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PERSPECTIVES ON HISTORY

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**MENTAL
HEALTH &
HIGHER ED**

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ON THE COVER

At last year's AHA annual meeting, a group of scholars convened to discuss mental health in the discipline of history. (The session, "Historians for Mental Health," will be reprised at the 2018 meeting in Washington, DC.) Perspectives has been following conversations about the topic ever since, and we are pleased that three historians have contributed relevant pieces for this issue.

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FROM THE EDITOR

ALLISON MILLER



TOWNHOUSE NOTES

Complicating Ourselves into Obscurity

I devoted one of my earliest *Perspectives* columns to the historian's store of clichés. One was "we must complicate our understanding." As I complained back then, I do not like the phrase. History, of course, is tremendously complicated. That's part of its beauty. Many of us can recall how central the discovery of history's complexity was to our falling in love with the discipline. But the cliché bespeaks a set of assumptions about how one must think about history and then go about doing it.

My main concern isn't how we historians communicate among ourselves; it's how we communicate with people we don't consider historians. If "history is complicated" is one of our starting points in public-facing discussions, that's an assumption about what people outside our realm already know about history, and it's not a positive one. We can't tell feel-good stories with easy resolutions, at least if that's not faithful to the evidence. But we also can't assume that that's what everyone wants.

Professionally trained historians are fumbling toward relevancy in public discourse. There have been successes. After a white supremacist's horrifying and deadly attack on counter-protesters in Charlottesville in August, we went into overdrive and successfully provided historical context about the Civil War and the Jim Crow roots of Confederate monuments. The AHA's statement on the subject has been accessed online over 21,000 times, and we also provided a page of links to members' and our statements, opinion pieces, TV and radio appearances, and more. In that emergency, we came through. If we didn't get everyone to listen, we provided clarity to the discussion. The recent growth of historical media has been spectacular, too, including a *Washington Post* history blog and a number of well-produced, serious podcasts.

But historians, increasingly thinking about how “the public” perceives history, aren’t sure at all what this nebulous entity wants. Conversations among academics often concern narrative: popular history—sniff!—is strong on storytelling and light on analysis, and that’s not professional history. Cue the urgent calls for better academic writing (including from this editor’s desk). Another issue, we think, is what a *Slate* article called “uncle books,” which usually compose the entire history shelf in bookstores, deal with wars, presidents, and generals, and are written by popular historians. If the “public” demands this history, there’s little historians can do if they don’t specialize in those topics. Or so the reasoning goes. (Never mind that there are plenty of history-reading publics with non-battle-related interests. Aunts read history, too.)

Professionalization drives these assumptions into historians, as early as the first year of grad school. Specialization pushes us and our students to narrow dissertation topics into something doable and hopefully significant. But how does the discipline justify projects that take three or more years to complete and that answer a question one wouldn't think to ask unless one were already familiar with the historical literature? Well, these projects complicate our understanding.

As I watch our community grapple with outright dangerous interpretations of history—about the nature of slavery, the prowess of the Vikings, or the contours of fascism—I see, repeatedly, a double insistence: that complexity governs history and that the public we construct is only interested in it when it's simplistic. Perhaps we could start assuming that our potential audience is bigger than we believe and that not everyone wants history that confirms what they already know. The complexity that first sparked our affection for history could be waiting to strike many others. ■

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

LETTERS TO THE EDITOR



TO THE AHA COUNCIL

As a longtime AHA member and heritage historian, I deplore the AHA Council's Confederate monuments statement. The Council rightly urges monument decisions to consider historical context and recognize that "all memorials remain artifacts of their time and place." But removing them to conform with what is *now* deemed "worthy of public honor" negates the Council's aim to "call attention to a previous interpretation of history." Instead of drawing attention to a now reprehended heritage, shedding Confederate memorials scrubs that memory from the landscape, stoking amnesia of "lost cause" Jim Crow racism. Memorials matter not only for what they commemorate but for what the memorialists held praiseworthy. Extolling Boston's Bunker Hill Monument in 1833, Edward Everett noted that it aimed *both* to recall the Revolutionary struggle *and* to show posterity that Massachusetts folk "*of this generation*" wished to do so. Monuments *are* history. Their erasure facilitates Orwellian perversion of the past as present-day propaganda.

Likewise troubling is the Council's designation of the nation's founders as flawed and imperfect historical figures. Does condescension entitle 21st-century historians to reproach 18th-century slaveholders? Should we, like Lord Acton, pass judgment on men of the past, demurred Henry C. Lea in his 1903 AHA presidential address, "secure that we make no mistake when we measure them by our own moral yardstick"? Today's iniquities will similarly outrage posterity.

Retrospective humility mandates not only remembering acts and views now condemned, but displaying tributes later accorded their authors. They are cautionary reminders that many then lauded what we now loathe. We should retain visual evidence of actions and agents once acclaimed but since repudiated. Public memorials that later prove false or become repugnant remain salutary testaments to time-altered judgment. Roman Catholics were long suspected of setting London's 1666 Great Fire. A 1681 inscription blames papist agent Hubert, "who confessed, for which he was hanged." The papists were innocent; Hubert confessed under torture. Yet the inscription is prized: "it now commemorates contemporary prejudice where it once commemorated wrongdoing," remarks historian Antonia Fraser; "both, after all, are part of history."

So is Harvard Law School's wheat-sheave seal, lately disowned because it embodies a slaveowning benefactor's coat of arms. Harvard's Annette Gordon-Reed urged its retention. "For many, there is great discomfort—disgust even—looking at the Harvard shield and having to think of slavery." But "people *should* have to think about slavery, from now on, with a narrative that emphasizes the enslaved. . . . That will provoke strong and unpleasant feelings." But it serves purposes "more important than one's personal feelings." Commemorative display that many find "downright offensive" encourages present converse with the past, argues the AHA's James Grossman. "The past really should trouble us," asserts David Blight. "Memorialization . . . needs to cause pain." Now discomfiting residues of detestable pasts attest the transience of fame and the fallibility of repute.

 DAVID LOWENTHAL

University College London

AHA President Tyler Stovall responds:

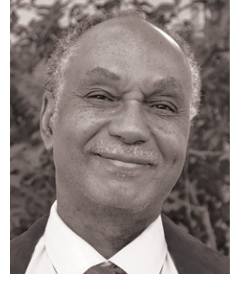
The AHA Council welcomes dissenting voices; the AHA's venues (publications, Member Forum, and annual meeting) fulfill the Association's mission most effectively when a range of perspectives is on the table. The Council refers readers to the extensive bibliography of articles by and interviews with our members on this issue (<https://www.historians.org/news-and-advocacy/everything-has-a-history/historians-on-the-confederate-monument-debate>) and invites additional citations from members.

EDITOR'S NOTE

On August 28, 2017, the AHA Council approved the "AHA Statement on Confederate Monuments" (posted on blog.historians.org and reprinted in *Perspectives*, October 2017). A longer version

FROM THE PRESIDENT

TYLER STOVALL



VOYAGE TO THE DARK SIDE?

The Historian as Administrator

Some 30 years ago, I entered the PhD program in history at the University of Wisconsin-Madison, my first entry into what would become a lifelong vocation. In pursuing this career, I traversed the normal stages, earning first a master's degree, then a doctorate, then going from assistant professor to associate to full professor and finally department chair. About eight years ago, I became a dean and have remained one ever since, first at the University of California, Berkeley, now at UC Santa Cruz. At this point, my years as a senior university administrator have been roughly equivalent to my years in graduate school. Administration has therefore become a significant part of my life as a historian. As a historian, I have been trained to study change over time. As an administrator, I can sometimes be an agent of that change.

Why do people go into academic administration, and what do we get out of it? Certainly, it is not, for most, the goal that propelled them into academia in the first place; I've never known or heard of anyone who started a PhD program so she could become a dean, for example. Nor, unfortunately, is it generally to win the approval of one's colleagues. I still remember a professor in my department telling me, when I was an associate dean, that an associate dean was a mouse in training to become a rat. Since I've now achieved full rat-hood, I suppose she had a point, but I can't help suspecting she didn't approve of my trajectory. More generally, many critics of higher education point to the proliferation of senior administrators as an example of the corporate takeover of the modern university and as a key reason for rising tuition.

As a historian, I have been trained to study change over time. As an administrator, I can sometimes be an agent of that change.

Serendipity accounts for a lot in life, including one's choices to enter academic administration. Like many, my first encounter with administration was serving as department chair, something I wasn't necessarily looking forward to doing. I became a chair because it was my turn—because I had become a full professor and was therefore the most senior member of my department who hadn't been a chair. I couldn't think of a convincing reason for getting out of it, nor had I clearly demonstrated the incompetence and irascibility that would lead my colleagues to choose someone else.

Since then, I've held several administrative positions, including two deanships, and I can think of several reasons that have prompted me, and many others, to take the administrative path. Certainly, the extra income such positions offer can be an important factor, as can the chance for geographical mobility. But these are far from the only reasons. Some of us also choose to go into administration as a break or a pause from our research, a chance to refresh and do something different. At least a couple of times, I've accepted an administrative position after completing a major research project, and at least once, I turned down an opportunity so I could finish a book. Finally, many of us choose such work out of a desire to serve our institution and our profession, to make a difference in a very different way from publishing research and teaching our students.

Many of us choose administration out of a desire to serve our institution and our profession.

Taking up academic administration means changing our lives in several different ways, not all of them good, and developing a new perspective on our profession and our institutions. In my first quarter as department chair, the University of California was hit with a system-wide strike by teaching assistants, one that resulted in their union winning official recognition as a bargaining agent. As someone who had, as a graduate student, been heavily involved in Wisconsin's Teaching Assistants Association, the first TA union in America to win a contract, finding myself on the opposite side of the barricades was both a sobering experience and a real learning moment.

More prosaically and fundamentally, university administration has meant cutting back on research and largely giving up teaching, the two activities that had lured me into academia in the first place. It has meant getting used to working nine to five, something most professors rejoice in not having to do; continuing to work in my office during the summers, when many faculty colleagues are abroad doing research or at home writing; and learning how to count up vacation time. It has meant meetings, meetings, meetings, and paperwork, paperwork, paperwork. At times, I've found myself sneaking into the library, hoping my colleagues wouldn't spot me devoting time to my own research rather than concentrating on the most pressing personnel case.

It is part of my job to fight for something I believe in passionately.

I have to say I have no regrets, however, because I've learned a lot from my work as an academic administrator. More than many professors, I have learned about the world of university staff, those largely unsung and underappreciated figures without whom no university could function. I've learned a great deal about how the modern university works, how our society tries to implement its vision of higher education for all. But administrative work has also enabled me to confront problems and sometimes solve them. It means hiring promising junior scholars and enabling them to get tenure. It means finding the resources to support scholarly and research initiatives. It means ensuring that departments are providing the best possible curriculum and instruction for their students, both undergraduate and graduate. It means that, every once in a while, I can point to some real accomplishments that have made a difference for the better in the lives of individuals and to the university as a whole.

Finally, as a dean of the humanities, I can use my position to take a public stand in favor of the liberal arts tradition, a tradition that seems increasingly under siege, in the 21st century. It is part of my job to fight for something I believe in passionately, and to explain to people beyond the walls of academia why it is so important to me and to our society. I spend a lot of time doing development work, but the essence of fundraising for the humanities consists of explaining why what humanities scholars do matters, and why people with resources should invest in them. Learning how to do this, I feel, will make me a better administrator as well as a better historian, because all of us must be able to explain, not just to our students but to a variety of external audiences, why the study of history is important.

Taking up academic administration means
changing our lives and developing a new
perspective on our profession and our institutions.

I understand why some consider academic administrators professors who have crossed over to the dark side. Let me state, however, in the spirit of yin and yang, that darkness and light cannot exist without each other. The work we do matters, above all because it helps to make the scholarship and teaching we all value possible. ■

Tyler Stovall is president of the AHA.

Massachusetts Historical Society

FELLOWSHIPS

2018-2019

MHS-NEH Long-term Fellowships made possible by an award from the National Endowment for the Humanities, an independent federal agency. Deadline: **Jan. 15, 2018**

New England Regional Fellowship Consortium awards fund research among 25 participating institutions. Deadline: **Feb. 1, 2018**

Suzanne and Caleb Loring Fellowship on the Civil War, its Origins, and Consequences funds research at the Boston Athenaeum and the MHS. Deadline: **Feb. 15, 2018**

MHS Short-term Fellowships fund research in the MHS collections. Deadline: **Mar. 1, 2018**

www.masshist.org/research/fellowships/
or fellowships@masshist.org

FROM THE EXECUTIVE DIRECTOR



JAMES GROSSMAN

HISTORY, HISTORIANS, AND “THE CURRENT MOMENT”

I recently had the privilege of participating in a conversation about “the current moment” in social science research. Over the last few months, historians consulted about issues emerging from “the current moment” have generally been asked about Confederate monuments and, by extension, other public memorials—in my case, extending to statues of Columbus and Washington, and even church bells that Americans removed from the Philippines in 1901.

It's a heady moment for historians. The AHA is encouraging interest in the contemporary valences of history by creating an online bibliography of member historians' publications and appearances in popular media, all relating to the ongoing debates about monuments, commemoration, and naming. That list has drawn considerable attention (more than 7,000 page views as of this writing) and perhaps provides a model for future disciplinary advocacy.

Therein lies the challenge. How do we keep the fires burning? How do we maintain a reputation for shedding light rather than blowing smoke? The National History Center's Congressional Briefings program, for example, operates on the principle that without historical context, conversations about public policy are akin to navigation without instruments—in the dark. Our community's aspirations reach beyond observing history's relevance to asserting its ubiquity: everything has a history, and that history should contribute to thoughtful discourse on just about any topic.

This assumption—that historians should have a voice in public culture and in public policy—anchors multiple aspects of the AHA’s agenda. Behind the Tuning initiative lies the imperative that we articulate to audiences of parents and employers what our undergraduate majors learn and can do. Tuning presumes that we can communicate the essence of what historians do and why we do it. Our Career Diversity for Historians initiative rests on the proposition that the PhD degree in history can prepare recipients for a variety of career paths. The corollary, of course, is that by including in our community of historians colleagues who are not professors, we can widen our audience and influence. PhD historians already sit at policy tables, in national and state legislatures, in business, and in nonprofits. These historians are engaged with “the current moment,” and we should not forget that they are indeed historians.

The AHA's work in various contexts reminds us that our members can communicate effectively to various audiences: through contextualizing August's violence in Charlottesville, Virginia; through the dramatic success of Tuning on 120 campuses; and through Career Diversity's widening circle of our colleagues already beyond the professoriate. We do not need interlocutors; we do not need translators.

The conditions that allow for our most effective intervention in public dialogue are not the same across all contexts. The imperative of context begins with purpose. The AHA's mission to promote history, historical work, and historical thinking perhaps even compels us to expand our discipline's footprint in public culture and, by extension, into policy discourse: inside the Washington Beltway, "at the table" in nonprofit and private-sector boardrooms, in grassroots activism, and beyond.

“And beyond” points to the central question, and problem: have historians and our colleagues in other disciplines made our task more difficult by failing to parse the concept of “public”? The very notion of the public intellectual, and the challenge of helping scholars learn to communicate to this public most effectively, assume that “the public” is a unified if not a singular thing. “History for the public” may call to mind the films of Ken Burns, for example, and there are historians who might shudder at an ambiguous association between academic and popular history. But “the public” may also be a prospective history major’s parents, who might shudder at the association of a history major with unemployment. Scholarly interaction with people who are not professional historians or students of history does not require an identity as a public historian or a public intellectual.

Our colleagues who identify as public historians have thought deeply about issues relating to audiences and publics. But all of us who envision a broader audience for a much wider swath of historians are likely to find that our task is easier if we define it modestly and precisely. Tuning's success rests in part on the development of its discipline core—not a set of “content musts” for history teachers but an array of reference points that participating departments can customize. They might weigh faculty priorities and inclinations, for example, or institutional culture, or the characteristics of the students they serve. Moreover, the language of the discipline core can vary; the audience might be prospective majors, parents, majors' potential employers, or all of these.

Similarly, the National History Center finds success in its Congressional Briefings program. This comes about less by identifying historians who “speak to the public” than by recruiting historians who can communicate to a specific public with idiosyncratic work practices and an affinity for particular rhetorical styles.

Our colleagues in the social sciences remind us that learning to communicate our insights to audiences beyond our community of scholars is difficult due in part to a gap in scholarship itself. We apparently don't have a good way of evaluating how well we transmit our expertise beyond traditional circles; there is very little research on the impact of social science or humanities communication. (Such research apparently does exist for some sciences.) Without this knowledge, how can we assess the impact of what we do in our ambition to have an impact?

The analogue to the world we understand better—the classroom and the campus—is striking, given the drive toward assessment in higher education. The AHA has encouraged college and university faculty to engage the potential of assessment to improve our educational practice rather than react to it defensively. We might consider a similar approach to evaluate our effectiveness in educating publics beyond the campus.



Historians should consider
what "the public" means
when trying to engage it.

*Farm Security Administration–
Office of War Information
Photograph Collection/Library of
Congress*

This does not necessarily imply an embrace of some publicly oriented version of the infamous Research Excellence Framework in the United Kingdom, or tools, such as Academic Analytics, that establish metrics and procedures for assessing the impact of scholarship. Perhaps our colleagues in the social sciences will be able to create appropriate metrics and methods for public impact. This could shed light on what works and what doesn't when historians seek to exercise influence beyond our institutions and research communities. But we can probably start by worrying less about what it takes to become a "public intellectual" and more about adapting our insights to targeted—even if narrow—audiences.

