
History From The Hill

Newsletter of the History Department at Tufts University

Volume VI

Issue I

What's New in East Hall

The changes which took place in East Hall over the summer were immense, with many professors moving to new offices. Here is a quick look at who moved where. The main History Department Office has shifted from the first floor of East Hall to the basement, Room 010. **Howard Malchow**, our Department Chair, is now directly across from the department office, in East 009. Department Deputy Chair **Gerald Gill** has relocated to East 109 on the first floor, while Professor **Lynda Shaffer** has moved to East 001 and Professor **Gary Leupp** has shifted to East 101. Last but certainly not least, Professor **Steven Marrone** has moved upstairs to East 105.

Joining the history department staff and faculty this semester are Professor **Ayesha Jalal**, Visiting Professor **Yvette Monga** and acting Staff Assistant **Helen Woo**. Professors **Steven Marrone** and **Beatrice Manz** are both on sabbatical for fall 1999 and our newly promoted departmental Administrative Assistant, **Annette Lazzara**, has recently returned from maternity leave.

Arthur Jr. & Lenore Stern Chair Lecture & Ceremony Announced

Professor John Brooke was appointed to the Arthur Jr. & Lenore Stern Chair last spring. The official ceremony, including Professor Brooke's inaugural lecture as Stern Chair, will take place on December 2 at 4:00 P.M. in the Asean Auditorium in the Cabot Intercultural Center. Professor Brooke's will speak on "North America and the Atlantic World, 1600-1800: Some Thoughts toward an Environmental Perspective." In addition to being chosen for the Stern Chair, Professor Brooke was elected Council member of the Omohundra Institute of Early American History and Culture (O.I.E.A.H.C.) in Williamsburg, Virginia. His term runs from May of 1999 through 2002. Professor Brooke will juggle the Stern appointment, Council responsibilities, and teaching in addition to giving fall presentations from his book-manuscript in progress *The World of Martin Van Buren: Civil Society in New York's Hudson Valley, 1776-1846*. Over the summer he wrote "Not to Purchase nor Borrow Books nor Pamphlets of the World: Women, Religion, and Print Culture in the Hudson Valley, 1785-1825." which was presented at the O.I.E.A.H.C. *Conference on Microhistory: Advantages and Limitations for the Study of Early American History*, which ran October 15th through October 17th at the University of Connecticut, Storrs and a seminar at the McNeil Center for Early American Studies Graduate Student Conference entitled *Speaking in Signs: Cultures of Communication in the Early Modern Americas*. The conference was held in Philadelphia in late September of this year.

Clio Prize Winners 1999

Inaugurated in 1996, the Clio Prize is not necessarily awarded annually by the department, but rather is only given out when a student has composed a truly outstanding Seniors Honors Thesis. This past spring the honors theses of two graduating seniors, David Boguslavsky and Nana Danquaah Osafo, were so recognized by the department and were each awarded the Clio Prize.

Nana Danquaah Osafo's advisory committee was composed of Professors Jeanne Penvenne, Gerald Gill and Rosalind Shaw. Her thesis entitled "In Search of History and Voice: Black Women's Life Narratives of Twentieth Century South Africa" examined the recent history of South Africa through the experiences and thoughts of South African women.

David Boguslavsky's committee was comprised of Professors Martin J. Sherwin, Daniel Mulholland and Vida Johnson. His thesis entitled "Stalin's Bombmaker" analyzed the life of Igor Kurchatov, the Soviet scientist who led the Soviet Union into the atomic age.

Both theses demonstrated a high level of research, analysis and composition. Each was an example of superior historical investigation worthy of the History Department's highest honor.

Our sincerest congratulations to David and Nana, as well as to their faculty committees.

Well Done!!

**See photos of our winners on
page 8**

Bonjour to our newest faculty !!

Professor Ayesha Jalal

Professor Ayesha Jalal received her BA from Wellesley College with a double major in history and political science and her PhD from Trinity College, University of Cambridge. Her PhD dissertation entitled “Jinnah, the Muslim League and the Demand For Pakistan” was subsequently published in 1985 as The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan (Cambridge University Press). A second edition of the work with a new preface was issued in 1994.

In 1980, Professor Jalal was elected as the first woman Fellow of Trinity College, Cambridge. Her first teaching appointment was as Assistant Professor at the University of Wisconsin (1987-1990) where she held a joint appointment with the Department of Political Science and the Center of Development Studies that encompassed teaching courses in comparative politics with special reference to South Asia and Third World development. From 1990-1 she served as an Associate Professor teaching courses in modern South Asian history at Tufts University and from 1991-1998, she was an Associate Professor at Columbia University specializing in modern South Asia. In 1998-1999, Professor Jalal worked as a Visiting Associate Professor at Harvard University returning in the fall of 1999 to Tufts to become the History Department’s newest full-time faculty member.

Throughout her career, Professor Jalal has published numerous works. Her more recent books include Self and Sovereignty: The Muslim Individual and the Community of Islam in South Asia since c. 1850, (Oxford University Press/Routledge Press, 2000), Democracy and Authoritarianism in South Asia: a Comparative and Historical Perspective (Cambridge University Press, 1995) and The State of Martial Rule: the Origins of Pakistan’s Political Economy of Defense, (Cambridge University Press, 1990). She also co-authored Modern South Asia: History, Culture, Political Economy, (Oxford University Press, 1997) and co-edited Nationalism Democracy and Development: State and Politics in India, (Oxford University Press, 1997) with Tufts’ Professor Sugata Bose. In

*See Jalal
continued on page 4*

Visiting Professor Yvette Monga

Visiting Professor Yvette Monga joined the History Department at Tufts University this fall having received her BA and MA from the University of Yaounde and her Doctorate from the University of Aix-en-Provence. Her dissertation topic centered around the economic history of the Duala people of Cameroon and how they used their indigenous institutions and knowledge as capital to successfully endeavor in cocoa production. Professor Monga’s areas of expertise include general African history with emphasis on issues of economic development, gender, and the production of cultural identities.

