

HISTORY FROM THE HILL

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FROM THE CHAIR

On behalf of the members of the Tufts History Department, I am delighted to welcome all our students, undergraduate and graduate, back to campus. I extend a very special welcome to students in the class of 2017 and to our new graduate students. Please visit the History Department in East Hall, knock on our office doors, and introduce yourselves.

The History Department is a cornerstone of the humanities and social sciences at Tufts

and plays a vital role in the intellectual life of our campus. As you plan the History courses you would like to take, please visit our web-site (ase.tufts.edu/history), where you will find useful information on major requirements, faculty, and course descriptions. In addition, unique among the departments at Tufts, the History Department web-site includes a list of courses we intend to offer each fall and spring semester for the next three years to



Prof. Virginia G. Drachman

help you plan your undergraduate career.

To all of you with

See *Chair*

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WHAT'S NEWS IN EAST HALL

Professor **Benjamin Carp's** latest book, [Defiance of the Patriots: The Boston Tea Party and the Making of America](#), (Yale University Press, 2010), has been awarded the Cox Book Prize by the Society of the Cincinnati. The award is given once every three years to a book on the era of the American Revolution. The award will be presented at the society's headquarters in Washington, DC in the fall.

Professor **Elizabeth**

Foster's new book, [Faith in Empire: Religion, Politics, and Colonial Rule in French Senegal, 1880-1940](#), (Stanford University Press, 2013), was recently published. The book "is an innovative exploration of French colonial rule in West Africa, conducted through the prism of religion and religious policy. Foster examines the relationships among French Catholic missionaries, colonial administrators, and Muslim, animist, and Christian Africans in

colonial Senegal between 1880 and 1940. In doing so she illuminates the nature of the relationship between the French Third Republic and its colonies, reveals competing French visions of how to approach Africans, and demonstrates how disparate groups of French and African actors, many of whom were unconnected with the colonial state, shaped French colonial rule." Professor Foster's book was also recently featured on a monthly pod-

cast in French Studies, available at: <http://newbooksinfrenchstudies.com/2013/06/26/elizabeth-foster-faith-in-empire-religion-politics-and-colonial-rule-in-french-senegal-1880-1940-stanford-university-press-2013/>

During the 2012-2013 academic year, Professor **Peniel Joseph** was a Caperton Fellow at the W.E.B. Du Bois Institute for Research in African and African American History at Harvard Uni-

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2013 HISTORY AWARDS

Each year, the Department of History awards a series of prizes to deserving Tufts undergraduates. Here are the prizes that were awarded in Spring 2013 and their recipients.

The **Albert H. Imlah European History Prize** is presented for distinguished work in the history of Western civilization. This year's prize was awarded to **Andrew Collins**, (LA '13) and **Samuel Goodwin**, (LA '13).

The **Albert H. Imlah Excellence in History Prize** is awarded to a senior in recognition of outstanding achievement in history. This year's recipient of the Imlah Excellence in History Prize was **Katherine Balch**, (LA '13).

The **Russell E. Miller History Prize** is awarded to an undergraduate of exceptional ability whose participation in advanced history courses has demonstrated an eagerness to explore problems of historical analysis and interpretation. The 2013 Miller History Prize was presented to **Catherine Boyle**, (LA '13).

The **Daughters of the Revolution Prize Scholarship** is awarded on recommendation of the History Department to a student demonstrating marked interest in American colonial history as well as excellence in schol-

arship. This year's prize scholarship was awarded to **Megan E. Clark**, (LA '14).

The **Gerald R. Gill Prize** is awarded annually for the best paper written for a history research seminar. The award recognizes outstanding research and exceptional analysis. The Gerald R. Gill Prize was presented to **Catherine Boyle**, (LA '13).

The **Vida H. Allen Prize** is awarded annually to the undergraduate History major who is judged to have written the best honors thesis during that academic year. This year's recipient was **Jacob T. Denney**, (LA '13), whose thesis was titled, "Brother Warriors: American Indian Soldiers in the Continental Army." Denney's thesis examines the participation of Northeastern Native Americans on the rebels' side of the American Revolution. Based on extensive primary and secondary source research, including efforts to navigate contemporary Native American interpretations and oral history with the archival record, Denney brings new information to light in his forceful analysis of a neglected subject.

WHAT'S NEWS

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versity. In February 2013, the paperback edition of his book with a new forward, [Dark Days, Bright Nights: From Black Power to Barack Obama](#), was published by Basic Books. Professor Joseph's op-ed essay, "Kennedy's Finest Moment," was published in the New York Times on June 11, 2013. The essay argued for the historical significance of President Kennedy's June 11, 1963 "Race Speech" in support of civil rights and racial equality. The op-ed became the second most e-mailed story on the Times website and the third most viewed of the day. It received over 800 tweets through social media and MSNBC's Lawrence O'Donnell Show devoted his "Rewrite" segment to a discussion of the JFK speech inspired by the Times essay, as did NPR's "All Things Considered." Professor Joseph is serving as Founding Director of the Center for the Study of Race and Democracy (CSRD). The CSRD will sponsor the Gerald Gill Memorial Lecture featuring Michelle Alexander (New York Times bestselling author of [The New Jim Crow](#)) on December 5, 2013 and the "Barack Obama and American Democracy" Conference from April 9-11, 2014. On June 25, 2013 Professor Joseph appeared on the **Colbert Report** and **Last Word with Lawrence O'Donnell** to discuss the Supreme Court's Voting Rights Act decision.



Professor Peniel Joseph with Stephen Colbert

Professor **Gary Leupp** delivered two lectures at the Boston Museum of Fine Arts in March 2013 in connection with a Japanese samurai armor exhibition. The lectures were entitled "Japanese History as Chrysanthemum and Sword: The Making of a Martial Aesthetic" and "Bad Monks, Temple Warriors, and the Spectrum of Japanese Religious History." They were attended by about 800 people.

See *What's News* continued on page 13

AN INTERVIEW WITH PROFESSOR MAN XU

Q1: What made you choose to accept a position at Tufts? What attracted you here? And now that your second semester here has begun, what are your impressions? How do you view the students, the department and the university in general? Are you pleased with the decision you made to join the Department of History at Tufts?

Before I came to Tufts University, I had taught at a research university and a liberal arts college. The two types of educational atmospheres cultivated my strong interest in both research and teaching. I was looking for an ideal position to combine my research expertise with my commitment to teaching. Tufts appeared to be my dream school, and its “Chinese history” job advertisement caught my attention at first glance. When I came to Tufts for the interview, the kind and welcoming history faculty and staff made me feel at home. I enjoyed the interview, which for me was more a great opportunity for academic communication — I presented my work to a group of excellent scholars from various fields, and received their insightful and constructive feedback.

