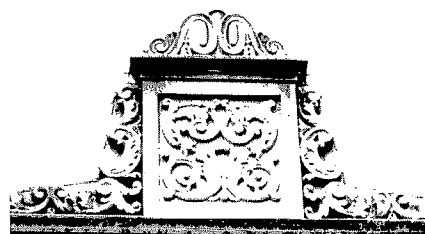


NEWS



of the History Department at Boston University

October 1999

British Studies group to meet in Cambridge

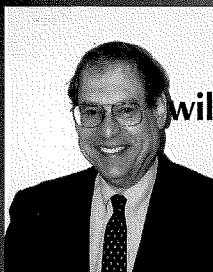
The North American Conference on British Studies will hold its annual meeting at the Royal Sonesta Hotel in Cambridge November 19-21, the first time that the group has convened in the Boston area since the early 1980s. With a membership of more than 1,000, the organization, which also publishes two journals, is the principal professional society of scholars in the United States and Canada working in all areas of British studies but primarily in British history. Professor Fred Leventhal, who is completing a two-year term as President of NACBS, will deliver the presidential address on Friday, November 19, on "British Writers, American Readers: Images of Britain During the Second World War." Other plenary speakers include Dr. John Morrill of Cambridge University, who will speak on religion and politics in seventeenth-century England, and Professor Deborah Epstein Nord of Princeton University, who will speak on Gypsies in nineteenth-century Britain. Two roundtable discussions will address current academic concerns, especially of graduate students and younger scholars, the first on "British Studies on the World Wide Web" and the other on "The Making of the Working British Historian," which will focus on issues such as

job interviews, publishing articles and monographs, and the difficulties of surviving professionally in a tight job market.

Among the forty-five sessions that deal with Britain from medieval to modern times are "Rethinking the American Revolutionary War," "Masculinities and the Culture of Empire," "Patterns and Perceptions of Violence, 1850-1939," "Women and Credit in England, 1600-1850," "The Politics of Consumption in Mid-Twentieth-Century Britain," "Constructing National Identities, Constructing Imperial Identities," "Royalism and Its Aftermaths," and "The Letter Writer and the Historian." A special joint session is being held with the North American Association for the Study of Welsh Culture

and History, at which Dr. Keith Robbins, Senior Vice Chancellor of the University of Wales, will speak on "Wales in British History."

In addition to three days of scholarly papers, the nearly three hundred participants will be able to "network" at two receptions, the first funded by Boston University President Jon Westling and the second jointly subsidized by Boston College, the British Consul General in Boston, the Institute of Historical Research in London, and the Huntington Library in California. In recognition of the attractions of Boston's lively restaurant scene, no events are planned for the evenings. A book exhibit, concurrent with the sessions, will feature recent publications in British history. ♦



Robert Dallek, Professor of History, will deliver the 1999 University Lecture

"Presidential Disability: An American Dilemma"

**Monday, October 18, 7:30 P.M.
Tsai Center, 685 Commonwealth Avenue**

NEW GRADUATE STUDENTS ENTER PROGRAM

Once again the department welcomed a new class of graduate students in September, this one numbering 14. As in the past, the incoming students were asked to introduce themselves to the department:

Arthur Mehos

I received my BA from Boston University in English in 1987. I entered the MA program last spring and am particularly interested in 20th-century United States history. I was a history teacher for nine years at Avon Old Farms School in Avon, Conn., and am currently on the faculty at St. Mark's School in Southborough, Mass.

Scott Marr

I am a first-year grad student in the PhD program. I received my BA in history from Kansas State University in May 1999 and chose to study at BU in order to work with Prof. Barbara Dieffendorf in 16th-century French religious history. My scholarly interests include Catholic/Protestant relations and the effects of the Reformation on family relationships. My immediate goals are to determine in which classes I will be enrolled for this fall, and then to find some furniture for my apartment.

Letta Christianson

I am an incoming BA/MA student in the History Department. I entered BU in the fall of 1997, having finished my first year of undergraduate study at Moorhead State University, Moorhead, Minn. (sister city to my hometown of Fargo, N.D.). Currently, I am a senior in CAS, working toward majors in classical civilization and European history, as well as a minor in Latin. While I have done research in 19th-century rural American history and other historians in my family include a Slavic studies specialist and a professor of multicultural studies, my greatest interests are strongly inclined to ancient history, particularly Roman Britain. I will study

with Professor Backman over the next two years, after which I plan either to go directly into doctoral study or to take a couple of years to teach Latin before I move on.

Daniel Seidman

I am entering the BA/MA program this semester. I have been working toward fulfilling my BA requirements for the past three years at BU, and I am excited about the prospect of earning the degrees in May of 2000. I have been interested in history since I was young, particularly the presidency of the United States. I plan to write a paper on John F. Kennedy's role in the Vietnam War, as I think this is a topic that has not been too exhaustively researched and it is one in which I am thoroughly interested. Being in Boston means the wealth of information on the Kennedy family can only help my effort. I look forward to a challenging fourth year here at BU.

