs

In addition to and often in conjunction with our work in the classroom, the History Department offers programs directed at the wider college community and the public at large. This year's events included a major conference, a public panel, a number of guest lecturers and a course-related speakers series.

Erasing the Past: Da'esh and the Crisis of Antiquities Destruction September 24

One of this year's was a conference entitled "Erasing the Past: Da'esh and the Crisis of Antiquities Destruction" co-sponsored with the Religion Department and organized by Prof. Guy Rogers (History) and Edward Silver (Religion) in September.



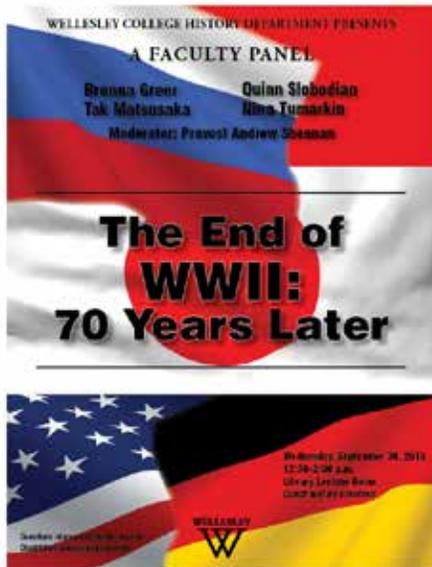
According to the conference organizers, "The unfolding humanitarian crisis in Iraq and Syria confronts the scholarly community with some unprecedented practical and ethical challenges. The Islamic State (Da'esh) is remarkably adept at using online social media to disseminate violent imagery and staged atrocities. Videos of the destruction of archaeological sites and the murder of captives are propaganda as well as calling cards for potential recruits. At the same time, Da'esh's control over historically significant territory is providing new revenue in the form of looted and stolen antiquities. We are caught on the horns of a dilemma: how can we avoid amplifying Da'esh's horrific propaganda while still informing the world about what is being done in the region? It is impossible to stand idle in the face of what is being done in Mosul, Palmyra and elsewhere. But threatened cultural institutions and scholars in the region are not well-served by symbolic responses that assuage the conscience without being effective."

With the aim of providing "a forum for the public to learn not only about the extent of the cultural devastation in the region, but also about its rich history and archaeology," the conference brought together an international group of scholars, cultural heritage specialists and journalists to address this crisis. Participants included journalist Nina Burleigh (Newsweek), journalist and editor Hugh Eakin (New York Review of Books), legal scholar Patty Gerstenblith (DePaul University), Hebrew Bible and Semitic languages scholar Jeremy Hutton (University of Wisconsin-Madison), library director and archivist Charles Jones (Penn State University), anthropologist Morag Kersel (dePaul University), international relations scholar Jytte Klausen (Brandeis University), Syrian archeologist Salam Al Kuntar (University of Pennsylvania), Islamic Art scholar Stephennie Mulder (University of Texas at Austin), and archeologist Clemens Reichel (University of Toronto). Topics included "the use of social media by jihadist groups, current conservation and educational initiatives, and the overarching international legal framework that shapes responses to this sort of cultural violence."



Public Programs

The End of World War II: 70 Years Later A History Department Faculty Panel September 30

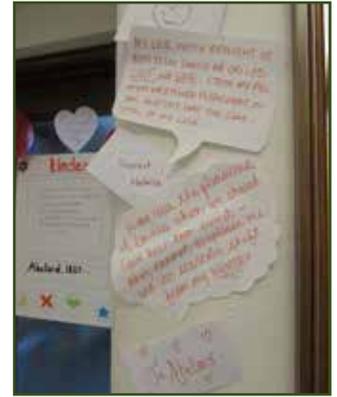


In commemoration of the seventieth anniversary of the end of World War II, Profs. Brenna Greer, Tak Matsusaka, Quinn Slobodian and Nina Tumarkin participated in a panel discussion on the meaning of the anniversary to Americans, Japanese, Germans and Russians. The panel was organized by Prof. Tumarkin and moderated by Prof. Andrew Shennan, Provost of the College. The program was well attended by students, faculty and local residents who engaged the panelists in a lively question and answer session.

Moderator Andrew Shennan, an historian of modern France, opened the session with some personal reflections about the experience of his family during World War II. Prof. Slobodian, who studies modern Germany, offered some reflections on why the memory of the war does not figure as prominently in public discourse in present-day Germany as it does in other countries. Prof. Matsusaka, the department's Japan specialist, stressed

the contested nature of war memory in Japan today and its relationship to the current debate over whether the country should rearm. Prof. Tumarkin, an historian of Russia and a specialist on the topic of war memory, discussed the extraordinary importance of the war in "myth, memory, and history" in Russia today and the rise of a contemporary cult of victory that declares, "we can do it again." Prof. Greer, our twentieth-century Americanist, explained the irony of a comparative lack of attention in the United States to the seventieth anniversary of a great American victory: "The presumption of our national position of power and goodness is articulated and dramatized daily, which is why we didn't need to commemorate the anniversary of World War II."

