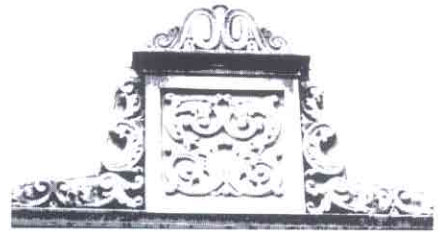


NEWS



of the History Department at Boston University

September 2006

A look ahead to 2006-07

Another academic year begins with new faces in the department and plans for the future. New faculty members Brooke Blower and Arianne Chernock arrived early in the summer and settled in quickly. Professor Andrew Bacevich of International Relations assumes his joint appointment in History this month. All three of these newcomers introduce themselves in this issue of the newsletter. Replacing Professor Eugenio Menegon, who is on leave, is Dr. Seunghyun Han; he will teach the two-semester Chinese lecture course. And, in the first round of the graduate student exchange program between Boston University and Clare College, Cambridge, Robin Vandome has arrived on campus (David Atkinson is the BU student who will spend a year at Cambridge). Department secretary Daniel Sills resigned his position at the end of May, and the department was fortunate in being able to hire Amanda Scobie, who received her BA in history this past May; she also introduces herself in this issue. And 14 new students are entering the graduate program; they will, as is the practice, introduce themselves in the October newsletter.

In addition to Eugenio Menegon, others on leave for the coming year are Professors Richard Landes, Diana Wylie, and Julian Zelizer, and in the spring semester, Brendan McConville

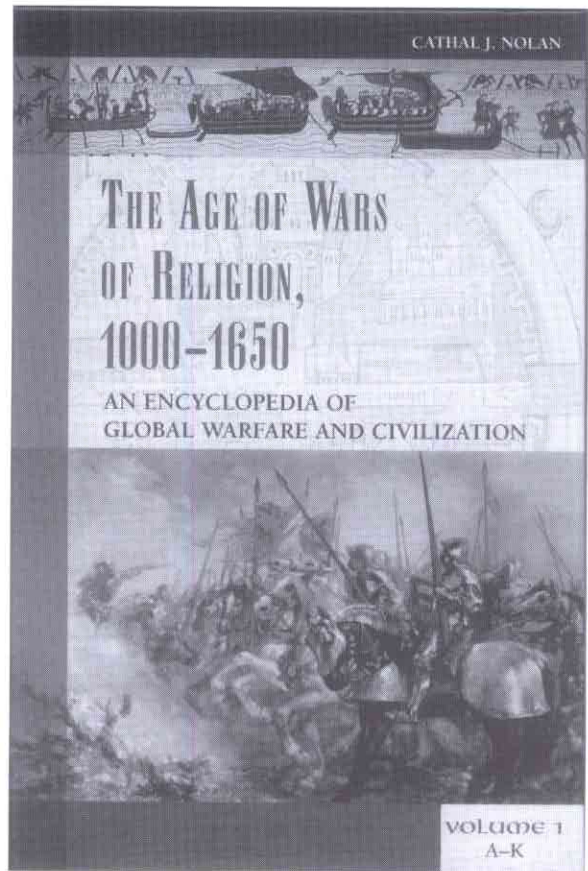
See *NEW ACADEMIC YEAR*, page 10

Cathal Nolan authors first volumes of encyclopedia

During the summer Greenwood Press published Volumes 1 and 2, entitled *The Age of Wars of Religion, 1000-1650*, of Professor Cathal Nolan's projected ten-volume *Encyclopedia of Global Warfare and Civilization*. Rather than simply edit the work of contributors, Nolan is writing the entire series himself. We are pleased to reprint a section from the "Author's Note":

War is endlessly confusing.

What does it really mean that this or that border was crossed by an army, that fleets were sunk, castle walls toppled, or great cities sacked? In studying war there is a natural temptation to focus on the spectacular, to recount the great battle upon which history seemed to turn and tell tales of great commanders who supposedly turned it. But war is a far deeper phenomenon than battle, with much more elusive causes and effects. Its meaning is entwined in symbiotic relation to changes in religion, culture, politics, and economics. In and of itself, war is usually morally agnostic: it has upheld governing elites whether they were just or despotic, or overthrown them in favor of some other set of masters who had advantages in weapons or tactics but not better manners or morals. Yet war has moral significance even if it is often unclear as to moral meaning. Somehow, we know that it matters whether civilians are massacred or protected, whether prisoners of war have their throats cut or are ransomed or paroled. It is important that some men and women



See *NOLAN*, page 14

Introduction to **NEW FACULTY**

In September the department welcomes three new members to the faculty: Assistant Professor Brooke Blower in American cultural history and Assistant Professor Arianne Chernock in modern British history as well as Professor Andrew Bacevich, who has been on the International Relations faculty since 1998 and now holds a joint appointment in the History Department. We are pleased to have these new faculty members introduce themselves.



Brooke Blower

An American in Paris

BY BROOKE BLOWER

Imagine that everyone has at least one crisis moment in the course of dissertation work. Mine came while standing in the middle of the index room of the Bibliothèque Historique de la Ville de Paris. The BHVP was in theory a wonderful place to begin a stint of foreign research. After a morning espresso, I could walk there

through the once crumbling now chically restored medieval streets of the Marais. The library was located in a stately mansion with ceiling frescos and tabletops studded with luxurious green leather to write on. The index room itself was impressive—wall-to-wall card files stuffed with potential.

I went to the BHVP because I had decided that, although I was an Americanist, I would write my dissertation on the French capital. When I was young (younger), I had loved the work of modernist expatriates, but their tales of carefree life overseas had come to seem so flat and unproblematic. I wanted to reexamine the place of Americans in interwar Paris by looking beyond the salons and cafés so well known from expatriates' writing. I would build up around that old literary story a fuller historical context. I wanted to write something rich and textured and full of conflict—something messy with politics in it, with statistics and the unpleasanties of daily urban life exposed. Plus, to do research in Paris instead of somewhere like Akron or Pittsburgh!—fellow Americanists praised this plan as a stroke of genius.

It wasn't. Those index cards yielded nothing useful under headings like "Américain" or "Etats-Unis," and I found myself standing there, unable to think of other subjects to check. Paris wasn't one—the whole place was devoted to the city. Just what did I think I was doing there anyway? I had imagined that all sorts of connections could be made by seeking out French-language sources—that new evidence of

Americans' increased role in Paris after World War I existed and needed only to be found and analyzed. But the only discernible trace of the U.S. in that index room was my own sheepish, obviously American self. All my plans and ideas seemed to fall away, rolling towards the corners of the room like so many groceries spilling out of the broken bottom of a paper bag. Archives are not designed for the kind of work I was trying to do, and yet, without foreign research, I didn't have a dissertation. People switch topics in mid-archive all the time. But I was in the wrong country.

True, this was a moment of pathetic naiveté, but actually I had been preparing for this trip for a long time. Indeed, almost everything I had been doing, both in the classroom and out of it, seemed to lead to this project. I grew up in Southern California a precocious beach nerd, who used to get in trouble for reading at family gatherings or studying too much. I wanted to be a writer since I can remember, and I wanted to be a historian since I learned at fifteen what a PhD was in Mr. Fitzpatrick's AP European History. At U.C. Berkeley, my undergraduate coursework in history, art, literature, and languages added up to a strong foundation in a kind of transatlantic cultural studies. Taking courses there exploded my assumptions about the boundaries of what could be studied as history. I remember almost nothing of medieval history, but Robert Brentano's course was a revelation to me as a freshman—in the way he ran his

lecture like a small discussion section, how he could spend a week ruminating on the meaning of dead bodies in medieval society. Susanna Barrows's course made me see how the kinds of curtains people hung in their windows, the clothes they wore, the swear words they used said as much about a particular society as its novels or treatises. I took a seminar on Paris, London, and New York with visiting professor Seth Koven that solidified these different strands—and wrote for that course a paper on Janet Flanner's letter from Paris for the nascent *New Yorker*. At Berkeley, I wrote two senior theses—one in American history (under Paula Fass on Red Cross women in France during World War I) and one in French history—and considered applying to graduate school in both areas. I was interested in connections, but I did not yet know that this was called transnational history.

