

# Perspectives on History

*The Newsmagazine of the American Historical Association* | 52: 2 | February 2014



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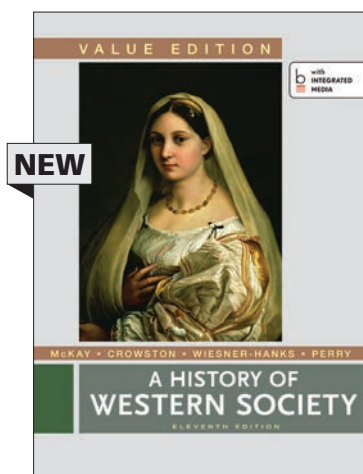
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# Perspectives on History

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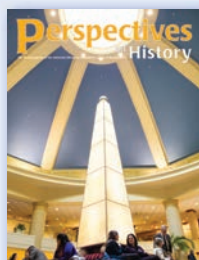
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The lobby of the Washington Marriott  
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# Perspectives on History

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

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Photo by Bill Sewell

## Hannah Arendt Turns Public Historian

### On Margarethe von Trotta's film *Hannah Arendt*

**Jan Goldstein**

Last summer in Paris I saw a new, very intelligent biopic about Hannah Arendt. I came to it without any particular expectations and certainly without any plan to convert my film-going experience into a *Perspectives* column. But as I pondered the film afterward, I was struck by its relevance to the AHA's membership, for it is about, at least in part, the gap that separates the disciplinary scholar from the public intellectual and the potential perils of crossing over.

The film has since been released in the United States to mixed, even polarized, reviews. That I found it riveting probably owes something to the symbolic power that Arendt has long exercised over me. When I worked in New York publishing in the late 1960s after graduating from college, I heard that Arendt was teaching at the New School for Social Research and wrote to her asking for permission to audit. Permission was granted, and after four years at Harvard-Radcliffe (as we called it then), during which I never saw a woman at a lectern, I was treated to the inspiring, consciousness-raising spectacle of a Frau Professor held in great esteem by her students and even waited upon by a deferential male assistant. Since Arendt's classes at the New School figure prominently in this film—we frequently see shots of the facade of the building on lower Fifth Avenue as well as of the steeply terraced lecture hall in which I once sat—it was probably inevitable that the film would speak to me. The film is also remarkable for the sheer amount of time it devotes to showing Arendt absorbed in thought, thus validating female cogitation as a recognized activity in our culture. But Arendt as feminist heroine is not my theme here.

The film opens in 1961, when Arendt, played by the immensely talented German actress Barbara Sukowa, learns of the Israeli capture of the Nazi henchman Adolf Eichmann in Argentina and of his imminent trial in Jerusa-

lem. For reasons that are not entirely clear, she decides that she should, in effect, turn public historian and cover the trial for the *New Yorker* magazine. We see her composing a letter on a manual typewriter to the magazine's editor, William Shawn, setting forth her credentials: she is a Jewish refugee from Nazi Germany, and although she was briefly interned in a concentration camp in occupied France, she left the land of Hitler before seeing the Nazis in full command. The Eichmann trial, we infer, represents unfinished business for her, and her philosophical mind presumably equips her with the intellectual power necessary to interpret it. Over the strenuous objections of a staff member at the *New Yorker*, who points out that philosophers don't meet deadlines, Shawn succumbs to Arendt's blandishments and gives her the assignment.

The next scenes show her en route to Israel and reunited there with her beloved German friend Kurt whom she has not seen for

decades, a fellow member of—ironically in the context of this story—her Zionist youth group. But the pleasure that comes from renewing old personal ties in the Jewish state is marred by her reactions to the trial, which she dutifully attends each day. She detests the theatricality of the prosecutors, with their talk of the six million martyrs who will not rest in their graves until justice is done to Eichmann, and she finds it unsettling that the defendant, who in her view embodies radical evil, is not demonic but is instead, as she puts it in English several times in this multilingual film, “a nobody.”

While not denying the fact of his deeds, Eichmann denies responsibility for them; he had, he says, sworn an oath to Hitler and was thus simply obliged to do as he was told. Footage from the black-and-white newsreels of the trial, skillfully woven into von Trotta's color film, shows Eichmann to be a small, unprepossessing man with a twitching, runny



Courtesy Zeitgeist Films

Barbara Sukowa as Hanna Arendt

nose and large, dark-framed glasses perched on a rat-like face; we understand viscerally Arendt's sense of the disturbing incongruity between the man himself and the enormity of his historical role. But even if we know what conclusions Arendt is about to draw, we are probably not prepared for the way the whole trial becomes for her an essentially philosophical conundrum. Its immediate and concrete context—the new Jewish state with its large population of emotionally raw Holocaust survivors—slips from her view.

Soon Arendt is back in her apartment on the Upper West Side of Manhattan, laden with cartons of trial transcripts, which she sorts and studies. Writing her *New Yorker* piece does not come easily (as Shawn's colleague had predicted). Arendt's mentality and work ethic could not be further from that of the journalist or the reporter on the beat. An ephemeral account of the events prepared in a timely fashion will not satisfy her. She needs, by disciplinary temperament, to wrest a pure nugget of truth from what she has just witnessed. Hence the shots of her engaged in thought. We see her napping in the afternoon, exhausted from her mental struggle with the intractable material. Eventually, but entirely on her own schedule and according to her own rhythms, Arendt produces the manuscript. Shawn pronounces it "brilliant" and decides that the *New Yorker* will publish it in five installments.

The articles are a *succès de scandale*. The New York intelligentsia promptly turns on Arendt;

an envelope from "the nice old man downstairs" delivered by her doorman contains a piece of hate mail; her phone rings constantly with similar messages from anonymous members of the public; her old friend Kurt, now dying, turns his back on her. Sensing her increasing isolation, Arendt worries that she will be deported from the United States.

What has Arendt done to earn this obloquy? Two aspects of her account incense her readership. The first, summed up in her now-famous phrase "the banality of evil," is her depiction of Eichmann not as the titanic, hate-filled monster that he was expected to be but as a bland cog in a machine. The second, even more explosive, is her assertion, based on evidence introduced in the trial, that leaders of the Jewish councils negotiated with the Nazis about who and how many would be sent for extermination. Arendt is thus regarded as blaming the Jews for abetting their own destruction. She is accused of anti-Semitism, of being a self-hating Jew.

The film offers Arendt the opportunity to vindicate herself, and she does so eloquently. In its tense climactic scene, she replies to her critics at an open meeting at the New School. Arendt now makes clear that the Eichmann trial has been for her the occasion to interrogate and historicize the category of evil. It has shown her that the greatest evil—a new type of evil that is becoming common in the modern era—is not based on selfish motives but is instead committed "by persons who

refuse to be persons," who renounce all intention, initiative, and even thought, the last characterized as "that silent dialogue between me and myself" and "the single most defining quality of human life." Responding to a hostile question from the floor about her statements concerning the complicity of the Jewish councils, Arendt reveals why this inflammatory material—which Shawn tried to get her to cut from the published articles—attracted her so powerfully. It bolstered her central argument by illustrating the dangerous tendency of the abnegation of personhood to spread from the Nazis to others, including their Jewish victims. Arendt had thus conceived her account of the Eichmann trial as nothing less than a defense of thought, and she concludes with the hope that, in the future, "thinking will give people the strength to prevent catastrophes when the chips are down."

The position that Arendt articulates in this scene is profound and compelling; few filmgoers will doubt its value and importance. But still, the film suggests, attempting to give voice to it in a series of magazine articles was, on Arendt's part, a colossal rhetorical failure and maybe a moral failure as well. She has ignored her audience and its personal stake in her subject matter. When, still in Israel, she begins to spin out her ideas about Eichmann as "a nobody," too inchoate even to be an anti-Semite, the film shows us, through their body language, how disturbing Kurt and his family find this analysis; it also shows Arendt oblivious to their discomfort. When, in a different register, Shawn suggests that she omit some ancient Greek phrases from her article, Arendt retorts that his readers should learn Greek. Arendt's close colleague Hans Jonas, whose friendship she loses as a result of her foray into public history, puts the charge concisely: "You turn a trial into a philosophy lesson." Or, as he warns her earlier in the film, "You can't write like this for the *New Yorker*. It's too abstract."

For us the lesson is that the vocation of historian (or philosopher) is not identical to that of public historian. Subtle and complex issues that can be properly addressed in academic writing, which unfolds in slow time, may be blunted and deformed in other media. We historians want and need both academic and public audiences. But, this brooding film implies, the two cannot always be safely collapsed into one.

*Jan Goldstein is president of the AHA.*

## AMERICAN HISTORICAL ASSOCIATION

### Nominations Invited

## *The Troyer Steele Anderson Prize for Service to the Association*

Members are invited to submit nominations for the **Troyer Steele Anderson Prize** for service to the Association. Nominations must include the candidate's CV and three letters of recommendation indicating the nature of the candidate's service to the AHA. The AHA Professional Division will evaluate candidates and recommend an individual to the Council as the recipient of the award. The honor will be announced at a subsequent annual meeting.

Please submit nominations no later than May 1, 2014 to Sharon K. Tune. E-mail submissions (preferred) are accepted in Word or PDF formats at [stune@historians.org](mailto:stune@historians.org). Nominations can be mailed to Sharon K. Tune, Anderson Prize Entry, AHA, 400 A St., SE, Washington, DC 20003-3889.





Photo by Frank Cardimen

## Making Something Out of Bupkis

### The AHA's Ad Hoc Committee on Professional Evaluation of Digital Scholarship

James Grossman and Seth Denbo

**B**upkis. That's the value of a lot of good historical scholarship that appears in certain "nontraditional" formats. At least if we measure "value" according to what one's work contributes to hiring, promotion, and tenure rather than intellectual development or contribution to historical scholarship and knowledge.

Like most Yiddish words that have made their way into the American lexicon, "bupkis" (sometimes given as bubkes or bupkus) somehow just "sounds right." It implies not just "nothing," but emphatically nothing. In New York you might hear it as "That ain't worth bupkis." For many historians interested in publishing in formats other than the monograph or traditional synthesis, it is not unreasonable to worry that—when it comes time to look for a job, compile a tenure file, or apply for promotion to full professor—a digital project, encyclopedia, or exhibition will be of little value despite the intellectual content and public and scholarly value of such work.

