

Cathal Nolan

### Cathal Nolan resigns BU position

Professor Cathal Nolan has announced that he is resigning his position at Boston University. Below we include his farewell to his friends at BU as he prepares to assume a new role:

#### *A Fond Farewell*

I will be leaving Boston University on January 1, 2007, to serve as President of the Theodore Roosevelt Association (TRA). I did not seek out this position: I was content in my appointment in History, and fully en-

See NOLAN, page 11

### Brendan McConville offers revisionist view of royalist influence in colonial America

The University of North Carolina Press has recently published Professor Brendan McConville's latest book, *The King's Three Faces: The Rise & Fall of Royal America, 1688-1776*. We are pleased to reprint part of the introduction:

On November 5, 1764, diarist John Rowe recorded that "a sorrowful accident" had happened in Boston's North End. A giant "carriage" constructed by the neighborhood's residents, carrying effigies of the pope and other figures, had "run over a Boy's head" during a raucous procession "and he died instantly." In response to the tragedy, the authorities dismantled the effigies and sought to destroy a similar cart in the South End—the "North and South end Popes" as they were known. However, when the magistrates "went to the So. End [they] could not Conquer upon which the South End people brought out their pope and went in Triumph to the Northward" to seek victory in the traditional battle between the neighborhoods that occurred on Boston Common every November 5. "At the Mill Bridge," Rowe continued, "a Battle begun," the North End people "having repaired their pope." Neighborhood



pride was on the line—the North End always prevailed in these battles—but on this day, a repaired pope would not do, and “the South End people got the Battle.... Brought away the North End pope and burnt Both of them at the Gallows,” with “several thousand people following them” to see the spectacle on Boston Neck. So ended the annual celebration of the foiling of Guy Fawkes’s 1605 plot against James I and the English nation.

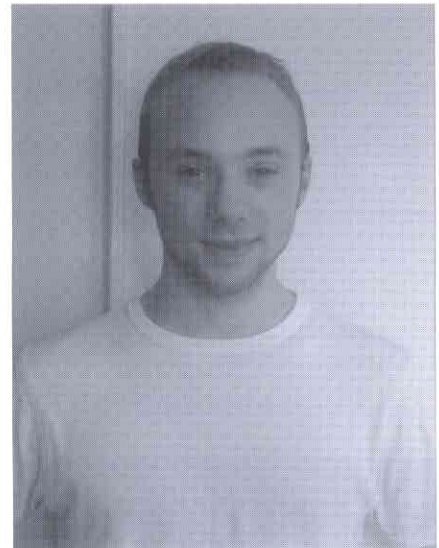
Certain images predominate in popular imagination when we think of colonial America. Somber Puritans, heads bowed in prayer when not hunting witches at Salem; broad-hatted Quakers, preaching peace in the City of Brotherly Love; yeoman farmers chopping wood and tending crops; dignified Indian chiefs negotiating with the ever-increasing number of white settlers; Virginia tobacco planters living in Georgian mansions on the Northern Neck, served by African slaves; and deerskin-clad frontiersmen opening new lands and fighting against the various Indian nations—all these come to mind. Scholars have refined these images and added new ones to their more specific conversations: visions of midwives and wenches, merchant entrepreneurs, aggressive artisans, confidence men, enlightened intellectuals, and evangelical preachers seeking to save souls from eternal hellfire. But mobile

papist archetypes crushing innocent children, followed by nighttime battles on Boston Common? This all seems to be foreign, un-American, at best the manifestation of lower-class rowdiness in a busy colonial port, at worst an early display of irrational religious bigotry.

Yet it was none of these things. Boston’s North and South End gangs were remembering Pope’s Day, one of a number of annual royal rites at the core of political life in an imperial America that existed before 1776. In that lost world, public holidays did not celebrate exceptionalism and democracy but rather expressed intense pride in Britain’s kings and rejoiced in the empire’s victories in the continuous struggle against Catholicism. The political culture’s central focus was a physically distant but emotionally available Protestant British monarch who had the provincial population’s impassioned loyalty.

This all-encompassing royal America has been gradually wiped from our national memory. Royalism, it has seemed to the general public and most American scholars, had never really taken deep root in colonial society. The provinces’ social diversity and truncated (by European standards) social structures supposedly inhibited faith in king and country and paved the way somehow for a republican America. But was this really the case?

To answer this question takes a seemingly impossible leap of faith, for it requires us to forget the American Revolution. We are still, despite the best efforts of historical writers, so conditioned by the overwhelming power of the democratic reality created in the last two hundred-plus years that we can only imagine American history as some variant on that omnipresent worldview. The Revolution thus has remained, like the Civil War, the Great Depression, and World War II, a scholarly vortex that sucks all that came before it into its deterministic bowels. Despite decades of proclaimed hostility to “whiggish” and teleological history, most historians still treat the years between 1688 and 1776 as somehow a long prologue to the revolutionary crisis or American society’s broader modernization. ♦



Robin Vandome

## Doing research on the US in the US

BY ROBIN VANDOME

I am thrilled to be the first beneficiary of a graduate student exchange program linking Cambridge and Boston. I stress, however, that I am coming from farther than across the Charles River: I am currently entering the second year of my PhD studies at the University of Cambridge in the UK, under the supervision of Michael O’Brien, and will be spending the coming year based at BU. I am looking forward to an exciting and engaging year among a distinguished intellectual community and am enormously grateful for the opportunities afforded me.

I arrive in Boston as a first-time visitor. Although previous research-related trips to the States have taken me to New York, Washington, D.C., and Madison, Wisconsin, it is not until now that I have had the opportunity to experience the historic and academic delights of this rather European American city. As a native Scot (I grew up in Edinburgh) who has studied in England, I am aware of bringing an ‘Anglo-Celtic’ heritage to a place already well provided for in

See VANDOME, page 12

## NEWS

### of the History Department at Boston University

is published monthly September through May at the department office, 226 Bay State Road, Boston, MA 02215, telephone: 617-353-2551, E-mail: [history@bu.edu](mailto:history@bu.edu), Website: [www.bu.edu/history](http://www.bu.edu/history).

Editor: James T. Dutton, Department Administrator

Items of interest for publication and changes of address should be sent to the editor.

## NEW GRADUATE STUDENTS ENTER PROGRAM

As is our custom, we have asked the department's new graduate students to introduce themselves:

### Christopher Seely

I graduated from the University of Utah in 2005 with a BA in history, a BS in political science, and a minor in Spanish. I grew up in Farmington, Utah, which is a small suburb outside Salt Lake City. I met my wife at the University of Utah and we were married in December 2004. In August 2005 we moved to Boston, where I began working at a health care company and my wife, Robyn, began studying at Northeastern University in the Pharmacy program.

I came to Boston University to study US political history because of the great professors at the school who focus on this topic. I really learned to love both history and politics while living in Peru. I was there for two years volunteering as a missionary for the LDS ("Mormon") Church. I was in Peru from January 1999 until January 2001, and while I was there I was able to witness a variety of fascinating political developments that really changed the way I viewed the world. Even before these experiences I had enjoyed studying both history and politics, but it was after living through these historical events that I came to see why understanding the history and the culture of our world is a key ingredient to understanding the world in which we live.

I hope to earn a PhD in US history and teach as a professor. I enjoy teaching a great deal and I look forward to getting an opportunity to share my enthusiasm for history and politics with other students. While living in Utah, I had the opportunity to teach people how to snowboard. It was dur-

ing this time that I became enamored with the idea of sharing my passion with others through teaching.