By the time I landed in Paris for dissertation research, I had been there several times, and I knew more of Europe than what I had learned in books. In Berkeley, I had worked as a preschool teacher to pay the rent, but every summer I sold books, clothing, even my old car from high school to finance months of trolling around the Continent. I began with the big cities and museums—devouring art I had learned about in art history classes—and then started to seek out smaller villages. I practiced my French while staying in an old Huguenot settlement in the Cévennes mountains. I had enough German to get around Poland and the Czech Republic (and enough English to get around Germany). One year, I spent a month in Spain. The following, I fell in love with the Scottish highlands. After college, I went to live in Edinburgh, where I met my husband, a Northern Irishman who had just returned from living in Australia. We traveled around some more, spent all our money in Italy, and ended up living in a tent in the south of France, subsisting on a diet of potatoes and *herbes de provence*.

With nothing left to sell (seriously, not even the tent), I enrolled in graduate school at Princeton to work with Dan Rodgers. Since Berkeley, I had

deeply admired the work of early modern European cultural historians, but in the end decided that what I wanted to do most was to apply those methods to the study of the modern United States. Working with Dan Rodgers (whose *Atlantic Crossings* had just appeared) allowed me to continue to branch out from the traditional boundaries of American history, and the Princeton History Department in general encouraged this sort of wandering across genres. Princeton was like Montessori school for graduate students—there were no preconceived paths or all-important trends. What mattered was recognizing what makes for strong, compelling history and nurturing one's own talent for producing it. The department even funded a trip to Northern Ireland for me to research the experiences of back migrants. So one summer I commuted past armed soldiers to the Public Records Office in Belfast to piece together a transatlantic narrative from the 1880s about a curious family from Ireland that moved to Wichita and Chattanooga and then back to the British Isles. That trip resulted in a published article; surely, I thought, this Paris venture would, too. If I could survive moped riding in Florence and weather the abuse of gruff market ladies, if I could sleep on the street in Amsterdam, then I could manage a bit of research in Paris.

After that index room meltdown, it took weeks to build up the courage to return to the BHVP and months before the outlines of a tenable study began to appear. In the end, I had to cast a very wide net and think in greater detail about the relationship between Americans and those sections of the capital most transformed since the war. Rather than cataloguing exchanges between individual Americans and Parisians, I realized that I needed to theorize a middle ground between them—that my story was about the contested spaces of the city itself. I read every chronicle of the interwar capital I could find at the BHVP, and at the archives of the Paris police I finally started turning up signs of the kind of drama I was looking for. I began to gain confidence that I could pick up those pieces and put them to-

gether in a compelling way—that it was in the writing that the project would come together. Several years of writing and teaching might separate me from those experiences in Paris, but I still carry with me a sense of how much that research in the field transformed the way I thought about this topic and my work in general.

Now I am thrilled to come to Boston. There's a kind of gothic, old world charm here that reminds me of some of my other favorite places. And to find a department with such strength in culture, politics, and the Atlantic world (not to mention so many Berkeley people)—I feel very lucky indeed. ♦



Arianne Chernock

“In the end I was an academic”

BY ARIANNE CHERNOCK

My arrival in Boston brings me back to my home state—I was raised in Western Massachusetts (Amherst to be precise). In the intervening years, I've had the privilege to live in a range of vibrant cities—

Providence, San Francisco, New York, London, Washington, D.C.—while pursuing my study of history.

At Brown, I received a BA in comparative intellectual and cultural history under the guidance of Mary Gluck and Gordon Wood. After reading Mary Shelley's *Frankenstein* during my junior year, I became interested in the gothic novel as a form of social (and often feminist) commentary. My senior thesis was on the Minerva Press, a 1790s London publishing house that specialized in gothic fiction and actively recruited and marketed female talent. The project traced the ways in which the women recruited to write for the Minerva manipulated the genre so as to produce commercial successes that also served a didactic purpose. In the process, the thesis also explored the broader connections between the emergence of the gothic and developments in consumer taste, copyright law, politics, women's writing, and the literary public sphere.

The process of researching and writing my thesis confirmed my desire to attend graduate school in history. More specifically, the thesis confirmed my desire to study late Georgian and early Victorian Britain. In tracing the dramatic technological, philosophical, political, and cultural transformations of this period, I really did sense that it was during these decades that what we construe as the "modern"—with all of its attendant possibilities, tensions, contradictions, and complexities—took shape. After an exploratory trip to the West Coast, I decided that UC Berkeley was the right place to continue my studies. In part, of course, I was attracted to the collaborative and relatively relaxed culture of the PhD program—I'll never forget observing graduate students studying for their orals together while sipping wine and munching organic strawberries. Mostly, though, I was pleased to meet such a rigorous and committed faculty, especially Tom Laqueur, whose own work maps the 18th-century origins of contemporary sensibilities and practices. (Little did I then realize that studying with Tom would also provide me with endless cocktail party banter. During my first two years at Berkeley, I

helped him research his book *Solitary Sex*—a job that enabled me to become well acquainted with Samuel Tissot and Sherry Hite, and that led to an interview with *Salon*.)

The late 90s were in many ways a strange time to be in graduate school, especially at Berkeley. Foucault was long gone. The Cold War had ended. I remember having countless conversations with my classmates about what exactly was "at stake" in our work. Feeling somewhat restless, I decided to take a leave from graduate school after completing my comprehensive exams. I had always been curious about journalism—the "first cut of history"—and so I jumped at the opportunity to work in the editorial department of *The New York Times*, where I parlayed my research experience into a position coordinating the paper's state and local political endorsements and then later, working with one of the Op-Ed columnists. While journalism was appealing—what joy in being able to actually talk to my subjects!—I was frustrated by the cursory treatment so many issues received. I also found it telling that I began to shy away from writing pieces on Hunter Douglas window treatments and kosher bagel bites for the Westchester section in order to concentrate almost entirely on book reviewing. In the end, I was an academic.

It was also while I was working in New York that I returned to Mary Wollstonecraft's *A Vindication of the Rights of Woman* (1792), a book that I had certainly read excerpts from previously, but never in its entirety. Reading the *Vindication* this time, I was struck by how frequently Wollstonecraft appealed to "reasonable men" as her intended audience. Who were these "reasonable men"? I wondered. Were they real or imagined? And how did their story, if they had one, fit into the narrative of modern feminism? Mary Wollstonecraft, after all, is so often portrayed as a lone crusader. A few trips to the Pforzheimer collection at the New York Public Library only further piqued my interest. So it was with these seemingly simple questions in mind that I left New York for London in early September 2001 to conduct my dissertation

research. (My husband, John, conveniently took this time to pursue his MBA at the London Business School.)

Just six days after my arrival in London, the World Trade Center collapsed. While it was an extremely challenging time to be an American living abroad, I found that the crisis further motivated rather than inhibited my research. Indeed, the newly serious moral and political climate made me feel a greater sense of urgency about my own work. What was the history of those rights, and especially women's rights, to which the "West," or so pundits insisted, now seemed to uniformly subscribe? Combing through archives in Norwich, Edinburgh, Glasgow, Manchester, and London, I uncovered a network of enlightened men who offered some of the earliest and clearest articulations of just such a Western experiment, subjects who dared to imagine a world without slavery, poverty, disenfranchisement, discrimination, and, especially, sexism. These subjects ended up forming the core of my dissertation, "Champions of the Fair Sex: Men and the Creation of Modern British Feminism." By showing the extent to which these male reformers were engaged alongside women in the formation of feminist theory and practice—men helped initiate educational reforms, guided women writers into print, and used their specialist training to revisit and revise common assumptions about women's legal and political status—the dissertation urged that the "woman question" be folded into the larger story of the radical British Enlightenment.

