

Perspectives on History

The Newsmagazine of the American Historical Association | 52: 6 | September 2014



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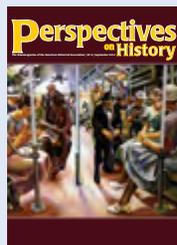
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On the Cover



As we started preparations for the 2015 annual meeting in New York City, we were struck by this painting by Lily Furedi. Image used courtesy of the Smithsonian American Art Museum, which provided the following information:

"Lily Furedi's *Subway* was painted as part of the Public Works of Art Project—the first federal government program to support the arts nationally. Artists from across the United States who participated in the program, which lasted only six months, from mid-December 1933 to June 1934, were

encouraged to depict 'the American Scene.' The Smithsonian American Art Museum has an unparalleled collection of vibrant artworks created for the program, which are a lasting visual record of America at a specific moment in time. Lily Furedi's *Subway* was part of the museum's touring exhibition 1934: A New Deal for Artists, organized to celebrate the 75th anniversary of the Public Works of Art Project. The painting is currently on view at the museum as part of an installation of artworks from the 1930s titled Experience America."

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Photo by Bill Sewell

Dividing up the World

The AHA Taxonomy Project

Jan Goldstein

Insofar as I've gotten involved with taxonomy—the task of dividing a field into its component parts and classifying and naming them—I've usually done so from the outside, as a historian. From that vantage point, it is a rich object of study. As Michel Foucault argued in *The Order of Things*, enlightened 18th-century Europeans, under the sway of what he called the classical episteme, latched on to taxonomy as their peculiar intellectual preoccupation. Their drive to taxonomize came from their empiricist epistemology and their resultant belief that “to know” was simply to affix clear and transparent linguistic signs to the things that entered the mind via the senses. According to this logic, such familiar impediments to knowledge as the dead weight of tradition or the distortions of popular error could be efficiently eradicated by imposing a new, refreshed nomenclature on the field in question. Thus Linnaeus went about renaming all the members of the plant kingdom, and Condillac declared that a science was nothing but a “well-made language.”

Whether or not sensitized by Foucault, the historian of taxonomy soon recognizes the power residing in the taxonomist's verbal exercise. For example, in a chapter of my first book, I surveyed the systems for classifying mental pathology put forth by the founding generation of French psychiatrists; I then immediately confronted the bold claims to professional power—including the privilege of giving expert testimony in criminal court—that they advanced on the basis of their newly identified disease entity, “monomania.”¹

Given my earlier encounter with 18th- and early 19th-century taxonomy, I was oddly nonchalant when asked to take up taxonomy as a practical, present-day activity. The specific charge was to form a small subcommittee of Council members to revise the AHA's taxonomy of time/place and thematic fields. Members of the AHA all have a passing acquaintance with that system of classification.

We encounter it when we join the Association and when we renew our membership, each time being asked to select three labels that describe our research interests and three that describe our teaching interests. No one at the Association seems to remember exactly when the taxonomy currently in use was drawn up. Textual evidence suggests that parts of it—including the almost self-parodic rubric “Dark Ages”—date back to a remote era, while other parts bear the marks of more recent tinkering. The document entrusted to my care, then, was a patchwork of incongruous elements of uncertain provenance, but I was optimistic about the ease of repairing it. Compared to the really serious problems the AHA faces, especially the academic job crisis and the increasing reliance on adjunct teaching, taxonomy was, I figured, a piece of cake.

Suffice it to say that such blithe optimism was unfounded. While the *consequences* of the AHA's taxonomy problem do, to be sure, pale in comparison to those of the job crisis, the problem itself proved to be intrinsically insoluble. Instead of achieving the crystalline elegance envisioned by 18th-century taxonomists, the three-person AHA taxonomy subcommittee was obliged to fudge.

That is because—as I should have foreseen on the basis of my own historical research—taxonomy is directly bound up with relations of power. Through its acts of naming, it either ratifies existing power relations or attempts to shake them up. Even the semblance of pure, disinterested knowledge eludes it. Small wonder, then, that the hot spots of our taxonomy project closely tracked the geopolitical hot spots of today's world and that they



Library of Congress, Prints & Photographs Division

James Gillray's caricature of 1805, “The plum-pudding in danger, or state epicures having un petit souper [a little dinner],” depicts British prime minister William Pitt and French emperor Napoleon I carving up a steaming dessert in the form of a globe.

tended to congregate in the Middle East—or, as I should say with my recently heightened awareness (see below), what is now called the Middle East.

Thus North Africa presented itself to the subcommittee as a contentious space. The old AHA taxonomy had hooked it on to the Middle East because of the Arabic language and culture prevalent there; indeed the region is now widely known in the West by its Arabic name, Maghreb, and the mellifluous acronym MENA—Middle East and North Africa—has currency in many US history departments. However, attaching North Africa to the Middle East had meant, in effect, lopping it off of the land mass of the African continent, a maneuver that the old AHA taxonomy reflected by nowhere referring to an unmodified “Africa” but instead calling the relevant entity “Sub-Saharan Africa.” Here the taxonomy subcommittee faced a fork in the road. Should we restore the Mediterranean littoral to Africa, we wondered? Should we, in other words, make Africa whole again? Who knew that the humdrum-sounding taxonomy subcommittee possessed such world-shaping capabilities? Lacking expertise on these particular geographical regions and their histories (our subcommittee was composed of an Americanist, a modern South Asianist, and a modern Europeanist), we turned to more knowledgeable colleagues for advice.

Not surprisingly, since we were envisioning a significant land transfer, the experts were themselves divided. None of the historians of the Middle East we consulted seriously considered relinquishing North Africa, some invoking the argument of the common Arabic heritage, some mentioning the long-entrenched institutional arrangements in the American academy that would be upended by such a divorce. The historians of Africa, who stood to gain from an acquisition of new turf, were, on the other hand, visibly

ambivalent. Some found the status quo based on the common Arabic heritage and the historical orientation of the region toward the Mediterranean still rational and compelling. Others noted that the same status quo reinforced a distasteful racial divide or, alternatively, that a small handful of historians had, by studying trade routes that crosscut the Sahara, established vital linkages between North Africa and its sub-Saharan counterpart that belied the ancient division.

Faced with these conflicting arguments, and aware of their political weight, the taxonomy subcommittee opted for compromise. We placed “North Africa” on the taxonomy twice—once as the partner of “Middle East” and once as a region of “Africa” (now unqualified by any adjective). We also added “Trans-Saharan” to the other regions (East, West, Equatorial, etc.) of Africa. AHA members who work on North Africa can thus decide for themselves whether they self-identify as Africanists or as scholars of MENA. Whatever their geographical tendency, they will find it mirrored in the taxonomy.

In these deliberations, we had been using “Middle East” as if it were an unproblematic term. But of course it was mired in the long-outdated geopolitical assumption that the regions of the world should be named as they appeared to an observer in Europe, the tacitly agreed-upon center. For some reason, another key term of that vintage, “Far East,” did not figure in the AHA taxonomy we inherited; we surmised that, in an earlier piecemeal revision, someone had already removed it and replaced it with the value-neutral “East Asia.” One of the expert colleagues we consulted advised a similar metamorphosis of “Middle East”—that is, its replacement by “West Asia,” a rubric independent of the perspective of any hypothetical viewer. Once this novel suggestion was planted in our minds, its perceived relevance to the taxonomy quickly expanded. For in addition to

“Middle East,” the old taxonomy contained the hoary “Ancient Near East.” cursory research indicates that “Middle East” and “Near East” are different names for approximately the same geographical terrain, both devised by a hypothetical European surveyor of the world who initially regarded the region as “near” the European center and who subsequently—and most dramatically after the dissolution of the Ottoman Empire in 1918—relegated it to a “middle” distance. The older name, “Near East,” has stuck among scholars who study the region’s antiquity: its role as the cradle of human civilization and the birthplace of three world religions; the newer name, “Middle East,” has replaced it for the later period. The terms “Ancient Near East” and “Middle East” signify forcefully in English, summoning up images of archaeological treasures or of newspaper headlines announcing international tensions. Did we want to strip them of their layers of accumulated connotations by replacing them with the colorless, non-evocative “West Asia”? Precisely such a move would have gladdened the heart of an 18th-century taxonomist. But we, more responsible to extant institutions than were our Enlightenment forebears, held back. We opted this time for a different kind of doubling: placing “West Asia” in parentheses after both “Middle East” and “Ancient Near East.” Unlike in the case of North Africa, we did not ask AHA members to choose. Instead we sought to nudge them toward considering an untraditional label—one more in keeping with today’s decentered conception of the world.

The revision of the thematic categories, largely unmoored from geography, proved easier. To add such relatively new fields as “animal studies,” “borderlands,” “history of capitalism,” “history of emotions/senses,” and “memory studies” to the AHA repertory required none of the corresponding exclusions entailed by renaming and reclassifying regions of the world. Unlike the boorishly unrestrained imperialists in Gillray’s early 19th-century cartoon—reproduced here to show the membership what was avoided—the AHA taxonomy subcommittee discharged its task of dividing up the world with all due circumspection.

Jan Goldstein is president of the AHA.

Notes

¹ Jan Goldstein, *Console and Classify: The French Psychiatric Profession in the Nineteenth Century* (Cambridge University Press, 1987) chapter 5.

Help Us Get the New Taxonomy Right

As we refine the draft of the new taxonomy, we will be asking AHA members for input. AHA Communities (communities.historians.org) will offer a space for comments and discussion about the draft. We want as many members as possible to participate in the conversation and to share the draft with their colleagues. Wide participation will lead to a better final product—one that lets members and potential members know that the AHA offers them an intellectual home.



Preparation for a Professorial Profession

Reflections on One Aspect of Graduate Education

James Grossman and Julia Brookins

PhD students constitute the pool of future college teachers. But they are not being prepared adequately for that future, given the shifting landscape of higher education. This is not for lack of effort on the part of PhD-granting universities, most of which have created centers for teaching and learning as interventions in the traditional model of apprenticeship and role modeling. These centers, together with the Council of Graduate Schools' "Preparing Future Faculty" initiative, have vastly increased the number of PhDs who are prepared to discuss teaching at job interviews and even offer "teaching portfolios" to potential academic employers. In addition, a growing scholarship of teaching and learning specifically focused on history has generated ideas as well as a small cohort of specialists. Yet department chairs at undergraduate institutions often lament that new faculty remain generally unprepared for the work most of them will be doing. They might be able to deliver a lecture or lead a seminar, but many have given little or no thought to other important functions of higher education faculty: curriculum design, assessment, and serious consideration of how students learn within the context of their particular discipline.

All future faculty require broad and deep preparation in their discipline to anchor their teaching. But this is not enough. Increasingly, faculty are expected to work closely with instructional designers and other units of the college or university in planning educational programs. If historians and our colleagues in other disciplines are to maintain effective oversight of the curriculum, they will need to be adept at interacting with these professionals, and they will need to demonstrate that their expertise includes not just content

knowledge, but also learning assessment and curricular review. They will need to be willing to consider curriculum and program experiences holistically, not merely on a course-by-course basis. Learning how to teach a course is not the same as learning to participate in discussions about the composition of a major or the trajectories of student careers across four years. If we want historians to play a leading role in the future of higher education—indeed even if we only want to shape our place in the process—our new faculty need at least an introduction to vocabulary and scope.

Our PhD students, however, are receiving little or no preparation for such activity. At

We need programs to create not merely good scholars, with expertise in their disciplines, but good teachers who are prepared to teach in a variety of instructional environments.

first glance, this seems surprising, given that centers for teaching and learning are well placed to bring pedagogical issues to the fore. The problem is that such presentation often takes place without contextualization within a discipline, and instead introduces theory and practice generically. Not surprisingly, senior faculty—the women and men whose opinions matter most in the arena of graduate education—seldom encourage students to engage their work at the centers at a level even close to that on which they engage their research. The general assumption among faculty in many

disciplines is that what graduate students get at the centers has little to do with the production of new knowledge or even the particular passion and challenges of teaching in a given discipline. In many cases the role of these centers seems to be focused mainly on "what you need to know to be a TA at this institution." Even at universities with especially impressive teaching and learning centers, graduate student programming uses a vocabulary and occurs within a methodological space that is alien to historians and many others; this can make learning about teaching an off-putting proposition to senior faculty even when such knowledge may be attractive to students eager for new ways of thinking about their roles as teachers. Graduate students are encouraged to seek support from the centers, but they are not encouraged or assisted in integrating what they learn into their specific disciplines. Hence, within the context of a PhD program, the time spent at a center for teaching and learning is tangential—necessary perhaps, but neither central nor considered on a par intellectually with what students are learning elsewhere, whether inside their discipline or beyond.

This is as ironic as it is problematic, given that scholarly societies and our allies in the world of higher education have been busy of late promoting liberal education. At the same time, we have done little to help the next generation of faculty to think either conceptually or practically about the "industry" they are entering—i.e., liberal education. Graduate students, at least in history, seldom engage nor generally even encounter the stimulating debates relating to higher education in the United States. They learn nothing about the institutional matrix beyond the university that structures higher education: AAC&U, ACE, AAU,

The 2015 annual meeting will again feature a suite of sessions for historians at all levels to consider how to approach their teaching in scholarly ways. How do people learn to think historically? And how might our answers to this question influence not just the way we teach, but also how we work with a range of colleagues on a shared educational endeavor?

Sessions will include:

- ◆ What's the Problem? Turning Teaching Questions into Scholarship of Teaching and Learning Research
- ◆ Teaching with Primary Sources: What Students Wish Professors Knew
- ◆ Assessing Student Learning in History
- ◆ Measuring College Learning: A New Initiative to Improve Teaching, Learning, and Assessment in College
- ◆ Student Writing: Assigning, Reading, Commenting
- ◆ Enhancing Undergraduate Student Success: An Initiative to Improve Student Learning in Introductory US History and Other Disciplines
- ◆ The Global Tuning Project: Reframing Historical Study in the European Union, Latin America, and the Scholarship on Teaching and Learning

AAUP, the accreditation agencies, and the rest of the alphabet soup. We prepare them to be college teachers without considering the value of reflection on the nature of college or the nature of teaching.

PhD students need a bridge. They need a pathway that connects graduate education to the institutional context of higher education and that enables them to benefit from current scholarship and best practices in curriculum design and assessment. This pathway needs to be grounded explicitly within the context of their disciplinary homes. In the best of all possible worlds, those who travel back and forth across that bridge would be not only the students, but also the staff of the learning/teaching center and the faculty in PhD-granting departments. Even more

important, however, are the ideas that constitute the very essence of the bridge—ideas that connect the epistemology and intellectual culture of a discipline to the research that underlies the work of the centers for teaching and learning.

These ideas—many of them generated by the scholarship of teaching and learning (aka SoTL) specifically focused on history, and by such nationwide initiatives as *Reacting to the Past* and *Decoding the Disciplines*—can be incorporated into graduate education. These resources did not exist a generation ago, and we should take advantage of them. We need programs to create not merely good scholars, with expertise in their disciplines, but good teachers who are prepared to teach in a variety of instructional

environments. Current recipients of the PhD are likely to teach at colleges and universities that have institutional profiles very different from where they received their graduate education or, for that matter, their undergraduate education. “Learning by doing” is not adequate. Our graduate students need to acquire the intellectual habits and conceptual sophistication to communicate the disciplinary frameworks, and the analytical and methodological tools, to students in whatever institutional situation they find themselves.

Given that this will entail integrating a new set of issues into an already overcrowded graduate curriculum, some imagination is required. The AHA is eager to help, although at this point it is not clear what our most useful role might be. The menu of issues is considerable, based on conversations with department chairs: current issues in higher education, including the nature and purposes of liberal education; disciplinary epistemologies and their implications for curriculum design; how class, race, and other differences among student populations affect learning environments; expertise in multiple instructional delivery modes, including new technologies; and principles for assessing learning. New faculty need to be aware of the full range of faculty responsibilities within a liberal education model, with particular attention to curriculum oversight, assessment, and academic advising. And they need an intellectual toolbox for historical thinking to deal with whatever they find on their first academic job.

The centers for teaching and learning have provided a necessary first step, and our colleagues in the scholarship of teaching and learning have taken another. It is now up to us to follow through and use what they have done to deepen and inspire graduate student learning. Failure to address these issues will further weaken the position of our disciplinary faculty in high-stakes struggles over not just the direction of liberal education, but its very existence. To begin, we must be willing to draw on all of the resources available to us, both as individual teachers and mentors and as a disciplinary community.

James Grossman is the executive director of the AHA. Julia Brookins is the AHA's special projects coordinator.

Would you like to help select the
AHA's book prizes and awards?

Could you contribute time and energy to
highlight the issues of
minority and women historians?

The Committee on Committees welcomes suggestions for committee appointments. AHA members are invited to send in their own or others' names with brief CVs for consideration. Submit nominations to Sharon K. Tune at stune@historians.org

Architectural History and Modernity at the Venice Biennale

Shatha Almutawa

Has modernism invaded the world? Has traditional architecture disappeared because of modernism?” David Mitchell, creative director of the New Zealand exhibit at the 2014 Venice Biennale, asked these questions in a lecture last February. The 14th Architecture Exhibition focuses on the theme *Absorbing Modernity 1914–2014*, and has been described by the *Telegraph* as a “riotous mix of medieval toilets, clips from Hollywood movies, cross sections of buildings and much more.” Sixty-four countries are represented, and one continent, Antarctica, has its own exhibit, even though its architecture is provisional and all its building materials are imported.

Over the summer, we interviewed curators and wrote about three pavilions: China, New Zealand, and the United Arab Emirates (these articles appear on the *AHA Today* blog). The curators told very different stories about the place of modernism in their countries, what it represents, how it changed the landscape of their cities, and how tradition and history have been preserved (or not).

Michele Bambling, curator of the UAE Pavilion, connected the UAE’s architectural history with the stories of the people who lived there even before the founding of the country. Their encounter with modernity is documented in photographs. “The camera came into local people’s hands very late, after the discovery of oil and the generation of revenues in the ’70’s. That’s when local people were able to buy cameras and that’s when photographs were taken by UAE nationals,” says Bambling. The idea for the UAE Pavilion was conceived after Bambling curated an exhibit of Emirati family photographs with her all-female students at Zayed University. Over time, the project grew and attracted attention as the first collection of personal photographs taken by Emiratis and residents of Dubai, Abu Dhabi, and Sharjah.



Houreya Naser Musabah Khamis Al Kalbani shared this photograph of her father’s friend Ahmed Abdulla Al Jassasi, taken in 1980. She said, “I love how the person who took this photo created a panoramic view by taking two photos that show the newly built house given by the government and showing the lady by the station wagon. Notice that the telephone wire reached the house before the paved road.”

The New Zealand Pavilion, whose name “Last, Loneliest, Loveliest,” is a play on a line from the Rudyard Kipling poem “The Song of the Cities,” shows that modernism in these Pacific islands is a combination of European and Māori heritage and international building styles. Curator David Mitchell said in an interview that a hundred years ago “there were Māori meeting houses and other buildings but they weren’t viewed as architecture. They were treated as anthropological artefacts.” The interest in incorporating elements of Māori architecture in new buildings began in the 1940s.

Jiang Jun, curator of the Chinese Pavilion, looked beyond architecture to the philosophies behind it. He described the process of traditional building in China as one that takes into account more aspects of human life—and nature—than does Western architecture. For this reason, in China blueprints traditionally were drawn up on-site, as each building was being built. He argues that

contemporary architects could benefit from applying the principles of ancient Chinese architecture. “What we want to extract from the philosophy is universal value, not only for Chinese but for the world,” says Jun. These values include “Sustainability, freedom. . . Respect for nature, doing something unlimited within limited space.”

Winners were announced on the opening day of the exhibit. The Golden Lion award was given to the exhibit *Crow’s Eye View: The Korean Peninsula* (representing both North and South Korea). “I really hope our work is a small positive demonstration of how interesting it could be if the two Koreas could gather and talk about architecture,” commissioner and co-curator Minsuk Cho told the *Architectural Record*. The second-place Silver Lion award went to Chile. The Venice Biennale closes on November 23.

Shatha Almutawa is associate editor of Perspectives on History.

Teaching Undergraduates

A Conversation in Brooklyn

Elaine Carey, Sara Haviland, Eric Platt, Sarah Shurts, and Emily Tai

On May 20, 130 historians, administrators, and public historians gathered at St. Francis College in Brooklyn for a one-day conference: Teaching History to Undergraduates: A Regional Conversation. As participants in the AHA's Tuning project who are based at institutions in the New York-New Jersey area, we organized this event as a regional discussion of current issues in college history education. It was an occasion for a broad group of faculty historians and their allies to reflect on the state of undergraduate history at their institutions. Attendees came from as far away as Massachusetts and Delaware to share ideas on how to improve student learning in history and how to advocate for each other and for the history discipline.

The conference began as an idea among the organizers, who had gotten to know one another through the Tuning project. We thought that a regional conference would introduce the project to historians in the Northeast and allow us to talk about the issues facing history education. The goal of the conference was to start a conversation about what history students should know and be able to do upon completion of introductory classes at a community college or completion of a BA degree.

After a welcome from the conference hosts, including St. Francis College provost and fellow historian Timothy Houlihan, AHA Executive Director James Grossman opened the event by discussing how the AHA's Tuning project can help faculty members address some of the issues facing departments in the region. Tuning offers them a well-established process for disciplinary faculty to demonstrate their leadership on program curricula, learning assessment, and community engagement.

Attendees expressed concerns over the declining number of traditional college-age students in the Northeast, declining enrollments, students who struggle academically, recruitment of transfer students, student

retention, and greater administrative and political demands for assessment and accountability. By working regionally, faculty can reach across institutions while still responding to specific legislative discussions and public policy debates, as well as engaging directly with particular K–12 education standards, regional economic conditions, and demographic trends.

The breakout sessions focused on key areas: advocacy, research skills, writing and assessment, and recruitment and retention. There was a general agreement that students are drawn to history because of the content and the stories we can tell, but there are also important skills that the study of history provides. These skills can be valuable assets for majors and nonmajors alike, and history educators should begin to emphasize these versatile skills in addition to knowledge of content.

The breakout session “Hands-on History: Teaching Skills in the Archives,” focused on the Students and Faculty in the Archives program, which brought faculty and first-year students from St. Francis College, City Tech, and Long Island University Brooklyn to the Brooklyn Historical Society (BHS) and produced the website teacharchives.org. St. Francis faculty and BHS staff members offered information on best practices and provided ideas for designing hands-on experiences that would help students develop historical thinking, the ability to contextualize, and document-analysis skills, thus moving away from a “show and tell” model of archives education. The library staff provided useful logistical tips, and participants emphasized that it is essential for faculty to work carefully with the documents from a teaching perspective, rather than a research perspective, before taking a class to an archive. The presenters' insights led to a lively discussion at the session about their experiences using archival and other primary sources to improve student learning.

In the session for department chairs, participants voiced concerns regarding declining enrollments and greater demands for accountability. Even more significant, given how heavily many colleges and universities are promoting STEM and business courses, chairs exchanged ideas about different approaches to articulate the importance of history. All professions, for example, whether in history, business, or STEM, require a high level of writing skills, critical thinking, and reading. Our discipline demands close reading, analysis, and writing, and chairs should work with the career center, as well as with potential employers of history students, who require excellent verbal written and communication skills and the ability to analyze and address a problem.

In “Developing and Assessing Writing Assignments,” faculty described a range of creative strategies they had developed to encourage students to get past their apprehensions about writing, develop historical empathy, and hone analytical skills. Examples of assignments included short “reaction” papers, in which students might evaluate a primary or secondary source and assignments that blend historical fact with the expository approaches of fiction or journalism by having students imagine conducting an interview with a historical figure or having a dialogue involving several historical figures. Such assignments, faculty agreed, teach the craft of history through experience and provide useful diagnostic benchmarks for assessment.

Participants in the “Recruiting, Retaining, and Transferring History Majors” session discussed strategies for recruiting new history majors in both two- and four-year programs. They also discussed ways that faculty can help students stay on a path all the way to graduation, even as they transfer among institutions with different requirements and academic expectations. Some faculty suggested that entry-level courses should begin

to move away from the coverage model of traditional surveys to include more appealing, specialized courses that teach historical thinking skills. Those already involved in Tuning spoke about how helping students learn to talk about the skills they learned in history classes in a language recognized by potential employers can improve retention of majors. Some faculty proposed offering mock interviews to help students learn to express their proficiencies more effectively. Others stressed the need to scaffold or scale instruction of historical skills in reading and writing during the first two years in order to ensure that both native and transfer majors understand and are prepared to meet expectations for senior-level course work, and thus prevent them from abandoning the major in frustration. Finally, faculty emphasized the importance of constant, personal communication among disciplinary faculty at nearby two- and four-year programs to help effect a more seamless transfer of well-prepared history majors.

After the defined thematic sessions, participants gathered in groups to address expectations for historical thinking and research skills, introductory courses and content, closing the transfer gap, and ways to create seamless transitions from high school to community college to a four-year college. Professors shared ideas about reading requirements and how to encourage students to read more and to read critically. Some participants were hopeful that the Common Core standards might encourage a greater emphasis on historical thinking.

Many professors talked about students' poor writing skills and shared ideas for improving them. Some colleges and universities have student mentors who work with transfer students and with students transitioning from content-coverage courses to more skills-based courses. Professors exchanged ideas about types of assignments that included both low-stakes and high-stakes writing. Other participants spoke about sophomore seminars, undergraduate methodology and historiography classes, transfer-designated classes, and multi-semester classes with a similar cohort to foster a sense of community among the students.

In the sessions, all the participants addressed how adjuncts, contract faculty, and high school teachers offering college-level classes might be better integrated into the departments, whether through adjunct

What We Learned in Brooklyn: Takeaways from the Regional Conversation

- ◆ Faculty members are interested in facilitating transfers. Academics, deans, and department chairs should consider which classes transfer. To facilitate transfers, history department chairs should work with their feeder schools and institutions.
- ◆ There were concerns that in selecting general education courses at institutions where history is not an automatic requirement, some advisers steer students away from history because it's "hard."
- ◆ Two-year faculty suggested that offering topics and specialized courses generates student interest and increases the likelihood that students will take their history education further at four-year schools.
- ◆ Working to include adjuncts in departmental affairs can improve cohesion in a department.
- ◆ Rather than just teach survey courses, faculty at two-year institutions should offer a "diverse ecosystem" of classes that utilize professors' specializations and fit the student body and location of the college.
- ◆ Groups agreed on scaffolding skills for history majors. Several faculty members have created introductory courses that focus less on coverage of a particular content domain (Western Civilization, for example) and more on historical methods and approaches using seminar-style classes.

liaisons, events, workshops, or listings on websites.

The conference concluded with a lunchtime address by Dan McInerney, a faculty historian at Utah State University and a member of the Tuning USA Advisory Board. McInerney addressed what Gabrielle Spiegel called (in a March 2008 *Perspectives on History* article) "The Triple A Threat: Accountability, Assessment, and Accreditation." McInerney broke down the fear of assessment and accountability by posing some basic questions: When students complete a program of study in history, what should they know, understand, and be able to do? And how can we, as history educators, help them achieve those goals? He urged faculty members to acknowledge that they must be the ones to answer these fundamental questions, and that they can answer them collaboratively, in straightforward language that incoming freshmen, parents, employers, and policy makers will understand.

This conference demonstrated the great potential that results when historians and their allies come together to ask important questions about undergraduate history education. We anticipate that as more faculty members recognize the new opportunities that collaborative curriculum building and innovative teaching practices can offer them and their students, they will continue to look to the AHA and its broad membership as an institution that can best sustain these important discussions.

Elaine Carey is associate professor and chair of the history department at St. John's University and the AHA's vice president, Teaching Division. Sara Haviland and Eric Platt are assistant professors in the Department of American Studies, Economics, History, Political Science, and Social Studies at St. Francis College. Sarah Shurts is assistant professor of history at Bergen Community College. Emily Tai is associate professor of history at Queensborough Community College.

Historical Narrative in American Counterterrorism Operations

Shatha Almutawa

Your grasp of facts and history is shaky #thinkagainturnaway,” reads a tweet from the State Department. “Al-Qaeda only knows death” was tweeted by @ThinkAgain_DOS, an English Twitter account of the department. These tweets were followed by pictures of dead Muslims, some beheaded and others crucified by al-Qaeda.

Three years ago, the United States added a new counterterrorism operation to its arsenal. Created by an executive order, the Center for Strategic Counterterrorism Communications (CSCC) attempts to dissuade potential al-Qaeda recruits through social media, in what the coordinator of this program, Ambassador Alberto Fernandez, calls a “negative hearts and minds campaign.” The CSCC argues with supporters of extremist groups in Arabic with the handle @DSDOTAR, and in Urdu with @USDOT_Urdu. Behind this project, which purposefully focuses its discussions on very recent history, are embedded distinct opposing views of the uses of history and historical narrative.

“The whole *raison d’être* of al-Qaeda is deeply based in their reading or misreading of history,” Fernandez argued. “The al-Qaeda project is a Salafi jihadi project which is based on an appeal to an idealized golden age of Islam going back to the rightly guided caliphs. They present [Islamic history] in a way suited to their worldview and their appeal. So [when they] call for a caliph, they are not calling for a caliph like the one in 1925, they are talking about an idealized caliph going back to the early days of Islam.”

In a phone interview, Fernandez cited a video by the Islamic State of Iraq and the Levant that talks about marching on Jerusalem, eliminating the Jews, and conquering the Rūm. “When the Islamic State of Iraq and the Levant talks about reckoning with Rome, they talk about the eastern Roman empire as metaphor for the west.” The Muslims fought the Byzantine Empire in the Battle of Yarmuk in 636 and were successful



Photo by Flickr user Ana Rey, CC BY-SA 2.0

A sculpture of Ibn Rushd in Cordoba, Spain. Ibn Rushd was one of the Muslim philosophers of al-Andalus, the part of Spain that the Muslims ruled from 711 to 1492. That time is commonly referred to as the golden age of Islam, but it is not the world that al-Qaeda wants to return to. Al-Andalus was home to Muslim, Christian, and Jewish physicians, scientists, and philosophers who created new trends in their fields and intermingled with people from other religions. In that period Jewish communities produced great thinkers like Maimonides, Judah Halevi, and Moses ibn Ezra, who were influenced by Muslim thinkers. In that period, too, extremists existed; they attacked the philosophers for their innovative thinking and their adaptation of foreign ideas. Even though Ibn Rushd’s books were burned, many copies survived and were read widely across the Muslim world and beyond.

in their conquest of Syria. “The third claim was reclaiming al-Andalus, Spain,” Fernandez continued. Al-Qaeda also ties the West to the crusaders and sees Western countries as waging a war against Islam.

In order to make these claims, al-Qaeda “piggybacks” on a narrative that Fernandez argues is popular among some Arab Muslim audiences—that Arab Muslims had a glorious past but were then victimized and treated unfairly. According to Fernandez, Arab nationalism of the 1950s, ’60s, and ’70s failed to address these concerns, so political Islam emerged: the Muslim Brotherhood, the “Wahhabi project in Saudi Arabia and Qatar,” and now the violent political Islam of al-Qaeda.

Al-Qaeda also uses historical terms in referring to other Muslims, like calling the

Iraqi army the Safavid army. “So it’s all about history. Recent history, ancient history, but it’s deeply historical,” said Fernandez, who added that such usages are really an abuse of history.

Fernandez said that “modern individuals and ideologies use history for their own means. All political creatures make an appeal to history. They use it for their own ends. It’s not surprising that al-Qaeda would do so [while] appealing to a Muslim world that cares a lot about the historical record.”

The CSCC does not address the majority of al-Qaeda’s historical claims. “It is not our role to match them historical lie for historical lie,” Fernandez said. In order to contradict al-Qaeda’s view of the golden age of Islam, it would have to engage with religious texts and try to propose an alternative

view of how the early Muslims lived. This, according to Fernandez, is not for the US government to do.

Rather, the CSCC focuses on recent history. “Al-Qaeda’s whole narrative is based on the idea that they are defending themselves. They are defending the Muslims. They are protecting the Muslims from this western, Jewish onslaught. And yet the overwhelming majority of the victims are Muslims. How do you defend something by destroying it?”

