

Arts & Letters

THE CORNERSTONE COLLEGE OF SAN DIEGO STATE UNIVERSITY

Stitching Together HISTORY

By Professor Ross E. Dunn with Professor Elizabeth Cobbs Hoffman

For two years now I have been writing a new history of the world in collaboration with my colleague in the history department, Elizabeth Cobbs Hoffman. The book focuses on the past 200,000 years, though its story begins some four million years ago, when our hominid ancestors first emerged in the archaeological record. It is not an exercise in "metahistory," the name for the search for general laws to explain the whole of the past--the sort of mission that Oswald Spengler or Arnold Toynbee undertook some decades ago.

Only Truly Historical Race

We see our project as an opportunity to take part along with many other scholars and educators in the lively debate about global history as a field of research and teaching. We are writing an extended essay that aims to synthesize the adventures of *homo sapiens*. We hope it will contribute to the scholarly discussion about what, over the long term, is most significant in the human past. We also hope that it will be useful in teaching a more coherent, integrated world history suitable for the times in which we live.

Scholars tend to write history

through the prism of the cultural values that prevail in their own generation. If we look back at textbooks written in the nineteenth century, we find many examples of historical thinking that strike us today as glaringly flawed. In his preface to *Outlines of the World's History*, a school text published in 1874, William Swinton declared:

"Viewing history as confined to the series of leading civilized nations, we observe that it has to do with but one grand division of the human family, namely, with the Caucasian, or white race.... The Caucasians form the only truly historical race. Hence we may say that civilization is the product of the brain of this race. Of the peoples outside of the Caucasian race that have made some figure of civilization, the Chinese, Mexicans, and Peruvians stand alone. But though these races rose considerably above the savage state, their civilization was stationary, and they had no marked influence on the general current of the world's progress."

Today, these words strike us not only as offensive but bizarre, and no publisher would dream of offering schools or colleges a textbook that started this way. Swinton's publisher, however, had no trouble selling the book because in the later nineteenth century race theories pervaded Western historical scholarship. The racist assumptions that shaped Swinton's narrative were perfectly acceptable

to the great majority of educators.

In the early twentieth century, textbook authors and curriculum writers gradually abandoned explicitly Caucasian-centered world history, reconceptualizing the subject as the story of western civilization. Educators believed that history studies in schools

cultural heritage and set of ideals that would help heat the social melting pot.

This was a story that began with accounts of the "stone age" and early Middle Eastern civilizations but quickly shifted to ancient Greece and from there to Rome, medieval Europe, and the modern West. This world history, which



Elizabeth Cobbs Hoffman and Ross E. Dunn

and colleges should have two major goals: to strengthen the moral and cultural links between this country and the European democracies on whose side we had fought World War I and to provide both native-born citizens and European immigrants with a common

emphasized politics, ideas, and high art, made almost as little room as the older race-based model for the experience of Asians, Africans, and native Americans. It was a world history that moved along what one historian has called "the European tunnel of time." [CONT. PAGE 3](#)

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Interview with Paul J. Strand

Dean will step down after thirteen years at the helm

Paul Strand came to SDSU's political science department in 1975 and was appointed director of the College's Social Science Research Laboratory in 1980. As dean of Arts and Letters since 1990, Dr. Strand has presided over the largest of SDSU's colleges during a time marked by rich curricular development and dramatically expanding faculty recruitment. As he leaves, the College faces the task of constructing 100,000 square feet of offices and classrooms in a new social sciences building and extensively renovating 180,000 square feet of existing space.



Left to right, Paul J. Strand, Dr. Dwight Stanford, '36, and SDSU President Stephen Weber at the presentation of an honorary doctorate to Stanford last May.
Photo: Melissa Jacobs

Q: What are the milestones of your time as dean?

A: There have been so many it would be difficult to choose. This is a huge college, with more than forty departments, programs, centers, and institutes, employing more than 600 faculty. We provide instruction to nearly every SDSU undergraduate—thirty percent of the total teaching at SDSU—and enroll approximately one-third of the University's majors, almost 4,000 students the last time I looked. Our fields of instruction span the humanities, social sciences, languages, and area and ethnic studies.