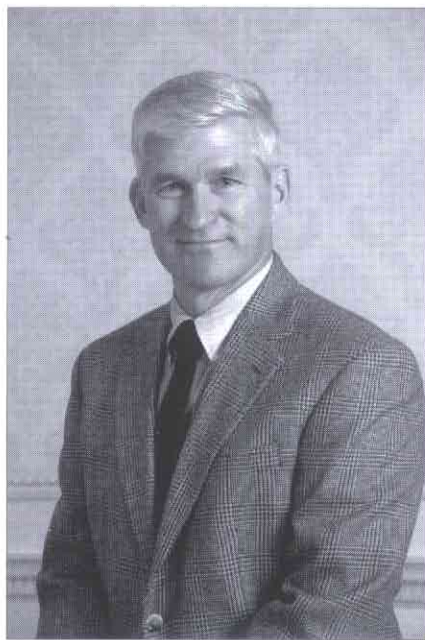
Since my return to the States in 2004, I've been teaching courses on Britain and the British Empire at The George Washington University. (My freshman writing and research seminar was called "The Empire Strikes Back?" and explored Irish, Indian, and Kenyan independence movements; I'll be teaching a similar course this fall at BU.) When teaching, I increasingly like to think of my role as that of the *salonnière*, with my classroom as a salon. My job is to facilitate and stimulate conversation, to create a space in which my students can become critical think-

ers. As a historian of Britain, a nation that once ruled one fourth of the world's population, I also find it especially important to explore the global dimensions of the particular stories that we consider in class. (In this way, my students are able to connect British history to their histories, regardless of their own cultural background.) It has been gratifying to see my students thrive in this kind of environment, and also to observe just how interested undergraduates seem to be in British, and especially in British imperial, history. We may not all agree with historian Niall Ferguson that America today is an "empire in denial," but these kinds of contemporary debates have certainly made students eager to know more about the British imperial legacy.

During the past two years, I've also gone public with my own work. I'm especially pleased to have contributed a chapter, "Extending the 'Right of Election,'" to *Women, Gender and Enlightenment*, an anthology edited by Barbara Taylor and Sarah Knott, which is the culmination of the London-based Feminism and Enlightenment research project. (While living in London, I co-chaired the Feminism and Enlightenment seminar at the Institute of Historical Research.) Another article, "Cultivating Woman: Men's Pursuit of Intellectual Equality in the Late British Enlightenment," will be published this summer in the *Journal of British Studies*. I've also written several book reviews for the *Times Literary Supplement*, *The New York Times Book Review*, and the *Journal of British Studies* and delivered papers at a number of national and international conferences. The next project? Transforming my dissertation into a book manuscript. Once I've finished the book, I plan to shift my focus and begin researching how radical Enlightenment ideologies functioned within an early-nineteenth-century imperial framework. I'm interested in mapping the ways in which human rights concerns propelled as much as limited imperial missions in Africa and India.

As I pack my belongings and prepare for the move to Boston, I'm feeling energized about my research and teaching, about the field of British history,

and about Boston University's Department of History. I was struck by the warmth and intellectual engagement of the faculty and graduate students during my campus visit last winter and look forward to becoming a colleague and advisor. I also can't wait to introduce my son Jacob (now 15 months old) to many of my own childhood haunts—Mt. Monadnock, the National Seashore, the Berkshires. It's the best kind of homecoming that I could have hoped for. ♦



Andrew Bacevich

A focus on making the past usable

BY ANDREW BACEVICH

I arrive at the History Department through the side door, having traveled a somewhat circuitous route. But it is very gratifying to be here.

I received my training at Princeton University back in the 1970s, studying under the diplomatic historian Richard Challener and the renowned Wilson

scholar Arthur Link. At the time I was a serving officer in the United States Army. Upon leaving Princeton, I taught history at West Point for three years, but then returned to doing "army stuff" for more than a decade. As a consequence, my career in academe did not begin in earnest until I left military service in 1992. At that time, I was fortunate in securing a position at the Johns Hopkins School of Advanced International Studies. At SAIS I completed six years of a de facto academic apprenticeship before joining BU's Department of International Relations in 1998.

Here at BU I've taught a number of courses, but of late I've been focusing on U.S. foreign policy, both at the undergrad and graduate level. I also offer an undergraduate course called "The American Military Experience," essentially a survey of U.S. military history from the colonial era to the present, with the emphasis less on battles and Great Captains than on the evolution of policies and institutions.

My research interests tend to occupy the seam between diplomatic history and military history. In 2002, I published a book called *American Empire*, which (perhaps presumptuously) I described as a first-cut interpretive history of U.S. foreign policy after the Cold War. Last year, I published *The New American Militarism*, which tries to explain the origins of present-day American attitudes about war, soldiers, and the utility of military power. I'm also editing a volume called *The Long War*, which Columbia University Press will bring out next spring. *The Long War* examines various aspects of U.S. national security policy since World War II—everything from the evolution of strategic doctrine and the growth of the national security state to war films and protest movements. My own contribution to the book is a long essay on postwar U.S. civil-military relations.

This summer I've begun work on a new book, as yet untitled, that will provide an interpretive history of U.S. civil-military relations since 1939. This, in my view, is a neglected and misunderstood subject of huge contemporary relevance. The book will focus not only on the interaction of the generals with

civilian political leaders but also on the broader relationship between the military and society. I'd like to finish this project by 2008, but we'll see. I welcome any and all suggestions, leads, and hot tips.

It's probably obvious from the paragraphs above that I'm very much interested in making the past usable. As a teacher, I'm focused less on training scholars than on promoting citizenship—trying to inculcate in young people an awareness of the world as it really works.

Were I about twenty years younger, I'd say that my "project" is one of subverting and revising the mythic narrative of "The American Century"—a narrative to which I heartily subscribed during the Cold War but which I have come to view as untenable. Since I'm not that young, I'll content myself with nipping at the edges of the myth. As I have observed (and commented on) the course of American statecraft since the fall of the Berlin Wall, I have become convinced that those two much maligned heretics Charles Beard and William Appleman Williams got it just about right: U.S. foreign policy is above all an expression of domestic politics; contradictions in the American political economy that we refuse to acknowledge provide the impetus for expansionism abroad—typically justified as necessary to preserve freedom, inevitably defined as identical to the American Way of Life.

My politics are those of Evelyn Waugh, Walker Percy, and John Paul II. I'm conservative, anti-utopian, and Catholic. (No, George W. Bush, Karl Rove, and the present-day Republican Party do not qualify as genuinely conservative.) In IR lingo, I'm a realist. I view American power as quite limited. I don't see world peace as plausible; if we can maintain a modicum of stability, we're actually achieving a lot. Although happy to call New England home, I grew up in the Midwest and probably still harbor the suspicion of elites and of Washington, D.C., that comes from having spent my youth reading the old *Chicago Tribune*. When it comes to defining the national interest, I trust my Aunt Betty Lou back in Morrison, Illi-

nois, more than about 80% of the sophisticates crowded inside the Beltway. (SAIS is a terrific school but my time there only exacerbated my distaste for the imperial capital.)

As someone who was trained in "real" history—my dissertation centered on the civil-military politics during the Progressive Era—but then moved into what some call "contemporary history" (perhaps a highfalutin term for journalism), I feel greatly honored to join this department. I'll do my best to be a good citizen. I look forward to contributing to the important enterprise in which we are collectively engaged. ♦



Professor **Thomas Glick** attended a meeting on "New Approaches to Science and Religion, 20th Century," held at Göttingen University between June 29 and July 1. He read a paper titled "Teilhardian Evolutionists in Catholic Spain" and chaired a session on scholarly autobiography.

Professors **Linda Heywood** and **John Thornton** write: "For us the really big news was that we completed and sent in our manuscript to Cambridge University Press and have now started the production process. This work is now entitled 'Central Africans in the Making of the Anglo-Dutch Americas, 1580-1660.' We traveled to England in June and did some research at the Public Record Office and the British Library. This was a short trip (June 23-30), but from July 10-30 we went for a three-week trip to Lisbon and Seville. In Lisbon, we did additional research at the Arquivo Histórico Ultramarino, the Arquivo de Universidade de Coimbra, the Biblioteca Nacional, and the Sociedade de Geografia de Lisboa. We found a lot of great material for our present projects. While in Seville, we

both did research at the Archivo General de Indias, and we also presented papers at the 52^o Congreso Internacional de Americanistas/52nd International Congress of Americanists (July 17-21). This is a big conference, which has been held regularly since 1875 and which had some 4,000 presenters, from all over the world. John's paper was 'World Religions in Africa and the Diaspora,' and Linda's was 'Wars, Diplomacy, Pageantry, Religion and Memory in Angola and Brazil: Searching for Queen Njinga (Dona Ana de Sousa).'" Professor Heywood is currently working on a project to write a biography of the celebrated Angolan queen Njinga Mbandi in history and her memory in Angola and Brazil; Professor Thornton is writing an article on the slave runaway community of Palmares in Brazil for the French journal *Annales: Economies, Sociétés, Civilisations*.

