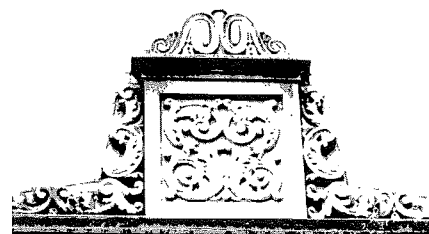


# NEWS



*of the History Department at Boston University*

May 1999



Professor Jill Lepore

## Jill Lepore wins Bancroft Prize for book on King Philip's War

**I**n mid-April Columbia University announced that Professor Jill Lepore was a winner of the 1999 Bancroft Prize for her book, *The Name of War: King Philip's War and the Origins of American Identity* (Alfred A. Knopf).

The Bancroft, considered one of the most prestigious awards in the field of history, recognizes books of distinction in the areas of American history, biography, or diplomacy. Recipients were honored at a dinner in New York on April 14, where Columbia's President George Rupp presented each of the

winners (Professor Ira Berlin of the University of Maryland, Professor Philip D. Morgan of the College of William and Mary, and Professor Lepore) with the prize and an honorarium of \$4000.

Of Professor Lepore's award, the Bancroft selection committee said, "Historian Jill Lepore, at age 33, is among the youngest recipients in the history of the Bancroft prize. In *The Name of War*, she takes a unique approach to historical interpretation by examining war and how it defined early American identity through the geographical, political, cultural, and national boundaries that people drew. Lepore, acclaimed as 'a remarkable storyteller' by the *New Republic*, recounts many dramatic events that stemmed from strange and ironic episodes of the past."

Awarded annually by the Columbia University Trustees, the Bancroft Prize was established at Columbia in 1948 with a bequest from Frederic Bancroft, the historian, author, and librarian of the Department of State, to provide steady development of library resources to support instruction and research in American history and diplomacy and to recognize exceptional books in the field. Books eligible for the 1999 prizes were published in 1998.

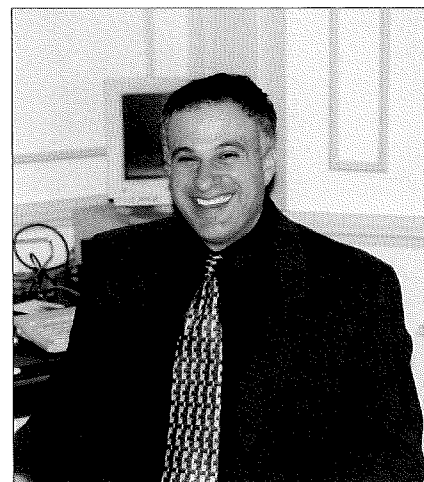
Jon Westling, President of Boston University, will host a reception to honor Professor Lepore.

## Bruce Schulman accepts Fulbright Lecturer position

**T**he Japan-United States Educational Commission has named Professor Bruce Schulman to a ten-month Fulbright lecturing position in Japan. The commission's objective is to assist Japanese universities that already have programs in American Studies (or are developing them) or institutions introducing American history courses. Schulman will be a Fulbright Distinguished Professor of American Studies at Tohoku University in Sendai during the 1999-2000 academic year.

Schulman feels that with the increasing "internationalization" of the field of American history (he visited Turkey several months ago and established contacts between Bilkent Uni-

See SCHULMAN, page 4



Professor Bruce Schulman



Professor David S. Landes (Photo by Harvard University News Office)

## Economic development evaluated: the 1999 Merle Goldman Lecture

BY JOHN A. DEMPSEY

On Tuesday, March 30, Dr. David Landes, Professor Emeritus of History and Economics at Harvard University, delivered the 1999 Merle Goldman Lecture. Dr. Landes's lecture, entitled "Why Some Nations Are So Rich and Some So Poor," was based on his most recent book, *The Wealth and Poverty of Nations* (W. W. Norton & Co., 1998). Echoing Max Weber, Landes asserted that cultural values have largely determined the economic development of nations and empires throughout history. While the values of some societies have fostered technological and economic development and hence the production of wealth, others have encouraged the development of other aspects of human existence such as spirituality and pleasure.

Yet even within the sub-group of technologically oriented cultures, Dr. Landes distinguished between those cultures that have been able to retain and build upon previous technological

John Dempsey is a graduate student in medieval history.

and economic advances and those materially advanced societies of the past that have displayed an inability to preserve their achievements and build upon them. The speaker offered Pharonic Egypt as a classic example of the latter type of society. Somewhat rhetorically, Dr. Landes asked his audience how it was that the Egyptians could have come to master the chariot and have later forgotten how to use the wheel. Similarly, he observed that despite its great material achievements, pre-modern China also failed to preserve and expand upon its previous successes.

In contrast with the examples of ancient Egypt and pre-modern China, Landes touted the remarkable record of West European civilization (and by extension the United States and Canada) in creating an almost constant spiral of technological innovation and ever-increasing material wealth. To what did he attribute this remarkable record of material achievement? In his book, the speaker attributes part of this success to certain Judeo-Christian principles such as respect for manual labor, man's supremacy over the natural world, and the notion of linear time. However, in his remarks, Landes stressed the great benefit that the peoples of the West derived from political polycentrism. In other words, he believes that the fall of the Western Roman Empire was good for the material development of its former subjects. For unlike the pharaohs and emperors of old, the rulers of the various polities of medieval and early modern Europe had to treat their people relatively well. Moreover, unlike the situation of medieval Islam, innovative thinking was not successfully suffocated in the West by any religious orthodoxy. Both of these factors created circumstances quite favorable to entrepreneurial initiative and innovation in Western Europe.