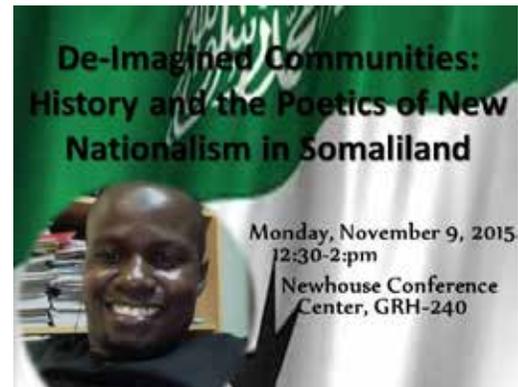
2016 Senior Prank



Public Programs

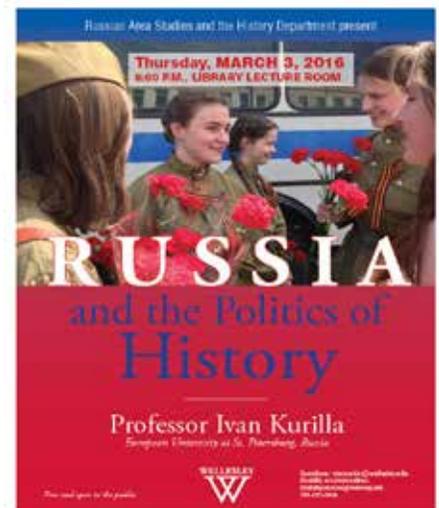
Guest Lecturers

November 9. “De-Imagined Communities: History and the Poetics of New Nationalism in Somaliland.” Yusuf Serunkuma, Makerere Institute for Social Research, Kampala, Uganda. A special workshop hosted by Prof. Lidwien Kapteijns in which Mr. Serunkuma discussed the approaches and concepts he is using in his Ph.D. dissertation. He is especially interested in popular culture and the relationship between Cultural Studies and History.

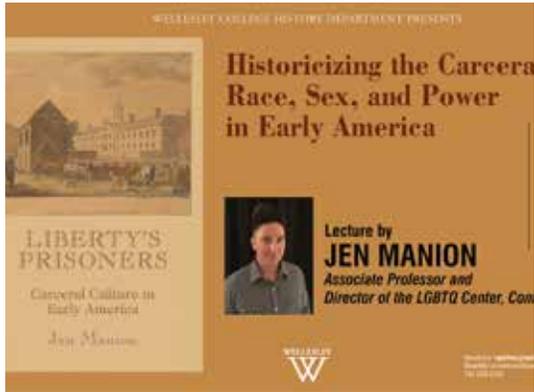


February 11. “A New Voice in Indian Fiction.” Saskya Jain, author of *Fire Under Ash* (Random House, 2014). Hosted by Prof. Nikhil Rao. In her fiction, Saskya Jain explores the deep turmoil inherent in the frenetic energy of the new, aspiring India and takes a coruscating look at Delhi’s beauty and brutality, having watched the city morph from its post-Nehruvian avatar of the 1980s to today’s globalized megalopolis. In addition to her first novel, *Fire Under Ash*, she is the author of short stories and essays that have appeared in numerous journals and magazines, most recently in *The Economist* and *The Caravan*. A graduate of the MFA Fiction program at Boston University, she lives in New Delhi and Berlin.

March 3. “Russia and the Politics of History.” Ivan Kurilla, European University at St. Petersburg, Russia. Hosted by Prof. Nina Tumarkin and cosponsored by the Russian Area Studies Program. In the past twenty years, Eastern Europe and many of the independent countries of the former USSR have engaged in intense “memory wars,” in which politicians strive to build nations, sometimes from scratch, and use history as their main tool. Russia—as a country that used to be an imperial center—differs essentially. However, under President Vladimir Putin, Russia has constructed a politics of history that has become increasingly aggressive. Why does the Kremlin choose to play this “history game”? Who are the players? What are the stakes and the prize? And who is likely to win?



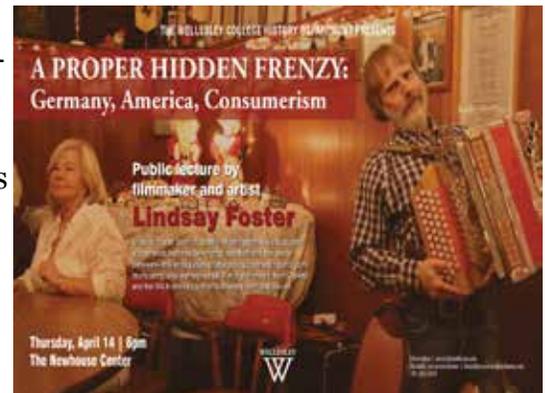
Public Programs



March 9. “Historicizing the Carceral State: Race, Sex, and Power in Early America.” Jen Manion, Connecticut College. Hosted by Prof. Ryan Quintana. Prof. Manion’s book *Liberty’s Prisoners: Carceral Culture in Early America*, examines how changing attitudes about work, freedom, property, and family shaped the creation of the penitentiary system in the United States. The first penitentiary was founded in Philadelphia in 1790, a period of great optimism and turmoil in the Revolution’s wake. Those who were previously dependents with no legal standing—women, enslaved people, and indentured servants—increasingly claimed their own right to life, liberty, and

happiness. A diverse cast of women and men, including immigrants, African Americans, and the Irish and Anglo-American poor, struggled to make a living. Vagrancy laws were used to crack down on those who visibly challenged longstanding social hierarchies while criminal convictions carried severe sentences for even the most trivial property crimes.

