

*The newsmagazine of the American Historical Association*

# PERSPECTIVES ON HISTORY

Volume 56: 8  
November 2018



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AND #METOO**

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## ON THE COVER

The phrase “Me Too” originated with activist Tarana Burke in 2006. As this issue of *Perspectives* goes to press, it’s been just over a year since the hashtag #MeToo achieved critical mass on social media, and the country is still confronting the meaning of the movement it’s spawned. Historians have written copiously about sexual harassment and assault, sometimes in the context of our everyday working lives. Amy Stanley’s cover story is about what happens when we choose to believe the sources in the archives.

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## FROM THE EDITOR



ALLISON MILLER

## TOWNHOUSE NOTES

*Women Historians Speak from the AHA Archive*

I've lingered a bit in two boxes of files related to the AHA's Committee on Women Historians (CWH, now the Committee on Gender Equity), which came to the Association's townhouse over the summer. The unprocessed documents, from the early 1980s, record the work of feminist historians holding a mirror to the discipline—and sometimes to the AHA—reflecting a hard-set visage.

One folder I looked through contained 26 responses to 2 open-ended questions from a survey the CWH distributed to 250 women historians in



1983, dealing with graduate education, professional life, and the status of women's history. Among them was a response I was certain had been written by the AHA's current president, Mary Beth Norton, though it was unsigned. You can read her reflections on what she wrote some 35 years ago in her column this month. I didn't try to identify or contact any of the other authors.

All 26 responses struck notes of frustration, to varying extents. As voices from the past, they demand a look back in themselves, but they bear special relevance to us today, as academics and scholarly societies attempt to grapple with sexism and sexual harassment.

One of the paradoxes of being a minority in an academic discipline, as women as a whole were at the time of the survey, is being expected to specialize in a field related to your identity at the same time as that field is dismissed as "trendy." Such was the case for several respondents. One who wrote books with women in them but didn't see herself contributing much to women's history wrote that departments should "restrain themselves from pushing all women on the faculty into women's history. . . . I found myself . . . not wanting to be put in a box." Another noted, "Women's history is considered by most men to be faddish . . . useful because it meets student demand and generates enrollment, but not an authentic branch of history."

Another paradox was being a visible token hire on the one hand and expendable on the other. One respondent confided, "It has been five years since I was denied tenure, and I still have bad dreams about it." A male historian, who she thought was the candidate her colleagues really wanted to hire, joined the department the year after she did. "After he came," she wrote, "I became defined as a lesser light. And he, too, defined me as a lesser light." "I do not believe that there was anything I could have done to have been awarded tenure," she concluded. Another respondent was hired as an adjunct, was promoted to assistant professor, then, along with another female colleague, was terminated the year following. "Comparable men were kept," she wrote. A different respondent was hired at the same time as another female professor. "We were allowed to play musical chairs for the one tenured slot available," she wrote.

But the "paradox" articulated most often was that family obligations closed off traditional academic career paths. One respondent juggled multiple jobs

before finishing her dissertation. Then, she found, “the job situation in history was critical. I had not taught in four years, and my family situation was such that I could not even consider hopping about the country on one year teaching assignments.” An elder historian, ambitious to the core, said she “decided on a field of study as an undergraduate and pursued it for the rest of my life, always on the academic fringes because I married and had children[.]” There were costs, she wrote: “One has to accept financial dependence on one’s spouse and one is denied the privilege of working formally with the kind of students one would enjoy[.]”

In recent years women have achieved parity when it comes to gaining employment as historians, within and beyond the professoriate. But the problems they detailed to the AHA 35 years ago, while less obvious now (and likely pertaining less to white women), haven’t gone away. The plaints in the 26 documents in the file feel all too familiar. P

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

## LETTERS TO THE EDITOR



### TO THE EDITOR

I thank Seth Denbo for bringing to the attention of the historical community the recent concerns raised by the Advisory Committee on Historical Diplomatic Documentation (HAC). Notwithstanding the article's valuable substance, I worry that some readers may be misled by the title. "Request Denied: History Faces an Uncertain Future at the State Department" (*Perspectives*, September 2018) suggests that these concerns remain. In fact, as the final paragraph expresses explicitly, the "crisis" has been resolved satisfactorily. After the Department declined to renew three HAC members to new three-year terms in December 2017, the HAC shared our concerns with the new Assistant Secretary for Public Affairs, Michelle Giuda, upon her arrival in February 2018.

Not only did Assistant Secretary Giuda work with us to develop the tenure schedules, but the Department also agreed to clarify and formalize the process by which committee members are selected to accord with the law. Consequently, four superb new members began their tenures on September 1, 2018: David Engerman, representing the Society for Historians of American Foreign Relations, Daryl Press, the American Political Science Association, and two at-large members, Julia Irwin and Adriane Lentz-Smith.

But the resolution of the situation concerning the HAC's composition means that it will fall to the new members to address an ongoing and more fundamental challenge—the prospects for the *Foreign Relations of the United States (FRUS)* series.

Between 2014 and 2016, the Office published 27 volumes, establishing a

record for productivity. This sustained high rate of production has been integral to the Historical Office's (HO) efforts to meet the legally mandated 30-year timeline. A breakdown in the interagency declassification processes, however, has the potential to imperil the *FRUS* series' integrity. *FRUS* publication is seriously threatened by the Department of Defense's (DoD) inability to provide timely and quality declassification reviews as statutorily required. The series is literally being held hostage to DoD's violations. This means that HO may be able to publish only four *FRUS* volumes in 2019 and none in 2020. (The HAC's full report is available at <https://fas.org/sgp/advisory/state/hac2017.html>.)

DoD's declassification leadership has noted that part of the reason for this unresponsiveness is a lack of resources devoted to *FRUS* review due to a high number of Freedom of Information Act and Mandatory Declassification Review requests. Additionally, the number of documents with DoD equities has increased with the series' documentation of the Reagan, George H.W. Bush, and Clinton administrations. DoD lacks a centralized *FRUS* coordination team as exists in other agencies. An ideal solution would be for DoD to adopt such a model, which would provide dedicated *FRUS* declassification reviewers and entrust this coordination group with declassification authority.

The Department of State and the HAC are hopeful that a solution to this declassification crisis can be worked out in the following months. DoD declassification officials met with HO leadership in August and provided possible solutions to this problem, but success will depend on DoD providing high-level support and resources. The HAC will monitor this carefully.

 RICHARD H. IMMERMANN, CHAIR  
*Advisory Committee on Historical  
Diplomatic Documentation*

## FROM THE PRESIDENT



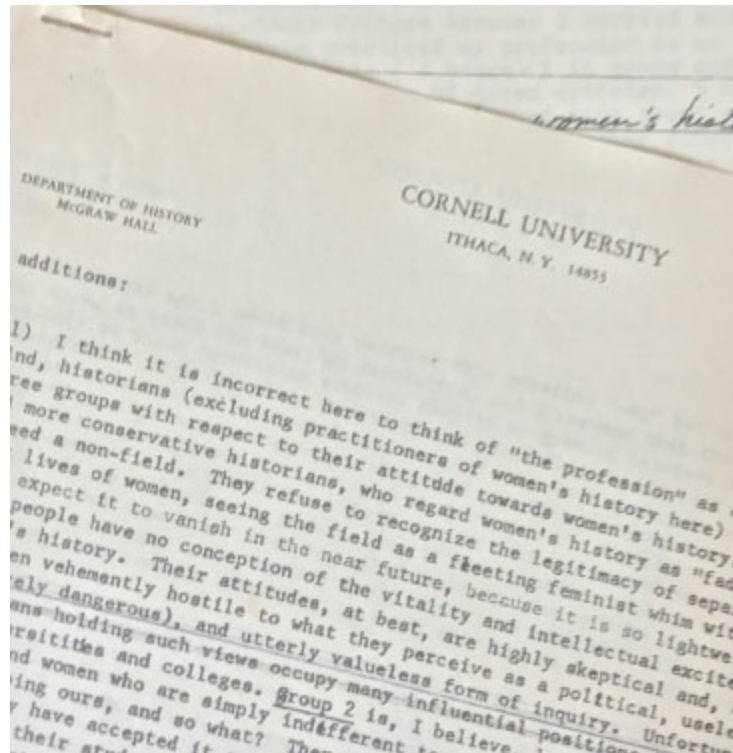
MARY BETH NORTON

# ASSESSING WOMEN'S HISTORY FROM A PERSONAL ANGLE

This past summer, a semi-anonymous document emerged from old papers when Allison Miller, editor of *Perspectives on History*, was looking through some archival files in the AHA office. I call it “semi-anonymous” because, although the two pages were unsigned and undated, they were produced by an electric typewriter on stationery from the Cornell University history department. Allison quickly concluded from the content that I had written it. She emailed me about her find, attaching a scan, and I readily agreed that I must have been the author, although I did not recall having written it.

More sleuthing by Allison turned up the fact that the two pages were part of my response to a questionnaire distributed by the AHA's Committee on Women Historians (since renamed the Committee on Gender Equity) to 250 women historians in late 1983. The committee's annual report by its then-chair, Linda Levy Peck, appeared in *Perspectives* in September 1985. It discussed some of the results of the survey, which also was the topic of a session at the December 1984 annual meeting of the Association. As Peck's report explained, the survey had a dual aim: to examine the patterns of female historians' employment and to inquire about the status of women's history as a field of study. Her report actually quoted a sentence from my two pages, thus confirming the document's origins.

As with many other historical documents we deal with regularly, though, this one is incomplete. The AHA's files do not contain all my responses to the questionnaire. The two surviving pages are headed "additions" and include the numbers 31, 32, and 35, along with a brief section entitled "further comments." These were my answers to the survey's open-ended questions, which prompted respondents to provide more details. Question 35 inquired about the attitudes of members of one's department to women's history. Question 32 asked whether a department had a position designated for "women's history," and, if so, what sort of position.



*From the AHA archives: Mary Beth Norton's response to the 1983 CWH survey.*

The document from the AHA files was sufficiently intriguing for me to decide to focus a column on it. I'll summarize and examine my answers, offering some current observations on the same topics.

To begin with those questions about my department, I answered the survey by explaining that I had been hired as a specialist in the American Revolution. Although I did not say this in my response, I developed an interest in doing women's history only after I arrived at Cornell, in part because of my involvement in establishing our Women's Studies Program (now Feminist, Gender, and Sexuality Studies). Therefore, I indicated that it was not clear to me whether the department regarded me as a "historian of women," but it did appear that my colleagues "had come to recognize the importance of my women's history courses to the curriculum." Nevertheless, there was no position in the Cornell history department formally designated for a historian of women or gender—just as there is none today—although I have colleagues who research and teach about the subject in the context of different chronological and geographical fields. In my response to the survey,

I raised an issue my colleagues will soon have to confront, with my impending retirement at the end of this semester: if I left, I asked, would they replace me with “an early Americanist, or a women’s historian, or would they try to combine the two?” (I now think that the response is the last, but that is not up to me.)

Question 31 was more general, asking about the attitude of “the profession” toward women’s history and women historians. I challenged the wording of the question, writing, “it is incorrect here to think of ‘the profession’ as a unified whole.” I then divided historians into three groups, excluding from consideration those who studied women. First were the influential “older and more conservative” people (I didn’t identify them exclusively as men, but I probably meant that), who saw women’s history as “faddish, and trendy and indeed a non-field.” Such historians, I asserted, viewed the field as “a fleeting feminist whim without staying power,” expecting it to soon vanish. “Their attitudes, at best, are highly skeptical and, at worst, are openly and even vehemently hostile.” The second group, I argued, was larger, composed of both men and women who were “simply indifferent” to women’s history. They accepted it as “a legitimate subfield,” although they might not encourage their students to familiarize themselves with its scholarship. The third group comprised “mostly younger” historians who had started to pay attention to the findings of women’s historians. They had begun to develop a few lectures on women’s history or to assign one or two works on the subject, but “they have not yet fully assimilated women’s history scholarship or recognized its significance.” Similar groupings, I concluded, characterized attitudes toward practitioners of women’s history: some saw them as “feminist fanatics”; some were “indifferent”; and some were “most likely” to respect women’s historians but were themselves mainly untenured, with little clout in the profession.

In 1983, I indicated that it was not clear to me whether the



department regarded me as a  
“historian of women.”

So: what has changed in the more than three decades since I wrote those words? That first group, I would contend, has largely vanished, and good riddance. The second and third groups still exist, and they are probably larger than women’s (and gender) historians would prefer them to be. Women’s/gender history is now firmly established as a significant field of historical inquiry, and it has attained successes undreamed of in the mid-1980s, having produced influential publications and many highly regarded award-winning books. Studies once confined to the category of “women” have expanded to include masculinities and sexualities of all descriptions, and have also moved far beyond their initial focus on privileged white women or occasionally the enslaved to include many studies of women of color at different times and places.

Women’s history has not had the  
impact on overall scholarship that  
I and its other early practitioners  
once anticipated, or at least  
wished for.

Yet the field has not had the impact on overall historical scholarship that I

and its other early practitioners once anticipated, or at least wished for. Books and articles continue to be published without including gendered analyses, even when the material would seem to demand it. Many historians today, including those who must have been trained by the “younger” group of whom I wrote with optimism more than three decades ago, still write of “people” in the past as though only men mattered. In 1983, I lamented that too many historians had “no notion of how women’s history is reconceptualizing and recasting questions that should affect the way *they* write history in their own political, economic, social, or whatever subfield.” Even many nominally sympathetic scholars, I wrote then, “isolate the insights of women’s history, placing them in a separate category that does not affect the core of their work.”

Alas, despite all the recent advances, I still think that is true. And—spoiler alert!—I intend to discuss this issue in my presidential address in January, at the 2019 annual meeting in Chicago. **P**

*Mary Beth Norton is president of the AHA.*

## FROM THE EXECUTIVE DIRECTOR



JAMES GROSSMAN

# THE AHA AND THE CHICAGO HOTEL STRIKE

On September 7, Chicago's UNITE HERE Local 1 announced a strike at 25 downtown hotels, including the venues for the AHA's annual meeting in January 2019. With our meeting only four months away, we found ourselves in an unusual situation, lacking both the critical immediacy of a strike on the eve of the meeting and the decision-making luxury of having a full year to decide what to do, as was the case the last time we met in Chicago. Our staff and elected leadership agreed that we could not, would not, meet in a hotel in the midst of a strike undertaken in the context of a normal collective-bargaining relationship.

This decision compelled action along two vectors. First and foremost, we had

to monitor the situation closely, through multiple media sources and diverse networks. Contractually, our relationships were with our hotels, the Chicago Hilton and Towers and the Palmer House Hilton, which are covered within one collective bargaining relationship with their unions. We therefore immediately informed our sales representatives, in Chicago and nationally, that we would have to explore alternate venues if the strike continued and not meet in struck hotels. We were not yet certain how long we could wait before making the decision to move the meeting to another location rather than risk the possibility of the strike continuing into January.

