

NEWS



of the History Department at Boston University

October 2007

Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585–1660



Linda M. Heywood

John K. Thornton

CAMBRIDGE

Linda Heywood and John Thornton co-author book on Central Africa and the slave trade

Cambridge University Press has recently published *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585–1660*, co-authored by Professors of African American History Linda Heywood and John Thornton, both of whom hold joint appointments in the African American Studies Program and the Department of History. We are pleased to reprint the Introduction to the work and a section of Chapter 1.

The emergence of postcolonial, post-modern, and subaltern studies since the early 1980s has reshaped the way historians view the history of the Atlantic and the African diaspora. Although an older school focused on slavery and the attitudes of the European and Euro-American elites toward Africans, newer research has tried to recover the world of the slaves themselves, with a developing interest in culture and identity. Africans and their descendants are increasingly being considered in the same vein as working-class Europeans, indentured servants, and other migrants. Historians have also begun to re-examine the history of Native Americans as historical actors, with interesting internal social dynamic and a long engagement with European settlers. Although work has proceeded rapidly on European peasants, sailors, urban workers, and even the underclass or their American counter-

parts, Africa has yet to achieve similar coverage, even though a number of new works have recognized that Africans in the Americas can be subjected to the same sort of detailed research.

This work seeks to explore the specific origins of the Africans who formed part of the founding generation of English and Dutch America. Because most of them came from Central Africa, an area with a century-and-a-half-long history of intense interaction with Europe that was unique to this zone, their role as founders and creators of African American culture is enhanced.

Our approach addresses a number of shortfalls in the study of the relationship between Africa and the Americas. First, our study concentrates on a detailed examination of the history of a specific region in Africa over a limited period, including a careful examination of who was enslaved at what time. This helps to overcome the common assertion in American history that the exact background of Africans is either unimportant or cannot be ascertained. It is possible to know much more about the African military and the commercial, religious, cultural, and social background of slaves arriving in the Americas than just their port of embarkation or their alleged ethnic identity as revealed in ships' records or American bills of sale, inventories, or court records. Although these records provide a starting point from the American side, only a full and careful examination of a variety of sources dealing with the African side can present a complete understanding of who had been enslaved and their social and cultural background.

West Central Africa is richly documented by first-hand original eyewitness sources written both by Europeans and by Africans—in all several thousand pages of materials help to illuminate this region in the seventeenth century and allow a highly nuanced understanding of the intricacies

of politics, commerce, and culture. The maps that illustrate Chapter 4 show the fruits of what close reading of these sources can do. What our investigation reveals is the degree to which Central Africans were bearers of an Atlantic Creole culture and the extent to which many of those who were actually enslaved, transported, and eventually integrated into the estates and homes of American colonists bore this culture. Their knowledge of European material culture, religion, language, and aesthetics made it easy for them to integrate into the colonial environment, especially in the fluid frontier situation that existed between the 1580s and 1660.

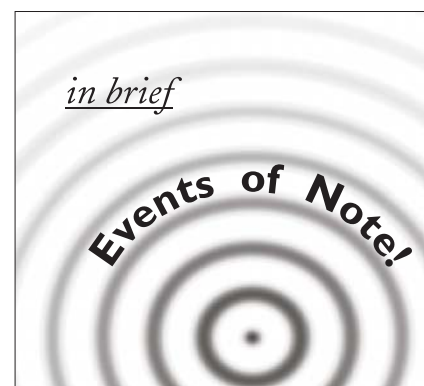
A second problem we addressed is to place the particular group of Africans in the larger setting of the Atlantic world. It is only through this sort of regional framework—by understanding the complexities of Spanish and Portuguese financial and colonial dealings, the struggles in the Low Countries, naval campaigns, and colonization that were a part of the war, religious dimensions of missionary work, and ideological contestations—that the status of Africans in this period can be appreciated. English and Dutch privateers carried their pirated captives to colonies from the sweltering Amazon basin to snowy New England and to a dozen islands and coastal enclaves in the Caribbean and South America. Here, too, a comparative and Atlantic approach allows us to see the wide variety of situations that African captives faced once they arrived in America.

A third problem is addressed by taking insights drawn from the larger framework and using them to explore the local situations of Africans. For the most part, the lives of the early Africans in English and Dutch colonies are poorly documented; the records are scattered and often uninformative. But using a wide lens and seeing a comparative focus, as well as centering the Central African background, makes possible a richer understanding of the world they lived in and helped to create. In addition, it reveals their strategic position at the

moment when the developing English and Dutch slave trade brought thousands of West Africans, with very different cultural backgrounds to the same colonies. A new cultural dynamic would soon be in play.

Finally, we are able, using the knowledge gained from our focused study to reexamine the attitudes that Europeans developed in their dealings with Africans from this region. The set of circumstances that brought Central Africans to the Americas during the crucial period that slavery was emerging in the English and Dutch colonies also coincided with the publication of several detailed books about the region that revealed its

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On September 20 Professor **Nina Silber** presented a lecture on Northern women during the Civil War for the Peabody-Essex Institute in Salem; it accompanied an exhibit there on local women's efforts to aid the Union cause.

Professor **Charles Capper** will speak about his new book, the second volume of the biography of Margaret Fuller, at the Boston University Barnes & Noble store on Thursday, October 11. The talk and reading will take place on the fifth floor in the author events room.

On September 28 Professor **Arianne Chernock** presented a paper titled "Re-thinking the Sexual Contract" to the first session of the Boston British

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NEWS

of the History Department at Boston University

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

Guide to Early Registration

Spring 2008



The registration period for spring 2008 classes begins on October 24 for graduate students and on October 28 for undergraduates. The department will have special advising appointments available beginning October 18 and continuing through November 9 (after that period students may see faculty members during their regular office hours). History concentrators and graduate students may call the office (353-2551) or stop in (226 Bay State Road, Room 308) to make an advising appointment.

After an appointment, a student should go to the department office to obtain the code for Web registration. The procedure for admission to restricted classes will be as follows: For HI 200 (limited to history concentrators, social studies majors in the School of Education, and students in the College of General Studies who intend to become history majors) students must contact the department office in person or by phone. For colloquia (400- and 500-level courses) students first see the instructor and then visit the department office, where the registration is handled by computer. Permission slips for admission to colloquia will be accepted beginning October 3. The department will maintain a waiting list for any of the restricted courses that reach their enrollment limit; students may sign up for waiting lists by calling the office or going to the "Courses" section of the History website.

Below are notes on new or changed courses for spring 2008:

- Sections of HI 150 ("History Writing and Research Seminar") will be taught by Professor Cathal Nolan and by the department's new Armenian historian, Simon Payaslian. This course carries credit toward the history concentration.
- HI 152 ("United States Since 1865") will be taught by visiting faculty member Kathleen Dalton.
- Another visiting professor, Paula Kabalo, will teach a new course: HI 280 ("The History of Israel: An Introduction"). Beginning with Israel's creation in 1948, this course covers the political and military history of Israel, including the 1956 War with Egypt, the 1967 War, and the State's development to the present day. It also treats immigration and the Palestinian question.
- There will be four sections of the required course for concentrators, HI 200 ("The Historian's Craft"); instructors are Professors Emily Balić, Arianne Chernock, Richard Landes, and Jonathan Zatin.
- Visiting faculty member Emily Balić will offer the lecture course on the history of the Soviet Union and post-Communist Russia, HI 346.
- Another visiting faculty member, Samuel Deese, will teach HI 351 ("Special Topics in American History"). This course will study the relationship between new technologies and their power to change American popular culture from the dawn of the Industrial Revolution in the 1830s to the advent of the Internet and biotechnology in the late twentieth century. Beginning with a study of the early cultural artifacts created by workers at the Lowell Mills, this survey will consider

the evolving response of American popular culture to mass production, revolutions in transport and communication, and the transformations of work and family life wrought by new technologies. (Primary readings to include Tench Coxe, Mark Twain, Henry George, Henry Adams, Aldous Huxley, Walt Rostow, Rachel Carson, E. F. Schumacher, and Stewart Brand. Secondary readings to include Leo Marx, John Kasson, and David E. Nye.)