The set of milestones that strikes me as particularly significant is the number of new fields of study that are now represented by our faculty and the courses they teach. A sign of this is the range of fields where we recruited faculty last year and this year. Some of the most innovative were Asia Pacific business and economics, geographic information systems, Arabic, for the first time, Spanish interpretation, Latina women's studies, women and science, Islam and culture, landscape ecology and biophysical remote sensing, and computational linguistics. None of these even existed at SDSU ten years ago.

Although we are the unit with the traditional liberal arts disciplines like classics, English, philosophy, and history, you can't keep up with the world by doing today what you did yesterday, and we have tried to keep pace. San Diego State University just became the first college in the United States to offer a triple-degree program in international business in three countries – Canada, Mexico, and the U.S. This program is one that the College shares with the College of Business Administration, and it is one of the

premier international business programs in the country.

The College increased its number of prestigious National Resource Centers from one to three. I believe we are one of the very few liberal arts colleges in the U.S. to have this many. They are the centers for Latin American Studies and International Business Education and Research and the Language Acquisition Resource Center, all funded and recognized by the U.S. Department of Education after highly competitive application processes.

Q: What role does the dean play in precipitating change?

A: The main force for change has to be the faculty. SDSU, like most universities, is a highly consensual organization. The faculty hold the substantive knowledge in their respective fields and have to implement the changes they agree upon. Our faculty, half of whom have been hired since I became dean, have been creative and energetic in this way.

My role has been to encourage them, to suggest new ideas, and to arbitrate when opinions have diverged, as they inevitably do. Two areas in which I played a more prominent role were in the founding of the Department of Rhetoric and Writing Studies in 1993 and the Institute for Ethics and Public Affairs this year. In the former case we effectively moved what used to be known as freshman composition out of the Department of English, with its emphasis on literary criticism, to the new department. Rhetoric and writing studies has a somewhat broader focus: advanced discursive and critical skills, the

theory and history of rhetoric, and civic, scientific, and technological writing. I am delighted with the result. Among other things, now that the program focuses on expository prose in general, with accompanying stress on careful reading, students are better prepared for their other courses in disciplines across the university.

Dr. Darrel Moellendorf, who came to SDSU just this year, directs the Institute for Ethics and Public Affairs. It will rapidly become a forum in which contemporary ethical issues will receive serious and careful discussion. This will facilitate a better understanding of what morality requires in a variety of areas of practice and policy and a deeper appreciation of the importance of moral issues generally. Fortunately, it has a relatively substantial program budget, supported largely by an endowment. There will be a regular public lecture series, with a first-year focus on the issues of war and peace in the wake of September 11. Visiting scholars will lead an annual public symposium. This year's topic will be business ethics in light of recent corporate scandals.

Q: What will your successor as dean have facing him or her in coming years?

A: I will be leaving behind some projects that I hope the new dean will continue to pursue. One is the Center for Islamic and Arabic Studies, which I created in 2000, well before September 11, but whose importance has grown enormously since then. It exists to facilitate teaching and research focused on the lives of Muslim and Arabic-speaking peoples both past and present, around the globe and here in the U.S. In our country we miss much of the depth and diversity of the one billion Islamic people because of our historic lack of engagement with this part of world culture and the somewhat surprising dearth of academic activity in this area. With wonderfully enthusiastic support from our region's Arab, American, and Indo-Pakistani Muslim communities we have begun building an interdisciplinary program designed to encompass history, political science, language, religious studies, women's studies and all the other fields where SDSU scholars teach about or actively study Muslim issues and societies.

I have made an effort to speed the Center's development by appointing a well-qualified faculty committee in the College and by traveling several times to Kuwait, Lebanon, the United Arab Emirates, and around the U.S. to promote the Center to academics and philanthropists. I had frankly not expected the level of enthusiasm for the Center that I've encountered at SDSU, in California, and abroad and so am very encouraged.