Throughout his presentation, Dr. Landes stressed that he was not arguing that Western culture is superior to or better than other cultures, just different. It is different in a way most conducive to the production and maintenance of material wealth. Yet he conceded that immigrants from certain cul-

tures transplanted to other areas of the world have demonstrated a similar capacity for the creation of wealth. He spoke specifically of the Chinese immigrant experience in modern Indonesia.

Dr. Landes's remarks were followed by a lively question and answer session during which some in the audience born west of San Francisco and south of Gibraltar challenged a few of the speaker's observations. The good doctor even had to fend off challenges from blood relatives! All in all, the lecture was quite informative and thought-provoking. ♦

## Jill Lepore named to Humanities Foundation fellowship

Professor Jill Lepore has been named a Humanities Foundation junior fellow for one semester of the 1999-2000 academic year. As part of the application process, she wrote of her current research project, "Native Tongues: Webster, Sequoyah, Gallaudet, and the Language of Nations." In this work she will discuss Noah Webster's compilation of a "Dictionary of the American Language":

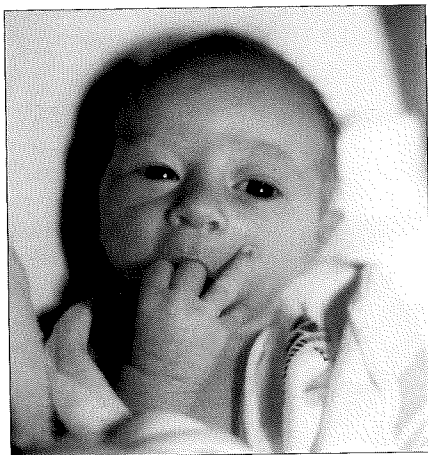
"Today, Noah Webster is best remembered as the reason Americans do 'favors' while Englishmen grant 'favours' and why we feel a 'draft' when they sense a 'draught.' Just as Webster wanted to add new words to the American language, he also wanted to simplify American spelling, to write words as they sounded (at least to his Yankee ears). Less well known is that Americans rejected most of Webster's spellings (we do not spell women *wimmen* or tongue *tung*, as he suggested); even his brother-in-law complained, 'I ain't yet quite ripe for your orthography.' In the two centuries since Webster's innovations, Americans have almost never been 'ripe' for linguistic reform, orthographic or otherwise. (In his day, even Mark Twain saw fit to mock new-fangled schemes for 'lojikl, kohirnt speling.') Late-twentieth-century debates over Ebonics and Spanglish and

efforts to legislate English as the national tongue (not to mention William Safire's crotchety *New York Times Magazine* column) are only the most recent manifestations of our anxiety about what we still rather nervously call 'the American language.'"

Lepore will explore the connection between language and nationhood in the early American republic—and its legacy for Americans today. "The decades between 1790 and 1840 constitute an age of both ardent nationalism and fantastic, revolutionary linguistic innovation, marking the birth of the science of philology (with all its quackish offshoots), popular fascination with newly decoded Egyptian hieroglyphs, the first racialized taxonomies of human languages, and the invention of a uniquely *American* language. Central to any understanding of this period is Noah Webster and his quest to lead the nation to lexicographical independence from England by compiling a dictionary of American English."

The Boston University Humanities Foundation funds fellowships for junior faculty to enable them to take a semester off from teaching duties to work on their research and to participate in discussions of their scholarship with other junior faculty and senior scholars as well. ♦

*With her many awards this spring (the Humanities Foundation Junior Fellowship and the Bancroft Prize), one might assume Prof. Jill Lepore would be resting on her laurels. But no, she (along with her husband Timothy Leek) insisted on another accomplishment: the April 3 birth of their son Gideon Zecher Leek (pictured below).*



in brief  
EVENTS OF NOTE!

On March 14 Professor **Saul Engelbourg**, together with Professor Gustav Schachter of Northeastern University, delivered a paper entitled "The Role of the State during the Process of Economic Development in Western Europe since the Eighteenth Century" in a session on "International Economics" at a meeting of the Eastern Economics Association in Boston.

In early May Professor **Mariano Plotkin** will chair a panel on "Psychiatry in Argentina" at the annual meeting of the American Association of the History of Medicine that will meet in New Brunswick, N.J.

Professor **Regina Blaszczyk** is spending the spring at the Hagley Museum and Library in Wilmington, Del., where "everything is in full bloom." The Hagley Library recently acquired the papers of the Color Association of the United States, the first American group to venture into color forecasting. In mid-April, she flew back to Boston to comment on a panel about "Distinctive Cultures of Consumption?" at a conference on Canadian-U.S. Cultures of Consumption and Sexuality at the Whitehead Center for International Studies at Harvard.

Professor **Jill Lepore** has learned that she was one of four finalists for the J. Anthony Lukas awards, new prizes established by Lukas's widow to honor "nonfiction writing that demonstrates literary grace, serious research and concern for an important aspect of American social or political life."

Alumna **Sheila McIntyre** (PhD 1996) has received a two-year postdoctoral fellowship—commonly called a "Canada Council grant"—from the Social Sciences and Humanities Research Council of Canada, the federal government's funding agency. SSHRCC grants money to young scholars at a

time in their careers when research and publishing are most vital. She will be affiliated with Carleton University in Ottawa and will teach an occasional course over the two-year grant period, but the money is primarily to support full-time research and writing. Sheila says, "I will focus on two related projects: first, I will turn my narrowly focused dissertation into a more broadly based book on letter-writing, currently entitled 'Cultures of Correspondence: Letter-writing in Early New England'; second, I will complete the transcriptions and editing of the collected correspondence of one extraordinary seventeenth-century letter-writer, John Cotton Jr. of Plymouth. Len Travers and I are working through the more than 315 letters now, and the volume is already under agreement with the Colonial Society of Massachusetts Press."