We might actually find that we can be most effective close to home. For example, the AHA has recommended that communities making decisions about Confederate monuments consult with a professional historian. Some universities have found that their professional authority is greater in their local communities than on the national level, where higher education and expertise have encountered increased skepticism, if not dismissal. Historians can identify specific issues that have particular policy implications that depend on historical knowledge. At various times and in various places, these might include the use of medieval symbols in contemporary discourses about race, the implications of “indigeneity” as an idea, or any other concept with contemporary implications. We can write crisp op-eds on the dangers of facile historical analogy, preferably with an example from the policy arena, in virtually any time or place that might resonate with a particular audience. When called on to comment, we might explain why journalists who think this or that event is a “watershed” should avoid assumptions about what will happen next, given what we know about agency and contingency. And in some cases, historians can lend our authority to the good work done by journalists who have integrated historical context in their reporting.

Historians know lots of things that matter in the current moment. Find your niche. Identify an audience. 

James Grossman is the executive director of the AHA. He tweets @JimGrossmanAHA.

NEWS

ELIZABETH ELLIOTT

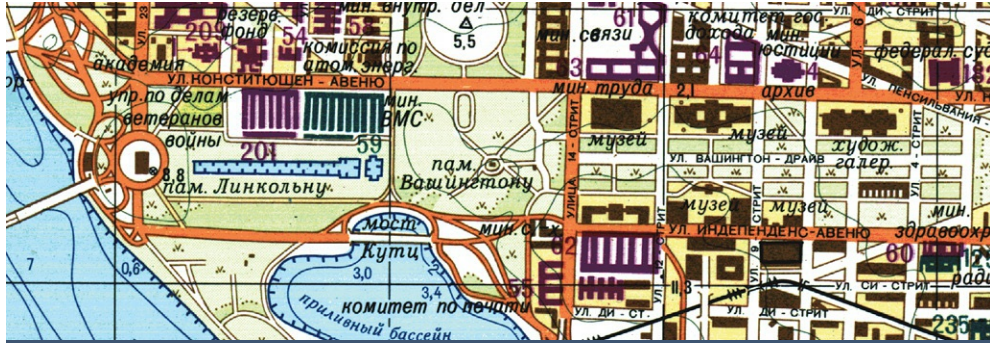
PAPER PLANS

Inside the Mysteries of Soviet Mapmaking

The opening of classified Soviet archives following the demise of the USSR in 1991 resulted in an avalanche of new research material for scholars of Russian history. "The Soviet Union saved everything," wrote Gerry Gendlin in *Perspectives* in 1994, but he correctly anticipated that Russian authorities would be protective of documents that might betray too many secrets about the old regime. Yet where Moscow was reticent, some with access to materials proved willing to sell off tidbits. A handful of former Soviet military officers traded or sold literally tons of top-secret paper maps that eventually passed into the collections of map dealers and libraries around the world. Much of this material has been digitized and appears freely online, but almost nothing has been written about it.

Enter *The Red Atlas: How the Soviet Union Secretly Mapped the World* (Univ. of Chicago Press), a new publication that unveils a treasure trove of Soviet material still largely alien to scholarly analysis. Authors John Davies and Alexander J. Kent recount “the most comprehensive mapping endeavor in history,” a secret initiative by which Stalin and his successors directed Soviet cartographers to map the entire globe with unprecedented levels of detail.

From the Second World War to 1990, Soviet mapmakers used evidence from existing national mapping projects, aerial imagery, and agents on the ground to create extraordinarily detailed maps of the very streets on which we live and work. Stalin's investment in a highly skilled talent pool of surveyors and cartographers, argue Davies and Kent, ensured that the Soviets were ideally situated to create a technologically sophisticated geospatial resource that reflected the state's values and aspirations.



A Soviet map of Washington, DC, showing the National Mall and the White House, 1975.

Focusing primarily on maps of North American, European, and Asian territory, *The Red Atlas* traces their impressive production process and strangely quiet “afterlife” following the Cold War. The book displays over 350 maps of cities, from Seattle to London to Beijing, vividly hued and brimming with topographic symbols from a groundbreaking annotation system. Most show familiar place names and cultural features spelled out phonetically in Cyrillic letters. Maps contain accurate labels of factories and the goods they produced, brand-new housing developments, river speeds, and forest heights, demonstrating that field agents had the power to gather intimate details about cities long before the proliferation of public databases like Google Maps. Railway networks in particular are hyper-emphasized, reflecting the vaunted place of the railroad in Soviet culture.

Nothing about the maps has been published in academic or general literature in the West, say the authors.

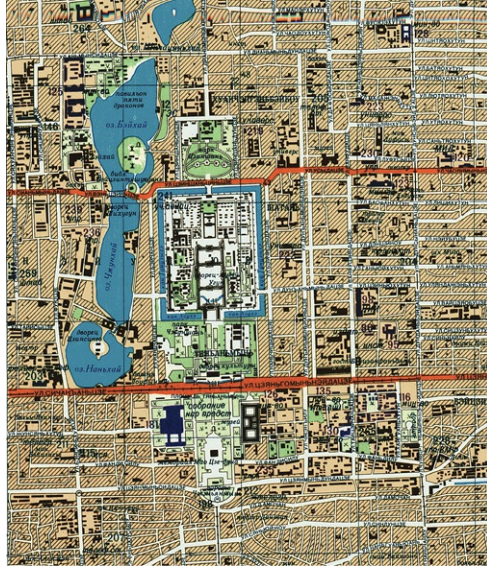
Why did these secret cartographers go to such painstaking lengths to include all this detail? The authors explained to *Perspectives* that the art of cartography depends on “choosing what to show and how to show it.” In the book, they conclude that since the maps “are not primarily concerned with the depiction of enemy military installations,” this “might suggest that the Soviet maps were intended to support civil administration after a successful coup.” While more evidence is needed to support this tantalizing theory, it raises interesting questions about how the USSR institutionalized its long-term ambitions to communize the rest of the world.



Soviet map showing San Francisco, 1980. The Cyrillic lettering pinpoints Twin Peaks, the Mission, and Portrero Hill.

Davies and Kent describe themselves as “British map enthusiasts,” which downplays their expertise (Davies is editor of the cartography journal *Sheetlines*, while Kent is a reader in cartography and geographical information at Canterbury Christ Church University). Because the creators of the Soviet maps are dead, retired, or unwilling to come forward with their stories, the duo has had to do extensive detective work to piece together how the maps were made. They’ve also had to go about it with little secondary literature to guide them.

Public interest in Russian espionage is arguably at its highest point since the Cold War. There is no doubt that *The Red Atlas*, with its beautiful images, colors, and Cyrillic lettering, will ride the wave of obsession with Russian skullduggery. But while the book does appeal to a general audience, it simultaneously challenges scholars to help mine the maps' untapped historical value. Davies and Kent hope that in the wake of the book's publication, someone involved in the production of the maps will come forward to tell their story. "In which case," says Davies, "*Red Atlas 2*, here we come!" ■



A Soviet map of Beijing shows the Forbidden City and Tiananmen Square. Compiled 1978, printed 1987.

“We have been collecting, investigating and writing about Soviet mapping for about 15 years,” said Davies. “As far as we can discover, nothing about them has been published in academic or general literature in the West, which implies little or no awareness in academic circles of the significance or perhaps even the existence of the maps.” Davies and Kent frame their larger story with extensive explanations of cartographic techniques and specifications—allowing anyone to decipher the maps for their own research. Ironically, some of the few groups to take advantage of the maps have been foreign militaries. The National Geospatial-Intelligence Agency, for example, used Soviet maps found in a British library to track mountain passages and water sources in Afghanistan prior to the US invasion in the early 2000s.

In a secret initiative, Stalin and his successors directed Soviet cartographers to map the entire globe.

Elizabeth Elliott is program associate at the AHA.

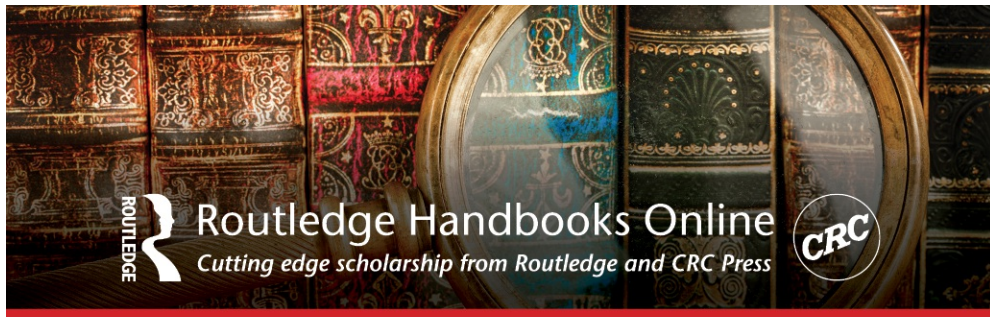
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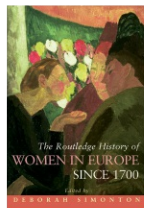
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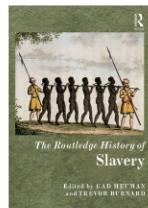
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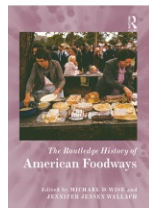
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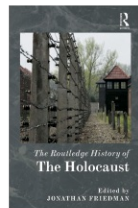
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NEWS

KRITIKA AGARWAL

TIES ONCE BROKEN

Researching the Families of a Single Slave Auction

In March 1859, on two stormy days, 436 men, women, and children, including 30 babies, were put up for sale at the Ten Broeck Racetrack in Savannah, Georgia. Grouped together in families—married couples or women with young children—they were sold to buyers from the Carolinas, Virginia, Alabama, Georgia, and Louisiana. Lovers were separated from lovers, sisters from brothers, and elderly parents from children. The largest recorded slave auction in US history, the event came to be known as the “Weeping Time” because of the sorrows suffered by the enslaved and the rain that fell during those two fateful days. Today, the auction barely registers in the national consciousness, even though vehement debates over race and remembrance rage in the public sphere.

Now historian Anne C. Bailey (Binghamton Univ.) has written *The Weeping Time: Memory and the Largest Slave Auction in American History* (Cambridge Univ. Press), the first book to chronicle the story of the auction, the events leading up to it, and its aftermath. The auction, which happened on the threshold of the Civil War, allows Bailey to tell the story of slavery's deep entrenchment in the South and its economy prior to the war, and of the transition the enslaved made into freedom following Emancipation. Weaving together voices of enslavers, the enslaved, and their descendants, Bailey foregrounds the linked fates of African Americans and whites in the United States, as well as the continued resiliency of black families' bonds despite efforts to sunder them.

Bailey opens the book on the first day of the auction. She told *Perspectives* that she wanted “to start with the very place that’s the most difficult for us to approach. The enslaved speak louder when you hear their voices and pleas on the auction block.” The 436 people to be sold belonged to one man: Pierce Mease Butler, grandson of Major Pierce Butler, one of the signers of the US Constitution. Also known for proposing the Fugitive Slave Clause during the 1787 Constitutional Convention, Major Butler became rich from enslaved labor cultivating rice and Sea Island cotton on Georgia’s Butler Island and St. Simon’s Island, respectively.

Upon his death, Major Butler bequeathed his property, including close to 900 people, to his grandsons, Pierce Mease Butler and his brother. Unconcerned with the day-to-day operation of his plantations, Pierce Mease Butler lived lavishly in Philadelphia and amassed \$700,000 in gambling debts—his entire fortune. The auction was meant to dissolve his financial assets, pay off his debts, and re-establish his financial stability.

Much of what happened on the days of the auction comes from the account of a *New York Tribune* reporter named Mortimer Thompson, also known as “Doesticks,” who infiltrated the buyers and eventually published an abolitionist tract about the incident. His meticulous records allow Bailey to provide insights into the mindsets of the buyers and the people being sold. In one story, a young couple named Dembo and Frances found a minister to marry them the night before the auction, hoping that this would allow them to be sold together. (They were.) But Jeffrey and Dorcas, an unmarried couple, were separated, despite Jeffrey’s attempts to persuade his buyer to purchase Dorcas too, saying that she was one of the best “rice hands” on the plantation.

“The enslaved speak louder when you hear their voices and pleas on the auction block.”

Bailey also pays attention to the indignities of the auction block: invasive bodily examinations, sexual humiliation, and blithe negotiations of the terms of sale. As the plantations' families and friends took tearful leave of one another, Butler handed out small canvas bags holding \$1 coins to all who had been sold: both a reward for generations of labor and a token acknowledging the pain of separation. The sale netted Butler over \$300,000.



Largest Slave Sale in Georgia History

The Weeping Time

One of the largest sales of enslaved persons in U.S. history took place on March 23, 1859, at the Ten Broeck Race Course ¼ mile southwest of here. To satisfy his creditors, Pierce M. Butler sold 436 men, women, and children from his Butler Island and Hampton plantations near Darien, Georgia. The breakup of families and the loss of home became part of African-American heritage remembered as "the weeping time." The event was reported extensively in the northern press and reaction to the sale deepened the nation's growing sectional divide in the years immediately preceding the Civil War.

Erected by The Georgia Historical Society and the City of Savannah

2007.01

25.59

A historical marker commemorating the Weeping Time was installed near the site of the Ten Broeck Racetrack in 2008.

Bailey was drawn to writing about the Weeping Time when she read a short biography of Thomas Jefferson. She stumbled on a sentence about the slave auction that took place at Monticello after the former president's death: "As for the rest of his slaves—140 men, women and children because Jefferson was heavily indebted, they were put up for auction." The sentence affected Bailey in a way she hadn't anticipated. "The word 'auction' just really struck me in a very profound way," she told *Perspectives*. "There are times when you read something over and over and it doesn't mean anything; you read it, but it's in passing. And then there's another time when you really feel the profound sense of loss, of displacement, and what that would have meant." Bailey also realized that even though the auction was a common occurrence during slavery, historians haven't successfully instilled it in public memory.

One reason for this, she surmised, is the emotional force of the slave auction. It might be easier to reckon with the history of labor and commodity production, for example, than what it felt like to be sold and separated from loved ones. Accounts of being sold or witnessing the sale of a family member are common in narratives written by the enslaved—Henry “Box” Brown, for example, famously shipped himself to freedom in a carton after the sale of his wife, Nancy, and their three children. But what happened to families after auctions? Bailey encourages historians to dig into the historical record to find out their fate and to learn more about auctions and auction houses, both great and small. (She cited Walter Johnson’s work in *Soul by Soul* as an example of the direction scholarship can take.)

Modern descendants of the Weeping Time have reconstructed their lineage by mining the historical record.

A noteworthy source for Bailey's story is a memoir written by the English actress and abolitionist Fanny Kemble, Pierce Mease Butler's ex-wife: *Journal of a Residence on a Georgia Plantation 1838–39*. (They divorced before the auction.) Kemble married Butler without full knowledge of the source of his wealth. When she learned about his plantations in Georgia, she became desperate to visit them. Her resulting descriptions of plantation life were based on a six-month visit and weren't published until well after her divorce and the auction. But for Bailey, Kemble's memoirs were a valuable source, depicting what life was like for the enslaved on the Butler plantations. They helped Bailey understand the impact of the auction because of their detailed and sensitive portrait of the community bonds among the enslaved there.

Horrified by what she saw on the plantations, Kemble eventually separated from Butler. To Bailey, the disintegration of the Butler family ominously foreshadowed what would happen during the Weeping Time; the Butlers' family crisis was intertwined with the fates of enslaved families. Family was a true casualty of slavery—for blacks and for whites, though not in the same ways or in equal measure. Bailey says that she found inspiration for her work in the long-standing sociological literature on black families and in scholarship in social history that has foregrounded the voices of the enslaved.

Taking place just two years before the Civil War, the Weeping Time offered Bailey an opportunity to analyze “the restoration and reconstruction of black family life,” as she writes. Enslavement and auction were, of course, followed by Emancipation, and Bailey devotes a significant portion of *The Weeping Time* to documenting efforts of those who had been split apart by the auction to reunite after the war. Holding a strong sense of place, many returned to the Butler plantations, reconnected with family members, and negotiated new working arrangements with their former owners.

In a particularly moving section of the book, Bailey tells the stories of modern descendants who have reconstructed their lineage by mining the historical record. Their stories allow Bailey to recount the extraordinary measures that black families took to stay together and to rebuild their lives after Emancipation. One was Annette Holmes, a California resident who watched a documentary that mentioned the Butler plantations on the Georgia Sea Islands. Butler was her mother's maiden name, so Holmes was able to find her family on the 1860 and 1870 censuses. Another descendant, Tiffany Shea Young, learned of her ancestry and became active in promoting the Gullah-Geechee culture that predominated on the Butler plantations and Georgia Sea Islands. In all, Bailey was able to document the subsequent lives of 59 people sold on the auction block at the Ten Broeck Racetrack in 1859.

Bailey's work with descendants was especially fulfilling. "The people that I met were so thoughtful about their history," she said. Using a word from her Jamaican background, Bailey called the descendants "conscious": "It means that you're awake to your history, you're awake to your past, you're awake to your present, and you're awake to your future. And I knew we could say that about the descendants."