Zbysek Brezina

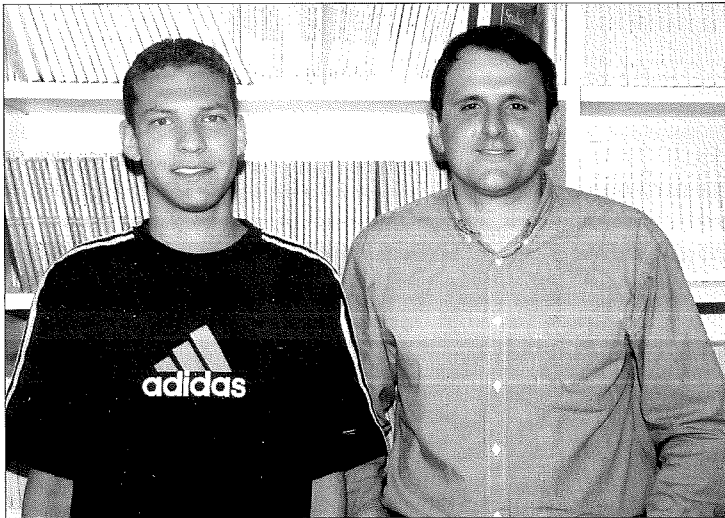
I earned a BA and MA in history and literature in my country, the Czech Republic. After that, I taught these subjects in a high school for several years.

At that time, I met my future wife Sue, who was from Oregon and taught our students English. Later, we married (in the castle Krivoklat, which was my favorite place from childhood) and moved to the U.S., so I could study English and get acquainted with my wife's country. We lived in Portland (Oregon), Seattle, New York, and then we moved to Boston, where Sue went to BU to get her MS in Management Information Systems. We both fell in love with Boston and we thought (and still do) that Boston is one of the most beautiful cities in the world. When my wife was a student at BU, I researched many universities to find where I would like to study history. After a detailed investigation, I chose the history department at BU because it offered excellent professors (one of the professors with whom I really wanted to work was Professor Lukes) and an admirable curriculum in my field. Also, Sue and I wanted to stay in Boston. Therefore, I was very happy when I got the news that I was accepted into the MA program in history.

In my field, I am very interested in modern European history, especially in the history of Central and Eastern Europe. This summer, with the help of Professor Lukes, I had the chance to research my thesis on the origin, struc-

*Arthur Mehos,
Scott Marr,
and Letta
Christianson*





*Daniel
Seidman and
Zbysek
Brezina*

ture, and history of the People's Militia in Czechoslovakia in archives in the Czech Republic.

I hope that I will be a successful student this year, so that I will be able to get into the PhD program in history.

James Bennett

For the past three years, I have been employed as a Park Ranger in the United States National Park Service. Through my work, I have been privileged to spend countless hours among the paintings, sculptures, and fine architecture of Charles Bulfinch's small masterpiece, the Great Hall of Faneuil Hall. During much of this time, I have been busy lecturing to (alternately unruly or enthusiastic) schoolchildren and (curious or dead-brained) vacationers. Still other hours have been spent in silent contemplation. It was during one of these hours, in the cold darkness of a late winter afternoon, that I became aware of the Hall as a living, transcendent force. That day, when the five o'clock hour came, as usual I ushered the few visitors out, locked the front door, and shut off the elevator. Before making my own exit, however, I ascended the stairs of the stage and addressed the spirits of the Hall. I called out to the busts of Frederick Douglass and John Adams, to the paintings of John Quincy Adams and Daniel Webster, and to the imageless revolutionaries, loyalists, abolitionists, and suffragists, in short to the virtuous spirit of those few people of each generation that had made the Hall a place of rever-

ence for all who have lived since. I called, and begged forgiveness from them, for the filthy mediocrity of all of us who had intruded upon their sacred space that day, most particularly for my own shortcomings. Having finished my task, I descended from the stage, walked down the silent aisle to the inner doors, shut and locked them, alarmed the building, and stepped out into the night.

To this very moment, I repeat this ceremony whenever it is my privilege to close the Hall. Perhaps this fact does not speak well to my mental balance, but it does explain why I have chosen to study history at this juncture of my life. Spirits call across the ages; I cannot help but heed them.

