

Perspectives on History

The Newsmagazine of the American Historical Association | 52: 7 | October 2014



2015

Job Center and Career Fair



The AHA Job Center, which provides space for prearranged and open job interviews, will host the second annual Career Fair on Sunday, January 4, 2015, from 1 to 5 p.m. in the New York Hilton, Americas Hall II. The Career Fair introduces job candidates and students to mentors from various career paths. Mentors will provide informational interviews and guidance in the transition from history studies to a history career.

Talk to a Career Fair mentor to learn:

What careers are available to historians?

What additional training might be needed?

How do you find a job?

Which skills of historians are in demand?

How can history departments support broad career paths?

For more information,
visit www.historians.org/annual/jobs

All annual meeting attendees are welcome!

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On the Cover



Inspired by Jacob Soll's review of Manuel Lima's *The Book of Trees*, we found dozens of examples of the Tree of Life and the Tree of Knowledge from a range of cultures and traditions. Trees convey connections between earthy and celestial knowledge, taxonomies built around a strong central core, and, increasingly in the digital age, complex relationships and hierarchies.

The tree that appears in this window screen of the Sidi Sayed mosque in Ahmedabad, India, was made in 1573. The mosque, still in use today, was built near the Sabarmati River in the Gujarat region. In Islamic traditions, the tree encompasses all. The Sufi author Ibn Al-'Arabi named one of his treatises *Shajarat Al-Kawn (The Universal Tree)*. This tree is imagined to be "at the navel of the earth, whose roots go down to the deepest reaches of the underworld, whose branches extend to embrace east and west, and whose topmost branches penetrate to the highest heaven. . . . The Prophet Muhammad is concerned with the root of this Tree, but also with its fruits, and with the Tree of Life mentioned in Sura XXIV, 35, the blessed olive tree," writes Arthur Jeffery in "Ibn Al-'Arabi's Shajarat Al-Kawn" (*Studia Islamica* 10 [1959], pp. 43-77).

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Retirement as a Stage in the Academic Life Cycle

Jan Goldstein

When I talk to French and German colleagues who belong to my generational cohort, I'm struck by the fact that retirement isn't an obviously fraught subject for them. The rules governing their centralized state systems of higher education include a mandatory retirement age. Particular circumstances may extend it by a couple of years, but the basic principle holds for everyone. A given individual may or may not relish the idea of retirement, but no matter: he or she must accede to it. At the level of practice, then, if not necessarily at the psychological level, clarity and order reign. Retirement, the last stage of the professional life cycle of an academic, is simply a fact of life, an inevitability.

Not so in the United States, where a federal law of 1993 gave tenured professors freedom of choice about when and indeed whether to retire. Freedom of choice in the conduct of one's life is an intrinsic good as well as a quintessentially American ideal. But in this case it comes with certain costs that deserve the attention of academic members of our discipline, the junior members as well as the senior. For the individual professor getting on in years, the burden of choice can produce a mutually reinforcing cycle of indecision and anxiety—one that is intensified by the relative lack of public conversation about retirement. For the collectivity, elimination of mandatory retirement contributes to the academic job crisis, keeping existing positions filled at a time when broader structural factors—the cutting of college and university budgets, the turn to part-time faculty employment at the expense of tenure-track jobs—have already made new openings painfully scarce. Retirement holds little meaning for young historians in search of their first tenure-track jobs, except insofar as many of them, rightly or wrongly, see the nonretirement of their elders as blocking their own professional futures.

It's widely assumed that the crash of 2008, which eroded the value of pension accounts, is largely responsible for the current reluctance on the part of many professors in the appropriate age bracket to retire. Such people simply cannot now afford to take retirement as early as they'd planned, this story goes. But a study sponsored by TIAA-CREF, carried out by the *Chronicle of Higher Education* and published in 2013, shows a very different picture.¹ In its survey of faculty over the age of 60, the study found that a mere 15 percent were in fact eager to retire at "normal retirement age" (roughly 65 years old) but were prevented from doing so by adverse financial situations; moreover, only half of that group mentioned the aftereffects of 2008 as figuring into their calculations. At the other end of the spectrum, a full 90 percent of those surveyed expressed reluctance to retire at 65, and some 60 percent had made a firm choice to continue beyond that benchmark. The reasons for postponing retirement identified by this study were overwhelmingly positive: professors enjoy what they do. But darker emotions also routinely surfaced among those surveyed. Having a real passion for their work and a powerful identification with it, professors worry about the consequences of cutting themselves off voluntarily from a work environment so bound up with their sense of self.

Further data supplied by this same report confirm the hypothesis that delayed retirement is driven much less by material factors than existential ones. For example, faced with the planning dilemmas caused by uncertain retirement dates, many institutions have devised financial incentives to encourage timely decision-making and departure. But, contrary to expectation, such programs have everywhere met with quite limited success.

And finally there is anecdotal evidence. In an eloquent, candid, and wise essay she wrote for this magazine a couple of years

ago, former AHA President Caroline Bynum recounted that "over the year in which I prepared for retirement, I found that the term . . . induced reactions of such astonishing anxiety and bitterness [among colleagues] that I became hesitant even to mention my plans."² A mere allusion to those plans, she concluded, was interpreted by her age-mates as a covert suggestion that they too should retire, and this imagined suggestion in turn generated patent "anxiety and bitterness."

Perhaps most significantly for our purposes here, a repeated sequence of such events led Bynum to clam up about the evidently unspeakable subject. My own recent experience confirms that colleagues who are not close friends rarely talk to one another about retirement: when one passes the age of 60 it becomes a strangely tabooed topic. Perhaps in part because of this taboo, retirement can be felt as a stigma by those who choose it. I recall seeing, some months after he retired, an eminent and well-loved colleague in the corridor of a floor occupied by history faculty. Having, at that point in my life, little reason to think much about retirement, I was surprised to realize that his demeanor was vaguely embarrassed and apologetic, as if he'd been discovered in a place where he no longer belonged. I'd never imagined that retirement could have such an effect. This disturbing chance encounter was probably my first intimation that the last stage in the academic life cycle might be a threat, rather than the welcome reward for long service I had thought it to be.

Is there, then, anything to be done about the knot of problems, individual and collective, surrounding retirement? And, furthermore, is there anything to be done in which the AHA might have a role?

Caroline Bynum's essay makes a persuasive case for retirement as reward. It details the opportunities retirement provides both for unfettered personal and intellectual growth

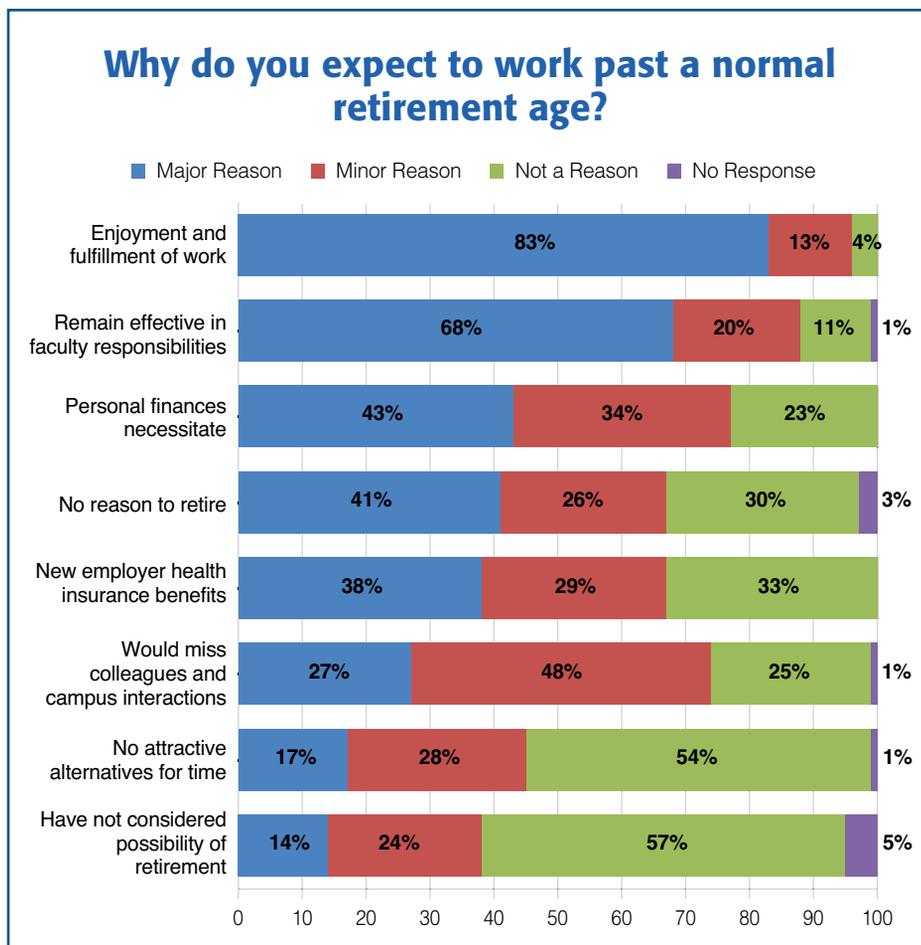
(“re-tiring” as equipping one’s vehicle with new gear for the continued journey) and for unique and gratifying forms of service to one’s home institution and the larger profession. It situates the retiree, should he or she desire, in firm connection with the academic family. In general, it helps dispel the irrational terrors sometimes attached to the retired state. But while the essay might have initiated a public conversation among us, it has not been much followed up—an unfortunate outcome consistent with the taboo I’ve postulated. That retirement is an intensely personal matter doesn’t mean that it should be pondered only in solitude. I suspect that many if not most senior professors are ambivalent about which choice is right for them and would welcome some company in weighing the alternatives. The profession as a whole would be better served by more openness and public conversation about retirement as well as by more shared information about the various institutional forms being developed to respond to it. The AHA can provide a forum for those exchanges.

Even a cursory view of the retirement landscape reveals intriguing initiatives designed to respond to the existential needs of retirees. For example, some institutions (Yale, Hopkins, the University of Southern California) have established centers that bring emeritus faculty together for intellectual discussion, research presentations, and camaraderie.³ The American Sociological Association recently created the ASA Opportunities in Retirement Network, including a Listserv for all emeritus sociologists and those at or near retirement age.⁴ But there has been, to my knowledge, no effort to catalog such efforts or to brainstorm for new possibilities. Institutional and departmental practice with respect to retirees varies enormously and seems to be the result more of happenstance than of considered policy. While some desirable practices require material resources—e.g., providing offices or shared office space for retirees—others that do not are nonetheless often overlooked—e.g., keeping retirees on the department Listserv, inviting them to job talks, and otherwise encouraging their (nonvoting) participation in the life of the department.

I remember a colleague from another university talking at dinner in the early 1990s about her confidence that we baby boomers, who had spearheaded the entrance of women into the academy and pioneered new forms of family, would be equally creative when it came to retirement. I dimly recall her floating the idea of communal living arrangements for retired historians, which would keep us intellectually nimble and productive, and my agreeing that our generation would have the spunk and collective spirit to pull off something like that. While the particular utopia she suggested no longer appeals to me, the idea of a creative and collective response to retirement certainly does. It’s we historians, after all, who introduced the idea that the human life cycle was not entirely prescribed by nature but socially constructed, with stages like “childhood” and “adolescence” demarcated and theorized at the historical conjunctures that highlighted their particular relevance. The moment may have come for us to rethink “retirement.” Perhaps it could be reconceptualized as a problem of intergenerational solidarity, with the older generation recognizing the desirability of freeing up their positions for a younger generation whose professional futures are endangered and everyone recognizing the desirability of keeping retirees in the family. In any case, the AHA can provide a forum for that rethinking. Let the conversation begin.

Notes

1. Jeffrey J. Selingo, “Aging Academe: Retirement Trends in Higher Education,” *Chronicle of Higher Education*, 2013, <http://bit.ly/1oX8bG4>.
2. Caroline Walker Bynum, “Time to Retire?” *Perspectives on History*, December 2012.
3. For the Yale model, see “Henry Koerner Center for Emeritus Faculty,” <http://emeritus.yale.edu/>; for the Hopkins model, see “About the Academy: Redefining Academic Retirement,” <http://krieger2.jhu.edu/theacademy/about/>; for the University of Southern California model, see “The Next Chapter: Well-being, Fulfillment and Joy,” <http://emeriti.usc.edu/>.
4. “ASA’s New Opportunities in Retirement Network Formed,” *Footnotes: A Publication of the American Sociological Association*, April 2014, http://www.asanet.org/footnotes/apr14/orn_0414.html.



Source: Survey of faculty members by TIAA-CREF Institute, cited in Jeffrey J. Selingo, “Aging Academe: Retirement Trends in Higher Education,” *The Chronicle of Higher Education*, 2013, <http://bit.ly/1oX8bG4>.



The “Proper Study of History”

What the Public Thinks about Historical Thinking

James Grossman

“They have all this Afro stuff on the AP now, and I realized that if I don’t know how to get it into the course my students won’t do well on the exam.”

The moment I heard that, nearly 30 years ago, was the moment I realized how important Advanced Placement could be in changing the way students learn history. This was a Chicago social studies teacher, introducing himself to a summer institute in American social history and responding to the traditional “why are you here” aspect of introductions. I have no recollection as to whether I eventually convinced him of the intellectual value of the readings in African American history or other aspects of the American past beyond the conventional political narrative. Less than a decade later, however, this issue erupted nationally in what came to be called the “history wars” of the 1990s—a debate over national standards for US history, commissioned by the National Endowment for the Humanities, subsequently denounced by the agency’s chair, Lynn Cheney, and condemned by the US Senate by a vote of 99–1. Washington was not ready in 1994 for American students to benefit from the generation of historical scholarship that had begun to make its way into the high school curriculum in other ways, but was still anything but mainstream.

A generation later, we face once again the possibility of a debate over whether changes in historical scholarship—yes, “revisionism”—should have an impact on what students learn in high school. The AP is now mainstream; the US history exam is now taken by approximately 500,000 students each year. And this past summer the College Board came under fire for a new framework for preparing students to take the exam. In response to what it considered ill-informed and unfair criticism of the framework, the AHA Council issued a statement of support (see page 15) for the new approach, which had been developed by

professional historians working in secondary and postsecondary education. The Association’s statement appropriately emphasized the positive, focusing on the value and validity of the framework, rather than picking apart the arguments against it.

But the substance of the emerging debate is important, and it stimulated me to submit an opinion essay to the *New York Times* responding to the particular critique that had surfaced. The argument in that essay will be familiar to many readers of *Perspectives*. The critics claim that the framework “reflects a radically revisionist view of American history that emphasizes negative aspects of our nation’s history while omitting or min-

To think historically is to understand the nature and necessity of revisionism, and I urge all historians to find an opportunity to explain this in public venues.

imizing positive aspects,”¹ and provides inadequate attention to the Founding Fathers, iconic documents, and national achievements. I pointed to the capaciousness of the framework, its emphasis on historical thinking rather than “a litany of names, dates, and facts.” And the legitimacy—indeed necessity—of revisionism. Hardly any surprises here. The response, however, was striking, as the article rose to #2 on the newspaper’s “most e-mailed” list and attracted 543 online comments before the newspaper closed the gate. Americans care about their history, especially when it comes to what our children learn in school.

The broad response offers a glimpse into what one unrepresentative portion of the American public—readers of the *New York Times*—thinks about history, pedagogy, and the role of both in the creation of an educated citizenry. On one issue, just about everyone agreed: “a proper study of history is one of the key foundations of American citizenship,”² in the words of one of the critics. The problem is what we mean by “a proper study of history,” and perhaps also the role of a citizen in a democratic society. Critics of the framework seem to be arguing that citizenship in this context rests in knowledge of and appreciation for a nation’s accomplishments, virtues, and continuities. If one tilts more toward lifelong learning and a citizenry whose virtue lies in its certain skills, such as asking good questions; finding, sifting, and evaluating evidence; and making informed judgments based on inquiry rather than accepting conventional wisdom, then the skills that we teach our students are at least as important as the information they imbibe (much of which passes through rather quickly anyway).

My framing of these skills engendered considerable debate among those who posted comments and sent me private e-mail messages. I referred, for example, to attention to context as “work that requires and builds empathy, an essential aspect of historical thinking.” Even some people who were sympathetic to my general argument had trouble with this, conflating empathy with historical relativism, vicarious experience across time and place, and an emphasis on “feelings.” As one correspondent put it, “I suppose the word ‘empathy’ has entered the pantheon of coded language which sets off alarm bells in one half of the country or the other.” I meant instead an emphasis on reading history forward, rather than backward; teaching students that to understand how people made decisions, one had

to situate oneself within a world defined by their experience and the information available to them. As Virginia Scharff explains it to her students at the University of New Mexico, “The people we’re studying were not always dead.” To understand their lives, their experience, requires empathy. This pertains as much to George Washington and Franklin Roosevelt as it does to the ordinary people whose experiences have allegedly eclipsed them in our lesson plans.

The disagreements over historical thinking, however, were encouraging in the sense that they suggested exactly the kind of conceptual engagement we want to promote, whether in classrooms or any other place where people discuss the past. Less encouraging were some of the notions of the nature of historical work and thinking itself. To many readers of the *Times* essay, the debate

is hardly surprising because history is little more than opinion. One narrative is just as good as any other, and historians shape their narratives according to their politics. Others went to the opposite extreme: history is “what happened.” With a proper curriculum and a good teacher, students learn “what happened” and then use that knowledge for higher-order thinking. The notion that interpretation lies in selecting and organizing “what happened” is apparently as difficult for many people to grasp as the fact that such selection and organization is more than a matter of personal preference and opinion. Indeed, much of the conversation in the online postings consisted of a fascinating debate over what should be included. That debate alone would make for a productive session in any public humanities venue, although it would still focus not on *why* we

teach history—which should always be the prior question—but on what we teach.

Controversies over what we teach brings us to revisionism, the all-purpose accusation that resonates so effectively in public discourse. I admit that one motivation for writing this essay for a daily newspaper was a long-held impatience with the way in which “revisionist” has emerged as a conventional reference to narrative dishonesty. I doubt that any newspaper will publish an essay called “On Revisionism,” in which I get to explain what revisionism is and why it is essential, not only to historical scholarship but to much of what we do in life. My friend and colleague Jim Horton used to ask audiences how they would feel about a surgeon who didn’t read revisionist medical literature—an analogy that resonated with my readers.

Much of what we do in life requires a willingness to reconsider our narratives, our understandings based on new evidence, and new ways of thinking. This is, after all, one reason why we study history—to learn why this process is essential, and how to do it. To think historically is to understand the nature and necessity of revisionism, and I urge all historians to find an opportunity to explain this in public venues. If every student taking the advanced placement exam in history learns how to reconsider a narrative based on new evidence and new questions, then we will have answered, at least in part, that prior question about why we study history in the first place.

James Grossman is the executive director of the American Historical Association. Follow at @JimGrossmanAHA.

Join the Conversation at AHA Communities



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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.

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Notes

1. Republican National Committee, Resolution Concerning Advanced Placement U.S. History (APUSH), Edweek, <http://blogs.edweek.org/edweek/curriculum/RNC.JPG>. See also Peter Wood, “The New AP History: A Preliminary Report,” National Association of Scholars website (July 1, 2014), http://www.nas.org/articles/the_new_ap_history_a_preliminary_report.
2. “Red/Blue America: How Should Schools Teach History?,” Provo *Daily Herald*, September 4, 2014 (<http://bit.ly/1BJy9WO>). The quotation is from Ben Boychuk, associate editor of the Manhattan Institute’s *City Journal*.



Why I Belong to the AHA

Philippa Levine

When I arrived in the United States in 1987 to take up an assistant professorship, I knew only a handful of people scattered around the country, none of them close to northern Florida, where I would be based for the next four years. Coming from the British academic system (albeit via a postdoc in Australia), I had little sense of the possibilities of a professional community bounded only by the broadest contours of the discipline rather than by a closely delineated subfield. While the *English Historical Review* occupied, in some ways, a role akin to that of the *American Historical Review*, it was not attached to an organization, and the main UK organization for professional historians, the Royal Historical Society, required nomination and an election process for membership, making it the domain largely of more established historians. When I discovered the AHA, I'd never before seen anything quite like it. And I liked what I saw.

For a new professional, and a migrant one at that, building a sense of community mattered, and it was via the AHA (along with my subfield society, the small but immensely welcoming and lively North American Conference on British Studies) that I began to figure out networks, friendships, and a sense of place in what seemed an enormous and daunting professional world. Here was a place where I could (and did) seek advice, engage with a variety of scholars, witness the considerable range of the discipline, and find out about the critical debates of the moment as well as who was writing on what and what was being published. I joined the AHA not long after I came to the United States and have been a member ever since; I've been delighted to become increasingly involved in the Association over the years.

I well remember attending my first AHA conference. It was not the monstrous and stressful affair that I hear many people

describe, even though I was there to interview for a job (one I didn't get). On the contrary, I thought it was something of a wonderland. All these people were historians! Many of them, when I sneaked a peek at their name tags, were people whose work I admired! The book exhibit, like all else I was witnessing, was on a scale I had never before encountered; it's a sight that thrills me to this day. But more than anything, what struck me, as a newcomer to the academic culture of the United States, was the realization of the intellectual and professional opportunities such a meeting, and the organization behind it, presented.

The importance of the Association, for me at least, is that its work has the capacity to affect and influence historians of every kind; it's precisely because it doesn't privilege a particular kind of historical work that the AHA is effective as a professional organization.

With the job interview behind me, I attended panels, spent far too much time and money in the book exhibit, and chatted to complete strangers whose vocabulary matched mine and whose work, by no means always connected to mine, nonetheless proved really interesting.

In the years since that first memorable experience, I've heard many historians assert that the AHA is not relevant to their interests. That's a pity. The importance of the Association, for me at least, is that its work has the capacity to affect and influence historians of every kind; it's precisely

because it doesn't privilege a particular kind of historical work that the AHA is effective as a professional organization. When the AHA lobbies around archival, funding, or curricular issues in Washington, neither the outcome nor the effect are narrowly confined to the interests of historians of the United States. The AHA's presence, and its activism, constantly and tenaciously point to the critical importance of historical thinking in the broadest cultural terms, a reminder in big ways and small of how impoverished and small-minded society might become without a historical perspective.

It doesn't seem to me to matter much whether we are historians of science or of economics, of China or of Spain: we share a commitment to historical scholarship, whether through teaching, writing, or exhibiting. It's thus that we can imagine links between historians who work in museums and national parks, who teach in high schools and in research-heavy universities, who work as librarians, publishers, and filmmakers. We may have expertise in radically different arenas, regional or topical. We may disagree passionately about methodology or interpretation. We may disagree with the AHA's stand on particular issues. I like that; I think it's a form of healthy diversity. I don't, though, see any of these differences as reasons to eschew membership in the AHA or to claim it as unrepresentative. Certainly there's always more room for new and different voices, changes for the better that might be made. Looking back at photographs of old AHA Councils, it's hard not to be struck by the numbing uniformity of male whiteness. The 1970 *Report of the American Historical Association Committee on the Status of Women* (bit.ly/1tAhSAX) took up cudgels on behalf of women in the profession; since then, increasing sensitivity to other areas where exclusivity prevailed (sexual preference and identity, race, adjunct faculty) have helped open the Association further, and

there doubtless will—and should—be more such claims in the years to come. The AHA is by no means a perfect organization (what would that look like?), but it's our organization as historians, and it's up to us to ensure that it represents us. Ignoring it, not being a member, does nothing to effect change.

I get my fill of talking to other historians who work in cognate areas to mine via more specialized organizations and meetings, or via the H-Net lists that cater to so many variants of the discipline, but I value the chance, too, to hear about work considerably beyond my own specialization and to share broader professional concerns with people who teach in radically different institutions to those in which I've worked. And while I'm incredibly lucky to work in a department big enough to accommodate a wide range of approaches and areas, many of us work in small departments with far less intellectual diversity; in some cases, there may be only one professional historian in a hybrid department serving many disciplines. What the AHA has offered me over the years—at the annual meeting, through its publications, and now, increasingly, through its electronic services—is a way to learn about the work of scholars who don't look like me, who don't write like me,

who perhaps don't agree with me, but with whom I do share a professional and intellectual commitment and a vocabulary. I'm not sure where else, especially when I started out in the 1980s, that diversity would have been so readily available to me. And while today's social media certainly facilitate such contact more easily, the AHA acts as a helpful clearinghouse for the creation of professional and intellectual community. It's worth stopping to consider what the historical community in this country would look like without the AHA. What might not get done? What, perhaps more alarmingly, might *be* done—to funding, to curricula, to document preservation? What about the *American Historical Review*? Its capacity to publish articles on big topics, to organize roundtables and conversations between scholars from many different areas of the profession, to provide a vast database of new publications on a scale no other journal can begin to match is of tremendous importance. Imagine not having access to that. We would all be the poorer without its reach and its intellectual generosity. No other grouping of historians performs the same functions for all of us as the AHA. So if, like me, you value a professional world in which you hear from and communicate

with historians of different backgrounds, interests, approaches, and positions, encourage your reluctant colleagues to join the AHA. I suggest to all new graduate students that they become members of both their specialist society and of the AHA: the one so they keep up with current scholarship in their area and meet their present and future colleagues, the other because the more diverse and representative of the discipline the AHA becomes, the better it can protect history, as well as historians, from those who see little value in what we do. I'm quite clear with students that membership in both the broad and a specialist organization is, for me, the really principled position. It is one that doesn't choose between the AHA and a more specialized society but rather appreciates how they complement one another. And I'm just as clear that my capacity to settle comfortably into a new life in the United States was greatly helped by joining the AHA. It's why I'm more than willing now to work for and to promote the benefits of the organization. Please help me do that if you care about the future of the discipline.

Philippa Levine is the AHA's vice president, Professional Division.

AMERICAN HISTORICAL
— ASSOCIATION —

Help Your Students Join the AHA

Institutional members can now purchase membership discounts for their students and part-time faculty. With this discount, students who choose the paperless *AHR* option will receive a

FREE
one-year membership.

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People's Histories of the United Arab Emirates

Creating Archives and Oral Histories in Dubai and Abu Dhabi

Shatha Almutawa

In 1971, six emirates joined together to form the United Arab Emirates, and a seventh joined in 1972. Like many young nations, the UAE was initially more focused on its future than its past, but as Emiratis more and more perceive their culture as in danger of being forgotten, history has become more important to the government and to young Emiratis.



Maitha Demithan's scanograph Umy Elnoomi. To make this scanograph, Demithan took multiple photographs of her grandmother and used a scanner to create the effect of layers. Demithan told the UAE newspaper the National, "I did not have an agenda to somehow preserve the Emirati identity... The subjects are reflective of my life; these are the people who crossed my life, and so I chose to depict them." In this scanograph, which documents traditional Emirati dress, the woman is wearing a gold-colored cloth mask usually worn by older women. The UAE National Archives' oral history project shows that national dress in the UAE has changed over the last 50 years.

Fatima Al-Sayegh, professor of history at United Arab Emirates University in Al-Ain, said in an interview that Emirati documents are only now beginning to be collected, preserved, and studied. In the past, Emirati history was studied through British, Portuguese, Dutch, Persian, and Indian documents. Al-Sayegh lamented the difficulty of gaining access to Emirati documents, explaining that most people see these documents as belonging to their families, and therefore are reluctant to give them to libraries and archives. For this reason, when Al-Sayegh was researching the history of Emirati women in the 19th and 20th centuries, she had to rely on documents written by American missionaries.

The difficulty is not in the lack of archives in the UAE—the National Archives was established in the capital, Abu Dhabi, in 1968. The Documentation Office, which became the UAE National Archives, was established to preserve documents related to politics, government, and trade. An oral history project was begun in the 1970s as well, also to document the creation of the state. However, only in 2008 did archives staff begin paying attention to the stories of the individuals who knew the UAE's history firsthand, not only in relation to nation building, but also for the sake of preserving the memories of a culture that has changed with the influx of immigrants and foreign workers.

Aisha Bilkhair, director of the Research and Knowledge Services Department at the UAE National Archives, says that in the process of collecting oral histories, researchers are finding "a different story that enriches us and tells us about social events, such as dowry; and the currency, the

denominations of the coins. We learn about what was expensive, what people received for salary. Our oral history work is about a life journey."

Al-Sayegh explains that in the 1970s and '80s few researchers had the ability, skills, and tools to interview people and record their histories well. The recordings from that time are difficult to use, even when the sound is clear, which it often is not.

Today, the oral history project has been accelerated because the older generation is dying or losing their memories. In the process, researchers are discovering different ways in which the local dialect has changed, and ways in which youth today are returning to traditions and customs that had lost their appeal over the last few decades. "We are in the middle of launching a dictionary that will contain all the local terminology," Bilkhair says. "And it will be interactive so people can enlighten us if we've used or misused certain words. People can make it more accurate."

In 2008, the UAE government launched an awareness campaign to preserve Emirati culture and heritage, and to draw young citizens to their history. The oral history program was rejuvenated, with workshops and conferences dedicated to teaching citizens the skills needed for documenting the history of the UAE. The UAE government also created a competition worth 3.5 million dirhams (about 1 million USD) to encourage citizens and residents of the UAE to learn about their country's history. Bilkhair explains that the focus on Emirati culture is necessary "to keep it alive. A nation where people don't know where they came from, they don't know where they will be."

Shatha Almutawa is associate editor of Perspectives on History.

Department Specializations and the History Major

What We Learned from the AHA's 2014–15 Directory

Allen Mikaelian

What are history departments offering, and how well do those offerings match student interests? We recently lined up departments' self-reported specializations with data on completion of the history BA. We found that history departments listing a specialization in “wider world” histories, women's history, and African American history were more likely to have increased their share of bachelor's degrees than departments without these specializations. We found similar patterns among departments that have a public history specialization, and also found that, despite the concerns of some advocates over an eclipse of the West, a wide majority of departments continue to list

themselves as having a specialization in the US and Europe.

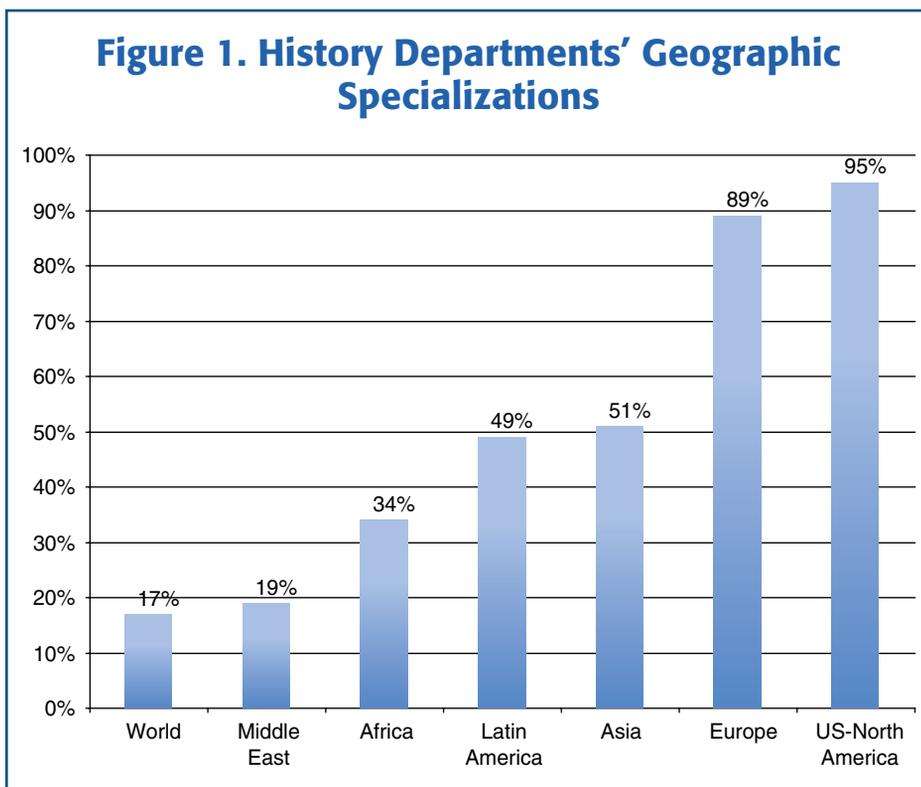
We have been watching the health of the history major carefully, and this article is the first of several efforts to look deeply into the data to understand why some departments are growing even as the history major overall appears stagnant. While the raw number of history bachelor's degrees has risen steadily, if slowly, history's share of all bachelor's degrees has been relatively flat for many years; in most recent years it has seen a slight dip (see *Perspectives*, March 2014). But this downturn has not been experienced by all. Many history departments are increasing both their numbers of majors and their share of their institutions' bachelor's

degrees. With this in mind, we returned to completions data from the Department of Education and the AHA's most recent *Directory of History Departments, Historical Organizations, and Historians* (2014).

Virtually all of the 650 departments listed in the *Directory* claim US history as an area of specialization. US history is not being replaced wholesale when departments include other parts of the world among their specializations (fig. 1). The example of Asia is instructive—in 2010, 80 percent of departments had at least one historian focused on Asia (*Perspectives*, September 2011). But only 51 percent of departments listed “Asia” as a departmental focus for the 2014 *Directory*, suggesting that departments are not laying claim to fields in which they have only a few faculty working, and instead are making an earnest attempt to describe what their departments are best at and what they'd like to be known for, even as they expand their scope.

We will focus here on “market share,” or what proportion of all bachelor's degrees are history degrees. This helps us account for the fact that the overall college population has grown; most departments have graduated more students than 10 years ago—but often this is not enough to keep their share of all bachelor's degrees for that institution from slipping. Between 2003 and 2013, 48 percent of departments in the *Directory* saw an increase in their share of bachelor's degrees granted by their institution. But a small majority—52 percent—saw a decrease.

However, the subset of departments that report at least one wider world specialization (not United States, not Europe) has an even split. Half of these departments saw a decrease in their share of completions of the bachelor's; half saw an increase. But among the relatively small number of departments that did not list a wider world geographic



The graph above shows the percentage of departments listing themselves as having a specialization in a given geographic area. Source: AHA's *Directory of History Departments, Historical Organizations, and Historians*, 2014–15.

specialization, 58 percent saw their share decrease (fig. 2).

Eighty-four departments listed women's history or gender as a specialization. Among these departments, 55 percent saw an increase in the share of bachelor's completions from their institution. And among those institutions that did *not* list women's history as a specialization, 53 percent saw a declining market share. And although very few programs listed themselves in the *Directory* with an African American history focus, these programs did very well by comparison—63 percent made gains.

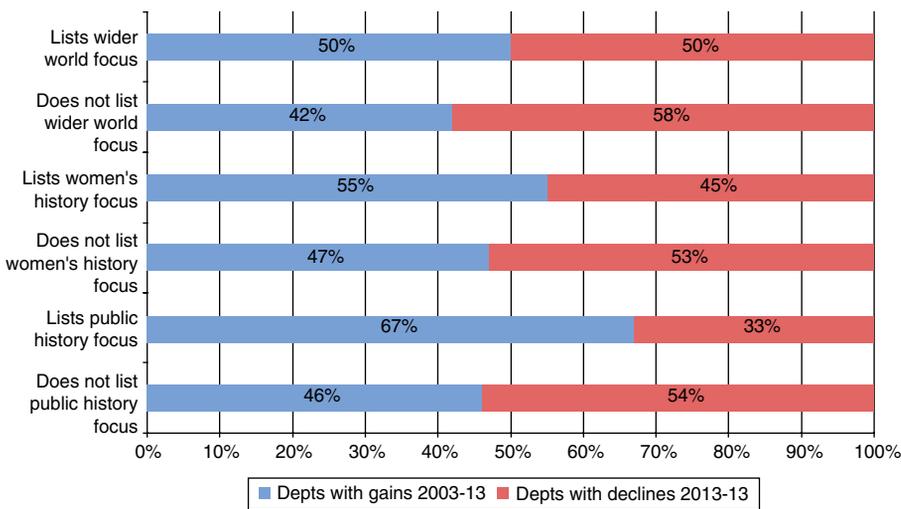
But the group that included a public history or museum studies focus did even better. Among these 82 programs, 67 percent made gains—remarkable when contrasted with the record of all the departments in the directory, 52 percent of which saw their share of their institution's bachelor's degrees decline.

Any exploration of factors that contribute to growth in history majors should include discussion of tuition, and a fuller account of tuition as a factor will be part of future articles. But how tuition relates to geographic specializations is surprising. Departments in the directory that saw increases had a significantly lower tuition, on average (\$18,000), than those that saw declines in their share of bachelor's degrees (\$25,000). And there is a strong correlation between a higher number of wider world specializations listed by a department and higher average tuition (fig. 3).

So if tuition were the dominant factor in whether a department's share of bachelor's degrees expanded or contracted, we might expect the proportion of growing departments to consistently get smaller with the addition of more specializations. But departments with one or two wider world specializations did better, as a group, than the less expensive group that had no wider world specializations. On the other hand, the more expensive programs with three wider world specializations had about the same proportion of growing departments as the group that listed only Western specializations. Four wider world specializations correlates to much higher tuition and a much higher proportion of departments with declining shares of bachelor's degrees.

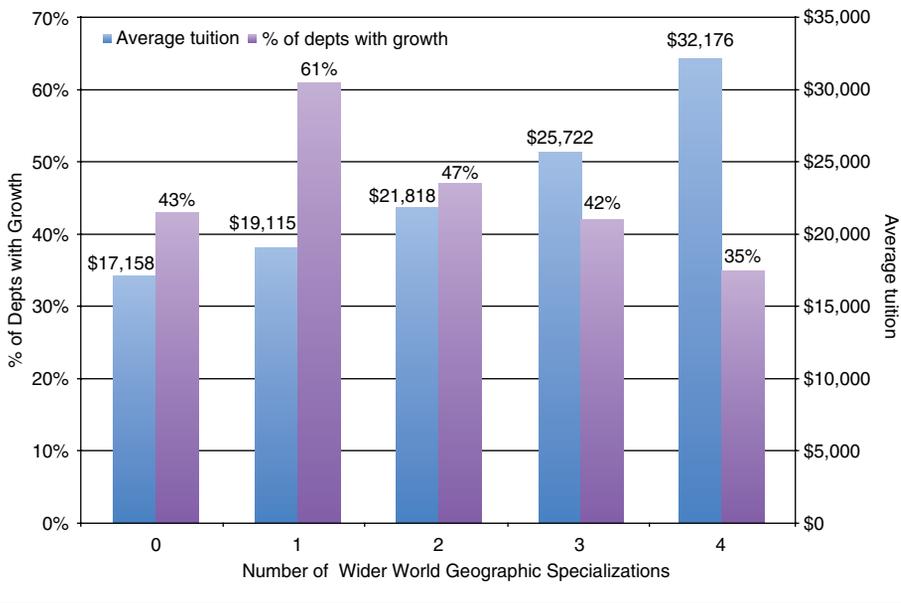
This is all suggestive, not definitive. It tells us that certain subjects are associated with more successful marketing of the major, and

Figure 2. Gains and Losses for Select Areas of Specialization



A minority of history departments in the directory (48 percent) increased their share of their institution's bachelor's degrees from 2003 to 2013. But certain departmental specializations are associated with a greater likelihood of an increase in "market share." Sources: AHA's 2014–15 Directory and the National Center for Education Statistics (NCES).

Figure 3. Tuition and Geographic Range



Departments with a larger number of wider world specializations are more likely to be found in more expensive schools. More expensive schools have proportionally fewer departments with growth. But departments with just one wider world specialization still have a high proportion of growing departments. Sources: AHA's 2014 Directory, NCES.

to what degree, but not that these subjects *caused* the growth. And even among those subjects associated with growth, the high percentage of programs that have seen losses is cause for concern. But paring down programs to a few core specialties, or strip-

ping away specialties sometimes regarded as peripheral—such as women's history, histories of the wider world, or public history—does not appear to be a solution.

Allen Mikaelian is the editor of Perspectives on History.

Historical Organizations React to the AP US History Debate

Lee White

In recent months, the newly developed framework for the Advanced Placement (AP) in US History exam issued by the College Board has sparked an unexpected controversy. The AP US History exam is meant to provide high school students who have already displayed an advanced level of knowledge in the subject the opportunity to earn college credit at many institutions.

The Republican National Committee (RNC) recently adopted a resolution criticizing the revised versions of the framework and exam, and went so far as to demand a congressional investigation into its development. In addition, conservative organizations have joined the chorus and are engaging in grassroots opposition to the AP framework and exam at the state and local levels. State boards of education are being asked to delay implementation of the exam or scrap it altogether.

The opponents maintain that the teaching of “traditional” American history—e.g., the contributions of the Founding Fathers, and the theme of American exceptionalism—are being deemphasized in the framework in favor of so-called “revisionist history” that paints America in a negative light, rather than emphasizing the iconic “City Upon a Hill” of John Winthrop.

Two conservative groups, American Principles in Action and Concerned Women for America, are leading the fight against the AP history exam and framework. They recently sent a letter to the College Board asking that implementation of the revisions be postponed. The letter states, “The new Framework continues its theme of oppression and conflict by reinterpreting Manifest Destiny from a belief that America had a mission to spread democracy and new technologies across the continent to something that ‘was built on a belief in white racial superiority and a sense of American cultural superiority.’” They are also trying to tie the framework to the increasingly unpopular Common Core standards in an effort to ensure its demise.

The College Board responded to the criticism by explaining that the framework had been revised in response to demands from educators at the local level wanting greater flexibility in designing their AP courses. The College Board even went so far as to release the fall 2014 practice exam (bit.ly/1pJ8kDo) to allow opponents to see that their criticisms are not borne out by the actual test.