The Ten Broeck Racetrack is long gone—the site now is bisected by a highway and hosts a plywood-manufacturing company, an elementary school, and a playground. A historical marker was installed near the site in 2008 after the niece of Savannah’s then-mayor heard about the sale, prompting a public research project on the site’s history. The modest marker, of course, is no match for the towering monuments to the Confederacy dotting Savannah’s city squares. Bailey hopes that *The Weeping Time* will spur deeper engagement with this history—for the sake of families of all kinds. ■

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

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VIEWPOINTS

IBRAHIM AL-MARASHI

TRAVEL BANS IN HISTORICAL PERSPECTIVE

Executive Orders Have Defined “Terrorists” Since Nixon

On September 24, 2017, President Trump issued a third executive order (termed “Travel Ban 3.0” in the media) restricting travel to the United States as well as the admission of refugees. The restricted countries are now Chad, Iran, Libya, Somalia, Syria, Yemen, Venezuela, and North Korea—the first six of which are Muslim-majority. Since Trump’s stated rationale for the measure, first issued on January 27, is protecting Americans, it’s worth asking how travel bans and immigration restrictions via executive order have shaped perceptions that Muslims are terrorists.

On the evening of Friday, February 3, 2017, Judge James Robart of the District Court for the Western District of Washington blocked Trump's first executive order suspending immigration from seven Muslim-majority countries, including Iraq, my ancestral home. The next day I drove from my home in northern San Diego County to Los Angeles International Airport to offer translation services to lawyers there. On the way back, stuck in the grueling traffic of Los Angeles, I began to wonder whether there had been an American travel ban directed at Middle Easterners before.

Later that week one of my graduate students, Gretta Ziminsky, informed me that Richard Nixon had set the precedent of banning travel from the Middle East through executive order. (Before Nixon, immigration restrictions targeting Middle Eastern populations had been part of broad pieces of legislation, such as the Immigration Act of 1924.) Trump's fiat is therefore embedded in a deeper American history of conceiving Middle Eastern populations as security threats. Taking Nixon's policy as a starting point, we can see how government attitudes toward Arab and Muslim Americans have changed over time.

My graduate student's MA thesis examines the historical evolution of terrorism in the imagination of American policy elites. We both assumed that these elites saw terrorism as tangential to the superpower rivalry with the USSR, even when left-leaning groups, some of them Soviet proxies, conducted attacks in the Middle East, Europe, and South America. We also assumed that before 9/11, the American government viewed terrorism as an international problem that did not affect the United States.

As I began researching the subject for myself, I found out that the Nixon travel ban was a response to the Palestinian group Black September's attack on Israeli athletes during the Munich Olympics on September 25, 1972. Hours after the attacks, Nixon sent the secretary of state the "Memorandum Establishing a Cabinet Committee to Combat Terrorism," which formed a working group that included the State Department, the Secret Service, the Immigration and Naturalization Service, the CIA, and the FBI. The memo charged the working group with drafting new domestic and foreign anti-terrorism policies.¹

With a set of directives code-named Operation Boulder, the working group stepped up the vetting of visa applicants from the Middle East in US embassies abroad and in Washington, and monitored Arabs and Arab Americans domestically. According to legal scholar Susan Akram, Operation Boulder was “perhaps the first concerted U.S. government effort to target Arabs in the U.S. for special investigation with the specific purpose of intimidation, harassment, and to discourage their activism on issues relating to the Middle East.”²

This was the first US government policy carrying the implication that all Arabs were potential terrorists. Although government documents don't explicitly detail the origin and evolution of this view, Akram argues that negative stereotypes in American popular culture and news media, as well as lobbying by pro-Israel groups, all played a role.³ It is also unclear just how the administration settled on travel restrictions as the means of preventing terrorism in the United States, when there were no indications that Black September or other Middle Eastern groups planned to target Americans within the country's borders.

Nixon's executive response strained resources, alienated Middle Eastern states and Arab Americans, and achieved little. But a precedent had been established.

Nonetheless, by April 1974, officials understood that the rationale behind Operation Boulder was to monitor Arab travelers, especially Palestinians (including refugees among them). That month the State Department issued a memo reading, in part, “In light of the obvious and continuing threat from potential Arab terrorists, particularly Palestinians, none of the agencies in the Working Group wishes to eliminate Operation Boulder at this time.” Palestinians were thus a security threat, even though the US was not expecting a major influx of Palestinians.⁴

The memo, however, did highlight criticisms of Operation Boulder emerging within the State Department. There were problems keeping up with the operation's demands, including extra paperwork required to vet visa applicants in Middle Eastern embassies and in Washington. About 40 to 50 visa applicants per day were vetted, and only 23 visas were denied during the program's run.⁵ The memo also argued that revising vetting procedures would repair America's image in the Middle East: "day-to-day relations with Arab countries will be improved at a time when an improvement would be particularly beneficial." Nevertheless, the FBI objected to modifying the process, and the State Department deferred to its concerns.

The Nixon-era measures also monitored Arab Americans domestically.⁶ The American Civil Liberties Union wrote to the attorney general on February 8, 1974, criticizing Operation Boulder as unfairly targeting “ethnic Arabs who were so defined on the basis of a person’s parentage” and painting the whole endeavor as a “fishing expedition” to gather information, violating the First, Fourth, and Fifth Amendments.⁷

Immigration authorities approached Arab students and required them to sign affidavits that they would not engage in political activities.

The letter documents FBI agents accusing Arabs of belonging to terrorist organizations as “an investigative tactic” that would “elicit the subject’s cooperation by scaring him or her.” Immigration authorities approached Arab students in the United States, questioned them about their political beliefs, and required them to sign affidavits that they would not engage in political activities. Selective application of technicalities in immigration and naturalization laws were used to deport Arabs.⁸ The Munich attack hardly figured in defenses of these tactics; instead, they were justified in vague language as combating terrorism. This shift in conceiving the problem was likely influenced by tensions after the 1973 Arab-Israeli War.

The FBI eventually terminated Operation Boulder in 1975 after questioning its effectiveness.⁹ But the conflation of Arabs and terrorists was accomplished. Nixon's executive response to Black September strained government resources, alienated Middle Eastern states and Arab Americans, and achieved little. But a precedent had been established.



Protesters challenge Trump's Executive Order 13769 (the first "travel ban") at New York's JFK Airport in January 2017.

[» Rhododendrites/Wikimedia Commons/CC-BY-SA 4.0](#)

With the Iranian hostage crisis of 1979, the administration of Jimmy Carter canceled visas issued to Iranians and monitored those already in the country.¹⁰ But the protean threat of Al-Qaida presented a singular challenge because it was a transnational, nonstate actor. Where Carter had targeted a single nationality, which included not only Muslims but also Iranian Jews, Christians, and members of the Bahá'í religion, the aftermath of the attacks of September 11, 2001, represented a throwback to Nixon-era measures that blurred the distinction between international and domestic security. Of course, the George W. Bush administration used force against Afghanistan when Taliban leaders refused to turn in Osama bin Laden, but in 2002 it also initiated the National Security Entry-Exit Registration System (NSEERS), targeting Muslim immigrants as potential terrorists.

It is now mostly the Islamic State of Iraq and Syria that is perceived as a protean threat to the “homeland.” Barack Obama disbanded NSEERS as a failure in 2016, but Trump’s election has reinvigorated efforts to target Muslim citizens, immigrants, and travelers as potential domestic terrorists. While on the campaign trail, Trump responded to the Paris attacks of November 2015 by declaring that he would create a database to register Muslims in the United States, and after the San Bernardino attack in December, he vowed to impose a “Muslim ban.” Trump’s first executive order targeted travelers from seven nations without specifying a religious test, but the fact that these countries were predominantly Muslim raised suspicions within and beyond Muslim communities in the United States. Unlike George W. Bush, who repeatedly stressed that the United States was not at war with Islam, Trump did not make this distinction successfully.

In response to terrorist attacks in Europe, Nixon and Trump rapidly issued security measures, perhaps not noticing terrorist attacks against civilians within the Middle East because they commanded smaller headlines. Refugees suffered as a result of belonging to groups deemed security threats: Palestinians then, Syrians today. As we wait for a Supreme Court ruling on the new executive order's constitutionality, we should keep its historical precedents in mind, as well as the human costs of associating Arabs and Muslims with terrorism. The complaints lodged in 1974 resonate with the situation they might face in 2017—and beyond. ■

Ibrahim al-Marashi is an associate professor in the Department of History at California State University, San Marcos. He is the co-author of Iraq's Armed Forces: An Analytical History; The Modern History of Iraq (4th ed.); and the forthcoming A Concise History of the Middle East (12th ed.).

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1. "Memorandum Establishing a Cabinet Committee to Combat Terrorism," September 25, 1972, <http://www.presidency.ucsb.edu/ws/?pid=3596>.

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FEATURES

MARK GRIMSLEY

THE “THIRD RESOURCE”

Managing Mental Illness in Academe



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A BOUT ONE IN FIVE Americans has some form of mental illness, and this sobering figure includes academics at least as much as the general population. But mental illness is an invisible disability, and within our profession there remains an unintentional conspiracy to keep it that way. For example, most colleges and universities have affirmative action policies that include people in certain underrepresented groups: women, minorities, veterans, and persons with disabilities. Theoretically, this means that if a candidate for a faculty position or a slot in a graduate program were to report in their application that they had a mental illness, we would take particular interest in hiring or admitting them, since mental illness is a recognized disability under the Americans with Disabilities Act. In practice, few applicants acknowledge any such thing, and they are almost certainly wise to keep this information private. The paramount reason for this is surely the well-founded fear of being stigmatized, but it also has to do with basic assumptions about the business we're in. In academia the "life of the mind" is central. But what if a person's mind operates atypically?

This is a question with which I am closely acquainted. Three decades ago, I was diagnosed with bipolar disorder, an abnormality in the brain chemistry that artificially elevates or lowers one's mood. Bipolar disorder is not a one-size-fits-all diagnosis. For some, it's characterized by frequent oscillations between manic "highs" and depressive "lows." For me, the primary manifestation is "depression," a misleadingly mild word for a condition so overpowering, painful, and unyielding that it can—and too often does—drive people to suicide. In *Darkness Visible*, William Styron's 1990 memoir of his own struggle with depression, the novelist described the illness as "a howling tempest in the brain." He was right. Other forms of mental disability are just as painful.

It would be nice to suppose that academics regard mental disabilities with greater empathy and understanding than others. That isn't the case. Many academics perpetuate the stigma of mental illness or are simply ignorant, regarding clinical depression as just an episode of the blues—"You'll get over it"—or dismissing Social Anxiety Disorder as a term that merely pathologizes butterflies in the belly: during a PhD exam, for example, or a conference presentation.

Perhaps most seriously, we frame academic life in terms that presuppose a neurotypical brain and, consciously or unconsciously, regard people with mental disabilities as incapable of the work our profession demands. Does someone with Social Anxiety Disorder have any business in the classroom? Does an individual whose clinical depressions exact significant cost in productivity deserve extra time on the tenure clock? What about someone with Asperger's syndrome who has an imperfect grasp of social cues or trouble speaking up with the enthusiasm and quickness we commonly consider a measure of intellect?

It would be nice to suppose that academics regard mental disabilities with greater empathy than others. That isn't the case.

In *Mad at School: Rhetorics of Mental Disability and Academic Life* (2010), Margaret Price examines the ways in which the academy excludes people with mental disabilities from academic discourse. “A sharp rhetorical divide exists between those who are allowed in and those who are not,” she writes. “The fondly regarded ‘absent-minded’ or ‘quirky’ professor is a noticeable figure, but less noticeable is the student with severe depression who drops out of school; the adjunct with autism who never manages to navigate a tenure-track job interview successfully; or the independent scholar whose written works are widely cited but who cannot adhere to the social requirements of teaching in the classroom.”

Price also offers far-reaching suggestions about revisiting our assumptions and reconfiguring our community to include those whose minds operate in a different way. But in the meantime, we must deal with individuals like me who are already in higher education. That's no small challenge. The National Institute of Mental Health uses a statistic abbreviated as DALY, short for Disability-Adjusted Life Years, to represent the total number of years lost to illness, disability, or premature death within a given population. Of the 10 leading categories of disease/disorders in the United States, mental and behavioral disorders rank third (first if other neurological disorders are added). This is disturbing from a humanitarian standpoint, but it also suggests the amount of productivity lost to academics—and by extension their institutions.

A few years ago, I had occasion to go through my entire personnel file. It was unexpectedly illuminating. For roughly the first decade of my career, my annual letters of evaluation were festooned with “atta boys,” primarily for an impressive level of publication. After that, the compliments fell off, eventually replaced by increasingly pointed questions about when my next book would surface. I had two realizations.

First, the change in tone corresponded with the years immediately after my last book emerged from the production pipeline. If I traced things back to the point where the book (and two edited volumes) had entered the pipeline, that point closely aligned with the moment when I had faced up to having bipolar disorder and begun to take medication to control it. The medication did little to counter the depressive lows but it largely eradicated the creative highs. And although it is grossly simplistic to regard this as the sole explanation for the falloff, it would be foolish to ignore the extent to which the depressions ravaged my productivity.

My personnel file struck me as the portrait of a wasting asset. My condition was adversely affecting my institution.

Second, the file struck me forcefully as the portrait of a wasting asset. My condition wasn't just making me miserable. It was adversely affecting my institution. And yet beyond those annual evaluations, my institution had done nothing about it.

Well, what could it do? I have since discovered that I can ask to have my classes scheduled in the afternoon (when the depressions tend to be less acute) and get grading support at a lower threshold of student enrollment than is usually the case. I have also learned that my university has a procedure for evaluating the needs of faculty members with mental disabilities and making other accommodations as appropriate. But those accommodations have mainly to do with teaching. What could the university do to help me get back my publication game?

Here we run up against the presupposition that the profession comprises persons with neurotypical minds. I've said that my institution had done nothing about my situation. In an important respect, that's patently false. It had furnished me with two resources—time and money—which for most faculty suffice to spur the undertaking and completion of major projects. I had come to recognize, however, that my most urgent need was a third resource: external accountability. Among academics, this is largely an unwelcome, if not alien, concept. Our assumption is that an academic's motivation ought to come from within, that we should be self-starters and self-sustainers. At the outset of my career, a colleague informed me that most PhDs do not publish their dissertations, and of those who do, most don't publish a second book. The subtext was disdain, based upon the presumption that most PhDs could not produce in the absence of supervision by their adviser.

It isn't hard to grasp that depression erodes the internal motivation we commonly regard as a hallmark of successful scholars. In my case, however, I've discovered that external accountability generally allows me to perform adequately even when I'm in the throes of depression. But when I've reached out to secure that kind of accountability, I have had two kinds of experience. The first is sheer incomprehension: Why on earth would you want this? The second—and, happily, this is more frequently the case—is a generous willingness to assist. But on both sides, this assistance proves difficult to sustain. From my helper's point of view, it's hard to combine empathy for someone who has a mental disability with the implacable insistence that is basic to holding someone accountable. From my point of view, it's difficult to exorcise a sense of shame and embarrassment. Difficult does not mean impossible, but it does mean a high degree of investment on both sides, a willingness to contend with setbacks, and a resolve to stick with the process. Ultimately, it involves resistance to the dominant academic culture and the creation, in microcosm, of a different kind of intellectual community.