- Professor Simon Payaslian will offer a new course, HI 399 ("Modern History and Geopolitics of the Caucasus"), which will survey the history of the Caucasus with a focus on Armenia, Azerbaijan, and Georgia, from the early nineteenth century to the post-Soviet period. It explores advantages and problems of modernization, nationalism, and major power geopolitics within the context of international political economy.
- Professor Kathleen Dalton will teach the colloquium HI 464 ("America and the Interwar Period, 1919-1941"). The course deals with the relationships of the US to other powers and their interaction. The nature of American isolationism and the ways in which the US faced the European and Far Eastern crises of the 1930s is the focal point, but attention is also given to those domestic developments that affected American responses. Special emphasis on Franklin and Eleanor Roosevelt and their differences over domestic and foreign policies.
- HI 486 ("Islamic History"), taught by Professor Herbert Mason, will be offered in conjunction with a graduate seminar, HI 977; undergraduate enrollment will be limited to advanced students in the field of Islamic history, and those interested in registering must speak with Professor Mason.
- Although not a new course, HI 579 ("Race and the South: Questions of Interpretation in History and Literature") has been renumbered so that graduate students as well as undergraduates may enroll. The class,

team-taught by Professors Nina Silber of History and John Matthews of English, is a methodological colloquium for English or History concentrators. It examines theories and examples of interdisciplinary analysis based on historical and literary interpretation. Focus is on the problem of race in the US South, 1880-1940.

- Visiting Professor Paula Kabalo's other new course will be HI 593 ("Youth on the Agenda: Roles and Images of Young People in the Jewish Nation"). The course deals with youth in modern revolutionary movements, including Zionism and the creation of the State of Israel. In particular, students will consider what it means to grow up in a Jewish state, to consider the military experience, and to deal with the influence of American and other foreign cultures.

As usual, please check the departmental website (under "Courses") for changes to the spring schedule. ♦

MEETING ON REVISED CONCENTRATION

On Tuesday, October 23, at 5 p.m. in Room 202 at 226 Bay State Road, the History Department (in cooperation with the Undergraduate History Association) is sponsoring a meeting to discuss the new features of the history concentration—new options, new tracks, new requirements. Since the revision applies only to students who declare their major after September 2007, they will be the most interested in the presentation, but "older" majors may also find the meeting helpful.

Several department faculty will attend, including Director of Undergraduate Studies Jonathan Zatlin, and refreshments will be served.

Contact department administrator James Dutton (353-2555 or jdutton@bu.edu) for more information.

EVENTS OF NOTE (cont. from page 2)

Studies Reading Group, meeting at Boston University. On October 13, she will be responding to a panel on "Gender and Union" at the Northeast Conference on British Studies in Halifax, Nova Scotia.

On August 25 Professor **Jon Roberts** delivered a paper on "The Persistence of Natural Theology After Darwin" at a conference dealing with "Mythbusting in Science and Religion" at Green College, University of British Columbia. He has been invited to become a member of the International Society for Science and Religion, a learned society made up of scholars in the fields of history, philosophy, theology, and the natural sciences.

On September 21 Professor **William Keylor** served as an external examiner at a doctoral dissertation defense at the Institut Universitaire de Hautes Études Internationales in Geneva, Switzerland. The author of the dissertation was Jerome Gyax, and its title was "Aux Origines de la Nouvelle Guerre Froide Culturelle: Olympisme et Endiguement Sportif, 1952-1985" ("The Origins of the New Cultural Cold War: The Olympic Games and Athletic Containment, 1952-1985"). The supervisor of the dissertation was Professor **Jussi Hanhimäki**, a 1993 graduate of the History Department's PhD program.

Professor **Jonathan Zatlin** delivered a paper entitled "Black Markets and Red Courts. The Economic Activity of Jews in East Germany, 1945-1951" at the conference on "Creative People in Hard Times. Black Market Activities in Eastern Europe Before and After 1989," Munk Centre, University of Toronto, September 14. He was awarded a German Academic Exchange Faculty Research Fellowship to spend the month of June 2007 working in archives in Berlin and Frankfurt. While in Germany, he gave a lecture on Holocaust survivors in East Germany immediately after World War II entitled "Ignatz Bubis in Dresden. Ostjuden, Ostdeutsche und Westwirtschaft, 1945-1951" at the Institute for Social Movements, Ruhr-Universität Bochum, on June 28.

Professor **David Mayers** will be a

Fellow at the American Academy in Berlin during spring semester 2008; while there he will work on his book-in-progress: *FDR's Ambassadors and the Diplomacy of Crisis*.

Professor **Brooke Blower** reports that she had a productive summer, completing a historiographical article entitled "Beyond the Global City: Transnational Approaches to American Urban History," which will appear in Blackwell's *Companion to American Urban History*, edited by David Quigley. This full-length article assesses the current state of the field and calls for careful, empirically based approaches to "internationalizing" American urban history, detailing some of the ways in which this can be approached without relying on the "global cities" framework and theoretical models used by sociologists and other social scientists, which become problematic when recast in historical terms. She has also made progress on her book manuscript and traveled this summer to Cleveland, Ohio, for supplementary research. "Spending a week in the Western Reserve Historical Society Library," she says, "while perhaps not as glamorous as researching in Paris, proved nonetheless to be refreshingly straightforward."

