

WELLESLEY COLLEGE

Department of History Annual Newsletter

Spring 2014



Dear Friends of the History Department

We revived this annual newsletter in the hope of creating a channel of communication between the always-changing History Department and its always-changing group of friends, that is to say, you. After the intense student-faculty interactions that characterize the years spent at Wellesley College, there are often some faculty-student connections that last far beyond the initial need for letters of recommendation. With this newsletter we hope to broaden that flow of communication not only between you and us but also among you as alumnae and friends of the department. We hope that you will send us brief notes (ideally not more than 250 words) about how you are, what you are doing, and whether you would be willing to be featured in the newsletter's brief alumnae profiles.

This year has been a good year in the department. Two colleagues have been on junior leave: Prof. Ryan Quintana, who teaches the history of 19th-century U.S., including courses about the history of



Lidwien Kapteijns

the American South and West, and Prof. Kate Grandjean, who teaches colonial U.S. history, including Native American history. Given their absence, Prof. Matt Blanton (modern U.S. history) has joined the department for two

years so that students will have enough courses in the popular and important field of American history.

We have also welcomed to the department this year Prof. Simon Grote, who has taken up the tenure-track position in Early Modern European history. He offers courses on the Enlightenment, the Holy Roman Empire, visual culture, and many other topics. Prof. Rogers, historian of the ancient past, has been in the news because he is among a very small group of Wellesley College faculty who have been selected to create a MOOC (Massive Open Online Course), in his case on the topic of one of his latest books, the life of Alexander the Great. Keep an eye out. Many of you will not yet know our Academic Administrative Assistant,

Anne Wasserman. You can contact any of us in the department, including Ms. Wasserman, with your news and updates (history@wellesley.edu).

Wishing you all a good summer, we hope to hear from you.

Lidwien Kapteijns,
Chair, History Department

THE HISTORY DEPARTMENT

PROFESSORS

Giersch, Kapteijns (Chair), Malino, Matsusaka, Tumarkin, Rogers, Shennan

ASSOCIATE PROFESSORS

Osorio, Ramseyer, Rao

ASSISTANT PROFESSORS

Grandjean, Greer, Grote, Quintana, Slobodian

ADMINISTRATIVE ASSISTANT

Anne Wasserman

FACULTY NEWS

Brenna Greer. This winter, I have presented papers at the annual meetings of the American Historical Association and the American Studies Association. In March, I delivered a paper entitled “Making Image Matter: Reconsidering Civil Rights Work in the Post World War II United States” as part of the *F. Ross Johnson/Connaught Distinguished Speaker Series*, at the Centre for the Study of the United States (CSUS), Munk School of Global Affairs at the University of Toronto. The following month, I participated on a roundtable dedicated to discussing the future of the field of Women’s History at the *Annual Meeting of the Organization of American Historians*. I am currently working on my book manuscript entitled *Image Rights: Black Representation Politics and Civil Rights Work in the Postwar United States*, which explores the relationship between African Americans’ politics and their act of making black media representations from the late Depression era through the early Cold War years. I recently published an article entitled “Selling Liberia: Moss H. Kendrix, the Liberian Centennial Commission, and the Post-World War II Trade in Black Progress” in *Enterprise & Society*.

Pat Giersch. This year has been a busy one in terms of teaching and writing. In the fall, I linked my China and America course to a sister course at Hong Kong University. Our class was able to attend a live lecture at HKU, join in discussion sessions with Hong Kong students, and undertake team research assignments. At the same time, I introduced a new first year seminar, “China Past and Present,” which focused on the eighteenth century and its legacies for the twenty-first century. I am working on book manuscript on early twentieth-century transnational Chinese businesses, and I gave several talks on the first chapter. The latest talk was at Yale in February, and the chapter will first come out as an article in June.

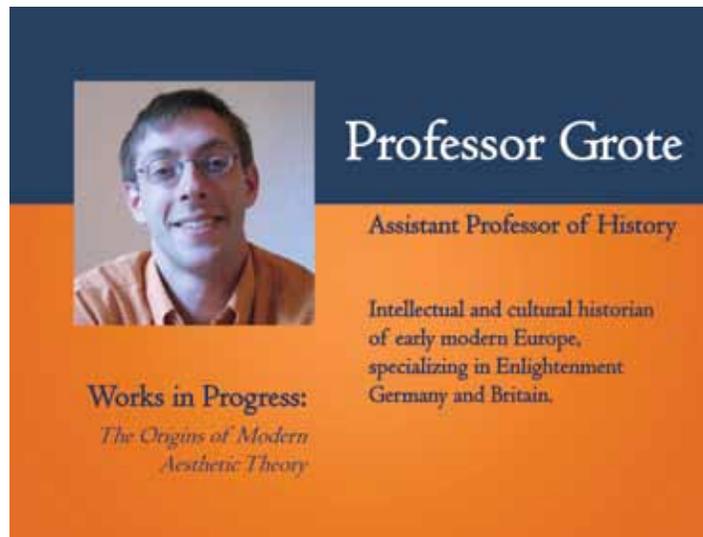
Kate Grandjean. I was on leave this year, finishing my book *American Passage: The Communications Frontier in Early New England*, which will be published by Harvard University Press in late 2014. I spent the year as a resident fellow at the Susan and Donald Newhouse Center for the Humanities, where I shared