Professor Monga taught at several universities before arriving at Tufts, including the University of Maryland—College Park and Harvard University. In addition to her study of the Duala, she has conducted research in libraries and public archives throughout Africa, the U.S. and Europe. Most exciting, however, was that while conducting research for her dissertation, Professor Monga was allowed access to many private family libraries and archives. These resources allowed her a firsthand view of the day-to-day existence of some of the leading Duala families. Professor Monga views these private archives as untapped sources that could serve as yet another tool for the African historian.

Professor Monga’s skills as a researcher have received significant recognition over the course of her career. For her archival research in Hamburg, Germany, Professor Monga received a stipend from the German Office for Academic Exchange. She has also served as a Research Fellow at Johns Hopkins University.

In 1998, Professor Monga published her first book entitled Les entrepreneurs Duala, Ca. 1890- Ca. 1930 (Lilles, Presses Universitaires du Septentrion). She has recently completed a manuscript entitled, “Culture as Capital,” which expands on her earlier research on the Duala. The manuscript is currently under consideration for possible publication. Her other publications include articles in various collections including, “A Historical Perspective on African Entrepreneurship: Lessons from the Duala Experience,” in African Entrepreneurship:

*See Monga
continued on page 4*

Profiles

Professor Martin J. Sherwin

Professor Martin J. Sherwin has been a member of the Department of History at Tufts University since 1980. He received his AB from Dartmouth and then spent time in the US Navy and Airforce before earning his PhD from UCLA in 1971. Over the course of his career, Professor Sherwin has taught at various institutions throughout the United States including Dartmouth College, the Fletcher School of Law and Diplomacy (Tufts University) Wellesley College, Yale University, Princeton University, University of Pennsylvania, Cornell University and the University of California at Berkley. His fields of specialization include The Cold War (foreign policy, domestic policy and culture); History of U.S. Foreign Policy; History of the Nuclear Arms Race; Science and Public Policy; and Documentary Films as History. In 1982, he succeeded Russell H. Miller as Walter S. Dickinson Professor of English and American History, an appointment he continues to hold.

Throughout his career Professor Sherwin has won numerous awards and fellowships including a Research and Writing Grant from the MacArthur Foundation, a Guggenheim Fellowship, two Professor of the Year-Silver Medal Awards from the Council for the Advancement and Support of Education, an NEH fellowship, a Rockefeller Foundation Fellowship, and, NEH Proposal, Scripting and Production Awards (grants) to fund his documentary film on Igor Kurchatov, the scientist who ran the nuclear weapons program of the USSR from 1943-1960. **Citizen Kurchatov**, a ground breaking film on this little-known (to the average Westerner) Soviet scientist, was shown on PBS this October and was featured in an article in the September/October edition of the NEH's *Humanities* magazine.

Professor Sherwin was also selected to serve as a UNESCO Distinguished Professor of Humanities at Mendeleyev University in Moscow, as a George Kistiakowsky Fellow by the American Academy of Arts and Sciences, as an honorary member of Phi Beta Kappa, and was elected into The Society of American Historians.

See Sherwin

continued on page 7

Professor Gerald R. Gill

Gerald R. Gill received his AB in history from Lafayette College followed by a MA and PhD in American History from Howard University. Professor Gill's areas of specialization include 19th and 20th century US history with an equal emphasis on societal, cultural and political developments along with a more specific interest in the roles of African Americans in the history of the United States.

In addition to being the author of Meanness Mania: The Changed Mood, (Howard University Press, 1980), Professor Gill has written Dissent, Discontent and Disinterest: Afro-American Opposition to the United States Wars of the Twentieth Century, (forthcoming, the University of North Carolina Press) and is under contract with the University of Massachusetts Press for a study of African-American protest in Boston entitled, "Struggling Yet on Freedom's Birthplace." He has co-authored The Case for Affirmative Action for Blacks in Higher Education, and Affirmative Action for Blacks in Higher Education: A Report, and has served as editor of Faculty Guide and Student Study Guide for the "**Eyes on the Prize College Telecourse**," and co-editor of "The Eyes on the Prize" Civil Rights Reader. Professor Gill has published numerous articles in various collections including Afro-American Women and the Vote, 1837-1965, edited by John Bracey et al, Making A Living: The Work Experiences of African Americans in New England—Selected Readings, edited by Robert Hall with Michael M. Harvey, Sights on the Sixties, ed. Barbara L. Tischler, Biographical Dictionary of Modern Peace Leaders, edited Harold Josephson, and The State of Black America-1981. He has also been published in a number of different magazines and newsletters including *Peacework*, *Radical Historians Newsletter*, *Center for Afro-American Studies Newsletter*, *Indo-China Newsletter*, *The Potomac Review*, and the *Georgia Historical Quarterly*.