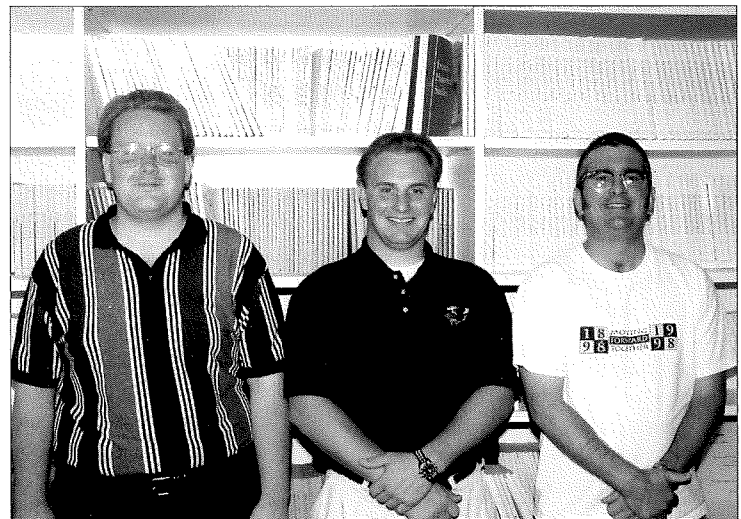
When I was a young child, the

voices of medieval knights, priests, and peasants called most strongly from my older brother's battered old high school World History textbook, which I read incessantly. Sadly, by the time I had arrived at this university in fall 1996, I had almost shut those voices out in an orgy of modern self-indulgent adolescent cynicism. After a run-in with the most excellent Core Curriculum, however, which once again opened my mind to the beauty of the pre-modern world (and to my own considerable ignorance in all things), the voices clearly called again, and since the second semester of my freshman year, I have devoted myself primarily to coursework in the medieval worlds, both Latin and Arabic. During this time, I have availed myself of the good tutelage of Professors Backman, Glick, Landes, and Mason, and will continue to do so as I enter my fourth year of studies here, now in the departmental BA/MA program. Over the next year, I will also continue my work for the Institute for Medieval History, which I began last semester. Finally, I will write my thesis on some topic in the medieval religious experience; at the moment I am particularly interested in late medieval English mysticism (Julian of Norwich, etc.), but in the end I will heed whatever voice strongest calls. Whoever the topic may be, I'm sure my work will be a joyous labor, one I am privileged to take on.

Steven Yarema

Having spent about 21 years baking in the hot desert sun of Tucson, Ari-

*James
Bennett,
Steven
Yarema, and
Bryan Thrift*



zona, earning a BA at the University of Arizona, and spending time as a wrestling coach, substitute teacher, and caterer, I decided to brave the frigid (or so I am told) New England winters to study for my Master's in History at Boston University. I have come to this crazy city with its NASCAR-style driving and ridiculous housing market via a Graduate Assistantship in the Department of Physical Education, Recreation, and Dance's Intramural Program. Therefore, in addition to religiously studying history, I will be teaching BU students how to officiate various intramural sports.

I fell in love with history many years ago due to my affection for aviation, and it is the tremendous effect that history has on current events and modern life, as well as the constant debates and reappraisals of people and events in history, that draws me to study it. Boston University seems to be an ideal place for me to study history, with the city providing a wonderful backdrop and plenty of diversions for those moments when one needs to take a breather from study.

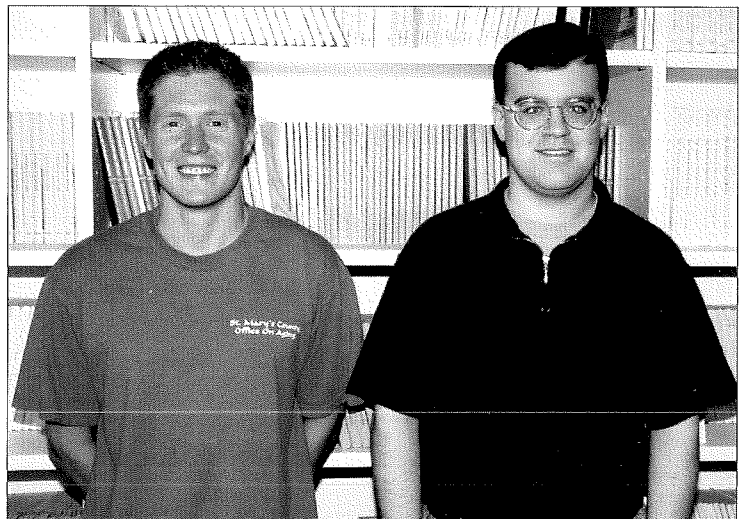
For the moment, the other passions that consume my time and money are rugby and home brewing. I also hope to make it out to a few Red Sox games before they tear down Fenway. Look for me there whenever the Orioles come to town. I am looking forward to meeting and interacting with other students of history as well as professional historians. Through this I hope to improve my skills as a writer and a researcher, as well as have a good time on the side.

Bryan Thrift

I earned my BA in history from North Carolina State University in 1988 and my MA in European history from the University of North Carolina at Chapel Hill in 1990. After teaching English as a second language in Japan in 1992, I taught U.S. history and western civilization at Coastal Carolina Community College in Jacksonville, N.C., for six years. The faculty, administration, and students honored me in 1998 by selecting me the Coastal Carolina Community College Educator of the Year.

I plan to work with Professor Bruce Schulman on recent U.S. history. I am curious about what I perceive as contra-

Steven
Crowther and
William
Leeman



dictions in American attitudes toward government. The same America that values Medicare and Social Security rejects national healthcare reform.

My wife, Rebecca, and our cats, Beelzebub and Fred, have just moved to Worcester, Massachusetts, from Wilmington, North Carolina. Rebecca starts the Masters of Fine Arts program in fiction at the University of Massachusetts, Amherst, while I begin the Boston University PhD program. We live in Worcester because it is approximately halfway.

Boston and Massachusetts have been great so far. Quality public transit and public spaces make a community. Rebecca and I have seen the John Singer Sargent exhibit at the Museum of Fine Arts and the mastodon, mammoth, and t-rex skeletons at Amherst College. I have visited Boston Common and the Boston Public Library. We look forward to exploring other Boston and Massachusetts sights.