April 14. “A Proper Hidden Frenzy: Germany, America, Consumerism.” Lindsay Foster, visual artist, Siena College. Hosted by Prof. Quinn Slobodian. Prof. Foster presented and discussed parts of her recent documentary film project, *A Proper Hidden Frenzy*, which deals with questions of German and German-American identity through scenes shot in both Germany and the closing of German-American center in upstate New York. Her film and talk provoked questions about contemporary Germanness in the context of migration, Americanization and consumerism.



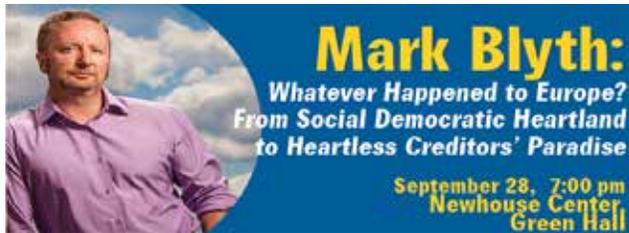
“An Invented Tradition” MID-SEMESTER PARTY MARCH 2016



Public Programs

World Economic Orders Speaker Series Fall 2015

In conjunction with his course World Economic Orders, 1918-2000 (HISTORY 334), Prof. Quinn Slobodian organized a speaker series cosponsored by the Newhouse Center for the Humanities and the History Department. Topics ranged from the fate of social democracy in Europe in the face of austerity policies to the “performance” of capitalism in the arts.



September 9. “Whatever Happened to Europe? From Social Democratic Heartland to Heartless Creditors’ Paradise?” Mark Blyth, Brown University.

African Socialism and the *Limits of Global Familyhood*

Tanzania and the New International Economic Order in Sub-Saharan Africa

Priya Lal
Assistant Professor of History
Boston College

Public Lecture
October 28, 7pm
Newhouse Center for the Humanities

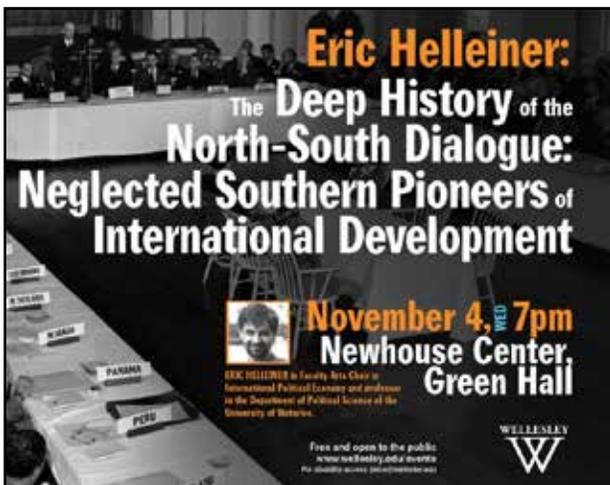
Questions: qslobodian
Accommodations: jwice



October 28. “African Socialism and the Limits of Global Familyhood: Tanzania and the New International Economic Order in Sub-Saharan Africa.” Priya Lal, Boston College.

November 4. “The Deep History of the North-South Dialogue: Neglected Southern Pioneers of International Development.” Eric Helleiner, University of Waterloo.

November 11. “A Threatening Whisper: The Institute for Policy Studies and North-South Politics in the 1970s.” Paul Adler, Harvard University.



The Institute for Policy Studies and North-South Politics in the 1970s

Paul Adler
Lecturer in History and Literature
Harvard University

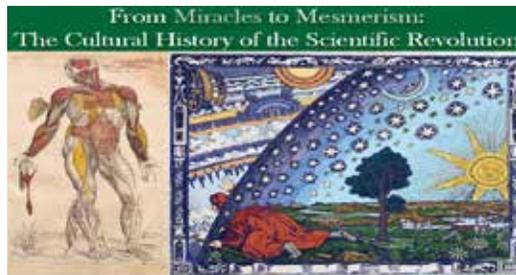
Public Lecture
November 11, 7pm
Newhouse Center for the Humanities



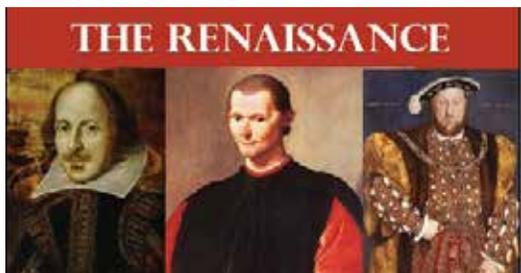
November 18. “Performing Capitalism: Art and the Economy.” Caitlin Berrigan, NYU, and Leigh Claire LaBerge, CUNY.

New Courses Introduced in 2015-2016

HISTORY/WRITING 117
FROM MIRACLES TO MESMERISM:
THE CULTURAL HISTORY OF THE SCIENTIFIC
REVOLUTION
Prof. Simon Grote



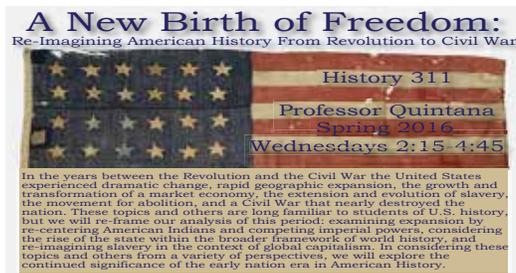
Is there “progress” in science and medicine? If so, where and when has it happened – and why? To answer these questions, this course examines the causes of Europe’s “scientific revolution” in the sixteenth through eighteenth centuries: the moment when modern Western science and medicine were born. We will investigate the new theories and practices of observation and experimentation; heated controversies about the relationship between science and theology; the cultural codes by which scientists and doctors projected trustworthiness; the effects of social norms and politics on research agendas; popular dissemination of new knowledge; the biologization of gender; and the persistence of alchemy, magic, and the occult. Readings include Copernicus, Galileo, Bacon, Newton, and Mesmer. We will bring our studies into the present by concluding with the writing of opinion pieces applying the lessons of the course to some science-related issues in the news.