Professor **James McCann** has returned from a week-long trip to Mexico City, where he conducted research and field visits to CIMMYT (the International Center for Maize and Wheat) headquarters. During that visit he met with Nobel Laureate Norman Borlaug and current MacArthur Award winner Wes Jackson of the Land Institute (two opposite ends of the debate about the future of global agriculture). With Jackson, McCann discussed joining a planning group for a major ten-part production on the history of world agriculture. McCann also visited a maize breeding site near Mexico's Pacific coast, where the next generation of African corn (Quality Protein Maize, or QPM) is being developed. The research visit was supported by a grant from the Ford Foundation and is part of his book project "Maize and Grace: A History of Corn in the Old World." ...On March 31 McCann delivered the National Humanities Center lecture at St. Lawrence University in Canton, N.Y. The lecture was entitled "Africa's New Landscapes and New Vulnerabilities." Proceeds from the lecture go to support the endowment of the Humanities Center. On April 23 McCann was leadoff discussion leader in the planning conference "The Ecological Humanities" at the National Humanities Center. His session was "Disciplinary Settings: His-

tory." The conference convenes eighty-two scholars of the humanities and environmental studies from around the country to plan a program of research and teaching based at the National Humanities Center, where Professor McCann was a fellow in 1991-92.

Between his last lecture and his final exam in HI 350, Professor **William Keylor** will sandwich in the keynote address at an interdisciplinary conference entitled "National Stereotypes in Perspective: Americans in France, Frenchmen in America," sponsored by the Belgium-Luxembourg American Studies Association in Brussels. On May 28 he will co-moderate a discussion at the first annual conference of The Historical Society on "The Job Crisis and the Historical Profession."

Graduate student **Peter Alegi** taught a course at Tufts University's Experimental College entitled "The World of Soccer: From Imperial Sport to the People's Game, 1863-1999." In late April he presented a paper at the Northeast Workshop on Southern Africa at the University of Vermont, Burlington, entitled "The South African Soccer League: The Making of a Professional Football Culture in the post-Sharpeville Era, 1960-66." He will also present a paper at the North American Society for Sport History Annual Conference at Penn State University entitled "Katauga vs. Johannesburg: A History of the First Sub-Saharan African Football Championship, 1949-50."

On April 8 Professor **Clifford Backman** delivered a paper entitled "The Two Italies and the Three (Maybe Four) Sicilies" at the annual meeting of the Medieval Academy of America in Washington, D.C. The second week of May he will be attending the International Medieval Conference in Kalamazoo, Michigan, representing the Institute of Medieval History and hoping to increase contact with outside scholars and organizations.

**Eric Weitz** (PhD 1983), currently on the faculty of St. Olaf College, has been appointed to the faculty of the University of Minnesota, effective this fall. Eric was a student of Professor Dietrich Orlow's.

On April 10 the University of South-

ern Maine in Portland held a conference on "The Centennial of the Spanish American War of 1898 and the Birth of the American Century." Among those who delivered papers were **Wendy Hazard** (PhD 1995) ("Remembering Maine: The Spanish American War in the Pine Tree State") and Professor **David Mayers** ("The Peace That Americans Envisioned").

On March 29 Professor **Merle Goldman** participated in a seminar on "Intellectuals and the Party in the PRC: A Comparison between the Mao and Deng-Jiang Eras" at the Centre d'Etudes et de Recherches Internationales in Paris.

Graduate student **Benjamin Varat** has been appointed full-time instructor at Boston University's College of General Studies for the 1999-2000 academic year. He will teach courses in the second year of the CGS curriculum.

Graduate student **Melissane Parm** has been awarded a Benjamin F. Stevens Fellowship by the Center for the Study of New England History. She will be in residence at the Massachusetts Historical Society for four weeks sometime between July 1, 1999, and June 30, 2000.

Professor **Thomas Glick** delivered two related lectures on the Agricultural Landscape of Islamic Spain, the first for the Brown University Program in Medieval Studies on March 4, the second at the conference on "Scenes and Seasons: The Medieval Landscape" at Pennsylvania State University on April 10.

On April 27 Professor **Marilyn Halter** delivered a lecture, "From Archipelago to America: Historical Perspectives on Race and Ethnicity Among Cape Verdean Immigrants," as part of The Portuguese Experience Lecture Series at Rutgers University, Newark Campus.... On May 25 she will be the discussant for the session "Transnational Relations in the Hispanic Caribbean" at the Caribbean Studies Association Annual Meeting in Panama City, Panama.

In March, the *Journal of American History* published Professor **Bruce Schulman's** article, "Out of the Streets and into the Classroom?," an analysis of the ways Americans and American

historians have interpreted the New Left and counterculture of the 1960s. Schulman's essay on six U.S. presidents and their strategies for managing crises appeared in the spring 1999 issue of *Bostonia*, Boston University's alumni magazine. In April, Schulman served as commentator for a session on "Public and Private Life in 20th-Century New York" at the Second Annual BU-SPNEA Conference in American Studies, an event co-sponsored by the Society for the Preservation of New England Antiquities and the American and New England Studies Program at BU (which Schulman directs).

Undergraduate history major **Danielle Lightburn** has won the Case-Melville Scholarship for the 1999-2000 academic year. Congratulations to her on this prestigious award. ♦

*SCHULMAN (cont. from page 1)*

University and BU's American Studies Program), his stay in Japan will permit him to explore similar connections with that country. In addition, he hopes to advance his current research project on public policy and public space in the contemporary industrialized world.