Steven Crowther

I am an incoming graduate student of history. I'm originally from Lanham, Maryland. Don't worry, I'm not offended if you've never heard of it. Lanham is one of the unknown towns lost in the sprawl of Washington, D.C.

In May 1998 I received my BA from St. Mary's College of Maryland (down where the Potomac River meets the Chesapeake Bay). I started out as a biology major, then turned to astronomy. Finally I decided on history and I tried to take every course with any relevance

to African history. So the road that led me here has been a winding one.

I became interested in history, specifically East African history, because I had some great professors in college who really broadened my historical horizons and awareness. This interest brought me to BU and its African Studies Center. I'm in the Master's program right now, with an eye towards a PhD, but it's only stinkin' thinkin' right now. Anyway I look forward to working with everyone! If you want to reach me, I'm at Sjcrowbar@hotmail.com.

William Leeman

The focus of my graduate studies in the PhD program will be American history. My particular historical interests include nineteenth-century America, the history of the American presidency, and American military/naval history.

I am a 1999 graduate of Providence College, earning a BA in history and secondary education. While at Providence College I submitted two articles for publication in the fields of history and education. One article, published by the National Council for the Social Studies in the April 1999 issue of *Social Education* journal, dealt with American history sites on the World Wide Web that could be used in a secondary school classroom. The other article was originally part of an independent study thesis I wrote as a senior dealing with the founding of the U.S. Naval Academy in 1845 by Secretary of the Navy George Bancroft. That article has been selected for publication by the United

States Naval Institute in a forthcoming issue of *Naval History* magazine.

Because the study of the past can provide insights into the present, history has always interested me. History also appeals to me because it incorporates many other disciplines. I chose to attend Boston University because of the quality of the graduate program in history and the department's course offerings, the faculty members who specialize in my areas of interest, and the university's location in Boston offering access to excellent historical resources. My goals at Boston University include acquiring a broad background in U.S. history, developing expertise in my particular areas of interest, and gaining experience teaching undergraduates.

My hometown is Coventry, Rhode Island, and my personal interests include reading, building models, and playing the trumpet. I am also an avid baseball and hockey fan and enjoy playing tennis.

Stephen Spear

I received my BA degree from the University of Massachusetts/Amherst in 1998 and am entering the Master's program this fall. I am studying United States diplomatic history with an emphasis in Latin America. In February I will travel to Cuba to do research on the breakdown of U.S.-Cuban relations from 1959 to 1961.

Christina Kopp

As a small-town, Southern girl, I expected Boston to be quite a scary place. But so far, I'm having a great time. My first impressions of BU have been very pleasant, and although the school seems quite different from my undergrad alma mater, UNC-Chapel Hill, I think I'm going to like it here. I am especially excited about studying many different aspects of American cultural history. I look forward to meeting everyone in the department.

Michael McGuire

Coming to Boston University was perhaps the most unexpected and pleasant thing that has happened to me so far. After graduating from Vassar College in 1998 with a BA in history, I returned home to work as a library archival assistant at the University of Arizona while I figured out what I wanted to do with my life. I quickly discovered that the real world was not nearly as interesting as the academic one and ran the gamut of applications for MA/PhD programs and fellowships. Sadly, BU was not one of the programs I had applied to. I greatly felt this mistake around March, when the litany of rejection letters seemed endless, and I resigned myself to a life of government servitude.

This all changed when one Friday, after helping a friend move his belongings out of storage, I came home to find

a message on my answering machine saying I had been awarded an Andrew W. Mellon Fellowship in Humanistic Studies. At first, I thought this was a rather cruel joke played by some friends, but then the message gave a New Jersey area code. It was legit. Problem was that I was all funded with no place to go.

Professors Keylor and Leventhal and all involved in admitting graduate students at the eleventh hour were kind enough to open the door. To them and Mr. Dutton, who has since answered every imaginable question about Boston, I owe a great debt of thanks.

As far as studies, I have the full courseload and am rarely seen without a book. Three of my courses relate to my main research interest—the domestic and foreign situation of the French Army prior to WWI, and the fourth, *1870*, gives me a chance to meet the people I may meet again in the unemployment line. I also have non-school related interests, which include (surprise) reading, running, cooking, conversation, all sorts of games, and finding cheaper housing, a game in itself.

Boston, or the parts of it that I have seen, is a beautiful, vibrant city, and most important, it has autumn (when cacti defoliate, it is not a seasonal change; it is a regional disaster). I look forward to spending a few years here and getting to know the students, faculty, staff, and as many Bostonians as I can run into. ♦

Graduate Student Milestones

The following students passed foreign language examinations in September:

Steven Crowther: *German*

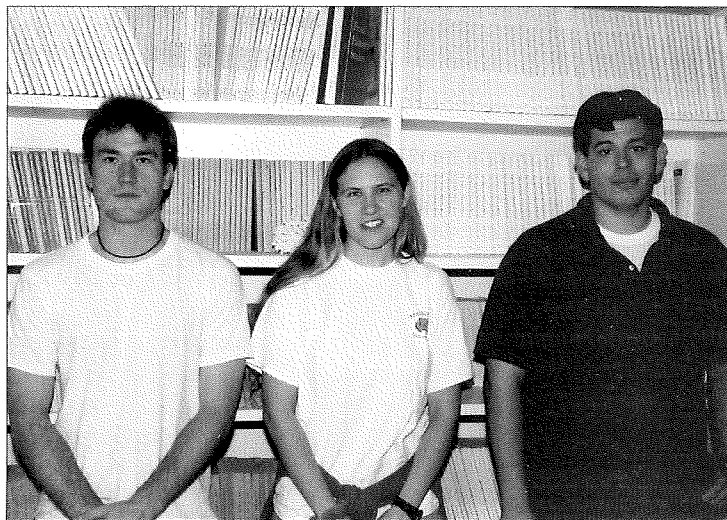
Scott Marr: *French*

Daniel Seidman: *Spanish*

Stephen Spear: *Spanish*

Carla Lovett had her research paper accepted: "For God or for Country? Theo-political Struggles and Convictions of Faith in Nazi Germany and Vichy France." She received the MA degree in September and has been admitted to the PhD program.

Stephen Spear,
Christina Kopp,
and Michael
McGuire



The International History Institute begins activities

The International History Institute (IHI) at Boston University was founded to promote greater awareness of the importance of history to a full understanding of international affairs. It supports existing teaching programs at the graduate and undergraduate levels, promotes collaborative faculty research and publication—including across disciplinary lines—and invites wide participation in its conferences and public lectures. The Institute sponsors discrete study groups of faculty and doctoral students and organizes workshops where eminent scholars from other universities join members for roundtable discussions. It also assists faculty in obtaining funding to organize larger conferences and carry out advanced research leading to publication of monographs, edited books, or dedicated journal issues. The Institute organizes and hosts annual University lectures, one by a senior international historian and the other by eminent “witnesses to history.” Conference papers presented at Institute events will be made available online, and some will also be distributed as “Occasional Papers.” Scholarly research carried out under the auspices of the Institute also may be considered for publication in affiliated outlets such as the journal *Diplomacy & Statecraft* (Erik Goldstein, editor) and a new Praeger book series, *International History* (Erik Goldstein, William R. Keylor, and Cathal J. Nolan, editors).

The International History Institute maintains a formal association with the International and Military History program at the University of New Brunswick. It has an ongoing relationship with the Carnegie Council on Ethics and International Affairs in New York and the Robert R. McCormick-Tribune Foundation of Chicago, and is an Associate Partner in an international consortium of scholarly institutes engaged in a multi-archival, international research project on the “Parallel History of the

Cold War Alliances.” The Institute welcomes proposals for scholarly interaction, including for conference and collaborative research initiatives, from individual faculty, centers, or institutes at other universities or research institutions.

Director of the IHI is Professor William Keylor, and Professor Cathal Nolan (who teaches courses in the Political Science and History Departments) is its Executive Director.

In early October the IHI is hosting its first conference, entitled “From Journalism to History,” with the sponsorship of the Robert R. McCormick Tribune Foundation. Some of the highlights of the conference, to be held on the fourth floor of the School of Management (595 Commonwealth Avenue) follow. For more information call 353-1165.

■ October 5

Keynote Address by Major General (Ret.) Perry Smith.

■ October 6

Session I: Evaluating the “First Draft” of History. Panel: Chairman, H. Joachim Maitre, Professor of International Relations, Boston University; Kathryn Weathersby, Woodrow Wilson Center for Scholars; Dietrich Orlow, Professor of History, Boston University.

Session II: Reporting and Historical Truth in the Vietnam War. Panel: Chairman, Robert Zelnick (formerly of ABC News), Professor of Communication, Boston University; Malcolm Browne, *New York Times*; Don Oberdorfer, Journalist-in-Residence at the Paul H. Nitze School of Advanced International Studies, Johns Hopkins University; Charles Neu, Chairman and Professor of History, Brown University.

Session III: History and Journalists in the Balkans. Panel: Chairman, Andrew Bacevich, Professor and Director of the Center for International Relations, Boston University; Samantha Power, Director of the Human Rights Initiative, John F. Kennedy School, Harvard University; Tom Gjelten, National Public Radio; David Rieff, *The New Yorker*.

■ October 7

Session IV: Newsworthy History: CNN’s “Cold War.” Panel: Chairman, William Keylor, Chairman and Professor of History, Boston University; John L. Gaddis, Robert A. Lovett Professor of Military and Naval History, Yale University; Thomas Nichols, Department of Strategy and Policy, U.S. Naval War College; Jeremy Murray-Brown (formerly of the BBC), Professor of Communication, Boston University.

Session V: Historical Objectivity and Journalistic Truth. Panel: Chairman, Joel H. Rosenthal, President, Carnegie Council on Ethics and International Affairs; Vojtech Mastny, Director, NATO/Warsaw Pact Parallel Histories Project, Woodrow Wilson Center for Scholars; Charles Cogan, JFK School of Government, Harvard University.



Janet Moyer, who received her PhD in East Asian Area Studies from Boston University in 1997 (completing substantial portions of her work in the History Department), has just been appointed to the faculty of the University of Alaska in Anchorage. Among her course offerings are several on political science and government as well as a comparative politics course on China and Japan.