Recently, the National Coalition for History sent a letter to the boards of education in eight states (Georgia, Tennessee, Louisiana, South Carolina, North Carolina, Texas, Colorado, and Nevada) supporting the efforts of the College Board in trying to make the AP History framework and exam more flexible and reflect developments in scholarship.

The Organization of American Historians, the National Council for History Education, and the AHA have also issued separate statements on the issue. AHA’s statement can be seen in the sidebar to this article. The NCH’s statement is as follows:

NCH Statement on AP US History Exam

The National Coalition for History (NCH) is a consortium of over 55 organizations that advocates on federal legislative and regulatory issues. The coalition is made up of diverse groups representing historians, archivists, researchers, teachers, students, political scientists, museum professionals, genealogists, and other stakeholders. Several of NCH’s members are national groups with missions centered solely on K–12 history education. NCH is writing to express our concerns over the current controversy surrounding the issuance of the new framework for the Advanced Placement (AP) in US History exam issued by the College Board.

Critics of the new framework contend that its authors are engaging in “revisionist

history” that leaves out the contributions of major historical figures and paints America in a negative light. Disagreement over the interpretation of history is inevitable and healthy. History is, by its very nature, evolving. Thanks to the energetic work of historians exploring archives and engaging in a process of discovery, we are constantly enriching our understanding of the past and our recognition of the significance of our predecessors. New sources of information sharpen our knowledge of the conditions our founding fathers and every succeeding generation faced and the decisions they made. History textbooks read by previous generations of students have been rendered nearly obsolete by new questions demanding answers and fresh knowledge with which to answer them.

While different takes on the past may engender honest disagreement and debate, we can all agree about the need for a responsible process to establish and implement educational goals. The AP History framework was developed over a 7-year period by professionals of good faith and goodwill in the field and peer reviewed by a diverse group of 400 high school AP history teachers and 58 college professors with expertise in US history. It is a framework that offers expert guidance while providing individual teachers with flexibility to adapt their AP courses to state standards and local concerns.

There is ample room for those of all political persuasions and educational philosophies to work together in a collaborative spirit to provide the next generation of Americans with a first-rate education in the humanities and social sciences, especially in American history. In 2013, at the behest of Congress, the American Academy of Arts and Sciences Commission on the Humanities and Social Sciences issued a report on “the importance of the humanities and social sciences to the future of our nation.” The report underscored how

our nation’s founders knew that a “government bound by law and rooted in the consent of the governed—depends on citizens who can think critically, understand their own history, and give voice to their beliefs while respecting the views of others.”

We are all in favor of an educational system that yields such an informed citizenry capable of respecting a wide range of perspectives on the past. Careful reading of the standards suggests that much of the material that critics fear has been excluded has in fact been incorporated into the AP History Framework. There is also ample opportunity for professional educators to include material that is of particular concern in their states and communities. The prudent integration of critical thinking skills with state-of-the-art historical knowledge in the framework nurtures in our students a lively, thoughtful dialogue with the past.

As Americans and as educators, we share the goal of ensuring that high school students receive the well-rounded education that will make them ready for “college, career, and citizenship” upon graduation. Rather than a rejection of tradition, the new AP framework builds on our profession’s long-standing commitment to encourage and cultivate in students the ability to contextualize information and to create and analyze arguments based on evidence. These critical skills in historical thinking are valuable tools that students will apply to their subjects—and to their lives. Employers often declare that these are some of the essential skills they seek when they are appraising job candidates. The AP revisions aim at the enhancement of precisely those skills.

The National Coalition for History supports the College Board’s new framework. While no document is perfect, the current guidelines are an important step forward in helping teachers to prepare future citizens for a 21st-century global economy.

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

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AHA Statement of Support

The release of a new framework for the Advanced Placement examination in United States history has provoked controversy over the purpose, nature, and content of the AP course. The AHA supports the direction that the College Board has taken with this new approach to Advanced Placement history education, as indicated in the framework and in the sample exam released by the College Board.

—James Grossman

AMERICAN HISTORICAL ASSOCIATION

Organized 1884 Incorporated by the Congress 1889

August 20, 2014

The AHA Supports the Revised Framework for the Advanced Placement U.S. History Course and Exam

The American Historical Association (AHA) supports the College Board in its efforts to encourage rigorous history education and ensure that the history classroom is a place of engaged learning and open dialog. The AHA remains confident that the College Board’s [Advanced Placement US History Framework](#) will help teachers achieve these goals without introducing partisanship, dictating content, or ignoring important aspects of US history. The AHA objects to mischaracterizations of the framework as anti-American, purposefully incomplete, radical, and/or partisan.

The 2012 framework reflects the increased focus among history educators in recent years on teaching students to think historically, rather than emphasizing the memorization of facts, names, and dates. This emphasis on skills, on habits of mind, helps our students acquire the ability to understand and learn from key events, social changes, and documents, including those which provide the foundations of this nation and its subsequent evolution. The authors of the framework took seriously the obligation of our schools to create actively thinking and engaged citizens, which includes understanding the importance of context, evidence, and chronology to an appreciation of the past.

The new framework is not a set of instructions or dictates for teachers; it allows them to decide what content may be taught in the AP history classroom. The framework has been grievously mischaracterized as a curriculum. It is not. The framework offers guidance for teachers on how to connect just about any historical content to the skills that students will need for the AP exam, for college, and for citizenship. The curriculum content remains the province of the teacher, the school district, and the state.

Historians and history teachers know that the honest, nonpartisan study of history will turn up episodes that are inspirational and episodes that are deeply troubling. Studying history challenges anyone’s beliefs, whatever their political commitments may be. This makes it even more important that history teachers know they are free to emphasize independent thinking, cooperative inquiry, evidence, and open discussion. The AP US History Framework is a positive step in this direction for all teachers of history.

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AHA Supports the Durbin Bill to Expand Student Loan Forgiveness Program to Adjunct Faculty

On July 31, 2014, US Senator Dick Durbin (D-IL) introduced a bill to expand the Public Service Loan Forgiveness Program to adjunct faculty. Shortly thereafter, the AHA endorsed Senator Durbin's proposal and called on members and the general public to encourage their senators to support the proposed bill.

—James Grossman

AMERICAN HISTORICAL ASSOCIATION

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August 18, 2014

The AHA Supports Durbin Bill to Expand Student Loan Forgiveness Program to Adjunct Professors

The American Historical Association strongly endorses the [legislation](#) introduced by US Senator Dick Durbin that would allow adjunct faculty members at institutions of higher education to qualify-- like other public servants--for federal student loan forgiveness.

As is widely known, the structure of faculty employment in US colleges and universities has been changing rapidly and in an adverse direction over the past several decades. As a consequence of the shrinking budgets of institutions of higher education, and the creation of new models of instruction at some institutions (especially in the for-profit sector) the number of part-time faculty positions continues to increase while the number of tenure-track positions has fallen to all-time lows. American higher education now relies on the adjunct faculty who have assumed these part-time positions. Most of these hard-working scholars hold advanced degrees and thus bear a heavy burden of student loan debt. At the same time, they not only have minimal job security but receive low pay and few if any employee benefits.

Adjunct faculty are fully public servants. They do work that is essential to the healthy development of our society and economy, and typically earn much less than others with similar levels of skill and preparation. They deserve to benefit from the federal program begun in 1965 that provides student loan forgiveness for other categories of public servants such as full-time educators, nurses, public health workers, and members of the military. The role of adjunct faculty in maintaining American higher education in the early 21st century should be publicly recognized, even as we lament the conditions under which most are working. We strongly urge members of Congress to turn the [Durbin](#) bill into law.

400 A Street, SE, Washington, D.C. 20003 | 202-544-2422 | aha@historians.org | www.historians.org

An Open Letter to Chancellor Wise of the University of Illinois

The chancellor of the University of Illinois at Urbana-Champaign, Phyllis M. Wise, has faced a rising tide of criticism from across the academic community since early August of this year

for her handling of the appointment of Professor Steven Salaita.

In late August, American Historical Association President Jan Goldstein, President-Elect Vicki L. Ruiz, and Immediate Past President

Kenneth Pomeranz wrote an open letter to Chancellor Wise, urging her to “honor and, therefore, reinstate the offer of a tenured position” that the university extended to Professor Salaita last October.

AMERICAN HISTORICAL ASSOCIATION

Organized 1884

Incorporated by the Congress 1889

August 31, 2014
Chancellor Phyllis M. Wise
Swanlund Administration Building
University of Illinois at Urbana-Champaign
601 E. John St.
Champaign, IL 61820

Dear Chancellor Wise,

The American Historical Association has followed the Salaita case with grave concern and mounting alarm since it began to unfold in early August. We write now to urge you in the strongest possible terms to honor and, therefore, reinstate the offer of a tenured position that your University extended to Professor Steven Salaita last October.

We did not speak out earlier because of the ambiguity initially surrounding some of the facts of the case. Professor Salaita’s status with respect to the conventions of your hiring process was at first unclear, but we subsequently learned that your Board of Trustees votes on appointments only in September, so that scores of new University of Illinois faculty begin teaching each fall without Board approval. In addition, your administration initially offered no substantive explanation for its last-minute withdrawal of the offer. We naturally gravitated to the universal assumption that Professor Salaita’s suddenly high profile on social media as an opponent of Israeli military action in Gaza had prompted the decision. But, still, despite our awareness that the case might involve a violation of the right of free speech, we chose to remain silent until the facts had been clarified.

That clarification came with your open letter of August 22, in which you stated that your administration objected not to Professor Salaita’s pro-Palestinian stance on Twitter but rather to the style in which he expressed it. Specifically, you held up “civility” as a necessary attribute of free speech in a university community. Even assuming that Professor Salaita’s tweets, sent from a private account, should be considered part of the campus environment—which is far from evident—revoking his job offer because of them is unacceptable. The insistence that all speech must be “civil” harbors serious danger for the health of our institutions of higher learning and for American democracy generally. Especially when used as an administrative guideline at a great research university like Illinois, it requires us to raise our voice in protest.

The First Amendment protects speech, both civil and uncivil. It does so for good reason. The United States made a wager that democracy can flourish only with a robustly open public sphere where conflicting opinions can vigorously engage one another. Such a public sphere rests on the recognition that speech on matters of public concern is often emotional and that it employs a variety of idioms and styles. Hence American law protects not only polite discourse but also vulgarity, not only sweet rationality but also impassioned denunciation.

“Civility” is a laudable ideal, and many of us wish that American public life had more of it today. Indeed the AHA recommends it as part of our own Statement on the Standards of Professional Conduct. But imposing the requirement of “civility” on speech in a university community or any other sector of our public sphere—and punishing infractions—can only backfire. Such a policy produces a chilling effect, inhibiting the full exchange of ideas that both scholarly investigation and democratic institutions need.

If allowed to stand, your administration’s punitive treatment of Steven Salaita will chill the intellectual atmosphere at the University of Illinois. Even tenured professors will fear for their job security, persuaded that their institution lacks respect for the principles of academic freedom. The unhappy consequences for the untenured will be even more pronounced. A regimen of defensive self-censorship will settle like a cloud over faculty lectures and classroom discussions. Faculty will be inclined to seek positions elsewhere. This, surely, is not the future you wish for your historically great institution.

While we have thus far dwelt at length on the justification that you gave ex post facto for the rescinding of Professor Salaita’s offer, we find the procedural irregularities entailed in that decision equally troubling. On this score, too, the facts of the case have emerged more clearly since August 1.

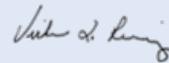
The recruitment of Professor Salaita was carried out with scrupulous care and adherence to prescribed procedure. The American Indian Studies Program chose him as their preferred candidate after a national search; every subsequent level of the University administration below the Chancellor endorsed that choice. His scholarship passed muster with your trusted colleagues. Especially important, in light of your remarks of August 22, he has a record of teaching successfully at Virginia Tech, and by all indications, students of every stripe felt welcome in his classroom. Finally, your University provided him with a *standard written job offer* of the type that routinely guarantees appointments at Illinois. By depriving him of that appointment, you do him a personal injustice. You also disrupt your own system of internal university governance, sowing distrust by ignoring its counsel. And, at the national and international levels, you risk saddling your institution with a reputation for arbitrary administrative practices. Certainly the American Historical Association would have concerns about our members applying for positions at Illinois.

In sum, every aspect of this case points to the reinstatement of the offer to Professor Steven Salaita as the only satisfactory outcome. We implore you to reverse your decision and to put your great university back on a course worthy of its history.

Sincerely,



Jan Goldstein, President, American Historical Association



Vicki Ruiz, President-Elect, American Historical Association



Kenneth Pomeranz, Immediate Past President, American Historical Association

AHA Welcomes New Staff Member

Julia Brookins

The AHA's portfolio of special projects and funded programs has outgrown its small staff, and we are delighted to welcome a new member to our team. Emily Swafford joined the AHA staff as programs manager in September, bringing with her a range of ideas, skills, and experiences that enhance our ability to serve members.

Emily comes to us from the German Historical Institute, where she has been a postdoctoral fellow continuing her research on US military family policy in postwar Germany. She recently received her PhD in 20th-century US history from the University of Chicago, where she taught widely in both the core curriculum and in gender and sexuality, as well as advising undergraduate senior theses in history. She worked for five years in



Emily Swafford

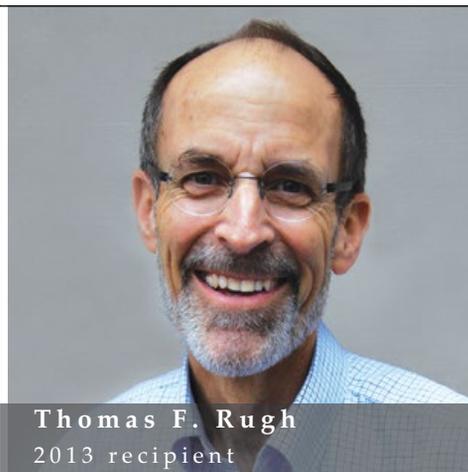
the development office of the University of Chicago Library, and has previous experience as a legal assistant in a Washington law firm.

Emily is looking forward to working on the AHA's various initiatives, and helping the discipline to navigate the challenges to scholarship and teaching created by the changing landscape of higher education. "I'm especially excited to be working on issues related to graduate education. I believe that graduate training in teaching helps students to identify the skills and habits of mind cultivated by a graduate education in history, which will serve them well as future professors or in whatever careers they choose." In addition to the next phase of Career Diversity for Historians, she will also be working on issues related to undergraduate and K-12 teaching, and staffing the Teaching Division.

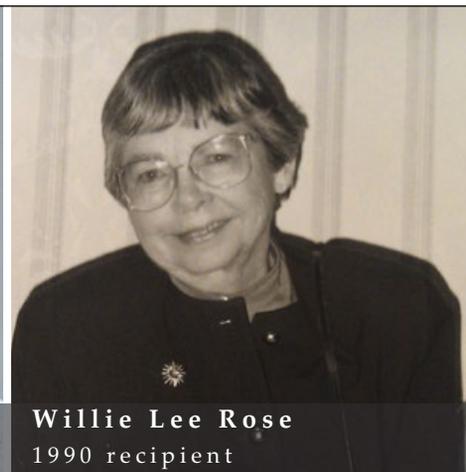
Julia Brookins is the AHA's special projects coordinator.



Anna Nelson
2008 recipient



Thomas F. Rugh
2013 recipient



Willie Lee Rose
1990 recipient

The Troyer Steele Anderson Prize for Service to the Association

Nominations Invited

Members are invited to submit nominations for the Troyer Steele Anderson Prize for service to the Association. Nominations must include the candidate's CV and three letters of recommendation indicating the nature of the candidate's service to the AHA.

Please mail nominations to Sharon K. Tune, Anderson Prize Entry, AHA, 400 A Street S.E., Washington, DC 20003-3889. AHA divisions and committees will also be invited to submit nominations.

The Professional Division of the AHA will evaluate candidates and recommend an individual to the Council as the recipient of the award. The winner will be announced at a subsequent annual meeting.

Career Diversity Project Update

Julia Brookins

The AHA is continuing its work on broadening the career horizons of history PhDs. This project, now in its second phase, envisions a range of activities organized not only by the AHA and four pilot programs, but also by historians and students at other doctoral programs across the country.

The AHA will continue to provide advice and speakers to graduate programs seeking to support their students' career exploration and skill building. This fall the AHA website will begin to offer program-level data about where history graduates are working, providing improved categorization and clarity. The website will also contain updates to last fall's "The Many Careers of History PhDs," which documented the employment situation of some 2,500 doctorates who had graduated between 2008 and 2009.

At the 2015 annual meeting in New York, the AHA will continue to offer related events. For the second year, we will host a Career Fair at the meeting, as well as a number of formal sessions that feature history doctorates who work beyond the professoriate. One session, for example, will welcome three popular-fiction authors who hold history PhDs, including fantasy and romance



Karen S. Wilson

authors, to talk about their historical training and their careers as full-time novelists. Another session will ask panelists who work beyond the academy to reflect on the question "How can I be a historian in this job?"

Meanwhile, our pilot programs at Columbia University; the University of Chicago; the University of California, Los Angeles; and the University of New Mexico have begun their own work. UCLA and the University of New Mexico have hired coordinators to build those programs by developing a clearinghouse of relevant university and community resources, contacts, and programs; by initiating, facilitating, and partially funding new internships on and off campus; and by reinforcing existing programming and advising to enhance graduate students' understanding of their career options. Looking ahead, Karen S. Wilson of UCLA sees great potential for a reimagined history doctorate. "As the UCLA history department's graduate career officer," Wilson said, "I envision facilitating a series of changes in expectations, attitudes, and programs that will result in the emergence of a truly versatile PhD." At New Mexico, Eric Payseur will be coordinating the pilot project. Payseur said, "I look forward to building upon and expanding the success of our department

to have graduates in well-paid positions outside of higher education. We plan to institutionalize internships within the department, to highlight and celebrate those success stories outside academia, and to make New Mexico one of the top destinations for history PhDs who desire a great career within or outside the academic world."

All of these and other project components will build on four key skill areas: communication, collaboration, quantitative literacy, and intellectual self-confidence. Focus groups of AHA members identified these areas as essential for successful careers within and beyond the professoriate in the first phase of the project. These adjuncts, employers, alumni, faculty, and administrators talked about the need for graduate students to emerge from their studies with (1) the ability to communicate with a range of audiences in a variety of media, (2) facility and experience in working collaboratively with people from different backgrounds, including people with whom they disagree, (3) the ability to read, respond to, and utilize quantitative information, and (4) the intellectual self-confidence to tackle problems beyond their narrow research field.

Julia Brookins is the AHA's special projects coordinator.



Credit: Emily Wainwright

Eric L. Payseur

Career Diversity for Historians

To learn about the AHA's career diversity initiative, please visit www.historians.org/careerdiversity.

What's in the October AHR?

Robert A. Schneider

When members open the October issue of the *American Historical Review*, they will find two stand-alone articles—one on 18th-century France, the other on the early American republic—and a four-article *AHR* Forum on Japan in the early 20th century from a global perspective. There is also our usual extensive book review section, which includes seven featured reviews and 200 regular reviews. And “In Back Issues” calls attention to articles and features in the *AHR* from 100, 75, and 50 years ago.

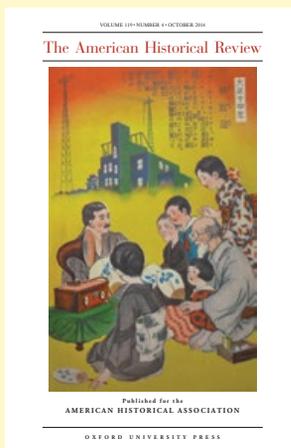
In “Isolation and Economic Life in Eighteenth-Century France,” Emma Rothschild recovers the presence of long-distance connections in the interior of France in the 18th century by focusing on the economic lives of individuals in the provincial town of Angoulême. In particular, she looks at these people in the context of their transactions with the state and their relationships within families. The article explores exchanges within a group of merchants involved in a commercial crisis in 1769, and within the extended family and social network of the illiterate widow of a carpenter, Marie Aymard, whose husband had emigrated to the island of Grenada. Using the traditional sources of economic and social history, including notarial and parish records, Rothschild shows the multiple connections of individuals and families to overseas

events. Methodologically, she draws on the microeconomics of development and social network visualizations to describe relationships of family, friendship, and spatial proximity. Her particular approach is to investigate the history of economic life from the inside out, illustrating the continuing influence of exchanges with the outside world in late-18th- and 19th-century families. A view from the interior, she suggests, shows that the reputed isolation of inland France was only apparent, for it was connected by multiple flows of information and economic interactions. From the perspective of families and households, the overseas ties and exchanges with provincial France were continuous over the latter part of the 18th and the early 19th century.

In the first decades of the United States, political songs served two key purposes: to divide and to unite. So asserts Kirsten E. Wood in “Join with Heart and Soul and Voice: Music, Harmony, and Politics in the Early American Republic.” Indeed, the use of political song to stir up partisan passions is well known. Wood goes on to argue, however, that political song also had another, potentially more integrative function. Shaped by largely European ideas about music and harmony, the new republic’s political leaders at both the national and the local level used the notion of harmony and the practice of shared public

singing as one way to explain how their vast country could hold together despite its many and fierce internal divisions. Drawing from natural philosophy and religion, Americans imagined that harmony both encompassed and resolved dissonance. The influence of sensibility, meanwhile, taught that sound, and especially music, had predictable effects on the body and mind. When Americans joined together to sing patriotic songs, they therefore had good reasons to imagine that they were experiencing and indeed building national harmony.

The four essays in the *AHR* Forum, “Early-Twentieth-Century Japan in a Global Context,” explore the nexus of the domestic and the international across a turbulent century of Japanese history whose drama played out on the global stage. In her introductory essay, “Japan’s New International History,” Louise Young looks at what the three main articles reveal about certain epochal moments—the years before and after the overthrow of the feudal regime in 1868, the aftermath of the Great War in 1920s Japan, and the height of the Asia-Pacific War in the 1940s—when the foreign and the domestic came together with sudden force to reshape the history of Japan and the world. She situates these essays within recent trends in the study of Japan abroad, suggesting that they exemplify



Yoshimura Jirō, “Hatsu hō sō” (“First Broadcast”). From “Meiji, Taishō, Shōwa ō emaki,” *King* 7, no. 1, supplement (1931). Courtesy of Kyoto International Manga Museum. The early 20th century found Japan assuming a new role on the international stage. In “Toward a Global Perspective of the Great War: Japan and the Foundations of a Twentieth-Century World,” Frederick R. Dickinson looks at the years between 1914 and 1930. World War I brought dramatic changes to Asia, leading Japan’s civic and political leaders to view their country as a new agent of international events, at the forefront of a shift in the global balance of power. Dickinson views these changes through a social and cultural lens, seeing them as reflective of larger processes. “Backed by a rapidly industrializing economy, an urban middle class, and a mass consumer culture,” he writes, “Japan underwent a political transformation equivalent to the revolution of 1868.” His article is part of an *AHR* Forum on the intersection of domestic affairs and foreign relations in Japan’s “new cultural history.”

the cultural, imperial, and transnational turns that have reshaped scholarship on modern Japan since the 1990s. The new international history calls for a consideration of the social agents of imperialism and the circulation of ideas across Japan's national borders, as well as the study of colonial ideologies and how Japan became a site for the production of both Orientalism and Occidentalism.

The first of the Forum articles is "The Emergence of an International Humanitarian Organization in Japan: The Tokugawa Origins of the Japanese Red Cross," by Sho Konishi. The history of the rise of humanitarianism commonly begins with the founding of the Red Cross in 1863. Given that by the early 20th century the Japanese Red Cross Society (JRCS) had become the largest national Red Cross society in the world, the global history of the rise of humanitarianism cannot be written without incorporating the JRCS. Unlike existing histories of global humanitarianism that attribute its rise to the development of evangelical Christianity, Enlightenment values, imperialism, and capitalism, this essay argues that the birth of the Japanese Red Cross owes much to the Tokugawa medical ethic and practice of *jinjutsu*, "the art of compassionate healing," founded on the perceived universality of the principles of nature. Viewing humanitarianism as a truly global phenomenon with multiple intellectual sources and expressions, Konishi uncovers the medical origins of humanitarianism in Tokugawa Japan through an examination of the influential Juntendō Medical School in the town of Sakura. Juntendō graduates bridged the humanitarian ethic of Tokugawa physicians

with that of the JRCS. Through its reading of Japanese non-imperial encounters with Dutch medicine, this essay reflects upon the notion of "universality" as it relates to conceptions of humanity and humanitarianism.

In "Toward a Global Perspective of the Great War: Japan and the Foundations of a Twentieth-Century World," Frederick R. Dickinson proposes a new global perspective of the First World War. While his article is focused squarely upon developments in Japan between 1914 and 1930, it depicts those developments not, in the usual manner, as the foundation of a particular national pathology leading to the Second World War, but rather as reflective of larger global processes. Japan's experience during and immediately following the 1914–1918 period accentuates the importance of the First World War in the shift from 19th-century conceptions of civilization to a 20th-century world: from elite to democratic politics, from national to increasingly multinational concerns, from unyielding faith in arms to arms control, and from brinkmanship to overtures for peace. Dickinson also highlights Japan's pivotal role in the original establishment of these global norms. Finally, he highlights the importance of the First World War in spurring a long-term shift in the global center of gravity from Europe to Asia.

The Second World War in Asia is often portrayed as a grim showdown between the forces of Japanese imperialism and Asian nationalism. In "The Perils of Co-Prosperity: Takeda Rintarō, Occupied Southeast Asia, and the Seductions of Postcolonial Empire," Ethan Mark asks us to reconsider this view. In fact, he suggests, for Japanese

civilian propagandists "embedded" with the armies that occupied Southeast Asia, the war promised the very transcendence of this confrontation—and the "Western-model" imperialism and capitalism they blamed for it. Mark argues that Japan's ambivalent positioning as a non-Western imperial power represented an intellectual double-edged sword, offering both a critical perspective on the global imperial-capitalist status quo and an unusually seductive illusion of something that might transcend it. Seen in broader global-historical terms, the experience of Japan's imperial missionaries in Java highlights the ideological negotiations that accompanied the global transition from an order of empires to one of nation-states. Distinctly illuminating in this regard is the wartime trajectory of novelist Takeda Rintarō, whose move to occupied Java saw a shift from antifascism to an embrace of empire as mutual liberation. Takeda's imperial exceptionalism, his identification with the colonized, and his resultant faith in the illusory possibility of occupation as liberation situate his experience at a pioneering position in the broader global history of imperial redefinition for a postcolonial world—and the accompanying ideological shift from colonial to postcolonial imperialism.

December's issue will include two articles, one on indentured labor and human rights, the other on modern forms of "enchantment," and an *AHR* Roundtable, "History Meets Biology."

Robert A. Schneider is editor of the American Historical Review.



Meet the Editors and Staff of the American Historical Review

Saturday, January 3, 12:30–1:30 p.m.

Hilton New York Midtown, Concourse E

What do you want from the flagship journal of the American Historical Association? Editor Robert A. Schneider (Indiana Univ.) and the staff of the *AHR* invite members to attend an informal, open session to express their views on the journal. We are prepared to offer advice on how members might best prepare articles for submission and tell them what they should expect from the review process. Most importantly, we are eager to hear what you have to say. Please bring your brown-bag lunch and join us.

Nominations Invited for AHA Offices, Terms Beginning January 2016

Sharon K. Tune

Under the AHA constitution and bylaws (Article VIII, Section 1; Article IX; and Bylaws 11 and 12), the executive director invites all members of the Association to submit to him, on or before January 6, 2015, recommendations for the following offices:

President-elect (field rotation: Europe)

Vice President of the Teaching Division (member of the Council, oversight of the division)

Councilor Profession, one position (Council—governance of the organization; division—rights and responsibilities of historians, professional conduct, job market, data collection and analysis, and professional service prize)

Councilor Research, one position (Council—governance of the organization; division—priorities in support of research and new research tools, relationships with archivists, librarians, and other organizations, policy oversight of research grants and fellowships, book prizes, *AHR*, and annual meeting)

Councilor Teaching, one position (Council—governance of the organization; division—teaching in AHA activities and pub-

lications, history curriculum, new methods of instruction and cooperation, history education, and pamphlets, and policy oversight of teaching prizes)

Committee on Committees, one position (nominations for large number of Association committees, including book awards and prizes)

Nominating Committee, three positions (nominations for all elective posts)

All suggestions received will be forwarded to the Nominating Committee for consideration at its meeting on February 6 and 7, 2015. Present membership of the Council and elective committees is listed below. Open positions are indicated by the year and name in bold lettering.

Terms expire in January.

Council

2016 Jan Goldstein, Univ. of Chicago (modern European intellectual and cultural history in social and political context; modern France; history of the human sciences, including medicine; history of women, gender, and sexuality; historiography), president

2017 Vicki L. Ruiz, Univ. of California, Irvine (Chicano/Latino history, US women's history, immigration, labor, the US West), president-elect

2015 Kenneth Pomeranz, Univ. of Chicago (late-imperial and modern China; world and comparative history; social, economic, and environmental history; state formation; popular religion), immediate past president

Vice Presidents

2015 John R. McNeill, Georgetown Univ. (environmental history, world history, Mediterranean history, Caribbean and Latin American history, international relations history), vice president, Research Division

2016 Elaine Carey, St. John's Univ. (Latin America, borderlands, Mexico, history of crime and drugs, human rights, gender), vice president, Teaching Division

2017 Philippa Levine, Univ. of Texas at Austin (British Empire; history of sexuality, gender, race; history of medicine and science), vice president, Professional Division

Councilor Profession

2015 Andrew J. Rotter, Colgate Univ. (US foreign relations, recent US, empire)

2016 Mary Louise Roberts, Univ. of Wisconsin–Madison (modern European history, gender and women, French history, Second World War)

2017 Catherine Epstein, Amherst Coll. (Nazi Germany, genocide, modern Germany, modern Europe, history of the historical profession)

Councilor Research

2015 Stephen Aron, UCLA and Autry National Center (North American frontiers, borderlands, West; early national US; world history)

2016 Randall M. Packard, Johns Hopkins Univ. (history of medicine, public health, history of international health, African history, history of disease)

Schedule for Nominations and Elections of AHA Officers

- ◆ **January 6, 2015:** Deadline for suggestions to executive director.
- ◆ **February 6–7, 2015:** Nominating Committee meets to determine slate.
- ◆ **April 2015:** Slate published in *Perspectives on History*.
- ◆ **June 1, 2015:** Ballot material sent to AHA members.
- ◆ **July 15, 2015:** Deadline for return of ballots.
- ◆ **January 9, 2016:** Election results announced at business meeting during 130th annual meeting scheduled for Atlanta.
- ◆ **January 10, 2016:** Individuals begin terms of office.

2017 Farina Mir, Univ. of Michigan (modern South Asia, Islam/Muslim South Asia, British imperialism)

Councilor Teaching

2015 Peter A. Porter Jr., Montville Township (NJ) High School and Seton Hall Univ. (Jacksonian and Reconstruction eras, early-modern Europe, Romantic era, teaching American history in a global context)

2016 Joshua L. Reid, Univ. of Massachusetts Boston (American Indians, cultural meanings of space and place, the American and Canadian Wests, the environment, borderlands, the indigenous Pacific)

2017 Trinidad Gonzales, South Texas Coll. (borderlands, Chicana/o history, imperialism, civil rights, ethnicity)

Committees

Committee on Committees

2015 Mia Bay, Rutgers Univ.–New Brunswick (African American history, American cultural and intellectual history, African diaspora, race and ethnicity)

2015 Suzanne Marchand, Louisiana State Univ. (modern European intellectual history,

Germany, Habsburg Empire, history of scholarship, history of art)

2016 Jeffrey N. Wasserstrom, Univ. of California, Irvine (modern China, world, urban, gender, comparative revolutions and protest)

2017 Cynthia Radding, Univ. of North Carolina at Chapel Hill (Latin America, environmental history, ethnohistory, borderlands)

Nominating Committee

2015 Moon-Ho Jung, Univ. of Washington (United States, race, politics, empire, Asian American)

2015 Dane K. Kennedy, George Washington Univ. (modern British and British imperial history)

2015 Sandra Greene, Cornell Univ. (West Africa, social and cultural history of Ghana)

2016 Takashi Fujitani, Univ. of Toronto (Japan, East Asia, Asian American, Asia Pacific studies)

2016 Thavolia Glymph, Duke Univ. (19th-century US South; social, economic, and labor history; southern women and gender; slavery, Civil War, and Reconstruction; comparative emancipation; global history)

2016 Sophia Rosenfeld, Univ. of Virginia (early-modern Europe, especially France; intellectual and cultural; political theory; age of revolutions)

2017 François Furstenberg, Johns Hopkins Univ. (US intellectual and cultural history, slavery, print culture, Atlantic history, with a focus on the French Atlantic)

2017 Edward Muir, Northwestern Univ. (Italian Renaissance, cultural and social history, history of ritual, history of violence)

2017 Pamela Scully, Emory Univ. (comparative women's and gender history, African history, South African history, slavery and emancipation, sexualized violence in war, transitional justice)

Suggestions should be submitted to James Grossman, Executive Director, AHA, 400 A Street SE, Washington, DC 20003, or sent via e-mail attachment to jgrossman@historians.org. Please specify academic or other position and field of the individual, and include a brief statement of his or her qualifications for the position.

Sharon K. Tune is director, meetings and administration, for the American Historical Association.

The Core of the History Discipline



Howard County Library System, CC BY-NC-ND 2.0

The AHA's Tuning project has produced the History Discipline Core, a statement of the central habits of mind, skills, and understandings that students achieve when they major in history. The current version of this document is available on the AHA website at historians.org/tuning

Statement on Diversity in AHA Nominations and Appointments

Criteria for elected and appointed office within the AHA must be consistent with the goals and purposes of the Association. The AHA can only function as the umbrella organization for the profession if it brings together and represents historians from all work settings and in all chronological, geographical, and topical specializations, across gender and color lines. The Association has made considerable progress in recent years in opening up its leadership ranks, but much remains to be done. The AHA is committed to inclusiveness in its membership and in its leadership.

The way to achieve greater diversity is not quotas. But name recognition, field specialization, and the amount and quality of publications should not be the only criteria for nominations. Also important are the differential needs of the profession's and the Association's various constituencies and the particular responsibilities and concerns of the office or position in question. The AHA is a professional membership organization with a broad agenda that encompasses more than scholarly research, and nominations and appointments must not be made solely on the basis of standards for university hiring and promotions.

Within this context, the AHA Council and the Professional Division provide the following guidelines for the Nominating Committee and the Committee on Committees.

1. Nominations and appointments should be consistent with the principle of diversity, including such considerations as:

- a) Work context, including secondary schools, two-year colleges, four-year colleges, graduate institutions, public history, and independent research; as well as employment status, such as full-time, part-time, and temporary;
- b) Gender;
- c) Race and ethnicity;
- d) Age;
- e) Rank, including junior as well as senior historians;
- f) Regional distribution;
- g) Area of specialization, where pertinent to the position.

2. Issues of diversity and representation should be addressed within the context of the total composition of each committee or other body affected, not on a piecemeal or case-by-case basis.

3. All nominations and appointments should take into account the agenda of the committee or other body within which an individual would function and the individual's ability to speak to and contribute to that agenda.

4. The American Historical Association represents the diverse interests of all historians in this country. Scholars who work in fields outside US and European history represent a growing presence in

the organization. To better insure that the interests of these scholars are being met, the Nominating Committee of the American Historical Association will nominate for the position of president-elect of the organization historians whose research is outside the fields of either American or western European history at least once every five years.

5. Except under unusual circumstances, no individual should serve simultaneously in more than one position or be nominated or appointed for more than one term in any capacity. This does not prohibit the nomination or appointment of an individual for a position while he or she is serving in some other capacity, as long as the current term of service will end prior to the new position beginning or the individual agrees to resign from the first position before assuming the second.

In addition, the Council and the Professional Division provide the following guidelines for nominations for specific positions:

1. Given the different professional needs and concerns of historians, particular attention should be given to racial and ethnic diversity as well as to scholarship, in the composition of the three elected divisions.

2. Because of the responsibilities of both the Nominating Committee and the Committee on Committees in recruiting individuals for leadership positions, it is particularly critical that these two committees include individuals with close working relations with the various communities and constituencies listed above under general guidelines.

Finally, both committees are asked to keep in mind the difference between the Association's guidelines and committee lore and custom. The latter does not have the endorsement of the AHA's elected leadership and is not binding on any committee.

Adopted by the Council on December 27, 1990; revised on June 16, 2001.

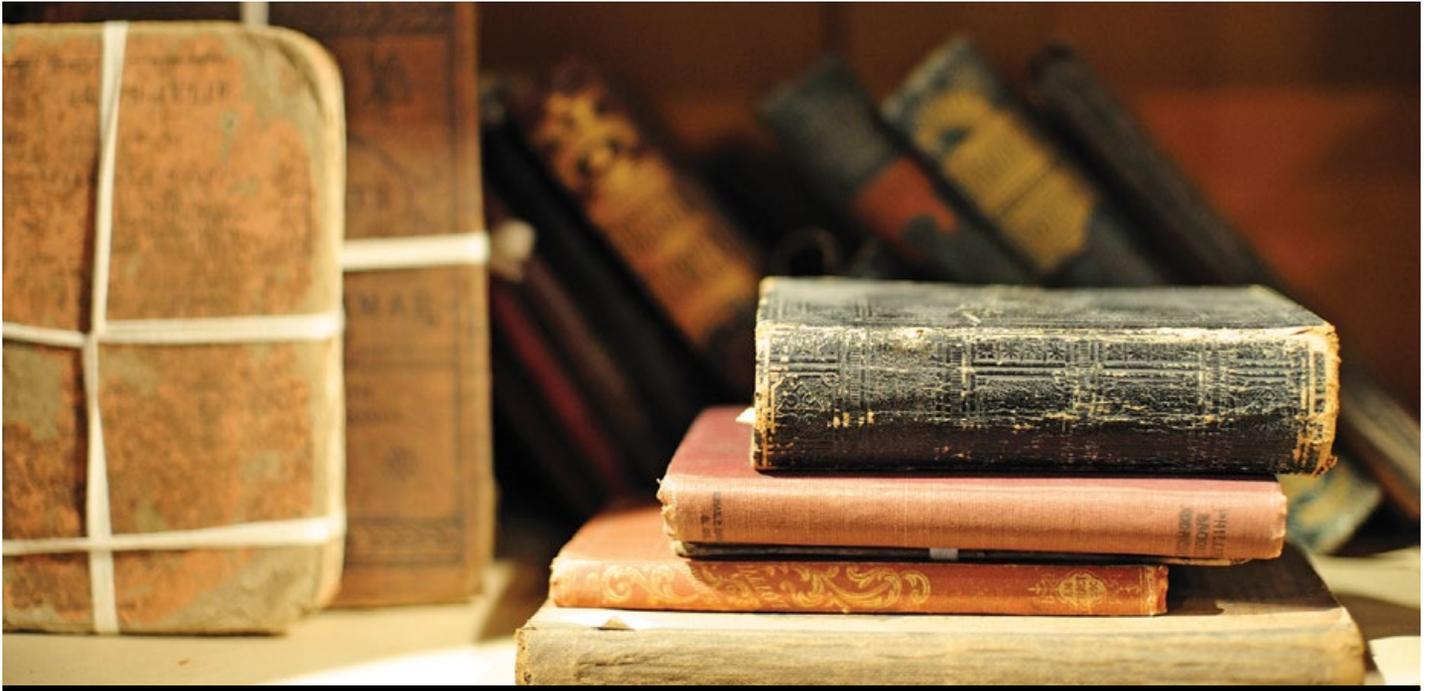
THE 130TH ANNUAL MEETING

Call for Proposals

"Global Migrations: Empires, Nations, and Neighbors"

Read the Call for Proposals for the 130th Annual Meeting in Atlanta at bit.ly/1wayqyK. For more information on the theme, go to bit.ly/1nykzwU.

Watch *Perspectives on History* for more information about submitting proposals.



The Ralph Gomory Prize

The 2014 Ralph Gomory Prize of the Business History Conference has been awarded to Arwen Mohun of the University of Delaware for her book, *Risk: Negotiating Safety in American Society* (The Johns Hopkins University Press, 2013) at the Business History Conference annual meeting in Frankfurt, Germany, March 15, 2014.

The Ralph Gomory Prize for Business History (made possible by the Alfred P. Sloan Foundation) recognizes historical work on the effect business enterprises have on the economic conditions of a country in which they operate. A \$5,000 prize is awarded annually. Eligible books are written in English and published two years (2013 or 2014) prior to the award. The 2015 Gomory Prize will be presented at the annual meeting of the Business History Conference to be held in Miami, Florida, USA, June 24-27, 2015.

Four copies of a book must accompany a nomination and be submitted to the Prize Coordinator, Carol Ressler Lockman, Business History Conference, PO Box 3630, 298 Buck Road, Wilmington, DE 19807-0630 USA. Email: clockman@hagley.org.

The submission deadline is December 31, 2014.



www.thebhc.org

Linking the Past

History and the Semantic Web

Seth Denbo

Discovery,” historian Steven Lubar argued in a blog post on how the digital environment is changing historical research, “is perhaps the stage of scholarship that’s seen the largest change.” Historians now have a vast array of searchable primary sources available to them by just turning on their computers. Archives and libraries across the world publish catalogs and primary sources that have transformed how we do research.

At first glance, discovery appears easy. Google has made us think that finding things on the web is a straightforward process. But every user of Google knows the difficulty of filtering; how do I decide if what I’m finding is worthwhile and relevant? What is missing from my search? While an experienced researcher should have the tools and skills to find her way, there are real issues around discovery of sources and new kinds of research practices for finding things in the digital realm.