His host institution has not yet fully determined Prof. Schulman's courses for the coming academic year. When he returns to Boston University, he plans to resume his position as director of the American Studies Program. ♦

## NEWS

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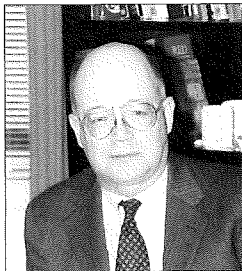
*Items of interest for publication and changes of address should be sent to the editor.*

## Teaching Vietnam

BY STEPHEN LYNE

### INTRODUCTION

After only seven years of teaching Vietnam, I confess that I found the prospect of speaking here before long-time workers in the vineyards of teaching Vietnam somewhat daunting, especially as the idea of talking about "Teaching Vietnam" provides little guidance and leaves one to go



off in omni-directional ways.

I want to talk today from the perspective of an aging participant in the Vietnam conflict, a category in which I place not just military veterans of all ranks, but civilians like me then at junior levels, high-ranking officials of the time, dissenters, veterans of the teaching wars—all whose lives were marked by the conflict on the battlefield, over assessment and policy, between dissenters and the war's supporters, and about the meaning of the war—all veterans of the conflict.

*Stephen Lyne has been Professor of History and International Relations at Boston University since 1990. Before that he was a career diplomat in the U.S. Foreign Service for nearly 30 years; in 1987-89 he was Ambassador to Ghana.*

*In fall 1999 Prof. Lyne will teach HI 582 ("America's War in Vietnam") and HI 776 ("U.S. Foreign Policy Since 1945"). In the spring semester his history course is HI 465 ("The U.S. and the Cold War").*

*He gave the talk reprinted here at a conference on "Teaching the War in Vietnam" at Texas Tech University. We present it as one of an occasional series on issues in pedagogy.*

### TERRIFYING BLANK SLATES

George Kennan, arguably America's greatest diplomat of this century, wrote when he was approaching 90 about his sense of aging as one approached 60: "A life is too long a span today for the pace of change. If he lives too long his familiar world, the world of his youth, fails him like a horse dying under its rider, and he finds himself dealing with a new one which is not really his.... We older people are guests of this age, permitted to haunt its strange and somewhat terrifying halls—in a way part of its life, like the guests in a summer hotel, yet in a similar way detached from it.... We shall be leaving it; the personnel, who will remain, are youth. And the faces of the personnel, while sometimes cheerful, sometimes competent, sometimes strong, are nevertheless terrifying to us for the things that are not written on them."

Ah yes. "The things that are not written on them." This is a familiar image each time I teach my Vietnam course and face my students, and each time I come to Texas Tech and encounter the students who question us and make our stay here so easy. Cheerful, competent, strong—but still terrifying for what is not, cannot be, written on them. "I love the smell of napalm in the morning" is a familiar if extreme statement of what cannot be there. Some would cite tear gas across a barricade. But a scared young civilian's first night with a remote A team in Kontum, the rain always falling into the mashed potatoes when in the field—a recurring picture a retired four-star general who commanded a battalion in the My Lais tells me is his indelible memory of two tours in Vietnam—and the unique individual experiences of others here have all left their tracks on our faces and minds. Joe Galloway recently wrote of what a volunteer guide at the Vietnam Veterans' Memorial told him about how guides could distinguish combat veterans of the war among the thousands of visi-

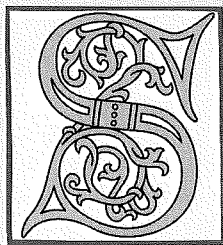
tors: "We look at the eyes. There's something in there that reflects what they have seen and done and heard." But their and our experiences and memories leave no imprint on the youth we teach.

Even so, the temptation is always irresistible, or at least it has been for me, as a participant and now a teacher, to try desperately to convey to them "what it was really like" in the Vietnam conflict, to convey some sense of the nobility, of the deception, of the courage of the battlefield, of the intensity of the home front—to try to transplant onto those *tabularasa* faces and psyches some lines I know lie on my own face and life after roughly twelve years of personal involvement with Vietnam, and lines that I see on many faces here. To try to convey the "truth."

I have become sobered by seven years of teaching Vietnam. After wandering around the rest of the world for the State Department after the conflict ended, I returned to things Vietnam after my retirement in the summer of 1990. Before beginning at Boston University I attended a three-week seminar session on teaching Vietnam, sponsored by the National Endowment for the Humanities and organized by Ambassador Bui Diem. One of the best speakers, one of the best scholars in our profession, who educated us in early Vietnamese nationalism, was at the end of the course denounced as a communist by one attendee, who obviously felt he had the "truth." Another participant, who had lost a leg at Ia Drang, exploded during a break in a talk in which a senior general had described the casualties in that battle as "light to moderate"; the veteran said, "I want to take my wooden leg up there and hit him over the head with it." This was a startling introduction to the civility, courtesy, and camaraderie that characterize teaching Vietnam. I have attended conferences on Vietnam over the past

See LYNE, page 9





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## FACULTY

Professor **Mariano Plotkin's** summer plans are, he says, very simple: In June, teaching a summer course; July, preliminary research in Argentina for a new project on intellectuals in Latin America; August, well-deserved and long-overdue vacation.

Professor **Anna Geifman** reports: "I will be teaching in June and then will go to Paris for a month. This trip is partly work and mostly pleasure. My children will join me in Paris in the middle of July, and in early August we will go to Russia for a month (unless the post-Soviets stop issuing visas to 'American imperialists,' which at this point is quite conceivable)."

Professor **Fred Leventhal** will be spending his usual month in England, chairing an editorial board meeting for *Twentieth Century British History*, chairing a plenary session at the annual Anglo-American Conference of Historians, and doing some research in the BBC Archives. From mid-July he hopes to find some peace in the more bucolic setting of Dublin, N.H., while working on two articles.