Such a decision cannot be taken lightly. Hence the second line of consideration and action: seeking advice from our general counsel about the details of the contract and relevant portions of Illinois law, and searching for an alternative venue. The AHA generally has good contracts with hotels that include language about labor conditions and the implications of a strike. There was little doubt, however, that breaking the contract would have severe financial consequences. Moreover, moving the conference beyond hailing distance of Chicago could have implications for members who had already made airline reservations, built vacation plans around New Year's in Chicago, or were on sessions focused partly on local issues that we hoped would draw an audience beyond our guild. Our local arrangements committee had worked hard on events that would make this a Chicago or even Midwestern meeting.

Our first concrete decision was to postpone meeting and housing registration, scheduled to open September 12. Attendees often make decisions about accommodations when they register, and separating these activities would have been difficult logistically. Moreover, we did not want to solicit reservations at hotels in the midst of a sanctioned strike. Secondly, we cut off negotiations for a future annual meeting in Chicago, informing the city's convention bureau that we could not have such conversations during a strike.

There was little doubt that

## breaking the contract would have severe financial consequences for the Association.

On September 11, therefore, we posted the following notice on the annual meeting page of our website:

On September 7, 2018, UNITE HERE announced a strike against 25 hotels in Chicago. We are postponing the opening of registration and housing for the 133rd annual meeting. AHA staff are monitoring the situation closely and will notify members as to the progress of the ongoing negotiations. We are hoping for a rapid resolution to this dispute.

Those hopes were not unrealistic. We had a good sense of the schedule for bargaining sessions and were aware that the main issue on the table involved health care for workers laid off during the slack winter months. This seemed to us, and other observers, an issue that could be resolved without massive contractual alterations, changes in work rules, or other roadblocks. We also knew that our hotels were struggling to provide standard levels of service during the strike, with the fall convention season already in swing.

In the days after September 10 (our first workday following the walkout), we conducted telephone meetings with our hotel representatives every few days and explored other avenues of information about progress in the negotiations. We informed management at our hotels on September 15 that we would have to begin exploring alternatives if a settlement did not come soon; four days later, AHA staff identified alternatives to explore for availability and capacity.

We informed management at our hotels that we would have to begin exploring alternatives if a settlement did not come soon.

On September 20, we learned that the Marriott and Starwood hotels (now under one ownership) had reached an agreement with the union; smaller properties followed within a few days. Conventional wisdom among all observers was that this unprecedented “citywide” (though really just downtown) strike would follow “pattern bargaining,” a practice in which an initial contract creates a domino effect, as each site adapts that general framework to the specifics of its work arrangements. Given that the strike apparently concerned mostly benefits rather than work rules, we grew optimistic that Hilton would settle—but still continued to explore those other options. When the 11th hotel (by then out of 26) settled on September 26, that optimism grew, but after discussion, we decided to continue the postponement of registration and housing. Despite our near certainty that the strike would end in plenty of time for us to organize our meeting, we did not consider it appropriate to take reservations during a strike.

We learned on September 29 that union members had voted to ratify an agreement with our conference hotels.

I offer this rather prosaic narrative, bereft of the interpretive framework and commentary that is normally appropriate to historical work, in the interest of transparency. It is important for our members to know what decisions had to be made, and why we made the choices that we did. I cannot estimate what the costs of moving the conference might have been. Given our attorney’s reading of contract language and state law, the sum due to the hotels would have entailed negotiation. Other costs would have been involved as well, in addition to the likelihood of lower attendance based on the experience of a

small handful of our peer organizations that had faced comparable situations.

Social media was the easiest way to update our constituencies, but we also used other sources of communication, as we recognize that many of our members do not participate in that environment. We delayed sending our digital newsletter, *Fortnightly News*, twice in order to accommodate possible updates. In each case, the newsletter informed readers of the current status of registration and housing, and the reasons for the decisions that we were making.

Many members will disagree with our response to the labor situation at our hotels. Some will no doubt consider it inappropriate to declare to hotels that we would break a contract in the case of an active strike. Others might agree with a tweet that urged the AHA to state public support for the union and the strike, after the AHA tweeted our decision to postpone registration during the strike. I have written before in these pages that if the AHA doesn't from time to time provoke debate and disagreement among members, we're probably not doing anything worthwhile. In this case, even "not doing anything at all" would have been controversial. P

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

KRITIKA AGARWAL

## PROCESSING GRIEF

*Archivists, Librarians, and Museum Professionals Help Communities Heal*

The morning after the shooting at Pulse nightclub in Orlando, Florida, on June 12, 2016, Pam Schwartz sat on her couch trying to make sense of what had happened, and what she could be doing for her community. “I knew police were investigating, doctors were saving lives, medical examiners were identifying victims,” she says. But what could she be doing as a historian and as the chief curator at the Orange County Regional History Center (OCRHC)?

It quickly dawned on her that the shooting, the deadliest in the United States at the time, was going to be “one of the most significant events of the century for our community.” “Memorials are going to start to spring up; there are thousands of stories to be told,” she says she realized. Drawing on her



professional expertise, she soon drew up a five-page plan to aid in the collecting of objects that would help tell those stories. She didn't want them all to be swept away.



Orange County Regional History Center staff load up a large banner, bearing the name of survivor Neema Bahrami, from the Pulse nightclub site for permanent preservation.

Image courtesy Orange County Regional History Center

Over the next few days, Schwartz and her colleagues recruited volunteers, sought permission to start collecting from the memorials that had popped up at multiple sites across the city, and put up signs, in English and in Spanish, at the sites, alerting the community about OCRHC's plans. Eleven days after the shooting, they showed up at the memorial sites with boxes and started collecting objects for preservation.

Mass shootings seem to occur regularly in the United States. Just in the past few years, places like Santa Fe, Texas; Parkland, Florida; Sutherland Springs, Texas; Las Vegas, Nevada; San Bernardino, California; Charleston, South Carolina; Sandy Hook, Connecticut; and Aurora, Colorado, have been rocked by these tragedies. Reeling in the wake of the violence, communities become sites of grief, with shrines and public memorials popping up spontaneously.

Flowers, candles, teddy bears, artwork, letters, and other mementos accumulate at shrines to memorialize the victims. For most communities, the tragedies are singular events in their history. And to ensure that they're never forgotten, library, archive, and museum professionals, in a practice that has come to be known as condolence collection, sift through these items and preserve them for future generations.

While the practice of creating temporary memorials is “ancient,” says Ashley Maynor, digital scholarship librarian at New York University, purposefully collecting objects from those memorials is fairly recent. Maynor says that most scholars agree that the practice dates back to the 1980s, when the National Park Service started collecting tributes left at the Vietnam Veterans Memorial and making them available in an online archive. Condolence collecting caught on in the aftermath of the Oklahoma City bombing in 1995, the shooting at Columbine High School in 1999, and the terrorist attacks of September 11, 2001.

When tragedy strikes, an  
archivist or a curator will likely  
receive a call or an email from a  
professional who's gone through  
the process, with an offer of help.

But collecting after a tragedy doesn't always occur to archival and museum professionals at first. Virginia Tech university archivist Tamara Kennelly, who coordinated the collection of over 500 cubic feet of materials after the shooting there in 2007, says she had little knowledge of the practice when she first started. She recalls being in shock after the shooting and walking over to

the spontaneous shrines students set up on campus to memorialize the victims, but not knowing what to do. It was an email from Edward L. Galwin, the Syracuse University archivist who oversaw the Pan Am 103/Lockerbie Air Disaster Archives, that prompted her to develop a condolence collection. Now, whenever a tragedy strikes, it is likely that an archivist or a curator in that community will receive a call or an email from a professional who's gone through the process, with an offer of help.

Once a decision has been made to collect, staff members move into high gear: obtaining permissions from property owners and local authorities to collect from memorial sites; informing survivors, family members of victims, and other community members; finding boxes and securing space to store the collected items; gathering volunteers; and often diverting all existing resources and staff time to the task. Since memorials usually pop up outdoors, staff members find themselves in a race against time and weather to collect.

Schwartz's staff showed up at the memorial sites in Orlando every day at 7 or 8 a.m. Once there, writes OCRHC collections manager Whitney Broadaway in the *Public Historian*, staff "[began] selecting items for preservation based on their unique nature, apparent significance, condition, and vulnerability to the elements." They photographed each item and documented its location and its relationship to the objects around it. The items would be taken to a collection tent to receive preliminary conservation care and then be shipped to an off-site storage facility.

This process of sorting and collecting items can be emotionally difficult. Many museum staff members, says Schwartz, suffer "secondary trauma" due to this work. She describes the difficulties of handling objects that primarily deal with grief: "We began reading every single card, every single letter. It was out of respect. We would pick something up, and as we tried to process it, we were also trying to process it in our minds. Both physically and mentally—emotionally." The trauma can last well past the initial days of collecting. "I cried every day for two years," says Kennelly. "Now I can usually get to a talk maybe and not break down. But it's very difficult working with that."

While memorials are the primary sites of gathering objects, institutions with

enough staff time and resources sometimes also collect items from other sites, letters and objects sent from outside the community, digital materials like tweets or news content, and oral histories. At the University of Nevada, Las Vegas, after the October 1, 2017, shooting in the city, library special collections and archives staff members archived web sources and collected oral histories, while county and state museums took over collecting objects from memorials and other sites. At Virginia Tech, Kennelly saved copies of local and college newspapers, and collected oral histories. In Orlando, museum staff members went into Pulse itself to collect, a process that was especially wrenching.

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Schwartz says that dealing with the items, and putting together the one- and two-year remembrance exhibitions, has made her aware of the healing potential of condolence collections. She describes showing items to family members of victims, who she says were “so appreciative” of the work the history center was doing. Parkland Historical Society president Jeff Schwartz (no relation to Pam Schwartz), who coordinated collecting from memorial sites around the city, also speaks of the therapeutic potential for the community and families represented in the collections: “I think at some point when we have an anniversary . . . and we make a presentation of some of

these memorial items to the public . . . I think it's going to aid in the healing.”

Museum, library, and archive professionals also believe that condolence collections have research value. Kennelly says that while the initial thought behind the collection at Virginia Tech was “comfort for the families,” she believes it has great research potential, particularly about grief and how people, not just locally but from around the world, respond to grief and tragic events.

The affective component of this type of collecting does, however, carry some pitfalls. In Newtown, where much of the process of sorting and processing was done by volunteers, according to Maynor, many materials considered “distasteful” or “inappropriate” were “discarded before they even had a chance to be collected.” Since the primary focus is on community healing, and there is an air of reverence surrounding the collection process, objects related to the perpetrators or that deal with some of the more unsavory aspects of shootings, such as conspiracy theories, either get thrown away or, if collected, not put on display.

Maynor also cautions that collecting after tragedies should not become an expected part of museum professionals' jobs. It requires, she says, “an immense amount of work, of time, or resources. It's very grueling and emotionally demanding work, and depending on your community, it may or may not be an appropriate response.” Processing collected items also takes time; it took Kennelly three years to produce a finding aid for the collections at Virginia Tech, and she still has materials waiting to be dealt with. As Pam Schwartz says, the OCRHC had to “forgo a lot to be able to create the collection.” “Not all museums or communities can support collecting endeavors,” she adds.

“We would pick something up,  
and as we tried to process it, we

were also trying to process it in our minds.”

Pam Schwartz says that perhaps the practice of condolence collection overall is in need of a second look. “How many tragedy collections does the public want to see?” she asks. “How much in money and resources can we pour into one story in our history?” Orlando, she points out, is not a museum destination, and memorial museums rarely attract repeat visitors. She still believes that she and her staff made the right decision to collect after the Pulse shooting but says she doesn’t recommend that every community do the same. “I think that it’s important to do something in terms of remembrance because it is so important for the families, but I don’t think the world can continue to sustain a museum for every tragedy that happens,” she says.

Maynor says she’s “curious to see if we’re at a turning point” when it comes to creating new condolence collections. With each mass shooting, she says, “people are responding with either apathy or activism” (as in the case of Parkland). “There seems to be much less expression of grief because we’ve been grieving. We’ve been grieving for a decade since Virginia Tech.” She hopes that the country is at a juncture: “My personal hope would be . . . that we’re able to prevent a lot of this from happening in the first place.” P

*Kritika Agarwal is managing editor of Perspectives. She tweets @kritikaldesi.*

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SETH DENBO

# IMAGINING THE DIGITAL MONOGRAPH

*Publishers and Authors Pursue New Forms for Scholarship*

Robert Shoemaker and Tim Hitchcock, founders of the pioneering digital history website *Proceedings of the Old Bailey*, had impressive ambitions for their book *London Lives: Poverty, Crime, and the Making of a Modern City, 1690–1800* (Cambridge Univ. Press), published in 2015 in print and electronic editions. As Shoemaker explained in a blog post called “The Future of the (E)Book,” they envisioned “an innovative format which enables the agency of the reader.” By providing extensive links to primary and secondary sources, he and Hitchcock hoped to “cede



control of the narrative,” so that their “authority as authors could be challenged by readers following their own agendas.” But, Shoemaker lamented, the press balked on the dynamic e-book idea and issued “little more than a photographic edition of the printed text.”

Three years on, however, the digital-publishing situation is quickly evolving. Scholars looking for more innovative modes of communication and interaction with audiences are finding common cause with university presses adapting their practices toward digital-first publication. This collaborative sensibility stands to reshape what are considered legitimate formats for historical scholarship, which is largely still beholden to the print monograph.

In August, I attended a meeting at the University of North Carolina at Chapel Hill to launch the Sustainable History Monograph Project, which aims to rethink history monographs as digital-first publications. (I am a member of the project’s advisory board.) I and the historians, publishers, librarians, and digital-publishing experts who attended discussed how the project could achieve a publishing model for book-length scholarly works integrated into the open web.

Even as cash-strapped universities eye presses with cuts in mind, some professionals are finding ways of rethinking publication processes. John Sherer, director of the University of North Carolina (UNC) Press, sees the uncertainty of the times as an opportunity. Coming to academic publishing after spending much of his career in trade books, Sherer took the helm of the press in 2012 and has been working to meet the challenges facing university presses. Under his leadership, and with the help of a Mellon Foundation grant, the nonprofit Longleaf Services (an affiliate of UNC Press that was originally set up as a distributor for academic publishers) expanded its purview. Longleaf now provides a much broader set of services that includes editorial, design, production, marketing, and operations. Working with Longleaf allows multiple university presses to pool costs, labor, and other resources.



Production of scholarly monographs is increasingly turning to digital technologies. *Rodney Truitt Jr./Wikimedia Commons/CC0 1.0*

History makes up a huge part of what sustains university presses: one study found that over 25 percent of university press publishing is in history.

