Gulliver
The History Department Newsletter

“If you would understand anything, observe its beginning and its development.” - Aristotle

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Tales From Tokyo: 
Professor Hiraku Shimoda Describes His Adventures Abroad

How do students imagine professors spending their sabbatical? Do you envision them totally slacking off, keeping student-like hours, watching lots of TV, and hanging out with their family? In my case, at least, you would be mostly right.

I'm now in Tokyo for a year on sabbatical. I'm a visiting scholar at what's called the Graduate School of Interdisciplinary Information Studies at the University of Tokyo. Doesn't sound very historical, does it? I'm now working on a side project that combines history and media studies. I'm looking at how Japan's popular media, especially television, has mythologized the postwar as Japan's "golden age" and has pushed a rather dubious ideology of innovation and perseverance that supposedly characterized the postwar. I connect that development with a larger trend at the turn of the current century, namely, the rise of neo-conservative nationalism that was also carried forth through popular media. My favorite part about this project - aside from the extensive TV-watching that I am compelled to do - is that it grew out of some materials and problems that my students helped me formulate in HIST 224: Modern Japan back in 2005.

My daily life now feels in many ways like being a graduate student again, when I also spent a couple of years at the U. of Tokyo doing research for my dissertation (granted, things were "different" then because I was single, but that is another story). I bike to my office, which I share with other visiting scholars from Sweden, South Korea, and Australia. I often eat lunch at the school cafeteria along with a bunch of dorky students (U. Tokyo is the nerdiest school in Japan and I'm blending in alarmingly well). I work pretty hard at times but seldom as hard as I do when I'm at Vassar.

I'm happy to be back with my flag football team here (yes, they play flag football in Japan - we came in 8th in a national tournament this summer). My family and I live in a part of Tokyo called Sendagi, and our son Simon attends a local kindergarten and is forgetting English very quickly. He and his brother Tao are happy to be able to see their grandparents and cousins.

Vassar is never far from my mind, though. Even as I live in Tokyo, I'm thinking about planning a Spring Break study trip there in the coming years. Tokyo is an intense city that’s never easy but never dull, and it would be great to explore it with a group of students. Best wishes for the school year, and see you next fall (sorry to miss you graduating seniors!).
The Courses Are Coming! The Courses Are Coming!
New Courses for Spring 2011 Announced

HIST-280: Social Movements and Revolution in the Modern World: 1789 to the Present
Offered by Professor Michael Hanagan

Why have forms of protest, once common -- grain riots, banditry, and nomadic raiding -- generally declined while strikes, demonstrations and terrorist bombings have all increased? Why do some social movements express collective grievances through demonstrations and rallies while others turn to suicide bombings? What is a revolution and how would we know one if we saw it? What is the future of social movements and revolution in an age of globalization? Using the work of historians but also of anthropologists and sociologists this course examines social movements and revolution from the urban artisans of the French revolution who supported the Terror to street vendors in modern day Iran who have effectively challenged the power of the fundamentalist government. We will explore how the identity, goals, and techniques of popular contention have changed over the last two centuries.

HIST-360: Black Business and Social Movements
Offered by Professor Quincy Mills

This course will examine the ways in which African American businesses were situated within the social movements of the 20th century. These businesses were not simply profit-making institutions, but were influenced and anchored in black resistance. Students will look at institutions such as Motown, exploring its viability as a business and the ways in which artists engaged in Civil Rights by recording songs that fueled black protest, and the Negro Baseball Leagues, to study the situation of black business within the context of Jim Crow. This seminar is different both in its particular view of black history and in the methods and approach it will require of students—allowing students to think outside traditional ways of looking at history.

HIST-124: Europe in 1945
Offered by Professor Maria Hohn

In Professor Hohn's words, this class is “about 1945, but looking backward and forward” to the causes of World War II and the challenges that Europe had to wrestle with after the war's end. Focusing on a specific moment in history, like Europe in 1945, gives the class more time to explore research and writing methods. Professor Hohn hopes to develop this class into a freshman writing seminar in future years, and with that in mind will be using the course to teach students new research skills by creating research teams that deal with either a European nation or a theme of post-war Europe, like the creation of art, the political reconciliation of France and Germany, or the way that nations dealt with their legacy of either resistance to or collaboration with Nazism. These themes, like the class itself, will help students learn to use a specific moment in time as a lens to examine “the long-term implications of war for societies, cultures, and a new political order.”
Around the World with the Evelyn Clark Fellowship

