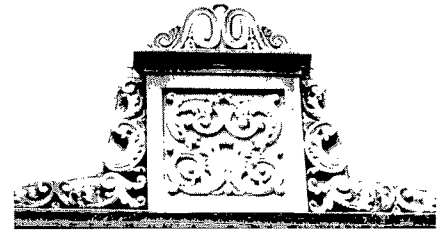


NEWS

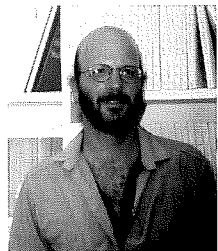


of the History Department at Boston University

February 2000

Mariano Plotkin to leave Boston University

Assistant Professor Mariano Plotkin, who also holds the title of Research Associate at the Institute for the Study of Economic Culture (ISEC), has resigned his position at Boston University effective at the end of this coming summer (he will still teach the Latin American history course already scheduled for Summer Term). He is now in his second year of teaching at BU.



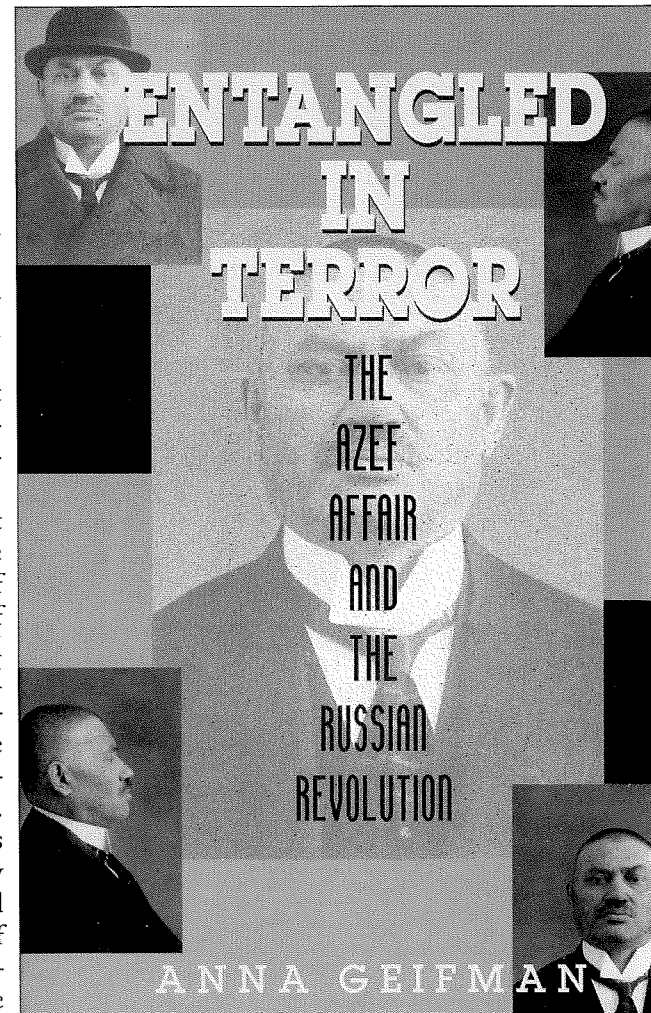
Plotkin has accepted a position with New York University's newly founded site in Buenos Aires. He will organize and coordinate the entire project; his position will include research and a small amount of teaching.

Meanwhile ISEC's director Peter Berger and History Department chairman William Keylor got administrative approval to begin a search for Plotkin's replacement. Because the time for a search is brief (the deadline has been set for March 1), most of the advertising will be accomplished through the Web and word of mouth (though a printed ad will appear in the *Chronicle of Higher Education*). The members of the search committee are Professors Thomas Glick, Marilyn Halter (chair), and Scott Palmer (of Political Science). ♦

Anna Geifman's new book on Russian "master spy" is published

In January, Scholarly Resources published Professor Anna Geifman's latest book, *Entangled in Terror*, about the Russian Revolution. We are pleased to reprint sections of the Introduction:

With the 1905-1907 countrywide revolt at an end, Christmas of 1908 did not promise much international publicity for Russia, Tsar Nicholas II, or the daredevils who had sought to overthrow him by violent action. The 1905 revolution had already wound down. Launched largely as a constitutional movement of the educated elites, it quickly degenerated into a bacchanalia of brutality that took the form of mass peasant uprisings and workers' strikes, military and naval mutinies, pogroms, armed demonstrations, student protests, and—the most extreme and sanguinary manifestation of Russian radicalism—a myriad of terrorist acts. Yet, having caused enormous physical, moral, and spiritual devastation, the insurrection eventually succumbed to the proportionately ferocious repressions of the imperial government. The acute crisis, an ominous symptom of both the unhealthy state of Russia's internal life and the deep sociocultural trauma of its Silver Age, was now in the domain of history, having bled the



country and leaving it with little sense of political destiny. Disappointment and the rejection of radical ideals and practices now seemed to dominate Russia's stagnant recuperation from the revolutionary turmoil, and the West could hardly have expected a new outburst of political passion in this disillusioned country. Then, in the winter of 1908-09, a bombshell exploded, but this time not in the form of social upheaval. The new assault on Russian public life resounded as a great political scandal associated with the secret life of a single man.

Newspaper headlines introduced Evno Filipovich Azef to the world as a "twentieth-century Judas," and, since this initiation to the most notorious villains' club, for the entire century his name has remained in the Russian tradition as a common noun and a synonym for shameless duplicity, unscrupulous perfidy, and criminal provocation. It entered the lexicon of every educated Russian as a symbol for falseness, corruption, and readiness to betray friends and enemies alike for personal profit. Novelists, playwrights, and poets used Azef's name (and a derogatory neologism derived from it—Azefshchina) to condemn the baseness of human nature. His life became a parable, and his image was employed to depict such wonders of nature as "the night, tenebrous like Azef." In Germany in 1935 an adulated movie star of the Third Reich, Olga Chekhov (Tschechowa)—niece of Russia's most celebrated playwright—played a part in the movie called *Provocateur Azef*. The main character appeared as an ideal candidate to resurrect the notion of a classic "vile character" of the Shakespearean theater: "Azef is a sophisticated villain.... In contrast to him, Iago is a baby." Contemporaries noted in surprise that in certain people the Azef affair even elicited a perverse feeling of national pride. Many Russian nationals in Europe appeared quite pleased with all of the publicity and fanfare that the scandal begot, and their elated faces in Parisian cafes seemed to be saying "We, Russians, showed those Europeans, didn't we?" For decades, Azef's reputation was such that, in comparison, even

"Judas was a child and a puppy," and in many eyes he was indeed none other than a "demon" or the "devil incarnate."

Remarkable as it was, Azef's enduring reputation has always been of a scandalous nature. No other controversy surrounding a single person associated with the radicals' struggle against the government of the last Russian tsar elicited such heated debate and incandescence of passion in the years prior to the collapse of the imperial regime in 1917. Still surrounded by mystery, Azef remains one of the most obscure figures in Russia's political history and is certainly the most enigmatic personality in the country's revolutionary movement.

* * * * *

Azef left no memoirs, and what biographer would not lament this lacuna in the information about the character under investigation, and the lack of the potential key to his self-perception? On the bright side, the accretion of previously inaccessible sources—historical, psychological, and literary—by itself warrants a fresh look at the extraordinary life of Russia's master spy. We may never be entirely sure about certain details relevant to Azef's formative years, and, admittedly, parts of this book—particularly those that seek to scrutinize the development of his personality—are speculative. In these sections, far from professing an axiom or making a definitive statement, the author aspires to introduce an original and illuminating hypothesis about Azef's psychological profile.

This biography's primary objectives are thus to delineate the spy's discernible image and to reconstruct his extraordinary life of deceit, cruelty, and fear. As if to compensate for some speculative interpretations, as well as for the decreased heat and urgency in today's writing about Russian revolutionaries, the secret police, and terror, the greater temporal distance liberates the historian from many obsolete passions and prejudices. It calls for recompense for the flaws in the tale of the Azef affair, which has never been fully unraveled, leaving ample opportunity for rumor, legend, and historical distortion. ♦

Department chairman search moves forward

Last fall a search for a History Department chairman from outside the university began. Departmental members of the search committee are Professors Robert Dallek (who chairs the search), James Johnson, Fred Leventhal, and James McCann. In late January the committee began planning the visits to campus of finalists. As of the closing date for this issue of the newsletter, the only announced visit (February 1-2) was of Douglas Brinkley, Professor of History and Director of the Eisenhower Center for American Studies at the University of New Orleans. Brinkley's recent work has been on President Jimmy Carter. A recap of this visit will be printed in the March newsletter.