Michael Marano’s first novel, *Dawn Song* (Tor Books, 1998), has received two literary awards in the field of horror: the International Horror Guild Award and the Bram Stoker Award. The book is now out in paperback. Mike received his BA in history and medieval studies in 1986.

Professor **Fred Leventhal** served as chair for the plenary lecture on Race and Ethnicity at the Anglo-American Conference of Historians at the Institute of Historical Research, University of London, in July. He has also been appointed to the Editorial Board of the publisher I.B. Tauris & Co., Ltd.

Jonathan Reynolds (PhD in Afri-

See *EVENTS OF NOTE*, page 9

1999-2000

Introduction to Visiting Faculty



Cheryl Boots

Of many roads taken and destinations reached

BY CHERYL BOOTS

I have returned to reading *New Yorker* essays (not just the cartoons) and consuming videos and movies like chocolates. Such are the excesses of my post-dissertation proclivities. Throughout the nine-year process of earning my post-bachelor's PhD in American Studies I wove my graduate work into a larger, varied fabric of family, community, and personal commitments. Granted, the dissertation grew to giant proportions this summer, but for the most part, the vacuum in these post-dissertation days has been relatively small.

Long before the red robes of Boston University were a gleam in my aca-

demical fantasies, I was an undergraduate at Mount Union College in Alliance, Ohio. For a young woman raised in rural Pennsylvania, the environment of the liberal arts campus of 1500 was exhilarating. I quickly established myself as an English major and enrolled in the honors program (although my Western Civilization professor did attempt to persuade me to be a historian during my freshman year). My emphasis became American literature, mostly due to the faculty strengths in the English department. I also participated in a wide range of campus activities including varsity athletics (volleyball and tennis), theater, academic committees (long-range planning and accreditation), and service organizations. Journalism tempted me as a career option—those were the Watergate scandal days—but I opted for a future in college student personnel administration and packed my bags for Michigan State University in the fall of 1973.

That summer, however, I had a brief foray into the regions south of the Mason-Dixon line. I worked on a small community newspaper in Rhea County, Tennessee. Scopes Trial scholars will recognize that as the site of the famous “monkey trial.” I often ate lunch in the Dayton drugstore frequented by William Jennings Bryan and Clarence Darrow during their breaks from the proceedings.

After earning my master of arts degree in education, I worked at Michigan State and then became an Assistant Dean of Students at Stephens College in Columbia, Missouri. I crossed yet another boundary when I moved west of the Mississippi River to continue my professional career. Two remarkable events occurred in Missouri: I discov-

See *BOOTS*, page 8



Lori Kenschaft

Sharing a life's insights through teaching

BY LORI KENSCHAFT

My first love was biology. At the age of four I pored over the anatomical plates in *Collier's Encyclopedia* and found the kids' books on genetics in the local library. I entered college as a biology major, but that love-affair was broken by my summer lab jobs. One summer I started a DNA library for potato chloroplasts (one of the first steps in creating genetically engineered potatoes). I was amazed by the number of different ways to stir DNA incorrectly: each context requires its own methods, or else the fragile strands break. I found the work tedious, and I couldn't imagine myself enjoying anyone else's posi-

tion either. Then there was the constant exposure to radioactivity, carcinogens, and other toxic chemicals. I continued—and still continue—to enjoy learning about biology, but decided that I do not belong in a lab.

My interest in women's studies started almost as early. When I was five, my mother, brother, and I moved in with my grandparents, mentally retarded uncle, and great-grandmother. My grandmother had been a medical student until my uncle was diagnosed. At the time, women were advised either to put retarded children in an institution and forget they existed, or plan to spend the rest of their lives taking care of a perpetual child. Instead, my grandparents helped organize the Association for Retarded Children and spent a third of my grandfather's gross income on Bruce's education. My grandmother became a political activist, first focusing on special education (based on the principle that communities should educate all their children), then on progressive taxation (based on the principle that communities can't do anything without money) and a wide variety of other environmental, family-oriented, and anti-racist issues. Many years later I recognized her political philosophy in the writings of John Dewey. As a child, I absorbed her ideas that justice is possible, that individual fulfillment and dedication to one's communities are mutually reinforcing, and that women's freedom is good for their families. Living with her made the claims of the anti-feminist right seem ludicrous.

During my first year at Swarthmore College, I happened to take a course on Asian religions. I was so fascinated by the issues it raised around belief, rationality, and meaning that I took other courses and soon had a second major in religion. When people found the mix odd, I explained that religion and biology gave me different perspectives on what it means to be a human being, while my minor in women's studies

gave me a theoretical perspective that tied it all together.

What I lacked was a career direction. After graduation I became the first executive director of the Association for Women in Mathematics. Then I went to the Harvard Divinity School with the intention of becoming a Unitarian Universalist minister. That intention fell through for a variety of reasons—not least that I found myself more interested in religious history than theology. Along the way I produced folk music concerts and did desktop publishing.

Meanwhile, my interest in history was almost imperceptibly growing. I began by wanting to understand the society I live in. Even in high school, I realized that one can't understand twentieth-century America without understanding nineteenth-century America. As the years went by, I kept wanting to know what came before, and before, and before. At Harvard I roughly split my time between nineteenth- and twentieth-century America and the Ancient Near East.