recent research findings in a presentation entitled “Publishing Terror in Early America.” Other speaking engagements took me to New Orleans, Nova Scotia, and the Mashantucket Pequot reservation in Connecticut. While on leave, I also began work on new research projects concerning captivity, violence, and murder on the eighteenth-century American frontier.

Simon Grote. This year I offered several new courses: HIST 233 (“In Search of the Enlightenment”), HIST 234 (“The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon”), HIST 235 (“The Birth of Economics: Adam Smith in Enlightenment Context”), and HIST 353 (“Sentimental Education in Early Modern Europe”). The last of these courses was a seminar that met each week in the Special Collections seminar room to examine rare books and artifacts

from Wellesley’s collections. It was visited in March by Prof. Kelly Whitmer (Sewanee-University of the South), who gave a public lecture on eighteenth-century books about imaginary “cabinets of curiosities.” I myself gave a presentation in March at the Harvard University History Department’s Early Modern History Workshop, titled “Why Study German Pietism?” I continue to work on the manuscript for my book about the origins of aesthetic theory in eighteenth-century Germany and Scotland, now under consideration by Cambridge University Press, and have begun research for another long-term project on the concept of “medicine for the mind” in the early Enlightenment. My most recent article, a survey of recent scholarship about religion in the Enlightenment, appeared in January 2014 in the *Journal of the History of Ideas*.

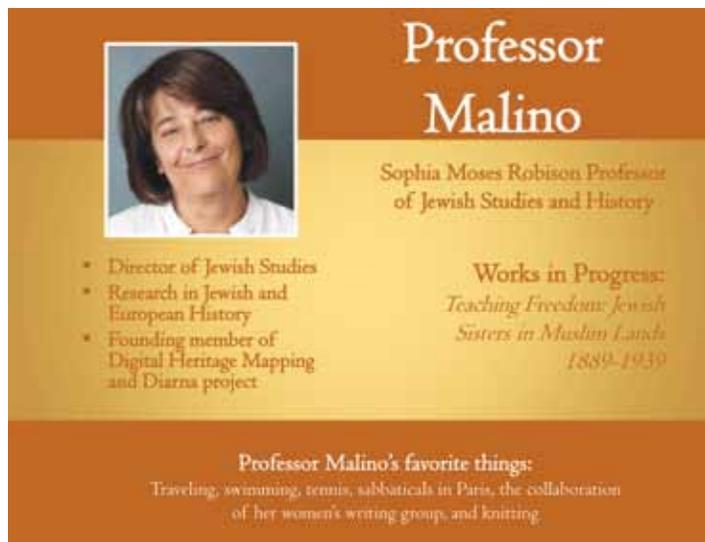
Lidwien Kapteijns. This year I taught an updated version of my History of Modern Africa course and introduced, with Prof. Nikhil Rao (on leave this spring) a new research seminar called “Port Cities of the Indian Ocean”. My book *Clan Cleansing in Somalia: The Ruinous Turn of 1991*, which came out in the *Human*



Rights series of the University of Pennsylvania Press in 2013, has attracted much attention in Somali and non-Somali circles and will go into paperback in the fall. Of the guest lectures I have presented about the book, the book launch organized by Alex de Waal at the *World Peace Foundation* (WPF) at the Fletcher School on September 26 was the most rewarding. It was followed by a two-day seminar about the conceptualization of Somali civil war violence to which de Waal had invited an international group of scholars and politicians, including a former Prime-Minister of Somalia and a spokesman for AMISOM (the African Union troops in Somalia). My entries to the WPF's blog 'Reinventing Peace' are available online: <http://sites.tufts.edu/reinventingpeace/2013/10/17/clan-cleansing-in-somalia-the-ruinous-turn-of-1991-2013/>. During this last year, I published two articles, one, entitled "Black Hawk Down: Recasting U.S. Military History at Somali Expense," about the Hollywood movie *Black Hawk Down*, and one called "Test-firing the 'new world order' in Somalia: The US/UN military humanitarian intervention of 1992-1995."