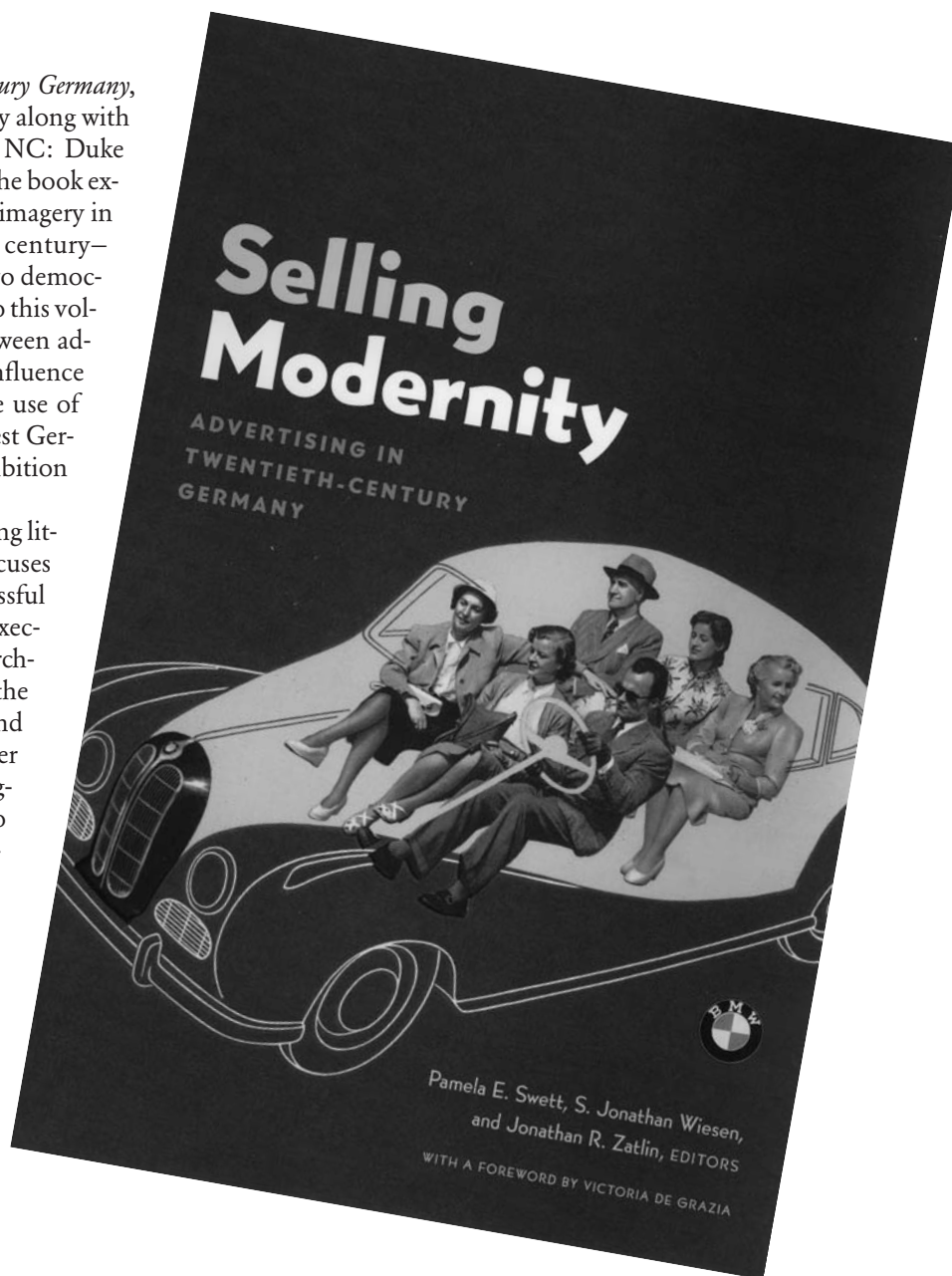
At Boston College on September 18 Professor **Eugenio Menegon** presented a lecture and slide show on his latest project, entitled "Jesuit Emblematica in China: European Allegorical Images in the Late Ming Period (1640s)." The lecture was part of the Asian Studies Seminar Series organized by the Asia faculty of BC's History Department.

Professor **Andrew Bacevich** delivered a lecture entitled "The U. S. Army and the Legacy of Vietnam" at Christ Church, Oxford University, September 12. He also published a book review of *Stalin's Wars: From World War to Cold War, 1939-1953* by Geoffrey Roberts in *The National Interest* (September-October 2007).

Graduate student **Linda Killian** will continue as a public policy scholar in the Division of United States Studies at the Woodrow Wilson International Center for Scholars in Washington, D.C., through the end of the year. ♦

Selling Modernity: Advertising in Twentieth-Century Germany, co-edited by Jonathan Zatlin of Boston University along with Pamela Swett and Jonathan Wiesen (Durham, NC: Duke University Press, 2007), appeared in September. The book examines the power and endurance of commercial imagery in the violent setting of Germany's twentieth century—through the end of an empire, two world wars, two democracies, and two dictatorships. The contributions to this volume explore such themes as the relationship between advertising and propaganda in Nazi Germany, the influence of the United States on German advertising, the use of advertising to promote mass consumption in West Germany, and the ideological uses and eventual prohibition of advertising in East Germany.

While the essays are informed by the burgeoning literature on consumer society, *Selling Modernity* focuses on the actors who had the greatest stake in successful merchandising: company managers, advertising executives, copywriters, graphic artists, market researchers, and salespeople, all of whom helped shape the depiction of a company's products, reputation, and visions of modern life. The contributors consider topics ranging from critiques of capitalism triggered by the growth of advertising in the 1890s to the racial politics of Coca-Cola's marketing strategies during the Nazi era, and from the post-1945 career of an erotica entrepreneur to a federal anti-drug campaign in West Germany. Whether analyzing the growing fascination with racialized discourse reflected in early-twentieth-century professional advertising journals or the post-war efforts of Lufthansa to lure holiday and business travelers back to a country associated with mass murder, the contributors reveal advertising's central role in debates about German culture, business, politics, and society.



Graduate Student Milestones

Ellen Horrow passed the language exam in Farsi.

The following students had research papers approved:

Alexey Dynkin, "What Is to Be Done, and How? Chernyshevsky and the Russian Revolutionary Movement, 1861-1917"

Ellen Horrow, "Refocusing the Lens: Towards a New Reading of the American Role in the Partition of Palestine"

INTERNATIONAL HISTORY INSTITUTE EVENTS

The International History Institute (IHI) will host a seminar in its "Vintage History" series of visiting international scholars on Wednesday, October 24, from 4:00 to 5:30 p.m. in the conference room at 152 Bay State Road. The guest speaker will be Serge A. Ricard, Professor Emeritus of American Studies and US History at the Sorbonne Nouvelle (University of Paris III), Institut du Monde Anglophone. He will speak and receive questions on the topic "Real and Mythical Perils in the Caribbean in the Age of Mahan and TR." All are welcome.

The International History Institute will also host a faculty seminar on Wednesday, November 21, from 4:00 to 5:30 p.m. in the conference room at 152 Bay State Road. Three IHI authors, Professors Andrew Bacevich, Michael Kort, and David Mayers, will discuss their most recent books along with the problems and rewards of writing international history. All are welcome.

Introduction to

New Graduate Students

Thirteen students entered the graduate program in September of this year—nine in the MA program and four in the PhD. We have invited the new students to introduce themselves to our readers:



Mira Whiting, Sarah Westwood, and Jonathan Koefoed

Mira Whiting

I am a recent graduate of Simmons College, where I received my BA in History. I have been interested in history for as long as I can remember and during my time at Simmons that interest just intensified, leading me to want to pursue a PhD in history. I am particularly interested in social, cultural, and gender history and I look forward to working with Professor Nina Silber and other professors as well as my fellow students during my studies at BU.

Sarah Westwood

I graduated from DePaul University in 2003 with a BA in history. I minored in international studies and I chose to study the background of independence and revolutionary movements in Ire-

land, Nicaragua, and a number of African countries, including what is now the Democratic Republic of Congo. My senior thesis focused on the changing understanding of consent in Illinois rape law. I am presently interested in modern West African history, with an emphasis on the background of conflicts in both Sierra Leone and Côte d'Ivoire. Specifically, I hope to study the effects of colonization, independence, and ethnic/tribal issues on modern conflicts. I have always been fascinated by history and historiography, in the way our understanding of the past is constantly reshaped by new historical findings. I chose Boston University because of the excellent reputation of its African Studies Center and the number of Africanists on the faculty. I was a Peace Corps volunteer in Senegal until May of this year, working with the local

population and the primary school of my village on both basic health and sanitation issues and environmental education. During my service I learned Pulaar and am always looking for people to practice with. I also managed to acquire a dog, Jumbo, who presently resides with me in Brighton and is slowly adjusting to his new, less chaotic life in Boston.