In 1990 I visited a friend in Germany for three weeks. I couldn't speak the language, so all my curiosity was channeled into intense visual observation. One day, wandering through Regensburg, admiring the public art and the twelfth-century bridge, I felt a feeling akin to awe at the differences between one place and another. I wanted, I realized, to learn about the past of my own country and share that learning with others.

This desire has remained strong. For the last nine years I have studied U.S. cultural and intellectual history, the history of gender, the history of sexuality, and the history of social change and social thought. I wrote my dissertation on the relationship between Alice Freeman Palmer and George Herbert Palmer, two educators who married in 1887 with the hope that their marriage would enable both of them to pursue both domestic pleasures and professional service. This project allowed me to pull together my interests in gender, intellectual life, the nuances of cultural change, and the connections between ideas and actions.

I have also taught a variety of courses in BU's American Studies program, women's studies program, and history department. By the end of this year, I will have taught fourteen sections of nine different courses. Teaching is both one of the hardest and one of the most rewarding things I have done. Few experiences, I believe, are more satisfying than helping a student gain intellectual confidence and the skills to undergird it.

At this point, I am looking for two things. First, I want a tenure-track position. After five years of adjunct teaching, I know that teaching isolated courses has intrinsic educational disadvantages. I want a position in which I can offer students intellectual continuity, rather than always telling them that I don't know where I will be or what I will teach in a year's time.

Second, I want a new research project. My dissertation book is now under second review with a publisher and I am ready to take on something else. I am currently prospecting for an intellectual and cultural history of tax debates, but I have not yet committed to that project. I would be delighted to talk with anyone who has ideas or suggestions. I enjoy being an intellectual omnivore—and it has great advantages for teaching—but it does complicate the process of picking a research direction. ♦

BOOTS (cont. from page 7)

ered it was possible to be dark and hot at the same time (96 degrees with 95% humidity at 10 p.m. was not uncommon in the summer months); and I met the man who would become my husband, Bruce Weston.

Counselors advise never to make multiple life change decisions simultaneously; yet flying in the face of wisdom, Bruce and I married and moved to Alfred, N.Y., in the summer of 1980. There he worked for the development office at Alfred University and I began coursework for an MBA at Alfred. (I was blinded by the tuition remission benefit, what can I say?) In the early fall

In the fall semester Lori Kenschaft is teaching the History of American Thought, 1820-1890, and a graduate seminar in American civilization; in the spring she will offer the second half of the American Thought course and a seminar in American social thought.

I faced a choice between assuming a full-time position at SUNY-Geneseo and continuing my courses. I did not hesitate to begin my four-year affiliation with the SUNY system.

In my four years as the dean of students at Geneseo, I taught a graduate-level seminar in student personnel under the aegis of SUNY @ Buffalo which continued to feed my hunger for classroom teaching. The dream of continuing my academic career and earning a PhD became more insistent. It was deferred, however, by family obligations, specifically, supporting my younger step-daughter, Sarah, in her bachelor's studies at Oberlin College from 1984 to 1988.

Following a one-year stint at Ohio University, where I worked at the Commission for the Study of Inter-professional Research, Education, and Practice (go ahead, try to say that fast five times), we moved to Salem, Massachusetts, in August 1986. I served as the dean of students at Emmanuel College in Boston from 1987 to 1990 and then matriculated in the American and New England Studies Program in the fall of 1990. While I took courses and studied for my orals, I worked in the AMNES office, then left that position in 1997 to concentrate on research and writing my dissertation. I had the good fortune and good experience to teach several history courses in Metropolitan College and summer school after completing my orals.

My dissertation, "Earthly Strains: The Cultural Work of Protestant Sacred Music in Three Nineteenth Century Novels," examines popular novels which address the question of America as a multiracial society. Psalms, hymns, spirituals, or gospel songs are central to each author's argument, whether it is for or against social equality. In *The Last of the Mohicans*, James Fenimore Cooper uses psalmody to promise mutual understanding, but the music of the Puritans ultimately cannot sustain a multiracial community ideal. Harriet Beecher Stowe includes sacred music in *Uncle Tom's Cabin* to create a meta-narrative that parallels the novel's action. Sacred music indicts slavery for violating familial bonds. *Four Girls at Cot-*

tage City, written by African American author Deborah Dunham Kelley-Hawkins, appears at the same time that appeals leading to *Plessy v Ferguson* are moving through the American legal system. Whereas the courts eventually validate the separation of races, Kelley-Hawkins blurs racial and class distinctions through hymns and gospel songs to support her vision of a multiracial and matrifocal Christian society.

This semester I am teaching the first half of the U.S. history survey (HI 151) and the upper-class seminar in early American history (HI 455/745) as well as a section of HI 151 for Metropolitan College. Next semester I will teach an antebellum seminar (under the title "The Age of Jackson") and the Civil War (HI 361/861). My courses reflect my interest in social, cultural, and intellectual history. On the research front, I am writing a paper that I will present next May at a national conference on Protestant Hymns in American History sponsored by the Institute for the Study of American Evangelicalism. "People and realms of ev'ry tongue': Missionary Hymns in *Rebecca of Sunnybrook Farm* at the Dawn of Twentieth-Century American Expansionism" continues themes from my work with hymns and nineteenth-century novels. ♦

EVENTS OF NOTE (cont. from page 6)

can history, 1995) has been appointed to a tenure-track position at Northern Kentucky University, where he teaches African and world history.