One problem is related to how the World Wide Web works. The web was conceived as a network of pages—discrete documents that are connected to others through links. The web is set up to exchange these documents, and most search engines are set up to find them. But when researchers look for things on the web, we are looking for information rather than merely documents. Beyond the formatting, there is very little structure to web pages because the web was designed to be readable by people, not machines. And so while search engines are great at finding keywords, the design of the web itself makes it hard for a researcher to search by subject or utilize the thematic categories that are often the key to how humanists think about their research topics.

The solution to this problem is the Semantic Web, a concept pioneered by web inventor Tim Berners-Lee that has

become central to a movement led by the World Wide Web Consortium (the main international standards organization for the web). This movement is nothing less than an attempt to reconceive the web’s underlying structures as a “web of data” rather than a network of pages. Just as hyperlinks are used to connect web pages, the Semantic Web has structures that connect disparate data from many different sources and allow searches to extract information from within websites much more systematically.

“Linked data” promises to create the web of data by relying on two basic principles: first, that the data is presented according to an agreed model, and second, that it links to a vocabulary that provides an authoritative reference for the data. These vocabularies can be any standard, widely used source for organizing information. These are often familiar classification systems, published, for example, by organizations such as the Library of Congress, the BBC, and the *New York Times*, and also by newer, web-based organizations, including the Wikimedia Foundation (the organization that runs Wikipedia, among other projects).

One example of this sort of ontology is the Library of Congress Name Authority File (NAF). This resource, according to the library, “provides authoritative data for names of persons, organizations, events, places, and titles. Its purpose is the identification of these entities and, through the use of such controlled vocabulary, to provide uniform access to bibliographic resources.”

If I’m reading a digitized political tract from the 1740s and it mentions the Earl of Orford, then as a reader I know this is a reference to England’s first prime minister, Robert Walpole, but a computer has no way of knowing this, or of knowing

whether it refers instead to First Lord of the Admiralty Edward Russell, who died in 1727 and was unrelated to Walpole, or Robert’s son Horace, who didn’t obtain the title until 1791. But if the data that underlies a website containing the name is linked to the appropriate entry in the NAF, search engines become better at finding the historical figure the user is looking for. The other problem alleviated by this sort of structure is that any number of titles, alternate spellings, and pseudonyms can be linked to a single individual. The entry for Horace Walpole in the NAF demonstrates this problem, listing honorifics and pseudonyms: 4th Earl of Orford, William Marshall, Onuphrio Muralto, Horatio Walpole, and many others. For other historical figures, especially those known by a *nom de guerre* or *nom de plume*, the problem is even more acute. For example, the NAF lists over 40 variants for “Lenin.”

For less prominent historical figures, the existence of authority files can be even more valuable. Assigning an authoritative name to an individual who was tried at the Old Bailey, mentioned in a newspaper published in 18th-century London, and ultimately transported to Australia on the “First Fleet” allows us to trace the individual through his encounter with the British penal system and to link all the digitized records of these events, enhancing the researcher’s ability to discover new connections.

This kind of linkage also helps alleviate some of the limitations of keyword searching. While it’s easy to find lots of information on the web about the life and career of Sir John Soane, it’s much more difficult to find all the architects who were active in London during the late 18th century. The structure of the web does not support subject searching, but a growing number of projects—Wikidata, Geonames, Freebase, BBC Music, and many

More than “Map Porn”?

The Pleasures and Pitfalls of the Historical Gaze

Robert K. Nelson

A few months ago my colleagues and I at the Digital Scholarship Lab at the University of Richmond released a digital edition of Charles O. Paullin’s 1932 *Atlas of the Historical Geography of the United States* (dsl.richmond.edu/historicalatlas). We’d spent countless hours working to enhance this great work of 20th-century print scholarship with 21st-century mapping functionality. We animated its many series of maps so that readers could hit Play and watch things like density of population, the planting of colleges, and international trade unfold over time. We manipulated icons showing centers of population and pathways tracing explorers’ routes so that those features could move across the otherwise static maps. We embedded hundreds of maps with data so that readers could click on a county to see how much cotton or how many Lutheran churches had been planted there.

We made every effort to be respectful of this work of scholarship we admired so much. But we felt its editor, the geographer John K. Wright, had authorized, even invited, us to update it when he remarked in his introduction to the *Atlas* that the “ideal historical atlas might well be a collection of motion-picture maps, if these could be displayed on the pages of a book without the paraphernalia of projector, reel, and screen.”¹

Our enhancements were not meant to fundamentally change the *Atlas* but to make its maps more usable and useful, bringing it closer to the ideal that Wright could imagine but not realize given the limitations of print.

And, honestly, we also hoped our enhancements would make the *Atlas* a little bit cooler. By introducing movement and interactivity into these maps, we hoped they might be a bit more engaging and intriguing for young people who encountered them in undergraduate and high-school classrooms and for members of the general public who might stumble upon the *Atlas* through a

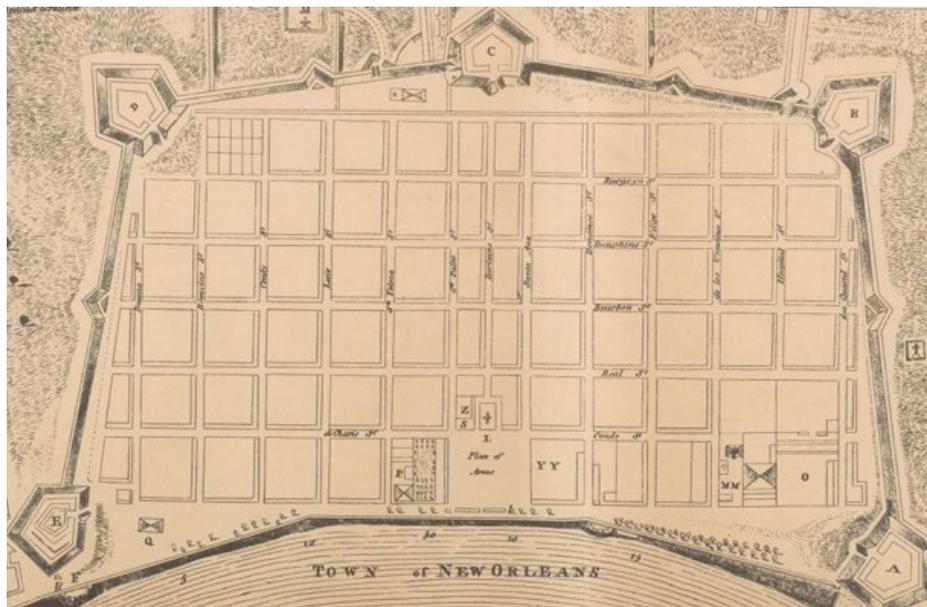


Figure 1. Boquita de Welseri’s “Plan of New Orleans, 1803,” as reproduced in the *Atlas*.

Google search. Animation and interactivity, in other words, might function as the spoonful of sugar that made the medicine of American history go down easier for those who might not have any particular taste for the subject.

Upon the *Atlas*’s release, we were delighted by the reception. With the help of a story about the project in the *New York Times*, within two weeks more than 100,000 people had visited the site.

While the amount of attention the project was getting was gratifying, some of what I was seeing surprised me. One early review called the *Atlas* a “particularly impressive example of online map porn,” which I took as an amusing compliment. However, when I saw it described as “map porn” a couple more times, the phrase started to trouble me. I began to wonder if the whiz-bang enhancements we’d introduced, which were meant to draw readers into American history, had instead partially eclipsed that history. Instead of grappling with the historical content of the maps, were visitors to

the site only gawking at them as pleasurable aesthetic objects while playing around with the site’s interactive features? Were visitors to the site learning something about American history? In other words, was the project more than map porn?

Fortunately, in the hundreds of tweets about the project, dozens of stories and comments on blogs and webzines, and the web analytics we collect I had some evidence to start to answer those questions. As I started browsing through these materials, one thing immediately jumped out: many people commented on the maps not because they were interested in American history per se but because American history was connected to something else they were passionate about. A minister zeroed in on a map of Presbyterian churches in 1890, tweeting, “Who says we’re not good at planting churches?” Thousands of genealogists visited the site hoping its maps might help them make greater sense of the movements of their ancestors. In a single day hundreds of players of the video game *Assassin’s Creed III: Liberation* looked at an

1803 map of New Orleans after a participant in an online forum used the map to point out that the small, grid-like 18th-century New Orleans of the game, which initially seemed to him oversimplified (“a city cannot be as simple as that”), in fact closely corresponded to that old map.

Some read the maps through a blue state/red state mentality, the deep partisan divisions of the present in the forefront of their minds. One person suggested that the 1919 women’s suffrage map, which shows the congressional vote for the Nineteenth Amendment, “could double as a map of pro-choice voters in 2014.” Others tweeted things like “Women’s suffrage only really opposed in the South” to emphasize the long roots of southern conservatism. Someone else tweeted, “There were Philly and NYC votes against!!!,” surprised that a century ago congressmen from what are today liberal-leaning cities voted against the amendment. While these observations are pretty superficial—and of course it’s not easy to say something that’s not superficial in a 140-character tweet—they are examples of an engagement in one aspect of the practice of history, looking to the past to see how the current world came to be.

There were other instances where people discovered a dissonance between what they expected to see in maps of the American past and what they actually saw. Given that Abraham Lincoln is an object of admiration, even adulation, in the 21st century, many people were shocked by what they saw in the maps of the presidential elections of 1860 and 1864: broad swaths of the country didn’t vote for him, even in the North. “Lincoln didn’t win a county south of Indiana. Wow.” “Abe Lincoln got 2 percent of Bates County vote in 1860. Amazing.” Even “New York City voted against Lincoln twice.” Some people were learning another basic lesson of history: that the past can be a very different place than the present, that values and valuations can dramatically change over time.

If some people were engaging with the history the maps showed, others were clearly coming to the site mainly for the pleasure of looking at what one person called the “crazy beautiful geo-rectified old US atlas maps.” I hoped that geographer Denis Wood was right in saying “that any pleasure we might take in a text is sure to be, howsoever gratuitously, compounded with a little infor-

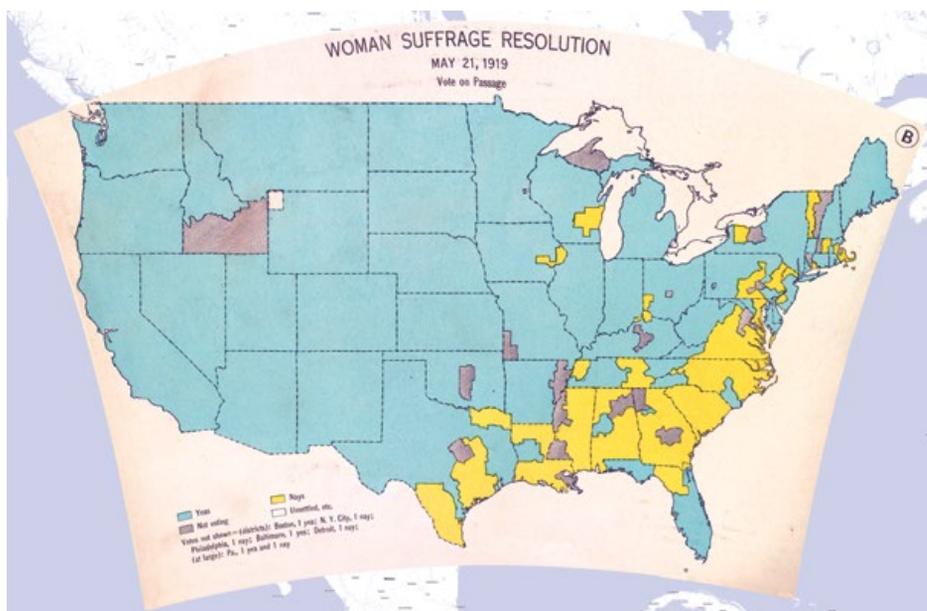


Figure 2. Woman Suffrage Resolution, May 21, 1919.

mation.”² In some of the responses to the *Atlas* I could certainly see that happening. In an episode of *GeekSpeak*, a Santa Cruz NPR radio show, one of its hosts enthusiastically described the fun of being able to animate once-static print maps on the *Atlas* site. While he didn’t use the words, he was essentially describing the site as map porn. Yet amid the fun, some historical meaning emerged: “It’s also a little bit terrifying, some of the things . . . you look at the slave trade, the colored population maps from the eighteen hundreds and then the nineteen hundreds. It’s like the history is there too, and it’s kind of frightening, but it’s really cool.” That was very satisfying to hear—the pleasure of playing with the “really cool” animations leading this man to a new appreciation of the “terrifying” and “frightening” aspects of American history.

Taken together, the comments on the *Atlas* underscored for me a point that Carl Becker made over eighty years ago, the same year the *Atlas* was published: history, particularly for the Everyman—and, of course, Everywoman—for whom it is not a professional stock-in-trade, is “a personal possession which each of us . . . fashions out of his individual experience, adapts to his practical or emotional needs, and adorns as well as may be to suit his aesthetic tastes.” That the perspectives on history of people who aren’t historians differs from those of us who are is, of course, hardly a surprise.

Yet as I continued to read through tweets, comments, and blog posts mentioning the

Atlas, looking for signs that people were learning new things about American history from the maps—in short, looking for evidence that members of the imagined “general public” were engaging with the project the way I’d wanted them to, I realized something else. I’d worried that the public’s interest in the past was so shallow that they might miss the history in the maps. What I found instead was that my sense of history was too narrow, too disciplinary, too professional, so much so that I almost missed appreciating many of the diverse ways people made use and sense of the past. People used the project and what it conveyed about history in ways that spoke to their individual interests and curiosities and needs, connecting it to activities that entertained them, to the faiths they practiced, to their families’ journeys, and to their sense of the politics of their locale and their nation. And, not least and not vainly, many of them took some measure of pleasure in poring over maps about the past.

Robert K. Nelson is the director of the Digital Scholarship Lab at the University of Richmond.

Notes

1. Charles O. Paullin, *Atlas of the Historical Geography of the United States*, ed. John K. Wright (Baltimore: Carnegie Institution of Washington, 1932), xiv.
2. Denis Wood, “Pleasure in the Idea: The Atlas as Narrative Form,” *Cartographica* 24 (Spring 1987), 26.

Trees in a Forest of Knowledge

From Page to Pixel in Manuel Lima's *The Book of Trees*

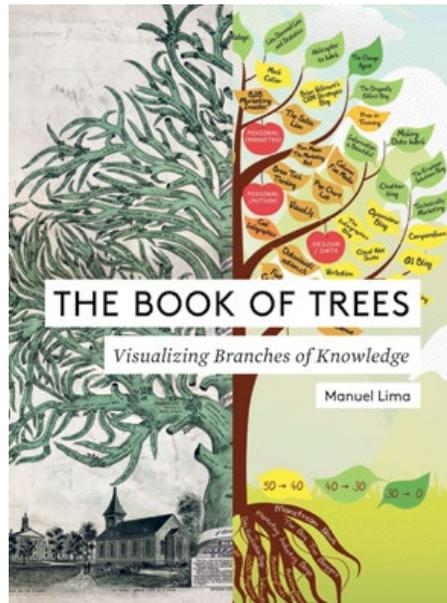
Jacob Soll

There are times when modern technology seems removed from the arts and letters. Take, for example, computer programming source codes. They might seem the most modern and original of languages. One does not need a degree in literature, or indeed any knowledge of the humanities at all, to write them.

But now comes Manuel Lima, a celebrated graphics and visual designer for the tech industry and digital architect of how to map information, with a book on trees of knowledge to challenge tech enthusiasts' claims to originality. Lima rightly points out that visual tree graphs have been central to organizing and analyzing information from the illuminated manuscripts of the early Middle Ages to "the statistical thinking of the nineteenth century and the dawn of computers (9)." Computer source codes, for example, are organized into trees, and trees of knowledge are visual models. What seems so modern, he shows, is in fact an ancient tradition of learning.

Lima's argument is not only compelling, it is also convincing, for his visual evidence is powerful. The tree as a visual organizational metaphor was used in the ancient world to represent life and the power of gods, and examples can be drawn from ancient Mesopotamia, China, India, the Mediterranean world, and the early Mayan empires. In the Christian world, the tree of life evolved from a representation of earthly knowledge and celestial authority to the genealogy of Christ and kings in the 12th century. It would be applied to feudal hierarchies, the relations of virtues and affinities, the branches of medieval law, and historical chronology. Finally, by the 16th and 17th centuries, trees would organize the fields and typologies of early science.

These trees had one thing in common: for the most part, they showed hierarchy, with the high branches representing celestial knowledge and the trunk and low branches representing various species and living



Manuel Lima, *The Book of Trees: Visualizing Branches of Knowledge* (New York: Princeton Architectural Press, 2013), 208 pages.

examples closer to the dusty earth. This would also be the foundation of Linnaeus's classification of taxonomies of orders, families, and genera, a key tool in modern zoology and biology.

Lima takes the reader on a visual journey through his forest of knowledge trees, from vertical and horizontal trees, which are the most familiar and include everything from Ephraim Chambers's table of contents of his *Cyclopaedia* (1728) to "WikiMindMaps" (2007). Lima includes radial trees of pedigrees, visual thesauruses, and data-heavy, graph-like "Species-Level Supertrees of Mammals" (2007). He also includes what he calls rectangular treemaps and Voronoi treemaps, which come from Cartesian visual schemas based on Euclidean definitions of special relations.

All this makes for fascinating perusing. Yet historians of science, while enjoying this book, will wince at Lima's missed connections. Indeed, the history of the organization of knowledge is well known, and Lima has not researched it. He makes no mention of the encyclopedic tradition that produced

Linnaeus or of other forms of organizing knowledge, such as theaters and memory palaces. These organizational metaphors were used along with trees in the 16th century not only to show knowledge, but to help memorize it. Humanist education was grounded in memorization. As Frances Yates famously showed, trees, series of connected spheres of related fields of knowledge, and memory palaces had rooms or drawers with general topics on them that could be used as mental files in the humanist art of memory.¹

One could memorize the physical layout of the palace or cabinet and its various topical rooms or drawers. Lima's rectangular treemaps look much more like theaters than they do like trees; visual designers and digital architects would benefit from knowing these models along with Lima's trees, for knowledge was not just material—it was supposed to be visualized in the brain as well as on paper. This level of interaction demanded much more of the spectator and, also, of the visual model itself, for it had to help the reader better memorize and manage information.

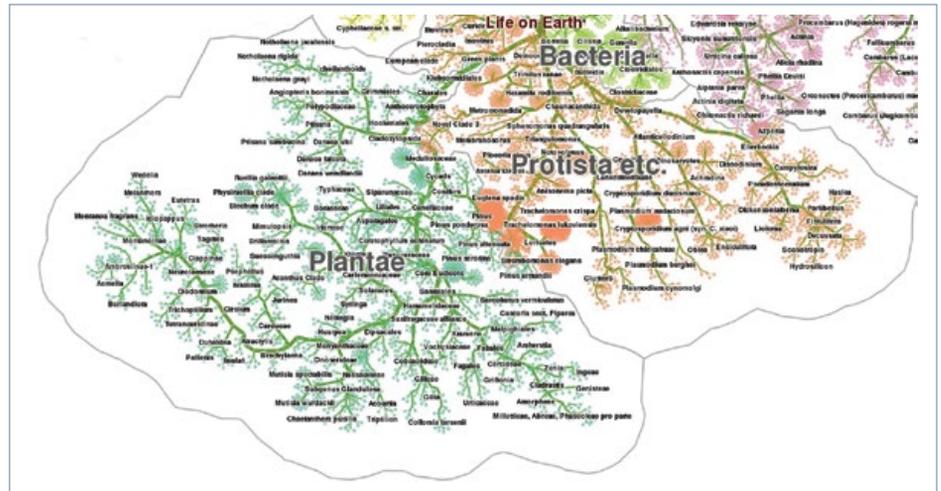
There is also a problem in representing the continuum of trees from ancient virtues to modern codes. For humanist and Enlightenment philosophers and scientists, trees were not simply organizational; they were so firmly hierarchical that they became sites of disruption. When encyclopedist Meric Casaubon—an early collector and classifier of knowledge—drew out his "Synoptic Table for *Generall Learning*" around 1668, he sought to overturn the very hierarchy of trees. His tree of learning branched out into ever greater levels of incomprehension like "poor editions," "needless pictures in books," and "the inevitable decline from perfection, example: Descartes."² His idea was not to represent certainty, but rather the skeptical opposite. This same method of taking the celestial out of the branches of trees of knowledge and shaking up its leaves was central to Diderot and d'Alembert's

great *Encyclopédie* project (1751–72), in which they, like Casaubon, placed earthly knowledge and skepticism in place of religious authority. Their highest branches contained not divine learning but rather human history and “the knowledge of man.”³

Thus for all the virtues and pleasures of Lima’s book, it would have benefited from a tree of trees: a clear genealogy showing continuity, evolution, and breakage in the world of visual trees. This would have meant not only studying the trees visually, using a modern sense of resemblances, but also comparing the purposes trees played then and now. Ephraim Chambers’s tree gives us a hint of a possible difference. His tree was simply called a “table of contents,” but one organized according to a hierarchy.⁴ In the French *Encyclopédie*, the tree of knowledge showed a new hierarchy of knowledge to help readers understand the alphabetical listings. Early trees were not simply data images unto themselves; they were guides through texts and gateways to books.

Lima’s modern trees are more graphs than hierarchical maps. Many are still Linnaean, showing the relationships between words and species, like Yifan Yu’s multidirectional “Tree of Life” (AT&T Labs–Research, 2011). But others, like Jean-Daniele Fekete’s “Treemap Visualization of the Linux Kernel 2.533” (2002), depict the relationships between various files. These are self-contained graphs of data in which space and size show the interactive elements of something as complex as the financial markets—more like maps than trees.

Traditional trees most often appeared as the prefaces or guides to books. Behind each category was a text, and this text was description, the real essence of scientific analysis.⁵ Lima’s book of trees dramatically shows the longevity of their usefulness as metaphorical visual tools for organizing and understanding knowledge. But in separating the trees from their corresponding texts, Lima extracts the tree from its original ecosystem: the book. Lima makes the important point that computing and graphics are part of an ancient textual tradition, and that digital architects



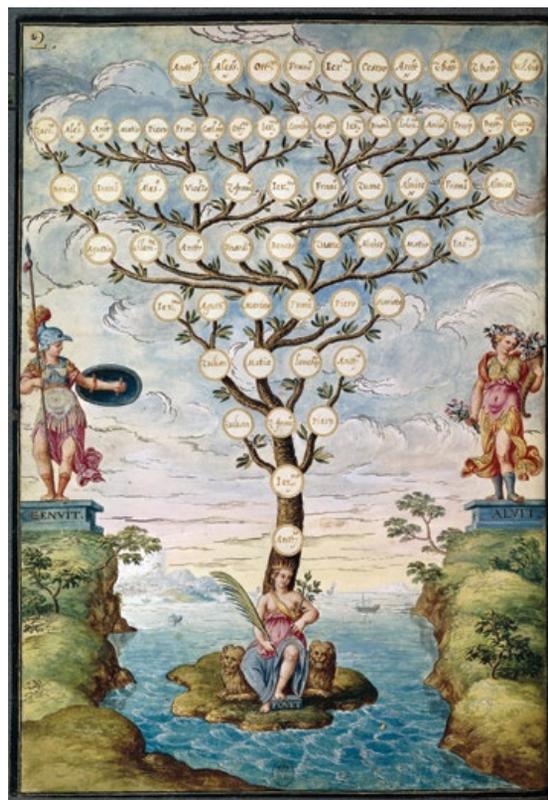
Courtesy of Yifan Hu

Detail from “The Tree of Life,” created by Yifan Hu, Yahoo Labs. For full version, visit yifanhu.net/TOL.

would benefit from deeper understandings of history. Trees of knowledge need not necessarily be connected to paper, but the greatest ones grew out of books. This brings us back to the often contentious relationship that fascinates so many historians—that between books and computers. Lima has made a step toward understanding this relationship and shows

that there is more work to do in the struggle between page and pixel.

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Bibliothèque Nationale de France

Genealogical tree of Charles Magius; from Paul Veronese, *Codex Magius* 1568–73.

Notes

1. Frances A. Yates, *The Art of Memory* (Chicago: University of Chicago Press, 1966), p. 144.
2. Meric Casaubon, *Generall Learning*, Richard Serjeantson, ed. (Cambridge: Renaissance Texts from Manuscript, 1999), pp. 80–81.
3. Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Vintage Books, 1984), p. 210.
4. Ann M. Blair, *Too Much to Know: Managing Scholarly Information before the Modern Age* (New Haven: Yale University Press, 2010), p. 51.
5. Brian W. Ogilvie, *The Science of Describing: Natural History in Renaissance Europe* (Chicago: University of Chicago Press, 2006), pp. 135–50.

The Find a Grave Assignment

An Experiment in Fostering Collaboration in the Classroom

Angela Firkus

College has always been more about individual work than collaboration. Critical thinking, analysis, and learning are individualistic endeavors, and grades are most accurate when they reflect the work of an individual. Yet each year the National Association of Colleges and Employers (NACE) surveys employers about skills and qualities they will be looking for in their new hires. At the top is communication, a skill colleges and universities have emphasized for decades. Second on a recent list, and consistently in the top five, is the “ability to work in a team structure.” Developing a project that accomplishes this and that does not require a large amount of class time, however, can be a challenge. Students often resist group work in classes for a variety of reasons, and many professors are reluctant to use any class time for things other than content knowledge-building.

Cottey College, where I teach history, has, for many years, emphasized collaborative learning. Recent school-wide requirements expect that all students know how to successfully contribute to the work of a group, but implementation has been complicated. I recently taught one element of this implementation: the multidisciplinary capstone class for BA seniors. The course was specifically designed around students not simply working in groups but actually forming a team through careful analysis of each person’s strengths and then executing an assignment together. Students were tasked with researching the severe health problems of the local community and proposing projects to Healthy Nevada, a local community health organization. Yet, despite the obvious importance of the project, some students were both resistant to working together and adamant that it was something they would never do in their careers. I began to feel that this was an area where a college education was not fulfilling its responsibilities, so I reconsidered my reservations about teaching teamwork.



Credit: Angel LaCanfora

Luckily for genealogists, most headstones provide much more information than this one, which was placed for the grave of Randolph Bolling Hubbard (1936–1991), descendant of Thomas Jefferson. He was buried in Monticello near his wife. Her headstone reads “A Talented Lady.”

As I looked at my history classes for the following year, hoping to incorporate some kind of meaningful teamwork-based projects, I was at first baffled. I already used group discussions and class-generated outlines for developing student essays. What I was now looking for was a more constructive example of working on a team, in which each individual would have a part to play that was aligned with her strengths and knowledge. Since students would not be completing the same tasks, I knew it would be

complicated to directly align the assignment with course material, so for the experiment I decided not to attempt it. For my US History to 1877 course, I had students try out new types of collaboration on a very simple project using the Find a Grave website. Find a Grave was created in 1995 and has evolved into a valuable research tool for genealogy. The site is maintained by thousands of volunteers who visit cemeteries, take photos of headstones, and upload them to the site.

More than One

What exactly do we need from each other? Whenever I am giving someone my e-mail address over the phone, I explain that it is my first initial and last name “at historians—more than one historian—dot o-r-g.” Working at the AHA is a constant reminder that “more than one historian” can accomplish things that none of us could do on his or her own. Working at an office with just 17 people whose jobs exist to serve thousands of AHA members around the country and the world makes collaboration a given. For many historians, though, the solitary aspects of our work seem to be our primary functions.

In my work on behalf of the AHA’s Career Diversity Project, which aims to broaden the career horizons of history PhDs, I have talked with dozens of doctoral alumni as well as employers. One of the central lessons to emerge from these and other conversations is the need for historians to have experience working on teams with others. Many have underscored the need for graduate students to practice teamwork in varied settings. Working toward common goals with people from different disciplinary or professional perspectives can be a richly rewarding aspect of the working world within and beyond the academy.

But even when collaboration appears to be a great idea, how do we do it? It is easy to fall out of the practice of working effectively with a team for a common purpose. And how can the many historians who teach communicate to students our recognition that there is strength in numbers? The following pieces each address a particular dimension of collaboration. They work well together.

—Julia Brookins, special projects coordinator

I decided to serve as leader for the project in order to model good team leadership skills for the students. I broke down the process of fulfilling photo requests on Find a Grave into four distinct roles that required different sets of skills: webmasters who would work with the website to both identify the photo requests for graves in our area and upload the photos; researchers who would use cemetery directories in the library to locate the graves and organize the trips to cemeteries; researchers who would travel to cemeteries to find the gravesites; and photographers to document the artifacts. The next task was to determine which students were best suited to take on each role.

There are many instruments for evaluating a student’s leadership style and strengths. I wanted something simple and free that I could administer right in the classroom. From colleagues knowledgeable about leadership, I obtained a “leadership orientations” survey based on the ideas of Lee G. Bolman and Terrence E. Deal (bit.ly/1jlt5mt), which my eleven students completed. The survey has six questions that identify how closely a student’s style corresponds to four “orientations”: structural, political, human resource, and symbolic. After discussing the results of their surveys and other circumstances that might impact success, such as access to transportation and a camera, the students and I worked together to decide who should do what activities. For example, two had experience with web design and scored high in the survey’s structural orientations category; they served as webmasters.

I did not set a due date, but I gave them a points-based rubric with criteria for success for the team as a whole so that the evaluation criteria would be clear. I also gave students both written and personal instruction on how to accomplish their individual tasks.

We spent half an hour of class time organizing for the activity, but after that only a couple of five-minute progress-report sessions were needed during class, so there was minimal impact on the rest of the traditional coursework. They completed the whole project in less than a month, earning the maximum number of points.

At the end of the assignment, but before the end of the semester, I asked the students to provide nonanonymous feedback. The responses stressed that the group collaborations had been successful; one student wrote that she was “really impressed with the way everyone picked a job and then completed it

on their own.” Another said it was the only group project she had been involved in where each student had “pulled their weight.” The end-of-semester evaluations were more mixed, however. Students rated the course on average only a 3.5 out of 5 for “acquiring skills in working with others as a member of a team.” While the project was at the beginning of the semester and of short duration, I had hoped the experience of successfully working together would have made a more lasting impression. But other comments in the evaluations revealed a flaw with this assignment: it was not well-integrated into our course material.

The class was US History to 1877, but the graves the students were researching were nearly all from the 20th century. While it would be difficult to find very many requests for pre-1877 graves in our area, in the next course I might lessen the criteria of fulfilling a large number of requests and add a research paper to the assignment. Students could explore how burial practices changed over time, or, since so many people were buried in unmarked or only temporarily marked graves,

what factors came together to allow these specific grave markings to survive. This would tie the teamwork project to other history skills, such as an understanding of cause and effect as well as identification of context. I could also focus on the workings of historical teams. I would assign sections of Ken Burns’s *Not for Ourselves Alone*, about Elizabeth Cady Stanton and Susan B. Anthony, and Doris Kearns Goodwin’s *Team of Rivals*, to start a discussion of the benefits and complications of relying on others to help accomplish tasks. In this way, I can use my history classes to teach students the skills of collaboration as well as provide them with examples of collaborations from the past.

Angela Firkus, professor of history at Cottey College, Nevada, Missouri, earned her PhD at Purdue University. In addition to the US surveys, she teaches women’s history, Native American history, historical methods, and environmental history. She is also the coordinator of the BA in Liberal Arts program. Her research area is race and gender during the Gilded Age and Progressive Era.

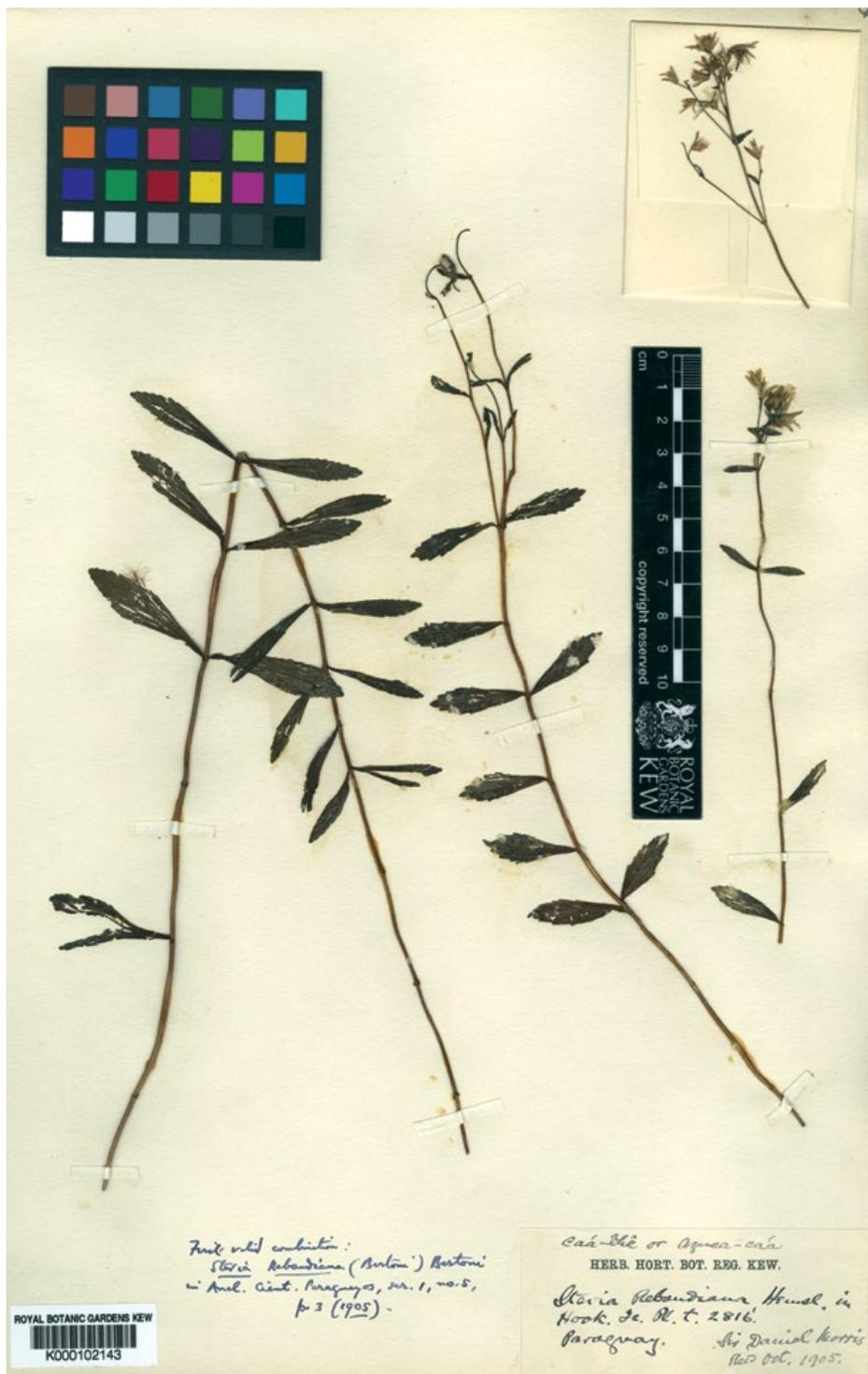
Historians Writing Collaboratively

Bridget María Chesterton

In April of this year, I attended the Cain Conference on Chemistry and Global History in Philadelphia. As a historian of 20th-century Paraguay, I presented a paper that I am currently coauthoring with Timothy Yang, who studies the history of the pharmaceutical industry in Japan. Ours was one of only two coauthored papers at the conference out of almost 30 papers presented. As I expected, many members of the audience asked important and probing questions about our research on stevia (a plant native to Paraguay). However, after the presentation a few observers approached me to ask about something I hadn't anticipated: the experience of coauthoring.

Oddly enough, I have become something of an “expert” on coauthorship as I have coauthored five articles or book chapters. As I have come to realize, this is a rather peculiar experience for a historian. We are not trained in our graduate programs to coauthor projects. History theses and dissertations are always solo ventures; and while our papers often include extensive acknowledgments sections, rarely do historians collaborate as often as we could or should. This needs to be reevaluated. Historians, particularly those concerned with global history, need to view collaboration as an opportunity to strengthen our scholarship. Such efforts are a way of avoiding the constraints often brought on by graduate training. The question of coauthorship posed to me in Philadelphia has forced me to think about why this process worked so well for me, and it has raised my hope that more historians will engage with one another in this manner.

In graduate school, we are informed that if we do not speak a language that we need for a project, we are obligated to learn it or find a new project. Once a PhD has been conferred, I suggest that we move beyond this limiting model. I do not read, write, or speak Russian, German, or Japanese—the languages of my coauthors. Most likely, I never will. In addition, and perhaps more



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Image of the ka'a he'e plant native to Paraguay. Meaning “the sweet herb” in the Guaraní language, the plant’s latinized name is *Stevia rebaudiana bertonii*. It is one of over 300 species of stevia in the world, and the only one that contains a zero-calorie sweetener.

importantly, my coauthors have always provided our work with a broader historiographic perspective. But coauthorship should be about more than just language barriers and historiographic knowledge. It also needs to be about expanding our knowledge and understanding of archives and resources, engaging in the reality of disciplinary interconnectedness, and the potential for extending exciting contributions in one of the growing trends in the field: global history.

In the spring of 2011, I attended the Duke Latin American Labor History Conference, where I presented on Juan Belaieff, a White Russian hired by the Paraguayan military before the Chaco War (1932–1935). The questions audience members asked revolved around one question: how did I know that the biographical material, a Spanish-language secondhand account of Belaieff's military and scientific experiences in Russia, was trustworthy? My honest response was, I didn't. I needed someone who could search out primary material in Russian archives to confirm my sources and add depth and rigor to the narrative if I ever hoped to have the article published. I needed a historian who knew both the Russian language and Russian archives. The same problem arose when I researched Carlos Frebrig—a German naturalist who founded the Botanical Gardens in Asunción and left Paraguay to return to Germany in 1936. My latest efforts have demanded someone who could find Japanese-language historical and scientific sources on stevia and interpret them. While it was language barriers that prompted me to work with others, I have found that this is only one of many reasons to work collaboratively.

Having access to broader historiographic knowledge is another reason to work collaboratively. Once I located a Russian historian, Anatoly Isaenko, he immediately informed me about Belaieff's life before his arrival in Paraguay. Anatoly gave me valuable insight into Belaieff's military and ethnographic work in the Russian empire and informed me of the growing nationalist Russian-language historiography about White Russians. I was shocked to learn how well-known Belaieff was in Russia. My sources in Paraguay had led me to believe he was largely forgotten in his

hometown. Anatoly also knew how and where to locate primary material in Moscow. As we wrote and rewrote, we had disagreements over how to start the narrative, what biographical material to include (and exclude), and even the larger question of why Belaieff left Argentina for Paraguay, but we worked through them by respecting each other's knowledge and sources.

Thilo Papacek, my German-language coauthor, has been fundamental in translating many of Frebrig's writings. And Thilo's larger understanding of mid-20th-century German science and his knowledge of Bolivian sources has given the text a richness I alone would have never achieved. Thilo was tasked with the difficult chore of explaining to me that our subject was not a die-hard Nazi even though he survived and worked for the Third Reich after leaving Paraguay in 1936 through the end of World War II. My knowledge of Paraguayan history combined with Thilo's mastery of the archives in Berlin and Bolivia will result in a successful chapter in a book I am currently editing on the Chaco War.

Another coauthor, Tim Yang, whom I mentioned at the beginning of this article, has located Japanese-language scientific sources on the stevia plant. These sources have shown me that original oral testimonies given to me in August 2013 in Paraguay about how the stevia plant arrived in Asia were wrong. My Paraguayan sources believed that the Japanese had acquired (or stolen) the plant in the 1940s; Japanese sources clearly demonstrate that stevia did not arrive in the archipelago until the late 1960s.

Collaborating with these historians has made our work global. Before working with Anatoly and Thilo, I did not understand the mind-set of Belaieff and Frebrig before their respective arrivals in Paraguay, nor could I have done so without my colleagues' insights and frames of reference. Limited to English- and/or Spanish-language sources, I never could have fully comprehended how well prepared these men were for the work they did when they arrived in South America. Significantly, Anatoly and Thilo have proven to me repeatedly that Paraguay was not isolated from outside ideas and influences (as much of the historiography of the landlocked country would have one believe).

Working with Tim, I have come to understand the complexities of researching and writing about global history. Before I met Tim, I had access to English, Spanish, and French sources on the stevia plant, but I could not see the larger Asian component of the history (although I suspected it). Europe, Latin America, the United States, and Asia were all sites of knowledge about the supersweet plant.

My other two coauthors have been Carlos Gómez Florentín and Thomas Whigham, both Paraguayan historians. Working with Carlos and Thom has taught me a great deal about Paraguayan politics, new places to look for sources, and historiography. Quite simply, my efforts with both have challenged me to consider new concepts and rethink old ideas about the country that I thought I knew so much about. I have learned a tremendous amount from Carlos and Thom, and I am grateful for their tutelage.

All of my collaborative projects with Paraguayan and non-Paraguayan historians have been both fruitful and enjoyable. Research and writing with Carlos and Thom reminds me how much more I have to learn about Paraguay. Working with Anatoly, Thilo, and Tim has reminded me how interconnected the world was and is. Science, technology, and knowledge have rarely respected national borders. People often don't speak or write in the languages I want them to, or conform to cultural norms I understand. More often, historical sources are found in disparate locales. These realities often limit our choice of topics or serve as roadblocks, but they shouldn't. My coauthors have challenged me to expand the way I think about both Paraguay and the world. I have moved beyond my PhD limitations. All of these experiences of coauthorship have shown me that it is possible to write nuanced, accurate, and compelling history that no one historian could have accomplished alone.