I was very happy when I was offered the job. The transition to Tufts was exciting and smooth. I knew it was the right place for me, and what I have experienced in the past year has confirmed my feeling. Things have worked out greatly thanks to the support of the school and the department. I have been impressed by and love the students I have taught so far. They are smart, sophisticated, and devoted. Also, they are open-minded and have genuine interest in the broad world. I have seen the efforts they take to establish themselves as real global citizens.

Q2: What is your research focus right now?

I have been working on a book on women’s everyday life in the Song dynasty (960-1279). It presents a strong challenge to the accepted wisdom about women and gender roles in medieval China. It complicates the simplistic picture of women’s segregation by investigating women’s roles in gender construction and examining the divergence between Neo-Confucian ideology and women’s actual life. It will be the first book in English that tracks the diversity of women’s life experiences across class lines, outside as well as inside the domestic realm. Furthermore, by putting women at the center of analysis and by focusing on the local and the quotidian, this book will present a new and nuanced picture about the Song Neo-Confucian revival.

My book presents an exhaustive search of the widest possible range of surviving textual sources. I also adopt the methodologies of art history and archaeology, and the book draws upon a wide range of previously untapped material sources. Among the articles I have published related to this project, one focuses on the material culture of the afterlife — “Gender and Burial in Imperial China: An Investigation of Women’s Space in Fujian Tombs of the Song Era (960-1279)” — published in the Leiden-based journal *Nan Nü* in 2011. My next project is about book printing and the construction of women’s knowledge in late imperial China. I am reading an eighteenth-century illustrated encyclopedia targeted at female readers and will look for more primary sources on technology and gender next summer in China.

Q3: Tufts prides itself on having faculty who are both extraordinary scholars and superb teachers. What are your views on that balance between research and teaching? How does your scholarship influence what you do in the classroom? How do you maintain a balance?

One reason I chose to accept the position at Tufts was its balanced support to both scholarship and teaching. I have seen how successfully my colleagues have achieved this goal. I see the relationship between teaching and research as reciprocity. I strive to inspire the students through lecturing, and the students respond with thought-provoking questions, discussions, and writings, which keep me motivated to be a better historian.

In spite of their impressive global vision, many Tufts students encounter a big challenge in the study of Chinese history — they lack direct experience. Drawing upon my research strength in visual and material culture, I create multimedia presentations to show my students a lively picture of China’s past and present. I take them to museums to observe real objects and guide them to develop a critical analysis and a broader understanding of the original materials’ historical and cultural significance. Furthermore, I grew up and was educated in China. I add personal knowledge to the history of the recent period, and encourage students who have been to China to share their oversea experience with the curious classmates.

Q4: Speaking of balance, what do you do for fun when not enjoying the atmosphere at Tufts?

Music, cooking, reading novels, bird watching, swimming and walking up mountainsides, although I am yet to get around to the last two of these over here. I look forward to visiting some beaches and the Berkshires before long.

Thank you, Professor Xu.

NOTES FROM A RESEARCH TRIP TO SPAIN, JUNE 2013

BY CHRISTOPHER SCHMIDT-NOWARA

I was in Madrid from June 12th to the 26th to carry out research on the revolutions and wars that shook the Hispanic world in the early nineteenth century. May and June are a good time to go: it's not too hot yet, other historians and scholars from the U.S., Latin America, and Europe are also visiting, and friends and colleagues who live in Madrid have not yet left town for the long summer holidays.

My research went very well but there was one interesting exception that affected several other historians whom I know. The Spanish government recently placed the entire archive of the Ministry of Foreign Affairs off-limits to researchers. The reasoning is implausible — a knee-jerk response to Wikileaks — but the consequences are clear: important topics in Spanish history have become more difficult to explore. My own interest in those collections is related to my work on Spain's War of Independence (1808-1814), when the country fought to free itself from the French occupation. Specifically, I am interested in the tens of thousands of Spanish soldiers and officers who were imprisoned in France during the war. I anticipated that the Ministry of Foreign Affairs' holdings (dispatches from embassies and consulates) would contain useful information on the prisoners' living conditions and on what happened to them when French power collapsed in 1814 and they tried to make their way home to Spain. Luckily, I could glean some of this data from another collection, the papers of the Ministry of State held in the National Historical Archive. Friends visiting from the U.S. and France had a harder time as they researched topics that included Spain's war against the Sultan of Morocco in 1859 and the political activities of Cuban exiles in Europe and the Americas who plotted against the Spanish colonial state: important and potentially controversial topics but hardly threats to national security. A protest organized by historians in Spain is under way — everyone I knew in Madrid (myself included) was signing a petition demanding the reopening of the archive but the government has great powers of procrastination on its side.

A story on the embargo of the archive can be found in *El País*, one of the leading Spanish dailies, at this link: http://politica.elpais.com/politica/2012/06/03/actualidad/1338750887_077908.html News of the historians' protest can be tracked on the discussion network H-SPAIN.

There was more to my trip than research. When visiting Spain nowadays, there is one topic that leaps to the fore: the impact of the economic crisis. The most obvious impact has been on the job market; the country's unemployment rate is over 25%, having tripled since 2008. I found impressionistic evidence of a changed city and country by visiting some of my old haunts. I used to live in a very animated part of Madrid, around the Plaza Antón Martín, Lavapiés, and Calle Huertas, some of the oldest neighborhoods in the city (though by European standards Madrid is not terribly old) that are home to a mix of writers, artists, immigrants, working-class *madrileños*, the Royal Academy of History, a flamenco school, the Queen Sofía Museum of Contemporary Art, and the beloved Cine Doré. As I wandered through these neighborhoods I was shocked to find several of my favorite places closed: Aloque, once considered the best tapas bar in the city, and Tres Peces, a small and marvelous Murcian restaurant that cooked up delicious *arroses*, among them. Even Calle Huertas, lined with some of the city's most popular bars and cafes, was strangely tranquil. More people were staying at home. Through numerous conversations I found that the city was slowing down in a variety of ways. My friends in universities, foundations, and research centers are employed but in many cases they have suffered pay cuts, sometimes quite large. But at least they are steadily, securely employed. The same could not be said for their young colleagues who have not yet achieved tenure. Many of them have been let go, sometimes re-hired with less remunerative and less secure contracts. There is steady attrition as graduate and postdoctoral fellowships now go unfunded and vacant professorships unfilled. Rather than counting on staying in their home country, as they could until 2008, many young Spanish scholars and researchers are looking to advance their careers abroad, in the US, UK, or Germany, among other places. Outmigration, a marked characteristic of Spanish society and history in the nineteenth and twentieth centuries, is returning in the twenty-first.

What political consequences will these stark economic and social changes bring in their wake? For now, the most dramatic has been the *crispación* of politics between Madrid and Catalonia, as the dominant nationalist parties in the region are demanding a referendum on independence, a real detour because autonomy rather than independence has long defined the political horizon. In Madrid, I found disenchantment with the major political parties (the continual corruption scandals are demoralizing) but also acknowledgement that the political and fiscal mechanisms of economic growth are not in reach of Spanish politicians and administrators. The shots are being called in Brussels and Berlin, and leaders there have consistently refused stimulus policies. Wait it out and expect a much-reduced public sector even when the economy has recovered, seems to be the mood of many.

