

# Passport

*The Newsletter of the Society for Historians of American Foreign Relations*

Volume 37, Issue 3, December 2006



## Inside...

Teaching with Original Documents  
Conducting Research in Zambia  
Resources at the Truman Library

...and much more!



# Passport

## The Newsletter of the Society for Historians of American Foreign Relations

### Editorial Office:

Mershon Center for International Security Studies  
1501 Neil Avenue  
Columbus OH 43201  
passport@osu.edu  
614-292-1681 (phone)  
614-292-2407 (fax)

### Executive Director

Peter L. Hahn, The Ohio State University

### Editor

Mitchell Lerner, The Ohio State University-Newark

### Production Editor

Julie Rojewski

### Editorial Assistant

Brian Kennedy, The Ohio State University

### Cover Photo

*Elvis Presley Pays President Richard Nixon a Visit.*  
*Image courtesy of the National Archives.*

### Editorial Advisory Board and Terms of Appointment:

Nicholas Evan Sarantakes, Texas A&M University--Commerce (2003-2006)  
Carol Anderson, University of Missouri--Columbia (2005-2007)  
Douglas Little, Clark University (2006-2008)

*Passport* is published three times per year (April, August, December), by the Society for Historians of American Foreign Relations, and is distributed to all members of the Society. Submissions should be sent to the attention of the editor, and are acceptable in all formats, although electronic copy by email to passport@osu.edu is preferred. Submissions should follow the guidelines articulated in the *Chicago Manual of Style*. Manuscripts accepted for publication will be edited to conform to *Passport* style, space limitations, and other requirements. The author is responsible for accuracy and for obtaining all permissions necessary for publication. Manuscripts will not be returned. Interested advertisers can find relevant information on the web at: <http://www.shafr.org/newsletter/passportrates.htm>, or can contact the editor. The opinions expressed in *Passport* do not necessarily reflect the opinions of SHAFR or of The Ohio State University.

The editors of *Passport* wish to acknowledge the generous support of The Ohio State University, The Ohio State University--Newark, the Mershon Center for International Security Studies, and University College--Dublin.

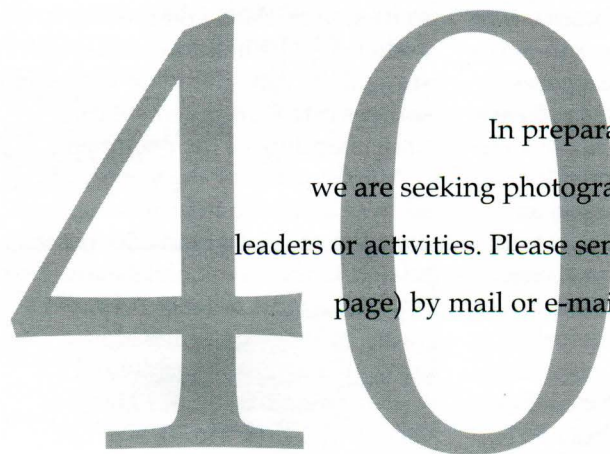
# Passport

The Newsletter of the Society for Historians of American Foreign Relations

Volume 37, Number 3, December 2006

## In This Issue

- 4    Learning by Doing: Teaching the History of U.S. Foreign Relations  
with Original Documents  
Matthew Loayza
- 10   Living, Loving, and Learning in Zambia  
Andy DeRoche
- 13   Foreign Policy and the Truman Administration: Historical Resources  
at the Harry S. Truman Library  
Randy Sowell
- 17   The Diplomatic Pouch
- 31   The Last Word  
Sara Wilson

A large, grey, stylized number '40' is positioned on the left side of the page, partially overlapping the text of the 40th anniversary announcement.

### SHAFR is Turning 40!

In preparation for the 40th anniversary of SHAFR,  
we are seeking photographs that document the founding of SHAFR or its early  
leaders or activities. Please send photos to the SHAFR Business Office (address on opposite  
page) by mail or e-mail attachment to [shafr@osu.edu](mailto:shafr@osu.edu) by January 31, 2007.



# Learning by Doing: Teaching the History of U.S. Foreign Relations with Original Documents

*Matthew Loayza*

**M**y general aversion to surveys is perhaps best likened to Superman's reaction to Kryptonite--initial despair, heroic but ultimately vain escape efforts, followed by sensations of resignation, nausea, and ebbing life force. The 2005 SHAFR survey on teaching proved to be a pleasant exception to this rule. I completed the survey with great interest and looked forward to finding out what other diplomatic historians were doing in the classroom. The efforts of the SHAFR teaching committee augur well for a comprehensive dialogue among scholars of U.S. foreign relations about how to best convey our ideas to our students and encourage them to think critically.

In considering how I might contribute to the emerging discussion, my thoughts turned to my efforts to integrate the study of original historical documents into my undergraduate classes. This essay will discuss the advantages of using document-based assignments, propose some general strategies toward implementing them, and describe some specific exercises to illustrate how the incorporation of active learning strategies through assignments of this kind can both engage student interest and facilitate deeper comprehension of the historical issues under study. By active learning, I refer to pedagogical processes that promote more active engagement with course materials than is possible by simply transmitting knowledge from teacher to student. Although active learning strategies are many and varied, using original documents in the classroom can foster a more precise understanding of what historical study involves, enhance analytical skills, and prompt students to engage course readings actively. This in turn makes for more animated class discussions that invigorate both

students and instructor alike.

Document-based assignments have contributed significantly to greater student enthusiasm, overall grasp of the course materials, and quality of class discussions in all of my courses. Obviously, our courses vary according to our particular specialties, emphases, and methodologies. Hence, the following arguments and remarks are not intended to provide definitive templates but rather to suggest the broad potential of document-based assignments to prompt students to read critically, revisit core assumptions, and ask questions. I will explore some of the broader considerations, opportunities, and potential obstacles that have informed my own decisions in creating lessons and assignments based on original sources.

My pedagogical strategies, particularly for survey-level classes, rest upon the assumption that many incoming freshman enter introductory history surveys with absolutely no idea about what professional historians do. While I am well aware of and applaud the efforts of the many dedicated, talented, and demanding high school teachers whom I have come to know, all too often students come to class on the first day in morbid anticipation of a dull, fifteen-week reprise of their most recent encounter with history -- a tedious exercise in memorizing and forgetting sundry lists of names, dates, and other minutiae. Since it would be an understatement to describe this way of thinking as an impediment to learning, I devote my initial class meetings to introducing students to a richer and more complex understanding of what historical study involves.

Students in my introductory U.S. history surveys begin reading and analyzing primary sources on the first day of class, right after the

obligatory review of the syllabus and course expectations. They work on a brief document-based exercise that introduces them to original historical documents and also serves as an icebreaker. Although I have used several different first-day projects over the past few years, I have recently had positive results using the National Security Archive's "Nixon Meets Elvis" compilation, which documents Elvis Presley's December 1970 visit to the White House.<sup>1</sup> While the historical import of the Nixon/Elvis meeting might pale in comparison to the Yalta conference, it nevertheless has great value as part of an introductory exercise on the study of primary sources. Since the assignment features two widely recognizable figures in Richard M. Nixon and Elvis Presley, the students' initial encounter with primary sources becomes an inviting experience rather than an intimidating one.

The lesson begins with a brief lecture that defines and clarifies the differences between primary and secondary sources. Students then receive handouts that reiterate these differences and highlights some important considerations when scrutinizing primary sources, such as identifying the type of document under review, as well as its source, date, and possible audience. The handout also urges students to consider what additional sources might complement their understanding of the document.

After explaining the variety of sources available to historians, I distribute copies of the documents related to the Nixon/Presley meeting -- most notably Presley's initial letter to the White House and a memo from Presidential Appointments Secretary Dwight Chapin to White House Chief of Staff H. R. Haldeman. Students are directed to read the documents,



discuss them in small groups, and record their observations concerning how Elvis justified his appointment request and why the White House granted the request. The latter question leads students to the Chapin memorandum, which endorsed the idea of a Nixon-Presley meeting. After studying the letter, students begin raising innocuous but important questions about the identities of Chapin and Haldeman. This information is of course crucial to establishing which of the two officials was empowered to decide whether Elvis would see the president.

Since the assignment asks the class to evaluate whether or not Haldeman agreed with Chapin's conclusions, students are eventually drawn to the handwritten comments on the margins of the Chapin memo, which state "you've got to be kidding."<sup>2</sup> In the class discussion that follows the exercise, the nature of these comments sparks questions and debate. Is it Haldeman's handwriting? Is he souring on the entire idea of

an Elvis visit or only on Chapin's specific contention that Elvis Presley exemplified the "bright young people outside of the government" with whom Nixon should associate? These questions often shift discussion to Presley's initial letter to the White House, in which Elvis contends that he could relate to younger Americans in a way that Nixon, branded as a leading establishment figure, could not. After discussion has run its course, I summarize the activity by noting how the class has not only extracted information from a historical document, but also generated their own analysis and questions and presented divergent interpretations of the same evidence. In other words, they have begun to think like historians.

While Elvis's visit to the White House may not qualify as a foreign relations event per se, it nevertheless speaks to themes such as the role of popular culture in American life, the importance of symbolism, and efforts by the state to shape public opinion. This initial assignment thus serves as the genesis of a semester-long dialogue on these themes, during which I expand the number and type of documents under scrutiny and pose increasingly complex questions. Having dispensed with Elvis, the course moves on to explore a variety of topics related to the aforementioned themes, such as George Creel's World War I propaganda campaigns on behalf of the U.S. government, Franklin Roosevelt's decision to create the Office of War Information in 1942, and John Kennedy's conclusion that the symbolism of beating the Soviets to the moon justified the enormous expenditures of the Apollo project.

Document-based assignments play a vital role in redefining history to an undergraduate audience that generally views the historian's main purpose in life as preparing tedious lectures about remote subjects and inflicting them on a captive audience. Lessons based on primary-source analysis can refute this notion by immersing students in the difficulties involved with gathering and interpreting historical evidence, thus facilitating a better grasp of how people create history. Moreover, document-based assignments can help

overcome the revulsion and dread that many freshmen experience when they think about history.

Although critics sometimes allege that active learning strategies by definition consign content to the back burner, there is no need to regard source analysis and content as mutually exclusive terms. Since documents rarely, if ever, speak for themselves, it is essential to provide students with an appropriate degree of historical content and context before asking them to produce an incisive appraisal of a set of historical records. However, after providing my classes with a brief introduction to the topic and documents, I step back and allow students to contemplate the sources without outside direction. During the course of the exercise, I make myself available for questions about the documents and wander about the room to check on the progress of each group. This provides an opportunity to explain context and terms to students otherwise reluctant to speak up in class and ensure that the groups stay on task, while still encouraging students to take the lead in interpreting documents.

Of course, it is not enough simply to distribute copies of the Tenth Federalist at the beginning of class, step back, and wait for students to experience a collective epiphany. Sam Wineburg, a psychologist who has devoted extensive study to historical cognition, has noted that all means of conveying scholarly knowledge, be they lectures, documentaries, or document-based assignments, require creating a representation of the subject matter at hand. Since creating any such representation involves "an act of pedagogical reasoning," successfully incorporating original sources into courses will require devoting considerable thought to what specific issues, concepts, and historiographic debates are going to be explored, selecting documents appropriate to these tasks, and developing assignments that encourage students to interrogate documentary evidence.<sup>3</sup>

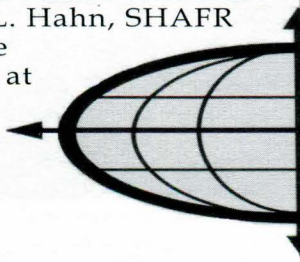
At the risk of stating the obvious, there is no one-size-fits-all approach to integrating original documents into courses. A number of factors should be considered: class enrollments,

## FREE LIST-SHARING FOR JOB ADVERTISEMENTS

SHAFR Council recently decided to provide SHAFR's e-mail and postal mailing lists, free of charge, to any academic department in the world that is running a job search in diplomatic or international history.

SHAFR members are encouraged to notify departmental or search committee chairs of this new program and to encourage them to make use of these mailing lists.

Questions can be addressed to Peter L. Hahn, SHAFR Executive Director, at [shafr@osu.edu](mailto:shafr@osu.edu).





*Alan B. Larkin*

SYMPOSIUM ON THE  
AMERICAN PRESIDENCY

# SELLING WAR IN A MEDIA AGE:

THE PRESIDENCY AND PUBLIC OPINION IN THE AMERICAN CENTURY

\* FEBRUARY 15 & 16, 2007 \*

## SYMPOSIUM PROGRAM

**Thursday, February 15, 2007**  
**University Theatre**

4 P.M. KEYNOTE ADDRESS

**David Halberstam**

*Pulitzer Prize-winning Author and Historian*

**Friday, February 16, 2007**  
**Live Oak Pavilion, University Center**

9-11 A.M. SESSION I

"Selling the New Empire: The War of 1898  
and the Dawn of the American Century"  
George C. Herring, *University of Kentucky*

"War and the Health of the State: The U.S.  
Government and the Communications  
Revolution During World War I"  
Emily S. Rosenberg, *Macalester College*

"Franklin Roosevelt and American Public  
Opinion During World War II"  
Mark A. Stoler, *University of Vermont*

**Friday, February 16, 2007**  
**Live Oak Pavilion, University Center**

1-2:45 P.M. SESSION II

"The Hard Sell: Korea"  
Marilyn B. Young, *New York University*

"Cementing Consensus in the Cold War"  
Robert D. Schulzinger,  
*University of Colorado at Boulder*

"Eisenhower's Dilemma: Talking Peace  
and Waging Cold War After Stalin's Death"  
Kenneth Osgood, *Florida Atlantic University*

3-5 P.M. SESSION III

"We Need to Get a Better Story to the American  
People: Johnson, Nixon, and the Vietnam War  
on Television"  
Chester Pach, *Ohio University*

"Selling Star Wars: Ronald Reagan's  
Strategic Defense Initiative"  
Paul S. Boyer, *University of Wisconsin*

"The Ministry of Fear: Selling the Iraq Wars"  
Lloyd C. Gardner, *Rutgers University*

For more information, please contact

Andrew K. Frank, Director of Alan B. Larkin Symposium  
at 561.297.3415 or email [afrank@fau.edu](mailto:afrank@fau.edu)

[www.fau.edu/larkin](http://www.fau.edu/larkin)  
Department of History  
Florida Atlantic University  
777 Glades Road, Boca Raton, FL 33431-0991

**FAU**

**FLORIDA ATLANTIC UNIVERSITY**

Dorothy F. Schmidt College of Arts and Letters

Department of History



duration of class periods, course levels, library resources, and student web access. My teaching responsibilities at Minnesota State University, Mankato, for example, include general education U.S. history surveys and upper-level courses in U.S. diplomatic history that have different enrollments, meeting frequencies, and period lengths. General education surveys range from 45 to 135 students, whereas upper level courses are generally capped at 25. I have taught classes that meet four times a week in fifty-minute periods, twice a week in 110-minute periods, and once a week in the evening for three and a half hours. The night class, which I have taught frequently, has provided me with significant incentives to devise hands-on assignments using original documents. In this age of declining attention spans, even the most flamboyant, determined, and insightful orator will likely lose an undergraduate audience after about an hour. Hence a lengthy class, particularly one held in the evening, simply cannot be taught as an extended version of a fifty-minute lecture.