In addition to research, Professor Gill has shown an equally strong dedication to teaching, both at Tufts and within the community. He has appeared as a guest on numerous radio and television stations nationwide. Professor Gill stays actively involved in the scholarly community, participating in conferences and presenting

See Gill

continued on page 6

Jalal*continued from page 2*

addition, her articles have appeared in numerous books and collections. Professor Jalal has also published in several magazines and journals including the *Journal of Imperial and Commonwealth History*, *Modern Asian Studies*, *Indian Economic and Social History*, *Third World Quarterly*, *Economic and Political Weekly*, *International Journal of Middle East Studies*, and the *International History Review*. Professor Jalal has given lectures, seminars and presented conference papers upon invitation, at the International Centre for Ethnic Studies, in Sri Lanka, the University of London, Cornell University, the Amherst Five-College Consortium, Harvard University, the University of Cambridge, Tufts University, the University of Texas-Austin, Uzbekistan, Oxford, and Stanford University, to name a few.

In addition to her distinguished academic resume, Professor Jalal has been the recipient of several fellowships and awards. She has been recognized by the Social Science Research Council, the Woodrow Wilson International Center for Scholars, Trinity College, and Wellesley College. Professor Jalal has also received grants from the Social Science Research Council, the Harvard Academy for International and Area Studies, the Third World Foundation, the Nuffield Foundation, the Smuts Memorial Fund, and Trinity College. In 1998, she was awarded a five-year “genius grant” fellowship from the MacArthur Foundation.

Professor Jalal believes that research and teaching inform each other. The questions which frequently emerge from teaching are invaluable in terms of interpreting history. According to Professor Jalal, one might be engaged in scholarship, but the material one is dealing with is “invariably linked with” the larger issues of the society in which that scholar and his or her students live.

Monga*continued from page 2*

Theory and Reality (A. Spring and B. McDade, eds. Florida University Press, 1998), “La nation comme produit de l’histoire: contribution à l’historiographie politique du Cameroun” in Histoire et enseignement de l’histoire en Afrique centrale et francophone (M. Michel and C. De La Roncière, eds. Publication de l’Université de Provence, 1997), and “The Emergence of Indigenous Cocoa Producers in Cameroon: Case Study of Entrepreneurship” in Cocoa Pioneer Fronts since 1800 (W. Clarence-Smith, ed. Macmillan). Her most recent work includes forthcoming articles in *Cahiers d’Etudes Africaines* (“Au Village—Space, Culture, and Politics in Cameroon”) and *Africa* (“Dollar and Lipstick: The United States through the Eyes of African Women”) both due out this year. Professor Monga is also working on a manuscript entitled “Rebels not Revolutionaries: Excision, Women, Men in African Societies” and on a chapter for a forthcoming book on the Social Democratic Front, the leading political opposition party in Cameroon.

Professor Monga has participated in many seminars and conferences including the African Students Association Conference at Johns Hopkins, the Architecture and Art History Seminar at Princeton University and a joint Boston University/Université de Bordeaux colloquium on the theme *USA/FRANCE/AFRICA* where she gave a paper entitled “La houe, le dollar et le rouge à lèvres: Les Etats Unis et la France vus par des femmes d’Afrique.” She has also presented papers at the *Symposium on Race and Identity in Africa and the Diapsora* (“The Production of Duala Cultural Identity”) held at the University of Maryland at College Park; the 2nd Symposium on ‘*Biographie d’une nation: le Cameroun,*’ (“La nation où j’ai”), held at the 39th ASA Annual Conference; and the 3rd Symposium on ‘*Biographie d’une nation: le Cameroun,*’ (“Ethnicity or Nationhood: The Production of Localities in Cameroon”), which took place at Amherst College. As part of her continuing interest in issues of African development, Professor Monga worked with the Africa Club of the World Bank and IMF to help organize a conference on African Entrepreneurship, which pulled together representatives from various African nations and from numerous types of businesses to discuss issues relating to the growth and expansion of the business community within Africa as well as within world markets.

The History Department is indeed fortunate to welcome this accomplished scholar to the fold. Professor Monga has already demonstrated that she will continue the tradition of intellectual vigor and personal warmth that have become the hallmarks of History’s visiting faculty members. In the spring semester, Professor Monga will be teaching Hst 2YM--**Gender and Development in Africa** and Hst 71--**Modern Africa**.

Perspectives

The *Perspectives* feature attempts to provide various responses to the question every historian and student of history must eventually face. What is history? In this series, department faculty, graduate students and undergraduate history majors will be asked to share their views and outlooks on history and the historical process. In this issue, Undergraduate Editor Ehren Brav offers his perspective on history.

The Use and Abuse of the Past

I've always liked a particular quote of Goethe's, "He who does not live with 2000 years of history is living hand-to-mouth." High-school students of history are routinely fed the trite "it's so we don't make the same mistakes twice" explanation of why they're memorizing the date of William's invasion of Britain or the order of Henry VIII's wives. The question of why we study the past is often addressed in the first lecture and then forgotten—as if those who find enjoyment in the riches of history will have figured it out anyway and those who find it dull will suffer through their mediocre grades and move on. Yet with every date memorized and every fact learned, the question doggedly pops up: why am I learning this? If history moves in cycles, then it would indeed be very practical to figure out what made A occur at time B when condition C was present. But, assuming that the progression is indeed cyclical (or helical, if that image works better), it is quite another matter to identify where we are on that pattern. It is also another matter entirely to identify what a "mistake" is. If D didn't arrest E at time B, would A still occur? What about Q? We run out of letters much more quickly than we approach an explanation. Without diving into this vast debate, perhaps we could look at just one very practical reason for studying history—the use of the past is in large measure to prevent the abuse of the present.