He describes a video produced by the CSCC, which shows images of prewar Syria when people smoked hookahs in cafés and listened to popular music, followed by a list of items al-Qaeda prohibits, including smoking. The majority of Muslims look back fondly to a tolerant past, Fernandez explained, and find al-Qaeda’s prohibitions and actions extreme and unreasonable.

“There’s a gap between the rhetoric and the reality. [Extremists] can talk about the caliphate, they can talk about the glories of Andalusia, but the reality is a dirty reality of them cutting the heads off of Muslims, slaughtering people in mosques, putting bombs in markets. That’s the reality. That’s modern history,” said Fernandez. He criticized al-Qaeda for putting “a historic garb on a sordid reality.”

Seth G. Jones, who wrote a history of al-Qaeda entitled *Hunting in the Shadows*, found that the terrorist group gained and lost strength in waves. Historical narrative and ideology are both important in every wave, he says. “The use of American military forces deployed to Iraq and Afghanistan were counter-productive,” he argued, because the United States “walked into an ideological narrative of foreign occupation, western occupation of a Muslim country, which in Iraq and in Afghanistan helped provide evidence to terrorist narratives that this is indeed a foreign occupation. When the US began to pull out, it tended to take away much of that narrative.” In other words, by invading Iraq, the US gave extremists what they could use as evidence for arguments about Western imperialism.

Al-Qaeda used that narrative in Pakistan while waging its own “hearts and minds” campaign on the Internet. Al-Qaeda used Internet forums, distributed cassettes, CDs, and DVDs to media outlets, and wrote documents. Jones said that “al-Qaeda in

the Arabian Peninsula put together a series of magazines including *Inspire Magazine* which was devoted to propaganda, to push out their narrative, to try to bring in money, fund-raise, to encourage recruits, but also to encourage people to inspire individuals to radicalize and also to commit acts of violence even if they weren’t connected directly to the core al-Qaeda.”

In the meantime, both men and women at the State Department, many of them from Muslim countries, continue to tweet at extremist groups, reminding them that “wherever #al-qaeda goes killing & destruction always follow.”

Shatha Almutawa is associate editor of Perspectives on History.

In Case You Missed It

Perspectives on History Online Summer Issue

AHA Roundtable: Historians Weigh in on *Burwell v. Hobby Lobby*

Historians Weigh in on *Hobby Lobby* by Allen Mikaelian

Cultural Divisions Take Center Stage by Alonzo Hamby

“We hold these truths to be self-evident, that all corporations are created equal.” by John Fea

Property v. Liberty: The Supreme Court’s Radical Break with Its Historical Treatment of Corporations by Ruth H. Bloch and Naomi R. Lamoreaux

Birth Control and Hobby Lobby by Jean Baker



AHA Roundtable: *National Security Archive v. Central Intelligence Agency*

Introduction by Allen Mikaelian

CIA’s Draft History of the Bay of Pigs: The Inside Story by Ken McDonald

Black Holes in the Predecisional Universe: Agencies Gain a New Justification for Secrecy by Nate Jones

Cuban Memory Wars by Michael J. Bustamante

Viewpoints

A Little Spying between Friends: Historical Reflections on the American-German Espionage Imbroglia by Keith R. Allen

Revising Nixon in DC: Nixon Foundation Still Campaigning by George Derek Musgrove

Teaching

Teaching Undergraduates: A Conversation in Brooklyn by Elaine Carey, Sara Haviland, Eric Platt, Sarah Shurts, and Emily Tai

News

A History of the Persian Language at the Exhibit *A Thousand Years of the Persian Book* by Shatha Almutawa

AHA Activities

What’s in the June *AHR*? by Robert A. Schneider

All available online at bit.ly/1nPaBX3.

The Academic Job Market's Jagged Line

Number of Ads Placed Drops for Second Year

Allen Mikaelian

The number of positions advertised with the American Historical Association during academic year 2013–14 was 7 percent lower than it was in 2012–13. This is the second year in a row that the number of jobs has fallen. The 2013–14 total of 638 is still higher than the nadir of 569 jobs reached in 2009–10, but is still far from the pre-recession peak of 1,064 positions advertised in 2007–08.

This decline is especially disconcerting when we consider that the overall economy has been improving and the US jobless rate declining. It raises the possibility that this downturn in academic positions for historians is not entirely attributable to the recession, but may be with us for some time. It is especially frustrating in light of the increases we saw in 2010–11 and 2011–12 (fig. 1).

The AHA jobs report, which covers ads posted by the AHA from June 1 through May 31, has typically run in January. This has allowed time for the compilers to survey advertisers and include comparisons to the most recent Survey of Earned Doctorates. For the academic year 2013–2014, however, we are reporting on the initial data, which we gathered over the summer, in September. Additional articles will further examine this

situation in light of new information. And it's important to note that although we are reporting earlier, we are not changing the time frame that we are reporting on.

In the January 2014 jobs report, which covered the academic year 2012–2013, we published the results of an experiment that included history jobs posted to H-Net during the same academic year. We wanted to expand the size of the sample and check on whether a downturn or uptick reported by us was paralleled in other places where job seekers find openings. We continued the experiment this year, including jobs not advertised with the AHA that were directed at historians or open to historians, using publicly available information posted online. We found 361 such positions, bringing the combined total to 999 positions.

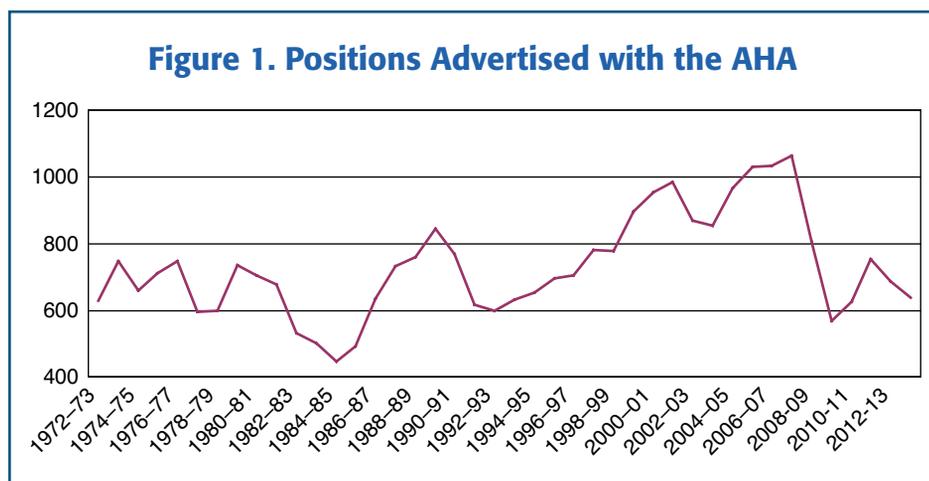
This total includes a variety of jobs for all career stages, but considering that most of the ads are for early-career scholars, and given that this group is arguably most affected by the peaks and valleys in the academic job market, this job report focuses on entry-level positions, and especially on assistant professorships. Jobs beyond the professoriate are important, and jobs at the rank of instructor or lecturer are a large

component of the academic market. But these types of jobs are not appearing in any great numbers in the AHA or H-Net job listings, while the assistant professor listings from these two sources are likely a truer picture of the state of that segment of the early-career academic job market.

This sample of AHA and H-Net ads included 763 early-career openings, compared to last year's 898 (a 15 percent decline). These totals include positions open at the minimum rank of assistant professor, and include openings for instructors, lecturers, visiting assistant professors, and postdoctoral fellowships. (Institutions awarded 1,066 history PhDs in 2011–12, according to the most recent data from the National Science Foundation's Survey of Earned Doctorates.) The 2013–14 ads for early-career positions include 452 positions open at the minimum rank of assistant professor. Of these, 345 were specifically for assistant professors, 65 were also open to associate professors, and 42 were open-rank.

The breakdown by geographic specialization follows last year's patterns, but there were more openings for specialists in North America and Europe, and fewer for Asia and Africa. The number of positions open for Latin America/Caribbean specialists and for those focused on Africa stayed roughly the same. The shifts are very small, but the numbers for North America are moving in the opposite direction from the trend discussed in the January 2013 job report, which described this specialization as lagging while other specializations appeared to be recovering. And the number of new PhDs with a North America focus also fell in 2011–2012, according to data from the Survey of Earned Doctorates.

Breaking down the advertised positions by Carnegie Institution type, we found that baccalaureate colleges (institutions graduating fewer than 50 master's degrees or 20 doctoral degrees), as a group, placed more



Source: AHA staff. Liz Townsend and Jacob Ingram assisted with data collection for this report.

ads for visiting assistant professors and instructor/lecturers (combined) than they did for assistant professors (minimum rank). Forty-five percent of the entry-level positions offered by this type of institution were at the minimum rank of assistant professor (non-visiting).

Institutions classified as master's colleges and universities (institutions that awarded 50 master's degrees or more, but conferred fewer than 20 doctoral degrees), had 124 ads for early-career positions, and 75 percent of those were for nonvisiting assistant professors (minimum rank). Although the research universities with "very high" research activity—an elite group of only 108 institutions—advertised more early career positions (239), 39 percent of these were postdocs, visiting assistant professorships, or instructor/lecturer posts. The master's institutions advertised 82 positions for nonvisiting assistant professors that were not open rank, while the very highly research-focused universities offered 96 assistant professorships and a total of 49 positions open to assistant professors and those of a higher rank.

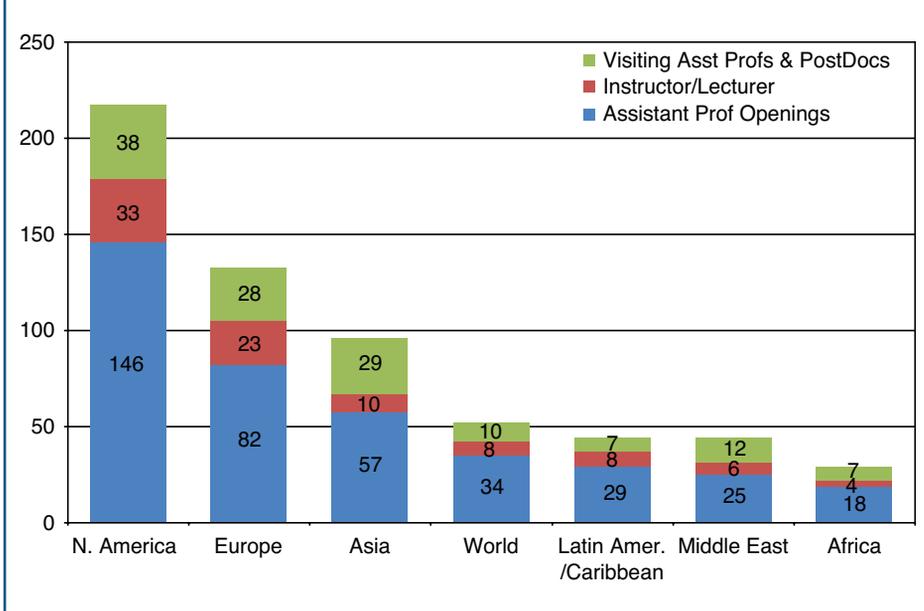
The average student population in the master's institutions that advertised for an assistant professor (not visiting, not open-rank) was less than half that of the research universities with very high research activity (fig. 3). But they offered only 15 percent fewer assistant professor positions. And they offered almost twice as many as the research universities with "high" research activity, despite serving only slightly more than half the number of students.

As has been pointed out in previous issues of *Perspectives* (most recently in March 2014), for several years master's institutions have been graduating more history BAs than universities with very high research activity. We have speculated that this shift might have implications for the job market, and we may be seeing that reflected in this year's data. Further investigation is needed, but this is a trend worth watching.

We clearly cannot be sanguine about the possibility that a recovery in the academic job market for historians will closely follow the US job market in general. Even if the academic market returns to what it was before the recession, the last two years suggest that it will be a bumpy ride back up.

Allen Mikaelian is the editor of Perspectives on History.

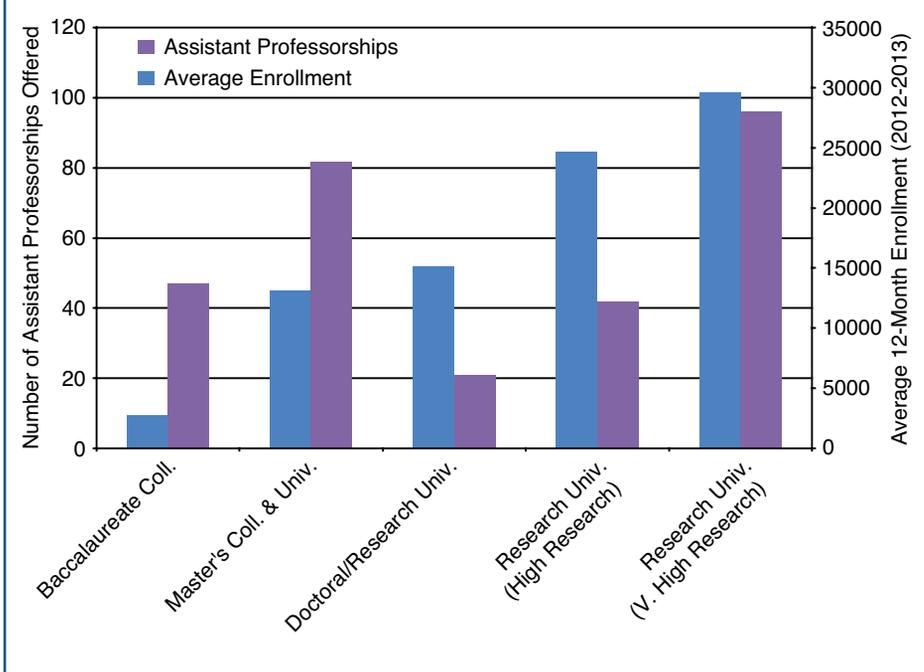
Figure 2. Early Career Openings by Geographic Specialty



Source: AHA staff.

Early-career job ads placed with H-Net and the AHA (includes minimum rank assistant professor, instructor/lecturer, visiting assistant professor, and postdoc, US and foreign), broken down by regional specialization. Positions with no geographic specialty specified (mostly postdoctoral fellowships) are not shown here.

Figure 3. Comparing Assistant Professorships to Enrollment



Sources: AHA staff and the National Center for Education Statistics

Master's colleges and universities that placed ads in 2013-14 were fourth in terms of 12-month enrollments, but second in terms of assistant professor openings. There is also a disparity between open positions and student population in the baccalaureate colleges. This comparison excludes visiting assistant professorships and open rank positions.

Inspiring an Interest in History

National History Day 2014

Dana Schaffer

When I recall the cultivation of my own interest in history, I remember fondly the Roman history class I took in high school with Doc Frost. Doc had spent a few weeks discussing the Punic Wars between Rome and Carthage, and the culminating assignment was a grand reenactment of the Roman triplex acies battle formation, to be played out on the front lawn of my high school. We recruited students from all of the Latin classes to participate as Roman or Carthaginian soldiers, and on the morning of the epic battle, 120 of us had gathered on the lawn awaiting Doc's command from the third-floor classroom window. Upon Doc's shout, we charged across the lawn waving makeshift swords and shields (constructed from paper plates and popsicle sticks) until the "Carthaginians" retreated back to their Latin I classrooms.

The reenactment must have appeared as complete chaos from Doc's vantage point (and that of the other students and

teachers observing us that day, for that matter), but I can certainly say that for me, the battle was a transformative experience in shaping my decision to study history in college and graduate school and to eventually pursue a career in the discipline. I was grateful to Doc Frost for encouraging my interest in history and for providing a foundation for thinking historically, and I have always sought ways to pay this forward and inspire other young students. So when I received a request for volunteers from National History Day (NHD), I jumped at the chance to help judge this year's national contest with some of my colleagues from the AHA.

NHD is an annual historical research contest during which middle- and high-school students from across the country compete in five different project categories—exhibit, documentary, performance, website, and paper. Projects must address an annual theme (this year's was "Rights and Responsibilities");

the students who have advanced to the national contest in June have already competed in their district and state competitions held earlier in the spring. Contest judges are history professionals from around the region—archivists, professors, teachers, museum educators, graduate students—who donate their time to respond thoughtfully to the students' work and to help instill the value of critical thinking in aspiring young historians.

Each year the AHA encourages its staff to serve as judges for the contest, and this year over a third of the AHA staff participated, a greater number than ever before. And it's a good thing so many of us did. The contest has continually grown since its inception as a local contest in Cleveland in 1974. Sustained primarily by the collective work of volunteers, it is now a massive endeavor. We joined nearly 400 other judges who would evaluate the students' work over the next few days; during the orientation, NHD's executive director, Cathy



A student presents his process paper to a judging panel (left). A student competes in the performance category (right). Photos: Route1 Media and NHD.

Gorn, informed us that next year's contest would need 178 more. I was amazed and impressed at the scale of the event.

On a personal level, my experience as an NHD judge was rewarding and inspiring. Witnessing the students' enthusiasm for historical research and the sense of accomplishment they demonstrated when discussing their projects reminded me of the spark that ignited my own interest in history on that "battlefield" on my school's front lawn. But more importantly, as a NHD judge I could play a role in engaging students as they discover the experiences of the past

and in helping them realize how their knowledge of history and historical thinking can inform the present and shape the future. Doc Frost inspired me, and the NHD experience has done the same for thousands of other students over the years.

If you have never participated in NHD, we hope you will consider volunteering in your own regional competition and help inspire and build confidence in young historians. The AHA is pleased to support NHD through our own staff volunteer efforts and by providing complimentary student memberships to this year's senior division

winner. For the first time, we will feature the 2014 NHD senior exhibit winner during the poster session at the AHA's annual meeting in New York City in January 2015. We hope you will stop by during the session to take a look.

For a complete list of the 2014 winners, and for more information about how you can become a volunteer with NHD, please visit the National History Day website at www.nhd.org.

Dana Schaffer is the AHA's associate director.



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/>

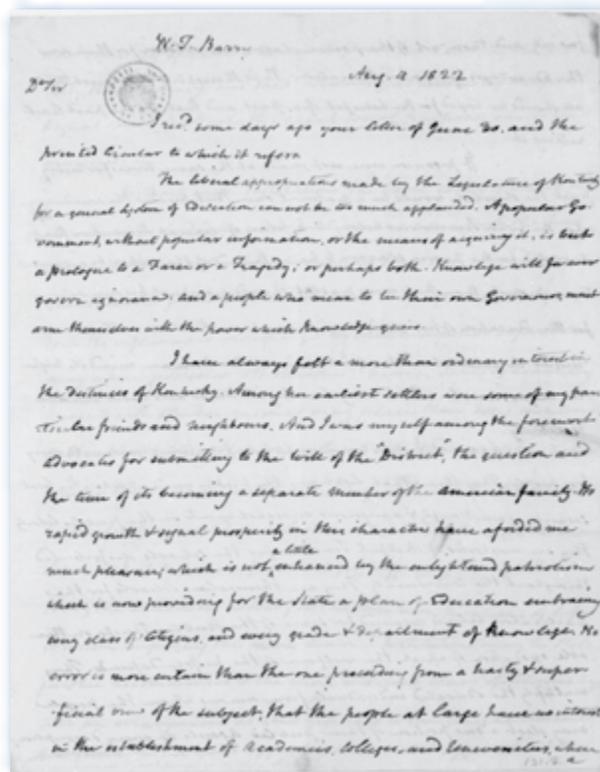
The Digital Public Library of America and the NEH, a Partnership for the People

Seth Denbo

In 1822, James Madison wrote in a letter to the Kentucky politician W. T. Barry that “[a] popular government without popular information or the means of acquiring it is but a prologue to Farce or Tragedy or perhaps both.” Like many of the founders of the United States, Madison saw access to information as necessary for citizens in a democracy. Cultural organizations such as libraries, museums, archives, and historical societies play a part in educating the public and are fundamental to civic culture in the United States. But the role of our public cultural institutions is changing. The World Wide Web provides previously unimagined access to information for citizens and creates challenges for these institutions.

These changes also present real possibilities for a renewal of public culture. Those possibilities inspired the founders of the Digital Public Library of America (DPLA) when they met in Cambridge, Massachusetts, in 2010 to formulate a plan for the development of “an open, distributed network of comprehensive online resources that would draw on the nation’s living heritage from libraries, universities, archives, and museums in order to educate, inform, and empower everyone in current and future generations.”

Dan Cohen, executive director of the DPLA, gave the keynote address at a July meeting of the National Council on the Humanities held at the new offices of the National Endowment for the Humanities (NEH) in the Constitution Center in Washington, DC. He spoke eloquently about the important work the DPLA is doing to bring together collections from across the nation into a single online space where they can be searched, viewed on a



James Madison's letter to W. T. Barry, August 4, 1822. From the James Madison Papers featured in the Library of Congress's American Memory collection (1.usa.gov/1u65BFJ).

map or a time line, and even browsed on a virtual bookshelf. The DPLA provides access to millions of items from library, museum, and archive collections. As it works with national, regional, and state hubs responsible for gathering and providing access to content, it is building a virtual collection that has the potential to provide Americans with a better understanding of their history and culture and that will continue to grow and benefit increasing numbers of people. Bringing digital collections out of silos and into a single portal for discovery will be very useful to scholars, teachers, students, and the public.

Funding by the National Endowment for the Humanities helped make this initiative possible. Two years ago, the DPLA received a grant of \$1 million from the NEH to help

develop the project. NEH funding stimulated interest on the part of a number of private foundations, including such key humanities funders as the Alfred P. Sloan Foundation and the Andrew W. Mellon Foundation. Without that early boost from the NEH, the project would not have been able to generate a meaningful level of interest from these other key funders.

But NEH funding has done much more than just generate additional funding for the groundbreaking digital library. It has helped in the creation of what has already, in a few short years, become a valuable cultural resource that benefits scholarship, provides educators at all levels with resources, and enables broad public access to previously hidden and inaccessible resources.

This is just one of many examples of how the National Endowment for the Humanities has played a central role in educating the American

people for a half century, through its support of teaching and learning, research, public programs, preservation, and the enhancement of access to humanities resources and scholarship. The Senate's confirmation of William D. "Bro" Adams, retired president of Colby College, as the NEH's new chairman, comes as the Endowment prepares to begin its sixth decade of leadership in fostering a vital and vibrant public culture.

In the letter mentioned above, Madison also wrote, "Knowledge will forever govern ignorance." The NEH and the DPLA are powerful partners in giving people the power to obtain that knowledge.

Seth Denbo is the AHA's director of scholarly communication and digital initiatives.

The AHA Responds to the Relocation of the National Archives for Black Women’s History

Debbie Ann Doyle

On June 17, 2014, AHA President Jan Goldstein and Executive Director Jim Grossman sent a letter to Jonathan Jarvis, the director of the National Park Service, regarding the relocation of the National Archives for Black Women’s History. The archives were originally housed at the Mary McLeod Bethune Council House National Historic Site in Washington, DC. In February, the archives were relocated to the National Park Service Museum Resource Center in Landover, Maryland. The carriage house where the archives had previously been housed requires extensive renovations to protect the collection.

Historian Peniel E. Joseph and *Washington Post* columnist Colbert I. King expressed concern about the move. In a February 28 letter to the *Post*, Jarvis expressed the Park Service’s commitment to the preservation of the archives, writing, “The Bethune archives belong at the Bethune House, but not at the expense of losing them.” The Association acknowledges the competing interests between housing the archives in their historic context and storing sensitive archival materials in a location with appropriate environmental controls, and notes with encouragement that the Bethune house website indicates that NPS is continuing to assess the feasibility of returning the documents to the carriage house. The letter urges the NPS to return the archives to the historic site if feasible.

A version of this article appeared on AHA Today in July 2014.

Debbie Ann Doyle is the AHA’s coordinator, committees and meetings. She staffs the Research Division.



June 17, 2014

Jonathan Jarvis
Director, U.S. National Park Service
1849 C Street, NW
Washington, DC 20240

Dear Mr. Jarvis:

We are writing regarding the decision to relocate the National Archives for Black Women’s History collection from the Mary McLeod Bethune Council House National Historic Site to the National Park Service’s Museum Resource Center in Landover, Maryland.

The American Historical Association appreciates the competing interest between housing the archive in its historic context and storing sensitive archival materials in a location with appropriate environmental controls. As you said in your February 28 letter to the *Washington Post*, “The Bethune archives belong at the Bethune House, but not at the expense of losing them.” The safety and physical integrity of irreplaceable historic documents is vital. However, there is also a compelling interest in maintaining the connection between the collection and this important National Historic Site dedicated to preserving and interpreting the struggle for civil rights and the history, lives, and contributions of African American women. Ideally, the collection should be housed on the site of the first headquarters of the National Council of Negro Women and Bethune’s Washington, DC residence as envisioned in the authorizing legislation.

We note with encouragement that the web site indicates that that NPS is continuing to assess whether the Carriage House “is a proper structure to protect the archives, what modifications would be required, and whether it is financially and structurally feasible.” We strongly urge NPS to move as quickly as possible to complete the Historic Structures Assessment Report and secure the necessary resources to renovate the Carriage House to a standard adequate to the preservation of the records and to utilization of the collection by researchers.

The American Historical Association is a nonprofit membership organization founded in 1884 and incorporated by the United States Congress in 1889 for the promotion of historical studies and the dissemination of historical research. As a disciplinary association representing over 14,000 historians, we support and encourage NPS efforts to be a responsible steward to this important historic resource. If there are ways in which the AHA can be of assistance as the Park Service considers the future of the site, please get in touch.

Respectfully,

Jan Goldstein
President

James Grossman
Executive Director

Advocacy Roundup

Humanities Funding, Educational Priorities, and the National Museum for Women's History

Lee White

Since my last column in May, the National Coalition for History (NCH) has been involved in numerous public policy issues both inside and outside the Beltway. So much has happened that we are abandoning our usual format of a single-themed column to provide an update on these initiatives.

NCH has added a major new constituency to the organization. The Records Preservation and Access Committee (RPAC) is made up of the National Genealogical Society (NGS), the Federation of Genealogical Societies (FGS), and the International Association of Jewish Genealogical Societies (IAJGS). FGS represents the members of hundreds of genealogical societies, and NGS and IAJGS represent over 9,000 genealogists. Genealogists are among the most frequent users of the records of the National Archives, so NCH is welcoming a whole new cadre of politically active members.

Federal Funding

The fiscal year 2015 appropriations process in Congress is in its usual state of chaos. The House of Representatives was on something of a roll, having passed 7 of the 12 fiscal year 2015 appropriations bills going into the August recess. However, the US Senate has passed none of its appropriations bills, with few passed even by the Appropriations Committee. As a result, it's become obvious Congress will revert to its usual tactic of passing a continuing resolution (CR) to keep the federal government operating beyond the start of the new fiscal year on October 1. In fact, there is general consensus that Congress will likely punt the budget until after the November elections, leaving it to a lame duck session.

Despite the uncertainty over the FY '15 budget, there are a few bright spots. For many years, the History Coalition has successfully led the fight to prevent elimination of the National Historical Publications and Records Commission (NHPRC) and to ensure that it receives adequate funding to meet its mission. Unfortunately, this small but vital program remains a perennial target for budget cutters in Congress and at the Office of Management and Budget. However, this year, both the Financial Services and General Government (FS&GG) appropriations bill passed by the House and the one considered by the FS&GG appropriations subcommittee in the Senate include a modest \$500,000 increase for the NHPRC up to a level of \$5 million. If ultimately included in the FY '15 CR, this would represent the first increase in the NHPRC's budget in six fiscal years.

On July 15, the House Appropriations Committee adopted the Interior, Environment, and Related Agencies FY '15 funding bill. The Appropriations Committee included \$146 million for the National Endowment for the Humanities (NEH). The Committee added \$8 million in funding for the NEH, up from the \$138 million level recommended by the Interior appropriations subcommittee. NCH and our colleagues at the National Humanities Alliance issued an advocacy alert urging support of increased funding for the NEH.

Restoration of Federal Funding for History, Civics, and Social Studies Education

On July 18, the National Coalition for History (NCH) submitted a letter to the US Department of Education requesting that history and civics education be

included as priorities in determining where to focus federal financial assistance through the agency's discretionary grant programs. In addition, numerous NCH member organizations submitted comments to the Department of Education in support of history and civics funding. As of the July 24 comment deadline, the Department of Education had received over 1,400 comments on its proposal, the vast majority from history and civics organizations and activists.

In 2010, the US Department of Education published a list of supplemental priorities and definitions to be used in awarding discretionary (competitive) grants made by the department. The department is now proposing to repeal the 2010 priorities and definitions and replace them with new priorities. Not surprisingly, given recent statements by the president denigrating the value of a humanities degree, science, technology, engineering, and mathematics (STEM) education is listed as a priority area for funding. However, history and civics education are nowhere mentioned in the list of the Department of Education's priorities.

And they haven't been in the government's priorities for some time. In fiscal year 2002, Congress authorized nearly \$1 billion for the Teaching American History (TAH) grants program, but Congress terminated funding for TAH in fiscal year 2012. At the same time, appropriations earmarked for civics education were defunded. In addition, National History Day, authorized under the History and Civics Act of 2004, received an appropriation of \$500,000 in 2010 and 2011, but Congress terminated funding in 2012. As a result, since FY '11 there has been no federal funding provided for K-12 history or civics education.

National Women's History Museum Commission

On May 16, the National Coalition for History (NCH) sent a letter to Senator Susan Collins (R-ME) concerning a bill (S. 398) she introduced to establish a commission to study the creation of a National Women's History Museum. NCH strongly supports forming the commission, as well as the ultimate goal of building the museum. Nevertheless, NCH expressed in a letter to Senator Collins concerns that the legislation in its current form does not include expert historians and the public in the deliberations of the commission, and that it endorses a problematic fund-raising plan. NCH sent a similar letter to the co-sponsors of S. 398.

While the creation of a commission to merely study the concept of building a women's history museum would seem non-controversial, legislation to do so has been stalled in Congress for nearly a decade. Efforts have faltered for a number of reasons: debates over whether the museum should be located on the National Mall or elsewhere in Washington, DC; whether it should be part of the Smithsonian Institution; and whether the federal government should be involved in funding the museum and to what extent.

In addition, there are questions about the group formed in 1996 to promote the project. National Women's History Museum, Inc. (NWHM), is a nonprofit organization. The legislation calls for the commission to consider the role NWHM should have in raising funds for the construction of the museum. Yet, since its formation, NWHM has raised only \$14 million. The museum itself is estimated to cost at least \$400 million.

NWHM has also been criticized for many years for the quality of the women's history exhibits on its website. In 2011, NWHM created a Scholarly Advisory Council made up of experts in women's history, museum professionals, and others to review the museum's exhibits and programs. Since its inception, the advisory panel has had an uneasy relationship with NWHM's president and CEO, Joan Wages. The major complaint of the historians was that Wages did not understand women's history and that she was dismissive of the advice she

received from the historians and others on the Scholarly Advisory Council.

Just before the women's history museum commission bill was considered by the House, Wages dissolved the Scholarly Advisory Council, which caused an uproar in the historical community. Sonya Michel, a professor of history at the University of Maryland who was among those dismissed by Wages, wrote an article in the *New Republic* harshly critical of the NWHM and its practices.

In May, a companion bill (H.R. 863) passed the House by a vote of 383–33. S. 398 has not yet been scheduled for markup or consideration in the Senate.

Boston Public Schools History and Social Studies Education

In May, rumors surfaced on the Internet that the Boston Public School (BPS) system was eliminating its history and social studies department. A petition was posted online that went viral throughout the historical community. On May

23, BPS issued a statement to the effect that an upcoming reorganization had been misinterpreted, and that the history department was in fact not being eliminated or folded into English language arts. On May 28, 2014, the National Coalition for History (NCH) sent a letter to the superintendent of BPS seeking assurances that this was indeed the case.

On May 30, NCH received a response from Boston Public Schools Interim Superintendent John McDonough. In confirming that the department was not being eliminated, Mr. McDonough stated, "We are glad you reached out to us, and we are even happier that there is an organization such as yours to advocate for the preservation and expansion of history instruction."

For more updates on these and other initiatives, visit our website (historycoalition.org) or our Facebook page, or follow us on Twitter at @HistCoalition.