Accountability was thus the “third resource” most useful to me. Others undoubtedly would find a different third resource of greatest benefit. The point I am making is that those with mental disabilities aren’t likely to find a third resource unless they can identify it, communicate the need to their institution, and work with their institution to create the resource and bring it effectively to bear. It’s burdensome to have a mental disability, but that in no way absolves one of the responsibility to manage it. That’s the individual component, and it’s vital. But it’s equally vital for the institution to create the conditions in which academics will have confidence that if they communicate their need, the response will not be indifference or condemnation. And it’s imperative for all of us to revisit our assumptions, examined and unexamined, about the culture in which we have invested so much of our lives. It’s not just a matter of gaining enlightenment. It’s a matter of getting the job done. ■

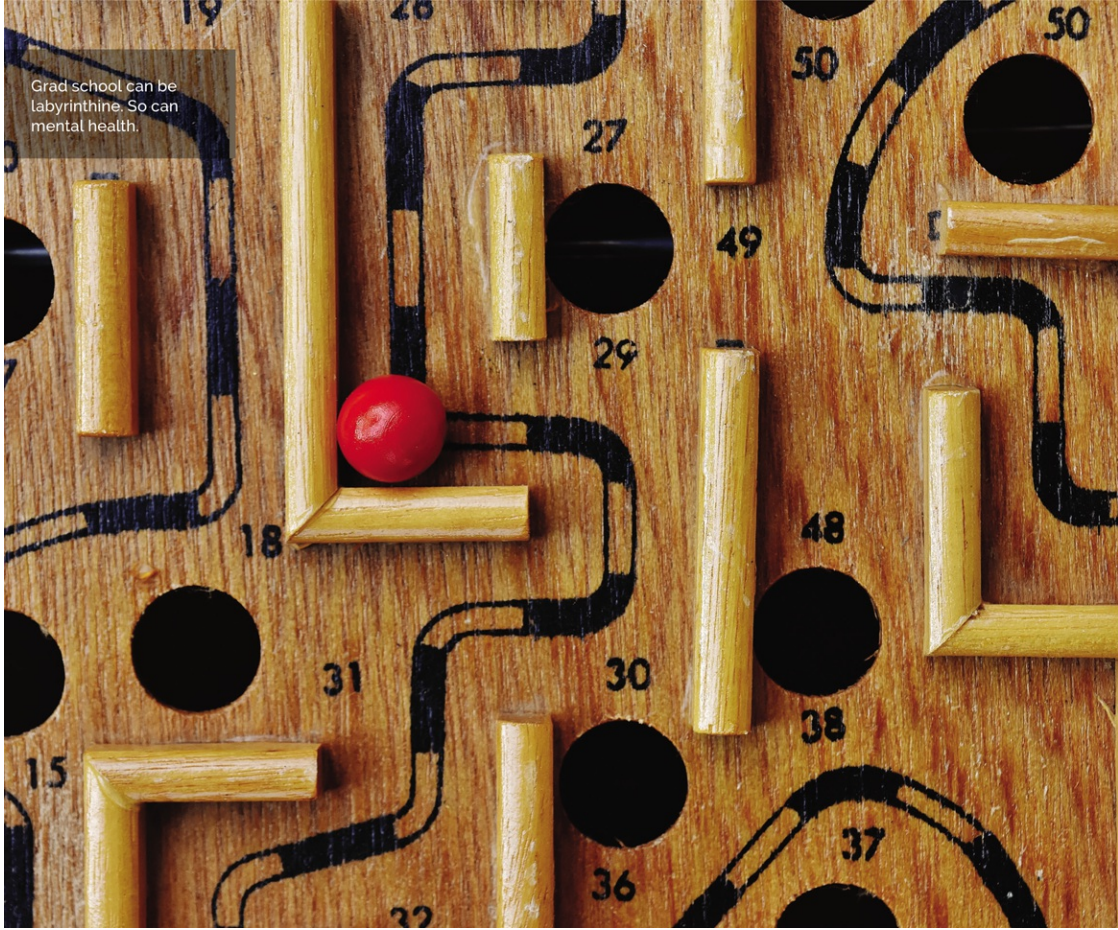
Mark Grimsley is an associate professor at Ohio State University. In 2008–10 he was a visiting professor at the US Army War College. He is the recipient of three teaching awards, including the Alumni Distinguished Teaching Award, Ohio State's highest award for teaching excellence.

FEATURES

LAUREN N. HASLEM AND JENNIFER L. FORAY

A MIND OF ONE'S OWN

Promoting Mental Health among Grad Students



Grad school can be labyrinthine. So can mental health.

RECENT YEARS HAVE SEEN the proliferation of detailed and often pained first-person accounts of graduate students and faculty who have confronted mental health issues during their professional training.¹ Although academic working conditions don't make higher education special among employment sectors, we do inhabit a culture in which mental health challenges can be dismissed as an inherent feature of "the life of the mind," if they are brought up at all. At the same time, university administrators and counseling professionals struggle to provide a full suite of services for their campus communities—which is to say nothing of the precarious state of funding for mental health services generally.²

Depending on their program and institution, graduate students in history might not find the support they need, especially if they pick up on cues from faculty and fellow students that real historians don't face serious mental illness. This is a problem we addressed in fall 2015, in Purdue University's required introductory course for history graduate students. One of us (Lauren N. Haslem) was a master's student, the other (Jennifer L. Foray) led it as professor. Class discussions approached mental health awareness as one aspect of professionalization, rather than delving into therapeutic approaches that would require uncomfortable self-disclosure.

Foray's class was the first of a two-course sequence recently introduced to replace the historiography course required of all incoming graduate students. No longer simply a rite of passage focusing exclusively on historiography, methods, and conceptual approaches to the study of the past, the new seminar also familiarized students with the profession as it exists today in the United States. Haslem and seven other first-year graduate students surveyed theoretical questions and methodological debates, but also learned about the function of professional organizations, career diversity initiatives, and standards of professional conduct. Over the course of the semester, this new emphasis on professional standards, norms, and behaviors helped unveil some of the often-unspoken expectations and dilemmas of academic culture.

The introductory course's new emphasis on professional standards, norms, and behaviors helped unveil often-unspoken dilemmas of academic culture.

Since the course ended, both of us have realized that mental health featured prominently in class discussions about professional skill building, even if not explicitly phrased as such. Our talks about research and writing goals raised questions about how to keep sight of personal limits and limitations, both psychological and physical. Meditating on professional identity formation led to collective recognition of the prevalence, impact, and perpetuation of impostor syndrome. Foray disclosed her experiences, both in graduate school and in various stages of the tenure/post-tenure process. Here, she introduced Karen Kelsky's extensive blog posts (*The Professor Is In*)—and recently published full-length book—on the subject. She also instituted a “no prefacing” rule in class discussions: neither she nor the graduate students were to qualify their comments and questions with prefatory statements such as “I might be wrong here.” This was an effort to quash impostor syndrome: abiding by this rule allowed everyone in the room to feel entitled to be there.

Detailing time-management strategies prompted more explicit conversation about how to recognize and implement self-care habits, however defined. Surveying the department's many resources drew attention to the university's counseling and mental health services, as well as the importance of peer networks. Our ongoing examination of professional behavior at meetings and conferences spurred us to consider the value of establishing boundaries between our personal and professional lives. In other words, professional skill training doubled to promote mental health awareness among graduate students. Addressing these issues in an introductory course proved especially timely, Haslem notes, as the demands of graduate school are many and the challenges difficult to anticipate.

Intentionally carving out space in the graduate curriculum for discussions about mental health resulted in several overarching gains. First, this approach created an environment in which mental health became a familiar and approachable topic. Students could make their concerns and struggles known, be it publicly or privately, and faculty could respond to those needs. Second, by opening this communication pathway, both parties could establish and articulate clear expectations, which helped mitigate confusion, frustration, and isolation on all sides. Finally, this approach directed students toward appropriate channels of assistance available at the university and in the larger community. Such frank discussions about mental health in an introductory graduate course helped promote the creation and maintenance of better boundaries, based on the recognition that faculty cannot and should not double as mental health professionals or therapists.

Surveying departmental resources drew attention to the university's counseling and mental health services.

On reflection, the authors acknowledge that employing professionalization to promote mental health is not without significant challenges. Most obviously, it requires faculty and students to familiarize themselves with available resources so that they may knowledgeably confront issues related to mental health. Moreover, this approach requires those involved to adjust their expectations and actions around graduate training. Foray realized the importance of carefully and explicitly considering her expectations and role as a gateway course instructor. Destigmatizing discussions of mental health and mental illness, for example, cannot promote the idea that all behaviors are healthy or productive. It was necessary to establish and enforce multiple boundaries, sometimes simultaneously: as an adviser to graduate students, as a professional historian interested in the ethics and implications of our scholarship, and as an individual equipped only with personal experiences of mental health issues and psychological counseling. Articulating expectations for professional as well as personal behavior was necessary, both in the classroom and in private consultations with students. It was impossible to expect students to learn by simply observing their professors' interactions with one another.

By opening a communication pathway, students and professor could articulate clear expectations, mitigating confusion, frustration, and isolation.

An explicit focus on professionalization in an introductory course cannot fix institutional problems that may precipitate or exacerbate mental illness. Stress caused by tenuous funding sources, the inequitable distribution of labor and resources among colleagues, and the increasing expectations that faculty and graduate students alike should remain accessible and responsive 24 hours a day every day cannot be remedied solely with better time-management skills or by practicing yoga. Similarly, professionalization discussions, both inside and outside of graduate courses, cannot replace accepted forms of therapeutic intervention, such as counseling and medication. Indeed, there is no one solution to address mental health and illness; individual needs and resources vary. Rather, we offer this approach as one in a series of steps toward meeting the needs of our shared academic community. When viewed as such, professionalization seems a method by which to promote mental health among history graduate students. ■

Lauren N. Haslem is a PhD student in the program in the History of Science, Technology, and Medicine at the University of Minnesota. Jennifer L. Foray is an associate professor in the Department of History at Purdue University.

NOTES

1. See, for instance, Jennifer Ruark, "In Academic Culture, Mental-Health Problems Are Hard to Recognize and Hard to Treat," *Chronicle of Higher Education*, February 26, 2010, <http://www.chronicle.com/article/In-Academe-Mental-Health/64246>; Katherine Tam, "History Professor Pulls Back Curtain on Mental Health Issues," *UCnet*, April 24, 2012, <http://ucnet.universityofcalifornia.edu/news/2012/4/history-professor-pulls-back-curtain-on-mental-health-issues.html>; Gleb Tsipursky, "Teaching While Anxious," *Inside Higher Ed*, May 8, 2015, <https://www.insidehighered.com/advice/2015/05/08/challenges-teaching-mental-health-condition-essay>; Emma Pettit, "Stigma, Stress, Fear: Faculty, Too, Need Mental-Health Help," *Chronicle of Higher Education*, August 4, 2016, <http://www.chronicle.com/article/Stigma-StressFear-/237353>.

2. The Graduate Assembly, “Graduate Student Happiness & Well-Being Report,” (2014): 1–79, http://ga.berkeley.edu/wp-content/uploads/2015/04/wellbeingreport_2014.pdf, and for a recent study examining PhD students in Belgium, Katia Levecque, Frederik Anseel, Alain De Beuckelaer, Johan Van der Heyden, and Lydia Gisle, “Work Organization and Mental Health Problems in PhD Students,” *Research Policy* 46, no. 4 (2017): 868–79.

FEATURES

BRIAN DOMITROVIC

MAJOR RENOVATIONS

Reviving Undergraduate History at Sam Houston State



History majors in front of the department at "Sam."
Brian Blalock/SHSU

A T A DEPARTMENT MEETING in the fall of 2014, our dean gave us a tongue-lashing. Since the academic year 2012–13, the number of history majors at “Sam” (as we affectionately call our institution, Sam Houston State University) had plummeted at a rate approaching 20 percent per year. In the fall of 2012, there were close to 375 history majors at Sam, but by fall 2014, this had dropped 36 percent, to 240. As a percentage of our institution’s undergraduates, we went from consistently over 2 percent to under 1.5 percent. We were fiddling while Rome burned, said our dean. We didn’t like the way we were talked to, we had arguments readied about how our experience was in line with the national averages, and we were justly proud of our success with our graduate program. All this was waved away. And that meeting was the turning point.

In the years following the Great Recession, the number of history majors fell across the country. But our fall 2014 number proved to be the bottom of a V-shaped curve. In response to the challenge from our dean, we took decisive steps to reverse the decline. History majors at Sam surged right back over the next two years, cresting over the original high to nearly 400—a level sustained now in 2017. If history departments are struggling to recoup lost majors, our experience at Sam outlines a model that could prove useful elsewhere. Our department, collectively, committed to solving the problem and set near deadlines for success. We pushed on a door we saw as partly open, and it swung.

Before the dean's challenge, we history faculty at Sam, which I led as department chair from 2011 to 2017, were complacent about our drop in majors. For one thing, our graduate program was cruising, particularly its online component, which attracted dozens of high-quality students every year. We had come to accept the proposition that graduate education was a proxy for the major, as many other institutions seem to do. As undergraduate standards declined nationally in various ways, the real credential, the real "college degree," was coming to be the MA, as opposed to the BA. And our MA program was top-notch. We were also lulled by statistics that showed Sam tracking national data. Whereas history had regularly accounted for about 2.2 percent of college majors before 2008, the figure was now 1.7 percent. So for two years we watched rather passively as the number of our undergraduates fell and that of our graduate students bumped up.

We had come to accept the proposition that graduate education was a proxy for the major, as many other institutions seem to do.

After we faculty finished fuming in the hall after the dean's lecture, one of our former chairs, Ken Hendrickson, weighed in with the key foundational advice. We should have plenty of history majors for sociological reasons. Students come to our semi-rural, semi-suburban campus in Huntsville, Texas (we are in hailing distance of the vast metropolis of Houston), half of them first-generation college students, with a natural interest in history. They have stoked it in homely fashion, through their curiosity, reading habits, and hobbies. If we avoided the pitfall of seeking to "enlighten" these students and instead engaged their sheer fascination with history, we could pursue with them our scholarly imperatives in interaction with their cultural and personal interest in the discipline. This could lead to new heights of comprehension, camaraderie between students and faculty, and intellectual satisfaction, and we would have many coming to our door.

Aside from its incisiveness, Ken's insight also showed us that we should be confident. We should play offense and assume that reverting to the trend of many history majors would be natural. History is one of the fundamental cultural activities of the species, dating back tens of thousands of years. The idea that it is now irrelevant or of marginal usefulness is absurd when considered in this long view.

So our department drew up a 15-point plan and gave ourselves six months to see notable results. We placed a specialist in the university advising center who would gauge latent underclass interest in history. During the enrollment period, we advertised the next semester's upper-level courses with a glossy digital magazine. At the same time, the chair and other departmental officials visited the US history service courses and made a plug for our upper-level courses and the major. Organizing monthly excursions to local historical sites and to historically relevant movies in the theater (such as *Selma*) reignited our moribund history club.

We also took advantage of trends in the academic job market, making hires in military, religious, and Middle Eastern history, and regularly offered courses in the histories of Christianity, warfare, the LGBTQ experience, and Islam. To integrate faculty into every point of contact for Sam history students, we arranged for each professor to teach at the service, major, and graduate levels. And we toned down the message that history is a path to teaching. Teaching truly is a noble profession, but we found that this association sapped us of the glamor quotient we needed to get the major back where it needed to be. There were other efforts, such as bucking university protocol and having a non-standard, non-corporate-looking sign announcing history on our building.

If we avoided trying to “enlighten” our students, we could explore combining our scholarly perspective with their personal interest in history.

But the most important thing we did was placing the adviser within the university advising center. Immediately, in the spring of 2015, I started to see three to five undergraduates a week in my office who said they had had a chat about their priorities and had decided to give history a try, as opposed to the typical choices of criminal justice (CJ), psychology, or international business.

We made hires in military, religious, and Middle Eastern history, and offered courses about Christianity, warfare, the LGBTQ experience, and Islam.

We were clearheaded about one thing: somebody at our university had to “lose” if we were going to return our major to its former proportional level. At convocation, I meet any number of incoming students who say they are coming to Sam—world renowned for its CJ—because they watched *CSI* on television. That’s a fine enough reason to go to college, but it’s a starting point; real intellectual growth comes with time. New students were easy to engage in conversation: at convocation, in advising, at junior colleges, and in other places we sought out. Talking and listening to them enabled us to find students who were looking for us, even though they hadn’t realized it.

I was never above mildly knocking the other guy's product. In my visits to our vast US history service courses, I would point out that in choosing a major, you could go with studying a textbook that showed you how to be a bureaucrat—or you could read primary sources about the Nazi invasion of Poland with Jadwiga Biskupska, a protégée of Timothy Snyder (and one of our coup hires in this time of transition). Pinar Emiralioglu, my successor as chair (and the Middle Eastern specialist we badly needed), observes that students emerge from our classes clear that they learned historically significant content. Say what you will about practicality and job prospects—our history classes are inescapably substantial. And along Ken's lines, we commit to meeting our students at their level of interest and melding it with ours.

The idea that history is not practical does not stand the scrutiny of the many employers I have talked to over the years. Employers are looking for people who know things and who can communicate, no less than graduates who have made progress in exploring their real interests and developing their “passions”: exactly what we deliver. This fall, we are organizing a symposium of 20-something Sam history recent grads who hail from all across the private sector—from manager of an Apple store to oil-industry journalist to airline consultant.

It's a great time to be involved in a history department, because there is a beautiful problem to solve: how to restore history to its rightful, sturdy position among majors at our many institutions of higher learning. ▣


Brian Domitrovic is associate professor of history at Sam Houston State University. He is co-author (with Lawrence Kudlow) of JFK and the Reagan Revolution (2016) and was visiting scholar of conservative thought and policy at the University of Colorado, Boulder in 2015–16.

AHA ANNUAL MEETING

GENNY BEEMYN

THE IMPORTANCE OF PLACE

LGBT Life in Washington, DC



GBT life in Washington, DC, has historically been rooted in two larger aspects of the city: its unique status as the nation's capital and its long record of racial segregation.

In the late 1950s, the District of Columbia's first lesbian, gay, bisexual, and transgender activists recognized the need to challenge the virulently anti-gay policies of the national government. The government was by far the city's largest employer, yet federal agencies were barred from employing gay people by a 1953 executive order. Similar practices by government contractors and witch hunts instigated by Congress during the 1950s further limited employment opportunities for gay people in Washington. And prior to the 1970s, the district had no local government, but was administered by three commissioners appointed by the president. Activists had to turn to the federal government even to address what would be local issues elsewhere.

So the first LGBT rights group in DC, the Mattachine Society of Washington (MSW), logically targeted the federal government. Focusing on how people suspected of being gay were denied civil service jobs, security clearances, and the ability to serve in the military, the group announced its formation in the early 1960s with a press release sent not just to the media, but also to the president, the vice president, cabinet secretaries, the justices of the Supreme Court, and every member of Congress.



An invitation to the ClubHouse's annual Children's Hour party, 1982.

©ClubHouse Enterprises, Washington,
DC/Courtesy Rainbow History Project.