A truly daunting task will be to bring the College to safe harbor as California's public budget crisis unfolds. Unfortunately, we are caught between shrinking state revenues, a poor business climate, and rapidly rising demands for the kind of broad-access, high-quality educational services SDSU offers. Furthermore, American universities are becoming more competitive in recruiting new faculty to support our new curricula.

Finally, there is the top-to-bottom renovation of Storm and Nasatir halls and the construction of the new social sciences building. This will disrupt our operations considerably, since it means moving everyone out of Storm and Nasatir into the new building for the renovation and then moving many back into the older structures after the renovation. If all goes according to plan, the new dean will be contending with all this for about three years.

Q: What assets will you be leaving the new dean to help him or her get the job done?

A: From the new dean's point of view, surely not enough! Seriously though, I've enjoyed CONT. PAGE 3



the support of a highly professional and collegial staff that has established effective administration in the College. We've been fortunate with many of the new faculty hires. This group is remarkably capable, international, diverse, sensitive to the world outside the academy, and full of ideas. So many of them are coming in so fast—this generation will sustain the University's forward momentum for decades to come.

We've also forged a new relationship with our alumni and alumnae and the community. Just this year I launched a college advisory board that I will use, and the new dean will use, to extend our influence and to strengthen our programs with expert non-academic support and advice. We've discovered a remarkable set of men and women among the grads and friends of Arts and Letters, high achievers and generous and involved community leaders. They include accomplished practitioners in the fields of law, government, the military, education, domestic and international business, technology, finance and banking, medicine, industry, education, philanthropy, and the media. It's an impressive group whose impact could make itself felt for years to come.

SDSU is making great strides in increasing its philanthropic financial support. My advisory board is a central part of the College's effort to contribute to this. I started building an endowment for the dean of the College that will enhance faculty recruitment and program support. The overall endowment for SDSU is much smaller than the endowment of comparable state colleges and universities, so the new dean will continue to face the challenge of narrowing this gap. •



Leon Williams, '50 To Receive '03 Monty

Arts and Letters will be honored to award its 2003 Distinguished Alumnus Award, the Monty, to the current chairman of the San Diego Metropolitan Transit Development Board. Leon Williams, a member of the College's Dean's Advisory Council, was, in 1969, the first African-American member of the San Diego City Council. He later served as a county supervisor and mentored several young African-Americans now in positions of leadership. Other recent Arts and Letters Montys have gone to Timothy J. Muris, '71, Albert F. Moreno, '68, Robert J. Parrott, '75, Chris Mortenson, '69, Martha Fallgatter, '71, and Harry T. Hodgetts, Sr., '41.

History Continued

A World Smaller and Bigger

In the decades after World War II, this approach to the human experience became questionable to many educators. America's international leadership, the Cold War, the founding of the U.N., the rise of many new nation-states, economic globalization, and revolutions in electronic communication all compelled serious rethinking of conventional world history curricula, which left out the better part of humankind. Many citizens realized that global transformations were making the world simultaneously "smaller" and "bigger":

“WE SEE OUR PROJECT AS AN OPPORTUNITY TO TAKE PART ALONG WITH MANY OTHER SCHOLARS AND EDUCATORS IN A LIVELY DEBATE ABOUT GLOBAL HISTORY AS A FIELD OF RESEARCH AND TEACHING.”

smaller as a sphere of human interaction across national and cultural boundaries, but much bigger in terms of the peoples and places on the map that imposed themselves on the American consciousness. A bigger world in that sense surely required a bigger world history. The European tunnel of time had to be widened.

By the nineteen-seventies, educators and scholars were busy redefining the global past again. The new approach was multicultural. Europe continued to loom large in the textbooks and course outlines, especially in the modern centuries, but the civilizations of the Middle East, India, China, Africa, and pre-Columbian America also began to elbow their way into the classroom. The change reflected not only drastic international changes but also the domestic social upheavals of the nineteen-sixties and -seventies. The civil rights movement triggered the publication of American history textbooks that had much more to say about the experiences of women, working people, and ethnic minorities. New books in world history projected this inclusivism onto a global screen by exploring the ancient heritages of African-, Asian-, Hispano-, and Native-Americans, and not just the heritages of those whose forebears lived in Greece, Rome, or western Europe.