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

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Schomburg Center for Research in Black Culture

SCHOLARS IN RESIDENCE

Schomburg Center for Research in Black Culture, one of The New York Public Library's four research centers, is now accepting applications for its Scholars-in-Residence Program for the academic year of 2015–2016.

The fellowship program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African diaspora studies, biography, social history, and African-American culture. (For information about the Schomburg Center's holdings, please see www.schomburgcenter.org.)

Requirements Fellows are required to be in full-time residence at the Schomburg Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia, and luncheons, review and critique papers presented at these forums, and prepare a report on work accomplished during their residency. Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible to apply unless they have resided in

the United States for three years immediately preceding the application deadline.

Award Fellowships funded by the program allow recipients to spend six months in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$30,000 for six months. This program is made possible in part through grants from the National Endowment for the Humanities, the Ford Foundation, the Andrew W. Mellon Foundation, and the Samuel I. Newhouse Foundation.

FOR MORE INFORMATION AND APPLICATION FORMS, CONTACT:

Scholars-in-Residence Program

Telephone: 212-491-2228

E-mail: sir@nypl.org

www.schomburgcenter.org/scholarsinresidence

APPLICATION DEADLINE:
November 1, 2014



SCHOMBURG CENTER
FOR RESEARCH IN BLACK CULTURE
The New York Public Library

Black Holes in the Predecisional Universe

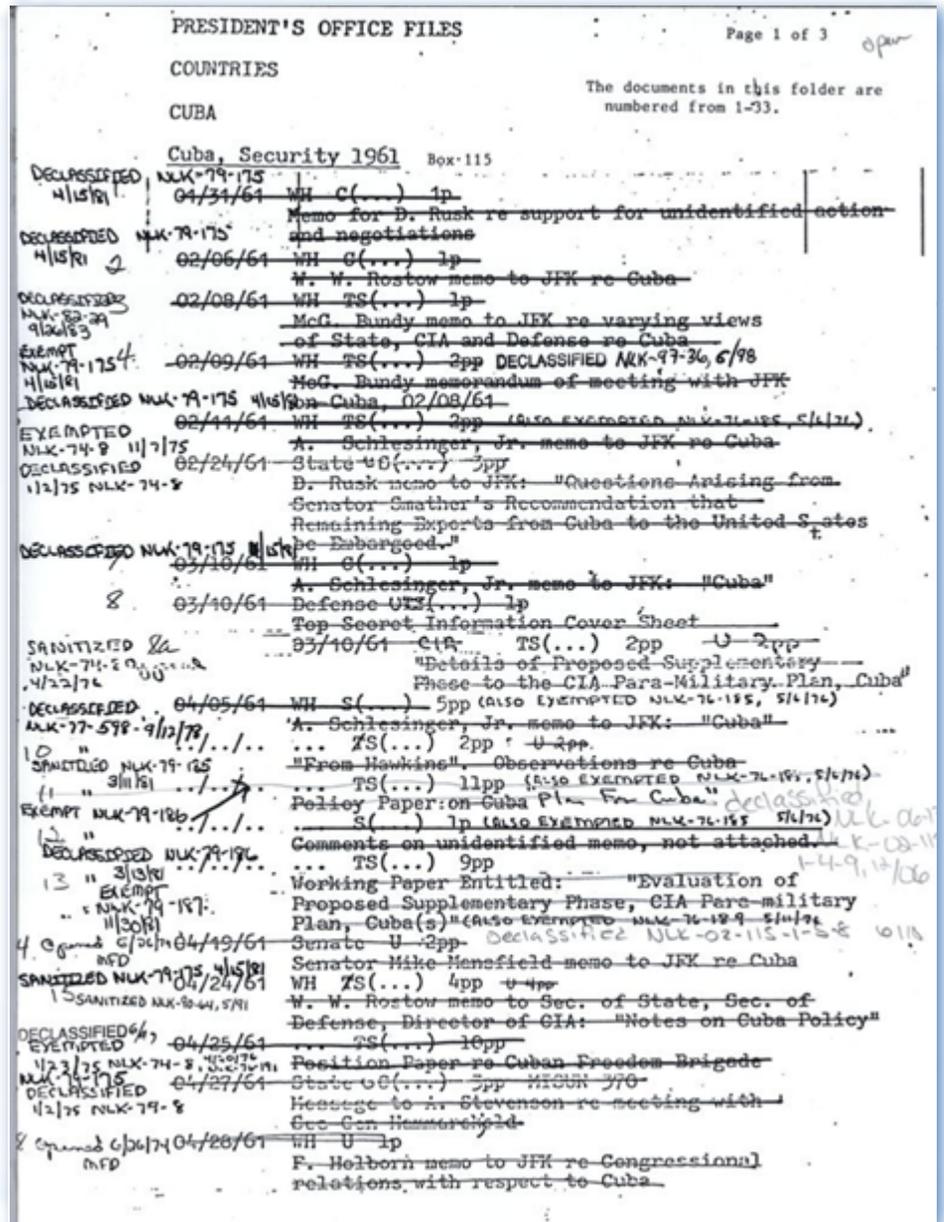
Agencies Gain a New Justification for Secrecy

Nate Jones

The National Security Archive was disappointed, but not surprised, that in a two-to-one decision the DC Circuit Court of Appeals, in May 2014, agreed with the Central Intelligence Agency that a volume of its 30-year-old history of the 53-year-old Bay of Pigs Invasion could “confuse the public” and should thus be kept secret (*National Security Archive v. Central Intelligence Agency*). To win this argument, the CIA successfully convinced Judges Brett Kavanaugh and Stephen Williams (Judge Judith Rodgers identified multiple contradictions in her strong dissent) that any document the agency deems “predecisional” can be withheld *ad infinitum*.

The claim that the entire universe of “predecisional” documents—including any claimed “draft”—should be withheld from the public is in line with the agency’s information withholding strategy. The agency has found that it is much easier to withhold entire universes of documents than argue the merits of classification to protect US national security on a case-by-case, document-by-document basis.

The CIA got its first taste of “universal withholding” when Congress passed the 1984 CIA Operational Files Exemption. Unlike other Freedom of Information Act exemptions, which can be applied *after* agencies search and locate requested documents, the Operational Files Exemption creates a universe of documents that the CIA does not even have to search for. This means that if a historian requests records for, say, Operation Phoenix, the CIA-led assassination program conducted during the Vietnam War, the CIA will reply—less than completely forthcomingly—that its search has returned no results. Admiral William McRaven, the Joint Special Operations Commander who oversaw the Osama bin Laden raid, knew about this transparency black hole: he ordered the FOIA-complying Department of Defense to purge its computers of all files on the Navy SEALs raid on bin Laden and send them to the CIA, where



List of documents in the John F. Kennedy Presidential Library pertaining to “Cuba, Security, 1961,” with declassification histories. www.jfklibrary.org

the Operational Files Exemption would keep them “safe” from search and review for release. Of course, very few historians would argue that FOIA requests should disclose the names of undercover CIA operatives, their foreign sources, or many intelligence methods. But when the CIA’s use of this

exemption is examined, it is clear that it goes far beyond these reasonable protections. The agency has stretched the limits again recently to begin arguing that even histories of the Clandestine Service, including its actions in Italy and Hungary more than six decades ago, are exempt from search and

review under the Operational Files Exemption. By definition, a history cannot be an “operational file,” yet that is what the CIA is allowed to claim to FOIA requesters.

Troublingly, the CIA’s withholding of its Bay of Pigs history is an attempt to keep another universe of documents from disclosure: those it claims are “predecisional.” The CIA is seeking this expansion because key figures within the US government have begun reviewing the CIA’s classification decisions and overruling the agency’s claims for the need of secrecy. The Interagency Security Classification Appeals Panel (ISCAP), housed at the US National Archives, overrules government classification claims in more than 70 percent of the documents it reviews (including those of the CIA).

To avoid being overruled by ISCAP, the CIA has employed two tactics. First, it uses the Operational Files Exemption so that requesters cannot officially identify classified documents for ISCAP to review and overturn. Second, it has begun to stop withholding some documents because they are classified (which ISCAP could overturn) and instead withholds them because they are “predecisional” (which ISCAP has no authority to overturn). The CIA’s shell game is an affront to those who strive to compile an accurate history of US intelligence, foreign policy, and national security.

The CIA also strives to obstruct the declassification efforts of holders of releasable documents, including the presidential libraries. At the presidential libraries, the CIA has installed a Remote Archives Capture (RAC) system where it claims authority to digitize all documents at the libraries and first crack at keeping them secret—often using the Operational Files or “predecisional” exemptions—before letting the library, and other agencies, review the documents for release. The RAC system was installed, at least partially, in reaction to the presidential libraries acting with too much autonomy in their declassification decisions and in releasing to the public documents the CIA wished to keep secret. RAC is the primary reason for overclassification and the decades-long waits for declassification at the presidential libraries.

The CIA does have some robust methods for disclosure—for information within the universe that they *want* disclosed. The agency has a large online library of books, monographs, and documents on subjects such as directors and deputy directors of the agency, and intelligence successes such as Cold War Polish double agent Colonel Ryszard Kuklinski.

Their FOIA processing and release of analytical reports is also fairly strong. But in a swipe at both 21st-century industry standards and at historians, the agency steadfastly refuses to post its full CIA Records Search Tool (CREST) database online. Instead researchers must travel to the National Archives or a presidential library to use it. The CIA’s explanation: a fear of the Mosaic Principle—the piecing together of documents to discern information the agency wants hidden. Of course, the Mosaic Principle is one routinely used by historians.

This year, even the general counsel for the Director of National Intelligence—who is

nominally in charge of the CIA—instructed that classifiers and declassifiers must ask “not can we classify, but should we?” As the Bay of Pigs case shows, the CIA has ignored this instruction, continues to keep universes of documents secret, and refuses to review harmless documents of historical importance. The agency’s antipathy toward history will not change until historians organize a movement strong enough to force it.

Nate Jones is the FOIA coordinator for the National Security Archive at George Washington University.

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Research Fellowships in the Humanities

The NYU Abu Dhabi Institute invites applications from junior and senior scholars to become NYUAD Humanities Research Fellows. Applications are now being accepted for 2015-2016 fellowships.

Humanities Research Fellows will participate in a vibrant and growing community of humanities scholars based at NYUAD. The Institute welcomes applications from scholars in all areas of the humanities and especially encourages applications from scholars whose research is transregional in focus or relates specifically to the history and culture of the Middle East, the Gulf region, or the Indian Ocean world.

Scholars may apply for one- or two-semester fellowships. Junior fellowships are intended especially for those who plan to produce publishable book manuscripts based on their doctoral dissertations. All fellows will receive generous stipends, housing, support for travel to and from Abu Dhabi, and research support.

INTERESTED SCHOLARS CAN
LEARN MORE HERE:
<http://nyuad.nyu.edu/research/centers-institutes/research-fellowships-in-the-humanities.html>

Applications
are due
November 1,
2014.

AHA Welcomes New Staff Members

The AHA has added two new staff members—a new program assistant and a new editorial assistant.

Elizabeth Elliott is the AHA's new program assistant. Elizabeth graduated from Gettysburg College in 2013 with a BA in history and minors in writing and Civil War era studies. Her senior thesis analyzed the toponymical history of a coastal town in medieval Sicily. She also spent an academic semester in Bath, England, where she studied advanced poetry. Her poems are often centered on historical subjects. One of her favorite pieces to write was a metered poem about the ill-fated 1924 Mount Everest climbing expedition.

Before coming to the AHA, Elizabeth completed internships at the Maryland Historical Society and Mount Clare Museum House in Baltimore. She was also selected as a 2013 Gilder Lehrman History Scholar, awarded to top graduating college seniors committed to the study of American history. She was nominated on the basis of a seminar paper about the controversial and understudied field of Confederate poetry.

In her position at the AHA, Elizabeth provides support for the program and



Jacob Ingram and Elizabeth Elliott

executive staff, including assistance with projects, prizes and fellowships, committees, and ongoing operational work. She currently lives in Washington, DC, with her boyfriend Josh, who is also a historian.

Jacob Ingram, the new editorial assistant, arrived at the AHA having just graduated from California State University, Long Beach, in May 2014 with a BA in history

and minors in American studies, anthropology, and geography.

While at “The Beach,” Jacob worked as the production manager for California State University’s student-access radio station, KBeach, training volunteer radio hosts and producers. Jacob also hosted a show of his own, highlighting ska, punk, and reggae genres, for nearly three years. He also worked as a supplemental instructor, leading small-group seminars for at-risk freshmen in history, anthropology, and geography courses.

His continued research interests involve the history of space exploration. His senior thesis centered on the role of NASA’s Jet Propulsion Laboratory in the environmental history of southern California. Jacob also makes a point of finding unconventional histories to work on; he has submitted proposals to professors for a project on the cultural history of dinosaurs and for an examination of how important holidays were to the Lewis and Clark expedition.

Born and raised in southern California, the transplant is having trouble coping with the idea of seasons, as well as finding an up-to-par burrito. Despite these troubles, Jacob is excited to learn about what DC has to offer, as both a city and a home.

New AHR Book Reviews Editor



Photo credit: Jessica Smith
Allison Madar

The *American Historical Review* is pleased to announce the appointment of Allison Madar as the new editor for book reviews. Allison is a historian of the early modern British Atlantic world. Her current book project, *A People Between: Servitude and the Law in Eighteenth-Century Virginia*, explores the complex social and legal dynamics negotiated by servants and their masters in a colony dominated by racial slavery. She has articles in the newly published *Order and Civility in the Early Modern Chesapeake*, edited by Debra Meyers and Melanie Perreault, and forthcoming in the journal *History Compass*. Before

joining the *AHR*, Allison taught courses at Piedmont Virginia Community College and at Rice University, where she earned her PhD in 2013. During her time at Rice, she worked as an editorial assistant and then as visiting assistant editor of the *Journal of Southern History*.

2014 NASA and Jameson Fellowships Awarded

Elizabeth Elliott

The AHA is pleased to announce the recipients of the J. Franklin Jameson Fellowship in American History and the Fellowship in Aerospace History.

The J. Franklin Jameson Fellowship in American History is offered annually by the Library of Congress and the American Historical Association to support early-career historians in conducting significant scholarly research at the Library of Congress. The 2014–15 fellowship has been awarded to M. Scott Heerman, Patrick Henry Scholar in the Department of History at Johns Hopkins University.

Heerman plans to develop his doctoral dissertation into a book tentatively titled *Deep River: Slavery, Empire, and Emancipation in the Upper Mississippi Valley*. *Deep River* examines the rise and fall of slavery in the heart of North America from a continental perspective, showing how many processes that defined slavery in the Atlantic World

also operated in the Mississippi Valley. Heerman argues that a “broad constellation of colonialism” framed the struggle for emancipation in Illinois, as local legal proceedings initiated by African Americans and their white allies eventually allowed a free society to emerge.

During the fellowship, Heerman will take advantage of having domestic access to the many international and non-English sources housed within the Library of Congress’s Manuscript Reading Room. First, he will consult Canadian records that complement his previous study of French colonial records of Louisiana between 1710 and 1760. In order to situate the Mississippi Valley within the context of a global British empire, Heerman will analyze imperial correspondence records from the Foreign Copying Project for Great Britain. Finally, sources from the American Colonization Society (ACS) should give insight into how emancipation voyages illuminate the connections between empire and emancipation.

The 2014–15 Fellowship in Aerospace History, sponsored by the National Aeronautics and Space Administration and administered by the AHA, has been awarded to Brian Jirout, PhD candidate in the School of History, Technology, and Society at the Georgia Institute of Technology. The NASA Fellowship funds advanced research projects in all aspects of aerospace history.

The NASA Fellowship will help Jirout complete his dissertation, “One Space Age Development for the World: The American Landsat Civil Remote Sensing Program in Use, 1964–2014.” Landsat is a NASA satellite program, currently in its 40th year of operation, that uses remote sensing technology to map global environmental change. The success of the project led to the development of a “remote sensing market” in the 1980s, allowing Landsat technology to be internationally commercialized. Jirout’s current research situates Landsat as an instrument of Cold War policy making



Photo Credit: Mindy O'Donnell
Brian Jirout, recipient of the 2014 Fellowship in Aerospace History.



Photo Credit: Christopher Richmond
M. Scott Heerman, recipient of the 2014 J. Franklin Jameson Fellowship in American History.

that incited significant debate between the national security establishment and the scientific community.

Jirout’s longtime interests in cartography and space technology have given him a firm grasp of not only the history of the Landsat program, but also the technological principles behind it. He hopes to interview remote sensing specialists and engineers involved with Landsat’s implementation. He will also spend time at Canadian, American, and UN archives in order to develop a more thorough understanding of the program’s role in global affairs. Most importantly, the fellowship will enable Jirout to access the vast network of data contained within NASA’s Goddard Spaceflight Center in Greenbelt, Maryland, and at NASA headquarters in Washington, DC.

Elizabeth Elliott is program assistant at the AHA.

Action Items by the AHA Council

Conducted via the AHA Communities Site from January 10 to May 15, 2014, and at the Council Meeting on June 7 and 8, 2014

Through e-mail conversation, from January 10 to May 15, 2014, the Council of the American Historical Association made the following decisions:

- ◆ Endorsed the December 20, 2013, American Academy of University Professors statement (www.aaup.org/file/KansasStatement.pdf) opposing the Kansas Board of Regents Social Media Policy, under which faculty and other employees may be suspended, dismissed, or terminated from employment for “improper use of social media.”
- ◆ Approved a letter to David Ernesto Morales Cruz, prosecutor of the Attorney’s Office for the Defense of Human Rights of El Salvador, condemning the destruction of archives and theft of the computers of the Asociación Pro-Búsqueda on November 14, 2013.
- ◆ Approved the appointment of Maria Montoya (New York Univ.) and Douglas M. Haynes (Univ. of California, Irvine) as chair and cochair, respectively, of the 2016 Program Committee.
- ◆ Approved a memorandum of understanding for a cooperative initiative with the Social Science Press of China (SSPC), which would provide an annual meeting of editors of historical journals, translations of AHA and SSCP journals, and an annual international seminar for junior scholars. The terms of the memorandum are contingent upon the AHA securing funding from sources other than the AHA’s own resources.

At the midyear meeting of the Council of the American Historical Association, held June 7 and 8, 2014, in Washington, DC, the Council made the following decisions:

- ◆ Approved the January 2014 Meeting Minutes.

The AHR Welcomes New Members to the Board of Editors

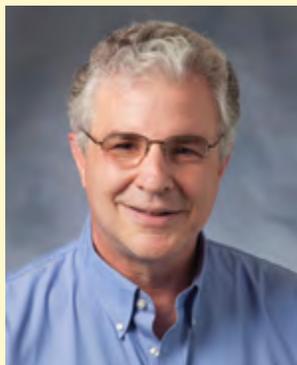
We are happy to announce the appointment of four new members to the Board of Editors: Randolph Roth (Ohio State Univ.), Sandra Greene (Cornell Univ.), Cynthia Radding (Univ. of North Carolina at Chapel Hill), and John Jeffries Martin (Duke Univ.).

They join the eight currently serving members: David A. Bell (Princeton Univ.), Timothy Brook (Univ. of British Columbia), Susan Juster (Univ. of Michigan), Carol Symes (Univ. of Illinois at Urbana-Champaign), Herman Bennett (City Univ. of New York), Belinda Davis (Rutgers Univ.), Prasannan Parthasarathi (Boston Coll.), Jan Plamper (Univ. of London), and Judith Tucker (Georgetown Univ.).

The primary responsibility of the members of the Board of Editors of the *AHR* is to review manuscripts sent to them by the editor. They also serve as an advisory council on all matters relating to the journal.



Credit: Olin Mills
Sandra Greene



Credit: Duke University Photography
John Jeffries Martin



Credit: Daniel Murrieta
Cynthia Radding



Credit: OSU Coll of Arts & Sciences
Randolph Roth

- ◆ Approved the January–May 2014 Interim Meeting Minutes.
- ◆ Appointed the 2016 Program Committee members: Shannon Bontrager, Georgia Highlands Coll.; David Chang, Univ. of Minnesota; Wendy Eagan, Walt Whitman High School, Bethesda, Maryland; Walter Hawthorne, Michigan State Univ.; Kyle Longley, Arizona State Univ.; Steven Miles, St. Louis Univ.; Reinaldo Román, Univ. of Georgia; Natalie Rothman, Univ. of Toronto; Tara Travis, National Park Service; and Andrew Zimmerman, George Washington Univ.
- ◆ Appointed the following American Historical Review Editorial Board members: Randolph Roth, Ohio State Univ.; Sandra Greene, Cornell Univ.; Cynthia Radding, Univ. of North Carolina at Chapel Hill. *Note:* John Jeffries Martin, Duke Univ., was appointed via electronic vote following the Council meeting on June 30.
- ◆ Approved an application for affiliate status from the International Society for the Scholarship of Teaching and Learning in History.
- ◆ Approved changes to the Marraro Prize, eliminating the residency requirement for eligibility.
- ◆ Selected the 2014 Awards for Scholarly Distinction (names will be publicized in the November issue of *Perspectives on History*).
- ◆ Approved the AHA's operating and capital budgets for the 2014–15 fiscal year.
- ◆ Approved a joint nomination with the American Anthropological Association for the American Council of Learned Societies 2016 Haskins Prize Lecture (nominee to be publicized if the scholar is selected).
- ◆ Approved revisions to the John E. O'Connor Film Award description, including:
 - ◆ Offering the prize in two categories, dramatic feature and documentary.
 - ◆ Requiring that nominated films have at least one additional endorsement from AHA members, including members of the prize committee.
- ◆ Providing a screening of the winning films at the annual meeting film festival, if permissions can be obtained.
- ◆ Approved a revision to item 4.2.B. of the Annual Meeting Guidelines to read: "Participants may appear on no more than two sessions at the annual meeting. These two appearances must be in two different roles. Roles include, but are not limited to: presenting a paper in a formal session, participating in a roundtable, presenting at an experimental session, presenting a poster, and chairing and/or commenting on a session. Participation in a plenary session stands outside this limitation."
- ◆ Approved a letter to Jonathan Jarvis, director of the National Park Service, in response to the decision to relocate the National Archives for Black Women's History collection from the Mary McLeod Bethune Council House National Historical Site to the National Park Service's Museum Resource Center in Landover, MD. The letter urges that the collection be housed on the historic site as envisioned in the authorizing legislation and encourages the site's renovation to a standard adequate to preserve the records and to allow the collection to be utilized by researchers.
- ◆ Approved an addition to the AHA's Guidelines for the Hiring Process (bit.ly/1hLVrWn) that states, "The AHA considers it unacceptable to record or videotape any employment interview activity that takes place in conjunction with the AHA's Annual Meeting."

2014 AHA Election Results

Dane Kennedy (George Washington Univ.), chair of the Nominating Committee, announces the following results of the 2014 balloting for officers and committee members of the American Historical Association.

President

Vicki Ruiz (Univ. of California, Irvine)

President-Elect

Patrick Manning (Univ. of Pittsburgh)

Vice President, Research Division

Edmund Russell (Univ. of Kansas)

Councilor Profession

Valerie Paley (New-York Historical Society)

Councilor Research

David A. Bell (Princeton Univ.)

Councilor Teaching

Brenda Santos (Achievement First Amistad High School, New Haven, CT)

Committee on Committees

Position 1: **Michele Mitchell** (New York Univ.)

Position 2: **Daniel Bornstein** (Washington Univ. in St. Louis)

Nominating Committee

Position 1: **Jana K. Lipman** (Tulane Univ.)

Position 2: **Paula Alonso** (George Washington Univ.)

Position 3: **Leila Fawaz** (Tufts Univ.)

The results will be announced at the annual business meeting in New York City on January 4, 2015. A detailed election report will appear in the January 2015 issue of *Perspectives on History*.

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July 1, 2013–June 30, 2014

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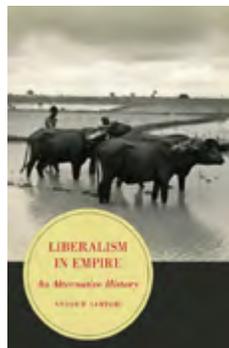
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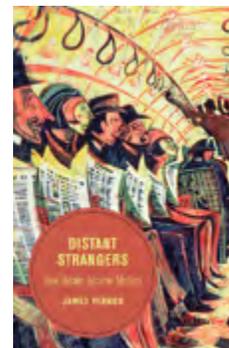


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Mapping the History Twittersphere

Vanessa Varin

One hundred and forty characters doesn't sound substantial, but as Twitter has proven in the last eight years, it's enough to establish (or ruin) a reputation, crowd-source a revolution, and even assemble a community. The latter is exactly what historian and blogger Katrina Gulliver (@katrinagulliver) did in September 2007. Just one year after Twitter launched, Gulliver posted a tweet looking for other historians to connect with on Twitter and eventually created #Twitterstorians, a comprehensive conversation channel for history professionals. This month we commemorate the five-year anniversary of Gulliver's proverbial smoke signal, a significant step in organizing and centering

historians' interactions with one another in social media.

To mark the occasion, I took a step back and considered the virtues and vices of the Twittersphere. Twitter is much hyped, but is it worth anything? Are we actually connecting with one another and exchanging ideas, or are we merely tweeting in a shared space without any meaningful discourse?

In an attempt to answer these questions, I experimented with network data from Twitter using NodeXL, a social media network analysis tool that extracts data from networks like Twitter and presents it visually, enabling users to explore the structure, size, and key relationships of Twitter communities. Lines between users represent the connections they form when they follow, reply

to, or mention each other. After I pulled data from roughly 1,117 users of the Twitterstorians hashtag, Marc Smith, a developer of the software, generously produced the three visualizations that appear in this piece.

Smith and the Pew Research Center used NodeXL to help classify different types of crowds on Twitter. The Twitterstorians channel (fig. 1) matches their description of a "tight crowd network."¹ Such a network is characterized by a dense web of users who follow each other, share, and engage with tweets; that web—the thick groupings of lines that connect users and reach their highest concentration in obvious nodes—indicates a high volume of information sharing or conversation within the channel.

This is even more apparent when one compares the Twitterstorians map to the one that plots #History tweets (fig. 2). The "history" hashtag is more broadly used on Twitter, but there is little meaningful dialogue, and participants have little to no interaction or connection with one another. This is evident in the large numbers of isolated users ("isolates") who appear on the map.

The maps tell only part of the story. The types of conversations happening within these communities are far more significant in telling us why these communities take the shapes they do. With #Twitterstorians, conversation often begins when users solicit professional advice or ask for research suggestions; popular word pairs include looking/someone, suggestions/twitterstorians, and interview/help. The top word pairs in #History, on the other hand, are free/ebook, standing/Israel, and history/history. Most of the #History tweets are undirected and not intended to spark conversation, while tweets using #Twitterstorians are often overtures for help and suggestions.

Information seeking and networking, whether motivated by a desire for discussion or the simple wish to follow another tweeter, are key to creating a supportive, collaborative group. #PublicHistory is a smaller community than #Twitterstorians,

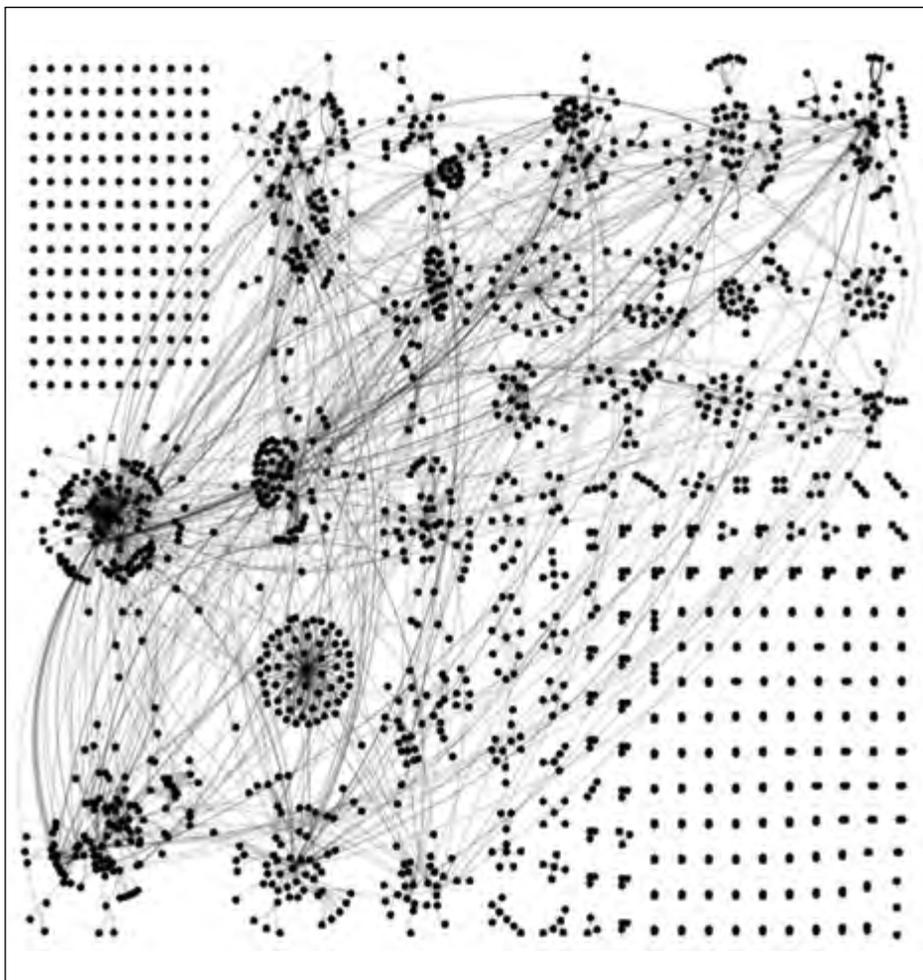


Figure 1. A map of networks using the #Twitterstorians hashtag.

but it exhibits similar conversational behavior (fig. 3).

Most of the users of #PublicHistory fall into cluster groupings, particularly in the upper and lower left-hand side of figure 3. Users in this channel frequently share conference information or crowd-source questions. Top word pairs include questions/history, big/congrats, and big/questions.

Overall, the maps suggest that historians on Twitter have built personalized communities of responsive and engaged professionals who solicit feedback and are willing to discuss research and professional matters. What the maps do not show, however, is how the social and professional connections forged on Twitter impact the profession as a whole. How are historians capitalizing on the #Twitterstorians community outside of Twitter? We already know that Twitter is playing a much larger role in how historians organize and promote conferences, but are they actually using the platform as a tool for collaboration, as the tweets suggest? Lastly, it would be worth investigating the demographic information about the users in the #Twitterstorians channel. Is the map in figure 1 a microcosm of the discipline or a very narrow grouping?

Why are these maps useful? Social media networks come in many different sizes and structures, and they behave in radically different ways depending on the people in them. Maps such as these help us understand the behavior of users in a given topic community and allow us to track the community's impact on social media. Many historians are using Twitter as a networking and mentoring tool for the discipline. For those of us who use it, Twitter is a space in which to connect, engage in public discussions and debate, share research, and even form friendships that extend beyond our professional lives. For those who have not yet joined the Twitter community, consider this the perfect time to shed preconceived notions of what Twitter may be and consider what historians have already made of it.

Vanessa Varin served as the AHA's associate editor, web content and social media.

Special thanks to Marc Smith, director of the Social Media Research Foundation (smrfoundation.org), for generating the NodeXL maps in this piece. See more at nodexl.codeplex.com.