Assignments rooted in original sources can be valuable assets in teaching both survey classes and advanced-level diplomatic history courses. Since most general education students will not study history after taking the survey sequence, I try to maximize my brief opportunity to expose them to some of the important themes and issues in our discipline. Therefore I have modified many of my upper-level assignments for use in the general survey. Many of my subsequent remarks will reference my experiences using original sources in that class.

When introducing students to primary source analysis, it is best to start with short documents (no more than two pages in length) that are relatively free of jargon and obscure references. As students become more accustomed to working with primary documents, they can progress to more challenging materials and more sophisticated questions. Remember that while scholars analyze primary sources as a matter of course, the

average college freshman is in the habit of reading for the purpose of absorbing content and tends to read text uncritically.

Regardless of the course, topic, or assignment involved, original sources can serve as the springboard for examining any number of historical issues. I have two main criteria in selecting documents for class assignments: the source must contain enough information to allow students to construct a basic narrative; and it should, after rigorous scrutiny, allow students to draw some conclusions about the issues under study. One can add further complexity and interpretive problems to assignments by supplementing the initial document with other primary sources.

President William McKinley's 1898 "Benevolent Assimilation" address is one example of a primary source that has broad utility in the classroom, given the abundant references and issues discussed within the document. The document works well in both general U.S. surveys and foreign relations courses, since students need not possess extensive knowledge of the Spanish-American War to infer from McKinley's remarks that Spain capitulated shortly after the American navy destroyed a Spanish fleet at Manila Bay and that U.S. officials later wrested control of the Philippines away from Spain.

McKinley's efforts to explain and justify the precise nature and goals of the subsequent American occupation provide several openings to discuss broader questions concerning the connections between domestic politics and foreign policy, the debate over imperial expansion, and the motives for overseas expansion. Teachers can direct students to examine the entire document to assess the possible motives for the occupation or draw their attention to a single term such as "Benevolent Assimilation" and request that they consider the underlying assumptions of the phrase. Since the speech alone does not speak to whether or not American forces achieved McKinley's goal of winning the "confidence, respect, and affection of the inhabitants of the Philippines," juxtaposing the document with records that introduce

historical figures such as General Jacob Smith and Filipino nationalist Emilio Aguinaldo can provide a springboard for further discussions, lectures, or writing assignments on topics specific to the Philippines or global issues such as imperialism, guerilla insurgency, and nationalism. Regardless of the particular issue one chooses to illustrate with the document, "Benevolent Assimilation" can be used profitably because it draws students into the story of the Philippine occupation and encourages them to raise questions about a wide spectrum of issues pertinent to both the past and present.<sup>4</sup>

When incorporating a new document-based assignment into a course, it is initially difficult to estimate the amount of background students will need to engage the documents without throwing their hands up in despair. However, my experience has been that less is usually better than more. For example, some otherwise excellent document readers are problematic because they provide extensive introductory lead-ins to the actual documents. Since undergraduates find this information authoritative, they tend to rely more on these introductory preambles than on the documents themselves. Better for students to ponder and occasionally struggle with source texts without interference. While I believe it to be my responsibility to provide missing contextual information or definitions of unfamiliar terms when asked, my initial response to questions about "what a document means" is to ask students to develop their own thesis, prepare to explain how they came to their conclusion, and test their idea on me.

In one such assignment, students in my upper-level Vietnam War course examine the Kennedy administration's troubled relations with the South Vietnamese government of Ngo Dinh Diem. The documents for this assignment, which are drawn primarily from volumes I and II of the *Foreign Relations of the United States* series (1961-63), include assessments of the situation in Saigon from the CIA, the State Department, and the Michigan State University Vietnam Group, along with memoranda of



conversations between U.S. officials (notably General Maxwell Taylor and Ambassador Frederick Nolting) and Diem's brother, Ngo Dinh Nhu. These sources review and discuss issues such as the strategic hamlet program, Kennedy's attempts to persuade Diem to institute political reforms, the Buddhist crisis of 1963, and appraisals of counter-insurgency efforts in South Vietnam. The sources, which reveal that U.S. officials were becoming disenchanted with the nation-building effort in South Vietnam, also reveal disagreements within the administration as to what policies were working and what the overall prospects for success were. Thus they do not lend themselves to easily deduced, monolithic conclusions about U.S. policy in Vietnam.

This particular project follows a week devoted to examining the Eisenhower administration's Indochina policies. Students are assigned and quizzed on the chapter four materials from the core text, *Major Problems in the History of the Vietnam War*, which includes essays by David Anderson and Ronald Spector. The class thus begins work on the Kennedy exercise with a solid grasp of Eisenhower's policy objectives, the emergence and characteristics of the Diem government, and the tumultuous relationship between Saigon and its American patron during the 1950s—in other words, with a solid foundation from which to engage source materials from the Kennedy period.<sup>5</sup>

The Kennedy exercise begins with the class divided into small groups of three to four students. Each group is provided with its own unique document or documents. The students are instructed to review the document(s), produce a single written summary of salient points, and compile a list of policy options for the president that is informed by their overall knowledge of U.S.–South Vietnamese relations and their interpretation of their particular sources. The groups are given approximately fifty minutes to review and discuss their sources, after which photocopies of each document set are provided to the entire class. In prearranged order, the groups make

brief presentations before the class that summarize the contents of their source(s) and advance their policy proposals. They then field questions from their peers. Subsequent presentations introduce new issues and perspectives to the dialogue. When one group inevitably questions the viability of the proposals of another, vigorous debates often ensue. The debates take unpredictable but invariably interesting turns reflective of a deep level of engagement among the participants.

Exposing students to the documentary record of Kennedy's Southeast Asia policies helps foster a greater appreciation of the complexity of diplomatic relations than I could have achieved by simply describing and recounting these complexities. Before bringing discussion to a close, it is important to remind the students that their observations, reservations, and disagreements about Vietnam policies reflect some of the dilemmas facing the Kennedy administration in the early 1960s. The in-class exercise then provides a jumping-off point for a brief lecture on JFK's Vietnam policies that places the assignment in a wider historical framework and provides any content material that the documents or subsequent discussion failed to illustrate or clarify.

Assessment of student comprehension of the overall lesson is achieved through evaluation of both the written summaries and the in-class presentations. The former are expected to be factually accurate. The policy proposals must make an argument informed by careful reading of the assigned documents and a broader understanding of recently assigned documents, essays, and lecture materials. These assignments collectively make up a modest percentage of the overall course grade. The more significant assessment tool is a five-page take-home essay. Unlike the in-class exercise, this is an individual assignment that requires students to advance a thesis on Kennedy's policies that is supported by evidence drawn from both the chapter five materials in *Major Problems* and the documents from the in-class exercise. Since the secondary essays in the chapter offer

contrasting assessments of Kennedy's policies, students must demonstrate their grasp of historical content and scholarly arguments alike. They must also show the ability to defend a thesis with documentary evidence, both secondary and primary. These essays thus provide an excellent tool for assessing the depth of historical understanding achieved through the document-based assignment. They also make for far more interesting reading than is generally found with standard essay exams.

There are a few problems associated with the use of document-based assignments. Although they have greatly enhanced student learning in my courses, collaborative exercises can suffer if inadequate attention is paid to the difficulties inherent in managing group dynamics. While collaborative assignments are ideally suited for talented, ambitious, and diligent students who are at ease discussing and exchanging ideas, the real world presents us with students who possess a broad range of abilities, motivation, and confidence expressing themselves to their peers. The benefits of collaboration can therefore be lost if the members of the group are mismatched in regard to these attributes. Should one student end up doing a majority of the work, the idle are rewarded for the toils and travails of others. This in turn can dissuade more talented students from giving their best effort if they come to resent subsidizing good grades for their lazy counterparts. Group work can also suffer if time is not allotted carefully. Too little time leads to rushed and careless work, whereas excessive time allowances will inevitably degenerate into chat sessions.

While the aforementioned dangers certainly exist, they can be minimized with careful planning. Since any in-class assignment is doomed if students fail to read the assigned materials, reserving some class time for reading can eliminate the problem if significant points are linked to completion of the in-class assignment. For assignments that require students to read in advance, the mere threat of a reading quiz (with hefty points attached) usually deters wayward souls otherwise inclined to skip the



readings.

Another difficult problem results from the disorientation some students experience when asked to participate in assignments requiring active engagement with the subject matter. Many individuals who do poorly on my initial document-based assignments, regardless of the course in question, are unaccustomed to learning by any means other than absorbing content. They are reluctant to try to reach their own conclusions, since they are taken aback by the contention that their assessments might be valid and interesting. Given that learning how to interpret historical sources is not an easy task, other students may offer resistance because they find it easier to sit and listen to someone lecture. In the case of the former, even a small amount of reassurance can go a long way toward encouraging students to take some initiative in interpreting the past. In regard to the latter, a careful explication of class goals, underlying methodology, and expectations usually helps draw the recalcitrant back into the fold.

Finally, requiring each group to assume responsibility for explaining specific documents to their peers can effectively promote successful collaborative work. While this strategy is less applicable in larger classes, I have found it extremely fruitful and rewarding in smaller ones. The aforementioned exercise on U.S.-South Vietnamese relations is one case where students accepted the responsibility of reporting their findings to the wider group. Students essentially assumed the mantle of authority on their set of historical records and proved determined to demonstrate their mastery and fulfill their collective responsibilities. In presiding over the exercise and subsequent discussion, I discovered that I had to intervene only on rare occasions, usually to correct minor factual errors or clarify historical context.

Assignments that provide students with opportunities and responsibilities to contribute to broader class objectives do require teachers to relinquish control – albeit temporarily – over the direction and

content of class discussion. Ceding control does not mean abandoning structure or direction, but teachers have to be willing to give students time to formulate, reject, and develop arguments and theses about the documents or issues in question. This, frankly, is easier said than done. Teachers have to develop an instinct for when to jump in to redirect discussion and when to let conversation go. Since my general pedagogical instincts are geared toward lecturing, it is sometimes difficult for me to resist the urge to take over the discussions that accompany these exercises. Yet although students might progress slowly and haltingly to a point that I might have explained quickly and concisely, it is well worth the wait to watch them develop ideas on their own.

Document-based assignments offer a dynamic, exciting way to encourage students to become actively involved in historical analysis. Primary source evidence, to be sure, often presents ambiguous answers rather than clear-cut, definitive ones, but this is more of an asset than a liability. It demonstrates the methodological problems that professional historians face and encourages the examination of historical issues from multiple perspectives, thereby making it easier to introduce students to the concept of historiography. Moreover, original documents can illustrate, in vivid and dramatic fashion, the complexity of the world in which our predecessors lived. Immersing students into this world and exposing them to the choices that historical actors faced, the constraints they operated under, and the cultural, intellectual, and personal baggage that informed their thinking can instill in them a richer, more mature grasp of history. Unlike lectures, which can make the past seem incomprehensible and immune to judgment, primary sources add complexity to historical issues that can foster greater understanding, add depth to historical arguments, prompt sophisticated questions, and minimize apathy. Any success in contributing to and encouraging this process, it seems to me, marks a job well done.

Matt Loayza is Assistant Professor of History at Minnesota State University, Mankato.

The author would like to thank Jeffrey Taffet and Steven Fuchs for their comments and suggestions on this article.

#### Notes

1. The "Nixon Meets Elvis" collection may be accessed at <http://www.gwu.edu/%7Ensarchiv/nsa/elvis/elvis.html>.
2. Dwight L. Chapin to H. R. Haldeman, December 21, 1970, accessed at <http://www.gwu.edu/~nsarchiv/nsa/elvis/docs/doc3.pdf>.
3. Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia, 2001), 169-70.
4. See <http://www.boondocksnet.com> for a variety of interesting documents on the Filipino insurrection. The "Benevolent Assimilation" address can be accessed at <http://www.boondocksnet.com/centennial/sctexts/assimilation.html>. Documents concerning Smith include (but are not limited to) <http://www.boondocksnet.com/centennial/sctexts/atrocities020510a.html>. For contemporary views of Aguinaldo, see "Edwin Wildman, A Visit to Aguinaldo," at <http://www.fordham.edu/halsall/mod/1898aguinaldo.html>.
5. See David L. Anderson, "The Tragedy of U.S. Intervention," in *Major Problems in the History of the Vietnam War*, 3rd ed., ed. Robert J. McMahon (Boston, 2003), 101-112; and Ronald H. Spector, "The Failure of Vietnamization," in *Major Problems*, 112-121.



# Living, Loving, and Learning in Zambia

*Andy DeRoche*

**A**t the Conference on World Affairs at the University of Colorado in April 2003, Kenneth Kaunda, the president of Zambia from 1964 to 1991, gave an enthusiastic presentation about his country that inspired conference attendees and ultimately convinced me to travel to Zambia for a preliminary research trip in July 2003. That journey opened many doors and set in motion a chain of events that eventually blessed me with my wife Heather, our daughter Ellen, and a Fulbright grant. The grant allowed the three of us to live in Lusaka, the capital city of Zambia, from January to December of 2005. Teaching at the University of Zambia was very rewarding, the research opportunities in Lusaka were tremendous, and our personal experience was incredible.

For Americans, getting to Zambia is not easy. In addition to valid passports, they need malaria medication and numerous vaccinations. Flights from the United States usually cost about \$2,000 and require between thirty and forty hours of travel time. The quickest trip is on Delta from Atlanta to Johannesburg, South Africa, then up to Zambia. American Airlines offers flights to Lusaka, but they involve a long layover in London. Once in Lusaka, travelers can choose from a wide range of hotels, including a Holiday Inn, and there is a decent selection of restaurants, particularly Chinese and Indian. Travelers should definitely sample the local staple food, *nshima*, which is a form of boiled corn meal that is served with meat, fish, or vegetables. Alcohol drinkers might like Zambian brews such as Mosi or Rhino, which are quite good. Soft drinks and bottled water are also widely available.