TEACHING ABOUT BASEBALL: AN ACADEMIC JOURNEY

BY SOL GITTLEMAN

When Professor Gerald Gill died in the summer of 2007, he left a huge void in our hearts as well as in our curriculum. Besides his courses in the Civil Rights Movement and African-American history, Gerry taught Sports in America as a window through which students could examine immigration, integration, race, labor relations, legal precedents, Supreme Court decisions, crime, and a whole host of subjects related to the evolution of this country. As his illness progressed, he began preparing for some continuity in the History Department, even if it had to come from someone outside the discipline, like me. His breadth of knowledge was much greater than mine; Gerry's understanding of the evolution of basketball and football was stunning; and he knew my limitations as well as I did: baseball was all I cared about. He assured me that was enough. My assignment: convince myself of the academic rigor that research into baseball history demanded. Gerry had heard the skepticism of others all too often: "You actually give credit for courses in sports history?!"

My research into the subject of "Teaching about Baseball" took me, to my surprise, back to my own undergraduate college, Drew University, where I found 1934-graduate Harold Seymour who received his Ph.D. from Cornell in 1956 with a first-of-its-subject dissertation dedicated to the history of baseball in America. In 1960, Oxford University Press gave intellectual credibility to the new discipline by publishing the first of Seymour's three-volume history, Baseball: The Early Years, followed by Baseball: The Golden Age (1971) and Baseball: The People's Game (1991). In 1971 a group of sixteen self-described "statisticians" met at Cooperstown, NY, to organize *The Society for American Baseball Research* (SABR). Several of them were academic historians determined to find a place in their institutions where baseball could be taught as part of the unique social fabric of American life.

By the year 2007, forty-seven years after Harold Seymour's first book appeared at Oxford, university presses were pouring out academic works on baseball subjects written by faculty in liberal arts departments of history, economics, American studies, urban studies, sociology, film, and literature, as well as by some of the most distinguished scholars on the faculties of law and business schools. In his preface to Creating the National Pastime: Baseball Transforms Itself, 1903-1953 (Princeton University Press, 1996), University of Virginia law professor G. Edward White writes: "Baseball has been an especially meaningful sport for Americans because of its association with the past and past time."(xi) It is baseball enduring relationship to America's past that made it a natural topic for historians—and a compelling subject for their students. In his dedication to Breaking the Slump: Baseball in the Depression Era (Columbia University Press, 2002), Professor Edward Alexander acknowledges that he wrote the book "For the more than three thousand people who've studied American baseball history with me at Ohio University". The building of the great urban centers in the early twentieth century led other scholars to the green-cathedral baseball stadiums that drew millions of faithful fans to cheer on their teams. University of Pennsylvania historian Bruce Kuklich examines the means and strategies of early entrepreneurial capitalists who saw in stadium-building the pathway to business success. To Every Thing A Season: Shibe Park and Urban Philadelphia, 1909-1976 (Princeton University Press, 1991) is a much-praised examination of "the social and economic forces that brought baseball to North Philadelphia at the turn of the century and then inexorably drove it out in the years after World War II. His book transcends the subject of sports..." (*Philadelphia Inquirer*) There are now over 400 exclusively baseball courses taught at American colleges and universities, among them the most prestigious in the country.

Before Gerald Gill died, he made certain that I was prepared to take on at least a part of his legacy. The History Department invited me to present a syllabus and course outline which eventually became "History 122: America and the National Pastime". This is a seminar limited to seniors who are both passionate about history and baseball. Baseball has been a mirror reflecting American values for the past 170 years; that reflection remained clear through the post-Civil War business boom, the fulfillment of American "Manifest Destiny" as the nation expanded "from sea to shining sea", the Progressive Age, World War I, the Roaring Twenties, the Great Depression, World War II, and the coming of Jackie Robinson and Roberto Clemente. Then, in 1953, exactly fifty years after the official formation of Major League Baseball into two eight-team leagues, the geographic and demographic revolution began that took MLB from coast to coast. Eventually, this led to the elimination of the Reserve Clause, the beginning of Free Agency, and the thirty

See Gittleman
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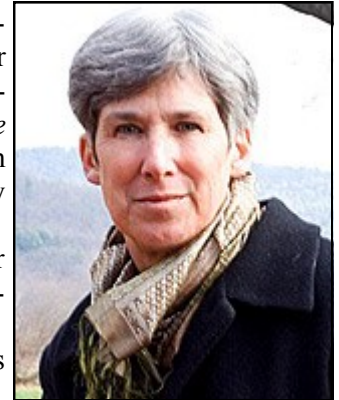
CHAIR

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a special interest in History, I invite you to join our History Society. The History Society provides an opportunity for you to get involved in the department beyond your course work, to get to know faculty outside the classroom, and to help plan undergraduate events. The Society also offers the chance to participate in the production of *The Tufts Historical Review*, a top undergraduate journal which attracts submissions from colleges throughout the U.S. and Britain. They also organize a popular open lecture by a prominent historian.

This year, there are two new developments that I would like to bring to your attention. First, please peek into East Hall Lounge. It has been renovated and remodeled over the summer and is now more comfortable, more efficient, and ready for use.

Second, I would like to share with you all that this will be my last semester as chair of the History Department. Beatrice Manz will take over in the spring semester, 2014. Professor Manz has been a member of the department for over twenty-five years, teaching courses in the history of Iran, Islam, and the Mongol Empire. It has been my honor to serve the History Department and the students at Tufts, and I speak for everyone in the department when I say that we are fortunate to look forward to Professor Manz's leadership in the spring.



Professor Beatrice Manz

AFTER GRADUATION

BY DUNCAN MCLAURY

I am currently a Masters of Arts in Teaching (MAT) candidate at Tufts in the secondary school (middle and high school) history program. In addition to being in the general program, I am part of the Urban Teacher Training Collaborative, which is an intensive internship style teaching practicum program. For my teaching practicum experience I am interning at Codman Academy Charter Public School in Dorchester. I will be co-teaching, for the entire year, the 9th grade Humanities (a combined English and History course) class under the guidance of a mentor teacher. I am incredibly excited to begin working with the high school students, and with the curriculum which is based around a theme of Justice and Injustice in the context of world history.

I have been drawn to teaching in the last couple of years through conversations with friends (at Tufts and elsewhere), classes taken as an undergraduate, and my own experiences with education. As a history major at Tufts I broadened my conceptions of the world and peoples' experiences. The knowledge, and ways of thinking like a historian, are things that I feel are important lessons I can help transmit to successive generations. Part of what drew me to the Tufts MAT program was the previous experience I had with the faculty and the closeness of our educational ideologies. The ideals of progressive, student centered education drew me to Tufts, and from there to Codman Academy.