Those interested in this search may contact the department office for information on additional finalists. ♦

Computer Hints

Those who have computers both in their office and at home frequently express frustration at "synchronizing" the two machines: You worked on a document at BU all day, then had to copy it onto a diskette, take the floppy home, and copy the file to your home computer—only to discover that the diskette was damaged in transit (it happens much more often than people suspect). One possible solution to the dilemma has come to light (thanks to Prof. Betty Anderson's browsing on the Web): Go to www.xdrive.com. This site provides 25MB of free storage space (more is available for a fee). So you can copy that file from your office computer to *xdrive*, go home, log into the Internet, and retrieve the file from *xdrive*. The storage space can also be used for backup purposes (for example, to save a copy of a crucial file); it would be easier than using a stack of diskettes for that all-too-neglected backup function.

Want to let students know that a class must be canceled or that an assignment has been changed or...? It's easy to e-mail the entire class from the BU Web Link (I did it when a snowstorm canceled classes). See me for instructions.

James Dutton

Oxford publishes documentary history by Jill Lepore

In January, Oxford University Press published Professor Jill Lepore's *Encounters in the New World*. This collection of primary sources, spanning the years from 1492 to 1789, includes eyewitness accounts (such as memoirs, diaries, captivity narratives, and private correspondence) as well as official reports, formal documents, and journalistic reportage; there is also a collection of maps. Professor Lepore has written the commentary linking the documents into a narrative. The work is part of the "Pages from History" series. Below we reprint a section of Lepore's commentary:

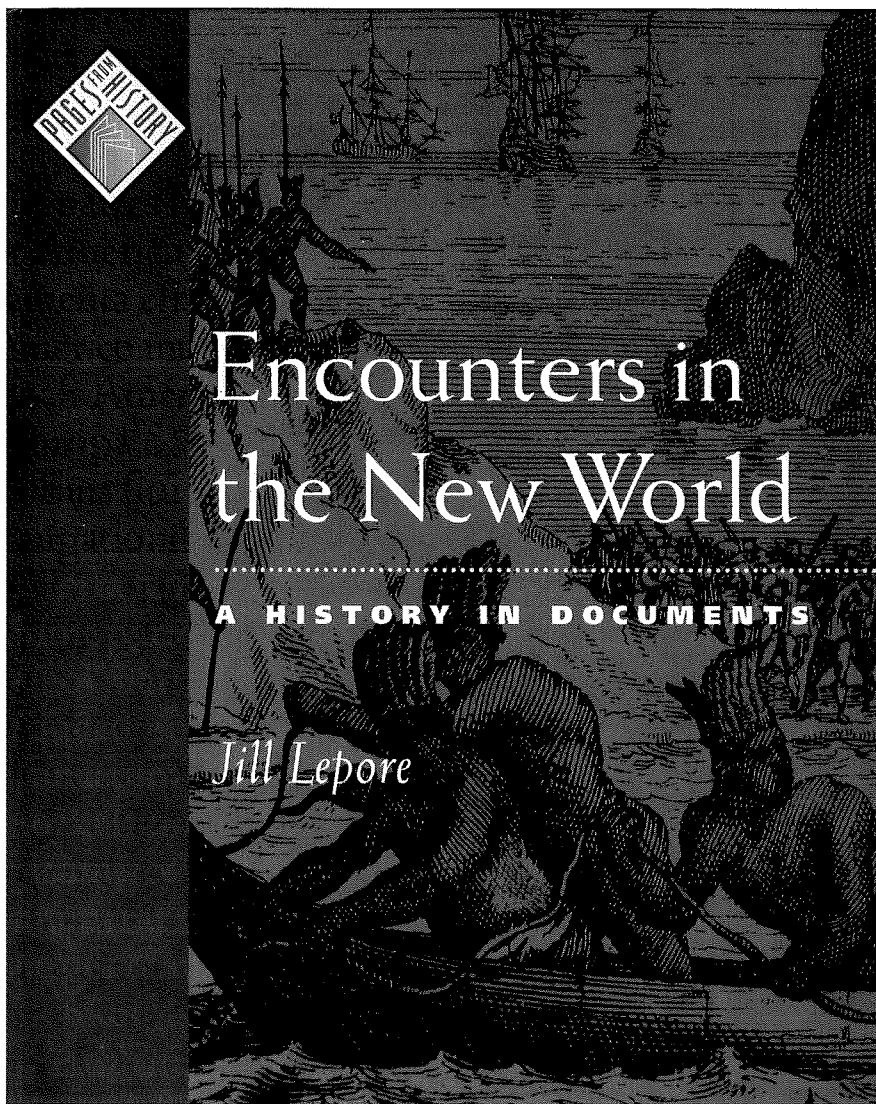
In 1503, the report Amerigo Vespucci sent to Florence was so fascinating that it was soon published as a book called *Mundus Novus*—the New World. By 1529, *Mundus Novus* had been translated into eight languages and printed in 60 separate editions. (It was so widely read, especially in Germany, that a German map maker, Martin Waldseemüller, decided to name the "new world" after its most popular chronicler: in 1507, Waldseemüller engraved a map on which he labeled the new lands "America"—and the name stuck.) Because Vespucci was a prolific writer and because he lived in an age and in a place where writing could be rapidly duplicated (thanks to the invention of a printing press with movable type) historians interested in studying Vespucci can pore over pages and pages of original documents to learn about what he thought and did. Libraries all over the world own copies of *Mundus Novus* and many other important documents from Vespucci's lifetime—letters, portraits, engravings, maps—have survived in historical archives.