My initial four-day visit to Lusaka in 2003 was somewhat disappointing in terms of research. The Zambian

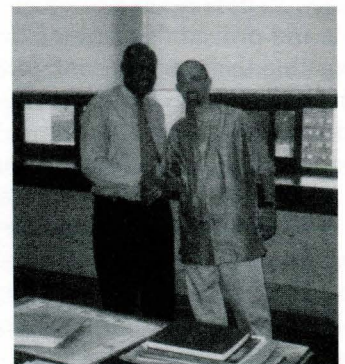
National Archive was closed the first two days for national holidays, and the two remaining days allowed me only enough time to gain entrance and look at newspapers from the 1970s. In personal matters, my luck was much better. Gabriel Banda, special assistant to Kenneth Kaunda, found me walking near my hotel, and we had dinner. He accompanied me to the airport the next morning, which proved fortunate for me when the airlines informed us that the flight to Livingstone (in southern Zambia near Victoria Falls) had been changed and was long gone. Gabriel calmly told me that a bus would get me there just fine, and he facilitated the extremely challenging maneuvers required to reach the bus station and acquire a ticket.

It turned out that there was one seat open on the bus, and it was next to a Zambian journalist named Heather Choonya. She had come to Lusaka for a conference that had unexpectedly been cancelled, so she was returning to Livingstone early. The bus ride normally takes about seven hours, but because the bus ran out of fuel, this one lasted closer to ten. Heather quickly befriended her strange American traveling companion. She even bought me chicken and chips for lunch at the rest stop, since my Zambian currency was all gone. When we finally reached Livingstone the friend who had agreed to meet me was nowhere to be found, so Heather helped me check into a hotel. She came back the next morning to guide me across the border into Zimbabwe.

Heather's kindness motivated me to apply for a Fulbright grant in August after I returned to Colorado. The committee approved my application in April, but the best was yet to come. In June 2004 Heather and I got married on the Zambezi River just above Victoria Falls, and our daughter Ellen was born in Boulder

at the end of the year. In January 2005 the three of us flew to Zambia for an unforgettable adventure. Our daily lives in Lusaka, where Heather grew up, were challenging and rewarding. We had the wonderful opportunity to spend lots of time with her family, and we participated in many powerful events, including the wedding of Heather's sister and the funeral of her grandfather. Heather's family was kind and giving to all of us, but understandably they were most excited about playing with Ellen, who is infinitely more adorable than her dad.

My grant included a teaching component, and my academic affiliation was with the University of Zambia (UNZA). The chair of the history department, Dr. Webby Kalikiti, was a gracious host. During the first term we team-taught one section of the U. S. history survey, and then I taught one section on my own during the second term. Covering all of American history in a semester was a new experience for me, but useful in that it forced me to rethink what material is most critical. Classes met at a different time and in a different room each day, which made me pay attention to when and where I was going! The courses consisted of three



*Vernon Mwaanga, Zambia's current minister of information and former foreign minister, and DeRoche.*



one-hour lectures per week and one tutorial session for discussion.

The students were all seniors in the School of Education preparing for careers as teachers, and working with them was a real joy. In the 1970s and 1980s, UNZA was a top-notch facility with state-of-the-art equipment. That is no longer the case. Classrooms have fallen into disrepair, and the library has not purchased new books for about ten years. In spite of the difficult conditions, the students' work was truly excellent. Their papers were hand-written, but nonetheless as good as the work at the University of Colorado or Denver University, where all the students have their own computers. The Zambian students' strong skills and positive attitudes compensated for their lack of resources, and their background knowledge made for a pleasant change. It was quite a treat to be able to discuss American policies toward nations like Angola or the Congo without needing to point out their locations on the map or review their colonial histories.

The relatively light workload at UNZA allowed me plenty of time for research, but it was not clear at first if there was enough material to keep me busy. I knew there were useful newspapers, and I hoped to arrange some interviews with former politicians and diplomats, but I did not expect to find much in the way of archival material. I was wrong! A chance conversation connected me with Dr. Marja Hinfelaar, a scholar of religious history overseeing the digitizing of materials at the Zambian National Archives. Marja is an extremely helpful contact for anyone considering a research trip to Lusaka, as she is very knowledgeable about all of the archival holdings there. She suggested that the place for me to start was the just-opened Political Archives of the United National Independence Party (UNIP). She and her colleague, Dr. Giacomo Macola, had recently completed the Herculean task of organizing the UNIP holdings. She told me that this collection would be a gold mine for me, and she was right!

Marja escorted me to the UNIP party headquarters for my first visit in mid-March and introduced

me to the officials responsible for overseeing the archives. Andrew Nyambe, who was at that time completing a course in library studies at Evelyn Hone College in Lusaka, is the key contact for researchers wanting to gain admittance. After introductions and the payment of a membership fee (approximately \$150), we walked to the archives, which are housed in a modest one-room structure in an enclosed courtyard. There are a few tables and chairs for researchers, but most of the room is taken up by metal shelves lined with cardboard boxes. These boxes contain the official records of the UNIP, the party of Kenneth Kaunda, which ruled Zambia from 1964 to 1991. These records are all the more important because from 1973 on, Zambia was officially a one-party state.

From March until September, most of my research time was spent at the UNIP archives. I visited once or twice per week, and ninety percent of the time I was working alone. Not only were there not any other researchers in the library, there were rarely any staffers present. Having done much of my previous research in the closely supervised environments of the National Archives and the Lyndon Johnson Library, I found it an incredible experience to wander around alone and retrieve boxes myself. If researchers plan to spend full days at the UNIP archive they should pack a lunch, although it is never difficult to find someone to buy a Coke from, like Petwell Munshya. The only downsides to working at the UNIP were the absence of a photocopier and the presence of rat droppings (and on one occasion the rat himself).

Fortunately the rat did not seem interested in the Foreign Affairs file, which contained twenty-five boxes of very interesting materials from the late 1960s to the mid-1980s. The reports from Zambian embassies in the United States, the United Kingdom, the Soviet Union, and the People's Republic of China were extremely useful. Those from Zambian embassies in other nations such as Mozambique,



*Former Zambian president Kenneth Kaunda shaking hands with Deroche at a Habitat for Humanity project.*

Canada, and Portugal were often helpful as well. Several other files contained relevant documents. The records from the Office of the President, for example, featured a fascinating letter from Kenneth Kaunda to Jimmy Carter in 1980 in which Kaunda defended his decision to purchase Soviet MIGs. In addition to the documents, the library holds a wide range of published works (mostly by Kaunda) and hundreds of photographs.

Having worked my way through the relevant boxes at the UNIP archives by September, I then shifted my research to the Zambian National Archives (ZNA). The ZNA is much larger and busier than the UNIP archives, since the library is a popular resource for local students. The reading room is comfortable and has a large table reserved for members. (It cost me about \$50 to join for three months.) There is a photocopier, but it breaks down often; when it does, a worker can make copies next door. In general the staff is helpful, although occasionally some lack energy or enthusiasm. Do not be surprised if one of them asks for a few dollars and says that he has not eaten all day. (Sadly, many Zambians still go hungry.) Researchers who need a meal will find a very good cafeteria across the street, and many more options, including Subway, are a short taxi ride away.

Since I had only limited success during my visit in 2003 my hopes were not high, but fortunately I was once again wrong. The ZNA actually has a very significant amount of relevant material for scholars of foreign relations. The official records



of the Ministry of Foreign Affairs from 1964 into the early 1970s are open and listed clearly in a finding aid. Many of the most useful documents are reports from Zambian embassies in the United States, the USSR, the United Kingdom, and the People's Republic of China. Of particular interest to me were the reports and letters that dealt with nuclear weapons. The archives also contain the personal papers of numerous former government officials such as Andrew Sardanis, one of Kaunda's key economic advisors in the 1960s. The collection of Zambian newspapers is quite valuable, but it is challenging to use because there is no index and the large boxes of original (not microfilmed) papers are difficult to manipulate. Another important written source, available both at the ZNA and at the University of Zambia library, is the record of the National Assembly debates from 1965 through the 1980s.

The final piece of my research puzzle involved interviewing former Zambian government officials. Arranging the meetings required persistence and patience, and without support from Zambian friends and

American colleagues most of the interviews would not have taken place. Gabriel Banda arranged my second interview with Kaunda (the first had been in Boulder in 2003). Gabriel also facilitated two sessions with Elijah Mudenda, who served as foreign minister in the early 1970s and then became prime minister. After our second interview the former prime minister and his wife invited my family for a wonderful lunch, which was one of the most memorable experiences of our year in Zambia.

Lining up an interview with Vernon Mwaanga became something of an obsession for me. Mwaanga joined Zambia's Ministry of Foreign Affairs literally on day one, and was named ambassador to the Soviet Union in 1965 at the ripe old age of twenty-one. He was foreign minister in the mid-1970s, then again in the 1990s. In 2005 he was back in government as the minister of information. My first visit to his office in hopes of scheduling an interview was in August, and only after I had returned seven more times did our discussion finally take place in December. Mwaanga talked enthusiastically for nearly

two hours, so it was worth the wait. Perhaps the most valuable interview of all, however, was my last one. On 24 December, our final Saturday in Zambia, Mark Chona graciously invited me to his home, and we had a ninety-minute conversation. Chona was Kaunda's most trusted advisor and key emissary from 1966 to 1980. He answered all of my questions frankly and insightfully, but to find out what he told me you will have to buy my next book! Joking aside, the material gathered during our year in Zambia should keep me busy for the rest of my career. If anyone is interested in a research trip to Lusaka, feel free to contact me with any questions. The rat at the UNIP archives is probably getting lonely.

*Andy DeRoche is Professor of History at Front Range Community College.*

*Documents on Irish Foreign Policy, Volume V, 1937-1939*  
 Edited by Catriona Crowe, Ronan Fanning, Michael Kennedy,  
 Eunan O'Hallpin, And Dermot Keogh

*Publication date: November 2005*

*Format: Hardback*

*Price: \$80*

*ISBN: 1-904890-21-0*

The *Documents on Irish Foreign Policy* Series is the history of Irish foreign policy reproduced from the text of selected original documents from the files of the Department of Foreign Affairs, now held in the National Archives of Ireland. Volume V chronicles Irish foreign policy in the last years of peace leading up to the outbreak of World War Two, including developments in Anglo-Irish relations leading to the 1938 Anglo-Irish Agreement over trade, finance, and defence, which allowed Ireland to remain neutral during the war. Much of the surprisingly accessible text is comprised of newly declassified material, never before seen by historians. The volume is essential for anyone interested in Irish history and Irish foreign policy and in a wider context the response of small states to the clash between democracy and fascism that led to the Second World War.



# Foreign Policy and the Truman Administration: Historical Resources at the Harry S. Truman Library

*Randy Sowell*

The presidency of Harry S. Truman (April 12, 1945 – January 20, 1953) transformed American foreign policy. For the first time in its history, the United States fully accepted the responsibilities of a great power in a world that was neither at war nor entirely at peace. The Truman administration brought the United States into the United Nations, the Organization of American States, and the North Atlantic Treaty Organization. It extended foreign aid through the Marshall Plan, the Point Four Program, and the Mutual Security Agency. It created the Defense Department, the Central Intelligence Agency, and the National Security Council. And it used force or the threat of force to contain the spread of communism in the Near East, Europe, and Korea.

Under President Truman, the most terrible war in history came to an end, only to be succeeded by a Cold War that would cast its shadow over international relations for the next four decades. The decisions that Truman and his advisers made and the initiatives they undertook during those first turbulent years after World War II would have a profound influence on American diplomacy throughout the second half of the twentieth century.

The primary record of this historic period is preserved at the Harry S. Truman Library in Independence, Missouri, in fifteen million pages of textual documents, over one hundred thousand photographs, hundreds of oral history interviews, and thousands of sound recordings and motion pictures. Several generations of scholars have used these resources since the library's archives were opened in 1959. Their research has resulted in books, articles, and dissertations that cite the documentary evidence at the library to support many divergent

arguments and opinions and a wide variety of interpretations. Over the years, scholars have assessed Truman's approach to foreign affairs as incompetent, skillful, aggressive, defensive, opportunistic, and idealistic.

The papers of Harry S. Truman represent the centerpiece of the library's archival collections, comprising approximately half of its fifteen million pages of textual documents. Truman's papers were donated to the U.S. government by the former president and his family. (Prior to the Watergate scandal and the ensuing Presidential Records Act of 1978, each president owned his own papers and could dispose of them as he saw fit.)

Perhaps the most important information in Truman's papers lies in the President's Secretary's Files (PSF). These files were maintained by Truman's personal secretary, Rose Conway, in an area near the Oval Office, and served as the repository of the most sensitive documents that crossed the president's desk. They remained in Truman's personal possession during his lifetime and were not opened for research until the 1970s. The PSF contains foreign and domestic policy material and has sensitive correspondence, national security and intelligence information, speeches and speech drafts, and the handwritten notes and memorandums that make up Truman's diary. A finding aid for this collection is available on the Truman Library's web site at <http://www.trumanlibrary.org/hstpaper/psf.htm>.

The Subject File of the PSF includes extensive documentation of American foreign policy as it was conducted at the highest level of the government during the Truman administration. Included in this series is information concerning Truman's secretaries of state; the "China Lobby"; international

conferences; relations with France, India, Russia, and a host of other countries; crises in Palestine, Berlin, and Korea; and meetings of the National Security Council. Another series in the PSF, the Intelligence File, contains early reports by the Central Intelligence Agency on such topics as the Soviet threat, the breakup of colonial empires, and likely trouble spots around the world. The General File of the PSF includes Truman's correspondence with Winston Churchill and documents relating to his meetings with the British prime minister.

The PSF also includes many documents written by Truman in which the president expressed his opinions and frustrations about the state of the world. When Supreme Court Justice William O. Douglas publicly advocated U.S. diplomatic recognition of Communist China in 1951, for example, Truman sent him a fiery letter that is preserved in the PSF. "As long as I am President," he wrote, "if I can prevent it, that cut throat organization will never be recognized by us as the Government of China and I am sorry that a Justice of the Supreme Court has been willing to champion the interest of a bunch of murderers by a public statement." Truman sometimes vented his anger in letters that remained unsent and drafts of speeches that were never delivered. The journalist Arthur Krock, who wrote a column in September 1952 denouncing the "blunders" of Truman's foreign policy, never received this handwritten rebuttal, which remained in the president's files: "Was the salvation of Greece and Turkey a blunder? Was the Berlin Airlift a blunder? Was the economic recovery of free Europe with our assistance a blunder?" Truman's writings often provide insight into aspects of his character and personality that affected his approach



to foreign relations. In an undelivered speech drafted in April 1948 he wrote that "our friends the Russkies understand only one language—how many divisions have you."