Within this decade, some of the worst atrocities since World War Two were committed in Europe's backyard. Scenes from Srbrenik and Gorazde were broadcasted across the globe, eerily reminiscent of the camps of Nazi Germany, as the world stood by. The tragedy of what happened in the former Yugoslavia has become the latest example of the problems with learning from the past—political, economic, and social situations are so complex that it is extremely difficult to draw lessons which can guide us in the future. It is like driving a car by looking always in the rear-view mirror—although one can gauge the condition of the road and how straight it is, it is an exceedingly dangerous practice. The roots of the nationalism which brought the different provinces in the former Yugoslavia to war was in large part because of selective manipulations of history. The 1389 Battle of Kosovo, where Serbian knights were defeated by invading Ottomans, became a mantra for the Bosnian-Serb forces in their fight against the Bosnian Muslims, even though it occurred over 600 years before. During their siege of Sarajevo, the Bosnian-Serb forces often referred to the Muslims as "Turks." The battle of misinformation and exaggeration was raged on all sides and the exploitation of collective myth was as integral to the violence as the AK-47's.

As Alexander Pope said, a little learning is a dangerous thing—unlike alcohol, increased consumption makes one more sober. Such is the case with the past. When taken in small quantities, historical fact becomes propaganda, especially when sugar coated and pre-packaged, as is the standard practice of dictators. The only defense against such abuse is thorough, objective, and thoughtful study of what happened from as many different sources as possible and, most importantly, the ability to see context. As soon as one proposition is put forth as Gospel, its weaknesses and contradictions must be shown. Moreover, anyone presenting a piece of history must *go out of their way* to show all the problems, holes, and caveats inherent in any piece of the past. Only then can we claim to be getting closer to understanding the truth. When people are able to generalize about a race or extrapolate a trend from too little data, the consequences are often measured in violence and hate. We study the past in large part to realize how complex it is and how easily one can fall into errors in trying to apply it to the present. The mistakes made in history are often not nearly so bad as the mistakes made in interpreting history. Only through constant attention and patience can we hope to be turning closer to the truth, and fight the misuse of history.

Gill

continued from page 3

papers as his schedule permits. He has given presentations at meetings and conferences sponsored by the W.E.B. DuBois Institute at Harvard, the John F. Kennedy Library, Northeastern University, the University of Illinois-Chicago Circle, UMASS-Boston, the University of Houston, Boston College, Simmons College, the University of Missouri, UCLA, the University of Wisconsin, the Harvard School of Public Health, the Organization of American Historians, the Association for the study of Afro-American Life and History, and the American Historical Association. Professor Gill has often been sought out as a consultant and advisor by various organizations including WGBH, Blackside Film Company, and the New England Foundation for the Humanities. His expertise has contributed to Blackside Film Company's productions of **America's War on Poverty**, **Eyes on the Prize**, **I'll Make Me A World**, **America in the Depression Years, 1929-1941**, **Africans in America**, and **This Far By Faith** (in production). He has been recognized by many times by Tufts for his achievements in teaching and research. These awards include the First Lerman-Neubauer Prize for Outstanding Teaching and Advising, the Arts and Sciences Multicultural Service Award and the Allan MacLeod Cormack Award for Outstanding Achievement in Collaborative Research. The Schomburg Center for Research in Black Culture in New York awarded him the National Endowment for the Humanities Fellowship and he was the recipient of several fellowships grants from the W.E.B. DuBois Institute at Harvard and from UCLA. He is an honorary member of Phi Beta Kappa and the Golden Key Honor Society and has served as a research fellow at UCLA, Harvard University, and Howard University. Most recently, Professor Gill was honored by the Carnegie Foundation which named him, for the second time this decade, Massachusetts College Professor of the Year.

Over the years, Professor Gill has offered many courses including Hst 86—**America in the Nineteenth Century**, Hst 87—**America in the Twentieth Century**, Hst 95—**The African American in United States History to 1865**, Hst 96—**The African-American in the United States History since 1865**, Hst 171—**The American South since 1865** and Hst 172—**Sports in American History**. He has also offered seminars and colloquia on topics ranging from the Civil Rights Movement to the American Homefront during WW II. Professor Gill's talent as a teacher and advisor are well-known to his students, to the department and to the University as a whole. This spring he will be offering Hst 96—**The African-American in the United States**, and will continue to serve as deputy chair.

Meet Our Acting Staff Assistant

Helen Woo

East Hall has the privilege of welcoming a real world traveler to the administrative staff! Helen Woo is friendly, efficient and can be found working hard to serve the History Department community from 9-5 Monday through Friday in the basement of East Hall. Woo graduated from New York University in 1993 with a BA She continued on at NYU, graduating in 1996 with an M.A. in Student Affairs. Helen has traveled extensively throughout Europe, visiting the UK, Eastern and Southern Europe, and Turkey, and even working at a youth hostel in Aberdeen, Scotland and at the University of Westminster in London. She hails most recently from Switzerland where she worked for the past nine months as the Student Affairs Coordinator for Virginia Tech's satellite campus in Riva San Vitale, Switzerland. Woo lived on-site in a 17th-century Italian villa, working with study abroad students and coordinating the daily activities of the study center. It was an experience that she found fulfilling, rich, and exciting.

A native of Boston, Helen spends her time playing guitar and ice skating. She also enjoys traveling. Following her employment at Tufts, Helen hopes to further her professional development and work experience in a position overseas.