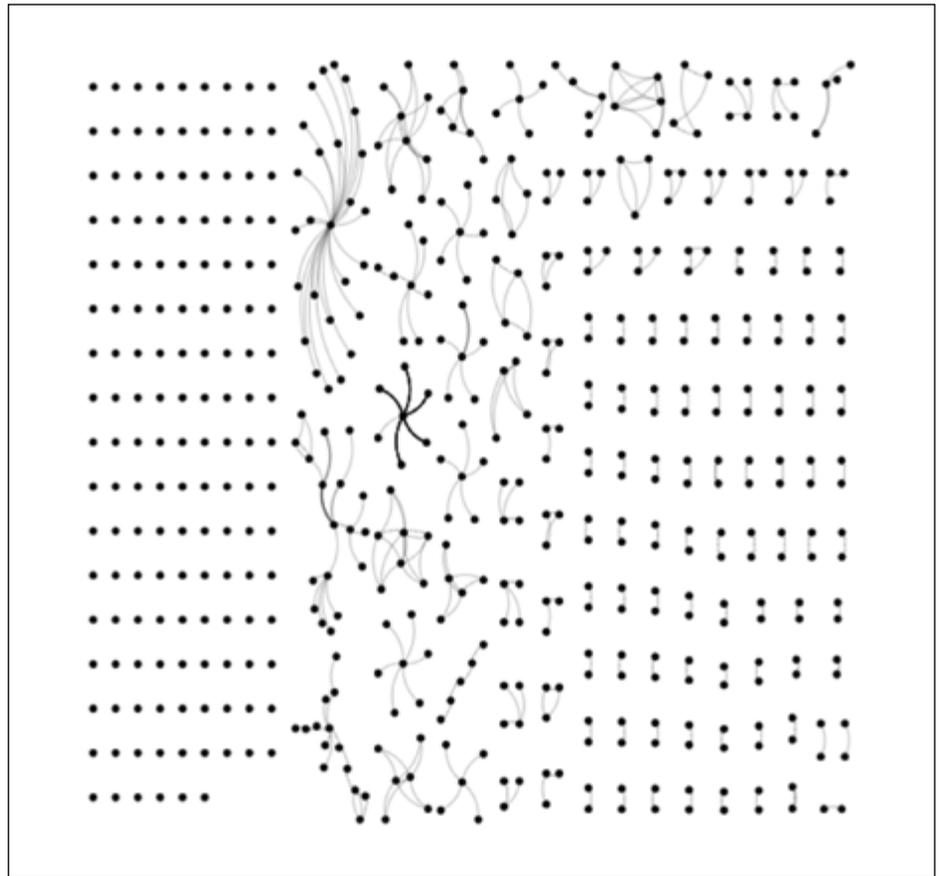


Figure 2. A map of the #History hashtag shows little conversation taking place.

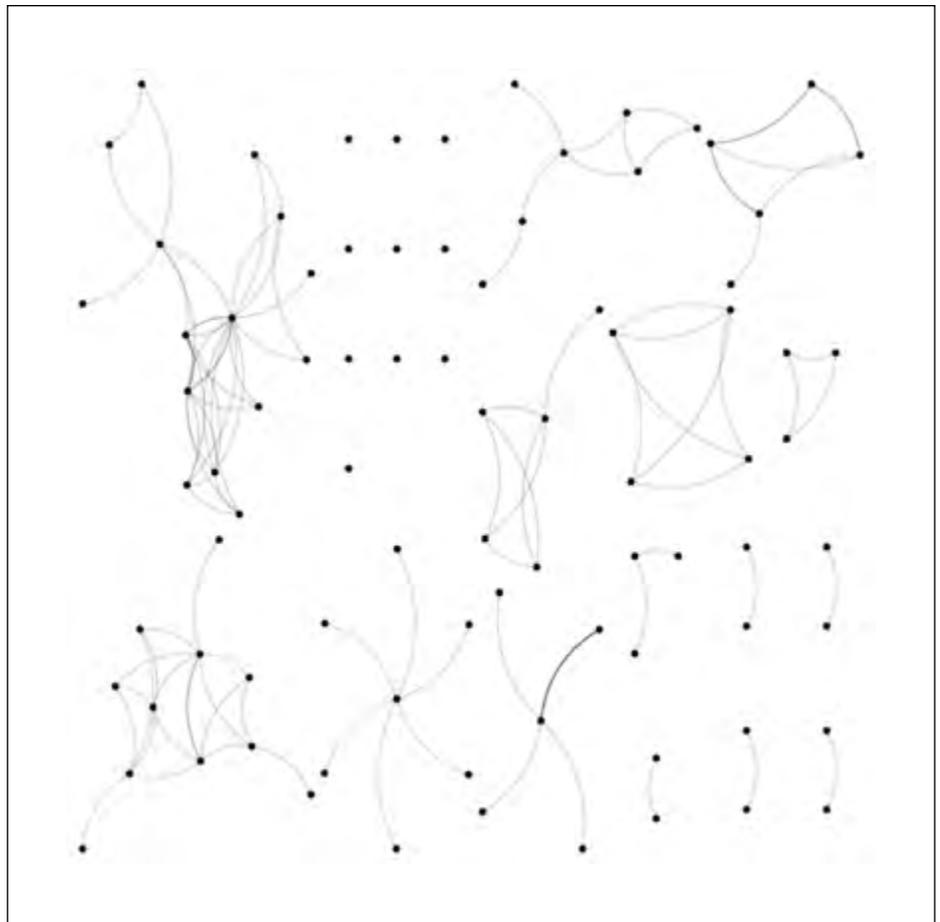


Figure 3. A map of the #PublicHistory hashtag bears similarities to the #Twitterstorians map.

A Decol Community

Forging Connections among Citizens of the World at the Decolonization Seminar

Amanda Moniz

How does a group of strangers become a scholarly community, particularly in a short time? Many of us involved with the National History Center's Ninth International Seminar on Decolonization found ourselves mulling over that question this July.

Sponsored by the National History Center of the American Historical Association and the John W. Kluge Center of the Library of Congress, and generously supported by the Andrew W. Mellon Foundation, this year's seminar brought 16 early career scholars to Washington, DC. Under the guidance

of Wm. Roger Louis, seminar director and founding director of the National History Center; Dane Kennedy, current director of the National History Center; Philippa Levine of the University of Texas at Austin; Jason Parker of Texas A&M University; Pillarsetti Sudhir, former editor of *Perspectives on History*; and Marilyn Young of NYU, the participants devoted an intense month to research, writing, and discussion of the history of decolonization in the 20th century.

The seminar brought together scholars from Belgium, France, Ireland, Israel, New Zealand, the United Kingdom, and the United States. As we learned in the introductions on the first day, however, citizenship alone told only part of the scholars' and their families' stories. Asked to speak about what prompted their interest in the history of decolonization, a number of the participants discussed how the breakup of European empires and related developments had touched their families. One participant told us about her Iraqi Jewish parents' immigration to Israel. Another spoke of growing up in France with an American-born mother and an Algerian-born father. A third shared thoughts on being a Briton with Punjabi roots. One of the Euro-American scholars was born, he told us, in South Korea, where his father's work had taken the family. A number of the scholars are leading lives as citizens of the world, such as the Irish participant who teaches in British Columbia and the Belgian participant who received his PhD from the European University Institute in Italy.

In addition, research has taken members of the seminar to Alaska, Sudan, Namibia, Vanuatu, and other points around the world. As their research destinations indicate, the people brought together by the seminar not only have diverse origins,

Applications Invited for the 10th International Seminar on Decolonization

Applications must be received by October 15, 2014.

The National History Center (NHC) of the American Historical Association is now accepting applications from early-career scholars to participate in the 10th international seminar on decolonization from July 6 to July 31, 2015, in Washington, DC. Organized by the NHC and hosted by the John W. Kluge Center at the Library of Congress, the seminar is funded by a grant from the Andrew W. Mellon Foundation.

The 15 scholars selected to participate in the four-week seminar will research, discuss, and write about various dimensions of the dissolution of empires and the emergence of new nations, mainly in the 20th century, and primarily in Asia, Africa, and the Caribbean. Each participant will produce an article or chapter on some aspect of decolonization during the month-long seminar.

The center will arrange and pay for participants' accommodations and will reimburse them for reasonable costs incurred in traveling to and from their homes and Washington. They will receive a small stipend to cover daily living expenses.

Applicants should have received a PhD or the equivalent within the last seven years or be within one year of completion of the doctorate. They should be fluent in English and must agree that they will actively participate in the seminar, including all required meetings and events, for its entire duration.

For details on applying, please visit the NHC's website (nationalhistorycenter.org). In addition to a project proposal and other components, each application must be accompanied by three letters of recommendation from individuals familiar with the applicant's academic abilities.

Applications and all supporting materials must reach the assistant director of the National History Center by October 15, 2014. They should be e-mailed to Amanda Moniz at amoniz@historians.org. If e-mailing is not possible, the applications may be mailed to Amanda Moniz, National History Center, 400 A Street SE, Washington, DC 20003. Please direct questions to Amanda Moniz at (202) 450-3209.

but also specialize in different fields. The group included historians of the Middle East; the Pacific; South Asia; North, West, and Southern Africa; and the United States, with varied analytical frameworks including cultural, intellectual, and political history; gender; and race.

Within a short time, both faculty and participants commented, this motley group had become a community. Curious about how that transformation occurred, I asked the participants for their thoughts.

Social life, several noted, played an important role. The seminarians, to use the “Decol” term, participated in a number of social events as a group, but the time spent in smaller groups was especially important to the building of networks. Impromptu lunches, coffees, and drinks helped them get to know one another and eased the loneliness familiar to many historians on long research trips away from home. Exercise groups (no word on whether these were based on regional specialty, analytical approach, or athletic ability) relieved some of the stress the demanding schedule generated, and also helped the scholars bond. A Sunday outing to a Washington Nationals baseball game gave a number of scholars time to get to know one another and offered a couple of the foreign scholars an exciting introduction to the game when the Nats obligingly beat the Milwaukee Brewers with a walk-off double in the ninth inning.

Besides the social aspects of their month together, the seminar participants cited what might be called occupational factors. Most were doing at least some research either at the National Archives and Records Administration in College Park, Maryland (known as Archives II), or at the Library of Congress, while a few worked at institutions such as the World Bank. A visit early in the month to the Office of the Historian at the State Department offered participants an invaluable chance to learn about unfamiliar resources and strategies for doing research in US archives. The morning shuttle bus ride out to College Park gave participants opportunities to talk about their daily research agendas and share tips about navigating the archives. Many of the scholars also swapped stories of research highs and lows, including serendipitous finds and frustrating dead ends. The most notable archival drama, however, involved not a document, but a butter knife: one seminarian found herself evicted from



Wm. Roger Louis

The summer of 2015 marks the tenth and final year of the National History Center’s International Seminars on Decolonization. The center is grateful to the Andrew W. Mellon Foundation, the John W. Kluge Center of the Library of Congress, and the American Historical Association for their support and sponsorship. The center also thanks Wm. Roger Louis for his leadership of a very successful decade of seminars.



Participants in the Ninth International Seminar on Decolonization meet at the Library of Congress.

the Library of Congress for bringing the small utensil into a library building in her lunch bag.

Aside from the importance of the social and occupational dimensions of the seminar, intellectual factors, the seminarians agreed, were paramount to forging their community. A shared scholarly background in the history of decolonization gave participants, in spite of the range of regional specializations and methodological approaches, a common starting point for their exchange of ideas. Working together to lead discussions of reading assignments gave participants opportunities to bandy about ideas on other scholars’ works and segued into fruitful discussions, such as one evening-long conversation about the postcolonial legacies of particular late-colonial structures. The seminar’s mixture of ABDs and junior faculty, some also mentioned, struck them as unusual and unusually fulfilling intellectually. Absent the hierarchies that are typical in academic settings, seminarians found they were able to learn more from one another. Finally,

the fact that the members of the group came from different fields, several noted, made the seminar particularly successful. Participants found the intellectual diversity both refreshing and especially stimulating.

This year’s seminar, like those of the past years, succeeded in fostering a sense of community among participants. But why does this achievement matter? As many historians have found, a scholarly community animates us intellectually, aids us professionally, and sustains us personally. For the National History Center’s Decolonization Seminar, fostering a sense of belonging in a circle that answers those needs among disparate groups of scholars has been a particular aim. The seminar’s goal is not only to foster research on the history of decolonization, but to seed a field. The strong bonds that the seminarians left Washington with promise a robust future for the investigation of the impact of the end of European empires on world history.

Amanda Moniz is the assistant director of the National History Center.

Cuban Memory Wars

On May 20, 2014, the US Court of Appeals for the DC Circuit ruled that the Central Intelligence Agency did not have to release the last volume of its own in-house history of the Bay of Pigs fiasco. The AHA has been following this case closely, and the National Coalition for History, which represents 56 organizations, including the AHA, filed an amicus brief in favor of release. This issue of Perspectives features one historian's views on the wider implications of the case (see page 22), but what does the ruling mean to historians of Cuba? We asked Michael J. Bustamante for his reaction, and his response appears below.

Two days after the calamitous Bay of Pigs invasion ended in Cuban exile defeat, a group of well-known Cuban journalists began interviewing captives of the CIA-backed Brigade 2506 live on television. Over five days, revolutionaries and their opponents squared off in a one-of-a-kind encounter, broadcast island-wide, that was part interrogation, part debate. The battle to define public knowledge of the invasion—to determine exactly what happened, why, who was responsible, and what lessons should be drawn—had begun.

The recent ruling by the US Court of Appeals defending the CIA's decision to withhold the fifth and final volume of its official Bay of Pigs history represents only the latest round in a decades-long struggle over the episode's meaning and memory. In Miami and on the island, dozens of books have been and continue to be published; competing monuments and museums vie for nationalist bona fides. Historians and transparency advocates, meanwhile, have tussled with bureaucrats and the courts to secure documents that might improve our understanding of US invasion planning. And yet, no single declassification will put all disputes to rest.

Havana, for one, has its own ax to grind, independent of the blame game inside the beltway. For the island's anti-imperialists,

the presumptuous debate over “who lost Cuba”—the White House or the CIA—has always seemed less important than emphasizing the fact of US involvement itself. For revolutionary leaders, Brigade 2506 exiles represented parasitic “mercenaries,” scions of discredited elites whose CIA-paid salaries and alleged financial stakes in a revolutionary reversal discredited their claims to patriotism. At one point during his own “dialogue with the prisoners” on April 26, 1961, Fidel Castro asked assembled “*señoritos*” (dandies) to raise their hands if they had ever cut sugarcane. Prior to 1959, of course, neither could Castro himself lay claim to this most important signifier of revolutionary virtue, hailing as he did from an upper-middle-class background. Such complexities, however, were beside the point: privileged exile class origins combined with evident US collusion reinforced entrenched portrayals of the United States and Miami as united enemies at the proletarian revolutionary gates.

For exile participants in the invasion, the issue of US responsibility proved more contentious from the start. In contrast to the long-held assumption that Brigade veterans immediately and publicly blamed Kennedy for the invasion's failure—specifically, his last-minute decision to reduce promised air support—Brigade leaders opted for calculated silence after being released from Cuban prisons in December 1962. Denunciations of the United States, after all, would have risked further cementing the perception that exile militants still on the US payroll had been dupes or mercenaries all along, without legitimate grievances, nationalist feelings, or strategic sensibilities of their own. As US attention shifted toward Vietnam, however, and as exile operatives found themselves left in the lurch, tactical inhibitions gave way to public allegations of betrayal. In Haynes Johnson's *The Bay of Pigs: The Leader's Story of Brigade 2506* (1964), veterans placed most blame on the CIA, not the White House. Mario Lazo's *Dagger in the Heart:*

Michael J. Bustamante

American Policy Failures in Cuba (1968), on the other hand, impugned the White House's insistence on taking all overt US military options off the table, effectively abandoning the Brigade to its fate.

Fifteen years ago, historians Peter Kornbluh and James Blight debunked the idea that the president ever explicitly “promised US military support to anyone, under any circumstance, at the Bay of Pigs.” Yet Kennedy detractors are sure to find grist for the mill in the fifth volume of the secret CIA study. In Volume V, former agency historian Jack Pfeiffer reportedly rails against the original CIA inspector general's report—declassified in 1998—for absolving the Kennedy administration of what he elsewhere calls “the albatross” of deniability hanging around invasion planners' necks. One has to wonder, however, why the CIA—which, as revealed in the already declassified third volume of its official history, believed as late as November 1960 that the operation could not succeed short of full US military involvement—never raised this concern with the executive. In this respect, the CIA's refusal to make Volume V public confounds on two fronts: not only has most of the set to which it belongs already been declassified (Volumes I–IV), but the document stands to cast agency conduct in a more positive light. Other motives, then, must explain officials' reticence. Perhaps agency historians simply aim to shield internal dissension at Langley from greater public scrutiny. Indeed, from the perspective of memory politics, such infighting over historical events within the CIA itself is perhaps most interesting of all.

Still, neither intelligence insiders nor exile veterans seem prepared to confront the uncomfortable, even heretical, possibility that failed planning and faulty assumptions did everyone a favor. Had the US military been given freer reign, as Pfeiffer seems to have wished, the fighting may have lasted weeks, not days, and without guaranteeing a stable long-term outcome for US or



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Billboard near Playa Girón on the coast of the Bay of Pigs, proclaiming it as the site of the first Yankee imperialist defeat in Latin America.

Cuban exile interests. With the Cuban Revolution at its peak of international and domestic legitimacy, with the Soviet Union committed to defending its new allies from foreign aggression, and with the United States having officially foresworn direct military intervention in Latin American affairs (covert 1954 actions in Guatemala notwithstanding), combined exile and US military action may have just as easily led to protracted civil war, island-based insurgency, an untenable occupation, or international retaliation.

Ultimately, past and future revelations are unlikely to shift the emotional and at times ahistorical terms by which political actors call up memories of the Bay of Pigs in the present. Take the invasion's 50th anniversary three years ago. In Cuba, Raul Castro used the occasion to open the overdue Sixth Congress of the Cuban Communist Party, a gathering at which island leaders adopted market concessions *at odds* with the brand of socialism embraced by Fidel Castro in the Bay of Pigs' wake. In Miami, meanwhile, the 2011 Cuba Nostalgia fair—a celebration of the island's reputed pre-1959 “glamorous times”—provided the backdrop for a tribute to surviving Brigade 2506 veterans. Organizers seemed to have forgotten, however, that the Brigade originally set out to rescue a *necessary* revolution *betrayed* to communism, not restore an idyllic paradise lost. Release or no release, the Cuban memory wheels—as much a function of contemporary politics

as historical inquiry—will continue to turn, often in opposite directions.

Michael Bustamante is a PhD candidate in Latin American and Caribbean history at Yale University. He has served as a research associate for Latin America studies at the Council

on Foreign Relations and has published in Foreign Affairs, Annals of the American Academy of Political and Social Science, Current History, Wilson Quarterly, Milken Institute Review, Espacio Laical (Cuba), VIA: Valores, Indees, Actituds (Spain), and Política Externa (Brazil).

Mellon Scholars Program at the Library Company of Philadelphia's Program in African American History

The Library Company of Philadelphia's Program in African American History (PAAH), with the support of the Andrew W. Mellon Foundation, is pleased to announce the Mellon Scholars Program of fellowships, internships, and workshop for 2015-2016. These competitive programs are designed to increase the participation of scholars from underrepresented backgrounds and others in the field of African American history prior to 1900.

The following **Mellon Scholars Fellowships** for research in residence will be offered for 2015-2016:

- Post-doctoral fellowships, with a stipend of \$50,000 for the academic year, or \$25,000 for one semester. Recent recipients of the Ph.D. as well as senior scholars may apply, but applicants must hold a Ph.D. by September 1, 2015; **application deadline November 1, 2014.**
- Dissertation fellowships, with a stipend of \$25,000 for the academic year, or \$12,500 for one semester. Applicants must be in the later stages of research or writing; **application deadline March 1, 2015.**
- Short-term fellowships, for doctoral candidates and senior scholars, with a stipend of \$2,500 for one month of research between June 1, 2015 and May 31, 2016; **application deadline March 1, 2015.**

The **Mellon Scholars Internship Program** is a four-week program (June 1 through June 26, 2015). Interns will be rising seniors or recent college graduates and will receive a \$1,500 stipend and an allowance for room, board, and travel to and from Philadelphia. **Application deadline: March 1, 2015.**

The **Mellon Scholars Summer Workshop** is a one-week professional development program (June 15 through June 19, 2015). Workshop participants will be recent college graduates or students in their first years of graduate study and will receive a small stipend to cover the cost of travel, room, and board. **Application deadline: March 1, 2015.**

For complete application guidelines, visit www.librarycompany.org/paah/fellowships.htm. For questions about the Mellon Scholars Program contact Dr. Erica Armstrong Dunbar, Program Director, at era@udel.edu.

Revising Nixon in DC

Nixon Foundation Still Campaigning

As a Washington, DC, resident who is currently working on a study of race and democracy in the nation's capital, I was interested to hear that the National Archives and Records Administration and the Richard Nixon Foundation would sponsor a panel titled "Another Historic First: Richard Nixon and DC Home Rule" on May 16, 2014. The panel, moderated by Salisbury State University professor of history Dean Kotlowski, featured former Nixon White House aides Egil "Bud" Krogh, Sallyanne Payton, and Donald Santarelli. I found the panel particularly intriguing because I had just read a brilliant dissertation that used Krogh and Santarelli's records.¹

The event turned out to be an attempt to revise Nixon's legacy in the fields of civil rights and DC self-determination. The participants spoke with a single voice. Nixon, they argued, loved Washington, DC, and did all he could to make the city safer and more economically prosperous, and to expand self-determination for its residents.

Though poor history, the panel was a fascinating case study of the worldview of the Nixon Administration, and the dangers of recent political history in which participants often campaign for their version of events long after they have transpired.

When Nixon was sworn into office in January 1969, Washington, DC, was in a sorry state. The city's ill-trained and generally racist police force (many officers were young white men recruited from West Virginia and South Carolina, the home states of the chairmen of the DC Committees in the Senate and House, respectively) had lost nearly all black public support, and crime had skyrocketed. The U Street, 14th Street, 7th Street, and H Street business districts remained burned-out shells, a stark reminder of the riot that had followed the assassination of Martin Luther King the previous April. And segregationists continued to rule the city from Capitol Hill,



Byron E. Schumaker, photographer. Richard Nixon Presidential Library and Museum
President Nixon conferring with Mayor Walter Washington and Police Chief J. W. Wilson in Washington, DC, in October 1971.

constantly seeking to undermine the presidentially appointed mayor and city council, and denying residents the franchise in all elections but those for president and school board.

Nixon, the panelists claimed, set out to change all that, and they presented some compelling evidence to back up their assertions. In one of his first speeches as president, Nixon stated his support for home rule—a local government elected by city residents—and before he left office, the city secured the right to elect a nonvoting delegate to the House of Representatives (1970) and a mayor and city council (1973). Also during his tenure, Nixon worked with the city to increase funds for the Metropolitan Police Department, create the DC Superior Court system, redevelop Pennsylvania Avenue, and to rebuild the riot corridors.

The panelists' story is an important take on the 37th president's relationship to the city. Except for a recent dissertation by Lauren

George Derek Musgrove

Pearlman, and a study of the city's subway system by Zachary Schrag, historians have generally neglected the Nixon administration's role in the critically important events that washed over the capital city in the late 1960s and early 1970s. It is also an important layer in the complicated story of the Nixon Administration which, to use Assistant to the President on Domestic Affairs Bob Ehrlichman's words, adopted a number of "liberal zigs" and "conservative zags" that make it difficult to characterize his policy trajectory.

But rather than enrich and complicate the existing narrative, the panelists turned it on its head, emphasizing the zigs and ignoring the zags. To achieve this feat, the panelists did two things.

First, they dismissed many DC residents' negative assessment of Nixon's treatment of the city's black residents. Absent from the discussion were Nixon's efforts to impose anti-crime policies widely rejected by many blacks and city leaders (like "no-knock" warrants and preventive detention), the failure of the administration's efforts to rebuild the riot corridors, and its efforts to water down home rule legislation at the request of local business and white civic groups concerned about black control of city government.²

Indeed, the panelists failed to recognize the people they disagreed with as legitimate players in DC politics, much as they had when they were White House staff. In a revealing comment, Payton noted that Nixon respected and "got along" with "people who ran institutions," not "advocates" whom he viewed as "irresponsible." The president preferred to work with "responsible" black leaders, she continued, like the (presidentially appointed) Mayor Walter Washington and James Cheek, the president of Howard University (whose budget was set by the federal government)—that is, black leaders inclined to agree with him or who he could control.

Second, the panelists argued that the Nixon administration was the prime mover in DC politics—that it took the lead in defending

the city's interests from mendacious segregationists in Congress and irresponsible black rabble-rousers. This describes a role for the administration that was far in excess of the one it actually played. Indeed, it ignores the fact that in some notable cases Nixon took credit for the gains of the activists he sought to undermine.³

On this latter point, take the issue of Nixon's support for home rule. The panelists repeatedly argued that Nixon voiced his support for home rule immediately upon taking the oath of office and worked assiduously to bring it about until 1973, when he succeeded in this regard. In actuality, Nixon stated, in his 1969 address on the subject, "I . . . support home rule, but I consider the timing of that effort the key. . . . For the present, I will seek within the present system to strengthen the role of the local government in the solution of local problems."⁴ In the following four years, he did little to pressure Congress to enact home rule legislation. Indeed, he undermined the strength of the local government by appointing a Republican chair of the overwhelmingly Democratic city's City Council (then replacing him in 1972 when he proved to be an effective advocate for local interests), scheming to fire prominent black city employees whom he found politically distasteful, and seizing some of the city's law enforcement responsibilities from the mayor. Meanwhile, local activists and the black voters of South Carolina's 6th District defeated the chair of the House Committee on the District of Columbia, Rep. John McMillian (D-SC), the man in Congress who had blocked home rule legislation for nearly two decades. When McMillian's successor, Rep. Charles Diggs (D-MI), worked with those same activists to craft home rule legislation, Nixon worked with the bill's opponents to water it down.

Such a sanitized view of the past should be expected of participants in historical events who have a stake in a certain point of view. It is human nature to place ourselves at the center of the story, to justify our actions and remember ourselves in the best possible light. Political historians should be particularly keen to this fact, as political actors tend to campaign for their version of events long after they have transpired. The Richard Nixon Foundation has been uniquely aggressive in this regard, drawing the ire of historians and NARA for seeking to white-wash the Watergate scandal and other Nixon

misdeeds.⁵ Though it appears to have ceased this more egregious type of advocacy since NARA acquired the Nixon Library in 2007, the foundation nonetheless appears intent on presenting the administration in its best possible light—a task, granted, to which most presidential foundations are devoted.⁶

Stories like those told by the May 16 panelists, though misleading, are nonetheless valuable to the historian. They give us insight into the worldview of historical actors and provide fascinating studies of how those actors labor to shape historical memory. The danger, of course, lies in the foundation's efforts to pass off their stories as history. For the former to become the latter, they must be coupled with an exploration of the historical context and a careful weighing of other subjects' recollections. Would that the May 16 event had done so.

*George Derek Musgrove is an associate professor of history at the University of Maryland, Baltimore County. He is the author of *Rumor, Repression, and Racial Politics* (2012) and is currently working on a history of race and democracy in Washington, DC, with Chris Myers Asch.*

Notes

¹ Lauren Pearlman, "Democracy's Capital: Local Protest, National Politics, and the Struggle for Civil Rights in Washington, D.C., 1933-1978," unpublished dissertation, Yale University, 2013.

² See Pearlman, "Democracy's Capital." Tom Sherwood and Harry Jaffe, *Dream City: Race Power, and the Decline of Washington, DC* (New York: Simon and Schuster, 1994).

³ See Sherwood and Jaffe, *Dream City*. Michael Fauntroy, *Home Rule or House Rule: Congress and the Erosion of Local Governance in the District of Columbia* (Lanham, MD: University Press of America, 2003). Howard Gillette, *Between Justice and Beauty: Race, Planning, and the Failure of Urban Policy in Washington, DC* (Philadelphia: University of Pennsylvania Press, 2006).

⁴ Nixon quoted in Pearlman, *Democracy's Capital*, 217.

⁵ "Nixon Library Loses Watergate Whitewash," *Washington Post*, July 11, 2007.

⁶ "Presidential Libraries: Are they Valuable Archives or Wasteful Monuments?" *CQ Researcher*, v17 n11, March 16, 2007.



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Teenage

Documentary Features the Stories behind an Invention

Marcia Chatelain

We were teenagers, but we didn't always exist... we were a wartime invention" is one of the reflections in *Teenage*, a 2013 documentary that captures the construction and contradictions of this new category in the 20th century. The film is a spirited and visually stunning journey, and the magnificent score highlights the collaboration between punk music historian Jon Savage, who authored a social history of the same name, and director/filmmaker Matt Wolf, who portrayed a disco cellist in *Wild Combination: A Portrait of Arthur Russell* (2008). The film convincingly argues that British, German, and American youth shaped the course of the 20th century largely by asserting an identity other than adult or child. This 78-minute narrative about the emergence of youth culture substantiates the power of the label of teenager by demonstrating how young people confronted political, economic, and social forces that allowed youth to simultaneously embrace frivolity and uphold massive responsibilities.

Teenage incorporates historical dramatizations with newsreels and early film footage so seamlessly that the viewer can easily mistake the staged scenes for documentary content. The film uses voice-over actors and reenactors to represent American and Western European youth culture. Each actor performs a vignette of early teenage culture, ranging from the turn-of-the-century crusade to ban child labor to the explosion of rock-and-roll and teen representations of popular culture in the 1950s. Although *Teenage* spans three nations and about half a century of history, a common, and astute, theme resonates throughout: the teenager is a product of both peril and prosperity. The film argues this forcefully in its focus on the role of the world wars and how they created a desire for emotional escape and fueled a psychological predisposition toward youthfulness. Fighting wars, as well as maintaining hope in wartime and during postwar economic revitalization,



Library of Congress Prints and Photographs Division

These stylish young women from Washington, DC's Drexel Institute Rifle Team embraced a modern look of bobbed hair and fur coats. Flappers of the 1920s would plant the seeds for an emerging teenage culture.

strengthened teenagers' resolve to recapture and exemplify an innocence that was too fragile to ever lose again.

Teenage presents the formation of the teenager as a reaction to the exigencies of industrial life; the teenager could not appear until the liberation of the child from the factory, the coal mine, and the mill into the school and playground. One of the young narrators reflects, "In the factories, we were prisoners. In the streets, we were free." Yet the schoolhouse was also subject to military violence, the Depression, the rise of totalitarian states, and racism. Teenagers drew upon their psychological reserves to remain young even though the world around them asked them to fight, to earn, and to protest. As they tried to resist these forces, some became juvenile delinquents or mediated their trauma with jazz and alcohol; others weathered the constant loss by indulging in

fantastical popular culture productions. By destabilizing the notion that teenagers were an exclusive by-product of the post-World War II economic boom in the United States and telling a transnational story, *Teenage* makes an important intervention in helping students understand that adolescence—which psychologist G. Stanley Hall called "a new birth"—was slow and imperfect.

As teenagers grew surer in their identities as such, they crossed boundaries of race, sexuality, and class. The fictionalized character of British socialite Brenda Dean Paul (played by Leah Hennessey) dramatizes this incredibly well. Her vignette captures the Bright Young Things of 1920s London, portraying them as under a spell of costumes, endless parties, free-flowing booze, and opiates. The film beautifully displays British youth culture's transgressive allegiance to extravagant, and what we now call queer, modes of

self-presentation via freak parties. The story of early youth culture in Germany depicts a brief moment of jubilation, as the Hitler Youth's militarization and indoctrination of teenagers unfolds through the story of Melita Machmann (Ivy Blackshire). Melita's German compatriot, Tommie Scheel (Ben Rosenfield) is the face of resistance. His opposition to the machinery of the Nazi party in favor of Swing led the Gestapo to arrest him and sentence him to a labor camp in 1940. The images of healthy and energetic Hitler Youth are later juxtaposed with the sight of teenage soldiers captured by the Allied forces at the end of World War II. The focus on German youth culture echoes what many scholars of childhood and youth have established: being a teenager cannot provide shelter from any social storm or the weight of responsibility.

US popular culture had considerable influence across the Atlantic. Black youth popularized the jazz, swing, and bebop that electrified international audiences. Race, of course, is an issue throughout the documentary, and black youth are depicted as struggling to realize change in the face of long-held customs of segregation and racial marginalization. Black youth were clearly arbiters of cool to the white teenagers who "slumped" in juke joints and snuck race records into their homes. *Teenage* pairs footage of lively dance halls with the 1943 Harlem Riots. These scenes illuminate how black youth responded, with both anger and creativity, to the failure of patriotism to surmount racism. The narration in this section from a black Boy Scout named Warren Wall (Malik Peters) feels a bit contrived. Wall's monologue about his pent-up resentment toward whites sounds one-dimensional. Considering the plethora of archival material about and from youth in black newspapers and magazines, the script does not touch upon the experiences a boy like Wall would have encountered in the pre-Civil Rights Movement era. Although he talks about frustrating competition with white boys, a mention of segregation within the Scouts, police brutality, or anxiety about employment would have grounded Wall's story in the film more successfully.