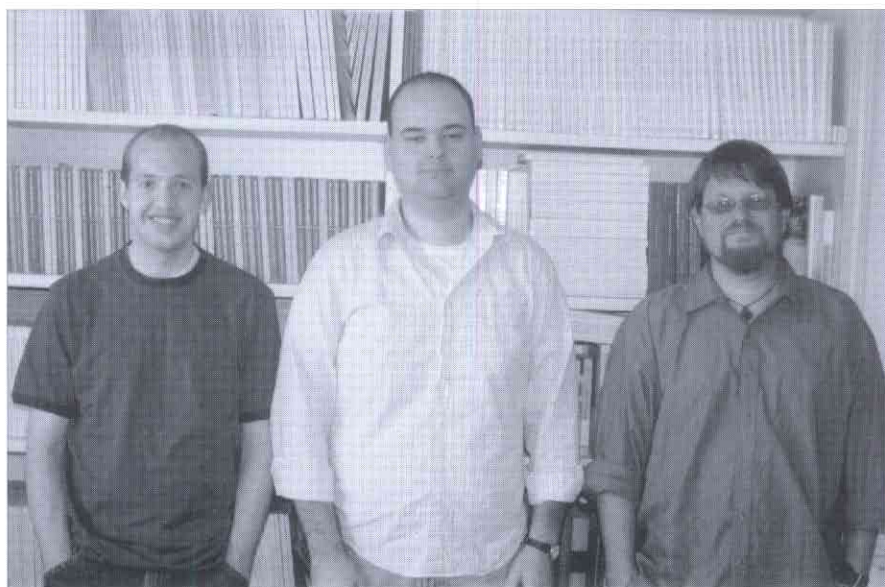
I am very excited to be starting my graduate work at BU, and I look forward to working with the other students and faculty that make up the History Department.

### Nicholas Federn

I come to the History Department at BU after graduating *magna cum laude* with a degree in history from Quinnipiac University in Connecticut. While at Quinnipiac I spent two years as the student assistant to the director of the University Honors Program who also was a professor of American history. For my senior thesis at Quinnipiac I wrote a paper titled "Tradition and Controversy: Masson and the Seduction Theory," which I presented at the New England Re-

gional Phi Alpha Theta conference, where I received the best paper award for my work. Also at Quinnipiac during the summer of 2005 I received an interdisciplinary research grant for a project titled "The History of the Psychoanalytic Treatment of Anxiety." While at BU I am interested in further pursuing my interest in the history of psychoanalysis and more generally the intellectual climate of Vienna at the beginning of the twentieth century under the guidance of Professor Schmidt.

My interest in both Vienna and psychoanalysis runs in the family. My great-grandfather was one of the earliest psychoanalysts in Vienna and worked for many years directly with Sigmund Freud. My grandfather and father followed in his footsteps, both becoming psychologists. Since I was about three years old, I have traveled twice a year to Vienna to visit my grandparents. From that young age I began to be fascinated with the city,



Christopher Seely, Nicholas Federn, David Beale

and as I got older the interest slowly grew and expanded into a desire to study the history of the city. Now at BU I hope to be able to pursue this interest full time. I look forward to getting to know everyone in the department and working further on something I have been immensely interested in since a very young age.

### David Beale

I was born in Worcester, Mass., and lived there until the age of eighteen, at which point I moved to a small town in rural Maine. In the course of the next nine years I became a husband and father while working in a local shoe factory, which closed in 1999. At that time it became apparent to me that finding another job in manufacturing might not be in my best interest, and I began attending classes at the University of Maine at Farmington.

During my time at UMF I pursued a double major in history and anthropology and also began working at the on-campus archaeology research center as a work-study student. I soon found myself traveling throughout New England hiking through the woods and digging square holes. While working there I also drew artifact illustrations and created plaster casts of artifacts for public outreach and archaeological display purposes. Following graduation, I became a full-time employee at the archaeology research center and began supervising excavations.

Soon after graduation I realized that I was not quite done with school and wished to continue my education at a higher level. While I enjoyed my time as an archaeologist, I also came to understand that my true interests did not center around the excavation of material culture but in the intellectual and cultural framework that determined our understanding of it. Boston University's strength in intellectual history is what drew me here, and I hope to pursue and refine the questions I have regarding these issues



*Suzanne Brown, Andrew Ballou, An Verscuren*

by studying modern American intellectual history.

### Suzanne Brown

As a student in the BA/MA program, I will receive both degrees upon graduation from BU next May. I am interested in American history, particularly social history, cultural history, and the twentieth century. For my master's essay, I am focusing on the history of religion in American science fiction; I will be working with Professor Jon Roberts. This year, I am lucky enough to be a recipient of the Herbert J. and Mary E. Greig Endowed Scholarship in American History. When considering undergraduate institutions three years ago, I chose Boston University for its stellar academic programs, fine worldwide reputation, and close proximity to Fenway Park.

### Andrew Ballou

I recently received an MA degree from the University of Colorado at Boulder, where I researched early-twentieth-century peace movements while working with Professor Mark Pittenger. Before attending CU, I

earned an MTS (Master of Theological Studies) from the Iliff School of Theology in Denver and a BA from Maryville College in Maryville, Tennessee. My general historical interests are modern US intellectual history and American religious thought.

After studying religion and theology for many years, I chose to focus on US history in order to frame the theological debates that I had been studying within their historical contexts. I am generally interested in the ways in which different individuals and groups apply their ideas in practice; in other words, I am interested in studying the "cash-value" of ideas as measured by those people who attempt to apply them. Boston University seemed a natural fit for me because of its focus on intellectual history. While at BU, I will be working with Professor Jon Roberts, and I look forward to continuing my research into religious peace movements.

Over the summer, I taught classes on religion and politics to a group of young people in a summer community. Also, I am happy to announce that I was married in July to a wonderful woman who is currently a pastor in Beverly, Mass. Finally, I look forward to being the History Department's tallest PhD student.

## An Verscuren

Ever since I had my first international experience at the Institut de Touraine, in Tours, France, in 1998, I knew that I wanted to pursue an academic degree that would not only challenge me intellectually, but also allow me to literally cross borders and expand my view of the world. And now, more than eight years later, I am finally realizing this long-standing ambition by joining the History Department at Boston University. I have been fortunate enough to have received a Fulbright Scholarship and a Fellowship of the Belgian-American Educational Foundation in support of my studies at BU.

My fascination with history goes back to my early childhood days, when my mother—a Latin and Greek teacher—read me bedtime stories from the ancient Greek and Roman myths. Later in my high school years, I got more and more interested in modern history and especially in the long and rich past of France, its culture, language, and people. That's why—after long consideration—I initially chose to study Romance languages at Katholieke Universiteit Leuven (Leuven, Belgium), but decided after one year to switch to my original pas-

sion and pursue a degree in history. In 2005, after four years of study, I graduated as an MA in history. During academic year 2005-06, I prepared a paper based on my Master's thesis for *Pro Memorie*—a Dutch-Belgian journal on the history of law—while at the same time earning my MA degree in the teaching of history.

The reason why the PhD program in history at BU is so appealing to me is twofold. First of all, unlike most history programs at universities in Belgium, BU gives me the opportunity to combine my everlasting passion about French history with my broader interest in the history of international relations. That's why, although I am in origin a European historian, I plan to do my doctoral research with Professor Keylor on the relations between France and the United States in the twentieth century. Second, Boston University enables me to realize the promise I made in 1998; I am sure that this international experience will be enriching for me both on an academic and on a personal level.