Though I am very excited about the program I am also cautious about the amount of sleep I will be getting in the next year. On top of a full time internship as a co-teacher at Codman Academy I will be taking three classes in the evenings at Tufts. This very large time commitment is a bit daunting, however, it allows the program to be only a year long, and for my practical experience to go hand in hand with classroom learning.

GITTLEMAN

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professional teams that represent today's "National Pastime." The seminar provides its members with an opportunity to examine Baseball both inside and outside the lines: how it was played, who played it, and the place of this children's game in the American psyche. In doing so, we also examine the history of the United States as background to the evolution of this quintessentially American game.

This past spring, the latest movie chronicling the racial integration of baseball by Jackie Robinson and Branch Rickey, "42", came to American theatres. My only regret is not having the historian's eye of Gerald Gill to help me see it more clearly.

A HISTORIAN OF THE REVOLUTION IN BOSTON

BY BENJAMIN CARP

First-year students sometimes tell me that the richness of the Boston area's history is part of what drew them to Tufts. I can understand what they mean: it's part of what drew me here as well. While the well renowned colonial and Revolutionary history of eastern Massachusetts has mostly been a great boon to my teaching and scholarship, it also sometimes presents challenges.

The Boston area offers three principal benefits to the historian of early America: archives, historic sites, and interesting people. Unlike my colleagues, I don't regularly travel to China, Germany, Mozambique, and Pakistan to do my research, so by comparison my research travels can look unexciting. But at least I can have the convenience of consulting people and archives close to my office.

First, let's talk about archives: in the past few years, I've traveled from the State Archives at Columbia Point in Dorchester to the Phillips Library in Salem; from historical societies and museums in the Back Bay to the two-hundred-year-old American Antiquarian Society in Worcester, and from university libraries in Cambridge to the National Archives in Waltham. These repositories are great places to locate primary sources (particularly manuscripts and rare books) that can't be found anywhere else. In my research seminars, such as "Massachusetts and the American Revolution," I've been able to send students to many of these places, too. At times I've been able to integrate my own research into my classes, and even draw from students' papers in my own research, and that's been one of the highlights of my tenure at Tufts.

The Boston area abounds in historic sites. North America has had human inhabitants for thousands of years, but they didn't always preserve their built environment for us to explore. When researching American Indians, scholars have to dig deep, or engage in great feats of interpretation, to conjure up the landscape that the Indians inhabited before the arrival of Europeans. Once Europeans did arrive, they were often thoughtless or selective about historic preservation, which is why you can't visit the homes of John Hancock or Phillis Wheatley, Griffin's Wharf (the site of the Boston Tea Party), or a boarding house for sailors. Despite the economic "progress" that often crowds out historic buildings, the Boston area has preserved some exciting relics of our past. I always try to take my classes (and other groups) to two sites within walking distance of East Hall: the Powder House in Somerville (which became particularly important in 1774), and the Royall House and Slave Quarters in Medford.

Finally, there are the people around Boston: these include the archivists, interpreters, and librarians who work at the places I've mentioned, scholars and students at area universities (including Tufts, of course), and the visitors and locals who gather to talk about history. Boston's cultural institutions draw together people with a burning interest in early American history. Once a month I can attend the Boston Area Early American History Seminar at the Massachusetts Historical Society, for instance, to learn about some of the latest scholarship. There's never a shortage of lectures and colloquia to attend.

Not only that, but I've also been able to share my own work with local audiences. When Defiance of the Patriots came out in 2010, I had a busy year giving lectures on the Boston Tea Party and signing copies of my book. I spoke to heritage societies (like the Daughters of the American Revolution), re-enactors, members of the bench and bar, genealogists, tourists, and Freedom Trail tour guides. I spoke at public libraries, private clubs, and even the Old South Meeting House, where Bostonians met on December 16, 1773, just before the Boston Tea Party began. I traveled to Arlington, Newton, Roxbury, Sudbury, and Worcester. I've given talks on other subjects, and I've talked about the Tea Party beyond Massachusetts, but local audiences were particularly interested in hearing more about Boston in 1773.

Boston's archives, historic sites, and people certainly keep my schedule very busy and sometimes it seems as if I can't fit it all in. But be it a Q&A with a public audience or teaching Tufts students, it's thrilling to have so many opportunities to share our curiosity, talk about the past, and make it relevant to our present lives. Being an early American historian at Tufts is certainly fulfilling, and if I sometimes feel overfull, that's no cause for complaint.

2012-2013 MARINA SPIROPOULOS FELLOWS AWARD

BY SAMANTHA CASSIDY

Samantha Cassidy is a senior majoring in Greek & Latin. She spent the fall semester in Athens, Greece on the College Year in Athens (CYA) Study Abroad Program as the recipient of the Marina Spiropoulos Fellows Award.

"I am so grateful to Marina Spiropoulos for providing me the opportunity to grow both personally and academically during my time in Greece."

As someone who is generally an introverted and cautious person, I knew that spending four months in another country would challenge me on many levels. Although I was filled with excitement, I prepared myself for the shock of an unfamiliar culture, language and environment. What I didn't expect was that by the time I would leave Greece I'd feel as though I had found a second home. The new friends I made, the professors I met, and the warmth of the Greek people all contributed to making my semester abroad the amazing four months that it was. My time at CYA (College Year in Athens) was filled with more adventure, beauty and learning than I ever could have imagined.

One of the first travel adventures I took outside of Athens was on a CYA sponsored trip to the island of Crete. Due to the island's diverse and complex history, I was able to visit not only 4,000-year-old settlements but also Venetian and Ottoman constructions. This trip was especially relevant and exciting to me because I was taking a CYA class on Bronze Age Greece. The opportunity to see the sites I was learning about, such as Knossos and Malia, was priceless. Although it would be impossible to choose one favorite memory from this trip some highlights include swimming in the Mediterranean, visiting the only remaining synagogue on Crete, and holding a 3,500-year-old pomegranate.

Another trip I took outside of Athens was to the small town of Meteora. This beautiful area of northern Greece is home to cliff-top monasteries dating back to the Byzantine period. Of all the spectacular places I saw during my time abroad, Meteora is one that I still have a hard time putting into words. The view from the top of the monasteries looks like it came from a dream. Of course like all the trips I took with CYA, the beautiful scenery was matched by an equally exciting opportunity to learn more about the Greek world. During this particular trip, our group was able to visit and learn about the history of Greek religion by visiting many Byzantine churches as well as experiencing a modern Greek Orthodox church service. Like my entire experience in Greece, our trip to Meteora combined knowledge of the past with a look toward the present.