HISTORY 221
THE RENAISSANCE
Profs. Simon Grote and Sarah Wall-Randell (English)

This interdisciplinary survey of Europe between 1300 and 1600 focuses on aspects of politics, literature, philosophy, religion, economics, and the arts that have prompted scholars for the past seven hundred years to regard it as an age of cultural rebirth. These include the revival of classical learning; new fashions in painting, sculpture, architecture, poetry, and prose; the politics of the Italian city-states and Europe’s “new monarchies”; religious reform; literacy and printing; the emerging public theater; new modes of representing selfhood; and the contentious history of Renaissance as a concept. Authors include Petrarch, Vasari, Machiavelli, Erasmus, More, Castiglione, Rabelais, Montaigne, Sidney, Spenser, and Shakespeare. Lectures and discussions will be enriched by guest speakers and visits to Wellesley’s art and rare book collections.

HISTORY 311 - SEMINAR
A NEW BIRTH OF FREEDOM: REIMAGINING AMERICAN HISTORY FROM REVOLUTION TO CIVIL WAR
Prof. Ryan Quintana



In the years between the Revolution and the Civil War the United States experienced dramatic change: rapid geographic expansion, the growth and transformation of the market economy, the extension and evolution of slavery and the movement for abolition, and a Civil War that nearly destroyed the nation. These topics and others are long familiar to students of US history, but we will re-frame our analysis of this period: examining expansion by re-centering American Indians and competing imperial powers, considering the rise of the state within the broader framework of world history, and re-imagining slavery in the context of global capitalism. In considering these topics and others from a variety of perspectives, we will explore the continued significance of the early national era in American History.

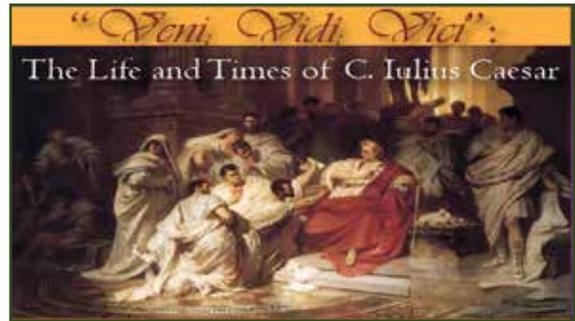
New Courses Introduced in 2015-2016

HISTORY 325 **“VENI, VIDI, VICI”**

THE LIFE AND TIMES OF C. IULIUS CAESAR

Prof. Guy Rogers

C. Julius Caesar was descended from the goddess Venus and the Roman King Ancus Marcius. He was one of Rome’s greatest orators and Cicero said that every writer of sense steered clear of the subjects Caesar had written about. His life was both scandalous and unprecedented in Roman History: Curio called him every woman’s man and every man’s woman; Cato remarked that Caesar was the only sober man who tried to wreck the constitution. After conquering Gaul Caesar became Rome’s first dictator for life, and finally a god, after his assassination on the Ides of March of 44 BCE. This 300 level course will examine the life, death, and legacies of the greatest Roman against the backdrop of the destruction of the Res Publica.



KING-KILLERS **IN EARLY MODERN BRITAIN AND FRANCE**



HISTORY 354 – SEMINAR

KING-KILLERS IN EARLY MODERN BRITAIN AND FRANCE

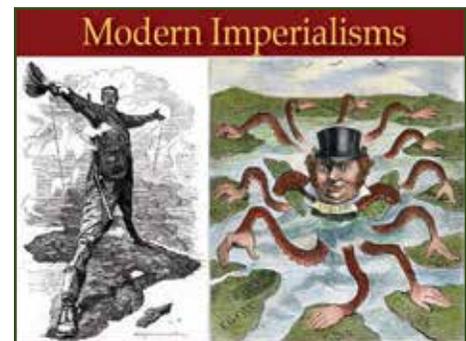
Prof. Simon Grote

Popular fascination with kings and queens is alive and well, but European monarchs once enjoyed a mystical, superhuman prestige far beyond mere celebrity. Why did they lose it? To find an answer, this seminar investigates their enigmatic killers: perpetrators of cosmic cataclysm in the name of liberation from tyranny. After examining the medieval legal foundations and ceremonial glamor of sacred kingship, we will analyze the most sensational modern cases of king-killing: Charles I in the English Civil War and Louis XVI in the French Revolution. Our analyses will encompass political maneuverings by individuals; bitter conflicts of class, religion, and party; the subversive power of satirical literature; utopian yearnings for a more egalitarian society; and the philosophical battles that produced modern concepts of the state.