Change in the world, however, usually outpaces textbooks, and accelerating change leaves them behind even faster. By the nineteen-eighties, the multi-civilizational definition of world history was already looking deficient. Multiculturalist educators, it turned out, had not really dynamited the European tunnel of time. Rather, they had dug five or six additional tunnels, each representing either a conventionally defined civilization (such as China or India) or an arbitrarily bounded region (like the Middle East or Africa). This definition of world history embraced a select number of "cultures," but these societies seemed to have little connection to one another historically. This was a "civilization-of-the-month" approach to world history.

Moreover, this kind of history gave students few tools for understanding the bigger patterns of change that transcended the boundaries of civilizations and that involved peoples of differing nationality, ethnicity, and language in shared experience. For example, students were likely to gain little understanding of the worldwide impact of democratic ideals in the nineteenth and twentieth centuries if they limited their investigations mainly to the details of the American or French revolutions as national phenomena.

Humankind and the Biosphere

In the nineteen eighties, Americans were beginning to come to grips with two facts. One was that the really big story underlying all events, trends, and crises has been the acceleration of change itself, especially in the past 300 years, when the rate of growth in world population has soared much faster than ever before.

The other was that the complex relationship between *homo sapiens* and the biosphere matters much more to human survival than we previously understood. As the year 2000 approached, Americans were becoming more conscious of a world that is both environmentally fragile and disposed to continuous political, economic, and social restructuring. This is a border-crossing, migration-prone world in which humans assume multiple cultural identities and lead lives bound tightly to an ever-fluctuating world economy. Thus, a system of history and social science education that fragments the world into six or seven hermetically sealed cultures and then invites students to study them one by one seems jarringly out of sync with contemporary reality.

In the past decade, a new generation of texts has appeared, drawing upon groundbreaking research in world history. Most are much better than their predecessors but in our opinion are still so comprehensive and detailed that they leave teachers and students with little time to read many of the challenging new monographs, essays, primary source collections, and electronic resources that world history as a research field is producing. Also, the narrative architecture of even the newer books continues to rest on the multicultural premise of history as the story of different, and essentially separate, civilizations. Although some texts illuminate human interactions across political and cultural boundaries, none of them goes as far as we hope to go in representing the whole planet, not just discrete parts of it, as the place in which the human drama has unfolded. Lastly, we think there is a need for a book that is both sophisticated and accessible. Therefore, we decided to adopt a somewhat less erudite, more colloquial tone than most texts have, keeping ever in mind that our primary audience will not be academic experts but the general public, including students at colleges from Cuyamaca to Columbia.

Mental Architecture

Dr. Hoffman and I undertook our project, not to have the last word on human history, but to join in the collective endeavor to reconceive the past in a way that fully accounts for trans-national and cross-cultural processes of change. To offer readers a panoramic, holistic view of the entire sweep of human history, we agreed that we would not focus any of our thirty chapters on particular civilizations or regions—no chapters called the "Classical Age of Greece," or "China in the Han Era," or "Europe in the Eighteenth Century." Rather, humanity would move together through time, from the early evolution of our species to the present. This requires that we lift the scale of historical questioning, identifying those broader trends and patterns that transcend local political and cultural developments. Those patterns are not hard to identify: migratory movements, empire building, long-distance commercial exchange, technological diffusion, environmental degradation and change, the transmission of infectious diseases, and the spread of major religions. The central theme running through our book is the increasing intensity of communication among human communities and the relationship between this communication and the quickening pace of change.

We would like the book to help readers develop a mental architecture for thinking about the world to enable them to situate contemporary events within larger contexts of meaning. World history must be understood in terms of fluid, complex processes, and not, in our view, as the eternal clash of civilizations. We believe that study should begin, not with Mesopotamia or Athens, but with the spherical planet as the primary space within which historical processes have occurred. We argue, for example, that young Americans should learn about Islam, not as a self-contained, static "culture" whose members have largely thought and acted uniformly, but as a complex historical phenomenon whose stage from the seventh to the fifteenth centuries was the eastern hemisphere as a whole, and thereafter the globe.