For my Clark Memorial Fellowship, I traveled to Chicago, Illinois in early August to study Chicago’s Columbian Exposition, or the World’s Fair of 1893. Before I boarded the plane, I narrowed my topic down to studying the protests made by Emma C. Sickels against Department M, or the Anthropology and Ethnology Department. Sickels, who worked as one of the Department’s many associates, disagreed with the way the Department represented Native Americans, and, when she voiced these opinions, she was subsequently fired by Frederick Ward Putnam, the chair of Department M. Infuriated, Sickels wrote a series of scathing editorials in *The New York Times* that lambasted Putnam and gathered the attention of a national audience.

After I had winnowed down my topic, it became clear to me that most of my research could be done online and at Harvard University, where Putnam’s papers are kept. This October, I traveled to Harvard, where I braved the stringent rules of the archive room to look at the massive files relating to Sickels’ firing. What I found was a much more nuanced portrait of Sickels’ objections than what my secondary sources were telling me. In these secondaries, Sickels is the quintessential Indian policy reformer, yet her correspondence with Putnam shows how her demands were atypical for her age, how misunderstandings plagued her research, and how passionate she was about her work.

What I could not research from home or Harvard, though, was how the Anthropology and Ethnology Department depicted Native Americans. Luckily for me, the contents of the Department were given over to the creation of a museum directly following the Fair’s closure. And that is how I ended up spending the majority of my time at the Chicago Field Museum. Here I researched what the Department showed, to which peoples they sent associates, and how the Department synthesized and reproduced this information to the general public. I spent much time looking at the tribal specificity the Department utilized and much more time evaluating the “sliding scale of humanity” (as one fairgoer called it) along which they placed these tribes. All of this information will become an integral part of my senior thesis.

More interesting to me, however, was how the legacy of the Department’s ethnocentric evaluation of Indian tribes clearly influenced the ways in which the Field Museum today uses the objects from the Fair. The Museum is currently renovating its Native American cultures exhibits, with the bulk of the work completed. In The Ancient Americas, the Museum aggressively works against the “sliding scale of humanity” Department M became so famous for. “The Ancient Americas is a story of diversity and change—not progress,” the opening signage for the exhibit pronounces, and one has to laugh a little when this is placed alongside the original purpose of the Fair’s anthropological exhibits: to show “the steps of progress and civilization and its arts in successive centuries, and in all lands up the present time.” It was moments like these, when the Fair was so blatantly addressed without being specifically named, that fascinated me on my visit. Overall, this visit allowed me to see how the Fair and the Fair’s ideas continue to be influential today, and I will surely be using parts of my research in my final thesis.

- Lila Teeters, ’11

show off the treasures of their island; among the more notable items were crowns of former emperors and a brass plate that the monks claimed came to Tan Kirkos from the Temple of Solomon as part of the entourage of the Ark of the Covenant. The exposure to Ethiopian culture I had on Tana Kirkos was just the kind of experience I had hoped I would find during my expedition.

Next on my journey was Lalibela, a small town located in the highlands of the Ethiopian plateau. Lalibela is considered to be the second holiest city in Ethiopia, surpassed only by Axum. My reason for visiting Lalibela was to see the thirteen rock-hewn churches that have attracted tens of thousands of visitors for the past several hundred years. In one of the churches, I was able to see the famed Lalibela Cross, a cross that was forged of eleven kilograms of pure gold and is one of the holiest objects in Ethiopia, aside, of course, from the Ark.

My last stop was Axum, the holiest city in all of Ethiopia. What makes Axum’s church special is a small chapel nearby, surrounded by a high fence with guards watching over it. Within the confines of the fence lives a priest who is specially chosen to be the guardian of the Ark of the Covenant, which is housed inside the chapel. Once the priest is chosen, his life is devoted to protecting the Ark, and he must live out the duration of his life within the tiny compound. While most people may put this practice on par with imprisonment, it is a great honor among the Ethiopian priesthood to be chosen as the only person in the world who is allowed to lay eyes upon the Ark and serve God by protecting His holiest relic.

At the risk of sounding cliché, watching the men pray with such reverence in front of the chapel was a spiritual experience; that moment defined the importance of the Church in Ethiopia. Who knows? Maybe Ethiopia is God’s chosen land, and maybe the Ark really is in that tiny chapel; everything I saw and heard wouldn’t make me think otherwise.