Although most of my trips outside of Athens took place over several

*See Spiropoulos Fellows Award
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Storage area at Knossos



Venetian fortress on Crete

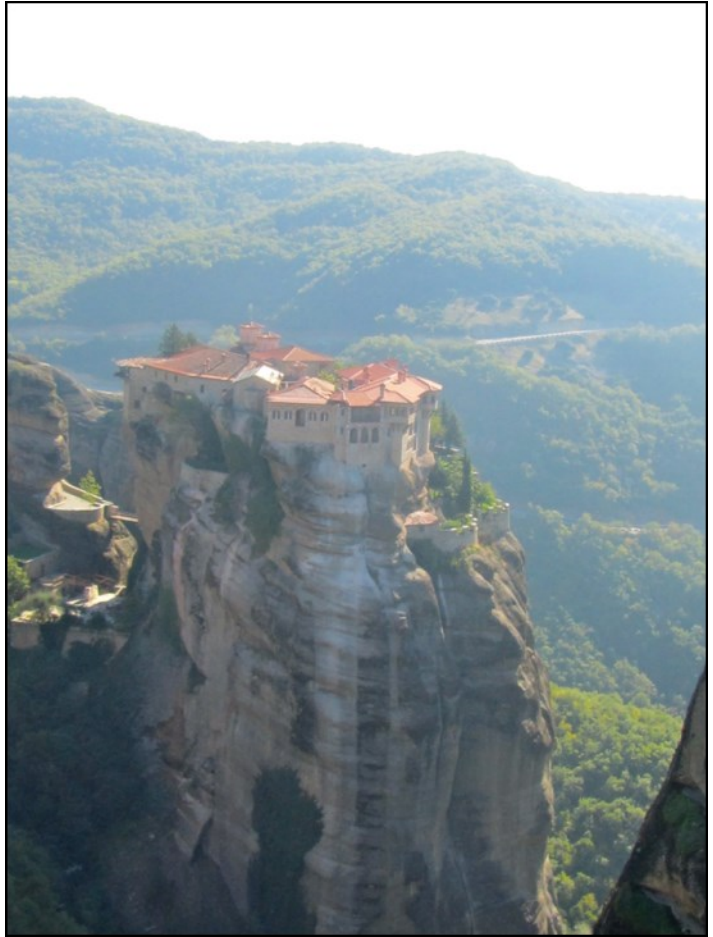
SPIROPOULOS FELLOWS AWARD

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days, one amazing adventure I had was just a few hours outside of the city. On yet another gorgeous summery day, a few friends and I decided to take the bus to visit Cape Sounion. Located on the southern coast of Greece, Cape Sounion overlooks the beautiful Aegean Sea and is home to the Temple of Poseidon. This spur of the moment day trip turned into a perfect day of swimming and sightseeing. And although we got lost trying to find our way back home from the bus stop, I still look back on that day as one of my best times in Greece.

Of course, in addition to the other places in Greece that I explored, I also have to mention the wonderful city of Athens. Some of my favorite days were spent simply taking a walk around Syntagma Square or climbing up to visit the Acropolis. No matter how many times I saw it (and it was a lot), I never failed to be in awe of the Parthenon. In fact, one of the things I miss most about Greece is passing by the large windows in the CYA library and seeing the Acropolis looking down over the city. And how could I talk about my time in Greece without mentioning the food! For the Greek people, eating is an extremely social event. Some of my favorite memories are sitting in a bustling Greek restaurant with friends and professors eating spanakopita, gyros and saganaki!

I learned so much over the four months I spent abroad. I discovered my love for travel and my ability to adapt to new situations and experiences. I will always be grateful to Marina Spiropoulos for her generosity and the opportunity she gave me to explore the world. In addition to a suitcase full of olive oil and Greek chocolate, I took away from Greece new friends, a newfound confidence and a home away from home.



A monastery in Meteora



The Parthenon



With friends at Cape Sounion

2012-2013 GEORGE A. DAVID FELLOW-GREECE IS A PLURAL NOUN BY ANTHONY T. LOMBARDI

Anthony Lombardi is a senior majoring in Classics and Political Science. He spent the fall semester studying at the College Year in Athens Program as a recipient of the 2012 George A. David Fellows Award.

Sunlight reflects brilliantly off of bright white edifices that cling to the cliff side. The azure domes of Orthodox churches hide bells that clang merrily, sending a wave of sound cascading down the winding, cobblestone streets towards the serene sheltered harbor on the almost unbelievably blue Aegean. Girls in white dresses with blue satin sashes play around weathered olive trees and upturned marble columns as their parents laugh and drink wine on verandas overlooking the crumbling ruins of a civilization long since passed. Summer in Greece is, quite frankly, paradise.

Sounds like a load of waxed poetic fiction, right? Unfortunately, this was the general picture that came to the minds of others when I first told friends and relatives of my plans to study in Athens. While there *is* an island that has a likeness to the fantasy I described (minus the children playing around ruins – I think the entire nation of Greece would have a collective heart attack if that happened), the reality of Greece is much, *much* different and infinitely more complex and varied. I think the greatest insight I came to realize during my time in Athens was (and is) that Greece is a nation of many varied places, peoples, and cultures. My favorite part of the College Year in Athens program was the endless amount of opportunities offered to go discover the real Greece – and to discover that the “real” Greece is something entirely different in each new location. Greece can be a plural noun, in my opinion. Before I take you on this magic carpet ride to prove my point, however, let’s get one thing across to clear our heads. Ready? All together now – Santorini is NOT the only place in Greece!

My travels throughout Greece took me to many far flung places I never knew existed, and I owe a huge debt of gratitude to the College Year in Athens program for basically pushing me off of the comfort of the Acropolis to go discover what’s out there. We took two separate week-long academic excursions with the entire program to study two historically significant regions of the Hellenic Republic. The first brought us by (an unnecessarily long and arduous) ferry to Crete, the largest of the Greek islands. I spent the week exploring the “ruins” of Knossos and Minoan civilization and learning about the dangers of reconstructive archaeology (a word of advice to those that may someday discover some partially preserved ruins – don’t try and rebuild the site the way you *think* it would have looked. We can all almost guarantee that you’re not correct and the result will resemble a carnival). At the end of the week we hiked across the island through the Samaria Gorge. It was an awe-inspiring moment for me to reach the bottom of the forested ravine to see our path, a dry river bed, stretching out in front of me with two walls of stone rising up on either side to block out the sun.