Information about foreign affairs can also be found in the Official File (OF), which contains correspondence, memorandums, and other documents relating to the State Department, the United Nations, other international organizations, and foreign countries ranging in size from Russia to Liberia. The OF is arranged according to a numerical filing system developed by the White House Central Files unit: thus, OF 20 contains material on the State Department, and OF 134 contains information on relations with Iran. Generally speaking, the documents in the Official File are less sensitive than those that were filed in the PSF; they include memorandums from lower-ranking government officials, routine or ceremonial correspondence with foreign governments, and mail from the public. The finding aid for the Official File is at <http://www.trumanlibrary.org/hstpape/hstof.htm>.

The Confidential File (CF) contains documents that were removed from other files at the White House because of their sensitive nature. It includes extensive State Department correspondence relating to foreign affairs and international trade agreements. The finding aid for the file is at <http://www.trumanlibrary.org/hstpape/whcfcf.htm>.

The Naval Aide to the President Files, another component of the Truman papers, contains the president's communications with foreign leaders and American diplomats; information concerning the Potsdam Conference of 1945; material on Germany, Japan, the Korean War, the United Nations, and other aspects of U.S. foreign policy; and briefs summarizing reports to the State Department from U.S. embassies around the world. The finding aid for these files is at <http://www.trumanlibrary.org/hstpape/naval.htm>.

As indicated earlier, President Truman was an inveterate writer of notes, memorandums, diary entries, and personal letters, and these

handwritten documents sometimes contain reflections on foreign affairs. For example, the Truman Papers Pertaining to Family, Business and Personal Affairs include more than 1400 letters that Truman wrote to his wife, Bess Wallace Truman, over a period of nearly half a century. "I like Stalin," Truman wrote to his wife from the Potsdam Conference on July 29, 1945. "He is straightforward. Knows what he wants and will compromise when he can't get it." The finding aid for these papers is at <http://www.trumanlibrary.org/hstpape/fbpa.htm>.

Besides the papers of Harry S. Truman, the library has the personal papers of over four hundred other individuals. Most of these people served in the Truman administration or knew Truman at some point in his life. Of these collections, perhaps the most significant from the standpoint of foreign policy are the papers of Dean G. Acheson, who was secretary of state from 1949 to 1953. Acheson's papers include memorandums of his conversations with President Truman, other U.S. government officials, and representatives of foreign governments. One especially important memorandum records the discussion at Blair House on the evening of June 25, 1950, as the president and his principal advisers met to consider a response to the North Korean invasion of South Korea. This collection also contains correspondence between Acheson and Truman that reflects their extremely close relationship, as well as documentation of Acheson's role as an unofficial foreign policy adviser from 1953 to 1971. The finding aid for the Acheson papers is at <http://www.trumanlibrary.org/hstpape/acheson.htm>.

The papers of Clark M. Clifford, special counsel to the president from 1946 to 1950, also contain important information regarding foreign affairs. Clifford was an influential adviser to President Truman on subjects ranging from relations with the Soviet Union to diplomatic recognition of the new state of Israel. His papers also contain documents pertaining to China, the Marshall Plan, and national security affairs. The finding aid for his papers

is at <http://www.trumanlibrary.org/hstpape/clifford.htm>.

George M. Elsey served as an assistant to Clifford on the White House staff and later as an administrative assistant to the president. His papers provide extensive information about various aspects of foreign policy during the Truman years, such as U.S.-Soviet relations, the Korean War, the Truman Doctrine, and the Point Four Program. The finding aid for them is at <http://www.trumanlibrary.org/hstpape/elsey.htm>.

Although the papers of Acheson, Clifford, and Elsey are especially useful as sources of information on foreign policy, the library has a number of other collections that contain pertinent information about the State Department and particular countries, regions, and issues. The papers of Edward R. Stettinius, Jr. (secretary of state, 1944-45), Robert A. Lovett (under secretary of state, 1947-49) and James E. Webb (under secretary of state, 1949-52) contain a relatively small amount of material relating to their service in the State Department. Other State Department officials whose papers are preserved at the Truman Library include Lucius D. Battle (special assistant to the secretary of state, 1949-53); Will L. Clayton (under secretary of state for economic affairs, 1946-47); Arthur Z. Gardiner (special assistant, Bureau of Near Eastern, South Asian and African Affairs, 1945-54); Harry N. Howard (adviser, Division of Greek, Turkish and Iranian Affairs, 1947-49); Charles M. Hulten (deputy assistant secretary of state, 1946-51); Joseph M. Jones (special assistant to the assistant secretary of state for public affairs, 1946-48); George C. McGhee (assistant secretary of state for Near Eastern, South Asian and African affairs, 1949-51); John F. Melby (official, Office of Philippine and Southeast Asian Affairs, 1949-52); Edward G. Miller, Jr. (assistant secretary of state for the American Republics Area, 1949-52); and Howland H. Sargeant (deputy assistant secretary of state for public affairs, 1947-51).

The Truman Library also has the papers of many foreign service officers, ambassadors, and



diplomats, including George V. Allen (ambassador to Iran, 1946-48); John M. Allison (foreign service officer, 1930-60); Ben Hill Brown, Jr. (director, U.S. Operations Mission to Iraq, 1956-58); Myron M. Cowen (ambassador to Austria, the Philippines, and Belgium, 1948-53); Nathaniel P. Davis (ambassador to Costa Rica and minister to Hungary, 1947-51); Henry F. Grady (ambassador to India, Greece, and Iran, 1947-51); Stanton Griffis (ambassador to Poland, Egypt, Argentina, and Spain, 1947-52); Herschel V. Johnson (minister to Sweden, 1941-46, and ambassador to Brazil, 1948-53); Charles F. Knox, Jr. (counselor, U.S. Mission to Israel, 1948-49); J. Graham Parsons (special assistant to the personal representative of the president to the Vatican, 1947-48); Richard C. Patterson, Jr. (ambassador to Yugoslavia and Guatemala, 1944-51, and minister to Switzerland, 1951-53); Myron C. Taylor (personal representative of the president to the Vatican, 1939-50); Charles W. Thayer (foreign service officer, 1933-53); S. Walter Washington (foreign service officer, 1926-53); and Stanley Woodward (ambassador to Canada, 1950-53). Finding aids for many of these collections are available at <http://www.trumanlibrary.org/personal.htm>.

Some of the major foreign policy initiatives of the Truman presidency are documented in other collections at the library. The papers of Harry B. Price consist of notes from interviews he conducted with many officials while researching his book, *The Marshall Plan and Its Meaning* (1955). The papers of Edward Jacobson, a close friend and former business partner of Harry S. Truman, shed light on Truman's decision to grant diplomatic recognition to Israel. And the papers of Henry G. Bennett, Benjamin H. Hardy, and Stanley Andrews contain information on the origins and development of the Point Four Program.

Although the Truman library no longer acquires a large quantity of new papers each year, it continues to add important historical materials to its collections. In the last few years President Truman's 1947 diary (discovered in the book collection

by a member of the library's staff in 2003 and since added to the PSF) has been opened for research, as has an unpublished memoir by Edwin W. Pauley, ambassador and U.S. representative on the Reparations Commission from 1945 to 1947. Two recently opened collections of particular interest to historians of American foreign relations are the papers of Dale M. Hellegers and Richard C. Holbrooke. The Hellegers papers consist mostly of interview transcripts and copies of documents from the National Archives and other repositories relating to the U.S. military occupation of Japan and the creation of the postwar Japanese constitution. Hellegers compiled these materials while researching her book, *We, the Japanese People: World War II and the Origins of the Japanese Constitution* (2001). The Holbrooke papers consist mostly of transcripts of interviews with Clark M. Clifford, compiled by Holbrooke while he was assisting Clifford in the preparation of his memoirs, *Counsel to the President* (1991).

The library is expanding electronic access to historical materials through its web site. Transcripts of most of the library's oral history interviews are now available at [http://www.trumanlibrary.org/oralhist/oral\\_his.htm](http://www.trumanlibrary.org/oralhist/oral_his.htm). Thousands of pages of documents from the library's holdings relating to such topics as the United Nations, the atomic bomb, the Cold War, the Truman Doctrine, the Marshall Plan, the Berlin Airlift, NATO, and the Korean War are also accessible on the web site at <http://www.trumanlibrary.org/photos/av-photo.htm>.

The research room at the Harry S. Truman Library is open weekdays from 8:45 a.m. to 4:45 p.m. and is closed on Sundays and federal holidays. The room is also open by appointment only on Saturday mornings from 8:45 a.m. to 12:45 p.m. Researchers wishing to work on a Saturday must notify the archives staff by noon on the preceding Thursday. Researchers should bring some form of photo identification with them, and although they do not have to make appointments for research on weekdays, they are

strongly encouraged to contact the archives in advance of their arrival. The telephone number of the research room is (816) 268-8272. E-mail messages should be sent to [truman.library@nara.gov](mailto:truman.library@nara.gov).

Over the last forty-seven years, the Truman Library has welcomed more than 12,500 researchers from all over the world. Although the Cold War has receded into history, the challenges facing American foreign policy in the new century recall in many ways the international problems that confronted the Truman administration after World War II: the shifting of alliances, the reconstruction of war-torn nations, the establishment of fragile democracies, and the omnipresent fear of a new global adversary. In this context, the documentary record of the Truman presidency is likely to remain a focus of historical scholarship for years to come.

*Randy Sowell is Archivist at the Harry S. Truman Library.*

Are you missing an old issue of *Passport*? Are you laying awake at night worried about your incomplete set? Do you feel like other historians are mocking you because of your partial collection?

**Don't Despair!**

Copies can be ordered through the *Passport* Business Office at 1501 Neil Avenue, Columbus, Ohio, 43210, or by email at [passport@osu.edu](mailto:passport@osu.edu).

Orders are \$3.00 per issue for domestic delivery, \$4.00 for international delivery. Many articles can also be found online at [www.shafr.org](http://www.shafr.org).



## ROBERT A. AND BARBARA DIVINE GRADUATE STUDENT TRAVEL PROGRAM

SHAFR is deeply honored to announce the formal establishment of the Robert A. and Barbara Divine Graduate Student Travel Program. This program was made possible by a generous gift from Robert A. Divine, Professor Emeritus of History at the University of Texas, Austin. The new program was named to honor Bob and his late wife Barbara.

Two years ago, SHAFR Council allocated seed money to start a pilot travel program under which graduate students presenting papers at SHAFR annual meetings would be eligible for travel subsidies using funds solicited through the registration process. Under the pilot program, \$3,750 was distributed to 15 students who attended the 2005 and 2006 annual meetings. "My participation was questioned once it became clear that neither my department nor my university would be able to pay for the costs of my plane ticket to Washington or to pay for my housing costs there," Garrett Martin of the London School of Economics and Political Science wrote after the 2005 conference. "In the end, thankfully, I was able to come to the SHAFR meeting thanks to a very generous \$500 student travel grant from the conference organizers."

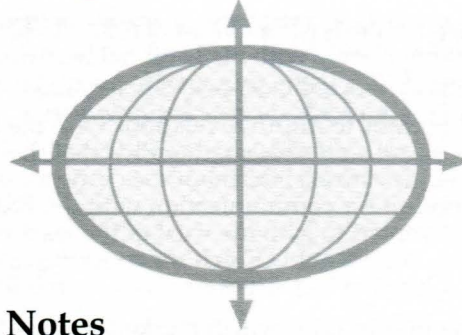
Divine's gift was intended to ensure that such a highly beneficial travel program would remain in operation in perpetuity. His gift was deposited in the SHAFR permanent endowment. The annual proceeds will be designated for the purpose Bob intended, and to ensure that countless future students like Mr. Martin can attend the conference.

Graduate students seeking the available funds should indicate their interest when submitting proposals to give papers at annual SHAFR meetings. The Program Committee will evaluate all applications and allocate expenditures. (A request for funding will not play any role in the committee's decisions about whether to accept a paper proposal.)

Contributions to the Robert A. and Barbara Divine Graduate Student Travel Program are welcome. Gifts may be sent by check (payable to SHAFR) to the SHAFR Business Office, Department of History, Ohio State University, 106 Dulles Hall, 230 West 17th Avenue, Columbus, OH 43210. All such gifts will be deposited in the permanent endowment and will thus add to annual outlay potential of this program. Receipts for tax purposes will be provided upon request.



# The Diplomatic Pouch

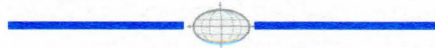


## 1. Personal and Professional Notes

**Emily Rosenberg** has accepted the position of Professor at the University of California at Irvine.

**Mark Stoler** will be taking early retirement in May from the University of Vermont. Next year he will be the Stanley Kaplan Visiting Professor of American Foreign Policy. Mark also won the Kroepsch-Maurice Excellence in Teaching Award in 2006.

## 2. Research Notes



### New FRUS Volume about Japan

The Department of State has released *Foreign Relations of the United States, 1964-1968, Vol. XXIX, Part 2, Japan*, the penultimate volume to be published in the Johnson administration sub-series. This volume documents U.S. policy toward Japan during the presidency of Lyndon B. Johnson and reveals a relationship that was fundamentally sound but suffered from irritants and problems arising from a number of issues.

One problem was that the leaders of Japan, a principal exporting nation, were concerned with what they saw as protectionist tendencies in the United States that could hinder – and even threaten – Japanese economic development. The two countries used joint mechanisms, such as the Joint Committee on Trade and Economic Affairs and the Japan-U.S. Policy Planning Committee, as well as direct meetings between President Johnson and Prime Minister Sato, to coordinate their economies and avoid strife. Another theme of the volume is the U.S. encouragement of Japan to take a larger international role, especially as a key supporter of economic development in the rest of Asia. When Japan broached the idea of normalizing relations with China, however, the United States successfully discouraged this move.

The question of the reversion of the Bonin Islands – and the more important issue of reversion of the Ryukyu Islands – to Japanese control is a main theme of the volume. After an extended internal debate within the Johnson administration, the Bonin Islands, including the historically and symbolically important island of Iwo Jima, were returned to Japan. Reversion of the Ryukyu Islands, including Okinawa, proved more difficult, and the decision was deferred. Indicative of the strength of pro-reversion feeling in Okinawa were the results of the first popular election on Okinawa in 1968, in which the pro-reversion candidate defeated the pro-American one.