This makes no sense. It robs our discipline of the innovative energy that many historians either keep under their desk until they've safely published that second book or simply leave to others willing to take the risk. It marginalizes scholars who do take the risks. It impedes the development of genres that can contribute even more to scholarship, teaching, and wider public access to the best work of historians. It contributes to a culture that discourages the kinds of collaborative work that are valued—in some cases required—in nearly all other venues of creative enterprise.

Any work that "counts" toward career advancement, however, ought to have standards of evaluation that enable specialists to offer informed judgment about quality. Every work of historical scholarship has particular purposes, is aimed at particular audiences, and draws on particular frameworks of

previous scholarship. Evaluation must take these and other factors into account, and must itself be framed in ways that are comprehensible and convincing to nonspecialists.

To this end the AHA has established an ad hoc committee to address the professional evaluation of digital scholarship, with a charge approved at the January meeting of the AHA Council. Our goal is not only to address a "problem" (evaluation of a growing body of scholarship), but to encourage innovation. By producing guidelines and criteria that can be used to evaluate digital projects, this committee will help the discipline to better recognize, understand, and appreciate these new forms of scholarship. These include not only what we know to exist, such as websites, e-books, blogs, etc., but also forms of scholarship we don't even know about yet. The nature of the digital environment is such that new formats and methods emerge quickly, and we need a way to encourage our colleagues to take advantage of new opportunities. We need

guidelines for including a variety of forms of historical work in a tenure and promotion file, and for evaluating such work when it's submitted.

This is not a simple task, and the committee will have its work cut out for it. The term *digital publication* encompasses a multitude of forms and diverse of types of content. Some digital projects have clear analogues in traditional scholarly forms, while others take innovation to a level that makes such analogies less clear. This in itself makes the solutions complex in a discipline that has traditionally based scholarly and professional reputation largely on a limited number of types of publication.

On top of the complicated challenge of what kinds of digital engagement should be considered, the committee will be faced with addressing specific issues, such as methods for peer review, the collaborative nature of digital scholarship, and the variety of types of contributions historians make to these projects. Alongside these considerations

#### The Ad Hoc Committee on Professional Evaluation of Digital Scholarship by Historians

- ◆ Edward Ayers (University of Richmond, US history, committee chair)
- ◆ David Bell (Princeton, European history)
- ◆ Peter Bol (Harvard, Chinese history)
- ◆ Tim Burke (Swarthmore, African history)
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- ◆ Jan Reiff (University of California, Los Angeles, US history)
- ◆ Kathryn Tomasek (Wheaton College, US history)
- ◆ Seth Denbo (AHA, British history, committee staff)

about projects and contributors, the committee will have to consider the institutional context. Different types of departments and institutions will be applying the criteria—just as different types of departments apply different criteria to the promotion and tenure of historians who write traditional articles and books.

The committee will produce these guidelines by fall 2014 for consideration by the AHA Council at its January 2015 meeting. The committee will work in as public a fashion as possible, soliciting input from historians and publishing early drafts to allow time for comments and contributions from the many scholars who know the landscape of digital scholarship. We also want comments from historians who are less familiar with such work, since in the end evaluation of any scholarship must be communicated to and accepted by colleagues not only working with other methods, but even in other disciplines. We will be using the AHA blog, *Perspectives*, and AHA Communities to keep our members informed of the committee's work.

This process, and the outcomes that will result from it, will influence the work of historians for many years to come. The committee was approved last year, and since then we have been working hard to enlist a group of knowledgeable scholars committed to this kind of work and planning the exact nature of the project in which they would be involved. Because this is so important for the future of the discipline, it is crucial to get it right.

It equally vital that the guidelines are not merely produced and published, but that they are applied by departments and institutions to individual cases of promotion and tenure. One of the responsibilities of the committee will be to help promote the guidelines and encourage our colleagues to make use of them. Many in the discipline have expressed the need for a document of the kind the committee will produce, but it is only through widespread acceptance and use that it will have the impact necessary to effect change and make these serious scholarly endeavors mean more than “bupkis.”

*James Grossman is executive director of the AHA.*

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

## **Charge to the Ad Hoc Committee on Professional Evaluation of Digital Scholarship by Historians**

Historians are increasingly producing online publications and using new media for research and teaching. The American Historical Association seeks to respond in creative and responsible ways to these exciting developments in digital scholarship. This committee is an important part of that response.

The committee will explore the landscape of digital scholarship and online communication, assessing existing models for the integration of digital publications into the hiring, tenure, and promotion systems of history departments (and in other disciplines as well). The committee will not be asked to provide a formal report on its findings about the situation as it exists now. Instead the research that the committee undertakes can be summarized in a brief memo and aimed at producing a practical set of guidelines going forward. Those guidelines will describe tools and resources to help departments effectively integrate the evaluation of digital work in history into the overall assessments required for hiring, tenure, and promotion.

The document should include the following elements:

1. Criteria for evaluating digital projects and online scholarly communication for hiring, promotion, and tenure.
2. A framework for applying those criteria to help departments and promotion committees in using them for actual cases.

The committee should consider:

- ◆ The different types of institutions and departments in which the criteria will be applied;
- ◆ the diversity of content and form, which would include, for example, experimental work that is distributed in pre-review form;
- ◆ the question of peer review for digital publications;
- ◆ the kinds of projects, publications, and engagement that should be considered;
- ◆ the weight of different kinds of digital activity, including those related to teaching, research, and communication which are not peer-reviewed but can be assessed to show impact of research, engagement with a wider audience, etc.;
- ◆ how we should review collaborative projects, or those that are editorial or curatorial by nature;
- ◆ how different types of contributions (e.g., software development, project management, consultation) to a work of digital scholarship count in assessing the work of historians.

The success of the work of the committee will require engaging with historians working within and outside of digital scholarship, and obtaining input and feedback from scholars throughout the process of developing and revising the criteria. It is also important that even after the committee has delivered the materials that it remain engaged in the project by assisting actively with promotion and advocacy to ensure serious consideration across a wide range of institutions.

The committee will be asked to produce its guidelines by November 15, 2014, for consideration by the AHA Council. The document will be reviewed, revised, and emended by Council for approval at the January 2015 meeting. It will then be published as a formal AHA document.



# NARA's Records of Rights Exhibit

## Offering a Historical Frame for Contemporary Struggles

Vanessa Varin

*"A woman is not a man; in many jobs she is a substitute—like plastic instead of metal—she has special characteristics that lend themselves to new and sometimes much superior uses."*

This is not, you can probably guess, a contemporary account of the advantages of employing women, but a World War II-era pamphlet, titled "You Are Going to Employ Women," designed to prepare male supervisors for the influx of women into industry. The document currently sits alongside a number of artifacts on display in a new exhibit at the National Archives and Records Administration (NARA) that demonstrates the rough, and in many ways unequal, road to independence many Americans faced (although the scholar in me must point out the curators are never quite clear about how they define independence).

NARA recently unveiled this powerful new permanent exhibit, Records of Rights, along with the new David M. Rubenstein gallery space (Rubenstein recently received the Roosevelt-Wilson Award from the AHA). The exhibit strikes a balance between traditional forms of museum exhibition and experimentation with new technology and types of communication.

The curators divided the exhibit into three parts, with particular attention to the experience of African Americans, women, and immigrants, along with consideration of the fluidity of experiences between the groups. "Bending Toward Freedom" examines "how our nation and individual citizens struggled to reconcile the conflict between the promise of freedom and the realities of slavery and racism." The "Yearning to Breathe Free" section "explores the notion of America as a nation of immigrants and the enduring debates on the rights of newcomers," and "Remembering the Ladies" "chronicles women's efforts to gain the full rights of citizens and achieve economic self-determination."

The first document to greet visitors is one of the four remaining copies of the Magna Carta (on permanent loan from David M. Rubenstein and the only copy available in the United States), dimly lit in a soft yellow

glow and offset by two large touch screens offering visitors key information on the text, translations, and the ability to zoom in on a digital reproduction of the document. Positioning the Magna Carta at the entrance of the exhibit presents it as the origin of English law and the inspiration for the American founding fathers' considerations of government and law after independence.

While priceless artifacts adorn the outer periphery of the exhibit, the center of the floor is dominated by a 17-foot interactive touch-screen table (aptly titled "A Place at the Table") that allows exhibit visitors to sort through more than 300 digital documents not represented in the physical exhibit, post a comment, or tag a document; giant screens that enclose the table allow visitors to share their feedback. The digital display table is innovative not only because of its technology, but also for the distinctive documents that were chosen; many relate to contemporary issues concerning the rights of schoolchildren, the LGBTQ community, and Native Americans, and constitutional issues concerning workplace rights not represented in the physical exhibit. The table does not sit in isolation in the corner of the room but

is instead positioned directly in the middle of the rotunda, with the "founding documents," as the exhibit calls them, encircling the table. This layout creates an opportunity for visitors to view contemporary struggles through the lens of the past.

Reviews for the exhibit have been mixed. The *Washington Post* praised NARA for charting a different course and offering an exhibit that showcases the past with a considerate eye toward the future. The *New York Times*, however, was more critical; Edward Rothstein criticized curators for acknowledging the "debated issues" surrounding each of the documents but neglecting to incorporate those conversations into the exhibit. Rothstein suggested that curators could have explored the ways in which the concept of "rights" has changed or taken a comparative approach by including the struggles of other nations.

If you cannot make it to DC to view the exhibit and play with the interactive table, NARA has developed an online exhibit with similar functionality (but different categories of rights) at [recordsofrights.org](http://recordsofrights.org).

*Vanessa Varin is the AHA's assistant editor, web and social media.*



Credit: Jeffrey A. Reed, National Archives

*"A Place at the Table," an interactive display at the Record of Rights exhibit at the National Archives.*

# Academic Freedom in the Digital Age

## AAUP Report Addresses a Changing Landscape

Seth Denbo

In 2004 the American Association of University Professors (AAUP) published the report *Academic Freedom and Electronic Communications*. This document covered a range of scholarly activities and looked at how they were changing as a result of digital technology. The central argument of the report was that academic freedom should not be limited any further in electronic communication than in print media.

