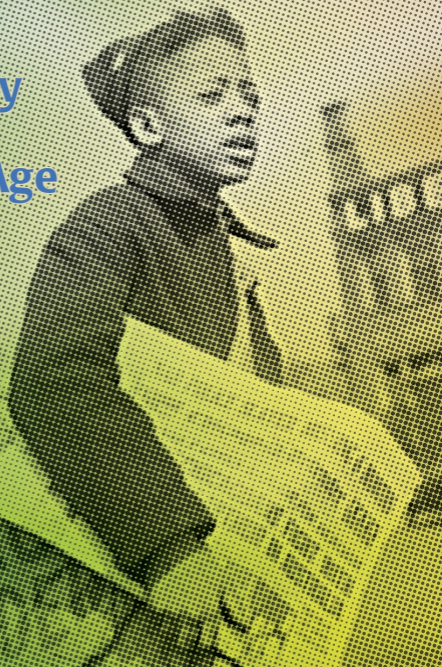


# Perspectives on History

The Newsmagazine of the American Historical Association | 54: 8 | November 2016

## Doing History in the Digital Age



# Perspective on History

Newsmagazine of the American Historical Association

Volume 54, No. 8 ♦ November 2011

[www.historians.org/Perspectives](http://www.historians.org/Perspectives)

## [From the Editor](#)

## [From the President](#)

## [An African Diaspora Curriculum](#)

Patrick Manning

## [From the Executive Director](#)

## [Looking Abroad, Looking Ahead: Forging Global Ties among Historians](#)

James Grossman

## [News](#)

## [Doing Right Online: Archivists Shape an Ethics for the Digital Age](#)

Kritika Agarwal

Office of the Historian Releases New **FRUS** Volumes: Historical Advisory Committee Cautiously Optimistic

Rachel Van Bokkem

Contrary to Popular Belief: Recovering the Grassroots History of American Atheism

Allison Miller

Updates on the AHA's Advocacy Efforts From the National Coalition for History

Fighting for History: Behind the Scenes at the NCH

Lee White

## Features

"Does It Count?" Scholarly Communication and African American Digital History

**Matthew Delmont**

[Digital History, from Both Sides](#)

**Walter Hawthorne,  
Brandon Locke, and  
DeLacey A. Yancey**

[Open Access, Copyright, and  
Licensing for Humanists: What  
Historians Need to Know](#)

**Rick Anderson**

[A Message from the National  
Humanities Alliance: Yes, Your E-  
mails to Congress Matter](#)

**Robert Bowen**

## [AHA Annual Meeting](#)

[The Jefferson County Showdown over the Advanced Placement US History Test: A Second Chance for a Failed Dialogue](#)

Fritz Fischer

[Abstract of the Presidential Address at the Annual Meeting: "Inequality: Historical and Disciplinary Approaches"](#)

Patrick Manning

[The Committee on Women Historians Breakfast](#)

[The Modern European History Luncheon](#)  
[On the Website](#)

## [AHA Activities](#)

[Boubakar Barry, Historian of Senegambia, Selected as 2016 Honorary Foreign Member](#)

Martin Klein

## [Career Paths](#)

A Tale of Reinvention: The Historian, the  
Dancer, and the Arts Administrator

Julia del Palacio

In Memoriam

AHA Career Center

## On the Cover



s more historians take on digital  
projects, new issues surface

Regarding methodology, dissemination, even ethics. In this issue, *Perspectives* explores what it means to do history in the digital age. Illustration by Zoila Torres, after a Farm Security Administration photograph by Jack Delano/Library of Congress. In the image, a young person sells copies of the *Chicago Defender*, one of the nation's leading African American newspapers, in 1942.

# Perspectives on History

Newsmagazine of the

400 A Street, SE, Washington, DC 20003-

3889

202.544.2422 • Fax 202.544.8307

E-mail: [perspectives@historians.org](mailto:perspectives@historians.org)

Web page:

[www.historians.org/perspectives](http://www.historians.org/perspectives)



## ***Perspectives on History***

**Editor**

Allison Miller

**Associate Editor, Web Content and Social  
Media** Stephanie Kingsley

**Associate Editor, Publications** Kritika Agarwal

**Contributing Editor**

Sarah Fenton

**Assistant Editor**

Sadie Bergen

**Coordinator, Data Administration and Integrity**

Liz Townsend

**Marketing and Public Relations Manager**

Jane Green



# American Historical Association

## Executive Director

James R. Grossman

## Deputy Director

Dana L. Schaffer

## Director of Scholarly Communication and Digital Initiatives

Seth Denbo

## Meetings Coordinator

Debbie Ann Doyle

## Meetings and Office Assistant

Matthew Keough

## Membership Manager

Pamela Scott-Pinkney

## Assistant Membership Manager

Michelle Hewitt

## Manager of Academic Affairs

Emily Swafford

## Special Projects Coordinator

Julia Brookins

## Program Coordinator

Amanda Moniz

## Program Assistant

Elizabeth Elliott

## Controller

Randy Norell

## Senior Accountant

Betsy Orgodol

*Perspectives on History* (ISSN 1940-8048) is published nine times a year, monthly September through May, by the American Historical Association, 400 A St., SE, Washington, DC 20003-3889. (202) 544-2422. Fax (202) 544-8307. World Wide Web: [www.historians.org/perspectives](http://www.historians.org/perspectives). E-mail: [perspectives@historians.org](mailto:perspectives@historians.org) (editorial issues) or [ppinkney@historians.org](mailto:ppinkney@historians.org) (membership and subscription issues). *Perspectives on History* is distributed to members of the Association. Individual membership subscriptions include an amount of \$7.04 to cover the cost of *Perspectives on History*. Institutional subscriptions are also available. For details, contact the membership department of the AHA. Single copies of

*Perspectives on History*—if available—can be obtained for \$8 each. Material from *Perspectives on History* may be published in *Perspectives Online* (ISSN: 1556-8563), published by the American Historical Association at [www.historians.org/perspectives](http://www.historians.org/perspectives). For information about institutional subscriptions, see [www.historians.org/members/subscriptions.htm](http://www.historians.org/members/subscriptions.htm).

Articles, letters to the editor, and other items intended for publication should preferably be submitted online at [www.historians.org/perspectives/upload](http://www.historians.org/perspectives/upload). They may also be sent as attachments to e-mail messages addressed to [perspectives@historians.org](mailto:perspectives@historians.org), or by regular mail (in which case, the hard copy text should be double-spaced). Manuscripts accepted for publication will be edited to conform to *Perspectives on History* style, space limitations, and other requirements. Prospective authors should consult the guidelines available at [www.historians.org/perspectives/submissions.htm](http://www.historians.org/perspectives/submissions.htm).

Accuracy in editorial material is the responsibility of the author(s) and contributor(s). *Perspectives on History* and the American Historical Association disclaim responsibility for statements made by contributors.

Individual articles in *Perspectives on History* for which the American Historical Association holds the copyright may be reproduced for noncommercial use under Creative Commons license CC-BY-NC-ND 4.0. Attribution must include author name, article title, *Perspectives on History*, issue date, and a link to the online version of the article (which can be found at [www.historians.org/perspectives](http://www.historians.org/perspectives)). For more on the Creative Commons license, please visit <http://creativecommons.org/licenses/by-nc-nd/4.0>. This license does not apply to text or images reproduced here for which the AHA does not hold the copyright.

Periodicals class postage paid at Washington, DC, and at additional mailing offices.

©2016 American Historical Association.

Postmaster: Send change of address to *Perspectives on History*, Membership Department, AHA, 400 A St., SE, Washington, DC 20003-3889.

## **Publisher's Statement**

The American Historical Association is a nonprofit membership corporation founded in 1884 for the promotion of historical research, study, and education. The Association reserves the right to reject editorial material sent in for publication that is not consonant with the goals and purposes of the organization. The Association also assumes the right to judge the acceptability of all advertising copy and illustrations in advertisements published in *Perspectives on History*. Advertisers and advertising agencies assume all liability for advertising content and representation and will also be responsible for all claims against said publisher.

# FROM THE EDITOR

## *Townhouse Notes*

However widespread historians' personal experience with mental health care, whether for themselves or people close to them, some in the historical community look at psychiatry with skepticism. Our training hones our ability to register the presence of social and cultural constructions and to critique them ruthlessly, reflexively. Psychiatry's medical classifications and diagnoses make for low-hanging fruit, as does its supposed veneration of experts

and human universals.

We are also heir to a historiographical legacy that bears the influence of antipsychiatry, which emerged in the 1950s and grew most radical in the next two decades. Initiated by practitioners like Thomas Szasz, antipsychiatry included the insight that “madness” had a history: whether certain forms of human behavior were deviant depended on social norms at the time. The turmoil of the 1960s prompted R. D. Laing to say that insanity was a sane response to an insane world. Influenced by his work in a mental hospital in the 1950s, Michel

Foucault argued that perceptions of madness grew increasingly hostile between the Renaissance and the modern period, and with them the experience of insanity changed. Some historians advanced social control theory to explain the asylum and the psychiatric hospital: they were designed and built to exercise power over the poor. Feminist critiques of psychoanalysis have also left an imprint on historical thinking. Watching *Mad Men*, if we shuddered at the sight of Betty Draper's analyst reporting back to her husband, we should recognize feminism's



influence on historical interpretations of psychiatry.

It's therefore reasonable to ask whether being a historian presents a particular problem in dealing with personal difficulties relating to mental illness. There are some who balk at taking medication as selling out to Big Pharma, but that's not the same as being intellectually and perhaps emotionally invested in the legitimacy of well-established historical theory and scholarship. Certainly, psychoanalysis has been mounting a comeback in queer history and other forms of feminist scholarship. But one wonders

whether well-established trends in our discipline inhibit anyone from seeking help when they need it and colleagues from supporting them when they do. In other words, stigma is just as real for historians as for anyone else, but what we study might amplify it.



I'm heartened that the 2017 annual meeting in Denver will include "Historians for Mental Health," a session sponsored by the AHA's Research Division that will take up questions of stigma (though not

necessarily in the ways I've outlined). And session 144, "Visible and Invisible Disabilities," promises to build on the findings of an AHA survey on disability, including mental illness. I hope that the conversations initiated this year will resonate throughout our community culture and not be dropped after an initial wave of enthusiasm. The time has come.

—Allison Miller, editor



**ST. JOHN'S  
UNIVERSITY**

*Study World Hist*

**“THE WORLD’S DO**

# THE WORLD'S BU

Located in the heart of Queens, NY, St. John's  
Ph.D. in World History that prepares individuals f

By drawing on the methods and skills of historical  
students gain experience in this ever-changing discipl  
all areas of the field. Through internship rotations, st  
that they can apply to higher education, K-12 educa  
government and diplomacy, historical sites, librari  
organizations, and publishing,

Each year, students showcase their work through e-p  
Our collaborative relationships with other St. Joh  
that students have a unique education tha

Full- and part-time funding opportunities are availab  
and in other areas of the Univer





FROM THE  
PRESIDENT

***An African  
Diaspora  
Curriculum***



**Patrick Manning**

he College Board is encouraging

innovation in its Advanced Placement (AP) courses, as the long-prominent curriculum continues to evolve. One innovation—the development of a set of AP Capstone courses—is leading toward a high school course on the history of the African diaspora.

For decades, AP courses have set a standard of college-level courses for high school students in widely taught disciplines in the sciences, humanities, and social sciences. Over a school year, students follow a recommended curriculum and take a nationally scored exam. Those who score well (especially 4 or 5 on a scale of 5) may get college



credit. Drawing on the services of the Educational Testing Service (ETS), the College Board has expanded AP offerings over the years, and as a result the national educational system has developed new strengths.

In history, the AP US History course has the largest enrollment, followed by AP World History and AP European History. The US history course has encouraged healthy debate on priorities in American history, and the world history course has been important in developing public understanding of global approaches to the past. Nevertheless, concerns about AP history courses have emerged. The student

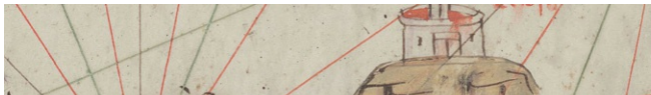
population enrolled in AP courses is insufficiently diverse, and the courses can address only so many topics.

In response, the College Board has developed two new frameworks: AP Capstone and AP Seminar. For these courses, school districts propose a course and a syllabus. The College Board then reviews the curriculum and pedagogy, emphasizing College Board standards for the latter before approving. Students take one semester of classroom instruction and, in the second semester, work individually and in groups on research and writing projects. At the end of the academic year, they write an essay exam in

response to a prompt for all Capstone students. Readers selected by the College Board score the exams, again on the 5-point scale. Steady improvements in the consistency of scoring, as monitored by ETS, help allow for the flexibility of these new frameworks.

From this context arose the possibility of a Capstone course on the history of the African diaspora. The idea gained attention through discussion within the College Board and ETS, and within the broader educational community. Within the past two years, under the leadership of Kassie Freeman, the African Diaspora Consortium (ADC; [adcexchange.org](http://adcexchange.org)) formed to develop

such a course. Freeman, a scholar in international education and former president of the Southern University System in Louisiana (the only historically black university system in the United States), assembled a wide range of educators and scholars to collaborate with the College Board and ETS in this effort. In this case, the course would be developed by a national organization rather than a local school system. School systems wishing to use the curriculum in a Capstone course would propose it to the College Board, with the option of revising the ADC version of the course.





Since the ADC has formed, it has appointed a board of directors, expanded its scale, and is seeking funding. Work on the curriculum has

advanced considerably. The framework of the course is world-historical. It addresses the African continent and all the regions of the African diaspora in a chronological framework, from 1400 to the present. In thematic terms, it emphasizes imperialism, resistance, and cultural practice, giving particular emphasis to the dispersal of communities of African ancestry throughout the Atlantic region, as well as the Indian Ocean region, Europe, West Asia, and North Africa.

The pedagogy, curriculum, and overall design of the course are intended to reach beyond the existing AP constituency. The course is to be

challenging but energizing; it is expected to be of particular interest to African American students curious about their own heritage and how it fits into the diaspora. The ADC also hopes that students who have not viewed themselves as AP students in the past now will, becoming motivated to take more AP courses.

The course traces changes on the African continent and links both among African regions and between regions and the diaspora. It is chronologically organized, addressing community and dispersion (1400–1600), survival (1600–1800), emancipation (1800–

1900), citizenship (1900–60), and equality (1960 to the present).

The course's pedagogy is to be digitally relevant, encouraging students to learn through research, engagement, and interaction with multiple audiences. The course prioritizes group work, students' development of their own interpretations, and reliance on a wide range of resources (the Internet, cultural and literary materials, and historical texts). Once student abilities to collaborate and debate are developed, emphasis turns to the analysis of evidence and crafting of essays. Throughout the course, students are encouraged to acquaint themselves with



the regions and communities of the African diaspora and how these communities participated in the major transformations of their times.

The course emphasizes cultural issues, so the ADC has identified three noted artists—in drama, music, and visual art—who will work with selected students in advanced workshops. Both teachers and students will have to navigate the richness of source materials and topics in this curriculum. They will select their favorite issues from the many available and articulate the logic of their choice. For instance, the assessment for the concluding section of the course asks students to identify future possibilities

for equality and inequality in African diaspora communities and to identify areas of cultural production that make positive contributions to the goal of social equality.

It has been a source of pleasure and excitement to me to have been a part of ADC, contributing especially to development of the curriculum. I have served as the principal consultant on curriculum, drawing particularly on the framework of my book *The African Diaspora: A History through Culture* (Columbia Univ. Press, 2009). Ernest Morrell of the Institute for Urban and Minority Education at Teachers College, Columbia University, and

Nafees Khan of the Education School at Clemson University have contributed similarly to the organization of pedagogy. Members of the ADC from Colombia, Bermuda, Brazil, and the United Kingdom have all contributed materials and regional perspectives to the course.

*The pedagogy, curriculum, and overall design of the new course are intended to reach beyond the existing AP constituency.*

The course will convey a range of historical narratives, from the

experiences of slavery and work in the Americas and Africa to the literary advances of writers in the Caribbean, Europe, North America, and Africa. Other narratives trace the campaign for citizenship throughout the 20th century and the remarkable developments in popular culture in every corner of the African diaspora—including music, sport, and dress. The contributions of African diasporic peoples to the spread of democratic ideals will be prominent, too.

The University of Pittsburgh and the University of Alabama expect to sponsor pilot courses in the public schools of Pittsburgh and Birmingham within the

year. If all goes well, the course would then be open to being offered by school systems in the United States.

This experiment, like others now being formulated, works from what has been learned about advanced courses for high school students, applies those lessons to subject matter that has not previously been highlighted, and modifies it to extend high-level courses to a wider range of students. The African diaspora course emphasizes the links among communities in a large segment of humanity, focusing on their contributions to the changes of the modern world. This means that the course promotes classroom analysis of

the changing issues of race, cultural and social inequality, and the campaigns of disadvantaged groups to achieve a position of dignity in society.

*Patrick Manning is president of the AHA.*

FROM THE  
EXECUTIVE DIRECTOR

*Looking Abroad,  
Looking Ahead*

*Forging Global Ties  
among Historians*



James Grossman

**H**istory has long been a cosmopolitan enterprise—going back at least to Herodotus, who might (or might not) be 2,500 years old this year. Just as comfort with uncertainty stands alongside our commitment to evidence, professional identification according to national or continental borders coexists with a long tradition of comparative and international scholarship. This tradition has been aided by the latest waves of economic and technological globalization, and dramatic improvements in the accessibility of faraway primary sources and scholars. Whatever historians study and however



we identify ourselves, we recognize the value of international scholarly community, of intellectual interaction across borders.

The institutional organization of professional historians, on the other hand, has stayed largely within nation-state frameworks. An early effort to transcend national boundaries came in the wake of World War I. The Comité Internationale des Sciences Historiques (CISH; [www.cish.org](http://www.cish.org)), founded in 1926 in the hopeful spirit of the League of Nations, brought together historians from different countries to discuss historical methodologies, to improve access to primary sources, and to

identify areas for international scholarly collaboration. Almost all of the representatives were white men from Europe, complemented by their counterparts in the United States. The builders of CISH understood the value of bringing together the historians of the world to promote matters of common interest, albeit within the framework of a culture of exclusivity.

After World War II, UNESCO seized the leadership role in forming a comprehensive international structure for humanities, social science, and natural science associations. CISH joined the humanities chapter of UNESCO and, during the 1950s,

expanded its membership structure to include affiliated international organizations such as the AHA. Still largely Eurocentric (its first meeting outside Europe was held in San Francisco in 1975), CISH sponsored many international initiatives, such as an annual bibliography of major works in history.