HISTORY 395 - SEMINAR **MODERN IMPERIALISMS**

Prof. Nikhil Rao

This seminar examines the histories of imperialism from the late 18th century onwards. Both the actual histories of imperial practices as well as the way in which the meaning of imperialism itself changes over the course of two centuries will be investigated. As such, the course offers a comparative perspective on imperial practices of several states – including Britain, France, Japan, and the United States – in Africa and Asia. Topics include: the connections between imperialism, industrialization, and new technologies; imperial efforts to refashion subject peoples and resistance to such efforts, changing ideas of gender and race; decolonization; the enduring significance of imperial legacies in the age of globalization. Sources include selections from contemporary critics of imperialism such as Lenin and Fanon, scholarly writings, films, and fiction.



New Courses for 2016-2017

American Hauntings



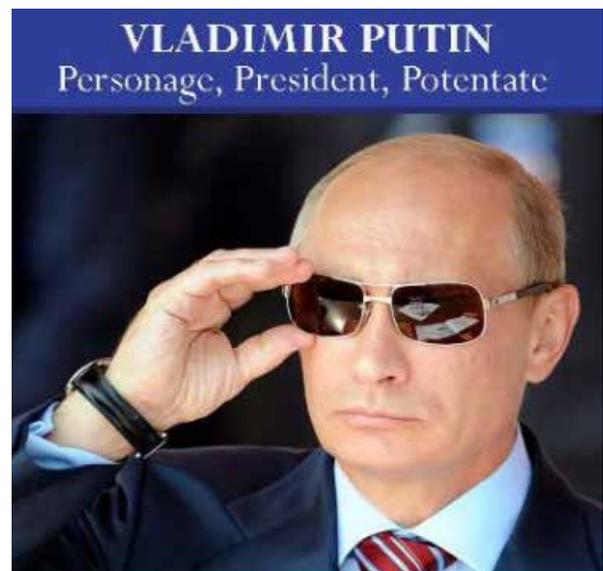
HISTORY 114
FIRST YEAR SEMINAR
AMERICAN HAUNTINGS
Prof. Katherine Grandjean

The American past is crowded with ghosts. In this seminar, we will trace the evolution of supernatural belief in America and analyze some of its most famous ghost stories. What about the nation's history makes it such fertile terrain for ghosts? What happens when the dead refuse to stay in the past, relegated to history? Why, in short, is the American historical imagination so haunted? We'll dig deeply into selected

hauntings, drawn from across historical North America, and encounter the spirits of French Detroit, the Gettysburg battlefield, and colonial Jamaica, among others.

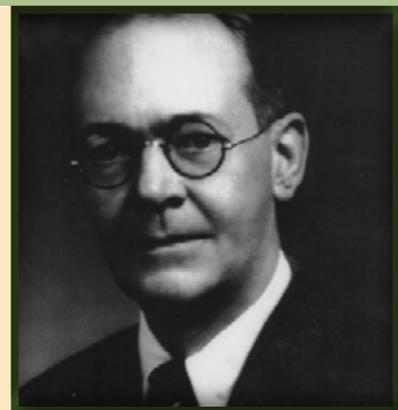
HISTORY 116
FIRST YEAR SEMINAR
VLADIMIR PUTIN: PERSONAGE, PRESIDENT, POTENTATE
Prof. Nina Tumarkin

Vladimir Putin, President of the Russian Federation, is by many accounts the world's most powerful political leader. How did he achieve this status? What have been his chief goals, values and operating principles? What accounts for his vast popularity in Russia, even at a time of military engagement and economic recession? A product of Leningrad's "mean streets," the young Putin sought glory in the KGB, and after the demise of the Soviet Union—a collapse he rues to this day—moved into the heights of power. We will explore Vladimir Putin's life path, political maneuvers, ideas about Russia's identity and place in the world, and his image as the epitome of potent masculinity. Assignments will include biographical and autobiographical writings, speeches, videos and a plethora of images and caricatures of this enigmatic and forceful leader.



The Honors Program and the F.A.O. Schwarz Foundation Honors Seminar 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 2015-2016 the Schwarz Honors Seminar was directed by Prof. Quintana. This year three students earned honors in History:



Professor
Henry Frederick Schwarz

Ayesha Anwar, "Reconciling Fertility and Professionalism: Female Physicians in Nineteenth-Century America", supervised by Prof. Ryan Quintana.

Oluwapelumi Botti, "From City of the Oppressed to City of the Free: Tracing the Progress of Decolonization in African Cities", supervised by Prof. Quinn Slobodian.

Zhongji Wu, "Business Reform in Communist China, 1949-1978", supervised by Prof. Tak Matsusaka.

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

History Department Student Advisory Council

Members of the History Department Faculty have long felt the need for a systematic and timely way to solicit student perspectives on all facets of its work at the College. For this purpose, a Student Advisory Council was formally established this Spring.

The Council serves as a liaison between the Department and its student constituency.

Elected annually, the Student Advisory Council will consist of 5 members (with the exception of the inaugural council) prepared to represent the broad concerns and perspectives of the History Department's student constituencies.

Seraphina Oney '16 and Anna Page '17 were elected as the group's first co-chairs. To date, the SAC has initiated a survey on curricular interests among students, designed stoles for graduating seniors, recommended ideas for

giveaways at the First-Year Orientation and has already played an instrumental role in revamping plans for social events. The SAC is a formal group sponsored and funded by the Department and is not intended to replace student clubs such as Clio.