Meanwhile, the people Vespucci and other Europeans met in the Americas

have left many fewer written documents. Only three Native American cultures—the Aztecs, the Mayans, and the Incas—had their own writing systems and, tragically, European invaders destroyed many of these cultures' written and cultural artifacts. As a result, precious few documents written by Indians themselves survive today, especially from the period before 1700. To understand how Indians thought and acted, historians often have to rely on accounts written, not by Indians, but by Europeans. In other words, to understand the people Vespucci met, we read, not their own accounts (since none exist), but Vespucci's. What this amounts to, of course, is hearing only one side of the argument (and, often enough, hearing it from someone who has little or no understanding or sympathy for the other side). The possibilities for misrepresentation in European documents about Native Americans or Africans are very great. European writers, like most storytellers, often exaggerated. So when Vespucci writes, "they live one hundred and fifty years," we must be suspicious. And, since Vespucci did not know the language spoken by the Indians he met, when he claims "They live together without king, without government, and each is his own master," we must wonder how he knows.

To see just how distorted a picture men like Vespucci may have painted of native life, take a look at this description—written, not by a European explorer during the age of encounters, but by a historian writing in the 1980s:

Not long after, they took me to one of their great Councils, where many of the generalities were gathered in greater number than ever I had seen before. And they being assembled about a great field of open grass, a score of their greatest men ran out upon the field, adorned each in brightly hued jackets and breeches, with letters cunningly woven upon their Chestes, and wearing hats upon their heads, of a sort I know not what. One of their chiefs stood in the midst and would at his pleasure hurl a white ball at another chief, whose attire was of a different colour, and whether by chance



or artifice I know not the ball flew exceeding close to the man yet never injured him, but sometimes he would strike at it with a wooden club and so giving it a hard blow would throw down his club and run away. Such actions proceeded in like manner at length too tedious to mention, but the generalitie waxed wroth, with greate groaning and shouting, and seemed withall much pleased.

What is the writer describing? A Native American religious ritual? A scene of ceremonial torture? Read the account more closely. Does anything sound familiar?

Although this account is modeled after the writing style of an important seventeenth-century English colonist, Captain John Smith (of Pocahontas fame), it was not written by Smith, nor does it describe seventeenth-century Algonquian Indians in Virginia. Instead, this description was written by a present-day historian trying to imagine how John Smith would describe a baseball game between the Boston Red Sox and the New York Yankees! Someone who knew nothing about baseball, and who did not know the language of the players and spectators, might indeed have written a similarly confused account of a game at Fenway Park. (It doesn't even mention who won!) When reading documents written by Europeans about Native Americans or Africans, remember that what a European writer describes as "striking at a white ball with a wooden club" might really be "grounding out to shortstop."

NEWS

of the History Department at Boston University

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Editor: James T. Dutton, Department Administrator

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

New library journal databases and other acquisitions at Mugar

BY DONALD ALTSCHILLER
HISTORY BIBLIOGRAPHER

To paraphrase Heraclitus, you can't stand in the same Mugar Library twice. The library is in constant flux, and a visit—or even a virtual visit—reveals important changes. Only in the past few weeks, access to back issues of scholarly journals has increased substantially.