- Aly Massoud, ‘11
Warfare 101:

Leffler Delivers Charles Griffin Memorial Lecture

Each year the Vassar History Department honors former Dean of the Faculty and professor of history, Charles Griffin, by sponsoring a lecture in his name. This year’s memorial lecture was delivered by historian Melvyn P. Leffler, the current Edward R. Stettinius Professor of History at the University of Virginia. Professor Leffler’s talk entitled “Rethinking the Cold War: Lessons for Today?” focused on extracting meaning from the past conflict for contemporary use.

Professor Leffler is no stranger to the realm of Cold War foreign policy, having served as a fellow on the Council of Foreign Relations under the auspices of President Carter’s Office of the Secretary of Defense. More recently, his book For the Soul of Mankind: the United States, the Soviet Union, and the Cold War received the American Historical Association’s 2008 George Louis Beer Prize for excellence in historical writing. “Rethinking the Cold War: Lessons for Today?” strove to deviate from traditional analyses of the Cold War era. Professor Leffler found fault with the Blowback and Triumphantist narratives that have dominated the Cold War discourse. The Blowback Theory, which implies that shortsighted and misguided American policies render the U.S. Cold War Victory illegitimate, is erroneous. According to Leffler, the United States did prevail given their better foreign relations strategies. The Triumphantist Theory, which is grounded in the myth that President Reagan’s exceptional leadership and Jedi-like mind tricks outwitted Mikhail Gorbachev and facilitated a U.S. victory, is too simple to placate Professor Leffler.

Professor Leffler offered an alternative narrative that provided a more complicated relationship between these Cold War titans. Using newly released primary sources, he asserted that the amiable private letters between these leaders were a stark contrast to their public vilifications of one another. Furthermore, he complicated the Cold War discourse by highlighting the use of modernization as a tool in ideological battle for Europe. The Soviet Union’s failure to make good on their promises of security and stability for the masses is what ultimately led to an American victory in Europe. Although post-colonial nations are often considered the true ideological battleground for the issue of modernization, Leffler provided a more Eurocentric approach.

Professor Leffler emphasized openness, multilateralism, and a willingness to engage the adversary in peace talks rather than firefights. America’s goals must be carefully defined, and we must become more cognizant of our capabilities. Professor Robert K. Brigham extolled Leffler’s Cold War lessons, saying, “he had a clearly defined thesis, provided excellent examples based on his original research, and was passionate about the subject. I was especially drawn to Leffler’s idea that the Cold War did not end in a way or by means that most scholars have suggested. His notion that there are significant lessons for today from this period is supported by his research. A brilliant talk by an outstanding scholar.”

This year’s Charles Griffin memorial lecture by Professor Melvyn Leffler provided a unique narrative that complicated the Cold War discourse. Gone are the days when trigger-happy America can act as the world’s policeman. Multilateralism and a comprehension of the adversary are vital if the United States wants to prevail in current and future conflicts.

- Michelle Cantos, ‘11
Life After Swift
History Alumni Describe Their Post-Vassar Experiences

Jessie Regunberg, ’09
I just finished a year teaching history, diversity, and gender studies at North Shore Country Day School in Winnetka, IL, and though I was asked to renew my contract, I decided to move to Washington D.C. I am currently working at the National Women’s History Museum and applying to history PhD programs. Enjoy Vassar while you can! Even if you are super stressed with thesis stuff, there is really nothing like it!

Jessie Shields, ’09
I’m living in Philadelphia and in my second year of Teach for America. I’m teaching 9th grade World History in West Philadelphia at Overbrook High School, Will Smith’s alma mater (hence the catch phrase “In West Philadelphia”). Last year was super challenging, but this year has been less so. I’m slowly getting more comfortable with lesson planning and teaching. I’m absolutely, one hundred percent obsessed with my kids. They are the most intelligent, energetic group of people I have ever worked with, but are absolutely insane and drive me nuts on most days. I’m also getting my masters in Urban Ed at UPenn. I’m not sure yet what I’ll be writing my thesis on, but perhaps something to do with Title IX or Special Education in Urban Schools.

Extracurricular opportunities here are slim to none, but I started a girl’s work-out club last Spring called “Fierce, Fit and Fabulous.” I’ve become pretty engrossed in the lives of my kids and will most likely stick around in Philly for another year or two after this year.