In late June Professor **William Keylor** will chair and comment on a session on American-European relations during the 1950s at the annual conference of the Society for Historians of American Foreign Relations at Princeton. He will spend the remainder of the summer in Fenway Park, on Moose Walk near Moultonborough, N.H., and completing a manuscript on the history of international relations since the Second World War.

Professor **Genzo Yamamoto** will be going to Japan for the early part of the summer to do research.

Professor **Clifford Backman** out-

lines his plans: He will travel to Los Angeles, Minneapolis, and Barcelona. He will finish the book manuscript of "The Worlds of Medieval Europe" for Oxford University Press. He will teach two courses in second summer session. He will celebrate his wife's completion of her PhD in English Lit. at Brown University. And he will attend as many baseball games as possible.

Professor **Robert Dallek** will travel to Australia this summer to deliver a paper on "The American Century" at La Trobe University as part of the University Professors Program. He will also be writing his book on John F. Kennedy.

Professor **Thomas Glick** and his wife Betty will be in residence in Gorga, Spain, May 20-June 20, after which Prof. Glick will teach his course "Darwin, Freud, and Einstein" at Harvard Summer School.

Professor **Merle Goldman** will this summer go to China to work with the Director of the Institute of Law and Political Science on a joint paper on the issue of human rights as a factor in China-U.S. foreign policy. The project is sponsored by the Smith Richardson Foundation. She will also be completing an essay for the *Cambridge History of China* and working on her new book, "From Comrade to Citizen in the People's Republic of China."

Professor **Richard Fox** says: "For me it'll be an ending and a beginning: Final corrections to the page proofs of *Trials of Intimacy: Love and Loss in the Beecher-Tilton Scandal*, due out in November from Chicago, and research on my next project, *American Jesus*.

The new book will try to describe and explain the place of Jesus in American culture over the course of several cen-

turies. I know, it's impossible. I'll be selective. I'll also be holed up in the American Antiquarian Society during the hot months, in climate-controlled contemplation of their astonishing collection of pre-1876 documents, from illustrated Bibles to rare gift books."

Professor **Barbara Diefendorf** reports: "I am very much looking forward to staying home this summer and hope to get a lot of writing done, when I'm not too busy swimming, bicycling, canoeing, tending my garden, and generally enjoying the pleasures of summer on the south coast of Maine."

Professor **Dietrich Orlow** will travel to Hamburg, Bonn, and Amsterdam, researching the relationship of Dutch and French Fascists to the Nazis, 1933-39. There will also be research and "other sojourn activities" in Austria and Mallorca.

"In the past," Professor **Nina Silber** writes, "the 'summer plans' issue of the newsletter has always left me feeling just a bit glum as I read about my colleagues in European or Chinese or African history describing upcoming trips to foreign and unusual locales. Meanwhile, we Americanists would tell of plans to visit Pennsylvania, Ohio, or Worcester. Now, at long last, I too can report on my international travel plans. I hope to be on my way to Prague by early August in preparation for my upcoming Fulbright. We will most likely make a couple of stops along the way to visit friends in Europe. Before that I plan to focus on research for my book on Northern women during the Civil War. This will include archival work at Harvard, in Northampton, and even Worcester.

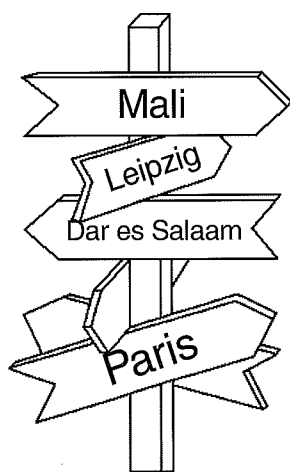
## GRADUATE STUDENTS

**Peter Alegi** will teach HI 292 ("Colonialism in Africa") during Summer Term I. Then he will take some time off to see his family and return to Boston to complete the dissertation.

The last weekend in May will find **Timothy Walker** in Portugal at the University of Coimbra, participating in the Mediterranean Studies Association conference, "Crossing Boundaries: Europe Encounters New Worlds." He will present a paper which explores the influence in Enlightenment-era Lisbon of medicines from the Portuguese Asian and Atlantic colonies. During June and July, he will conduct his annual intensive seminar in American history and historiography for the American Studies MA candidates of Lisbon's Universidade Aberta.

**Heather Hoag** will spend June in Dar es Salaam and the Rufiji District, Tanzania, conducting preliminary dissertation research courtesy of an African Studies Center-Ford Foundation Pre-dissertation Travel Grant. Between June 21 and August 13, she will participate in the Intensive Advanced Swahili Group Project Abroad, to be held at the Institute of Kiswahili and Foreign Languages on Zanzibar, Tanzania.

"The most important event of this coming summer," reports **Benjamin Varat**, "is that I will be getting married on June 20 in Pound Ridge, N.Y., to Deborah Shafer. Deborah is a fellow PhD drudge studying in the Art History Department. Think of the earning potential from this match. Following our wedding we will depart for Martha's Vineyard, and after a week of brief forays into the still-frigid waters, numerous hours baking on the sand, and several obscenely priced dinners, we return to fair Boston. With nary a moment to readjust, both of us begin teaching immediately at BU. For the second Summer Session I will be haranguing and indoctrinating hapless students about the complexities of International Relations since World War II, while Deborah seeks to introduce her students to the



beauties of Géricault, Delacroix, Monet, and van Gogh. Given the substantial number of activities facing me this summer, I have decided to put the Centrist Revolution on hold, hoping to pick it up, in committee, next fall. If anyone wants to see a Red Sox game this summer, please feel free to call us."

