



**GORDON**  
COLLEGE

## Department of History

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### From the Chair

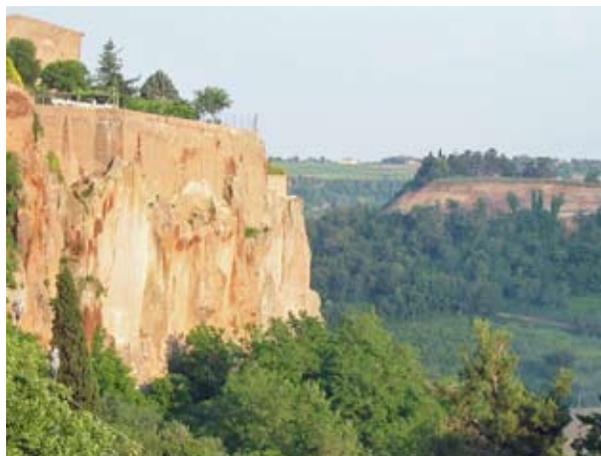


My first self-consciously historical memory occurred in second grade when Mrs. Charbonneau drew three large ships on the board and labeled them "Nina," "Pinta" and "Santa Maria" to explain why we would not have school on Columbus Day. Since then many teachers have nurtured in me a love for history, including enthusiastic mentors while I was a student at Gordon.

Teachers inspire students to see the relevance of history for their own lives. Is it only long lists of dates and dusty volumes of treaties? As I prepare to teach in Orvieto in May, I am eagerly looking forward to introducing my students to the art and faith of medieval Christians. History should help us to understand the world around us, explore what it means to be human, and engage unfamiliar cultures. In this issue we are highlighting the work of students and alumni who combine a passion for history with a vocation for education. Listen to their insights and then share with us your own.

Ciao!

*Jennifer L. Hevelone-Harper*  
Chair of History



### History in Education

Scenes from Orvieto, Italy

## Department News

### History in Orvieto

History faculty Tal and Agnes Howard with their three children celebrated St. Valentine's Day arriving in Rome, where that saint was martyred. The Howards are teaching in Gordon's program in Orvieto, an Umbrian hill town just north of Rome. Six history majors have joined this spring's cohort of students to pursue a history and arts curriculum, living in a medieval convent.

The Howards will teach courses on the Reformation and early modern women. In May history chair Jennifer Hevelone-Harper will join the group to teach on medieval spirituality. Next fall Dr. Liesl Smith, assistant director of global education and adjunct history professor, will teach on medieval monasticism. We hope history in Orvieto continues to have a long future as well as a brilliant past!

### Loring and Patton Projects

The Gordon College Public History Institute oversees the Loring Project, funded by the Loring Family Foundation. This year's Loring

Scholar, junior Brian Moore, will present "The Role of Textiles in the American Civil War" Friday, May 9, at 4 P.M. in the Barrington Center for the Arts.

The Patton Project, funded by Mrs. Joanne Holbrook Patton, has two new interns, Ryan Harrington and Pat McClellan. They are cataloging the massive collection of family documents and photographs from the early 19<sup>th</sup> century at the General George S. Patton House.

To apply for the Loring or Patton Projects contact Professor Goss: [david.goss@gordon.edu](mailto:david.goss@gordon.edu).



Mrs. Patton presents an award to Micah Grant '07, a former intern at the Patton Project.

## Senior Honors Theses

Congratulations to Luke Suttmeier, who in February successfully defended his thesis, "The Reluctant Theocrat: Perspectives on Constantine as the Troubled Father and the Cautious Friend."

We invite you to attend two more senior honors theses defenses on May 6:

Daniel Bell, "Philip Schaff and the Mercersburg Movement: Influences on His Theological Development and Historical Vision of the Church"

Michael Tishel, "The Silence of Constantinople: On the Sixteenth Century Dialogue between the Lutheran Tübingen Theologians and the Orthodox East"

## Alumna Preserves Salem's Memory

On February 19 The Stephen Phillips Memorial Trust House, managed by Historic New England, hosted a film showing at Hamilton Hall in Salem. The films were taken from a recently restored collection of home movies created in the 1920s and 1930s by antiquarian James Duncan Phillips.

Gordon history alumna Megan MacNeil '00, the collections registrar for Historic New England, shared insights about the films and the family that produced them. MacNeil was involved in the discovery and preservation of the films which record Salem and Massachusetts tercentenary celebrations.

## Students in the News



A student admires the view in Orvieto, Italy.

## For the Love of History

by Erin Zingarelli '08

Not very long ago I learned a fact in one of my education classes that both saddened and inspired me. I learned that many elementary school teachers have to devote so much time to reading and math in their classrooms that they have little time to spend on science or social studies. In thinking about America's students as America's future, I wondered how it will be that these students can find a love for history when it ends up being increasingly trimmed from their learning.

For me the enjoyment of history has always come naturally, especially as I spent much of my childhood visiting museums with my family and being a devoted reader of the *American Girl* book series and *Little House on the Prairie*. However, I recognize that not all students feel this way. For many young students it will take an exciting lesson or activity to create that spark.

In my nearly three years here at Gordon, I have had the benefit of learning from and being inspired by many professors who have shown their love and enjoyment of the

study of history. By seeing how my own professors can spread their enthusiasm into a classroom of college students, I have come to realize that I too have the potential to share my own passion with elementary students.