On another week long trip we travelled across the Greek wine country of the Peloponnese, trekking from ancient Mycenae to the less ancient Olympus to the not so ancient at all forts of the Venetian occupation. It was on that Peloponnesian trip that I truly began to

*See David Fellows Award
continued on page 11*



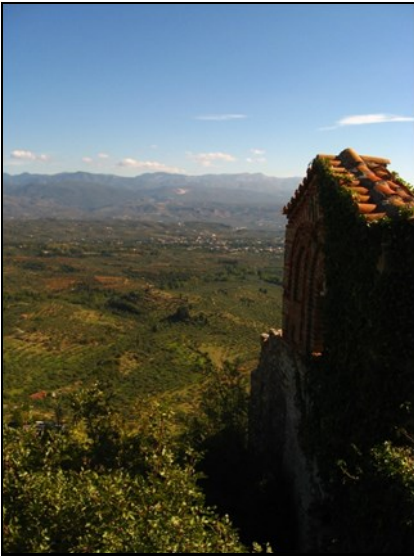
**Monastiraki — Perfect example of the cultural blend.
That’s a modern museum housed in an Ottoman
mosque next to the famous flea market overlooked
by the Acropolis**



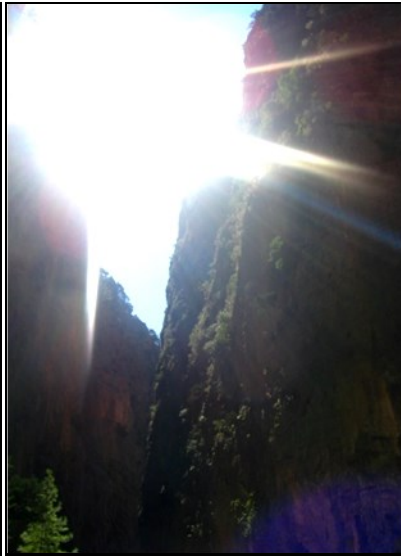
Aforementioned comfort of the Acropolis

DAVID FELLOWS AWARD CONTINUED FROM PAGE 10

grasp the staggering complexity of modern Greece – this is a region that has been home to more peoples and cultures than I could ever count, each adding a new and unique layer to the “national Baklava” - that’s a delicious layered dessert that almost every single Greek I met used as an analogy to describe their fiercely proud, if tragic, history. It was also on that trip that I got a firsthand view of the incredibly professional and adept Greek medical system – never eat bad pastitsio unless you have the desire to spend a week or so in an Athenian hospital making friends with the nurses using your very, *very* limited understanding of Modern Greek.



A Byzantine Church overlooking the Peloponnese

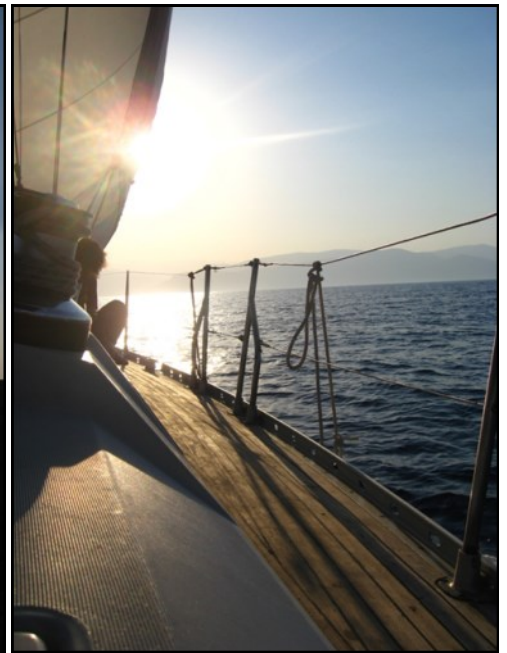
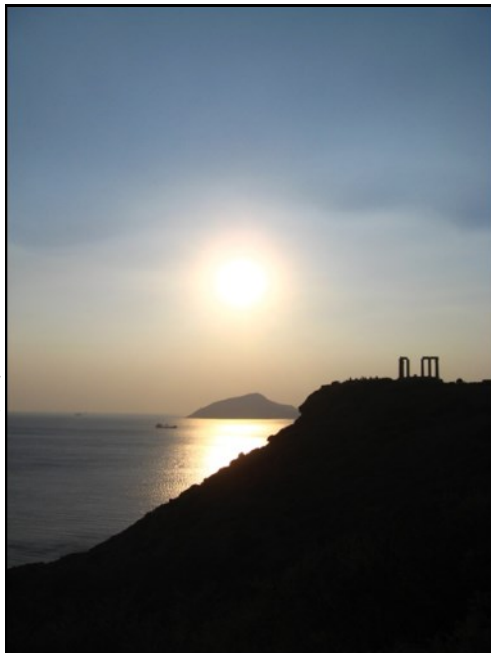


The Samaria Gorge

CYA also pointed me in the direction of other areas of Greece that put the climatic diversity of the country in great perspective. I spent one weekend taking a bus along the winding cliff-hugging highway down the Attica Peninsula to see the Temple of Poseidon at Sounio. The majestic view of the Aegean Sea from the end of the cliff made it easy to understand the ancients’ mentality in building their monument to the sea there, and furthermore put Greece’s connection to the sea into vivid view. I was fortunate enough to experience the Aegean Sea firsthand, sailing from island to island for a weekend with a few friends. Besides the unforgettable memory of swimming with dolphins under the Mediterranean sun, I discovered that each of Greece’s thousands of islands has its own unique identity – from the

ruins of Athen’s original rival, Aegina, to the old world charm of Hydra and its main methods of transportation (donkey and water-taxi). These glimpses of the Mediterranean lifestyle were the closest I got to that perceived reality of Greece we all know from travel brochures and clichéd novels.

Despite the public obsession with Greece as an island getaway, I discovered an entirely different world just a few hours north on the mainland. After reaching the summit of Mount Olympus on an overnight hike, I wondered *why* it was that this was considered the house of the Gods, if literally anybody with a free afternoon and a wineskin of water could go up and check if they were really up there. Clearly it was more of a metaphorical place for the sacrosanct. Regardless of my skepticism of the athletic ability of the first Olympians, the view from Mount Olympus reveals



the almost alpine nature of northern Greece’s geography. Rolling hills and pine tree forests spread far out onto the horizon, in stark contrast to the lush valleys of the Peloponnese or the rugged cliffs of the Cyclades.

See David Fellows Award continued on page 12

DAVID FELLOWS AWARD

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Clearly though, it was the monks and nuns of the Byzantine era that had the most physical prowess in all of Greece at any point in history. At least, that was the impression I got from the marvel that is Meteora. Medieval monasteries sit atop giant pillars of stone, almost entirely cut off from the rest of the world below (save for some ingenious pulley systems or treacherous staircases) in order to be closer to God and farther from persecution. I had the lovely experience of speaking with one of the few remaining nuns in one of the abbeys and learning about their method of making olive oil that keeps their doors open. This was an entirely different Greece than the Acropolis and the bustle of modern Athens, yet still inherently *Greek*.



Sometimes I like to think I know what the real Greece is. And then I realize how farcical that sounds. Greece is diverse, to say the least - a myriad of cultures, peoples, places, climates, and foods, with every Greek one meets asserting that *their* corner of Greece is the most authentic and, therefore, best. I feel incredibly grateful and indebted to the David Fellowship and the Classics Department for the opportunity to go and test a few of those claims. My time with CYA was spent travelling through crowded city streets and markets, island hopping over a turquoise sea, and lighting candles in monasteries on what seemed like the roof of the world. The “real” Greece doesn’t, and can’t exist, because it is something unique and

unparalleled for each individual. It took an entire semester (and hopefully a lifetime of returning to this second home) for me to realize that, at the end of the day, Greece is a plural noun, the epitome of variety and the exotic and untamable. Maybe that’s why it’s the setting of so many romance novels.