**Scott Hovey's** riposte: "This summer I plan to survey the many varieties of rice available at local health- and whole-foods stores. I will collect samples and subject them to a battery of tests in my basement laboratory, in the interest of gauging the durability, density, and (especially) aerodynamicism of each. Once I've determined which strain of rice exhibits the nicest combination of the above variables, I will purchase a handful and throw it at Ben Varat. My only other summer plans involve pushing the envelope of historical knowledge and making rent, which I hope will not be mutually exclusive efforts."

**Kyri Clafin** writes: "This summer I'm planning two trips to Paris to continue research on my dissertation topic. In all, I'll be in the City of Light Rain for five weeks. I just hope French restaurants serve duck confit in the summer. In between trips I'm going to squeeze in a move to a (new to us) old house we are currently renovating. My summer activities will also include wallpapering aforementioned house and doing vocabulary drills to prepare my older son for the

PSATs."

And from **Stacy Stein**, another Francophile: "If I survive the orals, I will be teaching the first half of Western Civ this summer at BU during the day while prowling around the stacks at Widener at night. Then—after a month in Montreal—I will be heading to Paris, where I have rented a place in Montparnasse for the coming year. While pretending to do research for my thesis, I am going to (a) see just how long it really takes to get a book from the Très Grande Bibliothèque, and (b) try to find a non-smoking Frenchwoman who resembles Juliette Binoche and who wants to take in a homeless American grad student."

**James Fox** says: "I'm neither getting married nor moving to Paris... done all that already. I'm simply staying here in Boston this summer, dividing my time between teaching my daughter to walk and visiting the library. My wife Joanne will be teaching full time, so I'll be on child-care duty full time. I'll have Megan's morning nap and hopefully an afternoon nap each day to get a little reading done."

**Jeannette Sedgwick** has received a grant from the National Endowment for the Humanities to take part in a summer seminar entitled "Law and Jurisprudence" with Austin Sarat at Amherst College. During these five weeks, she will be a member of a twelve-person class comprised of teachers from around the country. During the rest of the summer, she will be creating the curriculum for her new course at Governor Dummer, "American Studies."

**Oyëshiku Carr** will—if the situation allows—be in Eritrea researching the Eritrean constitution and speaking to its framers.

**Stacy Holden** reports: "I will be spending most of my summer in Mali. The African Studies Center awarded me a Ford Foundation Pre-dissertation Travel Grant for the study of 'Urban Process in Africa.' Most of my time will be spent scouting out the prospects of using a sub-Saharan city for a comparison to the colonial policy of historic preservation in Fez,

Morocco, on which my dissertation will focus. My husband, however, will be accompanying me for the first ten days of my trip. Kamel, an Algerian by birth and an American by choice, views it as one of life's supreme ironies that after a 25-year effort to come to the U.S., he is now vacationing in Mali. We intend to make a short pilgrimage to Gao, where, in very suspect circumstances, Askia Mohammed's tomb remains carefully preserved nearly 500 years after the African emperor's death."

**Sarah Phillips** writes: "I plan to find a dissertation topic (ideas welcome), read a pile of smutty novels (suggestions welcome), and organize a vegetable garden for a women's shelter in Jamaica Plain (donations welcome)."

**Midori Yoshii** will be writing her dissertation on "John F. Kennedy's New Frontier in Northeast Asia" as well as teaching the Introduction to Modern Japanese History in Summer Term II.

**Robert Munson** says: "I will be going on an all-expense-paid trip to Germany, where I will experience the special culture and wine of rural western Germany, mere miles from the vineyards and friendly hospitality of the French. Believe it or not, that is more or less true. As an Air Force Reservist, I have to do several weeks of military service and will be going to Ramstein AB in Germany to 'play Air Force' for five weeks. I do get paid for this little trip, though! And because I am usually the only one in the office who speaks German, I get to be the translator on wine tasting trips to the Mosel River (translator = I don't have to drive and my German becomes better with wine). After that (unless Pres. Clinton decides I should go a little farther south and east, in which case I may not be back in September), I plan to go to Leipzig and Berlin and do a little bit of dissertation pre-research in various archives to see what specific topics I might be able to work on. My return to the U.S. in August will mean just a nice 'mom vacation' in Nebraska, spending the month fixing all sorts of things, build-



ing a patio, and enjoying Nebraska summer heat."

## STAFF

Department administrator **James Dutton** will this summer face the daunting task of having to update departmental database programs. He has already (he hopes) taken care of any Y2K problems, but the software (Visual dBASE) has been revised and thus the programs that use it must be rewritten. Another summer goal is to put more departmental syllabi on the Web. He must also check all faculty computers for Y2K compatibility. Then he plans his customary visit to see his parents in Staunton, Va., where he will discuss the December observance of their sixtieth wedding anniversary (there are currently no plans to repeat the epic culinary event of ten years ago, when he made 700 chocolate truffles for the celebration of the fiftieth).

Department secretary **Albert Sargis** says, "If everything goes as planned (and the unexpected has not foiled some of my best-laid travel agenda), I will be in China in June for 23 days. Specifically, only Yunnan Province. There I will attend the largest International Horticultural Exhibition since its inauguration in London in 1851 (52 participating nations, 4 million potted plants, 3 days minimum to see all venues—it boggles the mind!). Another enticement is Yunnan's 23 ethnic minorities—including two matriarchal societies (I minored in anthropology). As I head north from the capital, Kunming, to the Tibetan border, I will be living in the thin air of 18,000-foot mountains—and then turn around and go south to the tropical jungles just above Laos and Burma to dance with the boas,

wild elephants, and tigers. I won't go into all the places and people on my schedule, but it will include a rich diversity of flora and fauna, artists and traditional medicine practitioners, museums and temples, lakes and mountains, and the Yunnan Academy of Social Sciences (and that's just a taste!). If I survive, I'll be back at the desk in July."