The question of visits of nuclear powered ships to Japan caused heated demonstrations by students and raised the greater problem of potential nuclear weapons in Japanese waters. As the only nation to be attacked by atomic weapons, Japan had an aversion to nuclear weapons and its policy of ambiguity caused problems for both countries. Other issues documented in the volume are U.S. pressure on Japan to increase its military establishment and Japanese concern about the connection between U.S. bases on Okinawa and the Vietnam War, as well as a general uneasiness within Japan about the course of events in Vietnam and Southeast Asia. For its part, the Johnson administration was not happy with what it perceived as Japanese lack of concern over the *Pueblo* incident and increased tension in the Korean peninsula.

The volume acknowledges a small covert program begun in the late 1950's and continuing into the 1960's to support key pro-American Japanese politicians and to split off the moderate wing of the leftist opposition, and shows that the Johnson administration concluded that this program was neither appropriate nor worth the risk of exposure. As a result, it was phased out in 1964, but broader covert programs of propaganda and social action to encourage the Japanese to reject the influence of the left continued at moderate levels until 1968.

The volume, the summary, and this press release are available at the Office of the Historian website at <http://www.state.gov/r/pa/ho/frus/johnsonlb/xxix2>. Copies of this volume can also be purchased from the U.S. Government Printing Office at <http://bookstore.gpo.gov> (GPO stock number 044-000-02593-1; ISBN 0-16-072509-7). For further information contact:

Edward Keefer  
General Editor of the *Foreign Relations* series  
(202) 663-1131; fax (202) 663-1289;  
[history@state.gov](mailto:history@state.gov).



The Department of State has released *Foreign Relations of the United States, 1969-1976, Volume XVII, China, 1969-1972*. The effort of President Richard Nixon, working closely with his National Security Adviser, Henry Kissinger, to open a dialogue with the People's Republic of China (PRC), is the principal focus of this volume.

Nixon and Kissinger sought to signal a willingness to improve relations with the PRC by relaxing trade and travel restrictions, ending the Taiwan Strait naval patrol, and assuring the PRC that the United States would not support a Soviet attack against China. A rapprochement through various intermediaries progressed in fits and starts in 1969 and 1970. By the end of 1970, Pakistan became the key conduit for communication with the PRC and for arranging Kissinger's secret trip to Beijing. Nixon, through Kissinger, attempted to gain the trust of the leaders of the PRC by providing information on secret Soviet-American arms control talks, significant U.S. actions concerning the conflict in South Asia, and peace talks with the Democratic Republic of Vietnam. China, in fact, often received such information before U.S. allies.

Kissinger's talks with PRC leaders in Beijing in July 1971, which marked the beginning of direct contacts, detail the extraordinary range of issues that concerned leaders of both nations. Kissinger's second visit to Beijing, in October 1971, was marked by similar discussions, the preparations for Nixon's February 1972 trip, and the drafting of what would become the Shanghai Communiqué.

The February 1972 trip to Beijing by Nixon, Kissinger, and Secretary of State William P. Rogers, included dozens of meetings with PRC leaders about U.S. support for the Republic of China (ROC) on Taiwan, PRC support for the North Vietnamese, the situation in South Asia, the regional influence of the Soviet Union and Japan, trade, exchanges, and arrangements for future contacts. In particular, the finalization of the Shanghai Communiqué required a great deal of debate over the U.S. military presence on Taiwan, and long-term commitments to Chiang Kai-shek's government. Nixon, mindful of the domestic political impact of his China initiative, accommodated many PRC requests, while stressing the need for discretion in public statements by either side. From March through December 1972, the United States attempted to broaden the scope of contacts with the PRC through meetings in Paris and messages and meetings with the PRC's U.N. delegation in New York. Kissinger made another trip to the PRC in June 1972, during which he urged Chinese leaders to become more involved in efforts to end the war in Southeast Asia. Nixon and Kissinger hoped that the PRC would pressure North Vietnam to reach a cease-fire agreement. Kissinger or the NSC staff provided PRC diplomats at the Chinese U.N. mission in New York with U.S. negotiating positions and statements to the North Vietnamese.

Almost all of the documents printed in this volume concern relations with the PRC or the ROC. In addition, there are small collections on questions relating to the Dalai Lama and Tibet, and relations with Mongolia. An electronic-only supplement (*Foreign Relations, 1969-1976, vol. E-13, Documents on China, 1969-1972*) to be released in late September 2006, will provide the complete text of many of the documents referenced in the footnotes of the printed volume that relate to high-level contact between the PRC and the United States.

The volume, a summary, and this press release are available at the Office of the Historian website at <http://www.state.gov/r/pa/ho/frus/nixon/xvii>. Copies of the volume will be available in late September for purchase from the U.S. Government Printing Office at <http://bookstore.gpo.gov> (GPO stock number 044-000-02597-3; ISBN 0-16-072761-8).

For further information, contact:

Edward Keefer  
General Editor of the Foreign Relations series  
(202) 663-1131; fax (202) 663-1289;  
[history@state.gov](mailto:history@state.gov)



## National Security Archive Release: What the U.S. Government No Longer Wants You to Know about Nuclear Weapons During the Cold War

The Pentagon and the Energy Department have now stamped as national security secrets the long-public numbers of U.S. nuclear missiles during the Cold War, including data from the public reports of the Secretaries of Defense in 1967 and 1971, according to government documents posted on the Web by the National Security Archive. Pentagon and Energy officials have now blacked out from previously public charts the numbers of Minuteman missiles (1,000), Titan II missiles (54), and submarine-launched ballistic missiles (656) in the historic U.S. Cold War arsenal, even though four Secretaries of Defense (McNamara, Laird, Richardson, Schlesinger) reported strategic force levels publicly in the 1960s and 1970s.

The security censors have also blacked out deployment information about U.S. nuclear weapons in Great Britain and Germany that was declassified in 1999, as well as nuclear deployment arrangements with Canada, even though the Canadian government has declassified its side of the arrangement. The reclassifications come in an environment of wide-ranging review of archival documents with nuclear weapons data that Congress authorized in the 1998 Kyl-Lott amendments. Under Kyl-Lott, the Energy Department has spent \$22 million while surveying more than 200 million pages of released documents. Energy has reported to Congress that 6,640 pages have been withdrawn from public access (at a cost of \$3,313 per page), but that the majority involves Formerly Restricted Data, which would include historic numbers and locations of weapons, rather than weapon systems design information (Restricted Data).

Documents posted by the National Security Archive include:



The Department of State has released *Foreign Relations of the United States, 1969-1976, Volume XVII, China, 1969-1972*. The effort of President Richard Nixon, working closely with his National Security Adviser, Henry Kissinger, to open a dialogue with the People's Republic of China (PRC), is the principal focus of this volume.

Nixon and Kissinger sought to signal a willingness to improve relations with the PRC by relaxing trade and travel restrictions, ending the Taiwan Strait naval patrol, and assuring the PRC that the United States would not support a Soviet attack against China. A rapprochement through various intermediaries progressed in fits and starts in 1969 and 1970. By the end of 1970, Pakistan became the key conduit for communication with the PRC and for arranging Kissinger's secret trip to Beijing. Nixon, through Kissinger, attempted to gain the trust of the leaders of the PRC by providing information on secret Soviet-American arms control talks, significant U.S. actions concerning the conflict in South Asia, and peace talks with the Democratic Republic of Vietnam. China, in fact, often received such information before U.S. allies.

Kissinger's talks with PRC leaders in Beijing in July 1971, which marked the beginning of direct contacts, detail the extraordinary range of issues that concerned leaders of both nations. Kissinger's second visit to Beijing, in October 1971, was marked by similar discussions, the preparations for Nixon's February 1972 trip, and the drafting of what would become the Shanghai Communiqué.

The February 1972 trip to Beijing by Nixon, Kissinger, and Secretary of State William P. Rogers, included dozens of meetings with PRC leaders about U.S. support for the Republic of China (ROC) on Taiwan, PRC support for the North Vietnamese, the situation in South Asia, the regional influence of the Soviet Union and Japan, trade, exchanges, and arrangements for future contacts. In particular, the finalization of the Shanghai Communiqué required a great deal of debate over the U.S. military presence on Taiwan, and long-term commitments to Chiang Kai-shek's government. Nixon, mindful of the domestic political impact of his China initiative, accommodated many PRC requests, while stressing the need for discretion in public statements by either side. From March through December 1972, the United States attempted to broaden the scope of contacts with the PRC through meetings in Paris and messages and meetings with the PRC's U.N. delegation in New York. Kissinger made another trip to the PRC in June 1972, during which he urged Chinese leaders to become more involved in efforts to end the war in Southeast Asia. Nixon and Kissinger hoped that the PRC would pressure North Vietnam to reach a cease-fire agreement. Kissinger or the NSC staff provided PRC diplomats at the Chinese U.N. mission in New York with U.S. negotiating positions and statements to the North Vietnamese.

Almost all of the documents printed in this volume concern relations with the PRC or the ROC. In addition, there are small collections on questions relating to the Dalai Lama and Tibet, and relations with Mongolia. An electronic-only supplement (*Foreign Relations, 1969-1976, vol. E-13, Documents on China, 1969-1972*) to be released in late September 2006, will provide the complete text of many of the documents referenced in the footnotes of the printed volume that relate to high-level contact between the PRC and the United States.

The volume, a summary, and this press release are available at the Office of the Historian website at <http://www.state.gov/r/pa/ho/frus/nixon/xvii>. Copies of the volume will be available in late September for purchase from the U.S. Government Printing Office at <http://bookstore.gpo.gov> (GPO stock number 044-000-02597-3; ISBN 0-16-072761-8).

For further information, contact:

Edward Keefer  
General Editor of the Foreign Relations series  
(202) 663-1131; fax (202) 663-1289;  
[history@state.gov](mailto:history@state.gov)



## National Security Archive Release: What the U.S. Government No Longer Wants You to Know about Nuclear Weapons During the Cold War

The Pentagon and the Energy Department have now stamped as national security secrets the long-public numbers of U.S. nuclear missiles during the Cold War, including data from the public reports of the Secretaries of Defense in 1967 and 1971, according to government documents posted on the Web by the National Security Archive. Pentagon and Energy officials have now blacked out from previously public charts the numbers of Minuteman missiles (1,000), Titan II missiles (54), and submarine-launched ballistic missiles (656) in the historic U.S. Cold War arsenal, even though four Secretaries of Defense (McNamara, Laird, Richardson, Schlesinger) reported strategic force levels publicly in the 1960s and 1970s.

The security censors have also blacked out deployment information about U.S. nuclear weapons in Great Britain and Germany that was declassified in 1999, as well as nuclear deployment arrangements with Canada, even though the Canadian government has declassified its side of the arrangement. The reclassifications come in an environment of wide-ranging review of archival documents with nuclear weapons data that Congress authorized in the 1998 Kyl-Lott amendments. Under Kyl-Lott, the Energy Department has spent \$22 million while surveying more than 200 million pages of released documents. Energy has reported to Congress that 6,640 pages have been withdrawn from public access (at a cost of \$3,313 per page), but that the majority involves Formerly Restricted Data, which would include historic numbers and locations of weapons, rather than weapon systems design information (Restricted Data).

Documents posted by the National Security Archive include:



\* Recently released Defense Department, NSC, and State Department reports with excisions of numbers of nuclear missiles and bombers in the U.S. arsenals during the 1960s and 70s.

\* Unclassified tables published in a report to Congress by Secretary of Defense Melvin Laird as excised by Pentagon reviewers.

\* A "Compendium of Nuclear Weapons Arrangements" between the United States and foreign governments that was prepared in 1968 and recently released in a massively excised version under Defense Department and DOE guidelines.

\* Canadian and U.S. government documents illustrating the public record nature of some information withheld from the 1968 "Compendium."

For more information contact:

Dr. William Burr, Thomas Blanton, (202) 994-7000

<http://www.nsarchive.org>



## **National Security Archive Release: Complete Air-Ground Transcripts of Hijacked 9/11 Flight Recordings**

The National Transportation Safety Board (NTSB) has released full transcripts of the air traffic control recordings from the four flights hijacked on September 11, 2001, and meticulous Flight Path Studies for three of the flights, in response to a Freedom of Information request by the National Security Archive. The studies, posted on the Web by the National Security Archive, provide the most detailed technical information available to date related to the hijackings, and the transcripts of the aircraft-to-ground communications are the first complete government disclosure of each flight's air traffic control recordings.

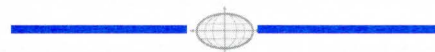
In addition to the Flight Path Studies and Air Traffic Control Recording transcripts, the NTSB released a February 2002 "Specialist's Factual Report of Investigation" on United Airlines Flight 93 based on the flight's recovered digital data recorder -- the only surviving recorder from the hijacked planes on 9/11. The report provides graphic analysis of the data recovered from Flight 93 and its subsequent crash in Shanksville, PA. According to the report, the flight recorder functioned normally.

The National Security Archive has posted the released NTSB documents on its website.

For more information contact:

Barbara Elias, (202) 994-7000

<http://www.nsarchive.org>



## **National Security Archive Release: U.S. Intelligence on Russian and Chinese Nuclear Testing Activities, 1990-2000**

The prospects of a Comprehensive Nuclear Test Ban Treaty (CTBT) in the early 1990's led China to accelerate its testing schedule and discuss differences within the Russian Government over testing, according to documents obtained through the Freedom of Information Act and archival research and posted on the Web by the National Security Archive at George Washington University. The documents illustrate the efforts of the U.S. Intelligence Community to understand developments at Russian and Chinese nuclear test sites--Novaya Zemlya and Lop Nur--from 1990 to 2000.

The posting includes 33 documents--many originally classified Top Secret--produced under the auspices of the Director of Central Intelligence, the Central Intelligence Agency, and the Defense Intelligence Agency. The documents include assessments of the link between nuclear and sub-critical tests and weapons modernization programs in Russia and China--both strategic and tactical nuclear weapons programs.

Of particular interest is the report of an outside review panel appointed by Director of Central Intelligence George J. Tenet after detection of a seismic event in the vicinity of Novaya Zemlya on August 16, 1997. That detection, combined with satellite reconnaissance showing unusual activity at the test site, led to concerns within the Intelligence Community that Russia had conducted a nuclear test despite its pledge to abide by the terms of the CTBT.