Jonathan Koefoed

Throughout my intellectual life, I have been fascinated by ideas and their interaction with the rest of culture. Reading classic texts of the Western tradition in high school convinced me I wanted to be a philosopher, and I pursued a double BA in philosophy and in history at Arizona State University. By the end of my time at ASU, I had become frustrated with academic philosophy's disinterest in religion, literature, and in some cases history. I decided to take a position as a research assistant at Saint Louis University. This allowed me to read for an MA in Historical Theology, focusing on the American religious narrative. My educational journey, though somewhat circuitous, helped me to understand that my mind works historically. Whether I am studying philosophy, religion, or literature, I am always oriented toward contextual concerns. Given this, I am particularly interested in the American nineteenth century and the intellectual narrative that seems to intertwine philosophy, literature, and religion like few other eras in history. I am particularly interested in the advent of American Transcendentalism and the transatlantic influence of Coleridge and German ideal-

ism generally. These interests render me excited to study at Boston University, and I am already enjoying my classes immensely. Both intellectual history and religious history are somewhat rare fields in history departments, and BU has the distinction of being strong in both areas and in the American nineteenth century no less. In addition, all of the archives and material I need for my research are in the area. While here, I hope to become rigorously conversant in American nineteenth-century scholarship, and thereby bring my previous training in philosophy and religion into focus, contributing something to the discourse in the process. As an avid backpacker and soccer player, I hope to avail myself of the leisure opportunities afforded me as well.



Kelsey Dorwart, Mary Mason Williams, and Julie Gallup

Kelsey Dorwart

I am a 2006 graduate of Hamilton College, with a double BA in History and French. My junior year was spent abroad in Paris, France, where I studied French language, literature, and history. Despite this immersion in Europe, my true passion remains early American social history. This interest was reinforced by the subject of my undergraduate thesis, which explored the Shakers as subjects of American popular culture. Due to the large amount of interest generated by my thesis in the Shaker historian community, the paper has since been copyrighted, and there are plans to publish it in *American Communal Societies Quarterly*. I plan to refine my specialization in early American history at Boston University, and hope to be immersed in provocative discussions, debates, and new ideas that challenge my own. At the same time, I plan to professionalize my writing and research skills in order to build upon and strengthen my emerging career at WGBH Educational Foundation. One of my primary interests is the integration of history and media, as exemplified by my work with WGBH's documentary series *American Experience*. I am an avid traveller, having recently spent time in Russia, and would like to

move abroad again in the foreseeable future.

Mary Mason Williams

I grew up in Richmond, Virginia, and received my undergraduate degree from the University of Virginia. At UVA, I studied the memory of the Civil War and wrote my major thesis on the memory and the Civil War Centennial celebrations in Richmond. After graduating, I moved to New York, where I worked for one year in the buying department at Bergdorf Goodman, and afterward in post-production on a documentary film about the electoral process in the United States. When I started considering graduate school, I looked into a number of programs, but ultimately decided on Boston University for several reasons. After enjoying living in New York so much, I knew that I wanted to continue to live in a cosmopolitan area and experience living in a new city. Also, I enjoyed reading Professor Silber's book *The Romance of Reunion* in my undergraduate studies, and I wanted to continue my study of memory, race, and sectional identity in the post-bellum era. I am very excited to be working with her this semester. Having grown up in a city where the past is om-

nipresent, I have been a long-time lover of history. I am really looking forward to my graduate study at BU and researching Civil War memory in the North, for a change.

Julie Gallup

I received my BA from Johns Hopkins University in December 2004. I am most interested in Intellectual History. My advisor is Professor Charles Capper.

Sara Georgini

I'm delighted to be back at BU this fall to begin work on my Master's degree in American history, having already earned two undergraduate degrees here (BS in Journalism, COM '98 and BLS in History, MET '07.) I've spent the past ten years working as a sales professional for Tiffany and Company, with a special emphasis on client development and product education. In order to navigate the Boston business community, I set out to learn some local history and become more involved in regional history projects. Volunteering for the new Boston Museum Project helped me to rediscover and

clarify a deep curiosity about early American life. An exploration of the area's vast colonial sites still yielded more questions than answers—particularly about the role that religion played in the American Revolution—and I followed the trail back to BU for graduate coursework. My primary focus will be on Revolutionary Anglicanism and developing a comparative treatment of Episcopal life in the northern and southern colonies. In the confusion of war, did religion act to synthesize rebellion or to distort its goals? What was the nature of “faith relations” in the eighteenth-century Atlantic world? How did an independent American church government evolve in tandem with the new political infrastructure? Preliminary research has included church documents, ministers’ sermons, parishioners’ diaries, and even the newly opened archives of a Revolutionary icon—Boston’s own “Old North” Church. I look forward to further study with Professor Jon Roberts, so I may contribute to the modern dialogue on early American religious history and its unique civic legacy.

Christine Axen

I graduated from New York Univer-

sity in 2006 with a BA in Medieval and Renaissance Studies with a minor in French. Since graduation, I have worked as an intern at the Metropolitan Museum of Art in the Medieval Art Department, researching the provenances of manuscripts for an upcoming exhibit. I am interested in the history of France and England during the eleventh to thirteenth centuries and in the Crusades. My interest in the Middle Ages has been lifelong and interdisciplinary, but I chose to pursue a PhD in history because it attempts to yield a cohesive view of the events and characters you can read about in textbooks. I hope to become immersed in reading and writing and discussion (and to improve my Latin!) under the guidance of Professor Backman, and I look forward to working with everyone in the History Department.

Tessa Gordon

I have earned my BA from the University of Chicago, and am currently enrolled in the MA program focusing on modern American history. Although I am unsure of my future pursuits, I am very interested in possibly pursuing a career in politics. An unusual part of my background is that I at-

tended the American School of Dubai in the United Arab Emirates for my middle school and high school education.

Yoshiya Makita

I am Yoshiya Makita, a graduate student in the PhD program of the Department of History. It is my great pleasure to see you all here at Boston University. I received my BA from Sophia University in Japan in 2004, also completed my MA at Hitotsubashi University in Japan in 2007, and entered the PhD program in 2007 through the support of a Fulbright Grant. While at Hitotsubashi University in Japan, I won a research travel grant to visit several archives in Detroit and New York, and wrote my MA thesis on the protest movement for the unemployed in the city of New York in 1914 and also on the labor exchange program of the Division of Information in the US Department of Labor, 1907-1918. I am working in US Intellectual History with Professor Brooke Blower. I am studying the ideas and activities of the young intellectuals in the city of New York in the early twentieth century. The young intellectuals, young men and women who were self-appointed writers and artists and congregated in and around now legendary Greenwich Village in the city, have been called by several names—cheerful bohemians, radicals, socialists, feminists, intellectuals, scum, and so on, and thus their image has been complicated. Who were the young intellectuals? To find the answer, we have to focus not only upon what they said or wrote but what they actually did, because their ideas and activities were intertwined in the specific time and place. They not only devoted themselves to aesthetic pursuits but also participated ardently in contemporary social affairs such as labor movements. The analysis of the protest movement for the unemployed in 1914 which I worked on in my MA thesis is a part of this project, and I hope to enlarge and enrich my perspective on this theme through studying at Boston University.