Trade and commercial scholarly publishers create such economies of scale within single corporations—think, for example, of the many imprints that at one time were independent presses and now make up Random House Books, or Taylor and Francis’s prodigious acquisitiveness. In the commercial publishing sector, such consolidation happens through mergers and acquisitions. But university presses are part of larger educational institutions and not salable entities. As a result, they face challenges in achieving the

necessary economies to make their work possible. Cooperation among presses, as represented by the way Longleaf facilitates sharing services, is one way to ensure their future success.

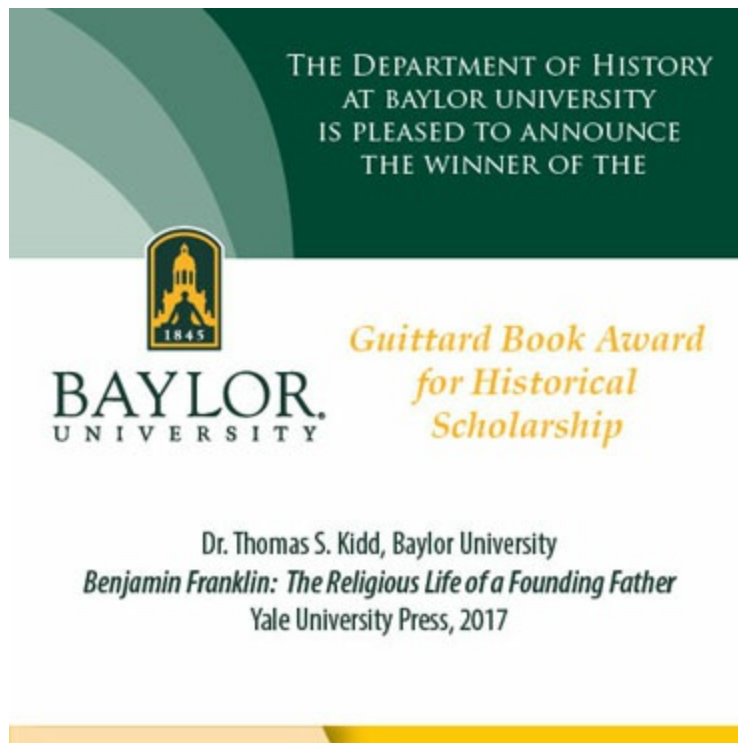
How does this affect monograph production? As the pioneering publisher Frances Pinter said during a recent webinar hosted by the Association of University Presses: “Monographs are really exciting in the digital age, because you can do so much with them.” But capitalizing on these possibilities requires new ways of thinking about monographs and, just as importantly, new processes for producing them.

Sherer views the role that university presses play in the circulation of knowledge as a mandate for creativity. These publishers “are pressed to disseminate as broadly as possible,” he wrote in an email to me, “with cost-recovery as a means to that end. The power of the web is by far the best way to disseminate most broadly.” Therefore, to ensure that presses use the web to its most productive capacity, publishers have to start “thinking of digital first.” Sherer proposes to strip down the monograph, enabling sustainable publishing and a path to wider distribution: innovating on the “input” (the publishing strategy) rather than the “output” (individual titles).

In a three-year Andrew W. Mellon Foundation–funded pilot partnership with university presses, Longleaf aims to publish between 100 and 150 “digital first” history titles, with the primary product being a digital edition. Each press will distribute a basic version electronically. This will limit large and, in many cases, unnecessary expenses like bespoke typesetting, cover design, and printing. With a publication process that enables lower-cost production and distribution, the pilot intends to make more specialized titles viable and, through the use of the web, to ensure that they have broad and open distribution, allowing the widest possible audience to obtain the works. In this, Longleaf will work with university presses to fulfill their mandate of disseminating knowledge as broadly as possible.

There are good reasons why university presses might not take advantage of the possibilities that digital publishing allows and instead view print editions as their primary products, with electronic editions digital facsimiles of them. University presses face such challenges as increasing institutional pressure to be self-sustaining, decreasing sales in many fields, and demands for open

access, so the additional burdens of technological experimentation have mostly remained off the table.



The challenges presses face are of great concern to historians, as so much of our scholarly output and reputation as researchers is built on monographic scholarship. And the relationship is reciprocal. University presses remain vital to the discipline, and scholarship in history is indispensable to this sector of the publishing industry. Historical subject matter makes up a huge part of what sustains university presses: a 2017 study of the monograph output of university presses found that over 25 percent of university press publishing is in history.

Another route that some university presses have taken explores ways to publish books that would not have been possible just a few years ago. Alongside new publishing workflows and digital dissemination, technology now allows for novel formats and ways of integrating primary sources and their interpretation—along the lines that Shoemaker and Hitchcock wished to pursue. In partnership with seven other university presses, the University of Michigan Press is developing a digital-publishing platform called Fulcrum, with the idea of providing authors and presses the possibility of integrating

multimedia into long-form scholarly writing.

Fulcrum, while still in development, is already used to bringing together elements that would be impossible to offer in print. *A Mid-Republican House from Gabii* (Univ. of Michigan Press, 2016) is a multimedia publication exploring a private house excavated as part of the international Gabii Project, which has been unearthing a first-century BCE Latin site since 2009. The title uses Fulcrum to combine a database, a narrative, and a 3D model into a single publication. The 3D model allows readers to explore the primary sources in addition to the text and to investigate the data beyond the narrative.

The digital projects program at Stanford University Press has also been a leader in this sort of digital innovation for several years now. In 2016, the press published *Enchanting the Desert*, a historical-geography monograph that allows the reader to interact with maps and view an early 20th-century slideshow of images of the Grand Canyon as part of the work. Three more history titles—including books on modern China, 19th- and early 20th-century US religious history, and Egyptology—are forthcoming.

Stanford's imprimatur is important. In email exchanges with me, the authors of two of these impending publications—Elaine Sullivan, author of *Constructing the Sacred*, and Lincoln Mullen, author of *America's Public Bible*—each said that working with a university press is important to helping them reach scholars in their historical subject areas. Sullivan wants “colleagues in history and Egyptology to read” her work “no matter what format it is published in.” She hopes that by seeing her publish “through a traditional press,” colleagues “will more easily accept new forms of digital work as equal to and paralleling the traditional work” in her fields. Mullen, who has found it a challenge “to contribute to the conversations . . . in American religious history,” sees being published by Stanford as a chance to make his work “recognizable as a monograph.”

## Because books are no longer

only paper and ink, publishers have a greater range of tools and avenues for dissemination of scholarship than ever before.

Beyond the historical insight and historiographical explorations they offer, works like Sullivan's and Mullen's enter the debate about the forms monographs can now take and the contributions those new forms can make to scholarship. Digital humanities projects still face the problems of scholarly evaluation and legitimacy, since in most cases they are published directly on the web by the members of the project team. The involvement of university presses solves part of this problem, since they have robust peer-review procedures that help the author improve the final product and confer legitimacy upon the scholarship.

Because books are no longer only paper and ink, but also bits and bytes, publishers have a greater range of tools and avenues for dissemination of scholarship than ever before. Digital publishing, the World Wide Web, print on demand, and a growing range of business models to pay for publishing scholarship allow for new kinds of thinking about disseminating knowledge. Longleaf's monograph project, the multimedia possibilities offered by Fulcrum, and Stanford's custom-tailored digital publications all demonstrate that productive change is possible. P

*Seth Denbo is director of scholarly communication and digital initiatives at the AHA. He tweets @seth\_denbo.*



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## ADVOCACY BRIEFS

### *AHA Supports Historians' Freedom of Expression*

The American Historical Association frequently responds to threats against historians' academic freedom around the globe. In September, the Association called for the release of detained scholars imprisoned for their scholarly work in Iran and Saudi Arabia, and expressed concern about the investigation of a historian for remarks made outside of his university employment.

### Letter Regarding Detention of Hatoon al-Fassi

AHA president Mary Beth Norton notified Saudi Arabia's King Salman bin Abdulaziz al-Saud in September of the Association's concern about the detention of Dr. Hatoon al-Fassi, associate professor of history at King Saud University in Riyadh. Dr. al-Fassi has been detained for her activism on behalf of women's rights. With limited information about her arrest and detention, the AHA concludes that Dr. al-Fassi is being held as a result of her nonviolent exercise of rights to freedom of expression and freedom of



association.

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## Letter Calling for the Immediate Release of Xiyue Wang

In September, the AHA contacted Ayatollah Ali Khamenei, supreme leader of the Islamic Republic of Iran, to call for the immediate release of Xiyue Wang, a history PhD student attending Princeton University. Wang has been detained and imprisoned since August 2016 in Iran on groundless charges of espionage. Wang was in the country to conduct archival research on the diplomacy of the Qajar Dynasty and had secured the proper research permit and visa.

## Letter Expressing Concern about Rutgers University's Investigation of a Faculty Member

The AHA expressed concern over the investigation of Rutgers history professor James Livingston in a letter to the university's president, Robert Barchi. The Association emphasized the right of historians to express their opinions as private citizens outside of the context of university employment without the fear of institutional discipline.

AMY STANLEY

# WRITING THE HISTORY OF SEXUAL ASSAULT IN THE AGE OF #METOO

Tsuneno changed her story. When she arrived in the capital city of Edo, in the 10th month of 1839, she wrote in a letter that her traveling companion, Chikan, was a good friend. He was a junior priest from a village near her own, and when she told him that she wanted to leave for the city, he had helped her. Yes, he had asked her to pawn her luggage so that they could raise money for the trip. But he had helped her on the road, and she was grateful.

A few weeks later, relating the tale to her uncle in Edo, she said something slightly different: “On the way, Chikan started saying, ‘You know, I have relatives in Edo and they would never turn you away—why don’t you marry

me?’ And I tried to refuse, but we were on the road. He talked about all the things that might happen to a woman alone. But it wasn’t a real warning. He was making fun of me. The others who had been traveling with us had left by that point, so I had no other choice: I did what he wanted.” But still, she insisted that Chikan had been good to her, and her uncle should leave him alone.

A few weeks after her encounter with her uncle, she related the story again, this time in a letter to her favorite older brother. She alluded to Chikan’s “impure intentions” and lamented her misguided faith in him. “After all,” she wrote, “he wasn’t a strange person from another province.” And he had treated her so kindly, as if she were his sister. But in the end, as she wrote in yet another letter, “though it was never my idea to do anything so terrible, Chikan was scheming to make me his wife.” By then, Chikan was long gone. He had taken the money he had received from pawning her luggage and disappeared to another province, leaving her alone in a tiny, dirty Edo tenement.



*Woman Reading a Letter*, an Edo-period painting by Katsushika Hokusai.

When I first encountered this series of stories, as I was doing research in the Niigata Prefectural Archives in Japan in 2010, I doubted that Chikan raped Tsuneno. Or, at least, I thought the real story was somewhere in between the various versions she related. This is how historians are trained: we do not take our subjects' statements at face value, particularly if they changed their stories, and especially if they had reasons to dissemble.

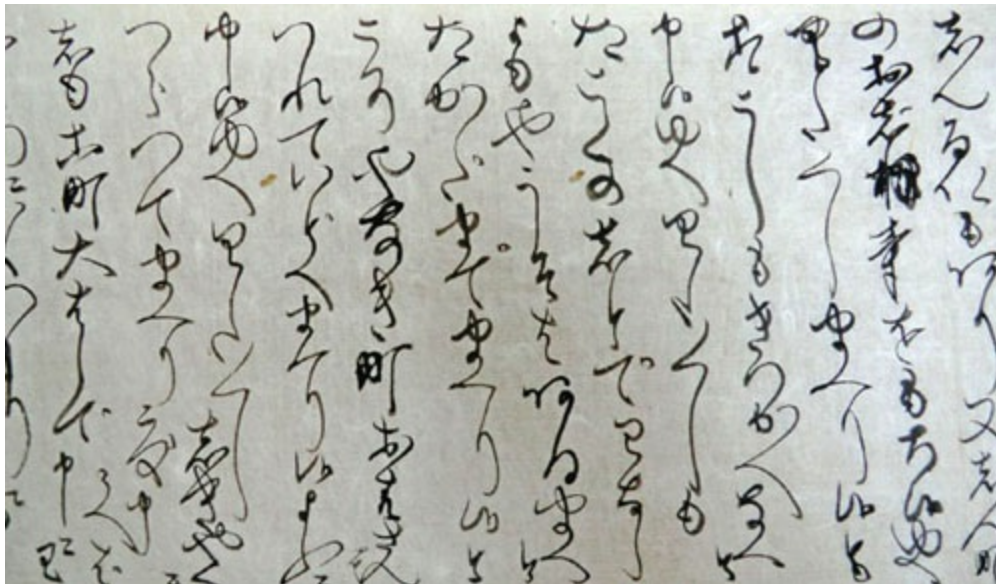
At first, I doubted that Chikan raped Tsuneno. I thought the real story was somewhere in between the versions Tsuneno related.

Tsuneno did have reasons. When she left with Chikan, she was running away from home without permission. She had been married and divorced three times, and she was desperate to escape before her older brother married her off again. By leaving for Edo, she had engaged in a serious act of rebellion. Not only would her older brother be furious that she had thwarted his plans, he would also be ashamed that she had run off with a strange man. Tsuneno came from a prominent family, and this amounted to a catastrophic loss of face for her older brother, the patriarch. Of course she claimed that Chikan had coerced her, I thought. It was very possible that she had been his lover and then tried to change her account after the fact, when he abandoned her and she needed to ask her family for help.

Initially, this was how I wrote the story, and how I presented it when I gave lectures on the material. Later, in a 2016 article for the *American Historical*

*Review*, I decided to skirt the issue: I related her words, but I didn't explore the changing story in any depth, and later in the piece I suggested that women might seize upon "cultural narratives" about seduction and coercion to explain themselves.

And then the hashtags started to appear on Twitter. In 2017, women began posting their stories of sexual harassment and assault, many years or even decades old. *I haven't been able to say this until now*, they wrote. *I doubted myself: did it really happen? Then I thought it was my fault. I shouldn't have been in that party, in that room. I was embarrassed that I ever trusted him. I told everyone he was a great guy. He was my friend, my mentor. I couldn't admit it.* And other women replied: #MeToo.



In this archival letter, Tsuneno explains her misplaced trust in Chikan.  
*Amy Stanley/Used with permission of the Niigata Prefectural Archives*

I watched, fascinated. I thought about my own stories. I liked posts that said "Believe women." And then I thought about Tsuneno. Why hadn't I believed her?