Office assistant **Marc Beard** writes: "I will be staying in Boston for a few weeks after school lets out and then going to visit friends in Chapel Hill, N.C., for a few days. In mid-June I am going to my parents' in Arkansas for a few months in search of air conditioning. There I shall rediscover the wonders of cable TV but will also read (both for pleasure and for my impending MA thesis) to keep my brain from atrophying. *Volo ut syntaxis mea splendescat in litore, veniente aestate.*"

**Rebecca McIntyre**, also a student employee, reports that after graduation in May, she plans on trading in the bright lights of Boston for the green trees and black flies of northern New Hampshire. Once in N.H., she plans on enjoying the summer, studying for the GRE and making arrangements for her winter vacation in Mexico.

Office assistant **Timothy Sullivan** says he plans to accumulate money



*Rebecca McIntyre, one of the department's office assistants, will receive her BA in Urban Studies and Public Policy at commencement in May.*



during the summer by not paying rent in Boston while he works in his suburban community, living at home, gathering energy and enthusiasm for the fall 1999 semester, his last at BU. Keeping an ever-watchful eye on the department administrator, he adds that he "does not expect to find any work environment so fulfilling as that of the Boston University History Department." ♦

LYNE (cont. from page 5)

seven years, though fewer and fewer recently, it must be said.

I remember, however, particularly and poignantly my first conference, one at the LBJ Library in Austin several years ago. At one panel the relatively young participants were predictably and fashionably disdainful of the concept of the domino theory and dismissive of its influence on U.S. policy. In the discussion period Rufus Phillips twice lumbered to the microphone to try to explain the hold that the domino theory had on official thinking during his long experience in Vietnam and to argue that indeed the theory had had some validity when one looks at the rest of South East Asia today. I was with him....By God, he got it right, I told myself. They will surely understand now. But, of course, his words had no impact and made no imprint on the competent, knowledgeable, intelligent, unmarked student faces who had no context—and no imprint on the minds of the older generation which had already made up its mind. Disillusionment began to expand further when one prominent member of our teaching profession, one who served in the military in Vietnam and who returned to get a PhD and teach, was asked to comment after one panel presentation. He began: "I hate talking about Vietnam." This was an idea I found startling at the time because Vietnam was, and is still, my passion. He explained that when doing so he encountered only closed ears and minds—which produced only anger and hostility—and that he was sick and tired of such experiences.

#### REHASHES

Since then in conference after conference and in book after book, I have, like you, heard and read repeated rehashes of the same issues. Pacification and Vietnamization were working in 1968-1975, the cowardly Congress and the irresponsible media caused us to lose the war, Clausewitz or the right counter-insurgency strategy would have worked, unlimited use of air power would have won in 1965, Laos was the key, LBJ's and McNamara's and McNaughton's wrongs—all of us can go on indefinitely. Last year here I skir-mished inadvertently over Yellow Rain in Laos and a couple of months ago over the Cambodia incursion. At this Texas Tech conference last year, one participant sighed despairingly after a panel in which one participant had called for a Congressional investigation of anti-war dissidents: "We will all be shouting the same things at each other till we die." Well, we are dying and our shouts are being silenced. As I read the obituary pages of Doug Pike's *Indochina Chronology*, I find more and more familiar names—American and Vietnamese.

In her last year's novel, *The Last Thing He Wanted*, Joan Didion has her veteran CIA operative comment, "You know who the unreported casualties of Vietnam were? Reporters and policy guys who didn't move past it." Add soldiers, demonstrators, dissenters, etc., to the list and you've got it. Anti-war activist leader David Harris has come out with his memoir, *Our War*. His thesis, as summarized in a favorable review by Pete McCloskey, is standard dissident rhetoric (of the 60s in his case) that the Vietnam War must be viewed not simply as an unfortunate mistake by American leaders but rather as a monstrous betrayal of our democratic legacy by the American people; that just as the German people, not only Hitler, should accept responsibility for killing six million Jews in the Holocaust, so should Americans accept responsibility for the deaths of three million Vietnamese; that until this happens we can never cleanse ourselves of our collective guilt.

Sorry, Mr. Harris, I don't need to

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**We need to keep our memories and our strong views on how things should have been done because they are important parts of who we are. We do not need to inflict them on a new generation.**

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hear it or read it again. Likewise, I believe I do not want again to hear a panel of greying generals repeat their condemnation of the media, of Congress, and of civilians in the government for preventing them from winning the war. Whether I believe the thesis or not, the closed angry minds on all sides of all arguments prevent any new insights or education from occurring. At a conference last year on McNamara's book, I served on a late panel and, without defending McNamara, began my remarks by observing simply that we should not fixate on McNamara, that there was and is enough blame to go around—State, CIA, MACV, NSC, the Embassy, etc. I did not believe this to be a particularly contestable or even insightful comment. Yet last fall *Vietnam* wrote me off as a "dovish professor" on the basis of the comment. My students, all of whom regard me as somewhat to the right of Attila the Hun, and a senior Democratic party politician who barred me from a desirable slot in the State Department dealing with Asia in the Carter years because I was the "most reactionary Foreign Service Officer in the State Department," lost their breath.

I praise the Center for the Study of the Vietnam Conflict for its choice of conference topics this year, "Teaching Vietnam," and next year, "Vietnam in Asia: Vietnamese History, Culture, and Language." I suggest that it is time to

follow the Center's example and to move beyond refighting past battles. It is time to retire many of the old perennial battlers like myself, who in Didion's words "didn't move past it." That doesn't mean wiping out everyone. People like Admiral Zumwalt, Doug Pike, and Bui Diem have the relevance that can perhaps leave marks on the faces that are "terrifying for the things not written on them."