The library now subscribes to JSTOR, an electronic archive of journals in the social sciences and humanities. If your work or home computer is connected to the BU domain, this database, available on the World Wide Web (<http://www.jstor.org/cgi-bin/jstor/listjournal>), combines easily read page images for display and printing with a linked text file for full-text searches of major scholarly journals. History titles in JSTOR include:

- *American Historical Review* 1895-1994
- *American Quarterly* 1949-1995
- *Eighteenth-Century Studies* 1967-1995
- *Journal of American History* 1914-1994
- *Journal of Economic History* 1941-1994
- *Journal of Military History* 1937-1996
- *Journal of Modern History* 1929-1994
- *Journal of Negro History* 1916-1996
- *Journal of Southern History* 1935-1994
- *Journal of the History of Ideas* 1940-1995
- *Renaissance Quarterly* 1948-1996
- *Reviews in American History* 1973-1994
- *Speculum: A Journal of Mediaeval Studies* 1926-1994
- *Studies in the Renaissance* 1954-1974
- *William and Mary Quarterly* 1892-1994

For some time, the Library has also subscribed to Project Muse, a full-text database of Johns Hopkins University

journals. Recently, this database has expanded and includes journals from other university presses, including Duke, MIT, Oxford, and Penn State among other publishers. The following history titles are now available to the BU community (<http://muse.jhu.edu/journals/subject/history.html>). The full text of most of these journals is available only since the early 1990s—just click on the specific title for further information.

- *Bulletin of the History of Medicine*
- *Eighteenth-Century Life*
- *Eighteenth-Century Studies*
- *Ethnohistory*
- *French Historical Studies*
- *Hispanic American Historical Review*
- *History & Memory*
- *History of Political Economy*
- *Journal of Interdisciplinary History*
- *Journal of Medieval and Early Modern Studies*
- *Journal of Policy History*
- *Journal of the History of Ideas*
- *Journal of the History of Medicine and Allied Sciences*
- *Journal of Women's History*
- *Journal of World History*
- *Late Imperial China*
- *Reviews in American History*
- *Social Science History*
- *Victorian Studies*

Please note: While both Project Muse and JSTOR will provide additional access via computer to these journals, **the library still owns many of these titles in both print and/or microfilm.** In the case of JSTOR, the print holdings often span a larger time period. Please check our library catalog to find out full holdings information for individual titles.

Finally, with the support of a grant from the BU Humanities Foundation, the Library recently acquired the *American National Biography*, a 24-volume set published under the auspices of the American Council of Learned Societies. Professors Regina Blaszczyk, Joseph Boskin, Saul Engelbourg, and Nina Silber are contributors to this distinguished reference work.

History in Venice This Summer



The Department of History and the International Programs Office will jointly offer "The Venetian Republic: Politics and Culture of the Serenissima" May 29-July 14 in Padua and Venice, Italy. This course, taught by Professor James Johnson and offering upper-division history credit, covers the rich history of Venice from its origins in Late Antiquity to the fall of the Republic in the Napoleonic era.

Students will live in the ancient university city of Padua, with class time evenly divided between classroom lectures and walking lecture-tours of Venice led by Professor Johnson. Sites studied will include the city's original tenth-century cathedral on the remote island of Torcello, the Basilica of San Marco, the Doge's Palace, selected Byzantine and Gothic palazzi, the Jewish ghetto and its synagogues, and the cemetery island of San Michele.

The course can be paired with either an upper-division class in Venetian Art and Architecture (also taught in English) or intensive Italian. Enrollment is limited, with a March 15 application deadline. For more information contact the International Programs Office (232 Bay State Road) or Professor Johnson (353-2554/jhj@bu.edu).