Professor **Reggie Blaszczyk**, on leave at Harvard's Warren Center for 1999-2000, delivered a paper on "Herbert Hoover and the Progressive Ideal" at the conference, "Herbert Hoover: Re-evaluating the Evidence," at the JFK Library on September 13. The conference will be broadcast on C-SPAN and the papers published by the Herbert Hoover Presidential Library in West Branch, Iowa. The occasion is the 125th anniversary of Hoover's birth. Professor Blaszczyk is continuing her research on the efforts of the fashion industry to standardize color during the 1920s.

On September 18 Professor **Louis Ferleger** presented a paper at a conference sponsored by the British Society for the History of Science, the Royal Historical Society, and the National Museums & Galleries on Merseyside. The paper, delivered at the conference "On Time: History, Science, and Commemoration," was entitled "Technology, Time and Southern Development after Reconstruction."

On September 16 and 17 Professor **Mariano Plotkin** participated in a meeting on "Public Celebrations: Order, Persuasion, and Resistance" at the Universidad Católica de Chile.

Professor **Dietrich Orlow** had an article, "A Difficult Relationship of Unequal Relatives: The Dutch NSB and Nazi Germany, 1933-1940," published in the July 1999 issue of *European History Quarterly*.

Graduate student **Sarah Phillips** recently published an article entitled "Lessons from the Dust Bowl: Dryland Agriculture and Soil Erosion in the United States and South Africa, 1900-1950" in the April 1999 issue of *Environmental History*. ♦



The telephone registration period for spring 2000 courses begins on November 3 for graduate students and on November 7 for undergraduates. The department will have special advising appointments available beginning Monday, October 25, and continuing through Friday, November 12 (after that period students may see faculty members during their regular office hours). History concentrators and graduate students may call the office (353-2551) or stop in (226 Bay State Road, Room 308) to make an advising appointment. After an appointment, a student should go to the department office to obtain the TelReg code for telephone registration. The procedure for admission to restricted classes will be as follows: For HI 301 (limited to history concentrators), students go to the department office. For colloquia (400-level courses) students first see the instructor and then visit the department

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office, where the registration is handled by computer. For students whose advisor is on leave this year, the department has arranged for the three full-time replacement faculty (Professors Boots, Kenschaft, and Whalen) to be available for advising.

Below are some notes on new or changed courses for spring 2000:

- New faculty member Betty Anderson will teach HI 176 ("World History, 1500 to the Present"); this course is counted as non-Western for the history concentration. Her other course is HI 485, a research colloquium on "Problems in the Modern Middle East."
- Since Professor Diana Wylie is on leave, Dr. Konrad Tuschscherer, lecturer in history, will teach HI 292 ("Colonialism in Africa: Impact and Aftermath").
- Three sections of HI 301 ("Critical Reading in History") will be offered, with sections taught by new faculty member Louis Ferleger and Professors Fred Leventhal and Genzo Yamamoto.
- Visiting faculty member Cheryl Boots will teach the department's Civil War lecture course, HI 361/861 ("Race and Union, 1848-1877"), as well as an undergraduate colloquium on "Jacksonian America" (HI 459).
- Professor Bruce Schulman has cut short his leave of absence to return to teaching in Semester 2, when he will offer his popular lecture course on "United States History, 1968 to the Present" (HI 365/865).
- Another visiting faculty member, Lori Kenschaft, will offer two courses in her area of specialization: HI 374/874 ("History of American Thought, 1890-1970") and a research colloquium on "American Social Thought" (HI 570), which will be open to graduate students and qualified undergraduates.
- In addition to a section of HI 301, Professor Louis Ferleger will teach HI 377/877 ("Economic History of the United States").
- In spite of the large number of faculty on leave this year, the department will offer 13 colloquia in the spring semester. Some have been listed above. In addition, Professor Thomas Whalen will teach HI 467 ("Postwar America: Issues in Political, Cultural, and Social History, 1945-1969") as well as HI 468 ("American Society Since 1970: Issues in Domestic Political, Cultural, and Social History"). Professor Thomas Glick will revive a colloquium not taught for ten years, HI 479 ("Impact of Darwin"). And Dr. Chandler Rosenberger, lecturer in history, will teach a new course entitled "The Intellectuals and the Powers" (HI 547), which examines the emergence of intellectuals and their influence on European nations, particularly in shaping twentieth-century authoritarian regimes.
- And finally, Professor Jill Lepore will offer her often-postponed (because of fellowships and other achievements)—and thus still new—graduate seminar on "American Cultural History" (HI 757), which will deal with the history of the book, ethnography, and narrative history; specific topics will include encounters between Europe and the Americas, language and communication, and communities of Americans through the nineteenth century.

Please check the departmental Web site (www.bu.edu/history) for updates on courses for spring 2000, including more specific information on topics to be covered.