*All historians benefit from interaction with scholars who share their interests but have been trained in other traditions and work in different contexts.*

This landscape is changing. CISH (now also known by its anglicized acronym, ICHS) has expanded its membership to over 80 national associations and international organizations from every continent except Antarctica. It has prioritized support for fledgling professional associations of historians in African nations. The CISH conferences, hosted every five years by a different country, have flourished. The 2015 meeting in Jinan, China—my first—had over 2,000 participants, with themes ranging from global and transnational history to gender and digital history, as well as other areas of study standing front and

center at historical conferences in the United States. CISH requires each host country to subsidize the expenses of historians working in under-resourced nations, making it not only more diverse demographically but also more accessible to historians who might not have had the cultural, material, or institutional resources to enter the international scholarly arena. Obstacles remain, the cost of international travel chief among them. But recent changes in the CISH calendar, spearheaded in part by the AHA, give scholars more time to explore the possibility of travel funds from their home institutions before submitting a proposal.

Whatever their area of study, all historians benefit from interaction with scholars who share their interests but have been trained in other traditions and work in different cultural and intellectual contexts. Joel Harrington, chair of the AHA's Committee on International Historical Activities and member of the CISH governing board, and I encourage AHA members to consider participating in the next CISH conference, to be held in the historically rich city of Poznan, on the Warta River in western Poland, in August 2020. Per the bylaws of CISH, each conference has three major themes and several subthemes, developed from proposals

put forward by member organizations. Information about how to suggest themes or help the AHA craft proposals—which are due at the end of January 2017—will be posted in the fall, with the general call for papers to be posted in 2018.

Until recently, CISH constituted the sole focus of the AHA's international committee. The AHA Council and the committee want to expand that ambit, and we seek suggestions from members on how the AHA might foster partnerships beyond such individual collaborations. Exploratory talks with other national historical associations are in the works, but your thoughts about

potential areas of need and opportunity—taking into account new technologies and changed ideas about the imperatives of inclusion and diversity—would be of special help to the committee. I invite AHA members to write to me or to committee chair Joel Harrington ([joel.f.harrington@vanderbilt.edu](mailto:joel.f.harrington@vanderbilt.edu)) with recommendations. We cannot do everything at once, but a new agenda benefits from a wide variety of ideas.

*James Grossman is executive director of the AHA. He tweets @JimGrossmanAHA. He thanks Joel Harrington for his contributions to this column.*



# *Doing Right Online*

## *Archivists Shape an Ethics for the Digital Age*

Kritika Agarwal

**A**t a time when the CIA invests in companies that develop surveillance technologies for social media, archivists like Bergis Jules

face disconcerting challenges. An archivist at the University of California, Riverside, Jules is also community lead on Documenting the Now (DocNow). This digital project brings together archivists, academics, and activists to create ethical standards for the archiving of tweets related to the Black Lives Matter and other social justice movements, so the matter of surveillance is not just a theoretical concern. For those involved in DocNow, the possibility that their archival efforts will be used in police surveillance is an ethical matter they must confront. Archivists, Jules says, must actively think about “how . . . the

collections with social media content that we build might support law enforcement activity that targets groups of people they don't agree with—for example, activists.”

Surveillance is only one concern of archivists who build digital collections. The availability of digital records has proved a boon for historians (for example, by reducing costs and overcoming distance), but for archivists, the ease of access that digitization brings also provokes a host of ethical concerns about what to digitize and how to do it. Some questions, such as those of gaining consent from content creators before displaying materials online or ensuring

that materials are presented in their appropriate context in the digital realm, are reiterations of old problems. Others, such as those of online surveillance and digital privacy, are very much the products of the 21st century. As archivists forge practices for ethical online behavior, some are discovering new uses of digital technology that can rectify injustices associated with historic collection and archiving practices.

Michelle Caswell, who teaches archival theory at UCLA and cofounded the South Asian American Digital Archive, advises archivists to consider “whether the record creators and subjects of those records would consent to having them

available digitally.” While archivists typically seek consent to make materials publicly available for historical research, what makes the issue thornier in the case of digital collections is the expansion of the meaning of “the public.” According to Caswell, it is one thing for a record to be available publicly in a repository, at which a researcher has to physically show up and request materials, and another for it to be searchable and discoverable by anyone in the world with an Internet connection. As Jules points out, creating a digital archive essentially creates a collection of digital data, which researchers can mine in ways that go

well beyond what is possible with physical collections.

To take one example, Reveal Digital, a website that uses a crowdfunded model to digitize archival collections, attracted criticism recently for digitizing back issues of the historic feminist lesbian porn magazine *On Our Backs*, held in special collections at Duke and Northwestern Universities. According to Tara Robertson, a systems librarian and accessibility advocate, even though Reveal Digital claims to have obtained permission from relevant copyright holders, it did not seek consent from the individual contributors to the magazine. The very act of digitization, according to

Robertson, placed at risk subjects of porn shoots who had probably never envisioned the magazine to be so publicly available and searchable. One of the subjects who appeared in the magazine told Robertson, “When I heard all the issues of the magazine are being digitized, my heart sank. I meant this work to be for my community, and now I am being objectified in a way that I have no control over.” Another subject, who appeared on the cover of the magazine, worried that having the content freely available online would impact her professional career in the technology industry.





To address these issues, some archivists seek to explicitly gather consent from content creators before placing it online, and in doing so, they go above and beyond what is required of them under

*Black Lives Matter protesters at the Minnesota State Capitol in 2016. Archivists at DocNow work with them, the offline labor that makes social media #BlackLivesMatter possible.*



copyright law. In other instances, explains Cathy Moran Hajo, director of the Jane Addams Papers Project at Ramapo College, material might be posted online but with redacted personal information. Take-down policies also allow users to request removal of objectionable materials. As a demonstration of how seriously it takes matters of consent, DocNow is working to create a system that would allow Twitter users to opt out of having their tweets archived, though they are publicly available.

Another ethical concern that goes hand in hand with consent is that of context—ensuring that digital materials

presented online are not isolated from the circumstances in which they were created. For DocNow, that means recognizing and documenting the offline activism that made social media hashtag campaigns such as #BlackLivesMatter possible. In order to do this, DocNow is actively engaging with community activists to learn how they want their online activism to be remembered and archived.

Instead of using an existing digital archival system and then working within its constraints, DocNow is letting ethical concerns drive its creation of technology. It isn't alone. An increasing number of archivists and scholars are

now using digital tools and technology to confront ethical issues that have historically plagued collection and archiving practices. At the forefront of these efforts are archivists working with indigenous peoples and collections. As Kim Christen Withey (Washington State Univ.) put it in a recent panel discussion at the Library of Congress, “The history of collection is the history of colonialism.” Indigenous peoples rarely hold copyright to materials related to their cultural or ancestral heritage held at libraries and archives around the world, and as Caswell explains, many of these records “were created without the consent of the indigenous communities”

and “contain sacred information that was never meant to be distributed on a wider basis.” In response, many libraries, archives, and museums are not only rethinking the widely accepted ethos of “open access” in the archival world; they are also moving to a collaborative approach, working with indigenous communities to obtain permissions and to gather contextual information or create metadata.

One of the most forward-thinking and innovative of these collaborative approaches is an online content management system named Mukurtu. Managed by the Center for Digital Scholarship and Curation at

Washington State University and directed by Withey, Mukurtu offers a platform that allows indigenous communities to digitally archive their heritage and knowledge, granting access to some users while restricting it to others. For example, using Mukurtu, an indigenous community can determine whether an image of a sacred object should be available publicly or only to a few registered users. An extension of Mukurtu is the Traditional Knowledge (TK) labels tool, which allows universities and libraries to add labels to digital materials to add context and indicate an indigenous community's preference for how researchers should

view and use cultural materials. The Library of Congress plans to use the TK labels as part of its forthcoming digital collection of original wax cylinder recordings from the Passamaquoddy people made in 1890 by anthropologist Jesse Walter Fewkes.

For historians, consideration of ethical concerns surrounding consent, context, and access could mean shouldering some of the responsibility of ensuring ethical use of archival materials, whether traditional or born-digital. Researchers might need to weigh whether a particular archival material is ethical for them to use, keeping in mind that most research now ends up online. Hajo

recalls that archivists working on the Margaret Sanger Papers Project redacted the name of a woman who received an abortion in a birth control clinic from microfilmed records, but a scholar using the physical papers published the woman's name, causing it to appear on Google Books. Thus, even when something is publicly available, like a tweet, scholars might need to make ethical choices about using and presenting that information. Philippa Levine, vice president of the AHA's Professional Division, says that historians should indeed consider these questions as they navigate the new avenues of research opened up by digital

holdings. Jules also encourages historians to get involved in the process of creating digital collections and in discussions of ethical concerns. “Be part of the conversation,” he says.

The stakes are undoubtedly high. In September 2016, the *Baltimore Sun* reported that its police force had used the service Geofeedia, which analyzes social media information “to monitor protests, parades, and holiday celebrations.” In October, the American Civil Liberties Union released a report noting that the use of such software was more widespread than previously thought. Ensuring that archivists and historians do not become complicit in



the marginalization of vulnerable populations because of their online practices is certainly an ethical conversation worth having.

*Kritika Agarwal is associate editor, publications, at the AHA. She tweets @kritikaldesi.*

NEWS

***Office of the  
Historian  
Releases New  
FRUS Volumes***

***Historical Advisory  
Committee  
Cautiously  
Optimistic***

## Rachel Van Bokkem

**I**n September 2016, lawmakers in Washington accused Russia of “making a serious and concerted effort to influence the US election.” The accusation came on the heels of growing tensions between Russia and NATO over the conflict in Crimea, and between Russia and the United States over the civil war in Syria. To some observers in the news media, the political game of chess between Washington and Moscow is eerily reminiscent of the Cold War era—a time when diplomacy and maintenance of cooperative foreign relations eventually carried the world away from

the brink of mutually assured destruction. This return of Cold War unease has reinvigorated an interest in the past, and those seeking to historically contextualize the present will find an invaluable resource in the latest *Foreign Relations of the United States* (*FRUS*) series.

Compiled by the Department of State's Office of the Historian (HO) and continuously published since 1861, *FRUS* is a yearly series that documents US foreign policy decisions and diplomatic actions. In 1991, responding to delays in publication and calls for increased transparency, Congress mandated that HO release "a thorough,

accurate, and reliable” documentary record of US foreign relations no more than 30 years after a particular event. Since then, in addition to covering the records of the Department of State and the White House, *FRUS*’s scope has extended to include declassified documents from the Department of Defense, Central Intelligence Agency, Department of Energy, and all Executive Office agencies in the federal government. The documents are hand-selected by HO, which compiles them into a cohesive historical narrative. In 2015, HO released 10 *FRUS* volumes, including the first-ever volume documenting the Reagan era.

Since 1991, the Advisory Committee on Historical Diplomatic Documentation to the Department of State (HAC) has been overseeing the preparation and timely publication of *FRUS*, and monitoring the declassification of official records. Comprising representatives from six scholarly organizations—including the American Historical Association—and three at-large members, HAC produces annual reports on HO's progress in releasing the *FRUS* volumes in a timely fashion. Currently chaired by AHA member Robert Immerman (Temple Univ.), HAC recently released its 2015 report, in which it expressed admiration

for HO and the “impressive progress” it has made “over the past several years in approaching the 30-year timeline.” The year 2015 was the first time since 2007 that a *FRUS* volume was published at the 31-year mark, according to HAC.

Why should historians be excited about these new releases? According to Immerman, the recently released *FRUS* volumes, which highlight US foreign and diplomatic relations from the late 1960s to the early 1980s, “will really be the foundational force that will be used for writing history.” Historians can go through the volumes before visiting the archives and refer to the footnotes to determine which record groups or

archival sources to look at, he says. Immerman points out that the documents comprising the *FRUS* series are usually classified until the volume itself is published. When researchers from HO go into secure vaults and pull papers for the latest volume, they return each document to its home agency so it can go through the declassification process. “Many historians don’t realize this,” says Immerman. “The point is that they’re still classified until publication. . . . Every member of HAC has a security clearance so that they can read these documents.” The documents released in *FRUS* thus represent fresh information and possibilities for new



research. As Immerman points out, “It is impossible to write a good international history involving the United States without the *FRUS* volumes.”

Because of the 2015 release, historians of the Middle East now have access to new documents about the Egyptian-Israeli War of Attrition in 1969 and the events leading up to the Yom Kippur War (Volume XXIII, *Arab-Israeli Dispute, 1969–1972*). Cold War researchers interested in Washington--Moscow relations can now study the diplomatic process involved in writing the Strategic Arms Limitation Talks (SALT II) treaty, which would have

banned new missile programs in both nations (Volume E-14, Part 2, *Documents on Arms Control and Nonproliferation*). Furthermore, the new release includes a long-anticipated volume detailing the events of the Iranian revolution. This volume is especially pertinent to researchers looking to historically contextualize the current tensions between the two nations (Volume XVIII, *Middle East Region: Arabian Peninsula*).

HAC also commended HO for its successful digitization of *FRUS* volumes from the back catalog. These volumes are searchable and accessible on computers, tablets, and smartphones.

HO has actively been using its social media channels, particularly its Twitter and Tumblr profiles ([historyatstate.tumblr.com](http://historyatstate.tumblr.com), [twitter.com/historyatstate](https://twitter.com/historyatstate)) to publicize the volumes and to disseminate the information contained within them. This has made *FRUS* accessible to US historians as well as the general public and to researchers around the world. HO has also been preparing briefing papers using the *FRUS* volumes that, according to HAC, have provided the State Department with “historical context to contemporary issues, such as the negotiations with Iran about its

nuclear program and the reopening of the US embassy in Havana.”



Despite praising HO's efforts, [Wikipedia Commons](#) [Jimmy Carter and Leonid Brezhnev sign Strategic Arms Limitation Talks \(SALT II\) treaty Vienna in June 1979](#) report [Casper and Leonid Brezhnev](#) raised some important concerns about the future of these publications. As *FRUS* enters the years of the Reagan administration, it is likely that it will face declassification delays. As

the report notes, Reagan and subsequent presidents increasingly relied on covert actions to achieve foreign policy goals. This, according to the report, will lengthen the declassification process and “will inevitably delay publication of a significant number of volumes beyond the 30-year target.” In order to continue meeting its target, HO will need the continued - cooperation of agencies such as the CIA and the Departments of Defense and Energy in declassifying documents in a timely manner.

HAC also anticipates that the mounting volumes of electronic documentation and communication

among government agencies will “pose particularly nettlesome challenges” to HO in producing the *FRUS* volumes. The increase in electronic records, particularly over the last two decades, has exponentially swelled the total number of documents available for declassification. Government agencies responsible for declassifying materials, however, have not kept pace with the technology required to deal with the records, and HAC expresses concern that “problems with resources, staffing, and facilities” at the State Department will continue to impede some of its declassification efforts. “These issues are

only going to intensify as time goes on,” says Immerman.

Furthermore, HAC continues to be skeptical of the ability of the National Archives and Records Administration (NARA) to “process and transfer” declassified “electronic and paper records in order to make them accessible to scholars and the public in a timely manner.” Only significant advancement in technology, an increase in staffing at NARA, and development of extensive finding aids “will prevent these problems from growing worse,” it reported. In fact, Immerman says, unless HO and NARA receive the help they need to continue this project,

“things will come to a crashing halt,” and *FRUS* volumes will no longer be released. The historical community, Immerman says, needs to be aware of these challenges and support HO so it can continue publishing these important materials.

Overall, Immerman is optimistic about the future of *FRUS*. “The committee and our evaluation are extremely positive about the direction of the Office of the Historian itself, and about the work and the quality of the *Foreign Relations* series,” he says. HAC is supporting HO in meeting its challenges, and Immerman believes that the problems can be managed with



increased support from the US government. “Whatever it takes, they’re going to do it,” he says.

*Rachel Van Bokkem was the National History Center’s history and policy intern during the summer of 2016. She is currently pursuing her MA in history at American University in Washington, DC, researching women and gender in the Holocaust.*

## Know Your Benefits

AHA membership not only supports our efforts to advance the discipline of history - it also gets you discounts and special offers on journals, databases, and more. Don't miss out on these great deals. Find out more at [aha.org/membership](#)

great deals. Find out more at  
[historians.org/member-benefits](http://historians.org/member-benefits)

Learn about two of our  
many benefits:

## CHOICE

REVIEWS ONLINE

An online database holding  
reviews of over 160,000 scholarly  
books and electronic resources  
from 1988 to today.

FREE access for AHA members.



## HISTORY Compass

A cutting-edge online journal that  
publishes peer-reviewed survey  
articles of the most important  
research and current thinking  
from across the entire discipline.

Only \$31 for AHA members.  
Save 64% on the regular  
subscription price.





NEWS

*Contrary to  
Popular Belief*

*Recovering the  
Grassroots History  
of American  
Atheism*

Allison Miller

In the 1920s, the small town came in for  
ruthless ridicule from the likes of

Sinclair Lewis and H. L. Mencken. The “village atheist,” invented by author Van Wyck Brooks, became one of the stock characters that populated imagined American hamlets of the late 19th century—the token unbeliever, raving to the wind in a vast landscape of mindless, pointless piety, the exception that proved the rule of benighted ignorance. At the same time, Christian fundamentalism’s star rose, acquiring notoriety and influence through the 1925 trial of John Scopes. The nation’s atheists responded with flashy, media-friendly legal campaigns of their own, to fight for their civil liberties and challenge church-state connections.

These tendencies consigned to nostalgia whatever culture of irreligion had in fact existed before the turn of the century.

The historian of religion Leigh Eric Schmidt (Washington Univ. in St. Louis) takes a step toward piecing together this culture in his new book, *Village Atheists: How America's Unbelievers Made Their Way in a Godly Nation* (Princeton Univ. Press). In the late 19th century, Schmidt has found, hostility to atheists was all too real: by law, they couldn't serve on juries or testify in court, they could be arrested for distributing printed materials, and many faced harassment or violence from neighbors. Isolation often produced

dissemblance about their true convictions. But if they had lived in one community for years, they might be considered more or less upright citizens: eccentric but dependable in a pinch. Simultaneously, overlapping groups of freethinkers, secularists, and “liberals” (all of whom professed no religion) commanded large audiences on the lecture circuit, published nationally circulated journals, and formed strong networks. Some were popular speakers, like Emma Goldman and Robert Ingersoll, drawing large crowds of atheists and curious believers alike. But Schmidt focuses on four figures who are all but forgotten today, reconstructing a

culture of unbelief that permeated small-town life, on that culture's own terms.