This basic principle still stands, but the world of electronic communication (both within and outside the academy) is very different now from what it was a decade ago. The AAUP has recently published a draft of a substantially revised and greatly expanded version that addresses these changes. Topics

covered include: engagement with social media by scholars, the use of the web for teaching and research, the impact of cloud-based services, the potential problems involved in the use of external research databases, the proliferation of mobile devices, and the growth of cyber-security concerns.

The 2004 report was written at the onset of the Web 2.0 revolution; Facebook was only just taking off on a few campuses around the country, and Twitter was still two years away. The term *social media*, which does not appear in the 2004 report, is used more than 20 times in the current version. Engagement with students, scholars, and the wider world using social media has led to a growing diversity of venues for scholarly communication that are often more public.

When, for example, audience members use Twitter during presentations, papers that have a small listenership in the room reach a much wider audience. This makes research in progress much more accessible, but also less easily managed. The report also looks carefully at how social media sites blur the boundaries between public and private communication. It recommends that institutions have policies that recognize that extramural utterances on social media need to be protected under the principles of academic freedom.

Another important addition in this revision is a section on the Freedom of Information Act and electronic communications. An example used in the report that will resonate with historians was the Wisconsin Republican Party's FOIA request in 2011 for the e-mails of then AHA president-elect William Cronon. The report makes the recommendation that any scholar confronted with such a request seek legal counsel.

If, as a historian, you're concerned about the ways in which electronic scholarly communication is being collected and used, and about the potential for misuse that would interfere with academic freedom, this report makes sobering reading. But it is not alarmist and does not seek to prevent or even limit the use of electronic communication. The authors acknowledge that the widespread use of digital technologies has "greatly enhanced the ability to teach, to learn, and to inquire," but it also creates new challenges for academic freedom and freedom of expression—challenges about which scholars must be aware.

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

*A version of this article appeared on the AHA Today blog.*

*The AAUP report can be found at: [www.aaup.org/report/academic-freedom-and-electronic-communications-2013](http://www.aaup.org/report/academic-freedom-and-electronic-communications-2013)*

### New Title from AHA Publications

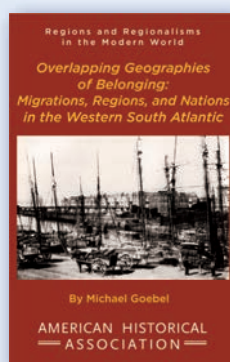
## Overlapping Geographies of Belonging: Migrations, Regions, and Nations in the Western South Atlantic

By Michael Goebel

In contrast to nationalism and, more recently, globalization and transnationalism, "regionalism" remains a concept relatively unexplored by historians. The new **Regions and Regionalisms in the Modern World** series from the AHA examines this concept in depth.

In this entry, Michael Goebel examines the historical construction of the Western South Atlantic region—roughly the area consisting of Brazil and Argentina—from the period from 1870 to 1930, during which intensified global exchange fed into the formation of this area as a historical "region."

© 2013 ♦ 72 pages ♦ ISBN 978-0-87229-205-5 ♦ \$10 (AHA members receive a 30% discount).



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# Advocacy Close to Home

## The Humanities Working Groups for Community Impact

Stephen Kidd

What happens in Washington can often feel remote, and when an agency's local impact isn't clear, it's easy for opponents to paint that agency as out of touch, a pet project of the elites, or frivolous. Opponents of the National Endowment for the Humanities (NEH) have used this strategy effectively, and there is a risk that their vision of the NEH might eclipse all the important educational and cultural work that it does, every day, in communities across the nation.

Wielding their caricature, opponents of the NEH have long sought to eliminate the endowment. The House Budget Committee, for example, last year wrote, "Federal subsidies for the National Endowment for the Arts, the National Endowment for the Humanities, and the Corporation for Public Broadcasting can no longer be justified," in part because "they are generally enjoyed by people of higher-income levels, making them a wealth transfer from poorer to wealthier citizens."

While the NEH's opponents have not succeeded in eliminating its funding (or that of the NEA and the Corporation for Public Broadcasting), they have severely limited its budget and eroded its capacity over many years. In fact, funding for the National Endowment for the Humanities is now at its lowest level in constant dollars since 1971 (see accompanying chart).

The most recent assault on the NEH has come at a time when the overall environment for the humanities is particularly challenging, due to the perceived lack of employment options for humanities majors and the resulting efforts to guide students and resources away from humanities departments at state universities. We've already seen these proposals applauded in Wisconsin, Florida, Texas, and North Carolina. As members of Congress and their staffs contemplate future funding levels for NEH, these challenges and their portrayal in the news media reinforce the sense among many

of them that humanities funding is unnecessary, frivolous, and an indulgence of the wealthy. The wide circulation of this narrow conception of the value of the humanities makes elected officials less likely to support funding for NEH.

In order to begin to rebuild NEH's funding, we have to deal with this broader context. Fortunately, there is already considerable energy behind this effort as a result of the Commission for the Humanities and Social Sciences' report, *The Heart of the Matter*. Commissioned by a bipartisan group of representatives and senators, it calls for renewed attention to the critical role that

the humanities play in fostering "a more vibrant nation."

But the report's most important contribution might be its call for humanities organizations—universities, museums, state humanities councils, libraries, K–12 schools—to "embrace a new commitment to collaboration and a new sense of mutual obligation" in thinking creatively about how they can contribute to their communities. This call to action is important because the best way for humanists to foster "a more vibrant nation" is not by talking about the humanities in broad terms, but by doing their work in specific places. Close to home,

New Title from AHA Publications

### A Brief History of Americanism

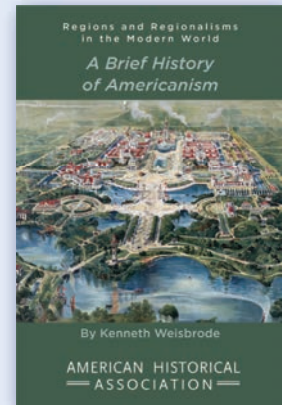
By Kenneth Weisbrode

In contrast to nationalism and, more recently, globalization and transnationalism, "regionalism" remains a concept relatively unexplored by historians. The new **Regions and Regionalisms in the Modern World** series from the AHA examines this concept in depth.

*A Brief History of Americanism*, part of the new Regions and Regionalisms in the Modern World series, examines the historic and global context of regionalism in America by looking at the dueling concepts of "America" and "Americanism," focusing on their continual intellectual redefinition throughout the 18th and 19th centuries, and their impact on regionalism in the modern era.

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humanists can increase the impact of the humanities by forging innovative collaborations between higher education institutions and K–12 schools, for example. In this way, they can foster critical skills and knowledge that can increase opportunity for those who are not currently being adequately served.

This direction makes good sense from an advocacy perspective, as it allows us to demonstrate the value of the humanities as opposed to asserting their value in more abstract terms. While we need to make ar-

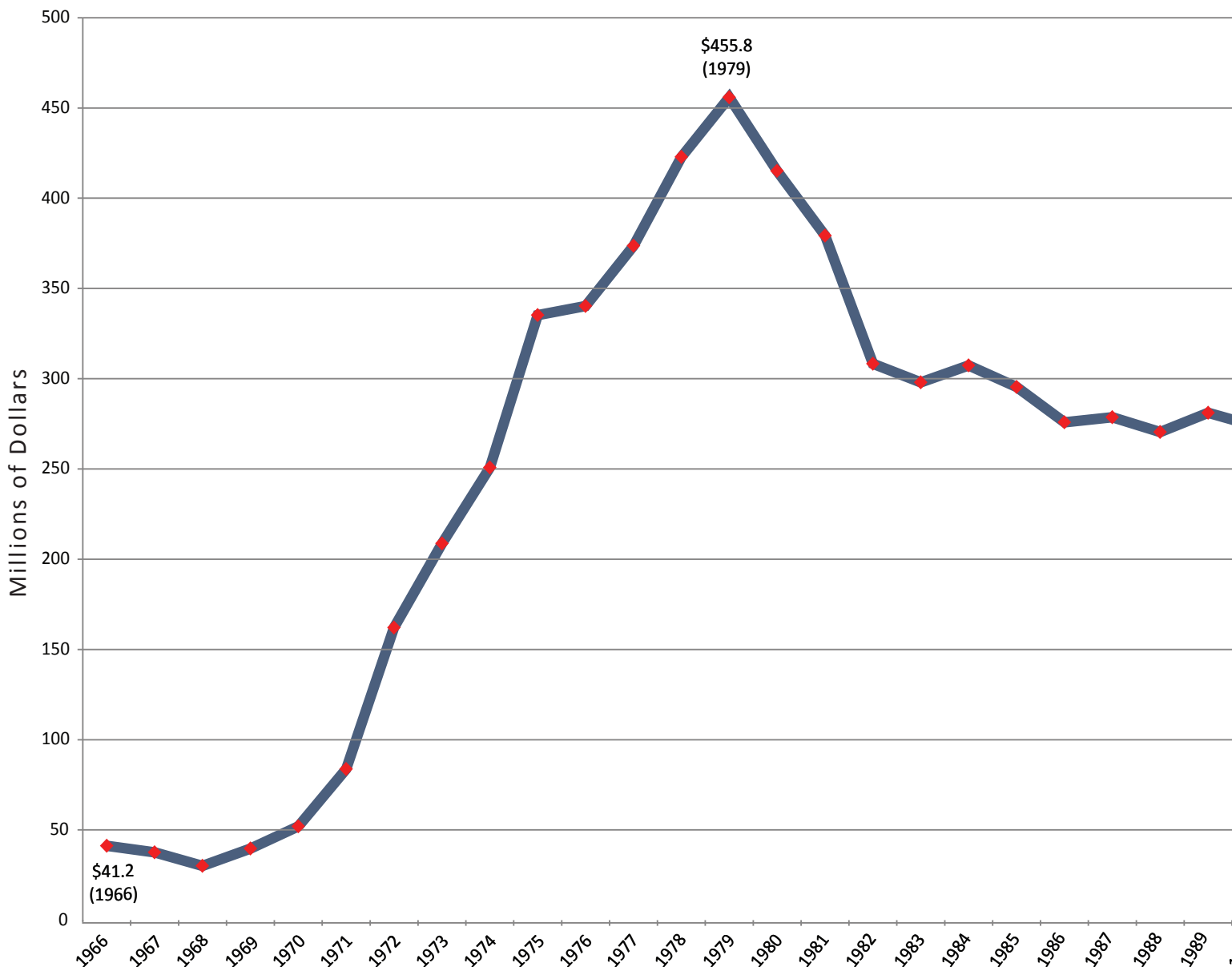
guments on a national level about what the humanities have to offer, the most effective advocacy for federal funding will also demonstrate impact in particular places. Elected officials are, after all, elected to serve communities, and they have little incentive to support programs that do not have a tangible impact on their districts. Together, humanities organizations can demonstrate and increase this impact.