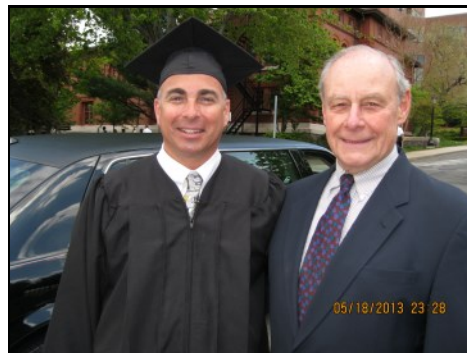
HISTORY’S NEWEST “R.E.A.L.” JUMBO

Robert A. Ventura, Jr. graduated this May from Tufts University with a major in History, after attending classes for 7-and-a-half years through the R.E.A.L. Program. He has been employed at Tufts for 15 years for the facilities department and is a native of Somerville, M.A. He has fulfilled his desire to receive his bachelor’s degree and finish his previous academic accomplishments, which he began while serving with the Army National Guard. He is below pictured during the Tufts Commencement ceremonies on May 19, 2013.

Congratulations Robert from all of us in the History Department!!!



**History’s newest
R.E.A.L. Jumbo**



**Robert Ventura with
Professor Sol Gittleman**



Robert Ventura and Family

WHAT'S NEWS

CONTINUED FROM PAGE 2

Professor **Kris Manjapra** was the recipient of a Tufts Innovates award for his proposal, “Optimizing the Use of New Media in the Connected Classroom: New Tools and Instructional Design for Deeper Learning at Tufts.” The Tufts Innovates award will all Professor Manjapra “to develop, document and disseminate a suite of instructional design and digital tools to facilitate a long-distance ‘connected classroom’ experience between Tufts students and BRAC University students in Bangladesh in spring 2014...The connected classroom will pair classrooms at Tufts and BRAC-U using video conferencing, web conferencing and multimedia courseware to allow students to engage in collaborative learning across global distance.”

Professor **Alisha Rankin's** new book, *Panacea's Daughters: Noblewomen as Healers in Early Modern Germany*, published by the University of Chicago Press was released in March of 2013. The work “provides the first book-length study of noblewomen’s healing activities in early modern Europe. Drawing on rich archival sources, Alicia Rankin demonstrates that numerous German noblewomen were deeply involved in making medicines and recommending them to patients, and many gained widespread fame for their remedies. Turning a common historical argument on its head, Rankin maintains that noblewomen’s pharmacy came to prominence not in spite of their gender but because of it.” Professor Rankin’s History of the Book foundation seminar was part of the iPads for Education pilot program this past spring, which allowed every student in the class to get an iPad. Evaluations of the iPad use were extremely positive! Professor Rankin will be spending May and June of 2014 as a visiting fellow at the Max Planck Institute for the History of Science in Berlin.

Professor **Reed Ueda** has been a member of the Inter-University Committee on International Migration (IUCIM) since 1993, and is currently its Co-Chair. IUCIM is an interdisciplinary consortium founded in 1974 at the MIT Center for International Studies, comprising scholars from Tufts University, Boston University, Harvard University, Brandeis University, Wellesley College, and MIT. Its activities have included the ongoing Myron Weiner Migration Seminar (named after an IUCIM founder), two working papers series, a Visiting Fellows Program, and the Mellon-MIT Program on Non-Governmental Organizations and Forced Migration.

Lecturer **David J. Proctor** was the 2013 recipient of the Lerman-Neubauer Prize in recognition of outstanding teaching and advising. The prize is awarded annually to one full-time faculty member in Arts, Sciences, and Engineering judged by graduating seniors as an individual who has had a profound impact on them intellectually, both in and out of the classroom. Seniors from the Class of 2012 were inspired to nominate Proctor as most influential in shaping their minds. The award was presented to at the ASE faculty meeting on May 15, 2013. Proctor also continued his involvement this summer in the BLAST (Bridge to Liberal Arts Success at Tufts) program, serving for a second year as a member of the core faculty, teaching a version of History 54—Europe since 1815 to 23 outstanding new Tufts students.

UNDERGRADUATE NEWS

Professor **Jeanne Penvenne** held a History and International Relations celebration on May 5, 2013 at her home. A wonderful time was had by all!!!



Penvenne Advisees, Seminar and Thesis Students

Back row, l to r: Catey Boyle, Molly Rothschild, Anna Seeman, Emily Weiss, Lindsey Wright, Duncan McLaury, Lucas Maher, Jessica Wolff, Sara Adelsberg, Emily Paine, Douglas Wulsin; Front row, l to r: David Schwartz, Chela Surum, Arlen Weiner, Claire Felton, Alex Testa



Senior Research Seminar Group
l to r. Chela Surum, Sara Adelsberg, Emily Weiss, Catey Boyle, Claire Felter

A MOMENT IN TIME

BY SERENA HAJJAR

I am a rising junior at Lexington High School with a passion for history. This summer, I had the privilege of interning with Dr. David Proctor and he offered me the opportunity to contribute a piece for the current issue of the newsletter. I chose to share with you a condensed excerpt from an essay I had written earlier on this year, in which I argue that the conversion of the Armenian people to Christianity in 301 marked a significant turning point in their history.

A New Script

One of the consequences of the Armenian people's conversion to Christianity was the invention of the Armenian alphabet. Until the 5th century, Armenians had resorted to foreign scripts - such as Greek, Persian, or Syriac - for writing. In the late 4th century, a Christian monk, theologian, and linguist by the name of Mesrop realized, while on a Catholicos-sanctioned preaching tour to eradicate paganism and heresy around Armenia, that a translation of the Bible into the Armenian people's native language would be instrumental in promoting Christianity. In addition, an Armenian alphabet would allow the newly-Christian Armenians to read the word of God in their own language and to further partition themselves from the Church in Constantinople. With the support of King Vramshapuh and Catholicos Sahak, Mesrop traveled around the Near East to study with notable scholars, such as the pagan rhetorician Pilatus, Director of the Library of Edessa. But it was during a dream, in 405 or 406, that Mesrop would see the 36 letters of the Armenian alphabet. "...[T]he script — engraved on stone — came down before him like the 10 Commandments of Moses." (The last two letters of the script were added during the 12th century.)

The first work rewritten into Armenian was the Bible, translated from the Greek in part by Mesrop himself. It was the fifth translation of the Bible. A revised edition of the Holy Scripture, still used by the Armenian Church today, was produced around 434, which La Croze, a French linguist, called "The Queen of Versions." St. Martin, a Catholic historian, said, "To Mesrop we owe the preservation of the language and literature of Armenia; but for his work, the people would have been absorbed by the Persians and Syrians, and would have disappeared like so many nations of the East."