The MSW's most visible action, in 1965, was holding a series of pickets of government institutions that discriminated against individuals suspected of being gay. The initial picket, at the White House, was Washington's first LGBT rights demonstration. Subsequent pickets also targeted the Pentagon, State Department, and Civil Service Commission. The demonstrations were small, involving only 10 to 16 white, mostly male activists, as few Washingtonians were willing to risk being publicly identified as "homosexual." Not only did they justifiably fear losing their jobs and facing ostracism from family and friends, but participants were initially also concerned that they would be arrested or attacked.

EDITOR'S NOTE

The 132nd Annual Meeting of the AHA will take place in Washington, DC, on January 4–7, 2018. In the run-up months to every meeting, *Perspectives* highlights aspects of local history and points of interest in our host city.

The demonstrations began the long process leading to the eventual banning of discrimination based on sexual orientation in federal employment. In the short term, the pickets emboldened many LGBT people in the district (and throughout the country) and greatly increased the visibility of the city's LGBT community. Five years later, when the district was given the right to elect a nonvoting delegate to Congress, the heightened level of gay awareness that had arisen from the protests was channeled into a campaign to elect Frank Kameny, one of the founders and leaders of MSW, to the position. He finished fourth in a six-way race, receiving a respectable 1.6 percent of the vote and signaling that LGBT people were a significant voting bloc in the city. But, more importantly, hundreds of local LGBT people became politicized through their involvement in the campaign and formed one of the nation's most accomplished gay advocacy groups, the Gay Activists Alliance (GAA), following the election.

Even before limited home rule was granted to the district in 1974, the GAA had succeeded in lobbying the then-appointed city council to pass a law banning discrimination based on sexual orientation, making DC the first major city in the country to do so. In 1976, the GAA led a successful effort to have the first elected council add a provision to a marriage and divorce law banning discrimination on the basis of sexual orientation in child custody and visitation cases, the first such protections granted in the United States.

Repealing the district's sodomy law, though, proved much more difficult. Under the home rule charter, the city was barred from changing any of its criminal laws until 1980. Immediately thereafter, LGBT activists helped draft a sex law reform bill that passed the city council the following year. But with the Moral Majority warning that Washington was on the verge of becoming "the gay capital of the world," the House of Representatives overwhelmingly vetoed the law, intervening for the first time in a local matter under a provision of the charter that grants Congress the power to block legislation enacted by the DC council in the first 60 days after passage.

Because Washington, DC, had no local government until the 1970s, activists had to turn to the federal government to address what would be local issues elsewhere.

In the subsequent two decades, Congress continued to prevent the district from enacting pro-LGBT measures. Although behind-the-scenes maneuvering led Congress to allow the repeal of a sodomy law in 1993, the House and Senate blocked a domestic partnership law until 2002. And while relenting on that law, Congress amended the city's appropriations bill to block the district from enforcing a ruling by the DC Commission on Human Rights that ordered the Boy Scouts to reinstate two openly gay local scout leaders.

A second important factor that influenced LGBT life in DC is the city's history of racial segregation. Not until 1953, when the Supreme Court ruled that district restaurants could not discriminate on the basis of race, did most downtown establishments begin to serve African Americans. But even then, many white-owned bars and restaurants, including ones catering to white LGBT people, continued to discriminate. One popular establishment among white gay and bisexual men quickly placed "reserved" signs on its tables, so that if any African Americans came in, they could be told that there was no available seating.



Historic matchbooks from
LGBT establishments in
Washington, DC.

Courtesy Rainbow History Project

But few Black LGBT people were anxious to patronize such places. Facing hostility in the mostly white downtown bars and restaurants and wishing to socialize within their own community, Black LGBT people favored establishments in the neighborhoods that became known as Shaw and Columbia Heights. They also created private social clubs, one of which became the Columbia Heights bar Nob Hill in 1953. The bar remained open for more than 50 years; it was the oldest predominantly Black gay bar in the country for much of its history.

The social clubs sustained gay and bisexual African American life for a generation. The Metropolitan Capitolites opened the 4011 Club on 14th Street NW in the 1960s. After a few changes in name and location to accommodate its growing popularity, it became the ClubHouse in 1975. The ClubHouse was one of the primary social spaces for LGBT African Americans from the late 1970s until it closed in 1990. It was so popular that the group organizing the nation's first Black Lesbian and Gay Pride Day in 1991 chose Memorial Day weekend for the event because LGBT African Americans from across the country were long accustomed to traveling to DC at that time of year for the ClubHouse's annual costume party.

Not only were African Americans excluded from area LGBT bars, but they also did not feel included by most local LGBT organizations or believe that these groups considered their needs. “At the time very few African Americans were affiliated with gay political groups,” states ABilly Jones-Hennin, a bisexual man from DC who recalls often being the only Black person at meetings of the city’s LGBT organizations in the 1970s and then being unable to talk about his experiences. “I go to a Gay Activists Alliance or National Gay Task Force meeting and I’m ruled out of order when I deal with issues of racism.”

Recognizing the need for an organization that would address “homophobia in the Black community and racism in the white community head on,” Jones-Hennin and Louis Hughes, a Black gay male activist from Baltimore, formed the DC and Baltimore Coalition of Black Gays, the country’s first long-standing Black LGBT political organization, in 1978. After about six months, the coalition had a large enough membership that its leaders decided to split into separate Washington and Baltimore groups. While the Baltimore chapter did not last long, the DC Coalition was an important political and cultural force in the city for decades.

Facing hostility in the mostly white downtown bars and restaurants, Black LGBT people favored establishments in their own communities.

While other factors have also affected LGBT life in Washington, DC, during the past 65 years, the federal nature of the city and its history of racial segregation stand out for their impact, both locally and nationally, and their continuing influence today. The local activists who won the right for LGBT individuals to work for the federal government changed the political, social, and economic landscape in the district. But they also fostered a critical change in the relationship between the US government and LGBT people. For the first time, LGBT individuals were explicitly acknowledged as citizens deserving of basic rights, even as they continued to experience widespread discrimination in society, including in many aspects of federal policy. This recognition provided LGBT people with a foothold in the struggle for equality; their success in attaining federal employment protection served as an important precedent in obtaining workplace rights on the state level and in the corporate world.

The city's Black LGBT community has been a pioneer nationally, from having the oldest surviving predominantly Black gay bar, to the first long-standing political organization, to the creation of the first Black Pride. Through these organizing milestones, many Black LGBT Washingtonians who had previously felt that they could not be out or that they had to choose between their race and their sexual/gender identity could now be part of a community where they were embraced in their entirety. These efforts also resonated across the country, as other Black LGBT groups and other Black Pride celebrations were formed in other cities. The slogan of the DC Coalition, "As proud of our gayness as we are of our blackness," is as relevant today as it was nearly 40 years ago. ▣

Genny Beemyn, PhD, director of the Stonewall Center at the University of Massachusetts, Amherst, and coordinator of Campus Pride's Trans Policy Clearinghouse, is the author of A Queer Capital: A History of Gay Life in Washington, D.C. (2014) and, with Sue Rankin, of The Lives of Transgender People (2011). Genny is editing a forthcoming anthology, Trans People in Higher Education (SUNY Press).

HOTEL AND RATE INFORMATION

SINGLE

DOUBLE

TRIPLE

QUADRUPLE

MARRIOTT WARDMAN PARK 2660 Woodley Road NW (headquarters)	\$145
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\$175

\$185

\$215

OMNI SHOREHAM HOTEL 2500 Calvert Street NW (co-headquarters)	\$145
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\$175

\$205

\$235

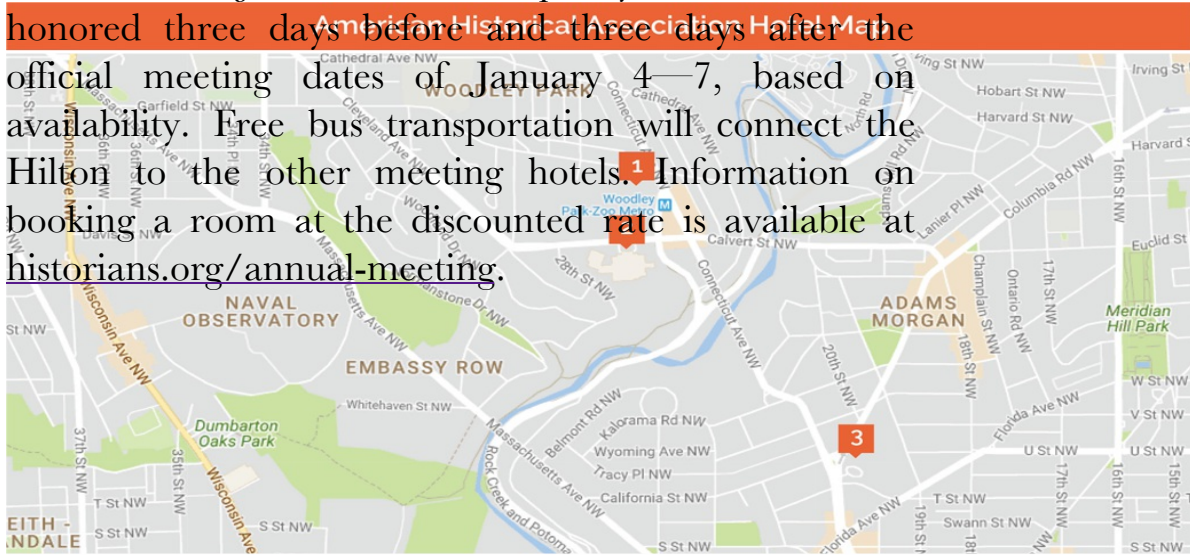
WASHINGTON HILTON 1919 Connecticut Avenue NW	\$145
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\$175

\$205

\$235

Rates are subject to hotel occupancy tax and will be honored three days before and three days after the official meeting dates of January 4–7, based on availability. Free bus transportation will connect the Hilton to the other meeting hotels. ¹ Information on booking a room at the discounted rate is available at historians.org/annual-meeting.



Map Points

- | | | |
|--|---|--|
| 1 Washington Marriott Wardman Park
2660 Woodley Rd. NW | 2 Omni Shoreham Hotel
2500 Calvert St. NW | 3 Washington Hilton
1919 Connecticut Ave. NW |
|--|---|--|

ASL Interpretation at the 2018 Annual Meeting

The AHA offers complimentary sign-interpreting service upon request to our attendees.

Please notify the AHA of the sessions you plan to attend and register for the meeting by Dec. 1, 2017.

This service is also available upon request for the Presidential Address and Business Meeting.

Requests should be submitted to Debbie Doyle (ddoyle@historians.org) by Dec. 1, 2017.

DATES AND DEADLINES

NOVEMBER 1

Program mailed to members.

DECEMBER 12

Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.

DECEMBER 15

Last day for preregistration pricing.

DECEMBER 15

Deadline to submit registration and Job Center refund requests.

**JANUARY 4,
2018**

Annual meeting opens at 11 a.m. at the Marriott Wardman Park, Omni Shoreham Hotel, and Washington Hilton.

MEETING REGISTRATION

Take advantage of reduced rates by preregistering for the conference. Make sure your membership is up to date so you can enjoy member pricing at each level. Register online at historians.org/annual-meeting.

MEMBER

NON-MEMBER

PREREGISTRATION

AFTER DEC. 15

PREREGISTRATION

AFTER DEC. 15

Attendee	\$170
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\$201

\$246

\$277

Speaker	\$170
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\$201

\$170

\$201

Student	\$80
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\$94

\$122

\$136

Unemployed/Underemployed	\$72
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\$86

\$120

\$134

Retired	\$83
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\$98

\$142

\$157

K-12 Teacher	\$40
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\$45

\$45

\$50

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Undergraduate/K-12 student discount

For members only. Member rate plus \$10 per student (\$20 onsite). Bring as many high school, undergraduate, and pre-candidacy graduate students as you want for only \$10 each!

Advance registration must be completed by midnight EST on December 15, 2017. Thereafter, onsite rates will apply.

Everyone attending the meeting is expected to register. Admission to the Exhibit Hall and Job Center requires a registration badge.

Special note for speakers: All US-based historians presenting on AHA sessions must be AHA members, and all participants must register.

AHA ANNUAL MEETING

TYLER STOVALL

ABSTRACT OF THE PRESIDENTIAL ADDRESS AT THE ANNUAL MEETING

“White Freedom and the Lady of Liberty”

The Statue of Liberty is one of the most famous and recognizable images of freedom in the modern world and a cherished national icon of the United States. My address will consider an important yet usually unacknowledged part of the statue's history—its role as a racial symbol. Looking at both the statue's origins in France and its history as a public monument in America, I will explore its broader significance to the racialized nature of freedom in the modern world.

The presidential address will take place on Friday, January 5, 2018, at 5:30–7:00 p.m. in the Marriott Wardman Park’s Marriott Ballroom Salon 3. 

Tyler Stovall is president of the AHA.



AHA ANNUAL MEETING

THE COMMITTEE ON GENDER EQUITY BREAKFAST


The AHA Committee on Gender Equity's annual networking breakfast provides an exciting and unique opportunity to meet scholars across generations working in all fields. The breakfast has a new name this year, reflecting the committee's new name (formerly the Committee on Women Historians). We warmly invite anyone with an interest in gender history to this year's breakfast.

The breakfast will be held during the Association's 132nd annual meeting, from 8:00 to 9:30 a.m. on Saturday, January 6, 2018, in the Marriott Wardman Park's Marriott Ballroom Salon 1. The breakfast is sponsored by the Berkshire Conference of Women Historians.

The invited speaker, Nwando Achebe (Michigan State Univ.), will deliver an address titled “Journey into Being: Africanist, Gender, and Oral Historian.”


Achebe writes: “The presentation details my personal journey into becoming an Africanist and gender historian. Along the way, I consider questions related to the ownership and production of Africanist knowledge while highlighting several influential interpretive voices that have shaped received canon in ways that are at best problematic and at worst Eurocentric. These voices have worked to interrupt and/or disrupt true understanding and knowledge about African women and gender. I end by offering up my own African- and gender-centered intervention into existing discourse and production of history.”

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 annualmeeting@historians.org for details. 

THE MODERN EUROPEAN HISTORY LUNCHEON

The AHA Modern European History Section has scheduled its annual luncheon for Saturday, January 6, 2018, from 12:00 to 1:30 p.m., in the Marriott Wardman Park's Harding Room. Section chair Deborah A. Cohen (Northwestern Univ.) will preside. Kate Brown (Univ. of Maryland, Baltimore County) will give a talk titled "The Great Chernobyl Acceleration: How Writing European History Has Changed in the Age of the Anthropocene."

The luncheon is open to all. Tickets (\$35 for AHA members, \$45 for nonmembers) 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 p.m. 

Call for Proposals for the 133rd Annual Meeting of the American Historical Association

The AHA's annual meeting is the largest yearly gathering of historians in the United States.

All historians are welcome and encouraged to submit proposals. The AHA also invites historically focused proposals from colleagues in related disciplines and from AHA affiliated societies. The Program Committee will consider all proposals that advance the study, teaching, and public presentation of history.

The Association seeks submissions on the histories of all places, periods, people, and topics; on the uses of diverse sources and methods, including digital history; and on theory and the uses of history itself in a wide variety of venues.

We invite proposals for sessions in a variety of formats and encourage lively interaction among presenters and with the audience.

Session Proposals

Sessions last for 90 minutes. Most sessions will be limited to four speakers plus a chair. The Program Committee will accept proposals for complete sessions only. We encourage organizers to build panels that bring together diverse perspectives.

Poster Proposals

The meeting will feature a poster session to allow historians to share their research through visual materials. Proposals for single, individual presentations may be submitted as posters.

The Program Committee welcomes proposals from all historians, whatever their institutional affiliation or status, and historians working outside the United States. With the exception of foreign scholars and those from other disciplines, all persons appearing on the program must be members of the AHA, although membership is *not* required to submit a proposal. All participants must register for the meeting when registration opens. The Association aspires to represent the full diversity of its membership at the annual meeting.

Although the annual meeting has a theme, the Program Committee does not consider proposals' relation to the theme in evaluating them.

Electronic submission only, by midnight PST on February 15, 2018.

Questions?

- Please review the annual meeting guidelines and more information at historians.org/annual-meeting/submit-a-proposal before applying.
- Send questions about policies, modes of presentation, and the electronic submission process to annualmeeting@historians.org.
- Questions about the content of proposals should be directed to Program Committee chair Claire Bond Potter (potter@newschool.edu) and co-chair Brian W. Ogilvie (ogilvie@history.umass.edu).

AHA ANNUAL MEETING

LAURA E. NYM MAYHALL

HISTORY ON CELLULOID

Film Screenings at the Annual Meeting

One of the most disturbing scenes in the film *Free State of Jones* comes close to the end, when a group of formerly enslaved men vote in the first election in Mississippi following the Civil War. A number of grinning, gun-toting white men sit watching while the black men cast their votes. The menace in that moment is palpable, culminating in a tragic climax viewers anticipate all too readily, and one the film suggests was not inevitable.

At this year's annual meeting film festival (bit.ly/2h24gyi), attendees may view this and a number of other compelling historical interpretations, many of which complement and expand on this year's theme, "Race, Ethnicity, and Nationalism in Global Perspective." The films address issues relevant to historians as global citizens, with an emphasis on the legacies of slavery and racism. The screenings will be followed by moderated discussions among historians, activists, and the audience.