Two candidates begin long trek to tenure

Assistant Professors Regina Blaszczyk and Jill Lepore will be reviewed for promotion to the rank of associate professor with tenure during the 2000-01 academic year, a fact that means the process has already begun. In December the department sent letters to senior scholars in the fields of the two candidates requesting an evaluation of their scholarship; students will also be asked to review the teaching of the two assistant professors. Meanwhile the candidates are gathering their publications and teaching materials and organizing them so that the department staff can photocopy them and put them in binders for the various reviews that take place in the process. The department will vote on the two candidates in early May, after which fifteen copies of the tenure application (with all the collected letters and a chairman's report) are prepared for the Dean's office. The College-level review takes place early in the fall of 2000, followed by a review by a University committee on tenure, then the Provost, then the President, and ultimately the Board of Trustees. The final decision is due by the end of summer 2001—though in recent years it has been made long before that deadline.

International History Institute activities for spring semester

IHI Study Group meetings, 152 Bay State Road. For advance copies of the papers being presented, contact ibi@bu.edu.

- "The Peru/Ecuador Border Dispute and its Resolution," Professor David Scott Palmer, February 28.
- "Oil Politics and Foreign Policy," Professor Irene Gendzier, March 27.
- "Chinese Foreign Policy under Mao and Deng: A Comparative Study," Sijin Cheng, April 24.

IHI Guest Lecturer and "Vintage History" Series

- "Joyous Greetings: The First International Women's Movement, 1830-1860," Professor Bonnie Anderson, City University of New York, March 24, location to be announced. Later in the day she will inaugurate the "Vintage History" series of historical conversation among interested faculty and graduate students.
- First Annual IHI Lecture/Stone Lecture, Professor John L. Gaddis, Yale University. Date and time to be announced.

THE HISTORICAL SOCIETY

PRELIMINARY NATIONAL CONFERENCE PROGRAM

JUNE 1-3, 2000

Boston University

PROGRAM CO-CHAIRS

Paul A. Rahe, University of Tulsa
Miriam Levin, Case Western Reserve University

The principal sessions are listed below; for a full schedule, including the times of sessions, or for more information on The Historical Society, call its office at 617-358-0260.

THURSDAY, JUNE 1

☛ Plenary Session: "The Origins of the Revolutionary Impulse"

Moderator: Bernard Bailyn, Harvard University

Presenter: Martin Malia, University of California at Berkeley

Respondents: Clifford Orwin, University of Toronto; Bernard Yack, University of Wisconsin, Madison

☛ Christopher Lasch Lecture

Introduction: Eugene D. Genovese, President, The Historical Society

Lecture: Robert Fogel, University of Chicago

FRIDAY, JUNE 2: "NEW PERSPECTIVES ON REVOLUTION IN HISTORY"

☛ Anticipations of the Revolutionary Impulse: The Reformation

Moderator: Megan Armstrong, University of Utah

Presenters: Robert M. Kingdon, University of Wisconsin, Madison; John Witte, Jr., Emory University

Respondents: Phillip M. Soergel, Arizona State University; Steven Ozment, Harvard University

☛ The French Revolution in World-Historical Perspective

Moderator: Patrice Higonnet, Harvard University

Presenters: Daniel Gordon, University of Massachusetts at Amherst; Dale K. Van Kley, Ohio State University

Respondent: Michael A. Mosher, University of Tulsa

☛ Revolutionary Warfare

Moderator: Kenneth Greenberg, Suffolk University

Presenters: David Hunt, University of Massachusetts at Boston; Karen Fields, Independent Scholar; Anne J. Bailey, Georgia College and State University

☛ The English Revolution in World-Historical Perspective

Moderator: Harvey C. Mansfield, Harvard University

Presenters: Joyce Lee Malcolm, Bentley College; Blair Worden, University of Sussex

Respondent: Jack Goldstone, University of California, Davis

☛ Revolution in Latin America

Moderator: Robert Paquette, Hamilton College

Presenters: Lester D. Langley, University of Georgia; John Womack, Harvard University

Respondent: Mariano Plotkin, Boston University

☛ The German Problem in Revolutionary Perspective

Presenters: David E. Barclay, Kalamazoo College; James M. Brophy, University of Delaware

Respondent: Theodore S. Hamerow, University of Wisconsin, Madison

☛ The Revolutionary Intellectual

Presenters: Daniel J. Mahoney, Assumption College; Ralph Hancock, Brigham Young University

Respondents: Victor Gourevitch, Wesleyan University; Kimberley Kosman, Boston College

☛ The American Revolution in World-Historical Perspective

Moderator: Robert Cottrol, George Washington University

Presenters: Melvin Yazawa, University of New Mexico; Peter S. Onuf, University of Virginia

Respondent: Charles R. Kesler, Claremont McKenna College

☛ The Russian Revolution in World-Historical Perspective

Moderator: Lynne Viola, University of Toronto

Presenter: Sheila Fitzpatrick, University of Chicago

Respondent: Julius H. Grey, McGill University

sity

☛ International Relations in a Time of Revolution

Moderator: William R. Keylor, Boston University

Presenters: Fernande Scheid, Yale University; Michael Carley, University of Akron

Respondent: Christopher Jespersen, Clark Atlanta University

☛ Plenary Session: "Has the Revolutionary Impulse Run Its Course?"