Peter Rotundo, ’09
Studying history at Vassar helped me develop greater openness to ideas and people. History exposed me to a broader range of human experience. It has made me less likely to make assumptions, and more willing to listen to others.

I came across an example of what historical perspective can do when I was working in a social service agency in Cambridge, Massachusetts. I work in the department that serves clients who have developmental disabilities. A growing reform movement has pushed for changes in how services support people with developmental disabilities, favoring more integration with classrooms and communities rather than segregation. Some of the writers and activists who led this reform movement made extensive use of history as a means of demonstrating both the problems of the systems that existed and the historically constructed nature of the scientific ideas that informed those systems. Studying history may not have helped anyone be more competitive in the field of social services, but it did help them transform the field to have a better impact.

The perspective that history offers allows us to better understand ourselves as living in a distinct and socially constructed context, and that understanding offers us the opportunity to reshape that context rather than have our paths determined by it.
Henk Isom, '10

I figured that after graduating from Vassar I would no longer be responsible for writing Gulliver articles, and yet here we are. After graduation, I got a job as a part-time middle school teacher working in an afterschool program. I lead activities, offer homework help, do some tutoring, and teach an alternative education class. This semester, I'm teaching fantasy basketball and mathematics, which means that I use fantasy basketball to trick the kids to do statistics, multiplication and division, and charts and graphs. Also, the kids call me Mr. Isom which is as bizarre as it sounds, and for which my experience at Vassar left me completely unprepared. I am also applying to grad schools for a PhD in history. In some sort of Stockholm Syndrome situation, I want to continue doing work on my thesis, so I have been sorting through the GREs, applications, and statements of purpose.

If I could offer any advice to current Vassar history majors, I would say that they should enjoy their time at Vassar as much as they possibly can. That includes the work, too. Doing work in the real world just isn't as much fun as writing a research paper on James Bond and British post-colonialism, for example. Also, and for seniors this will sound especially cruel, that means enjoying your thesis as much as possible. It's a great experience that will open a ton of doors for you in the future, and in the end it should be fun and rewarding.

Sarah Matherly, '10

In my first year after Vassar, I haven't actually changed my routine all that much. I'm at the University of Cambridge doing an MPhil in “Historical Studies” – which basically means anything you want it to mean. It's a one-year Masters program, consisting of absolutely nothing but researching and writing a dissertation, due in June. I'm studying Frances Wright, a Scottish expatriate in America in the 1820s, who jumped right into all sorts of reform movements going on around that time—and raised a lot of eyebrows doing it. She was most active in the antislavery movement, and most notorious as an advocate of free love and miscegenation. She wrote boatloads, from books—fiction and nonfiction—to poetry, editorials, lectures, letters, and even a tragedy. As a part of my project I'm reading all of these things—which is keeping me pretty busy.

In our free time, though, we international students tend to make lists of the wackiest things we find out about Cambridge. Below, I have included some for your entertainment:
- The University Library: a huge edifice that looks more like a war memorial than a study space. Most of the books are in the central tower—seven stories tall (no elevators) and classified according to an ancient version of the Dewey Decimal System. This means that, since books aren't arranged thematically, tracking down a stack to read can take easily half an hour. I found this upsettingly inefficient until I realized that I could actually see it as my workout for the day.
- Formal Hall: at least once a week, people sit down for a formal, four-course meal in their college. Imagine ACDC, in candlelight, with a strict seating chart and full silver service. All of the professor sit at “high table,” and everyone must wear academic robes.
- Grass: students are not allowed to walk on it - only professors may. All colleges have fleets of gardeners who attend to the lawns, often with scissors. As in, they are down on their hands and knees clipping blades of grass individually. When I see this, I invariably imagine how the gardeners might react if the Barefoot Monkeys attempted to have a fire show on that lawn.
- Seminars: all of them come with wine.
- Cows: we don't have squirrels, groundhogs, or deer here—but we do have meadows full of cows, scattered throughout the town.