In fact, it shouldn't have required a ubiquitous hashtag to make me consider this issue. African American scholars in the field of US history have argued for decades that the epistemology of history writing is biased in favor of the

accounts of white men, which are automatically considered trustworthy, while the memoirs of enslaved people are examined relentlessly for any hint of an ulterior motive. In *Sally Hemings and Thomas Jefferson* (1997), Annette Gordon-Reed wrote of the “systematic dismissal of the words of black people . . . as though their testimony was worth some fraction of that of whites.” In telling Tsuneno’s story, I had thought of myself as different, as if I would not engage in “systematic dismissal” because I was a feminist woman writing about a woman. But I, too, was letting my own social conditioning inform my reading of the sources. After all, the story of a woman who engages in rebellious sexual behavior, regrets it, and then makes up a story to explain herself is its own kind of cultural narrative. It’s mine. It’s ours.

There were other unwritten stories about Tsuneno that were equally plausible, which I had never seriously considered. One was that she changed her account because women who have been raped often find that it takes time to come to terms with their experience, a truth that the #MeToo movement has poignantly illustrated. Another relates to the set of evidence constituted by her life history. She had been through three arranged marriages and was divorced three times. She took her life in her hands rather than be married again. (She did eventually marry again, apparently of her own volition, but with some reluctance.) What if she had no interest in men at all? What if she despised heterosexual sex and would never have engaged in it unless she was forced? That is *not* one of our dominant cultural narratives, and I had not thought it necessary to consider in writing. “Compulsory heterosexuality,” as Second Wave feminists termed it, had shaped my thinking as much as patriarchal epistemology.

The story of a woman who  
regrets sexual behavior and  
makes up a story to explain

## herself is its own kind of cultural narrative. It's mine. It's ours.

It would be unwise to uncritically accept every account of sexual assault we find in our sources. Women did make false accusations of rape, for various reasons, to save themselves from violence at the hands of their husbands or fathers, to protect their fragile position in a white supremacist order, or to escape judicial punishment for sex crimes. But this type of storytelling occurred in specific cultural and legal circumstances. What I'm suggesting is that in the absence of a pattern of such cases, we should reexamine our impulse toward skepticism, as well-intentioned as it may be. After all, relatively powerless people almost always had reasons to lie, if only because their lives were so often on the line. But that doesn't necessarily mean that they weren't credible, or that we should lead our readers toward that assumption. What would happen if we just believed women? What would happen if I just believed Tsuneno?

Here's what I think now, and what I will write the next time I relate Tsuneno's story: Somewhere along the way to Edo, after the rest of the traveling party had departed, on a rented futon or a dingy tatami mat or the cold ground, under a shared blanket or a canopy of branches, in the still quiet of the early morning or amid the drunken music of a late-night party, Tsuneno suffered a loss that she couldn't name precisely. At first, she couldn't tell the story at all. She was ashamed that she had ever trusted Chikan, reluctant to admit what she thought of as her own mistake. She probably couldn't believe that it had happened. After all, he was a priest, like her brothers, and he had, in his own way, been helpful. For weeks, she didn't have the words to describe it. Until she found that, one day, she did.

Tsuneno was raped. She said so. And nearly 200 years later, I believe her. P

*Amy Stanley is an associate professor in the history department at Northwestern University, where she teaches Japanese and global history.*



*Her book* Stranger in the Shogun's City: A Japanese Woman and Her World is forthcoming from Scribner in 2020.

## FEATURES

TRUDY HARRINGTON BECKER

# THE MYSTERY OF THE COMMANDANT'S WRITING

*Turning First-Year Students into Researchers*



Virginia Tech students transcribing the World War I letters of Joseph F. Ware

Sr. (pictured) became engrossed in his history.  
*Joseph F. Ware Collection, Mx2010-022, Special Collections, Virginia Polytechnic  
Institute and State University, Blacksburg, Va.*

**T**RANSCRIPTION PROJECTS ARE everywhere these days. At Smithsonian, for example, digital volunteers are “volunpeers,” and universities are undertaking a great deal of work as well. At my own institution, Virginia Tech, Ed Gitre heads the American Soldier in World War II project, and Paul Quigley directs Mapping the Fourth of July. Transcription has even gained the attention of BuzzFeed, which posted “13 Things for History Lovers to Do Online When They’re Bored” in 2014. So I was surprised that none of the students in a first-year-experience (FYE) class I recently taught had ever participated, even informally, in such a project.

Virginia Tech mandated the creation of FYEs for freshmen and transfer students several years ago. In the history department, we first tried to sort out exactly what our FYE should look like and what its goals should be. Spoiler—we were looking for engagement with primary sources through research experiences. We shared the conviction that undergraduate research was fundamental to our curriculum, in our skills classes, content courses, and senior research seminars. Our department even hosts an undergraduate research journal, *Virginia Tech Undergraduate Historical Review*. We wanted our students to become practicing historians as early as possible. From the first, we asked them not only to engage in research but also to make their conclusions public—even as freshmen. Rather than producing a traditional paper, they created virtual posters that were displayed in a public exhibit in the campus library.

Unlike most crowdsourced  
transcription projects, my  
students worked with physical

## letters that had to remain in Special Collections.

Last fall, though, we made some changes: in place of individually chosen research, we tried a directed class project. I worked with two archivists, Kira Dietz and Marc Brodsky, to identify a project that would allow students to practice the valuable skill of transcribing documents while contributing to the work of the University Libraries' Special Collections. Digitized research materials, as novice historians in previous classes had pointed out, seemed distant to them because they were mediated through the internet; somehow they were less real. The archivists had a solution: they identified an untranscribed body of letters, written by a Virginia Tech veteran of World War I, Joseph F. Ware Sr., commandant of the Virginia Tech Corps of Cadets in 1911–14. More than 100 handwritten letters, mostly written to his wife, Susie, in Blacksburg, Virginia, in 1917–19, waited to be transcribed, digitized, and analyzed. Special Collections staff offered us their time and expertise throughout the semester.

From the outset, our project differed from those undertaken by “citizen archivists”—amateur and armchair historians. Ultimately aiming to make resources more widely available by creating digital archives, most transcription projects are goal-oriented, and the primary goal is completion. (Afterward, trained historians can analyze them.) But I wanted these FYE students to be transcribers, analyzers, and interpreters of the documents, to train on the job, and to focus on both process and product.

Transcription, therefore, was not just a means to an end but an exercise in careful observation, precise description, occasional deciphering, close reading, and, finally, posing questions about text and context, culture, language, and more. In terms of pedagogy, students would benefit from intense focus and time afforded to observation, allowing for the generation of ideas, analysis, and interpretation.

Unlike most crowdsourced transcription projects, which can be done by anyone with access to the internet, my students worked with physical letters that had to remain in Special Collections. It was immediately clear to them that these texts were material culture as well as one-offs. There existed only one original of each letter, and they were allowed to hold it—with clean hands. Most of them had never seen anything (on paper) that was so old.

The assignment was straightforward: read each letter, make preliminary comments regarding the physical characteristics of the letter, and then transcribe it, following the guidelines from Special Collections. Transcribing was not as easy as the students had expected. Commandant Ware's penmanship was quite lovely, but the handwriting was old, faint, and cramped at times. Sometimes sentences continued onto the back page or even the facing page. Ware used paper from various hotels as well as notebook paper. The letters were of different sizes, some written in ink and some in pencil, and often phrases or sentences were crossed out. Additionally, Ware named people, places, and events with which the students were not familiar, rendering it harder to make educated guesses. Transcription, as the students learned, was not always neutral.

But a remarkable thing happened. These letters became the students' letters. In many cases, they were in awe of them and remarked on holding history in their hands. They became attached to the ones they were assigned to transcribe, and they became invested in helping others read tricky passages. In some ways, it was a puzzle—what did each letter say, and what did each letter mean? For a couple of months, these students frequented Special Collections, visiting “their” letters. Apparently, their enthusiasm (and number of visits) surprised the archivists, who praised their attachment to the physical letters themselves. And while we often see transcription as a task to be done before the research begins, our archivists knew the value of observation itself and working with objects.<sup>1</sup> Study of the objects called for context, and so we continued.

Once the transcriptions were done, students began researching questions they had raised and created thematic posters. We had never intended for the project to be solely transcription; we wanted to tell a story. The move from transcription to analysis was smooth; there was little heel-dragging because

these young historians wanted to know what the letters meant. The move into historical research and writing was organic. Students constructed a timeline of events in which Ware was involved, a map showing the provenance of his letters, a collection of his comments on war, commentary on home-life issues, and more. Their reading (and handling) of the documents prompted questions about context, provenance, community, and other related issues. (A digression: Working with the letters also raised questions of conservation and preservation, of the formation of collections, of collection management, of authenticity, of bias and silenced voices—for example, where were Susie's letters?—which we engaged in with the help of Special Collections.)

As it turns out, Special Collections' cache of the letters of Joseph Ware Sr. ends with a letter written well after the bulk of the others. Joseph Ware then disappeared. We had plotted his location from Panama to Plattsburgh, New York, from France to Koblenz, Germany, but the letters dried up. I had already seen the students' attachment to the story, which now they could not finish. In fact, one day earlier in the semester, I had to show them the divorce certificate of Joseph and his wife, Susie, and I'll never forget the groans and shock and head-holding that followed. Though we had originally been concerned with Joseph Ware as a project in which to learn skills of transcription and a World War I veteran of Virginia Tech, the students could not let Joseph go because we were going to tell his story.

An email by one student to Joseph's son's wife brought tantalizing info—that Joseph Sr. had perhaps remained in Germany after his time in Koblenz, was a spy during World War II, possibly was captured and sent to a camp, and later escaped and married a German woman. Unfortunately, Joseph Jr.'s wife had never known Joseph Sr., who had died in 1969, long before her marriage to his son. Students were unsettled that Joseph was gone. We knew only that he was buried in Arlington National Cemetery in 1969. When I found what appeared to be his German wife's obituary, published in 1993 in an Asbury Park, New Jersey, newspaper, students latched onto it in the hopes of finding more about Joseph Sr. Indeed this Mrs. Ware had been raised in Germany and had moved to the United States around 1945. Perhaps there was truth to the tantalizing story.

These letters became the students' letters. In many cases, they were in awe of them and remarked on holding history in their hands.

Unfortunately, a semester is only 15 weeks long. Our culminating class exhibit, held in Virginia Tech's Newman Library, attracted faculty, friends of the students, and others interested in World War I. The audience included the archivists from Special Collections, whose observations on the work and drive of the students offered the most satisfying comments an instructor can hear. Our success in capturing the students' attention had everything to do with the firsthand nature of the materials from Special Collections. I suspect that future FYE classes will look for similarly engaging and focused transcription projects based in our archives.

*Trudy Harrington Becker is senior instructor in the Department of History and Classical Studies Program at Virginia Tech and has been an instructor for its FYE course from its inception, seven years ago.*

#### NOTE

1. See, for example, Eleanor Mitchell, Peggy Anne Seiden, and Suzy Taraba, eds., *Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives* (Chicago: Association of College and Research Libraries, 2012).

CHRISTINE LAMBERSON AND KANISORN WONGSRICHANALAI

# PARCHED LAND, RICH HARVEST

*Travels and Oral History Interviews with Veterans in West Texas*



Toby Soto (left) talks about his father's military service with the authors.  
*Danny Meyer*

ODNEY REAGAN does not look his age. Dressed in tight, dark jeans and a



**R** light-colored work shirt and sporting a large iPhone attached to his belt, this tall, lanky Texan could pass for someone in his 60s. In fact, he was 90 years old in 2016 when he sat down to talk to us in Uvalde, 85 miles west of San Antonio. He was still working on a ranch. During our interview, he took a call and conversed in Spanish. Picking up Spanish is one of the many skills he has developed since his time as a submariner in World War II. He shows no signs of slowing down, either. The secret to being so fit at his age? “Don’t ever stop working,” he declares. “God didn’t make man to sit around and do nothing. He gave him a job to do. When he quits doing it, he has to quit being around,” he tells us before slipping back out into the heat.

Perhaps it is something about the climate in these rural areas of Texas, west of the Interstate 35 corridor that connects the major cities of San Antonio, Austin, Fort Worth, and Dallas. Here, where the Hill Country—LBJ’s old stomping grounds—descends into the arid, mesquite-covered countryside, and ultimately the Chihuahuan Desert, one uncovers a host of rich, untapped stories. Much of the scholarship on Texas concentrates on the most populous areas of the state—east of I-35—and historians have, until very recently, ignored the vast and arid western part of the state.

In West Texas, there is a lot of space between towns. The isolation hinders locals from sharing their stories and dissuades scholars from collecting them.

Four years ago, we received a grant from the National Endowment for the Humanities—part of its “[Standing Together](#)” initiative—to launch “[War Stories: West Texans and the Experience of War](#)” ([angelo.edu/warstories](#)). The project collects and preserves a record of West Texans’ experiences of military service from World War I to the present. We have traveled to West Texas towns, met with veterans, collected their stories, and made them available for research at our university’s library. The project has yielded some exciting material but has also produced another important result: it has helped some veterans come to terms with their service and experiences. Recalling the past, therefore, provided healing in the present and seeded sources for the future. The accounts coming from this project, including interviews like Reagan’s, highlight the benefits of collecting histories off the beaten path, despite the challenges.

Neither of us is from Texas, but the academic job market brought each of us here. Landing positions at Angelo State University, a regional university on the edge of the West Texas desert, we noticed the large number of student veterans on campus and learned about the region’s close ties to the military. In the era of the post–Civil War frontier, Army units pacified native tribes while forts stimulated local economies in the region. During the 20th century, the region became home to numerous military installations and a popular place for military retirees to settle.

But we also realized that some conditions inhibit study of the area’s history. In West Texas, one learns that there is a lot of space between towns. The isolation hinders locals from sharing their stories and dissuades scholars from collecting them. So we took a years-long approach and set out to find people who lived in areas too distant to easily share their experiences with scholars. And rather than focusing on one conflict or one group of individuals, we considered all people who lived in this region, with its mesquite-like roots in the military and service. We partnered with local churches, libraries, museums, and veterans’ service groups in order to reach out to locals.

Few of the veteran participants have ever been interviewed about their experiences before. This has contributed to their belief that their service was inconsequential and not worth sharing. Their understanding mirrors an unfortunate and ingrained belief that only people who saw combat, witnessed

key events, or played leadership roles should have their stories preserved. All too often, we are met with the familiar declaration “I did nothing important.” These are questionable claims coming from a San Angelo resident who was forthcoming about his father’s service but seemed to think his time as the body-man for the chairman of the Joint Chiefs of Staff in the 1980s was insignificant. Another humble and good-natured veteran in Pecos played down his service, despite having been a tunnel rat in Vietnam. Others clearly wanted to share their stories but remained fearful of revisiting old memories. One Vietnam medic in Del Rio was curious about our project, lingered around with our staff all day, shared material from a relative, recounted his experiences off the record, but refused to sit for a formal interview. We have found local partnerships key to overcoming this challenge. Partners who know the veteran community personally have been crucial, not only for introducing us to potential interviewees but also for convincing them that their stories are important.

Some veterans are clearly  
grateful that their stories will live  
on and that someone,  
somewhere will know what they  
did.