Helen is on temporary assignment at Tufts until a permanent History Department staff assistant is hired. She has done a superb job and will be greatly missed by staff, students and faculty alike, when she departs later this semester. Her skill, friendliness and strong work ethic have been a tremendous asset to the department.

Calendar of Events

Past & Present Film Series

Marie Antionette

w/commentary by Professor
George Marcopoulos
Date & Time: TBA

Past & Present Film Series

Ridicule

w/commentary by Professor
Howard Solomon
**Tuesday, November 30
7:00 P.M.
Place: TBA**

**Stern Chair Ceremony
Innaugural Lecture
Professor John Brooke
Thursday, December 2
4:00 P.M.
Asean Auditorium**

Newsletter Staff

Ina Baghdiantz McCabe
Faculty Advisor

David J. Proctor
Editor

Ehren Brav
Undergraduate Editor

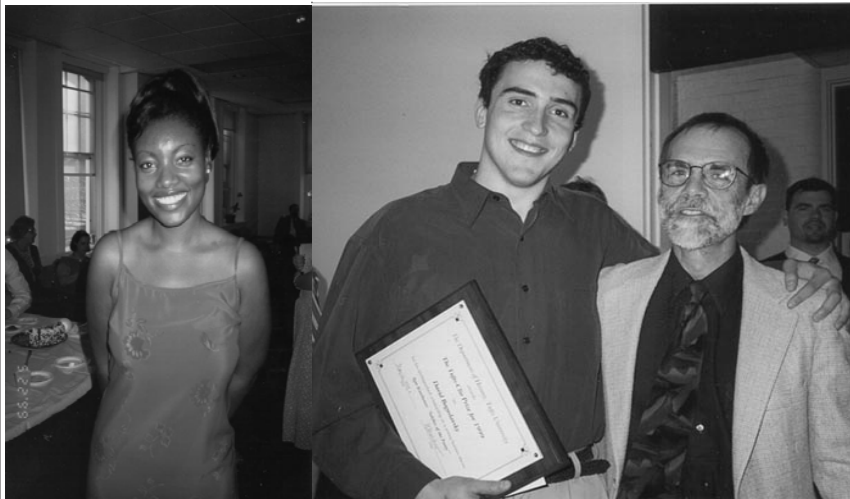
Thank You

We would like to recognize Department Secretary Mary-Ann Kazanjian who is kind enough to proof-read each issue, Acting Staff Assistant Helen Woo who assisted with layout, editing and mailing out the newsletter. And of course, thanks to our new Administrative Assistant Annette Lazzara for her unyielding support and kindness.

1999

Clio Prize Winners

continued from page 1



Photos by Professor Jeanne Penvenne

From left to right ,Class of 1999 Seniors Nana Danquaah Osafo and David Boguslavsky, and Professor Steven P. Marrone at last spring's awards ceremony for Clio prize winners.

Alumni Update

Brendon Foley received his M.A. from Tufts in History in 1995. His studies focused on the Social and Economic History of Early Maritime America 1580-1860. After receiving his degree, Brendan received his M.Sc. from the University of Southampton in 1996. Presently, Foley is a doctoral candidate at the Massachusetts Institute of Technology. He is a Research Assistant working on "Applications of Advanced Technologies in Archaeology."

Foley spent last summer (along with previous summers) at the bottom of the Black Sea doing archaeological research. In addition to studying and TAing, Brandon keeps busy in other venues of academe. He will be presenting a paper in October in Detroit at the Society for the History of Technology Conference. The paper deals with the "Trajectory of engineering in the post Civil War US navy and the contributions of navy-trained mechanical engineers to the US economy from 1970-1900." Brendon's research also examines the career of Charles Durlin Bray. Bray established the engineering program at Tufts in 1869 after resigning from the Navy.

Foley's research also covers US Navy Steam Engineers in the Private Sector, 1865-75, Slave Labor in the American Maritime Economy, 1638-1865, and Maritime Archaeology. Brendon's research and finds thus far have been fascinating.

<http://www.mit.edu/people/bpfoley/home.html>

Department News

continued from page 1

The newsletter staff welcomes two new faces: Sophomore **Ehren Braves** has taken over the responsibilities of Undergraduate Editor, (check out his **Perspectives** article on page 5), and **Christina Szoke** has come on board as one of our new contributing graduate editors. Look for their profiles in our November/December 1999 edition.

Professor **Reed Ueda** has been selected to serve as the Consulting Historian for Boston's first museum to honor the city's immigrant heritage. The "**Dreams of Freedom**" **Immigration Museum** will be housed in a new \$2.5 million facility at the International Institute of Boston. It is scheduled to open on July 4, 2000 and will be added to the list of sights on the Freedom Trail.

Professor **Martin Sherwin** served as NEH Project Director and co-executive producer of a documentary film entitled **Citizen Kurchatov--Stalin's Bombmaker**. It aired on October 25 on WGBX Channel 44 (Channel 14 Cablevision) with two subsequent airings to follow. The project was recently profiled in the September/October 1999 edition of *Humanities* magazine.

Professor **Gerald Gill** was named by the Carnegie Foundation, for the second time in 4 years, Massachusetts Professor of the Year.

A long time in coming but well worth the wait, the first edition of the Past & Present Journal, *History on the Hill*, will finally be available beginning in mid-November. For more information see David Proctor.

And finally, our own newsletter faculty advisor, Professor **Ina Baghdiantz McCabe** celebrated the release of her most recent book, The Shah's Silk for Europe's Silver: The Eurasian Trade of Julfa Armenians in Safavid Iran and India (1530-1750) (University of Pennsylvania Press, 1999).