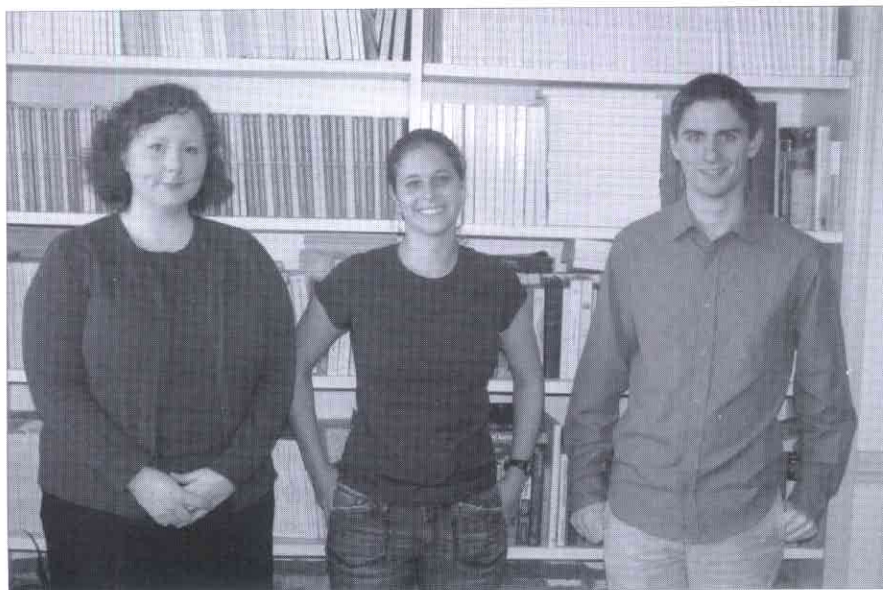
## Darcy Pratt

In the language of the “interweb,” I am what would be called a newbie to history. History, specifically medieval history, has always been an avocation for me, but I had never really hoped to make it a vocation until recently. I have spent most of my professional career in a different world.

My undergraduate degree was actually in communications, specifically in Mass Communications and Public Relations. I came to BU's College of Communication in autumn of 1986 and graduated in January of 1990 with a concentration in copywriting. For the past 16 years I have mainly worked in the medical and high tech industries as a Marketing Manager and a Copywriter and Editor. Writing is something I love to do (I also write various sorts of fiction) so from that perspective I have been very lucky.

During my time in corporate America I learned a lot about marketing and product development and managing people and projects—but the most important thing I think I learned was that I needed to find something else to do for my life's work. While I wanted to write, it was only one of two things I needed to do to feel satisfied. History, the other, had been consigned to weekend reading, vacation research, and the odd class at MET College. Eventually I decided history as a hobby wasn't enough and I made plans to return to school full time. Boston University was the only real choice for me, in part because it was familiar, in part because it is well-respected, but mainly because of the encouragement I received and the respect I have for its faculty, in particular Professors Backman and Landes.

My primary interest is in western Europe in the 13th through 15th centuries. I am fascinated by the strong political roles played in different regions by members of the same families and in how their complex interpersonal ties influenced and drove politics, alliances, and conflicts. Dynasties I am interested in researching include the Angevins and the Valois.



Darcy Pratt, Eliana Lipsky, David Mislin

I hope by studying more about these people I can open up new and specific avenues of interest and concentration. Once I complete my studies at BU I hope to use my education to write, research, and teach.

### Eliana Lipsky

I grew up in Houston, Texas, where I attended the South Texas Hebrew Academy for thirteen years and spent my senior year of high school in Israel at an all-female Judaic seminary, focusing on the Talmud and Hebrew Bible. Following my year abroad, I attended Boston University, where I discovered my love for history. I switched from a clinical exercise physiology major in the Sargent School of Public Health and Rehabilitation to become a history major under the supervision of Professor Clifford Backman.

My main interest is in the history of medieval religious culture and, more specifically, how Jews, Christians, and Muslims influenced each other's writings, teachings, laws, and ways of life. I chose to return to Boston University because I enjoyed working with Professor Backman as an undergraduate and wanted to continue learning with him.

In addition to my studies, I teach American history to seventh and eighth graders at the Jewish Community Day School in Watertown. I lead an advisory for sixth, seventh, and eighth graders, focusing on health education and current events. I co-direct the school choir, and I also facilitate learning during integrated Judaic studies programs.

### David Mislin

My interest in history began at the age of five when, for some unknown reason, I decided to memorize the names of all the US presidents. I demanded that my kindergarten teacher quiz me on the dates of their terms of office, their vice presidents, and, most

peculiarly, how they died. Naturally, there was a phone call home.

Though the obsession with the presidents waned, the fascination with history did not. I earned my BA in history from Oberlin College and received a Masters of Theological Studies from Harvard Divinity School, where I concentrated in American religious history. My academic interests focus on US social and religious history. I am particularly interested in the shaping of American Catholic identity in the early decades of the twentieth century.

The History Department at BU seemed a natural fit for my continued graduate study. The department has a longstanding reputation for excellence in American intellectual history, and the role of religion in shaping US history was not a foreign subject here. The proximity of the BU School of Theology was also a drawing factor. I look forward to tapping its resources as my studies progress.

### Alexey Dynkin

When I first came to Boston University as an undergraduate freshman in the fall of 2001, I, like so many other students in 21st-century America, was not sure about what kind of education I wanted for myself and what I wanted to do with it. I had long had a general interest in history, politics, geography, and other so-called social sciences and therefore chose many courses in those fields during my first and second years at BU. It was not until the beginning of my third year that I finally chose a major. My choice, international relations, appears in retrospect to have been a bit impulsive; at the time, it was based on the idea of combining something which interests me with something of practical and contemporary importance—I am, after all, a member of the “Class of 9/11”—those students whose introduction to the world of higher education coincided with the most devastating terrorist attack thus far in history. Though I did

not exactly have a clear career plan in mind, I did have a vague notion that increasing my understanding of the way our world operates may be useful at some point in life; and, perhaps even more importantly, I felt a personal need to increase this understanding.

I made a final decision to pursue a graduate degree in history several months after receiving my bachelor of arts degree in May of 2005. My justification for graduate education in general is quite simple—to give myself the opportunity to make a living by learning and, hopefully, passing my gained knowledge on to others, about things which concern and interest me personally. During my two years as a student of international relations, I became exposed to what I believe to be by far the greatest resource that BU has to offer, its faculty. My course of study allowed me to take classes with professors across different departments: Geifman and Keylor in history; Ra'anana and Lukes in both international relations and the University Professors program; Clemens and Connor in political science. All have very different interests and approaches to education, but all share the very rare and valuable virtue of being simultaneously good experts and good instructors. This is extremely important, because they were able not only to convey much valuable information and many important ideas and concepts during lectures but also to inspire me to develop and pursue my own interests.

I do not regret now having chosen international relations as my undergraduate major. Through the exposure to different professors and by taking different courses and working on a variety of topics, I was able to develop a sense of the framework within which I want to pursue my education. I came to realize that international relations, while certainly a topic of great interest to me, does not fully satisfy my thirst for understanding the nature of human interaction over time. Political science and sociology, on the other hand, have a bit too much of an emphasis on theory, rather than fact-

searching, for my taste. In history, however, I have the opportunity to learn the facts first and then draw my own conclusions. This goes well with my understanding of education, and of life in general.

I should emphasize that my interest in the past is grounded firmly in my concern with the present and the future. My morning ritual (thank heavens for the Internet!) typically includes checking the news from agencies of at least three countries—the United States, Russia, and Israel. In fact, were it not for the difficulties involved in understanding the present and future, perhaps I wouldn't see the need to study history at all. But the problem with the present is that you can only observe it; by the time you've had time to analyze and make sense of it, it's already in the past. As for the future, alas, I have not yet developed the ability to see into it (but I'm working on it, and I assure my new colleagues that in case of success, they'll be the first to know!). Thus, it appears that history is my only remaining option.