*Village Atheists* grew from Schmidt's work on post-Protestantism—the various postbellum spiritual movements away from mainline denominations—in *Restless Souls: The Making of American Spirituality* (2005). Unitarians, spiritualists, Congregationalists-turned-Buddhists, and other “seekers” “started off in a Protestant world and became unmoored from it in one way or another,” he says. “I saw them as religious liberals and cosmopolitans. And then I saw these atheists and freethinkers as secular cousins of those



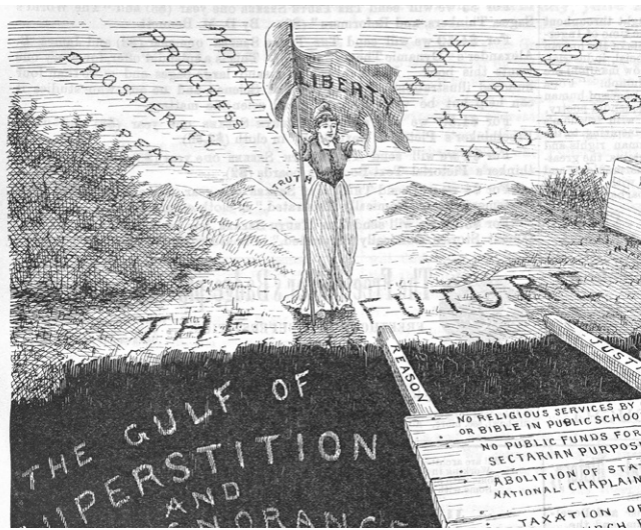
religious liberals—the ones who, instead of becoming spiritualists or going into New Thought, became diehard critics of that Protestant world.”

For example, C. B. Reynolds, one of the subjects of the four case studies in *Village Atheists*, imported the tent revival from his experience as a fervent preacher among the Seventh-day Adventists, a group preparing for the return of the Lord, in part by observing the Sabbath on Saturday instead of Sunday. “To be a village Adventist, like being a village atheist, was to be a very distinct minority,” Schmidt writes. “Habituated to attacking conventional Protestant Sabbatarianism . . . Reynolds found it

easy enough to recycle Adventist exegesis for secularist purposes.”

Unfurling his tent everywhere he went, even after becoming a freethinker in the 1880s, he attracted onlookers accustomed to attending revivals. “No other means will so quickly develop backbone in the mollusks,” Reynolds declared about potential “converts” in 1885. “When they see every afternoon and evening immense crowds flocking to the tent, they will so rapidly gain vertebrae that they will declare they were always heart and soul in the good work.” The Adventists’ early embrace of the cause of church-state separation also schooled Reynolds well in his

movement toward freethinking. He went back and forth between belief and unbelief, demonstrating the flexibility of late 19th-century religious experience in the United States. In one town, Baptists lent him their church to perform a secular funeral for a child.





But toleration was often the exception, not the rule. In 1887, Reynolds was tried for blasphemy, still a legal offense. That same year, Anthony Comstock's Society for the Suppression of Vice tipped off US marshals about Elmina Slenker, a Virginia atheist known for distributing "obscene" materials related to marriage, the body, and sexuality in the mail. "To those going after her," writes Schmidt, "her blasphemy and obscenity were utterly entangled; her shameful irreligion and her 'immoral

sentiments' about sex were all part of the same witch's brew." Hauled into court, where she naturally refused to take an oath, Slenker epitomized the sort of freethinker who riled other atheists by proclaiming her right to trespass obscenity laws—going so far as to use vulgar terms like *fuck* in her writings. Respectability was important to many atheists, as they often faced charges of libertinism. One activist worried, "Who does not know that such a charge [of obscenity] is an 'entering wedge' . . . to get works of Free Thought excluded from the public eye?" Schmidt argues that Slenker's case signified a prosecutorial turn away from

blasphemy to obscenity, which “would bedevil the lives of a significant cadre of freethinkers and infidels and raise new doubts about the equal protection of their civil liberties.”

The world of the late 19th century, then, was more malleable when it came to belief and unbelief than stereotypes of churchgoing Victorians would let on. It's a far cry from today's New Atheists—led by the media-friendly likes of Bill Maher, Sam Harris, Richard Dawkins, and the late Christopher Hitchens—who usually proclaim the bedrock supremacy of science while castigating all religion as superstitious nonsense that actively damages public life. While the

number of self-identified atheists in the United States is small, it's growing, likely enhanced by the prominence of these figures and their willingness to combat challengers colorfully. Still, the New Atheism's militancy—for example, around the supposed relationship between Islam and terrorism—has stirred controversy.

Schmidt, who's taught a course on secularism, nonbelief, and atheism three times (at Washington University and Harvard Divinity School), says his students influenced his thinking, particularly those committed to New Atheism. "I often will attract a student or two who are quite committed to the

atheist, secularist worldview,” he says. “I try to get them to look at the world through the other perspective as well, because what I find among the New Atheists is that they’re starving the middle ground of oxygen. I want my students to be able to see that it’s good to let some air flow here, and to be able to move back and forth in that kind of dialogic way with religious people.” Raised in the progressive United Methodist Church, Schmidt still approaches primary sources wearing the “spectacles” of Social Gospel Protestantism. “Probably the reason I’m so concerned to engage the New Atheists in that particular conversation is



because I actually care a lot about the middle ground perspective, and I want to see that ecumenical Protestant perspective still have a presence in American public life.” Nonetheless, he describes himself as “a practicing scholar, not a practicing believer or unbeliever,” when he researches and writes.

The 19th century’s “old atheism,” for want of a better term, doesn’t make for an unblemished ancestor for today’s godless students. *Village Atheists* discusses the divisions in the movement over gender and race in particular. Missouri cartoonist Watson Heston, cast from the Thomas Nast mold, drew allegories of reason triumphing over

superstition, with the former represented as a young white man. For atheists like Heston, women were figures of piety and therefore not trustworthy freethinkers. “A lot of this, especially from the admirers of Heston, is an embodiment of this masculinist bravado that the male freethinkers are drawn to,” Schmidt says. “They’re always setting that up in contrast to the sentimentality of women, the piety of women. So it can be very aggressive and even hostile in the way they think about the divide between men and women.” Race divided the movement regionally. Heston had “no interest in solidarity with Frederick Douglass,” Schmidt says,

but in figures popular in the Midwest and Northeast, “you see some solidarity.” Very few small-town African American atheists emerged in his research, though some would gain national renown during and after the Great Migration, when black enclaves grew in cities.

Schmidt plans to dig deeper into the social and community life of atheists in forthcoming work, including their attempts to establish freethinking and humanist communities, their “ritual life,” and their participation in civil liberties movements. His deep reading in letters from small-town citizens to the editors of infidel journals—a major

source of the anecdotes in *Village Atheists*—prove that irreligion existed in all areas of the country, including what would become the Bible Belt. The challenge now is to flesh out that world in more detail, perhaps to provide a way for scholars to understand that the associational life Tocqueville observed did not comprise only the religious.

*Allison Miller is editor of Perspectives. She tweets @Cliopticon.*

## *Updates on the AHA's Advocacy Efforts*

**A**s the largest professional organization of historians, the AHA serves as a trusted voice for history education, the professional work of historians, and the critical role of historical thinking in public life. We are proud to pursue major initiatives and grant-funded projects promoting new approaches to

history education.

## Journals Spotlight Tuning Project

The AHA's Tuning project—a collaborative effort with over 100 history department faculty from across the country to articulate the knowledge and skills that students acquire when studying history—received special notice in two journals over the summer. The June issue of *World History Connected*, the online journal of the World History Association, included a forum on Tuning and its efforts to improve general education courses. The

forum was drawn from a session at the AHA's 2016 annual meeting in Atlanta.

The August issue of *The History Teacher*, a peer-reviewed journal published by the Society for History Education, also featured multiple articles on Tuning, calling it an "incredible and ambitious endeavor." The authors, each of whom participated in the AHA's project, wrote on a range of topics, from closing the transfer gap to addressing diverse stakeholders.

You can learn more about the Tuning project at [historians.org/tuning](https://historians.org/tuning).

*The Society for History Education, Inc.*

## THE HISTORY TEACHER

Volume 49 Number 4

August 2016



*The August issue of The History Teacher featured multiple articles on the AHA's Tuning project.*



# History of Technology

The Department of History at Purdue University invites applications for a tenure-track assistant professorship in the History of Technology with a specialization in western technology and a possible teaching and research field in military technology. Ph.D. in History required. The successful candidate will develop undergraduate and graduate courses in the history of technology in western civilization and military technology as well as contribute to the intellectual life of the department. Please submit a letter of application, C.V., writing sample (which may be a dissertation chapter, article, or book), evidence of teaching excellence and at least three letters of reference. Questions about the position should be directed to Doug Hurt, Head, at

[doughurt@purdue.edu](mailto:doughurt@purdue.edu).

Electronic applications can be sent to Rebecca Gwin, Administrative Assistant

[rgwin@purdue.edu](mailto:rgwin@purdue.edu)

or to the Department of History, 672 Oval Drive, University Hall 231, Purdue University, Lafayette, Indiana 47907. Review of the applications will begin on November 30, 2016 and will continue until the position is filled. Invited interviews will be held at the annual meeting of the American Historical Association in Denver on January 5-7, 2017. A background check is required for employment in this position.

Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.

**PURDUE**  
UNIVERSITY

New York  
**Fordham  
University**

**Associate/Full Professor,  
Medieval History**

The History Department at Fordham University seeks to hire a distinguished scholar in medieval history at the rank of Associate or Full Professor. In addition to scholarly and teaching excellence, the successful applicant will demonstrate the ability to enhance Fordham's role as an international leader in Medieval Studies. The position includes an invitation to participate in the activities of Fordham University's Center for Medieval Studies. Fordham is an independent, Catholic university in the Jesuit tradition that welcomes applications from all backgrounds. Fordham is an equal opportunity employer fully dedicated to achieving a diverse faculty and staff.

Please submit a cover letter, CV, and three letters of recommendation by December 1, 2016, to  
<https://apply.interfolio.com/38468>

FROM THE NATIONAL  
COALITION FOR  
HISTORY

***Fighting for  
History***

***Behind the Scenes  
at the NCH***

Lee White

all is the season when we solicit annual contributions to the National Coalition

for History (NCH), and 2017 will be a critical year for the work we do. We cannot predict election outcomes or their impact on issues of concern to historians in particular or the humanities in general, but we do know that there will be a new administration in the White House, newly elected members of Congress, and a great deal of staff turnover on Capitol Hill—all of which will require that we establish relationships and make our case to people unfamiliar with our issues.

We continue to press for funding for K–12 history and civics education and other federal historical, archival,

humanities, and preservation programs—an effort that will remain at the core of our agenda. Membership in the Congressional History Caucus, which we helped found a few years ago, is vibrant and growing. But the coalition is now poised to expand beyond the nation's capital, making it a truly *National* Coalition for History. This year alone, we have worked closely with a member organization, the Civil War Trust, to preserve land associated with a Revolutionary War battle in Princeton, New Jersey. We spearheaded a successful effort to save the history office at NASA's Johnson Space Center in Houston, Texas, and are now

monitoring the work of the commission on the creation of a National Women's History Museum, whose report is due to Congress in mid-November.

Quantifying the NCH's value to our organizations and its members proves difficult in one important but intangible way. Lobbying often involves *preventing* something: an amendment that dies in the forest does not make a sound. Compounding that inaudibility is the fact that advocacy work is based on maintaining sometimes delicate relationships through dependability and mutual respect. Many times, the language in a bill or an early draft of a regulation gets changed or deleted based

on a phone call that must then be treated with judiciousness and diplomacy, hardly the watchwords of an aggressive PR campaign.

The NCH is not a lobbying behemoth. Former board member George Bain of the Society of Ohio Archivists described it this way: the NCH is, “to state it bluntly, a bare bones operation working on a no frills budget.” We have a budget of less than \$200,000 and a staff consisting of me and one part-time graduate student intern. (By comparison, one of our larger member organizations determined that hiring a lobbyist at a law firm would cost around \$200,000. By that measure, an

investment in the NCH is a comparative bargain.) In an article for the *Ohio Archivist*, Bain described the NCH as “analogous to a small community fire department.” I might be the fire chief in this analogy, but the NCH would not have accomplished so much in recent years without the strong participation of its member organizations and, by extension, their members.

*Lobbying often involves  
preventing something: an  
amendment that dies in the forest  
does not make a sound.*



Every January, NCH's policy board holds its business conference as part of the AHA's annual meeting and sets an agenda for the coming year. Ideally, I will spend that year working to accomplish the goals set by the board. But issues pop up unexpectedly like brush fires, leaving the NCH spread very thin—especially when Congress is in session. We strive every year to be proactive, but we must necessarily be reactive as well. Not one of the three issues mentioned above was anticipated in advance.

The AHA remains the foundation on which we are based, but the NCH has diversified its membership over time,

and a true sense of collectivism has emerged. The NCH is now made up of a diverse number of groups representing not only historians, but also archivists, researchers, teachers, students, documentary editors, preservationists, genealogists, political scientists, museum professionals, and other stakeholders. This broad coalition across the historical profession and beyond has strengthened the NCH and the work it does on behalf of its members.

Keep up with our work in the pages of *Perspectives on History*, check out our website at [historycoalition.org](http://historycoalition.org), and follow us on Twitter and Facebook. I look forward to hearing from and

working with our member organizations, as well as individual historians who are curious about what we do, over the coming year.

*Lee White is executive director of the National Coalition for History.*

Massachusetts Historical Society

## FELLOWSHIPS

2017-2018

MHS-NEH Long-term Fellowships made possible by an award from the National Endowment for the Humanities, an independent federal agency. Deadline: January 15, 2017.

New England Regional Fellowship Consortium awards fund research among 22 participating institutions. Deadline: February 1, 2017.

Suzanne and Caleb Loring Fellowship on the Civil War, its Origins, and Consequences funds research at the Boston Athenaeum and the MHS. Deadline: February 15, 2017.

MHS Short-term Fellowships fund research in the MHS collections. Deadline: March 1, 2017.

[www.masshist.org/research/fellowships/](http://www.masshist.org/research/fellowships/) or [fellowships@masshist.org](mailto:fellowships@masshist.org)



**FEATURES**

# ***“Does It Count?”***

## ***Scholarly Communication and African American Digital History***

**Matthew Delmont**

**I**n February 1926, the *Philadelphia Tribune* praised the Association for the Study of Negro Life and History and its founder, Dr. Carter G. Woodson, for initiating Negro History Week. “It is essential to the future growth of the Negro race that we

become acquainted with our past,” the *Tribune's* editors wrote. “Teachers, preachers, professional men, in fact every class is called upon to make special efforts to get better acquainted with the background of their race.” The *Tribune* encouraged readers to write Woodson for materials about African American history: “The investment of a two cents stamp will be the best investment you ever made.”

Not only does this editorial show how Negro History Week grew from ambitious but humble origins (it expanded to Black History Month in 1976), it also foreshadows the AHA's *Guidelines on the Professional Evaluation*



*of Digital Scholarship by Historians* ([historians.org/digitaleval](http://historians.org/digitaleval)). As the guidelines note, “digital history in various forms often represents a commitment to expanding what history is, and can do, as a field as well as the audiences that it addresses.” From the two-cent stamps in Woodson’s era to digital modes of communication today, generations of historians have sought to reach people beyond the academy and transform what counts as legitimate work. Scholars of African American history and culture, in particular, have long felt a sense of urgency about disseminating their research to multiple communities. Today, Keisha N. Blain,

Kim Gallon, Jessica Johnson, Mark Anthony Neal, Angel Nieves, Marisa Parham, and many others are using digital tools and methods to carry on this tradition.

In this spirit, I created the website Black Quotidian: Everyday History in African-American Newspapers ([blackquotidian.com](http://blackquotidian.com)), which may serve as a case study in what it means for a digital humanities project to “count” as scholarship. During the first phase of Black Quotidian, each day I post at least one black newspaper article from that date in history, accompanied by brief commentary. Launched on Martin Luther King Jr. Day this year, the

project will include more than 365 posts and more than 1,000 media objects by January 2017. So far, over three dozen undergraduates, graduate students, professors, and independent scholars have contributed guest posts. After a year of daily posts, I will write analytical essays drawing on black newspapers and other multimedia sources, and develop thematic groupings and navigational options to allow readers to explore this research.

Black Quotidian uses Scalar ([scalar.usc.edu](http://scalar.usc.edu)), an open-access, multimedia web-authoring platform that enables authors to assemble images, videos, maps, and other media and to

juxtapose these resources with text. Visitors to Black Quotidian can read news coverage from the black press while also watching or listening to contemporaneous musical performances, athletic events, or political speeches that are difficult to describe textually. Using Scalar, Black Quotidian conveys the sounds, sights, and movements that are so important to African American history.

One question about Black Quotidian that I am frequently asked is “Does it count?” The answer is complicated. In my recent promotion review, my department mentioned Black Quotidian and my other digital projects in passing,

and my dean praised them. But it was clear that they viewed this scholarship as supplementary to my monographs and peer-reviewed articles. Nonetheless, as a tenured faculty member with traditional publications, I have been able to dedicate time to the project regardless of whether it counts.

This isn't true for many emerging historians, including graduate students, contingent faculty, and untenured scholars. As the jointly authored 2012 "Call to Redefine Historical Scholarship in the Digital Turn" (which encouraged the AHA to appoint a digital history task force) recognized, "The disconnect between traditional evaluation and

training and new digital methods means young scholars take on greater risks when dividing their limited time and attention on new methods that ultimately may not face scholarly evaluation on par with traditional scholarly production.”<sup>1</sup> My experiences with the tenure and promotion process at an elite liberal arts college and a public research university are in line with these concerns.

But in other ways, *Black Quotidian* does count. As Lara Putnam noted in the April 2015 *Perspectives on History*, “handcuffing scholarly dissemination” to the academic monograph “imposes opportunity costs” in terms of

“collective knowledge,” “individual careers,” and “historians’ place in public debate.”<sup>2</sup> One reason I started Black Quotidian was to explore different modes of dissemination, given that I was not yet ready to take on a new book project and was frustrated with writing and publishing peer-reviewed journal articles (given how few people read them). Researching and writing short daily posts has reinvigorated my relationship to scholarship. Amazing stories live in the archives of black newspapers, and it is fun to share several hundred of them with online audiences. I have come to view scholarly communication, via Twitter and

elsewhere, as an everyday process rather than something that happens intermittently, at conferences or through articles and books. Black Quotidian is changing how I think about, write about, and teach African American history. I expect my next book to be better for my experiments with research and scholarly communication. From this perspective, Black Quotidian and similar digital projects count by fostering or renewing a sense of scholarly curiosity.