As many oral historians know, sometimes veterans find the interview process therapeutic. Because they are not used to talking about their experiences with scholars, a few conversations start with single-word answers—but as the floodgates slowly open, some feel the need to unburden themselves of decades of thoughts that have been rolling around in their heads. One veteran

in Fort Stockton began the interview slowly and hesitantly. He did not make eye contact at all, but switched his gaze between the table and the floor. Merely thinking of Vietnam was difficult enough. But he soon let loose a lengthy narrative about the fall of South Vietnam, the resettlement of American allies, and the circumstances by which he was exposed to Agent Orange, which was slowly killing him.

Tapping into the past sometimes unearths sentiments that have stayed with these interviewees despite the cultural changes of the late 20th century. In Uvalde, a World War II marine veteran who sneaked a camera into the Pacific Theater and emerged with a remarkable collection of unauthorized pictures of carnage pointed to the images, nonchalantly describing each as “dead Jap, dead Jap, dead Jap” before looking at Kanisorn and saying, “Maybe these were some of your kin.” On another occasion, a veteran called the history department office and told the coordinator that he wanted to speak with either “the gook or the little girl.” As Kathleen M. Blee has pointed out in her [analysis of oral histories of Klan members](#), the unself-conscious expressions of these sentiments are in themselves revelatory.

As the reader might guess by our names, not only are we not from Texas, we also do not fit neatly into that 20th-century veteran community, which in West Texas is dominated by older white and Hispanic men. Our very presence has, at times, hindered our ability to coax full details from our interviewees, which is unsurprising. In Pecos, a Korean War-era Navy veteran told Christine about “dance companions” before his formal interview. When Kanisorn interviewed him, however, he revealed that these “companions” did more than dance. Indeed, they were prostitutes who stood in line as Navy men picked out the ones they wanted, as at an auction. During our initial intake discussions with veterans, we assess whether a potential interviewee is more comfortable speaking to one of us over the other in order to gather as complete a record as possible.

Despite our outsider status, we sense very little hostility or animosity from these veterans. In fact, we sometimes sense a level of amused curiosity about our request to talk to them about their experiences. Few people have questioned the fact that we are not veterans, and we have found it easier than we expected to build a rapport. We emphasize our position as historians and

the importance of preserving military experiences for future generations, a goal to which many of our interviewees want to contribute. Some are clearly grateful that their stories will live on and that someone, somewhere will know what they did. For others, the fact that we are professional historians seemingly validated their service and the importance of their experiences in a way they had not felt before.

Our interviewees have been kind, gracious, welcoming, and unassuming. They willingly sat down with strangers to discuss sometimes difficult periods of their lives. They have taught us both about their service and the value of getting off the beaten path to listen to people whose rich histories have yet to be told. We are pleased that we have been able to preserve their experiences and provide them with some way to express their emotions and beliefs about their service. We encourage fellow historians, whether professional or amateur, not to be intimidated by vast rural distances in their quest for stories. Rich sources remain untapped in America's wide-open spaces. What is the secret to finding and preserving them? Rodney Reagan would say, "Don't ever stop."

*Christine Lamberson and Kanisorn Wongsrichanalai are associate professors in the Department of History at Angelo State University. In January, Wongsrichanalai will become director of research at the Massachusetts Historical Society.* P

## AHA ANNUAL MEETING

ELIZABETH ELLIOTT

# DEEPER THAN DEEP-DISH

*The Case for Chicago as America's Pizza Capital*

There are two great misconceptions in American pizzadom, according to Steve Dolinsky: Chicagoans like their pizza thick, and New Yorkers do pizza best. The ABC7 (Chicago) food reporter dispels both myths in his new book, *Pizza City, USA: 101 Reasons Why Chicago Is America's Greatest Pizza Town* (Northwestern Univ. Press). In this first-ever field guide to a rich foodscape—underappreciated by both locals and outsiders—Dolinsky samples 101 pies, consults local historians, and even includes a glossary of pizza terminology to piece together a complete profile of Chicago's pizza scene. He concludes that Chicago is far from a one-note pizza town that serves pan after deep-dish pan of its signature style.

Dolinsky tells *Perspectives* that he wants “Pizza City” to enter the pantheon of Chicago nicknames, like the Windy City, Mud City, and Chi-Town. In the book, he argues that Chicago has “the most pizza variety in the country,” outclassing even New York City's. According to his field research, 10 distinctive pizza varieties hold significant ground within Chicago's 77 neighborhoods: “tavern-style, thin, New York-style, artisan, Neapolitan,

deep-dish, stuffed, Sicilian, Roman, and Detroit–style.” That’s twice as many as New York offers, Dolinsky explains: “New York has more people, and therefore more pizza places, but at the end of the day it’s a slice culture.”

Dolinsky also says that you should forget everything you’ve been told about what “Chicago-style pizza” means. *Pizza City, USA* commands: “Walk into any neighborhood pizza joint, be it a family-run place in a bar or a local chain with multiple locations, and ask them what they’re known for. I’ll bet it’s a Chicago-style thin pizza, also known as tavern-style, rather than deep-dish.” While it’s true that both styles were born in Chicago, Dolinsky blames tourists, not locals, for causing the long lines at deep-dish restaurants. He writes, “Many locals actually agree with Jon Stewart’s rant about deep-dish on the *Daily Show*: ‘This is not pizza; this is tomato soup in a bread bowl!’”



Tavern-style pizza from Salerno’s Pizza of Chicago.  
*Steve Dolinsky/Courtesy Northwestern University Press*

## Dolinsky blames tourists, not locals, for causing the long lines at deep-dish restaurants.

Tavern-style—which Dolinsky regards as the “true” Chicago pizza—first emerged in the 1930s, predating the invention of deep-dish by about a decade. Bar owners, catering to a largely working-class community, realized they could get customers to drink more beer if they gave them something salty to eat. Tim Samuelson, cultural historian for the City of Chicago, explains that patrons favored this cracker-thin, square-cut, cheese-pushed-up-to-the-edges style over traditional wedges. “This makes it much easier to hold a drink in one hand and a compact square of pizza in the other,” he says, “unlike wedges, where sag and gravity would make the same maneuver transfer the topping to your shirt or lap.”

A little later, in 1943, Italian-born restaurant owner Ric Riccardo invented deep-dish, which Samuelson describes as “a thick layer of dough pushed into a deep metal pan, and layers of cheese, tomato sauce, and sausage sequenced in a way traditionalists would consider upside-down.” In contrast to the more utilitarian tavern-style, Samuelson says, Riccardo wanted to make a dish “attractive to a quieter clientele,” to be consumed with a knife and fork. After Riccardo’s death, Pizzeria Riccardo was renamed Pizzeria Uno. This is the same Uno franchise that currently operates at over 110 locations worldwide.





Pizza Margherita from Coalfire.  
*Steve Dolinsky/Courtesy Northwestern University Press*

Samuelson emphasizes that “Riccardo is deep-dish’s father—period,” referring to recent debates over whether some of Riccardo’s business partners were the true inventors of the style. What’s important is not whether these rivalries existed, but that early deep-dish proponents were collectively able to corporatize their product. Lou Malnati, for example, who co-managed Pizzeria Uno in the 1950s, spawned a famous deep-dish empire of his own, Lou Malnati’s Pizzeria. Riccardo, Malnati, and others successfully harnessed the tourist market and the “Chicago-style” title to the detriment of popular appreciation of alternative local pizza styles.

Dolinsky believes that Chicago has a deep-seated inferiority complex that complicates its attitude toward pizza. “It’s the ‘Second City’ mentality,” he says. “We’re always trying to show the world how innovative we are, that we are an amazing architecture city, we have an incredible food scene, we’re much more affordable than San Francisco or New York City, and we’re just as dynamic and creative. But when it comes to pizza, we get pigeonholed as deep-dish—that’s it.” He complains that Chicago natives allow this

misconception to go unchallenged, perhaps to bow to the tourist dollar. “Nobody ever says that deep-dish is to Chicago what Times Square is to New York. You would never say that New York–style pizza is whatever you get in Times Square. That’s for tourists!”

Despite Chicago’s reluctance to embrace its colorful pizza heritage, Dolinsky predicts that the city’s pizza scene will only continue to diversify. The reception of his book has been mostly positive so far, simply because people recognized the need to have a field guide to a booming and changing pizza landscape. “There really was nothing like it,” Dolinsky says. “Up until the book, there were a lot of listicles and unverified research about pizza that were based on recognition or hearsay.” (The book humorously defines ingrained pizza biases as “PIGUE Syndrome,” or Pizza I Grew Up Eating Syndrome). Naturally, Dolinsky’s biggest critics are the restaurants that got cut from the final publication. “I went to 185 places, and there’s only 101 featured in the book, and so there are a few disgruntled people,” he says. “Some of the well-established places are not included in the recommended section, just because they didn’t meet our high standards. Nobody got a free pass.”

Dolinsky isn’t the only person fighting unfair characterizations of the Chicago pizza scene. Pizza memorabilia collector Kendall Bruns recently opened the US Pizza Museum in the South Loop, to the ire of journalists and Twitter users who insist that New York is more deserving of such a place. Illustrious pizza chefs, or *pizzaiolos*, are also moving to the city—in August 2017, for example, Rome’s most acclaimed pizzeria, Bonci, picked Chicago for its first-ever location outside Italy.



Small deep-dish pizza from Nueva Italy Pizzeria.  
*Steve Dolinsky/Courtesy Northwestern University Press*

For pizza-loving historians attending the AHA annual meeting, there are several good restaurants close to the Hilton Chicago and Palmer House Hilton. Dolinsky personally recommends Pizano’s or Labriola for deep-dish, Acanto for Neapolitan, and Robert’s Pizza Company for artisan-style. You’ll need to venture beyond the downtown area to find the best examples of tavern-style—*Pizza City, USA* rates highest Vito and Nick’s on the South Side. If attendees are interested in a more educational experience, Dolinsky offers city pizza tours. Every Saturday, trained “doughcents” lead walking and bus tours into different Chicago neighborhoods to sample the styles of pizza described in the book. Information about the tours and additional pizza recommendations are available at [pizzacityusa.com](http://pizzacityusa.com). **P**

Elizabeth Elliott is the AHA’s former program associate.

Hotel and Rate Information				
	SINGLE	DOUBLE	TRIPLE	QUADRUPLE
<b>Hilton Chicago</b> 720 S. Michigan Ave.	\$129	\$129	\$154	\$179

(hdqtrs.)				
<b>Palmer House Hilton</b> 17 E. Monroe St. (co-hdqtrs.)	\$129	\$129	\$154	\$179

Rates are subject to hotel occupancy tax and will be honored three days before and three days after the official meeting dates of January 3–6 based on availability. Free bus transportation will connect the meeting hotels. Information on booking a room at the discounted rate is available at [historians.org/annual-meeting](http://historians.org/annual-meeting).



### Map Points

**1** Hilton Chicago  
720 S. Michigan Ave.

**2** Palmer House Hilton  
17 E. Monroe St.

## ASL Interpretation at the 2019 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, 2018. This service is also available upon request for the Presidential Address and Business Meeting.

Requests should be submitted to Debbie Doyle ([ddoyle@historians.org](mailto:ddoyle@historians.org)) by Dec. 1, 2018

Dates and Deadlines	
NOVEMBER 1	Program mailed to members.
DECEMBER 11	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
DECEMBER 14	Last day for preregistration pricing.
DECEMBER 14	Deadline to submit registration and Job Center refund requests.
JANUARY 3, 2019	Annual meeting opens at 11 a.m. at the Hilton Chicago and Palmer House Hilton.


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](http://historians.org/annual-meeting).

Meeting Registration			
	MEMBER		
	PREREGISTRATION	AFTER DEC. 14	PRERE
Attendee	\$179	\$215	
Speaker	\$179	\$215	
Student	\$82	\$99	
Unemployed/Underemployed/Job	\$50	\$60	

Candidate		
Retired	\$85	\$103
K–12 Teacher	\$50	\$60
Bring your Graduate/Undergraduate/K–12 student discount	<b>For members only.</b> Member rate plus \$10 Bring as many high school, undergraduate, graduate students as you want for only \$10	

Advance registration must be completed by midnight EST on December 14, 2018. 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

MARY BETH NORTON

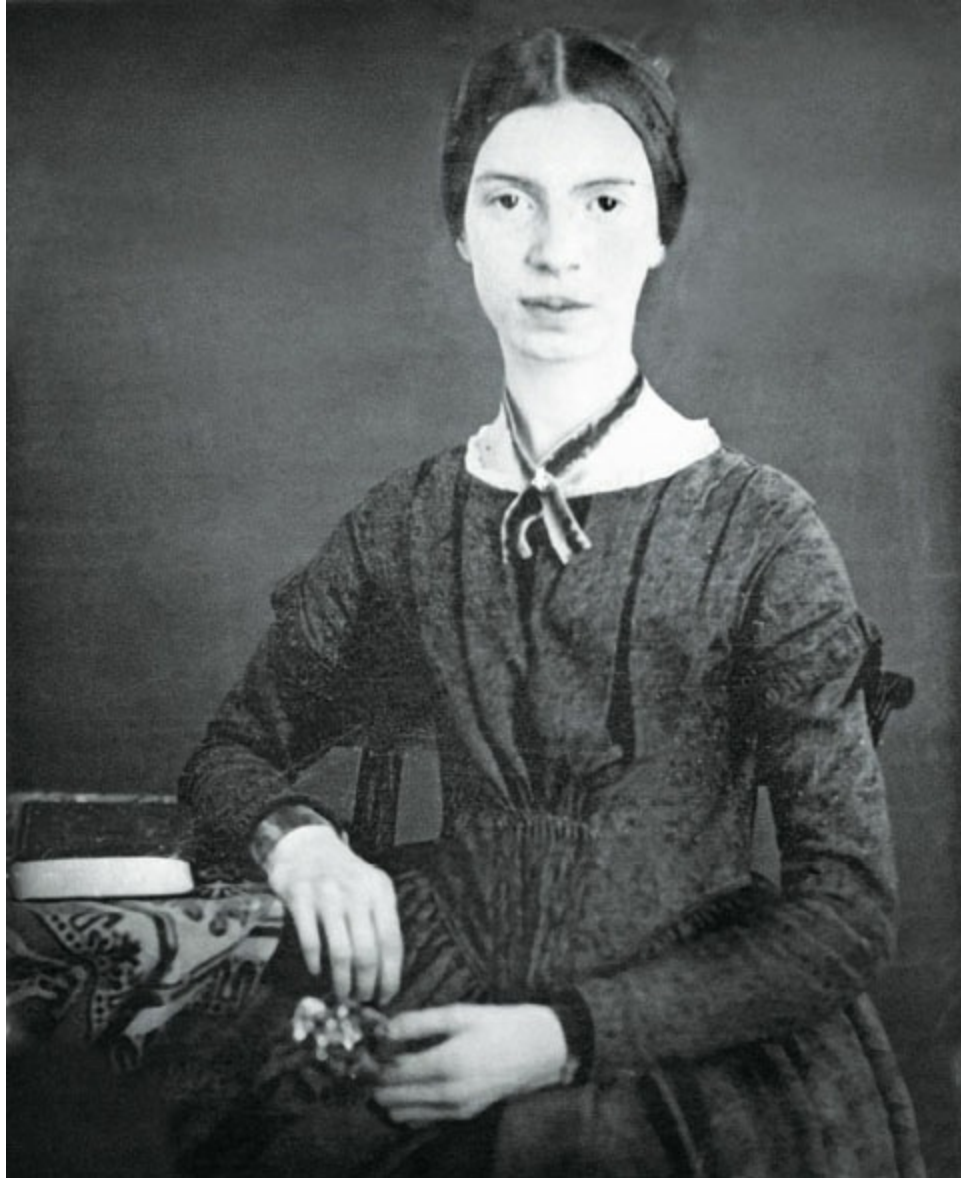
# ABSTRACT OF THE PRESIDENTIAL ADDRESS AT THE 2019 ANNUAL MEETING

*“History on the Diagonal”*

Taking my cue and the inspiration for my title from a well-known poem by Emily Dickinson that refers to “telling it slant,” I will challenge historians to ask questions and use sources in creative ways by approaching their subjects from novel perspectives. In particular, I advocate always asking gender- and race-differentiated questions. I will include a contribution to “telling it slant” based on my own recent research into newspaper essays and a loyalist pamphlet from the era of the American Revolution.