Since one of my reasons for studying history is to learn about, well, myself, it makes sense that I chose to focus on a period relevant to my background. I was born in 1982 in Moscow, a bit over a month after the ascendancy to power of the former KGB general Yuri Andropov, which ushered in the single most repressive period in the Soviet Union since the death of Stalin. Since part of my family was involved, to some extent, with the so-called dissident/human rights movement which had chosen Andrei Sakharov as its icon, one of my first experiences after appearing in the world was a KGB search of our apartment. One has to wonder if it ever occurred to the agents, as they emptied drawers and turned over mattresses in search of anti-Soviet literature and correspondence with imprisoned friends and acquaintances, that the year-old baby annoying them with demands for food and calls of nature would be sitting two decades later in America and writing about them for a department newsletter. In fact, now



*Alexey Dynkin, Kathryn Lamontagne, Ellen Horrow, Elizabeth DiNolo*

that I think about it, it would be fascinating to go to Russia and try to locate them, perhaps reminisce about old times over some vodka and smoked herring. Maybe I will try to do it at some point.

But I am digressing. The point is, I want to focus on the relatively recent past—the postwar Soviet period—because it is close enough to our own times to still be extremely relevant, even if it may not at times seem so, and because there are still plenty of people alive and well who lived, worked, and in more than a few cases “sat” (in prison or a labor camp, that is—a translation of the Russian idiom for “doing time”) during this time. And there is no primary source quite like an actual, living person. At the same time, many of these people are not particularly young; the time frame in which we can still talk to them is not unlimited. I would like to get as much as possible while there is still time.

Like so many people in America (and in contemporary Russia as well, as I hope I can some day convey to those I get to teach, should that happen), I come from a variety of backgrounds. My family includes a mix of ethnicities—Russians, Jews, Ukrainians, Germans, and others; social classes—our ancestors include aristoc-

racy, workers, professionals, and peasants; and religions—my extended family today includes atheists as well as members of several Christian denominations (I consider myself an agnostic). Additionally, as an immigrant, I come from one culture, with its values and traditions, but live in another. And, of course, I do not merely exist in America, but am very much part of it. Thus, my heroes include Sakharov as well as Martin Luther King Jr.; my inspirations range from Leo Tolstoy to Jimmy Hendrix, and, of course, many others, from various different countries, not just mine.

We live in an exciting, dynamic, and wonderfully varied world, though, sadly, one that can also be appallingly cruel, violent, and unjust. I do believe that education can be used to improve humankind, to help people understand one another better, and to facilitate dialogue between various, sometimes opposing viewpoints. But I do not believe that every kind of education can do that. It must also be honest. People must learn to face the truth—about themselves, about others; only then can they hope to understand and trust one another and truly engage in dialogue on equal terms. Otherwise, education is merely propaganda, serving

only to push a particular agenda onto others. And that kind of education, as we have seen time and again, can have the most disastrous consequences. It is with this in mind that I hope to embark upon my graduate career—to find out as much of what really happened, and how, as possible, and convey it to others. Oh, and maybe somewhere along the way, I'll learn to see into the future.

### Kathryn Lamontagne

A native of southeastern New England, I am thrilled to have the opportunity to begin my doctoral program at BU this fall. To attend an institution that is acclaimed worldwide, yet a mere forty-five minutes from home seems too good to be true.

As an undergrad at Providence College, Rhode Island, I was able to study at both Université Laval, Quebec, and Memorial University of Newfoundland. I majored in the humanities, focusing in Canadian-American studies. My love of maritime history has served me in good stead, as I have been a curatorial intern at both the New Bedford Whaling Museum (Mass.) and the National Maritime Museum, Greenwich, England. After a time in England, I earned my MA in Modern European History at Providence College in 2003 and must admit I am not looking forward to going through oral comps again at BU!

After PC, I went traveling to the South Pacific—having spent much time in England and Ireland, I had decided I was due a “gap year”! Returning, I began coursework on my MLS at the University of Rhode Island, which I still intend to finish at some point. I have been employed as a reference librarian since graduation and love the thrill of the chase for information! In the fall of 2004, I moved back to London to study cultural memory (Institute of Germanic and Romance Studies, School of Advanced Study, University of London), a new, often-maligned offshoot of historical study that is truly interdis-

iplinary. In regards to history, memory studies focus on Norian perceptions of remembrance and forgetting, i.e. how public and private notions of events resonate historically and daily in museums, monuments, and culture. In that vein, my MA dissertation in London explored the dual roles of remembrance and forgetting in the portrayal of the Irish Civil War at Kilmainham Gaol and Museum, Dublin.

At BU, I will continue to study the cultural history of Britain, which has long had a hold on me since my days studying Newfoundland history (a British colony until 1949). I am also very interested in em/immigration and diasporic issues in Western Europe. I feel incredibly fortunate to be able to study under Professors Dellheim and Chernock and benefit from their extensive knowledge of British history. I am also looking forward to meeting my fellow students and learning from them.

### Ellen Horrow

I come to Boston University after receiving my AB in history from Princeton University in 2004. In addition to studying history I also received certificates in creative writing, Near Eastern studies, and teacher preparation. After graduation I completed a semester of student teaching through the Teacher Preparation Program in eighth-grade social studies at John Witherspoon Middle School and then continued teaching middle school English and social studies at the Rosenbaum Yeshiva of North Jersey.

At Princeton, my historical interests were far reaching and included such topics as the history of collecting, the Iranian revolution, and American foreign policy in the Middle East. For my senior thesis I received a grant to travel to the National Archives to examine the connection between US Cold War policy and the partition of Palestine from 1946 to 1948. At BU I intend to continue studying American diplomatic his-

tory.

### Elizabeth DiNolo

I am a recent graduate from the University of San Francisco, where I received my BS in mathematics. I became interested in history after living in Germany for a year and a half. I decided to double major in history at USF and pursue an MA at Boston University. I am specifically interested in modern German history, and I hope to work with Professor Zatlin in this field.

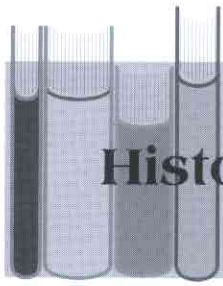
### Omer Subhani

I am very pleased to be entering Boston University to work on my PhD. I have lived almost all of my life under the intense heat of Miami, Florida, and I look forward to the blistering cold of Boston, Massachusetts. I entered Florida International University (FIU), a small state school that is currently becoming gargantuan in size and population, in 2000 and studied there for six years, completing my BA and MA in the process. I majored in history for both of my degrees and focused my MA work upon American foreign policy in Central Africa during the Cold War.

I am currently working with Professor Betty Anderson on a dissertation topic related to American foreign policy in the Middle East during the Cold War, or potentially preceding the Cold War. My interests include US foreign policy in Muslim nations, as well as European colonialism in the Middle East after World War I.

I am very pleased to be at BU. I have heard only good things about the history program here as two of my professors at FIU attended BU as either undergraduates or graduate students. This is the first time I have been away from my family and friends in Miami, but I am hoping that the faculty and my fellow students here at BU will make my transition to a new environment an easy one. ♦





## History News from Mugar

BY DONALD ALTSCHILLER

Students are frequently surprised to learn that *all* our journals are not available online. Their perceptions still surprise me. The BU libraries subscribe to more than 30,000 journals, but most of our journal collection is available only in print or microfilm. Although the number of our electronic journals is growing dramatically, most titles offer online access for only very recent issues; very few journals offer comprehensive retrospective coverage. When giving paper assignments, faculty should alert students to these different journal formats, stressing that the most useful articles may be available in print only and that it is definitely worth the extra ten minutes to track them down in the stacks.

Despite these misconceptions about the extent of our electronic journal holdings, it is nevertheless worth noting that *JSTOR* and *Project Muse* are superb retrospective sources, albeit for a very select list of titles. *America: History and Life* and *Historical Abstracts*, produced by ABC-CLIO, have been adding numerous full-text links to their annotated citations. Students and some faculty are not always aware that the complete *New York Times* (1851-2003) is electronically available. Virtually every word, including advertisements, can be searched. If you have any questions about our print or electronic resources, please contact me at [donaltsc@bu.edu](mailto:donaltsc@bu.edu); my phone number is 358-3955.