*If scholars of African American history are called to communicate*



*to audiences beyond the academy,  
we are also called to build  
institutions and networks to  
support this work.*

Digital projects should not be a unique privilege of tenured faculty. Scholars writing dissertations, revising first books, or creating public history projects could benefit from using digital tools to draft, prototype, or remix their research and writing. Rather than being seen as time spent away from doing what really “counts,” digital work has the potential to make scholars more creative, inquisitive, and precise. Indeed,

the AHA's guidelines for digital scholarship call for digital historians to be more self-reflective than their analog peers: "For their part, scholars who embark upon digital scholarship have a responsibility to be as clear as possible at each stage of conceiving, building, and sharing that scholarship about the implications and significance of using the digital medium for their contribution to the scholarly conversation."<sup>3</sup> This suggests that by using digital tools and methods, historians must engage explicitly with what it means to be a historian—a valuable practice for scholars at every level.

I hope that tenure does not remain the only horizon for what it means for digital projects to count. I am tired of offering graduate students and untenured faculty the same advice I would have received a decade ago: “Finish the book and get tenure before doing a digital project.” I would rather encourage them to create the kinds of scholarship they want to see in the profession and in the world. This is difficult in a field where many scholars are first-generation PhDs and have little space to veer from traditional paths through the academy. Institutional support for African American digital history practitioners and projects is

particularly important in this regard. The University of Delaware's Colored Conventions project and the University of Maryland's Synergies project, for example, are helping to redefine the relationship between digital humanities and African American history. Similarly, digital skills workshops are now a robust part of the annual Association for the Study of African American Life and History conference. If scholars of African American history are called to communicate to audiences beyond the academy, we are also called to build institutions and networks to support this work.

**CITY  
EDITION**

★ **THE PITTSBURGH** ★  
**Courier**  
AMERICA'S MOST WEEKLY

**Did You Know**

• On the same day the new African nation, Ghana, celebrates its independent March 6, but 100 years ago Chief Justice Roger Taney issued the infamous Dred Scott decision which he held that Negro had no rights v the white man was bound to respect."

Vol. 48—No. 10



PITTSBURGH, PA., MARCH 9, 1957.

96 Pages—3 Sections

PRICE 20 CENTS

# NATIONS CHEER AFRICA'S GHANA

★ Stories on Pages 2, 4—Picture Page 5 ... Also 32-Page Supplement

★ ★ ★

★ ★ ★

★ ★ ★

I do digital history because my goal is to contribute to what scholars, students, and ordinary Americans know about African American history. Over 8,000 people visited the Black Quotidian site in its first seven months. While this would be modest for a commercial website, the project has likely already reached more people than any of my

academic journal articles. For me, Black Quotidian counts because Scalar makes it possible to share primary sources about events and people—such as basketball and tennis star Ora Washington, Ghana's independence, Cleveland businessman and hairdresser Wilbert Black, and civil rights activist Victoria DeLee—with popular audiences in ways that simply are not possible in traditional print forms.

Digital history represents a new way to continue traditions that have long been important for scholars of African American history and culture, as well as scholars working on LGBTQ, Native American, Latina/o, and Asian

American history. These traditions include being creative and resourceful in terms of methodology, and communicating knowledge beyond the academy. Woodson's vision of scholarly communication, promoting history one mail-order pamphlet at a time, remains valuable in our digital age. The questions about how digital projects count for hiring, tenure, and promotion are crucially important, but I hope that we will also see the conversations prompted by the digital turn as a continuation of earlier efforts to expand the boundaries of what history is and can be.

*Matthew Delmont is a professor of history*

*at Arizona State University. In addition to Black Quotidian, he is the author of three books, Why Busing Failed: Race, Media, and the National Resistance to School Desegregation; Making Roots: A Nation Captivated; and The Nicest Kids in Town: American Bandstand, Rock 'n' Roll, and the Struggle for Civil Rights in 1950s Philadelphia. He is currently working on a book tentatively titled To Live Half American: African Americans at Home and Abroad during World War II.*

## Notes

1. Alex Galarza, Jason Heppler, and Douglas Seefeldt, "A Call to Redefine Historical Scholarship in the Digital



Turn,” *Journal of Digital Humanities* 1, no. 4 (Fall 2012), <http://journalofdigitalhumanities.org/1-4/a-call-to-redefine-historical-scholarship-in-the-digital-turn/>.

2. Lara Putnam, “The Opportunity Costs of Remaining a Book Discipline,” *Perspectives on History* 53, no. 4 (April 2015): 20–21.

3. *Guidelines on the Professional Evaluation of Digital Scholarship by Historians* (2015), [historians.org/digitaleval](http://historians.org/digitaleval).

*A young person sells the Chicago Defender, one of the nation's leading African American newspapers, in 1942. Illustration by Zoila Torres, after a Farm Security Administration photograph by Jack Delano/Library of Congress.*

FEATURES

# ***Digital History, from Both Sides***

Introduction: Walter  
Hawthorne and Brandon  
Locke

In 2012, the Department of History at Michigan State University moved to the Old Horticulture Building, where we discovered an enormous storage room that had once been a classroom. After considerable fundraising and

renovation, we launched in it a great experiment: the Lab for the Education and Advancement in Digital Research (LEADR).

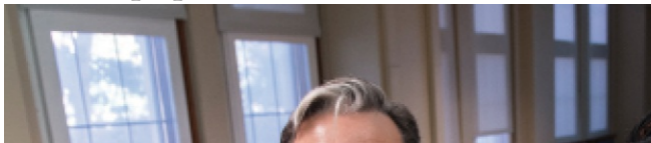
LEADR was a step toward resolving a problem in our department. MSU has long been at the cutting edge of digital historical research. We helped establish H-Net and created Matrix, MSU's Center for Digital Humanities and Social Science. Our scholars have initiated impressive digital research projects, many sponsored by the National Endowment for the Humanities—for example, Slave Biographies, Islam and Modernity, What America Ate, Overcoming

Apartheid, and the MSU Vietnam Group Archive Project.

But graduate and undergraduate teaching was another story. We were conducting research through methods born in the 21st century but teaching research methods born in the 19th. Simply put, lecture halls and small seminar rooms limited what and how we could teach. The acquisition of the old storage space was fortuitous indeed.

LEADR is a beautiful, high-tech flex space where faculty and students research, design, and launch public, web-based digital history projects. People bring a range of skills to the lab and work together, exchanging ideas

and dividing tasks. Coursework includes instruction in web development, data management, data mining, and computational analysis—all introduced by the director, invited guests, and graduate and undergraduate teaching assistants. Students have also learned how to operate our 3-D printers and drone, create 3-D models of artifacts, and create multimodal projects that engage with diverse publics. We have large televisions for presentations and collaborative work, desktop and laptop computers, and cameras and audio equipment.





Since its inception, LEADR has been central to more than 80 classes. For us, the space is important because students acquire new skills there. Like history majors across the country, they can tout

abilities in research, oral and written communication, and critical thinking. But they also know how to compile datasets, mine them, and run quantitative analyses using a variety of programs. They know how to manage tremendous amounts of digital data. They know how to produce projects that have broad, public appeal. They know how to reach people through the platform that today touches people's lives from East Lansing to Beijing—the World Wide Web. And many have developed skills in coding. A selection of student projects is available at [leadr.msu.edu/projects](http://leadr.msu.edu/projects).



To gain a sense of the difference LEADR can make from a student's point of view, we asked a recent graduate to reflect on her own experiences.

## A Student's Experience: DeLacey A. Yancey

In fall 2014, I began my last year as an undergraduate student at Michigan State University. I was a typical senior. I was committed to graduating in a timely fashion by focusing on requirements, some of which, I knew, would require me to harness what I had learned in history and teacher education coursework. To

my surprise, a required senior seminar offered in the history department opened up a new world of possibilities for me as a young historian and teacher.

The class, taught by US history professor David Bailey, required students to conduct research and then to do something more than write an essay. Each of us had to develop a website. That is, we had to make the subject of our research understandable to and accessible by the broader public. This approach was altogether new to me. In no other class had I been asked to make my work accessible to the public, and other than being taught

how to write clearly and concisely, rarely had I been taught strategies to do so.

Professor Bailey's classroom, if you could call it that, was like nothing we had ever encountered. It wasn't a lecture hall, and it wasn't a seminar room. The space was called LEADR. There we found a crazy number of desktop computers, all with specialized software, along with a 3-D printer, cameras, and video and audio recording equipment. The lab had a director, Brandon Locke, and several graduate student assistants, all of whom helped us with technical and design questions over the 15-week semester.

As I learned how to present history on the web, I became excited about the possibility of pushing history in a new direction. As an African American woman, I have long been troubled that African American history dwells too much on oppression. I wanted to tell a history of something else, of the perseverance, dexterity, and especially innovative spirit of African American thinkers. The website I developed, BlackMVPatents ([blackmvp Patents.leadr.msu.edu](http://blackmvp Patents.leadr.msu.edu)), showcases the achievements of black inventors.

From primary sources available on the Internet and in the MSU Library, I

created a collection of images and essays about black inventors. Included are descriptions of what they made and how their inventions made an impact on people's lives. Among my subjects are the well known—Fredrick M. Jones, Granville T. Woods, and George Washington Carver—and the not so well known. I narrowed my list of inventors by considering how important their inventions have been to shaping people's lives over time and to today.

*In no other class had I been asked to make my work accessible*

*to the public, and rarely had I been taught strategies to do so.*

This website was initially intended to serve as a resource for teachers in elementary and secondary schools and for their students. Therefore, I wanted to make it fun. So, with help from LEADR staff, I created a variety of matching games, crossword puzzles, and other interactive features for teachers to use in their classrooms and for children to play at home. I sought to include historical pedagogy that would be engaging and germane. In so doing, I built on coursework I had completed in education, which was geared in part

toward engaging K-12 students on digital platforms that they are familiar with and that are central to the world we live in today.

I have come to discover through my years of working with children that many of them need to be inspired to learn. They get excited by advocacy and, sure, enjoy gaming. So I designed my website to surprise and energize students. It is a platform to teach our youth about people of color who have improved the human condition. The ultimate goal for BlackMVPatents is to change the approach to black history, which, of course, is the story of more than black inventors. It is the story of

the struggles and successes of people in industry, medicine, nursing, education, and much, much more.

Before I engaged with history through LEADR, I thought about K–12 history education as teaching facts—names, dates, places, and events. Now I think much more about teaching students how to find, in libraries and on the web, the stuff necessary for making historical arguments and how to make those arguments relevant to issues of concern to them and their communities. I think more about skill building—about teaching students how to write essays *and* how to create websites.



For me, Professor Bailey's class was innovative because it unleashed my creativity. He allowed me to do something more than write an essay that would be read by one professor and returned for filing or throwing away. I explored history in a way I had never explored it before. I created something I am proud of and passionate about—something that I can share broadly, something I continue to think about, return to, and update. In his class, I developed skills with a variety of web-development packages, I learned about programming, and I considered website design. Professor Bailey's class set me on a course to do more with history

education than I ever thought was possible.

*Walter Hawthorne is chair of the Department of History at Michigan State University. Brandon Locke is director of LEADR at MSU. DeLacey A. Yancey is a recent graduate of MSU with a degree in social science education and a concentration in history. She is now pursuing a graduate degree in arts and cultural management with a museum studies concentration at MSU.*

FEATURES

*Open Access,  
Copyright, and  
Licensing for  
Humanists*

*What Historians  
Need to Know*

Rick Anderson

Imagine this situation: a publisher with

an established track record of high-priced, poorly edited, and shoddily bound products takes your doctoral dissertation and publishes it under a new, sexier title (but otherwise unaltered) without your permission. Or maybe you are hoping to place a revised version of your dissertation with a university press and want to keep the online version hidden from public view while you seek a publisher. Or suppose someone translates your historical essay into a language you do not understand and publishes it without your permission, leaving you unable to assess the translation's faithfulness to your original work. As an author, what

options are available to you under copyright law? In other words, why are your rights as a copyright holder important to you as a historian?

For those of us who write for publication, copyright law is perhaps a bit like metabolism: we find it not terribly interesting, and when we do think about it we struggle to understand it—yet it is tremendously important to us. As writers and scholars, copyright law shapes our choices and both broadens and constrains our prerogatives in ways that have an impact on our work every day.

For example, it is copyright law that allows us to select publication venues for

our work, and in fact to say whether, when, and how our work will be published at all—rights that are particularly important for those on the tenure track, where type and venue of publication can significantly affect committee decisions. Copyright law gives us the right to say whether our work will be translated, and if so, which translation may legally be published. It gives us a degree of control over the creation of derivatives based on our work, and over its commercial exploitation. It gives graduate students the right to embargo their dissertations while they look for a publisher (or longer).

These rights can be particularly important for humanists, for whom the specific expression of an idea may be just as important as the idea itself. The primary concern of scientists tends to be with establishing priority and originality in the content of their work, rather than with protecting the manner in which the work is described. But for humanists, the expression itself is very often fundamental to the work's value.

Of course, the rights of a copyright holder are by no means unlimited—nor would most of us want them to be. The doctrine of fair use is well established both in statute and in case law,<sup>1</sup> and it provides for certain kinds of limited

copying and reuse without the copyright holder's permission, such as one-off copying for personal use and limited kinds of public performance in educational settings. The fair use doctrine seeks to create an appropriate balance between the legitimate needs of content creators and those of its consumers.

There are many opinions on whether copyright law, as currently written, is well suited to our increasingly online information environment and to the evolving needs of authors, readers, and researchers. Not all authors want to retain the exclusive prerogatives that the law automatically gives them. Some



would like to make their work more widely available and more freely reusable. Some would like simply to place their work into the public domain and let it be reused entirely without restriction. Others would like to make it available for unlimited copying and redistribution; still others might wish to restrict commercial reuse but allow noncommercial reuse without limitation.



you should copyright it. Don't take chances when you can secure our services at small cost. Send for our **SPECIAL OFFER TO INVENTORS** before applying for a patent, *it will pay you.* **HANDBOOK on patents sent FREE.** We advise if patentable or not, **FREE.** We incorporate **STOCK COMPANIES.** Small fees. Consult us.

**WORMELLE & VAN MATER,**

Managers,

Columbia Copyright & Patent Co. Inc.,

WASHINGTON, D. C.

For those who wish to make their work more freely available and reusable, the emergence of Creative Commons (CC) licensing has been a tremendous boon.<sup>2</sup> By providing (at no charge) a suite of license choices represented by ingeniously simple symbols, CC makes it easy for authors to grant some or all of their copyright prerogatives to the public. The most restrictive of these

*Helping to lure artists anxious that other acts would steal their work, copyright firms in the early 20th century promised to defeat "pirates." The law has changed greatly since this ad was published in 1906.*

licenses is represented by “CC BY-NC-ND” (meaning that anyone may copy and redistribute the work without restriction, but may create derivatives or make commercial reuse of the work only with the author’s permission).

The least restrictive is “CC BY,” which allows the public to reuse the work in any way desired, including commercially, as long as the author is acknowledged as the creator of the original version. (CC also provides the option of placing one’s work into the public domain by means of the “CC0” designation, which is not actually a license at all, but rather a formal waiver of copyright.) CC licenses are used

extensively in *Perspectives on History*, as a matter of fact—this essay is available under a CC BY-NC-ND license.

While the availability of CC licensing is a great benefit to authors who choose to abdicate some or all of their exclusive copyright prerogatives, it is important to know that there are individuals and organizations hard at work to take that choice away from authors, with increasing success. For example, in 2014 the Gates Foundation announced that it would require CC BY licensing of all publications resulting from research that it funds.<sup>3</sup> The Ford Foundation followed suit in early 2015.<sup>4</sup>

For now, these policies primarily affect authors in the hard sciences, but humanists and social scientists would be well advised to inform themselves about these issues and to be involved in the relevant campus conversations—especially those that are likely to result in policy changes. This will likely involve initiating dialogue with faculty in the sciences and social sciences, as well as administrators in the Office of Research. Academic libraries very often have librarians with specialist expertise in this area as well.

*There are organizations working  
to make Creative Commons*

*licensing mandatory rather than optional. For historians in particular, this may be cause for concern.*

It is also important to understand that the issues of CC licensing and of open access to scholarship (OA) are closely but ambiguously intertwined. The two most commonly accepted definitions of OA emerged from the Budapest Open Access Initiative (2002, reaffirmed in 2012) and the Berlin Declaration on Open Access (2003).<sup>5</sup> Both define OA as meaning not only free access to content, but also public reuse rights that

go far beyond traditional fair use allowances (while stopping slightly short of those defined under CC BY). However, many OA advocates today consider anything less than CC BY to fall short of true OA; their influence can be seen, for example, in the publishing policies of the Gates and Ford Foundations.

When it comes to OA and licenses, one area of debate concerns graduate theses and dissertations. It has long been traditional to make printed copies of locally produced theses and dissertations available to the public in the academic library of the graduate student's own institution, but with the move from

print to electronic submission and processing, electronic copies that can be freely copied and redistributed globally are available to the public. For some students this is a welcome development; for others it is cause for concern; still others are not aware of the issue at all. In light of this, in 2013 the American Historical Association issued a recommendation that graduate students in history be allowed to embargo their dissertations for up to six years if they so choose—a recommendation that met with significant alarm and derision in the OA community.<sup>6</sup>

Copyright law allows student authors to say whether their dissertations will be



made publicly available and to put certain restrictions on their reuse. But with the migration of dissertations to the digital realm, depositing one is now almost invariably a matter of making it freely available to all online. Graduate schools commonly require this, and at least one—Duke University—goes further, requiring not only that student authors make their dissertations freely available to all, but also that they do so under the terms of a Creative Commons license.<sup>7</sup> Such a requirement is fully within the school's legal rights, but matriculating graduate students (like all other authors) would be well advised to make certain they understand

what will be required of them with regard to their work.

All authors, in fact, should be familiar with the relevant issues and controversies currently playing out in the world of scholarly communication, no matter one's opinions about OA, copyright reform, and intellectual freedom. The resolution of these issues will have significant impacts on the rights and prerogatives of authors in the future.