To this end, the National Humanities Alliance, in partnership with the Federation

of State Humanities Councils, has launched Humanities Working Groups for Community Impact, an initiative that aims to bring together humanities organizations and elected officials in 50 congressional districts to increase the visibility of high-quality programs, inspire collaboration and innovation, enlist the help of elected officials, and foster a shared focus on serving their local communities.

This initiative is outward-looking, providing an escape from inward-focused debates

## National Endowment for the Humanities Appropriations, Fiscal Years 1966–2013



about the health of the humanities. While it is essential that our humanities infrastructure is vital, too great a focus on the means, as opposed to the ends, makes the humanities appear as a special interest with a set of needs as opposed to an active and essential contributor to the welfare of individuals and communities. With a focus on relevance and impact, our arguments for increased resources will be in support of goals about which many outside the humanities already care. This increases our chances of persuading elected officials and the public that the humanities are worthy of support.

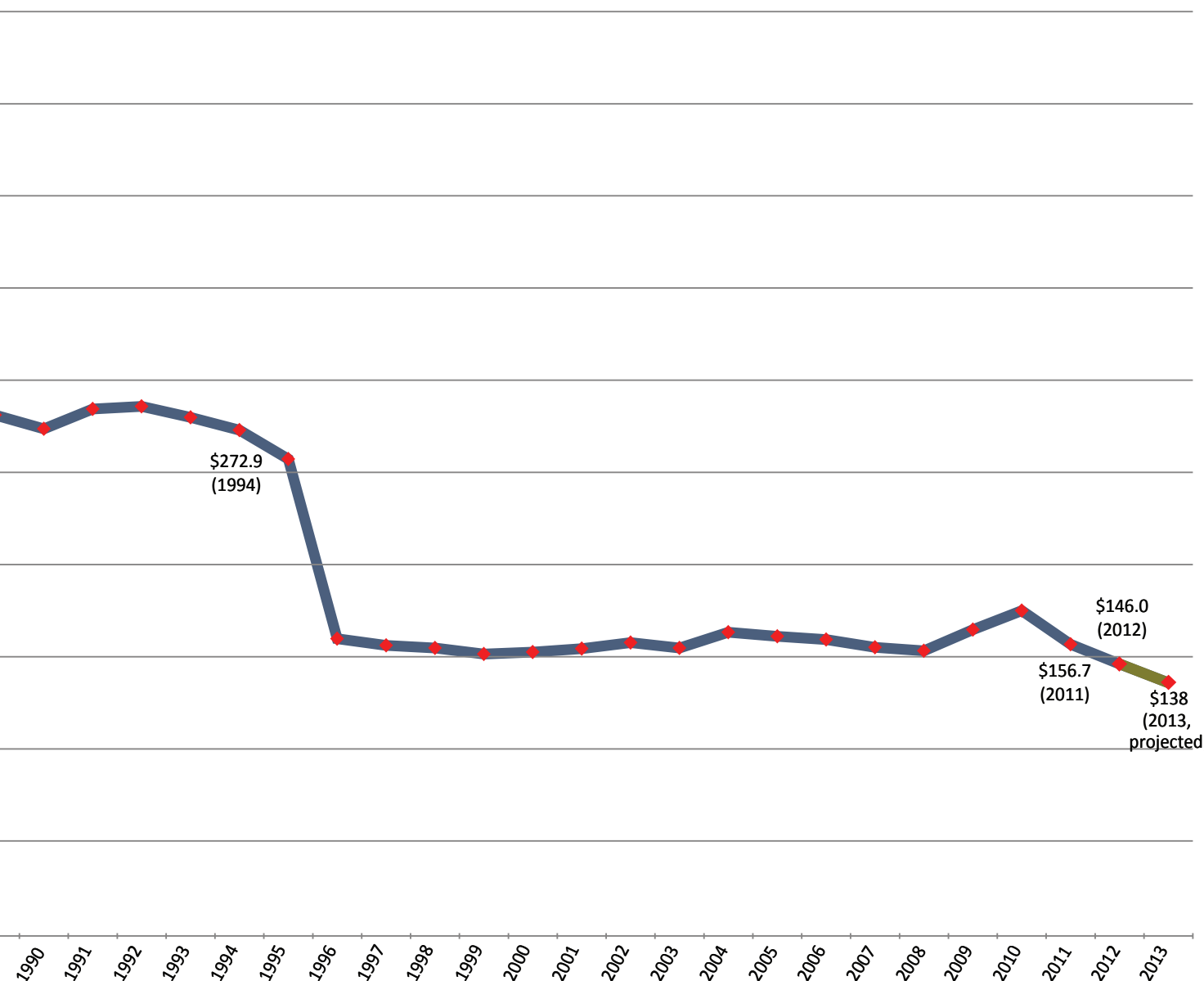
Many individuals and organizations are already doing the work we wish to promote.

For example, state humanities councils work with many college and university professors with great results, and numerous higher education institutions are involved in their local schools. Those who are already participating in work that is place-based and community-focused can seek out organizations that may be able to increase the reach and impact of their work.

Those who are not currently working in their local communities can start now. They can begin looking for ways to make their work relevant to the needs and interests of those in their community. And all can become advocates by involving elected officials in their projects. By doing so, they will

make it harder for opponents of funding to caricature the humanities, and they will make it more likely that elected officials will support funding for humanities research, preservation, teaching, and programming the next time they have the chance.

*Stephen Kidd is executive director of the National Humanities Alliance ([www.nhalliance.org](http://www.nhalliance.org)). The alliance, founded in 1981 amid threats of drastic cuts in NEH funding, is a coalition of more than 120 scholarly societies and organizations of libraries, universities, museums, and humanities councils, as well as individual colleges, universities, and humanities centers.*



Adjusted for inflation (2012 constant dollars). Analysis by the National Humanities Alliance ([www.nhalliance.org](http://www.nhalliance.org)).

## What's in the February AHR?

**Robert A. Schneider**

When members open the February 2014 issue of the *American Historical Review*, they will find the annual Presidential Address, followed by articles on gender and soldiering in the Mexican-American War, humanitarian responses to the Armenian genocide, interracial sex in 20th-century Africa, and the Atlantic borderlands during the Second World War. There are also four featured reviews, along with our usual extensive book review section. “In Back Issues” draws attention to articles and features in the *AHR* from one

hundred, seventy-five, and fifty years ago.

In this year's Presidential Address, “Histories for a Less National Age,” outgoing AHA president Kenneth Pomeranz offers a sustained, learned, and wide-ranging discussion of how we might think of history in an era of global challenges and awareness. Unlike very few of his predecessors (in last year's Presidential Address, William Cronon noted just how few), Pomeranz is concerned as much with teaching as with scholarship, weaving quite practical pedagogical and curricular issues into a still intellectually sophisticated analysis of the modalities of history writing

in a global age. Here, however, among his many insights is the observation of a disjuncture between the courses we teach and the research agendas we tend to follow. He notes, for example that except for introductory courses, which do indeed often follow global or at least civilizational models, upper-level courses are still usually configured in terms of the nation-state. “Thus it appears,” he writes, “that the kinds of stories we find it interesting to explore and to tell each other are much less ‘national’ and ‘conventionally regional’ than those we tell our students.” But this particular contradiction is only one of many that guide his exploration of the theme posed in his title—how to think beyond the nation as the dominant historical category. His exploration is long on insight and analytical rigor but modestly short on prescription. For Pomeranz is aware that a move away from the apparent coherence of the nation-state, while filled with intellectual promise as well as contemporary relevance, also challenges us—and our students—with untidy boundaries, shifting scales, and thematic uncertainty. But explicitly thinking about the shape and scale of history on a global level may be one of the most valuable and revealing tasks before us—both as scholars and as teachers.

In “Gender, Soldiering, and Citizenship in the Mexican-American War of 1846–1848,” Peter Guardino explores these topics through a comparative look at military recruitment on both sides of this often-neglected conflict. Gender norms were fundamental to military formations for the simple reason that gender was fundamental to society and citizenship. And in both countries, similar kinds of masculine behavior entitled men to status as respectable citizens. Gender norms were central to the composition of the professional armies as well, but in a different direction, for both militaries recruited as rank-and-file soldiers men who were not deemed respectable male providers. As the war progressed, however, the increasing manpower needs of the war led both countries to form separate units composed of a very different type of soldier. The recruitment of these citizen-soldiers was also gendered, but entirely differently; these later recruits



Richard Caton Woodville, *War News from Mexico*. Oil on canvas, 1848. In “Gender, Soldiering, and Citizenship in the Mexican-American War of 1846–1848,” Peter Guardino shows that during the war between the United States and Mexico, questions of gender and citizenship were crucial to recruitment into military service in both countries. Before the war began, each nation had a permanent army that combined a professional officer class with lower-class soldiers. These soldiers were men who enlisted because they could not make a good living in society or who were conscripted from among those who violated social norms. Once the

fighting began, however, both governments were forced to supplement their armies with men drawn from the respectable male citizenry. The recruitment of these citizen-soldiers was also gendered, but in a completely different way, because they were the kind of reputable male providers who would not have served in the professional armies. On the US side, these soldiers enlisted in volunteer regiments; in Mexico, they were organized into National Guard units. Both groups saw themselves as warriors engaged in a grand patriotic adventure, exemplifying the classical citizen-soldier ideal. By the middle of the 19th century, the idea of the citizen-soldier fighting for his country had become a powerful way to think about war between national states, and Guardino argues that it came to dominate the way many literate Mexicans and Americans understood the war between their countries.



were drawn from the kind of respectable male providers who would not have served in the professional armies. The distinction between the noncitizen soldiers who made up the armies with which both countries began the war and the citizen-soldiers who were mobilized specifically for the conflict is crucial to understanding how people experienced the conflict. Guardino helps us understand some of the limitations of these new nation-states, as well as the pivotal importance of gender in this development.