Professor **Julian Zelizer** was named as a member of the PEN American Center and as a member of the Advisory Board of the Princeton University Press *Encyclopedia of Political History*. While writing his book this summer, he continued to keep busy in the media, appearing in the *New York Times*, the *Washington Post*, the Associated Press, Reuters, the *Financial Times*, the *International Herald Tribune*, Bloomberg News, the *Christian Science Monitor*, WBUR, and more.

In May, Professor **James Schmidt** was a participant in a workshop on the "Roots of Secularism" held in Lenox, Mass., and sponsored by Trinity University's Institute for the Study of Secularism in Society and Culture. He returned to Lenox in July to give a talk at the Lenox Athenaeum on "Mozart, Vienna, and the Enlightenment." He has also been working with Terry Renaud, an undergraduate history concentrator, on an Undergraduate Research Opportunities Program project involving the anti-Nazi émigré Karl Frank (alias Paul Hagen). A writeup on Terry will be appearing in a UROP publication.

In early June, Professor **Marilyn Halter** gave a talk at BU's Evergreen Lifelong Learning Program on "American Immigration and Diversity." In July she was the keynote speaker at the In-

ternational Entrepreneurship Education and Training Conference in São Paulo, Brazil, delivering a lecture on "The Economic Culture of Ethnic Enterprise: Immigrant Pathways to Entrepreneurship," and was also an invited speaker at the 2006 American Studies Summer Institute jointly sponsored by the John F. Kennedy Presidential Library and UMass Boston, the theme of which was "(Re)Defining America: Immigrants and Immigration." She lectured there on "Immigrants from West Africa and the Caribbean." Her chapter titled "Tourists 'R Us: Immigrants, Ethnic Tourism, and the Marketing of Metropolitan Boston" has been published in *Tourism, Ethnic Diversity and the City*, Jan Rath, ed. (Routledge).

In late spring at the American University of Beirut, Professor **Betty Anderson** taught a "History of AUB" class. On August 7 she delivered a paper entitled "Making the Modern Middle East: The Legacies of Colonialism" for the "Unmuddling the Modern Middle East" summer institute, hosted by Primary Source and the Harvard Center for Middle East Studies.

On June 6 Professor **Jonathan Zatlin** gave a paper on "Industrial Espionage in East Germany" at the Hannah-Arendt-Institut für Totalitarismusforschung, Technical University of Dresden.

From Professor Emeritus **Dietrich Orlow**: "This year Maria and I resumed our long-standing tradition of spending a large part of the summer in Europe. The reason was a combination of research and some vacation time. The re-

search involved work at the Bundesarchiv in Berlin, the Archiv der Sozialen Demokratie in Bonn, and, very briefly, the Institut für Zeitgeschichte in Munich. All this in connection with a project a long way down the road analyzing the relations of the West German Social Democrats and the East German Communists from 1945 to 1989."

In March, Professor **Charles Capper** presented—at a workshop sponsored by the Charles Warren Center, Harvard University, where he was a fellow—the chapter "Risorgimento" from his forthcoming biography of Margaret Fuller. This summer he finished his last edits on the book, which is now in production at Oxford University Press.

Professor **Eugenio Menegon** was in Europe in May and June. There he collected materials in several archives in Italy (Naples and Rome), participated in a reunion of his high school class, and gave a talk on education in the U.S. and Chinese studies at his old "liceo" in his native town near Venice. He also reconnected with colleagues at the History Department of the "L'Orientale" University in Naples and at the East Asian Studies Department at "Ca' Foscari" University in Venice. After his return he delivered a lecture on American missionaries in China at a Primary Source workshop on U.S.-Chinese historical relations held at the Peabody Essex Museum in Salem and a lecture on Chinese religions at the BU Evergreen Program. During the month of August, he was a visiting scholar at the Ricci Institute for Chinese-Western Cultural History (see page 13 for a photo). During the months of July and August, with the help of his student assistant Elyse Goldberg as webmaster and of Jaemin Roh (instructor in Korean) and the CAS Office of Communications staff as consultants, he initiated the collection of data and designing of a new "Asian Studies at BU" website. With the collaboration of around 40 faculty and instructors in Asian Studies all over campus, this new site will offer a gateway to research, teaching, outreach, alumni relations, student activities, and other BU resources in Asian Studies. The launch of the website is planned

for the early fall.

On July 23 Professor **Brendan McConville** chaired and commented on a session entitled "Monarchical Culture in the New Republic" at the 27th Annual Meeting of the Society for Historians of the Early American Republic, held in Montreal.

Professor **Ariane Chernock** had an article entitled "Cultivating Woman: Men's Pursuit of Intellectual Equality in the Late British Enlightenment" published in a recent issue of the *Journal of British Studies*.

Professor **Allison Blakely** has published a book chapter, "Putting Flesh on the Bones: History-Anthropology Collaboration on the New York City African Burial Ground Project," in Kevin C. MacDonald and Jay B. Haviser, eds., *African Re-Genesis: Confronting Social Issues in the Diaspora* (London, UCL Press). ♦

New Graduate Students

Fourteen students are entering the graduate program this fall, nearly twice the number who enrolled last year. In this year's class, nine are doctoral students (five post-master's and four post-bachelor's), four are in the MA program, and one is a BA/MA student.

Seven are Americanists and seven are Europeanists (five in modern Europe, two in medieval); no Africanists are entering the program this year.

Two of the new students have full fellowships; another holds an assistantship.

Director of Graduate Studies Jon Roberts will lead an orientation session for the new students on September 1. Afterward they will have lunch with members of the faculty, and later that day a group of current graduate students will take them out for drinks (and a "real" introduction to the department). Then on the following Tuesday, reality strikes as classes begin.

We are pleased to welcome the new graduate class to Boston University and to the Department of History.

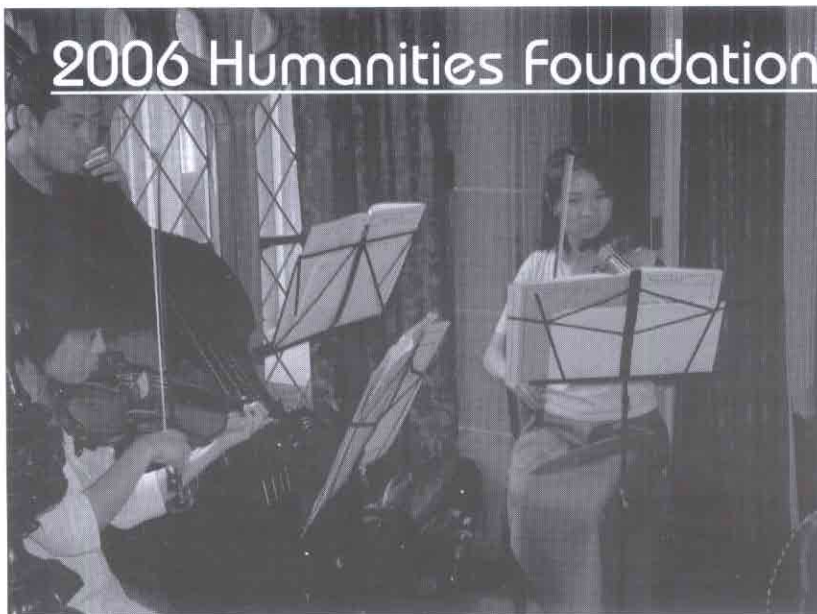
NEWS

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2006 Humanities Foundation Scholarships



On May 9, a standing-room-only crowd gathered at the Castle to honor the 2006 recipients of prizes from the Boston University Humanities Foundation. The History Department had four honorees: graduate students David Atkinson and Brenda Gardenour and undergraduates Joshua Addison and Jane Losaw.