Fran Malino. For the first time in my academic career I have collaborated with a student, Alma Heckman '09 who is now pursuing her Ph.D. at UCLA in Jewish History. The article, "Its Best Face Packed in Twelve Cases: The Alliance Israélite Universelle and the 1893 Chicago World's Fair," published in *Jewish Social Studies*, explores the participation of Jewish schools throughout North Africa and the Middle East in the 1893 World's Fair. Unknown

to historians and forgotten even by the Alliance, these schools, thanks to an unprecedented global constellation of philanthropists, luminaries, teachers, and students, exhibited notebooks and a myriad of crafts alongside, indeed in the same room as, items submitted by American colleges and universities. I also completed two articles in the summer of 2013: "Robert Briscoe Jewish Lord Mayor of Dublin: Revisiting the Irish Jewish Connection" explores a century and more of dialogue, all but forgotten by contemporary historians, between Irish nationalism and Zionism, during which slogans were borrowed, leaders emulated, persecutions compared and empathized



with, and political and military strategies shared. The second article, "Oriental, Feminist, Orientalist: The New Jewish Woman," explores how participating in the civilizing mission of the Alliance Israélite Universelle simultaneously made its female teachers agents of French colonialism while structurally underscoring their outsider status.

Tak Matsusaka. I have recently completed the first draft of my book manuscript on nationalism, liberalism, and imperialism in Meiji Japan. It's entitled, *Imperialism and the Nationalist Opposition in Late Meiji Japan: A Study of the Seikyōsha, 1888-1918*. The Seikyōsha was a journalist collective that published the magazine *Nihonjin* (the Japanese), and although it acquired a reputation for being a staunchly conservative group, I argue that it formed one of the mainstays of anti-government liberalism in the Meiji era (1868-1912). I've been using some of the material from this magazine in my classes as primary sources. I'm also in the process of working up a new series of courses that frame Japanese history in a broader comparative context. The seminar I'm teaching this semester, HIST 352 "The Origins of Modernity in Europe and East Asia," is a step in this direction.

Nina Tumarkin. As the History Department's Russianist and Eurasianist and Wellesley College's only specialist on current events in the region, much of my attention in the past few months has gone to following (and commenting on, mostly on NPR) the crisis in Ukraine and Russia. My current book project explores the politics of historical memory in Putin's Russia, especially as it relates to national identity, so the

Kremlin's recent moves to represent Russianness outside of Russia (in Ukraine) relates closely to my scholarly interest. In the past couple of years, the main fruit of my research has taken the form of papers presented at international conferences: at Moscow's Institute of Russian History of the Russian Academy of Sciences; at Columbia University; and at the University of Leiden, in the Netherlands. My paper at Columbia University explored Russian national identity at a conference on the «entangled identities» of Ukraine and Russia, the Leiden conference paper considered the Kremlin's recent political uses of anniversaries of historical events, and the presentation in

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FACULTY NEWS

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Moscow explored the concept of state-centeredness in current Russian ideology.

Valerie Ramseyer. In January I presented a paper at the American Historical Association Meeting entitled “Crossing Religious Boundaries in the Early Medieval Mediterranean: The Emergence of a Shared Religious Culture.” I also participated in a panel on “Teaching the Medieval Mediterranean.” In April I gave a talk at the History Department Workshop entitled “A Shared Religious Culture: Christian, Jewish, and Muslim Communities in the Early Medieval Mediterranean.” Jonathan Decker from Brandeis University provided the response. I am currently working on two projects: 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)” and a book manuscript on the relationship between Christian, Muslim, and Jewish Communities in the early medieval Mediterranean. I recently published two articles: “Cave Dwelling” in *The Blackwell Companion to Mediterranean History* and “Monasteries and Bishopsrics in Southern Italy in the Eleventh and Twelfth Centuries” in *Rassegna Storica Salernitana* (with an Italian version published in Giovanni Vitolo (ed.), *Riforma della chiesa, esperienze monastiche e poteri locali. La Badia di Cava e le sue dipendenze nel Mezzogiorno dei secoli XI-XII*).

Guy Rogers. I spent 2013 on sabbatical. While on sabbatical I wrote three articles and worked on my new book, *For the Freedom of Zion: The Great Jewish Revolt of AD 66 to 74*. I also gave the keynote address at the Polis and Ekklesia series for the *Society for Biblical Literature Annual Meeting*. My 2013 Yale University Press book, *The Mysteries of Artemis of Ephesos: Cult, Polis, and Change in the Graeco-Roman World* has sold well. The first Chinese edition of my textbook, *Roots of the Western Tradition: A Short History of the Ancient World* was published in 2014 by Shanghai Brilliant Publishers. Routledge also re-published my first book, *The Sacred Identity of Ephesos* in its programme of its most distinguished works of scholarship published over the last 100 years. During the spring semester of 2014 I taught my Massive Open Online Course, “Was Alexander Great? The Life, Leadership, and Legacies of History’s Greatest Warrior” to 17,500 students for EdX/WellesleyX. I also wrote a blog for *Inside Higher Education* on the teaching of MOOCs in light of my experiences with online education since the 1990s. Later this year (2014) I will appear in Oliver Stone’s documentary on Alexander, coinciding with the tenth anniversary release of his film, *Alexander*. I also have served on the advisory boards of the Freedom Project and the Albright Institute.