Sara Georgini, Christine Axen, and Tessa Gordon



Yoshiya Makita, Matthew Miller, and Ilona Baughman

Matthew Miller

I received my undergraduate education from Tufts University, where I earned a BA in European history and saxophone performance in 2006. After taking a year off to reassess my direction in life, I am now excitedly plunging back into the realm of academia as a part of the MA program. I am quite interested in modern western and central European history, especially World War I and II. During my time in the graduate program, I am hoping to study the role of music and musicians (such as the case of Wilhelm Furtwängler of the Berlin Philharmonic) under fascist regimes. While I need to refine the scope and focus of this project, I am greatly looking forward to the opportunity to explore this topic. As for a bit about myself, I am from Olney, Maryland, which is in the DC-Metro area. However, having lived in Boston for five years, I now consider myself a Bostonian and a proud member of the Red Sox nation. I realize this may put me at odds with some from New York, but I wasn't the one who decided to root for the Yankees. I greatly enjoy traveling and cooking. I have also been playing classical saxophone (which may seem like an oxymoron, but isn't) for fourteen years and I recently cut an album

(so to speak) in May 2006.

Ilona Baughman

I studied Fine Arts at the University of Pennsylvania, graduating in 1980. After briefly dabbling in Graphic Design at the Rhode Island School of Design, I spent many years in the corporate world. In 2003, I took a left turn and entered the MLA program in Gastronomy at Boston University, which included completing the certificate program in culinary arts. While it is an interdisciplinary program, I found myself increasingly drawn to topics in history, particularly of the people of the Mediterranean, both in their native countries and in the diaspora. I am interested in the role food traditions play in the formation, preservation, and destruction of national identities. I decided to continue my studies by pursuing an MA in History, and am pleased to remain at BU, where I remain in proximity to my Gastronomy colleagues and look forward to new ones in the History Department.

Susan Walker

I am a journalism professor at Boston University and have been tak-

ing one course each semester as a candidate for a master's degree in history. My interest is in learning about the economy, politics, and culture of modern Britain as part of my research for a proposed book titled *When Comets Crash*. The book will be about a watershed event in England's history: during the mid-fifties, three DeHavilland-built BOAC Comet passenger jets dropped from the skies, ending the lives of more than a hundred people and, subsequently, ending British dominance of transatlantic passenger jet travel. Aviators in England have asked me to write their remarkable stories within their lifetimes. I have already completed hours of taped interviews and look forward to searching through the DeHavilland Aircraft Company's archive (including more than a million documents stored in an enormous airport hangar) as well as working with one of the largest repositories of aviation history at the Royal Aeronautical Society in London. I plan to spend my sabbatical semester and summer vacation (?) in London, starting in the spring of 2009. Taking classes as a student, not a teacher, is enriching almost thirty years after graduating from Brown University with a BA in English literature. My planned thesis will be the beginning of my proposed book. That will be a bit of a switch for me as a former television producer with newscasts, news series, documentaries, and new media projects on my list of credits. I began teaching broadcast journalism, news writing, and new media courses at BU almost ten years ago and have recently completed a documentary, "A Tale of Two Teens," about an American girl visiting an orphaned South African teenager living in the epicenter of the AIDS pandemic. This documentary, along with a curriculum guide developed with doctors and counselors at HIV/AIDS Care Center at Boston University, comprise an AIDS education unit used at hundreds of high schools in the United States and South Africa. I am also a mother and call myself the producer and occasional director of three teenagers, including boy-girl twins. ♦



Kathleen Dalton

Introduction to Visiting Faculty

Thoughts on “biography as history” from visiting professor

BY KATHLEEN DALTON

I am “dee-lighted” to join the BU History Department for this academic year, and I am finding my students are enthusiastic, bright, and eager to learn. After graduating from Mills College, I earned my PhD in history at Johns Hopkins. When the history job market slumped, my husband, E. Anthony Rotundo, and I settled into Phillips Academy, a coeducational boarding school in Andover, where we have raised our two children and taught history of many kinds. Graduate training made me a specialist in US history from 1865 to 1945, but my work life has required versatility. I thought the newly coeducational Phillips Academy needed to make more room for women’s voices, so I co-founded a women’s forum and shared in the founding and directing of the Brace Center for Gender Studies and wrote a book about the history of gender

at Andover. At Phillips Academy I’ve been stretched intellectually to teach Chinese history, Islamic history, prehistory, early modern (mostly European) history, world history, gender studies, and most recently Atlantic history, including West Africa. I also have learned a lot from mentoring young teachers, including the BU History Department’s wonderful Chrissy Kopp. I have been fortunate to have significant time off from my teaching duties so that I can have a productive life as a scholar, thanks to unpaid leaves, two sabbaticals, a Charles Warren Center fellowship year, and a National Endowment for the Humanities fellowship. In some ways teaching at Andover has been like teaching in a small, intense liberal arts college where faculty also have to supervise dorms! No wonder I am enjoying this teaching-only job at BU!

Since the publication of my book (*Theodore Roosevelt: A Strenuous Life*, Knopf, 2002) I have been working as a consultant for the National Park Service and commenting on presidential politics and history on television, documentaries, and in the press, which I suppose makes me a part-time public historian. Some years back I also taught graduate students in history at the Harvard Extension School. Since Jim Dutton invited me to write whatever I wanted as a self-introduction, I thought I’d share some thoughts I have been mulling over as I move from the research to the writing phase of my next book:

Is biography history? Around the table at the American Seminar the professors, in my graduate student days at Johns Hopkins, found this question worthy of fierce intellectual struggle. As a graduate student I rarely interjected my opinions when heated arguments bombarded each other around the great seminar table (with Woodrow Wilson’s picture on the wall!). Today I would short-circuit the airing of pros and cons on this question by asserting that any biography which chronicles a person’s life without introducing historical context in any way should not be called history. But biography can rise to the level of

history if the author knows how to place the subject’s life story in the momentary nexus of forces beyond the subject’s control. Perhaps that definition reveals my biographer’s hand too baldly, but it is hard to fathom how biography-as-mythology, e.g., George Washington à la Parson Weems, or more modern great-man-on-horseback riding fate hard biographies could possibly qualify as history. Many best-selling biographies don’t teach history. Yet biography, even biography written for the general reader’s literary tastes, has great potential. As I have written in a forthcoming article in the *Journal of the Gilded Age and Progressive Era*, biography serves both as the most popular entry point for non-specialists to learn about history at the same time it challenges historians to step across the sacred boundaries of their specialties and time periods in order to synthesize the depths of knowledge that academic research of many kinds can bring to the complicated task of placing a life in the fullness of the context of its time and place.

Biographer/historians need to synthesize the known secondary literature and apply it to a life story. Digging up new primary research that will add to what is known about that life is often a daunting task when attics and archives are guarded by the inevitable keepers-of-the-flame (“No, father never told a lie.” “No, of course, grandmother LOVED Churchill.” “No, I’ve let the other biographer use those letters,

Kathleen Dalton has been appointed Visiting Associate Professor of History for the 2007-08 academic year to replace Professor Julian Zelizer. In the first semester she is teaching a lecture course on the presidency plus a colloquium in US history; in the spring she will offer the second half of the American history survey and a colloquium emphasizing her current project (described in the accompanying article) on Franklin and Eleanor Roosevelt. Students interested in the colloquium must contact Professor Dalton (kdalton@bu.edu) for permission to enroll.

sorry.”). Thus the dual task of gathering and understanding broadly the latest monographic wisdom while amassing small tidbits of information left in attics and archives needs to be followed by a strict literary requirement: constructing a beginning-middle-and-end narrative that will pass for a readable story. Biography, therefore, can be history, but not the usual kind of history.