*Rick Anderson is associate dean for collections and scholarly communication in the J. Willard Marriott Library at the University of Utah, as well as president of the Society for Scholarly Publishing.*

# Notes

1. Stanford University Libraries, “What Is Fair Use?”  
[fairuse.stanford.edu/overview/fair-use/what-is-fair-use/](https://fairuse.stanford.edu/overview/fair-use/what-is-fair-use/).
2. Creative Commons Corporation, “About the Licenses,”  
[creativecommons.org/licenses/](https://creativecommons.org/licenses/).
3. Bill and Melinda Gates Foundation, “How We Work: Bill and Melinda Gates Foundation Open Access Policy,”  
[gatesfoundation.org/How-We-Work/General-Information/Open-Access-Policy](https://gatesfoundation.org/How-We-Work/General-Information/Open-Access-Policy).
4. Ford Foundation, “Ford Foundation Expands Creative Commons Licensing for All Grant-Funded Projects,”

February 3, 2015,

[fordfoundation.org/the-latest/news/ford-foundation-expands-creative-commons-licensing-for-all-grant-funded-projects/](http://fordfoundation.org/the-latest/news/ford-foundation-expands-creative-commons-licensing-for-all-grant-funded-projects/).

5. “Budapest Open Access Initiative,” [www.budapestopenaccessinitiative.org/re](http://www.budapestopenaccessinitiative.org/re)  
Open Access Max-Planck Gesellschaft,  
“Berlin Declaration,”  
[openaccess.mpg.de/Berlin-Declaration](http://openaccess.mpg.de/Berlin-Declaration).

6. American Historical Association,  
“Statement on Policies Regarding the  
Option to Embargo Completed History  
PhD Dissertations,”  
[historians.org/embargo-option](http://historians.org/embargo-option); Rick  
Anderson, “Is a Rational Discussion of  
Open Access Possible?” *Discussing Open*

*Access, discussing*[goa.wordpress.com](http://goa.wordpress.com).

7. “EDT Copyright Information,”  
[gradschool.duke.edu/academics/theses-and-dissertations/etd-copyright-information](http://gradschool.duke.edu/academics/theses-and-dissertations/etd-copyright-information).

---

FEATURES

***A Message from  
the National  
Humanities  
Alliance***

***Yes, Your E-mails to  
Congress Matter***

Robert Bowen

*Editor's note: The National Humanities Alliance (NHA) is a coalition of organizations dedicated to advancing the humanities in all areas of American education and life. Its more than 170 member organizations include scholarly, professional, and educational associations, colleges and universities, humanities research centers, museums, libraries, historical societies, and state humanities councils. The AHA is a longtime member of the NHA and is the only historical association represented on the alliance's board of directors. Participating in the NHA is a crucial aspect of the AHA's advocacy for government programs that are important to our members. This article provides insight into the "action alerts" we*

*occasionally send our members and shows how vital your e-mails are in the legislative process.*

**W**e have all become familiar with urgent requests in our inboxes and social media feeds to write our members of Congress about an important issue. With a few clicks, these “action alerts” promise, we can influence our senators and representatives. Once we enter our zip code, we see a form letter replete with policy details and a specific request. We have the option to tailor the letter, but we can also simply hit “submit.”

Like other advocacy organizations, the National Humanities Alliance (NHA)



issues action alerts to our network of advocates. Most often, we ask our advocates to communicate support for funding increases—or opposition to cuts—for the National Endowment for the Humanities, Title VI, or Fulbright-Hays.

While advocacy software has made political advocacy exceedingly convenient, you may wonder if these letters actually matter. The short answer is yes, they do. Constituent letters are very effective when used as one element of a larger strategy.





New Yor

*A New York City letter carrier collects mail —  
Congress — in 1896.*

**What Happens to Your  
Messages?**

After we send an action alert and advocates respond, congressional offices typically tabulate letters by topic as they receive them. When the number of letters reaches a certain level, a staff person is assigned to research the issue, write a memo, gauge the legislator's level of support, and draft a response to constituents who have written. Cumulatively, these letters raise the profile of an issue above the hundreds of other issues being simultaneously debated and help to ensure that it receives attention from policy makers.

Given this process, it is better not to customize the preloaded message, since this can prevent your message from

being tabulated with the rest of the letters. While personal stories can be persuasive, action alert messages are not a good format for highlighting those stories because these letters generally receive only the amount of attention that it takes to sort it into a category, a task that is increasingly being done by computer programs. Meetings with members of Congress or their staff, phone calls to their offices, or testimony on Capitol Hill are typically better avenues for more personal messages.

*Letters raise the profile of an issue  
above the hundreds of others*

*being debated and help to ensure that it receives attention from policy makers.*

## How Do These Messages Help Us Persuade Congress?

**A**s advocates send messages, we meet in person with the offices of members of Congress who serve on the relevant committees. The letters you send through an action alert are critical to the success of these meetings in two ways. First, since your letters may have prompted a staff member to write a memo on the issue, the staff member

with whom we meet is more likely to be knowledgeable about the issue. Second, the high volume of mail received will have demonstrated that constituents agree with our stance on the issue, adding the weight of constituent opinion to our meeting. While we can ask for support from members of Congress in the meetings, whether they view the issue as important enough to act generally depends on the impact the programs have in the district and what their constituents have to say about that impact.

For example, in 2015, the Senate Appropriations Committee approved legislation that would cut the

Department of Education's international education programs, Title VI and Fulbright-Hays, by 35 percent. Alarmed by this cut, we issued an action alert, and advocates sent more than 14,000 letters to members of Congress. The volume of letters was certainly noticed on the Hill, as many senators received hundreds of letters.

We then worked with college and university government-relations offices and deans to make high-level contacts with offices and set up meetings with many influential congressional offices. When we met with staffers in Senator Mark Kirk's office, for example, we were able to report that they had received


252 letters from constituents. Sen. Kirk ultimately played an important role in encouraging other Republicans to restore funding. Meetings like these were successful because we could credibly point to how much constituents cared about the issue. When a final omnibus appropriations package was negotiated, Title VI and Fulbright-Hays were funded at the same level as in fiscal year 2015. This strategy would not have worked without the thousands of advocates who answered our action alert.

If you are not yet on our list to receive action alerts, please consider [adding your name](#) now (at



[nhalliance.org/take\\_action1](http://nhalliance.org/take_action1)). The next time messages to Congress promise to sway debate, we will let you know. And we hope you will also pass on word to friends and colleagues. We, in turn, will make sure to reiterate to members of Congress that their constituents support the humanities. In consideration of your time, we will only send action alerts when we believe your voices can make a difference. You *can* help the humanities at the national level.

*Robert Bowen is government affairs associate at the National Humanities Alliance.*



You've found the primary sources, written the historiography, you've defended your thesis, and prepared the syllabi. Now, please take care of the rest.

Interfolio's Dossier helps scholars archive, store, and deliver materials to grant agencies and faculty jobs.

---

AHA members receive **free, one-year subscriptions** to Interfolio's Dossier.

Visit **historians.org** to receive your free benefit.

---

[www.interfolio.com](http://www.interfolio.com)



interfolio



AHA ANNUAL  
MEETING

*The Jefferson  
County  
Showdown over  
the Advanced  
Placement US  
History Test*

# ***A Second Chance for a Failed Dialogue***

**Fritz Fischer**

**I**n fall 2014, just two short years ago, it seemed to historians and history teachers in Colorado that our state had traveled through Alice's looking glass. Rather than debating legalized marijuana or even the latest Broncos game, Coloradoans debated US history and K-12 US history curricula. Local news outlets sought out the opinions of history teachers, and national media reported breathlessly on

the showdown. Most surprisingly, hundreds of high school students took to the streets to protest perceived censorship in their history classes. In the end, the conflict led to the recall of three county school board members in the second-largest school district in the state. Colorado dominated the news cycle, and, bizarrely, all of it was in relation to the topic of teaching US history.

What was the argument about? Jefferson County, a relatively large, mostly suburban county on Denver's western border, elected a group of conservative activists to its school board in 2013. The activists adopted a multi-

faceted approach to change their school district, from initiating a pay system that would allocate raises to teachers' salaries based on performance to bailing out two failing charter schools. They also sought to control curriculum, on the alert for any changes they perceived as overtly leftist. In their view, such a change arrived when the College Board released a new curriculum framework for the Advanced Placement course in United States history (APUSH).

Thousands of high schools throughout the nation offer an Advanced Placement (AP) US history course, and in 2015 more than 460,000 students took the AP US history exam. The test is written

and administered by the College Board, which also creates course outlines, teaching materials, and professional development programs for teachers that all draw from the overarching AP US history framework. According to Lawrence Charap, senior director of AP Curriculum, Instruction, and Assessment, the College Board decided in the middle of the last decade that the framework and exam needed to be updated. The impetus to make the change came from teachers, university professors, and parents who complained that the course and test “encouraged shallow learning, as teachers and students raced to cover every possible



topic that could appear on the exam.”<sup>1</sup> The new framework added more depth and structure than the previous guidelines and, significantly, focused the AP course more on historical thinking than on rote memorization.

Yet from the point of view of the conservative school board members, the new APUSH framework represented a politically unacceptable change in course material. One of these members, Julie Williams, proposed a board resolution questioning the AP framework and stated: “Materials should promote citizenship, patriotism, essentials and benefits of the free enterprise system, respect for authority and respect for

individual rights. Materials should not encourage or condone civil disorder, social strife or disregard of the law. Instructional materials should present positive aspects of the United States and its heritage.”<sup>2</sup> Williams believed that the new AP framework did not meet her criteria because it “rejected the US History that has been taught for generations.”<sup>3</sup> Unsurprisingly, this statement set off a firestorm of controversy and protests. Conservative activists throughout the nation entered the fray, lambasting the framework as a tool of political correctness run amok. The controversy went viral, preventing

any possible reasoned discussion on the topic.



Two years later, as the nation's *National* *Minority* *Colorado* *Public* *Schools* *teachers* *and* *parents* *gather* *in* *Denver* *for* *the* *AAHA* *annual* *meeting*, *a* *proposal* *to* *promote* *patriotism* *in* *AP* *US* *his*

[courses](#) roundtable titled **“The Jefferson County Showdown over the Advanced Placement US History Test: A Second Chance for a Failed Dialogue”** will revisit the conflict and ask what we can learn from it. To be held on Saturday, January 7, 2017, from 3:30 to 5:00 pm, the roundtable will be moderated by Patricia Limerick, director of the Center of the American West at the University of Colorado and, significantly, newly minted official state historian for Colorado. As the title of the roundtable suggests, the goal for the discussion will not be to replay the political debates of two years ago. Instead, it will be to move beyond

partisan bickering and toward a new dialogue.

The historical profession has done very little since 2014 to grapple with the central issues of the controversy from the standpoint of teaching history, and that is what this panel intends to do. The new framework symbolizes a changing landscape in history education. Critics of the framework have focused on allegedly “left wing” content. Yet the framework might be most notable for its new approach to the intersection of pedagogy and content, which is of tremendous importance to the community of historians.

After all, the impact of the controversy over the new framework extends beyond history as taught in high schools. Due to the ubiquity of the APUSH class, debate over the AP framework also has repercussions for historians and history teachers at the university level. Most universities provide some form of credit for a “passing” score on the APUSH exam, which means that university students throughout the nation receive part of their university education in the APUSH course. And, of course, the intent of the APUSH class is to mirror the traditional US history course taught in universities and community colleges.

*Roundtable participants will historicize the teaching of the US history survey by moving beyond presentist political partisanship.*

Therefore, our panel will focus less on the political fallout from the Jefferson County protests and more on context and educational implications. We will attempt to move beyond specific political controversies of today and toward a discussion of thorny issues related to the broader context of the teaching of US history, challenging the problematic characterization of history as “conservative” or “liberal.” This will

be a central issue for the entire panel, but especially for Brad and Dedra Birzer, two respected historians who teach at the legendarily conservative Hillsdale College. All of the roundtable participants intend to historicize the teaching of the US history survey by moving beyond presentist political partisanship in order to learn more about the role of this course in society.

More broadly, the roundtable will use the issue of the Jefferson County conflict to analyze the new push for significant changes in the teaching of the US history survey. The members of the roundtable are uniquely qualified to spark such a discussion. James



Sabanthe, teacher at Hononegah Community High School in Rockton, Illinois, and co-chair of the College Board APUSH development committee, will provide insight on the creation of the framework, while Stephanie Rossi, AP American history teacher from Wheat Ridge High School in Jefferson County, will discuss her work in implementing the framework in the midst of the controversy. Jonathan Chu, professor of history at the University of Massachusetts Boston, is the chief reader for the APUSH exam and will discuss the relationship between the framework, the AP test, and larger changes in the teaching of US

history on a national level. All of the roundtable participants, then, are intimately connected to and cognizant of changes in teaching and learning in the US history survey course, particularly the shift in focus over the last 20 years from encouraging memorization of facts to developing historical-thinking skills.

For university historians, such changes fit under the umbrella of the Tuning project, a major AHA initiative for the past half-decade. For secondary school teachers, similar ideas serve as the centerpiece of the C3 Framework, a newly published set of guidelines for teaching K–12 social studies, supported

by the AHA and other major historical organizations, including the World History Association and the National Council for History Education. The creators of the new APUSH framework explicitly focused on the same ideas that are central to Tuning and the C3 Framework. All of these changes put the teaching of US history in a new place in the national political and educational terrain.

Yet what are the implications of these ideas for the teaching of survey courses in US history, be they university-level courses, AP courses, community college courses, or even college equivalency courses taught to high school-age

students? Are these ideas politicized in ways that make some teachers and some members of the public uncomfortable? Can AHA members devise a more productive way for society to consider these matters? The Jefferson County conflict brought a series of important questions to the national consciousness, but failed to create a dialogue leading to solutions. Our roundtable seeks to begin such a conversation. We have chosen the roundtable format explicitly to engage the audience in deep discussion and dialogue, rather than merely presenting our own opinions on the subject. We hope to see you all in Denver for a vigorous and thought--

provoking discussion of the Jefferson County history “war” and its implications for the historical profession.

*Fritz Fischer, professor of history and director of history education at the University of Northern Colorado, teaches courses in American history and directs the secondary school history teacher preparation program. He is chair emeritus of the National Council for History Education and author of The Memory Hole: The US History Curriculum Under Siege (2014).*

## Notes

1. Lawrence Charap, “Advanced

Placement History: A Focus on Historical Thinking Skills,” *History Matters!* 26, no. 10 (June 2014), <http://www.nche.net/pages/history-matters/june-2014---charap>.

2. Julie Williams, proposal for “Board Committee for Board Review,” <http://www.boarddocs.com/co/jeffco/bc>

3. Kent Erdahl, “School Board Member at Center of Jeffco AP History Controversy Explains What She Has in Mind,” *FOX 31 Denver*, September 25, 2014,

<http://kdvr.com/2014/09/25/school-board-member-at-center-of-jeffco-ap-history-explains-what-she-has-in-mind/>.

AHA ANNUAL  
MEETING

***Abstract of the  
Presidential  
Address at the  
Annual Meeting***

***“Inequality:  
Historical and  
Disciplinary***

# ***Approaches"***

**Patrick Manning**

**I**nequality is a contemporary social dilemma of growing concern. Has it been constructed through human agency, or is it a simple fact of nature? In their debates, ancient philosophers and modern analysts have been critical of inequality without being able to resolve it. For the past two centuries, human thought has pursued social equality and democratic governance, while the realities of social change have brought new economic and social inequalities.



Understanding inequality in society will require a large-scale research project. The hypotheses articulated and tested must be the strongest and most relevant. What is the social function of inequality? Can regulation limit inequality? Do patterns of inequality connect worldwide? Is social prejudice more basic than economic inequality? Does inequality come from the top or bottom ranks of society? Have there been cycles of inequality? We need to explore such questions with data on the full range of human activities, at levels from the family to big regions (for example, the Caribbean, Southeast Asia, Europe, Africa) to the planet.





This presentation will survey recent research on environmental quality and propose a design for an interdisciplinary campaign in the largest favelas in Brazil.

to clarify the history, trajectory, and influence of inequality. While economic analysts have shown that the top 1 percent of individuals hold the majority of today's wealth, how does that relate to hierarchies of gender, race, nationality, health, and nutrition? Historians, to guide this work, must build on the growing comprehensiveness of historical studies—in narrative, collaboration, theory, and disciplinary alliances. Researchers must assemble archival data, conduct field research, simulate missing data, and reach for the great new potential of information science to locate relationships within both data-rich and

data-poor domains. The outcome will not end the debate on inequality, but will raise it to a new and evidence-based level.

## ***The Committee on Women Historians Breakfast***

**T**he AHA Committee on Women Historians' annual networking breakfast provides an exciting and unique opportunity to meet scholars across generations working in all

fields. We warmly invite women historians and anyone with an interest in gender history to this year's breakfast.

The breakfast will be held during the Association's 131st annual meeting, from 8:00 to 9:30 am on Saturday, January 7, 2017, in the Hyatt Regency Denver's Centennial Ballroom E. The breakfast is co-sponsored by the Berkshire Conference of Women Historians.

The invited speaker, Ada Ferrer, of New York University, will deliver an address titled "All in the Family: Stories and Histories of Revolution and Exile in Cuba."

Ferrer writes: “Drawing on *Landscape for a Good Woman*, Carolyn Kay Steedman’s classic exploration of the relationship between a historian and her working-class mother, this presentation explores connections between family stories of revolution and migration, academic histories of the Cuban Revolution, and the elusive power of recognition that potentially links both.”

The continental breakfast is open to all, but tickets must be purchased when registering for the meeting or by calling 508-743-0510 to add tickets to an existing registration. Prepaid

tickets will be distributed with the meeting badge at the registration counters. A limited number of tickets may be available at the meeting.

Cost: \$35 members, \$50 nonmembers, \$15 student members, and \$35 student nonmembers. AHA members may bring a student nonmember to the breakfast at the student member rate. Contact [aha@historians.org](mailto:aha@historians.org) for details.

# ***The Modern European History Luncheon***

The AHA Modern European History Section has scheduled its annual luncheon for Saturday, January 7, 2017, from 12:00 to 1:30 pm, in Mile High Ballroom 1F at the Colorado Convention Center. Section chair Deborah A. Cohen (Northwestern Univ.) will preside. Carla Hesse (Univ. of California, Berkeley) will give a talk titled "Trials of the French Terror."

The luncheon is open to all. Tickets (\$35 member, \$45 nonmember) may be purchased when registering for the meeting, by calling 508-743-0510 to add tickets to an existing registration, or at the onsite registration counters. Individuals



who want to hear the speech only do not require tickets and are invited to arrive at 12:30 pm.

## ***On the Website***

A variety of resources and guides are available at [historians.org/am-resources](http://historians.org/am-resources) to help you get to the meeting and make the most of your time there. Recent additions to these resources include:

- ◆ Digital History at AHA17—Each year, the annual meeting hosts a variety of sessions and events on digital history. This resource highlights a selection, including the workshop on Getting

Started in Digital History, the Digital Projects Lightning Round, and a Digital Drop-In session.