NEW COURSES INTRODUCED IN 2013-2014

WRIT165 China Past and Present: The Eighteenth Century “Flourishing Period” and Its Legacy

Prof. Pat Giersch

Fall 2013

HIST229 Was Alexander Great? The Life, Leadership, and Legacies of History’s Greatest Warrior

Prof. Guy Rogers, MOOC

Spring 2014

HIST233 In Search of the Enlightenment Prof. Simon Grote

Fall 2013

HIST234 The Holy Roman Empire: Religion, Politics, and Culture from Luther to Napoleon

Prof. Simon Grote

Fall 2013

HIST235 The Birth of Economics: Adam Smith in Enlightenment Context

Prof. Simon Grote

Spring 2014

HIST252 Seminar. The Origins of Modernity in East Asia and Europe

Prof. Tak Matsusaka

Spring 2014

HIST262 Higher Education from the Massachusetts Bay Colony to Online Education

Prof. Matthew Blanton

Spring 2014

HIST283 Environmental History in East Asia: Methods and Case Studies

Prof. Amy Bliss Marshall

Spring 2014

HIST313 Seminar. College Contests: The History of U.S. Intercollegiate Sport

Prof. Matthew Blanton

Spring 2014

HIST314 Fashion Politics: Dress, Style, and Politics in United States History

Prof. Brenna Greer

Fall 2013

HIST353 Seminar. Sentimental Education in Early Modern Europe

Prof. Simon Grote

Spring 2014

HIST358 Seminar. Pepper, Silver, and Silk: The Political Culture of Early Commodity Circulation

Prof. Alejandra Osorio

Spring 2014

HIST396 Port Cities of the Indian Ocean in Historical Perspective

Prof. Lidwien Kapteijns and Prof. Nikhil Rao

Fall 2013

FACULTY INTERVIEW

Professor Brenna Greer

This (abridged) interview was conducted by Zainab Younus, student assistant in the History Department, in February 2014.



Brenna Greer

You teach the modern history of twentieth century United States in the History Department.

What is your specialization and how did you become interested in this topic?

I am a historian of race, gender, and culture in the twentieth century United States. I became interested in race issues and how to analyze/discuss race relations during my MA studies at the Uni-

versity of Wisconsin-Madison, where I also participated in the African-American Studies Program and where I realized that one cannot analyze the history of race without that of gender. You can say that I focus on the historical study of culture in order to reach an understanding of the meanings of race and gender at different points in U.S. History.

Why did you choose to go the history route?

I was a history major from my undergraduate days and never really considered another one. When I was asked to teach Afro-American literature as a graduate student, I found that understanding historical contexts was indispensable to history. This then reinforced my interest in history.

What is your current research topic?

My current book project focuses on how Africa-Americans represented black people in the media and on the connections between these media representations and civil rights politics in mid-twentieth century. The purpose is to highlight the relationship between the civil rights struggle and other dynamics shaping culture in the U.S. including, but not limited to, an expanding media and visual culture, the explosion of public relations, and developments in marketing and advertisements. This project began with my dissertation but now also includes a consideration of black capitalism. This is what I will be working on during my sabbatical leave this coming year.

Has there been a historian or the work of a historian that has influenced your work and research?

Nan Enstad, my former advisor at the University of Wisconsin greatly influenced my work. Currently I am, for example, reading and admiring Elspeth Brown and Shawn Michelle Smith, whose work deals with history, race and photography.

What is your philosophy on teaching? How do you approach your material in terms of teaching?

As I said, I approach twentieth century U.S. history through the lens of race, gender, and culture. As a visual learner myself, I like to use visuals when teaching. At Wellesley College we all try to make our classes interactive so that students can own their ideas and become more invested in a topic. Our objectives are not only to teach history but also to get students to think like historians. I also educate my students about what it means to be a professional historian, for some actually end up pursuing it as a career.

What do you want your students to take away from your class?

I want my students to understand how dynamic the meanings of the social constructs central to U.S. culture are. Concepts that we take for granted, such as race, gender, nation and citizen have particular histories and are always changing, and therefore should not be viewed as inevitable. I always want students to understand that there is a politics and history to how we have written and write about the past -- to how and why we create, keep and tell the histories we do.



HISTORY DEPARTMENT FACULTY WORKSHOPS AND GUEST LECTURES

THE HISTORY WORKSHOP

The History Department has revived its faculty research seminar for members of the History Department and other historians or period- and area-specialists on campus. Each semester one or two History Department faculty members present research in progress to Wellesley College historian and other colleagues. Last year Professor Grandjean and Professor Quintana presented research in progress.