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Writing The Historian's Macroscope in Public

Shawn Graham, Ian Milligan, and Scott Weingart

We'd like a book about big data and history. Will you write it?" read the e-mail.

"Yes," we said, "but only if we can do it in public."

How do you write history when it is possible to download tens of thousands of historical documents in an afternoon? In our book, we explain how to do just that, by taking the reader through the process of building a digital macroscope to examine this "big data." It's not as difficult as one might think. But it's not easy, either. We set out to write this book in the summer of 2013 because we wanted to break down some of the barriers to entry for digital approaches to history. These barriers can seem insurmountably high, especially to students. Despite decades of humanities computing, the computer seems still no more than a glorified typewriter. In our own classes, we often meet with resistance to looking at historical materials with digital tools, or to writing history in forms that don't look like essays. "I didn't study history to have to deal with computers!" was an actual end-of-year comment from one of our students. We set out to rectify this, flipping the switch on our public draft of *The Historian's Macroscope: Big Digital History*, themascope.org, in September 2013, in time for it to be used in class.

What Does a Macroscope See?

We wanted to show how a digital history mind-set is allied with public, and collaborative, history. Whether the "digital" is digitizing resources, improving metadata, launching spiders to retrieve information, building online exhibits, or data-mining thousands of documents, digital history necessarily engages with others' codes and services. It changes what we can do, what we can see, and how we communicate. As an iterative endeavor, digital history is also often about failing in public, and learning from those failures. In this piece, we reflect on what it is like to write a book together, in



Robert Hooke's microscope from Scheme 1 of his 1665 *Micrographia*. On permanent display in The Evolution of the Microscope exhibit at the National Museum of Health and Medicine in Washington, DC.

full view of the public, and how new technology has made this process feasible.

Historians have long labored in conditions of cognitive scarcity: there are only so many documents one can read in a lifetime. We are now, however, in an era of larger and larger data sets, a situation that has been coupled with a corresponding computational ability to deal with them. We avoided a prescriptive definition of "big data," defining it instead as "simply more data that you could conceivably read yourself in a reasonable amount of time." Herein lies our idea of the "macroscope," then. It is an approach that reveals large-scale patterns that can be discovered when we collaborate with algorithms. Historians already do this (quietly) when they rely on digital finding aids and databases like Google Scholar; in *The Historian's Macroscope*, we make this reliance explicit.

A "macroscope" implies that research takes place in a workshop or laboratory, with an investigator who keeps a careful lab notebook. We believe that notebook should be kept online, in public, so that other investigators can follow the same paths through the masses of available material, and potentially reach different conclusions. Digital tools do not require positivist assumptions that

there is one and only one answer; rather, they require the awareness that algorithms and data sets provide their own perspectives, and our lab notebooks allow us to see those perspectives more clearly. Digital history utilizes the deformation of materials to change our perspective on history, rather than to justify a given story about the past. It's the difference between writing, "there appear to be patterns that suggest . . ." versus "statistics prove that . . ." For example, in one section of the book, we use a computational method known as topic modeling to make sense of the 8,000 biographies contained within the *Dictionary of Canadian Biography* (www.biographi.ca/en/bio)—a large number by any count, compounded by the fact that some of them are nearly article length. To simplify, topic modeling identifies patterns of discourse. The topics found include both familiar patterns in Canadian history and also novel ones, such as new nodes of people, whose life stories emerge as key connective exemplars in Canadian historiography. The role of "liberalism" and its changing definitions in Canadian political life appears to be a major factor in Canadian historiography, when it is viewed through a macroscope.

Why Write It Online?

Given the speed with which the digital world changes, we shared our materials *before the book was finished* so that if we were wrong, we could improve. We also felt that given the openness of the field of digital history—from blogging professors, to shared data sets, to post-publication peer review—we would be well positioned to try something new, to try something *open*. Each of us is an active blogger: trying out ideas in public, making our "lab notebooks" open to inspection and criticism, and—most importantly—continually learning about new tools and methods from each other. It seemed like a no-brainer to continue in this spirit with a book project.

Yet, this was a frightening idea too. What if nobody commented—or worse, what if

people hid behind anonymity to attack our project? What if someone stole our material and scooped us? To say we had apprehensions about writing our book in public, with first drafts for all to see, would be an understatement. But when we began corresponding about cowriting this book, the idea of doing something different made sense. In this we were inspired by other online projects, especially Jack Dougherty and Kristen Nawrotzki's edited volume *Writing History in the Digital Age* (the finished book is available at www.digitalculture.org/books/writing-history-in-the-digital-age/, and the work-in-progress, complete with comments and edits, is at writing.history.trincoll.edu).

Head Decapitated

We then faced the problem of managing a three-way collaboration across North America. Despite using Google Docs successfully for the book proposal, we found ourselves drowning in the process of coordinating e-mail when we tried to scale up to a book. Track changes in Microsoft Word? A nightmare. We replaced Word with Scrivener, which focuses on the visual organization of one's thoughts. Versioning was still a problem. We turned to some online systems to help us manage our work, but soon discovered that Github did not play well with Scrivener: "Head Decapitated" came the cryptic error message. We ultimately settled on using Scrivener in a shared Dropbox folder as our writing environment. To keep from editing documents simultaneously we set up a private messaging service to alert each other whenever we were in a document. This back channel became an effective mode for continuous discussion. Once a section or group of ideas was fleshed out, we would post it publicly to the site. The site is Wordpress-powered with Commentpress installed, allowing readers to annotate or comment on individual paragraphs within the text.

Rewarding Hiccups

Writing in public has turned out to be very rewarding, although there were hiccups. We released bits and pieces, here and there, on the website, in what seemed to be reasonably self-contained chunks. Predictably, readers found these chunks difficult

to contextualize. Commenters, expecting a sequential narrative, would wonder why we didn't explain a term or provide background to some concept. We also weathered some pretty trenchant (but accurate) criticisms. It's one thing to receive these quietly in your office when a peer review arrives, but another to undergo the process in public. These comments, however, allowed us to significantly improve our content. They also became teachable moments in our classes, as our students could see us experiencing peer review and grappling with feedback. In student comments at the end of the fall 2013 term, one student wrote, "Seeing Dr. Graham present his draft work online, and reading what people wrote, made me feel better about my own writing and want[ing] to show it to others."

The rewards have far outweighed the difficulties. Imagine our delight at seeing our work included in graduate syllabuses, followed by a subsequent spike in traffic to the site, before the book has been formally published. At the University of Milwaukee, for instance, Professor Amanda Seligman had her class spend a week reading and leaving comments, allowing us to strengthen

the final product for future classes. We continue to see the book draft assigned in graduate courses, and each visit helps us improve the content further. Now, only a year after beginning, we have incorporated the feedback and suggestions into the manuscript to be submitted to the press.

Speed, Not Haste

It might seem like a speedy process, but it hasn't been hasty. The process of building *The Historian's Macroscope* has been a fun one, and we hope that our path can help other historians along their own routes to writing in public and experimenting with the big data that is history.

Shawn Graham is an associate professor of digital humanities in the history department at Carleton University. Ian Milligan is an assistant professor of history at the University of Waterloo. Scott Weingart is a PhD student at Indiana University. The Historian's Macroscope should be published by Imperial College Press in the near future.

Getting Started with a Digital Toolkit

Where can you start, right now, with digital tools to enhance your research? The Programming Historian (programminghistorian.org), an ever growing collection of tutorials, is an excellent place to start. There is a tutorial on that website for working with MALLETT, a tool for using topic models to understand thematic associations within your texts.

If you are working with students, Voyant (voyant-tools.org) is a free, user-friendly online tool for exploring patterns in words or phrases in a text. It doesn't require any programming. A researcher can load texts into the system by pasting them in their entirety into the start box. Alternatively, one can paste in a series of URLs. Imagine having a digitized diary online—paste the URLs in chronological order into the start box, and soon you'll be able to see change over time!

And, of course, there's always the *Historian's Macroscope* draft—still developing—at themacroscope.org. We're always happy to read comments and discuss ideas with readers.

Launching Pad—PhD, Target—TBD

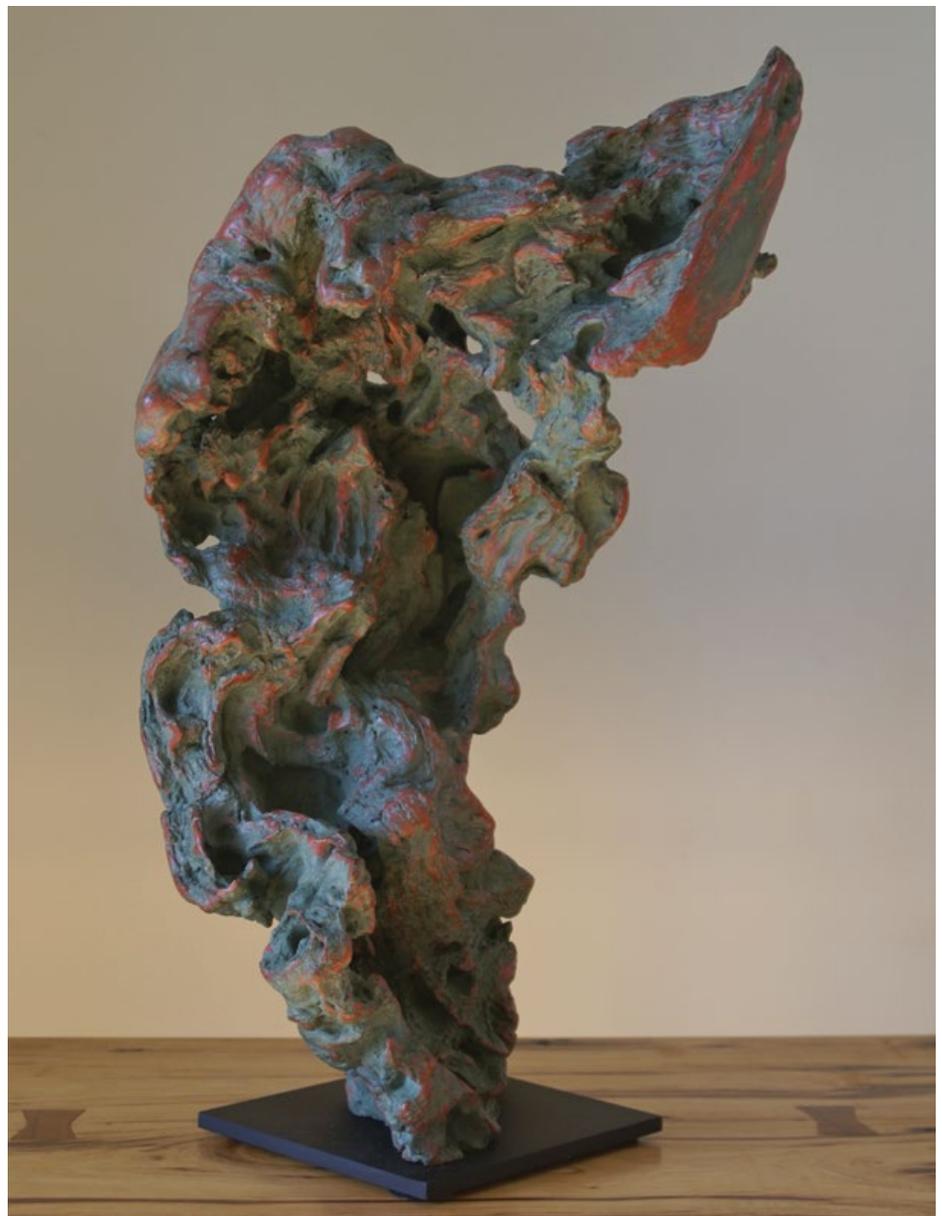
Robert Oxnam

In the late 1960s, when I was wavering about my Yale doctoral studies in Chinese history, my mentor, Jonathan Spence, intervened with some sharp words and brilliant advice. “You *will* finish the doctorate. It can be done in two very tough years. And whatever you do in your career, you will find the PhD invaluable.” Spence was right, but in ways that neither of us could have forecast.

The dissertation—an in-depth investigation called “Policies and Factionalism in the Oboi Regency, 1661–69”—was the hardest thing I’d ever done. For two years I ferreted through court documents, biographies, and local histories, all in classical documentary Chinese, trying to find the patches of historical forest in the midst of dense linguistic trees. What did I learn? First, that I could do original research and continually rethink my hypotheses in a sustained burst of energy. Second, that I could know a period of history better than almost anyone else on the planet. But third, and most importantly, that in historical research, as in intellectual and creative life more broadly, the bigger insights arise from intimate, detailed knowledge.

In a career characterized by several zigzags, my three constants have been a commitment to university and public education about Asia, a deep fascination with China, and an enduring love of history. My commitment to public education grew from my antipathy to the Vietnam War; as a Yale graduate student, I helped mobilize a major public awareness campaign of rallies and teach-ins, seeking to counter the American knowledge gap with historical insights and contemporary facts. I proudly recall speaking loudly against the Vietnam War alongside John King Fairbank, a towering figure in Chinese history, at a large assembly of leading Asianists in Philadelphia. I was an activist historian at the same time I was doing my doctoral work as an archival historian.

My career began conventionally enough, at Trinity College, even though I took an unconventional approach to teaching. With the help of my graduate students, I invented a simulation game that my



Robert Oxnam, *Gremlin*, weathered wood, burnished organic paints, and natural waxes, 2011. Finding this wooden piece buried and waterlogged on a rocky Long Island beach was akin to the joys of the best historical research—uncovering an overlooked detail that turned out to be a gem in the rough. As I cleaned and balanced the piece over several days, it became apparent that *Gremlin* had all the characteristics prized by connoisseurs of ancient Chinese scholars’ rocks—intriguing craggy shape, bumpy surface, mysterious cave-like holes. Finishing the work with burnished green and red milk paint and organic waxes brought *Gremlin* alive as an example of what the French call *objet trouvé* (“found art”).

undergraduate class played in lieu of a final examination. In *The Ch’ing Game* (now called *The Qing Game*) students played roles based on well-researched papers on 18th-century China. It became a big hit on campus, and I’m proud to say that the game

is still used in high school and undergraduate classes today.

In the late 1970s, I did something more radical: I left my cozy, tenured post at Trinity and became director of the Asia Society’s China Council. The Asia Society

is devoted to high-quality, balanced public education—through conferences and seminars, visual and performing arts, K–12 education materials, business and policy studies—about every facet of Asia. It now has centers across the Asia-Pacific region and the United States.

Although this was an abrupt change of course, I got to work with top-flight China experts from around the country and I was still teaching, only now to national audiences. The China Council, which drew together some of the most prominent Americans involved in China (Doak Barnett, Michel Oksenberg, Jerome Cohen, Theodore White, Mary Bullock, Tom Brokaw, Harry Harding, and many others), became central to American public understanding of China and US–China relations. The council projected thoughtful, balanced views on China through books (like *Dragon and Eagle*), briefings about China in print and broadcast media, and 15 regional councils across the United States.

Among the many contributions of the China Council was the notion that China and US–China relations must be understood through historical patterns of rulership, factionalism, loyalty, and bureaucracy. With its breadth of vision, the China Council was instrumental in bridging the chasm between the United States and China during the crucial decade of the 1970s, the era of détente and normalization.

Whenever there was a major event, network television anchors called me immediately to help coordinate their coverage and to offer on-air commentary. For instance, I spent 36 hours following news of Mao's death on September 9, 1976, as NBC's key China expert for the *Today Show* and the *NBC Nightly News*, giving special consideration to Mao's history, teaching Tom Brokaw and Jane Pauley how to pronounce Chinese terms and names, and appearing during the interviews. Other China Council specialists were featured on CBS, ABC, and PBS, and wrote articles for the major newspapers and newsweeklies. We know from audience feedback that tens of millions of viewers were reached during this "high ratings window." But more important to me were the letters, including one that I treasure: "thanks for the history stuff—now that Mao's dead, he finally seems alive to me."

From 1981 to 1992, I was president of the Asia Society, and I drew on my training as a historian in virtually all my activities. My vision for the society emphasized the past as key to understanding the present, and this vision guided our art exhibitions, public interviews with figures such as the Dalai Lama and Barbara Tuchman, and explanations of Asia's economic takeoff to businesspeople. Maybe I took it too far; in a staff party skit I was caricatured as saying: "You want to know about why Deng Xiaoping is modernizing China so quickly? We'll begin with the Shang dynasty three thousand years ago."

Becoming the Asia Society president was the toughest transition in my professional life. I was suddenly immersed in constant meetings, feverish fund-raising, and testy staff and trustee issues, while wondering whatever happened to those days when life was all about teaching, ideas, and research. I took solace in the notion that I was reshaping the Asia Society into an intellectual and cultural hub for enhanced understanding on both sides of the Pacific, and preparing it for an era in which the Asia-Pacific region would take center stage. By the end of my 12 years as president, I was delighted by the society's transformation, and just as delighted to explore new pastures.

I soon rediscovered academic life in the form of visiting professorships, including posts at Beijing and Columbia Universities. But I have also pursued activities in modalities and venues far beyond the classroom. As an offbeat way of conveying history to broad audiences, I wrote *Ming: A Novel of Seventeenth-Century China*, which had a similar goal as *The Qing Game*; both sought to instill historical empathy for a distant world through immersion in late-imperial Chinese society, culture, and politics.

The same public education instinct informed my service as on-air expert and narrator for a nine-part *MacNeil/Lehrer NewsHour* series on China in 1993 and 1994. And for several years, I took business leaders to Asia, delivering lectures and briefings that emphasized not just economics and politics but the need to understand the powerful impact of history and culture on modern Asia.

In 1995, I was honored to be the lecturer for a three-week China trip led by Bill Gates and Warren Buffett. Gates is a

voracious reader, and he poured over all of the 20 books I suggested about Chinese history, storing detailed information in his head. I was stunned at his ability to recall specifics about the Li Zicheng peasant rebellion in 1644 and his desire to debate how the Chinese Civil War might have had a different outcome. Although he surely wanted to understand aspects of Chinese history that might be useful in his commercial dealings, I think he was also motivated by raw curiosity about China's past.

The upshot of all these activities is that I remained a history professor, in effect, and had the additional satisfaction of reaching students well beyond the conventional classroom.

Recently, my career has taken another turn, into the world of art making and art history. Through sculpture and photography, I have explored how traditional Chinese aesthetics can influence contemporary art. My found-wood sculptures are deeply influenced by the great tradition of Chinese scholars' rocks (*gongsshi*): each piece is painstakingly balanced and cleaned to release its inherent energy (*qi*), then preserved with organic milk, burnished, and waxed. My approach to photography also uses ancient roots: I focus on glacial rocks, use macro lenses to reveal the smallest of detailed patterns, and revel in how the camera reveals complex abstractions, akin to calligraphy, ink painting, and landscape painting.

Now in my 70s, I have found special pleasure in lecturing about the relationship between art history and political, social, and intellectual history. It's a rich vein—one that reminds me of the Chinese literati (*wenren*) who saw scholarship, art, and teaching not as separate professions, but as different manifestations of their intellectual lives. Most of them spent their early years deep in study as they sought higher degrees. The *wenren*'s academic work shaped their thinking; the "advanced scholar" (*jinshi*) degree was critical to their credibility. Of course, the PhD degree is not an exact parallel, but they have something in common: each can be seen as a gateway to a life that has many phases and many options.

Robert Oxnam is now working as a consultant, writer, and artist.



Photo: Rachel Davila Ramirez

Andrew W. Robertson

Welcome To New York 2015

Andrew W. Robertson

New York never loses its capacity to surprise. Of course, the same is true of other cities, but in New York the consequences of population density and diversity oblige the close mingling of races and classes that often astonishes visitors. “How curious you are to me!” exclaims Walt Whitman about his fellow passengers in *Crossing Brooklyn Ferry*. Surprise is the operating premise that has given the *Law & Order* franchise its purchase on television for more than a quarter century. Every weeknight the plot twists and turns on some feature of neighborhood, race, religion, class, or real estate. The element of surprise gives New York theater, social protest, real estate, and city politics their vitality.

Visitors to New York who have not been here since the 2009 AHA meeting will find the skyline changed. One World Trade Center has now reached its full height of 1,776 feet, shifting the balance of the skyline toward downtown. Daniel Libeskind’s original design was radically altered, however, to address the security apprehensions of federal and local authorities and the financial concerns of real estate interests. Next door, the 9/11 Memorial Museum is now open to the public. Most critics agree that the museum has done an admirable job of commemorating that traumatic moment.

Elsewhere, Lower Manhattan is undergoing a revival. The resurgence of Wall Street—physically and financially—proceeds apace, well ahead of other sectors in the city, and the result has been a dramatic expansion of Lower Manhattan’s residential development. The once-mighty fortresses of American finance, built to withstand anarchist attacks, have been gutted and refitted with rooftop swimming pools, fitness rooms, and spas for returning derivatives traders and hedge fund managers. Acronymic neighborhoods that abound in Downtown and nearby Brooklyn



Gigi Altarejos, CC BY-NC-ND 2.0

Central Park, Bethesda Terrace Arcade

(e.g., NOLITA = North of Little Italy; DUMBO = Down Under the Manhattan Bridge Overpass) offer new dining and entertainment opportunities.

Visitors and urban planners from across the globe have found themselves drawn to another of Lower Manhattan’s distinctive attractions, the High Line, inspired by the *Promenade Plantée* in Paris. At once a garden and a traffic-free urban oasis, this elevated promenade evolved out of a dilapidated West Side rail line linking warehouses from the Meatpacking District to Penn Station. Now open from Gansevoort Street to West 30th Street, the High Line will eventually extend to the rail yards just west of Penn Station, where it will connect with the extension of the Number 7 subway line, scheduled to open in 2015.

Nature has conspired to offer another transportation surprise for visitors: in 2012 Hurricane Sandy devastated subway tunnels, homes, and businesses in low-lying areas of Lower Manhattan, Staten Island, Brooklyn, and Queens. Some neighborhoods and subway lines are still under repair. The city and state have undertaken a restoration

effort estimated to cost over \$5 billion on the subway lines affected by Sandy, with additional efforts to insure that the tunnels and stations will be resistant to storm surges in the future. The metropolitan area is currently rethinking its relationship to New York harbor, the rivers, and surrounding wetlands in order to provide increased security against climate-induced storm surges in the future. Under the present mayor and his predecessor, the city has begun to think about the causes as well as the consequences of climate change: Gotham has been at the forefront of American cities in supporting energy sustainability and announcing plans to use wind and solar power for its buildings and transportation in the future. Brooklyn’s tallest building, 388 Bridge Street, is now partially powered by wind turbines. The city is constructing a 250-acre solar energy plant on the enormous Fresh Kills Landfill site on Staten Island.

The 2010 Census data reveal a city that has undergone significant demographic changes since the turn of the 21st century. New York continues to be very cosmopolitan: Queens was listed in the 2010 Census as the most

ethnically diverse of American counties. Yet New York's demographic mix is changing. Although African migration to New York has surged, the city has suffered a loss in the proportion of African Americans living in the metropolis; the African American population of New York in 2010 was 25.5 percent of the population, down from 26.6 percent in 2000. The Latino population has grown to 28.6 percent of the population, up from 27.0 percent in 2000. While the overall number of Hispanics in New York has increased, the Puerto Rican population has declined somewhat. Offsetting this decline has been an increase in migrants from Mexico and Central and South America. New York's Dominican population has remained stable, and Dominicans are now the largest Hispanic group in the five boroughs. New York has seen a dramatic influx of new immigrants from China, India, Pakistan, and other nations in Asia, who now total 11.8 percent of the population. Overall, 37 percent of New Yorkers were listed in the Census as foreign-born—the highest percentage since 1910.

The new diversity is changing whole neighborhoods of New York; for example, Chinatown has expanded to the point where it has nearly engulfed Little Italy. If the outer boroughs of New York are becoming more diverse, Manhattan and some parts of Brooklyn are becoming more homogeneous. From the Battery in the south to Inwood in the north, Manhattan Island has become richer, whiter, and older in the past decade: non-Hispanic whites counted for 57.5 percent of the population in 2010, up from 45.8 percent in 2000. Rents for apartments are often beyond the aspirations of even upper-middle-class professionals, and this is changing the character of some of Manhattan's iconic neighborhoods: Harlem, Chelsea, and the East Village, to name a few. The same trend is apparent in parts of Brooklyn, notably in Brooklyn Heights and Park Slope, but also in adjacent areas that are pricing themselves out of the reach of young families.

The growing economic inequality in New York City has manifested itself in many ways that are worrisome to residents and visitors alike. New stadiums have appeared: Barclays Center in Brooklyn, Citifield in Queens, and Yankee Stadium in the Bronx. All offer luxury boxes and every culinary amenity, yet the ticket prices in the cheap seats are too high for blue-collar New Yorkers. Broadway musicals providing family entertainment



Claude Robillard, CC BY-NC 2.0

Domino sugar factory in Brooklyn, New York

often cost more than \$500 for four seats—more than double the price of London's West End theaters. The Metropolitan Opera seems to have survived its latest labor dispute, but its feisty sister company, the New York City Opera, is now in bankruptcy. The city's growing inequality is closing off the opportunities for the mingling of classes and races that are commonplace on the subway and that Whitman celebrated on the Brooklyn ferry. The social and cultural impact on New York is painfully manifested in the public schools. Increasing inequality figured prominently as an issue in the recent election of Mayor Bill de Blasio.

The frustration with growing inequality fueled the 2011 Occupy Wall Street movement, which was inspired in part by the tactics of the Arab Spring. OWS helped give rise to other Occupy movements in cities throughout the United States. The Occupy movement surprised many New Yorkers because it did not seem to have an explicitly political agenda. Unlike the anti-Vietnam and hard-hat protests in the 1960s, OWS seemed to enjoy some support among all classes of New Yorkers, including a few "one percent" employees of hedge funds and investment banks.

Has Manhattan regained its style and its safety only to lose its soul? Many of those who live here keep the faith in New York's uncanny ability to surprise. Who would have predicted that New York would rebound

after the draft riots of the 1860s or the urban decay of the 1970s? Today's New Yorkers are pioneering new approaches to an affordable, livable, sustainable city. Brooklynites are working to make the Gowanus Canal, a toxic Superfund site, into an alluring urban waterscape. Bicyclists are volunteering to help expand the West Side bike trail that extends from Battery Park to the George Washington Bridge. Music lovers enjoy free concerts of classical music, opera, jazz, hip hop, R&B, punk and salsa throughout the year in parks and public buildings.

We may yet see the resurgence of a new "Mongrel Manhattan": innovative approaches to the wondrous amalgam of high culture and low for which New York is famous. New York may be the oldest major US city (1624), but Gotham is remaking itself in new ways that look to the future. Taking inspiration from urban activist Jane Jacobs, urban planners and many city dwellers are promoting livability, affordability, diversity, revived infrastructure, green energy, and a revitalized public transportation system.

Andrew W. Robertson is cochair of the 2015 AHA Local Arrangements Committee. He teaches at the Graduate Center and Lehman College, City University of New York. He is a historian of the early American republic and is at work on a new book, Early American Democracy: America's Other Peculiar Institution.

Make Plans to Attend the 129th Annual Meeting in New York City

Some Useful Reminders

Sharon K. Tune

Members can now finalize plans to attend the January 2–5, 2015, annual meeting.

Advance Meeting Registration

Attendees can preregister online (the easiest and preferred method) via a link on the AHA's website. Preregistration forms (available on the AHA's website) may also be mailed or faxed with the requisite payment, but to the address/fax number on the form and not to the AHA. Advance registration must be received by Friday, December 19, 2014, at 12 midnight EST. Preregistrants will receive an e-mail confirmation with a badge number (which will be needed for making hotel reservations). Badges will be distributed at the meeting.

Refund Policy: Advance registrants who are unable to attend the meeting may request a refund of their registration fee. A written request must be postmarked by December 19, 2014. All refunds are subject to a \$20 processing fee. *No refunds will be issued for requests postmarked after December 19, 2015.*

Accommodations

Blocks of rooms have been reserved at the New York Hilton Midtown (headquarters), the Sheraton New York Times Square (coheadquarters), and the Manhattan at Times Square. AHA and affiliated society sessions are scheduled in the Hilton and Sheraton. AHA registration, Exhibit Hall, and Job Center will be in the Hilton. Hotel rate information and a map of the area are included on page 43 of this issue of *Perspectives on History*.



Credit: National Gallery of Art

Robert Henri, *Snow in New York* (1902)

Reservations for Standard Rooms and Suites

Once preregistered for the annual meeting, attendees can make hotel reservations at discounted meeting rates. Instructions will be included in each attendee's preregistration confirmation. Individuals can call directly to check availability and to make a reservation at any of the hotels, or follow the link to the reservations webpages in the annual meeting registration confirmation e-mail.

The single and double rates at the Hilton and Sheraton are \$149 and \$169; the single/double rate at the Manhattan is \$119. Suite rates vary from hotel to hotel; check the hotel and rate information on the AHA's website. All rooms are subject to city, state, and occupancy taxes, currently 13.375% plus 5.875% per room, per night. Meeting rates are in effect three days before and after the January

2–5 meeting dates, and are for a limited number of rooms only at each property.

The cutoff date for the AHA's official blocks at all hotels is December 10, 2014. After this date, remaining inventory in each hotel's block will be released, and rooms will be available at the AHA's convention rates on a space-available basis at the time of reservation. Meeting attendees can continue to make and modify (depending on availability) or cancel reservations from September 23 through December 10, 5:00 p.m. EST. If canceling a reservation, attendees must do so at least 72 hours prior to the reserved arrival date; otherwise, one night's room and taxes will be charged. If a reservation is not canceled and the individual is a "no show," the hotels will charge one night's room and taxes as a penalty.

Sharon K. Tune is director, meetings and administration, for the American Historical Association.

Hotel & Rate Information

HOTELS	Single 1 person	Double 2 people	Triple 3 people	Quad 4 people	Suite
New York Hilton Midtown (hdqtrs., 1,300 rooms)	\$149*	\$169	\$199	\$219	\$575 & up
New York Sheraton Times Square (co-hdqtrs., 1,300 rooms)	\$149	\$169	\$199	\$229	\$650 & up
The Manhattan at Times Square (250 rooms)**	\$119 for a king bed; \$149 for 2 beds	\$119 for a king bed; \$149 for 2 beds	\$149 for 2 beds and 1 rollaway	\$149 for 2 beds	N/A

* The single rate is available at the Hilton for up to 300 rooms; after that number has sold out, the double rate will be charged for single occupancy. There are no similar limitations at the Sheraton.

** Free Wi-Fi for up to 4 devices. Rates in effect up to housing cutoff (December 10, 2014); thereafter, rates will be the same as the Hilton and Sheraton.

The rates noted above:

- ◆ Are subject to a tax of 13.375%, plus a 5.875% per room, per night New York City occupancy tax (subject to change without notice).
- ◆ Will be honored three days before and after the official meeting dates of January 2–5, based upon availability at the time the reservation is made.
- ◆ Are available only to those who have registered for the 2015 AHA annual meeting. Information regarding booking your housing will be included in your registration confirmation e-mail.

TripAdvisor ratings: Hilton and Sheraton 4-stars; Manhattan 3½-stars.

Reservations should be made by December 10, 2014, 5:00 p.m. EST.

Conference Hotels



1. New York Hilton Midtown (headquarters)
1335 Avenue of the Americas

2. Sheraton New York Times Square (coheadquarters)
811 Seventh Avenue

3. The Manhattan at Times Square, 790 Seventh Avenue

Map by David Lindzroth Inc. | © NYC & Company, Inc.

Information and Accommodations for Persons with Disabilities

Sharon K. Tune

General Information and Resources

New York City is one of the most accessible cities in the world for visitors with disabilities. NYC & Company, the city's convention and tourism bureau, offers a free online disability resource guide, which includes detailed accessibility information for many attractions and restaurants. The site can be accessed by vision-impaired and screen-user readers. The *Official Accessibility Guide* is at www.nyc.gov/html/mopd/downloads/pdf/accessibility_guide.pdf.

New York City Transit's **Access-a-Ride** provides transportation for people with disabilities who are unable to use public bus or subway service for some or all of their trips. It offers shared-ride, door-to-door paratransit service. It operates 24 hours a day, seven days a week, including holidays. There is an application process, so arrangements must be made in advance of arrival in New York City. Visit www.NYC.gov and search for "Access-a-Ride."

Scoter rentals are available by contacting **ScootAround Inc.**, by phone toll-free at 888-441-7575, by e-mail at info@scootaround.com, online at www.scootaround.com, or by fax at 204-478-1172.

The US Department of Transportation's Aviation Consumer Protection Division has an online guide, *New Horizons: Information for the Air Traveler with a Disability* (airconsumer.ost.dot.gov/publications/horizons.htm). This site also explains how to file a complaint with the department.

A general resource is *Barrier-Free Travels: A Nuts and Bolts Guide for Wheelers and Slow Walkers* (\$19.95; 2009, 3rd edition; barrier-freetravel.net). It contains detailed information about the logistics of planning accessible travel—whether by plane, train, or bus. The book includes important details about accessible air travel, traveling with oxygen, accessible ground transportation, choosing a travel

agent, online booking, accessible recreation, and budget travel. It is available in bookstores, or online at www.barrierfreetravel.net.

Airports

John F. Kennedy International Airport (JFK), Newark Liberty International Airport (EWR), and LaGuardia Airport (LGA) are operated by the Port Authority of New York and New Jersey. Visitors can view the joint website (www.panynj.gov) for visitors' guides for patrons with disabilities, including information on security screening, animal relief areas, taxi-cab services, and public transit access.

Information about Hotels

The information that follows is provided to assist AHA Annual Meeting attendees with disabilities in obtaining the reasonable accommodations they require. Please refer to this information when making hotel reservations or arrangements to participate in program sessions and other events. In particular, guests should advise the selected hotel about specific needs when making room reservations.

All hotels have accessible lobbies; several have autoslide doors. Thresholds and doormats are in compliance with American with Disabilities Act (ADA) regulations, and door-service personnel are available at most properties. Lobbies have marble floors and/or low-pile area carpeting. All hotels have accessible registration desks or provide clipboards to guests to complete registration documentation. Elevators connect all levels of each hotel. Each elevator has a wheelchair-accessible keypad, Braille numerals beside each control button, and audible direction. Restrooms in lobbies and on meeting-room floors are wheelchair accessible and have tactile signage.

All hotels have accessible guest rooms. The number of such rooms at each property is noted in the listing below. Among other amenities, these rooms feature wheelchair-accessible doors, lever door handles, security

peepholes, ample room space, grab bars in restrooms, low sinks with insulated pipes, accessible towel racks, and accessible mirrors. The following auxiliary aids are available at most properties: flashing fire alarm, doorbell, and telephone; vibrating alarm clock; closed-caption decoders; Braille signage; and TDD telephones. All hotels have a smoke-free policy.

New York Hilton Midtown

Entrance: The hotel's main entrance on Avenue of the Americas (Sixth Avenue) is accessible.

Parking: The hotel offers valet parking. The lot has designated spaces including van-accessible spots. The valet entrance is located in the back of the hotel, on West 53rd Street between Sixth and Seventh Avenues.

Guestrooms: Thirty rooms are equipped for persons with disabilities—some for the hearing impaired only—and others are for hearing-impaired guests using wheelchairs.

Sheraton New York Times Square

Entrance: The main lobby entrance on the southeast corner of Seventh Avenue and 53rd Street is accessible.

Parking: Accessible parking spaces are available; guests should enter on 53rd Street. Maximum vehicle height is six feet, five inches.

Guest rooms: The hotel has 42 guest rooms that meet standard ADA requirements.

Manhattan at Times Square

Entrance: The hotel's entrance on Seventh Avenue is accessible.

Parking: The hotel has several accessible parking spaces. Garage entrances are on 51st and 52nd Streets.

Guestrooms: Twenty-three guestrooms are accessible, five with roll-in showers.

Sharon K. Tune is director, meetings and administration, for the American Historical Association.

Child Care for the 2015 Annual Meeting

The AHA provides the names of the following child-care suppliers as a service to members who may be interested, but the AHA assumes no responsibility for their performance, licensing, insurance, and so on. Companies note that they are fully insured, licensed, and bonded, and they will make arrangements to provide child care in the client's hotel room or elsewhere. Pay rates are generally based on a caregiver's training and experience and the requirements of the particular engagement. Typical rates are \$25–30 per hour. If plans must be made closer to the meeting dates, attendees can also call their selected hotel's concierge desk for a list of child-care providers maintained by the hotel.

Babysitters4hire.com

PO Box 2202, Norfolk, NE 68702

Phone: 402-379-1898

E-mail can be sent to the company through the website's "Contact Us" form.

A free preview of available babysitters is available through the site's local neighborhood mapping technology. Once individuals become registered members, they will be given immediate access to babysitters through text messaging, e-mail, and phone.

Care.com

1400 Main Street, Waltham, MA 02451

E-mail: membercare@care.com

Care.com is an online service that matches care and service providers in the areas of child care, tutoring, pet care, and senior care to the people who need their help. The company provides services in midtown Manhattan hotels.

Sittercity

20 W. Kinzie St., Suite 1500, Chicago, IL 60654

Phone: 866-205-5625, Monday–Friday, 8:00 a.m.–4:00 p.m. CST

Web: www.sittercity.com

E-mail can be sent to the company through the website's "Help and Contact Us" form.



Alex Pang, CC BY-NC-SA 2.0

Sittercity is one of the largest online sources for child care, with babysitters in every city nationwide, including Manhattan.

They offer a four-step screening process, background checks, sitter reviews, detailed profiles, and more.

Annual Meeting: Child Care Grants

For the January 2–5, 2015, annual meeting in New York City, the Association will offer 10 grants of up to \$250 USD each to assist AHA members who are bringing children to the meeting. The grants are intended to help offset the cost of child care, enabling attendees with dependent children to attend the meeting.

Eligibility extends to history graduate students, adjuncts, and early-career historians (within five years of the earned degree); priority will go to those who are on the program and/or are interviewing at the meeting. The application period is from September 23 through November 1. All applicants will be notified no later than November 15, 2014.

For additional details on allowable expenses and reimbursement policy, see the information and application form posted on the AHA's website at bit.ly/Xjtifs.

Applicants with questions can e-mail childcare@historians.org.

Tours Organized by the Local Arrangements Committee

The Local Arrangements Committee has organized 28 tours highlighting the historical resources of New York City. Several are offered through Big Onion Walking Tours, which specializes in tours led by current doctoral candidates or recent PhDs in history. Participants will have a unique opportunity to take these tours with their fellow historians. Tickets for a tour of New York religious sites organized by the American Society of Church History

will also be sold through AHA registration. See the AHA website for details and ticket prices.

Preregistration for tours is highly recommended. Tour tickets are nonrefundable and cannot be exchanged. Tour participants must be registered for the AHA meeting. Those who want to review the annual meeting program (to be published in mid-November) before purchasing tickets may log in to the registration resource center

or call 508-743-0510 to add tickets to an existing registration.

All tour groups will meet in the New York Hilton Midtown's Americas Hall I. Tours may travel by bus, subway, or on foot. Fares and admission fees are included in the price of the tour. Accessible buses or alternate transportation for people with disabilities will be available on request. Contact aha@historians.org for additional information.

Tour Dates and Times

- Tour 1:** Bus Tour of Harlem, the Bronx, and Arthur Avenue, Friday, January 2, 8:30 a.m.–2:30 p.m.
- Tour 2:** Big Onion: The Upper West Side, Friday, January 2, 9:30 a.m.–12:30 p.m.
- Tour 3:** Twentieth-Century Queens, Friday, January 2, 11:30 a.m.–2:30 p.m.
- Tour 4:** FDR Four Freedoms Park Tour, Friday, January 2, 1:15–3:30 p.m.
- Tour 5:** Big Onion: Historic Lower Manhattan/Wall Street, Friday, January 2, 1:30–4:30 p.m.
- Tour 6:** History on the Hoof in the Gentrifying City: Maverick Women of Greenwich Village, Friday, January 2, 2:00–5:00 p.m.
- Tour 7:** Museum of the City of New York Tour: Gilded New York, Friday, January 2, 2:15–5:15 p.m.
- Tour 8:** Museum of the City of New York Tour: Activist New York, Friday, January 2, 2:15–5:15 p.m.
- Tour 9:** Museum of the City of New York Tour: Mac Conner: A New York Life, Friday, January 2, 2:15–5:15 p.m.
- Tour 10:** Museum of the City of New York Tour: The Theater Collection, Friday, January 2, 2:15–5:15 p.m.
- Tour 11:** American Society of Church History Tour of Harlem Religious Sites, Friday, January 2, 2:30–5:30 p.m.
- Tour 12:** United Nations Archive Tour, Saturday, January 3, 10:15 a.m.–12:45 p.m.
- Tour 13:** Big Onion: The Upper East Side, Saturday, January 3, 10:30–2:00 p.m.
- Tour 14:** Museum of the City of New York Tour, Saturday, January 3, 1:15–4:15 p.m.
- Tour 15:** Melting Pot, Six Feet Under: Trinity Church Cemetery as Muse for American Studies: Washington Heights, Saturday, January 3, 1:15–4:45 p.m.
- Tour 16:** The Restaurants of Madison Square Park, 1859–2014, Saturday, January 3, 1:30–4:30 p.m.
- Tour 17:** Revolutionary Brooklyn and Lower Manhattan, Sunday, January 4, 9:15 a.m.–1:15 p.m.
- Tour 18:** Museum of Jewish Heritage, Sunday, January 4, 11:15 a.m.–2:15 p.m.
- Tour 19:** The “New” New-York Historical Society, Sunday, January 4, 11:30 a.m.–1:30 p.m.
- Tour 20:** National 9/11 Memorial Museum, Sunday, January 4, 12:30–3:30 p.m.
- Tour 21:** Big Onion: Historic Brooklyn Heights, with the Brooklyn Historical Society, Sunday, January 4, 1:15–5:45 p.m.
- Tour 22:** Big Onion: A Multi-Ethnic Eating Tour of the Lower East Side, Sunday, January 4, 1:45–5:15 p.m.
- Tour 23:** Museum of the City of New York Evening Reception and Exhibition Tour, Sunday, January 4, 5:15–8:45 p.m.