Librarians have devised a scale called *Conspectus* to gauge the size of book collections in different subject areas. The scale ranges from 0 (no books collected) to 5 (library tries to obtain *every volume* on the topic). Since every year more than 175,000 books are published in the US alone, it is very difficult to create a level 5 collection for new topical volumes, let alone obtain all retrospective works on the subject. The running joke in our department is that we have a level 5 collection—in at least

one area: Mexican-American marriages to Punjabi-Americans. I can provide you the call number for this title, if you want.

While we may not achieve the highest *Conspectus* rating for the following subjects, I have been trying to collect most new works in these two areas, among others: history textbook bias and historical apologies. A keyword search on textbook bias yields more than 1100 entries; many titles are very old or theses about US textbooks. I've ordered some recent broader works on this topic, including *Censoring History: Citizenship and Memory in Japan, Germany and the United States* (Mugar D413.5 .C43) and *Israeli-Palestinian Conflict in History and Civics Textbooks of Both Nations* (Mugar DS119.7 .F562). Unfortunately, the Library of Congress subject headings vary greatly even for similar topics. If you want to find our holdings, please use different keyword searches with the word "textbooks," e.g., "Uganda," "Africa," "Saudi Arabia," "representations," or "stereotypes."

In recent years, several books have surveyed and analyzed the growing demand for historical apologies. We have obtained a few of these titles including: *Sins of the parents: the politics of national apologies in the United States* (Mugar JC599.U5 W367); *When sorry isn't enough: the controversy over apologies and reparations for human injustice* (Law Annex HM671 .W44 1999); and *Apologia politica: states and their apologies by proxy* (Mugar BF575.A75 N44 2006), among other titles. The latter book has a very useful bibliography, which I am using to obtain additional works. I have checked out this title so please let me know if you want to see it.

*Donald Altschiller is the History and Government Documents Bibliographer at Mugar Memorial Library.*

in brief

### EVENTS OF NOTE!

At the conference "Encontro o Douro Contemporâneo" in Porto in May, Professor Emeritus **Norman Bennett** presented a paper entitled "The Struggle to Keep Port 'The Englishman's Wine': The Shipping Price of Port Wine, 1750s to 1908."

Professor **Julian Zelizer** was quoted in *U.S. News & World Report*, *The Boston Globe*, *The Washington Post*, *The Los Angeles Times*, and Reuters. He was also featured in a story for NECN.

Professor **Andrew Bacevich** published pieces in various newspapers: "No Win," *Boston Sunday Globe* (August 27); "Victory Isn't All It's Cracked Up To Be," *Los Angeles Times* (August 21); and "Who Cares?" *The Washington Post* (July 9). The article "This Is Not World War Three—or Four" appeared in *The Spectator* (July 22).

Over the past few months, Professor **Bruce Schulman** addressed groups of public school teachers in Salem, Mass. (on the rise of the new right), Hartford, Conn. (on presidential power in wartime from McKinley to Bush), and Panama City, Florida (on regional and cultural divisions from 1896 to the present). He also led a discussion at the Kennedy Library with former BU Professor **Robert Dallek** on Kennedy's speeches.

Professor **Jonathan Zatlin's** article "Scarcity and Resentment. Economic Sources of Xenophobia in the GDR, 1971-1989" was accepted for publication by *Central European History*. His forthcoming book, *The Currency of Socialism*, was selected as a finalist for the Social Science History Association President's Book Award.

Professor Emeritus **Dietrich Orlow's** article "The GDR's Failed Search for a National Identity, 1945-1989" will be published in the October 2006 issue of *German Studies Review*.

Professor **Eugenio Menegon** was on

a "European tour" in September. In the UK he visited the Needham Research Institute for the History of East Asian Science at Cambridge University (see page 14 for a photo) and the Centre for East Asian Studies of the University of Bristol. Then at Casa Asia in Barcelona he joined a group of European Union officials of the Asia-Europe Foundation and of the 45-country ASEM initiative (Asian-European Meeting), as well as around 40 scholars from European institutions of Asian Studies, for a conference on "Archives and Libraries on Asia in Southern Europe." He presented a paper entitled "Asian Native Voices in Southern European Archives: The Case of Pietro Zai (Cai Ruoxiang, 1739-1806), Pupil of the Chinese College of Naples" (an Italian version will be published in the catalogue of an exhibition on the history of the Chinese College opening soon at the State Archives of Naples, Italy). The Barcelona meeting was also the occasion for the founding of MedAsia ("Mediterranean Asia"), a new network of Asian Studies including Spain, Portugal, France, Italy, and Greece.

Simon & Schuster is publishing a new book by alumnus **Gabor Boritt** (PhD 1967): *The Gettysburg Gospel: The Lincoln Speech That Nobody Knows*. Boritt is director of the Civil War Institute at Gettysburg College. ♦

### The Washington Internship Program

Linda Killian, director of the BU Washington Center, held an information session on September 27 to explain the Washington Internship Program to interested students. Information is also available online at [www.bu.edu/abroad](http://www.bu.edu/abroad) (click on US internship programs).

The program offers students a chance to spend a semester in the nation's capital doing an internship and exploring the city. It's a great way for students to learn about government, make professional contacts, and prepare to launch their careers. Students can take a class at George Washington University, and there is a new 8-credit internship option for participants in the program.



The registration period for spring 2007 classes begins on November 1 for graduate students and on November 5 for undergraduates. The department will have special advising appointments available beginning October 25 and continuing through November 15 (after that period students may see faculty members during their regular office hours). History concentrators and graduate students may call the office (353-2551) or stop in (226 Bay State Road, Room 308) to make an advising appointment.

After an appointment, a student should go to the department office to obtain the code for Web registration. The procedure for admission to restricted classes will be as follows: For HI 301 (limited to history concentrators and social studies majors in the School of Education) students may register via the Web; students in the College of General Studies who intend to become history majors must contact James Dutton in the department to register for this course. For colloquia (400- and 500-level courses) students first see the instructor and then visit the department office, where the registration is handled by computer. Permission slips for admission to colloquia will be accepted beginning October 11. The department will maintain a waiting list for any of the restricted courses that reach their enrollment limit; students may sign up for waiting lists by calling the office or going to the "Courses" section of the History website.

Below are notes on new or changed courses for spring 2007:

- Professor Jonathan Zatin's HI 232 ("History of Contemporary Europe, 1900-Present") will have separate discussion sections; students must enroll in the lecture as well as a section.
- Three sections of the core course for undergraduate majors (HI 301) will be offered: by Professors Arianne Chernock, John Thornton, and Jonathan Zatin.
- Professor Brooke Blower will teach a new course (still in the approval process), HI 367 ("Americans in the World: United States History in Transnational Perspective." This course examines how political, cultural, and social movements in the United States have connected with people and developments around the world. Topics include views of American society by outside observers, Americans' activities abroad, and their part in shaping global integration.
- Professor Nina Silber's HI 375 ("A History of Women in the United States") will have separate discussion sections this year.
- The department's course in modern Chinese history (HI 390) will be taught by visiting lecturer Seunghyun Han.
- Professor Houchang Chehabi will teach a course that has not been offered for many years, HI 397 ("History of Modern Iran, 1900-Present").
- HI 493 ("History of Science"), taught by Professor Jon Roberts, will discuss important issues associated with the role of science in American culture from the colonial period to the present. Topics will include science and cultural life in colonial America; science, race, and ethnicity; the emergence and development of the human sciences; science and religion; science and sexuality; and the moral-

ity of science in theory and practice.