Advisory Council for Spring 2016:

Seraphina Oney '16, Co-Chair

Anna Page, '17, Co-Chair

Sammy Marrus, '16

Alexandra Gazzolo, '16

Chandra Boudreau, '17

Sam Lanevi, '18

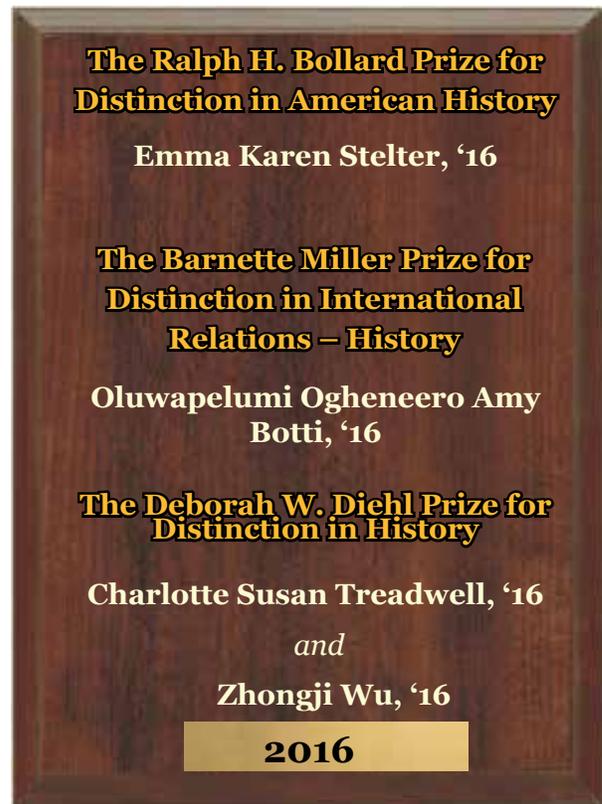
Kat Schauer, '18



HISTORY DEPARTMENT AWARDS 2016

History students—majors (including IR-History), minors and other students supervised in their projects by departmental faculty— compiled an impressive record of academic achievement this year.

The History Department's annual essay prizes are awarded only when outstanding submissions are received. Departmental awards for distinction are given to History and IR-History graduating majors.



Ruhlman Conference

Seven students, supervised by History faculty, presented at the annual Ruhlman Conference this spring:

Ayesha Anwar '16 - "Sexless Beings": Approaches and Responses to Women's Medical Education in 19th Century America (Prof. Quintana)

Pelumi Botti '16 -Decolonizing the African City: Realizing Visions of an authentically Postcolonial African City (Prof. Slobodian)

Seraphina Oney '16 - Matilda of England and the First English Civil War (Prof. Ramseyer)

Brianna Renta '16 - Women and the Transmission of Texts in Medieval Europe (Prof. Ramseyer)

Naomi Whitney-Hirschmann '19 - Matilda of Tuscany and the Investiture Controversy (Prof. Ramseyer)

Zhongji Wu '16 - Uncovering the Business History of communist China (1949-1978) (Prof. Matsusaka)

Zainab Younus '17 - "Nehruvian India: The Use of Economic Planning to Rapidly Industrialize an Agricultural Economy" (Prof. Rao)

Alumnae Interviews

Julia Hoover '93

This (abridged) interview was conducted in May 2016.

Tell us a little about your major. Why did you choose to make history such an important part of it?

I have always held history to be very important to the understanding of all other subjects, from literature to the sciences. I believe now as I did then that it is key to a seamless comprehension of any topic; we cannot truly understand anything without knowing how we got to where we are now in that subject. Furthermore, I am a lover of stories, and what is history but a series of our own stories?

I chose to study the intellectual and cultural history of Europe, and I have never regretted it.

What was the most valuable thing you learned during your time at Wellesley?

How to write well.

What was your career path after graduating from Wellesley?

Quite convoluted. I worked with a transplant surgeon in his research lab, working with tissue engineering scientists at Harvard Medical School and Children's Hospital for several years. My initial applications to medical school were to Ireland, but when I arrived, I found the school quite different from what I had anticipated—there was a great deal of alcohol used and not much else to do “after hours,” so to speak, and the administration touted this as the primary extracurricular activity to me, so I flew home and pursued my master's degree in education at Harvard in cognitive and developmental psychology. I was very interested in neurodevelopment, and was once again encouraged to apply to medical school. I accepted a position as the chair of a high school science department in Arkansas while I studied for my MCAT's, did very well, and then had to make the agonizing decision of whether to leave teaching—which by then I adored—for medical school.

I decided to accept a position at the University of Vermont College of Medicine and completed residency years in both pediatrics and radiology, hoping to pursue pediatric neuroradiology. However, I became ill with a congenital condition and left residency in 2013.

Having always loved writing, I started my first novel in September 2013. I have now completed five novels—four historical fantasies and a mystery—and have attended conferences over the Eastern Seaboard. I have been invited to the Historical Novel Society Conference in Oxford next September, where I will meet and discuss my works with leading historians and historical novelists, and I can't wait; I'll be bringing my daughter (Wellesley, class of 2025!) with me.



Alumnae Interviews

Interview with Julia Hoover, continued

How has your study of history helped you in your professional life?

First: it helped my writing. Many scientists cannot write a coherent sentence to save their lives. Wellesley historians are tough graders for composition, and rightly so, but by heaven, when you get out, you can write, and the rest of the world will thank you for this.