Two of the films are recipients of this year's John E. O'Connor Film Award. Since 1993, the award has recognized excellence in the interpretation of historical events through the medium of film and video. This year's committee—Steve Ross (Univ. of Southern California), Theresa Runstedtler (American Univ.), and I—viewed 14 documentary and dramatic feature films and selected one in each category that we agreed analyzed historical subjects most effectively and used the medium imaginatively. (Selections were based on merit, and the films' engagement with the annual meeting theme was a welcome coincidence.)

The Oscar-nominated *I Am Not Your Negro* (Raoul Peck), winner of the documentary award, is an eloquent portrayal of the life and words of James Baldwin. Visually stunning, the film engages issues of race and inequality. Based on an unpublished script written by Baldwin and narrated by Samuel L. Jackson, the film illustrates the history of racism in the United States through the lives and deaths of three major figures of the Civil Rights Movement: Medgar Evers, Malcolm X, and Martin Luther King Jr. *I Am Not Your Negro* reminds us that Baldwin's critique of American society remains relevant to the racial injustices of today. The documentary will be screened on Friday, January 5, 2018, from 1:00 to 3:00 p.m.

The winner in the dramatic narrative category, *Free State of Jones* (Gary Ross), tells the true story of Newton Knight's journey from Confederate soldier to leader of a group of white and black Mississippians who band together in the midst of the US Civil War to form the Free State of Jones—counties in Mississippi that declare independence from the Confederacy. Immersing the audience in the violence and urgency of the era, the film reveals a lost opportunity to achieve true Reconstruction in the South. A parallel storyline takes the legacy of Knight's battles into the late 1940s, when his great-grandson, who is one-eighth black, is arrested and tried for violating Mississippi's anti-miscegenation laws. Starring Matthew McConaughey, Gugu Mbatha-Raw, Mahershala Ali, and Keri Russell, *Free State of Jones* will be screened on Friday, January 5, from 7:00 to 10:00 p.m.

The annual meeting's theme resonates throughout the other six films of the festival. On Thursday, January 4, from 5:30 to 7:30 p.m., *In Our Son's Name: A Family Responds to 9/11* (Gayla Jamison) will be screened in a joint session with the Peace History Society. The film presents an intimate portrait of Phyllis and Orlando Rodriguez, whose son, Greg, died in the World Trade Center attacks on September 11, 2001. The bereaved parents chose reconciliation over vengeance—a path that both confirmed and challenged their convictions. Panelists will make short presentations following the film screening and host a Q&A session with the audience.

On Friday, January 5, from 3:30 to 5:30 p.m., *Adios Amor: The Search for Maria Moreno* (Laurie Coyle) will be shown. It documents the effort to find an unsung heroine, Maria Moreno, a migrant worker who fought for farm worker justice in the 1950s.

Four additional films will be screened on Saturday, January 6:

From 10:00 a.m. to 12:00 p.m., *Brother Outsider: The Life of Bayard Rustin* (Bennett Singer and Nancy Kates) illuminates the life and work of Bayard Rustin (1912–87), a civil rights activist who dared to live as an openly gay man in the fiercely homophobic 1940s, '50s, and '60s.

From 12:00 to 2:00 p.m., *Through Chinatown's Eyes: April 1968* (Penny Lee and Lisa Mao) examines the impact of the assassination of civil rights leader Martin Luther King Jr. on the residents of Washington, DC's Chinatown as they were caught between the black and white struggle.

From 3:30 to 5:00 p.m., *An Outrage* (Hannah Ayres and Lance Warren) documents the history of lynching in the American South on location at lynching sites in six states.

From 6:00 to 8:00 p.m., *Tell Them We Are Rising: The Story of Black Colleges and Universities* (Stanley Nelson) chronicles the history of historically black colleges and universities and the pivotal role they have played in American history, culture, and national identity. The filmmakers have created a digital storytelling project, #HBCURisingYearbook, which they will discuss after the screening. Audience members will have the option to contribute their own stories to the project.

All films will be screened in Congressional Room A (Omni Shoreham, West Lobby). We hope to see you there! 📺

Laura E. Nym Mayhall is associate professor of history at the Catholic University of America.



James Baldwin in *I Am Not Your Negro*, winner of this year's John E. O'Connor Film Award in the documentary category.



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CAREER PATHS

RACHAEL GOLDMAN

BEHIND THE BIDDING

A History PhD in an Auction House

“Sold.” Down goes the gavel, and a lucky bidder has purchased a late 19th-century English manuscript. In my fast-paced work at the auction house Bonhams, this was a familiar sound. As a specialist in Judaica, I assembled collections to be sold, including items ranging from a Robert Motherwell “study” (*The Walls of the Temple*) to a 1947 Hebrew-language Mickey Mouse comic from Tel Aviv. But how did I go from a PhD in ancient history to the professional world of the commercial art market?

When people ask about my career path after earning my PhD, I can't begin on the day after my dissertation defense. Instead, my career combines interests that go back to my childhood. I have memories of handling my grandparents' Murano glass paperweights and eating breakfast on a George Nakashima table, contributing to my interest in art collecting. I was motivated to ask about history by the Andy Warhol prints of Annie Oakley and Teddy Roosevelt that hung on the walls of my extended family's house.

I became seriously interested in the world of auction houses when I was an undergraduate. As a history major, I nerded out over obscure details of ancient and medieval history, which must have seemed odd to friends who were following linear career trajectories into the professions. But I too wanted my history degree to be practical. In November 1998, my world was shaken at a Rutgers University conference, “Art, Antiquity, and the Law.” As I listened, I wanted to learn more about auction houses and the sale of objects, not to mention the looting of art and historical artifacts. I had a college friend who had landed an internship at a major auction house. I was ignorant but intrigued about what this might entail. So, like a curious historian, I asked him questions and e-mailed all the auction houses about their education programs and temp positions.

My story is therefore not one of finishing a single program and getting a job. Prior to completing my graduate degrees, I attended Sotheby's Institute of Art's yearlong intensive course in American fine and decorative art. The Appraisers Association of America allowed me to initiate the technical process of becoming a professional appraiser. While at Rutgers and the Graduate Center of the City University of New York, where I earned my PhD in ancient history, I translated and analyzed the primary texts of Livy and Pliny the Elder, examined Roman coins, and cataloged Latin inscriptions for a digital epigraphy project. I completed my dissertation at CUNY; it was published as *Color-Terms in Social and Cultural Context in Ancient Rome* (Gorgias Press, 2013). As an ancient historian, I was a visiting assistant professor at the College of New Jersey for two years.

My first experience in an auction house was an internship in Sotheby's Silver, Paperweights, and Judaica departments, right after I earned my BA. I produced written catalog entries for consigned pieces, work for which I could receive no credit. Each catalog entry includes a description, date, maker's name, materials, provenance, and publication background. In many cases, this vital information will increase the value of the piece. Preparing a catalog entry often involved many trips to the New York Public Library to hunt down primary sources—and to correct preconceived notions about the history and religious functions of some pieces. I discovered that a background in fine arts or art history is not a prerequisite for a job in an auction house. In many ways, my research methods in history were identical to the way that I would research a piece to be cataloged for a lot in a sale.



Rachael Goldman anticipating an auction of Judaica.

My experience in the auction house also influenced my approach to teaching, as I tried to introduce my students at the College of New Jersey to the field of history. It became vital for me to show them primary sources and what texts really looked like in their original covers, and even how they smelled. The way I approached prospective consignors and clients resembled the way I approached my students: encouraging their enthusiasm while warning them of limitations.

Researching existing scholarship on specific objects and finding how comparable works had sold were tasks very much like preparing the historiography section of my dissertation. But I was not prepared for how fast an auction house moves. There are often more than 300 lots in a single sale. One must deal with several specialist departments and field constant e-mails from consignors. I still get queasy thinking about working the phone bids. Calling people from around the world at a specific time to make sure they are placing their bids requires a lot of coordination, communication skills, and patience. In one case, it was impossible to get in touch with a client in Cape Town after many phone calls; the lot had already moved on, and the client lost a chance to own a rare scientific treatise. I remember not sleeping well that night.

Even with my degrees and credentials in history and appraisal, it took many tries and interviews before I got my first chance to work in a big auction house. Bonhams first interviewed me in 2008 for a consulting position, but I was not hired as a full-time specialist (in its Books and Manuscripts Department) until 2013. Additionally, credentials did not mean I was prepared for a job in business. An auction house may employ lots of experts on 18th-century documents, but it still requires budgets, purchase orders, a client services department, and much else. Part of my work involved building up a client base for the Judaica section of the department. Forming a marketing campaign and writing proposals to acquire other collections were probably the most useful skills that I learned on the job.

In many ways, my historical research methods as a PhD were identical to those that I used to research a piece for sale.

Working and handling material in Judaica was right up my alley as a historian. One of my most thrilling moments was searching through the Smithsonian Archives of American Art to find a picture of Marcus C. Illions in his studio, where he carved wooden horses for carousels, then matching some of the pieces in the picture with the wood lions that were in my Judaica sale. The job also involved traveling to people's homes and looking through storage containers. One consignor had the largest collection of synagogue woodcarvings dating from 1890 to the 1930s. Because pieces below the \$1,500 threshold were accepted for sales of Judaica, I could also have a little more fun with kitschy items, such as advertisement clocks from Wilno Kosher Products and a group of Kosher-marked china from the *Queen Mary*.

In the world of the auction house, employment is a fluid path. It is not uncommon for an appraiser to freelance for a few years and then join up with an auction house. I was in a very rare position because I had never functioned as a broker or a dealer of artwork and therefore avoided any conflict of interest. As an appraiser, I learned that one should adhere to the venerable and ethical practice of not appraising or dealing with any property that I intend to sell. I do not collect Judaica (it's too expensive, and there are too many fakes on the market), books, historical manuscripts and ephemera (they take up too much space and are too expensive to maintain), or antiquities (do I really need to say why?).

Little did I know that when I was on the job, I would meet people who were genuinely interested in my work in ancient history, which opened doors to other venues for me, such as appraising antique coins. My work wasn't all about commerce, either: I often persuaded consignors to donate their valuable historical items to museums or synagogue collections rather than selling them, so that they could be properly cared for and available to the public for study and appreciation. Making personal connections is truly valuable for an art business: whether it's a first-time buyer or a consignor, each person gets to experience the magic and thrill of owning a special object and participating in a piece of history. Every lot and consignment at an auction has a narrative; it will not be the last time the piece changes hands, so its story goes on. 📖

Rachael B. Goldman holds a BA and an MA in history and classics from Rutgers University. She holds a PhD in history from the Graduate Center, City University of New York. She is the author of Color-Terms in Social and Cultural Context in Ancient Rome (2013) and the editor of Essays in Global Color History: Interpreting the Ancient Spectrum (2016). Goldman has taught at Rutgers University, Adelphi University, and the College of New Jersey. She is a consultant for Judaica at Bonhams, New York, and is a grants specialist at Rutgers University.

IN MEMORIAM



Gene Brucker

1924–2017



Historian of Renaissance
Florence; AHA 50-Year
Member

Gene Adam Brucker, Shepard Professor of History emeritus at the University of California, Berkeley, and historian of Florence *par excellence*, died peacefully on July 9, 2017, at age 92. Gene liked to say that the only laws of history are unpredictability and contingency. The improbability of his career is a case in point. He was born in rural Cropsey, Illinois, in 1924, attended a one-room schoolhouse in the depths of the Depression, and, when his father conceded that he was not suited to farming, enrolled in the University of Illinois. In his first year, a few weeks after Pearl Harbor, he enlisted in the army and in 1944 shipped out to Europe, where he was assigned to an equipment depot in Marseille. After VE Day, his unit was in transit to Japan when they received news of the bombing of Hiroshima. Returning to the University of Illinois in 1946, Gene completed his BA in history and in 1948 earned his MA. His thesis, on Jean-Sylvain Bailly, the mayor of Paris during the first years of the French Revolution, received the unusual recognition of publication by the University of Illinois Press.

To Gene's surprise, his mentor at Illinois, Professor Ray Stearns, urged him to apply for a Rhodes Scholarship, which, against all odds, he won. If the muse of history had played straight, he would have become a historian of France or England. Instead, at Oxford he was drawn to the history of Renaissance Italy by a distinguished Italophile tutor, Cecilia Mary Ady. From Oxford, Gene went to Princeton, where in 1954 he earned a PhD on the history of Florence in the 14th century, under the direction of Joseph Strayer and Theodor Mommsen. That year, he arrived at the University of California, Berkeley, and, though courted by other universities, he taught there until his retirement in 1991.

In the 1960s—a decade marked by remarkable turmoil on the Berkeley campus—Gene was one of several younger faculty who transformed the history department into one of the world’s most prestigious. Jonathan Dewald, who studied with him in the late 1960s and early 1970s, commented in an e-mail discussion, “Probably all of us from those years got a more free-range education than was typical before or since. . . . In those circumstances, what mattered to me about Gene was . . . what he showed us about how an academic life ought to be lived. That started with his kindness, openness, and good humor, but it also included his approaches to intellectual life itself. He conveyed absolute commitment to it, at a time when that wasn’t always easy to do.”

Gene is widely credited, both in Italy and in the English-speaking world, with having launched a new approach to the Florentine Renaissance. He was a leader in a cohort of influential American historians devoted to reimagining the study of a city best known for its artistic monuments and literary lights, focusing instead on its society and institutions. In two major books, *Florentine Society and Politics, 1343–1378* (1962) and *The Civic World of Renaissance Florence* (1977), Brucker wrote what remains the most detailed account in any language of the ways in which a medieval commercial city divided by factional and class strife became the political, economic, and cultural powerhouse that gave birth to the Renaissance.

Previous Florentinists had largely relied on chronicles, historical narratives, and literary works, but Gene drew on the city's remarkable archives, which had preserved most of their material, notwithstanding several floods. He looked for changes over time in class structure, bureaucracy, religious attitudes, relations between the sexes, factional allegiance, family structure, and social welfare, and he showed how these could be traced in the experiences of the thousands of individuals whose voices, transcribed and translated from contemporary documents, peppered his pages. In nine other books, including the very popular microhistory *Giovanni and Lusanna: Love and Marriage in Renaissance Florence* (1986), which he wrote for his wife Marion (who predeceased him), Gene shared his sense of the past and his passion for Florentine history with scholars, students, and anyone looking for a good Renaissance read. Fortune smiled again in an unpredictable way at the end of his life. He was a long-suffering Chicago Cubs fan, but when he died the Cubs were World Series champions.

William Connell
Seton Hall University
Randolph Starn
University of California, Berkeley



Thomas Haskell

1939–2017

Historian of American Thought

Thomas Haskell, the Samuel G. McCann Professor Emeritus of History at Rice University, died on July 12, 2017, at the age of 78. He had taught at the university since 1970, where he was a thought-provoking scholar, inspiring teacher, and a leader in faculty governance.

Tom was born in 1939. He attended Princeton University, from which he graduated summa cum laude in 1961. He served in the United States Navy from 1961 to 1965 as executive officer of a minesweeper in Japan and as a naval adviser in the early years of the Vietnam War. He entered graduate school in the history program at Stanford University, where he completed his PhD in 1973. His dissertation, later published as *The Emergence of Professional Social Science: The American Social Science Association and the Nineteenth-Century Crisis of Authority*, continues to be cited today.

It was as a contributor to the *New York Review of Books* that Tom made his first mark in scholarship, writing a critique of Robert Fogel and Stanley Engerman's *Time on the Cross* in 1974 and offering his assessment of the debate sparked by the book in 1975. His sharp, critical interventions continued in other arenas. In an article (co-authored with Sandor Levinson) from the 1980s, Tom criticized the reliance on statistics to make a case for a history of discrimination in a landmark class action suit against Sears regarding women's employment. It was piece that set him at odds with some feminist historians, whom he criticized for putting political goals above historical truth. Tom also took on arguments that viewed the anti-slavery movement as a functional defense of capitalism, suggesting instead that anti-slavery campaigns primarily originated out of a humanitarian ethos that gestated in free-market capitalism.

Underlying all of Tom's arguments was a commitment to put the search for truth first. This commitment was perhaps best expressed in an essay from 1990, "Objectivity Is Not Neutrality: Rhetoric Versus Practice in Peter Novick's *That Noble Dream*," which offered a defense of the search for truth, regardless of consequences, and argued that this search, properly understood, need not slight moral concerns. This essay also lent its title to the collection of Tom's writings published by the Johns Hopkins University Press in 1998.

Tom was an invaluable citizen of the community of scholars. He was a founding member of the Intellectual History Group, which now publishes the journal *Modern Intellectual History*. As a member of Rice's faculty, Tom served as chair of the Department of History, as speaker of the Faculty Council, and as the director of the university's Center for the Study of Cultures (now Humanities Research Center). In all of these roles, Tom was not afraid to make people uncomfortable by raising difficult questions. For more than a decade, he challenged the place of athletics at Rice, which also involved deeper questions about the university's admissions practices and its allocation of funds. Tom played a central role in developing the faculty-run process for addressing severe sanctions against Rice faculty, including terminations. These procedures remain in place today. Tom also served on Committee A of the Association of American University Professors from 1993 to 1996, which takes action on that organization's most basic purpose: the defense of academic freedom.

Tom also channeled his devotion to research into a passion for teaching. His classroom demeanor was intense and demanding—and what serious students wanted. His longtime course American Thought and Society was a campus classic, attracting students from diverse majors. Tom won Rice University's George R. Brown Award for Superior Teaching five times over the course of his career.