- ◆ AHA Tours of Denver—AHA tours offer participants unique opportunities to explore Denver's historical resources with fellow historians. Available tours include visits to a Colorado mine and the Denver Art Museum.
- ◆ Coming to Denver in January: Don't Fear the Weather—Denver might be cold in January, but it's rarely snowy. Get a realistic picture of

January weather in Denver and some tips on packing for a comfortable AHA17.

- ◆ Links to Thematic Lists of Sessions—Attendees can now quickly identify sessions in their areas of interest, including presidential sessions, receptions and meals, teaching and learning, public history, and the history of the American West.

We'll continue to add resources this fall, so keep an eye out for them.

*The presidential address will take place on Friday, January 6, 2017, at 5:30–7:00 pm*

*in the Hyatt Regency Denver's Centennial Ballroom D.*

*Patrick Manning is president of the AHA.*

**AHA ACTIVITIES**

***Boubakar Barry,  
Historian of  
Senegambia,  
Selected as  
2016 Honorary  
Foreign Member***

**Martin Klein**

When I first started research in Senegal in

1963, there were no Africans in the  
**W** history department at the  
University of Dakar, with  
limited concern for  
Africanization. When I returned in  
1968, the dynamic Yves Person had  
joined the faculty and was inspiring  
young African scholars. His star student  
at the time was Boubakar Barry.

This was a time when students of  
African history were still being pressed  
to prove that Africa had a history. Barry  
and I hit it off well—we had similar  
ideas about history, and we were both  
interested in dialogue. I tried to  
persuade him to study for his doctorate  
at Berkeley, where I was then teaching,

but he wisely chose to study in France, which still dominated Senegalese academic life. His thesis supervisor in Paris was Person, who had by then taken the chair of African history at the Université Paris 1 Panthéon Sorbonne and was reshaping the study of the field in France.

A Guinean studying at the University of Dakar, Barry was unusual for his generation. While most of his peers wrote their theses on their native societies, Barry, a Fulbe speaker, chose to write on Waalo, a small Wolof state at the mouth of the Senegal River, instead of the Senegalese Fulbe people. This research, which led first to a master's

thesis, then to a doctorate, enabled him to confront both the impact of the Atlantic slave trade and French colonialism in West Africa. After completing his doctorate, Barry returned to Dakar. Only the third African in the history department at the time, Barry proved instrumental in shaping its development.





Several things stood out about Barry even in the earliest days of his career. As a mentor, he guided several younger scholars and supervised many theses. Barry accumulated a fine library that he made available to students and colleagues. An “international,” his home was also a meeting ground for many

foreign scholars, and at the Barry house, there was always good coffee and bread with butter and fine Futa Jallon honey for breakfast. I often stayed with Boubakar and his wife, Aida Sow, and he was the first of several Senegalese scholars who stayed at my house when he was in Canada. Like many African intellectuals, he had heavy teaching and family responsibilities. After the end of the Sekou Touré dictatorship in Guinea, he often had family or the children of friends come to Dakar for medical care or to study.

From the beginning, Barry took advantage of possibilities for travel. He has taught in the United States,

Germany, France, and Brazil, and he had a grant from the Wilson Center in Washington, DC. He was also important in developing collaborative institutions in Africa like CODESRIA (Council for the Development of Social Science Research in Africa). One of the founders of the Association of African Historians, he served for eight years as its general secretary.

Barry originally intended to follow up his study of Waalo with a collaborative history of his native Futa Jallon. Each time he traveled, he would use his per diem to buy books and to photocopy documents on the Futa. (They still sit in bound volumes in his library, available

to other scholars.) Increasingly, however, Barry became concerned with breaking out of the confines of ethnic and national history. Guinean born but well integrated into Senegal, he thought of himself as a Senegambian. His most important book, translated into English as *Senegambia and the Atlantic Slave Trade* (Cambridge Univ. Press, 1998, originally published in French in 1988), presents the history of a region that includes not only Senegal and the Gambia, but also most of Guinea. It also focuses on such major themes as the impact of the Atlantic slave trade and of Islam on the region, and the links between these two forces. More

recently, Barry supervised a UNESCO-funded project that published a series of books on how different West African nations have dealt with regional integration. His current project is essentially volume two of *Senegambia* and will look at francophone West Africa in the 20th century.

Despite his scholarly achievements, Barry has not lost his ties to Guinea. He was one of a group of Guinean exiles whose democratic commitment was forged in their resentment of a dictatorial regime that would not let them come home. He used to joke that when Touré fell, he would get into his VW and head back to his home city of

Mamou. When Touré died in 1981, the VW was too battered to make the trip, and Barry had become an integral part of the intellectual life of cosmopolitan Dakar. He remains one of the key intellectual figures of Senegambia and is one of Africa's most influential historians.

*Professor Barry will attend this year's annual meeting in Denver to receive his commendation at the awards ceremony (Thursday, January 5, 7:00–8:00 pm). Professor Barry's work and scholarship will also be honored in two separate sessions at the annual meeting: "Senegambia as a Historical Region" (Friday, January 6, 1:30–3:00 pm) and "Senegambia in*

*African History” (Friday, January 6, 3:30–5:00 pm).*

*Martin Klein is professor emeritus at the University of Toronto. His best-known book is Slavery and Colonial Rule in French West Africa (Cambridge Univ. Press, 1998).*



ENROLL IN  
MEMBERSHIP  
APSA + AH

THE AMERICAN POLITICAL  
SCIENCE ASSOCIATION  
PROUD TO OFFER  
MEMBERSHIP WITH

# AMERICAN HISTO ASSOCIATION.

American Political Science Association Joint Men  
and digital subscription to your choice of one of t  
*American Political Science Review*, *PS: Political Sc  
Perspectives on Politics*. Your membership also in  
the annual meeting and access to other services

**Enroll in your joint membership when you renew**

---

AMERICAN POLITICAL SCIENCE ASSOCIATION • 1527 New Hampshire Ave., 1



# CAREER PATHS

## *A Tale of Reinvention*

### *The Historian, the Dancer, and the Arts Administrator*

Julia del Palacio

**A**s the Queens College Women's Choir sang traditional South African songs, legendary trumpet player and freedom fighter

Hugh Masekela sat in the front row of the classroom. The array of ethnic and racial backgrounds in the room reflected the incredibly diverse demographics of the borough of Queens in New York City. I noticed myself tearing up. After the performance, Masekela hosted a panel discussion in which he talked about music as a conduit for social change, the violence he faced every day fighting apartheid, and marching with Nelson Mandela. Later that evening, he performed one of the most memorable concerts I've ever attended. There was quite a bit of tearing up for me through it all because, as part of my job, I'd had something to do with everything that

happened that day.

I work for the Kupferberg Center for the Arts at Queens College, doing “strategic partnerships.” This has entailed booking a Latin artist to perform at one of the college’s venues, writing grant proposals for a dance project involving 12 different City University of New York partners, liaising between arts students and the Queens Library system for an off-site art exhibit, organizing a benefit involving the college’s alumni and a famous Broadway actor, planning the family activities for a large outdoor festival, and yes, facilitating encounters between

musical icons and our college community.

All in all, I help choose and implement projects and collaborations that advance the mission of our organization: to offer Queens audiences quality entertainment and bring art to the neighborhoods where our students' families live and work. We present commercial shows in our large indoor venues, which help us subsidize free public programming all over the borough. In addition, some of our off-site performances and art exhibits are works by our student artists, allowing them to build their portfolios and helping us to showcase the quality of our academic programs.

My academic background has been instrumental in cementing the relationships between the arts center and the college's departments. Additionally, my background as a dancer has influenced the center's interactions with the artists with whom we work, helping them to better understand some of the challenges they face when trying to make a living in New York.

So, how did I get here?



I moved to New York from Mexico City to do an MA and then a PhD in dance studio to arts administration — via a his PhD. I'd had my BA thesis published by a university press, and my professors all believed I had a bright future in academia. I started my doctorate full of

hope and thrilled to live in New York City, where I had a good network of friends, some family members, and a group of people with whom I formed a collective project of Mexican traditional music and dance.

While getting my doctorate, I heard from countless friends about their fruitless searches for decent teaching jobs, their interview throes and misfortunes at AHA annual meetings, and their need to become postdoctoral fellows and adjuncts. Some friends left academia altogether, and some who stayed constantly questioned their career choices. By the time I finished in 2015,

I had lost my interest in the professoriate.

Don't get me wrong. I love academia. Both my parents are academics, and I have an intrinsic love for learning. However, the constant feeling of unworthiness that came with my work being relentlessly critiqued; the knowledge that there was always something else to read, something else to write, something else to grade; and the sense that any free time is only well spent when it's spent writing—all took a toll on me. I also wanted to stay on the East Coast, which is where my music and dance community is located.



Through music and dance, I met a number of arts administrators over the years. Their jobs consisted of doing everything it takes to put together a performance or an art show: raise funds, choose the artists, arrange press announcements, coordinate production and marketing teams, deal with members of boards of trustees and advisory councils, and generally work at expanding audiences for the arts. I was intrigued by those tasks, and it seemed to me that spending one's professional life around artists wouldn't be a bad deal. So, when I was about to finish my PhD and my job prospects in academia didn't look all that bright, I started looking for positions in arts

organizations.

It took a while, but finally news came that the new director of the Kupferberg Center was interested in interviewing me. He thought my academic background could be an asset in running some strategic aspects of the organization, mainly fundraising and student involvement.

*It seemed to me that spending one's professional life around artists wouldn't be a bad deal. So, when I was about to finish*

*my PhD, I started looking for positions in arts organizations.*

The job offer came as a relief, but I was still concerned about my immigration status. As an international student, I was only allowed to take positions directly related to the discipline I studied. I therefore wasn't at all sure that working outside academia would be an option. But in drafting the petition letter for my work visa, my boss—who has also become a mentor and friend—explained that someone with my profile could help the organization understand the college community better, including

the role that students and faculty should play regarding the arts on campus.

Despite my fancy PhD from an Ivy League university, I was offered an entry-level position because I had never worked in an office before. But from the start, I was intent on showing two things. First, no assignment was beneath me—I saw seemingly mindless tasks such as making copies (or coffee), creating payment requests, and filling in an order for printer toner as opportunities to learn the nuts and bolts of how a nonprofit organization functions. Second, I was serious about the job and willing to learn. I attended meetings well prepared, read all the

materials, did my research, and was never hesitant to voice my opinion through well-constructed arguments supported by relevant information. In other words, I treated the job like I treated grad school, and it worked. After six months, I was integrated into the development team and put in charge of strategizing initiatives involving our art students.

Development departments are usually in charge of writing grant proposals, researching potential funding opportunities, and making sure the expectations of both funder and grantee are fulfilled. Surprisingly, this is something I enjoy, after years of dread

during fellowship-application time in grad school. The wonderful thing about writing a grant proposal for an organization instead of to support my scholarly work is that I'm much less emotionally invested in the process. Rejections don't feel personal or make me doubt all my life choices. I'm also able to see the value of what my organization can offer (or lacks) with a critical eye.

Additionally, I'm charged with coordinating events with artists (like Masekela) who perform on campus and interact with students, faculty, and staff in an academic capacity. Such interactions can take the form of panel

discussions, master classes, open rehearsals, or one-on-one meetings. Strategically, projects like these enhance the visibility of our center among students and their families; they make us a more attractive choice for prospective students; and they create an intellectually rich campus environment. I guess the years I spent organizing student conferences, seminars, and conferences did actually teach me a thing or two.

In the end, I have been able to remain in academia but in a different capacity. There are days when I miss the intellectual challenges of a life of historical research and writing. Do I still

think about applying to teaching jobs? Sometimes. Do I have time to write the required scholarly articles and book manuscripts to be considered? Not really. But I have made time to write an article about the need for rehearsal and performance spaces for dancers in New York, another related to my dissertation for an interdisciplinary journal, and an essay about my experience as a dancer who performs to traditional music from Mexico in the United States. Do I wish these pieces could add to my “value” as a historian? You bet. Do they? I’m not sure, but I think they reflect the reality that so many of us in academia are experiencing: you have to diversify your



interests in case you find yourself not getting an academic job, not wanting to be a university professor, or not being willing to move for personal, family, religious, or health reasons. I wouldn't change a thing about my experience in graduate school, but I do value the new knowledge and resources that my job is giving me today. And the concerts, art shows, theater plays, and music festivals I get to attend are the icing on the cake.

*Julia del Palacio holds a PhD in Latin American history from Columbia University and is now manager of strategic partnerships at the Kupferberg Center for the Arts. She is also a professional dancer who performs to traditional music from*



## History (Judaic Studies), Assistant/Associate Professor

The College of Arts and Sciences of the University at Albany seeks to hire a full-time, tenure track scholar of Judaic Studies at the Assistant or Associate Professor level who will also head the Judaic Studies Program. The program embraces all aspects of Judaic Studies, but we have a particular interest in applicants who can address the historical context and religious studies. All candidates will be expected to teach both undergraduate and graduate students. The Judaic Studies Program seeks to engage the broader community through public lectures and other programs.

### Requirements:

- Applicants must have a Ph.D. from a university accredited by the U.S. Department of Education or an internationally recognized accrediting organization in hand by September 1, 2017.
- Applicants must show promise of a distinguished career as a scholar and teacher.
- Applicants must address in their applications their ability to work with and instruct a culturally diverse population.

The closing date for receipt of applications is December 1, 2016.

Please apply online via

[http://albany.interviewexchange.com/  
candapply.jsp?JOBID=76234](http://albany.interviewexchange.com/candapply.jsp?JOBID=76234)

*The University at Albany is a  
EO/AAE/IRCA/ADA E employer.*

# IN MEMORIAM

William H. McNeill

1917–2016

World Historian; Former AHA  
President and 50-Year Member

**W**illiam H. McNeill, a former president of the AHA and a pioneer in the emergence of world history as a respectable academic field, died on July 8, 2016, at age 98. For 40 years (1947–87) McNeill taught at the University of Chicago, where he was appointed Robert A. Millikan Distinguished Service Professor. He wrote more than 20 books over the

course of his career. He won a National Book Award, a National Humanities Medal, and the Erasmus Prize.

William McNeill was born in 1917 in Vancouver. His father, from a family of potato farmers on Prince Edward Island, became a Presbyterian minister and eventually a professor of church history. His mother, from the timberlands of Vancouver Island and the eldest of 10 children, headed east to attend university, an unusual path for a woman in British Columbia in 1908. The family moved from Vancouver to Toronto, and in 1927 to Chicago. For his 21st birthday, his parents gave him an Underwood typewriter along with a

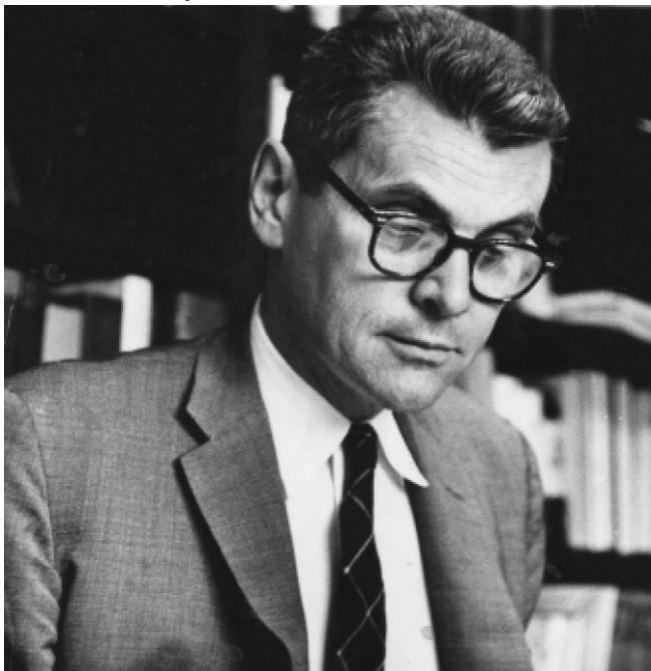
poem encouraging him to write a “book of worth.”

McNeill graduated in 1938 from the University of Chicago, where he served as editor of the student newspaper. That experience taught him to take clear positions and write fast. He stayed at Chicago to complete an MA, writing a thesis comparing Herodotus and Thucydides. In 1939, he moved to Cornell, where he encountered the work of Arnold Toynbee, who had recently published the first three volumes of *A Study of History*, which took seriously the history of places beyond Europe and North America—a revelation for McNeill. While reading Toynbee,

McNeill conceived the ambition to write a general history of humankind.

The Second World War intervened. McNeill served in the US Army from 1941 to 1946, first in units of the coast artillery, and from early 1944 as an assistant military attaché to the Greek and Yugoslav governments in exile. That assignment, arranged by one of his Cornell professors, took him to Cairo and, a few days after the Germans left, Athens. Greece was then slipping into the ordeal of civil war. He met his wife, Elizabeth Darbishire, in Cairo (she always claimed) or in Athens (in his version of events) while she worked for the Office of War Information. Having

grown up in Athens, she became his interpreter while he drove a jeep all over the country to report on Greek affairs for the army.





Soon after returning to civilian life, [Chicago Mail](#) **William H. McNeill** completed his PhD at Cornell with a thesis on the importance of the potato in Irish history, written mainly from the New York Public Library. He hoped to land a State Department position that would take him to China or the USSR, but when nothing came through, he settled on an academic career. He began at the University of Chicago in 1947 as an instructor in Western civilization classes. Over the next 40 years, he taught undergraduate



classes and graduate seminars in European history and, from the 1960s on, an undergraduate survey of world history.

In the mid-20th century, world history stood in ill repute among professional historians. No one could write it on the basis of original sources in the original languages. Serious historians left it to journalists and polemicists. Almost no one taught it. McNeill chose to attempt both. For over 20 years he taught a yearlong introductory course that sought to make sense of the experience of humankind from the Paleolithic to the present. Between 1955 and 1963, he wrote the book that made his

reputation, *The Rise of the West*. It owed something to Toynbee in that it took for granted the existence of multiple civilizations as suitable units of analysis. But he parted ways with Toynbee by emphasizing interactions among civilizations rather than their alleged parallel courses. He later modified his reliance on the model of “civilizations” but never wavered in his view that encounters with strangers provided the impetus for individuals, societies, cultures, and civilizations to change their ways, and therefore served as the motor of history.