In “Crimes against Humanity: Human Rights, the British Empire, and the Origins of the Response to the Armenian Genocide,” Michelle Tusan argues that this event proved crucial in the emergence of human rights justice as a central issue of the 20th century. The response to the attempt by the Ottoman Empire to exterminate Christian minorities during World War I was rooted in 19th-century humanitarianism, which later was tested by imperial politics and the rise of new forms of visual media—forms that represented atrocity to a mass audience for the first time. Using official records, private papers, and silent film, Tusan explores the origin of modern human-rights regimes by analyzing the central role played by the British Empire as an arbiter of justice during and immediately following the war—at a time before international institutions had taken on the responsibility of prosecuting war criminals. The linking of the early practice of international human rights justice with the ideals and actions of a humanitarian movement that evolved in an imperial context reveals why the Armenian genocide was labeled a crime against humanity at the time and continues to determine how the event is remembered today.

In “Decrying White Peril: Interracial Sex and the Rise of Anticolonial Nationalism in the Gold Coast,” Carina E. Ray goes beyond the well-documented ways in which management of interracial sexual relations was critical to the formation of empire to show how colonized populations’ own concerns about race mixing and their political uses of those concerns are implicated in the dissolution of empire. Drawing on rare newspaper commentaries penned by elite and newly literate Gold Coast men in the immediate post–World War I period, Ray demonstrates how this group of politically marginalized actors transformed their anxieties over interracial sexual relations into anticolonial nationalist rhetoric. At a

time when press reports in diverse corners of the globe were rife with lurid tales of the sexual threat that black men posed to white women—the proverbial Black Peril—Gold Coast Africans turned this dominant narrative about colonial sexual danger on its head by asserting that white men were the real sexual menace. By articulating the need to protect “their” women from “immoral whites,” whose sexual predations rendered them unfit overlords, Gold Coasters crafted a provocative rhetorical strategy for challenging the legitimacy of British colonial rule decades before the heyday of political nationalism in West Africa. Ray thus not only provides a new chronology for anticolonial nationalism in the Gold Coast, she also locates its early origins in the fraught intersection of race, sexuality, and gender in colonial Ghana.

The long-forgotten importance of Spanish transatlantic merchant shipping during World War II is the subject of “New York City’s Spanish Shipping Agents and the Practice of State Power in the Atlantic Borderlands of World War II,” by Brooke L. Blower. The wartime Atlantic was not simply a battleground, but a legally and extralegally constituted borderland world where tenuous alliances and third parties had important roles to play, just as they had in previous centuries. Within this ambiguous terrain, Allied navy patrollers, consuls, and spy trackers proved willing to condone freelancers, even the friends of enemies, because they saw such brokers as enormously useful for the intelligence, humanitarian, and economic dimensions of modern warfare, which provided enduring links between the Americas, Africa,

and Europe. Blower focuses on the premier shipping agency in the Iberian Atlantic, New York’s Garcia & Diaz, and shows how it built an elaborate support network for the Axis powers, using its “neutral” vessels to smuggle contraband, transport spies, and inform on Allied convoy movements. As records from American, British, and Spanish archives show, Allied strategists were fully aware of this illicit activity. Exploring why they nevertheless allowed this traffic to continue offers a window onto the complex practice of state power in the great power struggles of the 20th century. Blower’s reassembling of Spanish shipping reveals how modern states, in contrast to the way they are often portrayed, sometimes deliberately cultivated imperfectly ruled spaces and rogue agents as a means of facilitating their own ends.

Readers, especially those who primarily consult the *AHR* online, may not be aware that we have a “Letters to the Editor” section, titled “Communications.” The February issue has a particularly interesting exchange over a featured review in the December 2013 issue.

April’s issue will include articles on sovereignty and empire in 19th-century Europe, the search for coal deposits in 19th- and 20th-century China, the politics of housing in postwar France, and two pieces relating to Ottoman history, one considering oriental self-presentation, the other on the historical commemoration of the conquest of Constantinople.

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

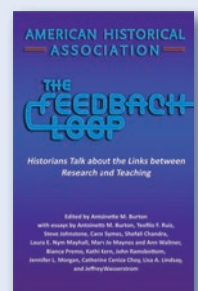
## New from AHA Publications

### *The Feedback Loop: Historians Talk about the Links between Research and Teaching*

Edited by **Antoinette M. Burton**, with essays by **Antoinette M. Burton, Teofilo F. Ruiz, Steve Johnstone, Carol Symes, Shefali Chandra, Laura E. Nym Mayhall, Mary Jo Maynes and Ann Waltner, Bianca Premo, Kathi Kern, John Ramsbottom, Jennifer L. Morgan, Catherine Ceniza Choy, Lisa A. Lindsay, and Jeffrey Wasserstrom**

© 2013 ♦ 104 pages ♦ ISBN 978-0-87229-203-1 ♦ \$15 (AHA members receive a 30% discount).

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## The AHA Ad Hoc Committee on Contingent Faculty

### Charge for Committee on Contingent Faculty

A recent report by the American Association of University Professors indicates that seven out of ten faculty members at institutions of higher learning are off the tenure track. Historians are part of this trend, and the numbers of those in our discipline who work on a contingent, part-time, adjunct, or contract basis are growing. These faculty members generally endure second-class status in their institution—a status

characterized by persistent job insecurity, poor pay (as little as \$2,000–\$3,000 per course), a lack of benefits such as health insurance, and working conditions that make it difficult to perform their roles as teachers and scholars (e.g., lack of research and travel funds and office space).

The purpose of this committee is not to conduct a detailed investigation of these working conditions, which have been well documented. We ask the committee instead to:

A. Disaggregate and study carefully the existing data about the

population of contingent faculty. It is impossible to develop practical policy recommendations when we know so little about the influence of crucial variables in shaping this population. A useful analysis of the data will require, for example, distinguishing between different:

- ◆ types of institutions that hire contingent faculty;
- ◆ levels of history education among those so employed;
- ◆ comprehensive situations of part-time faculty (e.g., does it matter whether an adjunct has full-time employment elsewhere? If so, what proportion of adjuncts are so situated?)
- ◆ employment structures—i.e., part-time vs. full-time nontenure-track faculty.

B. Draw on the committee's expertise as history educators to focus on the impact that working conditions have on educational quality as well as the quality of life of nontenure-track faculty. What aspects of contingent employment affect the quality of education that students receive? For example, does it matter in this context whether part-time faculty have office space? Access to research funds or other professional development opportunities? How do employment structures themselves affect the quality of history education? In other words, in what ways do the working conditions of these faculty—including their job insecurity, their marginalization within the department, and their own sense of demoralization—affect their students as well? Assuming that many contingent faculty are excellent teachers devoted to their students, we can nevertheless consider the pedagogical implications of large numbers of contingent laborers in the academy.

C. Offer specific recommendations that will:

- ◆ continue to explore the impact of increased reliance on contingent faculty upon learning outcomes and the higher-education mission more broadly;

### Why This Committee

The restructuring of the academic workforce affects nearly all disciplines. The American Historical Association, therefore, has joined with other scholarly societies in the Coalition on the Academic Workforce (CAW) to document these changes and generate ideas about how to improve the conditions of our many colleagues working in conditions drastically inferior to those of tenure-track faculty. Through the CAW and other alliances, the AHA advocates for adequate compensation (including benefits), greater job security, research funding, and other measures to improve the working conditions of nontenured faculty. The working conditions faced by contingent faculty, however, can resonate outward, which is why the new ad hoc Committee on Contingent Faculty will examine also how depriving a faculty member of adequate resources affects their students as well—how structural issues can influence how students learn history.

We will continue to support recommendations for changing the overall situation, keeping in mind, however, that in many cases the locus of decision making for such changes lies beyond the level of the department or even the dean. Indeed, an argument can be made (and often is made) that such issues cannot be resolved without broad systemic change, including a new or more robust commitment to higher education on the part of taxpayers. Nevertheless, our colleagues, as well as history undergraduates, cannot wait an indefinite amount of time for the resolution of budgetary issues. Hence the Committee on Contingent Faculty will take a special interest in how employers can improve working and learning conditions right away.

The ad hoc Committee on Contingent Faculty will focus on data about historians in particular, and will focus its recommendations on ensuring the highest quality of working conditions and history education, regardless of the type of institution that provides it.

—James Grossman

- ◆ address issues of compensation, benefits, access to research and travel funds, and job security of contingent faculty;
- ◆ consider appropriate roles of contingent faculty in institutional decision making;
- ◆ identify specific measures that institutions can implement in the short term that would require minimal financial resources but would enhance both the professional lives of contingent faculty and the learning environments of their students. These measures might include, for example:

1. annual or multiyear contracts that over time reward seniority with some measure of job security;
2. clear expectations in terms of teaching and service;
3. an annual review or evaluation that, if positive, can lead to reappointment and a multiyear contract;
4. a voice in departmental and institutional decision making;
5. full access to adequate office space and digital and other research resources at the hiring institution.

In addition to the above tasks, the committee might want to consider the following issues:

1. The proliferation of for-profit universities is generating an employment landscape that might differ from the working conditions of contingent faculty at more traditional types of post-secondary institutions. How should the AHA regard that landscape? Is it a separate category of analysis and recommendations?
2. Assuming that the AHA cannot on its own pursue policies that significantly diminish the number of contingent faculty, what national strategies would enhance the quality of life for those individuals who take these jobs? What can the AHA do? What can the AHA recommend to the larger group of scholarly societies in the humanities and humanistic social sciences that constitute the American Council of Learned Societies?
3. What can tenured and tenure-track faculty do to enhance the professional lives of their contingent colleagues?

### *Members of the Ad Hoc Committee on Contingent Faculty*

- |  |  |
|--|--|
| ◆ Lynn Weiner, Roosevelt University, co-chair              | ◆ Charles Zappia, San Diego Mesa College |
| ◆ Philip Suchma, St. John's University, co-chair           | ◆ Monique Laney, American University     |
| ◆ Sharlene Sayegh, California State University, Long Beach |  |

University of North Carolina Wilmington  
13th Annual Sherman Emerging Scholar Lecture  
**Call for Nominations**



The University of North Carolina Wilmington Department of History invites applications and nominations for the 2014 Virginia and Derrick Sherman Emerging Scholar Lecture. This year's topic is **"Travelers, Migrants and Refugees: Changing Place and Global History."** Proposals may engage with themes of perspective, experience, exchange and transformation on any level as it relates to travel, migration or dislocation. Submissions concerning all time periods and all geographic regions are welcome.