To achieve our aim, we have adopted CONT. PAGE 5



New Thought and Research

Recent Faculty Books

Stuart Aitken, Professor of Geography, *Geographies of Young People: The Morally Contested Spaces of Identity*, Routledge, 2001. Traces the changing scientific and societal notions of what it is to be a young person, and argues that there is a need to rethink how we view childhood spaces, child development, and the politics of growing up.

Sandra Alcosser, Professor of English and Comparative Literature, (with Michele Burgess), *Glyphs*, Brighton Press, 2001; *A Woman Hit By A Meteor*, Brighton Press, 2001. Poetry and prose by Alcosser, with etchings by Burgess.

Alida Allison, Professor of English and Comparative Literature (English language editor, with Sun Jianqiu, editor), *Chinese and English Nursery Rhymes: New Translations*, Beijing, Chinese Children's Press, 2002. New translations of Chinese nursery rhymes suppressed during the Cultural Revolution are paired with traditional English language rhymes.

Laurel Amtower, Associate Professor of English and Comparative Literature, and Dorothea Kehler, Professor of English and Comparative Literature (editors), *The Single Woman in Medieval and Early Modern England: Her Life and Representation*, Medieval and Renaissance Texts and Studies (vol. 30), Tempe, Arizona Center for Medieval and Renaissance Studies, 2002. A collection of new critical and historical essays on a long-neglected subject.

Anne Donadey, Associate Professor of European Studies and Women's Studies, *Recasting Postcolonialism: Women Writing Between Worlds*, Heinemann, 2001. Literary criticism on women writers from Algeria.

Andrew Feenberg, Professor of Philosophy, *Transforming Technology*, Oxford University Press, 2002. A contribution to philosophy of technology, a field that studies the social consequences of technological advance.

Paul Ganster, Professor and Director, Institute for Regional Studies of the Californias, editor (with Felipe Cuamea Velázquez, José Luis Castro Ruiz, Angélica Villegas), *Tecate, Baja California: Realities and Challenges in a Mexican Border Community/Realidades y Desafíos de una Comunidad Mexicana Fronteriza*, Institute for the Regional Studies of the Californias, San Diego State University Press, 2002. Historic origins of the city of Tecate, with explorations of current population and governance issues. In English and Spanish.

James Gerber, Professor of Economics, *International Economics*, Addison Wesley, 2002. The second edition of a widely adopted text on international economics.

Shoshana Grossbard-Shechtman, Professor of Economics, and **Christopher Clague**, Professor of Economics (editors), *The Expansion of Economics*, M.E. Sharpe, 2002. Comparisons between economics and other disciplines, including sociology, statistics, demography, system dynamics, and social psychology.

Peter C. Herman, Professor of English and Comparative Literature, *Reading Monarchs Writing: The Poetry of Henry VIII, Mary Stuart, Elizabeth I, and James VI/I*, Medieval and Renaissance Texts and Studies, 2002. Essays on and selections of the poetry written by Tudor/Stuart monarchs.

Maggie Jaffe, Lecturer in English and Comparative Literature, *The Prisons*, Cedar Hill Publications, 2001. Inspired by Albert Camus, the book combines poetry and visual art ranging from prisoners' sketches to reproductions of gallery art.

Ann M. Johns, Professor of Linguistics and Writing Studies (editor), *Genre In The Classroom: Multiple Perspectives*, Lawrence Erlbaum Publishers, 2002. Juxtaposes a variety of expository genre theories and applies those theories to classroom practice.

Risa Levitt Kohn, Associate Professor of Religious Studies, *A New Heart and a New Soul: Ezekiel, the Exile and the Torah*, Sheffield Academic Press, Sheffield, UK, 2002. Examines the presence of priestly and Deuteronomistic language and concepts in the book of Ezekiel.