Second: it taught me research skills. . . . You would think that scientists would understand how to research, but lab research and historical research are very different things, and both are incredibly useful in both fields—and yet, just as the scientific method isn't taught in history classrooms, library research isn't taught to scientists. It's absurd, and yet there it is. The research skills I learned in my history time at Wellesley have been invaluable—I used them at Wellesley; I used them during my time with the transplant team; I taught them to my students; I use them when I write, which I do at a library. I'm at a library now. I have a semi-permanent spot here. Those skills are critical. I have contacts at the British Museum and at the University of Cambridge libraries, and had I not spent time learning at Wellesley's History Department, I can honestly say that it never would have occurred to me to reach out to those individuals, and I probably would never have had the gall to do it.

Third: it gave me the ability to think outside the box. Understanding that we aren't living at a pinpoint in time, but rather as part of history, flowing through time, allows one to realize that everything we do has implications, and everything everyone else does has implications on us and on everyone else. It is both freeing and frightening and completely necessary, in my opinion, to an educated life. Take our current political situation. The world stands now on a razor's edge of crisis in so many ways, and yet, we've been here before. The Asian theater is very tense with Japan and South Korea both awaiting violence from North Korea; Europe is seeing massive impoverished immigration from the Middle East and worries about potential aggression from Russia as well as isolation from the UK; the U.S. and Australia are both going through important election years with great implications, military, economic, and social, for the rest of the world. These events have historical echoes that world leaders would be well advised to reflect upon. They can remember and use history to their advantage; or they can ignore what has happened before, and possibly bring catastrophe down upon their nations' and neighbors' heads. It is incredibly important, and as educated members of our own communities, I cannot stress enough how critical I consider it.



When my children, thirteen and ten, come home from school, I ask them what they learned in history each day. Yes, I want to make sure they learned to multiply, and to spell. But there are calculators. And there is spell check. But there is no replacement for thoughtful understanding of what has come before. All there is, is the time we put in, the compassion for those who have spent their time and spilled their blood in learning the lessons of history. Who are we to ignore [them]?

Alumnae Interviews

Interview with Julia Hoover, continued

What has been most valuable about your major?

Heavens. It has made me who I am. I read history. I write history. I think history. Look, my parents told me the same thing everyone in my era heard: “Go into science; nothing else will pay the bills.” So, okay, I did. I got my biology major and went to medical school. But I also did an independent major in the cultural and intellectual history of Europe, because that was what I loved. Good thing, too, because during residency, I got ill and now I can’t practice medicine any more.

What am I doing instead? Writing historical fiction, because that’s where my heart is. And it’s a darn good thing that I learned how to write and had something to love and put in the time when I was at Wellesley, because had I not done that, I’d be in a fine state right now.

What advice would you give current students?

In your life, you need many things, but there are two things that are primary. I won’t put these in any particular order, because that’s up to you, but you need to pay the bills, and you need to be happy. Ideally, you can find a job that will do both of these things for you. That isn’t always possible, though. Fortunately, Wellesley allows enough time to complete two majors, so you can prepare for both income and heart, and hopefully you can find a job that will meld both. But in case you can’t do that right off the bat, at least you have the tools at hand to go on learning on your own in the second thing. For me, it was history.

Now, one more piece of advice. You wouldn’t be reading this if you weren’t at least a little bit interested in history.

Keep going.

Keep going, keep going, keep going. Find a way. Contact me if you want. There are always ways to find the info you want. Find heads of departments and contact them. Find museum heads and contact them. Write books. Get on Facebook and find people. You would be amazed at the number of people out there willing to help you. You have an interest—nourish it. Fan it. Bellow it into a bonfire. Whatever your interest is, don’t let it die, because it defines you. Let it take you places; you’ll be amazed at where you’ll end up. I had no idea at Wellesley that I’d end up at Harvard Graduate School of Education learning about the brain—but I did. And I had no idea I’d be writing about Welsh princes—but I am. Follow your heart and let it lead you, and you’ll never be disappointed.

Be well.



Alumnae Interviews

Laura Beckerman '08

This (abridged) interview was conducted in April, 2015.

Why did you decide to become a History major?

Coming into Wellesley, I already knew I had an interest in history. My mother teaches 8th grade history, and she helped show me how fun and varied history is. I remember browsing through the history course listings the summer before my first year, and feeling excited by all the different eras, regions, and perspectives that I could explore through all the different history classes.

At the Academic Open House, I met Professor Ramseyer who was there on behalf of the History Department, and she told me about the class that she was teaching that fall: Early Medieval Italy. Based mostly on meeting Professor Ramseyer, I decided to sign-up for that class, and I really enjoyed it. I found medieval history exciting because the medieval world is so different from everything that we know and assume to be true. For example, in medieval Europe, heretics were often persecuted or banished because they held beliefs that conflicted with the orthodoxy (i.e. the increasingly centralized Roman Catholic Church). In today's world, we often take for granted that it's wrong to persecute someone for holding beliefs different from our own. However, in medieval Europe, people in power saw things very differently. They believed that heretics posed a physical and existential threat to people in their communities because they may "infect" others with their heretical beliefs. This is one example of the many fundamental differences in how medieval people viewed the world. I think that there is a lot of value in trying to understand worldviews different from our own, and learning to appreciate the nuances and "rationale" of the medieval worldview was both challenging and rewarding.