#### CONCLUSIONS

As for the rest of us so long in the trenches, and I believe for all teachers in some way, John LeCarre writes in one of his novels of the reaction of a senior British intelligence officer who was being given the "golden handshake" of being sent to head the training center for new recruits. LeCarre writes familiar words: "Those who can, do. Those who can't, teach." He then continues, "And what they teach is what they can't do anymore, because either the body or the spirit or both have lost their singleness of purpose; because they have seen too much and suppressed too much and compromised too much, and in the end tasted too little. So they take to rekindling their old dreams in new minds and warming themselves against the fires of the young."

A comforting thought as we range through Kennan's summer hotel: rekindling old dreams and warming oneself against youth's fire. And indeed we have all done this, and continue to do this. For me it is the main reward of teaching. And at the same time, let's face it, I nurse the hope that I am perhaps etching a small line or crease on their faces.

But I suggest that we cannot and should not, in the classrooms or in conferences, succumb to the sudden rush to charge in to set things right and to make sure that the lines on the faces are etched as we, in our experience, wisdom, and certainty, know they should be.

We need not to "talk" but to "teach," not to "debate" but to "discuss." We need to keep our memories and our strong views on how things



## GRADUATE STUDENT AWARDS



John Dempsey has been selected for the History Department's Teaching Fellow Prize for 1999. During the current semester he is assigned to Professor William Keylor's HI 350 ("History of International Relations Since 1945"). His specialty is medieval history, and his advisor is Professor Clifford Backman. The Teaching Fellow Prize includes a gift certificate to the Barnes & Noble Bookstore.



Kyri Clafin was chosen as the 1999 recipient of the Engelbourg Travel Fellowship to support her research in France on a dissertation studying the food supply in Paris during the two world wars, in particular the institutions that were critical to provisioning the civilian population. Kyri's thesis is being directed by Professor William Keylor. This year's Engelbourg stipend is for \$2000.

should have been done because they are important parts of who we are. We do not need to inflict them on a new generation. To quote again George Kennan: "It is the task of the university to prepare men and women for the formation of their prejudices, not to impregnate them with its own."

So let us celebrate this opportunity Texas Tech and the Center for the Study of the Vietnam Conflict are giving us in this "Teaching Vietnam" conference, so that we can return to our students better armed to teach and to discuss, and in that way perhaps play a role in preparing the faces we are fortunate to find facing us for what is to come their way. And if we don't or can't, at least we can find renewal and comfort in young minds and youthful fire. One could do worse. ♦

#### Update on Fall Courses

As this issue of the newsletter goes to print, there unfortunately remains some uncertainty about faculty replacements for the coming academic year. A large number of Americanists will be on leave, in addition to Prof. Diefendorf (fall semester) and Prof. Wylie (full year). The department has requested replacement lecturers for these two instructors and two full-time positions in American history but has not received approval for all these hires.

The best way to obtain the latest news about next year's classes is on the departmental Web site ([www.bu.edu/history](http://www.bu.edu/history))—a special section under "Courses" lists all updates.

## NEW FACULTY

### Betty Anderson appointed to department faculty as assistant professor

The search for a historian of the Middle East and North Africa concluded with the recommendation for the appointment of Betty S. Anderson, and that recommendation has now received administrative approval. Dr. Anderson will assume her duties as assistant professor at the beginning of September. In the first semester she will teach the Middle East survey (HI 392) and a reading colloquium, "Revolutionary Change in North Africa and the Middle East" (HI 484); in the spring she will offer World History since 1500 (HI 176) and a research colloquium (HI 485): "Problems in the Modern Middle East."

Betty Anderson received her BA in history and political science from Trinity College in 1987 and her MA (1991) and PhD (1997) from the University of California at Los Angeles. In addition to her doctoral dissertation, "The History of the Jordanian National Movement: Its Leaders, Ideologies, Successes and Failures," she is the author of several articles on Jordanian politics. She has taught as a lecturer at both UCLA and San Diego State University.

Professor Anderson employs the Web extensively in her teaching and at UCLA set up a site called "Images of the Middle East" used in her classes. She has already met with the director of the Boston University Web about moving her materials to BU.

Professor Anderson will be moving to the Boston area this summer and has promised to introduce herself to the department in the September issue of this newsletter.



### James Johnson named to humanities professorship

Professor James Johnson has been selected for a three-year term as National Endowment for the Humanities Distinguished Teaching Professor of the Humanities at Boston University. In the position he will be expected "to make a significant contribution to lower-division teaching in the humanities, particularly in the Core Curriculum...and to devote signifi-

cant time and energy to curricular and pedagogical development of humanities courses, work with students, and other activities that may contribute to teaching excellence in our lower-division humanities courses."

Professor Johnson will outline his plans for this position in a fall issue of this newsletter. He will continue his present teaching duties: two courses in the Core Curriculum and two in the Department of History.

### Regina Blaszczyk wins two fellowships from Smithsonian

In addition to the Warren Center Fellowship announced earlier this year, Professor Regina Blaszczyk has received two fellowships from the Smithsonian Institution: a Smithsonian Postdoctoral Fellowship and a Senior Fellowship from the Lemelson Center for the Study of Invention and Innovation. These awards will allow her to spend the summers of 1999 and 2000 at the National Museum of American History in Washington, D.C.

At the Smithsonian, she will take advantage of archival holdings, which include the papers of N.W. Ayer & Company, Tupperware, Crayola, and other firms that contributed to "the color revolution." Established in 1995 to promote the study of invention and innovation, the Lemelson Center awards four senior fellowships each year. Professor Richard Candee (of American and Preservation Studies) received one of these grants in 1996 to advance his work on New England knitting companies.

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