Moderator: Paul A. Rahe, University of Tulsa

Presenters: Stanley Rosen, Boston University; Elizabeth Fox-Genovese, Emory University

Respondent: Sean Wilentz, Princeton University

SATURDAY JUNE 3

☛ Plenary Session: "The New Cultural History: An Assessment"

Moderator, Miriam Levin, Case Western Reserve University

Presenters: Rochelle Gurstein, Bard Graduate Center; Russell Jacoby, University of California, Los Angeles

Respondent: Jonathan Arac, University of Pittsburgh

☛ Plenary Session: "Bringing History Back In: Reconstruction in Modern and Post-modern American History"

Moderator: David L. Carlton, Vanderbilt University

Presenters: Richard Schneirov, Indiana State University; James Livingston, Rutgers University; Martin J. Sklar, Bucknell University

☛ Incorporating New Narratives: Revising or Rewriting American History?

Moderator: Douglas Ambrose, Hamilton College

Charles T. Banner-Haley, Colgate University; Christine Stolba, Independent Scholar; Don Avery, Harford Community College; Jim Farmer, University of South Carolina

☛ Do Empires Unite? A Dialogue Between a Student of World History and a Student of Western Civilization

Presenters: Barry S. Strauss, Cornell University; Pamela K. Crossley, Dartmouth College

See CONFERENCE, page 8

Course materials on the Web: a better way

BY BETTY ANDERSON
ASSISTANT PROFESSOR OF HISTORY

In my continuing quest to delve into every computer niche on campus and in the service of the History Department, I have recently tackled a program called CourseInfo, the other courseware program available at Boston University. In the article I wrote for the December newsletter, I detailed the pros and cons of WebCT. I now propose to do the same for this new program and also explain the ways in which I use the Web in my classroom. I am also thinking of putting together a demonstration of these programs and/or a short manual. If anyone is interested, please contact me and I will organize these later on in the semester.

On the pro side, my first comment about CourseInfo is that it is much easier to use than WebCT and should present to the new user a simple way to enter the Web world. While I struggled for hours to conquer the most rudimentary elements of WebCT, I was able to post my syllabus and some documents within only a few minutes using CourseInfo. What I like about the program is its intuitiveness. In other words, without reading the manual, I could understand how to navigate the site and add my documents. (To sign up for a Web page, go to <http://courseinfo.bu.edu> and follow the instructions for adding a course.)

CourseInfo provides professors with all the programs they might need in the classroom. As with WebCT, the program allows them to post documents, syllabi, images, and announcements. Professors may also send an e-mail to every student registered for the class, generate a report of usage (by student name), update a calendar, and post information to a bulletin board. It is also clear that students have a designated area in which they can post their own

Web pages and announcements. The entry point for these functions is the Control Panel button located on the home page of the site. From there, the different elements of the program are listed in easily understood language.

It is easy to post documents on the site—an ease that brings up the copyright issue. Generally, schools have followed the policy that copyrighted material may be posted to a Web site if it has a password and only the students in a given class have access to it. However, this is not a hard-and-fast rule and most schools are still working out the details as the technology changes. When I post images to my site, I include a source citation with every image. It lies with the professor to decide the best way to remain within the law.

One problem with CourseInfo—

I was able to post my syllabus and some documents within only a few minutes using CourseInfo.

though not one presenting a formidable obstacle to a new user of the Web—that I (as well as Professor Barbara Diefendorf, who uses the program) have encountered is accessibility by the students. When a professor sets up a site, he/she has to upload the names of the registered students using the Web Link process. The students then use their e-mail usernames (i.e. if the e-mail address is *astudent@bu.edu*, the username is *astudent*) and student ID numbers as the username and password for the site. This process has not worked as well as one might hope; the problem is being investigated.