- Tour 24:** Big Onion: Greenwich Village, Monday, January 5, 8:45 a.m.–12:15 p.m.
- Tour 25:** Lower East Side Tenement Museum, Monday, January 5, 9:00–11:45 a.m.
- Tour 26:** Tour of the George Gustav Heye Center of the National Museum of the American Indian, Monday, January 5, 10:45 a.m.–1:45 p.m.
- Tour 27:** Green-Wood Cemetery Tour, Monday, January 5, 11:00 a.m.–3 p.m.
- Tour 28:** Big Onion: Historic Harlem, Monday, January 5, 11:15 a.m.–2:45 p.m.
- Tour 29:** Municipal Archives, Monday, January 5, 2:30–4:30 p.m.

Annual Meeting Registration Fees

Registration Category	Preregistration	On-site
Member	\$164	\$193
Nonmember	\$220	\$250
Speaker Member	\$164	\$193
Speaker Nonmember	\$164	\$193
Student Member	\$76	\$82
Student Nonmember	\$119	\$125
Unemployed Member	\$70	\$75
Unemployed Nonmember	\$80	\$85
Retired Member	\$79	\$84

Registration Category	Preregistration	On-site
Retired Nonmember	\$85	\$90
K-12 Teacher Member	\$40	\$45
K-12 Teacher Nonmember	\$45	\$50
K-12 Teacher/Student Group*	\$70	n/a
Undergraduate Teacher/Student Group*	\$200	n/a
Graduate Teacher/Student Group* Precandidacy students only	\$200	n/a

*Group rate available to members only.

Dates and Deadlines

- October 15** Interviewing institutions can download Job Center reservation forms at: www.historians.org/annual-meeting/job-center.
- November 1** Child-care grant application period closes at 11:59 p.m.
- November 12** Program mailed to members.
- November 14** First deadline for reserving a Job Center table or room; space on the waiting list will be released.
- December 10** Housing cutoff date for all hotels. Subsequent reservations taken on a space-available basis at the convention rate for the nights of January 2–5, inclusive.
- December 12** Deadline for Job Center refund requests.
- December 19** Last day for pre-registration pricing.
- December 19** Deadline to submit registration refund requests.
- January 2** 2015 annual meeting opens at 12 p.m., New York Hilton Midtown and Sheraton New York Times Square.

Felix Armfield

1963–2014

Scholar of African American History

Felix Armfield passed away on April 30, 2014. He was 51. A native of Greenville, North Carolina, Armfield received his BA and MA degrees from North Carolina Central University, and his PhD in history from Michigan State, with a concentration in African American history and archival administration.

He joined the history department of Western Illinois University as an assistant professor in 1995. In 2000, he relocated to Buffalo to join Buffalo State's History and Social Studies Education Department, where he was a professor for the past 14 years. Armfield was also a member of the African and African American Studies Interdisciplinary Unit at Buffalo State and a member of the graduate faculty.

Armfield was actively involved in the Buffalo State and western New York communities. In 2005, he served as project director of the Niagara Movement Centennial Distinguished Lecture Series, and he was instrumental in establishing the African American ancestral heritage tours at Buffalo's Forest Lawn Cemetery. He served as an executive board member for the Michigan Street Preservation Corporation and brought his archival administration skills to bear on the Nash House Preservation Project. He served as associate director of the Monroe Fordham Regional History Center at Buffalo State, of which he was recently named interim director.

A dedicated teacher and scholar, Armfield was recognized for his teaching and service at Western Illinois University and at SUNY Buffalo State. Most recently, he was awarded the Hero Award from Buffalo State's Disability Services Office, the college's Students' Award for the Promotion of Respect for Diversity and Individual Differences, and the William Wells Brown Award from the Afro-American Historical Association of the Niagara Frontier.

Armfield was an active member of Alpha Phi Alpha Fraternity, and he was passionate about and dedicated to preserving its history and legacy. His most recent publication,



Photo courtesy of SUNY Buffalo State

Felix Armfield

Eugene Kinckle Jones: The National Urban League and Black Social Work, 1910–1940, honors the legacy of this important black leader of the early 20th century and one of the jewels of the Alpha Phi Alpha Fraternity.

Armfield was also an active member and former board member of the Association for the Study of African American Life and History (ASALH), which will celebrate its centennial in 2015. In his memory and to honor his unwavering commitment to ASALH, his "sociation," and to his alma mater, "dear ol' NCCU," the Felix Armfield ASALH-NCCU Fund has been established to support North Carolina Central University history majors' participation in ASALH's centennial convention. A memorial fund has also been established in his honor at SUNY Buffalo State.

Andrew Nicholls
SUNY Buffalo State

Ivan Avakumovic

1926–2014

Historian of 20th-Century Yugoslavia, France, and Canada

Linked by his Serbian background to the complicated history of Balkan Europe, in touch through an enviable command of languages with the politics of France and Russia, and with deep roots in

the Atlantic world thanks to his education at Rugby School and the Universities of Oxford and Cambridge, Ivan Avakumovic brought the varied perspectives these affiliations gave him to a long career of scholarship and teaching at the Universities of Aberdeen, Manitoba, and British Columbia.

Generations of students found his incisively articulated approach to 20th-century power politics a reward and a pleasure; heavily influenced by the work of D. C. Watt, Hugh Seton Watson, and E. H. Carr, he imbued his challenging, powerfully delivered lectures with a strong realist emphasis, a deep appreciation of the role national interest plays in foreign relations, and close attention to the place occupied in national action by historically conditioned institutional frameworks, political structures, and cultural norms. His scholarship, mostly concerned with radical forms of social critique in culturally and ethnically divided societies, had a similarly trenchant, strongly argued character. Sometimes collaborative—*The Anarchist Prince: A Biographical Study of Prince Peter Kropotkin* (1950) was done with George Woodcock, as was *The Doukhobors* (1977)—but usually carried out by Avakumovic himself, that scholarship explored class, communal, and ideological tensions, explicated the patterns of thinking activists developed, and paid particular attention to questions of organizational failure and institutional success. His *History of the Communist Party of Yugoslavia* (1964) epitomized this work, and with *The Communist Party in Canada: A History* (1975) and *Socialism in Canada: A Study of the CCF-NDP in Federal and Provincial Politics* (1978), he extended it to a North American domain in which development of class consciousness and a class-based politics was complicated, not just by francophone/anglophone cultural cleavage, but also by strong (though not always explicit) beliefs on the part of that domain's inhabitants that it, like its neighbor the United States, was a free, open, upwardly mobile new-world community in which old-world social constraints, and the radical politics necessary to overcome them, had no place.

Avakumovic's interest in the history of radical action was matched by a pronounced concern with that action's fate in the contemporary European and North American

worlds; his approach to historical study remained focused around a strong belief that the inevitably presentist lens through which the past is viewed had to be recognized and, as much as possible, controlled for; and he sustained a strong sense of the importance of registering both continuities and ruptures in the linkages that tie the present to the past.

Austere and reserved in demeanor, aware of—and amused by—the impression his old-world formality made on students for whom it seemed as much an artifact of the past as were the subjects of his teaching, and deeply attuned to the centrality of social justice and a politics of recognition to balanced, stable, community life, his was a near perfect—and is now a much-missed—blend of styles abandoned and perspectives still held.

Allan Smith
University of British Columbia

Paul F. Boller Jr.

1916–2014

Scholar of American History

Paul F. Boller Jr., the first Lyndon B. Johnson Chair in American History at Texas Christian University, died on March 16, 2014, at age 97, in Fort Worth, Texas.

He was born on December 31, 1916, in Spring Lake, New Jersey. His father was a Presbyterian minister, and his parents were firm believers in the Social Gospel. He grew up in a house in which discussions of important issues of the day were the norm rather than the exception.

A natural scholar, he attended Yale, where he was in his element. Upon graduation in 1939, he was selected for Phi Beta Kappa and was class valedictorian. He began the American Studies graduate program at Yale, but as for many others of that exceptional generation, World War II interrupted his work. He joined the Navy and was sent to the Japanese Language School at the University of Colorado for a year of intensive study.

The language school recruits were an unusual bunch: nearly all of them intellectually gifted university graduates who were



Credit: Linda Kaye

Paul F. Boller Jr.

far more comfortable in libraries than on athletic fields. They were the despair of the career petty officers who were responsible for their training in physical fitness and military drill. With remarkable understatement, after the war the unit's commanding officer wrote, "It is not surprising that, with their academic backgrounds, many language officers found it difficult to adjust to a military routine." But they performed an important service. As American forces won battles, they translated captured Japanese documents, many vitally important.

Sometimes the translators landed with invasion forces in order to interrogate Japanese prisoners. Boller was picked for the assault on Iwo Jima, but at the last minute was instead ordered to join the staff of Admiral Chester Nimitz as the senior translator in the Navy Intelligence Center on Guam.

The transfer led to important things. By this time B-29s were making daily bombing raids on Japan, and an intelligence officer proposed that Boller, working with POWs, prepare leaflets in Japanese to be dropped in cities that might be bombed. The leaflets listed a number of cities and advised the Japanese "to evacuate the cities named and save your lives." On the reverse side was a photograph of a B-29 dropping bombs.

After the war, Boller returned to Yale and completed his doctoral degree in 1947 with Ralph Henry Gabriel. His dissertation,

reflecting his interest in Japan, was on the American Board of Commissioners for Foreign Missions and the Doshisha University in Kyoto, founded by a Japanese convert to Christianity.

His first academic position was at Southern Methodist University, where he taught from 1948 to 1966. During that time he published *George Washington and Religion* (1963) and articles and essays on topics ranging from Thomas Jefferson's vision of American democracy to the irrelevance of the Communist Party in the United States. None of these made him popular in ultraconservative circles. When he wrote an article defending Franklin Roosevelt's recognition of the Soviet Union in 1933, the *Chicago Tribune* published a scornful editorial panning him as "an obscure professor" in Texas. He was always proud of that and later titled his published reminiscences *Memoirs of an Obscure Professor* (1992).

Despite his long tenure at SMU, his many friends there, and his affection for his students, Dallas was never a comfortable place for him. Always liberal in his politics, he was accused of being a communist and received threatening letters and hate calls in the middle of the night. SMU's president was urged to "Fire Boller!"

In 1966, he accepted a teaching position at the University of Massachusetts at Boston. There he continued his work in American intellectual history with *American Thought in Transition: The Impact of Evolutionary Naturalism* (1969) and *American Transcendentalism, 1830–1860* (1974). But in his opinion the far left there was as intolerant as the ultrarightists he had met in Dallas. Besides that, he complained, they had too many department meetings.

When he was offered the Lyndon B. Johnson Chair at Texas Christian University in 1976, he did not hesitate to accept. It was at TCU that he came up with a new idea for a book about American presidents. *Presidential Anecdotes*, published in 1981 by Oxford University Press, was unique, presenting short biographical sketches of the presidents followed by stories gathered from many sources that illustrated their lives, careers, and personalities. It became a best seller and was followed by other presidentially themed works: *Presidential Campaigns* (1984), *Presidential Wives* (1988), *Presidential*

Inaugurations (2001), and *Presidential Diversions* (2007). Other projects he thought of along the way included *Hollywood Anecdotes* (1987), written with Ron Davis; *They Never Said It* (1989), with John George, about misattributed quotes; *Congressional Anecdotes* (1991); and *Not So! Popular Myths about America* (1995).

He took full advantage of retirement, what he called the “big sabbatical,” to enjoy writing history. Only a few weeks before his death, he was thinking about a collection of presidential letters.

Despite his many publications, teaching and encouraging students were as important to him as research. He contributed generously to the TCU Honors Program, a history department fund for graduate research travel, and a symposium, named in his honor, on the American presidency. When called upon to speak at department events, he invariably brought copies of his latest book, which he gave away.

Until recently, he was an almost daily visitor to our department, and we were always glad to see him. He will be greatly missed.

Kenneth Stevens
Texas Christian University

Dennis Dale Cordell

1947–2013

Historian of African Demography

Dennis Cordell was born 17 minutes after midnight on New Year’s Day, 1947, in Lee’s Summit, Missouri. He was valedictorian at Fox High School in Arnold, Missouri, and graduated from Yale University *cum laude* in history in 1968. He then spent two years working on health and education as a Peace Corps volunteer in Chad. This awakened a commitment to Africa and to the countries of the Sahel. He received an MA in history from the University of Wisconsin in 1972 and a PhD in 1977. His thesis was published as *Dar al-Kuti and the Last Years of the Saharan Slave Trade* (Univ. of Wisconsin Press, 1985). It was a study of a warlord state founded in the last years of the Saharan slave trade.



Southern Methodist University

Dennis Dale Cordell

He took a teaching position at Southern Methodist University in 1978 and remained there until his death. Dennis also worked on a master’s degree in demography at Montreal and received that degree in 1987. There he was in a relationship with Joel W. Gregory, an American-born demographer at the University of Montreal. They were both active in Montreal intellectual life and in the Canadian Association of African Studies. Joel’s death from AIDS in 1988 was deeply felt. CAAS set up a book prize in Joel’s name. Dennis continued to go back and forth between Dallas and Montreal for a number of years, teaching as an adjunct professor in the Montreal Department of Demography. He served as coeditor of the *Canadian Journal of African Studies* and eventually as president of CAAS. Dennis was the only CAAS president who taught at an American university. He and Joel produced a multidisciplinary bibliography, *African Historical Demography* (Crossroads, 1984) and edited *African Population and Capitalism: Historical Perspectives* (Westview, 1987). In 1996, *Hoe and Wage: A Social History of a Circular Wage System in West Africa* (Westview, 1996) was published; it was written by Dennis, Joel, and Victor Piché, but came out years after Joel’s death. In this book, they challenged accepted demographic theories, in particular the idea of demographic transition.

At SMU, Dennis was founding codirector of the SMU Summer in Paris program

in 1996. He also became involved in curriculum reform. In 1997, he became associate vice provost and then associate dean for general education. He was in charge of a series of programs, of which the most important was the honors program. He was also very productive. In 1993, he edited *Population, reproduction, societies: Perspectives et enjeux de démographie sociale: Mélanges en honneur de Joel W. Gregory* (Press de l’Université de Montréal, 1993). He published 65 articles and book chapters and two other edited books: in 2010, with Karl Ittmann and Gregory H. Maddox, *The Demographics of Empire: The Colonial Order and the Creation of Knowledge* (Ohio Univ. Press, 2010), a series of essays critiquing the colonial science of demography; and in 2012, *The Human Tradition in Modern Africa* (Rowman and Littlefield, 2012), which approached African history through a series of biographies of Africans. Dennis constantly criticized clichés about Africa and Africans.

Dennis was a gentle and generous human being who made friends easily. He was committed to the multicultural immigrant community of Dallas. He explained to me once that Dallas was more diverse and multicultural than others thought. He edited, with Jane Lenz Elder, *New Dallas Immigrants, Community Institutions and Cultural Diversity* (William P. Clements Center for Southwest Studies, 2000), a book of student essays. He was president of the board at the First Unitarian Church and sold donuts every Sunday morning at the gay and lesbian table. He taught at the University of Mali in Bamako, but more importantly, he had a network of friends and collaborators in Africa as well as in Montreal, Paris, and Dallas. He was much loved and admired, and his willingness to help others was much appreciated.

Dennis was a close friend, but he was also a consummate professional. When he served on a panel that I had organized or on which I was the commentator, he could always be counted on to submit a thoughtful finished paper replete with footnotes and to submit it on time. He never cut corners in anything he did. I had recruited Dennis to do a book on African historical demography for a series I edit for Cambridge University Press. We had discussed what he was going

to do over lunches at many African Studies meetings. Last September I sent out a memo asking authors under contract how much progress they had made. He did not answer, which was unusual. I should have called. He died on October 16, and several days later, I heard the news. We would never receive the book I very much wanted or have another of those lunch conversations I enjoyed having with him.

Dennis is survived by his husband, Michael Alexander Fuller; by his brother, Harry Cordell of Lee's Summit, Missouri; and his sister, Suzanne Wildman of Kearney, Missouri.

Martin Klein
University of Toronto



Credit: Bielefeld University

Hans-Ulrich Wehler

1931–2014

Social Historian and Honorary Foreign Member of the AHA

Born in 1931, Hans-Ulrich Wehler was one of the most productive and influential members of a generation that played a major role in the formation of postwar Germany's political culture. This was the Hitler Youth generation, too young to be directly involved in Nazism's crimes, but old enough to know that, if the Third Reich had survived just a little longer, they would inevitably have been drawn into the regime's poisonous web. This was also the generation of exchange students. Like so many of his contemporaries, Wehler spent a formative year in the United States as an undergraduate at Ohio University in Athens, Ohio. He would return to the United States often, as a research fellow in 1963–64, then as a visiting professor at Harvard, Yale, Princeton, and Stanford. In 1999, he became the eighth German scholar to be named an honorary foreign member of the American Historical Association.

Wehler received his doctorate at the University of Cologne, where he was one of an extraordinarily gifted group who gathered around Theodor Schieder. After teaching for a year at Cologne and at the Kennedy Institute in Berlin, Wehler moved to the newly established University of Bielefeld in

Hans-Ulrich Wehler

1971, where he remained until his retirement in 1996. He lectured throughout the world—in Japan, Britain, Israel, and the United States—but Bielefeld remained the center of his professional and personal life. Here, together with his colleagues Jürgen Kocka and Reinhart Koselleck, he attracted an impressive number of talented young scholars who went on to have successful careers in Germany and abroad.

Few historians in any era have written so much of such high quality about so many different subjects. From his first book on German Social Democracy and the question of nationalism, published in 1962, until his last collection of essays, which appeared just a few weeks before his death, Wehler authored or edited at least fifty 50 books and hundreds of articles, reviews, and occasional pieces. Most of his research focused on the terrain where society and politics, wealth and power, interests and institutions intersect, the terrain that had been explored by Marx and Weber, who remained his intellectual models.

Wehler's most widely read book was *Das Deutsche Kaiserreich, 1871–1918* (*The German Empire, 1871–1918*; 1973), a brief interpretative account of the German empire that became the canonical statement of the so-called Sonderweg ("special path") interpretation of German history. Although he continued to publish an uninterrupted series of articles and edited collections of essays in the

1970s, more and more of Wehler's energies were directed to a single, monumental project, which would become a five-volume survey of German history from the beginning of the 18th century to 1990. *Deutsche Gesellschaftsgeschichte* (German social history; 1987–2008) was based on decades of reading and reflection; it was a synthesis of the existing literature and a series of original, bold, and often-risky interpretations of particular problems. There is nothing quite like it in the scholarly literature, and it is difficult to imagine that anyone will ever have the stamina, energy, and ambition to match it.

In addition to his own work, Wehler was a tireless promoter of scholarship by others. His journal, *Geschichte und Gesellschaft* (History and Society), and the monograph series *Kritische Studien zur Geschichtswissenschaft* (Critical studies on the science of history) published significant new research, especially about the social history of German politics. He also edited several important volumes designed to make social scientific concepts and methods accessible to the German historical profession, which he regarded, not unreasonably, as methodologically narrow and intellectually provincial. Wehler not only reached out to other disciplines, he turned back to the history of German historical scholarship for inspiration. His nine-volume series *Deutsche Historiker* (German historians) was a collection of biographical sketches of historians, many of whom had been ignored or undervalued by the scholarly establishment and who, Wehler hoped, would provide models for a new generation.

Although Wehler never entirely lost the feeling of being something of an outsider, he became an academic and eventually a national celebrity. He was even the subject of a hilarious parody on Harald Schmidt's late-night comedy show (available on YouTube). As a public intellectual, Wehler intervened on a range of issues. Together with his lifelong friend Jürgen Habermas, he played a major part in the so-called Historikertreit ("historians' dispute") of the 1980s, centering on the crimes of Nazi Germany. A decade later, he forcefully opposed Turkey's admission to the European Union; most recently, he eloquently decried the growing inequalities of wealth and status in German society.

Wehler was a vigorous, at times perhaps excessively vigorous polemicist; his

judgments of scholars with whom he disagreed were often harsh, and he was not dismayed by their equally harsh responses. But while he was a resolute defender of his own views, he was rather more open to criticism than his public persona might suggest. A striking example of this openness is the fact that Thomas Nipperdey's incisive and deeply critical review of *Das Deutsche Kaiserreich* first appeared in *Geschichte und Gesellschaft*, Wehler's own journal. Wehler's ideas and interests changed significantly over time; among his strengths was the ability to adopt, defend, and then abandon concepts he no longer found useful. The Wehler of the *Gesellschaftsgeschichte*, therefore, was a much more flexible and inclu-

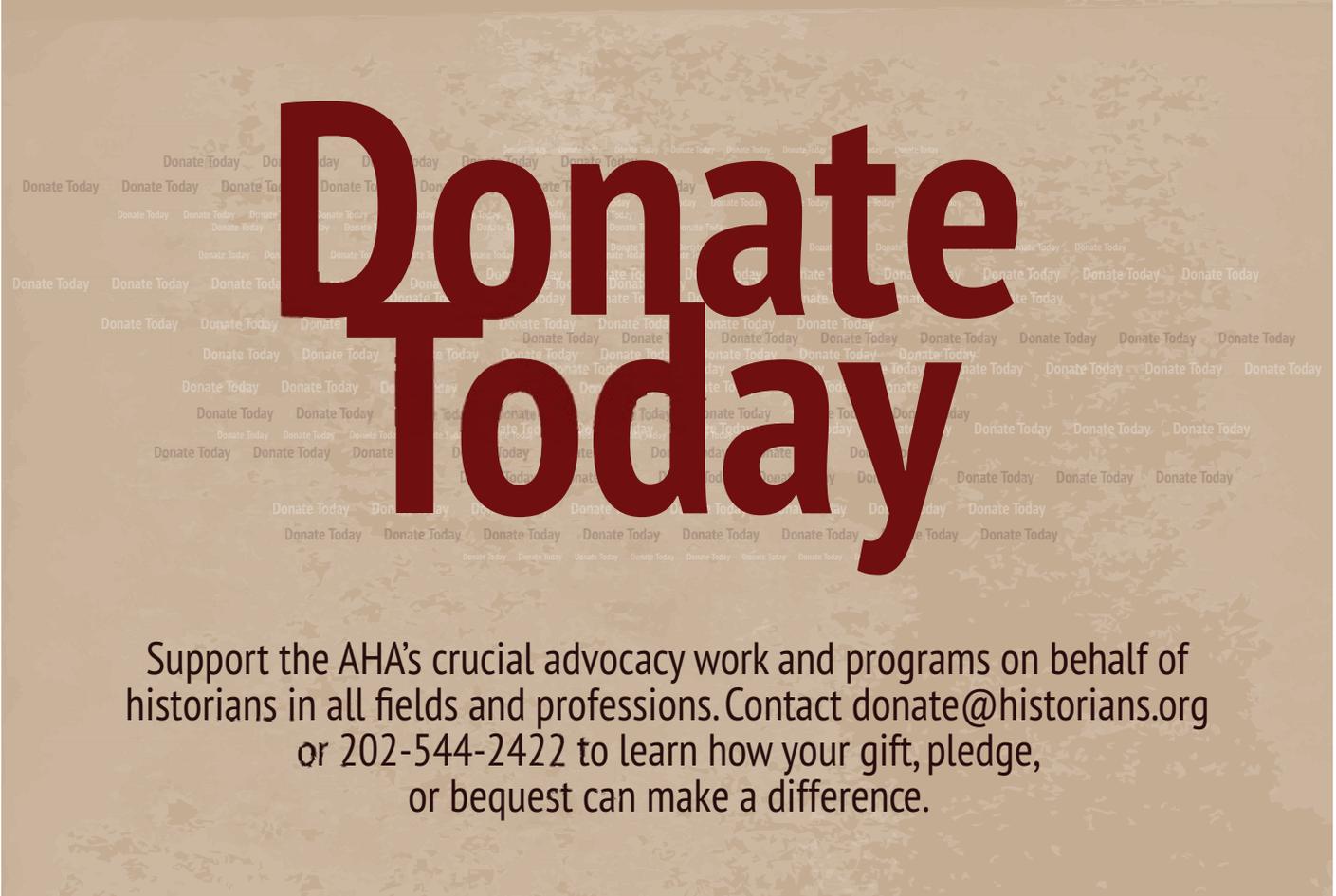
sive scholar than the author of *Das Deutsche Kaiserreich*. But behind these changes remained a core of political convictions and epistemological values that sustained and guided his remarkable intellectual energy and scholarly productivity: a belief in the importance of uninhibited intellectual debate, a commitment to scholarly rigor and critical analysis, and an unwavering belief in the value of history as a source of political enlightenment.

There was a private side of Uli Wehler that most people did not see. He could be a lot of fun to be around, a witty companion and gracious host. To scores of people throughout the world, he was an extraordinarily loyal and generous friend

who went out of his way to offer assistance and support. He was a proud and attentive father and an affectionate grandfather. Above all, he was a loving and devoted husband to Renate, who, for 56 years, was at his side in times of joy and sorrow. In a long lifetime graced by many blessings, she was the one he cherished most.

Hans-Ulrich Wehler died in Bielefeld, on July 5, 2014, still hard at work on a number of new projects and looking forward to debating the latest round of books on the origins of the First World War.

James J. Sheehan
Stanford University (emeritus)



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AMERICAN HISTORICAL
== ASSOCIATION ==

Visualizing and Collaborating

Allen Mikaelian

The two threads running through this issue—visualization and collaboration—came together for me in the work I did for my article on the history BA and departmental specializations, and in my hopes for what that kind of work will become.

The collaboration forum was not initially the result of a collaboration. As often happens, we received these articles serendipitously, and they arrived at a time when the AHA's investigations into career diversity for PhDs were suggesting that history graduate students both wanted and needed more training in skills that facilitate effective collaborations. But what struck us in reading these articles was how much enthusiasm the participants experienced in these partnerships; they were not just ways to get things done, but had an inherent worth and benefit. Angela Firkus saw her students inspired not just by the assignment and materials, but by the fact that everyone stood up to do their part. Bridget María Chesterton found through her collaborations not just the pieces her research was missing, but that her transnational collaborations made her work more global. The authors of the book *The Historian's Macroscope*—Shawn Graham, Ian Milligan, and Scott Weingart—took the benefits of collaboration to its logical extreme, inviting the rest of the world to take part even as the book was being written.

All this was in stark contrast to the very solitary work I did looking over data sets for an article on departmental specializations and the history BA. If historical research, from archive to written page, can sometimes feel isolating, pouring through data can be even more so. The level of concentration required and the time it can take, to first formulate and then answer questions, doesn't help. If someone had been sitting with me while I joined tables, reviewed them, wrote queries to aggregate them into something meaningful, and then created a chart to communicate that meaning, they likely would have fallen into a stupor, even if they were actively interested in the topic and engaged in the questions.

The final product typically does not ask for much participation from the reader either. Even if the charts produced are interesting and revealing, even if they help us see a relationship we hadn't seen before, they can also be imposing walls between readers and the datasets behind them. This is not ideal; what I want from my solitary hours spent digging through data is to start conversations, but I've wondered more and more if presenting static charts is the best way to go about it.

What I really want is what Robert K. Nelson describes in his article about the online version of *Atlas of the Historical Geography of the United States*. I want users to be able to make their own discoveries, change what they see, and adapt what we provide to their own circumstances. And I want to see this loop complete its circuit and become collaborative—I want to hear about what users find, even if it pokes holes in my own interpretations. One of the best classroom experiences I'd ever had was largely due to an assignment I'd given students to construct a collaborative interactive visualization, inputting dates and descriptions into a SIMILE Timeline (www.simile-widgets.org/timeline), following their own interests, and bringing their discoveries to class for discussion.

I searched for a way to offer more interactivity without requiring as much code as SIMILE had, and ended up in the burgeoning world of data visualization and business intelligence software. While my intention was to find a tool to build interactive visualizations, I quickly learned that these platforms would also change how I do my own work. The new generation of data visualization software (I settled on Tableau, but there are many other similar products) is designed to allow for rapid-fire creation of all manner of charts, maps, trees, and graphs, and building queries is so seamless that visualization becomes a part of discovery—not just a way to present what has already been discovered.

Where my eyes would once scan tables of numbers looking for relationships, I now find those relationships by scanning shapes that have been colored and sized by my

queries. And if the results of a query lead to more queries (which they usually do), I can change the visualization or change the parameters with one or two clicks. Rapidly moving through these displays, I can test new ideas, create new sets and subsets, and immediately see unexpected relationships.

In this issue, Jacob Soll points out that, historically, visualizations and organization schemes were meant “not only to show knowledge, but to help memorize it.” I know I'm better able to mentally retrieve a visualized relationship than one just expressed in figures. And that means I'm more likely to call it to mind and readily compare it to new information and relationships.

I now spend much more time exploring than building visualizations of what I already know. This sounds good for productivity, but it hasn't always been—there are three charts in my article for this month, but I created dozens before deciding on those. Many of those were the result of me following a misguided whim down an endless hole. It's easy to get lost in this part of the process, and getting lost in that way doesn't help make this work more collaborative.

On the other hand, the new rapid pace of visualization also means that I can now sit with a colleague and interrogate the data in tandem—and that colleague doesn't have to suffer through the tedium of watching me create a series of aggregations and then work through menus in a spreadsheet.

By the time this issue comes out, I hope to have a few examples up on historians.org—examples that engage readers in the same process of discovery that I experienced while putting them together. This means, of course, that my work on data will become more transparent. Many data sets will be available for download and investigation, as they should be. And so, daunting as it may be, I will, like the authors of *The Historians Macroscope*, be working in public, and sometimes failing in public. Still, I hope our readers will be motivated to share what they discover.

Allen Mikaelian is the editor of Perspectives on History.

To locate an advertisement, go first to the regional section. Within each region, schools are listed alphabetically: first by state, then city, institution, department, and academic field.

FOREIGN

Canada, China, Singapore, United Arab Emirates

Postdoctoral Fellowships/Things That Matter.

The Jackman Humanities Institute at the **University of Toronto** seeks three Andrew W. Mellon Postdoctoral Fellows for a two-year appointment 2015-17 with research relevant to the 2015-16 theme: "Things That Matter." Because words are the privileged medium of communication, things have long been characterized as mute. However, a focus on material culture has provided a particularly fruitful field of research in the humanities. Things bear affective, social, cultural, historical, religious, economic, and political meanings and relations. They can be traces of the past, commodities or gifts, symbols of the divine, tools, raw or natural materials, or works of art, furnishings or decorations, or merely be moved out of our way. They provide insights into how people make sense of experience and come together as societies. Whether as relics of ancient cultures or as contemporary commodities, things are at the heart of humanities disciplines. How can we make them talk? What do things tell us about societies and their histories? Fellowships begin July 1, 2015. Eligibility: PhD completed between July 1, 2012, and May 1, 2015. Apply at www.humanities.utoronto.ca by December 1, 2014: userID registration; online application form (click Funding, select Postdoctoral Fellowships); uploads: letter of application explaining the link(s) between your research and the 2015-16 theme, outlining the research to be undertaken during the fellowship, full CV, published work, dissertation chapter, or work in progress (approx. 30 pages), and statement of teaching interests including course proposals; and names and e-mails of three references. Electronic applications submitted online only (no paper, faxes, or e-mail submissions).

America. The **Johns Hopkins University** School of Advanced International Studies (SAIS) invites applications for one resident/visiting professor of American history at its graduate school located in Nanjing, China. The Hopkins-Nanjing Center (HNC) is the oldest, most ambitious, and largest-scaled joint academic venture in China. We seek applicants possessing a PhD, strong theoretical and methodological training, significant teaching experience, and scholarly productivity. The position is full-time and requires the teaching of two courses each semester as well as thesis advising. Courses are offered in English and may include American Diplomatic History; American Political History; Critical Periods in American History; Makers of American Foreign Policy: 1770s to the Present; and topics courses such as American Movies, American Culture; Race, Ethnicity and Gender in America; Religion in America; Urbanization in America; and The History of Women in the US. Johns Hopkins offers competitive salaries and provides a standard benefits package. Faculty receive travel, shipping, and scholar's allowances and are housed in a com-

Ad Policy Statement

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

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

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

The AHA recommends that all employers adhere to the following guidelines: (1) All positions for historians should be advertised in the job ads section of *Perspectives* or the AHA website. If hiring institutions intend to interview at the AHA annual meeting, they should make every effort to advertise in the *Perspectives* issues for the fall months. (2) Advertisements for positions should contain specific information regarding qualifications and clear indication as to whether a position has actually been authorized or is contingent upon budgetary or other administrative considerations. (3) Candidates should seek interviews only for those jobs for which they are qualified, and under no circumstances should they misrepresent their training or their qualifications. To do otherwise is unprofessional and wastes the time and energy of everyone concerned. (4) All applications and inquiries for a position should be acknowledged promptly and courteously (within two weeks of receipt, if possible), and each applicant should be informed as to the initial action on the application or inquiry. No final decision should be made without considering all applications received before the closing date. (5) At all stages of a search, affirmative action/equal opportunity guidelines should be respected, as well as the professional and personal integrity of candidates and interviewers. (6) As candidates are eliminated, they should be notified promptly and courteously. Some hiring institutions notify all candidates when their search is completed. Unsuccessful candidates may wish to ask how their chances might have been improved. Hiring institutions often respond helpfully to such inquiries but they are not obliged to disclose the reasoning leading to their ultimate choices.

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; Guidelines for the Hiring Process, www.historians.org/hiring; and Policy on Advertisements, www.historians.org/adpolicy.

fortable, furnished two-bedroom apartment located on campus. One-, two-, and three-year contracts are available. Citizens of the PRC are not eligible for this position and may apply through Nanjing University for open positions for Chinese faculty. The deadline for applications is October 15, 2014. Applications may be downloaded at <http://www.nanjing.jhu.edu> or contact Carolyn Townsley at 202.663.5802 or ctownsley@jhu.edu. Johns Hopkins is an AA/EOE.

Islamic World/Atlantic World/Europe. Yale-NUS College, a collaboration between the National University of Singapore (NUS) and Yale University, is seeking to hire one or more open rank faculty members in history. We are particularly interested in candidates who work in one of the following areas: Islamic world (period open), Atlantic world (preferably southern hemisphere, period open), or European intellectual history (post-1500, preferably post 1700). Successful applicants should, regardless of their field of specialization, be enthusiastic about contributing to an interdisciplinary Common Curriculum in the liberal arts, including Historical Immersion. For more information on the Historical Immersion component of the Common Curriculum,

please see <http://www.yale-nus.edu.sg/curriculum/common-curriculum/historical-immersion/>. Successful candidates will also be expected to teach Year 1-4 History courses that intersect with their respective areas of specialization. For more information on the History major, please see <http://www.yale-nus.edu.sg/curriculum/major/history/>. Applicants should be active researchers with a commitment to creative and effective undergraduate teaching and mentoring within their specialties and in the Yale-NUS Common Curriculum. An ongoing research program that incorporates undergraduates would be highly desirable. For information about the curriculum, please see <http://www.yale-nus.edu.sg/curriculum/common-curriculum>. Salary, benefits, and leave policies will be competitive at an international level. Yale-NUS College is committed to supporting faculty research through various grants, research, and travel allowances. Review of applications will begin October 15, 2014, and continue until the positions are filled. Inquiries should be made to the Search Committee Chair, Prof. Tan Tai Yong, National University of Singapore, yale-nus.college@yale.edu or see <http://www.yale-nus.edu.sg>. The college values diversity and is committed to equality of opportunity. For additional

information about Yale-NUS College and the faculty hiring process, including submission guidelines, and to apply, we invite you to our website at <https://academicjobsonline.org/ajo/YaleNUS>.

Southeast Asia. NYU Abu Dhabi is currently inviting applications for a tenured or tenure-track appointment at any level (assistant, associate, or full professor) for its History Program. Applicants should offer a special area of research and teaching dealing with any historical period concerning Southeast Asia. We are seeking historians with an active research and publishing agenda, and a demonstrated commitment to undergraduate teaching. Please visit the History Program's website for more information: <http://nyuad.nyu.edu/en/academics/academic-divisions/arts-humanities/history.html>. The terms of employment are competitive and include housing and educational subsidies for children. Members of NYU Abu Dhabi standing faculty receive generous support for research and travel. The teaching load is three undergraduate courses per year (semester system), including at least one in the core curriculum. Faculty may also spend an occasional semester at NYU New York and sites of the global network, engaging in both research and teaching opportunities. The appointment will begin as soon as September 2015, with a later start date possible, pending candidate availability. Review of applications will begin on October 15, 2014, and continue until the position is filled. To be considered, candidates should submit a CV, cover letter, statements of research and teaching interests, 20-page writing sample or representative publications, and three letters of reference, all in PDF format. Senior candidates are not required to submit references at this time. Please visit our website at <http://nyuad.nyu.edu/en/about/careers/faculty-positions.html> for instructions and other information on how to apply. If you have any questions, please e-mail nyuad.humanities@nyu.edu. About NYUAD: New York University has established itself as a Global Network University, a multi-site, organically connected network encompassing key global cities and idea capitals. The network has three foundational degree-granting campuses: New York, Abu Dhabi, and Shanghai, complimented by a network of eleven research and study-away sites across five continents. Faculty and students will circulate within this global network in pursuit of common research interests and the promotion of cross-cultural and interdisciplinary solutions for problems both local and global. Entering its fifth year, NYU Abu Dhabi has recruited a cohort of faculty who are at once distinguished in their research and teaching. Our students are drawn from around the world and surpass all traditional recruitment benchmarks, both US and global. NYU Abu Dhabi's highly selective liberal arts enterprise is complimented by an institute for advanced research, sponsoring cutting-edge projects across the Arts, Humanities, Social Sciences, Sciences, and Engineering. NYU Abu Dhabi is an AA/EOE.

Middle East/North Africa. The Department of International Studies at the **American University of Sharjah** in the United Arab Emirates seeks a full-time faculty member specialized in the modern history of the Middle East/North Africa. Candidates must be able to teach a range of courses on the history of the modern Middle East/North Africa as well as survey courses in world history. Successful candidates will have a PhD in Middle Eastern/North African history, a record of excellent teaching, an active research agenda, and a wish to contribute actively to the interdisciplinary atmosphere in

the Department of International Studies. Founded in 1997 by His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi, the American University of Sharjah is an independent, not-for-profit coeducational university, serving some 5,500 students of more than 80 nationalities. The university is accredited by the Commission of Higher Education of the Middle States Association of Colleges and Schools and the institution is committed to diversity among its faculty and staff. As a university formed on the American model, the American University of Sharjah will give priority to candidates who have substantial experience in American models of higher education. Mastery of English is a requirement. Application materials must include a letter of application, CV, names and contact information of three references, a writing/publication sample, and evidence of teaching effectiveness. Please send applications to Dr. Mahmood Anabtawi, Dean, College of Arts & Sciences, American University of Sharjah, e-mail: cashr@aus.edu. Review of applications will begin on November 1, 2014, and continue until the position is filled.

NEW ENGLAND

Connecticut, Maine, Massachusetts, Rhode Island

China. The History Department at **Wesleyan University** in Middletown, Connecticut, invites applications for a tenure-track assistant professorship in the history of China to begin July 1, 2015. Area of specialization and time period are open. Teaching responsibilities (2-2 teaching load) include surveys of the history of traditional and modern China and seminars designed for History and East Asian Studies majors. The successful candidate will be fully housed in the History Department but be expected to participate in the academic planning and intellectual life of the College of East Asian Studies. Candidates should have a PhD in hand by July 1, 2015. You will be required to upload electronic versions of the items we require, which are a cover letter of application, a CV, and a chapter-length writing sample. You will also be asked to provide the e-mail addresses of three referees from whom we may obtain confidential letters of recommendation (please doublecheck the accuracy of the e-mail addresses of the referees you name to insure that you have the most up-to-date e-mail addresses for each one). After you have submitted all of the required documents, you will see a confirmation number. At that point, each of your three referees whose e-mail address you have provided will receive an automatically generated e-mail requesting that he or she submit a letter or reference for you. Applications due November 14, 2014. Departmental contact: Prof. Bruce Masters, Chair of the Search Committee, bmasters@wesleyan.edu. Note for Interfolio users: We gladly accept letters of recommendation from Interfolio. From your Interfolio account, please use the "web delivery" method to upload your letters directly to our online application. For further instructions, visit <http://help.interfolio.com/entries/24062742-Uploading-Letters-to-an-Online-Application-System>.

Japan. Bowdoin College in Brunswick, Maine, invites applications for a tenure-track position at the assistant professor level specializing in any subfield and time period of Japanese history. This will be a joint appointment in both the History Department and Asian Studies Program and will begin fall 2015. The successful applicant will teach two courses each semester, including offerings in both premod-

ern and modern Japanese history. PhD in hand by date of appointment preferred, but advanced ABDs will be considered. Bowdoin College accepts only electronic submissions. Please submit a letter of application, CV, writing sample, a concise teaching portfolio, and the names of three references who have agreed to provide letters of recommendation. Review of applications will begin November 1, 2014, and continue until the position is filled. A highly selective liberal arts college on the Maine coast with a diverse student body made up of 31 percent students of color, 5 percent international students, and approximately 15 percent first generation college students, Bowdoin College is committed to equality and diversity and is an EOE. We encourage inquiries from candidates who will enrich and contribute to the cultural, socioeconomic, and ethnic diversity of our college. Bowdoin College does not discriminate on the basis of age, race, creed, color, religion, marital status, gender, sexual orientation, veteran status, national origin, or disability status in employment, or in our education programs. Bowdoin College offers strong support for faculty research and teaching. We recognize that recruiting and retaining faculty may involve considerations of spouses and domestic partners. To that end, where possible, the college will attempt to accommodate and respond creatively to the needs of spouses and partners of members of the faculty. For further information about the college, please visit our website at <http://www.bowdoin.edu>.