The Sherman Lecture provides a forum for an outstanding junior scholar (typically an untenured assistant professor) to offer his or her perspective on a selected topic in international affairs. The Sherman Scholar will meet with undergraduate and graduate students, share his or her expertise with faculty members in history and related fields, and be available to the local media. The centerpiece of the scholar's visit will be the presentation of a major public address, which the university will subsequently publish.

Applicants will be evaluated on the basis of scholarly accomplishment, relevance of the proposed talk to the year's theme, and evidence of ability in speaking before a diverse audience. The scholar will receive an honorarium of \$5,000. The lecture and associated events will take place on the UNCW campus Oct. 21-24, 2014.

Applicants should submit a letter of interest with the title and brief description of the lecture they propose to deliver, current c.v., the names and email addresses of three references and a recent scholarly publication. Materials should be sent as hard copy to professor Jarrod Tanny, UNCW Department of History, 601 South College Road, Wilmington, North Carolina 28403. We also welcome nominations that are accompanied by contact information. *The deadline for submission is March 28, 2014. Finalists must be available for telephone interviews before May 30, 2014.*

UNC Wilmington is an EEO/AA institution.



## Action Items by the AHA Council

Conducted via e-mail from June 5, 2013 to December 15, 2013 and at the Council Meeting on January 2 and 5, 2014

Through e-mail conversation from June 5 to December 15, 2013, the Council of the American Historical Association made the following decisions:

- ◆ Approved the nomination of Derek Peterson, University of Michigan, Ann Arbor, to serve as the final member of the 2015 Program Committee.
- ◆ Approved a statement encouraging universities to adopt a policy that permits recipients of the PhD to choose whether their completed dissertations should be immediately available for free download or be embargoed in digital form for a period of up to six years. This recommendation includes a provision that all dissertations should be available in some format.
- ◆ Issued a statement supporting the right of historians to select course assignments as an aspect of academic freedom, in response to the release of a series of 2010 e-mails from former Indiana governor Mitch Daniels, in which Daniels denounced the use of Howard Zinn's textbook in courses used to train precollegiate teachers.
- ◆ Approved the January 2013 Council Meeting Minutes.
- ◆ Approved the nomination of Patrick K. O'Brien, Centennial Professor of Economic History, London School of Economics, as the 2013 Honorary Foreign Member.
- ◆ Approved the nomination of David Rubenstein, Founder, Carlyle Group, as the recipient of the 2013 Roosevelt–Wilson Award.
- ◆ Adopted a resolution electing not to become subject to the District of Columbia Nonprofit Corporation Act of 2010 (the "New Act"), to be filed with the District of Columbia Department of Consumer and Regulatory Affairs prior to January 1, 2014.

At the meeting of the Council of the American Historical Association, held January 2 and 5, 2014, in Washington, DC, the Council made the following decisions:

- ◆ Approved the June 2013 Council Meeting Minutes.
- ◆ Approved the June–December 2013 Interim Council Meeting Minutes.
- ◆ Approved transfer of the oversight of the John E. O'Connor Film Award from the Teaching Division to the Research Division.
- ◆ Approved nominations from the Committee on Committees, which included 2014 committee appointments to various AHA prize and other committees.
- ◆ Approved George Sanchez, University of Southern California, as the AHA's delegate to the American Council of Learned Societies through December 31, 2016.
- ◆ Approved the selection of the 2014 Honorary Foreign Member (to be announced at a later date).
- ◆ Received the annual audit for the 2013 fiscal year.
- ◆ Established an ad hoc Committee on Contingent Faculty to study and collect data on the existing population of contingent faculty and to examine the impact that working conditions have on the quality of history education and the quality of life for nontenure-track faculty.
- ◆ Established an ad hoc Committee on Professional Evaluation of Digital Scholarship by Historians, which will explore the landscape of digital scholarship and online communication and assess existing models for the integration of digital publications into the hiring, tenure, and promotion systems of history departments.
- ◆ Approved revisions to the *Perspectives on History* online gating policy to make freely available all web versions of articles

in the newsmagazine from the date of publication. PDF and EPUB (or similar) versions of the newsmagazine will be available for download in the members-only section of the AHA website.

- ◆ Approved a resolution that new articles published in *Perspectives on History*, to which the AHA holds the copyright, will carry a Creative Commons Attribution–NonCommercial–NoDerivatives 4.0 International License. The same license will be applied to previously published articles upon request by the author(s).
- ◆ Approved the elimination of the spousal membership rate category.
- ◆ Approved revisions to the Press Policy for the AHA Annual Meeting, requiring e-mail recording permissions to be submitted prior to the meeting.
- ◆ Approved a change to the William and Edwyna Gilbert Prize aligning the publication date eligibility requirements with the calendar year.
- ◆ Established the Dorothy Rosenberg Phi Beta Kappa Fellowships to subsidize graduate student travel and expenses for presenting their research at the AHA Annual Meeting.
- ◆ Approved the description of the Dorothy Rosenberg Prize, an award for the most distinguished work of scholarship on the history of the Jewish Diaspora published in English during the previous calendar year.
- ◆ Revised the eligibility guidelines for the Herbert Feis Award for Distinguished Contributions to Public History to include collaborative work.
- ◆ Approved an application for affiliation from the Association for Computers and the Humanities.

Keep an eye on *AHA Today* and the spring issues of *Perspectives on History* for the publication of the approved statements and reports, and updates on the various activities described above.

## AHA 2014 *in* Pictures

Photos by  
Marc Monaghan











## *All Things Digital at the Annual Meeting and Beyond*

**Seth Denbo**

I have very recently taken up a new role (for both the AHA and myself), with the responsibility of directing how the AHA both engages in and fosters digital scholarly communication, and the annual meeting felt a little like being thrown in at the proverbial deep end. Thanks to a lot of help from some amazingly committed AHA staff, digital historians, and members of the Association, I managed to keep my head above water and even swim a few lengths (still proverbially, of course—the cold and the outdoor pools made any real swimming impossible).

What follows is impressionistic and will be only a partial picture of digital engagement at the annual meeting, but this article has the somewhat ambitious aims of covering what were for me the most exciting aspects of this year's conference, and of looking to the future of digital scholarship in history and to what the AHA has planned for the coming year.

The digital offerings at the AHA meeting continue to grow; more than a dozen panels over the course of the conference covered a

full range of issues, from MOOCs to text mining. There were panels on the impact of digital engagement, and on the use of digital tools and methods on teaching, research, and communication. Every session on topics in digital history I visited was well attended. I was also part of a number of informal conversations at the AHA booth in the exhibition hall, at receptions, at meals, and anywhere digital historians gathered. The annual meeting was a venue for people who are already doing digital history to meet and exchange ideas, as well as a place where historians new to these methodologies and practices could learn and make contacts.

One of the highlights of the conference for me was the opportunity to engage with digital history being done by graduate students and early career scholars. The round table on the digitally informed dissertation featured four young scholars engaged in innovative and exciting work. All spoke cogently on the need for creative

thinking about formats for the dissertation, while retaining a respect for disciplinary imperatives. One of the refrains that I heard (and even voiced in the "Getting Started in Digital History" workshop) is the need to ensure that digital methods are suited to the particular question the historian is asking, and that those methods are combined with more traditional means of analyzing sources.

In addition to presenting on and discussing computational research methods and using digital tools in the classroom, attendees used digital means for communicating about their experience at the conference. Wi-Fi in all meeting rooms enabled a lively discussion on Twitter that included almost one thousand original tweets posted by more than 400 conference participants, and throughout the conference a number of useful and interesting blogs were published on topics related to the scholarship on display at the conference.

In future years we will build on the digital history offerings of this year's meeting, with an even greater range of panels and activities. I've had a preview of some of the digital history panels being put together by the Program Committee, and the offerings are of excellent range and quality. One notable session will be the first-ever lightning round at an AHA annual meeting, which will present developments in digital pedagogy. Some of the slots in the lightning round will be open to participants who sign up in person at the meeting. We are also already working on plans to reprise the highly successful preconference workshop to introduce scholars to digital history, and the first-ever reception for history bloggers and tweeters will be repeated again next year.

Another important development at the annual meeting was the AHA Council's approval of the charge to the committee on professional evaluation of digital scholarship by historians. See the executive director's column in this issue for more on this important committee. This is an important early step toward the larger role the AHA intends to play in advocating for digital scholarship in



Photo by Marc Monaghan





Photo by Marc Monaghan

history, and it leads me to a discussion of our wider strategy for digital engagement, as well as the beneficial role that the AHA will play in the changing landscape of scholarly communication.

In my introduction to digital history at the workshop, I asked for a show of hands as to how many of the attendees used citation-management software, and a majority of hands went up. The workshop was aimed at historians who had little or no experience with digital tools and methods. Nonetheless, many of them utilized what is actually a fundamental building block for many digital history projects.

This brought home the complexity of the landscape in which we work; so much of what we do everyday involves computers that we don't even think about the ways in which it affects our work. It also makes me think that the day when we no longer distinguish between digital methods of interrogating our sources and those that we currently see as "traditional" may be upon us sooner than we anticipate. Helping to build an understanding of the impact of computers on our work is crucial, and the AHA can help through education, outreach, and advocacy.

This engagement takes two main directions. The first is about use of digital tools within the AHA. We are looking at the best ways to develop our organizational resources to better serve the community. These ap-

proaches will include continually improving our already much-praised new website, directing our use of social media in productive ways, and exploring the building of further services that will provide our members and the discipline with year-round digitally enhanced means for communicating, collaborating, and developing their careers.

Looking more outwardly, we are exploring ways to encourage and support the use of the digital environment in scholarship. Using digital tools for teaching, research, and communication needs to be done with the quality and persistence of the scholarship in mind. While research methods have always been very individual and based upon the needs and working practices of the individual scholar, there have also been accepted best practices. When we organize our research, take notes, and in some cases analyze our sources using computers, it is necessary to do so in ways that will survive the vagaries of technological change. The AHA can provide an invaluable service for the discipline by helping to

promote and teach correct practices. This education and outreach facet of our plans could be done through face-to-face methods, such as seminars and workshops, and by providing online resources for our members. Building capacity for digital scholarship means not only education and training, but also ensuring that the work is not done in vain, and that proper evaluation makes doing work of this kind a viable career decision, and a valuable contribution to the discipline of history.