The Golden Age

By inventing the Armenian alphabet — through which it has been argued the Armenians found truly their own voice— Mesrop ushered in the next turning point in Armenia's history: a 5th century golden age in Armenian literature. Armenian students were sent to train at Edessa, Caesarea, and other centers of classical and Christian learning, where they would prepare themselves to translate the Bible, the liturgy, and Greek, Latin, and Syrian classical and religious texts into Armenian. In fact, the Armenian translations of the Greek and Syriac works have preserved these texts, as most of the originals have been lost. Original works in history, philosophy, hagiography, homilies, hymns, and apologetics were also composed during this period and have become classics of Armenian historiography. All of this began with a need for an Armenian alphabet to spread and solidify the Christian faith throughout Armenia. Just as the Armenians were losing their political autonomy, the Armenian church stepped in to lay the foundation for a strong culture that could outlast foreign dominion.

"The War for Religious Freedom"

The year 428 marked the end of the Arsakuni Dynasty, under which Armenia had converted to Christianity and adopted its own alphabet. (The Byzantine and Persian Sassanid Empires divided Armenia amongst themselves in both 387 and 428.) The Persian Sassanian Empire now took over the reins of domination in what would be called Persarmenia. With Persian rule came an attempt to convert the now-Christian Armenians to Zoroastrianism in an effort to assimilate the Armenian people into the Persian culture. In 448, King Yazdgird II issued an edict demanding the Armenians to renounce their Christian faith and adopt Zoroastrianism. In 449, a National Ecclesiastical Council replied to the king, "Nobody can move us away from this faith, neither people, nor sword, nor fire, nor water, nor any severe ordeal. For we have a covenant of faith not with human beings, in order to lie to you like children, but an indissoluble vow with God, from whom it is impossible to stay away neither now, nor tomorrow, nor for ever and ever." A re-

See *A Moment in Time*
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A MOMENT IN TIME

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sistance movement erupted, led by Vardan Mamikonian, the grandson of Catholicos Sahak the Great. An Armenian army of 66,000 soldiers, women, and monks confronted the Persian army of 200,000 soldiers on the plain of Avarayr. Known as the Battle of Avarayr, it is referred to by the Armenia Church as “the first example of armed self-defense of Christianity in the world history.” Although the Armenian troops who it is said marched to their death with the chant “Unconscious death is death, conscious death is immortality,” were defeated, the religious fervor of the Armenians both strengthened their people’s spirit and proved to the Persians that under no circumstances would they abandon their faith. The 1,036 Armenian deaths during the battle were not in vain: in 484, the peace treaty of Nvarsak was signed between Persia and Armenia, recognizing the right of the Armenians to legally practice Christianity.

Thus, the Armenian people achieved “a memory of heroism and martyrdom for the cause of Armenian culture and Christianity.” The struggle for Christianity provided some religious unification to a people lacking political cohesion due, in part, to Armenia’s mountainous geography. Paradoxically, this political fragmentation enabled the Armenian people to survive, as it protected them from complete domination and assimilation into foreign cultures. According to Ronald Suny, Professor of Political Science at the University of Chicago, “Armenians managed, ironically, to survive not so much through unity, but through division.” The Armenian Church served as the glue that tied the Armenian people together for many centuries to come.

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A VIEW FROM THE HILL—EDITOR’S NOTEBOOK

A sincere thank you to all those who helped make this 20th anniversary newsletter a success, including Professors Drachman, Manz, Carp, Schmidt-Nowara, Leupp, Ueda, Gittleman, Joseph, Foster, Rankin, Ekbladh along with James Barasch, Robert Ventura and Duncan MacLaury.

Thanks as well to those past newsletter advisors—Professors Manz, Gill, Baghdiantz-McCabe and Marcopoulos—who kept this publication going for two decades, and to Mary-Ann Hagopian, our former copy editor of many years.

Most of all, a special and very sincere thank you to Serena Hajjar, whose tireless efforts and dedication made this edition of the newsletter possible. Twenty years, much has come and gone, but the best is still yet to come.

HISTORY SOCIETY UPDATE

BY JAMES BARASCH

Fresh from a restful summer break, History Society is planning a fall semester filled with good historical conversation and memorable trips! Our group consists of a friendly band of history majors and history enthusiasts alike who meet biweekly to enjoy an engaging historical conversation. Every meeting revolves around a different historical topic; past topics covered “your favorite historical era,” “your seven wonders of the world,” and “if you could spend a day with one historical figure, who would it be?” Once a semester, we hold a course-advising night to help members manage their schedules and decide which history classes they will most enjoy.

A big part of what makes History Society special is our trips to sites and areas of historical importance. We take short trips to historical sites in the Boston area and are planning possible trips further afield. This past year, we traveled to the African American Meeting House and toured the U.S.S. Constitution. Last November, some of our members tested their knowledge of Boston history at the Guy Fawkes trivia night at the Old State House. In past years we have visited the Newport Mansions in Rhode Island, Plimouth Plantation, and the Salem Museum. This year, trips under consideration include the Adams Homestead, the JFK Museum and Library, a Lexington-Concord history walk, an architecture tour of the Boston Area, walking the Freedom Trail, and visiting the Cloisters in NYC.

In addition to our conversations and trips, we also host movie nights and guest lecturers, occasionally in collaboration with other student organizations. In recent years, we screened such historically-themed movies as *The King’s Speech*, *Munich*, *Kingdom of Heaven*, and *The Last Samurai*, and this year screening options include *Lawrence of Arabia*, *Schindler’s List*, and *The Crucible*. Additionally, we collaborate with the Tufts Historical Review to sponsor a guest lecturer each spring. Last year we co-hosted Harvard University’s Professor Peter Galison, who gave a lecture entitled: “Wasteland and Wilderness: Nuclear Territories of Purity and Danger.” We will certainly be working hard throughout this year to bring quality history-related discussions, trips, movies, and lectures to the Tufts community.

This Year’s History Society Executive Board consists of:

James Barasch (2014)-President
 Veronica Little (2016)-Secretary
 Mary Maloney (2016)-Treasurer
 Brian Pollock (2015) - Events Planner

To be added to the History Society mailing list or for more information, email Society secretary Veronica Little at veronica.little@tufts.edu.

ALUMNI NEWS

Karen Adler, LA’13, a long-time member and officer of the History Society, is off to France at the end of the summer to teach English.

William FitzSimons, GS’13, successfully defended his MA thesis, “Elite African Political Craft in Buganda: The Kabula Generation, 1888-1927.” Captain FitzSimons’s thesis was interrupted while he served a tour of duty in Afghanistan in 2012. In September, he will enter Northwestern University’s doctoral program in African History as a Mellon Fellow in African Studies and a Research Scholar in History.

Satori Shimizu, LA’13, a double major in History and International Relations, was the recipient of a 2013 Fulbright grant to teach English in Tajikistan. She arrived in Tajikistan at the end of August and will be spending the next academic year there.

HISTORY FROM THE HILL

NEWSLETTER OF THE HISTORY DEPARTMENT AT TUFTS UNIVERSITY

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