The film takes up the issue of gender most explicitly in its inclusion of post-World War II footage of girls indulging in a consumer culture increasingly attendant to girls' interests in fashion, popular

music, and magazines. Despite these moments of teen girls shopping, socializing, and participating in the heteronormative youth dating culture of the 1950s, the film does not delve deeper into the destructive impact that discourses on masculinity and femininity had on youth. The feelings of gay and lesbian youth do not reappear in the narrative, nor do the narrators provide a hint of a critique about mid-century expectations for dating and marriage. The viewer is left to sense that something may be amiss in how boys and girls are treated and imagined in popular culture. Yet we hear no clear voice to make real the intersections of gender and age. The documentary's format does not readily lend itself to such an analysis; nevertheless, within the fictionalized accounts that suggest the broader thinking for the viewer, gender is not considered in thoughtful ways.

By the time the film closes, with a montage of the freedom movements of the late 1950s and early 1960, the narrator recites Elliot Cohen's 1945 "A Teenage Bill of Rights," a declaration of youth independence published in the *New York Times Magazine*. As the film lurches the viewer forward to the contemporary period—with flashes of tanks in Tiananmen Square, the destruction of the Berlin Wall, and flag waving in Tahrir Square—we are convinced of the substantial impact of teenagers on the world, regardless of their invented nature. Yet we are also left with many questions and without very much context, and thus one could misunderstand that social revolution is only for the young. Imagine telling the story of the Student Nonviolent Coordinating

Committee without movement elders Ella Baker, Fannie Lou Hamer, and A. Philip Randolph. It is impossible and irresponsible to suggest that social change is the monopoly of the young.

Teenage attempts to tell a broad story of a nebulous category, so it cannot stand alone as a lesson on the topic of 20th-century youth culture. Instead, it can complement a well-designed syllabus that captures the pivotal dates, court cases, conflicts, and intellectual movements that led to the creation and sustenance of the category of teenager. In the absence of talking heads, youth become the authorities, and this film can help students understand the possibilities of using primary sources in public history, as well as articles and monographs. The exclusion of commentary, however, heightens the responsibility of the educator to fill in the gaps left open by the documentary's orientation. *Teenage* will require an adjustment of expectations for professors and instructors used to screening Ken Burns-style documentaries showcasing their graduate school colleagues and friends, stills of archival photographs, and ambient music that won't disrupt the philosophy course in the next classroom. Yet *Teenage* is as defiant as the generations it celebrates and a worthwhile addition to many history classes.

Marcia Chatelain is assistant professor of history at Georgetown University and author of the forthcoming South Side Girls: Growing Up in the Great Migration (Duke University Press, 2015).

Recommended Reading List

Matthew Delmont. *The Nicest Kids in Town: American Bandstand, Rock 'n' Roll, and the Struggle for Civil Rights in 1950s Philadelphia*. Berkeley: University of California Press, 2012.

Michael H. Kater. *Hitler Youth*. Cambridge, MA: Harvard University Press, 2004.

Steven Mintz. *Huck's Raft: A History of American Childhood*. Cambridge, MA: Belknap Press, 2004.

Tamara Myers. *Caught: Montreal's Modern Girls and the Law, 1869–1945*. Toronto: University of Toronto Press, 2006.

Leslie Paris. *Children's Nature: The Rise of the American Summer Camp*. New York: New York University Press, 2008.

Jon Savage. *Teenage: The Creation of Youth Culture*. New York: Viking, 2007.

The Edges of History

Clifford Adelman

Was I a good history student as an undergraduate? Yes. Did I major in history? No, English. Was I a good history student in graduate school? No; I stumbled into the long defunct Committee on the History of Culture at Chicago from the English department after we discovered an abiding mutual dislike, and stumbled even more to a PhD from the committee. Would I have constructed a different graduate curriculum and written a different dissertation if I had to do it again? Definitely! Did I become an academic historian—or a college-based academic anything else? No, though I did start that way (teaching humanities to engineering students and “open enrollment English” at CCNY, and the political uses of language in Yale’s Collegiate Seminar Program). Did I become a better historian-practitioner in time? Oh, yes. Could I have gotten through a career that included (beyond that early teaching) academic administration, then academic research and writing, without history? No way!

The origins of this trajectory were undergraduate coincidences, those intersections that late adolescents easily fail to acknowledge as light streaming through windows. At Brown, somehow I became entranced by economic history, and fell into coaching by Forrest “Mac” McDonald. Although his personal politics were far distant from mine, his insistence on getting your hands dirty with primary sources and putting them together in works of art became part of a belatedly realized DNA. I didn’t know then where my work was leading, or why this English major was emerging from library stacks covered in the dust of *Commercial and Financial Quarterly* editions from the late 19th century, carrying legal pads filled with penciled block notes, and constructing diagrams of the New Haven Railroad bankruptcy case of 1908 that embraced an entire kitchen table. Nor did I recognize the all-nighters—plowing through tables of 1930–35 soybean futures to prepare for the class on New Deal agricultural policy Mac assigned me to lecture (as a sophomore and to distinctly disapproving seniors)—as



Clifford Adelman

anything more than an academic Olympic tryout in a sport other than my default.

The occasion of this essay forced reflection on how I arrived even at that point. Having slipped into boredom as an associate dean at state-college-USA, I came to Washington on a one-year fellowship to the research arm of what was about to become the US Department of Education that turned into a 27-year run. There must have been a sub-rosa theme at work: a realization of the compelling value of unobtrusive information—letters, notebooks, diaries, documents, and, finally, data. History renders unobtrusive information “compelling”: not too many other disciplines do. So one learns to determine how to triangulate it, and how to make meaning out of it so that narrative and persuasion are possible. You learn when to step back, to connect, to bring multiple prisms to bear on multiple types of the unobtrusive. Other disciplines take pieces of the triangulation, the narrative, the multiple prisms; history does all of it.

What was sub-rosa became a way of life when I discovered something called “data”—numbers representing realities of lives, behaviors, contexts—at the US Department of Education. It was the early 1980s, and while my work was focused on higher education, I unearthed two national archives of secondary school transcripts that could provide accurate accounts in a field where pundits

simply practiced shrill voices. I contracted to have others (at Johns Hopkins and Ohio State) put the quantitative material together, and wrote a study that became the grounds for high-school curriculum recommendations in *A Nation at Risk*. Within a couple of years this work convinced the National Center for Education Statistics to gather higher education transcripts out of which data sets of what college students do and study would be built and analyzed. The building and analysis, however, required fluency in algorithms, code writing, and fairly sophisticated software. I took all this on, sensing that in these unobtrusive records lay national archives that didn’t lie (well, let’s say they lie a lot less than do people responding to surveys).

So I went to computer school at NIH, learned code writing and software, and by 2000 had built three national longitudinal study archives, with codes and programs that were passed down from one to the other, and that are now used in the generation of subsequent longitudinal archives. I wrote a dozen monographs based on these data sets, with enough citations to justify tenure somewhere.

A weighty part of career stories is that one can’t see around corners. With the sweat of Washington summer days in barely air-conditioned buildings supplanting the dust of library stacks, could I have imagined creating and analyzing massive data sets based on high-school and college student transcripts for the US Department of Education? Could I have imagined analogues to such historical archive work—e.g., building databases from debarkation lists of the ports of Philadelphia and Baltimore in the 1820s and ’30s and both database construction for and multivariate analyses of the first women’s *Who’s Who* (1916)? These activities, in fact, were at the core of my visiting course in quantitative history, offered twice by three departments at the George Washington University. The course never “made” and probably because it scared student wits, but the point lies in my belatedly recognized origins of its design. Yes, we read the *annalists* in graduate school, and it’s obvious that what Forrest McDonald

had us do on a small scale, Braudel did on a multi-continental stage, and in probably eight languages. And there *is* a textbook on quantitative history, and all of this wound up in that prospectus for that failed course offering.

A “quantoid” at midlife! Who would have thought . . . ? And with enough public recognition that people still call me to crunch numbers. But only under the most dire of circumstances will I do it, as new applications of history have now supplanted that drive.

These were “the spaces between numbers,” as the mathematician-heroine of *Smilla’s Sense of Snow* calls them. In my case, the spaces were international work and fiction. I had been part of the European Association for Institutional Research for some years, and smelled enough change on the continent that the minute I left the Department of Education in 2006, I was off on the first major US study of Europe’s Bologna Process, plowing through hundreds of documents, going online to play with interactive ministry data-banks and to dig out course materials in four languages from European universities, interviewing hundreds of academic and ministry personnel in nine countries, exchanging 750 e-mails across many borders. Producing *The Bologna Process for U.S. Eyes: Re-learning Higher Education in the Age of Convergence* (2009) taught me again what the study of history teaches: how to put it together and make meaning. You don’t do it this way in literary studies unless you are playing with concordances (and few people do). Literary material is usually handed down: rarely does one find it, shape it, clarify it, and preserve it. That’s what history does.

The first novel proceeded the same way. *The Russian Embassy Party* (2013) was an item high on my bucket list, and it is not a spy story, either. As a nonfiction writer, I always wondered if I could create a story from historical materials, develop characters, sustain dialogue, and arch it all over a 30-year trajectory and 400 pages. What I discovered, as I am sure you know, is how much historical research such an undertaking demands. Digging out microfiche DC real estate records and bus route maps from the early 1960s, hauling out all the *New York Times Magazines* from the late 1970s that were living in my basement for their fashion ads to match one character’s story line, reading multiple accounts of the fall of the Berlin Wall just so that I could place characters in credible physical positions, obtaining

St. Petersburg maps from the 1980s so that I would have accurate markers prior to all the street renaming of the Yeltsin years (my Russian is pre-primitive, but I could get through those maps), creating coherent and accurate sets from dozens of photographs from places called Vyborg and Vologda, and on and on. That’s not what William Irwin Thompson meant by the “edge of history,” which we pondered in graduate school, but it does involve a lot of Thompson’s “recoding.”

I am 71 now. It’s the backside of a career curve. Yes, there are undertakings, but their lifelines are short. The stream of external projects for self-employed “research consultants” is thinning. On barren, ground-frozen February days, I have little motivation to generate another major professional inquiry. It’s hard to let go, but ever more soon, it’s time. But oh!, there is a box in the basement filled with family memorabilia, photos, letters

in five languages, recorded interviews, legal tablets of notes—all colored by the Spanish Civil War, its forerunning, and its aftermath. The box in the basement is waiting for the novelist’s treatment, its contents to be stitched by what history has taught. The discipline is the Red Violin, careening over centuries and through languages, with every division of the back lot in high voltage operation, all weaving a magic tapestry. I should have majored in it.

Clifford Adelman is a senior associate at the Institute for Higher Education Policy in Washington, DC. He is a coauthor of The Degree Qualifications Profile (Lumina Foundation for Education, 2011, 2014), and, most recently, of “Use and Problems in the Language of Discipline-Based Qualification Statements: Learning from Tuning and Its Analogues” in the June 2014 issue of the Tuning Journal for Higher Education.



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Embracing the Challenge of the New AP US History Exam

Brenda Santos

Over the 10 years I've spent teaching and coaching teachers of advanced-placement US history, the number one critique I've heard of the exam is that it encourages the teaching and learning of a massive number of facts and deprioritizes deep analytical thinking—the stuff of the Common Core, “college readiness” à la David Conley, and actual historical work. The new AP US history exam is a significant departure from the old exam, and its chief strength is the reversal of instructional priorities that it demands. The exam is a product of years of collaboration, and while it will undoubtedly have its own critics, I expect that that old complaint will lose its resonance as teachers rethink their instruction and redesign their courses around the new exam's focus on key concepts, themes, and historical thinking skills. Indeed, the exam poses a challenge, but it is one I urge teachers to embrace.

The new exam, which the College Board will administer for the first time in May 2015, will require students to do much more than memorize facts—they will have to interpret primary source documents, analyze historical arguments, evaluate evidence, and read maps and data, even in the (much shorter) multiple-choice section. Indeed, every multiple-choice question now relates to a piece of text, an artifact, a map, or data presented to the student on the exam. The exam also includes more free-response items, including four new short-answer questions. It still includes a document-based essay, but there is now only one long essay (the old exam had two). The changes in the structure of the exam reflect the College Board's increased prioritization of demonstrated college readiness on the part of AP students.

While there are substantial changes to the structure of the exam, the most important—and consequential—change to the framework (especially to the teacher of AP US history, or APUSH) lies in the organization of the course into three different, intertwined sets

of learning objectives: themes, key concepts, and historical thinking skills.

That means it is virtually impossible to teach a traditional chapter-by-chapter narrative of US history using this framework; the new exam calls for a more deliberate, robust examination of parallel themes as they develop over time, place, and populations, as well as more active instruction in the skills that empower students to do the historical work necessary to make meaning. The beauty of this new APUSH framework is its synergy with emerging research on building deep, lasting understanding in students and how it sets them up to apply this understanding with agility. Teachers who embrace the new framework will build what David Conley calls “conditional” and “conceptual” knowledge in students to achieve “deeper learning,” while simultaneously building the learning skills needed for college and career readiness.¹

A comparison of assessment items from the old and new exams (see sidebar) illustrates the role that the new focus on historical thinking skills plays in the development of the new test and how these skills will fundamentally alter teacher mind-sets, planning, and instruction. The first two items come from the 2006 exam—the old test.²

Both items from the 2006 test assess students' ability to sort “outside information” terms into broad categories—which likely mirror their textbook units. APUSH teachers have long known that if their students struggle with these questions, they need to hit the flash cards. And those flash cards needn't be very detailed; if a student can remember that Dorothea Dix championed the asylum movement and that the Pure Food and Drug Act was a Progressive law, then he or she will score points. Compare those questions to the multiple-choice items on the Progressive Era from the sample exam items in the new framework as released by the College Board in 2012 (see sidebar), and

a very different set of criteria for student success emerges.³

In the new test, both items require students to use evidence from the text. The College Board also tagged the first item with the historical thinking skill “comparison” and the second with “causation.” In addition, I would argue that both items require students to have an understanding of historiography and an ability to place historical discourse in context. The old test required neither of these skills. I took part in this comparison during an early training on the new APUSH exam in my school district. The starkness of the contrast between these two sets of Progressive Era items drove home the significance of the change with regard to historical thinking skills and rallied us around a shared sense of urgency. We all wanted to take our students from the “what” and “how” to the deeper thinking that these new items require.

The new APUSH framework includes nine historical thinking skills divided into four categories. The framework explains that in including the “ways historians investigate and reason,” the College Board aims to “apprentice students to the practice of history.” The historical thinking skills included are: historical causation, patterns of continuity and change over time, periodization, comparison, contextualization, historical argumentation, appropriate use of relevant historical evidence, interpretation, and synthesis. While these overlap with the AHA's Tuning project's History Discipline Core, they are more narrowly focused on the skills necessary to develop and defend historical positions, a focus that is more appropriate for high school students building foundations for college.

The new APUSH exam has pushed me and the teachers I work with to develop and teach courses more focused on what our students will learn to *do*—on the skills they will practice in our courses, hone throughout the year, demonstrate on the AP exam, and ultimately draw upon in college and career. We have shifted from thinking about how students

learn history to considering how they will engage with it over and over again in class. Influenced by Conley's work and the impetus of the Common Core state standards, we have simultaneously reprioritized depth of knowledge, discussion with evidence, research, writing, and civic mind-sets.

The organizing structure I use and teach to the teachers I coach is based upon the principles presented in *Understanding by Design*.⁴ I call it "the loop." I begin with worthy historical questions, as these matter to historians, give students access points to the range of major issues at play with regard to a topic, and require students to employ historical thinking skills. The main event in every loop is the seminar. Before it occurs, we learn requisite context and examine the historical record, and after it occurs, we write. The loop is simple and elegant. Best of all, it is flexible enough to accommodate the range of skill objectives that a teacher might employ in response to student data, while anchoring the course in frequent, rigorous engagement with the content and the discipline's core practice: making and defending historical claims with evidence in dialogue with others. At various stages in the loop, but particularly as students prepare for seminar and writing with text and other evidence, teachers embed frequent, authentic practice with the new historical thinking skills now emphasized by the AP exam.

The College Board has posted four planning and pacing guides on its website that offer other, more detailed approaches to carrying out the shifts in course design and instruction. As teachers revise their courses, I urge them to take the opportunity to explore these and to reimagine their objectives in terms of what students will be able to do as historians. I have earned a reputation in my networks as a champion of building student knowledge, and I think knowledge building is as important as ever. But I've also learned that knowledge without the practice of deep, independent historical analysis is shallow and short-lived. Knowledge is the foundation upon which students practice deep thinking. The new exam is an opportunity to embrace deep thinking in our instruction and to truly prepare our students for college, career, and citizenship.

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Comparing the Old and the New

Multiple Choice Questions from the 2006 US AP History Exam

50. Which of the following is an example of Progressive Era legislation?
 - a. The Pure Food and Drug Act
 - b. The Hawley-Smoot Tariff
 - c. The Comstock Law
 - d. The Pendleton Act
 - e. The Dawes Severalty Act
73. Which of the following was LEAST involved in the struggle for women's rights?
 - a. Elizabeth Cady Stanton
 - b. Alice Paul
 - c. Lucretia Mott
 - d. Carrie Chapman Catt
 - e. Dorothea Dix

Multiple Choice Questions from New Sample Items Released in 2012

Questions 1.1-1.3 refer to the following quotation.

"I believe that progressivism was a radical movement, though not by the common measures of economic and political radicalism....Progressives were radical in their conviction that other social classes must be transformed and in their boldness in going about the business of that transformation....The sweep of progressivism was remarkable, but because the progressive agenda was so often carried out in settlement houses, churches, and schoolrooms, in rather unassuming day-to-day activities, the essential audacity of the enterprise can be missed. Progressivism demanded a social transformation that remains at once profoundly impressive and profoundly disturbing a century later."

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920*, 2003

- 1.1 Which of the following activities from the middle of the 19th century most closely resembles the Progressive Era reforms that McGerr describes?
 - a. Participation by women in moral reform efforts
 - b. Calls for the annexation of Texas
 - c. Efforts by nativists to restrict immigration
 - d. Removal of American Indians from the Southeast to the West
- 1.2 Which of the following efforts most directly resulted from the Progressive Era reform movements?
 - a. Attempts to consolidate large corporations
 - b. Local campaigns against urban social problems
 - c. Calls to restrict migration from southern and eastern Europe
 - d. Plans to develop an extensive social welfare system by the federal government

coaching teachers since 2006. She has taught at both Southern Connecticut State and Yale Universities. She served on the College Board's APUSH Test Development Committee from 2010 to 2013, and will begin her term as a member of the AHA Council and the Association's Teaching Division in January 2015.

Notes

1. David T. Conley, *Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know* (San Francisco: Jossey-Bass, 2013).

2. 2006 USH Released Exam: <https://store.collegeboard.org/sto/productdetail.do?Itemkey=060082025>.

3. Sample questions from the AP United States History Exam, originally published in the October 2012 AP US History Curriculum Framework. Available on the College Board's website (bit.ly/1sto6Sq).

4. Grant P. Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).

On to New York City for the 2015 Annual Meeting

Sharon K. Tune

The 129th annual meeting of the Association will be held January 2–5, 2015, in New York City, at the New York Hilton Midtown and the Sheraton New York Times Square. The meeting will be held from Friday through Monday, rather than the traditional Thursday through Sunday schedule, to take advantage of extraordinarily low hotel rates and complimentary meeting space.

Members can look forward to receiving the printed program of the annual meeting in mid-November. The online program

should be posted on the AHA website in mid-September.

This year's meeting promises a rich program of offerings. The Program Committee and other AHA committees and divisions have organized approximately 300 sessions, and affiliated societies have planned more than 100 additional sessions. Jan Goldstein (Univ. of Chicago) will deliver the presidential address on the evening of Saturday, January 3. The AHA's book prizes, the Awards for Scholarly Distinction, and other honors will be announced on the meeting's opening night, Friday, January

2, just prior to the plenary session. Annual meeting sessions and events are scheduled in the two hotels.

Accommodations

The Hilton has a block of 1,300 rooms and will serve as headquarters; it will house the AHA Exhibit Hall, the Job Center, the Internet Center, and the AHA and affiliate events and sessions. The Sheraton, with the same number of rooms, will also house AHA and affiliate sessions and events. The two hotels are across the street from each other.

For rates, please see the table on page 47. Note that all rooms are subject to a 13.375 percent sales tax plus a 5.875 percent per room, per night New York City occupancy tax (subject to change without notice). As a special benefit to allow members to take advantage of New York City before or after New Year's Eve, the discounted meeting rates are in effect three days before and after the January 2–5 meeting dates for a limited number of rooms only at each property. For New Year's Eve, the Hilton has 300 rooms and the Sheraton has 175 rooms available at the AHA's meeting rates.

Making a Hotel Reservation

Once attendees are pre-registered for the annual meeting, they can make hotel reservations at the AHA rates. Registered attendees will receive confirmation of their registration that will include information on how to make a standard room or suite reservation at the annual meeting rates.

Dates and Deadlines

- | | |
|---------------------|--|
| September 23 | Registration opens. |
| September 23 | Housing opens. |
| September 23 | Child-care grant application period opens. |
| September 30 | Deadline to submit membership dues and address changes in order to receive the program in the mail. |
| 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 preregistration 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. |

Ground Transportation

From Airports

New York City is served by two international airports, **John F. Kennedy International Airport (JFK)**, in the borough of Queens, which primarily handles international flights, and **Newark Liberty International Airport (EWR)**, in New Jersey, which handles both domestic and international flights. The region is also served by **LaGuardia Airport (LGA)**, also in Queens, which mainly handles domestic flights. All airports offer ground transportation with service available from the airports to the hotels.

For transportation information for all three airports, call **Air-Ride** (800-247-7433), which offers 24-hour recorded details on bus and shuttle companies and car services registered with the New York and New Jersey Port Authority. Similar information is available at the Authority's website at: www.panynj.gov/airports.

LaGuardia Airport is eight miles from the meeting hotels.

- ◆ A taxi ride into the city takes 30–40 minutes and costs about \$25–\$37; rides are metered and bridge tolls and tip (15–20 percent is customary) are extra. There is no additional charge for luggage, and rates are per car, not per passenger (up to four passengers).
- ◆ *GO Airlink NYC* provides shared van service from LaGuardia to midtown hotels (\$21 one way). The trip takes about 45 minutes; buses operate every 20–30 minutes, seven days a week. *NYC Airporter* provides bus service to Grand Central Station; the fare is \$13 one way and \$23 round trip, with a complimentary shuttle to hotels.

- ◆ The *SuperShuttle* provides door-to-door service to and from the airport to midtown hotels. The fare is \$16 each way.

Kennedy Airport is 17 miles from midtown.

- ◆ Taxis from the airport to Manhattan charge a flat rate of \$52 (plus tolls and tip); the trip takes 65–75 minutes. The meter will not be turned on, and a surcharge will not be added. To return to JFK from Manhattan, taxis charge the metered rate, plus any applicable tolls.
- ◆ *GO Airlink NYC* provides shared van service from JFK to midtown hotels

(\$20 one way) and takes about 75–85 minutes. *NYC Airporter* offers bus service between JFK and Grand Central Station; fares are \$16 one way and \$29 round trip; from Grand Central there are complimentary shuttles to hotels.

- ◆ The *SuperShuttle* provides door-to-door service to and from the airport to midtown hotels. The fare is \$20 each way.

Newark Airport is 15 miles from the meeting hotels.

- ◆ For taxis, the metered fare (plus tolls) from the airport to the hotels is approximately \$55. There is an additional charge for oversize luggage, and rates are per car, not per passenger (up to four passengers). To return to Newark Airport via a NYC taxi, the approximate fare is \$69–75 plus return tolls and a \$15 surcharge.

- ◆ *Air Train* offers connecting service to New Jersey Transit and Amtrak trains, which take passengers into Manhattan. This can be quicker than taking a cab or a bus, and it is much more affordable—\$12.50 one way from Newark Airport to NYC Penn Station.

- ◆ *GO Airlink NYC* offers shared van service for a fee of \$12 per person.

- ◆ *Newark Liberty Airport Express* offers shuttle service to Manhattan every 15–20 minutes. One-way fare is \$16, and round trip is \$28.

- ◆ *SuperShuttle* is available from Newark for \$21, depending on destination.

From Amtrak

New York's Penn Station is located at Eighth Avenue and 31st Street in midtown Manhattan. The station is open 24 hours a day, seven days a week; but note that Amtrak's ticket office at Penn Station is open daily from 5:10 a.m. to 9:50 p.m. A cab ride from Penn Station to the hotels takes 15–20 minutes (depending on traffic) and costs \$15–18, plus tip. Attendees can also take the uptown E subway from Penn Station to the Seventh Avenue stop, right next to the Sheraton. Travel time is about 20 minutes, and the cost is \$2.75.

Annual Meeting Locations and Hours

AHA Headquarters/ Staff Office

New York Hilton, Americas I

Hours:

January 2, 12:00 p.m.–7:00 p.m.

January 3, 8:00 a.m.–6:00 p.m.

January 4, 8:00 a.m.–6:00 p.m.

January 5, 8:30 a.m.–2:00 p.m.

Registration at the Meeting

New York Hilton, Americas I

Hours:

January 2, 12:00 p.m.–7:00 p.m.

January 3, 8:00 a.m.–6:00 p.m.

January 4, 8:30 a.m.–4:00 p.m.

Exhibit Hall

New York Hilton, Grand Ballroom

Hours:

January 3, 9:00 a.m.–6:00 p.m.

January 4, 9:00 a.m.–6:00 p.m.

January 5, 9:00 a.m.–12:00 p.m.

Job Center

New York Hilton, Americas II

Hours:

January 2, 12:30 p.m.–6:00 p.m.

January 3 and 4,

9:00 a.m.–6:00 p.m.

January 5, 9:00 a.m.–12:00 p.m.

Internet Center

New York Hilton, Americas II

Hours:

January 2, 12:30 p.m.–6:00 p.m.

January 3, 9:00 a.m.–6:00 p.m.

January 4, 9:00 a.m.–6:00 p.m.

January 5, 9:00 a.m.–12:00 p.m.

Special Note about Making Hotel Reservations

For the 2015 annual meeting, the AHA has combined the registration and hotel reservation process. After pre-registering for the meeting, attendees will receive an acknowledgment of pre-registration that will include the attendee's badge number and information on making a hotel reservation. The acknowledgment will have consolidated information on all meeting hotels, rates, and availability. Attendees will be able to make a reservation via a customized website or by calling toll-free numbers provided. Only annual meeting attendees who have first completed the meeting registration process will be permitted to make hotel reservations at the AHA's meeting rates. The call-in centers and websites will require the attendee's badge number before proceeding with the reservation process. This process is designed to ensure that the deeply discounted AHA meeting rates are reserved for those who support the annual meeting—its attendees and exhibitors—and are not used by tourists and others who want to book a room in New York City for New Year's Eve weekend.

General Information

Group meetings and reunions: Societies and groups that have not already made arrangements to hold sessions or other meetings should send their requests for room space as soon as possible to Sharon K. Tune, director, meetings (stune@historians.org). Please specify preferred date, inclusive hours, attendance forecast, and any special equipment desired.

Business Meeting

Resolutions for the business meeting must be signed by 50 or more members in good standing and will be accepted until November 1. They must be no more than 300 words in length and deal with a matter of concern to the Association, to the profession of history, or to the academic profession. Resolutions should be sent to

the executive director at the AHA office, with a copy to the parliamentarian, Michael Les Benedict, 106 Dulles Hall, Ohio State University, 230 W. 17th Avenue, Columbus, OH 43210.

Registration Fees

Registration begins in mid-September. The last day for preregistration pricing will be Friday, December 19, 2014. On-site registration pricing will be in place on Saturday, December 20, 2014.

AHA Registration

For information about rates, for both preregistration and on-site registration, see the box at the left. More information on online registration is on the AHA website.

Preregistration

Attendees are urged to pre-register at reduced rates. Advance preregistration must be received by December 19, 2014. Please note that preregistration for the 2015 meeting will be handled by a processing service; forms should be sent to the address shown on the form, not to the AHA.

Registration at the Meeting

The registration counters at the annual meeting will be located in the New York Hilton (see the registration hours on the preceding page). The special group rates for teacher/student groups will not be available on-site.

Admission to all AHA sessions, exhibits, the Job Center, and the Internet Center requires a 2015 meeting registration badge.

Refund Policy

Advance registrants who are unable to attend the meeting may request a refund of their registration fee. Cancellations and refund requests must be submitted in writing and postmarked (or e-mailed) by December 19, 2014. Refunds will be processed less a \$20 administration fee. No refunds will be issued for requests postmarked or e-mailed after December 19, 2014. Refunds will not be given for no-shows. Cancellations and refund requests should be submitted to American Historical Association, Business Office, 400 A St SE, Washington, DC, 20003 or e-mailed to ppham@historians.org. *Faxed refund requests will not be accepted.* Proof of payment—copies of front and back of canceled check or copy of credit-card statement—may be required.

Sharon K. Tune is director, meetings and administrative operations, for the AHA.



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 (co-headquarters)
811 Seventh Avenue

3. The Manhattan at Times Square, 790 Seventh Avenue

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

Tours of New York

Debbie Ann Doyle

The Local Arrangements Committee for the 129th annual meeting has organized a wide-ranging series of tours highlighting what New York City has to offer historians.

Highlights include:

- ◆ A bus tour of Harlem, the Bronx, and Arthur Avenue
- ◆ Walking tours of New York City neighborhoods, including Brooklyn Heights, the Lower East Side, Greenwich Village, the Upper East Side, the Upper West Side, and Wall Street
- ◆ Tours of the United Nations Archives and the New York City Municipal Archives
- ◆ Tours of local cemeteries
- ◆ Tours of the New-York Historical Society, the Museum of the City of New York, the Lower East Side Tenement Museum, the new National 9/11 Memorial Museum, and other local history museums

A complete list of tours, including times and ticket prices, will be posted on the AHA website when registration opens.

Debbie Ann Doyle is the AHA's coordinator for committees and meetings.



The 9/11 Memorial in New York City.

David Zawrotny

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.

AHA Offers Child-Care Grants for the 2015 Annual Meeting

The Association will offer 10 grants of up to \$250 USD each to assist AHA members who have child-care costs during the meeting. The grants are intended to help offset the cost of child care, enabling attendees with dependent children to attend the meeting.

Eligibility and Terms

History graduate students, adjuncts, and early-career historians (within five years of the earned degree) are eligible; priority will go to those who are on the program and/or who are interviewing at the meeting.

- ◆ Only one parent of a child or children may apply for a grant.
- ◆ Allowable expenses include babysitters (on-site at the conference location or child care at home) and airfare/hotel costs for a caregiver to accompany the child to the annual meeting location.
- ◆ Not eligible for reimbursement are meals, on-site transportation, and tickets to museums and other attractions, as well as child-care expenses (nanny, babysitter, after-school care) not related to attendance at the meeting.
- ◆ Child-care funds cannot be used to fund travel or other expenses related to the attendee's participation in the meeting (including meeting registration or other expenses the attendee would already be incurring by attending the meeting).
- ◆ Funds cannot be used to fund travel expenses for the child or children.

Reimbursements will be distributed following the annual meeting. Each recipient will complete an AHA reimbursement form (distributed with the award notification e-mail) and submit it with original receipts to the AHA office at the address noted on the reimbursement form.

Reimbursement may be requested for eligible expenses up to the maximum amount of the grant. Expenses in excess of the award amount must be borne by the individual recipient. No funds can be distributed prior to the conclusion of the annual meeting, and no funds are distributed on-site at the meeting.

Application

The application period is from September 23 through November 1. AHA members planning to attend the meeting can apply for a grant by completing and submitting the online application form (see www.historians.org/annual-meeting/child-care-grants) no later than 11:59 p.m. on November 1, 2014.