History Workshop, Fall 2013

Borderlands Business: Merchant Firms and Neo-Traditional Modernity in Southwest China, 1830-1910

Hosted by the History Department. Speaker: Prof. Pat Giersch. Respondent: Prof. Eric Hilt. Oct. 24, 2013.



History Workshop, Spring 2014

A Shared Religious Culture: Christian, Jewish and Muslim Communities in Medieval Southern Italy and Sicily

Hosted by the History Department. Speaker: Prof. Valerie Ramseyer. Respondent: Prof. Jonathan Decter (Brandeis University). April 28, 2014.

GUEST LECTURERS

Rethinking the 'arc of instability': Political Turbulence and Globalization in Africa and the Middle East

Hosted by Prof. Kapteijns. Speaker: Alex de Waal (Tufts University). Professor de Waal gave a political-economic analysis of recent changes in the structure of the state in parts of Africa and the Middle East that may help to explain patterns of violence over the last thirty years. Sept. 17, 2013.

Beyond Another Rigged Election in Zimbabwe: The Roots of Mugabe's Enduring Domination

Hosted by Prof. Kapteijns. Speaker: Prof. Daniel Compagnon (University of Bordeaux). Professor Compagnon addressed the process leading up to the reelection of Zimbabwean president Robert Mugabe in July 2013 as well as the historical roots of Mugabe's deeply entrenched authoritarian rule. Sept. 30, 2013.

Coffee Trouble: European Merchants as Participants and Observers in the Southern Arabian Marketplace, c. 1700

Hosted by Prof. Kapteijns and Prof. Nikhil Rao in the context of their new seminar called "Port Cities of the Indian Ocean in Historical Perspective." Speaker: Prof. Nancy Um (SUNY Binghamton). Professor Um discussed English and Dutch merchants as participants in the 18th Century coffee trade of Yemen at a time when coffee itself was becoming a global commodity. Oct. 2, 2013.

How To Build an Imaginary Cabinet of Curiosities: Lessons in Entrepreneurship for Gallant Youth, c. 1700

Hosted by Prof. Grote. Speaker: Prof. Kelly Whitmer (Sewanee - University of the South). Professor Whitmer discussed a puzzling type of "cabinet of curiosities" that existed only in the pages of "museological handbooks" and in the imaginations of those handbooks' young readers as they prepared to visit real cabinets on the grand tour of Europe. March 12, 2014.

Violence and Transgressions in the Carnivals of Early Modern Naples

Hosted by Prof. Osorio. Speaker: Prof. Gabriel Guarino (University of Ulster). Professor Guarino spoke about a particular set of carnival practices in the city of Naples in the Early Modern period. April 2, 2014.

How Slavery Shaped Schools: Northern Opposition to Black Education in Pre-Civil War America

Hosted by Prof. Greer. Speaker: Prof. Craig Steven Wilder (MIT). Professor Wilder spoke about the history of opposition against schools for African-Americans in the pre-Civil War U.S. April 8, 2014.

The Politics of Memory in Africa's Great Lakes Region

Hosted by Prof. Kapteijns. Speaker: Prof. René Lemarchand (University of Florida). Professor Lemarchand discussed the politicization of memory and commemoration in the aftermath of the Rwandan genocide. April 14, 2014.

Guatemala's Armed Conflict and Communitarian Health Networks: A View from the Highlands

Hosted by Prof. Osorio. Speaker: Prof. Susan Fitzpatrick Behrens (California State University at Northridge). Professor Fitzpatrick spoke about the progressive network of community health organizations in Guatemala at a time of increasing violent and militarized state oppression. April 17, 2014.

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.



Professor Henry
Frederick Schwarz

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 2013-2014 the Schwarz Honors Seminar was directed by Prof. Greer and Prof. Kapteijns.

This year four students obtained honors in History and completed honors theses:

Daisy Dowdall, "Educating for Femininity? Working and Middle Class Girls' Education in Victorian England," supervised by Prof. Kapteijns and Prof. Quinn Slobodian.

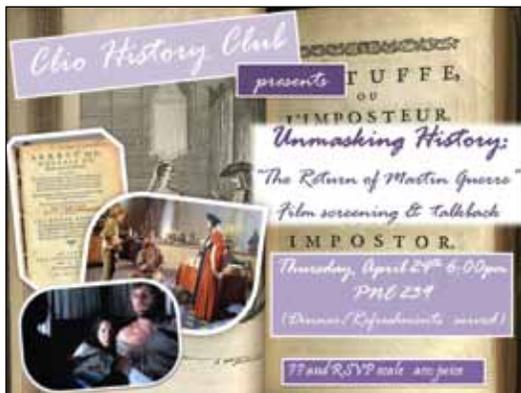
Jiaqi Fan, "The East is Red: Art and Politics in China," supervised by Prof. Pat Giersch.