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Operation Swift:
Department Prepares for Major Renovation

For history majors and faculty, Swift is more than a building housing classrooms and offices. Swift is a critical part of our identity as historians at Vassar, and we'd like it to stay that way. However, while the spirit of Swift endures, the building is no longer in its physical prime. Recent repairs have addressed issues with the roof and the portico, but there is more to be done. Within the next year, Swift’s renovation will become part of a comprehensive campaign spearheaded by the college. The comprehensive campaign will encompass a number of projects, specifically raising money for Vassar’s Annual Fund, increasing access to excellence in a variety of ways, including Swift’s restoration, revamping science facilities and programs, and growing endowments for financial aid. Plans for renovating Swift have evolved out of the department’s needs and wishes for its new home. The essential goal of this project, as Department Chair Leslie Offutt puts it, is to create “the kind of space in which one can creatively teach” and best reflects the goals and principles of the department without compromising the integrity of the building that has become such a vital part of history at Vassar.

The footprint of Swift will remain the same, as will the exterior, with the exception of new, and thankfully draft-proof, windows. The interior, however, will undergo more drastic changes. At the moment, Swift has insufficient office space to house all members of the department. Because an inclusive environment of intellectual and social interaction is so crucial for both faculty and students, the renovations will include ample office space for every member of the faculty. One classroom on the second floor, as well as the underused classroom in the back of the first floor, will be converted into office space to allow for this change. The remaining two classrooms will be completely rewired to facilitate the integration of technology into lectures and discussions. Swift’s renovation will also remedy its infamous climate control issues, making it much more bearable to be in class on those particularly sweltering or bone-chilling days.

Though the comprehensive campaign has yet to be officially launched, the department and the faculty have already begun preparing. The department’s role in the process, as Offutt explains it, is simply to show “who we are and what we are doing” in order to generate interest in the campaign. Last spring, Bob Brigham, Nancy Bisaha, and Hiraku Shimoda participated in two panels, one for the President’s Advisory Council and the other for the Campaign Steering Committee, moderated by Leslie Offutt and Rebecca Edwards, respectively. The professors on each of these panels served as representatives of the history department and its principles. Next semester, there will be a series of events in New York City for history alumnae/i who are interested in the renovation and what the department is doing now. And soon enough, the history department will have a reinvigorated and restored Swift to call home.

-Annie Black, ’11
Unveiling a Lost Chapter in History with Maria Höhn

“A remarkable exhibition—subjugated histories that should emerge as central to our historical memories of transnational solidarities.”

-Angela Davis on the African American Civil Rights and Germany Exhibition at Vassar College, October 2009

“The Civil Rights Struggle, African American GIs, and Germany” project that Dr. Davis refers to is a collaborative research initiative of the German Historical Institute (GHI), Washington, DC, the Heidelberg Center for American Studies (HCA), University of Heidelberg, and Vassar College. Initiated by our very own Professor Maria Höhn, and fellow historian and research fellow from the GHI and HCA, Martin Klimke, this project uniquely explores the connection between the U.S. military presence abroad and the advancement of civil rights in the U.S throughout the 20th century. By tracing the encounter between African Americans and Germany, Höhn’s and Klimke’s research expands the geographical boundaries of the civil rights movement and illustrates how America’s struggle for democracy reverberated in a transnational context.

As a part of this multimedia research project, their photo exhibition, “The Civil Rights Struggle, African American GIs, and Germany” displays how Germany emerged as a critical point of reference in African-American demands for equal rights. Organized around six historical themes, “From WWI to WWII”; “Occupation and Fraternization”; “Dr. Martin Luther King Jr. in Germany”; “Black Power Solidarity”; “Angela Davis in East and West Germany”; and “The GI Movement”, these integrated subject matters represent the role that the expansion of the American military base system and the encounter with Germans after WWII played in the civil rights struggle and the Black Power movement. In addition to the 50 historical photographs depicting these messages, the exhibition features memorabilia of Dr. King’s 1964 visit to East and West Berlin, including the guest book with his inscription and recordings of his sermons and speeches.

Vassar was the first liberal arts college to receive the honor of exhibiting this extensive collection as part of the “African American Civil Rights and Germany in the 20th Century” Conference. The display opened on October 1st, 2009 in the James W. Palmer III Gallery and was the second venue next to the very first viewing at the GHI that commenced the U.S. tour of the exhibition. Currently, there are two sets of the exhibition circulating in Europe and in the U.S. In the U.S., the exhibition is at the University of California, Berkeley, and soon will be traveling to several other locations including the University of Mississippi and the University of Georgia. In Europe, the tour is presently at the German-American Institute in Tübingen, Germany, and next spring and summer, it will travel to the University of Oxford, London, and the HCA. At the moment, the exhibition is completely reserved until the end of 2011 both at home and abroad!