I thought it might be helpful if I provided some examples of the kinds of information I post to my sites every semester as I gave only a brief description of this in my last article. As a matter of course, I post my syllabus every semester. In my lecture classes, I then divide

up the course documents by week. Within each week's folder, in World History, for example, the students will see the outline of terms (passed out in class as well) and all the images and maps I showed in class. Since the time in class does not permit me to show all the images and maps I have for a certain topic, I also post any additional ones I have archived. The first week of this semester I talked about the origins of European exploration in the 15th century and so included maps of Indian Ocean trading circuits prior to this date and also supplied images comparing ships used by the Arabs, the Chinese, and the Europeans. In this way, I illustrated how the Europeans moved into firmly established trading networks, but did so with superior naval technology. My goal in utilizing these images in the classroom and then on the Web is to show a more three-dimensional construction of the many cultures we will encounter over the next few months. In the second week, I handed out a guide to the map quiz and then posted three world maps on the Web that would never have appeared clear enough on a photocopied sheet. In this way, the students can find the relevant countries and capitals easily. Because of the large number of students I have, I also plan to post any announcements that might arise, including new books on reserve or additional office hours prior to exams (I could send an e-mail to all of them simultaneously). I may also post the addresses of Web pages I want my students to visit. I have discovered that if I tell the students an address, many of them will get it wrong or type it incorrectly in the computer. When it is provided on the Web page, they just need to click on it.

For my seminar class, I do not plan to show as many images because the discussion format does not facilitate it. However, I am requiring that all my students give a historical presentation this semester. I want them not only to analyze the important events in the Middle East but also to provide the class with relevant images, requiring them, in effect, to put together the same sort of lecture and discussion I do every week. In this way, students will

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see that maps and images of all kinds can also serve as historical and analytical tools. Each week, I will post the information the students have compiled so that their colleagues can access it as they write their papers and think about the discussions we have in class.

The Web certainly provides both advantages and disadvantages for professors. Obviously, the technological possibilities of the Web can enhance the classroom experience, if used judiciously. However, the time required to set up these programs can seem daunting. I always advise people to think about the goals they have for using the Web and then work slowly toward them, in order to utilize the tools as effectively as possible. In this way, that difficult balance between the time required and the information learned will not be as hard to achieve.

Both Professors Anderson and Diefendorf will be happy to show interested faculty members what they have done on their course Web sites. As Professor Anderson says in her article, the department will hold a training session for using CourseInfo later this spring.

James Dutton

Symposium on South Africa

Graduate student Peter Alegi will be a participant in a session on "Apartheid and Its Aftermath: The Playing Fields of South Africa" on Thursday, February 10, 7:30 p.m. Sponsored by the Education for Public Inquiry and International Citizenship (EPIIC) program at Tufts University, the session is part of the international symposium, "Global Games: Sports, Politics, and Society," taking place February 9-13 on the Medford campus.

Participants in the session are as follows:

Peter Alegi, former sports instructor and soccer coach, Khayelitsha Township, Capetown, South Africa; author of "A History of Soccer in South Africa, 1910-1976"; resident scholar, EPIIC 1999-2000.

Ketra Armstrong, The Ohio State University

Bruce Kidd, University of Toronto

Charles Korr, University of Missouri, St. Louis

Richard Lapchick, Northeastern University

Andre Odendaal, Robben Island Museum, South Africa

For a complete list of participants, as well as a detailed program schedule see www.epiic.com/events/sympos.html or call 617-627-3451 or -3314.

CONFERENCE (cont. from page 6)

lege

◆ The American Experiment

Moderator: Pauline Maier, Massachusetts Institute of Technology

Presenters: Richard Samuelson, University of Virginia; Christopher Beneke, Northwestern University

Respondent: Gordon S. Wood, Brown University

◆ The Vietnam War Revisited

Moderator: Paul Lyons, Richard Stockton College

Presenter: Michael Lind, New American Foundation

Respondents: Robert W. Kagan, The Carnegie Endowment for Peace; Benjamin Schwarz, Contributing Editor, *The Atlantic Monthly*

◆ Graduate Students and New PhDs: Entering the Classroom

Moderator: Mark Charles Fissel, Augusta State University

Presenters: David J. Ulbrich, Kansas State University; Diane Renee Tuinstra, Kansas State University; Paul B. Hatley, Rogers State University