18th-/19th-Century Boston. The Department of History at **Boston University** invites applications for a tenure-track assistant professor whose research and teaching interests focus on Boston in the context of 18th- or 19th-century American history and the Atlantic world to start July 1, 2015. Teaching experience and a completed PhD by the time of appointment are required. Candidates should submit in PDF format a cover letter, CV, teaching and research statements, and three letters of recommendation by November 3, 2014, to <https://academicjobsonline.org/ajo/jobs/4471>. The search committee plans to interview selected applicants at the AHA annual meeting in early January and to schedule campus visits for finalists soon thereafter. We are an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRRA Federal Contractor. Boston University strongly encourages applications from women and minorities.

Public Policy/Political Economy. Harvard Business School is seeking candidates with a PhD in history for a tenure-track position in the Business, Government, and the International Economy (BGIE) unit. We are especially looking for candidates whose historical research focuses on one or more of the following areas: public policy, democratic governance, economic development, and/or political economy, preferably in the 19th or 20th century. Policy areas that are of particular interest include regulation, macroeconomic policy, education policy, environmental policy, social welfare policy, national security, infrastructure, energy, international commerce, and innovation. Candidates may come directly from PhD programs or from the faculties of other universities. The appointment will begin on July 1, 2015. All applicants should have excellent academic credentials and a demonstrated potential for conducting outstanding research. The school is particularly interested in applicants with

interdisciplinary interests and a strong record of, or potential for, excellence in teaching. Successful candidates will, at the outset, teach a required first-year MBA course on the economic, political, and social environment of business. Starting salaries will be highly competitive. Harvard University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. Applications must be received no later than November 7, 2014. Applications should include CV, description of research-in-progress, published articles or working papers, dissertation chapters or other writing samples, statement of teaching interests and, if applicable, teaching evaluations. In addition, three letters of recommendation are required, which should be submitted online directly to the School by the referees. Apply online. Candidates should select the job title option "Tenure-Track Position: History" when choosing a position on the application. The application can be accessed at <http://www.hbs.edu/research/faculty-recruiting>. Material that can only be sent in hard copy can be sent to Harvard Business School, Faculty Administration, Attn: BGIE Unit Application, Morgan Hall T25, Soldiers Field Road, Boston, MA 02163.

American History/Culture/Public Policy. The American Academy of Arts and Sciences invites applications for its 2015-16 scholar-in-residence program. The academy seeks proposals from scholars who are completing manuscripts on American history, culture, and public policy from the founding period to the present. Preference will be given to untenured junior faculty. Qualified postdoc-

toral scholars are also invited to apply. Applications must be submitted online. Applicants should consult the program guidelines. Visiting scholars are expected to be in residence at the academy in Cambridge, Massachusetts, throughout the academic year. The stipend is \$45,000 for postdoctoral scholars; \$65,000 for junior faculty (not to exceed one half of salary). Contact the Visiting Scholars Program, American Academy of Arts & Sciences, 136 Irving St., Cambridge, MA 02138. E-mail: vsp@amacad.org. Web page: <https://www.amacad.org/content/visitingScholars/application.aspx>.

Research Associate/Women's Studies in Religion. Harvard Divinity School announces five full-time positions as research associate and visiting faculty for 2015-16 in its Women's Studies in Religion Program. Proposals for book-length research projects utilizing both religion and gender as central categories of analysis are welcomed. Priority will go to book projects for which most research has been completed. They may address women and religion in any time, place or religious tradition, and may utilize disciplinary and interdisciplinary approaches from across the fields of theology, the humanities, and the social sciences. Full-time residence at Harvard Divinity School during the 2015-16 academic year is required. Associates meet together regularly for collective discussion of research in progress; each associate teaches a one-semester course related to the research project; and the associates present their research in a public lecture series and at an annual conference. Salary for 2015-16 will be \$55,000. The appointment is full-time, lasting 10 months, and includes health benefits and reimbursement of some expenses. Completed applications must be

submitted online by October 15, 2014. Applicants must have received their PhD by October 1, 2014. Letters of recommendation should be addressed to the WSRP Search Committee and submitted electronically in Word, RTF, or PDF format to wsrprec@hds.harvard.edu. Information and application may be accessed at <http://wsrp.hds.harvard.edu/apply>.

Colonial/National Latin America. The History Faculty at the Massachusetts Institute of Technology invites applications for a full-time historian of Latin America after 1492, beginning July 1, 2015. Historians of Mexico, the Spanish-speaking Caribbean, Central America, or South America including Brazil will be considered. The position is open rank; all candidates must have PhD by start date of employment. The successful candidate will demonstrate innovation and excellence in scholarly research as well as a strong commitment to teaching. Apply online via <http://academicjobsonline.org/ajo/jobs/4181> with a letter of application, CV, and three confidential letters of reference to Latin America History Search, c/o Ms. Margo Collett, History Faculty, Massachusetts Institute of Technology, Building E51-255, 77 Massachusetts Ave., Cambridge, MA 02139-4307. E-mail: mcollett@mit.edu. Complete applications must be received by October 15, 2014. MIT is an AA/EOE and strongly encourages applications from women, minorities, veterans, and individuals with disabilities.

Post-1945 United States. The History Faculty at the Massachusetts Institute of Technology invites applications for a full-time, tenure-track historian of the post-World War II United States. The position will be filled at the rank of assistant professor effective July 1, 2015. Candidates must have PhD by start date of employment. The successful candidate will demonstrate innovation and excellence in scholarly research as well as a strong commitment to teaching. Apply online via <http://academicjobsonline.org/ajo/jobs/4179> with a letter of application, CV, and three confidential letters of reference to United States History Search, c/o Mr. Charles Munger, History Faculty, Massachusetts Institute of Technology, Building E51-255, 77 Massachusetts Ave., Cambridge, MA 02139-4307. E-mail: cmunger@mit.edu. Complete applications must be received by October 15, 2014. MIT is an AA/EOE and strongly encourages applications from women, minorities, veterans, and individuals with disabilities.

20th-Century Russia/Soviet. The History Department at Boston College in Chestnut Hill invites applications for a tenure-track assistant professorship in the history of 20th-century Russia and/or the Soviet Union. The successful candidate will demonstrate a strong commitment to research and publication in the field, offer broad and specialized courses at the undergraduate and graduate levels, and participate in the History Core Program. PhD required by August 2015. Please submit a letter of application, a CV, an article-length writing sample, and three letters of reference by November 1, 2014, to apply.interfolio.com/25328. Boston College is an AA/EOE and welcomes applications from women and minority candidates.

Modern China. The History Department at Boston College in Chestnut Hill invites applications for a tenure-track assistant professorship in modern Chinese history. The successful candidate will demonstrate a strong commitment to research and publication in the field, offer broad and specialized courses at the undergraduate and graduate levels,

PURDUE
UNIVERSITY

DEPARTMENT OF HISTORY

R. MARK LUBBERS CHAIR

IN THE HISTORY OF SCIENCE

The Department of History at Purdue University seeks nominations and applications for the R. Mark Lubbers Chair in the History of Science. Scholars with a Ph.D. in history or the history of science and the rank of full professor, a strong publication record and research agenda as well as exemplary teaching experience are encouraged to apply. The area of specialization and time period are open. The successful candidate will develop and teach undergraduate and graduate courses in the history of science, provide leadership for program development in the history of science, medicine, and technology, and contribute to the intellectual life of the department, College of Liberal Arts, and Purdue University. Send letters of nomination and applications to: R. Douglas Hurt, Head, Department of History, University Hall, 672 University Hall, Purdue University, West Lafayette, Indiana 47907. Inquiries should be directed by email to doughurt@purdue.edu or by phone to 765-494-4123. The initial review of applications will begin on January 5, 2015 and will continue until the position is filled. A background check will be required for employment in this position. Purdue University is an EEO/AA employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

and participate in the History Core as well as the Asian Studies Program. PhD required by August 2015. Please submit a letter of application, a CV, an article-length writing sample, and three letters of reference by November 1, 2014, to apply.interfolio.com/25329. Boston College is an AA/EOE and welcomes applications from women and minority candidates.

Director/Israel Studies. Brandeis University in Waltham, Massachusetts, seeks a director of the Schusterman Center for Israel Studies, commencing summer 2015. The director is expected to be a distinguished scholar of international stature whose work has advanced the study of Israel and who has the capacity to provide visionary and effective leadership to an interdisciplinary academic center that is engaged with other centers and departments. The director will be appointed to the Brandeis faculty with the academic unit, rank, and tenure status appropriate to the appointee's scholarly and professional accomplishments. The Schusterman Center has a significant annual operating budget that is supported by a dedicated endowment, ongoing grants, and additional funds raised annually by the director with the assistance of the Development Office. The center is an international leader in the developing field of Israel studies. Its participants include departmental faculty, graduate students, and visiting scholars, from diverse fields including anthropology, economics, fine arts, history, Israel studies, Judaic studies, literature, political science, and sociology. The center director reports directly to the provost. For more information on the center, please visit its website at <http://www.brandeis.edu/israelcenter>. For a detailed job description for the director, please visit <http://www.brandeis.edu/provost/adhoc/schusterman.html>. Interested applicants should submit a cover letter, CV, and the names of three references via e-mail to provost@brandeis.edu with subject line "Schusterman Center Search." Initial consideration of applicants will begin on October 1, 2014, and will continue until the position is filled. Brandeis University is an EOE, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minority candidates.

20th-Century US/World. The History Department at **Providence College** in Rhode Island invites applications for a tenure-track assistant professorship in the history of the 20th-century US and the world (not Atlantic world) beginning fall 2015. Competence to teach in the Development of Western Civilization program as part of the regular teaching load is required. Experience in interdisciplinary and/or team-teaching is desirable. As our student body grows increasingly diverse, experience and commitment to teaching and mentoring students from a range of economic, social, and cultural backgrounds is preferred. Scholars whose research places the US in an interdisciplinary, comparative, and/or transnational perspective are particularly welcome. Subfields in environmental, ethnic, and/or migration history desirable. PhD (by date of appointment) required. Providence College, a Roman Catholic, four-year, liberal arts institution conducted under the auspices of the Dominican Friars, seeks candidates who can affirm and contribute to its mission. Providence College believes that cultural and intellectual pluralism is essential to the excellence of its academic program, and strives to foster an academic culture and campus community that attracts and supports the development of a stellar and diverse faculty reflecting the global environment in which we live and work. As an affirmative action,

equal opportunity employer, the college especially encourages the applications from women and persons of color. Letter of application, CV, unofficial undergraduate and official graduate transcripts, and three letters of reference should be submitted electronically to <https://careers.providence.edu>. Deadline for completed applications is October 18, 2014. An AA/EOE, the college especially encourages the applications of women and persons of color.

MID-ATLANTIC

District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Director/Federal Judicial History Office. The **Federal Judicial Center** in Washington, DC, seeks an accomplished historian to fill a senior position as director of its Federal Judicial History Office. The director is responsible for developing and carrying out programs in furtherance of the center's statutory mandate to "conduct, coordinate, and encourage programs relating to the history of the judicial branch of the United States government." The director of the history office works under the supervision of the center's director and deputy director and manages a small staff of professional historians. Full vacancy announcement available at www.fjc.gov. To receive full consideration for this position, applications must be received by close of business October 1, 2014; however, this vacancy will remain open until filled.

Environmental. The **Georgetown University** History Department seeks applications for a full-

time, tenure-line faculty position in environmental history at the assistant professor rank. Open to all regional specializations. Research with a transnational or global orientation is particularly welcome. A PhD is required by time of appointment. The successful candidate will teach courses on the undergraduate and graduate level in his/her specialty and in the department's general education program. The teaching load is two courses per semester. The deadline for applications is November 15, 2014. Review of applications will begin immediately after the deadline and will continue until position is filled. Applicants should send a cover letter, CV, three letters of academic recommendation, evidence of teaching preparation and/or experience (syllabi, course evaluations, etc.), and a writing sample (completed dissertation chapter or published work). Applicants should apply using Interfolio.com at (apply.interfolio.com/25431). All subsequent communications about the position should be addressed to historyjobs@georgetown.edu (please include "Environmental History Search" in subject line) or Environmental History Search Committee, Department of History, Box 571035, Georgetown University, Washington, DC 20057-1034. Georgetown is an AA/EOE fully dedicated to achieving a diverse faculty and staff. All qualified candidates are encouraged to apply and will receive consideration for employment without regard to race, sex, sexual orientation, age, religion, national origin, marital status, veteran status, disability, or other categories protected by law.

South Asia/Indian Ocean World. The Department of History at **Georgetown University** invites applications for a full-time tenure-track faculty position in South Asia or the Indian Ocean world at the rank of assistant professor. Research interests



Massachusetts Institute of Technology

HISTORY

Latin America (colonial or national periods). The History Faculty, Massachusetts Institute of Technology, invites applications for a full-time historian of Latin America after 1492. Historians of Mexico, the Spanish-speaking Caribbean, Central America, or South America including Brazil will be considered. The search is open rank and the appointment will begin July 1, 2015. Candidates must have Ph.D. by start date of employment. The successful candidate will demonstrate innovation and excellence in scholarly research as well as a strong commitment to teaching.

United States (post 1945). The History Faculty, Massachusetts Institute of Technology, invites applications for a full-time historian of the post-World War II United States. The position will be filled at the rank of Assistant Professor effective July 1, 2015. Candidates must have Ph.D. by start date of employment. The successful candidate will demonstrate innovation and excellence in scholarly research as well as a strong commitment to teaching.

Apply online for either position via <http://academicjobsonline.org>. Questions may be addressed to Ms. Margo Collett, History Faculty, Massachusetts Institute of Technology at mcollett@mit.edu. Complete applications must be received by October 15, 2014. MIT is an Equal Opportunity/Affirmative Action employer and strongly encourages applications from women, minorities, veterans and individuals with disabilities.

Website: <http://history.mit.edu/>

may be in any subfield or time period. A PhD is required by the time of appointment. The successful applicant will teach a general education survey course on South Asia or the Indian Ocean world as well as a variety of topical undergraduate and graduate classes. The teaching load is two courses per semester. The deadline for applications is November 15, 2014. Review of applications will begin immediately after the deadline and will continue until the position is filled. Applicants should send a cover letter, CV, three letters of academic recommendation, evidence of teaching preparation and/or experience (syllabi, course evaluations, etc.), and a writing sample (completed dissertation chapter or published work). Applicants should apply using Interfolio.com at apply.interfolio.com/25847. All subsequent communications about the position should be addressed to historyjobs@georgetown.edu (please include "South Asia History Search" in subject line) or South Asia/Indian Ocean World History Search Committee, Dept. of History, Box 571035, Georgetown University, Washington, DC 20057-1034. Georgetown is an AA/EOE fully dedicated to achieving a diverse faculty and staff. All qualified candidates are encouraged to apply and will receive consideration for employment without regard to race, sex, sexual orientation, age, religion, national origin, marital status, veteran status, disability, or other categories protected by law.

Mellon Postdoctoral Fellowships. Johns Hopkins University in Baltimore, Maryland. Humanities departments and an interdisciplinary committee of Krieger School faculty members will review applications and select fellows for 2015-16. Fellows will be selected based primarily on applicants' scholarship and promise, as well as their abilities to fill research and teaching needs within

the university's humanities departments. Each fellowship carries a departmental affiliation and the responsibility of teaching one course per semester. The initial stipend is \$58,995 with an additional \$2,000 available for research and travel expenses. Health insurance and a one-time moving allowance of \$2,500 are also provided. Appointments are for one year, renewable for a second year. For details, please visit <http://krieger.jhu.edu/mellon/>.

Africa. The Department of History at **Princeton University** invites applications from scholars who specialize in African history. Tenure-track assistant professorship. Anticipated start date September 1, 2015. The time period and field of specialization are open. We welcome applications from those who locate African history in a comparative, regional, or global context, but the candidate's expertise and interests should be principally based on research in sub-Saharan Africa. Teaching responsibilities include undergraduate survey lecture courses on pre-colonial and/or colonial and postcolonial African history and upper-level undergraduate seminars and graduate seminars on specialized topics. Review of files will begin on October 1, 2014, but applications will be considered until the department chooses to close the search. Applicants should provide a detailed letter of application, CV, dissertation abstract, and dissertation chapter outline and one chapter- or article-length writing sample. Applicants should also provide contact information for at least three recommenders as part of the online application process. AA/EOE. This position is subject to the university's background check policy. Please apply online at <https://jobs.princeton.edu>, Requisition #1400622.

South Asia. Princeton University seeks applications for a tenure-track assistant professorship in South Asian history. Review of files will begin on October 1, 2014, but applications will be considered until the department chooses to close the search. Applicants should provide a detailed letter of application, CV, dissertation abstract, and dissertation chapter outline. Applicants should also provide contact information for at least three recommenders as part of the online application process. AA/EOE. This position is subject to the university's background check policy. Please apply online at <https://jobs.princeton.edu>, Requisition #1400601.

Postdoctoral Fellowship/Bioethics. The University Center for Human Values at **Princeton University** invites applications for the Harold T. Shapiro Postdoctoral Fellowship in Bioethics. The Shapiro Fellowship supports outstanding scholars studying ethical issues arising from developments in medicine, the biological sciences, or population health. We particularly encourage proposals focusing on problems of practical importance that have broader theoretical interest. The Shapiro Fellow will spend from one to three years at Princeton conducting research and teaching the equivalent of one course each year (subject to sufficient enrollments and approval by the Dean of the Faculty). He or she will participate in the Ira W. DeCamp Seminar in Bioethics and will be invited to participate in other activities of the University Center for Human Values including a year-long research seminar for visiting fellows and center faculty. Applicants must have completed all the requirements for the PhD, MD, or other equivalent doctoral degree by September 1, 2015, and must not have held the degree for more than three years by September 1, 2015. An applicant may have a background in any area of ethical studies, not necessarily in bioethics.

However, the proposed research plan should be related to the field of bioethics. Applications will be evaluated on the basis of the applicant's previous accomplishments and the promise of the proposed research project in bioethics. The capacity to contribute to the university's teaching program will also be taken into account. The term of the fellowship is one year, beginning September 1, 2015, with the possibility of renewal for up to two additional years pending satisfactory performance. Appointment will be made to the rank of Postdoctoral Research Associate; the Shapiro Fellow will also carry the title of Lecturer when s/he is teaching. Princeton University offers competitive salary and employee benefits. Candidates should submit an online application at <http://jobs.princeton.edu>. Search for requisition number #1400502. The online system includes instructions on how to apply. A complete application will include the following supporting materials: a CV; a research proposal (not to exceed 1,500 words), please provide an indicative title in the heading; a scholarly paper (not to exceed 50 pages) representing the applicant's scholarly achievement or potential; and contact information for two referees, who should be prepared to comment specifically about the applicant's qualifications for the proposed research project. Referees will be contacted directly with instructions for uploading letters of reference. These materials should be submitted online by Monday, November 10, 2014. We do not accept application materials by any other method. Letters of reference are to be submitted by November 13. The selection committee will begin reviewing applications immediately and incomplete applications may be at a disadvantage. We hope to announce decisions by March 13, 2015. This position is subject to the university's background check policy. Princeton University is an EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Visiting Faculty Fellowships. The University Center for Human Values at **Princeton University** invites applications for Laurance S. Rockefeller Visiting Faculty Fellowships for the academic year 2015-16. Fellows devote an academic year in residence at Princeton to research and writing about topics involving human values in public and private life. The program is open to scholars in all disciplines provided their research plans qualify. In recent years fellows have been drawn from fields including philosophy, political theory, literature, history, classics, economics, and law, but this list is not meant to be exhaustive. Fellows are expected to reside in or around Princeton and to be active contributors to the intellectual life of the center. Candidates should have a PhD or equivalent professional degree and a strong record of research publications appropriate to their career stage. Typically fellows hold faculty positions at other universities or colleges; in exceptional cases we consider applications from independent scholars when there is a high level of scholarly achievement. The fellowship period extends from September 1 to July 1. Fellows normally receive stipends of up to one-half their academic-year salaries (subject to a minimum and maximum set each fall). The main considerations in the evaluation of applications are the following: the significance of the proposed research and its relevance to the purposes of the University Center for Human Values (see <http://uchv.princeton.edu/> for more information); the quality of a candidate's previous research and the contribution the candidate is likely to make in the future through teaching and writing; and the likelihood that the research would benefit from

UC San Diego

Associate or Full Professor, Ancient Greek History (10-811)

Division of Arts & Humanities - History

The Department of History (<http://history.ucsd.edu>) at UC San Diego is pleased to announce a search for the Gerry and Jeannie Ranglas Endowed Chair in Ancient Greek History and a tenured appointment in the department of History. The income from the Chair's endowment will be available for the support of research. The position is one of three Endowed Chairs in Greek History established at UCSD to anchor the campus' newly chartered Center for Hellenic Studies and enhance the department's strength in the History of the Mediterranean. We seek candidates at the Full Professor level, but will also consider advanced Associate Professors. Applications, including a cover letter, curriculum vitae, and a separate personal statement summarizing their efforts to foster equity and diversity will be accepted electronically at <http://apptrkr.com/508711>

Three letters of recommendation should be uploaded electronically by the letter writers. For further information please see <http://history.ucsd.edu/news-events/employment.html>.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

being conducted in the University Center environment. Candidates should submit an online application at <http://jobs.princeton.edu>. Search for requisition number #1400375. The following materials will be required: CV; scholarly paper (of no more than about 12,000 words) written in the past three years; statement (of no more than 1,500 words) describing the proposed research project and including a brief working title for the project; and contact information for three referees, including at least one who was not a graduate advisor. Referees will be contacted directly with instructions for uploading letters of reference. These materials should be submitted online by Monday, November 3, 2014. We do not accept application materials by any other method. Letters of reference are to be submitted by November 6. The selection committee begins reviewing applications immediately and incomplete applications may be at a disadvantage. Decisions are expected to be announced by March 16, 2015. Princeton University is an EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Post-1945 United States. The Department of History at **Seton Hall University** in South Orange, New Jersey, welcomes applications for a tenure-track assistant professorship in US history (1945-present) to begin August 2015. Teaching load is 3/3 and includes undergraduate and graduate courses in his or her area of expertise, as well as both halves of the US history survey. Additional teaching responsibilities may include departmental seminars and the university core curriculum. Applicants must understand and be willing to support the Catholic mission of Seton Hall University. Applicants should send a cover letter, CV, and three reference letters to Kirsten Schultz, Chair, US Post-45 Search Committee at historydept@shu.edu. Deadline November 1, 2014. Seton Hall University is a AA/EOE.

Jewish Studies. The Department of History at **Fordham University** in Bronx, New York, is seeking to hire the first holder of the Shvidler Chair in Jewish Studies to broaden our existing offerings in Jewish history and Jewish studies, and to help build Jewish studies as a field at Fordham University. We are looking for a senior scholar of the early modern and/or modern periods in Europe, with a preference for eastern Europe. Candidates should have demonstrated prominence as leaders in the interdisciplinary field of Jewish studies and an ability to establish a public profile for Jewish studies at Fordham. The position will begin in fall semester 2015, or sooner depending on the candidate's availability. Letter of application, CV, and three letters of recommendation should be submitted via Interfolio by October 20, 2014. Please direct queries to Dr. Daniel Soyer, Chair, Search Committee, soyer@fordham.edu. Fordham University is an independent, Catholic university in the Jesuit tradition that welcomes applications from men and women of all backgrounds. Fordham University is committed to excellence through diversity and welcomes candidates of all backgrounds; it is an EOE.

20th-Century Continental Europe. **Sarah Lawrence College** in Bronxville, New York, invites applications for a full-time, tenure-track position in 20th-century continental European history. While research specialization is open, it is essential that applicants be prepared to offer regular introductory courses on the political history of Europe from

1900 to the present, and to guide independent student research on diverse topics and themes in modern European history. An excellent grounding in German and French history is a must, but historians whose own research has focused on other parts of continental Europe (excluding Eastern Europe and the USSR) are welcome to apply. Candidates must have completed a PhD by the time of appointment. Sarah Lawrence is a small liberal arts college with a unique pedagogy based on small seminars. Each student in a seminar meets with the instructor individually every other week to discuss the student's progress on a research project that he or she designs. The college has no majors, and many projects cross disciplinary boundaries. The application should include the following: cover letter, CV, course descriptions for two proposed courses (at least one of which should be a small seminar), sample of scholarly writing, and three letters of recommendation. Evidence of success as a teacher is very desirable. Review of applications will begin on November 21, 2014, and will continue until the position is filled. To apply for the position, please go to <https://slc.simplehire.com/applicants/Central?quickFind=50724>. For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our website at <http://www.slc.edu>. SLC is an EOE committed to achieving a racially and culturally diverse community.

Modern Latin America. **Sarah Lawrence College** in Bronxville, New York, invites applications for a full-time, tenure-track position in modern Latin American history, to begin fall 2015. Applicants may have a specialty in the history of Mexico, Central America, South America (including Brazil), or the Spanish-speaking Caribbean. We seek an innovative teacher-scholar who will offer both introductory and advanced courses, contributing to our global history curriculum and to our interdisciplinary program in Latin American studies. college-level teaching experience is essential, as is the PhD in hand by fall 2015. We welcome candidates at all levels; this position may also include the possibility of an early tenure review for more advanced candidates. Applicants should submit a CV, a letter addressing their approach to teaching and their scholarly interests, a short writing sample, two undergraduate course syllabi, and three letters of reference. Review of applications will begin on December 1, 2014, and will continue until the position is filled. To apply for the position, please go to <https://slc.simplehire.com/applicants/Central?quickFind=50722>. Sarah Lawrence College is a small liberal arts college with a unique pedagogy based on small classes and individual tutorials. For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our website at <http://www.slc.edu>. SLC is an EOE committed to achieving a racially and culturally diverse community.

Puerto Rican/Latino Studies. The Department of Puerto Rican and Latino Studies at **Brooklyn College, City University of New York**, invite applications for a tenure-track associate or full professor position in Puerto Rican and Latino studies to begin fall 2015 (CUNY Job ID 11100). Candidate should have a strong publishing record as a historian. Desirable teaching and research interests include, but are not limited to Puerto Ricans, Dominicans, Mexicans, and women. S/he will teach in the nationally recognized core curriculum and is expected to maintain an active research agenda that will coincide with the department's mission. Review of applications will begin on October 23, 2014, and

will continue until the position is filled. Visit www.brooklyn.cuny.edu/facultyjobs to apply. AA/EOE.

US Religious/Ethnic Diversity. The Religious Studies Department at **Hamilton College** in Clinton, New York, announces an opening for an associate professor focusing on religious and ethnic diversity in the United States to begin on July 1, 2015. Preferred candidates are grounded in a particular American tradition but also work from a comparative/international perspective. Distinction in teaching, excellence in scholarship, and a strong record of service to the academic profession is required. The letter of application should address the ways in which the candidate would further the college's goal of building a diverse educational environment. Previous experience teaching, or working with diverse student populations is an asset. Approximately 50% of students who major in Religious Studies self-identify as students of color. Interested candidates should submit letter of application, CV, three letters of recommendation, teaching portfolio, and samples of published scholarship to apply.interfolio.com/25582. The letter and any questions should be addressed to Prof. Stephenson Humphries-Brooks, Chair, Department of Religious Studies. Review of applications will begin on October 1, 2014; applications will continue to be accepted until the position is filled. Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org. Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community (<http://www.hamilton.edu/diversity>). Hamilton provides domestic partner benefits. Candidates from underrepresent-

UC San Diego

Assistant Professor, History of 19th – 20th Century Japan (10-812)

The Department of History (<http://history.ucsd.edu>) at UC San Diego is pleased to announce a search for an Assistant Professor, tenure-track position in the history of 19th-20th Century Japan. We are especially interested in candidates who can place the archipelago within regional and global contexts as well as situate their research and teaching around interdisciplinary themes, such as science and technology, gender and sexuality, and/or race and empire. Applications, including a cover letter, curriculum vitae, writing sample (no more than 40 double-spaced pages), at least three letters of recommendation, and a separate statement summarizing efforts to foster equity and diversity will be accepted electronically at <http://apptrkr.com/509426>

For further information please see <http://history.ucsd.edu/news-events/employment.html>.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

ed groups in higher education are especially encouraged to apply.

Colonial America/Early Republic. The History Department at **Barnard College, Columbia University** invites applications for a tenure-track assistant professor in the field of early American history to 1820. The successful candidate is expected to offer introductory surveys on colonial North America and the American revolutionary/early Republic era, while also teaching courses within her/his area of specialization. The capacity to situate North America within a broader Atlantic or hemispheric context is an advantage, although not a requirement. PhD must be in hand by the commencement of appointment in September 2015. Please submit a letter of application, CV, a chapter-length writing

sample, and three letters of reference. Applicants should submit application materials as pdf files to <http://careers.barnard.edu/postings/984>. Review of applications will begin November 1, 2014. Barnard College is an EOE. Barnard does not discriminate due to race, color, creed, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, or any other legally protected basis, and to the extent permitted by law. Qualified candidates of diverse ethnic and racial backgrounds are encouraged to apply for vacant positions at all levels.

Early Modern/Imperial Russia. The Department of History at **Columbia University** invites applications and nominations for a distinguished scholar at

any rank, from tenure-track assistant professor through full professor with tenure, in the field of early modern and imperial Russian history, to begin July 1, 2015. All specializations are welcome. Teaching responsibilities will include undergraduate and graduate courses in the candidate's field of expertise and in the foundational curriculum of the department and of Columbia College; it is anticipated that the faculty member will also wish to take part in the scholarly community and programs of Columbia University's Harriman Institute of Russian, Eurasian and East European Studies. Review of applications will begin October 15, 2014, and continue until the position is filled. Inquiries about the position should be addressed to the chair of the search committee, Prof. Susan Pedersen at sp2216@columbia.edu. All applications must be made through Columbia University's online Recruitment of Academic Personnel System (RAPS): <https://academicjobs.columbia.edu/applicants/Central?quickFind=59713>. On the RAPS site, please upload a cover letter of application, CV, writing sample (article or book chapter), and a list of three references. For questions about the application process, please contact Najila Naderi at nn2159@columbia.edu. Columbia University is an AA/EOE.

War Studies. **Clarkson University** in Potsdam, New York, is the nationally ranked research institution of choice for more than 3,400 enterprising, high-ability undergraduate and graduate students who launch remarkably successful careers. Clarkson University's Department of Humanities and Social Sciences invites applications for a tenure-track assistant professor position in social or cultural, modern US, trans-Atlantic, or European history, specializing in war studies. The successful candidate will display excellence in teaching, particularly 20th-century transformative conflicts; exhibit strong promise as a researcher; and offer a secondary field of concentration. Candidates with strengths complementing the department's emerging focus areas, such as public history/memory, race and ethnicity, and media, are especially encouraged to apply. The Department of Humanities and Social Sciences is a multi-disciplinary department of 22 faculty members, with disciplinary degree programs in History and Political Science, and three interdisciplinary degree programs in Humanities, Liberal Studies, and Social Sciences. The department has multi-disciplinary strengths in energy and the environment, war studies, gender and sexuality studies, social documentation, and science and medicine. The ordinary teaching load is three courses (usually two preparations) per semester, including each fall two sections of The Clarkson Seminar, a first-year, writing-intensive course focused on a theme of the applicant's choosing. There is ample opportunity for course development in electives. PhD required by September 1, 2015. Review of applications will begin mid-October and will continue until the position is filled. To submit your application, go to www.clarkson.edu/hr and click "Career Opportunities" on the left-hand navigation bar. An AA/EOE, Clarkson University actively seeks and encourages applications from minorities, women and people with disabilities.

Modern Europe. The School of Humanities and the History Board of Study at **Purchase College, State University of New York**, invite applications for a tenure-track position at the assistant professor level starting September 2015. A PhD by September 1, 2015, is required. We are particularly interested in applicants whose research focuses on Europe in the "long 20th century"; the exact



Wisdom to
Make a Difference

Latin American History (period open) History Department Tenure-track Assistant Professor Position To begin fall 2015

The History Department at Keene State College invites applications for a tenure-track Assistant Professor position in Latin American History, period open, to begin August 2015. A subfield in African Atlantic World and/or African Diaspora in any period is preferred. With close to 80 majors, the History department has 7 full-time faculty and offers areas of concentration in US, European, 19th Century, and 20th Century Studies with a strong tradition of undergraduate research. The successful candidate is expected to teach introductory surveys and a range of undergraduate upper-level period and thematic courses (teaching load is six 4-credit courses per academic year) for majors and non-majors. Additional responsibilities include innovative curriculum development, student advising, and service on departmental and college-wide committees. As part of regular teaching responsibilities at this public liberal arts college, all faculty members are expected to teach courses that serve both their department and the Integrative Studies Program (general education). We are committed to diversity and multiculturalism, and strongly encourage individuals to apply who will contribute to the College's ongoing efforts to provide opportunities to help students become responsible global citizens.

Qualifications Required: Ph.D. in Latin American history, period open, by August 1, 2015; college or university level teaching experience; interest in teaching and mentoring students at a public liberal arts college; and evidence of scholarship in the field.

Additional Desirable Qualifications: Sub-field in African Atlantic World and/or African Diaspora.

Current rank minimum for an Assistant Professor is \$61,720. Subject to change with anticipated Collective Bargaining Unit Agreement.

Application: Apply online at <https://jobs.usnh.edu/applicants/Central?quickFind=54645>

Applicants should be prepared to upload the following documents: Letter of application, curriculum vitae, three current letters of recommendation addressing above qualifications. **Note:** The three (3) letters of recommendation may be sent directly to Keene State College, Office of Human Resource Management-FAC1, 229 Main Street, Keene NH 03435-1604 or via e-mail to cgreene@keene.edu

Application Deadline: Review of applications to begin immediately and will continue until the position is filled or otherwise closed at the college's discretion; for full consideration please submit all materials by November 17, 2014. *Preliminary interviews by invitation will be conducted at the AHA in New York, January 2-5, 2015.*

Keene State College is located in the center of New England in the beautiful Monadnock region. Boston, Montreal, and New York City are 2-4 hours away. For more information about the Monadnock region visit: <http://discovermonadnock.com>. To learn more about Keene State College, the School of Arts and Humanities, the University System of New Hampshire, and the Keene community, visit: <http://www.keene.edu>, <http://www.keene.edu/academics/ah>, <http://www.usnh.edu> or <http://www.ci.keene.nh.us>

As an Affirmative Action/Equal Opportunity Employer, Keene State College is engaged in an effort to build a community that reflects the diversity of society.

area of specialization (national or transnational) is open. The successful candidate will be expected to design and teach an array of courses in modern European history. Candidates interested in interdisciplinary research and teaching or who have a secondary field of interest (e.g. the Middle East or Africa) are especially welcome. Teaching responsibilities are five courses a year (including beginning and advanced courses in the major and a general education course) plus supervision of six senior research projects. A senior project is a college-wide requirement and signature feature of the Purchase curriculum. Applicants should submit a CV, three reference letters, and a cover letter describing their research interests/dissertation. Purchase College is an undergraduate institution located 25 miles north of New York City. Because it houses a unique combination of Liberal Arts and Sciences majors and Arts Conservatory programs, our faculty and staff are committed to inspiring an appreciation for both intellectual and artistic talent in all students, with an emphasis on writing of all kinds. Purchase is ranked among the Best 376 Colleges by the Princeton Review. To apply for this position, please visit our Purchase College Job Vacancy website at <https://jobs.purchase.edu> and complete an online application by December 1, 2014. The salary range for this position is \$53,000 to \$58,000. [The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.](#)

African American. The Program in Africana Studies and the History Department at **Lehigh University** in Bethlehem, Pennsylvania, seek applications for a tenure-track position, at the rank of assistant professor, in African American history. Desirable areas of expertise include African American women's history, American slavery, Reconstruction, the civil rights movement, the black radical tradition, and critical race theory. The successful candidate must be prepared to teach courses across the full range of African American history, from the era of slavery to the present, as well as the introduction to Africana Studies. Submit all application materials (letter of application, CV, and three letters of recommendation) via Academic Jobs Online: <http://academicjobsonline.org/ajo/jobs/4532>. The review of applications will begin October 15, 2014, and continue until an appointment is made for the position. In-person interviews will be conducted at the AHA annual meeting in New York City, January 2-5, 2015. Questions concerning the position should be directed to James Peterson (jbp211@lehigh.edu) and John Pettegrew (jcp5@lehigh.edu).

Atlantic World/Early America. The Department of History at **Lehigh University** in Bethlehem, Pennsylvania, invites applications or nominations for the Lawrence Henry Gipson Chair in Atlantic World History. The department seeks an advanced associate professor in colonial America/early national United States and the Atlantic world to 1820. Research subfields of particular interest to the department include (but are not limited to) African diaspora, Caribbean, colonial borderlands, comparative/transnational, economic, environmental, medical, or military history. The successful candidate will have a record of distinguished scholarship; contribute to the undergraduate curriculum; and teach and advise graduate students in American and Atlantic world histories in our strong PhD program in the Atlantic world. Applications should include a cover letter, CV, teaching statement, research statement, and the names and contact information for three references. All materials should

be submitted to Academic Jobs Online at <https://academicjobsonline.org/ajo/Lehigh/HIST>. Inquiries and nominations can be sent to the search chair, Monica Najjar, at najjar@lehigh.edu. Review of applications will begin on November 10, 2014, and continue until the position is filled. The College of Arts and Sciences at Lehigh is committed to increasing the diversity of both the college community and the curriculum. Candidates who can contribute to these goals are encouraged to identify their strengths and experiences in these areas. Lehigh University is an AA/EOE and provides comprehensive benefits, including partner benefits, to employees. For more information on these benefits, please see Lehigh's Work/Life Balance for Faculty website: http://www.lehigh.edu/~inprv/work_life_balance.html.

Modern United States. The Department of History at **Allegheny College** in Meadville, Pennsylvania, invites applicants for a tenure-track assistant professor position in modern US history beginning in fall 2015. We seek candidates with teaching and research interests in African American history post-1900 and who specialize in at least one of the following subfields: women, gender and sexuality studies, environmental history, or movements for social justice. PhD and previous teaching experience preferred. Teaching load is between 5.5 and 6 courses, depending on Senior Project advising. All faculty are expected to participate in delivering college-wide first-year/sophomore seminars. The successful candidate will provide evidence of excellence in teaching, ongoing scholarship, and professional development. Allegheny College is a highly selective private liberal arts college in Northwest Pennsylvania with a dedicated faculty of teacher-scholars. Please e-mail application materials, including cover letter and CV, reference letters, syllabi for an upper- and lower-division course, and a writing sample, as PDF files with candidate's name as file name, before Wednesday, October 15, 2014, to Prof. Kenneth Pinnow at hist.modernus@allegheny.edu. Allegheny College is an EOE with a strong institutional commitment to develop a diverse faculty and staff. Women and members of other underrepresented groups are encouraged to apply.

Modern Western Europe. The Department of History at the **University of Pennsylvania** in Philadelphia invites applications for a full-time, tenure-track assistant professor in modern western Europe from 1789-1989, including Britain but excluding Germany. Field is open and we welcome national and transnational approaches. The candidate will participate in the undergraduate and graduate teaching mission of the department. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/266>. Include a letter of application, CV, writing sample, and the contact information of three individuals who will provide a letter of recommendation. Recommenders will be contacted by the university with instructions on how to submit a letter to the website. If the writing sample is part of a dissertation or larger project, include an abstract statement explaining the writing sample's relationship to the larger project. Review of applications will begin November 7, 2014, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in New York. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a 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.

Global Health. The Department of History and Sociology of Science at the **University of Pennsylvania** in Philadelphia invites applications for a tenure-track position at the assistant professor level in the history and sociocultural study of global health, to begin July 1, 2015. In addition to contributing to the graduate program, the successful candidate will play a crucial role in the Health and Societies Program, a thriving interdisciplinary undergraduate major administered through the department. Interested candidates should submit a letter of application, CV, statement of research, and the contact information for three individuals who have agreed to provide a letter of recommendation at <http://facultysearches.provost.upenn.edu/postings/274>. Recommenders will be contacted by the university with instructions on how to submit a letter to the website. Review of applications will begin October 1, 2014, and continue until the position is filled. For additional information, contact Beth Linker, chair of global health search committee, Department of History and Sociology of Science, at linker@sas.upenn.edu. The Department of History and Sociology of Science is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a 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.

China/Japan/Korea/East Asia. The Department of History at the **University of Pittsburgh** seeks applicants for two positions (one tenure-track, one

HISTORIANS



AGAINST THE WAR

In response to the crisis in Gaza, more than 1,200 historians have signed a letter that states in part:

We deplore the ongoing attacks against civilians in Gaza and in Israel. We also recognize the disproportionate harm that the Israeli military, which the United States has armed and supported for decades, is inflicting on the population of Gaza.