Sherwin

continued from page 2

In addition to his teaching and research, Professor Sherwin has served in a number of administrative roles including Assistant Dean of Student Affairs at Princeton University, Founder and Director of the Nuclear Age History and Humanities Center at Tufts, Founder and Director of the Global Classroom Project at Tufts, and the Director of the John Sloan Dickey Center for International Understanding at Dartmouth College. Professor Sherwin has belonged to a sizeable number of professional societies, committees, and so on throughout his career. He currently serves as a member of the Board of Directors of The Nation Institute (New York City, NY).

In 1975, Professor Sherwin published a landmark work on the impact of the birth of the nuclear age. A World Destroyed: The Atomic Bomb and the Grand Alliance (Alfred A. Knopf, 1975) earned the Stuart L. Bernath Book Prize from The Society of Historians of American Foreign Relations, the American History Book Prize from The National Historical Society, was nominated for a National Book Award, and, was a finalist (runner up) for the Pulitzer Prize. It was issued in a Japanese translation in 1978 (TBS, 1978). A new edition of his book was issued in 1987 by Vintage Press under the title A World Destroyed: Hiroshima and the Origins of the Arms Race. A twenty-fifth anniversary expanded edition of A World Destroyed will be published by Stanford University Press in 2000. Professor Sherwin is currently General Editor of the Stanford Nuclear Age Series (Stanford University Press) and has two manuscripts in progress, "S-1: The Atomic Diaries of Henry L. Stimson" (Stanford University Press), and "J. Robert Oppenheimer: A Biography" (Alfred A. Knopf).

During his time at Tufts, Professor Sherwin has taught a multitude of courses dealing with the development of the nuclear capabilities during WW II, the Cold War, the nuclear arms race and détente, the social and scientific impact of the development of nuclear power, and the use of multimedia in the teaching of history. Two of his most popular, regularly offered courses are Hst 90—**Cold War America**, and **The Camera and the Cold War: Documentary Films as History**. He also teaches a unique interdisciplinary year-long course, Hst 177—**The Nuclear Age and Its Physics**, with Professor Gary Goldstein of the Physics Department. In the spring semester Professor Sherwin will be offering Hst 180—**The Cold War in the South Pacific** as well as the second part of Hst 177.

Spring 2000 Courses

This listing includes foundation seminars and research seminars as well as all new courses being offered and courses taught by new faculty members not already mentioned in the seminar listings. For a full listing of History Dept. Courses see the Spring 2000 History Department Course Listings Booklet available outside East 010.

FOUNDATION SEMINARS (HIGH DEMAND)

HST 2RU--THE AMERICAN IMMIGRANT IN THE IMPERIAL, NATIONAL, AND LOCAL COMMUNITIES: 1600-1965 (New Course)

How historians and social scientists have addressed the role of the American immigrant in the building of British colonialism, the development of an industrial state, and the shaping of a pluralistic democracy in the twentieth century. Examines patterns of immigrant membership in the British Empire, the United States, and local communities. Introduces students to the issues and methodologies involved in the study of collective identity and group relations as historical phenomena.

UEDA

Z*3

HST 2DM--EUROPE'S GREAT WAR (New Course)

This foundation seminar will use the First World War (1914-1918) as a vehicle to explore a variety of historiographical genres, traditional and new: military, diplomatic, social, economic, gendered, fictional, film both documentary and imaginative, even old-fashioned political, for that matter. Thanks to a renewed interest in the horrible beginnings of this century by the end of it with the end of the cold war, there are a number of new provocative and interesting approaches to consider, along with reconsiderations of old chestnuts. There will be special attention to the development of library research skills and to the process of finding, defining and developing research topics. Consequently, there will be a number of papers, essays of personal reaction and presentations of research. We will also develop the skills of oral presentation and argument.

MULHOLLAND

B-3

HST 2LS--REVOLUTIONS, 1905-11 (New Course)

(Fulfills World Civ. requirement)

This course will be a comparative study of the revolutions that took place from 1905 to 1911 in Russia, Iran, the Ottoman Empire, Greece, Portugal, Mexico, and China. Although the primary focus of the class will be on Iran, China, and Mexico, material on the other four can be included, depending upon student interest and expertise. Based upon literature written about each of the revolutions separately, discussions will focus upon the differences and the similarities in the specialists' discussions of each revolution as well as the possibility of creating a new category of revolution that encompasses most, if not all, of these uprisings.

In addition to the required readings, assignments will include 8 two-page informal reaction papers and 3 five-page historiographical papers.

SHAFFER G-2 AND H

HST 2YM--GENDER AND DEVELOPMENT IN AFRICA (New Course) (Fulfills World Civ. and Women's Studies requirements)

The course attempts to problematize the concept of women in Africa in order to understand the various ways in which economic activities, whether peasant farming, white settler plantations, or gold and copper mining, are fundamentally gendered phenomena.

Women are usually thought of as 'victims of development.' Yet, the course will examine some of African women's strategies to acquire a certain degree of subjectivity in relation to men: how they use economic accumulation to negotiate power and authority within the coupe or the household; how they subvert the 'order of things' by transforming female space of domestic reproduction into spaces of economic production; and how in so doing they also give

new meanings and contents to female social identities such as "widow," "woman," "mother," or "wife." The seminar also looks at the social and cultural dimensions of development policies such as micro-credit schemes, which aims at empowering women economically.