Historians are still scholars and teachers, but the means by which we perform those roles are changing. As we at the AHA swim toward providing members of the community with the guidance and support they need in navigating the turbulent waters of 21st-century scholarly communication, we will want your help to know what the discipline needs, what historians want, and what the AHA can do to help.

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

## Nominate a teacher for the 2014 Beveridge Family Teaching Prize (K-12)

Established in 1995, this prize honors the Beveridge family's longstanding commitment to the AHA and K-12 teaching. Friends and family members endowed this award to recognize excellence and innovation in elementary, middle school, and secondary history teaching, including career contributions and specific initiatives. The prize will be awarded on a two-year cycle rotation: to an individual and to a group.

The next prize will be awarded to a group. To be eligible, candidates must be K-12 teachers. They can be recognized either for excellence in teaching or for an innovative initiative. The prize carries a cash award plus travel expenses to the AHA annual meeting in January 2015 in New York City at which it is awarded.

Each letter of nomination must include the names, mailing addresses and email addresses of the nominees and a statement indicating the basis for the nomination. Once the letter of nomination is received, each individual so nominated will be contacted and asked to submit additional information.

The deadline is **May 1, 2014**. For details about the nomination process and the prize, visit [www.historians.org/teaching/Beveridge.htm](http://www.historians.org/teaching/Beveridge.htm).

AMERICAN HISTORICAL  
— ASSOCIATION —



## The Global Reach of #AHA2014

Vanessa Varin

I recently stumbled upon the concept of the “democratization of intimacy,” which I think historians might find of interest. The basis of this concept is that the growth of the social web (including social media, chatrooms, and LISTSERVs) is breaking the isolation of physical barriers, making it easier and more likely for us to communicate with each other more regularly and (in some cases) more meaningfully. This concept, first discussed by Stefana Broadbent in her wonderful TED talk ([bit.ly/1iY3Kx5](http://bit.ly/1iY3Kx5)), directly contradicts the widespread assumption that social media has done more harm than good in enabling significant relationships.

So why would I bring this up?

I have no means of testing this theory in any scientific way, but I do have an example of my own (taken from the recent AHA meeting in Washington, DC) that corroborates Broadbent’s claim. In the fall, the AHA organized the first Twitterstorians and History Bloggers reception at the annual meeting, in the hopes of breaching the technical boundaries and offering a meeting space for both the digitally connected and those just testing the waters, and bringing the two groups together. Considering it was the first time we formally organized something of this nature, we had no way of knowing what would happen: Would

people show up? How many? What would they talk about? Do they speak English or only hashtag?

It turned out that not only did people show up, they did so in droves. They showed up early (a rarity within our tribe) and dragged the reception 45 minutes beyond its closing. Floating around the room, I dropped into conversations ranging from the conference itself (what panels are you attending?) to the professional (when is the book coming out?) to the personal (how is the baby?). This tells me that, at least for people in our own discipline, we still perform the same social rituals that we did pre-social web; it’s just that now we have a more expanded network of colleagues and tools that enable us to communicate more across time and space.

Our expanding horizons don’t affect only the people who are connected online; social media is beginning to change the ecosystem of the profession as a whole. The sheer numbers—the users who tweeted during the meeting using particular hashtags and the people they reached—are pretty impressive. A total of 8,865 tweets were sent out (as of January 10) using the hashtags #AHA2014 or #AHA14. (Special thanks to Sharon Howard for archiving this year’s tweets, which you can find here: [bit.ly/1abaOSb](http://bit.ly/1abaOSb). She does not include some of the panel-specific tags or the popular #ThatCamp and #That-

CampAHA tag, which would make the total number of conference-related tweets even higher.) Using Keyhole.co, I dug deeper into the stats of the #AHA2014 tag and learned who exactly was doing the tweeting and exactly how our tweets were performing. We know that 245 users tweeted using our hashtag, and Keyhole recorded 672,862 impressions (the number of times a tweet was displayed). Of those interactions, more than 368,213 unique followers encountered the AHA annual meeting on Twitter.

What does this have to do with the profession? For one, this type of worldwide audience for the AHA meeting would have been unimaginable just a decade ago. For comparative numbers, the AHA lists 18,168 faculty and staff members of departments and organizations in the *Directory of History Departments, Historical Organizations, and Historians*. But our tweeting colleagues have reached an audience twenty times larger than the segment of the discipline listed in the *Directory*. Just looking at the accompanying hashtags that followed the AHA hashtag, one can see it touched a wide number of Twitter communities dealing with social welfare, the military, the Modern Language Association, higher education, and even pirates.

And returning to my original point regarding the tension between global networks and the strain on meaningful interaction, the data shows that social media conversation between users is still occurring. Only 34 percent of the posts captured by Keyhole were original. The rest were either retweets (either a reposting by another user or a tweet comprising a quote from another) or a conversation.

All of this data, intoxicating to look at and study, demonstrates the significance of the network back channel happening alongside the conference. It is cultivating extended conversations (and professional relationships) throughout our discipline and beyond.



Twitter avatars of just a few of those who used #AHA2014 during the annual meeting. Gallery compiled by and courtesy of Tweetbeam ([www.tweetbeam.com](http://www.tweetbeam.com)).

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## Committee Meetings and Events

**Debbie Ann Doyle**

A common theme emerged at the meetings and events sponsored by AHA committees at the 2014 annual meeting. Members expressed a desire for guidance and advice on navigating the many twists and turns of professional life from fellow historians, and they regard the annual meeting as a valuable opportunity for professional development. Members urged the AHA's committees to use the meeting to help historians learn from one another.

The Committee on Minority Historians solicited feedback on the committee's mission and how it can best serve its constituency at its annual mentoring breakfast on Friday morning. Committee member Mae Ngai (Columbia University) led a wide-ranging discussion about ways to use the annual meeting to provide professional development for historians of color. Participants suggested a variety of ideas, from informally matching first-time participants with informal mentors, called "conference buddies," early in the meeting, to organizing professional-development sessions, to setting up a formal, year-round mentoring program with online and face-to-face components.

Discussion at the annual Graduate and Early Career Committee's open forum on Friday afternoon also focused on enhancing professional development opportunities at the annual meeting. Members of the committee asked participants to brainstorm about the goals and purposes of the conference—what are the benefits of gathering thousands of historians in one place? Participants suggested taking advantage of the breadth of the meeting to encourage conversations across fields and work contexts. For example, the meeting could be a place where college faculty and secondary teachers learn from each other, or where graduate students learn about important historiographical trends in specialties outside their own.

The Committee on Women Historians (CWH) organized a series of events at the 2014 meeting designed to look back at the achievements of earlier generations of women historians and initiate a cross-generational conversation about both the

state of the field of gender history and the status of women in the discipline. At the annual Committee on Women Historians breakfast, speaker Rebecca J. Scott (University of Michigan) delivered an address entitled, "Three Women: How Might One Generation Speak to Another . . . And What Will Be Heard?" She reflected on the ways the efforts of earlier historians to recover women's voices and experiences inspired her own work to reconstruct the stories of three enslaved women in the Gulf South from judicial records. We can't recover the voices of these women, Scott observed, but must "weave together the tatters in the archives."

At the CWH's annual brainstorming session, committee chair Leora Auslander (University of Chicago) led a lively discussion that, in keeping with the "generations" theme, dealt mostly with questions of balancing family life with an academic career. As one participant pointed out, this conversation, while important, does not speak to the experience of all female historians, whose lives vary tremendously in terms of family situation and career paths. Nor are the topics discussed at the session, such as balancing academic work and family life or the challenges of being evaluated based on student evaluations, necessarily women's issues. As Auslander concluded, they are part of a broader conversation on navigat-

ing an academic career that can continue at future annual meetings.

At a well-attended afternoon session sponsored by CWH, "Generations of Women's History," a panel of distinguished speakers reflected on how women's status in the profession and the study of women's and gender history have changed since the committee was established in 1969. Patricia Albjerg Graham (Harvard), Crystal N. Feimster (Yale), Darlene Clark Hine (Northwestern), Natalie Zemon Davis (University of Toronto, in absentia), Linda K. Kerber (University of Iowa), and Alice Kessler-Harris (Columbia) considered how the complex and dynamic relationship between feminist politics and gender history has evolved over the years, and how the field has expanded to cover the intersections between gender, race, class, and sexuality. It is impossible, the panelists concluded, to address the challenges facing women historians today without addressing such broader structural challenges as the diminishing number of tenure-track jobs and declining public support for the humanities.

It is clear from conversations at events sponsored by the committees that AHA members consider the annual meeting an effective venue for discussing these issues and challenges with their colleagues.

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

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But that does not mean that it in any way supersedes the physical interactions we engage in during the meeting. The success of the Twitterstorians and History Bloggers reception demonstrates that even the most connected professionals in our discipline still find it necessary (and fun) to meet in person. If anything, we should start seriously considering social media as a global tool to promote the conversations happening within the walls of the meeting.

That being said, there is still a great need for more quality conversation online during

the meeting. As William Gibson once said, "The Future is here. It's just not evenly distributed yet." We have garnered a worldwide audience, but a significant percentage of historians are not engaged in the conversation, which is a missed opportunity. I strongly encourage historians to explore the Twittersphere at the next AHA meeting in New York City and consider joining the conversation.

*Vanessa Varin is the AHA's assistant editor, web and social media.*



## *Historians and History Museums*

### *A Report from the Annual Meeting Workshop*

**Stephen Aron**

What's working at history museums, and what work are historians doing there? Those questions took center stage at two sessions sponsored by the AHA's Professional and Research divisions and held at the Smithsonian's National Museum of American History.

The morning roundtable featured the directors of several of the nation's preeminent history museums, who spoke about the challenges they faced in building, renovating, and running these institutions. Not that long ago, as panelist Louise Mirrer (New-York Historical Society) observed, many history museums looked like banks and functioned like exclusive clubs. They existed to collect and preserve from a small slice of society and showed little concern for how collections might be exhibited. But Mirrer, like her fellow directors, set out to remake the look, the feel, and the purpose of history museums. At the top of her agenda were the convictions that history matters and historians matter, but that neither would matter very much unless her museum made public access and engagement its animating principle. That sentiment was echoed by each of the directors, including John Gray (National Museum of American History), who insisted that visitors to history museums should have "life-changing experiences."