Grace Leeson, "Politically Correct: Comedy and Performance in the United States Modern Black Freedom Struggle," supervised by Prof. Brenna Greer.

Laura Yan, "Changing Spatial Discourses of National Identity in Jordan," supervised by Prof. Kapteijns.

A Word from CLIO

The Clio History Club toured the Art of the Americas Wing of the MFA (Museum of Fine Arts) this past November, which also included a look at the stunning John Singer Sargent watercolors. We hosted a lunch with Professor Simon Grote on "How to Write a Microhistory" on February 18th. On April 24th



we presented a special event in Collins Theater, "Unmasking History: *The Return of Martin Guerre*" (film screening and talkback). On April 27th we sponsored a guided architectural tour of the Boston Public Library to view its well-known Renaissance Revival features. In addition, earlier in the day, a smaller group traveled to Copley Square to observe a Sunday service at the Trinity Church, featuring the Trinity Choir, and to take an after-service tour that focused on Romanesque architecture and religious history.

To learn more about this organization, please contact: Ashley Cale (ecale@wellesley.edu)

CLIO E-board: President, Ashley Cale '15
Treasurer, Sharon Liu '17
Secretary, Adela Curtin '17

NEWS FROM OUR GRADUATING SENIORS AND ALUMNAE

Please send us your news at History@wellesley.edu!

Daisy Dowdall '14. This year, I completed my senior thesis under the supervision of Professor Kapteijns and Professor Slobodian. It is titled *Educating for Femininity? Working and Middle Class Girls' Education in Victorian England*, and examines the significance of girls' educational reform from the subjective positions of some working-class and middle-class girls, as expressed in their memoirs. Writing a thesis, while tremendously difficult, has been one of the most rewarding experiences of my life. I am delighted to have completed such a substantial undertaking, and am proud of the final product. I am also hugely grateful for what I have learned in the process. To have been given the opportunity to conduct sustained individual research as an undergraduate is something I will value my entire life. After graduation, I will embark on a Master of History of Science and Technology at the University of Toronto in the fall. I intend to pursue studies in the technological development in 19th and 20th century Britain, focusing on emergent technologies as catalysts for reshaping gender roles. I am confident that my thesis experience, as well as the coursework I have completed in the History Department more generally, will prove hugely beneficial for my MA.

Emma Farrow '14. This year (as was the case last year) I took as many history courses as I possibly could before I graduated. As a late-comer to the History department, I have wanted to take every possible course. This fall, I completed an independent study with Professor Nina Tumarkin on Russia under Catherine the Great. I recently presented the paper I wrote for the independent study, titled "Catherine's Enlightenment: Enlightenment Thought and the French Revolution in Eighteenth Century Russia" at

Harvard University's Davis Center Undergraduate Colloquium on Russian and Eurasian Studies. I am currently completing another independent study with Professor Simon Grote on the Great Witch Panic. Although I intend to eventually pursue a PhD in Early Modern European history, I have accepted a position in the Teach for America 2014 Corps in South Louisiana. After graduation, I will be moving to Baton Rouge, LA to teach Secondary Mathematics. I am both nervous and excited for this new adventure, but I know Wellesley (especially the wonderful faculty in the History department) has given me the skills I need to overcome any obstacles I may face!

Jiaqi Fan '14. In my last year at Wellesley College, I completed a History Honors Thesis titled *The East Is Red: Art and Politics in China*. In this thesis, I analyzed two famous Chinese musicals, which were produced in the 1960s and the 2000s. I sought to use works of art as measurements to examine the social development and historical evolution in China. I saw this thesis writing as a challenge and self-strengthening process since it required massive amount of readings, writing, and individual research. I have always believed that the ability of demonstrating ideas, which I developed from this experience, is the most important life skill, especially for people who gain satisfaction from expressing their thoughts and feelings precisely. After graduation, I will embark on a Master of East Asian Studies at the University of Pennsylvania. This highly flexible Masters program will allow me to further explore East Asian countries and their relation to the world from their different perspectives, including history, economics and politics. Lastly, I think majoring in History at Wellesley awakened my spirit of aiming high and chasing dreams.

Laura Yan '14. During my senior year, I wrote an honors thesis entitled *Changing Spatial Discourses of National Identity in Jordan* with Professor Kapteijns as my advisor. It was a truly rewarding experience and despite the late nights at my carrel, I am very glad I decided to write a thesis. The History department, through its Schwarz honors fellowship award, also funded my research trip to London to conduct archival research at the British Library and the National Archives so I am very grateful for the department's help in facilitating my first research experience at an archive! After graduation, I will be doing a summer internship at the Clinton Foundation in New York City, and I hope to pursue a PhD in history starting in the Fall of 2015.