To see or sign the letter and for more information on Historians Against the War, including links to on-line publications and teaching resources, visit historiansagainstwar.org.

tenure-track/tenured), beginning fall 2015, pending budgetary approval. PhD should be completed by August 1, 2015. We invite applications from candidates working on any period of Chinese/Japanese/Korean/East Asian history from the 11th century onward. The successful candidates will have the research languages and skills to train graduate students, in addition to teaching comparative modern East Asia surveys, specialized undergraduate courses, and graduate seminars. Candidates seeking appointment with tenure must demonstrate the ability to train graduate students in Japanese history. We encourage applicants to demonstrate how their research and teaching will contribute to one or more of our thematic fields: Atlantic History, Power and Inequality, Texts and Contexts, and World History (see our website, <http://www.history.pitt.edu/graduate/index.php>). The appointees will join a department committed to excellence in teaching as well as a research university with great strengths in international, transnational, and interdisciplinary area studies. Send a letter of application, summary of the dissertation, CV, transcript of graduate courses, and three letters of recommendation to Prof. Evelyn Rawski, Chair, East Asia Search Committee, Dept. of History, University of Pittsburgh, Pittsburgh, PA 15260. Applications must be postmarked by November 1, 2014. The University of Pittsburgh is an AA/EOE. Women and members of underrepresented minority groups are especially encouraged to apply.

Associate Director/Humanities and Information.

The **Pennsylvania State University** Department of History invites applications for a scholar working in any historical field who uses quantitative, geomapping, data-mining, or other large-scale methods of research, who will serve as advanced assistant or associate professor of history, and as associate director of Penn State's new Center for the Humanities and Information commencing August 2015. Applicants should have scholarly records commensurate with those ranks at major research universities, and should present evidence of a capacity to contribute both to the department and to the center's development. Though all applications will be considered, our strong preference is for scholars working on periods before 1900, and on geographical locations outside the United States. The History Depart-

ment at Penn State is active in research, with a broad undergraduate major and a commitment to small, highly focused areas of graduate admissions and training. The center focuses on the role information plays in the production of social meaning and value across the human sciences, from the orality-literacy transition to the new digital media. Addressing questions of information's role in government, social memory, communication, literature and culture, philosophy, and history, the center supports faculty and graduate students with visiting, predoctoral, and faculty fellowships, bringing together each year an interdisciplinary group of scholars who read and think widely across fields and across information as a concept. To apply, submit cover letter, CV, and the names of three references at https://app2.ohr.psu.edu/Jobs/External/EVMS2_External/currentap1.cfm#53257. Application review will begin October 13, 2014, and continue until the position is filled. For more information about our department, including faculty bios, course lists, and areas of graduate training, please visit <http://history.psu.edu>. For information about the center, please visit <http://chi.la.psu.edu>. For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Latin America. The **Pennsylvania State University** Department of History invites applications for a tenure-track position in the history of Latin America, colonial period or 19th century. The appointment will be made at the rank of assistant or associate professor, depending upon qualifications, and will begin in August 2015. The successful applicant should be able to enhance the graduate concentration in Latin American history, demonstrate an active research agenda, be able to contribute immediately to both graduate and undergraduate teaching in the department, and be ready to participate in the Latin American Studies program. Candidate must have a PhD in hand at date of application. Submit a CV, a letter of application that describes current

and future research, evidence of teaching effectiveness, and the names and contact information of three references at https://app2.ohr.psu.edu/Jobs/External/EVMS2_External/currentap1.cfm#53234. Applications may also include up to three offprints or unpublished papers or chapters. Review of applications will begin immediately and continue until the position is filled. For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Middle East Studies. The **Pennsylvania State University** Department of History and the Jewish Studies Program invite applications for a tenure-track position at the rank of assistant professor in modern Middle East studies and Jewish history. Research focus and teaching interests are open, but the successful applicant will teach undergraduate courses at all levels in the Israel-Palestine and Arab-Israeli conflicts and in the history of Ottoman and mandate Palestine. Interest in transnational, postcolonial, and other theoretical perspectives is particularly welcome. Ability to contribute to an array of global studies initiatives in the College of the Liberal Arts, focusing on the study of global conflict, cultures, environment, and rights, is a real asset; working with the college's new Center for Humanities and Information is also possible. The appointment will be held jointly in the Department of History and the Jewish Studies Program, and will begin in August 2015. The successful applicant should be able to enhance the interdisciplinary strengths of both units, demonstrate an active research agenda, and contribute immediately to both graduate and undergraduate teaching. Normal teaching load is 2-2. Dedication to the undergraduate missions of both the History Department and the Jewish Studies Program is essential. Candidate must have a PhD in hand by the date of appointment. Submit a CV, a letter of application that describes current and future research, and up to three articles and/or book chapters at https://app2.ohr.psu.edu/Jobs/External/EVMS2_External/



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University Press of Kansas, 2013

currentap1.cfm#53185. Additionally, please arrange to have three letters of reference sent to Sandi Moyer at sjm1@psu.edu. Application review will begin November 1, 2014, but dossiers will be accepted until the position is filled. Questions can be directed to Ben Schreier, Interim Director of Jewish Studies, at bjs44@psu.edu. For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

Postdoctoral Fellowship/History. In partnership with the Africana Research Center (ARC), the Richards Civil War Era Center at The **Pennsylvania State University** invites applications for a one-year postdoctoral fellowship in African American history for 2015-16 (PSU #53052). All research interests spanning the origins of slavery through the civil rights movement will receive favorable consideration. Proposals that mesh with the Richard Center's interests in slavery, abolition, and emancipation, as well as comparative or Atlantic history, are especially welcome. The successful applicant will have access to the Richards Center's and the ARC's intellectual and professional resources, including the assignment of a mentor, the opportunity to attend professional development workshops, the chance to audit a graduate seminar, and the funds to invite two senior scholars to read and comment on the fellow's project. There is no requirement for teaching. Successful applicants must have completed all requirements for the PhD within the previous two academic years. Salary/benefit package is competitive. To assure full consideration, complete application packets including cover letter describing your research and goals for the fellowship year, a CV (six-page maximum), and a writing sample of no more than 30 double-spaced pages, should be submitted online at https://app2.ohr.psu.edu/Jobs/External/EVMS2_External/currentap1.cfm#53052 no later than November 10, 2014. Three letters of reference should be addressed to the attention of the ESSS Selection Committee and e-mailed directly to richardscenter@psu.edu. Please direct questions about the process via e-mail to richardscenter@psu.edu. For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

SOUTHEAST

Alabama, Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia

Modern Russian Cultural. The Department of History at the **University of Alabama at Birmingham** invites applicants for a nine-month, tenure-earning assistant professor position in modern Russian and cultural history, with a concentration

on the pre-1917 period. The successful applicant must have a PhD at the time of appointment and be able to teach the world history and Western civilization surveys, as well as upper-level and graduate courses in the field of specialization. UAB is a research university and faculty are expected to be actively engaged in research and publication. Applicants should send a letter of interest, CV, and at least three letters of reference to Dr. George O. Liber, Search Committee Chair, Dept. of History, University of Alabama, HHB 360, 1720 2nd Ave. S., Birmingham, AL 35294-1152. The deadline for applications is November 1, 2014. UAB is an AA/EOE committed to fostering a diverse, equitable and family-friendly environment in which all faculty and staff can excel and achieve work/life balance irrespective of race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression, as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans. A pre-employment background investigation is performed on candidates selected for employment.

Jewish History. The **University of South Alabama** seeks to fill a one-year visiting assistant professorship in the field of Jewish history. Responsibilities will include program development, research, community outreach, and teaching courses in Jewish history and US or European history. Minimum qualifications: PhD in Jewish history or closely related field. Applications should include a letter of application, a CV, three letters of recommendation (sent directly from the referee or appropriate placement office), official graduate and undergraduate transcripts sent directly from the schools attended, and a chapter length writing sample. Send all materials to Jewish History Search Committee, Dept. of History, University of South Alabama, HUMB 344, Mobile, AL 36688. Review of applications will begin on August 15, 2014, and continue until the position is filled. Information about the History Department may be found at the web address: <http://www.southalabama.edu/history/>. M/F/V/ADA/EOE.

United States since 1930. The **University of South Alabama** invites applications for a tenure-track assistant professor in the Department of History, with a specialization in the United States since 1930, to begin August 15, 2015. The successful candidate will be responsible for advanced courses in the area of specialization and US history surveys, which may include large enrollment sections. Candidates should demonstrate excellence in teaching and research. The PhD is expected by the time of appointment. To receive full consideration, all required application materials must be received by October 15, 2014. Send a letter of application, a CV, a chapter or article-length writing sample, three letters of recommendation sent directly from the referee or appropriate placement office, and graduate and undergraduate transcripts to Prof. Marsha Hamilton, Chair, US Search Committee, Dept. of History, University of South Alabama, Mobile, AL 36688. Web address: <http://www.southalabama.edu/history/>. M/F/V/ADA/EOE.

China. The Department of History at the **University of Alabama** seeks applications for a tenure-track position in Chinese history at the level of assistant professor. Period and specialization open. The successful candidate will be expected to teach survey courses in Asian civilization, as well as upper-level undergraduate and graduate courses in East Asian history. The department and university emphasize excellence in teaching as well as scholarship.

New appointments in History at the University of Toronto

Department of History,
University of Toronto St. George

Lisa Mar (Toronto): author of *Brokering Belonging: Chinese in Canada's Exclusion Era, 1885-1945*, to the Richard Charles Lee Chair in Chinese Canadian Studies at University College
Laurie Bertram (Toronto): Modern Canada, the North, Material Culture
Lucho van Isschot (McGill): Modern Latin America, Human Rights
Yvon Wang (Stanford): Modern China, Sexuality, Popular Culture

Department of Historical and Cultural Studies,
University of Toronto Scarborough

Donna R. Gabaccia (Michigan): author of *Foreign Relations: American Immigration in Global Perspective*
Jeffrey M. Pilcher (TCU): author of *Planet Taco: A Global History of Mexican Food*
Madhavi Kale (Pennsylvania): author of *Fragments of Empire: Capital, Slavery, and Indian Indentured Labor in the British Caribbean*
Bhavani Raman (Michigan): author of *Documenting Raj: Writing and Scribes in Early Colonial South India*

Department of Historical Studies,
University of Toronto Mississauga
Julie MacArthur (Cambridge): Modern Africa, Mapping, Cinema

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Normal load is two courses per semester. PhD in hand by time of appointment is required. To apply, go to <https://facultyjobs.ua.edu/postings/35978> and complete the online application. Attach a letter of application, CV, and writing sample. Please arrange to have three letters of recommendation sent to John Giggie, Chair, Chinese Search Committee, Dept. of History, University of Alabama, Box 870212, Tuscaloosa, AL 35487-0212. Please direct any inquiries to jmgiggie@bama.ua.edu. Review of applications will begin November 15, 2014. The university is an AA/EOE, and actively seeks diversity among its employees.

Colonial Latin America. The Department of History of the **University of Alabama** invites applications for a tenure-track position at the rank of assistant professor in colonial Latin America. The successful candidate will be expected to teach upper-level and graduate courses in the field of specialization as well as Latin American surveys. The department and university emphasize excellence in teaching as well as scholarship. Normal teaching load is two courses per semester. PhD must be in hand by time of appointment. To apply, go to <https://facultyjobs.ua.edu/postings/35930> and complete the online application. Attach a letter of application, CV, and writing sample (article or chapter). Please arrange to have three letters of recommendation sent directly to Steven Bunker, Chair, Colonial Latin American Search Committee, Dept. of History, University of Alabama, Box 870212, Tuscaloosa, AL 35487-0212. Please direct any inquiries to sbunker@ua.edu. Review of applications will begin on November 15, 2014, and continue until the position is filled. The University of Alabama, the flagship university of the state of Alabama, is an AA/EOE, and actively seeks diversity among its employees.

19th-Century United States. The Department of History at the **University of Miami** seeks a tenure-track assistant professor in 19th-century US history. We are particularly interested in attracting a scholar in the fields of African American, slavery, race, and/or Reconstruction history, with a preference for those whose work considers these issues from a transnational perspective. Candidates must have a PhD in hand by August 2015 and demonstrate significant promise as scholars and teachers. Please send a letter of application, CV, and three letters of recommendation to Michael Bernath, Chair, 19th-Century US History Search, Dept. of History, University of Miami, PO Box 248107, Coral Gables, FL 33124-4662. Candidates may also submit application materials electronically to historysearch@miami.edu. The deadline for applications is 20 October 2014. The University of Miami is an EOE. Females/minorities/protected veterans/individuals with disabilities are encouraged to apply. Applicants and employees are protected from discrimination based on certain categories protected by federal law.

Atlantic World. Emory University. The Department of History invites applications for an entry-level tenure-track assistant professor in Atlantic world history. The research and teaching of the successful candidate will speak in a direct way to the common histories of the continents, islands, nations, and people that share the Atlantic basin. A focus on some aspect of slavery, black Atlantic, or African diaspora history prior to the 20th century is desirable. Themes central to the field that complement existing strengths in our department include, but are not limited to, transatlantic production,

market, and labor systems; colonialism; migration; gender; law; empire; health; the environment; and religion. The teaching load is four courses per year. The successful candidate must demonstrate excellence or the promise of excellence in both research and teaching. Completion of the PhD by fall 2015 is required. Please submit by the October 15, 2014, deadline, a letter of application and CV to historysearch@emory.edu. Emory University in Atlanta, Georgia, is an AA/EOE. Women and minorities are encouraged to apply.

Modern Middle East. The **Agnes Scott College** History Department invites applications for a tenure-track assistant professor position in modern Middle Eastern history. The teaching load is 3/2, including a survey of the modern Middle East, at least one course supporting the college's global learning initiative, and upper-level courses in the candidate's specialty. PhD in history preferred; advanced ABDs considered. The successful candidate will possess teaching experience and a commitment to working with a diverse student population. To apply, submit cover letter, CV, and three recent letters of recommendation by November 20, 2014, to historysearch@agnesscott.edu or Mary Cain, Dept. of History, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030. Additional materials may be solicited later in the search process. The search committee will conduct interviews at the AHA annual meeting, but candidates need not attend to be eligible for this position. Located in metropolitan Atlanta, Agnes Scott College is a highly selective national liberal arts college for women. An AA/EOE, Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

Appalachia. The history department at the **University of Kentucky** invites applications for a tenure-stream assistant or associate professor in the history of Appalachia, beginning in fall 2015. PhD required by August 2015. The successful candidate will also contribute to course offerings in US southern history. We are seeking candidates with a strong commitment to engaged research and teaching in service of the region and to participation in UK's interdisciplinary Appalachian Studies Program. This candidate is expected to engage students at all levels: introductory surveys, upper division undergraduate courses, and graduate seminars. Applicants should send a letter of application, a CV, a teaching statement, an article- or chapter-length writing sample, and three letters of reference to Interfolio. The search committee will accept electronic applications only at <http://apply.interfolio.com/25952>. Consideration of applications will begin on October 24, 2014, and will continue until position is filled. The University of Kentucky is an AA/EOE that values diversity and is located in an increasingly diverse geographical region. It is committed to becoming one of the top public institutions in the country. Women, persons with disabilities, and members of other underrepresented groups are encouraged to apply.

United States/World. The **University of Louisville** is seeking a tenure-track assistant professor in the history of the United States' relations with the world to begin fall 2015. The department is interested in candidates whose work examines the history of state-to-state relations and/or relations across national borders between non-state actors. This faculty member will teach undergraduate and graduate courses in his or her field, and the US introductory survey and/or the introduction to histori-

cal methods course. PhD preferred, but ABDs considered. The University requires that all candidates apply online at https://higherdecisions.com/uofl/current_vacancies.asp. Job # UL 223. In addition, candidates should send official graduate transcripts and three letters of recommendation to Dr. Thomas Mackey, Chair, US and the World Search Committee, Dept. of History, University of Louisville, Louisville, KY 40292. All materials must be uploaded or postmarked by November 14, 2014. The department will be interviewing at the AHA annual meeting. The University of Louisville is an AA/ADA/EOE, committed to diversity and in that spirit, seeks applications from a broad variety of candidates.

Department Chair. Murray State University in Kentucky. Department chair and associate professor/professor of history. The candidate must possess an earned PhD in any area of history. In addition, a record of successful teaching, research/scholarly productivity, and professional service commensurate with the rank of associate or full professor is required. Preference will be given to candidates with a demonstrated record of effective leadership and administrative experience. Responsibilities include a six-hour teaching load each semester and providing the department leadership and vision for a variety of functions including instruction, department governance, faculty development, program assessment, curriculum development, budget management, and fundraising. Deadline November 3, 2014. To apply, visit <http://www.murraystatejobs.com/postings/3656>. *The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.*

Jewish History. Wake Forest University in Winston-Salem, North Carolina, invites applications for the Michael and Deborah K. Rubin Presidential Chair of Jewish History for an appointment at the associate professor level beginning July 2015. Research may be focused on any aspect of Jewish history; preference will be given to those who will enhance the interdisciplinary strengths of the Department of History and the university. The teaching duties include Jewish history and an introductory level world history course. Excellent teaching of undergraduates and high-quality scholarship are central to Wake Forest's mission. Presidential Chairs embody the highest standards of scholarship, teaching, and mentorship at the university. The chair includes research and travel funds, a reduced teaching load, and opportunities for program development. To apply, please submit a letter of application, CV, graduate transcript copies, and separate statement of teaching philosophy to <https://wakejobs.silkroad.com>. Three confidential letters of recommendation should be sent to letters@wfu.edu. Technical problems with submissions may be directed to 336.758.4700. All materials must be received no later than November 1, 2014 (online applications must be submitted by October 31, 2014, at 4:00 PM). Wake Forest University welcomes and encourages diversity and seeks applicants with demonstrated success in working with diverse populations. Wake Forest seeks to recruit and retain a diverse workforce to maintain the excellence of the university, and to offer students richly varied disciplines, perspectives, and ways of knowing and learning. AA/EOE.

South Asia. The Department of History at the **University of South Carolina** in Columbia invites applications for a tenure-track assistant professor position in South Asian history, 1500 to the

present, specialization open. The successful applicant must have a PhD at the time of appointment. Interested candidates must send letters of application, CV, and three letters of recommendation. All materials should be sent electronically to HISTORYSEARCH@sc.edu. To ensure full consideration, applications should be received by October 10, 2014. The Department of History at the University of South Carolina is a vibrant scholarly community with 37 full-time faculty. The department has around 450 undergraduate majors with a very strong graduate program. It is also home to one of the oldest and most respected public history programs in the United States. The National Research Council recently ranked the department's PhD program in the top 15 of American universities. Both PhD and public history programs have excellent placement records. The University of South Carolina's main campus is located in the state capital, close to the mountains and the coast. The Carnegie Foundation for the Advancement of Teaching has designated the University of South Carolina as one of only 73 public and 35 private academic institutions with "very high research activity" and also lists USC as having strong focus on community engagement. The university has over 31,000 students on the main campus (and over 46,000 students system-wide), more than 350 degree programs, and a nationally-ranked library system that includes one of the nation's largest public film archives. Columbia, the capital of South Carolina, is the center of a greater metropolitan area which has a population over 750,000. The University of South Carolina is an AA/EOE. Minorities and women are encouraged to apply. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.

Religions of American South. The Department of Religious Studies at **Vanderbilt University** seeks to make an appointment in religions of the American South. Tenure-track assistant professorship. The ideal candidate will be able to address the complex and widely variable nature of the religious traditions of the South with a special consideration of the African American religious experience and the multiple cultural and religious environments in which that was shaped. We encourage candidates who can place the religions of the South in their larger American and transnational contexts, whether the role of diasporic traditions from Africa and the Caribbean, Pentecostalism, Evangelical Protestantism, or Catholicism; similarly the connections to Islamic and even Hindu and Native American traditions, or other formative contexts, such as movements of social and political protest. While the specialization, historical period, and methodological approaches are open, the candidate must engage fundamental issues of the study of religion and culture. Command of appropriate languages commensurate to an advanced research agenda is required. The successful candidate will teach both introductory and advanced classes in the field; normal course load is generally four per year. Qualified candidates should be prepared to mentor graduate students and teach advanced courses in the methodologies appropriate to the study of religion in the Graduate Department of Religion's field of Historical and Critical Theories of Religion (HACTOR). PhD must be in-hand before the beginning of the fall 2015 term. Review of applications will begin on Wednesday, October 1, 2014, and remain open until the position is successfully filled. Please submit a letter of application, research statement, assessment of teaching (if available), transcripts,

three letters of recommendation (or standard university graduate student placement dossier), and a brief writing sample that best reflects your research interests. Electronic Submission is preferred; send materials to RLSTjobs@Vanderbilt.edu. For hard copy submission, send to Tony K. Stewart, Chair, Dept. of Religious Studies, Attn: Religions of the South Search Committee, Vanderbilt University, VU Box #351585, 2301 Vanderbilt Pl., Nashville, TN 37235-1585. Vanderbilt is an AA/EOE. Women and underrepresented minorities are encouraged to apply. Vanderbilt University offers employment benefits to domestic partners and prohibits discrimination on the basis of sexual orientation/preference and gender identity/expression.

Africa. The Corcoran Department of History at the **University of Virginia** in Charlottesville invites applications for a full-time, tenure-track assistant professor of African history. Applications from candidates focused on the era of the Atlantic slave trade are especially welcome. The successful candidate will demonstrate excellence in scholarship and a commitment to undergraduate and graduate education. Anticipated start date is August 25, 2015. For appointment at the assistant professor level, applicants must hold a PhD by the time of appointment. Candidates with ABD status may be considered for the position, with the title of acting assistant professor. Candidates must apply through Jobs@UVa (<https://jobs.virginia.edu>). Search on posting number 0614859 and electronically attach a cover letter describing research and teaching interests and experience, and a CV. Applicants should also submit the names of three references and ask them to send letters directly to Hist-Jobs@virginia.edu. Review of applications will begin on October 15, 2014. However, the position will remain open until filled. We plan to begin interviews in December by Skype or phone. Questions regarding the application process should be directed to L. Kent Merritt (434-924-6380; lkm6h@virginia.edu). The university will perform background checks on all new faculty hires prior to making a final offer of employment. The University of Virginia is an AA/EOE. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

Britain/World since 1800. The **University of Richmond** invites applications for a tenure-track assistant professorship in Britain and the world since 1800 to begin fall semester 2015. We seek an historian of modern Britain with the capacity to teach courses about Britain and its citizens/residents as international actors, engaged in relations with other nations and peoples, whether politically or otherwise, whether formally or informally. In addition to maintaining an active research program, the appointee will be expected to contribute to the general education program, teach advanced courses in the field, and participate, as appropriate, in related interdisciplinary programs (e.g., International Studies; Environmental Studies; and Women, Gender, and Sexuality Studies). A PhD is required. ABDs will be considered, but must have completed the PhD by the August 2015 start date. Applicants should apply online at <http://jobs.richmond.edu>. Applicants will be asked to submit electronically a cover letter containing teaching and research statements, current CV, and at least three letters of recommendation. Graduate transcripts (required) as well as any documents that cannot be submitted electronically should be addressed to Hugh West, Chair, Britain and the World Search, Dept. of History, University of Richmond, 28 Westhampton Way, Richmond, VA 23173. Review of applica-

tions will begin November 1, 2014. The University of Richmond is committed to developing a diverse faculty and student body and maintaining an inclusive campus community. We strongly encourage applications from candidates who will contribute to these goals. For more information on the department, please visit <http://history.richmond.edu>.

GREAT LAKES

Illinois, Indiana, Michigan, Wisconsin

20th-Century United States. The History Department at the **University of Chicago** invites applications for a tenure-track assistant professorship in US history since the 1890s, to begin in the autumn quarter 2015. The area of specialization is open, with a preference for the history of gender and sexuality, social and legal history, and the United States in the world. Candidates are expected to have PhD in hand by July 1, 2015. Consideration of applications will begin on November 1, 2014. The deadline for applications is December 7, 2014. We anticipate interviewing at the AHA annual meeting. Applications must be submitted online at the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/p6ks52k> and are required to include a cover letter, CV, dissertation abstract, chapter-length writing sample, and three letters of reference. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, protected veteran status, or status as an individual with disability. The University of Chicago is an AA/Disabled/Veterans/EOE. <http://facultyhandbook.uchicago.edu/page/statement-non-discrimination>.

Graduate Career Officer. The **University of Chicago** Department of History is seeking a historian with a PhD (by June 2015) to help launch a pilot project (supported by the Mellon Foundation) devoted to helping graduate students in history enhance their career prospects, both in the academy and beyond it. The officer will be expected to work closely with the Faculty PI, and establish relationships with other campus organizations. The officer will be responsible for seeking out, setting up, and placing a few students each year in internships with nonprofits, universities, and businesses in Chicago and elsewhere. S/he will also share responsibility for either organizing workshops and projects in which students can cultivate skills that are not central to most graduate programs (e.g. group projects, digital skills, statistical/data analysis, etc.) or locating appropriate programs that already exist in other parts of the university. Other Mellon-funded initiatives with the same aim will be underway simultaneously at Columbia University, UCLA, and the University of New Mexico, with coordination through the AHA offices in Washington; the Chicago Career Officer (and the Faculty PI) will be in regular touch with the people involved in those projects to exchange ideas and information, strategize about adjustments to the program, and consider ways to disseminate the results of this initiative. The Graduate Career Officer will begin in July 2015, and is funded for a period of three years, pending satisfactory progress. Salary \$60,000 per year, plus competitive benefits. Please submit a CV and a letter explaining your qualifications for and vision of the position; please also provide contact information for two people willing to provide letters of recommendation. A complete job description,

plus a link for submitting application materials, is available at https://jobopportunities.uchicago.edu/applicants/jsp/shared/position/JobDetails_css.jsp?postingId=620651. The job will remain open until filled. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, protected veteran status, or status as an individual with disability. The University of Chicago is an AA/Disabled/Veterans/EOE.

Modern Jewish. The University of Chicago History Department invites applications for the Harriet & Ulrich E. Meyer Professorship in Modern Jewish History. Research interests may be in any region in the 19th and 20th centuries. The successful candidate will contribute to both the undergraduate and graduate programs and will be required to teach one undergraduate course per year on the history of the Shoah. It is expected that she or he will participate actively in the Center for Jewish Studies, as well as in the History Department. This appointment will be made at the tenured associate or full professor rank and will begin on July 1, 2015, or as soon as possible thereafter. Interested candidates must apply online at the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/kyogjt>. Applications must include a cover letter, CV, teaching statement, research statement, and a recent published chapter or article. Review of applications will begin on October 1, 2014, and continue until the position is filled or the application deadline of January 6, 2015. Early application is strongly recommended. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, protected veteran status, or status as an individual with disability. The University of Chicago is an AA/ADA/V/EOE; see <http://facultyhandbook.uchicago.edu/page/statement-non-discrimination>.

Early Modern Europe. Northwestern University in Evanston, Illinois, seeks to appoint a full-time, tenure-track assistant professor of early modern European history, 1500-1800, not including historians who work exclusively on Britain or France. Candidates interested in transnational history are encouraged to apply. Job to begin in September 2015. A letter of application, CV, writing sample (no longer than an article or dissertation chapter), and three letters of recommendation (sent separately) must be submitted electronically via the link on our departmental website at <http://www.history.northwestern.edu> by October 15, 2014. Women and members of minority groups are encouraged to apply. AA/EOE. Questions to Eric West at e-west@northwestern.edu.

Modern Southeast Asia. Northwestern University in Evanston, Illinois, seeks to appoint a full-time, tenure-track assistant professor or tenured associate professor of modern Southeast Asian history to begin in September 2015. Candidate should be able to teach Indonesian history. A letter of application, CV, writing sample (no longer than an article or dissertation chapter), and three letters of recommendation (sent separately) must be submitted electronically via the link on our departmental website at <http://www.history.northwestern.edu> by October 15, 2014. Women and members of minority groups are encouraged to apply. AA/EOE. Questions to Eric West at e-west@northwestern.edu.

Islamic Studies. The Department of Religion at the University of Illinois at Urbana-Champaign

invites applications for a tenure-track position as assistant professor of Islamic studies with a target start date of August 16, 2015. PhD or equivalent with a specialization in Islam required by start date. Research area is open, but knowledge of classical Islamic thought and texts is required. The successful candidate should offer evidence of outstanding scholarly potential and demonstrate a commitment to excellence in teaching. Creative use of instructional technology is highly desirable. Salary is competitive. Full consideration will be given to complete applications received by October 15, 2014. For complete details, visit <http://www.religion.illinois.edu>. The U of I is an EOE Employer/Vet/Disabled (www.inclusiveillinois.illinois.edu).

United States. Wabash College in Crawfordsville, Indiana, invites applications for a full-time Byron K. Trippet Assistant or Associate Professor in US History starting July 1, 2015. Applicants with research and teaching interests in the history of race, ethnicity, gender, or borders are of particular interest; attention to teaching US history in a global context to a diverse student body is a plus. The successful candidate will teach a 3-3 schedule including introductory American history surveys, seminars and topical courses in the applicant's area of specialization, courses in historiography, and/or all-college interdisciplinary courses. An active research program and a commitment to excellent teaching is required. PhD preferred; ABD considered. Wabash College offers competitive salaries and benefits with substantial conference and research support for faculty. Wabash is a three hour drive from Chicago and 50 minutes from shopping, arts, and recreation in Indianapolis. Submit letter of application, CV, three letters of reference, undergraduate and graduate transcripts, and statement of teaching philosophy to <http://www.wabash.edu/employment/>. Applications accepted until January 6, 2015; applications received by November 21, 2014, will receive consideration for interviews at the AHA annual meeting. Wabash College, a liberal arts college for men, seeks faculty and staff committed to providing quality engagement with students, high levels of academic challenge and support, and meaningful diversity experiences that prepare students for life and leadership in a multicultural global world. We welcome applications from persons of all backgrounds. EOE.

20th-Century United States. The University of Notre Dame Department of History invites applications for a tenure-track position in 20th-century US history at the assistant professor level. Period and area of specialization are open, but applicants must be prepared to offer survey courses on 20th-century US history. Review of applications will begin October 15, 2014. Candidates should send a letter of application, CV, and three letters of recommendation to history@nd.edu. Digital dossiers preferred but we accept applications on paper sent to Prof. Patrick Griffin, Chair, Dept. of History, University of Notre Dame, 219 O'Shaughnessy Hall, Notre Dame, IN 46556. The University of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame is available at <http://www.nd.edu>, and about the department at <http://history.nd.edu>.

History of Science. The University of Notre Dame Department of History invites applications for a tenure-track position in the history of science

at the assistant professor level. Geographical and chronological specialty is open, but applicants must be prepared to offer survey courses on the history of science. A successful candidate will also be expected to contribute to the graduate program in the History and Philosophy of Science. Review of applications will begin on October 15, 2014. Candidates should send a letter of application, CV, and three letters of recommendation to history@nd.edu. Digital dossiers preferred but we accept applications on paper sent to Prof. Patrick Griffin, Chair, Dept. of History, University of Notre Dame, 219 O'Shaughnessy Hall, Notre Dame, IN 46556. The University of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame is available at <http://www.nd.edu>, and about the department at <http://history.nd.edu>.

Arab/Muslim American/Women's Studies. The University of Michigan's Departments of American Culture and Women's Studies seek qualified applications for an open rank tenure-track or tenured appointment in Arab and Muslim American studies. Candidates with scholarly expertise and teaching interests using feminist approaches to Arab and Muslim American studies (such as frameworks of race, gender, religion, and sexuality) will be considered. The search will consider candidates who focus on the US as well as those who incorporate comparative and transnational frameworks in relation to the US. Scholars with a demonstrated expertise in the broader field of Arab and/or Muslim American studies are also encouraged to apply. This is a university-year appointment with an expected start date of September 1, 2015. Interested applicants are required to hold a PhD prior to appointment in any relevant field in the humanities or the social sciences. Applicants must demonstrate evidence of excellence in teaching and research. Candidates should submit a digital application dossier via e-mail attachment (in Microsoft Word or PDF format) to ac-position@umich.edu. Both junior and senior applicants should provide a cover letter addressed to Chair, Arab/Muslim American and Women's Studies Search Committee; CV; writing sample (no more than 25 pages); statement of teaching philosophy and experience; evidence of teaching excellence (i.e., student evaluations of teaching, course syllabi, teaching awards); and statement of current and future research plans. In addition, junior candidates should provide three letters of recommendation, which should be sent to ac-position@umich.edu directly from the signer's (or credentialing service's) institutional email address. Senior candidates should provide names of suggested reviewers. Deadline to apply for full consideration for the position is October 7, 2014. Women and minorities are encouraged to apply. The University of Michigan is supportive of the needs of dual career couples and is an AA/EOE.

Modern Armenia. The University of Michigan Department of History announces an open search for a tenure-track position to fill the Alex Manoogian Chair in Modern Armenian History. The Alex Manoogian Chair is an endowed chair established for the purpose of teaching courses in Armenian history, politics, and culture, and creating a locus of Armenian historical studies at the University of Michigan. UM's Department of History seeks a dynamic colleague with a sound record of both scholarly achievement and successful teaching that covers the full range

PLAINS STATES

Minnesota, Missouri, North Dakota

of Armenian history, with emphasis on the modern (since the 18th century) period, and the relationship of that history to the wider region and the larger issues of world history. The holder of this position is also expected to play a central role in the Armenian Studies Program, an endowed program housed in the International Institute. We welcome applications from scholars in a position to contribute to a tradition of academic excellence and intellectual distinction at UM's Department of History. To ensure full consideration, materials must be received by November 1, 2014. Please send a letter of interest, a career summary, a CV, a statement of current and future research plans, a statement of teaching philosophy and experience, evidence of teaching excellence, the names of three available referees, and any other supporting material you wish to Prof. Kathleen Canning, Chair, History Dept., University of Michigan, 1029 Tisch Hall, Ann Arbor, MI 48109-1003. 734.763.2289. Fax 734.647.4881. E-mail: chamlin@umich.edu. Women and minority scholars are encouraged to apply, and the university is supportive of the needs of dual-career couples. The University of Michigan is an AA/EOE.

Early North America/United States. The Department of History at the **University of Wisconsin-Madison** invites applications for a full-time, tenure-track position at the assistant professor level in the history of early North America/United States before 1848, with expertise in gender and women's history. Appointment to begin August 2015. Applicants must hold a PhD in history or related field by start of appointment. Candidates should demonstrate a record of excellence in research and teaching in the subject of gender and women's history in the period before 1848. We welcome candidates who engage the history of early North American/US gender and women's history through the study of global trade, comparative colonialisms, the Atlantic world, the interconnected Americas, or the variety of slaveries in the era before the US Civil War. The ideal candidate will actively engage in the intellectual life of our large history faculty with temporally, geographically, and methodologically diverse interests, as well as embrace department commitments to undergraduate and graduate education and engage in significant ongoing research and publication. The successful candidate will be prepared to teach broadly across the period and offer specialized courses at both graduate and undergraduate levels. Interested candidates should send PDF copies of a letter of application, CV, and a writing sample of roughly 50 pages to nshauge@wisc.edu. Candidates should also arrange for three letters of recommendation sent signed and on letterhead to that same e-mail address. 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 within the larger project. For full consideration, complete applications must be received by November 3, 2014. Preliminary interviews will be conducted at the AHA annual meeting in New York City. The UW-Madison is an EOE and is committed to creating a diverse and inclusive community. A criminal background check will be required prior to employment. Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

East Asia. The Department of History of the **College of Saint Benedict and Saint John's University** invites applications for a tenure-track position in East Asian history to begin in August 2015. PhD and teaching experience preferred. Teaching assignments will include introductory courses in Asian history, upper-division courses in Chinese and Japanese history, and the first-year seminar of the common curriculum. Saint John's University, a liberal arts college for men, and the College of Saint Benedict, a liberal arts college for women, are located four miles apart in Central Minnesota just outside St. Cloud and 70 miles from Minneapolis. Both are Catholic colleges in the Benedictine tradition, which emphasize quality teaching and a commitment to intercultural learning. Together, the College of Saint Benedict and Saint John's University offer a common undergraduate curriculum, identical degree requirements, and a single academic calendar. Being liberal arts institutions, faculty are expected to teach courses in the Common Curriculum. The colleges offer the distinct benefit of two nationally recognized Catholic, undergraduate institutions and one exceptional education. For further information, see <http://www.csbsju.edu>. Applications are accepted online only at <http://employment.csbsju.edu>. Applicants should submit a letter of application, CV, *three letters of reference, copies of transcripts, (official transcripts required for on-campus interview), statement of teaching philosophy, and evidence of teaching effectiveness. Review of the applications will begin October 31, 2014. *Recommenders should submit their letter of reference confidentially to Human Resources at employment@csbsju.edu. If your letters of reference are secured with Interfolio Service or another College/University, please contact them and have them send your letters to this email address. Women, individuals of diverse racial and cultural backgrounds, and persons with disabilities are encouraged to apply. The College of Saint Benedict and Saint John's University are AA/EOEs.

Europe/United States. The History Department at **Macalester College** in St. Paul, Minnesota, seeks to fill a full-time position at the advanced associate or full professor level beginning fall 2015. PhD required. We prefer a candidate with previous experience as History Department Chair or similar relevant responsibilities. We seek applicants with a specialization in one of the following areas: European history (medieval or modern Europe) or US history (colonial America/Atlantic world or US since 1865), particularly candidates who place their work in a global context. Evidence of methodological innovation and creative teaching strategies is highly desirable. Review of applications will begin on November 1, 2014, and will continue until the position is filled. To apply, go to <http://academicjobsonline.org/ajo/jobs/4153> and electronically submit a cover letter, CV, and three letters of recommendation.

History of Medicine. The Department of History at **Washington University in St. Louis** invites applications for an historian of medicine starting in the fall of 2015. The search is at the rank of tenure-track assistant professor. A PhD in hand by August 1, 2015, and evidence of scholarly potential

are required. Area and chronological expertise are open. The successful candidate will teach an introductory course in the history of medicine, prepare classes in her/his area of specialization, be active in research and publication, perform university service, and contribute to a growing community of faculty interested in the medical humanities. Please send a letter of application, CV, and three letters of reference (under separate cover) via e-mail to artsci-history.search@email.wustl.edu or via postal mail to the Chair, History of Medicine Search Committee, Dept. of History, Washington University, 1 Brookings Dr., Campus Box 1062, St. Louis, MO 63130. Screening of applications will begin on October 15, 2014, and will continue until the position is filled. Washington University is an AA/EOE and is strongly committed to enhancing the diversity of its faculty.

Late Medieval/Early Modern Europe. The Department of History, Philosophy, and Religious Studies at **North Dakota State University** in Fargo invites applications for a tenure-track assistant professor of history to begin on August 15, 2015. Responsibilities include teaching five undergraduate and graduate courses per year in late medieval/early modern European history (ca. 1000-1700) including the Renaissance/Reformation. The department prefers a specialty in central or western Europe, including the British Isles, with an ability to teach surveys of Western civilization and world history and upper-level and graduate courses in area of specialization. Applicants should include a cover letter addressing position qualifications, current CV, names and contact information of three references, and unofficial undergraduate and graduate transcripts. PhD is required by start date. NDSU is an AA/EOE and an NSF Advance/FORWARD institution. Screening of applicants will begin on October 15, 2014, and continue until the position is filled.

SOUTHWEST

New Mexico, Oklahoma, Texas

East Asia. The **University of New Mexico** in Albuquerque seeks applications for an assistant professorship in the history of East Asia in any time period, with an anticipated start date of August 2015. The position is probationary leading to a tenure decision. The University of New Mexico, located in Albuquerque, is a major public research university with a highly diverse student population. The History Department is a unit within the College of Arts and Sciences and has close associations with the inter-departmental Asian Studies Program (major and minor undergraduate degrees) that is administratively housed in UNM's International Studies Institute. Minimum qualification: PhD in history with an East Asian specialization or, if ABD, with expected completion by August 2015. Preferred qualifications: a record of publication, or demonstrated potential to publish, within the field of expertise; teaching experience at the university or college level; ability to teach upper-division courses on China and Japan; ability to teach a two-semester undergraduate survey on ancient through modern East Asia as serves the department's needs; ability to offer graduate seminars that enhance the department's thematic PhD concentrations (available on website); ability to mentor undergraduates and graduate students at the MA and PhD levels. Applications must include a signed letter of application

describing the candidate's qualifications for the position and proposed research agenda, with the names of three references and their contact information; a copy of the applicant's CV; an article length writing sample of scholarly work; a list of courses that the candidate has taught or is prepared to teach; and official transcripts. Candidates are requested to include an e-mail address at which they can be contacted and to post the candidate name at the top of each page submitted. The above materials must be submitted electronically at <https://unmjobs.unm.edu>, and reference posting number 0825824. In addition, please request that three letters of reference be sent either to the department's postal or e-mail address. Signed e-mail letters of reference may be sent to history@unm.edu with subject line "Letter of Reference." All application materials must be received by November 1, 2014. The University of New Mexico is an AA/EOE, with a demonstrated commitment to diversity, equity, inclusion, and student success, as well as working with broadly diverse communities.

Colonial America. The History Department at the **University of Oklahoma** in Norman invites applications for a tenure-track assistant professor in colonial American history. Advanced assistant professors and applicants whose work focuses on Native American history are especially encouraged to apply. Candidates will be required to teach two courses a semester. They will be responsible for teaching the US history survey to 1865 (in rotation), colonial history, and upper-division and graduate courses in their area of research specialization. PhD must be in hand no later than August 15, 2015. Applicants must submit a dossier including a cover letter, graduate transcript, complete CV, writing sample, and three letters of recommendation online to <https://academicjobsonline.org/ajo/jobs/4521>. Review of applicants will begin immediately and will continue until the position is filled. The University of Oklahoma is an EOE. <http://www.ou.edu/eoo>.