Upon submission of a completed grant application, applicants will receive a confirmation e-mail. There is a limited number of grants, so the AHA may not be able to meet the needs of all applicants. All applicants will be notified no later than November 15, 2014. Applicants with questions can send them via e-mail to childcare@historians.org.

Sign Language Service Available

Hearing-impaired members who will need sign-interpreting service at the AHA annual meeting must notify the AHA Headquarters Office and register for the meeting by December 1, 2014. The request should include the sessions they plan to attend. The AHA will, with the assistance of the Local Arrangements Committee and the Registry of Interpreters, secure the services of appropriate interpreters. The AHA will assume the cost for up to nine hours of sign-language interpreting service or a maximum of \$400 per member, whichever is less.

An interpreter may also be provided upon request for the Presidential Address (Saturday, January 3) and the Annual Business Meeting (Sunday, January 4). Please contact Sharon K. Tune, Director, Meetings, AHA, at stune@historians.org or via mail at 400 A Street, SE, Washington, DC, 20003, by the deadline of December 1, 2014, if you would like to request this service.



David Cole

Atlanta skyline from Piedmont Park. CC BY 3.0

Call for Proposals for the 130th Annual Meeting of the AHA

Vicki L. Ruiz, María E. Montoya, and Douglas Haynes

The American Historical Association will hold its 130th annual meeting January 7–10, 2016, in Atlanta, Georgia.

The Program Committee welcomes proposals from all members of the Association, whatever their institutional affiliation or status, as well as from affiliated societies, historians working outside the United States, and scholars in related disciplines.

The theme for the meeting, described in greater detail on page 51, is “Global

Migrations: Empires, Nations, and Neighbors.” The Program Committee does not consider relationship to the theme when evaluating proposals. We welcome submissions on the histories of all places and periods, on many different topics, on the uses of varied sources and methods, and on theory and the uses of history itself in a wide variety of venues. We also invite proposals on what it means to practice history in the digital age. The AHA is a capacious organization, unique among learned societies in its devotion to the full

range of historical scholarship and practice. We hope that our program will reflect this strength, and we will seriously consider any proposal that advances the study, teaching, and public presentation of history.

We invite proposals for sessions in a variety of formats and encourage lively interaction among presenters and between presenters and the audience. A poster session will allow historians to share their research through visual materials.

Please review “Annual Meeting Guidelines” and other information at historians.org/annual-meeting/submit-a-proposal before submitting a proposal. Note that proposals for single, individual presentations can be submitted only for the poster session. All panels, regardless of format, are limited to a maximum of five participants serving as speakers or commentators. With the exception of foreign scholars and scholars from other disciplines, all persons appearing on the program must be members of the AHA. The Association encourages the representation of the full diversity of its membership in the annual meeting.

Proposals may be submitted only electronically and must be completed by midnight, Pacific Standard Time, on February 15, 2015.

Questions about policies, modes of presentation, and the electronic submissions process should be directed to cfp2016@historians.org. Questions about the content of proposals should be directed to the Program Committee chair, María E. Montoya (maria.montoya@nyu.edu), and co-chair Douglas Haynes (dhaynes@uci.edu).

2016 Program Committee

María E. Montoya, New York Univ., 2016 Chair • **Douglas M. Haynes**, Univ. of California, Irvine, 2016 Co-Chair • **Shannon T. Bontrager**, Georgia Highlands Coll., Cartersville • **David A.Y.O. Chang**, Univ. of Minnesota, Twin Cities • **Wendy J. Eagan**, Walt Whitman High Sch. • **Walter W. Hawthorne**, Michigan State Univ. • **Kyle Longley**, Arizona State Univ. • **Steven B. Miles**, Washington Univ. in St. Louis • **Reinaldo L. Roman**, Univ. of Georgia • **E. Natalie Rothman**, Univ. of Toronto Scarborough • **Tara Elisabeth Travis**, National Park Service • **Andrew Zimmerman**, George Washington Univ.

Annual Meeting Guidelines

Please review the Annual Meeting Guidelines and other information at historians.org/annual-meeting/submit-a-proposal before submitting a proposal. In June 2014, the AHA Council approved a revision to item 4.2.B. of the Annual Meeting Guidelines to clarify that: “Participants may appear on no more than two sessions at the annual meeting. These two appearances must be in two different roles. Roles include, but are not limited to: presenting a paper in a formal session, participating in a roundtable, presenting at an experimental session, presenting a poster, and chairing and/or commenting on a session. Participation in a plenary session stands outside this limitation.”

“Global Migrations: Empires, Nations, and Neighbors”

The Theme of the 130th Annual Meeting

Vicki L. Ruiz, María E. Montoya, and Douglas Haynes

The movement of people, ideas, and goods has shaped human history, igniting the imagination, etching the landscape, and transforming identity. For educators and scholars, migration represents a powerful lens through which to reconstruct sacred travel, trace trade routes, illuminate diasporas, and map the scale and scope of globalization. However, our conversations on the subject tend to be bound within the norms and conventions of intradisciplinary specialties or by temporal or continental divides. With this theme, we hope to facilitate more dialogue among colleagues that may enrich research, teaching, and public knowledge. Panels that bring into conversation multiple perspectives on migration are particularly encouraged; such perspectives might include commerce and trade, citizenship and belonging, colonialism and decolonization, disease and epidemics, environment and land, food and food ways, health and healing, gender and mobility, labor (enslaved, contract, or voluntary), modes of travel and tourism, political movements and revolution, racializing bodies and representing difference, segregation and integration, sexuality and sex work, and sovereignty and territoriality, among others.

Global migrations occur in the everyday given the confluence of peoples and cultures in motion. Tourism, for example, represents a form of migration whether for religious pilgrimages, health care, or recreation. The mediation of memory found in private thoughts and public commemorations contributes to our understanding of our past and present. For example, the contestation of memory that played out in a scene from John Sayles’s film *Lone Star* in which a young history teacher defended her curriculum against angry parents perhaps foretold the current controversy over what can be taught in history classrooms across



Credit: National Gallery of Art Rosenwald Collection

Sixteenth-century engraving of an armed three-master with Daedalus and Icarus in the sky.

Texas. Indeed, as practitioners of history, we have expanded our toolkit to include research methodologies and critical theories from the humanities, the social sciences, the arts, and at times the sciences. We welcome submissions that demonstrate this expansion of the archive from data mining to literary imaginaries, as well as the importance of historical insights for public life, policy, and discourse. Panels that offer models of history as public engagement are particularly encouraged.

Vicki L. Ruiz (Univ. of California, Irvine) is the president-elect of the AHA; she will preside over the 130th annual meeting. María E. Montoya (New York Univ.) is the chair of the 2016 Program Committee, and Douglas Haynes (Univ. of California, Irvine) is the co-chair.



Credit: Rio Grande Historical Collections, New Mexico State, Las Cruces.

Mexican women arriving by themselves in El Paso, 1911. Rio Grande Historical Collections, New Mexico State, Las Cruces.

Crafting an Effective Panel Proposal

Francesca Trivellato and Andrew Sartori

The 2015 annual meeting in New York elicited a record number of panel proposals. The result was an extraordinarily difficult selection process that highlighted, among other things, the strengths and weaknesses that we have observed in the writing of proposals. As historians begin contemplating panels in response to the call for proposals for the 2016 annual meeting in Atlanta, we thought it might be helpful to provide some advice on what makes for a strong panel proposal.

1. Even if in practice many panel proposals grow from the bottom up—that is, from the collection of individual papers—you should view the overall process of putting a panel together, writing the panel abstract, and choosing an appropriate title as more

similar to writing a grant proposal than to preparing a proposal for a specialized conference in your field.

2. The proposal will include a panel abstract as well as abstracts for individual papers. The panel abstract is an extremely important part of the proposal: in it, you will explain the overarching rationale of the panel—the themes, problems, and questions that unite the different papers into a coherent session. What is the panel about? Why is it a panel, as distinct from a series of papers that possess some diverse points of intersection? What kind of conversation do you hope to elicit by bringing these particular speakers and these particular papers together? This rationale will tell the reviewer what the panel is about, so it needs to be explained clearly and succinctly. The panel abstract should emphatically *not* consist of a

sequential summary of the individual papers. In fact, there is no real need to refer to those papers in any detail. After all, reviewers will be able to read all sections of your proposal.

3. Remember that the American Historical Association is an organization for historians in general. Your proposal should therefore be addressed to an appropriately generalist audience. This does not necessarily mean that it should not be specialized in its geographical or temporal focus (although, it must be said, panels that brought together speakers from a number of different areas on the basis of a clear and coherent framing were particularly compelling). Rather, the stakes of the conversation you are proposing to stage should be clearly framed in ways that will make sense to historians outside your particular or regional specialty. As always, avoid technical jargon. If you have to use terms that will be unfamiliar to people outside your specialty, make sure you explain their meaning clearly. Don't presume that the historiographical stakes are obvious to historians of other fields.

4. Titles matter. But titles need not be cute. Choose a title that is immediately understandable to those who are not versed in the intricacies of your subject. This can mean something as basic as not forgetting to mention the geographical areas or time periods covered in your panel.

5. In proposing a panel, you are inviting people to listen to and ultimately to participate in the conversation your panel proposes. Everything you submit in your proposal is in this sense not only an exercise in persuading the program committee of the intellectual worthiness of your panel and its component papers, but also an exercise in persuading a potential audience to choose to attend your panel rather than another one. There are normally 30 simultaneous panels in any time slot of an AHA convention! So making your proposal persuasive even to nonspecialists is crucial not only to having it accepted, but also to ensuring that not too many seats in the room will be empty.

How AHA Communities Can Help You Create a Panel Proposal

The AHA's new online forum allows members to create open or closed communities, build a professional profile, share documents and files, and connect with other users. There are numerous possibilities for using the system to simplify the process of putting together an effective proposal.

The Program Committee strongly favors proposals with presenters from a diverse range of institutions and specialties. A session organizer looking for a presenter to fill a gap in the coverage of a proposed panel could use the "advanced search" feature to find AHA members whose research interests would complement the session.

Once the panelists have been identified, the organizer might set up a private discussion thread to facilitate conversation about how the presentations will flow together into a cohesive argument. Having that exchange in advance would be of enormous help in crafting a coherent and compelling abstract.

Presenters could also use their private forum to share copies of presentations with each other. In a variation on the precirculated paper format, the panelists could also post their presentations to an open community for people interested in attending the session. Audience members could read the presentations online before the meeting, allowing more time for discussion during the session.

—Debbie Ann Doyle

Francesca Trivellato (Yale Univ.) is the chair and Andrew S. Sartori (New York Univ.) is the co-chair of the 2015 Program Committee.

AHA members are encouraged to submit news about their careers, including prizes, promotions, honors, tenure, and new jobs. If you have an announcement that you would like to publish, please send it to perspectives@historians.org with the subject line "Member News." Submission guidelines for member news are on our website at: bit.ly/1xXynWp.

Diego Avaria was awarded the first prize in the Contest on Chilean Foreign Policy, Security, Defense and Integration, organized by the Chilean Career Diplomats Association, National Academy of Political and Strategic Studies and Alberto Hurtado University. He received the prize for his paper "La administración Reagan y el plebiscito en Chile: La política de presión (1987–1989)" / "The Reagan Administration and the Plebiscite in Chile: The Politics of Pressure (1987–1989)." The paper can be accessed at: bit.ly/1s4Yh9a; other results of the contest are at: www.adica.cl.

Bettye Collier-Thomas, professor of history at Temple University, has been named a fellow of the National Humanities Center in Research Triangle, North Carolina, for 2014–15. She will spend the

year at the National Humanities Center writing a history of African American women and politics.

Gregory T. Cushman's book *Guano & the Opening of the Pacific World: A Global Ecological History* (Cambridge Univ. Press, 2013) was awarded the Henry A. Wallace Award for best book on agricultural history outside the United States by the Agricultural History Society. A review of his and David Iglar's new books was featured on the cover of the Dec. 6, 2013, issue of the *Times Literary Supplement* (bit.ly/1hA3B2d).

Katherine Grandjean, an assistant professor of history at Wellesley College, is the 2014 recipient of the Douglas Adair Memorial Prize for her article "New World Tempests: Environment, Scarcity, and the Coming of the Pequot War" in the January 2011 issue of the *William and Mary Quarterly*. The Douglass Adair Memorial Prize is given biennially to the best article published in the *William and Mary Quarterly* during the preceding six years.

Gabrielle Hecht's *Being Nuclear: Africans and the Global Uranium Trade* (MIT Press and Wits University Press, 2012) received the 2013 Robert K. Merton award from the American Sociological Association, the

2013 Susanne M. Glasscock Humanities Book Prize, and an honorable mention for the 2013 Herskovits award from the African Studies Association.

Christoph Rosenmüller, professor of history at Middle Tennessee State University, was awarded a Fulbright García Robles fellowship for research in Mexico City. He will be conducting research at the Colegio de México until the summer of 2015.

Beth Salerno has been promoted to full professor at Saint Anselm College. She will be on sabbatical all next year working on a biography of New Hampshire abolitionist and textbook author Mary Clark.

Cameron B. Strang is the recipient of the 2013 Richard L. Morton Award for his article "Indian Storytelling, Scientific Knowledge, and Power in the Florida Borderlands" in the October 2013 issue of the *William and Mary Quarterly*. The Morton Award recognizes a distinguished article published in the *William and Mary Quarterly* by an author in graduate study at the time of final submission. Strang is currently the Margaret Henry Dabney Penick Resident Scholar at the Smithsonian Institution. He begins teaching as an assistant professor at the University of Nevada, Reno, in the fall.

AFFILIATED SOCIETIES

The Oral History Association was selected as a member of the American Council for Learned Societies on May 9, 2014. The ACLS is a federation of over 70 scholarly organizations in the United States. Membership in the ACLS provides opportunities for OHA members to interact with colleagues in a variety of fields and disciplines. The OHA aims to elevate oral history practice for individuals and associations interested in oral history, providing training in oral history methods, ethics, and interpretive issues. The OHA can also foster appreciation of public humanities work in diverse formats and media. For more information, go to www.oralhistory.org.

The American Conference on Irish Studies held its annual meeting in Dublin in June; some four hundred scholars attended, including many historians of Ireland and the Irish diaspora. Plenary sessions featured well-attended talks by historians Kevin Kenny (Boston Coll.) and Eugenio Biagini (Cambridge Univ.). At the conference, the James S. Donnelly Prize for History and the Social Sciences books was awarded to William Jenkins, *Between Raid and Rebellion: The Irish in Buffalo and Toronto, 1867–1916* (McGill-Queen's Univ. Press, 2013), and the Donald Murphy Prize for Distinguished First Book went to Benjamin Bankhurst for *Ulster Presbyterians and the Scots Irish Diaspora, 1750–1764* (Palgrave/Macmillan, 2013).

Perspectives on History publishes news and announcements from affiliated societies each month as space allows. Submissions should be less than 500 words and include contact information. If you have news you would like to share with fellow AHA members, e-mail it to perspectives@historians.org with the subject line "Affiliate News," or upload it through the Perspectives submission page (www.historians.org/perspectives/submissions). Submissions may be edited for length and style.

Employment Odyssey

To the Editor:

Having read Jan Goldstein's article on young professionals having to take unusual positions to start their careers (*Perspectives on History*, March 2014), I was reminded of the beginning of my own career almost forty years ago. In 1975 I received my MA in history and was immediately confronted with the reduction of history requirements in colleges and universities across the United States. Following this development, I was faced with an employment odyssey that has never been easy. Not only did academe stop hiring people with MAs, but PhDs were being laid off.

Undaunted, I began sending out resumes with the hope someone would notice I had studied under some of the top historians of the Civil War and southern history. Three hundred resumes and eight or ten unsuccessful interviews later, I was still slinging

dough in a local pizzeria. Finally, I received a call from Dr. Edwin P. Ledvina from Old Dominion University, who offered me a position teaching history in the Program Afloat for College Education (PACE). He wanted me to teach the US survey aboard the USS *South Carolina* during her deployment to the Caribbean. I kissed my wife and son good-bye and set sail for southern waters. I taught on ships for two years ("two years before the mast") and realized I was going to a lot of interesting places but was not furthering my career, and I was neglecting my family. When my second son was born while I was teaching in the Mediterranean, I realized I had to make a living that was more secure and closer to home, so I signed up for secondary teacher certification at the University of North Carolina in Greensboro.

The job market was still tight for teachers of secondary-level social studies,

but I managed to secure a position in the Guilford County Schools and stayed there for 20 years. I probably should have gotten my doctorate, but instead I tried to make myself indispensable by teaching a full load and coaching football and track (I learned to do this on the job). Later I became a fairly successful debate coach after taking a policy debate seminar at Wake Forest University. My whole career was based on being as indispensable as possible. The doctorate and a career in higher education never came, but I was always able to teach history, usually to bright, interested students, while many of my peers had to sell insurance or real estate. "You can't always get what you want, but if you try sometimes you just might find you get what you need" (Rolling Stones).

*Charles A. Newell, Jr.
Greensboro, North Carolina*

On "The Revolution Takes a Turn"

To the Editor:

I enjoyed reading Carolyn Eastman's article "The Revolution Takes a Turn: AMC's Drama about Washington's Spies Aims for Moral Complexity" about movie and television depictions of the American Revolution in the April 2014 issue of *Perspectives on History*. Hopefully *Turn* will get more students (and the general public) excited about this era.

I'd like to recommend, too, the 1985 movie *Revolution*, which stars Al Pacino as a fur trapper who gets caught up in the Revolutionary War. When teaching the American Revolution I like to discuss this film with my students since it broaches class issues, women's roles in the American Revolution, slavery, Native Americans who sided with the British, and Native Americans who sided with the patriots.

It seems that this film is largely forgotten now, probably because it tanked at the box office—but I think it was just ahead of its time! *Revolution* was finally released on DVD in 2009. I keep my fingers crossed that more historians will rediscover this fantastic film and share it with their students!

*Jason Zeledon
University of California, Santa Barbara*

Letters to the Editor Submission Guidelines

The American Historian Association welcomes letters to the editor responding to our print and digital publications, as well as communications that address issues relevant to the profession. Due to space considerations and in the interest of clarity, letters to the editor of *Perspectives on History* should be no more than 750 words. Letters may be edited for length, house style, and content.

Our full submission guidelines are at historians.org/perspectives/submissions.

Readers Reflect on Teaching History with Video Games and Editing Wikipedia

Stephen Campbell's article "Improving Wikipedia: Notes from an Informed Skeptic" and Nicolas Trépanier's article "The Assassin's Perspective: Teaching History with Video Games," both in the May 2014 issue of *Perspectives on History*, have sparked engaging discussions on our website. We've quoted from these comments below.



On "The Assassin's Perspective"

Joseph November: "It's thrilling to see someone make such a great case for incorporating video games into university history courses. Questions raised in the course of playing historically oriented games provide many students with the motivation to learn about history, and historians would do well to harness that motivation. There is strong evidence that there is tremendous demand for courses that tap into young people's game-inspired historical thinking."

John Padula: "Two years ago, *Assassins' Creed 3* was all the rage. The era and content depicted were both a perfect match for my class. I do not have the game, so I watched many of the walkthroughs and got a sense of what scenes the game decided to include. In-class references to the game had the effect of gaining the attention of almost every student in the room. I found there were even times when I would mention a historical character and a student would chime in with 'Oh ya, he helped Washington at the Battle of . . .!' Kids who had been silent and uninterested suddenly perked up. One student even offered to bring in his Xbox so those who didn't have the game could see what he was talking about. I regret that I didn't take him up on his offer."

Read the full comments and join the discussion at bit.ly/1n5vRwu.

On "Improving Wikipedia"

John Byrne: "The huge reach of Wikipedia is ultimately the principal reason why academics should contribute. 'Panic of 1837' exists in nine other language versions of Wikipedia, and over time you are likely to see your material appearing in them and new versions."

Tobias Higbie: "The idea of counting contributions for tenure and promotion will likely generate groans among AHA members. But it's worth noting that some scientists have developed a platform that aims to do this. The online peer-reviewed journal *PLOS Computational Biology* has developed 'Topics' pages that are a way to give peer review to material that can then be easily migrated to or shared with Wikipedia. These pages are designed to summarize state-of-the-field information, rather than break new research ground."

Mascaret: "I have a problem with the suggestion that [Wikipedia entries] 'be credited [for tenure] if Wikipedia maintains their corrections.' Since the decisions to remove Wikipedia edits are made by other pseudonymous or numbered editors, this unfortunately suggests a way to sabotage the careers of one's colleagues anonymously. I think it would be preferable to have the edits or corrections made by a candidate for tenure evaluated by a committee at that candidate's institution, independently of what Wikipedia does."

Jami Mathewson: "Another way academics can engage with Wikipedia is to assign their students to edit as a part of their course work. I work at the Wiki Education Foundation, where we support instructors doing just that. As you can imagine from your own experience, the student editors learn a lot about neutrality, bias, and information literacy."

Visit bit.ly/1q88FPm to read the full posts.

David Mark Griffiths

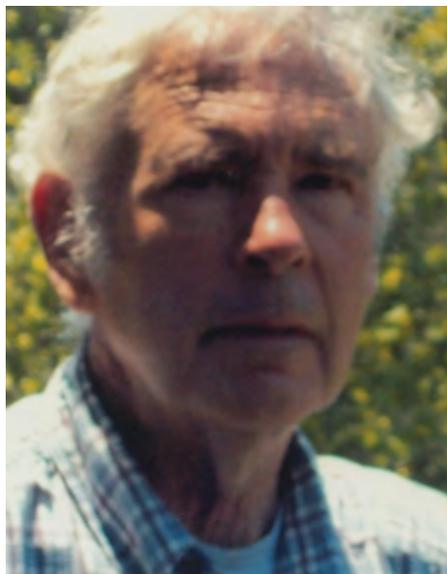
1938–2014

Historian of Catherine the Great and 18th-Century Russia

David Griffiths was born and raised in New Jersey. He received his BA from Swarthmore College, his MA from Columbia University, and his PhD from Cornell University. Except for a one-year stint at Denison University, he was associated with the University of North Carolina at Chapel Hill for his entire career. He retired in 2007 and died on February 17, 2014.

Griffiths was a popular teacher at both the undergraduate and graduate levels. His courses The History of Western Civilization, Russia until the Emancipation of the Serfs, and The History of Socialism invariably filled the assigned classrooms. (The last of these was close to his heart, as by conviction he was a social democrat.) He supervised the doctoral dissertations of seven students—all but one hold academic positions—and nine MA theses. Much beloved by his students, he is remembered as an imaginative, stimulating, and warmhearted instructor. How many could claim to have studied under someone who survived both Legionnaires' disease and a copperhead snakebite?

Griffiths did archival research in Moscow, Vienna, Munich, Paris, and London. He wrote his MA thesis on Russia and the American Revolution, and his dissertation was entitled "Court Politics and Foreign Policy under Catherine the Great." With one of his former students, George Munro, he authored and edited a collection of important documents in *Catherine II's Charters of 1785 to the Nobility and the Towns* (1991). His lengthy introduction to the volume, "Catherine's Charters: A Question of Motivation," is widely cited for its assessment of political "constitutions" in ancient regime Europe. And in 1997 he translated and edited A. B. Kamenskii's *The Russian Empire in the Eighteenth Century: Searching for a Place in the World*. Respectable though these publications are, they are dwarfed by 20 articles he published in a variety of scholarly journals or as chapters in books. Notable among them, and indicative of their range, are: "Catherine II: The Republican Empress";



Courtesy of Samuel H. Baron

David Mark Griffiths

"Eighteenth-Century Perceptions of Backwardness: Projects for the Creation of a Third Estate in Catherinean Russia"; and "In Search of Enlightenment: Recent Soviet Interpretations of Eighteenth-Century Russian Intellectual History." He was a leader among British, American, and Russian scholars who have successfully shown the significance of Catherine II's reign.

Griffiths had a busy professional life. In addition to his publications, he edited several volumes of the journal *Canadian-American Slavic Studies*—two of which were on the Russian Enlightenment. He also participated in dozens of regional, national, and international meetings, as presenter or commentator. He was repeatedly involved in the Study Group on Eighteenth-Century Russia, convened periodically in the United Kingdom and elsewhere in Europe. He was elected president of the Southern Conference on Slavic Studies, which in 2013 presented him an award, created especially for him, honoring his "Outstanding Service to Eighteenth-Century Studies."

Drafted into the army in 1960, he worked in military intelligence, followed by a term on the staff of Radio Liberty in Munich. It was there that he met and married his engaging wife, Karin, with whom he enjoyed a conspicuously happy life. They presently acquired a second home in the mountains, where they enjoyed hiking, gardening, and bird-watching, and graciously entertained friends who had wonderful times together

singing German, Russian, and French tunes, among others.

As a capstone to his career, a collection of 17 of his articles, entitled *Catherine the Second and Her World* and translated into Russian, was published in a handsome edition in Moscow in 2013.

Griffiths is survived by his wife, two children, and three grandchildren.

Samuel H. Baron

University of North Carolina at Chapel Hill

Elbert B. Smith

1921–2013

Historian of American History and International Relations

Elbert B. Smith, emeritus professor of American history at the University of Maryland and author of numerous books on the American presidency, died on April 30, 2013, at age 92, following a distinguished and notable career. Smith was born in Benham, Kentucky, to Elbert and Gladys Smith. He was always interested in the American west and the people who had roamed its frontiers. He graduated with a BA in 1940 from Maryville College in Tennessee. During World War II, Smith served as a communications officer in the navy. Following his military service he received his master's (1947) and PhD (1949) in history from the University of Chicago.

Ever popular with his students, Smith taught at Youngstown University, Iowa State University, the University of Wisconsin, and the University of Maryland. Concerned with international peace and education, Smith involved himself with the goals of the Fulbright Program, established after the war to facilitate international exchanges of scholars and students and promote cultural understanding. He was a Fulbright Scholar of American History and International Relations in Japan at Ochanomisu University and the University of Tokyo from 1954 to 1955. He served as a Fulbright Scholar again in 1976 at Moscow University and pioneered attempts to thaw the Cold War and establish détente. Having enjoyed his Russian experience, he returned to teach again at Leningrad University in 1991. Smith served as an exchange



Courtesy of the History Department
at the University of Maryland

Elbert B. Smith

professor at Peking University, seeking to harmonize relations with the People's Republic of China in 1983 and 1988.

Smith published a number of well-written and well-researched books, all of which received positive reviews, including *Magnificent Missourian: The Life of Thomas Hart Benton* (1958, republished 1973), *The Death of Slavery: The United States, 1837–1865* (1967), *Lincoln: Opportunist or Statesman* (1969), *The Presidency of James Buchanan* (1975), *Francis Preston Blair* (1980), *The Presidencies of Zachary Taylor and Millard Fillmore* (1988), and *President Zachary Taylor: The Hero President* (2007, republished 2011).

Active in the social and political life of his community, Smith was a Democratic candidate for the US Senate in 1962 and 1966. He served as Lyndon Johnson's campaign manager in Iowa in 1964. President Jimmy Carter, recognizing Smith's efforts in international education as a Fulbright professor abroad, appointed Smith to serve on the US Board of Foreign Scholarships, the administrative umbrella for the Fulbright Exchange Program. Later Smith became president of the Fulbright Association.

Services were held to celebrate Smith's life on May 26, 2013, at First Presbyterian Church in Annapolis, Maryland. He will be long and fondly remembered as a brilliant scholar of the presidency. Smith wrote

biographies of outstanding men when he felt they deserved more praise and acclaim than they had previously received. These biographies, which exemplified his spirit of generosity, became Smith's major contributions, for which colleagues continue to be grateful.

Smith was married to Jean Smith (died 2002), and they had four sons and a daughter who survive him: Randall E. Smith, Stephen A. Smith, Henry Scott Smith, Robert O. Smith, and Amy Smith.

Barbara Bennett Peterson
University of Hawaii

Richard Wilson Reichard

1924–2013

Historian of Europe

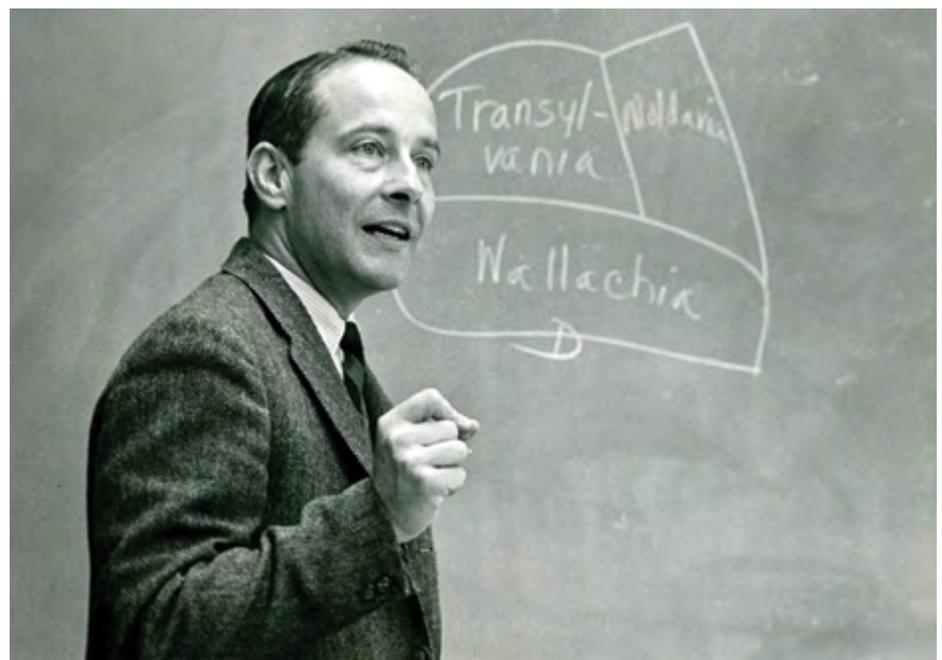
The death of Richard Wilson Reichard at age 89 has gone largely unreported. He died on May 1, 2013, in Chicago, where he had resided since 1977.

During World War II, Reichard served as a B-24 crew member in the Fifteenth Air Force. He had graduated from Lafayette College before the war; upon discharge from the military, he entered graduate school at Harvard. His doctoral thesis traced the German labor movement in the late nineteenth century. His first book came in

1968, *Crippled from Birth: German Social Democracy, 1844–1870*, published by Iowa State University Press. His second work, *From Petition to Strike: A History of Strikes in Germany, 1869–1914*, was privately printed. His teaching ranged widely, from traditional European topics to aspects of Asian, African, and American history.

His entire professional career must be seen against the backdrop of the civil rights movement and an increasing demand for political conformity. In the 1950s, under the banner of "true Americanism," Senator Joseph McCarthy and other members of Congress presided over numerous hearings, commonly referred to as "witch hunts," designed to expose and root out any known or suspected sympathizers with or members of the Communist Party. The drive for conformity made social critics suspect and any reformer an enemy of the nation. Reichard's career was also intermingled with the civil rights movement, especially during his residency in North Carolina.

After a two-year postdoctoral appointment at Stanford, in 1959 he was offered a position at George Washington University, but before his first class, the contract was canceled and withdrawn. In the same year, he was subpoenaed by the House Un-American Activities Committee, as a person identified by the FBI as a recruiter for the Communist Party at Harvard. Upon the advice of progressive journalist



Richard Wilson Reichard

I. F. Stone, he pleaded his rights under the Fifth Amendment, which in the context of the time was interpreted as an admission of guilt. The resulting legal struggle over his contract soon involved the American Association of University Professors (AAUP). In the end, the college offered to pay the salary agreed to in the two-year contract.

Reichard's years at Cornell College (1960–1969) were perhaps the most satisfying and productive of his career. Two of the senior members of the history department at Cornell had been dissenters during World War II and knew the price to be paid for dissent. Reichard rose through the ranks to tenured associate professor and became a popular teacher and a respected colleague—a person well suited for the liberal arts environment. While at Cornell, he was named director of the All College Humanities program involving four major departments in a mandatory two-year program.