So, having pronounced myself a believer in biography as history under certain circumstances, let me explain how my current quest began. When I was writing my biography of Theodore Roosevelt I assumed that if my nearest competition was the famous popular writers David McCullough and Edmund Morris, then I would need to work from my strengths as a professionally trained historian and true compulsive. I would be competitive by being the better archive rat, which I was. But how much is enough? Watch “Monk” on television and you can see that certifiable OCDs almost never know how much is enough. Historians, on the other hand, need to keep perspective and a sense of proportion. Near the end of my writing process, when deadlines passed and my editor at Knopf waited with well-practiced patience for the complete first draft of my TR biography, for reasons unknown to me, I stopped writing and followed a hunch back into the archives. A friend of mine had written a history of courtship in the US in which she mentioned the diary of a woman, Caroline Drayton Phillips, who knew Theodore Roosevelt. I couldn’t leave the hunch alone. My husband said, “STOP DOING RESEARCH!!!” But I couldn’t.

I decided that I should see if Mrs. Phillips’s diaries (conveniently archived at the Schlesinger Library) could provide me with any new eyewitness reports of TR at work or at home. In fact, I knew that TR’s daughter Ethel Roosevelt Derby had mentioned what Caroline had said in her diaries and the comments had been about life within the Wilson administration. Caroline’s diplomat husband, William, had in fact been a member of TR’s Tennis Cabinet,

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political friends who scrambled across streams and gullies in Rock Creek Park when President Roosevelt needed congenial playmates. Aha! Before I had turned many pages, I found in the diaries descriptions of the aging TR reminiscing about his talks with the Kaiser. It didn’t change what I already knew about TR’s support for the welfare state or his alliance with the women’s reform network or my interpretation of his late-in-life leftward turn, but the description justified my archival fishing expedition. I also discovered that during World War I Caroline and her husband had frequent social gatherings with close friends, also young parents and members of the Wilson administration who favored American intervention in World War I. Their names were Eleanor and Franklin. A day of archival ecstasy!

Fast forward some years of post-TR research following the Phillips-Roosevelt connection to many archives and a few foreign lands. In addition to preparing an edition of the Caroline Drayton Phillips diaries for publication I had embarked upon a four-person biography of a friendship project, titled “The White Lilies and the Iron Boot.” Was my project going to be episodic and personal or real history? Time had come to see if all the items in my database added up to more than the parallel and overlapping lives and the story of the long friendship of William and Caroline Phillips and Eleanor and Franklin Roosevelt.

Like a scrapbook that falls on the

floor and suddenly juxtaposes evocative moments, my project, as I write, is still taking shape. FDR had grown up around his second cousin Caroline Astor Drayton, whom his mother, Sara Delano Roosevelt, imported as a dinner guest after 1903 because Caroline had become close friends with Franklin’s intended, Eleanor Roosevelt. Then Caroline became the independent-minded, never-married friend who appeared at the young Roosevelts’ house in New York and observed their family life in its happiest phase. When Caroline finally married she brought her husband, William, a Boston Brahmin who had worked in TR’s State Department, into the Roosevelt fold, and Phillips became a young protégé of Colonel House and conducted secret diplomacy for President Wilson during his prolonged Mexican crisis.

When William Phillips joined President Wilson’s State Department, he and Assistant Secretary of the Navy Franklin Roosevelt complained endlessly about their bosses and talked with “Uncle Theodore” about the administration’s lack of preparedness for war. The Phillipses traveled with Eleanor and Franklin to the Panama-Pacific Exposition in San Francisco, and on the train they watched a historic political partnership emerge from its infant stage: Eleanor reminded Franklin of his duties and he consented to settle down and do them. The day-to-day agony of watching the war news and greeting the soldiers at Union Station troubled the young mothers more than their husbands. FDR found himself caught up in the spirit of 100% Americanism more than his wife and friends. As Wilsonian ideals floundered in the ugly aftermath of the Wilson administration’s wartime excesses and the treaty defeat, the four friends tried to hold onto some of their hopes for peace and open covenants in the troubled decade ahead.

We learned from the feminist movement of the late twentieth century that the “personal is political,” but foreign policy scholars have long known the obverse truth: “the political is often personal.” Presidents often choose advisors on the basis of trust, loyalty, and

comfort levels. Intimate friendships sometimes count more than party membership or ideology. In the early days of the New Deal, when President Franklin Roosevelt led the country away from its catastrophic bank failures, unemployment lines, and factory closings, he necessarily paid less attention to foreign policy than he would during the later years of his presidency. He made Senator Cordell Hull his Secretary of State but preferred to circumvent Hull whenever possible. Before FDR took office he talked about government appointments with Eleanor, who told him she had received a letter from Caroline Phillips asking for a job for her still nominally Republican husband. The Phillips pair (Astor and Brahmin funds had evidently not crashed in 1929) could pay for and conduct gracious State Department entertainments unlike the Hulls. Phillips would give the president his long-term loyalty with an aura of jocularly; he was a Harvard man who spoke the language of Roosevelt's insular world. Comfort also came with the knowledge that, unlike Hull and other men in his administration, Phillips would never become a rival for the presidency. When he declared his intention to appoint Phillips, FDR met with opposition from his other advisors, but he appointed William Phillips his Undersecretary of State anyway. While Hull was out of the country for weeks on end in 1933, FDR beckoned his old friend Phillips to his bedside for regular morning conversations about foreign affairs and politics. Together they worked out the details of the recognition of the Soviet Union, and it was Phillips who conveyed to Hull FDR's bombshell that exploded Hull's chance to build cooperation in Europe over currency and other economic issues. President Roosevelt routinely, in fact, passed Hull by and acted as his own Secretary of State. Though he was a professional diplomat with years of experience in European affairs, Phillips did not presume to set policy by himself. He liked team work. But some influence upon FDR from Phillips existed, perhaps permission to ignore troubling issues, perhaps an avoidance of harsh rhetoric when of-

fense might be given. Phillips often annoyed Hull because he enjoyed better access to the President. Certainly Phillips acted as a voice of caution and circumspection in the early years of the New Deal.

At their first Christmas celebration in 1933 the President and First Lady spent the holiday entertaining Caroline and "Billy" Phillips and their children in the White House. It seemed like old times. Caroline aided and supported Eleanor as she fashioned her expansive role as First Lady, but their old friendship was soon overshadowed by ER's bonds with women more on her own activist wave length, a legion of newspaperwomen and Congresswoman Isabella Ferguson Greenway.

Loyalty counted for a lot between the Phillips and Roosevelt families, but Eleanor had another cousin, Sumner Welles, who became her best conduit for her concerns about the Spanish Civil War, Jewish and other refugees, and Nazi and Fascist aggression. Welles worked his charm on the President, too, helping his reelection bid and writing speeches and policy papers. Soon Welles managed to get Phillips's job as Undersecretary of State, and the letters between "Billy" and Franklin never returned to the same warmth they once had. President Roosevelt sent the Phillipses to Italy to do what they could to prevent unwanted alliances among Fascists and Nazis. Eleanor made a point of seeing Caroline off when she left New York in 1936, both apprehensive about the world about to go mad.