US Civil War Era. The Clements Department of History in Dedman College at **Southern Methodist University** seeks a tenure-track assistant professor in the history of the US Civil War era (1800-77) beginning in fall 2015 as the inaugural holder of the Glenn Linden Professorship. Position No. 00052899. The candidate must be a specialist in the Civil War era, 1800-77, and able to teach the history of the US Civil War at the graduate and undergraduate levels. PhD required by August 15, 2015; teaching experience desirable; salary competitive. All applicants must demonstrate commitment to excellence in teaching and scholarship. Employment eligibility verification will be necessary upon appointment. To ensure full consideration for the position, applications must be postmarked by November 1, 2014, but the committee will continue to accept applications until the position is filled. Candidates will be interviewed at the January 2015 AHA annual meeting. Send letter of application, CV, a writing sample, three letters of recommendation, and teaching portfolio to Prof. Andrew Graybill, Chair, US Civil War Era Search Committee, Clements Dept. of History, Southern Methodist University, PO Box 750176, Dallas, TX 75275-0176. The committee will notify applicants of its employment decision after the position is filled. For more information go to website <http://www.smu.edu/history>. Southern Methodist University will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender

identity and expression. Hiring is contingent upon the satisfactory completion of a background check.

20th-Century US War/Conflict/Society. The Department of History and Geography at **Texas Christian University** invites applications for the Benjamin W. Schmidt Professor of War, Conflict, and Society in 20th-Century America. The department welcomes applications from senior scholars working in the fields of military history, diplomatic history, and any other fields of historical enquiry that focus on the impact of wars and conflict on American society since World War I. The Schmidt Professor will enjoy a competitive salary, a 2/1 teaching load, and a research fund. Nominations are also encouraged. TCU, with almost 10,000 students, is an independent, highly selective teaching and research university with a dedication to academic freedom. It is located five miles from downtown Fort Worth, part of a metropolitan area of six million people and highly ranked as one of the most livable cities in the US. To apply, go to the TCU Human Resources website at https://tcu.igreentree.com/CSS_Faculty. Applications not submitted online will not be considered. Fill out personal/contact information and voluntary survey and then upload letter of application, CV, sample syllabi, and three letters of reference. Please ask those submitting letters of reference to send either electronic or paper version to Jacquelyn Curry (j.curry@tcu.edu, 817-257-5255), TCU Box 298200, Fort Worth, TX 76129. All questions regarding the application process should be directed to Jacquelyn Curry in Human Resources. Application deadline is November 15, 2014, and review of applications will begin as they are received. TCU is an AA/EOE and does not discriminate on the basis of age, disability, marital status, race, ethnicity, religion, sex, or veteran status.

Postdoctoral Fellowship/Digital Knowledge. The Humanities Research Center at **Rice University** in Houston, Texas, seeks a one-year postdoctoral fellow for the 2014-15 John E. Sawyer Seminar on "Platforms of Knowledge in a Wide Web of Worlds: Production, Participation, and Politics." This multi-disciplinary collaboration will explore, critique, and experience digital knowledge platforms (e-learning, publishing, collaborative research, crowdsourced, etc.). Fellows receive \$50,000 salary, benefits, and a research/relocation allowance to teach an undergraduate course, give research presentations at Rice, and actively participate in the seminar. Candidates should have received the PhD between July 1, 2012, and June 30, 2015. For details and to apply, please visit hrc.rice.edu/sawyerseminars. Deadline December 1, 2014.

Postdoctoral Fellowship/Spatial Humanities. The Humanities Research Center at **Rice University** in Houston, Texas, seeks a one-year postdoctoral fellow to consult and collaborate on spatial humanities projects underway at Rice, offering technical and intellectual expertise in geospatial or 3D modeling technologies. Fellows receive \$50,000 salary, benefits, and a research/relocation allowance to give research presentations, manage faculty projects, and teach two courses in digital humanities. Candidates should have received the PhD between July 1, 2012, and June 30, 2015. For details and to apply, please visit hrc.rice.edu/spatialpostdocapp. Deadline December 1, 2014.

United States/World. **Baylor University** in Waco, Texas, is a private Christian university and a na-

tionally ranked research institution, consistently listed with highest honors among the Chronicle of Higher Education's "Great Colleges to Work For." Chartered in 1845 by the Republic of Texas through the efforts of Baptist pioneers, Baylor is the oldest continually operating university in Texas. The university provides a vibrant campus community for over 15,000 students from all 50 states and more than 80 countries by blending interdisciplinary research with an international reputation for educational excellence and a faculty commitment to teaching and scholarship. Baylor is actively recruiting new faculty with a strong commitment to the classroom and an equally strong commitment to discovering new knowledge as we pursue our bold vision, Pro Futuris. We invite you to come discover the vision and excitement at Baylor as we seek to fill the following positions in the College of Arts and Sciences, Department of History. Tracking ID: F010737. Lecturer of history. PhD or ABD in history required. Teach undergraduate surveys in US and/or world history. Rank and salary commensurate with experience and qualifications. Applications will be reviewed beginning October 1, 2014, and will be accepted until the position is filled. To ensure full consideration, complete applications must be submitted by December 1, 2014. Please submit a letter of application, current CV, and transcripts. Include names, addresses, and phone numbers of three individuals from whom you have requested letters of recommendation to <http://apply.interfolio.com/25761>. Baylor University is a private not-for-profit university affiliated with the Baptist General Convention of Texas. As an AA/EOE, Baylor is committed to compliance with all applicable anti-discrimination laws, including those regarding age, race, color, sex, national origin, marital status, pregnancy status, military service, genetic information, and disability. As a religious educational institution, Baylor is lawfully permitted to consider an applicant's religion as a selection criterion. Baylor encourages women, minorities, veterans and individuals with disabilities to apply.

ROCKY MOUNTAINS

Colorado, Utah

Medieval Europe. The Department of History at **Colorado State University** invites applications for the position of assistant professor of history, with a concentration in medieval Europe. This is an entry-level, tenure-track position, beginning August 16, 2015. The successful candidate will be appointed untenured and at the rank of assistant professor. Required qualifications include PhD in history or a related field at time of appointment; a demonstrated record of scholarship and promise of publication in area of concentration; a demonstrated record of teaching excellence; a demonstrated ability to work effectively with faculty, students, and the public; and demonstrated competence in relevant research languages. Preferred qualifications include ability to place medieval Europe into a wider Mediterranean or comparative context and ability to advance the department's commitment to diversity and inclusion through research, teaching, and outreach with relevant programs, goals, and activities. Responsibilities include teaching undergraduate and graduate courses in the area of concentration, as well as the first half of the Western civilization or world history introductory-level survey; pursuing research, scholarship, and publication projects; providing advising to undergraduate and graduate students; and fulfilling appropriate service assignments for the department, college, and university. Applications will be

accepted until the position is filled, but to assure full consideration application materials must be post-marked no later than November 1, 2014. Send hard copies of letter of interest, CV, graduate transcripts, three letters of recommendation, a writing sample (article or chapter length), and evidence of teaching effectiveness, such as sample syllabi and teaching evaluations if available, to Dr. Diane Margolf, Chair, Medieval Europe Search Committee, Dept. of History, Colorado State University, Fort Collins, CO, 80523-1776. The department will conduct preliminary interviews at the AHA annual meeting in New York City, or by telephone/Skype. CSU is an AA/EA/EOE and conducts background checks on all final candidates. A full job ad description is available at <https://jobs.colostate.edu/postings/6181>.

History/Social Science Teaching. Continuing faculty status track (tenure-track) appointment at **Brigham Young University**, to begin August 2015. PhD required. Department is accepting applications (open rank) in the fields of history or social science pedagogy/teaching. Teaching load will include courses in secondary education teaching methods, secondary education practicum, and support for student teachers. Those with a strong research agenda and exceptional teaching ability are encouraged to apply. Salary commensurate with rank. Brigham Young University is an EOE sponsored by The Church of Jesus Christ of Latter-Day Saints and requires observance of church standards. Preference is given to members of the sponsoring church. Potential applicants should visit the university's web page at <http://www.byu.edu> (employment). Applicants must apply online at <https://yjobs.byu.edu> and attach current CV. In addition, send letter of application, two writing samples, transcript(s), recent teaching evaluations, and three letters of recommendation to Search Committee, Dept. of History, Brigham Young University, 2130 JFSB, Provo, UT 84602. Application deadline October 15, 2014. *The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.*

Near/Middle East. Continuing faculty status (BYU equivalent of "tenure") track appointment at **Brigham Young University**, to begin August 2015 in Near/Middle East history. PhD required, rank open. Teaching load will include world civilization survey courses, courses in field of specialization, and other core courses for the History major. About every fifth year, appointee will teach for one year at BYU's Jerusalem Center for Near Eastern Studies, which will include teaching core courses in ancient Near East, electives, and leading field trips related mostly to biblical history. Preference may be given to pre-modern specialists and/or candidates with competence in pre-modern topics. Those with a strong research agenda and exceptional teaching ability are encouraged to apply. Salary is commensurate with experience and rank. BYU is an EOE. Preference will be given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints. Potential applicants may visit the university's web page at <http://www.byu.edu>. Applicants must apply online at <https://yjobs.byu.edu> and attach current CV. In addition, send letter of application, two writing samples, transcript(s), recent teaching evaluations, and three letters of recommendation to Search Committee, Dept. of History, Brigham Young University, 2130 JFSB, Provo, UT 84602. Application deadline October 15, 2014. *The administration of this institution is on the AAUP censure list.*

Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.

WEST

Alaska, California, Nevada, Oregon, Washington

Modern United States. The Department of History at the **University of Alaska Anchorage** invites applications for a tenure-track assistant professor appointment in post-1945 US history to begin in August 2015. The successful candidate will teach US history surveys, Alaska history, the Junior Historiography and the Senior Seminar capstone courses, and will develop courses in his or her area of specialty. The department is interested in candidates with a research focus in environmental history; the history of race, gender, and immigration; or the US in the world. Candidates must demonstrate potential for success in teaching, research, university, and departmental service. The department seeks a candidate dedicated to equity and diversity of the campus community and to promoting an environment that increases student knowledge about local, national, and global communities. College-level teaching experience required. PhD in history required at the time of appointment. Review of files will begin November 3, 2014. To apply, and for complete details, please refer to www.uakjobs.com, Posting Number 0069090 and PCN 300200. Letter of application, CV, statement of teaching philosophy, sample course syllabus, writing sample (chapter or article length), and a copy of unofficial transcripts must be submitted electronically to the UAA/HRS job website. Three letters of recommendation must be either uploaded to the UAA/HRS job website, or sent as an e-mail attachment to the Dr. Elizabeth Dennison, Chair of US History Search Committee, UAA Dept. of History, ejdennison@uaa.alaska.edu. The successful candidate will be required to provide an official transcript. Go to the following link to apply online: www.uakjobs.com/applicants/Central?quickFind=84946. UAA is an AA/EOE. Women and minorities encouraged to apply. Applications for employment are subject to public disclosure under the Alaska Public Records Act.

Latin America. The History Department at **California State University, Bakersfield**, seeks to fill a tenure-track assistant professor position in Latin American history, with a specialization in the history of Mexico. Candidates should be prepared to teach and help develop courses in cross-disciplinary studies, especially ethnic studies. Candidates qualified to teach the Atlantic world and/or lower-division US survey courses strongly preferred. In addition to teaching courses in one's area of specialty, teaching expectations include lower- and upper-division departmental service courses and graduate courses. PhD required at time of appointment, September 2015. Applicants should submit cover letter, CV, statement of teaching philosophy and teaching portfolio, and letters from three references. Review of applications to begin October 31, 2014. Detailed vacancy announcement, requirements, qualifications, and application procedures at <http://www.csub.edu/facultyaffairs/Faculty%20Employment/Job%20Postings/index.html> or by contacting Dr. Alicia Rodriguez, Dept. of History, California State University, Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1022. 661.654.2166. E-mail: arodriguez@csub.edu. CSUB is an EOE.

20th-Century Latin America. The Department of History at the **University of California, Berkeley** seeks applications for a full-time faculty appointment at the rank of tenure-track assistant professor or tenured associate professor, with an expected start date of July 1, 2015. We are seeking an historian of 20th-century Latin America in any specialty. Applications must include a cover letter, CV, all published and unpublished scholarly work ready for examination (such as dissertation or dissertation chapters, a book or book manuscript, articles, and book chapters), and three letters of reference. Basic minimum qualifications: Completion of all degree requirements except the dissertation at the time of application. Additional qualifications: A PhD or equivalent is required by date of hire. All items must be submitted electronically no later than October 15, 2014. To apply, please go to the following link: <https://aprecruit.berkeley.edu/apply/JPF00488>. All letters will be treated as confidential per University of California policy and California state law. Please refer potential referees, including those whose letters will be provided by a third party (such as a dossier service or career center), to the UC Berkeley statement of confidentiality: <http://apo.chance.berkeley.edu/evalltr.html>. Questions may be addressed to Ethan Shagan, Chair, Dept. of History, University of California, 3229 Dwinelle Hall, Berkeley, CA 94720-2550. Questions about the application process can be directed to Kristina Andrews, Academic Personnel Coordinator, at k_perkins@berkeley.edu. The department encourages individuals who may have had non-traditional career paths, may have taken time off for family reasons (e.g., children, disabled, or elderly), or have achieved excellence in careers outside academia (e.g., in professional or industry service) to apply. Applicants whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education are also encouraged to apply. For information about potential relocation to Berkeley, or career needs of accompanying partners and spouses, please contact the CALcierge office at calcierge@berkeley.edu or visit calcierge.berkeley.edu. The University of California is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age, or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy, see <http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct>.

United States 1789-1919. The History Program at **California State University, Channel Islands** seeks applications for a tenure-track assistant professor in US history, 1789-1919, starting in the fall 2015. The selected candidate will show expertise or promise in teaching abilities, scholarly accomplishments, and service experiences that best fit the needs for the future growth of our program. Minimum requirements include a PhD by summer 2015 from an accredited institution in history or a related field, a record of or potential for effectiveness in scholarship and undergraduate instruction, and the ability and willingness to provide teaching versatility and interdisciplinary learning. The new position is intended to strengthen the North American history pillar of our program that includes Canada, the United States, and Mexico. Candidates who specialize in one or more of the following areas are particularly encouraged to apply: borderlands, California, economic, environmental, gender, immigration, labor, legal, Native American, and/or the West. Ability and willingness to develop and teach a broad range of US history courses would be a plus. Responsibilities include teaching US surveys

as well as upper-division courses in area of expertise. Letters of reference should be sent to Chair, US History Search Committee, History Department, CSU Channel Islands, One University Dr., Camarillo, CA 93012. Applications are welcome after September 15, 2014. Reviews begin on November 3, 2014. Please apply online at <https://www.csucfacultyjobs.com>.

Early America. The Department of History at **Claremont McKenna College** invites applicants for a position in the history of early America, pre-1815. This is a tenure-track appointment at the level of assistant professor to begin in fall 2015. The teaching load is 2-2. The department is particularly interested in scholars who situate early American history in a transatlantic or global context. Possible areas of specialization include political and legal history, Atlantic world, African diaspora, slavery, capitalism, colonial borderlands, or native North America. We seek an outstanding scholar with innovative approaches to teaching and research. The successful candidate should have completed the PhD by the time of appointment. Please submit cover letter, CV, brief description of three possible courses, and three letters of reference to <https://webapps.cmc.edu/jobs/faculty/home.php>. Review of applicants will begin on November 1, 2014. CMC is a highly selective undergraduate institution ranked among the top liberal arts colleges nationally. CMC is a member of The Claremont Colleges, which also include Pomona, Scripps, Pitzer, Harvey Mudd, the Claremont Graduate University, and the Keck Graduate Institute for Applied Science. Collectively, The Claremont Colleges constitute an academic community of 6,000 students. Claremont is located 35 miles east of downtown Los Angeles. Claremont McKenna College is an EOE. Claremont McKenna College hires and promotes individuals on the basis of their qualifications, consistent with applicable state and federal laws, without regard to race, color, religion, gender, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or sexual orientation. Inquiries may be directed to the Director for Human Resources, 528 N. Mills Avenue, Claremont, CA 91711-4015. 909.621.8490. Employment is contingent upon new employees providing documents verifying US citizenship or, for non-US citizens, documents verifying legal permission to work in the United States.

Feminist/Gender/Sexuality Studies. **Scripps College**, a women's liberal arts college with a strong interdisciplinary tradition, invites applications for a tenure-track assistant professorship in the Department of Feminist, Gender and Sexuality Studies. The department invites applications for a tenure-track appointment for fall of 2015. We are seeking candidates who specialize in intersectional and/or transnational queer, feminist studies, with an emphasis on queer theory. We particularly welcome candidates with research areas that include, but are not limited to, critical race theory and sexualities' studies, settler colonialism and indigenous studies, imperialisms, and postcolonial studies. The department also seeks a colleague who will build innovative pedagogical and research connections to antiracist, feminist social justice work within (either) local, regional, or transnational networks and communities. The department is looking for a colleague who is also an innovative teacher with a strong commitment to undergraduate liberal arts education. The teaching load is five courses per year and advising on senior theses. Participation in the Core Curriculum in the Interdisciplinary

Humanities program is expected. PhD preferred. Please submit a letter of application, CV, three letters of reference, teaching evaluations, and a writing sample of no more than 30 pages to <http://academicjobsonline.org/ajo/jobs/3984>. The review of applications will begin October 15, 2014. Preliminary interviews will be held at the fall meetings of the National Women's Studies Association, the American Studies Association, and the American Anthropological Association. For more information, please contact the chair of the Search Committee, Prof. Piya Chatterjee, Box #4056, Scripps College, 1030 Columbia Ave., Claremont, CA. 91711. E-mail: FeministSearch@ScrippsCollege.edu. Colleges Consortium located 35 miles east of Los Angeles. In a continuing effort to build a diverse academic community and to provide equal educational and employment opportunities, Scripps College actively encourages applications from women and members of historically underrepresented groups.

United States 1790-1910. The Department of History at the **University of California, Davis**, invites applications for a tenure-track or tenured position at the assistant or associate professor level in the history of the United States during the long 19th century. Teaching responsibilities include courses in the undergraduate and graduate programs and supervision of PhD candidates in US history. All specializations are welcome. The successful applicant will be expected to teach the first half of the US survey and a course on the history of the Civil War. Applicants must have completed their PhD by the beginning of the appointment and demonstrate promise of distinction in scholarship and teaching. Applicants should submit a letter of application detailing research (including dissertation, published monographs, and articles); CV; chapter-length writing sample; teaching portfolio; and three letters of recommendation. Applications will be accepted online. Please follow instructions at the recruitment website. Apply at <https://recruit.ucdavis.edu/apply/JPF00346>. For full consideration applications should be completed by October 15, 2014. The position will remain open until filled. UC Davis is an AA/EOE with a strong institutional commitment to the development of a climate that supports equality of opportunity and respect for differences. Contact US Search Committee Chair, Dept. of History, University of California, One Shields Ave., Davis, CA 95616.

19th-/20th-Century Japan. The Department of History (<http://history.ucsd.edu>) at the **University of California, San Diego** in La Jolla is pleased to announce a search for an tenure-track assistant professor position in the history of 19th-/20th-century Japan. We are especially interested in candidates who can place the archipelago within regional and global contexts as well as situate their research and teaching around interdisciplinary themes, such as science and technology, gender and sexuality, and/or race and empire. Applications, including a cover letter, CV, writing sample (no more than 40 double-spaced pages), at least three letters of recommendation, and a separate statement summarizing efforts to foster equity and diversity will be accepted electronically at <http://apptrkr.com/509435>. For further information please see <http://history.ucsd.edu/news-events/employment.html>. UCSD is an AA/EOE.

Ancient Greece. The Department of History (<http://history.ucsd.edu>) at the **University of California, San Diego** in La Jolla is pleased to announce a search for the Gerry and Jeannie Ranglas Endowed

Chair in Ancient Greek History and a tenured appointment in the Department of History. The income from the chair's endowment will be available for the support of research. The position is one of three endowed chairs in Greek history established at UCSD to anchor the campus's newly chartered Center for Hellenic Studies and enhance the department's strength in the history of the Mediterranean. We seek candidates at the full professor level, but will also consider advanced associate professors. Applications, including a cover letter, CV, and a separate personal statement summarizing their efforts to foster equity and diversity will be accepted electronically at <https://apol-recruit.ucsd.edu/apply/JPF00629>. Three letters of recommendation should be uploaded electronically by the letter writers. For further information please see <http://history.ucsd.edu/news-events/employment.html>. UCSD is an AA/EOE.

World/Global. The Department of History at **California State University, Los Angeles** invites applications for a tenure-track assistant professor position in world/global history, including emphasis on the Indian Ocean World and/or Southeast Asia, to begin fall 2015. Candidates must be qualified to teach upper-division and graduate-level courses in world/global history and have the ability to teach lower- and upper-division general education courses, including the world history survey. ABD or PhD in history required. A PhD from an accredited institution of higher education is required for retention beyond the initial appointment period. Candidates should demonstrate an ability and/or interest in working in a multi-ethnic, multicultural environment, as well as a commitment to engagement, service and the public good. Initial salary is commensurate with qualifications and experience. Title XI/ADA/EOE. Candidates who promote and enhance diversity are encouraged to apply. Send letter of application, CV, official graduate transcripts, three letters of recommendation, and writing sample by December 1, 2014, to Scott Wells, Chair, History Dept., California State University, Los Angeles, 5151 State University Dr., Los Angeles, CA 90032-8223.

Ancient. The **UCLA** History Department seeks a distinguished historian of ancient history, with research and teaching expertise in some aspect of Roman history for the Ronald J. Mellor Chair in Ancient History. The Mellor Chair's purpose is to recruit an eminent scholar and dedicated teacher, who is also a leader in the profession, to the department. We seek candidates at the full professor level, but will also consider advanced associate professors. The search will close and the committee will begin reviewing applications on December 1, 2014. The department welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence. All qualified applicants are encouraged to apply, and the position is fully covered by the UC nondiscrimination policy. Please apply online at <https://recruit.apo.ucla.edu/apply/JPF00409>. The University of California is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age, or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy, see UC Nondiscrimination & Affirmative Action Policy.

Asia. The Division of the Humanities and Social Sciences at the **California Institute of Technology** (Caltech) invites applications for a tenure-track

position in Asian history at the assistant professor level, beginning fall 2015. Appropriate specialties include (but are not limited to) Chinese history, Japanese history, and South Asian history, in any period. We are seeking highly qualified candidates who are committed to a career in research and teaching. The term of initial appointment is normally four years, and is contingent upon completion of the PhD. Interested candidates should electronically submit a letter of application describing their current research, a CV, three letters of recommendation, and a writing sample (maximum 25 pages) at <http://www.hss.caltech.edu/content/asstprof-asian-history>. Candidates unable to apply electronically may send these materials to Chair, Asian History Search, HSS 101-40, Caltech, Pasadena, CA 91125. Deadline date for applications is November 15, 2014, but consideration of applications will begin upon receipt. Caltech is an EOE of minorities/females/protected vets/disability.

United States. The History Department at **California State Polytechnic University, Pomona**, invites applications for a tenure-track position in US history from candidates who have a secondary teaching credential as well as a PhD in history, to begin fall 2015. The position involves supervision of student teachers, mentoring of pre-credential students, and teaching undergraduate courses. Candidates with expertise in 20th-century US or early California history are particularly encouraged to apply. PhD by September 1, 2015; teaching experience at the college and secondary level; evidence of scholarly promise. Applicants should submit a completed application form; a letter of interest that describes the candidate's teaching philosophy, teaching and research experience and interests, and that addresses the duties and qualifications articulated in the position description; CV; and transcripts to <https://class.csupomona.edu/apply-hst>. Three letters of reference, addressed to Dr. John Lloyd, Search Committee Chair, should be submitted to <https://class.csupomona.edu/apply-hst-letters>. Completed applications must be received by November 15, 2014. For questions: embaeza@csupomona.edu, 909.869.3860. Minorities/Females/Veterans/Disability/EOE. See full position announcement at <http://www.class.csupomona.edu/fs/jobs/hst.html>.

African/African Diaspora. Pomona College invites applications for a tenure-track position at the assistant professor level, jointly appointed in the Department of History and the Inter-collegiate Department of Africana Studies, with a focus on African history and the African diaspora. PhD in hand or expected by August 2015. Pomona College, the founding member of the Claremont Colleges, is a highly selective liberal arts college attracting a diverse, national student body. The teaching assignment is two courses per semester. Applicants should send a dossier including a letter of application (introducing the applicant, her work, and interest in the job); CV; academic transcripts; three brief statements, one addressing teaching philosophy, one addressing scholarship, and one addressing demonstrated commitment to mentor a diverse student body; and three letters of recommendation. These documents should be uploaded to Academic Jobs Online at <https://academicjobsonline.org/ajo/jobs/4334>. To ensure full consideration, applications should be received by October 24, 2014. The History and Africana Studies departments support equal access to higher education and value working in a richly diverse environment. The successful candidate will have experience working with

students from diverse backgrounds and a demonstrated commitment to improving higher education for underrepresented students. Questions may be addressed to Tomas Summers Sandoval, Chair, History Department, at tfss@pomona.edu.

Sub-Saharan Africa. The Department of History at the **University of California, Riverside**, invites applications for a tenure-track position at the assistant professor level in African history. We seek candidates specializing in sub-Saharan Africa in any period after 1400 CE, with particular interest in scholars who address the history of Africa and Africans in innovative regional, global, or comparative contexts. Appointment will begin July 1, 2015, with salary commensurate with education and experience. Desired qualifications: PhD in history or a relevant field; documented research record and strong agenda for future research; evidence of teaching excellence and mentoring experience. We welcome candidates who also participate in the dissemination of historical knowledge to broader publics via diverse channels. To apply: Applicants must use UCR's online portal [<https://aprecruit.ucr.edu/apply/JPF00197>] to submit cover letter, CV, three letters of recommendation, and writing sample. Evidence of teaching and mentoring should be submitted if available. Letters and inquiries should be addressed to Prof. J.P. Brennan, Chair, Search Committee, Dept. of History, University of California, Riverside, at james.brennan@ucr.edu. Review of applications will begin on November 5, 2014, and continue until the position is filled. The University of California is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, protected veteran status, or any other characteristic protected by law.

African American. The History Department at **California State University, Sacramento** invites applications for a probationary, tenure-track assistant professor in African American history to begin fall 2015. The successful candidate must be able to teach courses that cover the breadth of African American history from 1619 to the present as well as the history of civil rights in comparative perspective. Additional teaching requirements: undergraduate survey courses in US history, historical methods seminar, and undergraduate and graduate seminars in African American history. Additional position requirements: engage in research and scholarly activity related to African American history; supervise undergraduate and graduate research; advise majors and pre-credential students; serve on department, college, and university committees; and advance university engagement with the community. The PhD in history or a related field must be completed by August 15, 2015. Review of applications will begin October 24, 2014; position open until filled. Upload CV, writing sample, graduate transcripts (unofficial accepted, official required for interview), three recent letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to the Sacramento State jobs website located at <http://www.csus.edu/about/employment>. Under External Applicants, click on the Faculty, Staff, and Management Opportunities, then the faculty link on the left side. Do not mail applications to the History Department, although you may have confidential reference letters sent by regular mail to Chair, African American History Search Committee, Dept. of History, California State University, Sacramento, 6000 J St., Sacramento, CA 95819-6059. For questions about the position or application procedure,

contact the Department Chair, Dr. Aaron Cohen, by e-mail at cohenaj@csus.edu. AA/EOE. Clery Act statistics available.

Modern Middle East/North Africa. The Department of History at **San Diego State University** seeks to hire an assistant professor in the history of the modern Middle East/North Africa (MENA), whose teaching and published scholarship address the broadest themes in modern Middle Eastern history (understood to include the region stretching from Iran through the territories of the late Ottoman Empire to North Africa) from the 19th through 20th centuries. A specialist in the political or economic history of this region is preferred. Candidates should demonstrate research fluency in Arabic; publications and teaching that situate this region in comparative, multicultural, or world historical contexts; and the ability to offer general education and upper division courses with broad student appeal. PhD in history or an appropriate allied field in hand at time of application. To ensure full consideration, please apply via Interfolio at <http://apply.interfolio.com/25674> by October 31, 2014. The screening of applications will begin on November 1, 2014, and continue until the position is filled. SDSU is a Title IX/EOE.

Pre-1865 United States. Full-time, academic year, tenure-track assistant professor in pre-1865 US history with specialization in Spanish/Southwest borderlands, US-Mexico, or US Latino/a history in the History Department, College of Liberal Arts at **California Polytechnic State University, San Luis Obispo**. Appointment to begin September 14, 2015. The successful candidate will teach general education courses as well as upper-division and graduate courses in the area of specialization. Ability to teach both halves of the US survey, especially the first half, is required. The typical teaching load is 12 units per quarter. Additional duties include professional development, advising, and service. PhD in history must be completed by the date of appointment. Candidates must also have teaching experience and a demonstrated commitment to teaching and research. Candidates are expected to demonstrate a commitment to, or potential for, teaching excellence and scholarly activity at the university level. The successful candidate must have the ability to work effectively with students, staff, and faculty from diverse ethnic, cultural, and socioeconomic backgrounds. Cal Poly is committed to the teacher-scholar model. As teachers, faculty are expected to exhibit strong pedagogical skills and to remain proficient and current in their disciplines. As scholars, faculty should be engaged in scholarly work that is of very high quality as evidenced by external peer review. As colleagues, it is appropriate for faculty to perform service activities at all levels of the university. Faculty should build collaborative relationships across the university and with colleagues at other universities. Salary is commensurate with qualifications and experience. To apply, please visit <http://www.calpolyjobs.org>, complete a required online faculty application and apply to Requisition #103383. Be prepared to provide three professional references with names and e-mail addresses when completing the application. Please also attach to your electronic application a cover letter indicating interests in teaching and research, a CV, a statement of teaching philosophy, writing sample (dissertation chapter, book chapter, article, or conference paper), syllabi, copy of transcripts of highest degree earned (official transcripts required prior to appointment), and student evaluations. Review will begin on November 10, 2014. At California Polytechnic State University, San Luis Obispo, we believe

that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. Bringing people together from different backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly's values of free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. Cal Poly's commitment to diversity informs our efforts in recruitment, hiring, and retention. California Polytechnic State University is an AA/EOE.

North American Slavery. The Department of History at the **University of California, Santa Barbara** invites applications for a tenure-track assistant professorship focusing on the history of slavery in North America (colonial period through the Civil War era, African American, or African diaspora). The area of specialization is open, but we particularly welcome scholars whose work will extend department and campus strengths, including but not limited to comparative race and ethnicity, borderlands history, economic history, public history, and/or gender history (see <http://www.history.ucsb.edu>). The successful candidate will contribute to the department's lower-division US history survey, as well as teach and supervise research at both the undergraduate and graduate levels. PhD expected at time of appointment. Applications should include a cover letter including discussion of current and future research, CV, writing sample not to exceed 8,000 words, and at least three letters of recommendation. Applicants should apply at <https://recruit.ap.ucsb.edu/apply/JPF00356>. To ensure full consideration, materials must be received by November 1, 2014. Further inquiries can be addressed to the North America Slavery Search Committee co-chairs, Prof. Debra Blumenthal, blumenthal@history.ucsb.edu, and Prof. James F. Brooks, jbrooks@history.ucsb.edu. The department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching, and service. The UCSB history department recognizes the value of public history and digital humanities contributions, and considers all such scholarly contributions in its review of applicants. The University of California at Santa Barbara is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, or any other characteristic protected by law including protected veterans and individuals with disabilities.

United States/World. The **University of Nevada, Las Vegas** invites applications for an assistant professor of US and the world history (15275). UNLV is a comprehensive research university of approximately 28,000 students and 2,900 faculty and staff dedicated to teaching, research, and service. The university has internationally recognized programs in hotel administration and creative writing; professional degrees in law, architecture, and dental medicine; and leading programs in fine arts, sciences and education. UNLV is located on a 332-acre main campus and two satellite campuses in dynamic Southern Nevada. For more information, visit us online at <http://www.unlv.edu>. The UNLV History Department invites applications for a tenure-track position at the assistant professor level of US in the wider world with a preferred focus in either US/Asia or US/Latin America, beginning fall 2015. Teaching expectations include history of US foreign relations, courses in the candidate's broad areas of specialization, and appropriate graduate courses. The department seeks to enhance its

world history program and further UNLV's mission as a Title III and Title V Minority Serving Institution. This position requires a PhD in history or a related discipline. Degree must be completed prior to start of appointment. Salary competitive with those at similarly situated institutions. Position is contingent upon funding. Submit a letter of interest, a detailed resume listing qualifications and experience, and three letters of recommendations. Applicants should fully describe their qualifications and experience, with specific reference to each of the minimum and preferred qualifications because this is the information on which the initial review of materials will be based. Although this position will remain open until filled, review of candidates' materials will begin on November 1, 2014, and best consideration will be gained for materials submitted prior to that date. Materials should be addressed to Dr. William Bauer, Search Committee Chair, and are to be submitted via online application at <https://hrsearch.unlv.edu>. Please have three confidential letters of recommendation sent directly to history@unlv.edu. The department will interview semi-finalists at the AHA annual meeting. For assistance with UNLV's online applicant portal, contact UNLV Employment Services at (702) 895-2894 or hrsearch@unlv.edu. UNLV is an AA/EOE committed to achieving excellence through diversity.

Africa/Middle East/South Asia. The Department of History at **Reed College** in Portland, Oregon, invites applications for a tenure-track assistant professor of History and Humanities, with a specialization in African, Middle Eastern, or South Asian history. We encourage applications on any theme or methodology in one or more of these fields. In addition to teaching courses in one's own area, the appointee will lecture and lead sections in the college's interdisciplinary Humanities program (see <http://academic.reed.edu/humanities>), including rotation into a year-long writing-intensive freshman course. Teaching duties also include advising year-long senior theses. Reed College is a small, distinguished undergraduate institution with a strong liberal arts curriculum, committed to excellence in teaching and scholarship. Reed also believes that cultural and intellectual pluralism is essential to the excellence of its academic program. We would welcome in your application materials a description of how, as a scholar, teacher, or community member, you might engage and sustain the principles articulated in Reed College's diversity statement (<http://www.reed.edu/diversity>). Applicants should have the PhD in hand by August 2015. We expect to make the appointment at the assistant professor level but will consider applications from more senior candidates. Please send an application letter, a CV, and three letters of recommendation to Douglas Fix, Tenure-Track Search in History/Western Humanities, at <http://apply.interfolio.com/25547> by November 1, 2014. The Search Committee will conduct preliminary interviews at the AHA annual meeting in New York City in January 2015. An EOE, Reed values diversity and encourages applications from underrepresented groups.

Islamic World before 1850. The **University of Washington** Department of History invites applications for a tenure-track assistant professor position in the history of the Islamic world before 1850. This position is a full-time, nine-month appointment and will begin September 2015 (UW job code 0116). We encourage applications from those conducting research on any part of the Islamic world. Successful candidates will be expected to teach courses on the premodern Islamic world. They will participate in

undergraduate and graduate teaching, offering both large surveys and more advanced courses; conduct independent research; and contribute to the university's distinguished and diverse programs in Islamic studies and related fields. UW faculty engage in teaching, research, and service. Applicants should have the PhD or foreign equivalent conferred by September 15, 2015. Applications will be accepted until the position is filled, but preference will be given to applications received by November 1, 2014. The search committee plans to conduct preliminary interviews at the AHA annual meeting. To apply, please go to <http://depts.washington.edu/histfacs> to submit a cover letter that describes your research and teaching interests, a CV, and a writing sample of no more than 50 pages. Three letters of recommendation must also be submitted either through the online system or mailed to Islamic History Search Committee, Dept. of History, University of Washington, 315 Smith Hall, Campus Box 353560, Seattle, WA 98195-3560. Any questions about application procedures may be addressed to histfacs@uw.edu or 206.543.5790. The University of Washington is an AA/EOE. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities. A recipient of the 2006 Alfred P. Sloan Award for Faculty Career Flexibility, the University of Washington is committed to supporting the work-life balance of its faculty.

Late Imperial China. The **University of Washington** Department of History and the Henry M. Jackson School of International Studies invite applications for a joint appointment tenure-track assistant professor position in the history of late imperial China (1300-1864). This position is a full-time, nine-month appointment and will begin September 2015 (UW job code 0116). Successful candidates will be expected to participate in undergraduate and graduate teaching in History and the Jackson School, offering both large surveys and more advanced courses; conduct independent research; and contribute to the university's distinguished and diverse programs in Chinese and East Asian studies. UW faculty engage in teaching, research, and service. Applicants should have the PhD or foreign equivalent conferred by September 15, 2015. Applications will be accepted until the position is filled, but preference will be given to applications received by November 1, 2014. The search committee plans to conduct preliminary interviews via Skype or phone in December. To apply, please go to <http://depts.washington.edu/histfacs> to submit a cover letter that describes your research and teaching interests, a CV, and a writing sample of no more than 50 pages. Three letters of recommendation must also be submitted either through the online system or mailed to Chinese History Search Committee, Dept. of History, University of Washington, 315 Smith Hall, Campus Box 353560, Seattle, WA 98195-3560. Any questions about application procedures may be addressed to histfacs@uw.edu or 206.543.5790. The University of Washington is an AA/EOE. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities. A recipient of the 2006 Alfred P. Sloan Award for Faculty Career Flexibility, the University of Washington is committed to supporting the work-life balance of its faculty.

Holocaust/Modern Europe. The History Department at **Pacific Lutheran University**, in Tacoma,

Washington, invites applications for a tenure-track position in Holocaust and modern European history to begin September 1, 2015. Academic rank depending on experience with the expectation of associate or above. The successful candidate will be appointed to the Kurtis R. Mayer Chair in Holocaust Studies, which carries a competitive salary and a generous research/travel allocation. The Kurtis R. Mayer Endowed Chair in Holocaust Studies currently combines administrative responsibilities (including the development of an annual conference for Holocaust education, coordination of several competitions for student honors and fellowships in Holocaust studies, and sponsorship of lectures and other community events) with teaching obligations and the expectation of regular and substantive scholarly contributions to the field of Holocaust history. The successful candidate will be expected to teach two sections of an upper-division class on Holocaust history and an additional course in modern European history on an annual basis, for a three-course load. The Kurtis R. Mayer Chair also will work collaboratively with faculty and staff to contribute to the minor in Holocaust

and Genocide Studies, which begins in fall 2014, and participate in fundraising and development of a Center for Holocaust and Genocide Studies at PLU. Additionally, the Mayer Chair, as a member of the History Department, is expected to play an active role in departmental service and student advising. Applicants should have a distinguished record of scholarly publications and teaching excellence. Candidates should demonstrate a commitment to undergraduate teaching in an interdisciplinary core curriculum and to outstanding historical research in the Holocaust. Candidates should have potential in administrative responsibilities. Candidates will have a PhD in history and have achieved a regular record of noteworthy publication in the field of Holocaust history and studies. Please submit your application including a letter of application, CV, an article-length writing sample, sample syllabi, teaching evaluations, and a one- to two-page vision statement explaining how, as the Kurtis R. Mayer Chair, you will effectively present Holocaust scholarship to the public and engage a broad audience. To apply, submit application online at <http://employment.plu.edu>. Nominations

are also accepted. Three to five confidential letters of reference will be requested by PLU upon application. Review of applications will begin November 1, 2014, and will continue until the position is filled. For more information or nominations, please contact Dr. Gina Hames at 253-535-7132 or hamesgl@plu.edu. Pacific Lutheran University is a comprehensive university with an enrollment of about 3,500 students, including international students from two dozen countries. Located in a scenic region on the Pacific Rim, the university's campus is 40 miles south of Seattle in suburban Tacoma, Washington. PLU's academic program is an integration of the liberal arts and professional programs, and the university's mission to educate students for lives of thoughtful inquiry, service, leadership, and care. PLU enjoys a healthy and progressive relationship with the Evangelical Lutheran Church in America (ELCA). The university is committed to exploring, affirming and enriching dignity and diversity in the campus community and endorses the goals of equal opportunity and affirmative action. PLU actively seeks applications from women and persons of color.

Jobs & Professional Development on Historians.org



The AHA's Jobs & Professional Development page has the latest job postings, career-development pamphlets, and advice on the types of jobs available for history majors and PhDs. Visit the page at:

www.historians.org/Jobs-and-Professional-Development

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AHA Today: News, Community, and Historical Thinking

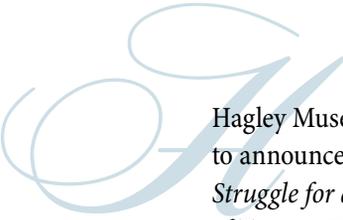
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Check out *AHA Today*, the official blog of the American Historical Association, for news about the Association and the discipline. We've simplified the design, made it mobile-friendly, provided social media streaming, and added a new commenting platform to make it easier for you to join the conversation!



HAGLEY PRIZE

IN BUSINESS HISTORY



Hagley Museum and Library and the Business History Conference are pleased to announce the 2014 winners of the Hagley Prize: *Autonomous State: The Struggle for a Canadian Car Industry from OPEC to Free Trade* (University of Toronto Press, 2013) by Dimitry Anastakis, Trent University and *The People's Car: A Global History of the Volkswagen Beetle* (Harvard University Press, 2013) by Bernhard Rieger from the University College London. Hagley Museum and Library and the Business History Conference jointly offer the Hagley Prize awarded to the best book in business history, broadly defined.



The prize committee encourages the submission of books from all methodological perspectives. It is particularly interested in innovative studies that have the potential to expand the boundaries of the discipline. Scholars, publishers, and other interested parties may submit nominations. Eligible books can have either an American or an international focus. They must be written in English and be published during the two years (2013 or 2014) prior to the award.



Four copies of a book must accompany a nomination and be submitted to the prize coordinator, Carol Ressler Lockman, Hagley Museum and Library, P.O. Box 3630, 298 Buck Road, Wilmington DE 19807-0630. The deadline for nominations is December 31, 2014. The next Hagley Prize will be presented at the annual meeting of the Business History Conference in Miami, Florida, June 24-27, 2015.

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