*The presidential address will take place on Friday, January 4, 2019, from 5:30 p.m. to 6:30 p.m. in the Hilton Chicago’s International South Ballroom.*

*Mary Beth Norton is president of the AHA.*



A daguerreotype of Emily Dickinson, c. 1847. *Wikimedia Commons*



## AHA ACTIVITIES

MEGAN CONNOR

## NEW STAFF AT THE AHA

*Meet Victor Medina Del Toro, Devon Reich, and Katie Kaefer*

The AHA is pleased to welcome three new faces to its Washington, DC, townhouse: Victor Medina Del Toro as the new AHA meetings and executive assistant, Devon Reich as the operations and marketing assistant, and Katie Kaefer as the Association's new marketing manager.



Victor Medina Del Toro is the new AHA meetings and executive assistant.

While studying history at Haverford College, **Victor Medina Del Toro** “made it a point *not* to have a narrow historical focus.” Water and World History, History of Humanitarian Organizations, History of Science, and History and Fiction are just a few of the courses Medina Del Toro took while completing his major in history and minor in anthropology.

His studies led him to several internships and volunteer opportunities related to museum exhibits and archives. While completing the Joseph E. O’Donnell Student Library Research Internship at Haverford, Medina Del Toro spent two years curating an exhibition on the history of astronomy, focused on the development of the telescope. In 2016, Medina Del Toro completed an internship at the Mütter Museum in Philadelphia, where he realized his interest in museum administration and learned about the policies and regulations surrounding the ownership and trafficking of artifacts. He

recently started coursework for a postgraduate certificate on antiquities trafficking and art crime at the University of Glasgow's distance learning program.

Medina Del Toro came to the DC area in February 2018, when he started working at the US Capitol Visitor Center. He most enjoyed the moments when visitors asked him questions about the building's history. "It reminded me of why I want to be in museums," he says. Medina Del Toro is looking forward to gaining experience in nonprofit administration.

**Devon Reich**, a recent graduate of the Ohio State University, majored in history with a thematic concentration in power, culture, and society; she minored in world politics and anthropology. Reich's interests have always extended far beyond a single time period or location. When choosing her major, she asked herself: "How can I study the most regions of the world?" Her research varied from studying the role of ambassadors' wives in the early modern Ottoman Empire to the language that museums in the West used when acquiring non-Western artifacts.

While in college, Reich's research interests spread to the field of bio-archaeology, and she used a bio-cultural approach to study a unique hip condition among Native communities in the Lake Erie region of the United States. She also participated in an excavation in Trim, Ireland, at the Black Friary monastery, built in the 13th century.



Devon Reich is the AHA's new operations and marketing assistant.



Katie Kaefer joins the AHA as its new marketing manager.

After graduating in May 2018, Reich worked as a special exhibits specialist at the Cincinnati Museum Center and enjoyed making history learning more interactive through exhibits and educational programming.

Reich is looking forward to gaining experience in development and marketing and finding opportunities to increase undergraduate involvement in AHA initiatives. She loves working with students and is always searching for ways to encourage them to share their research and participate in the historical community.

Finally, the AHA welcomes **Katie Kaefer**. Originally from Buffalo, New York, Kaefer double majored in history and English literature at SUNY Geneseo. She completed her master's degree in American history, public history, and women's studies at the University of Houston and focused much

of her research on women in the South in the 19th century, building on the material she worked on as a research assistant for her adviser at SUNY Geneseo. She wrote her thesis on women slaveholders in Louisiana and the relationship they had with the people they enslaved.

Before coming to the AHA, Kaefer was publicist and exhibits coordinator at Duke University Press, where she applied her interests in cultural and women's studies to her work. She managed marketing and publicity for the press's 60 journals, designed and managed approximately 80 exhibits a year, and managed social media, press, and review copy requests.

"I'm looking forward to using my history background again," Kaefer says, discussing her new role at the AHA. She is especially excited about the AHA's annual meeting in January: "It's interesting to see how all the parts of the organization are working together for this big event." Kaefer is also eager to experience the meeting from an organizational perspective, rather than from the viewpoint of an exhibitor/publicist.

In her free time, Kaefer is an avid reader and has set the impressive goal of reading more than 100 books written (mostly) by women every year. P

*Megan Connor is program associate at the AHA.*

## AHA ACTIVITIES

JULIA BROOKINS, JAMES GROSSMAN, AND EMILY SWAFFORD

# HISTORY GATEWAYS

*A New AHA Initiative to Rethink Introductory Courses*

Historical thinking is crucial to active participation in a democratic society and to preparation for the 21st century's dynamic work landscape. Introductory courses in history could be key to cultivating historical thinking, functioning as gateways to future success and to an understanding of the wider world. Yet many introductory history courses function as roadblocks, especially for first-generation college students. A new AHA initiative, History Gateways, funded by the Andrew W. Mellon Foundation and in partnership with the John N. Gardner Institute for Undergraduate Excellence, aims to change that.

Research conducted in 32 postsecondary institutions by the Gardner Institute identifies history as one of a handful of disciplines where students entering from educationally disadvantaged backgrounds show disproportionately low rates of successful completion in introductory courses. Moreover, students who failed one introductory history course but were otherwise eligible to remain enrolled dropped out of college altogether. Improving student learning and performance in introductory history courses could, therefore,

dramatically boost the retention, completion, and graduation rates of these students.

The Gardner Institute data should be a wakeup call for historians, as well as anyone who cares about the value of liberal learning and the democratic potential of higher education. Because everything has a history, any student should be able to find ways to engage with the value of historical thinking— if a course can be designed with such opportunities in mind.



History Gateways seeks to revamp introductory courses to further student learning, enhance teaching, and improve graduation rates.

Courtesy the Gardner Institute

Through History Gateways, the AHA will lead an evaluation and substantial revision of introductory college-level history courses so that they better serve students from all backgrounds and align more effectively with the future needs of a complex society. Starting in January 2019 and running through December 2022, the AHA and the Gardner Institute will work closely with faculty from 11 two- and four-year institutions, clustered around three regional hubs. In Houston, the AHA will collaborate with Texas Southern University, Houston Community College, the University of Houston–Downtown, and the University of Houston. In the Chicago metro area, the initiative will bring together Purdue University Northwest, Waubesa Community College, Roosevelt University, and the University of Illinois at



Chicago. Partners in New York are St. Francis College, Bergen Community College, and Kean University. Together they will draw on the AHA's successful Tuning project and adapt the Gardner Institute's successful Gateways to Completion program (G2C) to rethink the purpose and substance of what it means to be "introduced" to history at the postsecondary level, and to develop models for implementing these alternatives.

A study shows that students who failed one introductory history course often dropped out of college altogether.

A focus on introductory courses is a logical next step from our Tuning project, a faculty-led, discipline-based initiative that articulated what a history major should know, understand, and be able to do. Indeed, the importance of the introductory course has always lurked on the edges of our discussion of the history major. As past AHA president Kenneth Pomeranz (Univ. of Chicago) remarked in the early days of Tuning, "This is all well and good for the major, but it's even more important to take these ideas to the introductory courses, where we reach more students."

The AHA Tuning initiative demonstrated the potential for curricular intervention through collegial, discipline-based work. AHA Tuning inspired historians to change pedagogical practice through faculty-driven and discipline- and institution-specific conversations and methods. Tuning also produced the Discipline Core, a set of reference points based on shared disciplinary values, which faculty used to frame their perspectives on history pedagogy and explore strategies for assessing student learning at a disciplinary level. Faculty participating in History Gateways will start by

adapting the Discipline Core to introductory courses, supported by experts in history learning.

This firm disciplinary grounding will be complemented by the education research and pedagogical insights of the Gardner Institute, which in G2C has already developed a successful model for curricular redesign of introductory courses. Guided by comprehensive data analytics on course effectiveness, G2C provides an established structure and procedural framework to create meaningful institutional change. In the History Gateways program, history faculty will collaborate with their colleagues in institutional research to analyze data (using historical course performance analytics) and craft and implement a plan to enhance teaching, student learning, and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes.

Working within the Gardner Institute's established framework will strengthen the tools history faculty have to evaluate student learning and to contemplate how and when to implement curricular changes. Participating in the G2C process will allow history faculty to enter an ongoing conversation about how to improve student learning in introductory courses. The process will help them better understand what students already know, integrate frequent formative assessments in order to better monitor student learning and progress, and provide a structured approach to improving introductory course design that includes outside mentors. In other words, drawing on G2C to build upon Tuning will allow faculty to go "wheel shopping" rather than try to reinvent the wheel, all while remaining firmly grounded in disciplinary values and habits of mind.

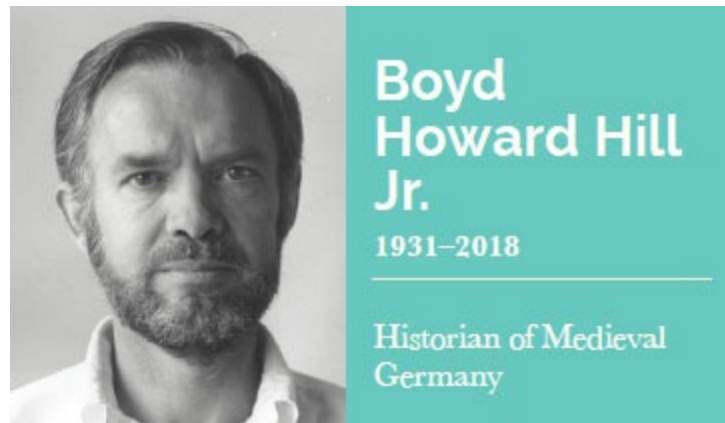
The Gardner Institute's approach—heavy on formative evaluation, data analysis, and pedagogical discourse—stands outside the comfort zone of many historians. We are asking our members to try something new, to think differently about our roles as teachers on a terrain that we must traverse. As a discipline, we too often squander opportunities to convey why learning to think historically matters in the history classes that reach the most students: introductory courses. History Gateways will result in introductory history courses that improve student learning of history and historical thinking, especially among African American, Latinx, Native American, and first-

generation students. That learning will prepare students for success across the college curriculum and help them understand the value of historical thinking in their classrooms, in their future careers, and in their civic and social lives.

A focus on introductory courses  
is a logical next step from our  
Tuning project.

*Julia Brookins is the AHA's special projects coordinator. James Grossman is the AHA's executive director and tweets @JimGrossmanAHA. Emily Swafford is director of academic and professional affairs at the AHA. She tweets @elswafford.*

## IN MEMORIAM



Boyd Howard Hill Jr., a scholar of medieval Germany and premodern medical history, died on July 2, 2018, at his home in Longmont, Colorado. A native of Clearwater, Florida, he completed his undergraduate degree in history at Duke University before he was drafted into the US Army for service in the Korean War in 1953. Hill then earned his MA (1957) and PhD (1963) in history from the University of North Carolina at Chapel Hill. After a short stint as an instructor at Louisiana State University in Baton Rouge, he joined the Department of History at the University of Colorado Boulder in 1964, where he succeeded the eminent medievalist S. Harrison Thompson. Hill would remain at CU Boulder until his retirement in 2001.

Early in his career, Hill was a pioneering scholar of medieval medical theory. His research on premodern anatomy, and his discovery of little-known medical manuscripts (notably the Latin manuscripts of the fourth-century Greek medical scholar Oribasius), culminated in his frequently cited 1965 article “The Grain and the Spirit in Mediaeval Anatomy,” published in the Medieval Academy of America’s journal *Speculum*. The history of medieval Germany, however, was Hill’s abiding passion, particularly the Ottonian period (919–1024 CE). Concerned by the dearth of English-language scholarship on the German Empire and the absence of translations of

important primary texts in the 1960s, he helped remedy this situation with the publication of *The Rise of the First Reich: Germany in the Tenth Century* (1969) and *Medieval Monarchy in Action: The German Empire from Henry I to Henry IV* (1972). Both volumes performed a valuable public service by introducing scholars and students to the Ottonian period through translated primary sources and discussions of German historiography. They also demonstrated Hill's abiding commitment to the critical study of official medieval acts (diplomats), which he taught to generations of students in summer institutes and CU seminars.

Hill also read widely in new historical methodologies, exemplified by two articles on comparative history in the *American Historical Review*, both co-authored with his wife, Alette Olin Hill: "Marc Bloch and Comparative History" (1980) and "Comparative History in Theory and Practice" (1982). Hill was committed to graduate and undergraduate teaching, as well as departmental service. He spent seven years as chair of the Departments of History (1981–85) and Classics (1986–87) at CU. His gradually failing eyesight led to his retirement in 2001.

Throughout his career, Hill was a tireless advocate for the study of premodern history on the Front Range of the Rockies. He helped to establish the Rocky Mountain Medieval and Renaissance Association and its journal *Quidditas* (1980–present), and was elected president of the association in 1983–84. In addition, he served as a councilor of the Pacific Coast Branch of the American Historical Association (1971–74) and as a member of the Executive Committee of the Committee for Centers and Regional Associations of the Medieval Academy of America (1980–84).