Theodore Kornweibel, Jr., Professor of Africana Studies, *"Investigate Everything": Federal Efforts to Compel Black Loyalty During World War I*, Indiana University Press, 2001. Sequel to the author's "Seeing Red" (1998), completing the story of how the FBI, Army intelligence, and Post Office Department attempted, with much success, to suppress black militancy during and after World War I.

Mathew Kuefler, Assistant Professor of History, *The Manly Eunuch: Masculinity, Gender Ambiguity, and Christian Ideology in Late Antiquity*, University of Chicago, 2001. Study of male identity in the late antique period offers an engaging, thorough and highly original contribution to the fields of gender and cultural history. Winner of the Margaret Wade LaBarge prize by the Canadian Society for Medievalists.

Clare V. McKanna, Jr., Lecturer, Departments of American Indian Studies and History, *Race and Homicide in Nineteenth-Century California*, University of Nevada Press, 2002. Examines the differences and similarities in treatment of Indian, Chinese, Hispanic, and Anglo defendants accused of homicide in seven California counties.

Joyce Nower, Lecturer, Department of Rhetoric and Writing Studies, *Qin Warriors and Other Poems, 19...-2002*, Avranches Press, 2002. Selection of poems written during the last ten years that deal with the author's personal experiences as well as assorted historical topics.

Harry Polkinhorn, Professor of English and Comparative Literature, Director, San Diego State University Press (coeditor, translator), *Across the Line/Al otro lado: The Poetry of Baja California*, Junction Press, 2002. Comprehensive English-Spanish bilingual anthology of 20th century Baja California poetry, the first of its kind to appear.

Jane Carney Schulze, Lecturer, Department of Sociology (with Rolf Schulze, Professor of Sociology), *It's OK To Talk About Sex, A Guide for Parents of Newborns through Adolescence*, Visuals Plus, 2002. Drawn from the authors' real life experience in early childhood education, sex education, parenting and grand-parenting, and offers a practical guide for parents.

John R. Weeks, Professor of Geography, *Population: Introduction to Concepts and Issues, Eighth Edition*, Wadsworth Publishing Co., 2002. Best-selling textbook in the field of population studies.

Historian Wins Two Top Book Prizes

SDSU Professor Joanne M. Ferraro's volume, *Marriage Wars in Late Renaissance Venice* (Oxford University Press, 2001) has been recognized as best book in its field by the Society for the Study of Early Modern Women and the Society for Italian Historical Studies, the latter awarding the Marraro Prize for this distinction.



On October 5 workers punched through the wall separating the two trolley tunnel segments under campus.

Billion-Dollar Changes Alter SDSU's Face

The campus is in the midst of a building boom unequalled since construction of the original campus core, completed in 1931. The activity includes a \$431-million portion of the San Diego trolley system's east county extension, which will bring the rail system to SDSU via tunnels, elevated tracks, and a magnificent underground station, the largest in the network.

Class of '50 alumnus Leon Williams heads the Metropolitan Transit Development Board, which directs the project.

SDSU last year dedicated the chemical sciences laboratory building, a \$31-million structure that

creates a handsome new entrance for visitors approaching from the College Avenue exit on I-8.

Other projects completed in the last year include the Aztec Athletics Center, the Aztec Recreation Center renovation, the Cuicacalli student residence complex, and a new parking structure. Planned or underway are a major renovation of the chemistry-geology building, an alumni center, and another parking structure. The newly opened Fraternity Row accommodates Alpha Epsilon Pi, Delta Sigma Phi, Kappa Alpha, Phi Kappa Psi, Phi Kappa Theta, Sigma Nu, Sigma Alpha Mu, and Zeta Beta Tau. •