Caroline's facility with Italian and William's meticulous concern with maintaining cordial relations with Il Duce and his son-in-law Galeazzo Ciano aided the Roosevelt administration as they tried to prevent (or postpone) an alliance between Hitler and Mussolini. After his mission in Italy failed, Ambassador Phillips found himself serving as the diplomatic head of the London office of the Office of Strategic Services, working, as bombs fell, with the mysterious British spymaster "C" in a maze of competing intelligence agencies. Then as President Roosevelt's Special Ambassador to India during the 1943 crisis over Indian inde-

pendence Ambassador Phillips found himself in the middle of a major rupture between Roosevelt and Churchill over India. President Roosevelt trusted Phillips to work with General Eisenhower as he planned Operation Overlord, and to the end of his life his confidence in his cautious diplomat friend never wavered.

The scrapbook dumped on the floor with thousands of items of research shows FDR and Eleanor in private and public moments and it shows a diplomat's life lived close to power through two wars and a Great Depression. The picture of FDR after Pearl Harbor making his Day of Infamy speech accompanied by William Phillips, former Ambassador to Mussolini, is grim and unsure of the outcome of the war which he saw as unavoidable. When Eleanor had set aside her peace advocacy and joined her husband's efforts to bring the reality of war home to the American people, she flew to London, and there she made sure that the American press saw the rubble and heard the stories of the human suffering that Hitler's airplanes had caused. Over a private dinner during her 1942 London trip Ambassador Phillips tried to find out just how much the First Lady knew about the black ops and the secret war behind enemy lines her husband had authorized. The scrapbook overflows with scenes that tell the story of partnerships that changed history, and now my task is to weave biography into history. ♦



Presenting Griffin Howard McConville, born on August 12 to Professor Brendan McConville and his wife.

Creole character. No other region of Africa was so well and so favorably described. This conjuncture had a profound influence on the origins of race relations in the American colonies of England and the Low Countries.

From Chapter I, Privateering, Colonial Expansion, and the African Presence in Early Anglo-Dutch Settlements:

In the late rainy season of 1619, a woman named Angela began a new period of her life. Enslaved in one or another of the wars that gripped West Central Africa, she was taken to Luanda, the coastal capital of the Portuguese colony of Angola. There, she and thousands of other war captives were lodged in squalid conditions in the courtyard of one of the many merchants' houses that sprawled along the narrow beach that separated the bay from rocky cliffs. From the courtyard one could see the residences of the Portuguese elite on the hills to the south, the governor's palace, and the Jesuits' church. Soon she and 350 of her fellow captives were rowed across the sound that separated Luanda's beach to the "island," a long, low spit of land that protected the harbor. She was paraded before Portuguese officials at the Casa da Mina's counting house and noted for tax purposes and then loaded aboard the waiting frigate *São João Bautista*. Captain Manuel Mendes da Cunha was to guide his ship across the Atlantic to the Mexican port of Vera Cruz and sell its human cargo to eager Spanish merchants, who would use the newly arrived Angolans as personal servants, plantation workers, or perhaps porters.

Angela's name tells us that she was baptized and thus may have been spared the otherwise meaningless ministrations of priests who were required by law to baptize all slaves who were not already Christian before they boarded the waiting slave ships. Christianity was already old in this region of Central Africa, and Angela

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may well have been among the 4,000 Christian porters who had been enslaved by rampaging mercenary soldiers in Portuguese service during the war Portugal was waging against the African kingdom of Ndongo—the Bishop of Angola would lodge a vain complaint against the affair in August. Or she may have been captured in a civil war in the Christian kingdom of Kongo. The journey to America was a long one, and food supplies ran low. Water was in short supply and the number of deaths steadily mounted. Most of the miserable cargo, held below decks for long periods, were now sick. The *São João Bautista* stopped in Jamaica and sold off 24 younger children, took on supplies, and probably allowed its unwilling passengers a respite on land.

A short time later, as they were passing Campeche on the coast of Yucatán, just a few days before their destination, sails were spotted. They were two English ships operating in consort, the *White Lion*, under Captain John Colyn Jope, a privateer carrying a letter of marque from Vlissingen (Flushing), Holland, and its companion, also a privateer, the *Treasurer*, under English Captain Daniel Elfrith, carrying its marque from the Duke of Savoy in Italy. Both had license to capture Spanish shipping and to take whatever they deemed valuable. The *White Lion* sent a pinnace with 25 men to board the *São João*,

taking off some of its cargo of tallow and wax and 50-60 of the slaves, including Angela. They then released Captain da Cunha to deliver the remaining 122 people of his cargo at Vera Cruz.

Angela was sent to the *Treasurer*, which took her under scarcely better conditions than she enjoyed on the *São João Bautista* northward to the new English colony of Virginia. Jope and the *White Lion* sailed ahead and delivered "twenty and odd Negroes" to Virginia toward the end of August. Those on the *São João Bautista* who were taken to Captain Jope's *White Lion* became the "twenty and odd Negroes" who are traditionally described as the founders of the African presence in English America. John Rolfe described them as being brought to Virginia by a "Dutch Man of War" (Jope's marque from Flushing made them Dutch in his mind) that the "Governor General brought for victuals."

When the *Treasurer* arrived at Point Comfort four days later, Captain Elfrith discovered that the Duke of Savoy had made peace with Spain, thereby canceling his privateering marque. Samuel Argall, who had arranged for Elfrith's voyage, had been replaced as governor of Virginia by Edwin Sandys, who was at odds with Elfrith's master, the Earl of Warwick, and who also feared that the privateer would evoke the hostility of Spain and might lead to retaliation. Concerned that he might now be charged as a pirate and hung, Elfrith quickly set sail for Bermuda, where Miles Kendall, the vice governor, was more favorable to privateers. Kendall gave Captain Elfrith grain and allowed him to land his Angolan cargo.

Angela and 28 of her surviving companions were then seized by the governor, Samuel Butler, and unceremoniously lodged in the longhouse at St. Georges, a sort of jail. Some were sold off to various Bermudan colonists, whereas most of the rest were put to work on behalf of the Company. In February 1620, Angela and about half a dozen other survivors of the *São João Bautista* were back in the