A combination of readings, films and documentaries, cartoons, songs, and slides serve to investigate these issues. The aim of the course is to (1) expose students to various sources of history, (2) develop their critical and analytical skills by exploring how one document can serve to answer different historical questions, (3) expose them to different historical narratives, and (4) help them write historical essays.

MONGA

Z*2

RESEARCH SEMINARS (High Demand. Graduate students by special permission only)

HST 180--THE COLD WAR IN THE SOUTH PACIFIC

This seminar will focus on (but it is not limited to) U.S. foreign policy in the South Pacific (the area of the Pacific Ocean that is south of the equator) from World War II to the present. This large area includes Australia, New Zealand, Indonesia and dozens of island nations and protectorates. It is an area of contrasts: large and small nations, great natural wealth and crushing poverty, European colonization and indigenous cultures. It is an area deeply affected by the Cold War. The ANZUS treaty (Australia-New Zealand-USA) shaped the basic anti-Communist alliance. US support for the invasion of East Timor (another Henry Kissinger sideshow) in 1975 set the stage for the fall 1999 slaughter. Beginning in 1946, nuclear

*See Course Descriptions
continued on page 9*

Course Descriptions*continued from page 9*

testing turned parts of the area into a killing zone.

The seminar will proceed on parallel tracks throughout most of the semester:

- (1) Seminar members will work together in research teams to compile an "Encyclopedia of the Cold War in the South Pacific," which will be posted as a web site. (Students will have to learn how to construct a web site.)
- (2) Each student will write his/her own research paper on a topic chosen in consultation with Professor Sherwin.

PREREQUISITES: Good research and writing skills; positive attitude toward a heavy workload and learning web design independently. **PERMISSION OF INSTRUCTOR REQUIRED.**

SHERWIN**B-3**

HST 181GM--PERCEPTIONS OF ETHNICITY, ETHNIC RIVALRIES, NATIONALISM, AND THE ROLE OF RELIGION IN SOUTHEASTERN EUROPE

An advanced study of three interlocking factors about the peoples of Southeastern Europe during various eras: (1) How the various peoples have been perceived from the outside, (2) the development of ethnic tensions in the area and (3) the ways in which cultural heritages or religion have or have not played a role in mitigating nationalist points of view.

Along with general readings, introductory discussions and films at the beginning of the semester, each student will select a topic for a one-hour presentation and a final paper. Every presentation will be followed

by an in-seminar discussion of the material presented. A major unifying theme of these discussions will be the analysis of the way in which seemingly "long past" events have had an impact into the 20th century. The topic chosen may be focused in a specific era or over a longer period of time. The comparative approach is also appropriate. **Examples**, which may be honed in various ways, include the **following:** Western perceptions of the Greeks in the Byzantine era: the writings of Anna Comnena and Psellus as prototypes of feelings of ethnic superiority in Southeastern Europe; Austrian and Hungarian domination of Croatia and Slovenia; the lasting impact of Serbian-Croatian rivalry; the Macedonian issue in the 19th and 20th centuries; Phanariote attempts to control non-Greeks in the Ottoman Empire; the Ottoman impact on the development of nationalism and/or ethnic tensions in Southeastern Europe; Greek-Turkish rivalry in the Western Alliance and the EC; Queen Marie of Romania and the advancement of Rumanian ethnic claims after the First World War; attitudes towards the Jewish settlement at Salonika (Thessaloniki) from the 16th to the 20th centuries; religion as a source of nationalism and ethnic conflict among various rival national groups in Southeastern Europe.

Prerequisites: Either HST 122: Modern Southeastern Europe; or HST 115: The Byzantine Empire; or HST 10: Europe to 1815; or HST 11: Europe since 1815. **High Demand: Register through instructor.**

MARCOPOULOS**Z-3**

HST 181SM--GENDER AND SOCIAL ORDER (New Course)

Examination of private and public

attitudes towards gender and towards the proper roles of the sexes in Europe from the 12th through 16th centuries. The goal will be to determine how deeply such attitudes were bound up in notions of social order and to discover how changes in understanding of gender roles related to transformations in society. Areas for investigation will include religious heresy and monastic orders, learning and the professions, myths and magic in the countryside, politics and rule, and ideals of family structure.

MARRONE**Z-4**

HST 181WW--MILLENNIALISM IN EARLY MODERN EUROPE, 1500-1789 (New Course)

(Fulfills IR requirement)

The role of millennialism in European social and cultural history, from the Reformation to the French Revolution. Topics include: Protestant and Catholic apocalyptic rhetoric during the Reformation, the English Civil War, and the Thirty Years War; construction of the anti-Christ as Turk/witch/heretic/sodomite; Sabbatai Z'vi and Jewish millennialism; millennium and utopia in the Scientific Revolution and the Enlightenment.

The Writing Workshop format employs a variety of writing activities, including keeping a journal, to facilitate classroom discussion and analysis. Students will develop a research topic, from the brainstorming stage through revisions and drafts, into a 20- to 30-page research paper.

SOLOMON Z-1 EXT. TO 4:30

HST 186--CONTEMPORARY CHILE IN COMPARATIVE PERSPECTIVE

(Fulfills World Civ. requirement)

This research seminar focuses on

See Course Descriptions continued on page 10

the history of Chile since World War II, years in which it was a laboratory for successive economic, social and political experiments. Populism, reform revolution, counter-revolution, authoritarianism, neo-liberalism and the restoration of democracy are all themes that the seminar will explore. The experience of Chile will be compared to that of other countries of the region, and comparative research papers are encouraged. Most of the seminar will focus on student research papers, which should be based on primary as well as secondary sources. For that reason, a reading knowledge of Spanish is strongly recommended.