History Continued

a somewhat unusual approach to world geography to help us transcend the compartmentalization that has impeded larger-scale investigations. In our first chapter we challenge the conventional division of the eastern hemisphere into three continents: Africa, Asia, and Europe. That configuration has lent itself to the assumption that each of those three spaces has had a history of its own, each internally coherent but disconnected from the other two. In fact, the Mediterranean and the Red Sea, the presumed dividing lines separating the three continents, have for millennia been busy channels, not blunt barriers to communication among human groups. Therefore, we are proposing the idea of Afroeurasia as a single great landmass that includes Africa, Asia, and Europe and that from very early times has had a history of its own as a realm of human interaction. In this light, for example, the Roman empire was not a European state but a phenomenon of western Afroeurasia centered on that Afroeurasian lake called fittingly the Mediterranean, which in Latin means “in the midst of lands.” Indeed many political, military, technological, religious, and artistic developments in world history make sense only in a context that encompasses the entire Mediterranean basin and its European, North African, and southwest Asian shores.

We also give sustained attention to the Americas before the voyages of Columbus. In Afroeurasia all major civilizations profited from ideas and technologies that spread from one part of the Eastern Hemisphere to another. Because of the oceanic obstacles, American peoples could not share in this fertile interaction. Nonetheless, societies of both North and South America fashioned wide trading zones of their own and built a series of dense urban civilizations. After 1500 A.D., of course, a great world convergence occurred. All the giant land masses of the world – Afroeurasia, Australia, and the Americas – became linked to one another, a development that had profound consequences, both happy and tragic, for all humankind in the succeeding centuries.

Our approach to world history obviously involves some hard choices. We must exclude many subjects, not because they are less valid or interesting than the ones we select, but because they relate to developments that have occurred on a relatively local scale. For example, readers will learn about the creation of an “Atlantic world” between the sixteenth and nineteenth centuries, a world shaped by the hard work, ingenuity, and cultural visions of Europeans, Africans, and Native Americans alike. On the other hand, readers looking for close details on the Seven Years War or Scottish economic philosophy will be disappointed. In making these tough choices, we have taken courage from our colleague, Professor David Christian, who also has a forthcoming world history. His volume, which draws much more heavily on the biological and physical sciences than ours does, leaps to the cosmic scale. He starts not with human origins but with the Big Bang. Human beings do not even appear until chapter six!

We are persuaded that when educators abandon the definition of world history as mainly the study of “other cultures” and espouse what the economic historian Andre Gunder Frank has called a “humanocentric” framework, they will free themselves and their students to probe specific events (9/11, for example) as they connect to larger structures of meaning. They will uncover significant patterns that they had not seen before. They will open fresh lines of comparative and cross-cultural inquiry. They will cease their search for good things and bad things about “other cultures” and reflect more profoundly on the past and fate of humans as a species with a common history. •

Dr. Dunn, Professor of History, is the author of *The Adventures of Ibn Battuta: A Muslim Traveler in the 14th Century*. Dr. Hoffman holds the Dwight E. Stanford Chair in American Foreign Relations in the Department of History, and is the author of *All You Need Is Love: The Peace Corps And The 1960's*.



The academic preparation of this year's freshmen is the best that it has been in nearly four decades.

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...the price of education is steep for many Arts and Letters students and prohibitive for others who cannot attend or drop out for lack of funds. Lean academic funding makes it difficult for the College to compete against peer institutions across the country in recruiting and retaining strong faculty. So consider giving generously to support student scholarships and faculty excellence.

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Distinguished Friends and Alumni Form College Advisory Board

On October 8 the new Dean's Advisory Council of the College of Arts and Letters convened for the first time in plenary session. The Council's 51 members, appointed for two-year terms, will help amplify the College's relations with the community and provide advice and guidance to the College dean. This impressive group brings a remarkable range of talent, experience, and leadership, and their enthusiasm for the role they have accepted is deeply appreciated.

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Development Board



Scripps Cottage, originally in the center of campus, before 1968 move.



Changes Great and Small...

Physical change has never been wholly absent from the SDSU campus, but these days Montezuma Mesa's crown of buildings is growing in quantity and quality at an unprecedented pace.

More on page 4.



Scripps Cottage in present location with Love Library, which replaced it, in background.

Photos: Special Collections, San Diego State University Library



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