For more information contact:

Jeffrey Richelson, (202) 994-7000

<http://www.nsarchive.org>





President Ronald Reagan and Soviet leader Mikhail Gorbachev almost achieved a deal 20 years ago at the 1986 Reykjavik summit to abolish nuclear weapons, but the agreement would have required "an exceptional level of trust" that neither side had yet developed, according to U.S. and Soviet documents posted on the Web by the National Security Archive. The documents include Gorbachev's initial letter to Reagan on September 15, 1986 asking for "a quick one-on-one meeting, let us say in Iceland or in London," newly translated Gorbachev discussions with his aides and with the Politburo preparing for the meeting, U.S. Secretary of State George Shultz's briefing book for the summit, the complete U.S. and Soviet transcripts of the Reykjavik summit, and the internal recriminations and reflections by both sides after the meeting failed to reach agreement.

The documents show that U.S. analysis of Gorbachev's goals for the summit completely missed the Soviet leader's emphasis on "liquidation" of nuclear weapons, a dream Gorbachev shared with Reagan and which the two leaders turned to repeatedly during the intense discussions at Reykjavik in October 1986. But the epitaph for the summit came from Soviet aide Gyorgy Arbatov, who at one point during staff discussions told U.S. official Paul Nitze that the U.S. proposals (continued testing of missile defenses in the Strategic Defense Initiative or SDI while proceeding over 10 years to eliminate all ballistic missiles, leading to the ultimate abolition of all offensive nuclear weapons) would require "an exceptional level of trust" and therefore "we cannot accept your position."

Politburo notes from October 30, two weeks after the summit, show that Gorbachev by then had largely accepted Reagan's formulation for further SDI research, but by that point it was too late for a deal. The Iran-Contra scandal was about to break, causing Reagan's approval ratings to plummet and removing key Reagan aides like National Security Adviser John Poindexter, whose replacement was not interested in the ambitious nuclear abolition dreams the two leaders shared at Reykjavik. The documents show that even the more limited notion of abolishing ballistic missiles foundered on opposition from the U.S. military which presented huge estimates of needed additional conventional spending to make up for not having the missiles.

For more information contact:

Svetlana Savranskaya/Thomas Blanton (202) 994-7000  
<http://www.nsarchive.org>



## National Security Archive Release: LITEMPO: The CIA's Eyes on Tlatelolco CIA spy operations in Mexico

The CIA's reliance on high-level informants including the President and a future President of Mexico for "intelligence" about the student protest movement in 1968 that culminated in the infamous Tlatelolco massacre misled Washington about responsibility for the repression, according to documents posted on the Web by the National Security Archive at George Washington University.

The declassified U.S. documents reveal CIA recruitment of agents within the upper echelons of the Mexican government between 1956 and 1969. The informants used in this secret program included President Gustavo Díaz Ordaz and future President Luis Echeverría. The documents detail the relationships cultivated between senior CIA officers, such as chief of station Winston Scott, and Mexican government officials through a secret spy network code-named "LITEMPO." Operating out of the U.S. Embassy in Mexico City, Scott used the LITEMPO project to provide "an unofficial channel for the exchange of selected sensitive political information which each government wanted the other to receive but not through public protocol exchanges."

The newly-declassified U.S. government documents and interviews shed new light on the CIA reporting on the terrible events of 1968. Winston Scott's reliance on powerful government officials for information led to one-sided reporting on the student movement of 1968, ending in the October 2 massacre in Tlatelolco. Scott relied on the government's version of the Tlatelolco killings, reporting as "intelligence information" its fictional accounts of the events.

For more information contact:

Kate Doyle, (202) 994-7000  
Jefferson Morley, (202) 413-7841  
<http://www.nsarchive.org>



## Direct Subscriptions to *Passport* May Be Purchased or Renewed for 2007

*Rates: delivery in the  
United States: \$20.00  
delivery outside the  
United States: \$30.00*

*Passport* is published three  
times per year:  
April, August, December.

To subscribe, send a check  
(payable to SHAFR) to  
SHAFR Business Office,  
Department of History, Ohio  
State University, 106 Dulles  
Hall, 230 West 17th Avenue,  
Columbus OH 43210 USA.  
Direct inquiries to [passport@osu.edu](mailto:passport@osu.edu).



### 3. Announcements:

#### **Cold War International History Project Release: "North Korea's Efforts to Acquire Nuclear Technology and Nuclear Weapons: Evidence from Russian and Hungarian Archives" (CWIHP Working Paper #53)**

The Woodrow Wilson Center's Cold War International History Project (CWIHP) is pleased to announce the publication of CWIHP Working Paper #53, "North Korea's Efforts to Acquire Nuclear Technology and Nuclear Weapons: Evidence from Russian and Hungarian Archives," presenting analytical essays by Balazs Szalontai and Sergey Radchenko along with an appendix of translated documents.

In "The International Context of the North Korean Nuclear Program, 1953-1988" Szalontai argues that the decades-long development of the DPRK nuclear program was influenced by the nuclear policies of Pyongyang's opponents and allies alike. Outlining a lengthy chain reaction of one nation's efforts sparking those of another, Szalontai places North Korea's nuclear program in the context of its rivalry both with South Korea and with its nominal East European allies, concluding that for Kim Il Sung, nuclear capability was not merely a means of electrical power generation and a diplomatic trump card, but was also a symbol and guarantee of economic, political, and military self-reliance.

In "Nuclear Cooperation between the Soviet Union and North Korea, 1962-63: Evidence from Russian Archives," Radchenko asks why Moscow shared nuclear know-how of potential military application with an ally it considered trouble-prone and untrustworthy. He concludes that in the early 1960s ideological issues were in the forefront. Since nuclear power represented, in part, the advantages of socialism, Nikita Khrushchev sought to bolster the prestige of the socialist camp by sharing nuclear technology with Soviet allies. Moreover, since nuclear expertise was one carrot China could not match, this cooperation continued despite the worsening of Soviet-North Korean relations from 1962-64.

The Working Paper can be download from the "Publications" area of the CWIHP, website at <http://cwihip.org>.

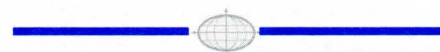


#### **Cold War International History Project publishes "'We Need Help from Outside': The North Korean Opposition Movement of 1956" (Working Paper #52)**

The Woodrow Wilson Center's Cold War International History Project (CWIHP) is pleased to announce the publication of CWIHP Working Paper #52, by James F. Person. This paper examines the development of an anti-Kim Il Sung opposition movement inside North Korea throughout the spring and summer of 1956, sparked by the anti-Stalin reforms launched that year by Soviet leader Nikita Khrushchev.

As Person reveals, the opposition group openly criticized the personality cult of North Korean leader Kim Il Sung, his economic policies, and his violations of democratic norms. Some semblance of political life thus existed in North Korea prior to the fall of 1956. Kim Il Sung outmaneuvered his opponents at the Party Plenum in August 1956, but his two patrons, the Soviet Union and China, immediately intervened to force the North Korean leader to make a humiliating self-criticism and reversal of policy. It was only the Hungarian uprising of October 1956 that saved Kim Il Sung. With the Soviets and Chinese distracted by the crisis in Hungary, Kim Il Sung was able to reassert his power, expel his chief opponents, and solidify his absolute dictatorship. Person concludes that this serious threat to Kim Il Sung's rule from China and the Soviet Union forever altered Kim's approach to his patrons, creating a profound mistrust of outside powers that continues to shape the decisions of his heir, Kim Jong-Il.

The Working Paper can be download from the "Publications" area of the CWIHP, website at <http://cwihip.org>.



#### **Call for Contributors: American Espionage: A Historical Encyclopedia**

Contributors are wanted to write entries for a historical encyclopedia of American espionage and intelligence to be published by ABC-CLIO. Entries range in length from 300-2,000 words. Those contributing more than 5,000 words will received a copy of the completed work. The current "open entries" list can be requested from Steve Guerrier, at [guerriw@jmu.edu](mailto:guerriw@jmu.edu). Please include a brief statement of your qualifications. Contributor guidelines and a contributor agreement will be sent to those who agree to participate. The deadline for completion of entries is January 15, 2007.

For further information, contact:

Dr. Steven W. Guerrier  
Co-editor, *American Espionage: A Historical Encyclopedia*





### **Call for Contributors: Encyclopedia for International Security Studies**

Professor Michael Palmiotto of Wichita State University is seeking contributors for an encyclopedia of international security studies. Contributors who are willing to write on a pool of topics or who have security as a specialty can make suggestions for topics. The encyclopedia will deal with all aspects of security: private; government; political; geo-political; criminological; psychological; natural disasters; homeland security; financial security; border security; etc. Contributors should be individuals who are willing to write 1,000 to 5,000 words or more. Individuals could contribute more than one topic or collaborate with a colleague. Contributors will receive an honorarium for each topic accepted based on the word count. Individuals willing to contribute should contact Dr. Michael Palmiotto at:

Michael J. Palmiotto, PhD  
Professor of Criminal Justice  
School of Community Affairs  
Wichita, KS 67207-0135  
Phone: (316)978-6524  
Fax: (316)978-3626  
michael.palmiotto@wichita.edu



### **Call for Papers: *Asteriskos, Journal of International & Peace Studies***

*Asteriskos, Journal of International and Peace Studies* announces a call for papers for its second issue to be printed in Autumn 2007. *Asteriskos* is a semestral scientific journal published by the Galizan Institute of International Security and Peace Studies (IGESIP). It is dedicated to theory and research on the fields of international security, peace studies, conflict resolution and peacebuilding, from a multidisciplinary perspective, open both to theoretical and empirical work. It is edited mainly in Galizan-Portuguese and English, but accepts works in other languages.

For further information contact:

Joám Evans  
Instituto Galego de Estudos de Segurança Internacional e da Paz  
Rinlo 64a 4A  
Rianxo 15920  
A Corunha, Galiza  
asteriskos@igesip.org  
<http://www.igesip.org/papers.pdf>



### **Call for Papers: *Hindsight Graduate History Journal***

*Hindsight Graduate History Journal* is accepting article and book review submissions for its inaugural volume, to be published in April 2007. A peer-reviewed scholarly publication by and for graduate students, *Hindsight* is published twice a year in the Department of History at California State University, Fresno. Our mission is to offer academically sound, interesting, and broad-based historical works by graduate students for an interdisciplinary scholarly audience. We encourage the submission of articles from any field of historical inquiry, especially those demonstrating innovative and/or interdisciplinary approaches. Students working in other disciplines throughout the Social Sciences and Humanities are also invited to submit essays. Submissions for the inaugural issue will be accepted until January 12, 2007. Articles received after that date will be considered for future publication.

Submissions should be presented in Times New Roman font (12 pt.) with 2 line spacing and 1" margins on all sides of the page. Submissions should be no less than fifteen pages and should not exceed twenty-five pages in length. Our preference is for footnotes rather than endnotes. Submissions should include four hard copies with the author's name appearing only on the cover sheet, one copy in Microsoft Word format on disk, and a current curriculum vitae.



Submissions should be sent to:

*Hindsight Graduate History Journal*  
Department of History  
California State University, Fresno  
5340 N. Campus Dr. M/S SS21  
Fresno, CA 93740

For further information, please visit our website at: [csufresno.edu/historydept/hindsight.htm](http://csufresno.edu/historydept/hindsight.htm).



**Call for Papers: 2007 International Graduate Student Conference on the Cold War**

*April 20-21, 2007, George Washington University, Washington, D.C.*

The George Washington University Cold War Group (GWCW), the Center for Cold War Studies (CCWS) of the University of California Santa Barbara, and the Cold War Studies Centre (CWSC) of the London School of Economics and Political Science are pleased to announce their 2007 International Graduate Student Conference on the Cold War, to take place at the George Washington University in Washington, D.C. on 20-21 April 2007.

The conference is an excellent opportunity for graduate students to present papers and receive critical feedback from peers and experts in the field. We encourage submissions by graduate students working on any aspect of the Cold War, broadly defined. Of particular interest are papers that make use of newly available primary sources. A two-page proposal and a brief academic C.V. (in Word or PDF format), should be submitted to [gwcw@gwu.edu](mailto:gwcw@gwu.edu) by 15 January 2007 to be considered. Notification of acceptance will be made by 5 February. Successful applicants will be expected to email their papers by 2 April. Further questions may be directed to the conference coordinator, James Person, at the aforementioned e-mail address.

The conference sessions will be chaired by prominent faculty members from GW, UCSB, LSE and elsewhere. The accommodation cost of student participants will be covered by the organizers (from 19-22 April), but students will need to cover the costs of their travel to GW.

In 2003, GW and UCSB first joined their separate spring conferences, and two years later, LSE became a co-sponsor. The three cold war centers now hold a jointly sponsored conference each year, alternating among the three campuses. For more information on our three programs, please visit the respective Web sites:

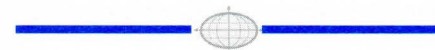
<http://www.ieres.org> for GWCW;  
<http://www.history.ucsb.edu/projects/ccws> for CCWS;  
<http://www.lse.ac.uk/collections/CWSC> for the CWSC



**Call for Papers: Transatlantic Studies Association Annual Conference**

*July 9-12, 2007, University College Cork, Ireland*

The Transatlantic Studies Association invites submissions for its annual conference, to be held July 9-12, 2007 at University College Cork, Ireland. Deadline for proposals is March 1, 2007. We welcome proposals by individuals, full panels of three speakers or a series of related panels focusing on a particular theme or topic. We would also like to invite proposals for well-structured inter-disciplinary roundtables on particular events, themes, regions, countries among others ideas. Please direct proposals or questions for the fields of History, Diplomacy, Security Studies and International Relations to David Ryan ([david.ryan@ucc.ie](mailto:david.ryan@ucc.ie)). Proposals should include a 300 word abstract and brief CV, and should be submitted by March 2007.



**Call for Papers: Fourth Conference of the International Society for First World War Studies: New Directions in First World War Studies**

*October 18-20, 2007, Washington, D.C.*

Following the success of the three previous conferences in Lyon, Oxford, and Dublin, the International Society for First World War Studies is pleased to host its next conference in Washington, D.C., October 18-20, 2007, through the generous support and cooperation of our hosts, Georgetown University and the German Historical Institute. We are continuing the tradition of bringing together current researchers from both the graduate student and established academic scholarly



levels. We invite papers from students and scholars who are working on new paradigms or approaches to understanding the social, cultural, or military history of the war. The purpose of the conference is to facilitate a comparative study of the Great War.

Like the previous conferences we will follow the format of circulating the papers ahead of the conference and forming panels from individual paper submissions. Each panel will consist of two to three paper authors, a discussant for each paper, and a chair who will offer a summary commentary of each panel.