- Professor Brooke Blower will teach the graduate seminar HI 757 (“Topics in American Cultural History”), a readings seminar focusing on American culture, broadly defined, in various periods of American history. Readings consist of both primary documents and secondary sources relevant to the specific topic.
- Professor Charles Capper will offer another graduate seminar, HI 763 (“American Intellectual History”), which will focus on the topic “Romantic to Modern in American Intellectual Culture”—the nineteenth-century intellectual origins of “modernism” in the United States. Topics will include artistic and literary Romanticism, Transcendentalism, perfectionist reform, liberal Protestantism, pragmatism, realism, aestheticism, antimodernism, and “high” and vernacular modernism in the 1920s.

As usual, check the departmental website (under “Courses”) for changes to the spring schedule. And for future course planning, the tentative schedule for summer 2007 and academic year 2007-08 will be posted on the site by mid-October. ♦

NOLAN (cont. from page 1)

gaged in the intellectual life and affairs of the International History Institute (IHI), which I co-founded with William Keylor in 1999. I am satisfied also as a scholar, with a full agenda yet to complete: I am writing a ten-volume *Encyclopedia of Modern World Wars*, with the first two volumes published last spring. And I was preparing to complete a monograph in diplomatic history that I set aside years ago. As I surveyed the map of my future as a teacher and scholar, the road ahead looked both safe and sure. Then I was recruited by the TRA. I was first approached in June, interviewed in Manhattan in late July, and received a stellar offer in August. As a family, we decided that the position offered expanded opportuni-

ties for our children. And it had interesting and fresh professional challenges for me. I therefore resigned from Boston University and accepted the TRA offer. On learning this news, Jim Dutton asked me to compose this goodbye. And since when has anyone been able to refuse Jim?

I was fortunate in my colleagues in History, who form a true community of devoted teachers and accomplished scholars that, in my experience (including in other departments at Boston University), is unique. Several fine colleagues also became good friends, which is more rare than some who have spent whole careers in this civil and blessed department may realize. While here, I wrote several books of history and edited several more in international relations. I enjoyed real freedom to pursue my core interests, even when these were not politically correct or professionally “cutting-edge” or popular (among faculty). I confess now, unfashionability only made some topics more attractive to me, a natural contrarian, as subjects of serious inquiry. I was also favored in my students, with whom I spent hundreds of hours in rich conversations about diplomatic and military history, most often marked by keen curiosity unadulterated by the bored cynicism that is all too common among jaded intellectuals. Each class had its own character, of course, and characters, and my subject matter is so vast that each proved a fresh and rewarding historical tour. Although I had a stable of successful courses, to tap into deep and unsatisfied student interest in military history I proposed, developed, and taught three new courses over the past several years. I was gratified by the response among students: for instance, HI 307 (“History of War”) had 40 students when I first offered it in 2004; it grew to 113 in its second year (including an Honors section); and I will close it out this term at 150 (the room limit). The quality of students also noticeably improved over the years.

What will I do instead? The TRA is a national historical association founded in 1919 and chartered by Congress in 1920. It is headquartered in Oyster Bay

on Long Island, where TR spent summers while a child and later as President (at Sagamore Hill), and where he died. I relocate to Oyster Bay in January. My children will complete the school year in Natick, then they and my wife, Valerie, will relocate in June. As President, I will be responsible for overall operations of the Association, from fundraising to organizing scholarly conferences, to some public speaking, to managing film, media, and print relations and rights. In addition to national activities and events hosted by several regional chapters, the TRA has a number of local interests in Oyster Bay, including Sagamore Hill, Theodore Roosevelt Memorial Park, and the nearby Audubon National Bird and Wildlife Sanctuary, which the TRA helped found to commemorate TR’s legacy as the nation’s leading conservationist. The TRA has long-established relations with the libraries of Harvard, where a major portion of TR’s papers and other collectibles are archived, on loan from the TRA. It also has ties to a presidential study center in the Netherlands. And it cooperates with the Franklin and Eleanor Roosevelt Institute (FERI) in Hyde Park. It has close relations with the National Park Service, to which it donated several key National Historic Landmark sites. The TRA works with the National Battlefields Monument Commission on sites pertinent to TR’s legacy. I will thus travel to Normandy next May to attend formal dedication of the grave sites of his sons, Quentin Roosevelt, killed during air combat in World War I, and Theodore Roosevelt Jr., who landed in France on D-Day but was killed shortly thereafter, during the brutal opening phase of the Battle of Normandy. I am already exploring new relations with the Mount Rushmore Institute and the National Monument site in South Dakota. I will soon approach the Naval War College in Newport about founding an annual memorial lecture series in naval history, and I have started talks with groups in Portland which will lead to a memorial lecture series in conservation.

Among well-established activities, the TRA awards a Distinguished Ser-

vice Medal for outstanding leadership. It gives out Police Awards in nine regions to officers who have overcome adversity, whether injury, illness, or other disability, and who continue to render praiseworthy service. The Theodore and Franklin D. Roosevelt Naval History Prize, honoring scholarship on US naval history, is awarded jointly each year by the TRA, FERI, and the Navy League. I serve on the prize board. I also sit on a joint board of the Museum of Natural History which awards scholarships in conservation and environmental studies. I will take over editing of a quarterly journal, the *Theodore Roosevelt Association Journal*. And I plan to launch a new scholarly journal in 2008. Next year, I will bring to my Board a proposal for a capital fundraising plan to support a major new building and programmatic initiative, to be announced in due course. In short, I shall be quite busy after January 1st! In retrospect, I may come to regret the abandoned quietude of my scholarly and teaching life at Boston University. Time will tell.

I could not properly say goodbye without singling out for special praise and thanks my dear friend and colleague, and the most non-bossy of bosses, Bill Keylor. It is with deep regret that I give up my association with Bill and the IHI. I shall always be deeply grateful for his key encouragement and extraordinary support during my entire eleven years at Boston University. Without his sage advice, exceptional good nature and collegiality, and keen intellectual example, I would neither have so enjoyed my days and years here nor prospered professionally as I did. It was a great day for me, personally and in terms of career, when we conspired—over scotch—to found the IHI to host rigorous pursuit of non-partisan inquiry, cutting across staid departmental and disciplinary lines. The fun never went out of that enterprise. I quickly discovered in Bill a like-minded scholar and teacher, then I gained a close personal friend. I have met no other person in this profession who matches his remarkable, selfless devotion to students, or who fulfils as he does a true dedication to the search for objective

truth in the study of history, wherever that path may lead. I am pleased that these attributes are widely recognized and celebrated by us, his colleagues, and by his many hundreds of admiring and devoted—and most fortunate—students.

I am grateful for the years I spent at the IHI and in the Department of History. I shall recall my years here as filled with deepening personal friendships and engaged intellectual life. I will miss my colleagues and students. I wish all of you continued productivity as scholars, fulfilment as teachers, and good fellowship, as I wish the IHI and the department continued success upon success.

*Sincerely,  
Cathal J. Nolan  
Associate Professor of History  
Executive Director,  
International History Institute*

VANDOME (cont. from page 2)

that area.

My current research is still in the long process of solidifying into a thesis. My topic, and area of interest, however, I can expand on. I am studying the intellectual history of late-nineteenth-century scientific thought in America, with a particular focus on figures I have so far found marginalised, yet who seem to me of considerable interest and importance. They include Kentucky-born Nathaniel Southgate Shaler, who, after distinguished service in the Union army during the Civil War, became an established and influential geologist at Harvard and a good friend of William James; the Pennsylvanian Quaker Edward Drinker Cope, best-known for his protracted and bitter feud with rival palaeontologist Othniel Charles Marsh over the ownership of fossils and a rather un-Quaker-like tendency to violence; and Joseph LeConte, another ge-

*Robin Vandome's office is Room 508 at 226 Bay State Road; his e-mail address is rcv21@cam.ac.uk. He will be at BU for the academic year; his BU counterpart is David Atkinson, who is spending the year at Cambridge.*

ologist, from Georgia, who went on to become a leading figure among both faculty and students at the still-young University of California at Berkeley. Shaler, Cope, and LeConte were influential not just within their scientific disciplines, but also in the broader public sphere, bringing scientific interpretations of the world to a large audience through a variety of professional and popular journals. Their work addressed the complicated encounter with Darwinian evolutionism in American scientific thought and laid some of the foundations for how future scientists would approach the study and teaching of such new and often controversial ideas.