Joshua Addison entered BU as a student in the Core Curriculum; this fall marks the beginning of his senior year. In addition to his courses in History and International Relations, he is studying violin, and his plans after graduation center on music. Prof. McConville taught him that "history is the study of change," and Josh feels that the principle of change is a fundamental component of classical music as well—"by creating a delicate balance between similarity and contrast, composers can take musical formulas and bring them to life." As he contemplates a possible career in both history and music, Josh looks to the example of another faculty member: "I don't expect to be as successful as Prof. James Johnson has been in pursuing both studies (a professor and an accomplished pianist!), but to teach history while simultaneously pursuing a career as a freelancing violinist is something I will certainly consider in the future."



David Atkinson has completed four years in the PhD program at BU, during which he has served as a teaching fellow both on campus and at Harvard. He was also a member of the graduate admissions committee for two years. Late in the summer he began the research phase of his dissertation, which will explore the influence of racial Anglo-Saxonism on relations among Great Britain, its Dominions, and the U.S. He will focus on three fundamental aspects of international relations: war, peace, and immigration regulation. What role did this Anglo-Saxon "race sentiment" play in their relations? To what extent was this perceived racial bond a cohesive and constructive factor in their relations? He will argue that it was frequently the case that the insistence of Anglo-Saxon advocates that the purity and hegemony of the race be preserved was actually a discordant and divisive dynamic in Anglo-American-Dominion relations.



Brenda Gardenour was in Spain researching her dissertation when the Humanities Foundation prizes were awarded. She is writing on "The Conjunction of Healing Practices and the Dissemination of Greco-Arabic Medicine in Christian Iberia, 11-14th Centuries." She plans to treat the impact of Greco-Arabic medicine on clerical and lay perceptions of healing as evidenced in healing miracles recorded in Latin and Spanish manuscripts. Fundamentally she is dealing with the relation of science and religion: those suffering from illness, for example, continued to patronize healing shrines while seeking newer forms of medical care. Brenda seeks to understand the extent of the impact of learned medicine on religious modes of healing as the introduction of medicine opened additional avenues of care for the sick but also changed people's perceptions of illness, healing, and the body.



At the time of the awards ceremony in May, Jane Losaw was also studying in Spain, a country she visited "in search of perspective, and of bilingualism." Her historical interests have not been in studying those in power, preferring to look at the histories of culture and society, of intellectual thought, and "to look beneath them to discover the historical discourses of more particular experiences, of individuals, the stories that lie beyond the boundaries of the mainstream and the generalized." Jane studied Spanish last year and intends to master other languages. Translation fascinates her "for many of the same reasons that history does, for both the historian and the translator act as a mediator of ideas, knowledge, expression, and memory between different cultures, or between the past and the present." She aspires to understand the similarities and differences between cultures and the ways these are expressed.



Bacon Lecturer David Kennedy with his former student, Professor Bruce Schulman

David Kennedy takes new look at how the U.S. fought World War II

BY FRANÇOIS LALONDE

The 2006 History Department's Bacon Lecture was given on May 1 by David Ken-

neddy of Stanford University. Winner of the Bancroft Prize for *Birth Control in America: The Career of Margaret Sanger* (1970) and the Pulitzer Prize for *Freedom from Fear: The American People in Depression and War, 1929-1945* (1999), Professor Kennedy has enjoyed a distinguished career that includes many other publications and awards. Last but not least, he was also an advisor to Bruce Schulman, who introduced him before the talk.

Kennedy's lecture, "A Tale of Three Cities: How the U.S. Won World War II," aimed to find out how the enormously transformative effects of World War II on the United States and the world were the result of deliberate decisions on how to fight the war by American politicians and military leaders.

The post-World War II U.S. predominance that we now often see as an obvious consequence of the conflict would have been impossible to predict for an outside observer looking at the world in 1940. The Great Depression still kept 45% of American households below the poverty line, and in international affairs the country seemed completely entrenched in isolationism. By 1940 American leaders had refused to join the League of Nations, closed the country's doors to immigration, erected the highest tariffs in its history, and passed five separate neutrality statutes.

The outcome of the war, which saw the United States' economy surge forward and the country take a strong leadership role and by the same token a very interventionist stance, would certainly have come as a big surprise to that outside observer. Professor Kennedy's argument is that this outcome was the result of deliberate, shrewd decisions about how to fight the war. In order to illustrate this and the pattern of the United States' waging of World War II, Kennedy chose three cities: Rouen, Washington, and Stalingrad.

The French city of Rouen was the location of the first U.S. air raid in Europe on August 17, 1942. This air raid, in which American bombers targeted a railroad switching yard, was important because it implemented a decision made in the 1930s to develop strategic bombing in order to deliver blows into the enemy's civilian heartland to destroy its infrastructure and terrorize its civilian population. The strategic air arm that was created to accomplish these tasks was seen as an alternative to ground warfare, which was considered too costly in human lives.

The second of Kennedy's three cities was Washington, D.C., where on October 6, 1942, Donald Nelson, head of the War Production Board, decided that the volume of production outlined in the Victory plan was unrealistic. Worried that it would depress civilian standards of living, Nelson convinced the military to diminish the scale and prolong the timetable for military resources. This meant that D-Day had to be pushed back by a year and that the target number of divi-

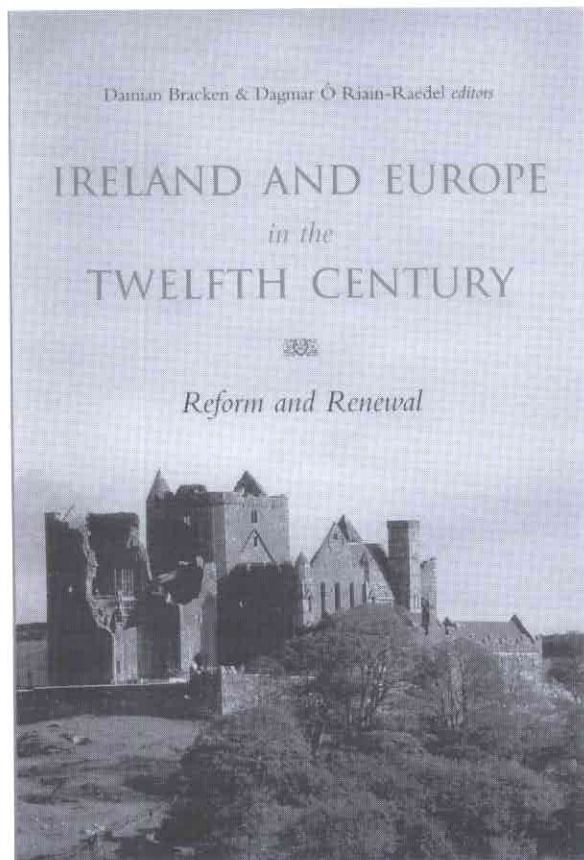
sions for the U.S. Army had to be cut down by over 50% to a total of ninety. This "ninety division gamble" paid off by allowing the American civilian economy to grow even while resources were allocated to the military.

The last city Kennedy discussed was Stalingrad, where, in February 1943, German forces surrendered to the Red Army. This was the military pivoting point of World War II because it marked the shift from the German offensive campaign to a defensive one. It also alleviated the worry that the Russians would be militarily defeated and would sue for a separate peace with Germany as in World War I. This is especially important because it ratified the viability of the decisions to fight from the air, to delay D-Day, and to field a much smaller army to leave the U.S. economy healthy and robust.

For David Kennedy, the decisions taken by American political and military leaders to fight the war the way they did account to a large degree for the fact that the United States is the only country that fought World War II and managed to lift its civilian economy. In short, Stalin was right to believe that the U.S. was fighting the war with money, machines, and Russian men. The United States found the least-cost pathway to fight the war, and casualty figures and economic growth reflected the success of this strategy.

Professor Kennedy's lecture was well attended by both graduate and undergraduate students as well as faculty, and although the format of such a lecture does not allow for in-depth analysis, his talk proved to be an interesting taste of his larger work. Kennedy is certainly a great speaker. The fact that he managed to deliver his lecture without using notes was particularly impressive. The talk did, however, leave me wanting more.

François Lalonde is a second-year student in the doctoral program in history; his advisor is Professor William Keylor.