Throughout my time at Wellesley, I appreciated the breadth of classes available as a history major. For example, during my junior year, I took a course called History of American Manhood from 1600-1900. I learned about how the American concept of masculinity has evolved from the 1600s (think portraits of Thomas Jefferson or Benjamin Franklin wearing silk shirts with frills or fancy shoes, which emphasizes that they don't need to do dirty work to make a living) to the 1900s (think Teddy Roosevelt with a rifle or riding a horse, with the ideal being an active, quasi-military performance of masculinity). I loved how history classes gave me the opportunity to learn new and unexpected things each semester.

What was the most valuable thing you learned during your time at Wellesley? What was most valuable about your History major?

Academically, the most valuable thing I learned at Wellesley was how to write well. This is a skill that I use nearly every day and that has been invaluable in my career. At Wellesley, the focus on teaching writing started early. During my first-year at Wellesley, I took a seminar on Greek and Roman history. We wrote several short papers,

Alumnae Interviews

Interview with Laura Beckerman, continued

and I remember meeting with the professor to dissect my attempts at persuasive writing. He walked me through my argument, paragraph by paragraph, sentence by sentence, explaining how to better transition from one thought to the next, varying sentence length and type in order to keep the reader engaged.

As a history major, I learned to not be afraid of long writing assignments. During the spring of my sophomore year, I took Professor Ramseyer's seminar on the 12th Century. Like many seminars, this class required a 20-page research paper. I had never written anything longer than 10 pages, so this was a daunting task. I turned in a first draft, and apparently it wasn't that good. Professor Ramseyer asked me to come to her office, and she spent nearly two hours going through my paper, helping me to clarify my thoughts and wholly re-organize the paper. Wellesley really cares about this type of intensive writing instruction, and it is so valuable!

In law school, I worked as student advisor for a second year writing elective. I found myself teaching my fellow students many of the writing skills that I had learned at Wellesley, and I learned that they hadn't received the same intensive instruction in college.

Has your History major been a resource for or shaped your professional life? If yes, how so?

I am a strong believer in the value of a liberal arts education. Every class offered by the History Department is designed to get you to think independently and critically about ideas, events, and texts. These skills are relevant to a wide array of careers, and they contribute to personal growth.

After college, I went to law school, which drew upon many of the skills that I learned as a history major, including the ability to read and synthesize complex texts, to think critically and construct arguments quickly, and to write persuasively.

What has your career path been since graduating from Wellesley? How did you find yourself in that career path?

After Wellesley, I went to law school at UC Berkeley. Since law school, I've worked as a trial attorney at the Department of Justice, and I got this job by applying through the Attorney General Honor's Program. The Department of

Justice has many different components, and I work in the Tax Division on civil enforcement cases. The Tax Division is like the law firm for the IRS and the Treasury Department. We file suit in federal court to get judgments against corporations and individuals for tax liabilities, and we defend the United States when it is sued in cases related to taxes. I often get to do interesting factual investigation, as many cases involve discovering exactly who did what when and why. My job is interesting and challenging, and, mostly importantly, I get to work with many smart and dedicated people.



Alumnae Interviews

Interview with Laura Beckerman, continued

What was your biggest challenge at Wellesley?

Sophomore year was rough (I think that everyone has at least one rough year at Wellesley). I was the treasurer, [which] increased stress. Be conscious of your own stress levels, take care of yourself and don't try to function on high stress levels for fourth months, it's not do-able. I found that it's very important to take time to nourish yourself by doing things that bring you joy and relaxation (exercise, meditation, dinner with friends, etc). Doing these things helps me to re-charge my battery so that I can better deal with the inevitable stressful situations that work and life throw our way. Many of us Wellesley women take to heart our motto: "Not to be ministered unto but to minister," but I think that it's also important to remember that you have to be well yourself before you can do well in the world.

What would you want to say to graduating seniors about your experience?

The Wellesley network is truly an incredible thing. I've gotten to experience its power in Hawaii, San Francisco, and in Washington, DC. Wherever you go after Wellesley, get involved with the local alumnae club. They many have cool events where you can meet other alums and start to build a supportive, post-college community.

Also, I highly recommend considering going into public service. Federal, state, and local governments offer a huge array of meaningful work opportunities. I love that my work furthers a mission that I care about. One way to get a job in the federal government directly from college is through honors paralegal programs. Many agencies, including the FTC, have these opportunities, which are particularly great for anyone considering law school.



We encourage alumnae to send us brief notes (250 words) about how you are and what you are doing. If you might be willing to be featured in the newsletter's alumnae profiles, please let us know.

Class of 2016



History Majors

Ayesha Nadeem Anwar
Alexandra Martin Berman
Nancy Chance Brothers
Sian Tait Carr
Emily Anne Frisella
Alexandra Suzanne Gazzolo
Genevieve Converse Gordon
Bristol Lauren Gunderson
Jasmyne Rae Keimig
Samantha Feld Marrus
Dylan Louise McGarvey
Seraphina Elizabeth Oney
Emily Anne Rodriguez
Emma Karen Stelter
Olivia Thayer
Charlotte Susan Treadwell
Helen Elizabeth Walsh
Emma Winter Zeig
Zhongji Wu

History Minors

Dai Trang Nguyen Phan

IR-History Majors

Abigail Blake Aldridge
Oluwapelumi Ogheneero Amy Botti
Sarah Elizabeth Tausta Ertle
Marian Suzanne Griffin
Allison S. Haaz
Kiana Curtis Holloway Nedele
Victoria Yu