A new administration team at Cornell College in 1967 and the coming of a much more politically conscious and divided student body created serious tensions across the college. Demands for a more democratic governing structure of the college, including a large voice for faculty and students, and for fewer restrictions on student social life were key points in an agenda for change that was easily dismissed by those who held with the paternalistic policies and leadership styles of the past. In 1968, students staged a takeover of the administration building as part of demands for racial justice as well as increased student power. As happened with many of the faculty, Reichard's support of the new agenda for change strained his relationship with the administration. An exodus of younger faculty began as the environment on campus became increasingly repressive. When Reichard announced his departure to Queens University (College), in Charlotte, North Carolina, in 1969, he told students that his "services are no longer desired" at Cornell. Most of the faculty believed the statement was made under pressure, some of which came from off campus. Another factor may have been the dissolution of his marriage and a desire to make a clean start. In all this Reichard never lost the support of the history faculty and a good portion of the larger faculty and student body. The

Charlotte years were a time of turmoil over desegregation in housing and education in the city and surrounding county. Events on the campus were played out with a raw edge of violence. Reichard provided hospitality for leading radicals, such as Carl Braden and Ray Robinson, as they arrived to support various protest movements in Charlotte and the South. He maintained a long friendship with Jurgen Kuczynski, the architect of the East German Communist Party. In later years, he befriended Lisa Fittko, who had challenged the rise of Hitler and was another lifelong antifascist socialist.

The environment in Charlotte often grew white-hot with anger and violence—an uncomfortable atmosphere for many academics with strong social convictions. Pressures on colleges and universities from all sides forced decisions that were not in the best interest of their mission. After five years in this charged atmosphere, Reichard and Queens parted company. The injustice of the segregation system prompted him to take an active part in numerous protests. As an active public dissenter with socialist convictions he was an easy target for attacks from the southern political right. He was frequently known to violate the codes of the Old South. He remained in Charlotte for another two years in search of an academic appointment; finding none, he moved in 1977 to Chicago, where he assumed the role of academic journeyman, teaching courses in such institutions as Loyola University, Governor's State University, and the College of Du Page.

Reichard was a man of deep personal convictions. He was a committed socialist and known to students and faculty for his ability to engage in serious debate without rancor. He was also loyal to his friends and cultivated friendships, especially among other dissenters who shared his struggle. At the end of his life, he told his son he was a "lifelong radical socialist. I believe in state control of the means of production." Several of his closest friends at Cornell were sure there was a period in his life when he was as member of the Communist Party—probably while he was at Harvard.

Reichard's academic and activist career ended only with his approaching death. One of his sons commented, "My father would never run from any of his past. On the contrary, he robustly embraced [it] and was never afraid to pay for his beliefs." The career

of Richard Wilson Reichard demonstrates his courage and integrity as well as the strength of his convictions. His was one more casualty of the "McCarthy era," when demands for political conformity were widespread.

Reichard was preceded in death by his oldest son. He is survived by his wife, Gloria Lerner Carrig, three sons, five stepchildren, and 14 grandchildren.

Memorial services were held in Chicago in June 2013.

*Richard H. Thomas
Cornell College*

Editor's Note: Lawrence Reichard provided assistance.

Philip R. Schmidt

1941–2014

US Historian and Cultural Anthropologist

Philip R. "Phil" Schmidt joined the faculty at Southwestern College in Winfield, Kansas, in 1967. He continued teaching there until a few weeks before he died, on April 4, 2014, concluding a 47-year teaching career as the institution's most senior faculty member. He was a respected scholar, a devoted teacher, and a dear friend to students and colleagues alike.

Schmidt was born on July 9, 1941, in Detroit, Michigan, and finished high

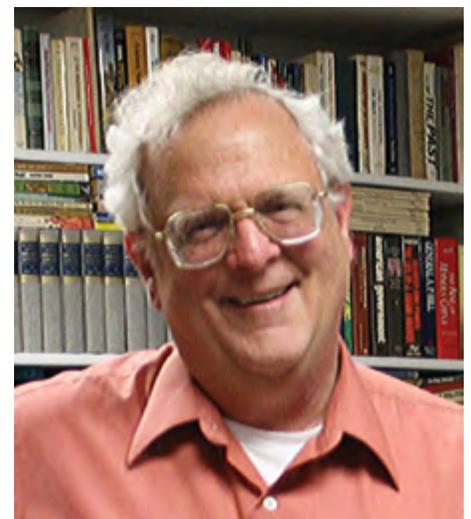


Photo courtesy of Stephen M. Woodburn

Philip R. Schmidt

school in Peoria, Illinois. He graduated from Ottawa University in Kansas at the top of his class in 1963. In 1974 he earned his doctorate in history and anthropology from the University of Kansas, where he was elected to Phi Beta Kappa. His doctoral dissertation investigated the life of Hezekiah Niles (1777–1839), publisher of the influential Baltimore-based news periodical *Weekly Register*. His later research involved statistical analysis of sexist coverage by East Coast establishment newspapers of the women's suffrage movement, especially Wyoming's decision as the first state to allow women to vote.

He spent his career teaching courses in American history, Kansas state history, physical and cultural anthropology, Native American cultures, early human origins, and statistics. He also taught courses in research methods, writing, and oral communication. Three generations of Southwestern College students learned to expect their papers to be returned covered in ink, detailing the finer points of correct grammar and proper usage of punctuation.

Phil Schmidt participated in the full life of the college and was a regular at men's and women's athletic events, in the dining hall, and at music and theater performances. He could be found on campus most evenings and throughout the summer, seated at his desk in his book-lined office. He was committed to his students' success and remained involved in their lives long after graduation.

Schmidt was the campus liaison and an enthusiastic promoter of the Chicago Center for Urban Life and Culture, challenging students from a small rural college to embrace the urban setting for a semester of internship experience. He served a term as Social Sciences Division chair, and was a sponsor of Pi Gamma Mu. In 2008, he received the Charles and Verda Kopke Award for Excellence in Teaching from Southwestern College.

Phil will be deeply missed by his family—his wife of fifty-one years, Phyllis; his daughters, Amy Schmidt and Alleigh Allen; his son-in-law, Kelly Allen; and his four grandchildren. And the entire Southwestern College family mourns the loss of a campus fixture and deep well of institutional memory. To quote one former student, “We

all benefited from how he shared himself with us.”

*Stephen M. Woodburn
Sara Weinert
Southwestern College (KS)*

Solomon Wank

1930–2014

Historian of East Central and Southeastern Europe

Solomon Wank, the Lewis F. Audenreid Professor Emeritus of History at Franklin & Marshall College, died at his home in Lancaster, Pennsylvania, on March 19, 2014, surrounded by his loving family. He was 84 years old.

Born in New York City on March 16, 1930, to an immigrant Jewish family from Russia, Solomon Wank received his PhD in 1961 from Columbia University. Beginning in 1961 and until his retirement in 1991, he was a distinguished professor of European History at Franklin & Marshall. A beloved teacher and widely respected scholar, Sol gained international recognition for his research on East Central Europe and the multinational Habsburg Empire. Stressing the integral connection between domestic and foreign affairs and the legacies of late empire, Sol explored the interrupted, delayed, and aggravated process of state and nation building in East Central and Southeastern Europe.

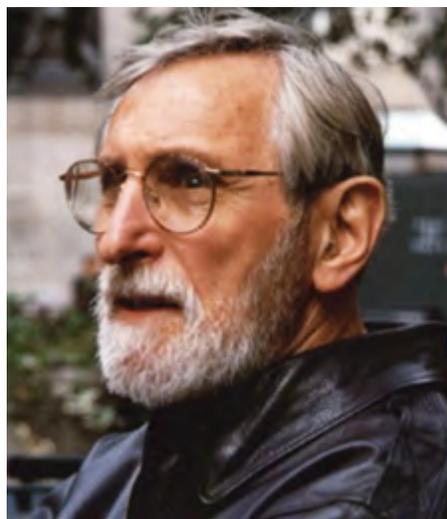


Photo credit: Tyko Kihlstedt

Solomon Wank

The culmination of his life's work was a two-volume study of Habsburg statesman and diplomat Count Alois Lexa von Aehrenthal. The first volume, *In the Twilight of Empire: Count Alois Lexa von Aehrenthal (1854–1912), Imperial Habsburg Patriot and Statesman, Vol. 1, The Making of an Imperial Habsburg Statesman*, was published in 2009. Despite failing health, Sol worked steadily and joyfully on the second volume until the last weeks of his life. The second volume, *From Foreign Minister in Waiting to De Facto Chancellor*, will be published posthumously.

Solomon Wank's scholarship, according to fellow Habsburg scholar Günther Kronenbitter, was distinguished “by its proximity to individual actors, a deep knowledge of the intricacies of the diplomatic process, and its embeddedness within larger social and domestic contexts.” Kronenbitter called Sol's work a “milestone in Austro-Hungarian diplomatic history” that will be consulted by scholars and graduate students for generations to come. Sol's 1994 two-volume collection of Aehrenthal documents, *Aus dem Nachlass Aehrenthal: Briefe und Dokumente zur österreichisch-ungarischen Innen- und Aussenpolitik, 1885–1912*, made a lasting contribution to Habsburg scholarship, and his 1978 edited collection *Doves and Diplomats: Foreign Offices and Peace Movements in Europe and America in the Twentieth Century* will also stand the test of time. In addition, Sol contributed numerous chapters to edited collections and published more than two dozen articles.

Two of Sol's publications received special recognition. His article “Aristocrats and Politics in Austria 1867–1914: A Case of Historiographical Neglect” was included in a volume of seminal essays titled *European Political History, 1870–1913* (Ashgate, 2007). The Society of Historians of American Foreign Relations named the *Biographical Dictionary of Modern Peace Leaders 1815–1975* (1985), for which Sol served as the associate editor, the best book in 1986 on the history of internationalism and peace movements.

As editor of the *Austrian History Yearbook* from 1989 to 1996, Sol nurtured many young scholars with his deep knowledge and wisdom, and reinvigorated the journal by championing new approaches and methodologies. Taking the helm at a most difficult

time for the study of Habsburg history and its successor states after the Cold War, Sol made a “Herculean” effort to save the journal from extinction and ensure its continuing reputation as a “top quality journal,” in the words of Charles Ingrao, his successor as editor. Sol was furthermore a member of the Governing Board of the Conference on Peace Research in History (now, the Peace History Society) from 1975 to 1987, and he served on the Executive Committee of the organization’s journal *Peace and Change: An International Journal of Peace Research*.

Sol’s distinguished scholarly record led to invitations to lecture at Concordia University in Montreal and the University of Osaka, and a stint as a visiting scholar at Columbia University. In 1972 he also participated in a monthlong exchange of scholars with the Soviet Union, in one of the first ventures of “cultural diplomacy” that accompanied détente. Additionally, Sol received many academic awards, including two Fulbright Fellowships, an American Council of Learned Societies Fellowship, and grants from the Austrian Foundation for the

Support of Science and Art, the American Philosophical Society, and Franklin & Marshall College. He was a member of numerous professional societies in history and peace studies.

As a teacher, Sol was admired and beloved by his students for his searing intellect and brilliantly conceived and challenging seminars. His seminars on Imperialism, Fascism, and Nationalism introduced generations of students to the darker corners of European history, and the rigors and joy of historiography. Typical of his masterful craftsmanship in course design was his seminar “Freud’s Vienna.” Another of his seminars, “The Idea of the Feminine and the Status of Women in Nineteenth-Century Europe,” was among the first women’s studies courses at Franklin & Marshall after the college admitted women in 1969. As a former student of Sol’s I speak for many who valued the breadth and depth of his knowledge, his ease in conveying complex historical processes, and his humane and questioning spirit, which prodded students to examine their own values and beliefs. Sol respected his students as intellectual peers, remaining a mentor and inspiration to many long after they had graduated. In 1985, Franklin & Marshall College honored Sol with the Christian R. and Mary F. Lindback Award for Distinguished Teaching.

Sol was also a true mensch, tirelessly advocating for peace and social justice. Active in the civil rights and antiwar movements, he participated in many demonstrations and marches on the national and local levels. He was a committed member of the American Civil Liberties Union, serving on the board of directors of the Lancaster County chapter for 19 years. He was also an avid supporter of the arts.

Solomon Wank was loved and cherished by his family, friends, and students for his generosity of spirit, his witty observations, and his impromptu mini-seminars on all things Habsburg and Aehrenthal. He will be missed dearly by all whose lives he touched.

Sol is survived by his wife of 58 years, Barbara Wank; his son, Professor David Wank of Tokyo; his daughter, Sarah de Leon of Lancaster; and his three grandchildren, Daniel de Leon and Alice and Tobias Ashiwa.

*Maria Höhn
Vassar College*

HERBERT D. KATZ CENTER FOR ADVANCED JUDAIC STUDIES

University of Pennsylvania
Post-Doctoral Fellowship 2015–2016
Application Deadline: **November 9, 2014**

Jews Beyond Reason: Exploring Emotion, the Unconscious, and Other Dimensions of Jews’ Inner Lives

The mind, as Jewish thinkers have long recognized, is not guided by rationality alone; it is also driven by appetite, feelings, and self-seeking desire. Ancient rabbinic sources speak of the *yetser*, an inclination or impulse, as a driver of behavior. The medieval philosopher Maimonides subordinated imagination to philosophy, and yet without imagination, he realized, there would be no prophecy. And the world owes the discovery of the unconscious to the Jewish physician Sigmund Freud. Jewish thought, history, and culture offer many opportunities to explore those aspects of the mind that lie beneath reason, that go beyond it, that resist it.

During its 2015-16 fellowship year, the Katz Center will focus on those aspects of internal life that lie beyond reason—emotion, the unconscious, sensation, imagination—as these relate to Jewish culture, history, personal experience, or social life. Examples of relevant topics, which can be investigated from various disciplinary perspectives, include:

- *Emotions and feelings.* Though rooted in neurological and physical responses, scholars recognize that emotions—like love, anger, anxiety, joy, fear, empathy, sympathy, sadness, desire, humor, pain, and pleasure—are shaped by culture. What is there to be learned about emotions in Jewish cultural contexts?
- *Sensation.* Another area of research that engages fields such as art history, film studies, and ethnomusicology is sensation, investigating color, sound, touch, or scent within Jewish cultural or artistic contexts.
- *The unconscious.* Interest in psychoanalysis continues to thrive, as does the deployment of psychoanalytic approaches to analyze literature and understand behavior. The Center welcomes proposals that bridge Jewish studies and the study of Freud, psychoanalysis and its history, mental illness, and other psychological topics.
- *Imagination.* What is the history of imagination in Jewish culture? How is the imagination understood within specific periods of history or by particular thinkers, and how does that history relate to the broader history of imagination? Also relevant are studies of Jewish artists and their engagement with movements that emphasize the non-rational (Romanticism, Expressionism, etc.).
- *The nonrational within rationality itself.* The year is also open to projects that explore nonrational dimensions of Jewish philosophy or other modes of rationality.

The Center invites applications from scholars in the humanities, social sciences, and the arts at all levels, as well as outstanding graduate students in the final stages of writing their dissertations. Stipend amounts are based on a fellow’s academic standing and financial need with a maximum of \$50,000 for the academic year. The application deadline is November 9, 2014. Fellowship recipients will be notified by February 6, 2015.

Applications are available on our website: katz.sas.upenn.edu

For questions contact: Katz Center for Advanced Judaic Studies
420 Walnut Street Philadelphia, PA 19106
Tel: 215-238-1290 x. 505 email: carrielo@sas.upenn.edu

Pedaling through Memory

A Library of Congress Exhibit and a Reminder to Slow Down

Allen Mikaelian

This issue of *Perspectives* includes several articles describing terrain familiar to the historian—struggles over memory. Shatha Almutawa reports on a State Department social media counterterrorism program that attempts to fix the minds of its audience on a recent memory of Muslim prosperity and tolerance, while extremists imagine a very different golden age. Michael Bustamante discusses the ongoing framing and reframing of the Bay of Pigs invasion against the backdrop of the stubborn refusal of the CIA to release a draft history of the event. George Derek Musgrove reports on a panel that attempted to simplify Nixon's relationship with the District of Columbia, even as historians strive to complicate it.

So memory was on my mind when I slipped out of the AHA offices and visited the Library of Congress's *Pedaling through History* exhibition, a one-day event that displayed items related to cycling from various divisions in the library—prints and photographs; science, technology, and business; motion picture, broadcasting, and recorded sound; and so on. The very scope of the exhibit and the fact that so many library divisions had something interesting to contribute spoke to the way cycling had once been deeply infused in daily life. Displays featured cycling periodicals, music, film, prints, and archival materials, such as letters and artifacts from the Wright brothers' bicycle shop. Most of the materials were from well before the bicycle gave way to the automobile. A featured article from the *New-York Tribune* describes a bicycle and auto show at Madison Square Garden in 1900: "The same old enthusiasm was in the air, and the pessimists who have predicted the partial collapse of the bicycle boom 'took to the woods.'" The article mentions the autos in passing, as a novel curiosity, but the bicycles were "really things of beauty."

This was an occasion for me to reflect not on how much things have changed, but rather on how much we have forgotten. I



Library of Congress Prints & Photographs Division
Poster from 1896 advertising Stearns Bicycles
by Edward Penfield (1866–1925).

spend far more time on my bike than I do in my car; it's convenient to not have to search for parking or spend time in traffic, and while I feel drained when I get out of a car, I feel energized when I get off a bike. But this personal preference and the routines I've built around it all exist at a time of rising tensions between motorists and cyclists (labels that I think have arisen because of that tension rather than due to any kind of self-sustaining identity). In addition to regular verbal assaults on the street, DC cyclists have been subjected to a well-respected *Washington Post* columnist calling them "terrorists" and saying that some drivers might consider it worthwhile to pay the fine for the satisfaction of striking a cyclist with their car. DC has rapidly become one of the most bike-friendly cities in the nation, but every bike lane that is perceived to interfere with automobile traffic is hotly contested, and the ire lands on those who ride, not on the city departments making the decisions.

The Library of Congress event was a reminder of how much of this hostility (and

some of the defensiveness of cyclists) is due to short historical memory. While it is true that most of the materials dated back to before the 1920s, there was still a remarkable enthusiasm for the two-wheelers late into the century, perhaps best illustrated by the short film from Schwinn, *The Magic of the Bicycle* (1965), which shows how much can be done without a car, from grocery shopping to business deliveries. Bicycles were practical, but also empowering: "Let me tell you what I think of bicycling," reads a quote from Susan B. Anthony displayed at the event, "I think it has done more to emancipate women than anything else in the world."

At some point, these ideas about the bicycle being part of daily life, being a thing of beauty, and being emancipatory passed out of collective memory, and the bike became associated almost exclusively with sport and recreation. I tend to think that's why drivers become so easily enraged when I delay their arrival at the next stoplight by 30 seconds or so. They see someone using "their" roads for fun, when in fact I'm just like them—trying to get somewhere.

I believe these tensions are symptomatic of a broad cultural shift and will dissipate. I also believe that the rediscovery of cycling's past will be key. The room at the library exhibit was packed, and many attendees had helmets in hand or strapped to their backpacks. Listening in on conversations, I heard visitors asking library staff about historical parallels and shifting attitudes.

The articles in these pages that discuss memory deal with weighty issues. My afternoon foray into cycling history and memory, and this digression which followed, seem insignificant by comparison, but they do point to the broad applicability of history and memory, and how forgetting a history can affect contemporary life all the way down to the level of interactions on the street.

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

Military. The Department of History in the Faculty of Arts at the **University of Calgary** invites applications for an associate or early-career full professor position in military history. The successful candidate will join a department of 25 faculty members and 50 graduate students who work on diverse areas of history (hist.ucalgary.ca) and the Centre for Military and Strategic Studies (cmss.ucalgary.ca) with about 40 graduate students. This position will be appointed with tenure or tenure-track dependent on experience. The successful candidate will have an outstanding research record and the demonstrated ability to teach undergraduate and graduate courses in military history, as well as to supervise graduate students. The geographical area of specialization is open. Teaching responsibilities will include History/Strategic Studies 655 ("Classics of Strategy," one of the core courses in the Military and Strategic Studies graduate program), undergraduate military history survey courses, and courses in the successful candidate's other areas of expertise. Prospective applicants are encouraged to discuss their candidacy with Dr. Hendrik Kraay, head of the Department of History. Applicants should submit a letter of application detailing their research and teaching interests, a CV, copies of written work in electronic form where possible, and three letters of reference. Applications will be accepted until the position is filled. Review of the applications will begin on October 15, 2014. Send application materials to Dr. Hendrik Kraay, Head, Dept. of History, University of Calgary, 2500 University Dr. NW, Calgary, AB T2N 1N4, Canada. 403.220.6410. E-mail: kraay@ucalgary.ca. The University of Calgary is a leading Canadian university located in the nation's most enterprising city. The university has a clear strategic direction to become one of Canada's top five research universities by 2016, where innovative teaching and groundbreaking research go hand in hand, and where we fully engage the communities we both serve and lead. The strategy is called Eyes High, inspired by our Gaelic motto, which translates to "I will lift up my eyes." To succeed as one of Canada's top universities, where new ideas are created, tested and applied through first-class teaching and research, the University of Calgary needs more of the best minds in our classrooms and labs. We're increasing our scholarly capacity by investing in people who want to change the world, bringing the best and brightest to Calgary to form a global intellectual hub and achieve advances that matter to everyone. Named a cultural capital of Canada and one of the best places to live in the world, Calgary is a city of leaders in business, community, philanthropy, and volunteerism. Calgarians benefit from the strongest economy in the nation and enjoy more days of sunshine per year than any other major Canadian city. Calgary is less than an hour's drive from the majestic Rocky Mountains and boasts the most extensive urban pathway and bikeway network in North America. All qualified

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.

candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Calgary respects, appreciates, and encourages diversity.

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 comfortable, 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/ajob/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.

NEW ENGLAND

Connecticut, Massachusetts, New Hampshire

China. Wesleyan University's History Department 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>.

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 postdoctoral 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>.

Endowed Chair/Modern Jewish. The Department of History at Harvard University seeks to appoint a tenured professor to serve as the inaugural occupant of the William Lee Frost chair in modern Jewish history. The successful candidate must have a distinguished record of publication and instruction; she/he will teach and advise at both the undergraduate and graduate levels. Candidates for this appointment should also demonstrate intellectual leadership in the field, as well as potential for significant contributions to the department, the university, and the wider scholarly community. An earned PhD is required. The appointment is expected to begin July 1, 2015. Demonstrated excellence in teaching and research is desired. Candidates should also evince intellectual leadership and impact on the field and potential for significant contributions to the department, university, and wider scholarly community. Please submit cover letter, CV, teaching statement, and research statement through the ARIeS portal at <http://academicpositions.harvard.edu> no later than September 30, 2014. We anticipate that we will begin to review applications on or about October 1, with visits to Harvard to follow for the finalists. Harvard 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. Contact Modern Jewish History Search Committee, c/o Kimberly O'Hagan, Dept. of History, Harvard University, Robinson Hall, 35 Quincy St., Cambridge, MA 02138. E-mail: kohagan@fas.harvard.edu.

US Women/Gender. Harvard University's Department of History, Faculty of Arts and Sciences, and the Radcliffe Institute for Advanced Study, home of the Schlesinger Library, a preeminent collection of materials that document the lives of women in the past and present, jointly seek to appoint a tenured professor of women and gender in the United States. The successful candidate should have a distinguished publishing record as a historian as well as experience and interest working with archival materials. Evidence of successful leadership of an organization or academic unit is strongly desired, as is digital literacy. An earned PhD is required. The appointment is expected to begin July 1, 2015. The appointee will spend half-time teaching and advising at the undergraduate and graduate levels and the other half-time providing the scholarly leadership of the Schlesinger Library, working closely with the library's executive director, and participating as a member of the Radcliffe Institute dean's senior leadership. All candidates should demonstrate excellence in teaching and research. Candidates should demonstrate intellectual leadership in the field, as well as potential for significant contributions to the department, the university, the Radcliffe Institute and its Schlesinger Library, and the wider scholarly community. Please submit cover letter, CV, teaching statement, research statement, and statement of interest and qualifications for Schlesinger Directorship through the ARIeS portal (<http://academicpositions.harvard.edu>), no later than September 15, 2014. Harvard 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. Contact US Women and Gender History Search, c/o Kimberly O'Hagan, Dept. of History, Harvard University, Robinson Hall, 35 Quincy St., Cambridge, MA 02138.

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.

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 associ-

ate 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>.

Contemporary German Studies. The Massachusetts Institute of Technology's Global Studies and Languages section (formerly called Foreign Languages and Literatures) invites applications for a tenure-track position in contemporary German studies at the level of assistant professor, to begin in fall 2015 (employment begins July 1, 2015). Candidates must hold a completed PhD by the start of employment. Preference will be given to candidates with two years of academic teaching experience at the college or university level and clear evidence of scholarly development. Teaching duties include mid-tier and upper-level undergraduate courses (some conducted in German, others in English). Native, or near-native, fluency in German and English is required. Applicants should have a specialization in contemporary German studies with direct relevance to research areas such as cultural anthropology; media and the arts; digital humanities; urban, youth, and/or popular cultures; ethnicity and diaspora; or German history, literature, and cultural studies. Applicants must have significant scholarly work that is currently published or in press. MIT expects a highly productive and innovative research program as part of the requirements for tenure. MIT is an AA employer and welcomes applications from women and members of minority groups. Please submit a letter of application, CV, three letters of recommendation (including one that specifically addresses your teaching profile), one writing sample of published or publication-ready scholarship (no longer than 30 pages) in English, and two syllabi of undergraduate courses (one course taught in English, one in German) that you would be interested in teaching. Submission of one writing sample in German is optional (and should be no longer than 30 pages). Priority will be given to applications received by Tuesday, October 1, 2014, but other applications will be considered until the position is filled. Please submit all application materials to <https://academicjobsonline.org/ajo/jobs/3956>.

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

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 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, 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.

Russia. The Department of History at **Tufts University** in Medford, Massachusetts, seeks a tenure-track historian at the rank of assistant professor in Russian history, beginning in the fall 2015 semester. Specialists in all periods are welcome to apply. Candidates will be expected to teach two courses per semester, including surveys of pre-modern and modern periods, in addition to specialized courses. PhD at time of hire and evidence of strong scholarly accomplishment or potential required; strong teaching experience preferred. Send letter of application, CV, a writing sample, and three letters of reference to Prof. Beatrice Manz, Search Committee Chair, via <http://apply.interfolio.com/25507>. Review of applications begins October 20, 2014, and continues until the position is filled. Tufts University is an AA/EOE. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

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.

Premodern World. The Department of History at the **University of New Hampshire** invites applications for a tenure-track assistant professorship in the history of the premodern world (i.e. from antiquity to approximately 1000 CE). Although area and period of concentration are open, the department is especially interested in candidates whose scholarship examines integrating themes in world history, with particular attention to late antiquity. The person hired will be expected to show promise of scholarly excellence, as well as a commitment to teaching at every level, from introductory surveys to advanced undergraduate and graduate courses. The person hired should have a doctoral degree by the beginning of the appointment in August 2015. For more information on the History Department, visit <http://cola.unh.edu/history>. Screening of applications will begin October 15, 2014. For full consideration, candidates should upload a letter of application and CV at <https://jobs.usnh.edu/>. A maximum of four confidential reference letters should be sent to history.search@unh.edu. Please have referees place the candidate's name in the subject line. UNH is an AA/EOE. UNH is committed to excellence through diversity of its faculty and staff and encourages women and minorities to apply.

of specialization open, to begin July 1, 2015. PhD required by September 1, 2015. Please submit a cover letter, CV, writing sample, research statement, and three letters of reference no later than October 1, 2014, to <http://apply.interfolio.com/25098>. The committee will begin reading applications on September 15. Johns Hopkins is an AA/EOE and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women and members of minority groups, as well as others who would bring additional dimensions to the university's research and teaching missions.

Technology. The History of Science and Technology Department at the **Johns Hopkins University** invites applications for the position of assistant professor in the history of technology, starting July 1, 2015. This is a tenure-track position. PhD required, but we will accept applications from doctoral students. In the case of graduate student applicants, all requirements for the PhD must be fulfilled by September 1, 2015. The position is open to all areas of scholarship within the history of modern technology in the 18th, 19th, and 20th centuries. We are particularly interested in science-related technologies. Candidates should have a strong scholarly record and teaching experience, or show promise of excellence in both scholarship and teaching. The position involves undergraduate and graduate teaching, as well as supervision of graduate students at MA and PhD levels. Candidate must be able to teach our core undergraduate survey course in the history of modern science (18th-20th centuries), along with a parallel graduate reading course that prepares students for qualifying exams. The department emphasizes comparative study of history of science and technology and has strengths both in early modern and modern history of science and technology. Applications should include a description of scholarly activity and teaching experience along with a curriculum vitae. Applicants should arrange to have three letters of reference sent by October 15, 2014. Apply online via Interfolio at <http://apply.interfolio.com/25077>. Inquiries about the position and the application process may be sent to the Department Chair, Prof. Sharon Kingsland, at sharon@jhu.edu. Review of applications will begin on October 15, 2014, and will continue until the position is filled. Johns Hopkins is an AA/EOE and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women and members of minority groups, as well as others who would bring additional dimensions to the university's research and teaching missions.

Late Antique Mediterranean. The **University of Maryland, College Park** invites applications from scholars of the late antique Mediterranean, 200-800 CE. Preference will be given to those with a demonstrated ability to offer classes on the classical world as well as the late antique period. The successful candidate should show exceptional scholarly promise and evidence of excellence in teaching. Responsibilities include teaching undergraduate lecture courses and upper-level undergraduate seminars as well as graduate seminars on specialized topics; advising graduate students; and engaging in curriculum development. Candidates must have PhD in hand by July 31, 2015. Applications, including a letter of application with a brief statement of current and future research and teaching interests, CV, three letters of recommendation, and a writing sample should be submitted online to www.ejobs.umd.edu. For best consideration, please ensure that all application materials are uploaded by October 6, 2014. The University of

MID-ATLANTIC

Maryland, New Jersey, New York, Pennsylvania

Japan. The Department of History at The **Johns Hopkins University** seeks to appoint a tenure-track assistant professor of Japanese history, period

Maryland is an EOE. Minorities and women are encouraged to apply. This search is contingent on the availability of funds.

Modern South Asia. The Federated Department of History at **Rutgers University, Newark/New Jersey Institute of Technology** invites applications for a tenure-track position, at the rank of assistant professor, in modern South Asian history (from 1500 to the present), based at Rutgers University-Newark, to begin September 2015. The applicant should be able to present evidence of scholarly accomplishment and effective teaching. PhD in hand by September 2015 preferred, but ABD considered. The department is a partner in the three Rutgers University-Newark campus centers that focus on race, ethnicity, and culture (including historical memory, public history, human rights); urban studies; and global affairs. Send letter of application, CV, and a short (chapter- or article-length) writing sample electronically to history@newark.rutgers.edu by October 15, 2014. Three letters of recommendation are also required and should be sent to Dr. Kornel Chang, South Asian History Search, Dept. of History, Rutgers University, 323 Conklin Hall, 175 University Ave., Newark, NJ 07102-1814. Rutgers University is an AA/EOE and especially encourages applications from women and members of minority groups. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, protected veteran status or any other classification protected by law.

Fung Global Fellows. **Princeton University** is pleased to announce the call for applications to the Fung Global Fellows Program at the Princeton Institute for International and Regional Studies (PIIRS). Each year the program selects six scholars from around the world to be in residence at Princeton for an academic year and to engage in research and discussion around a common theme. Fellowships are awarded to scholars employed outside the United States who are expected to return to their positions, and who have demonstrated outstanding scholarly achievement and exhibit unusual intellectual promise but who are still early in their careers. During the academic year 2015-16, the theme for the Fung Global Fellows Program will be "Ethnic Politics and Identities." Recent events around the world have highlighted the role of ethnic politics and identities in shaping domestic and international political arenas. The Fung Global Fellows Program seeks applications from scholars who explore the causes, narrative modalities, and consequences of the politicization of ethnic, racial, and national divides from a comparative perspective. Researchers working on any historical period of the modern age or region of the world and from any disciplinary background in the social sciences or humanities are encouraged to apply. Applications are due on November 1, 2014. To be eligible, applicants must have received their PhD (or equivalent) no earlier than September 1, 2005. Fellowships will be awarded on the strength of a candidate's proposed research project, the relationship of the project to the program's theme, the candidate's scholarly record, and the candidate's ability to contribute to the intellectual life of the program. For more information on eligibility requirements and the application process itself, see the program's website at <http://www.princeton.edu/funggfp/>. 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.