The exhibition has received an expansive amount of praise on both sides of the Atlantic and as Professor Höhn recognized, “Young people have responded very strongly to the exhibition with a lot of interest.” Many Vassar students have gotten involved with this research, and in concert with the internationalism of this project, many undergraduates and graduates from the University of Heidelberg have been working with professors and fellow students in the presentation of their research findings. Undoubtedly, this project serves as a great example to demonstrate how our very own liberal arts college can be a part of this prodigious international initiative.

Höhn and Klimke aim to use this project as a way of getting students excited about gathering, preserving, and learning a formerly undisclosed history of the African American Civil Rights Movement and its resonance outside the U.S. For further information regarding this research project, photo exhibition, and digital archive, please visit http://www.aacvr-germany.org.

- Merema Ahmed, ‘12
We Were Wondering...

In light of Swift's upcoming renovation, what would you add to/change about Swift (with an unlimited budget, of course)?

Leslie Offutt: An addition to the rear of Swift that would increase our classroom capacity – ideally two stories - and a lounge with a Steinway (if the residence halls can have them, why not us?).

Paulina Bren: I'd like the same thing Virginia Woolf wanted.

Quincy Mills: Add an elevator.

Nancy Bisaha: A turret, which would house my office, of course. And a pool table...maybe a wet bar. (Should I say something about the classrooms?)

Julie Hughes: A time machine, so we could really go to the source!

What's the most played song on your iPod/mp3 player/iTunes/CD player?

Bob Brigham: Bruce Springsteen’s “Thunder Road” and U2’s “One”

Josh Schreier: “Answering Machine” and “Here Comes a Regular” by the Replacements, “Sex and Dying in High Society” by X, and “Chinese Rock” by the Ramones

Nancy Bisaha: Whatever Josh Schreier said.

Maria Höhn: Buena Vista Social Club

Quincy Mills: “So What” by Miles Davis

Ismail Rashid: “Guantanamera” (version by Compay Segundo, Buena Vista Social Club)

What was your favorite class as an undergraduate (history or otherwise)?

Quincy Mills: Introduction to Horticulture

Ismail Rashid: African Diaspora, taught by Gilbert Cleo-Hanciles at University of Sierra Leone (now deceased).

Paulina Bren: My senior thesis: my adviser was F.D. Reeve (Superman’s father), and I wrote a book of short stories.

Miriam Cohen: American social history seminar with Herbert Gutman at the University of Rochester.

Julie Hughes: It's a tie between a class on classical Indian literature taught by Michael Shapiro, or one on the Hindu goddesses by Heidi Pauwels – both of the professors were enthusiastic and brilliant.

When you want some mindless entertainment, what's your go-to guilty pleasure movie or TV show?

Maria Höhn: Law and Order – love it.

Leslie Offutt: Mad Men – the only TV show I'll actually sit down to watch (I do catch glimpses of Arrested Development and The Office when my son has them on, but I refuse to sit down, which would be to admit that I actually watch them).

Julie Hughes: Nothing beats Kitty Cat Dance on YouTube!

Nancy Bisaha: Dancing with the Stars and True Blood...not on the same night, mind you.

Bob Brigham: My family watches Holmes on Homes regularly. I'm addicted to Deadliest Catch.

What is your best strategy for getting rid of writers' block (for all of those thesis-writing seniors out there)?

Paulina Bren: Wake up (key), cradle a cup of coffee, and write for an hour. Then go on with the rest of your day. Repeat the following morning.

Maria Höhn: Cleaning my house or power walking and carrying my note pad...it works all the time.

Nancy Bisaha: Going for a long walk with my dog or alone...the point is to have a non-speaking companion or to be alone with your thoughts. The ideas will come!

Ismail Rashid: Try to cook something, pack up my workspace, or go for a long walk.

Josh Schreier: Writing anything related to the subject, knowing that I don't have to use it, or that I could put it anywhere in the thesis if I choose to keep it.
2010-2011 History Majors Committee
Department Intern: Annie Black, ‘11
Michelle Cantos, ‘11
Molly Kumar, ‘11
Lila Teeters, ‘11
Merema Ahmed, ‘12
Eliza Blanchard, ‘12
Hannah Groch-Begley, ‘12

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