Four Courts Press has published a collection of essays entitled *Ireland and Europe in the Twelfth Century: Reform and Renewal*. Co-editors are Dagmar Ó Rianin-Raedel and Damian Bracken. Professor Bracken was a visiting faculty member teaching Irish history at Boston University during spring and summer 2006.

and James Schmidt. Professor Ezra Mendelsohn resigned from Boston University at the conclusion of the 2005-06 academic year and has returned to the Hebrew University in Jerusalem.

This is the year when the long-planned revision of the history concentration will come before the CAS faculty for approval; details will appear in a future newsletter.

The department received approval (contingent on budgetary considerations) for a search in modern Japanese history, and advertisements have been placed. The American Political History Seminars will resume in September, and the departmental seminars will start again in the fall as well. Among the more exciting events scheduled for fall is the University Lecture, to be delivered by Professor Barbara Diefendorf (see the back page for more details). And for those who really plan ahead, the annual Gaspar Bacon Lecture will be delivered by Ira Katznelson, Ruggles Professor of Political Science and History at Columbia University, on May 3, 2007. ♦



Angelica Allison received the MA in history in May.

The following students passed the qualifying oral examination:

On October 27, 2005, Ronald Lamothe. Examiners in the major field of modern African history were Professors James McCann, James Pritchett (of the Anthropology Department), and Diana Wylie; examiner in the minor field of modern British history was Pro-

fessor Charles Dellheim. (Note: This item was inadvertently omitted from a previous newsletter; we apologize for the error.)

On April 28, 2006, Dane Cash. Examiners in the major field of American history were Professors Jon Roberts, Nina Silber, and Julian Zelizer; examiner in the minor field of international relations was Professor William Keylor.

Katherine Jewell passed the language examination in French in April.

In May the following students passed the foreign language examinations through coursework:

Bruce Kaplan: German
 Robyn Metcalfe: Italian
 Zachary Smith: Spanish

The following students had research papers approved:

Angelica Allison, "From 'Brothers'

to 'Children': An Examination of Early American Indian Policy"

Michael Carlos, "Beyond the Paddling Pool: Foucault on Enlightenment and Marxism"

Kathryn Cramer, "The Sixth Estate: John F. Kennedy, the Rat Pack and the Rise of Celebrity Political Culture"

François Lalonde, "The French Connection: France's Influence on the Kennedy Administration's Politics in Laos and Vietnam"

Robyn Metcalfe, "Where Have All the Genes Gone? Breed Extinction and the Loss of Agricultural Biodiversity"

"The Death of Smithfield Market: Urbanization and the Meat Markets of 19th-Century London"

Natalie Mettler, "Who Are the Dyula? Locating Ethnic Myths and Manipulations"

Zachary Smith, "Moving Right: Conservatives and the 1978 Election"



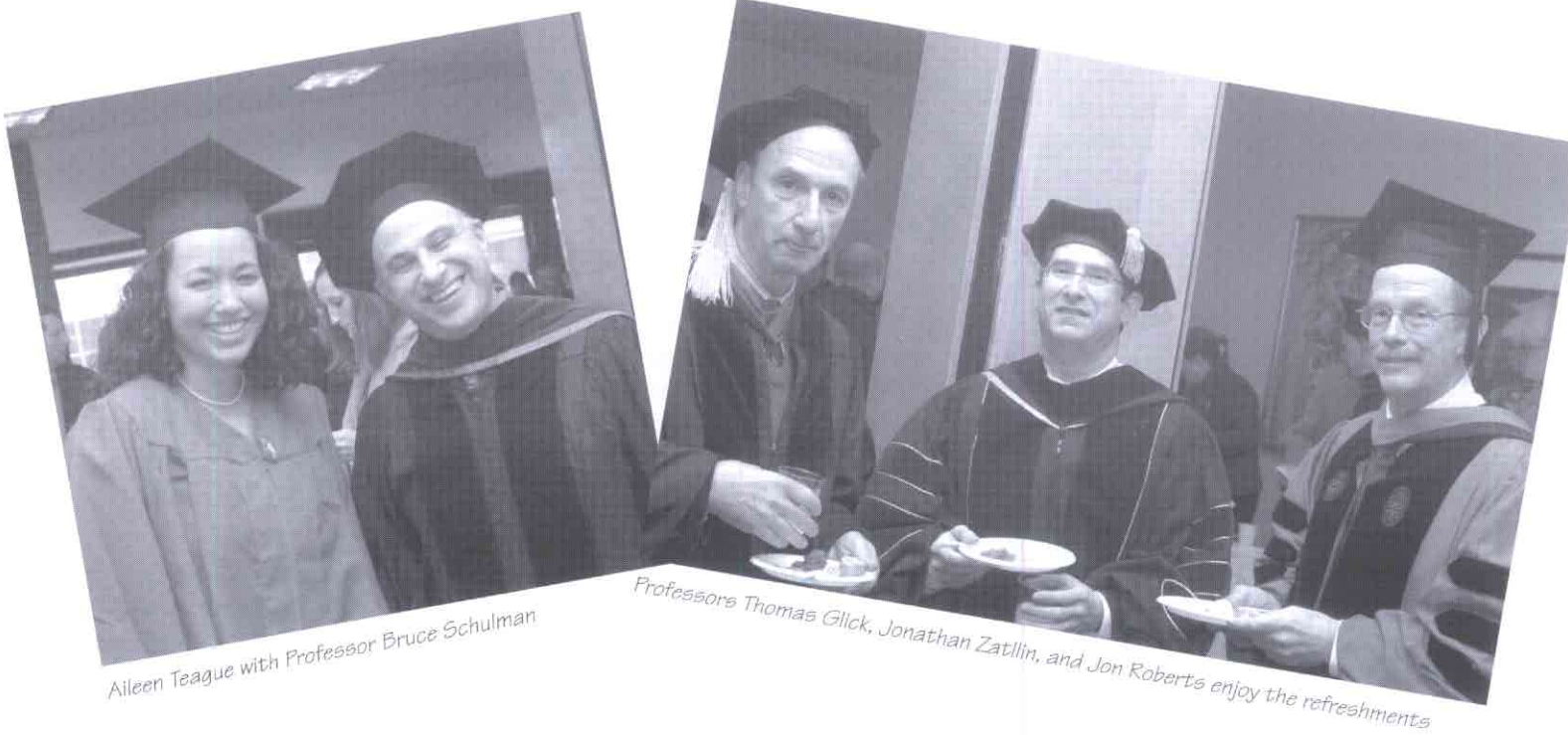
Andrew McInnes, winner of the College Prize for Excellence in History



Annalisa Amicangelo, who served as usher at the departmental convocation and who had just completed her first year as one of the department's student office assistants



Steven Sultan, winner of the Warren D. Ault Prize



Aileen Teague with Professor Bruce Schulman

Professors Thomas Glick, Jonathan Zatlil, and Jon Roberts enjoy the refreshments

COMMENCEMENT 2006

Commencement weekend 2006 was one to remember: A torrential rain began on Saturday and continued through all the festivities on Sunday. Everyone and everything was drenched; the MBTA was unable to keep up with demand; the stoplights on Comm. Ave. were drowned out of service. Since very few braved Nickerson Field for commencement, families arrived at the department's new convocation location very early—well before the caterers had brought the food. The warm weather turned the auditorium into a sauna, until someone managed to turn on the air conditioning.

Once insulated from the outdoors inside the auditorium, however, all went well. Chairman Charles Dellheim welcomed the families and graduates, and Professor Bruce Schulman gave an inspiring speech—a homily almost—on the importance of history. The two prizewinners delivered their remarks with great aplomb, and all graduates managed to walk across the rather narrow stage without tripping or (as happened one year) tipping over the vase of flowers. All things considered, a memorable graduation.

Two students win travel fellowships

In late spring Samuel Deese and Brenda Gardenour were named winners of travel fellowships to support research for their dissertations. Sources of the funding are the Engelbourg Travel Fellowship and the department's annual allocation from the Graduate School.