*The Rise of the West*, written on the Underwood given him by his parents in

1938, won the National Book Award in 1964. In the 1960s, American schools and universities were beginning to experiment with world history classes, and McNeill's work guided many instructors daunted by the assignment. He wrote a shorter textbook version, called *A World History* (1967), mainly while sitting in a camp chair beside a tent on Prince Edward Island.

In reading for *The Rise of the West*, McNeill had been struck by the accounts of smallpox's ravages during the conquest of Mexico. Curiosity about that story led him to his second most influential book, *Plagues and Peoples* (1976), which assessed the role of

disease in human history. It made the case that disease had pervasively affected demography and balances of power and in patterned, nonrandom ways. The advent of the AIDS crisis in the United States reminded many minds of human vulnerability to infection, helping the book to find a substantial audience.

McNeill regarded *The Pursuit of Power* (1982) as his third most important book. It surveyed the importance of military organization and technology for human societies since 1000 CE. Writing it convinced him that in his earlier work he had failed to appreciate the salience of Song China, especially its iron and steel complex. He often

referred to both *Plagues and Peoples* and *The Pursuit of Power* as footnotes to *The Rise of the West*.

Along the way, McNeill wrote other books that did not purport to be world histories. *America, Britain, and Russia* (1952) was written under Toynbee's loose direction at the Royal Institute of International Affairs in London and offered an early interpretation of the onset of the Cold War. *The European Steppe Frontier* (1964) tried to take insights from North American frontier history to the western steppe, contested by Russian, Ottoman, and Habsburg empires as well as many pastoral peoples. In *Venice: The Hinge of Europe*

(1974), he argued that Venice's importance lay in its role as intermediary between a Latin West and a Byzantine and Islamic East. He also wrote a biography of Toynbee, a study of the University of Chicago during the presidency of Robert Hutchins, and a rumination on the human physiology and psychology of synchronized movement and its role in forming community bonds, called *Keeping Together in Time* (1995).

McNeill was drawn to world history by reading Toynbee, but he was also suited to it by both his strengths and his weaknesses as a historian. He wrote easily and fluently, blending abstract

principles with vivid examples. His ability to identify broad patterns, to assimilate information from all corners of history (and from epidemiology), allowed him to write persuasive, grand-scale histories. Yet he struggled with foreign languages and never tried to write anything that required a firm grasp of anything but English. His early work, especially *The Rise of the West*, includes ample citations to works in German and French, and in his Venice book, Italian-language references abound. But he read these languages with difficulty, and his rare efforts to speak them supplied his wife, who spoke them far better, with amusing tales. He never conducted

archival research. That approach, although now routine among practitioners of world history in the United States, brought him criticism from specialists.

McNeill's dedication to his work and to the University of Chicago had few equals. He felt that a day without writing for publication was a day wasted, and between the ages of 20 and 95, he did not "waste" many days. He chaired the history department at Chicago for six years in the 1960s and eagerly took part in debates on campus. He once tried to persuade the university to buy the Chicago Bears. But he carved out a few hours each week (or



sometimes a few hours each month) for other pursuits. Into his 60s, he enjoyed tennis, even when he lost. He was a handy carpenter, plumber, and electrician, and once won a hammering contest at a county fair. After 1987, when he and his wife moved to the northwest corner of Connecticut, he became a keen gardener, raising everything from asparagus to zucchini. He took particular satisfaction in his potato crop, which he felt linked him to his Prince Edward Island ancestors, whom he regarded as assiduous and virtuous, and whose example he sought to transplant from the farm to the academy.

*John McNeill*

*Georgetown University*

# Donate Today

Support the AHA's crucial advocacy work and programs on behalf of historians in all fields and professions. Contact [donate@historians.org](mailto:donate@historians.org) or 202-544-2422 to learn how your gift, pledge, or bequest can make a difference.

AMERICAN HISTORICAL  
— ASSOCIATION —

# AHA CAREER CENTER

*Positions are listed alphabetically: first by country, then state/province, city, institution, and academic field. Find more job ads at [careers.historians.org](https://careers.historians.org).*

CHINA

MACAU

## Taipa

### University of Macau

**East-West Interactions/Europe/Asia/China.**

The University of Macau (UM) is the flagship public university in Macao, which gives it a unique advantage when pursuing the goal of becoming a

world-class university with regional characteristics. English is its working language. The Department of History, Faculty of Social Sciences, of the University of Macau invites applications for the position of full/associate/assistant professor of history in East-West interactions. Rank of appointment is open, depending on qualifications. Applicants should have a PhD in hand and teaching experience by the start date of the employment. We aim to recruit the best applicant; therefore, the specific area of research and teaching focus is open but may include history of East-West interactions/Europe, Asia, or China. The successful candidate may be required to teach general education courses in the area of global history. Applicants must be able to lecture and publish research in English; command of at least one European or Asian language (in addition to English) relevant to her/his area of specialization may be considered as an advantage. The selected candidate is expected to assume duty in August 2017. Remuneration and appointment rank offered will be competitive and commensurate with the

successful applicants' academic qualification, current position and professional experience. The current local maximum income tax rate is 12% but is effectively around 5%-7% after various discretionary exemptions. Applicants should visit <http://www.umac.mo/vacancy> for more details, and apply ONLINE at Jobs@UM (<https://isw.umac.mo/recruitment>) (Ref. No.: FSS/DHIST/FAP/2017). Review of applications will commence on November 1, 2016, and continue until the position is filled. No application after the deadline will be considered. Applicants may consider their applications not successful if they were not invited for an interview within 3 months of application. Human Resources Office, University of Macau, Av. da Universidade, Taipa, Macau, China. Website: <https://isw.umac.mo/recruitment>. Email: [vacancy@umac.mo](mailto:vacancy@umac.mo). Tel: +853 8822 4057. Fax: +853 8822 2412. The effective position and salary index are subject to the Personnel Statute of the University of Macau in force. The University of Macau reserves the right not to appoint a candidate. Applicants with less qualification and

experience can be offered lower positions under special circumstances. Personal data provided by applicants will be kept confidential and used for recruitment purpose only. Under the equal condition of qualifications and experience, priority will be given to Macao permanent residents.

UNITED STATES

ALABAMA

## Tuscaloosa

### University of Alabama

**Early Modern England/Britain.** The University of Alabama History Department invites applications for a tenure-track assistant professorship in early modern English/British history, research specialization open. The successful candidate will be expected to teach the department's English history to 1688 survey course, upper-level undergraduate and graduate courses in early modern English/British history, and to take part in the Western civilization survey. The department

and the university emphasize excellence in teaching as well as scholarship. PhD must be in hand by time of appointment. To apply, go to <https://facultyjobs.ua.edu/postings/39638> and complete the online application. Attach a letter of application, CV, and an article-length writing sample. Please arrange to have three letters of recommendation sent to John Beeler, Chair, Early Modern English/British History Search Committee, Department of History, Box 870212, University of Alabama, Tuscaloosa, AL 35487-0212. Please direct any inquiries to [jbeeler@ua.edu](mailto:jbeeler@ua.edu). Review of applications will begin November 15, 2016, and continue until the position is filled. The University of Alabama is an AA/ADA/EOE and especially encourages applications from women and members of minority groups.

ARIZONA

Tucson

University of Arizona

**Susan C. Karant-Nunn Chair in Reformation and Early Modern European History.** The Division for Late Medieval and Reformation Studies in cooperation with the Department of History at the University of Arizona seeks to make the first appointment to the Susan C. Karant-Nunn Chair in Reformation and Early Modern European History, to begin August 2017. The appointment will be open rank within the Department of History; the Karant-Nunn Chair itself is located in the Division. A colleague is sought in Continental European Religious History during the Reformation and Counter-Reformation period, with a research specialty that is pursued from a social and cultural perspective. Potential specializations include, but are not limited to, minority faiths, applications of gender concepts within religious groups, or patterns of interaction connected with religion. The person chosen will show scholarly excellence and commitment, including significant linguistic capability, appropriate to the supervision of doctoral students. They will work closely with the occupant of the Heiko A. Oberman Chair in Late



Medieval and Reformation History, presently Professor Ute Lotz-Heumann. Undergraduate teaching fields will encompass the entire late-medieval and early-modern European world, including the Renaissance. A doctoral degree is required at the time of application. At the University of Arizona, we value our inclusive climate because we know that diversity in experiences and perspectives is vital to advancing innovation, critical thinking, solving complex problems, and creating an inclusive academic community. We translate these values into action by seeking individuals who have experience and expertise working with diverse students, colleagues and constituencies. Because we seek a workforce with a wide range of perspectives and experiences, we encourage diverse candidates to apply, including people of color, women, veterans, and individuals with disabilities. As an Employer of National Service, we also welcome alumni of AmeriCorps, Peace Corps, and other national service programs and others who will help us advance our Inclusive Excellence initiative aimed at creating a university

that values student, staff, and faculty engagement in addressing issues of diversity and inclusiveness. Review of applications will begin on November 15, 2016, and will continue until an appointment is made. Applications should include a detailed letter of application, CV, summary of present and future research, teaching statement or portfolio, and representative writing sample of not over 35 pages. Candidates should also arrange for three letters of reference that address their research and teaching. All of these should be addressed to Oberman Professor Ute Lotz-Heumann, Chair of the Search Committee, and submitted electronically to <http://uacareers.com/postings/13876>.

CALIFORNIA

## Los Angeles

### University of Southern California

**Modern Japan.** The History Department of the Dana and David Dornsife College of Letters, Arts

and Sciences at the University of Southern California is seeking a tenure track assistant professor of modern Japanese history. A PhD in relevant field of study is required at time of appointment. In order to be considered for this position, applicants are required to submit an electronic USC application: <http://jobs.usc.edu/postings/75489>. The applicant should upload a CV, a letter of interest, writing sample(s), and the names of three individuals who will be contacted by USC for references. Application materials are due November 14, 2016. Inquiries may be sent to Professor Brett Sheehan at [bsheehan@usc.edu](mailto:bsheehan@usc.edu), but application materials must be submitted online. USC is an EOE, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every race, gender, creed, and background. The University particularly encourages women, members of underrepresented groups, veterans and individuals with disabilities to apply. USC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in

an undue hardship. Further information is available by contacting [uschr@usc.edu](mailto:uschr@usc.edu).

## San Jose

### San Jose State University

**US Foreign Relations/Latin America.** San Jose State University seeks a tenure-track assistant professor whose research specialty is in post-World War II United States history with an emphasis on relations with Latin America. Candidates should be able to teach upper-division undergraduate courses in 20th-century American political and diplomatic history, borderlands history, and/or the history of immigration, topical courses in their areas of expertise as part of our US and World History MA programs, and occasional lower-division surveys. PhD in History and teaching experience are required. Applicants should have awareness of and sensitivity to the educational goals of a multicultural population as might have been gained in cross-cultural study, training, teaching, and other comparable experience.

Faculty members are expected to contribute to shared governance through committee service and student advisement. The successful candidate will be expected to contribute to the advancement of the discipline through peer-reviewed scholarship and professional activities. San Jose State University is California's oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San Jose (pop. 1,000,000), hub of the world-famous Silicon Valley high-technology research and development center. Part of the 23-campus CSU system, San Jose State University enrolls approximately 30,000 students, a significant percentage of whom are members of minority groups. For full consideration upload a letter of application, CV, statement of teaching interests/philosophy, research plans, and at least three original letters of reference with contact information by November 30, 2016 at <https://apply.interfolio.com/38348>. Contact Dr. Ruma Chopra, Search Committee Chair, [Ruma.Chopra@sjsu.edu](mailto:Ruma.Chopra@sjsu.edu) with questions. JOID #

23851 SJSU is an AA/EOE committed to the core values of inclusion, civility, and respect for each individual. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. For full position announcement:

<http://www.sjsu.edu/facultyaffairs/unit3/tenuretrack/>

**DISTRICT OF COLUMBIA**

## Washington

### Catholic University of America

**Early America.** The Department of History at The Catholic University of America seeks to fill a tenure-track assistant professorship in early American history to begin August 2017. We seek candidates who understand, are enthusiastic about, and will make a significant contribution to the mission of the University as can be found here: <https://www.cua.edu/about-cua/mission-statement.cfm>. Applications are welcome from

historians working on any aspect of North America and its Atlantic connections before 1820. Background in and ability to teach digital humanities are desirable. Application materials should be sent by e-mail to [historysearch@cua.edu](mailto:historysearch@cua.edu) and should include a letter of application, CV, transcript, chapter-length writing sample, three letters of recommendation, and a one- to two-page personal statement indicating how the candidate, through research, teaching, and service, would make a distinctive contribution to advancing the University's mission and to the vision of Catholic education outlined in the Apostolic Constitution on Catholic Universities *Ex corde ecclesiae*, which can be found at [http://w2.vatican.va/content/john-paul-ii/en/apost\\_constitutions/documents/hf\\_jp-ii\\_apc\\_15081990\\_ex-corde-ecclesiae.html](http://w2.vatican.va/content/john-paul-ii/en/apost_constitutions/documents/hf_jp-ii_apc_15081990_ex-corde-ecclesiae.html). Review of applications will begin on November 14, 2016, with preliminary interviews to be conducted by Skype/Facetime after mid-December and the possibility of in-person interviews at the AHA meeting in January 2017. The University will

perform background checks on all new faculty hires prior to making the final offer of employment. The Catholic University of America is an EOE. *The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.*

FLORIDA

## Tallahassee

### Florida State University

**Hispanic/Iberian Caribbean.** The Florida State University Department of History invites applications for a tenure-track assistant professor position in the history of the Hispanic/Iberian Caribbean world, 17th through 20th centuries. The areas of specialization are open. Successful candidates will be expected to work with the department's diverse group of undergraduate and graduate students. Initial interviews will be conducted via Skype. The appointment will begin



in August 2017. PhD must be in hand by start of appointment. Please submit a letter of application and vita as single pdf as well as contact information for three references who will be contacted by FSU with instructions on how to submit a letter of recommendation through [jobs.fsu.edu](http://jobs.fsu.edu). The closing date for receipt of applications is December 2, 2016. Employment will be contingent on the successful completion of a pre-employment criminal background check. As an AA/EOE and a public records agency, Florida State University is committed to diversity in hiring. We strongly encourage applications from women and members of traditionally underrepresented groups. Questions about the search may be addressed to Robinson A. Herrera, Caribbean Search Committee Chair, [rherrera@fsu.edu](mailto:rherrera@fsu.edu).

**Islamic World.** Florida State University invites applications for a tenure-track assistant professor position in the history of the Islamic world. The department welcomes applications from scholars focusing on any region, theme, or time period from the 14th century onward, but is particularly

interested in applicants who complement its existing strengths in 19th- and 20th-century global history or the history of the early-modern Atlantic world. Initial interviews will be conducted via Skype. The appointment will begin in August 2017. The primary responsibilities of this position will be teaching graduate and undergraduate courses and conducting research. PhD must be in hand by start of appointment. Please submit a letter of application and CV as single pdf as well as contact information for three references who will be contacted by FSU with instructions on how to submit a letter of recommendation through [jobs.fsu.edu](http://jobs.fsu.edu). The closing date for receipt of applications is December 2, 2016. Employment will be contingent on the successful completion of a pre-employment criminal background check. As an AA/EOE and a public records agency, Florida State University is committed to diversity in hiring. We strongly encourage applications from women and members of traditionally underrepresented groups. Questions about the search may be addressed to

Claudia Liebeskind, Chair, Islamic World Search,  
at [cliebeskind@fsu.edu](mailto:cliebeskind@fsu.edu).

GEORGIA

## Atlanta

### Emory University

**Postdoctoral Fellow/African Studies.** The Institute of African Studies at Emory University invites applications for a three-year postdoctoral fellowship. We welcome applicants from all disciplines, with preference given to scholars whose research and teaching coincides with the Institute faculty's current interests in history, anthropology, art history, literature, gender, political culture and economy, and development. Eligible applicants will complete their PhD by August 2017 or have received their degree within the previous two years. Fellows will offer four courses yearly and are expected to participate fully in the Institute's activities. Please send a letter of a letter of application, CV, and three letters of

recommendation to: Clifton Crais, Director, Institute of Africa Studies, 221 Bowden Hall, Emory University, Atlanta, GA 30322. Review of applications will begin November 14, with on campus interviews in February. Informal interviews will take place at the African Studies Association meetings this December. Applicants should also consult <http://www.ias.emory.edu/home/>. Emory University is an AA/EOE of women, minorities, protected veterans and individuals with disabilities and encourages applications from these and other protected group members. Consistent with the University's goals of achieving excellence in all areas, we will assess the comprehensive qualifications of each applicant.

ILLINOIS

## Chicago

### University of Chicago

**Early North America.** The History Department at the University of Chicago invites applications for

a tenure-track assistant professorship in early North American history, to begin autumn quarter 2017. The area of specialization is open, and the department especially welcomes candidates working from an imperial, global, or transnational perspective, as well as those working on the history of slavery and race. Candidates are expected to have PhD in hand by July 1, 2017. Consideration of applications will begin October 20, 2016, and continue until the position is filled or the search is closed. The search committee anticipates interviewing at the AHA annual meeting. Applicants must apply online at the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/zcpqxm4> and upload a cover letter, CV, a dissertation abstract, and chapter-length writing sample. Three reference letters are also required. Reference letter submission information will be provided during the application process. The University of Chicago is an AA/Disabled/Veterans/EOE and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity,

national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the University's Notice of Nondiscrimination at

[http://www.uchicago.edu/about/non\\_discrimination\\_](http://www.uchicago.edu/about/non_discrimination_)

Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-5671 or email [ACOppAdministrator@uchicago.edu](mailto:ACOppAdministrator@uchicago.edu) with their request.

**MINNESOTA**

## Moorhead

### Concordia College

#### **Global**

#### **Science/Technology/Medicine/Environmen**

The Department of History at Concordia College invites applications for a tenure eligible appointment in global history. The appointment will

be at the rank of assistant professor and will begin on August 15, 2017. The successful candidate should demonstrate research and teaching expertise in global history, and be prepared to teach survey courses in world history as well as specialized upper-division courses in his/her area of expertise. Precise areas of focus are flexible, and preference will be given to candidates with expertise in geographical fields outside the West; who specialize in the History of Science and Technology, History of Medicine, or Environmental History; and are prepared to develop courses with a comparative and transnational perspective. Candidates should demonstrate a commitment to teaching excellence in an interdisciplinary, liberal arts setting. PhD in relevant field completed or very near completion at time position commences. The department, like the college, is fully committed to diversity as an integral part of global learning, and is especially eager to attract candidates who will contribute to this priority. For more information and to apply, please visit <https://hr.cord.edu>. Concordia

College is an AA/EOE. Criminal background check required.