Senior Celebration, May 8, 2014

Beth Daniel '99. After graduating from Wellesley in with a major in History and a concentration in the Middle East, I enrolled in a Master's program at the Harvard Center for Middle Eastern Studies and received my MA degree in 2001. That fall, I moved to Morocco for a Fulbright fellowship on tradition and change in the economy of the old city of Fez. When I returned to the States, it took about a year to find a job in my chosen field. In 2003, I began working at AMIDEAST (America-Mideast Educational and Training Services), a Washington, DC-based nonprofit that facilitates educational and professional exchange and training programs. Before moving to my current position at Booz Allen Hamilton BAH), I worked as a member of the professional staff for the House of Representatives and a consultant for BearingPoint. At BAH I created and ran 'war games' — scenario-based simulations, based on traditional military planning methodology, that test complex decision-making in a risk-free environment — for clients including Middle Eastern governments, the State Department Bureau of Counterterrorism, and the U.S. Office of the Secretary of Defense for Policy.

Davina Huang '13. After graduating from Wellesley in May 2013, I moved to the windy city of Chicago to embark on my new job at Morningstar Inc., an investment research and data company. My current position requires me to assist financial advisors with their investment analysis using Morningstar's research and software. While I did not have any background in finance, the critical thinking skills that I acquired as a history major have helped me tremendously in studying for my professional exams. As a Wellesley woman, I continue to keep my life busy by volunteering at a pro bono legal clinic and attending public lectures during my free time.

Sarah Zaidi '11. After graduating with a major in IR-History, I joined an international management consultancy, McKinsey & Company. I joined the company's Dubai office, and have been advising public, private, and non-profit clients in the United Arab Emirates, Qatar, Pakistan, and Saudi Arabia since then. I was interested in consultancy as a senior at Wellesley, and therefore applied to the firm while still at College. In Fall 2014 I will begin graduate studies at the Harvard Business School and look forward to reconnect with friends in the area.

ALUMNAE INTERVIEWS

Patricia Muehlke '05

This (abridged) interview was conducted by Jacqueline Baker, student assistant in the History Department, in November 2013.

Why did you become a History major?

I entered Wellesley thinking I would major in International Relations (IR). I initially had very little interest in taking history courses beyond the pre-requisites because the way history had been taught to me in elementary, middle, and high schools felt one-dimensional, not-dynamic, and boring. However, when I took History 103 during first semester, I was fascinated by the way that the History Department professors talked about their areas of specialty. They presented multiple angles, interesting analyses, and even unanswered questions that made me realize that there is so much more to what we know as "history" than what is simply printed in textbooks. I ultimately decided that I wanted to learn how to



Patricia Muehlke

think like a historian and declared my major as History, while taking IR electives.

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

The most valuable lesson (or value) that I learned during my time at Wellesley was the concept of women working together to make a difference, whatever the goal or field they are in. The Wellesley alum network is valuable when it comes to making connections, especially professional. I have used the Wellesley alum network multiple times myself, and have in return, helped other

Wellesley alums when they have contacted me.

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Patricia Muehlke Interview

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The most valuable aspect of my History major was learning how to research, write, and think. This process was made easier by the fact that History Department professors were so supportive of their students. Having written multiple research papers over the course of my time at Wellesley, I entered the working world and graduate school very well-prepared to gather evidence, analyze it, and write about it.

What was your career path after graduating from Wellesley?

While at Wellesley, I attended lectures related to public health. Through those opportunities and, after deciding that medicine was not the route for me even though I was still interested in health, I interned in public health-focused organizations. During senior year, a Wellesley alumna representing the Education Development Center, Inc. (EDC), collected resumes at a career fair at Wellesley. Through that connection, I ended up interviewing for and accepting an entry-level public health research position with EDC. When I went on to pursue an MPH, I developed a strong interest in global health, in part due to the “global” focus and learning I acquired as a history major. After receiving my MPH from the Yale School of Public Health in 2009 and an intense job search, I landed an job with a large domestic and internationally-focused non-profit in Washington, DC that was then known as the Academy for Educational Development (now FHI 360), where I supported USAID-funded global health communications programs mainly focused on Sub-Saharan Africa. From there I transitioned to the U.S. Department of Health and Human Services (HHS) as a Public Health Advisor, supporting HHS and U.S. global health efforts focused on the Middle East and North Africa. In the next few years my husband and I expect to move overseas probably to somewhere in South East Asia, where he will serve as Foreign Service Officer and I hope to continue being involved in global health work.

What has been your biggest challenge since graduating from Wellesley?