I am also interested in the intersection of these intellectual careers and the rise of a putatively 'modernist' sensibility in American intellectual life. Here an interest in Franz Boas and other ethnologists and anthropologists, and the origin of their work in nineteenth-century physical science (Boas was trained primarily as a physicist and geographer) is brought to my study. I hope to explore this side of my project further in the coming year and welcome anyone with overlapping interests at BU to get in touch.

My current interests and research represent a slight departure from previous work. Whilst an undergraduate at Cambridge my interest in American history was first fully enlivened through a dissertation on the early years of Students for a Democratic Society; my interests in post-war political culture and intellectual history continued in my master's thesis (undertaken at Cambridge, still, and supervised by Tony Badger) on the life and times of Richard Hofstadter. Those encounters with the people, places, and ideas that constitute and color American history have sustained my fascination with the subject. I have for several years been re-entering this world through books and conversation, still in the cloisters and courts of Cambridge; now it is my privilege and pleasure to continue my study in the country itself, and it is in this sense of immediacy which initiates what I know will be a productive and exciting year. ♦

# Modern Intellectual History

The journal *Modern Intellectual History* is co-edited by Professor Charles Capper of the Department of History and published by Cambridge University Press. The contents of Volume 3, Issue 2 are as follows:

## Articles

International Society in Victorian Political Thought: T. H. Green, Herbert Spencer, and Henry Sidgwick

*Duncan Bell and Casper Sylvest*

"Dionysian Enlightenment": Walter Kaufmann's *Nietzsche* in Historical Perspective

*Jennifer Ratner-Rosenhagen*

## Essay

What Is "National Identity"? Definitions and Applications in Modern British Historiography

*Peter Mandler*

## Forum

The Idea of the Self

*Aaron Garrett, Anthony J. La Vopa, Judith Surkis, Peter E. Gordon, Jerrold Seigel*

## Review Essays

Reading Lincoln's Mind

*Richard Wightman Fox*

Literary Murder

*Robert Mankin*

Business and Solitude

*Jeffrey Sklansky*

For information on subscribing to the journal, visit <http://journals.cambridge.org/action/displayJournal?jid=MIH>.

## News of faculty searches

Early in the summer the department submitted a request to search for an assistant professor in the field of modern Japanese history and received the go-ahead to begin this search, which was approved "contingent on budgetary approval." Unfortunately, soon after the beginning of the new semester, news arrived from the office of the provost that the approval would not be forthcoming.

The good news is that there will be a search in the field of Armenian history. Although the choice of this position may be a bit surprising, the explanation is simple: Trustees of the Charles K. Kenosian Trust have made a donation to Boston University to establish the Charles K. and Elizabeth M. Kenosian Professorship Fund in Modern Armenian History and Literature, for the purpose of supporting teaching and research in Armenian Studies at BU.

The terms of the endowment stipulate that two or more courses be taught each year in post-1800 Armenian history and literature and also provide for the support of research in that field.

The rank of the Armenian search will be open (the text of the advertisement specifies "a distinguished senior or outstanding junior scholar"). Members of the search committee are Professors James McCann (chair), Houchang Chehabi, and Marilyn Halter. Check the newsletter for information on visits to campus of finalists in the search.

The department offers its condolences to two faculty members who lost family members in the past month: After a long bout with cancer, Professor Anna Geifman's father died on September 1, and Professor Betty Anderson's father died in an auto accident on September 21.

Professor Charles Capper suffered a serious fall in early September, injuring both feet, but he is making a speedy recovery, getting around with the assistance of a cane.

## Major Choices

On Friday, October 20, Director of Undergraduate Studies Nina Silber and other faculty from the History Department will be available to meet with students in CAS who are considering changing to or adding a concentration in history as well as with students in other colleges at BU who may be interested in the concentration.

Faculty members will answer specific questions about the major and will be ready to speak more generally about their scholarly specializations, about the potential value of a history major, and about special features of the concentration. Current majors are also invited to the event to talk about their experiences in the department.

Major Choices will take place between 2 and 3:30 p.m. in Room 504 in the department building.



In September, Professor Eugenio Menegon visited the Needham Research Institute for the History of East Asian Science in Cambridge (UK). The institute and its library were established by the famous historian of Chinese science and Cambridge professor Joseph Needham (1900-1995), editor of the multi-volume series in progress *Science and Civilisation in China*, covering all fields of science and technology in traditional China. Here Menegon is pictured in the Chinese-style garden of the institute with Dr. Christopher Cullen, Director (left), and Dr. Catherine Jami (right), Visiting Fellow at Churchill College, Cambridge University, and researcher at CNRS, Paris, who is an expert on Chinese mathematics and a long-time friend of Menegon's.



Brooke Blower

### Brooke Blower named to new professorship

Assistant Professor Brooke Blower, in her first year at Boston University, has been selected as a Peter Paul Career Development Professor. This professorship, awarded to only four young faculty at Boston University across all disciplines, is funded with a \$20,000 annual award for three years to support research that the top young recipients might not otherwise be able to pursue.

The professorships are named for Peter Paul, BU alumnus and president of the mortgage banking company Paul Financial, who pledged \$1.5 million to establish ten such professorships over the next five years. As Paul stated, "By recruiting and retaining some of the best and the brightest young professors and by attracting partners to financially support this endeavor in the future, I'm confident that Boston University's educational quality and stature as an institution will be significantly enhanced."

Blower met Peter Paul at dinner at the president's home in late September; she was seated beside the donor and BU President Robert Brown.

Professor Blower will use the research support offered with the award to complete her first book manuscript and also to begin research on her next project, which will investigate, from the bottom up, the transnational experiences of Americans in the years immediately following World War II.

The University Lecture for 2006 will be delivered by

## Barbara Diefendorf

*Professor of History*

**"Blood Wedding:  
The Saint Bartholomew's Day Massacre  
in History and Memory"**

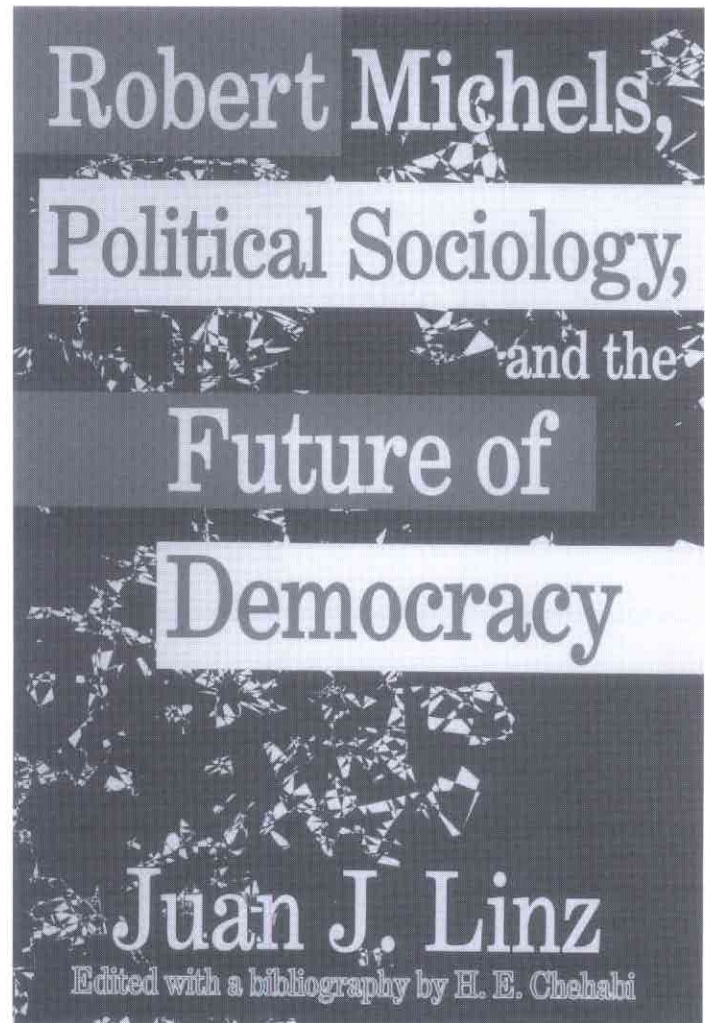
Wednesday, October 25, 7:30 P.M.