His intellectual energy and his dedication to respectful but vigorous intellectual exchange were recognized by the award of visiting appointments at University of California, Irvine; Carleton College; and Tulane University, and by a series of auspicious fellowships at leading residential scholarly institutes, including the National Humanities Institute at Yale, the Center for Advanced Study in the Behavioral Sciences at Stanford, the Institute for Advanced Study at Princeton, and the National Humanities Center in North Carolina. Tom also received fellowships from the Guggenheim, Rockefeller, and Mellon Foundations.


Tom succumbed to complications related to Alzheimer's disease. He is survived by his wife, Dorothy; his children, Alexander Haskell and Susan Khan, and their spouses; and six grandchildren. Rice University, its Department of History, and his former students, colleagues, and friends will miss him greatly.

Peter C. Caldwell and Martin J. Wiener
Rice University



**James Oliver
Horton**

1943–2017



Historian of African Americans

Courtesy the George Washington University



Jim Horton, a leading interpreter of antebellum African American community life and one of our discipline's most influential public historians, died in February. Working closely with his wife, Lois E. Horton—a gifted interdisciplinary social scientist and professor emerita of history at George Mason University—he produced many important works of collaborative scholarship.

Multitalented and versatile, Jim was blessed with a beautiful singing voice, a near-perfect topspin backhand, and an uncommon flair for teaching and mentorship. His personal heroes were John Hope Franklin and Arthur Ashe, and following their lead, he enjoyed a multifaceted career that transcended the traditional boundaries of his craft.

Born in Newark, New Jersey, on March 28, 1943, Jim first achieved success as a singer, appearing with Count Basie's Orchestra at age 15 and later sharing a manager (and sometimes a stage) with future pop star Dionne Warwick. He did his undergraduate work at the University of Buffalo, where he met Lois Berry in 1961. They married three years later. Buffalo was also where he received ROTC training, leading to six years as an Air Force officer stationed in northern Maine (1964–67) and Hawaii (1967–70). While serving as a military policeman, he earned an MA in American studies at the University of Hawai'i at Mānoa.

From 1970 to 1973, Jim pursued a history of American civilization PhD at Brandeis University, where Lois was enrolled in a PhD program at the Heller School for Social Policy. He worked with the Jacksonian scholar Marvin Meyers, who directed his dissertation on Boston's antebellum free black community. In 1973, Jim accepted a position at the University of Michigan. He moved to the George Washington University (GWU) in 1977 and remained there until his retirement in 2008.

During Jim's time at GWU, he and Lois produced several important books: his revised dissertation, *Black Bostonians* (1979); the highly influential *In Hope of Liberty* (1997); *A History of the African American People* (1997); *Hard Road to Freedom* (2002); *Slavery and the Making of America* (2005), the companion volume to a PBS documentary; and *Slavery and Public History* (2006).

The Hortons' scholarship became the backdrop for a remarkable parallel career in public history. From the 1980s on, Jim probably did more than any other American historian to foster links between the academy and public history institutions. His far-flung activities included work with historical museums and government agencies, and forays into educational television, documentary film projects, and international education. His first such venture was the creation of the Afro-American Communities Project (AACP) at the National Museum of American History (NMAH) in 1981. As director of the AACP for two decades, Jim mentored scores of young historians, blending archival work with public history as he deepened the relationship between African American studies and the Smithsonian. One noteworthy product of this linkage was the NMAH's acclaimed exhibit *Field to Factory: Afro-American Migration, 1915–1940* (co-curated with Spencer Crew).

In 1997, GWU named Jim the Benjamin Banneker Professor of History and American Studies. By this point, he was seemingly everywhere in the public history domain, consulting for a variety of museums and making weekly appearances on the History Channel's *History Center*. He also took a year's leave to serve as the historian-in-residence for the National Park Service (NPS), later conducting annual summer workshops for NPS park rangers. Extending his activities internationally, he delivered lectures across Europe as a visiting Fulbright professor and participated in numerous Salzburg Center seminars in Austria.

In 2004–05, Jim served as president of the Organization of American Historians. (The OAH later established the Stanton-Horton Award for Excellence in National Park Service History.) He also held several visiting appointments at the University of Hawai‘i (2006–09) and as a Mellon Distinguished Scholar in Residence at the American Antiquarian Society (2010–11). Along the way, he helped his close friend Lonnie Bunch conduct the early planning for the National Museum of African American History and Culture.

Most important, despite contracting a rare brain disorder that pushed him into dementia during the last years of his life, he remained close to his family, spending cherished time with Lois, their son Michael and daughter-in-law Kelly, and their beloved grandsons Dana and Alex. An uncommonly humane scholar and teacher, Jim left an empowering legacy of hope, liberty, and engaged scholarship.

Raymond Arsenault
University of South Florida, St. Petersburg

AHA CAREER CENTER

Positions are listed alphabetically: first by country, then state/province, city, institution, and field.

Find more job ads at careers.historians.org.

UNITED STATES

**AMERICAN SOCIETY FOR ENVIRONMENTAL HISTORY AND FOREST
HISTORY SOCIETY**

Editor, *Environmental History*. The American Society for Environmental History and the Forest History Society seek applicants to serve as editor of the journal *Environmental - History* for a five-year term beginning July 2019. The successful applicant will serve as editor-elect for a transition period of 6 to 12 months. For information on qualifications, responsibilities, application materials, and search procedures, see <http://environmentalhistory.net/wp-content/uploads/2017/08/EH-editor-ad-final.pdf>. Interested parties may request further information from the Chair of the Search Committee by writing to Nancy.Jacobs@brown.edu. Review of applications will begin on January 15, 2018; the final deadline for receipt of applications is February 1, 2018.



UNIVERSITY OF CALIFORNIA, DAVIS

Davis, CA

20th-Century Migration. The Department of History at the University of California at Davis seeks to fill a tenure-track position for a historian at the assistant professor level whose research focuses on migration in the 20th century. We seek, in particular, specialists in labor migration and displacement from war and ethnic violence, with a preference for regions beyond the US. Teaching responsibilities include courses in the undergraduate and graduate programs and supervision of PhD candidates. The successful applicant will be expected to teach the appropriate course or courses in the year-long survey on migration history in the 20th century as well as specialized upper-division and graduate courses. Applicants must have completed their PhD by the beginning of the appointment and demonstrate promise of distinction in scholarship and teaching. Applicants should submit a cover letter, CV, a dissertation abstract or writing sample of article or chapter length, teaching portfolio, and three letters of recommendation. Diversity statements are welcome. Applications will be accepted online. Please follow instructions at the recruitment website. Apply at <https://recruit.ucdavis.edu>. This recruitment is conducted at the assistant professor rank. The resulting hire will be at the assistant rank, regardless of the proposed appointee's qualifications.



GEORGE WASHINGTON UNIVERSITY

Washington, DC

Assistant Professor of History and Undergraduate Advisor. The George Washington University Department of History seeks a teacher and administrator for a three-year renewable term appointment at the rank of assistant professor beginning as early as August 1, 2018. Field of historical specialty is open. In addition to teaching courses, the position includes serving as the undergraduate advisor in the History Department. Applicants must have a PhD in history or a closely related field. ABD candidates will be considered but must complete all requirements for the PhD by the date of appointment. Applicants should be able to demonstrate evidence of outstanding teaching through consistently high student evaluations at the college level, and have experience advising undergraduate students. Applicants should complete an online application at <http://www.gwu.jobs/postings/46178> and upload a letter of application, CV, a syllabus, and teaching evaluations. Two letters of recommendation must be either uploaded with the online application or may be emailed to GWHistorySearch@gwu.edu or physically mailed to Teacher/Administrator Search, George Washington University, Department of History, 801 22nd St. NW, Phillips Hall 335, Washington, DC 20052. Review of applications will begin on November 15, 2017, and will continue until the position is filled. Only completed applications will be considered. Employment offers are contingent pending budgetary approval and the satisfactory outcome of a standard background check. The University is an AA/EOE that does not unlawfully discriminate in any of its programs or activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, or on any other basis prohibited by applicable law.

Europe 1500–1800. The George Washington University Department of History invites applications for a tenure-track assistant professor of European history from 1500 to 1800. Specialists of all regions of Europe (including the British Isles) and all thematic and methodological approaches are welcome to apply. The successful candidate will demonstrate excellence in scholarship and a commitment to undergraduate and graduate teaching. Applicants must have a PhD in early modern European history or a closely related field. ABD candidates will be considered but must complete all requirements for the PhD by the date of appointment. Applicants should have a clear research agenda as demonstrated by publications, works in progress and/or presentations, as well as promise of excellence in teaching as demonstrated by student evaluations, peer reviews, or supervisor's comments. Applicants should complete an online application at <http://www.gwu.jobs/postings/46045> and upload a letter of application, CV, graduate school transcripts, and an example of written work. Three letters of recommendation must be either uploaded with the online application or may be emailed to GWHistorySearch@gwu.edu, or physically mailed to Early Modern Europe Search, George Washington University, Department of History, 801 22nd St. NW, Phillips Hall 335, Washington, DC 20052. Review of applications will begin on November 10, 2017, and will continue until the position is filled. Only completed applications will be considered. Employment offers are contingent pending budgetary approval and the satisfactory outcome of a standard background check. The University is an AA/EOE that does not unlawfully discriminate in any of its programs or activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, or on any other basis prohibited by applicable law.



ELMHURST COLLEGE

Elmhurst, IL

America. Elmhurst College invites applications for a tenure-track assistant professor of American history in the Department of History. Primary field of preparation and study is open, but the successful candidate must be prepared to teach a broad range of courses. Main teaching responsibilities will include introductory surveys as well as upper division electives. Co-operation with a strong secondary education certification program is vital, and the ability to offer courses in minor or outside fields will be helpful. The teaching load is twelve hours, separated into three four-hour courses/preparations each semester. Candidates should have a commitment to creating an inclusive learning environment for a diverse student body. Evidence of outstanding teaching or teaching potential and scholarly interest is essential. PhD in hand is required by September 1, 2018. Elmhurst College is a leading four-year college that seamlessly blends liberal learning and professional preparation to help students reach their full potential. Elmhurst College offers more than 60 undergraduate majors, 17 graduate programs, degree-completion programs for busy adults, and the acclaimed Elmhurst Learning and Success Academy for young adults with developmental disabilities. Elmhurst College is one of the Top 10 Colleges in the Midwest, according to *US News & World Report*; and *US News, Money*, and *Forbes* magazines consistently rank Elmhurst as one of the Midwest's best values in higher education. Recruiting and retaining a diverse workforce is a critical component of the College's mission, vision, and core values. Our commitment stems from the belief that an institution of higher learning is enriched by the presence of diversity. Elmhurst College is an AA/EOE. Elmhurst College does not discriminate on grounds of race, color, national origin, gender, sexual orientation, religion, age, creed, ancestry, veteran status, marital status, disability, or other classification protected by applicable law with respect to all aspects of employment. Apply at <http://elmhurst.simplehire.com/postings/578>. Review of applications will begin December 1, 2017. Questions can be directed to Robert Butler, Professor & Chair, Department of History, Elmhurst College; robb@elmhurst.edu.

LAKE FOREST COLLEGE

Lake Forest, IL

20th-Century United States. Lake Forest College seeks a tenure-track assistant professor with a concentration in the history of the United States in the 20th century, to begin in the 2018–19 academic year. Teaching load is six courses per year (three courses in each of two semesters). Responsibilities include introductory-level US history survey courses, topical electives, and advanced seminars, as well as teaching courses in service to the major. Opportunities to contribute to interdisciplinary programs, including American Studies; Gender, Sexuality, and Women’s Studies; Latin American Studies; and Urban Studies. All specializations within 20th-century US history will be considered; preference given to candidates who can situate the United States within a broader international context (in scholarship and/or in teaching). Classes at Lake Forest are small (typically 15–25 students). Generous support for scholarly research and faculty development, including a semester of pre-tenure leave for those who pass third-year review. Strong preference for candidates who have demonstrated success in teaching. The PhD must be completed by summer 2018. A highly selective liberal arts college located in a suburb of Chicago, Lake Forest College enrolls approximately 1,600 students from more than 40 states and from more than 70 countries. At Lake Forest College, the quality of a faculty member’s teaching is the most important criterion for evaluation. The College also expects peer-reviewed publications and active participation in the College community. Lake Forest College embraces diversity and encourages applications from women, members of historically underrepresented groups, veterans, and individuals with disabilities. Please submit letter of application and CV to Dr. Anna Jones, Chair of the Department of History, in a single PDF file labeled with your name to historysearch@lakeforest.edu. Sample syllabi, evidence of teaching effectiveness, and a writing sample are also encouraged. Three letters of reference must also be sent directly to the above email address or mailed to History Department, Lake Forest College, 555 N. Sheridan Rd., Lake Forest, IL 60045. Deadline for applications: November 1, 2017. Interviews will be by invitation during the AHA annual meeting in Washington DC in January 2018 (finalists invited to AHA will be asked to submit an official graduate transcript).



THE HISTORIC NEW ORLEANS COLLECTION

New Orleans, LA

Dianne Woest Fellowship in the Arts and Humanities. The Historic New Orleans Collection is now accepting applications for the 2018–19 Woest Fellowship. The fellowship supports scholarly research on the history and culture of Louisiana and the Gulf South. While THNOC resources should play a central role in the proposed research agenda, fellows are also encouraged to explore other research facilities in the Greater New Orleans area. The Woest Fellowship is open to doctoral candidates, academic and museum professionals, and independent scholars. US citizenship is not required, but applicants should be fluent in English. Fellows will be expected to acknowledge The Collection in any published work drawing on fellowship research. Applicants are considered without regard to race, color, religion, national origin, gender, age, disability, or any other protected status. The fellowship includes a stipend of \$4,000. Fellows may select their period(s) of residence, but all research must commence and conclude during the specified fellowship term (April 1, 2018–March 31, 2019). Applications for the 2018–19 Woest Fellowship are due November 15, 2017. Recipients will be announced February 1, 2018. Applicants are encouraged to familiarize themselves with The Collection’s resources by visiting the Williams Research Center page at <https://www.hnoc.org/research> and browsing our holdings via our online public access catalog. Fellowship applications may be downloaded from the website at <https://www.hnoc.org>. For more information, consult our FAQ or email Jason Wiese at jasonw@hnoc.org. The Historic New Orleans Collection gratefully acknowledges the generosity of Dianne Audrey Woest (1935–2003), a graduate of Southeastern Louisiana University, former president of the New Orleans Council for International Visitors, and true friend of the arts. Through a planned giving arrangement, Woest designated The Collection as a beneficiary of her estate.

 **MISSISSIPPI**

MISSISSIPPI STATE UNIVERSITY

Mississippi State, MS

African or African Diaspora. The Mississippi State University Department of History invites applications for a tenure-track appointment in African or African diaspora history, beginning August 2018. Successful applicants must be able to participate in the department's specialties of International Security/Internal Safety or Agricultural, Rural, and Environmental History. Teaching responsibilities are two courses per semester. Offerings include undergraduate and graduate courses in the area of expertise. Demonstrated ability to contribute to the department's vibrant intellectual life is especially favored. A PhD in African or African diaspora history at the time of appointment is required. Expertise in African environmental, African diaspora, or imperialism/nationalism/anti-colonialism are preferred. Evidence of successful teaching and publications are also preferred. All applicants must apply online at <http://explore.msujobs.msstate.edu/cw/en-us/job/496068/> and attach a cover letter, current CV, and research and teaching statement. Have three letters of recommendation sent to Professor Alan I Marcus, Professor and Head, PO Box H, Mississippi State, MS 39762. To guarantee consideration, applications must be received by November 10, 2017. Please include e-mail address to facilitate contact. MSU is an EOE, and all qualified applicants will receive consideration for employment without regard to race, color, religion, ethnicity, sex (including pregnancy and gender identity), national origin, disability status, age, sexual orientation, genetic information, protected veteran status, or any other characteristic protected by law. We always welcome nominations and applications from women, members of any minority group, and others who share our passion for building a diverse community that reflects the diversity in our student population.



UNIVERSITY OF NEVADA, LAS VEGAS

Las Vegas, NV

Latin America. The University of Nevada, Las Vegas invites applications for Latin American history, assistant professor, College of Liberal Arts [18520]. UNLV is a doctoral-degree-granting institution of approximately 30,000 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 of Nevada, Las Vegas (UNLV) achieved designation from the Department of Education as a Title III & Title V Minority Serving Institution (MSI). In 2015, UNLV achieved designations as an Asian-American and Native-American, Pacific Islander-Serving Institution (AANAPISI), and as a Hispanic Serving Institution (HSI). 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 successful candidate will demonstrate support for diversity, equity, and inclusiveness as well as participate in maintaining a respectful, positive work environment. 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 modern Latin America, excluding Mexico. The successful candidate will demonstrate an ability to teach courses at all levels of instruction and the ability to teach sections of world history are especially welcome. As a Minority Serving Institution, UNLV seeks evidence of strong mentorship of underrepresented students. 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 October 20, 2017, and best consideration will be gained for materials submitted prior to that date. Materials should be addressed to Dr. Maria Raquel Casas, 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. The department will interview semi-finalists through Go To Meeting. For assistance with UNLV's online applicant portal, contact UNLV Employment Services at (702) 895-3504 or 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, underrepresented groups,

individuals with disabilities, and veterans are encouraged to apply.