NEVADA

## Las Vegas

### University of Nevada, Las Vegas

**Germany/Central Europe.** The University of Nevada, Las Vegas invites applications for an assistant professor of history of Germany/ Central Europe (17034). UNLV is a doctoral-degree-granting institution of approximately 29,000 students and more than 3,000 faculty and staff that is classified by the Carnegie Foundation for the Advancement of Teaching as a research university with high research activity. UNLV offers a broad range of respected academic programs and is on a path to join the top tier of national public research universities. The university is committed to recruiting and retaining top students and faculty, educating the region's diversifying population and workforce, driving economic activity through



increased research and community partnerships, and creating an academic health center for Southern Nevada that includes the launch of a new UNLV School of Medicine. UNLV is located on a 332-acre main campus and two satellite campuses in Southern Nevada. For more information, visit us online at <http://www.unlv.edu>. The History Department at the University of Nevada Las Vegas (UNLV) invites applications for a tenure-track position at the assistant professor level in the history of Germany and/or Central Europe, open to any research specialization. The successful candidate will demonstrate an ability to teach courses at all levels of instruction and in multiple periods, with breadth of geographic scope. Letters of application should be accompanied by a CV and three confidential letters of reference. This position requires a PhD in history or a related discipline from a regionally accredited college or university prior to start of appointment. Salary competitive with those at similarly situated institutions. Position is contingent upon funding. Submit a letter of interest, a detailed CV listing qualifications and

experience, and three letters of recommendation. Applicants should fully describe their qualifications and experience, with specific reference to each of the minimum and preferred qualifications. Although this position will remain open until filled, review of candidates' materials will begin on November 21, 2016, and best consideration will be gained for materials submitted prior to that date. Materials should be addressed to Dr. Elspeth Whitney, Search Committee Chair, and are to be submitted via online application at <https://hrsearch.unlv.edu>. Please have three confidential letters of recommendation sent directly to [history@unlv.edu](mailto:history@unlv.edu). The Department will interview semi-finalists at the AHA annual meeting. For assistance with UNLV's online applicant portal, contact UNLV Employment Services at (702) 895-3504 or [applicant.inquiry@unlv.edu](mailto:applicant.inquiry@unlv.edu). UNLV is an AA/EOE committed to achieving excellence through diversity. All qualified applicants will receive consideration for employment without regard to, among other things, race, color, religion, sex, age, creed, national origin, veteran status, physical or

mental disability, sexual orientation, genetic information, gender identity, gender expression, or any other factor protected by anti-discrimination laws. The University of Nevada, Las Vegas employs only United States citizens and non-citizens lawfully authorized to work in the United States. Women, under-represented groups, individuals with disabilities, and veterans are encouraged to apply.

**NEW JERSEY**

## Newark

### New Jersey Institute of Technology

**Open Rank Assistant Professor/Associate Professor/Professor of History.** The Federated Department of History at New Jersey Institute of Technology (NJIT) and Rutgers University, Newark invites applications for a tenured or tenure-track position, based at NJIT, to begin September 2017. Rank and chronological/geographical area(s) of expertise are

open. Preference will be given to applicants whose research and scholarship fall within one or more of the following fields: history of science, history of technology, legal history. This faculty member will support the federated department's graduate concentrations in the History of Technology, Environment & Medicine/Health and/or the undergraduate program in Law, Technology and Culture. Tenure-track applicants should have evidence of scholarly accomplishment and effective teaching, with PhD in hand by August 2017. Tenured applicants should be recognized for their distinction and professional accomplishment. NJIT and the Newark campus of Rutgers University are located across the street from each other in the University Heights section of Newark, with easy access to the entire metropolitan New York-New Jersey area. Send letter of application, CV, and three letters of recommendation by December 1, 2016, as directed at <http://njit.jobs>, posting #0603615. To build a diverse workforce, NJIT encourages applications from individuals with disabilities, minorities, veterans and women. EOE.

New Jersey Institute of Technology University Heights, Newark, NJ 07102-1982.

## Rutgers University-Newark

**Middle Eastern and Islamic Studies.** Rutgers University-Newark invites applications for a possible tenure track assistant professorship in Middle Eastern and Islamic Studies for Fall 2017, with tenure home in the appropriate academic department. Area of specialization, theme, time period, and geographic focus open; we are especially interested in candidates whose research addresses critical questions about the diversity of Middle Eastern and Islamic societies and cultures, including but not limited to, interfaith conflict and dialogue, conversion, migration, identity, power, race, women and gender. The successful candidate will be expected to contribute to the vision and development of Middle Eastern and Islamic Studies at Rutgers University-Newark and prepared to offer undergraduate surveys and advanced topical/regional courses. Position pending budgetary approval. PhD in field of

specialization is required at the time of appointment. For more information and to apply visit <http://jobs.rutgers.edu/postings/33139>.

## Princeton

### Princeton University

**US Intellectual.** Tenure-track assistant professor or associate professor. Anticipated start date, September 1, 2017. The Department of History at Princeton University invites applications from scholars who specialize in the intellectual history of the United States. The time period and field of specialization are open, but the candidate should be prepared to offer undergraduate lecture instruction on the history of American thought from the colonial era to the present, as well as upper level undergraduate courses and graduate seminars on specialized aspects of this field. Review of files will begin October 7, 2016, but applications will be considered until the department chooses to close the search. Applicants should provide a detailed letter of application, CV,

dissertation/book abstract and chapter outline, and one chapter- or article-length writing sample. Applicants should also provide contact information for at least three recommenders as part of the online application process. For candidates who do not yet have a PhD, the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2017. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy. Please apply online at <https://jobs.princeton.edu>; Requisition No. 1600592. Candidates should have a commitment to teaching and research.

**PENNSYLVANIA**

# Lancaster

## Franklin & Marshall College

**Islamic World/Middle East.** Franklin & Marshall College invites applications for a tenure-track position in the history of the Islamic World/Middle East in the Department of History beginning Fall 2017. The rank will be assistant professor or instructor depending on qualifications; with appropriate qualifications, appointment at the associate level may be considered. Applicants should possess or be close to completing a doctoral degree. The successful candidate will teach courses at all levels in the history of the Islamic World and the modern Middle East along with contributions in the College's general education program, Connections. She or he will also cultivate connections with other programs, initiatives, and departments beyond history, for example, International Studies, Anthropology, Sociology, Government, and Religious Studies. Franklin & Marshall faculty are expected to be excellent teachers, active mentors, and productive



scholars. Teaching load is 3/2. Pursuant to cultivating an inclusive college community, the search committee will holistically assess the qualifications of each applicant. We will consider an individual's record working with students and colleagues with diverse perspectives, experiences, and backgrounds. We will also consider experience overcoming or helping others overcome barriers to academic success; please use the teaching statement to discuss strategies or experience in this regard. Candidates should submit the following materials electronically via Interfolio (<http://apply.interfolio.com/36412>): letter of application, CV, graduate transcript, teaching statement, research statement, diversity statement, a writing sample, teaching evaluation forms, and three letters of recommendation. For full consideration, applications should be received by November 15, 2016. Franklin & Marshall College is committed to having an inclusive campus community where all members are treated with dignity and respect. As an EOE, the College does not discriminate in its hiring or employment

practices on the basis of gender, sex, race, ethnicity, color, national origin, religion, age, disability, family or marital status, sexual orientation, or any protected characteristic.

## Philadelphia

### University of Pennsylvania

**North America, 1770-1850.** The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professor in North American history, 1770-1850, broadly construed to include transnational approaches. Ability to teach courses on the period of the US Constitution and Early Republic expected. The candidate will participate in the undergraduate and graduate teaching mission of the Department. Receipt of the PhD is expected by the time of appointment. Submit applications online at

<http://facultysearches.provost.upenn.edu/postings/> Please include letter of application, CV, writing sample approximately 7500 words in length, and

the contact information of three individuals who will provide letters of recommendation. Recommenders will be contacted by the University with instructions on how to submit letters to the website. If the writing sample is part of a dissertation or other major project, include an abstract explaining the sample's relationship to the larger work. Review of applications will begin November 1, 2016, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in Denver. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a more diverse faculty (for more information see

<http://www.upenn.edu/almanac/volumes/v58/n02/di>

The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities and protected veterans are encouraged to apply.

**Precolonial Africa.** The Department of Africana Studies at the University of Pennsylvania seeks a historian of pre-colonial West Africa at the rank of tenured associate professor with a preference for

applicants whose work has a comparative perspective and/or engages with transregional or global scholarship. The successful candidate will be selected on the basis of superb scholarly production, evidence of outstanding teaching and mentoring, and a proven ability to contribute to a vibrant, collaborative, and interdisciplinary global black studies graduate and undergraduate program. Candidates should apply online at <http://facultysearches.provost.upenn.edu/postings/1> Please attach a letter of application, CV, and research statement. Review of applications will begin on October 28, 2016 and continue until the position is filled. The Department of Africana Studies is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see <http://www.upenn.edu/almanac/volumes/v58/n02/di>)

The University of Pennsylvania is an EOE. Minorities/women/individuals with disabilities/protected veterans are encouraged to apply.

**Environmental Humanities.** The School of Arts and Sciences at the University of Pennsylvania invites applications for a tenure-track assistant professor appointment in environmental humanities, broadly interpreted to embrace disciplinary and interdisciplinary approaches from the humanities, social sciences, and natural sciences. We are interested in exceptional scholars who take innovative, pioneering approaches to such areas of inquiry as history and the environment; the arts, culture and the environment; environmental ethics and philosophy; environmental theory; environmental justice in a global perspective; the Anthropocene; the nonhuman in the humanities; and varieties of environmental knowledge. The successful candidate's primary appointment will be in one of the following departments: Anthropology, Earth and Environmental Science, English, German, History, History and Sociology of Science, or Philosophy. Secondary appointments in other departments can be arranged, as appropriate. This will be the first in a cluster of appointments in

various aspects of the environmental humanities. The successful candidate should therefore have a strong interest in building such a program and in interacting with scholars from other disciplines whose research lies within the overarching theme of environmental humanities. The successful candidate will teach courses in her or his home department and will participate in the development of curriculum pertinent to the theme of the cluster. Applications should be submitted online at <http://facultysearches.provost.upenn.edu/postings/> and include a CV, a research statement that includes the candidate's perspective on how she or he fits into one of the core departments, an uploaded publication (either a link to a journal publication or some other writing sample), and the contact information for three individuals who will be contacted by the University with instructions on how to submit a letter of recommendation. Review of applications will begin November 3, 2016, and will continue until the position is filled. The School of Arts and Sciences is strongly committed to Penn's Action Plan for Faculty Diversity and

Excellence and to creating a more diverse faculty (for more information, see <http://www.upenn.edu/almanac/volumes/v58/n02/di>) The University of Pennsylvania is an EOE. Minorities/women/individuals with disabilities/protected veterans are encouraged to apply.

## University Park

### Penn State University

**Postdoctoral Fellow/Richards Civil War Era Center/Africana Research Center.** The Richards Civil War Era Center and the Africana Research Center at Penn State University invite applications for a one-year postdoctoral fellowship in African American history, beginning August 2017 (PSU #66440). All research interests spanning the origins of slavery through the Civil Rights movement will receive favorable consideration. Proposals that mesh with the Richards Center's interests in slavery, abolition, and emancipation, as well as comparative or Atlantic history, are

especially welcome. During their residency, the fellow will have no teaching or administrative responsibilities. He or she will be matched with a mentor, attend professional development sessions and other relevant events, and will be expected to take an active part in Penn State's community of Africana researchers. The fellow also will invite two senior scholars to campus to read and comment on the fellow's project. Successful applicants must have completed all requirements for the PhD within the previous four academic years. Salary/benefit package is competitive. To be considered for this position, submit complete application packets including a cover letter describing your research and goals for the fellowship year, a curriculum vita (6 page maximum), and a writing sample of no more than 30 double-spaced pages. Review of materials will begin November 15, 2016, and continue until the position has been filled. Apply online at <https://psu.jobs/job/66440> Three letters of reference should be addressed to the attention of the ESSS Selection Committee and submitted as email attachments to [richardscenter@psu.edu](mailto:richardscenter@psu.edu).



Please direct questions about the process via e-mail to [richardscenter@psu.edu](mailto:richardscenter@psu.edu). For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.

TEXAS

## Austin

### University of Texas at Austin

**Black Diaspora in Circum-Caribbean.** The Department of African and African Diaspora Studies with the Department of History invite

applications for a tenure-track position as an assistant professor to start Fall 2017. We seek a scholar whose focus is on the Black Diaspora within the Circum-Caribbean region during the 19th and 20th centuries. We welcome applications from scholars of any nation or region in the Circum-Caribbean, with a preference for Spanish-speaking countries. Candidates with an emphasis on studies of gender and/or slavery/post slavery are especially desirable. Successful candidates will be committed to developing innovative undergraduate and graduate courses and programs across both departments. The selected candidate must have a PhD in hand by September 1, 2017, and demonstrate a successful publishing and research trajectory. Current assistant professors should have a solid record as an effective classroom teacher. Duties to include teaching both undergraduate and graduate courses, developing a strong research program, demonstrating evidence of successful research productivity, directing graduate research and exhibiting a commitment to service to the

departments, college, and university. Salary is competitive and is dependent upon qualifications and experience. Position funding is pending budgetary approval. Applicants from underrepresented racial and ethnic groups are especially encouraged to apply. Review of applicants will begin October 15, 2016, and continue until the position is filled. Preliminary interviews may be conducted at the AHA in Denver. We ask applicants to submit a current CV, a cover letter, three confidential letters of reference, and one representative scholarly publication or writing sample. Apply at <https://apply.interfolio.com/38430>.

## Ad Policy Statement

Job discrimination is illegal, and open hiring on the basis of merit depends on fair practice in recruitment, thereby ensuring that all professionally qualified persons may obtain appropriate opportunities. The AHA will not accept a job listing that (1) contains

wording that either directly or indirectly links sex, race, color, national origin, sexual orientation, ideology, political affiliation, age, disability, or marital status to a specific job offer; or (2) contains wording requiring applicants to submit special materials for the sole purpose of identifying the applicant's sex, race, color, national origin, sexual orientation, ideology, political affiliation, veteran status, age, disability, or marital status.

The AHA does make an exception to these criteria in three unique cases: (1) open listings for minority vita banks that are clearly not linked with specific jobs, fields, or specializations; (2) ads that require religious identification or affiliation for consideration for the position, a preference that is allowed to religious institutions under federal law; and (3) fellowship advertisements.

The AHA retains the right to refuse or edit all discriminatory statements from copy submitted to the Association that is not consistent with these guidelines or with the principles of Title VII of the Civil Rights Act of 1964. The AHA accepts advertisements from academic institutions whose administrations are under censure by the American Association of University Professors (AAUP), but requires that this fact be clearly stated. Refer to [www.aaup.org/our-programs/academic-freedom/censure-list](http://www.aaup.org/our-programs/academic-freedom/censure-list) for more information.

For further details on best practices in hiring and academic employment, see the AHA's *Statement on Standards of Professional Conduct*, [www.historians.org/standards](http://www.historians.org/standards); *Guidelines for the Hiring Process*, [www.historians.org/hiring](http://www.historians.org/hiring); and Policy on

Advertisements,  
[www.historians.org/adpolicy](http://www.historians.org/adpolicy).

**Special Offer!**

## AHA Members Can Bring Students to the Annual Meeting for Only \$10

### Benefits to students

- Networking at special receptions and meetings for graduate students, historians, and more
- Panel and poster presentations on every field and specialization
- Workshops for teaching, digital history, and career development
- Exhibit hall filled with the latest books, journals, databases, and more

Share all that the annual meeting has to offer with your students.

**high school, undergraduate, master's, or pre-candidate**

Registered attendees who are AHA members in good standing can bring up to 5 students to the annual meeting for only \$10 each. *There is no limit on the number of students you can bring.*

This special pricing will be available with registration, beginning in early 2017.

131ST ANNUAL MEETING

**AMERICAN  
HISTORICAL  
ASSOCIATION**

Denver, CO | January 5-8, 2017



Information about the 2017 annual meeting is available at [www.historians.org/aha2017](http://www.historians.org/aha2017).

is available online at  
[www.historians.org/annual-meet](http://www.historians.org/annual-meet)

**New AHA member benefit:**  
25% off a Yearly Combo Premium  
Wix.com, the leading cloud-based  
platform that makes it simple to create  
professional, and functional websites

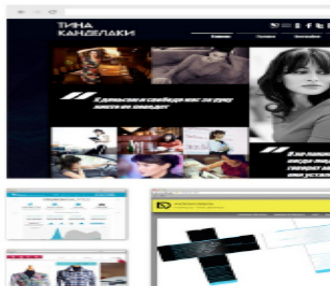


My Sites

Create

Explore

Explore examples of  
Don't have a website?



The logo for the American Historical Association, featuring the text "AMERICAN HISTORICAL ASSOCIATION" in white, uppercase letters on a blue background. The text is flanked by two horizontal white lines on each side.

AMERICAN HISTORICAL  
ASSOCIATION

A button with the text "Find" in a sans-serif font, positioned to the right of the American Historical Association logo.

Find



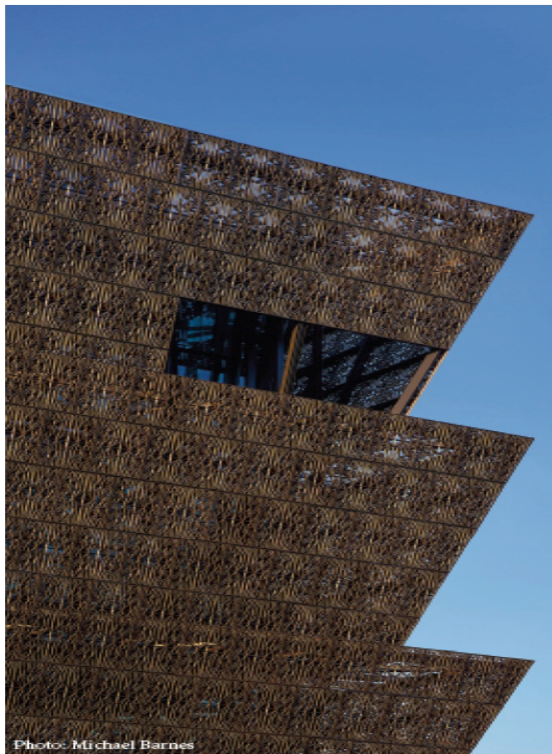


Photo: Michael Barnes

**AMERICAN**

**NATIONAL  
MUSEUM OF**