Applicants should send a two-page abstract of the proposed paper and a curriculum vita to Jennifer Keene at: keene@chapman.edu or Mike Neiberg at: michael.neiberg@usm.edu by February 1, 2007. Please also be prepared to submit a paper of a maximum of 8,000 words by June 1, 2007.

For more information, contact:

Pierre Purseigle  
pierre.purseigle@pembroke.oxon.net  
<http://doc-iep.univ-lyon2.fr/wwi/>  
<http://pop.webster.edu/~saritacargas09/>



### **2007 Naval History Symposium**

*September 20-22, 2007, Annapolis, Maryland*

The History Department of the United States Naval Academy invites proposals for papers to be presented at its 2007 Naval History Symposium in Annapolis, Maryland, from 20-22 September 2007. The Naval History Symposium was a hallmark of the Academy's History Department from 1971 to 1999 and the 2007 Symposium will mark its resumption. We anticipate its robust continuation well into the future.

A limited number of travel stipends are available to scholars residing outside the United States and to graduate students living within the United States. Please indicate your desire to apply for a travel stipend in the cover letter or email that contains your proposal.

## **SHAFR Activities at the Annual Meeting of the Organization for American Historians**

**March 2007**

*Minneapolis, Minnesota*

Reception (cash bar)

**Friday, March 30, 2007**

5:00-7:00 pm

Luncheon

**Saturday, March 31, 2007**

11:15 am-1:15 pm

**David Engerman** of Brandeis University will deliver the  
2007 Stuart L. Bernath Memorial Lecture, "American Knowledge and Global Power."

SHAFR will also announce the winners of the 2007 Stuart L. Bernath Book Prize, Robert H. Ferrell Book Prize, Myrna Bernath Fellowship, Stuart L. Bernath Lecture Prize, Stuart L. Bernath Article Prize, Michael J. Hogan Fellowship, W. Stull Holt Fellowship, and Samuel Flagg Bemis Research Grants.

Tickets to the luncheon must be purchased in advance from the OAH. Details will appear in OAH registration materials.




The program committee will award prizes to the best papers presented at the symposium. As in the past, we will publish selected papers at a later date.

Proposals dealing with any aspect of naval and maritime history are welcome. Paper proposals should include an abstract not exceeding 250 words and a one-page vita. Proposals for panels are also encouraged and should contain an abstract and vita for each panelist. Final versions of papers are due by August 1, 2007.

Send electronic proposals to Professor Maochun Yu at [yu@usna.edu](mailto:yu@usna.edu). Mail proposals to Dr. Maochun Yu, History Department (12C), 107 Maryland Avenue, Annapolis, Maryland 21402-5044. The deadline for submitting proposals is 19 January 2007. The program committee expects to finalize the program in May.

---



---

### Edwin H. Sherman Prize for Undergraduate Scholarship

Temple University's Center for the Study of Force and Diplomacy is soliciting submissions for its annual Edwin H. Sherman Prize for Undergraduate Scholarship in Force and Diplomacy. Any paper written by an undergraduate student in the 2006 calendar year submitted by either the student or a faculty member at the student's college or university is eligible. The paper must address an issue, contemporary or historical, that demonstrates the intersection of force and diplomacy in international affairs. Submissions must be mailed in hard copy and postmarked no later than February 5, 2007, to: The Center for the Study of Force and Diplomacy, Gladfelter 913, Temple University, 1115 W. Berks Street, Philadelphia, PA 19122-6089. The recipient of the Edwin Sherman Prize will receive \$1000 award along with a certificate. Further information is available at <http://www.temple.edu/cenfad/>.

---



---

## 5. Upcoming SHAFR Deadlines:

### The Stuart L. Bernath Lecture Prize

The Stuart L. Bernath Lecture Prize recognizes and encourages excellence in teaching and research in the field of foreign relations by younger scholars. The prize of \$500 is awarded annually.

**Eligibility:** The prize is open to any person under forty-one years of age or within ten years of the receipt of the PhD whose scholarly achievements represent excellence in teaching and research. Nominations may be made by any member of SHAFR or of any other established history, political science, or journalism department or organization.

**Procedures:** Nominations, in the form of a letter and the nominee's c.v., should be sent to the Chair of the Bernath Lecture Committee. The nominating letter should discuss evidence of the nominee's excellence in teaching and research.

The award is announced during the SHAFR luncheon at the annual meeting of the Organization of American Historians (OAH). The winner of the prize will deliver a lecture during the SHAFR luncheon at the next year's OAH annual meeting. The lecture should be comparable in style and scope to a SHAFR presidential address and should address broad issues of concern to students of American foreign policy, not the lecturer's specific research interests. The lecturer is awarded \$500 plus up to \$500 in travel expenses to the OAH, and his or her lecture is published in *Diplomatic History*.

To be considered for the 2007 award, nominations must be received by February 28, 2007. Nominations should be sent to Stephen Rabe, University of Texas at Dallas, School of Arts & Humanities, JO45, P.O. Box 830688, Richardson, TX 75083-0688. (E-mail: [rabe@utdallas.edu](mailto:rabe@utdallas.edu)).

---



---

### The Stuart L. Bernath Scholarly Article Prize

The purpose of the prize is to recognize and encourage distinguished research and writing by young scholars in the field of diplomatic relations. The prize of \$1,000 is awarded annually to the author of a distinguished article appearing in a scholarly journal or edited book, on any topic in United States foreign relations.

**Eligibility:** The author must be under forty-one years of age or within ten years of receiving the Ph.D. at the time of the article's acceptance for publication. The article must be among the first six publications by the author. Previous winners of the Stuart L. Bernath Book Award or the Myrna F. Bernath Book Award are ineligible.

**Procedures:** All articles appearing in *Diplomatic History* will be automatically considered without nomination. Other nominations may be submitted by the author or by any member of SHAFR.

The award is presented during the SHAFR luncheon at the annual meeting of the Organization of American Historians.

To nominate an article published in 2006, send three copies of the article and a letter of nomination to Anne Foster, Department of History, Indiana State University Terre Haute, IN 47809 (e-mail: [hifoster@isugw.indstate.edu](mailto:hifoster@isugw.indstate.edu)). Deadline for nominations is February 1, 2007.



**Congratulations!**

# 2006 SHAFR Election of Officers

*Congratulations to the following individuals who were elected by SHAFR membership to serve in the offices indicated:*

## **President:**

**Richard H. Immerman**, *Temple University*

## **Vice-President**

**Thomas A. Schwartz**, *Vanderbilt University*

## **Council**

**Thomas Zeiler**, *University of Colorado*  
**Jeremi Suri**, *University of Wisconsin*  
**Meredith Oyen**, *Georgetown University*

## **Nominating Committee**

**Kathryn Statler**, *University of San Diego*

### **Robert H. Ferrell Book Prize**

This prize is designed to reward distinguished scholarship in the history of American foreign relations, broadly defined. The prize of \$2,500 is awarded annually. The Ferrell Prize was established to honor Robert H. Ferrell, professor of diplomatic history at Indiana University from 1961 to 1990, by his former students.

**Eligibility:** The Ferrell Prize recognizes any book beyond the first monograph by the author. To be considered, a book must deal with the history of American foreign relations, broadly defined. Biographies of statesmen and diplomats are eligible. General surveys, autobiographies, or editions of essays and documents are not eligible.

**Procedures:** Books may be nominated by the author, the publisher, or any member of SHAFR. Three copies of the book must be submitted.

The award is announced during the SHAFR luncheon at the annual meeting of the Organization of American Historians.

The deadline for nominating books published in 2006 is December 15, 2006. Submit books to Susan Brewer, Department of History, University of Wisconsin-Stevens Point, 1901 Fourth Avenue, Stevens Point, Wisconsin 54481 (e-mail: sbrewer@uwsp.edu).

---



---

### **The Michael J. Hogan Fellowship**

The Michael J. Hogan Fellowship was established to honor Michael J. Hogan, long-time editor of *Diplomatic History*.

The Hogan Fellowship of \$2,000 is intended to promote research in foreign language sources by graduate students. The fellowship is intended to defray the costs of studying foreign languages needed for research. It is announced at the SHAFR luncheon held during the annual meeting of the Organization of American Historians.

Applicants must be graduate students researching some aspect of U.S. foreign relations history. Membership in SHAFR is not required.

**Procedures:** Self-nominations are expected. Applications must include: a detailed plan for using the fellowship to achieve the purposes of the program (5-7 pages); a concise c.v. (1-2 pages), and a budget (1 page). Each applicant's graduate adviser must write a letter of recommendation, to be submitted separately. All applications and letters must be submitted via e-mail.

Within eight months of receiving the award, each successful applicant must file with the SHAFR Business Office a brief report on how the funds were spent. Such reports will be considered for publication in *Passport*.

To be considered for the 2007 award, nominations and supporting materials must be received by February 1, 2007. Submit





### **The W. Stull Holt Dissertation Fellowship**

The W. Stull Holt Dissertation Fellowship of \$2,000 is intended to defray the costs of travel, preferably foreign travel, necessary to conduct research on a significant dissertation project. The fellowship is awarded annually at the SHAFR luncheon held during the annual meeting of the Organization of American Historians.

Applicants must be actively working on dissertations dealing with some aspect of U.S. foreign relations history. Applicants must have satisfactorily completed all requirements for the doctoral degree except the dissertation. Membership in SHAFR is not required.

Procedures: Self-nominations are expected. Applications must include: a dissertation prospectus including a paragraph or two on how funds would be expended (8-12 pages), a concise c.v. (1-2 pages), and a budget (1 page). Each applicant's dissertation adviser must write a letter of recommendation, to be submitted separately. All applications and letters must be submitted via e-mail.

Within eight months of receiving the award, each successful applicant must file with the SHAFR Business Office a brief report on how the funds were spent. Such reports will be considered for publication in *Passport*.

To be considered for the 2007 award, nominations and supporting materials must be received by February 1, 2007. Submit materials to: Robert Dean, Department of History, Eastern Washington University, RDean@mail.ewu.edu.



### **Samuel Flagg Bemis Research Grants**

The Samuel F. Bemis Research Grants are intended to promote research by doctoral candidates, by untenured faculty members, and by those within six years of the Ph.D. and working as professional historians. A limited number of grants of varying amounts (generally, up to \$2,000) will be awarded annually to help defray the costs of domestic or international travel necessary to conduct research on significant scholarly projects.

Applicants must be actively working on dissertations or post-doctoral research projects dealing with some aspect of U.S. foreign relations history. Applicants must have satisfactorily completed all requirements for the doctoral degree except the dissertation or must hold the Ph.D. Membership in SHAFR is not required.

Procedures: Self-nominations are expected. Graduate students should apply for the Holt Fellowship, under the guidelines above, as applicants for that fellowship will be considered automatically for Samuel F. Bemis Research Grants. Untenured faculty members and recent Ph.D.s working as professional historians should submit applications modeled on the Holt Fellowship application, making clear their professional status, substituting a research prospectus for a dissertation prospectus, and arranging a letter of recommendation from any referee.

Within eight months of receiving the award, each successful applicant must file with the SHAFR Business Office a brief report on how the funds were spent. Such reports will be considered for publication in *Passport*.

To be considered for 2007 awards, nominations and supporting materials must be received by February 1, 2007. Submit materials to: Robert Dean, Department of History, Eastern Washington University, RDean@mail.ewu.edu.



### **The Betty M. Unterberger Dissertation Prize**

The Betty M. Unterberger Prize is intended to recognize and encourage distinguished research and writing by graduate students in the field of diplomatic history. The Prize of \$1,000 is awarded biannually (in odd years) to the author of a dissertation, completed during the previous two calendar years, on any topic in United States foreign relations history. The Prize is announced at the annual SHAFR conference.

The Prize was established in 2004 to honor Betty Miller Unterberger, a founder of SHAFR and long-time professor of diplomatic history at Texas A&M University.

Procedures: A dissertation may be submitted for consideration by the author or by the author's advisor. Three copies of the dissertation should be submitted, along with a cover letter explaining why the dissertation deserves consideration.

To be considered for the 2007 award, nominations and supporting materials must be received by February 28, 2007. Submit materials to Terry Anderson, Department of History, Texas A&M University, Melbern G. Glasscock Building, Room 101, College Station, TX 77843-4236.