Tsai Performance Center, 685 Commonwealth Avenue

## Houchang Chehabi edits collection of articles by his graduate advisor

*Robert Michels, Political Sociology, and the Future of Democracy*, edited with a bibliography by Professor Houchang Chehabi, has recently appeared from Transaction Publishers.

In this book Professor Chehabi (Professor of History and International Relations) presents four articles of his former dissertation advisor and later co-author, Juan J. Linz, Sterling Professor Emeritus of Social and Political Science at Yale. While photocopies of these articles circulated widely, they had never been available in printed English versions. The first piece, which gives the book its title, is a detailed study of the German-Italian sociologist Robert Michels, best known for his formulation of the "iron law of oligarchy." The second article examines the importance of proper timing in transitions to democracy. These two articles were written in English but published only in Italian and Spanish translations. Chehabi completely rewrote them on the basis of the English typescript and the (heavily edited) Italian and Spanish translations. The third article, "Tradition and Modernity in Spain," was never published in any language, and Chehabi rewrote and updated it with the help of the author. The last article, a think piece titled "Freedom and Autonomy of Intellectuals and Artists," was written in Spanish, and Chehabi translated it into English. The book also includes a complete bibliography of Linz's over 200 works, including separate entries for all translations and, as an appendix, a list of all articles written about him.



### NEWS OF THE DEPARTMENT'S STUDENT ASSISTANTS

The studies of two of last year's student office assistants have taken them away from the department temporarily: Keith Ryon is studying abroad and will return to campus in January; Annalisa Amicangelo is studying in Europe for the full academic year.

Andrew Naramore is working again for his third year. And two new students have replaced those studying abroad: Danielle Caramico is a sophomore in the College of Communication, and Brandi Rees is a junior International Relations major.

### GRADUATE STUDENT MILESTONES

Andrea Mosterman's research paper, "The Cultural Origins of a New World Tradition: Pinkster, an African-Dutch Celebration," was approved.

The following students passed language examinations in September:

Brian Casady: *French*  
Christopher Seely: *Spanish*

### UNDERGRADUATE HISTORY ASSOCIATION NEWS

This fall we are excited to announce the revival of the Undergraduate History Association (UHA) with Professor Jonathan Zatlin as advisor. The initial meeting will be held in mid-October (an e-mail announcement will be sent to all majors).

The organization will serve as an arena for undergraduates to become better acquainted with both faculty and one another. In addition, it will give exposure to some historical resources of both the university and the region. The UHA will host several events including lectures, excursions, film screenings, and social gatherings. Through these activities our organization hopes to advance student knowledge of various historical disciplines, while also creating a stronger sense of community. We hope to see many of you at the first meeting and look forward to building UHA into a rewarding part of the undergraduate experience.

*Peter Erhartic*

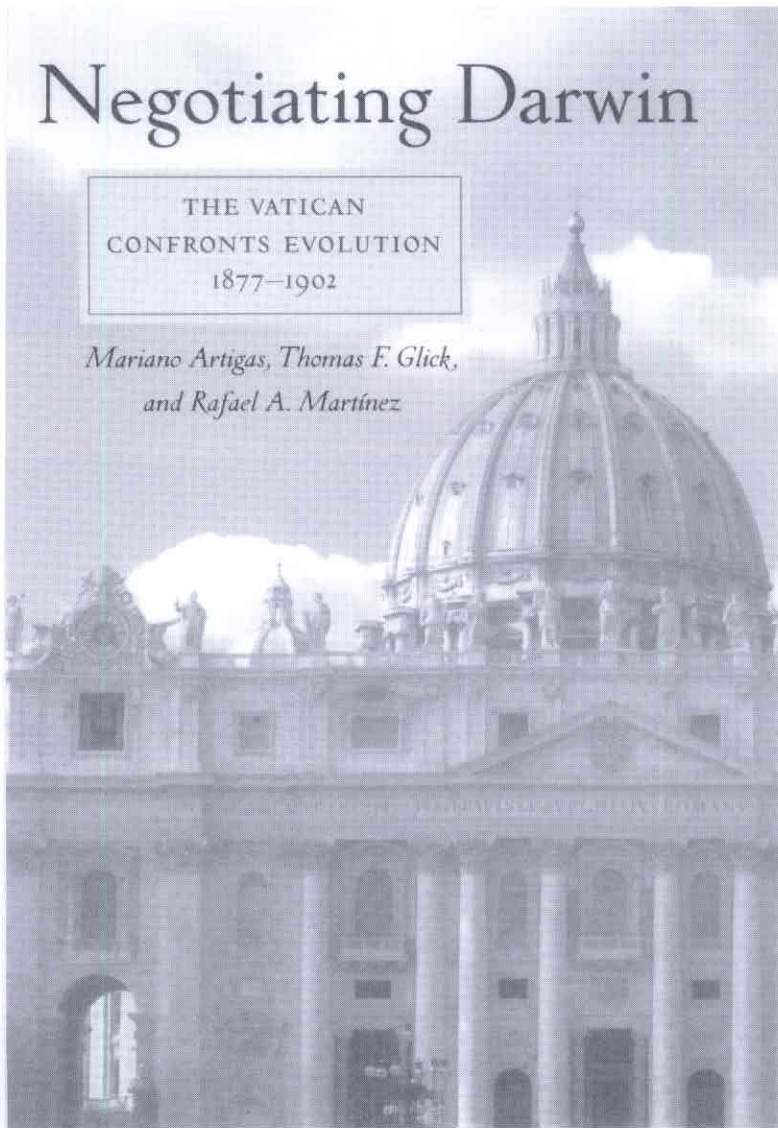
Department of History  
Boston University  
226 Bay State Road  
Boston, MA 02215



# Negotiating Darwin

THE VATICAN  
CONFRONTS EVOLUTION  
1877–1902

*Mariano Artigas, Thomas F. Glick,  
and Rafael A. Martínez*



The Johns Hopkins University Press has just published *Negotiating Darwin: The Vatican Confronts Evolution, 1877-1902*, co-authored by Mariano Artigas, Thomas F. Glick, and Rafael A. Martínez.

Drawing on primary sources made available to scholars only after the archives of the Holy Office were unsealed in 1998, the book chronicles how the Vatican reacted when six Catholics—five clerics and one layman—tried to integrate evolution and Christianity in the decades following the publication of Darwin's *The Origin of Species*.

As the authors reconstruct these cases, we see who acted and why, how the events unfolded, and how decisions were put into practice. With the long shadow of Galileo's condemnation hanging over the Church as the Scientific Revolution ushered in new paradigms, the Church found it prudent to avoid publicly and directly condemning Darwinism and thus treated these cases carefully.

Glick met with his co-authors (both are Catholic priests as well as scholars) at BU during the summer of 2004 to work on the manuscript.