Hill championed paleography, diplomats, and the other time-honored *Hilfswissenschaften* (ancillary disciplines) of medieval historiography as essential tools for teasing out the hidden details of premodern society, tucked away in neglected manuscripts. At the same time, he also was a forward-looking thinker, eager to read and apply new techniques and approaches to the study of the past. As a colleague, he could appear stern; he did not suffer fools, was intellectually combative, and relished a good argument. Yet he was also supportive and sympathetic, and generously shared his time, expertise, and sense of humor with his undergraduate and graduate students

and junior colleagues. His enthusiasm and energy were infectious, and his classroom antics legendary (including teaching undergraduate students how to make their own bishop's miters out of newspaper). Hill's affection could be measured by how much he ribbed you in private. True to the German saying, *Was sich liebt, das neckt sich* (he teased the ones he loved). We will miss him.

Scott G. Bruce  
*Fordham University*

Sean Gilsdorf  
*Harvard University*



Our colleague Jan Ellen Lewis passed away on August 28, 2018. Lewis was a scholar of gender, race, and politics in early US history and dean of the School of Arts and Sciences and professor of history at Rutgers University–Newark.

Born in St. Louis in 1949, Lewis received an AB in history from Bryn Mawr College (1971) and master's degrees in American culture (1972) and history (1974) from the University of Michigan. She joined the faculty at Rutgers–Newark in 1977, the year she completed her PhD. She was the sole woman in the history department and later became its first woman chair. She helped to reshape the department, hiring historians who shared her commitments to Newark's diverse student body and the Newark community. Lewis also taught in the PhD program at Rutgers University–New Brunswick.

Her dissertation, directed by Kenneth Lockridge and Leslie Owens, became her first book, *The Pursuit of Happiness: Family and Values in Jefferson's Virginia* (1983). The questions she asked in that study—about gender, class, and race and about Thomas Jefferson's own families, white and black—shaped her scholarly career. Lewis's influential 1987 article "The Republican Wife: Virtue and Seduction in the Early Republic" dissected popular literature on seduction to analyze that era's faith in virtue, and concomitant helplessness against raw inequalities of power.

Lewis helped build her generation's scholarship on the relationship between Jefferson and Sally Hemings, the enslaved woman who bore him several

children. In 1999, Lewis co-organized, with Peter S. Onuf, a groundbreaking conference in which top scholars of the early republic considered the meanings of the Jefferson-Hemings relationship. The conference papers, published as *Sally Hemings and Thomas Jefferson: History, Memory, and Civic Culture*, included Lewis's essay "The White Jeffersons," a moving meditation on Jefferson's lifelong refusal to acknowledge his black offspring. "How are we to reckon the costs entailed upon the Hemings family first by their father's silence and then by his white family's lies?" Lewis asked. "And how are we to reckon the costs to the nation of an evasion compounded and elaborated until it became a thing in itself, a cornerstone of our civic culture?"

Lewis also collaborated with James Horn and Onuf on *The Revolution of 1800: Democracy, Race, and the New Republic* (2002), and with several colleagues on the college-level textbook *Of the People: A History of the United States* (2012). She did pioneering work on the history of emotions, publishing "Mother's Love: The Construction of an Emotion in Nineteenth-Century America" (1989) and, in collaboration with Peter N. Stearns, *An Emotional History of the United States* (1998).

In 2015, Professor Lewis served as president of the Society for Historians of the Early American Republic (SHEAR); at the time of her death, she was president-elect of the Society of American Historians. Her SHEAR presidential address, "What Happened to the Three-Fifths Clause: The Relationship between Women and Slaves in Constitutional Thought, 1787–1866," will be republished in a forthcoming volume of Lewis's recent writings. She also served the AHA as chair of the Committee on Women Historians; member of the Nominating Committee; and member of the *American Historical Review Board of Editors*.

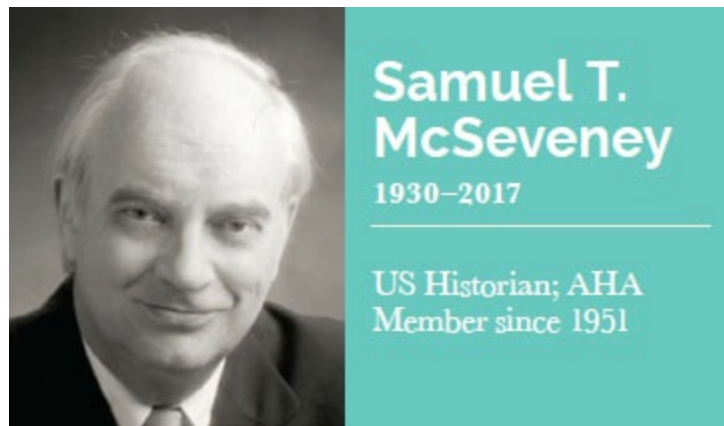
Colleagues and students will long be grateful for Lewis's unparalleled gifts as an administrator, powers she used to foster social justice at Rutgers–Newark. She served as acting dean at critical junctures in the early 2000s, and then as dean of the School of Arts and Sciences in 2014. Lewis was the force behind numerous progressive changes within the university. Under her leadership, the school made its first faculty hires in LGBT studies. She strengthened interdisciplinary programs and departments, including the African and



African American Studies department, the American studies PhD program, and the MFA in Creative Writing, a program that, like Rutgers–Newark as a whole, has taken empowering the voices of minority, immigrant, and first-generation college students as its mandate. Lewis helped the university achieve these goals, as Rutgers–Newark makes news for its diversity and its unusual success at graduating first-generation college students. In keeping with Lewis’s lifelong passion for justice, the Jan Ellen Lewis Endowed Scholarship Fund has been established to enable low-income students to attend Rutgers University–Newark.

Ann Fabian  
*Rutgers University–New Brunswick (emerita)*

Beryl Satter  
*Rutgers University–Newark*



On August 5, 2017, Vanderbilt University lost one of its most popular professors. Samuel T. McSeveney, professor of history emeritus, died after a short but devastating illness. Born in Brooklyn in 1930, the son of Irish and Scottish immigrants, Sam never lost his love for New York and its cultural riches. He entranced many audiences over the years with his lectures on the 19th-century maturation of the city and its environs.

McSeveney earned his BA in history at nearby Brooklyn College in 1951 and an MA at the University of Connecticut in 1953. After two years in the Army, he moved to the University of Iowa, where he completed his PhD in history in 1965. Meanwhile, in 1960, he gained a faculty position at California State University, Los Angeles. Typical for Sam, in his six years there, he won an outstanding professor award for his teaching and developed several lifelong friendships. In 1966, he moved back home to Brooklyn College as a professor. In 1972, he won his position at Vanderbilt, in the field of 19th-century American history. In 1976–77, he was a visiting professor at the University of Leeds, in England. He retired in 2001.

McSeveney was one of a cohort of historians (including his Brooklyn classmate Joel Silbey) who revolutionized American political history in the late 1960s and early 1970s. Frequently referred to as the “ethnocultural” school, they sought to redirect the field away from personalities and policy to the study of voter behavior, using methods and insights drawn from political science. Underneath the noise of traditional narrative, they found long-term patterns of partisan allegiance, not necessarily bearing a clear relationship to

the economic issues emphasized by the Progressive historians. Instead, they found that the wellsprings of partisan politics were closely tied to a complex of communal and cultural identities, frequently drawing from immigrant cultures and religious differences.

McSeveney was a major advocate for this school of interpretation, producing numerous articles and review essays drawing on his deep understanding of the ethnic cauldron of New York City. His most important contribution—a landmark in the field—was *The Politics of Depression: Political Behavior in the Northeast, 1893–1896* (1972), in which he explored the complex ethnocultural politics of New York, Connecticut, and New Jersey. These states made a transition to a more “modern,” economically focused politics in the depression following the Panic of 1893, culminating in the election of 1896. Both the ethnocultural school and the related effort to delineate American political history as a succession of “party systems” have had their detractors, but their work continues to influence modern writing on American politics.

McSeveney followed *The Politics of Depression* with over a dozen articles and book chapters, most of which related to what some called quantitative history. He was very active in the Social Science History Association and chaired program committees for the Organization of American Historians and the Southern Historical Association. He won fellowships from the National Endowment for the Humanities, the Social Science Research Council, the American Council of Learned Societies, and the American Philosophical Society.

Sam was a perfect academic citizen at Vanderbilt. He served on over a dozen critical university committees, chaired his department from 1990 to 1994, and was a mentor to young professors. He became a personal friend of hundreds of students. Above all, he was a superb and much honored teacher. He won his college’s annual awards for both teaching and advising, and as a capstone of his career, he won the Chancellors Cup for his contribution to student and faculty relations off campus. He kept in touch with many of his students long after they graduated. He is honored with the Samuel T. McSeveney Award, bestowed each spring since 2012 on the author of the best research paper or essay written for a freshman history seminar at Vanderbilt.

Survivors include his wife Sandra, son Daniel, daughter-in-law Lisa, and grandson Connor. He is sorely missed by all who knew him.

Paul K. Conkin  
*Vanderbilt University*

# Grants for **AHA** members

The AHA is pleased to support the study and exploration of history through our annual research grants program.

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## UNITED ARAB EMIRATES

### **NEW YORK UNIVERSITY, ABU DHABI**

Abu Dhabi

**Humanities Research Fellowships for the Study of the Arab World** The NYU Abu Dhabi Research Institute invites scholars who wish to contribute to the vibrant research culture of NYUAD's Saadiyat campus to apply for a residential fellowship, starting September 2019. The Institute welcomes applications from scholars working in all areas of the Humanities related to the study of the Arab world, its rich literature and history, its cultural and artistic heritage, and its manifold connections with other cultures. This includes, among others, (early) Islamic intellectual history and culture, any areas of particular relevance to the Gulf and MENASA regions, as well as projects thematically connected to existing research projects and initiatives at NYUAD's divisions of Arts & Humanities and Social Sciences (see <https://nyuad.nyu.edu/en/research.html>). Both distinguished scholars with an

established reputation and promising young scholars who are in the beginning of their career can apply for a senior or postdoctoral research fellowship. The program awards one-year senior fellowships and one-/two-year postdoctoral fellowships. Each fellow receives a competitive stipend commensurate with experience, housing, health insurance, work/office space on campus, full access to NYUAD's library facilities (with close connections to NYU's main library in New York), research allowance, an opportunity to host a small workshop funded by the Research Institute, and support for travel to and from Abu Dhabi. We expect successful candidates to commence their appointment on September 1, 2019, pending final budgetary and administrative approval. The fellowship program is hosted by the NYU Abu Dhabi Research Institute. For more information, please visit <https://nyuad.nyu.edu/en/research/centers-labs-and-projects/humanities-research-fellowship-program.html>. Applications are due November 1, 2018. For questions, please reach out to Alexandra Sandu (Assistant Director), [alexandra.sandu@nyu.edu](mailto:alexandra.sandu@nyu.edu).



**UNIVERSITY OF DELAWARE**  
Newark, DE

**Chair, Department of History.** The Department of History invites applications and nominations for the position of department chair, beginning fall semester 2019. Department chairs at the University of Delaware serve five-year terms with the possibility of renewal. The chair will lead a department of 30 full-time faculty with approximately 300 undergraduate majors as well as a graduate program that averages fifty masters and doctoral students. Alongside executive duties, the chair will support faculty in their research and teaching needs and represent the department's interests to the administration and the wider community. Candidates should be scholars with successful records in academic and administrative leadership. A PhD and the rank of full professor are required. We encourage applications from all candidates with a record of outstanding scholarly achievement, regardless of geographical or methodological focus. Centrally located in the New York-

Washington research corridor, the University of Delaware is one of the nation's oldest institutions of higher education. Combining tradition with innovation, the university provides the department with a supportive environment for research and teaching. The faculty is a productive group of engaged teacher-scholars with international reputations. The department's traditional strengths lie in US history, material culture, history education, and the history of technology and capitalism, but it supports a broad research program that also includes European and world history. As one of the university's leading departments for graduate studies, the department hosts its own doctoral program in US and non-US history, while also partnering with the Winterthur Museum and the Hagley Museum and Library to offer renowned programs in American Civilization and the Hagley Program. The department also houses the Museum Studies Program, which serves both graduate and undergraduate students throughout the College of Arts and Sciences and has a national reputation for its public service. The department embraces the university's larger mission of interdisciplinary study through campus-wide initiatives in material culture, digital humanities, and African American public humanities. The department looks for dynamic leadership in the future to build on a long history of sound administration and collegiality. Using the Interfolio online system at UD(<https://apply.interfolio.com/52948>), applicants are asked to create and upload a single document that includes a cover letter, a CV, and the names and contact information for three references. Review of applications will begin on receipt and continue until the position is filled. Please direct questions to History Chair Search Committee chair Dr. Lu Ann De Cunzo at [decunzo@udel.edu](mailto:decunzo@udel.edu). The University of Delaware recognizes and values the importance of diversity and inclusion in enriching the experience of its employees and in supporting its academic mission. We are committed to attracting and retaining employees with varying identities and backgrounds, and we strongly encourage applications from educators from underrepresented groups. UD provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.





## DISTRICT OF COLUMBIA

### **GEORGE WASHINGTON UNIVERSITY** Washington, DC

**Medieval Europe.** The George Washington University Department of History invites applications for a tenure-track assistant professor in the field of medieval European history. Specialists of all regions of Europe 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. 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. Employment offers are contingent pending budgetary approval and the satisfactory outcome of a standard background check. Applicants must have a PhD in medieval history or a closely related field in hand by the time 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. Only completed applications will be considered. Apply at <http://www.gwu.jobs/postings/56068>.



## GEORGIA

### **AGNES SCOTT COLLEGE** Decatur, GA

**Africa/African Diaspora.** The Agnes Scott College History Department invites applications for a tenure-track position at the assistant rank in the history of Africa or the African Diaspora. The 3/2 teaching load will include

a survey of African history, an upper-level course in the history of the African Diaspora, courses in the candidate's specialty and a contribution to Summit, Agnes Scott's global learning and leadership development initiative for all students. PhD in history must be completed by the beginning of the appointment (August 2019). The successful candidate will possess teaching experience and a commitment to working with a socially and economically diverse student population. To apply, submit cover letter, CV, and three recent letters of recommendation by October 15, 2018, to [facultysearch@agnesscott.edu](mailto:facultysearch@agnesscott.edu) (please include "History Search" in subject line) or to Mary Cain, Dept. of History, 141 E. College Ave., Decatur, GA 30030. Additional materials—including syllabi, teaching evaluations, writing sample, and graduate transcripts—will be solicited from selected applicants later in the search process.