I have yet to have very much experience in the classroom, but I have made it my personal goal as a teacher someday to make time for history and to incorporate it into other areas of the curriculum as well. My experience in both my education and history classes has and will continue to prepare me for this great task.



## Alumni



### On Teaching History

by Matthew Oosting '05

*Matt teaches U.S. History 1 (1763–1877) to freshmen at North Reading High School in Massachusetts.*

Sometimes teaching can feel like playing the lottery. Is it raining out? Expect to hear a pin drop and to beg for student participation. Is it a half day? Expect to fight for every moment of their attention. Are we approaching or returning from a vacation? Their minds are either already there or still lagging in some tropical destination I wasn't invited to. Will I get another new student this month? I have had four since Christmas in one class, and each one changes the way the class interacts.

There is a lot that impacts the tone and flow of a classroom that the teacher has absolutely no control over. If I have learned anything from my classroom observation and teaching so far, it's that given all you cannot control, there is no substitute for a good history teacher.

Some teachers are teachers whose content area happens to be history. They might teach facts and data about historical topics, but the factual information they teach could as easily be science or math. They focus on strategies for the delivery of information and, in some ways, miss the deeper significance and the truly important questions different eras of history force us to ask.

Then there are history teachers.

### Learning as a Teacher

by Kim Tahan '05

My experiences student-teaching at Gordon showed me that as long as I am involved in education, I will always be learning. I was not able at that time to appreciate just how much my first couple years as an educator would teach me. After graduating from Gordon I was privileged to teach sixth-grade social studies and language arts in Belmont, Massachusetts. I am grateful for the opportunity to have taught my favorite historical content, ancient civilizations, and enjoyed the challenges brought on by the language arts curriculum. Most of all, I loved teaching in that extraordinary atmosphere which can only be found in a middle school. My time teaching exposed me to numerous challenges facing

our education system, and I was able to appreciate the need to effectively support teachers in their efforts.

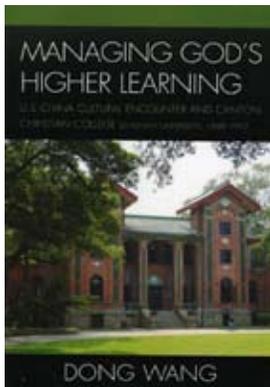
My education as a teacher inspired me to become involved in seeking solutions and to learn about innovations to better public schools. I am currently a master's student of educational policy at The George Washington University in Washington, D.C. Through my studies I am learning about policy development and implementation, the role of politics in education, and the history of education reform. The nation's capitol provides unique opportunities in studying educational policy.

In addition to being a student, I am working to help develop The National Assessment for Educational Progress (NAEP), which contributes to The Nation's Report Card. I primarily work in development of the social



sciences assessments, including geography, civics and U.S. history. I find my various experiences in the field of education—as teacher, policy student and researcher—have contributed in shaping my perspective. I continue to learn and hope that along my journey I will be able to contribute positively towards strengthening the quality of public education.

## Sabbatical Reports



### Researching Christian Education in China

by Dong Wang

In fall 2006 I was granted a sabbatical leave, and I found the change of pace most enjoyable and fruitful. During my sabbatical I finished revamping my course offerings such as HI241: Modern China; HI224: Pre-modern China; HI351: Christianity in China; and HI490: Advanced Seminar on Asian History. In addition, a new course—HI371D: History of U.S.-China Relations—was made available to students.

Other noteworthy events include the publication of my second book in English, entitled *Managing God's Higher Learning: U.S.-China Cultural Encounter and Canton Christian College (Lingnan University), 1888-1952*; and the launching of a theme issue of *The Journal of American-East Asian Relations*, "Christianity in China as an Issue in the History of United States-China Relations," edited by me and to be released in summer 2008. In the course of my sabbatical, I also spent time working on my book manuscript on *United States-China Relations: From the 18<sup>th</sup> Century to the Present*.

### Historian Goes Wild on Sabbatical

by Steve Alter

In my fantasies I spend sabbaticals like Indiana Jones, risking my life in exotic foreign archives. The reality has been more mundane. I spent fall term of 2005 shuttling between my Gordon office and my Ipswich condo, working on articles about Charles Darwin, the father of modern evolution theory. At least I was productive, and I learned about things that I, at least, found interesting.

My first book had been a history of Darwin's ideas about language, and from that project I had lots of leftover material useful for articles. Those efforts simmered on the back burner for years; the sabbatical allowed me to finish several of them. The result is a series of articles appearing in history-of-science journals: topics include Darwin's views about the origin of race distinctions, the origin of language, and other related things. I'm eager to move on now to other historical fields, but so far I think Indiana Jones would approve.



Her Majesty's Ship *Beagle*, the ship Darwin sailed on when he made his discoveries.



### Harvard Historian to Give Franz Lecture

Historian David Hempton, Professor of Evangelical Theological Studies at Harvard Divinity School, will deliver Gordon's annual Franz Lecture on Thursday, April 17, at 4:30 P.M. in the Presidents Dining Room. The lecture is named in honor of history professor emeritus David Franz.

Hempton's topic will be "Evangelical Enchantment and Disenchantment," from his forthcoming book with Yale University Press. This work profiles the faith struggles of eminent people such as the English novelist George Eliot, the Dutch painter Vincent Van Gogh, and the African American writer James Baldwin.

On April 18 Hempton will speak in convocation on "Religion and Conflict," drawing from his experience growing up in Northern Ireland.