## 6. Recent Publications of Interest

- Ahmed, Shamina and David Potter. *NGOs in International Politics*, Kumarian Press, \$24.95.
- Butler, Jennifer. *Born Again: The Christian Right Globalized*, Pluto Press, \$75.00.
- Carroll, Peter N., Michael Nash, and Melvin Small. *The Good Fight Continues: World War II Letters from the Abraham Lincoln Brigade*, New York University Press, \$23.00.
- Chandler, David. *Empire in Denial: The Politics of State-Building*, Pluto Press, \$26.95.
- Chung, Jae Ho. *Between Ally and Partner: Korea-China Relations and the United States*, Columbia University Press, \$40.00.
- Cole, Alyson M. *The Cult of True Victimhood: From the War on Welfare to the War on Terror*, Stanford University Press, \$19.95.
- Crapol, Edward. *John Tyler, The Accidental President*, The University of North Carolina Press, \$37.50.
- Creswell, Michael. *A Question of Balance: How France and the United States Created Cold War Europe*, Harvard University Press, \$49.95.
- Cross, Mai'a K. Davis. *The European Diplomatic Corps: Diplomats and International Cooperation from Westphalia to Maastricht*, Palgrave Macmillan, \$74.95.
- Crosston, Matthew. *Fostering Fundamentalism: Terrorism, Democracy and American Engagement in Central Asia*, Ashgate Publishing, \$89.95.
- Dombrowski, Peter and Eugene Gholz. *Buying Military Transformation: Technological Innovation and the Defense Industry*, Columbia University Press, \$45.00.
- Fink, Carole, Frank Hadler, and Tomasz Schramm, eds. *1956 European and Global Perspectives*, Leipzig University Press, 22.00 Euro.
- Fisher, Louis. *In the Name of National Security: Unchecked Presidential Power and the Reynolds Case*, University Press of Kansas, \$34.95.
- Frankel, Robert. *Observing America: The Commentary of British Visitors to the United States, 1890-1950*, University of Wisconsin Press, \$50.00.
- Gati, Charles. *Failed Illusions: Moscow, Washington, Budapest, and the 1956 Hungarian Revolt*, Stanford University Press, \$24.95.
- Gould, Harold. *Sikhs, Swamis, Students and Spies: The India Lobby in the United States, 1900-1946*, Sage Publications, \$39.95.
- Gray, Susan Elaine. *I Will Fear No Evil: Ojibwa-Missionary Encounters Along the Berens River, 1875-1940*, Michigan State University Press, \$29.95.
- Greene, Benjamin P. *Eisenhower, Science Advice, and the Nuclear Test Ban Debate, 1945-1963*, Stanford University Press, \$65.00.
- Hasian, Marouf. *Rhetorical Vectors of Memory in National and International Holocaust Trials*, Michigan State University Press, \$59.95.
- Hirsch, Susan. *In the Moment of Greatest Calamity: Terrorism, Grief, and a Victim's Quest for Justice*, Princeton University Press, \$29.95.
- Hogeland, William. *The Whiskey Rebellion: George Washington, Alexander Hamilton, and The Frontier Rebels Who Challenged America's Newfound Sovereignty*, Scribner Publishing, \$26.95.
- Hua, Shiping. *Reflections on the Triangular Relations of Beijing-Taipei-Washington Since 1995: Status Quo at the Taiwan Straits?*, Palgrave Macmillan, \$69.95.
- Hunt, Alfred. *Haiti's Influence on Antebellum America: Slumbering Volcano in the Caribbean*, Louisiana State University Press, \$19.95.
- Inoue, Masamichi S. *Okinawa and the U.S. Military: Identity Making in the Age of Globalization*, Columbia University Press, \$45.00.
- Jackson, Patrick Thaddeus. *Civilizing the Enemy: German Reconstruction and the Invention of the West*, University of Michigan Press, \$27.95.
- Jacobson, Matthew Frye and Gaspar Gonzalez. *What Have They Built You to Do? The Manchurian Candidate and Cold War America*, University of Minnesota Press, \$19.95.
- Larres, Klaus. *The Cold War After Stalin's Death: A Missed Opportunity for Peace?*, Rowman & Littlefield Publishers, \$69.95.
- Markwell, Donald John. *John Maynard Keynes and International Relations: Economic Paths to War and Peace*, Oxford University Press, \$85.00.
- Miscamble, Wilson D. *From Roosevelt to Truman: Potsdam, Hiroshima, and the Cold War*, Cambridge University Press, \$39.00.
- Perwitz, Anak Agung Banyu. *Indonesia and the Muslim World: Between Islam and Secularism in the Foreign Policy of Suharto and Beyond*, University of Hawaii Press, \$25.00.
- Pond, Elizabeth. *Endgame in the Balkans: Regime Change, European Style*, Brookings Institution Press, \$29.95.



- Roberts, Priscilla, ed. *Behind the Bamboo Curtain: China, Vietnam, and the Cold War*, Stanford University Press, \$65.00.
- Roosa, John. *Pretext for Mass Murder: The September 30th Movement and Suharto's Coup d'Etat in Indonesia*, University of Wisconsin Press, \$23.95.
- Schulzinger, Robert D. *A Time for Peace: The Legacy of the Vietnam War*, Oxford University Press, \$30.00.
- Serewicz, Lawrence W. *America at the Brink of Empire: Rusk, Kissinger, and the Vietnam War*, Louisiana State University Press, \$40.00.
- Shenin, David. *Argentina and the United States: An Alliance Contained*, University of Georgia Press, \$22.95.
- Smith, R. Drew, ed. *Freedom's Distant Shores: American Protestants and Post-Colonial Alliances with Africa*, Baylor University Press, \$29.95.
- Sparrow, Bartholomew. *The Insular Cases and the Emergence of American Empire*, University Press of Kansas, \$16.95.
- Sylvan, David and Stephen Majeski. *US Foreign Policy in Perspective: Clients, Enemies and Empire*, Routledge, \$125.00.
- Todd, Emmanel. *After the Empire: The Breakdown of the American Order*, Columbia University Press, \$18.95.
- Truett, Samuel. *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands*, Yale University Press, \$40.00.
- Westwick, Peter. *Into the Black: JPL and the American Space Program, 1976-2004*, Yale University Press, \$40.00.
- Wiarda, Howard. *The Crisis of American Foreign Policy: The Effects of a Divided America*, Rowman & Littlefield Publishers, \$34.95.
- Willbanks, James H. *The Tet Offensive: A Concise History*, Columbia University Press, \$29.50.
- Zeiler, Thomas. *Ambassadors in Pinstripes: The Spalding World Baseball Tour and the Birth of the American Empire*, Rowman and Littlefield, \$24.95.



## SHAFR AT THE AHA

SHAFR IS PLANNING TWO MAJOR FUNCTIONS AT THE 2007 MEETING OF THE AMERICAN HISTORICAL ASSOCIATION IN ATLANTA IN JANUARY. PLEASE PLAN TO ATTEND:

-> RECEPTION (CASH BAR) ON FRIDAY, JANUARY 5, 5:30-7:30 PM

-> LUNCHEON ON SATURDAY, JANUARY 6, 12:00-1:45 PM

PLEASE NOTE THAT THIS YEAR'S LUNCHEON WILL BE HELD AT PITTYPAT'S PORCH, 25 INTERNATIONAL BLVD., A SHORT WALK FROM THE CONVENTION CENTER AND HOTELS. **MAHMOOD MAMDANI** of Columbia University will deliver the keynote lecture, "Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror." THE BERNATH DISSERTATION FELLOWSHIP, THE GELFAND-RAPPAPORT FELLOWSHIP, AND THE LINK-KUEHL PRIZE WILL ALSO BE AWARDED.

FOR MORE INFORMATION, SEE [WWW.SHAFR.ORG](http://WWW.SHAFR.ORG).



## Program Update for SHAFR's 2007 Annual Meeting

*Steve Rabe and Doug Little*

On behalf of the SHAFR Program Committee, we are pleased to report that the plans for the 2007 annual summer meeting are shaping up quite nicely. The SHAFR 2007 summer meeting will be held June 21-24 just a few miles outside Washington, DC, at the Marriott Westfields Conference Center in Reston, Virginia, not far from Dulles International Airport.

The core of the program will consist of two-hour sessions on a broad range of topics covering all areas of the world and all time periods. We have in hand proposals on everything from the Barbary Pirates to the Vietnam War and from the Roosevelt Corollary to the end game in Iraq, and we expect to receive an even more diverse array of submissions during the next few weeks. By the time that this issue of *Passport* arrives in your mailbox, the December 15th deadline for submissions will be looming, but the program committee will consider additional proposals received before January 1st on a space-available basis. If you have questions about the program, please feel free to contact one of us (rabe@utdallas.edu or dlittle@clarku.edu) directly.

The conference will also feature several special events:

- At the Saturday luncheon, SHAFR President Richard Immerman will deliver his presidential address.
- Several past presidents will take part in a "SHAFR Turns Forty" panel reviewing what has changed and what has not during our favorite organization's history.
- In this same spirit, program committee chairs Steve Rabe and Doug Little will offer a recap of the highlights (and lowlights) of the annual summer conference entitled "Dorm Rooms, Cafeterias, and Low-Rent Hotels We Have Known."
- Nicholas Cull of the University of Southern California is organizing a roundtable on public diplomacy that will feature historians and policymakers.
- Susan Ferber of Oxford University Press is organizing a roundtable on "Diplomatic Historians in Search of an Audience" that will include speakers from the publishing industry and the media.
- Thomas Zeiler of the University of Colorado is organizing a roundtable on the promise and perils of H-Diplo.

As those of you who attended the SHAFR 2006 summer conference at the University of Kansas will agree, one of the best things about our annual gathering is the opportunity to enjoy a good time in the company of good friends, both old and new. There will be frequent shuttle service to and from the Marriott Westfields to ensure that whether you're interested in the National Archives, the National Gallery, or the Washington Nationals, you'll have a good time at the SHAFR 2007 meeting.

### 2007 SHAFR Program Committee

Co-Chair, **Stephen Rabe**, University of Texas at Dallas, rabe@utdallas.edu

Co-Chair, **Douglas Little**, Clark University, dlittle@clarku.edu

**Clea Bunch**, University of Arkansas at Little Rock, cebunch@ualr.edu

**David Engerman**, Brandeis University, engerman@brandeis.edu

**Katherine Sibley**, St. Joseph's University, sibley@sju.edu



# The Last Word

*Sara Wilson*

**A**s all SHAFR members know, our annual meeting is usually held every other year in the Washington, D.C. area and is normally hosted by a local university. In 2007, the former practice will be maintained, but the latter will not. SHAFR will break with thirty-two years of tradition and hold its annual meeting on June 20-23 at the Westfields Marriott Conference Center in Chantilly, Virginia.

## **Why the Change?**

The SHAFR Council decided to organize the meeting on the so-called "mini-OAH" model for two basic reasons. First, while SHAFR has consistently benefited from holding past meetings on university campuses and has deeply appreciated the hard work of local arrangements committee volunteers, those persons scheduling recent meetings in the Washington area have encountered difficulties with regard to scheduling dates, reserving adequate space, securing dorm rooms, and allowing commercial sales by book exhibitors. Meanwhile, several SHAFR members with experience in hosting conferences suggested scheduling one meeting at a commercial convention facility in an effort to overcome such difficulties. Thus, after exhaustive research into Washington-area hotel options, Council agreed to schedule the 2007 meeting at the Westfields Marriott on a one-year trial basis.

## **Getting There**

Westfields Marriott is located about twenty-five miles west of Washington, D.C. and only seven miles from Dulles International Airport. Free shuttle service from Dulles Airport will be scheduled. Parking at the hotel is ample and free. SHAFR will also provide periodic shuttle service from the Vienna Metro station. More details about the shuttle service and transportation from other area airports will be available in January on the conference website at [www.shaftr.org](http://www.shaftr.org).

## **Accommodations**

The Westfields is a beautiful facility located on several wooded acres. (Take a look for yourself at <http://marriott.com/property/propertypage/IADWF>.) It offers



appealing meeting space for our plenary, luncheons, receptions, book exhibits, and panel sessions. Each hotel room is large, comfortable, and ideally-suited to be shared by conference attendees, with high-speed internet access, two desks, and two closets. You might consider bringing your family; adjoining rooms and suites are also available, as are indoor and outdoor pools, tennis courts, and a golf course. Tourist and child-friendly activities from horseback riding to biking, hiking, and miniature golf are all available within 5 miles. Rates are \$139/night per room for single or double occupancy and \$149 per room for triple or quad occupancy. More information about making your reservation will be mailed to all SHAFR members and will also be available on SHAFR's website.

## **Area Attractions**

If you're looking for dinner or nightlife on the evenings when no conference events are planned, you can patronize on-site restaurants: a British-style pub (including pool tables) or the more formal Palm Court restaurant. If you prefer to get off-site, Reston Town Center, with movie theaters, shops, and more than twenty restaurants, is a ten-minute drive away. For those coming early or staying on after the conference, the Wolf Trap Center for Performing Arts, the Manassas Battlefield, and the National Air and Space Museum Udvar-Hazy Center are all within a 15-minute drive from Westfields.

We are also looking into providing transportation to Washington, D.C. one evening for those of you who do not want to miss a chance to get downtown. Planning is tentative at this point, but look for more information when you receive your registration materials and on SHAFR's website.

We hope the quality of the surroundings at Westfields Marriott will enable everyone to enjoy the program fully. The location is new, but SHAFR's longtime tradition of providing an excellent program will surely continue.

*Sara Wilson has served as SHAFR's professional conference consultant since 2002.*



# The Last Word

*Sara Wilson*

**A**s all SHAFR members know, our annual meeting is usually held every other year in the Washington, D.C. area and is normally hosted by a local university. In 2007, the former practice will be maintained, but the latter will not. SHAFR will break with thirty-two years of tradition and hold its annual meeting on June 20-23 at the Westfields Marriott Conference Center in Chantilly, Virginia.

## Why the Change?

The SHAFR Council decided to organize the meeting on the so-called "mini-OAH" model for two basic reasons. First, while SHAFR has consistently benefited from holding past meetings on university campuses and has deeply appreciated the hard work of local arrangements committee volunteers, those persons scheduling recent meetings in the Washington area have encountered difficulties with regard to scheduling dates, reserving adequate space, securing dorm rooms, and allowing commercial sales by book exhibitors. Meanwhile, several SHAFR members with experience in hosting conferences suggested scheduling one meeting at a commercial convention facility in an effort to overcome such difficulties. Thus, after exhaustive research into Washington-area hotel options, Council agreed to schedule the 2007 meeting at the Westfields Marriot on a one-year trial basis.

## Getting There

Westfields Marriott is located about twenty-five miles west of Washington, D.C. and only seven miles from Dulles International Airport. Free shuttle service from Dulles Airport will be scheduled. Parking at the hotel is ample and free. SHAFR will also provide periodic shuttle service from the Vienna Metro station. More details about the shuttle service and transportation from other area airports will be available in January on the conference website at [www.shaftr.org](http://www.shaftr.org).

## Accommodations

The Westfields is a beautiful facility located on several wooded acres. (Take a look for yourself at <http://marriott.com/property/propertypage/IADWF>.) It offers



appealing meeting space for our plenary, luncheons, receptions, book exhibits, and panel sessions. Each hotel room is large, comfortable, and ideally-suited to be shared by conference attendees, with high-speed internet access, two desks, and two closets. You might consider bringing your family; adjoining rooms and suites are also available, as are indoor and outdoor pools, tennis courts, and a golf course. Tourist and child-friendly activities from horseback riding to biking, hiking, and miniature golf are all available within 5 miles. Rates are \$139/night per room for single or double occupancy and \$149 per room for triple or quad occupancy. More information about making your reservation will be mailed to all SHAFR members and will also be available on SHAFR's website.

## Area Attractions

If you're looking for dinner or nightlife on the evenings when no conference events are planned, you can patronize on-site restaurants: a British-style pub (including pool tables) or the more formal Palm Court restaurant. If you prefer to get off-site, Reston Town Center, with movie theaters, shops, and more than twenty restaurants, is a ten-minute drive away. For those coming early or staying on after the conference, the Wolf Trap Center for Performing Arts, the Manassas Battlefield, and the National Air and Space Museum Udvar-Hazy Center are all within a 15-minute drive from Westfields.

We are also looking into providing transportation to Washington, D.C. one evening for those of you who do not want to miss a chance to get downtown. Planning is tentative at this point, but look for more information when you receive your registration materials and on SHAFR's website.

We hope the quality of the surroundings at Westfields Marriott will enable everyone to enjoy the program fully. The location is new, but SHAFR's longtime tradition of providing an excellent program will surely continue.

*Sara Wilson has served as SHAFR's professional conference consultant since 2002.*