My biggest challenge since graduating from Wellesley, which might be one of many, is trying to figure out what I want to do with my life. It may sound hard to believe, given the incredible opportunities I’ve had so far, but life is not always so linear. For example, for my last two jobs, it took many, many applications, many hours of research, and consulting others (including Wellesley alums) in order to find that next job. In retrospect, everything looks neat and packaged, but there have been times when I seriously wondered what I should be doing and how I should focus my energy. I’ve been lucky in that I’ve had a long-standing inter-

est in global health to guide my efforts. Work can also drain you if you aren’t surrounded by the right people. I miss the supportive atmosphere of being in the Wellesley bubble!

What advice would you give students?

My one major advice to Wellesley students is to graduate with several tangible skills that you can use on the job. These can include research/writing/analysis, language and quantitative/statistical skills in addition to knowledge about a specific region of the world; etc. To be brutally honest, a liberal arts degree is only as valuable as the skills you develop with it. Employers don’t really care whether you majored in English, History, or Art History—they care about what you can offer to them. The more skills with which you graduate from Wellesley, the more employment opportunities you open up for yourself. You can also gain skills by pursuing meaningful internships and part-time jobs during your time at Wellesley. For those students interested in a foreign affairs career, the Thomas R. Pickering Foreign Affairs Fellowship (<http://woodrow.org/fellowships/pickering/>) is a wonderful opportunity to consider before your senior year.

ALUMNAE INTERVIEWS

Julie Holland '85

This (abridged) interview was conducted by Jacqueline Baker, student assistant in the Department of History, in November 2013.

Why did you become a History major?

I had a great history teacher in high school and entered college with a great deal of interest in the subject. I took a history class during my first semester at Wellesley, which I also really enjoyed. Sometime in that first year at Wellesley, I realized that I was there to get a great education—not just technical training. History provided the path to that great education. It allowed me to better understand the world and find my place in it.



Julie Holland

I thought I wanted to go to medical school when I entered Wellesley. Attending medical school required a certain set of courses (biology, chemistry, physics, math and English) but didn't require me to have a science major. I was interested in human medicine but not all that interested in being a biology or chemistry major. History and the humanities were focused on understanding and exploring the human experience—something that interested me more and has proved invaluable to my work as a doctor. The practice of pediatrics involves understanding the political and historical forces that shape the experience of children. Many of the current challenges children face have to do with the historical and political experience of the 20th century, which my History classes helped me understand.

What was your career path after Wellesley?

Medical school required a huge amount of scientific study and work. I was happy to be there (and to finally begin learning about humans!) but it was a grind. There wasn't much time for play. I did however find some time for fun and being in Chicago (Northwestern Medical School is downtown) was fabulous. After medical school, I went to the University of California, San Francisco for my pediatric residency. San Francisco was just as fabulous as Chicago and I loved my time there even though I was working 90 hours a week as a resident. I will say that my history major made me more aware of the social and political forces at work in both of those cities. I have always felt that being a history major made me a more informed citizen and more socially and politically active and aware.

After 6 years in San Francisco, I moved back to Chicago and the next several years were largely taken up with work and family. I have three sons (now 20, 17 and 14). My oldest is in college and my middle son will start college in the fall so it will be interesting to see what life brings as I transition out of “full time parent” mode. I love to travel and to spend time exploring Chicago, and yoga has provided me with the ability to help maintain balance. Hopefully there will be more time for child advocacy and play in the years to come.

What did you appreciate most about your time at Wellesley?

My education at Wellesley was invaluable. It has been one of the most profound forces that have shaped my life. I have accomplished so much because of the confidence and knowledge of my abilities that Wellesley instilled in me. The impact of being a student at Wellesley cannot be overstated. My major in history was part of that experience. I'm not sure I would have understood and learned the lessons that I did without understanding women's historical roles in society and the forces that strive to promote and undermine equality.

I don't see very many women in leadership roles at my institution. Recently there was a committee formed to look at women physicians in leadership and 3 of the 10-15 women at the first meetings were from women's colleges (2 from Wellesley). Experiences such as this reinforce my conviction about the importance of Wellesley and women's colleges. Wellesley was the key factor for me but the knowledge learned as a history major has certainly helped.

What advice would you give to current students?

I would advise students to take full advantage of their four years at Wellesley—explore their interests and passions, educate themselves about the world in which they live and enjoy the experience. One can't pretend that the current pressure or expectation that students come out of school with a “marketable degree” doesn't exist, but surely graduates like myself show that there is the ability to follow your passions and plan for a successful professional career. Most women I know have many different roles in different phases of their lives. There isn't going to be one job or one career in most of Wellesley students' futures. I think the education that Wellesley provides will prepare them for anything and everything.



Graduating Seniors

HISTORY MAJORS

Jessica P. Allan
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Alixandra H. Biney
Dacie M. Boyce
Caeden L. Brynie
Mary E. Carter
Michelle Chien
Daisy M. Dowdall
Jiaqi Fan
Caroline F. Glennon
Erin K. Golden
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Ashley J. Porras
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Laura W. M. Yan
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Emily L. Gell
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