Sam Deese used his grant to research his dissertation comparing the religious, social, and political thought of Julian and Aldous Huxley, with special emphasis on their role as global activists who contributed to the inception and growth of international organizations such as the Peace Pledge Union and the World Wildlife Fund. He will trace how the divergent thinking of the brothers helped to create two very different and sometimes oppositional types of environmentalism in the Cold War era. Sam traveled to Rice University in Houston, Texas, which holds the largest collection of Julian Huxley's papers, and to UCLA and the Huntington Library in California, where the largest selections of archival material on Aldous Huxley reside.

Brenda Gardenour is researching healing practices and the dissemination of Greco-Arabic medicine in Iberia from the eleventh to the thirteenth centuries. With her travel grant she will go to Washington, D.C., to consult archives at the Catholic University of America, the Library of the Holy Name, and the National Library of Medicine. She will examine, for example, the *Life and Miracles of St. Francis*, illuminating because it was composed during a period when learned medicine had an impact on both clerical and lay society and also because it contains examples of medicalized healing, such as surgery and cautery. She will also examine sermons that help illuminate medieval clerical attitudes toward illness and wholeness. At the National Library of Medicine she will research the area of medieval medicine to determine what medical ideas may have been influencing clerical authors.



Amanda Scobie

A recent graduate returns

BY AMANDA SCOBIE

After spending four incredible years as an undergraduate at Boston University, I was nowhere near ready to leave the city or the university following graduation. I played with the idea of applying to a few graduate programs, but I finally decided against going right back to school, as I didn't feel I would enjoy it if I didn't have some time to decompress. I am delighted to be working at the History Department since I was a history major and feel very comfortable here, and I am especially eager to be working with people that I have so much respect for. Many graduates use their history degrees for careers in law or government, which I'm sure works very well for them, but I intend to use my degree to continue studying and to begin teaching history, regardless of the time it will take. I've had so many wonderful history teachers and professors throughout my life who have really influenced me, and I am looking forward to attempting to live up to the high standards that they have set.

When I am not working, I spend a lot of time reading and cooking, the two things that I most love to do. I also

enjoy traveling, although I am a bit of an amateur. I've traveled to Egypt and China, both with CGS and Professors Schoch and Corrin, respectively. Both trips were absolutely amazing, and I am so grateful that being a CGS alum gave me the opportunity to go places that I never would have gone on my own. Someday I would love to take an entire year and just travel all around the world, taking photos, learning new languages, and exploring new places.

As for the immediate future, I plan to travel more, work on a master's degree, and perfect my German. I enjoy learning about and exploring the world around me, and I just take one day at a time. I am so grateful that I've had the opportunities that I've been given, mostly thanks to my wonderful parents, and I am determined to make the best of every day of my life. I think that so many people get too caught up in the hustle and bustle of life, work, and relationships and forget who they are and why they're here. I hope to never forget that life is short and this world is huge; and to see and do all there is to offer, I have to put myself out there and make every single day exciting and productive.

NEWS OF ALUMNI

In July alumna **Jo Sullivan** (PhD, 1978) became the Assistant Superintendent for Curriculum, Instruction, and Assessment for the Malden, Mass., Public Schools.

Melissane Parm, PhD from Boston University in 2003 and now Assistant Professor of History at St. Lawrence University, is featured in the August 2006 issue of *Self* magazine, discussing how she was motivated to take steps to improve her health. The article includes a photo of Melissane running that was taken on the St. Lawrence campus in Canton, New York.

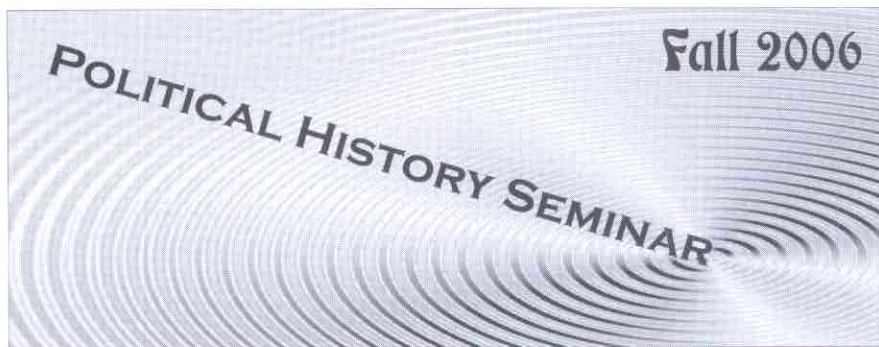


During the month of August, Professor Eugenio Menegon spent three weeks as a visiting scholar at the Ricci Institute for Chinese-Western Cultural History, part of the Center for the Pacific Rim at the University of San Francisco. There he used the Institute's collections and worked on sections of a forthcoming history of the Chinese Rites Controversy, an early modern theological and cultural battle within Catholic Europe and between the papacy and the Chinese emperor. The Ricci Institute is a repository of rare materials on the Chinese Catholic missions and was recently designated as a consultation station for a digitized copy of the manuscripts in the *Japonica-Sinica* collection of the Roman Jesuit Archives.

In the photo (beginning at left): Dr. Wu Xiaoxin, Director; Professor Menegon; Dr. Melissa Huang-Dale, Assistant Director for Research; Mr. Jan Vaeth, Research Associate; and Mr. Mark Mir, Information Resources Specialist.

In June, Professor Diana Wylie presented a paper entitled "Décadence au seuil de la nouvelle millénaire" in Tangier at a conference held to commemorate the 600th anniversary of the death of the North African philosopher and historian, Ibn Khaldun. In the photo she stands with Asmhiri el Mahfoud, of the Royal Insitute of Amazigh Culture, in the Tangier American Legation Museum.





NOLAN (cont. from page 1)

Seminars scheduled for Semester I:

September 20

David Quigley, Associate Professor of History, Boston College
 "Grant's World Tour: An American Abroad at Reconstruction's End"

October 11

Andrew Bacevich, Professor of History and International Relations, Boston University
 "Elusive Bargain: The Pattern of U.S. Civil-Military Relations Since 1945"

November 8

Marjorie Spruill, Associate Professor of History, University of South Carolina
 "Gender and America's Right Turn: The 1977 IWY Conferences and the Polarization of American Politics"

All seminars are held at 12 noon in Room 504 at 226 Bay State Road. Papers will be available two weeks before the seminar. Contact Professor Bruce Schulman (bjschulm@bu.edu) with any questions.

The August 2006 issue of *Modern Intellectual History*, of which Professor Charles Capper is a co-editor, has been published. It includes the following:

Articles

- Rousseau and the *Représentants*: The Politics of the *Lettres écrites de la montagne*
Richard Whatmore
- Political Theology and the Nazi State: Carl Schmitt's Concept of the Institution
David Bates
- Scientism and Its Discontents: The Indo-Muslim "Fascism" of Inayatullah Khan al-Mashriqi
Markus Daechsel

Essays

- The Origins of Feminism and the Limits of Enlightenment
Ruth H. Bloch
- The Canvas and the Color: Tocqueville's "Philosophical History" and Why It Matters Now
James Kloppenberg

Review Essays

- The Beginning, the Middle and the End of Classical Music
Anya Suschitzky
- Recovering the Full Palette of Possibilities for Wilhelmine Germany 1890-1914: A New German SpecialWay?
Michael Ermarth
- Modern Anglophone Philosophy: Between the Seminar Room and the Cold War
Bruce Kuklick

In Memoriam

- Fritz Ringer. *Tony La Vopa*
- Kenneth Cmiel. *David A. Hollinger*

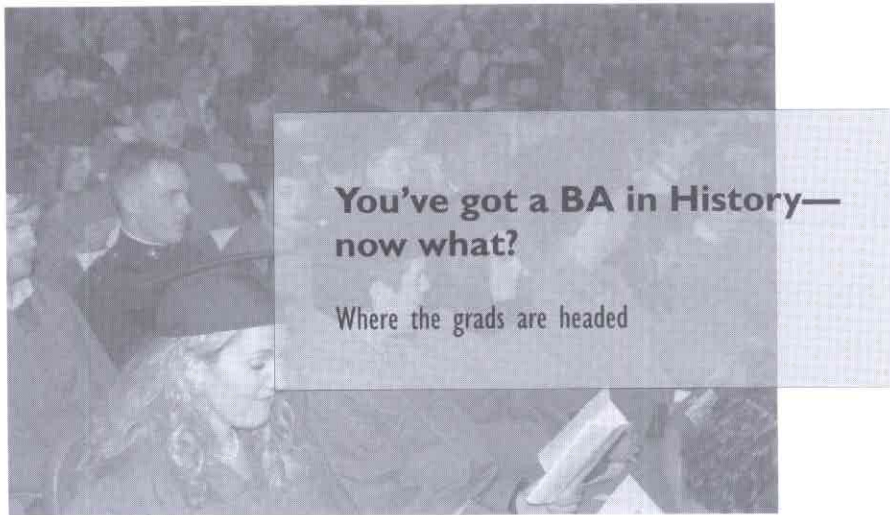
Modern Intellectual History

of conscience over the centuries have tried to limit or end war, even as others with refined consciences supported some wars as necessary (if nonetheless evil) means to longer-term or wider moral goods. It is significant that some artists and poets have celebrated war while others have lamented it, but that mothers only ever fear it.