RUTGERS UNIVERSITY, NEW BRUNSWICK

New Brunswick, NJ

Global. The Department of History at Rutgers, the State University of New Jersey (New Brunswick, NJ) invites applications for a full-time tenure-track position, beginning fall 2018, at the associate or full professor rank in global history. The department has an expansive view of global history, and invites applications from scholars who work in comparative history, world history, as well as in various area studies. Thematic interests include, but are not limited to the environment, empire, law, religion, science, sexuality, migration, diaspora, war, humanitarianism, and human rights. PhD in history required. The successful applicant should have research interests that complement those of the Department's faculty, including gender and race, science, medicine and technology, social movements and social thought, cultural and critical history. Applicants should have an outstanding research record and a strong commitment to building global history at Rutgers at both the undergraduate and graduate levels. Job duties include research and teaching in the undergraduate program and a leading role in the graduate program, including the instruction and advising of PhD students and MA students in global and comparative history. Applicants should submit a cover letter detailing research and teaching interests, CV, writing samples, and the names of three referees via Interfolio at <https://apply.interfolio.com/44604> to Professors Paul Hanebrink and Judith Surkis, Dept. of History, 16 Seminary Pl., New Brunswick, NJ 08901. We will begin reviewing applications on November 1, 2017, and will continue until the position is filled. Rutgers, the State University of New Jersey, is an AA/EOE. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military service, or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination, or any other terms or conditions of employment.

Modern Latin America. The Department of History at Rutgers, the State University of New Jersey (New Brunswick, NJ) invites applications for a full-time tenure-track position, beginning fall 2018, open rank, in the area of modern Latin American history, excluding the Caribbean. PhD in history in the field of modern Latin America required. The successful applicant should have research interests that complement and relate to the department's strengths in gender and/or race. Applicants should have an outstanding research program, a strong teaching record, and a commitment to building the presence of Latin American History at Rutgers. The successful applicant will teach in both the undergraduate and the graduate programs. Applicants should submit a cover letter detailing their research and teaching interests, a CV, a writing sample, and three letters of recommendation via Interfolio (<https://apply.interfolio.com/44065>) to Professor Camilla Townsend, Chair of the Latin American History Search Committee, Dept. of History, 16 Seminary Pl., New Brunswick, NJ 08901. We will begin reviewing applications November 1, 2017, and will continue until the position is filled. Rutgers, the State University of New Jersey, is an AA/EOE. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military service or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms or conditions of employment.

PRINCETON UNIVERSITY

Princeton, NJ

American Revolutionary Era. Tenure-track assistant professor or recently tenured associate professor. Anticipated start date September 1, 2018. The Department of History of Princeton University invites applications from scholars who specialize in the history of North America in the 18th century. Teaching responsibilities would include an undergraduate course focusing on the American Revolution, its causes, course, and effects; and a graduate course on the Revolutionary era from 1754 to 1815. Review of files will begin October 15, 2017, but applications will be considered until the position is filled. Applicants should provide a detailed letter of application, CV, and either a dissertation abstract, an outline of the dissertation chapters, and one complete chapter, or a table of contents, introduction, and one chapter from a first book. 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 2018. 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://www.princeton.edu/acad-positions/position/2942>.

Contemporary India. Princeton University seeks qualified candidates for a tenured professorship in any discipline, including the arts, the humanities, the social sciences, engineering and the natural sciences. Candidates are required to have regional expertise on India, knowledge of relevant foreign languages, and experience managing a center or program. In addition to contributing to their respective disciplinary department and to the wider research community of the Princeton Institute for International and Regional Studies (PIIRS), they are expected to broaden Princeton's international networks and strengthen regional course offerings at the University. Field of specialization is open. Applicants should apply online at <https://puwebp.princeton.edu/AcadHire/apply/application.xhtml?listingId=3041>. Senior scholars should submit a brief letter of interest along with a CV and a list of references, but no publications, letters of recommendation or writing samples at this time. For fullest consideration, please apply by October 2, 2017. Essential qualifications are excellence in a recognized field or discipline and regional expertise on India. Further questions about this position may be directed to Susan Bindig at susanb@princeton.edu. This position is subject to the University's background check policy.

Modern Continental Europe., Tenure-track assistant professor. Anticipated start date September 1, 2018. The Department of History at Princeton University invites applications from scholars who specialize in the history of modern Europe, 1800 to the present. We particularly encourage applications from candidates whose expertise complements, rather than duplicates, the department's existing strengths in British, French, German, and Russian history. Teaching responsibilities include an undergraduate lecture course providing a survey on a select region or regions of continental European history or Europe's interactions with the world from 1800 to the present as well as upper level undergraduate courses and graduate seminars on specialized aspects of this history. Review of files will begin October 2, 2017, but applications will be considered until the department chooses to close the search. Candidates should send a dossier that includes a detailed cover letter, CV, and one-page dissertation or book abstract. 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 2018. 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://www.princeton.edu/acad-positions/position/2921>.



ST. LAWRENCE UNIVERSITY

Canton, NY

Europe. The History Department at St. Lawrence University invites applications for a one-year visiting assistant professor position in European history (potentially renewable for two additional years), beginning August 2018. The standard workload is three courses per semester, including at least one at the introductory level. Candidates must have experience in teaching and be qualified to teach an interdisciplinary, introductory course in European studies. Candidates must have their European history PhD in hand by August 2018. Though the area of specialization is open, candidates working on the ancient, medieval, or early modern era and/or with a focus on the diversity of European society are especially welcome to apply. We welcome applications from candidates who bring diverse cultural, ethnic, and national perspectives to their scholarly work and teaching. Interested applicants must apply online at <http://employment.stlawu.edu>, uploading all required materials which are defined in the “special instructions to applicant” section. Review of applications will begin January 15, 2018, and will continue until the position is filled. Questions about the position may be directed to the search chair, Dr. Judith DeGroat (jdegroat@stlawu.edu). All offers of employment are contingent upon the finalist successfully passing a background (including criminal records) check. St. Lawrence University is an EOE. For additional information about St. Lawrence, please visit <http://www.stlawu.edu>.

SUNY CORTLAND

Cortland, NY

Early Modern Europe 1450–1750. Full-time tenure-track faculty position at the assistant professor rank in the history department beginning in fall 2018. Start date September 1, 2018. Specialization open. In addition to upper-level undergraduate courses and graduate (MA) courses in early modern European history, the candidate must be able to teach a world or Western civilization survey. The department is eager to attract candidates also capable of teaching upper-level history courses on some aspect of early modern European interactions with the wider world (commerce, culture, materiality; economy and poverty; race, settler colonialism and migration; gender and sexuality; nature and science, etc.). PhD in history required by date of appointment. Teaching experience, research agenda and scholarly profile, and strong interpersonal skills preferred. Apply at <http://jobs.cortland.edu/postings/1336>. *The administration of this institution is on the AAUP censure list. Please refer to <http://aaup.org/AAUP/about/censuredadmins/>.*

HUNTER COLLEGE, CUNY

New York, NY

African American History. The Department of History at Hunter College, CUNY, invites applications for an open rank faculty member, with strong preference for associate/full professor (tenure track), of African American history with an anticipated starting date on or about September 1, 2018. A PhD in history is required at the time of appointment. In addition to teaching courses in the specialty, the appointee should have a demonstrated commitment to teaching the first or second half of the US history survey. Applicants with research interests related to slavery, particularly in a transnational context, are especially encouraged to apply. Salary commensurate with qualifications and experience. Review of applications will begin October 30, 2017, and continue until position is filled. Applications can be submitted online by accessing the CUNY Portal on the CUNY job website, <http://cuny.edu/employment.html>, and navigating to Careers at CUNYfirst. Current users of the site should access their established accounts; new users should click on the appropriate link to register. Please provide a cover letter and CV. Please note that the required material must be uploaded as ONE document. The document must be in .doc, .docx, .pdf, .rtf, or text format, and name of file should not exceed ten (10) characters. Incomplete application packages will not be considered. In addition to the on-line application on the CUNY Portal, candidates should provide three confidential letters of reference to: African American History Search Committee, Hunter College, 695 Park Ave., New York, NY 10065 or email to history.search@hunter.cuny.edu. CUNY encourages people with disabilities, minorities, veterans, and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category, including sexual orientation or gender identity. AA/Veteran/Disability/EOE.

STONY BROOK UNIVERSITY

Stony Brook, NY

Late Antique or Medieval. The Department of History at Stony Brook University invites applications for a tenure-track assistant professor of late antique or medieval history. Our search encompasses all fields and areas of medieval European, Mediterranean, and/or Near Eastern history, c. 200–1400 CE. PhD (in hand or expected by August 2018) in late antique or medieval history, medieval studies, or related field required. Ability to teach a range of undergraduate lectures and seminars in late antique and/or medieval history; research and teaching interests that relate and can contribute to one or more of our graduate program thematic clusters (global connections, empire, capitalism; health, science, environment; race, citizenship, migration; religion, gender, cultural identity; states, nations, political cultures) preferred. We also welcome interdisciplinary candidates whose historical work addresses social, cultural, economic, and/or political processes; who engage with material and/or visual cultures; and/or who can participate in Stony Brook's Center for the Study of Jewish-Christian-Muslim Relations. Interested individuals should apply through Academic Jobs Online at <https://academicjobsonline.org/ajo/jobs/9802>. A complete application consists cover letter, CV, teaching statement, research statement, three letters of reference, and completed State employment application form. Inquiries may be directed to Prof. Sara Lipton (sara.lipton@stonybrook.edu). *The administration of this institution is on the AAUP censure list. Please refer to <http://aaup.org/AAUP/about/censuredadmins>.*



UNIVERSITY OF OREGON

Eugene, OR

Ancient World/Late Antiquity. The Department of History at the University of Oregon seeks to fill a tenure-track position at the rank of assistant professor to begin September 16, 2018. We seek an excellent, innovative scholar and teacher in ancient history. Research specialization is open in terms of geography, theme (including women, gender, and sexuality), and chronological focus (including late antiquity). The successful candidate will offer a range of courses on the ancient world, from introductory surveys to advanced courses on ancient Greece and Rome. We welcome applications from scholars whose research complements existing strengths among the Department's tenured and tenure-stream faculty. We strongly encourage applications from minorities, women, and people with disabilities. The successful candidate must hold PhD in hand by time of appointment. Send CV, a letter describing research and teaching interests, a chapter-length writing sample, and three letters of recommendation to Academic Jobs Online (<https://academicjobsonline.org/ajo/jobs/9338>). Priority will be given to applications received by October 15, 2017, but the position will remain open until filled. UO is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment. Applicants are encouraged to include in their cover letter information about how they will further this goal. The University of Oregon is an AA/ADA/EOE committed to cultural diversity.

Women/Gender/Sexuality, US and the World. The Department of History at the University of Oregon invites applications for a tenure-track assistant professorship in the history of women, gender, and sexuality, to begin September 16, 2018. We seek an excellent, innovative scholar whose research is centered on North America and/or the United States, who can also incorporate transnational or global perspectives in their teaching. The successful candidate will teach an array of courses in women's and gender history at all curricular levels, from introductory surveys to graduate seminars, and will serve as a resource for graduate students working on women and gender in a variety of geographical and chronological fields. Send a CV, a letter describing research and teaching interests, a chapter-length writing sample, and three letters of recommendation to Academic Jobs Online (<https://academicjobsonline.org/ajo/jobs/9337>). Candidates must hold the PhD in hand by time of appointment. Priority will be given to applications received by October 15, 2017, but the position will remain open until filled. UO is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities, women, and people with disabilities. Applicants are encouraged to include in their cover letter information about how they will further this goal. The University of Oregon is an AA/ADA/EOE committed to cultural diversity.

 **PENNSYLVANIA**

UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

Post-1945 United States. The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professor in post-1945 US history. We are particularly interested in scholars specializing in urban and/or political history as well as race, ethnicity, and immigration. 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/1183>. 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, 2017, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in Washington, DC. The Department of History 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/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities and protected veterans are encouraged to apply.

GEORGE AND ANN RICHARDS CIVIL WAR ERA CENTER, PENN STATE UNIVERSITY

University Park, PA

Postdoctoral Scholar, African American History. The Richards Civil War Era Center (<http://richardscenter.la.psu.edu/>) and the Africana Research Center (<http://arc.la.psu.edu/>) invite applications for a one-year postdoctoral scholar in African American history (#73737), beginning July 1, 2018. 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 scholar 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 scholar also will invite two senior scholars to campus to read and comment on the scholar'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 scholarship year, a CV (6 page maximum), and a writing sample of no more than 30 double-spaced pages. Apply online at <https://psu.jobs/job/73737>. Review of materials will begin November 15, 2017, and continue until the position has been filled. Three letters of reference should be addressed to the attention of the ESSS Selection Committee and submitted as e-mail attachments to richardscenter@psu.edu. Please direct questions about the process via e-mail to 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.

 **TENNESSEE**

TENNESSEE TECHNOLOGICAL UNIVERSITY

Cookeville, TN

African American History. Full-time, nine-month, tenure-track position to begin August 1, 2018. Expertise in African American history required. Complete position summary and application information is available at <https://jobs.tntech.edu/postings/9113>. Screening of applications begins December 1, 2017; open until filled. Tennessee Tech University is an AA/EOE and does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, disability, age (40 and over), status as a protected veteran, genetic information or any other category protected by federal or state law. Inquiries regarding the nondiscrimination policies should be directed to equity@tntech.edu.



UNIVERSITY OF TEXAS AT AUSTIN

Austin, TX

Ottoman. The History Department of the University of Texas at Austin invites applications for an advanced associate or full professor position in Ottoman history, with a preference for scholars of social, intellectual, or cultural history who focus on the early modern era (c. 1500–1800). We have a particular interest in those whose work takes an expansive, trans-regional view of the Ottoman Empire. We are looking for scholarship on phenomena like climate, environment, military power, consumer culture, or international trade, as embedded in contacts between the Ottoman provinces and the Ottoman center, as well as entanglements between the Ottoman Empire and the wider early modern world. Applicants should have an outstanding record of publication and an established international reputation in the field. Applicants should also have documented evidence of teaching excellence. The successful candidate will be expected to engage in high quality research/scholarly activities, demonstrate effective classroom teaching at the graduate and undergraduate levels, direct graduate research, and exhibit a commitment to service to the department, college, and university. A PhD in history or related field is required. Applicants may currently hold the rank of either associate or full professor. Salary for this position will be commensurate with qualifications and experience. Interested applicants are invited to submit a letter of interest, detailed CV, and three letters of recommendation to Dr. Denise Spellberg, Department of History, The University of Texas at Austin. All materials should be submitted online via <https://dossier.interfolio.com/apply/44876>. For full consideration, applications should be received by November 15, 2017. The review of applications will begin immediately and continue until the position is filled. The University of Texas at Austin is an AA/EOE. Background checks will be conducted on the successful candidate. The positions are subject to final budgetary approval. If you do not have a free dossier account with Interfolio, you will be prompted to create one during the application process, assistance is available from Interfolio's Customer Support (help@interfolio.com) or call (877) 997-8807. The University of Texas at Austin is an EOE with a commitment to diversity at all levels. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, age, disability or veteran status. (Compliant with the new VEVRAA and Section 503 Rules).



UNIVERSITY OF WISCONSIN-MADISON

Madison, WI

US Political Economy, Civil War to Present. The Department of History at the UW-Madison invites applications for a tenure-track assistant professor position in the history of US political economy from the Civil War to the present, with appointment to begin August 2018. The successful candidate will hold the John W. and Jeanne M. Rowe Chair in the History of American Politics, Institutions, and Political Economy. We welcome candidates whose work focuses on US politics, markets, and institutions, and who seek to integrate the insights of such fields as (for instance) business history, economic history, environmental history, labor history, legal history, and the history of the state. The ideal candidate will actively engage in the intellectual life of our large history faculty with diverse temporal, geographical, and methodological interests, as well as embrace departmental commitments to undergraduate and graduate education and engage in significant ongoing research and publication. The successful applicant will be expected to teach undergraduate and graduate courses in the history of US political economy since the Civil War. The successful candidate will perform departmental, university and community services as appropriate. The UW-Madison is an EOE and is committed to creating a diverse and inclusive community. A criminal background check will be required prior to employment. Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality. For full consideration, all materials must be received no later than midnight, Friday, November 17, 2017. Interested candidates should find the position announcement at <http://jobs.wisc.edu>, click on Apply Now and submit a letter of application, CV, and a writing sample of roughly 35 pages. If the writing sample forms part of a larger book manuscript or dissertation, please include an abstract and table of contents or a statement of how the writing sample fits in with the larger project. You will be asked to provide contact information for three references; they will each receive an electronic link through which they can upload a signed letter of reference. Applicants must hold PhD in history or a related field by start of appointment. Applicants must demonstrate potential for excellence in teaching and scholarly research.

The graphic features a dark orange top section with a white dotted pattern. A white rectangular frame contains the text "Gift Membership" in a bold, white, sans-serif font. Below this, a light beige section contains the text "Share the benefits of AHA membership with the historian in your life." and "AHA membership supports historians in all fields, all professions, and all stages." in a dark grey font. At the bottom, a dark blue bar contains the word "Contact" in white, followed by the email address "members@historians.org" and the text "to learn how you can give the gift of AHA membership." in a smaller white font.

Gift Membership

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