Postdoctoral Fellowships. **Princeton University** Society of Fellows in the Liberal Arts. Postdoctoral Fellowships in Humanities and Social Sciences 2015-18. Application deadline October 1, 2014. Princeton Society of Fellows invites applications for three-year postdoctoral fellowships 2015-18 for recent PhDs (from January 2013) in humanities or allied social sciences. FOUR appointments to pursue research and teach half-time in the following areas: Open discipline (two fellowships); Humanistic Studies; Race and/or Ethnicity Studies. Stipend: approx. \$80,000. For eligibility, fellowship and application details, see www.princeton.edu/sf.

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 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.

Premodern China. The History Department at the **University at Buffalo, SUNY**, invites applications for a tenure-track assistant professorship in pre-modern Chinese history, to begin in fall 2015. Field of specialization is open. The successful candidate will teach two courses per semester, including undergraduate courses and graduate seminars, and will provide service to the department and/or university as required. Evidence of scholarly potential and a strong commitment to research and teaching is expected. PhD required. Submit letter of application, CV, and contact information for three letters of recommendation by October 1, 2014, via www.UBJobs.buffalo.edu. Application materials must be submitted via the UBJobs posting. Finalists will be asked to submit official transcripts directly to the Search Committee Chair. The University at Buffalo is an AA/EOE; we strongly encourage candidates to apply who will enhance the university community's diversity. *The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.*

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.

American Religion. The Religion Department of **Barnard College** announces a tenure-track assistant professor position in the field of American religion. The area of specialization (e.g., historical period, geographical region, theoretical/methodological approach) is open, but we especially welcome applications from candidates whose work situates the study of American religion in transnational perspective. PhD in religion or a related field is required. The successful candidate will be conversant with broad questions that currently animate the academic study of religion, including theoretical and comparative concerns, and will contribute to Barnard's interdisciplinary American Studies program. All members of the Barnard Religion department participate in one or more of the college's interdisciplinary undergraduate programs, as well as the Graduate School of Arts and Sciences at Columbia University. Complete applications should include a cover letter addressing teaching philosophy and research interests; a current CV; a short

writing sample (e.g., a published article, a dissertation chapter, or the like); teaching evaluations (if available); and three letters of recommendation. Evidence of teaching excellence and a serious research program are essential. Applicants should submit application materials as pdf files to <http://careers.barnard.edu/postings/918>. Review of applications will begin October 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.

Byzantine. **Columbia University** in the City of New York seeks to appoint a tenure-track assistant professor in the field of Byzantine history. In addition to offering undergraduate and graduate courses in the Department of History, the successful candidate will be expected to teach in the Contemporary Civilization program. PhD must be conferred by time of appointment. Candidates must show exceptional promise as teachers and scholars. All applications must be made through Columbia University's online Recruitment of Academic Personnel System (RAPS) at <https://academicjobs.columbia.edu/applicants/Central?quickFind=59608>. Review of applications will begin October 1, 2014. Columbia University is an AA/EOE.

Modern South Asian Studies. The Department of Middle Eastern, South Asian, and African Studies at **Columbia University** seeks to fill a position in modern South Asian Studies (1800 to the present). We seek a scholar working in the humanities, particularly in literary culture, visual culture, or intellectual history. Demonstrated research expertise in at least one South Asian language is required. The successful candidate will have broad intellectual interests and a commitment to both undergraduate and graduate education, and will show the potential to contribute to new departmental initiatives. Participation in the Columbia College Core Curriculum will be expected. The appointment at the rank of assistant professor will begin July 1, 2015. Applicants should submit a CV, cover letter, dissertation abstract, representative sample of scholarship, and a sample course syllabus. They should also arrange to have three referees submit letters of recommendation. The review of applications will begin October 1, 2014, and continue until the position is filled. For more information and to apply, please visit our online site at academicjobs.columbia.edu/applicants/Central?quickFind=59487. Columbia University is an AA/EOE.

Librarian/Library Director. The **American Philosophical Society** in Philadelphia announces a nationwide search for outstanding candidates for the position of librarian and director of the APS Library, with duties that include the stewardship of the collections, development of library policy, supervision of a staff of 20, collection development, management of a budget of \$2 million, and fundraising. The APS, founded in 1743 is America's oldest learned society and a major center for research and scholarship. Its library, situated in two buildings adjacent to Independence National Historical Park in Philadelphia, includes some 300,000 books and bound periodicals, 11 million manuscripts, hundreds of thousands of images, and thousands of hours of

sound recordings. Current collection policy centers on American history before 1860, history of science, anthropology, linguistics, and materials documenting Native American languages and cultures. The successful candidate will have had significant experience in the management of a research library. Applications from women and minority candidates are strongly encouraged. The APS is an EOE. Further particulars, including instructions for applying, are available at the American Philosophical Society website at www.amphilsoc.org.

Modern Western Europe. The Department of History at the **University of Pennsylvania** 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 **University of Pennsylvania's** Department of History and Sociology of Science 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.

★ Endowed Chair/American History ★

The Department of History at Texas A&M University invites applications for the appointment of a senior scholar as the *Melburn G. Glasscock Chair in American History*. All relevant specializations will be considered. The successful candidate will have an established record of distinguished scholarship; maintain an ambitious, productive research agenda; teach two courses per semester; recruit, train, and place exceptional graduate students; provide leadership in university and professional affairs; and be qualified for appointment as a tenured professor with a Ph.D. in history. Please send applications (consisting of a letter of application, c.v., and the names and contact information of three recommenders) to David Vaught, Head, Dept. of History, 4236 TAMU, Texas A&M University, College Station, TX 77843-4236. Inquiries should be directed by email to d-vaught@tamu.edu. We also welcome nominations of highly qualified candidates. Review of applications will begin November 3, 2014, and continue until the position is filled. Texas A&M University, an RU/VH institution, member of the Association of American Universities, and AA/EOE, is committed to building a culturally diverse educational environment. Applications from women, minorities, and members of other underrepresented groups are strongly encouraged.



LIBERAL ARTS
TEXAS A&M UNIVERSITY
HISTORY

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

Eurasia. The Department of History at the **University of Pittsburgh** seeks applicants for a tenure-stream assistant professorship, beginning fall 2015, pending budgetary approval. We invite applications from candidates working in the area of modern Eurasian history (18th–20th century), in particular the history of Russia and its Eurasian borderlands (Caucasus, Central Asia, East Asia). Individuals with interests in political, social, economic, and cultural history and who are able to conduct their research in both Russian and another Eurasian language are encouraged to apply. The successful candidate will teach introductory and upper-level undergraduate courses, normally including one writing seminar annually, and should be ready to participate in our dynamic program of graduate teaching and research, which is built around cross-regional thematic collaboration. We encourage applicants to demonstrate how their research and teaching will contribute to one or more of our transnational thematic fields: Atlantic History, Power and Inequality, Texts and Contexts, and World History (<http://www.history.pitt.edu/graduate/transnational-thematic-history.php>). The appointee will join a department committed to excellence in teaching as well as research in a university with great strength in international and area studies. Send letter of application, CV, a single well-selected journal article or book/dissertation chapter, and three letters of recommendation to Chair, Eurasian Search Committee, Dept. of History, University of Pittsburgh, Pittsburgh, PA 15260. Applications must be postmarked by October 15, 2014. The University of Pittsburgh is an AA/EOE. Women and members of minority groups underrepresented in academia are especially encouraged to apply.

SOUTHEAST

Alabama, Mississippi, North Carolina, 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.

African/African Diaspora. The **Mississippi State University** Department of History invites applications for a tenure-track assistant professorship in African or African diaspora history, beginning August 2015. Successful applicants must be able to participate in the department's specialties of International Security/Internal Safety or Agricultural, Rural, and Environmental History. Teaching responsibilities are two courses per semester. Offerings include undergraduate and graduate courses in the area of expertise. Demonstrated ability to contribute to the department's vibrant intellectual life is especially favored. A PhD by time of appointment is required. Expertise in African environmental, African diaspora, or imperialism/nationalism/anti-colonialism are preferred. Evidence of successful teaching and publications are also preferred. Salary is commensurate with qualifications. Applications will begin to be scrutinized on November 1, 2014. Please include e-mail address to facilitate contact. Send letter of application, CV, and three letters of recommendation to Prof. Alan I Marcus, Head, Dept. of History, Mississippi State University, Mailbox H, Mississippi State, MS 39762. You may also apply and send your documentation via email at aimarcus@history.msstate.edu. Candidates must complete the Personal Data Information Form at jobs.msstate.edu. Minorities and woman are encouraged to apply. Mississippi State University is an AA/EOE.

China. **Elon University** in North Carolina seeks applicants for a tenure-track position in Chinese history (Qing dynasty to the present preferred) at the assistant professor level beginning in mid-August 2015. Applicants must demonstrate both excellence in teaching at the undergraduate level as well as strong scholarly potential. PhD in history is required as are strong language skills commensurate with the successful scholarly potential of any such candidate. Responsibilities include teaching upper- and lower-division courses in Chinese history and other areas of East Asian history as well as courses in transnational and global history. Applicants must also be willing to teach lower- and upper-division courses in the interdisciplinary common core. Elon is a dynamic private, coeducational, comprehensive institution that is a national model for actively engaging faculty and students in teaching and learning. To learn more about Elon, please visit us at www.elon.edu. Review will begin immediately; complete applications must be received by October 1, 2014. To apply, please send letter of application, CV, graduate transcripts, three letters of recommendation, teaching evaluations, and a writing sample. All materials should be sent electronically to Brian Digre, Chair, Chinese History Search Committee, historysearch@elon.edu. Elon University is an EOE committed to a diverse faculty, staff, and student body and welcomes all applicants.

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.

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 applications 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, Ohio

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/kyogjit>. 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.

Rome. The Department of History at **Indiana University** in Bloomington is searching for a tenure-track assistant professor in Roman history. Applications are welcome from those working in all periods from the Republic to the late Empire. Applicants should hold the PhD or anticipate its completion by the time of appointment and must demonstrate an active and creative research program. Teaching duties will include undergraduate surveys of ancient history and upper-level lecture and seminar courses as well as graduate training in Roman history. We are looking for dynamic candidates interested in contributing to and taking advantage of our related units, including the Department of Classical Studies and the Program in Ancient Studies. Interested candidates should review the application requirements and submit their application at <http://indiana.peopleadmin.com/postings/899>. Questions regarding the position or application process can be directed to the Department of History at histchr@indiana.edu, 812.855.3236, or by sending mail to Dept. of History, Indiana University, Ballantine Hall

742, 1020 E. Kirkwood Ave., Bloomington, IN 47404-7103. Applications received by October 5, 2014, will receive full consideration. Indiana University is an AA/EOE and has a strong commitment to the principle of diversity in all areas, and in that spirit seeks a broad spectrum of candidates including women, minorities, and persons with disabilities.

World/Asia. The Department of History and Political Science at **Manchester University** in North Manchester, Indiana, invites applications for a full-time, tenure-track assistant professor in world and Asian history. Applicants must have knowledge and experience sufficient to effectively teach courses as assigned in world history, with special concentration in either East Asian or South Asian history. Teaching load is 24 semester hours per academic year. PhD in history preferred. Advanced ABDs will be considered. We seek a candidate with a commitment to working effectively with students, faculty, and staff from diverse backgrounds. Review of applications will begin September 29, 2014, and will continue until the position is filled. To apply, please visit <http://www.manchester.edu>. Please direct any questions about the position to Prof. Mark Angelos, Department Chair, at mangelos@manchester.edu.

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 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 America. The Department of History at The **Ohio State University** in Columbus invites nominations and applications for the appointment of a senior scholar (professor or associate professor) for the Warner Woodring Chair in Early American History. We welcome applications from senior scholars working on research subjects from the age of contact to the end of the revolutionary era. Candidates should be prepared to contribute to the department's program in early US history as well as interdisciplinary initiatives in collaboration with the thematic constellations of the Department of History as well as other departments and units

across the College of Arts & Sciences. Applicants for this position must have an established record of distinguished scholarship, teaching, and service and must be qualified for appointment as a tenured professor or associate professor. Applications, consisting of letter of application, CV, and the names of three recommenders, should be submitted online through Academic Jobs Online at <https://academicjobsonline.org/ajo>. Queries and nominations should be directed to Prof. John Brooke, Chair, Warner Woodring Chair Search Committee, brooke.10@osu.edu. Review of applications will begin on October 15, 2014, and continue until the position is filled. To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. AA/EOE.

Modern US Environmental. The Department of History at The **Ohio State University at Mansfield** invites applications for a position in modern US environmental history. The candidate would be expected to teach environmental history courses, the modern US history, and other modern US courses. We define "environmental history" to encompass the history of material life in all its permutations, including the histories of climate, natural ecologies, agriculture, urban formations, infrastructures, disease, animals, and natural resource use, as well as important cultural and political dimensions, such as perceptions of landscape and nature, environmental inequality, and movement politics. An ability to teach classes with a global and/or comparative perspective is preferred. We seek a candidate who has begun to establish a strong publication record and a commitment to excellence in teaching. We will show preference for candidates whose research and teaching will contribute to the new Mansfield campus major in Integrated Studies in Environmental Studies as well as the College of Arts & Sciences initiative to enhance research and teaching on sustainability, energy, climate change, disease, technology, and development. The candidate must possess a PhD at time of appointment. For a complete position description and application instructions please visit www.jobsatosu.com and search by requisition number 400707. Review of applications will begin on October 3, 2014, and continue until the position is filled. The Ohio State University is an EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation or identity, national origin, disability status, or protected veteran status.

PLAINS STATES

Minnesota, Missouri, North Dakota

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.

Ancient Near East/Mediterranean World. **Missouri State University** in Springfield is seeking to hire a tenure-track assistant professor in the history of the ancient Near East and/or Mediterranean world. Candidates must demonstrate an ability to teach upper-division courses broadly in their specialty and the first half of the department's world history survey course. Priority will be given to applications submitted by September 15, 2014. Review of the applicants will continue until finalists are identified. Missouri State University is an AA/F/V/ADA/EOE. The university is dedicated to the goal of building a culturally diverse and inclusive faculty and staff committed to teaching and working in a multicultural environment and strongly encourage applications from women, persons from underrepresented ethnic and racial groups, individuals with disabilities, and veterans. Apply at <https://jobs.missouristate.edu/postings/15319>.

Africa. The Department of History at the **University of Missouri-St. Louis** invites applications for a tenure-track position starting in August 2015 in African history at the rank of assistant professor. The successful candidate will be able to offer undergraduate and graduate courses that cross regional and chronological divisions. Research areas of interest include, but are not limited to, democracy, migration, environmental change, globalization, or other aspects of social change and transition in Africa. Evidence of strong teaching is preferred and the ability to teach online courses is especially welcome. Applicants must have completed the PhD by the beginning of appointment service period. Starting salary is \$60,000 plus benefits. The department has a strong research mission, so consideration of promotion and teaching load will be tied to publication and other accomplishments in original scholarship. Apply at <http://www.umsl.edu/services/hrs/Careers%20with%20UMSL/index.html> and look for Job 13876. Your uploaded document should include a letter explaining research and teaching interests, a CV, and a list of three references. In addition, please arrange to have three letters of recommendation sent to kbartoni@umsl.edu, with "African Position" in the message title. The search committee will begin reviewing materials on November 1, 2014, and will continue until the position is filled. The University of Missouri-St. Louis is an AA/EOE committed to excellence through diversity.

East Asia. The Department of History at the **University of Missouri-St. Louis** invites applications for a tenure-track position starting in August 2015 in East Asian history at the rank of assistant professor. The successful candidate will be expected to teach a general course on East Asian history as well as on China and at least one other East Asian country. Specialty in geographical area and time period is open, and areas of expertise could include international relations, East Asian history in the global context, culture and migration, and/or the Pacific Rim. The department has a strong research mission, so consideration of promotion and teaching load will be tied to publication and other accomplishments in original scholarship. Evidence of strong teaching is required and the ability to teach online courses is especially

welcome. Applicants must have a PhD in an area of East Asian history. Starting salary is competitive with comparable institutions, and includes benefits. Applications and inquiries should be sent to Karen Bartoni, Dept. of History, University of Missouri-St. Louis, 1 University Blvd., St. Louis, MO 63121. An application consists of a letter of interest, CV, and three letters of recommendation. The search committee will begin reviewing materials on November 1, 2014, and will continue until the position is filled. The University of Missouri-St. Louis is an AA/EOE committed to excellence through diversity.

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

Texas

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.

Modern Britain. The Department of History at **Texas State University** invites applications for a tenure-track assistant professorship in the history of Great Britain since 1783. PhD in history is required by time of appointment, and salary is commensurate with experience. The successful candidate will teach advanced undergraduate and graduate courses and advise MA theses in British history as well as develop more specialized courses on imperial and postcolonial history; teach survey courses in world civilization; and teach undergraduate survey courses on 19th- and 20th-century Europe. In addition to excellence in teaching and an active research agenda complementing the existing strengths of the department, participation in departmental programs, service, and governance are expected. Appointment date is fall 2015. To guarantee full consideration, all application materials must be received by October 31, 2014. A complete application comprises a letter of application, a CV, an article-length writing sample, and three letters of recommendation. E-mail submissions are preferred. Please send materials to Dr. Dennis Dunn, dd05@txstate.edu, Dept. of History, Texas State University, 601 University Dr., San Marcos, TX 78666. Texas State is an EOE.

ROCKY MOUNTAINS

Utah

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

California, Washington

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.csucifacultyjobs.com>.

19th- and 20th-Century United States. The Department of History in the School of Arts and Humanities at **Claremont Graduate University** invites applications and nominations for an advanced assistant or associate professor position (tenure-track or tenured) in 19th- or 20th-century US history, to begin in fall 2015. A PhD in history is required. The fields for the position are open but we will look with special interest on candidates with expertise in the history of the US West or borderlands, Latino/a, Chicano/a or African American history. We also welcome candidates who possess a grounding in environmental history, public history, or visual/material cultural history. Intellectual breadth is important in our department and university. Regardless of specialization, we seek candidates eager to help graduate students who possess a wide range of interests discover nuances and make connections across fields and topics in their scholarly work. In addition to research and teaching, faculty at CGU work closely advising and mentoring MA and doctoral students on their theses and dissertations and on their career preparation. The successful candidate will have outstanding teaching and mentoring skills, a demonstrably strong record of publications and a track record of advising students from diverse backgrounds. Please submit a letter of application, CV, and writing sample (30 pages maximum), and arrange for three letters of reference to be sent to Chair of the Search Committee, Dept. of History, Claremont Graduate University, 831 N. Dartmouth Ave., Claremont, CA 91711. Applications must be postmarked by October 10, 2014, or submitted electronically via interfolio at apply.interfolio.com/25014. Please visit our website for more information about this position at www.cgu.edu/pages/6986.asp. Claremont Graduate University, a private, free-standing graduate school, is part of the Claremont College

Consortium. Nestled in beautiful Claremont, California, the seven-college consortium offers a diverse, university-sized faculty set within a liberal arts college atmosphere, all within 35 miles of downtown Los Angeles. Claremont Graduate University affirms the values and goals of developing and maintaining a diverse faculty and student body and strongly encourages the applications of women and candidates from historically underrepresented groups. CGU is an EOE and does not discriminate on the basis of race, color, creed, place of national origin, sex, age, sexual orientation, or physical handicap in its employment practice and in admission of students to educational programs and activities in accordance with the requirements of Title IX of the Education Amendments of 1972 and other applicable laws. Claremont Graduate University is committed to affirmative action in employment practices regarding ethnic minorities, the physically handicapped, veterans, and women. In addition to meeting its obligations under federal and state law, Claremont Graduate University is strongly committed to increasing its faculty diversity.

Modern France. The Department of History at the **University of California, Davis**, invites applications for a tenure-track position at the assistant professor level in modern France, 19th and/or 20th centuries. Teaching responsibilities include courses in the undergraduate and graduate programs and supervision of PhD candidates in French history. All specializations are welcome, with a preference for history of science or medicine. 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, CV, dissertation abstract, 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/JPF00339>. 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 Modern France Search Committee Chair, Dept. of History, University of California, One Shields Ave., Davis, CA 95616.

Modern Globalization. The History Department at **California State University, East Bay** seeks a specialist in the history of modern globalization at the rank of assistant professor. The department seeks candidates capable of teaching BA- and MA-level courses in world history and in East Asian or Latin American history, with research specialties in East Asia or Latin America. Preference will be given to applicant with experience in the methodology and practice of digital history, public history, or scholarship of teaching and learning. A PhD in history is required. Candidates excited by the prospect of working with a diverse student body in the cosmopolitan San Francisco Bay Area are especially encouraged to apply. For full consideration, all materials should be submitted by October 15, 2014. Please submit a letter of application, a complete and current CV, graduate transcripts, copies of publications or representative scholarly work, and three letters of recommendation to Prof. Dee Andrews, History Dept., 4036 Meiklejohn Hall, California State University, East Bay, Hayward, CA 94542-3045. In addition, please submit a letter of application, which addresses the qualifications noted in the position announcement, and a complete

and current vita to https://my.csueastbay.edu/psp/pspodb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL. Job ID 4316.

20th-Century United States. The History Department at the **University of California, Irvine**, seeks to hire a tenure-track assistant professor in 20th-century US history whose research focuses on political economy, intellectual history, and/or legal history. We are especially interested in applicants who complement our departmental strengths in gender, transnational, race/ethnicity, and world history. We will give priority to applicants who can contribute both to our graduate program and to all levels of our undergraduate curriculum. Candidates should submit a letter of application that describes research and teaching interests; a statement addressing how past and/or potential contributions to diversity, equity, and inclusion will advance UC Irvine's commitment to inclusive excellence; a current CV; a writing sample not to exceed 50 pages; and three letters of recommendation. Applications should be submitted electronically at <https://recruit.ap.uci.edu/apply/JPF02425>. To ensure full consideration, applications need to be submitted by October 1, 2014. Direct questions about the electronic submission procedure to Marcus Kanda (mhkanda@uci.edu) and any other questions about the search to Search Committee Chair David Iglar (digler@uci.edu). The University of California, Irvine is an AA/EOE advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy. To learn more about the Department, visit our website at <http://www.humanities.uci.edu/history/>.

Japan/Korea and World. The History Department at the **University of California, Irvine**, seeks to hire a tenure-track assistant professor in Japanese and/or Korean history who is interested in situating Northeast Asia in a global context. Candidates may work on any period, but those specializing in recent eras must be willing and able to teach pre-modern courses, while those working on earlier periods must be willing and able to contribute to an Asian history graduate program with a focus on the late 1800s on. Candidates will be expected to contribute to the department's program in World History and collaborate with the School of Humanities' East Asian Languages and Literatures Department, though the appointment will be 100% in History. Applications should be submitted electronically at <https://recruit.ap.uci.edu/apply/JPF02378>. Candidates should submit a letter of application that describes research and teaching interests and speaks to the temporal issue noted above; a statement addressing how past and/or potential contributions to diversity, equity, and inclusion will advance UC Irvine's commitment to inclusive excellence; a current CV; a writing sample not to exceed 50 pages; and 3 letters of recommendation. To ensure full consideration, applications need to be submitted by October 1, 2014. Direct questions about the electronic submission procedure to Marcus Kanda (mhkanda@uci.edu) and any other questions about the search to Search Committee Chair Jeffrey Wasserstrom (jwassers@uci.edu). The University of California, Irvine is an AA/EOE advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy. To

learn more about our department please visit our website at <http://www.humanities.uci.edu/history/>.

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.

Africa/Global and Regional Studies. Saint Mary's College of California invites applications for a visiting professor of African history and global and regional studies (GRS) during the 2015-16 academic year. The visiting professor should propose and teach four courses: in the fall, one course will be on modern African history and one on introduction to global and regional studies. In the spring, one class will be an upper-division course in world history (topic open) and one upper-division course on regional (African) studies (topic open). Since this position is intended to assist us develop Africa as an area of study, the visiting professor will be asked to help us organize co-curricular events and programming on African history and culture. The position is open to all ranks, but a PhD in hand is required and experience in teaching and program building is preferred. For more information and to apply, visit <http://apptrkr.com/503756>. Inquiries to Myrna Santiago at msantiago@stmaries-ca.edu. Deadline is November 15, 2014. Location: Main Campus, 1928 Saint Mary's Rd., Moraga, CA 94556. EOE.

War/Society. The History Department, Wilkinson College of Humanities and Social Sciences, at **Chapman University** seeks a tenured associate professor in the history of war and society to direct the department's new Masters of Arts in War and Society, and teach both graduate and undergraduate classes, beginning August 2015. The MA in War and Society expands the study of warfare beyond its military, diplomatic, and political dimensions by examining the social and cultural aspects of how societies go to war, experience war, and its consequences. Chapman University, located in the heart of Orange County, California, offers traditional undergraduate programs in the arts and sciences and select pre-professional and graduate programs. Ranked in the top tier of western universities by *US News and World Report*, Chapman has gained national recognition with its commitment to excellence through research and innovative teaching. More information about the History Department and Wilkinson College of Humanities and Social Sciences is available at <http://www.chapman.edu>. A PhD from an accredited institution, strong publication record, evidence of ongoing scholarly productivity, evidence of effective teaching, and

commitment to a student-centered learning environment and cultural diversity are required. To apply, submit a letter of application, CV, and contact information for three professional references to Jennifer Keene, Department Chair, History at slaird@chapman.edu. Please use "History Position" in the subject line. Short-listed candidates will be asked to submit additional materials. Application review will begin October 1, 2014, and continue until the position is filled. Chapman University is an EOE, committed to providing career opportunities to all people, without regard to race, color, religion, sex, age, national origin, sexual orientation, disability, or veteran status. Human Resources Dept., Chapman University, One University Dr., Orange, CA 92866.

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/ajojobs/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.

Modern World. The Department of History at **Dominican University of California** in San Rafael invites applications for a modern world historian (18th century to present), full-time (nine-month), tenure-track assistant professor to begin August 2015. Applicants should have academic and research experience in two of the following regions: Europe, sub-Saharan Africa, Latin America (Mexico, Caribbean, Central America, or South America), Asia (China, Korea, Japan, or Southeast Asia), South Asia (India, Pakistan, Bangladesh), and the Middle East (including North Africa). Additional areas that are acceptable include Atlantic or Pacific World or Indian Ocean exchange. Subsidiary areas of expertise may include imperialism and/or colonialism, indigenous history, gender, history of science, or environmental history. The candidate may also teach in our unique first year Big History program. We are a team-oriented department committed to teaching excellence and supportive of faculty and student research. Applicants should submit a cover letter, CV, three letters of recommendation, a teaching portfolio, and copies of unofficial transcripts to <https://dominicanuniversity.hua.hrsmartpe.com/hrsmart/ats/Posting/view/306>. PhD by August 15, 2015, is preferred. Applications must be submitted by November 1, 2014.

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.

Early North America. The Department of History at **Stanford University** is seeking applicants for the position of tenure-track assistant professor in the history of early North America, 1500-1800, including Pacific, Caribbean, and Atlantic worlds. Applicants will be expected to teach courses at both the graduate and undergraduate level in their specialized fields. In particular, applicants will be expected to teach the survey course in colonial and revolutionary American history (part of the Department of History's American history sequence), as well as the graduate core colloquium in early American history. Application materials must be submitted online at <https://academicjobsonline.org/ajojobs/4125>. Please submit a letter of application, including a brief statement of research interest, CV, three letters of recommendation, and one short (chapter- or article-length) writing sample. For full consideration, materials must be received by September 12, 2014. The appointment will begin on September 1, 2015. PhD must be in hand by the appointment start date. Stanford University is an EOE and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research and teaching missions.

Modern Middle East. The International Studies program at **Seattle University** invites applications for a tenure-track assistant professor in modern Middle Eastern history beginning September 2015. This position includes a primary appointment in International Studies and an associate appointment in the Department of History. The ideal candidate will have a substantial record or promise of excellence in teaching and scholarship. Candidates with

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SONIA HERNANDEZ
Associate Professor of
History
Chicano/Latino

and

EVAN HAEFELI
Associate Professor of
History
Atlantic World

CONGRATULATES

**Our Graduate Students for
their many accomplishments,
including:**

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World Politics and Statecraft
Fellowship
Smith Richardson Foundation

TRISTAN OSTERIA
Research Grant
Truman Library Institute

CASSANDRA RINCONES
Chancellor's Dissertation
Fellowship
Lone Star College System

interdisciplinary interests and an ability to teach on the history of Islam or gender are encouraged to apply. Responsibilities include teaching, including Middle East courses in the university core, a foundational course in global history for International Studies majors, and upper-division courses in her/his area of specialization; maintaining a productive research program and providing service to the program, school, and university. The ideal candidate will have strong academic preparation, a commitment to excellence in teaching at all undergraduate levels, and demonstrated productivity in scholarly research. PhD in history or PhD in Middle Eastern studies with concentration in history required. Seattle University, founded in 1891, is a Jesuit Catholic university located on 48 acres on Seattle's Capitol Hill. More than 7,700 students are enrolled in undergraduate and graduate programs within eight schools. *US News and World Report's* "Best Colleges 2014" ranks Seattle University among the top 10 universities in the West that offer a full range of master's and undergraduate programs. Seattle University is an EOE. In support of its pursuit of academic and scholarly excellence, Seattle University is committed to creating a diverse community of students, faculty, and staff that is dedicated to the fundamental principles of equal opportunity and treatment in education and employment regardless of age, color, disability, gender identity, national origin, political ideology, race, religion, sex, sexual orientation, or veteran status. The university encourages applications from, and nominations of, individuals whose differing backgrounds, beliefs, ideas, and life experiences will further enrich the diversity of its educational community. Applicants should submit materials online at <https://jobs.seattleu.edu>. Please include a cover letter of interest and qualifications, CV, statement of teaching philosophy, unofficial graduate transcript(s), and the names and contact

information of three references (letters will be solicited upon submission of application). Screening of applicants will begin on November 15, 2014.

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.

THE HARVARD ACADEMY FOR INTERNATIONAL AND AREA STUDIES

SCHOLARS PROGRAM, 2015-2016

The Academy Scholars Program identifies and supports outstanding scholars at the start of their careers whose work combines disciplinary excellence in the social sciences (including history and law) with a command of the language, history, or culture of non-Western countries or regions. Their scholarship may elucidate domestic, comparative, or transnational issues, past or present.

The Academy Scholars are a select community of individuals with resourcefulness, initiative, curiosity, and originality, whose work in non-Western cultures or regions shows promise as a foundation for exceptional careers in major universities or international institutions. Harvard Academy Scholarships are open only to recent PhD (or comparable professional school degree) recipients and doctoral candidates. Those still pursuing a PhD should have completed their routine training and be well along in the writing of their theses before applying to become Academy Scholars; those in possession of a PhD longer than 3 years at the time of application are ineligible.

Academy Scholars are appointed for 2 years by the Harvard Academy for International and Area Studies and are provided time, guidance, and access to Harvard University facilities. They receive substantial financial and research assistance to undertake sustained projects of research and/or acquire accessory training in their chosen fields and areas. Some teaching is permitted but not required. The Senior Scholars, a distinguished group of senior Harvard University faculty members, act as mentors to the Academy Scholars to help them achieve their intellectual potential.

Post-doctoral Academy Scholars will receive an annual stipend of \$67,000, and pre-doctoral Academy Scholars will receive an annual stipend of \$31,000. Applications for the 2015-2016 class of Academy Scholars are due by October 1, 2014. Finalist interviews will take place in Cambridge on November 21. Notification of Scholarships will be made in December, 2014.

For complete information on how to apply visit: www.wcfia.harvard.edu/academy.

The **USC Dornsife Department of History** is proud to welcome the following historians to our scholarly community:



Professor Alice Echols

Barbra Streisand Professor of Contemporary Gender Studies and Professor of History and Gender Studies



Professor Richard Antaramian

Turpanjian Early Career Chair in Contemporary Armenian Studies and Assistant Professor of History



Professor Mary Sarotte

Dean's Professor of History and Professor of International Relations



Gina Greene

Provost's Postdoctoral Scholar



Shaun Ossei-Owusu

ICW and Doheny Postdoctoral Scholar



Allison Miller

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