WINN**Z*2**

HST 202--CIVIL SOCIETY AND THE PUBLIC SPHERE IN CONTEMPORARY HISTORICAL THOUGHT

Over the past fifteen years, burgeoning literatures—on civil society, communication in a “public sphere,” and their various relationships with capitalism, aesthetic life, and the democratic political process—have begun to inform the research agendas of a rising generation of historians. The core readings for this graduate colloquium will examine some of the leading theoretical frameworks and historical studies in this emerging approach, with particular attention given to French, British, and American contexts between 1680 and 1880. Individual readings and term projects will allow students to explore the approaches to civil society and public sphere in their regional fields of study.

BROOKE**Z*3**

NEW COURSES AND COURSES TAUGHT BY NEW FACULTY (New Seminars notated in previous listing)

HST 06--WORLD TRADE, 1000-2000 (Fulfills World Civ. requirement)

A history of worldwide cross-cultural trade as the roots of today’s global economy. Merchant communities, trade Diaspora and trade routes from silk roads to oil tankers, commercial networks from the industrial revolution to the internet and e-commerce. An exploration of the ties between economy and civilization, capitalism, nationalism and state building. Emphasis on the early modern and modern periods, the birth of modern capitalism and global economy.

BAGHDIAANTZ McCABE 53+

HST 09--CONSUMPTION, POWER AND IDENTITY

Silk, cotton, wool, coffee, tea, sugar, spices, opium, wine, potatoes, rice, wheat and other luxuries and staples have shaped social habits, culinary traditions, vestimentary fashions, manners and religious beliefs, as well as social prejudice and group identity, throughout the world. Food and clothing express social status. Modes of production and consumption determine power relationships. The focus will be a strong emphasis on the impact of exports from the east to Europe in the 17th to the 19th centuries. Visual sources will be used in addition to the written materials.

BAGHDIAANTZ McCABE 83+

HST 15--ANCIENT EGYPT

(Cross-listed as CLS 092 and ARCH 052) Everyone has heard of the pyramids, the mummies, and the Pharaohs of ancient Egypt. BUT, would you like to learn about what really happened there? Who were the ancient Egyptians? Why did hundreds and thousands of them labor to build the pyramids, which are the largest stone structures ever built by human hands? What was the source of the Pharaohs’ fabulous wealth? Why did the Egyptians mummify their dead? How did the treatment of women in ancient Egypt differ from that in contemporary societies? What kind of interactions did Egypt have with neighboring civilizations such as Nubia and Syria-Palestine? This course will examine

these and other intriguing questions. It is a unique, one-time opportunity offered to Tufts students, which will take advantage of several special exhibitions at local museums. No prior background or knowledge is necessary.

DER MANUELIAN A-3+

HST 62--ISLAMIC ACTIVISM IN THE TWENTIETH CENTURY

(Cross-listed as CR 192-DA1) (Fulfills World Civ. and IR requirements) Islamic activism is perceived as a new phenomenon of religious zealotry in the Middle East. However, Islam, being part of the cultural, political, and economic ethos of the Middle East, has always existed historically. In the Middle East along with the rise of several independence movements in the mid-twentieth century, there was a necessity to differentiate the indigenous Arab peoples from their colonizers. Although the Middle East countries had a multitude of religious minorities, they chose Islam as a cultural and political component to distinguish themselves from their colonizers. One of the first independence movements in the Middle East was the Egyptian movement. Thus, the political activity of Islamic movements in Egypt was one of the first movements to fight colonialism. Therefore, the first segment of this course will focus on the historical evolution of the first twentieth-century Islamic movement, namely, the Muslim Brothers.

The second part of the course will analyze the more recent (1970s to the present) movements: their reason d’être, their grievances, etc.

The last section of the course will analyze the intellectual grounding of Islamic Activist movements, thus trying to understand the end goals of those movements and what they view as the ideal “Muslim” state.

ABDELKADER 5-3+

HST 71--MODERN AFRICA

(Fulfills World Civ. and IR requirements) African history and culture from the *See Course Descriptions continued on page 11*

Course Descriptions

continued from page 10

nineteenth century to the present. Historical perspectives on the contemporary situation, relating environmental, technical, and social innovations and constraints to change through time. Themes include intensified contact between Africans and Europeans, conquest, colonial experiences, African strategies to reclaim authority and the developing role of women and youth in shaping production, investment, and social choices in contemporary Africa. Case studies include Nigeria, Francophone West Africa, Algeria, Kenya, Mozambique, and Angola.

MONGA 8-3+

HST 194--THE HISTORY OF DISCORD BETWEEN THE ARAB EAST AND THE WEST (Fulfills IR requirement)

A historiographical analysis of the "Arab East." The West's perception of the Arab and "Other." Said's renowned work, "Orientalism," as well as other materials will be used to assess the progression of discord between the Arab East and the West, culturally and politically.

ABDELKADER D-3

Historical Jeopardy

Can you identify the images that appear on pages 1 and 12 of the newsletter? Can you tell what culture and time period each comes from? If so, submit your answers to the History From the Hill mailbox in East 014. The first person who can correctly identify all 5 images including the general time period and culture each is from and the historical significance of each will receive a prize.

This contest is open to all department faculty, grad students and undergraduates.

Hints: Gagik; Chi-Rho; Rome