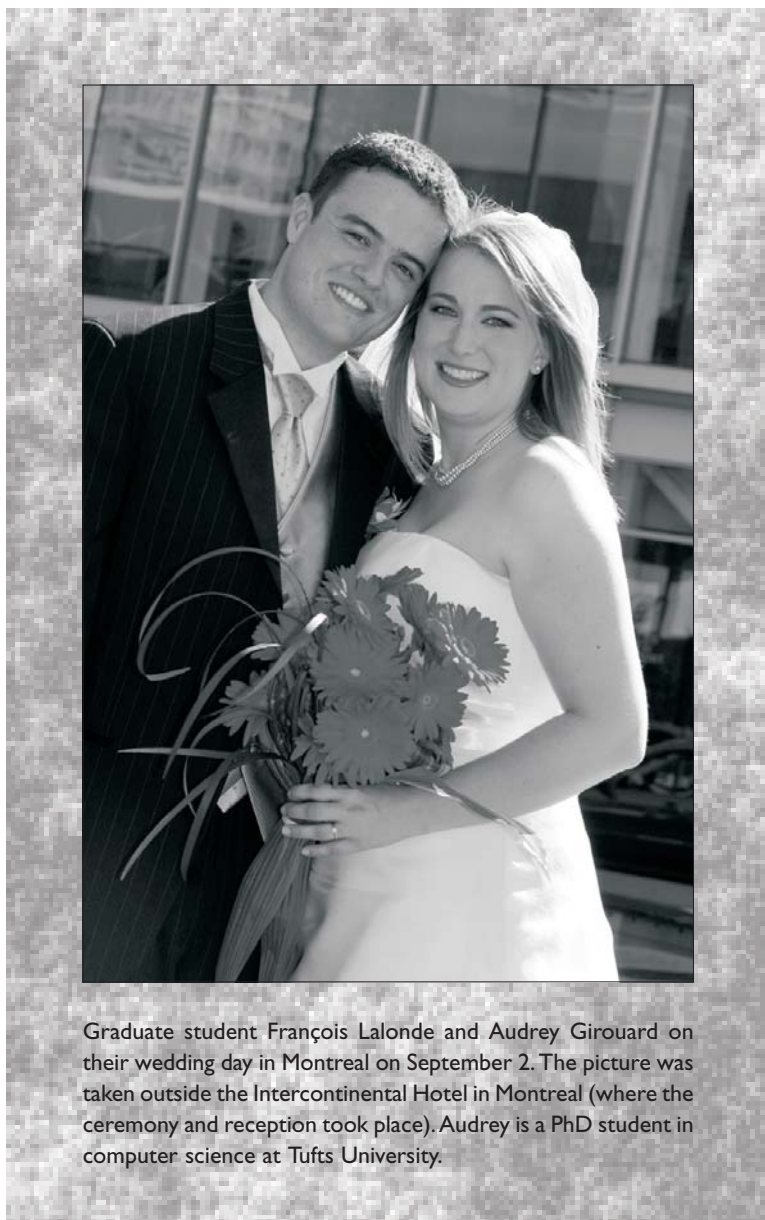
Treasurer, a leaky, tired old ship that returned her to Virginia before overturning and sinking in a creek off the James River. Angela appeared on the 1625 muster list as one of four “servants” laboring on the estate of Captain William Pierce at “James Cittie,” the main town of Virginia, helping to raise cattle and pigs and perhaps performing some personal services.

Angela’s experience was typical of many Central Africans arriving in the emerging Dutch and English settlements in the first decades of the seventeenth century. During the early years of the English and Dutch colonies, the Africans who formed part of the laboring class arrived largely as a result of piracy on the high seas, as the English and Dutch attempted to wrest the Atlantic commerce and territories in the Americas from Catholic Spain and Portugal. For the Protestant aggressors, successful settlement in their own colonies was achieved by taking land that Catholic Spain and Portugal had nominal and real claims to since the mid-sixteenth century and capturing Africans that merchants from these nations had acquired as slaves for their colonies.

Like Angela, the overwhelming majority of the Africans who are identified in the records, and who became the founding generation of Afro-American populations in the English- and Dutch-speaking world of the seventeenth century, came from West Central Africa. Whether they supported the privateering war against Spain or not, both English and Dutch colonists benefited from the African captives that privateers supplied. Before the English and Dutch developed a regular slave trade with Africa, privateers preying on Portuguese shipping were their sole suppliers of African labor. ♦

Memorial Service

A memorial service for Professor John Gagliardo will be held on Wednesday, October 10, at 4 p.m. in Marsh Chapel, followed by a reception.



Graduate student François Lalonde and Audrey Girouard on their wedding day in Montreal on September 2. The picture was taken outside the Intercontinental Hotel in Montreal (where the ceremony and reception took place). Audrey is a PhD student in computer science at Tufts University.

September Graduates

The following students received the BA in history in September:

- Andysheh Ali Dadsetan (Double Major in International Relations)
- Danielle Renée Fritz *cum Laude*
- Madeline Elaine Hedges (Minor in Sociology) *cum Laude*
- Molly Mee Hee McInerney
- Sean Patrick O’Brien
- Shannon Elise Tokarz (Double Major in International Relations)
- Regine Vital (Double Major in English)
- Ari S. Wartanian (Double Major in Political Science)



European Studies Seminars

Under the leadership of Professor James Johnson, the European Studies Seminars have resumed for the 2007-08 academic year. All events will be held in Room 304 at 226 Bay State Road and are open to all faculty and students.

- ∞ September 18
Jonathan Ribner of the Art History Department: "Cross-Channel Perspectives on Christianity and Science"
- ∞ October 2
Thomas Glick of the History Department: "The Economic Culture of Shtetl Jews in Romania, 1907-1914"
- ∞ October 16
James Schmidt of the History and Political Science Departments: "Misunderstanding the Question 'What Is Enlightenment?'"
Franco Venturi, Jürgen Habermas, and Michel Foucault"
- ∞ October 30
Chandler Rosenberger of the International Relations Department: "Vaclav Havel: The Promise and Pitfalls of a 'Dissident Mind'"
- ∞ November 13
Jeffrey Mehlman of the Romance Studies Department: "Benjamin/Baudelaire/Freud"
- ∞ November 27
Sofia Perez of the Political Science Department: "The Politics of Immigration in Europe"
- ∞ December 11
Abigail Gillman of the Modern Languages and Comparative Literature Department: "The German Jewish Bible, 780-1937"

American political history search begins

The department has advertised for a replacement for Professor Julian Zelizer, who has moved to a new position at Princeton University. Applicants at all levels (assistant, associate, or full professor) will be considered. The text of the advertisement is as follows:

The History Department at Boston University seeks outstanding candidates for a rank open position in 20th-century American political history (pending budgetary approval). The successful candidate will present a distinguished record of scholarship and teaching in the field, including the ability to direct doctoral students and to take a leadership role in the Institute for American Political History and the Boston University-Clare College, Cambridge University exchange program. Send letter of application, c.v., and three letters of recommendation to Professor Bruce Schulman, Search Committee Chair, History Department, 226 Bay State Road, Boston, MA 02215. Review of applications will begin immediately and will continue until the position is filled. Boston University is an Affirmative Action/Equal Opportunity Employer.

Andrew Bacevich to deliver University Lecture

As was announced last month, Andrew Bacevich, Professor of History and International Relations, has been selected to deliver the 2007 University Lecture. The event takes place on Tuesday, October 9, at 6:30 p.m. in the Tsai Performance Center, 685 Commonwealth Avenue.

Professor Bacevich's topic is "Illusions of Managing History: The Enduring Relevance of Reinhold Niebuhr."

The event is open to the Boston University community.

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Nina Silber promotion announced

At the beginning of September, the Board of Trustees approved the promotion of Nina Silber to the rank of Professor.

Professor Silber received her BA, MA, and PhD from the University of California at Berkeley, the doctorate in 1989. She came to Boston University as assistant professor in 1990 (in the only faculty search distinguished—although Professor Silber would undoubtedly select a different word—by the fact that the candidates stayed in a faculty member’s home). In addition to several edited works, she has published two monographs: *The Romance of Reunion: Northerners and the South, 1865-1900* (University of North Carolina Press, 1993) and *Daughters of the Union: Northern Women Fight the Civil War* (Harvard University Press, 2005).

Her current research project is entitled “Slavery and the American Imagination, 1920-1954,” a book-length study examining the various and changing ways in which white and black Americans thought about the slave past in the mid-twentieth century.

The department congratulates Professor Silber on this promotion.