## **PURDUE UNIVERSITY**

West Lafayette, IN

**Head, Department of History.** We welcome applications for the position of Head of the Department of History at Purdue University at the level of tenured full professor. Field of specialization is open. Purdue University is a leading research-intensive public university with a land grant mission and a strong international reputation. The College of Liberal Arts at Purdue includes ten academic units across the social sciences, humanities and arts. The Department of History is well-positioned at Purdue with four named chairs, 30 award-winning faculty, a robust graduate program and undergraduate History Honors program, as well as over 125 majors and minors and 156 course offerings. The department is a leader in interdisciplinary scholarship, teaching, and engagement across the College of Liberal Arts and the broader university campus with multiple faculty members serving as directors of these programs. The Department of History also supports and promotes the College of Liberal Arts' innovative program for all Purdue undergraduates, Cornerstone Integrated Liberal Arts. Faculty in the History Department regularly teach in Cornerstone's first-year sequence for incoming students, Transformative Texts I and II. The Head of the

Department of History has leadership responsibility for the entire unit, including recruiting and retaining departmental personnel, overseeing the process of promotion and tenure, allocating the budget, and representing the department to the Office of the Dean and the council of department heads. The Head regularly teaches a course in his/her field of specialization. The Head is appointed by the Dean of the College of Liberal Arts and reports to the Dean. The 12-month appointment begins on July 1, 2019, is initially for five years, and is renewable. Earned doctorate in history, with the area of specialization open; a distinguished scholarly record; evidence of excellent teaching; faculty experience in a program granting advanced degrees; qualifications for appointment at the rank of full professor; leadership ability, as well as prior administrative experience required. Salary competitive and commensurate with experience and qualifications. Interested candidates should electronically submit a letter of application indicating relevant experience and qualifications, CV, statement of administrative philosophy, and three letters of reference to Prof. Jennifer William, Chair of the History Head Search Committee, [HistoryHeadSearch@purdue.edu](mailto:HistoryHeadSearch@purdue.edu). Questions: Please contact Kristen Hunt at [kristenhunt@purdue.edu](mailto:kristenhunt@purdue.edu). Purdue University's Department of History is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion. We will begin reviewing applications on December 1, 2018, and will continue to accept applications until the position is filled. A background check is required for employment in this position. Purdue University is an AA/EOE. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.



**KENTUCKY**

**UNIVERSITY OF KENTUCKY**

Lexington, KY

**US Latinx History.** The Department of History at the University of Kentucky invites applications for a tenure-track assistant professor in US

Latinx history to begin fall 2019. Research focus and chronological period are open. The successful candidate will be a committed researcher and teacher who can engage students in historical and interdisciplinary studies in introductory surveys, upper-division undergraduate courses, and graduate seminars. Teaching responsibilities are two courses per semester. This position is part of a cluster hire in Latinx Studies (parallel to a hire in literature and culture in the Dept. of Hispanic Studies). The applicant is also expected to play an active role in the vibrant Latin American, Caribbean, and Latino Studies Program at the University of Kentucky. We encourage candidates with fluency in Spanish. Applicants must have a PhD in hand by August 2019. Interested applicants should apply online at <http://ukjobs.uky.edu/postings/201837>. Applicants must include letter of application detailing research and teaching (upload under Cover Letter), CV, a chapter-length writing sample, and a diversity statement (upload under Specific Request 1). As a department and university, we are strongly committed to creating an inclusive and effective teaching, learning, research, and working environment for all. In one to two pages, applicants should reflect on their commitments, approaches, and insights related to inclusion, diversity, and equity. Also provide the names and contact information for three references when prompted in the academic profile. This information will be utilized to solicit recommendation letters from your references within the employment system. Review of applications will begin on November 1, 2018, and will continue until the position is filled. Please direct any questions about the position to US Latinx Search Committee Chair, Professor Francie Chassen-López, at [frclopz@email.uky.edu](mailto:frclopz@email.uky.edu). The University of Kentucky is an EOE and encourages applications from veterans, individuals with disabilities, women, African Americans, and all minorities.



**PRINCETON UNIVERSITY**  
Princeton, NJ

**Brazil.** Assistant professor, tenure track, or tenured associate professor. Anticipated start date: September 1, 2019. The Department of History at

Princeton University invites applications from scholars who specialize in modern Brazilian history. The time period and field of specialization are open, but the search will prioritize scholars who enhance existing thematic strengths in the department, including but not limited to: environmental history, transnational history, political history, the trans-Atlantic slave trade, slavery and race, gender and sexuality, and post-emancipation society. The candidate should be prepared to offer an undergraduate lecture course on the history of Brazil, as well as upper level undergraduate courses and graduate seminars on specialized aspects of this history. Review of files will begin October 8, 2018. Applicants should provide a letter of application, curriculum vitae, research statement outlining the dissertation or book as well as future plans, and one chapter- or article-length writing sample. Applicants should also provide contact information for at least three recommenders as part of the online application process. For candidates who do not yet have a PhD, the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2019. 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/7841>.

## **SHELBY CULLOM DAVIS CENTER FOR HISTORICAL STUDIES**

Princeton, NJ

**Law and Legalities Fellowship.** During the 2019–20 academic year, the Shelby Cullom Davis Center for Historical Studies will focus on the topic of “Law & Legalities.” This seminar will bring together visiting scholars working on law in societies around the world and throughout human history, on topics including (but not restricted to) state administration, gender and sexuality, race, religion, property, science, environment, technology, war, migration, commerce, medicine, disability, incarceration, and human rights. How have legal, illegal, quasilegal, and extra-legal forms of social order interacted in different periods and places? We will consider the historical possibilities and predicaments that have emerged within legal and juridical systems (both “hard” and “soft”), as well as the conflicts that have arisen

from the overlapping jurisdictions of custom, community, religion, nation-state, empire, and international bodies. Fellowships are awarded to employed scholars who are expected to return to their position. Verification of employment and salary will be requested prior to approval by the Dean of the Faculty. PhD required. To apply for a visiting position, please visit <https://www.princeton.edu/acad-positions/position/7661>. The deadline for receipt of applications and letters of recommendation for fellowships is December 1, 2018, 11:59 p.m. EST. Applicants must apply online and submit a CV, cover letter, research proposal, abstract of proposal, and contact information for three references. Princeton University is an AA/EOE and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, protected veteran status, or any other characteristic protected by law.



**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
Chapel Hill, NC

**Frank Porter Graham Chair in Global Human Rights History.** The History Department at the University of North Carolina at Chapel Hill invites applications for a distinguished professorship in the global history of human rights, beginning as early as July 1, 2019. The Frank Porter Graham Chair honors a former president of UNC whose own commitments to history and human rights provide a thematic framework for this position. Building on that legacy and recognizing the increasingly global orientation of current historical studies, the UNC-CH History Department seeks to appoint an eminent scholar whose research and teaching focus on human rights, broadly defined. This work might examine subjects such as the history of human rights, the history of genocides, the history of social justice movements, or the history of conflicts over human uses of the environment. Candidates for this position should have published important historical works and be prepared to teach both undergraduate and graduate courses in a department that values outstanding teaching. The Frank Porter Graham Professor will

also be expected to engage with diverse public audiences outside the University and to serve the outreach mission of a public research university. Apply at <http://unc.peopleadmin.com/postings/148371> and submit online your current CV and a letter of application that explains the main themes of your research, your teaching experience, and your past engagement with public audiences. Please list the names and contact information of four persons who could provide letters of recommendation. For inquiries about the position, contact Prof. Lloyd Kramer, Chair, Frank Porter Graham Search Committee, Dept. of History, University of North Carolina, CB# 3195, Chapel Hill, NC 27599-3195. Review of applications will begin on December 1, 2018, and will continue until the position is filled.

## PENNSYLVANIA

### UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

**Modern Central Europe, 1800-Present.** The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professorship in modern central European history, 1800-present, broadly construed to include national and/or transnational approaches. Teaching portfolio will include major themes in modern German history in addition to the candidate's own areas of specialization. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/1394>. 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, 2018 and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in Chicago. 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.



## **RICE UNIVERSITY**

Houston, TX

**Medical Humanities.** The School of Humanities at Rice University in Houston, Texas, seeks applicants for an open-rank, tenured or tenure-track position as assistant, associate or full professor in medical humanities, focusing on US history of medicine, global health histories, or ethical issues in health, including research emphasizing race, gender, and sexuality. Appointment of the candidate will be in the relevant Humanities department. PhD in related field required at time of appointment. Applicants should be prepared to teach regularly offered undergraduate and graduate courses in medical humanities, along with courses in their own field of expertise. The normal course load in the Humanities is 2:2. The application process is entirely web-based. Upload a letter of application, CV, a writing sample of ca. 25 pages, evidence of teaching excellence, and arrange to have three letters of recommendation sent (for tenured candidates: names of three referees) by November 1, 2018, to the attention of Prof. Kirsten Ostherr, Search Committee Chair, Office of the Dean of Humanities. The RICEWorks link for applications is <http://jobs.rice.edu/postings/16254>. The Medical Humanities program was launched at Rice University in the fall of 2016 in response to student demand, faculty interest, and nationwide recognition that well-rounded students with humanities training bring valuable skills to health care and clinical research. The program takes a multidisciplinary approach to teaching and research on human experiences of health and illness. We aim to increase equity and inclusiveness through learning focused on social and cultural history, diversity, ethics, and health disparities. The School of Humanities has identified Medical Humanities as a strategic priority that advances the university's Vision for the Second Century (V2C2). Our program has strong collaborations with institutions in the Texas Medical Center, including the University of Texas Schools of Medicine and Public



Health, Baylor College of Medicine, and numerous community organizations.



## UNIVERSITY OF WISCONSIN-MADISON

Madison, WI

**South Asia since 1500.** The History Department at the University of Wisconsin-Madison invites applications for an assistant professor (tenure track) in the history of South Asia since 1500; thematic field and period of specialization open. 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 candidate will teach courses at all levels, including introductory courses, in the history of South Asia since 1500, as well as courses in the candidate's field of specialty. The successful candidate will engage in significant ongoing research and publication and will perform department, university and community services as appropriate for faculty rank. PhD in history or equivalent by start of appointment required. Minimum number of years and type of relevant work experience: Must demonstrate potential for excellence in teaching and scholarly research. We will consider applicants specializing in any area of South Asia. Candidates with an ability to conduct research using one or more South Asian languages are encouraged to apply. 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. UW-Madison is seeking a diverse set of faculty candidates who will deepen our campus' interdisciplinary research strength in key areas of current and future research promise, as well as faculty candidates who will approach their work in a manner that advances our commitment to research excellence. Interested candidates should find the position announcement at <http://jobs.wisc.edu> (PVL 96102), click on "Apply Now" and submit a letter of application, CV, and a writing sample of roughly 35 pages. 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. 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. For full consideration, all materials must be received no later than midnight, Tuesday, November 6, 2018. However positions may remain open and applications may be considered until the position is filled. The Annual Security and Fire Safety Report contains current campus safety and disciplinary policies, crime statistics for the previous 3 calendar years, and on-campus student housing fire safety policies and fire statistics for the previous 3 calendar years. UW-Madison will provide a paper copy upon request; please contact the University of Wisconsin Police Department.

**Technology.** The History Department at the University of Wisconsin-Madison invites applications for an assistant professor (tenure track) in the history of technology. We will consider applicants specializing in any area of the history of technology, with a preference for candidates who could also teach an introductory course in Science and Technology Studies. The ideal candidate will participate in the graduate program in History of Science, Medicine, and Technology within the History Department; will actively engage in the intellectual life of our large history faculty with diverse temporal, geographical, and methodological interests; will embrace departmental commitments to undergraduate and graduate education; and will engage in significant ongoing research and publication. The appointment will begin August 2019. The deadline for all materials, including letters of recommendation, is midnight on Wednesday, November 7, 2018. The successful candidate will teach courses at all levels from introductory undergraduate to graduate level. The faculty member will be part of the History of Science, Medicine, and Technology (HSMT) program in the History Department and is expected to participate in curricular and program activities of this group. The successful candidate will engage in significant ongoing research and publication and will perform department, university and community services as appropriate for faculty rank. Salary is negotiable. Applicants must hold a doctorate in history or relevant degree program by start of appointment and demonstrate potential for excellence in teaching and scholarly research. We will consider applicants specializing in any area of the History of Technology. Unless confidentiality is requested in writing,

information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality. A criminal background check will be required prior to employment. UW-Madison is seeking a diverse set of faculty candidates who will deepen our campus' interdisciplinary research strength in key areas of current and future research promise, as well as faculty candidates who will approach their work in a manner that advances our commitment to research excellence. Interested candidates should find the position announcement at <http://jobs.wisc.edu> (PVL 96129), click on "Apply Now" and submit a letter of application, CV, and a writing sample of roughly 35 pages. Candidates are required to provide contact information for three references; they will each receive an electronic link through which they can upload a signed letter of reference. If the writing sample forms part of a larger book manuscript or dissertation, candidates should include an abstract and table of contents or a statement of how the writing sample fits in with the larger project.

## AD POLICY STATEMENT

*Most job discrimination is illegal, and open hiring on the basis of merit depends on fair practice in recruitment, thereby ensuring that all professionally qualified persons may obtain appropriate opportunities. The AHA will not accept a job listing that (1) contains wording that either directly or indirectly links race, color, national origin, sex, gender, gender expression, gender identity, sexual orientation, marital status, ideology, political affiliation, age, or disability to a specific job offer; or (2) contains wording requiring applicants to submit special materials for the sole purpose of identifying the applicant's race, color, national origin, sex, gender, gender expression, gender identity, sexual orientation, marital status, ideology, political affiliation, veteran status, age, or disability.*

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

*The AHA retains the right to refuse or edit all discriminatory statements from copy submitted to the Association that is not consistent with these guidelines or with the principles of Title VII of the Civil Rights Act of 1964. The AHA*

*accepts advertisements from academic institutions whose administrations are under censure by the American Association of University Professors (AAUP), but requires that this fact be clearly stated. Refer to [www.aaup.org/our-programs/academic-freedom/censure-list](http://www.aaup.org/our-programs/academic-freedom/censure-list) for more information.*

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

# Join the Conversation at AHA Communities



[communities.historians.org](http://communities.historians.org)

AHA Communities is an online platform for communication and collaboration. Historians can join ongoing discussions on teaching and learning, remaking graduate education, and the annual meeting, or launch their own forum, blog, or project space.

AMERICAN  
HISTORICAL  
ASSOCIATION

AMERICAN  
HISTORICAL  
ASSOCIATION

NEW YORK CITY  
JANUARY 3-6, 2020

134th ANNUAL MEETING



## Call for Proposals for the 134th 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.

Electronic submission only, by midnight PST on February 15, 2019

### Questions?

- Please review the annual meeting guidelines and more information at [historians.org/annual-meeting/submit-a-proposal](http://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](mailto:annualmeeting@historians.org).
- Questions about the content of proposals should be directed to Program Committee chair Joshua L. Reid ([jfreid@u.washington.edu](mailto:jfreid@u.washington.edu)) and co-chair Sarah Elizabeth Shurts ([sshurts@bergen.edu](mailto:sshurts@bergen.edu))