War undresses humanity. Soldiers know better than anyone the murky moral arena in which they live and work. The Duke of Wellington, walking the field of his great victory at Waterloo, mumbled to an aide: "Nothing except a battle lost can be half so melancholy as a battle won." Half a century later and a continent away, confederate General Robert E. Lee spoke a different truth, one far less acceptable in polite modern company but an abiding fact of war nonetheless: it has its own aesthetic, powerful and alluring. On the spectacle and lure of war he said, after repelling a Union charge

"It is well that war is so terrible, else we should grow too fond of it."

at Fredericksburg: "It is well that war is so terrible, else we should grow too fond of it." On the other side of the lines William T. Sherman recalled the carnage of the American Civil War this way: "War is at best barbarism.... Its glory is all moonshine. It is only those who have neither fired a shot nor heard the shrieks and groans of the wounded who cry aloud for blood, more vengeance, more destruction. War is hell." It is also the most expensive, technically complex, physically, emotionally, and morally demanding enterprise which humans undertake. No art, no music, no cathedral or mosque, no great city, no space program or research into the cure for AIDS or cancer has ever received a fraction of the money, time, and effort that people and societies have regularly put into preparing for and waging war. Those hard truths have shaped my approach to this work and the tone in which it is written. ♦



You've got a BA in History— now what?

Where the grads are headed

A frequent question heard around the department is "What can you do with a History degree?" It arises from those considering a concentration in History as well as from wary parents of those already majors. It was asked so often that the department even added a section to its website in which some possible answers are provided. But the question gets phrased slightly differently on commencement day, when it becomes "What am *I* going to do with *my* History degree?" Here are some answers from the class of 2006:

Winston Gu: "I will be studying Chinese in Beijing, China, for the whole summer, and then planning to go to law school in 2007 after taking a year off to work, hopefully doing *pro bono* work at a law firm during 2006-2007."

Patrick Daly: "I will be commissioned as a Second Lieutenant in the Marine Corps and will report to The Basic School in Quantico, Virginia, in November. Up until then I will be working at home and traveling around the U.S. and Europe."

Lauren Schieck: "I am planning on teaching English in Madrid for the 2006-07 school year, and then attending the Warner School of Education at the University of Rochester beginning in the summer of 2007."

Angelica Allison: "I will be commissioned in the United States Navy on May 15 as an Ensign. I will be reporting to the USS *San Jacinto* CG-56 in Norfolk to serve as the ADP Officer."

Aileen Teague: "I will be a Second Lieutenant in the U.S. Marine Corps. My first major challenge will be the six-month initial officer training called The Basic School at Quantico, Virginia."

Ali Betil: "I will be working as a guide in Katmandu, Nepal, with a local Adventure Tour, helping tourists reach the base camp of Everest as well as many other expeditions around the region. I will also be researching the historical background and philosophies of Nepal, Tibet, Bhutan, and Burma."

Joshua Wilson: "I will be traveling to Bamako, Mali, where I will be working as a member of the Peace Corps. I will specifically be working with Natural Resource Management in a village outside the capital."

Swati Chapla: "I am going to be attending dental school at BU."

Ashley Davis: "I am moving to New York City to take a position in the University of Oxford North American Office as an Executive Assistant. The office is the University of Oxford's development office for North America."

Brian Wagner: "I will be attending law school at Emory University in Atlanta."

Kyle Assad: "Coaching sailing at Larchmont Yacht Club."

Maria Khwaja: "I will be joining Teach for America's Houston Corps 2006-2008."

Maureen Foley: "I will be participating in Teach For America in New York City teaching secondary language arts."

Matthew Fleming: "Studying to pass the LAH, Series 7, and Series 66 exams to work as a financial advisor for Ameriprise Financial Services, Inc., in Waltham, Mass."

Kyle Ludke: "I was a double major in History (American history specialization) and Art History, and I have something lined up for the summer that brings these two interests together. From mid-June to mid-August, I will be participating in the Historic Deerfield Fel-

lowship Program in Early American History and Material Culture. As part of this program, I'll be living in a historic house in Deerfield, Mass., and I'll spend the nine weeks studying American decorative arts with six other graduating seniors from all over the country. There'll be daily lectures from college professors and museum curators, and I'll have the opportunity to do some hands-on research with the Deerfield collection. Once the program ends, I hope to find a job in Boston. I'll be living and working in Boston for the next year or so, and then it's off to grad school (hopefully), in an American Studies or Art History master's program."

Dwight Maud: "I have just started working as a real estate agent for Newman & Co., Boston."

Alessandra De Lucas: "This fall I will begin studies in Italian Literature (MA program) at NYU."

Carrie Dieringer: "I am spending the summer in Boston and then home to Indiana. In August I am moving to Prague in the Czech Republic to teach English for about two years. I hope to travel around Europe and then I will return to the U.S. for graduate study."

Lauren Fackelman: "After graduation I will be attending graduate school at Boston University's School of Education to get a master's degree in secondary education."

Keith Hibbert: "After graduation, I will be attending Officer Candidate's School for the Marine Corps and will be commissioned as a Second Lieutenant in the Marines this summer. I will then proceed on to active duty with the Marine Corps."

Melissa Alpert: "In July I will travel to the Marshall Islands in the Pacific to teach English to elementary school children for a year. I will be participating in a fully funded Harvard University program, WorldTeach."

Matthew Merson: "After graduation, I will be attending the Fordham Graduate School of Arts and Sciences to continue my studies in Modern European history."

Grace Rooney: "I was accepted to Campaign Corps, a program run by Emily's List that trains 30 graduates in D.C. to work on political campaigns, then places them on a campaign anywhere in the U.S. from August 6 to Election Day (November 7). I am very excited to be participating in it (they even pay a little!)."

Brianna Rojas: "I am currently a 2006 corps member for Teach for America. I will be teaching elementary school in Los Angeles (beginning in September) while attending Loyola Marymount University pursuing a master's in education." ♦

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



The University Lecture for 2006
will be delivered by

Barbara Diefendorf

"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

Updated work on LBJ from Bruce Schulman

During the summer Bedford/St. Martin's Press published the second edition of Professor Bruce Schulman's *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*. In the Preface, Schulman explains the rationale for a new edition of the work:

In the dozen years since the appearance of the first edition of this book, new information has come to light, especially the previously secret recordings of President Johnson's phone conversations. A generation of new scholarship has also emerged, raising new problems, reinterpreting once-settled issues, placing Johnson and his era into a broader context. At the same time, a quarter-century-long conservative ascendancy in American politics and terrorist threats have raised new questions about Johnson's presidency and the trajectory of American liberalism. The time is ripe for a second look that grapples with the new historical material and with LBJ's ever more relevant legacy.

This revised edition relies heavily on the recently released presidential tapes. Both the narrative biography and the documents incorporate material from those revealing firsthand sources; readers can now get a close-up view of Johnson's famous skill in cajoling, flattering, and threatening members of Congress—sometimes all in the same phone call! The tapes also demonstrate the enormity of the challenges any president faces and make vivid LBJ's anguish over the conflict in Vietnam.

The new edition also pays close attention to the emergence of the New Right in the 1960s, turning up the volume on conservative voices that mounted an increasingly strong challenge to Johnson's liberal policies and eventually became the dominant force in American public life.