Both Gray and Mirrer have overseen extensive (and expensive) physical renovations to their museums, while Lonnie Bunch (National Museum of African American History and Culture) is shepherding the construction of a new facility on the mall. Yet all of the directors agreed that history museums aren't like fields of dreams; just building it doesn't mean lots of people will come. Adapting a public orientation is essential, but so, argued Bunch, is embracing controversy and accepting ambiguity. That formulation worked well for Kevin Gover (National Museum of the American Indian), who noted that his museum was now preparing exhibitions that make histories more central than they had been in the initial round of installations at NMAI. Joan Marshall (Bullock



Credit: Eric Long, Smithsonian

*The Smithsonian Castle at Sunrise*

Texas State History Museum), however, raised doubts about the rush to controversy and ambiguity. She also maintained that engaging the public requires listening to the public, but noted that the historians who have worked inside and alongside her museum have not always proven to be good listeners.

The afternoon session turned the stage over to historians working in a variety of roles in history museums. Panelists addressed the expected and unexpected paths

that brought them to their current positions. Virginia Scharff (University of New Mexico) found her place consulting with museums when she realized that's where "popularizers" belonged. Sarah Abosch (Dallas Holocaust Museum) also had not planned to work in a museum and did not think about it much during graduate school. Only after several years of adjunct teaching did she make the leap to a museum. By contrast, Erik Greenberg (Autry National Center), Erin Curtis (Skirball Cultural Center), and



William Convery (History Colorado) had museum work in mind when they started PhD programs in history. Greenberg had worked at the Autry before deciding to pursue graduate degrees and intended to return to a history museum after completing his doctorate, but he nonetheless chose a “traditional, academic” program (UCLA). Curtis and Convery selected graduate programs (Brown and University of New Mexico, respectively) with more established orientations toward “public history.” Still, whatever way they got into museums, and without romanticizing the environments in which they were now employed, all the panelists spoke enthusiastically about the work they did. As one audience member commented, the transition from the academy to museums was akin to switching “from black and white to color.”

The conversation also focused on how PhD programs had prepared—and failed to prepare—panelists for their museum careers. While presenters affirmed the value of intensive reading seminars that taught students how to synthesize vast amounts of material, they listed other courses that they wished had been part of the curriculum, including ones in project management, staff reviewing, audience research, and budgeting. They paid particular attention to the contrast between the atomized nature of most academic training and the collaborative imperative in museums. Most graduate programs, observed Convery, train students “to fly solo on their first flight,” which is antithetical to museum work. A truly malleable PhD program, Greenberg proposed, should teach collaboration by mandating that all students take at least one course in which they work on a single project and receive a

single grade. That idea generated great enthusiasm among panelists and members of the audience, even as it posed a challenge to the ways in which historians have typically been trained. So did the suggestion that we stop distinguishing between training students as academic historians and public historians and recognize that the skills needed to work in museums would benefit all historians.

For more on the panels, check the *AHA Today* blog for information about viewing the sessions on C-SPAN, which taped the sessions for later broadcasting and web posting.

*Stephen Aron is professor of history at the University of California, Los Angeles, and of the Institute for the Study of the American West, Autry National Center; he is a member of the AHA's Council and serves on the Research Division.*

## THE 128TH ANNUAL MEETING

### Career Fair Adds New Dimension to Annual Meeting Job Center

**Liz Townsend**

**T**he number of interviews at the annual meeting Job Center dipped only slightly this year, with 67 searches conducted at AHA-provided tables or rooms in 2014, compared to 71 last year. In addition to hosting facilities for formal interviews, the Job Center featured a new event: the Career Fair. Giving students and job candidates an opportunity to network and discover the vast possibilities open to those with history training, the fair provided a lively, energizing Saturday afternoon at the meeting.

Mentors came from over 25 organizations and specialties, including National Library of Medicine, Georgetown University, US Department of State, Morgan State University, Northern Virginia Community College, University of Texas at Austin, NEH and Department of Education, National Council on Public History, St. Albans School, RAND Corporation, Bedford/St. Martin's, Compass Lexecon, Naval History and Heritage Command, US Army Center of Military History, Smithsonian and National Museum of American History, and DC Public Schools. They gave advice and provided information to many attendees, reporting that they were “all talked out” after a busy four hours.

During the rest of the meeting, candidates interviewed with search committees in tables or rooms in various hotels. Although the number in Job Center facilities kept pace with last year, far fewer search committees reported their locations in privately arranged suites. Only 27 search committees let the Job Center know where they were interviewing, compared to 65 in 2013. This led to a great deal of confusion for some candidates, who hoped to be able to confirm the suite locations at the Job Center. Search committees are urged to inform AHA staff of their locations during the 2015 annual meeting; contact information can be found at [www.historians.org/annual/jobs](http://www.historians.org/annual/jobs).

Planning is already underway for the Job Center and the second annual Career Fair in New York City next year. We hope that students, job candidates, and anyone interested in finding out about various career paths for historians will register for the annual meeting and attend the fair.

*Liz Townsend is the AHA's coordinator, professional data and job center.*

## Making Connections at the Poster Session

Jennifer Reut

For a historian with a strong research project, it's hard to imagine a better venue than the poster session at the annual meeting. Held in a cavernous space off the book expo, Saturday's poster session was the scrappy underdog of the annual meeting. Participants in this year's session were rewarded with a steady crowd of interested visitors, including AHA president Jan Goldstein, executive director Jim Grossman, and director of scholarly communications and digital initiatives Seth Denbo, among other senior scholars.

The poster session format has yet to be fully embraced at the AHA meeting, and that's a shame. The 12 participants, ranging from doctoral students to established scholars with new books, clearly relished the chance to discuss their projects at length with visitors. Several told me that the opportunity to truly talk *to* people, rather than *at* them, as one typically does at a panel session, was what drew them to the format. And talk they did, nearly nonstop.

Although there was never an overwhelming crowd, the visitors were steady over the entire two-and-a-half-hour session, and they were always interacting with the participants in some way. Some historians exchanged ideas and sources in conversations that went on at length, while others hung back and waited their turn to ask poster session participants a question or start up a new thread.

It's hard to think of another event in which one would have that breadth of engagement with so many different historians.

The session participants represented a spectrum of research, from exhibitions in the planning stage to dissertations underway to multivolume book series. Although I had imagined this would be primarily a venue for grad students' works in progress, several canny historians recognized that this was a great opportunity to get newly published work out there. Drew Keeling, who recently published a book on tourism and migration, chose the poster session because he wanted to talk to people and thought this was the best venue for that. I was pleasantly surprised to see that Keeling wasn't the only one with a mature research project—there were a good number on display.

Many presentations lent themselves well to the highly visual format, including an exhibition on integration in sports, another on resistance to rails-to-trails programs, a teaching exercise using Lincoln Logs, a project on the historical geography of colonization, and one on postwar food rationing and gender. Michelle Iden brought her project on Irish famine memorials because she felt the subject's complex visual qualities needed a more intensive presentation than a panel paper would allow.

Other participants with less visual material to work with used what they had in inventive and eye-catching ways to get their arguments across quickly. Selah Shalom Johnson brought her dissertation in process on the intersection of the "Free DC" and civil rights movements. Although not dependent on visual evidence, her materials, along with her brief explanation, communicated her argument clearly and succinctly—and she will no doubt make good use of this combination of communication techniques throughout her career. While many participants confessed to me that they struggled with synthesizing their projects into the brief text and clear design that the format demanded, all agreed that it was an enormously useful exercise in distilling their arguments.

Kathryn Tomasek in some ways had the greatest challenge. Her research project, on creating big data from historical financial records, is entirely digital. Her visuals consisted of tables and lines of code, as did her handouts. I asked her how—and why—she decided to present her work in the flat format of a poster session when her project drew so clearly from the sphere of digital humanities, which often eschews print. She went on at length describing her project, its origins, her various methods, and the audiences she's presented to, and over the course of our conversation it was clear she was delighted to have the opportunity to talk about her research, no matter where. Every conference, every format gave her the chance to rethink and re-present her ideas, and in the end, her pleasure in doing that made the question seem irrelevant. It's about the work, not the format.

Given all the benefits of the poster session—the opportunity to get work out there, the utility of refining research into a public-friendly format, the networking and connections the long session affords—it's hard to see why this type of platform isn't wildly popular. Long standard in the sciences, the poster session deserves a bigger spotlight at the next AHA annual meeting.

*Jennifer Reut is associate editor of Landscape Architecture Magazine and is former associate editor of Perspectives on History.*



Photo by Marc Monaghan

*Gridirony: Segregated Stardom, a poster session by Brian Hallstoos, University of Dubuque. Read more at [bit.ly/1fuTmMN](http://bit.ly/1fuTmMN).*

## Awards, Prizes, and Honors Conferred at the 128th Annual Meeting

Compiled by Dana Schaffer

### Awards for Publications



Photo Credit: Marc Monaghan

#### Herbert Baxter Adams Prize

**Steven A. Barnes**, George Mason University, for *Death and Redemption: The Gulag and the Shaping of Soviet Society* (Princeton University Press, 2011). Using an array of previously unstudied archival and published sources from central and regional collections, Barnes offers a provocative reconceptualization of the Soviet Gulag, which demonstrates convincingly that it needs to be understood as a transformative space, where both individual and society were refashioned in the name of creating a socialist utopia. His thoughtful and thorough study deserves to become required reading for anyone concerned with the interrelationship between state ideology, violence, and everyday life in 20th-century Europe.

#### George Louis Beer Prize

**R. M. Douglas**, Colgate University, for *Orderly and Humane: The Expulsion of the Germans after the Second World War* (Yale

University Press, 2012). Using archives from seven countries, Douglas offers a compelling account of the expulsion from central and southern Europe of 12 to 14 million Germans, mostly women and children, after World War II. With remarkable precision and deft national comparisons, he analyzes how a resettlement policy the Allies intended to be "orderly and humane" descended into chaotic ethnic cleansing. Douglas writes eloquently about this suffering without minimizing in the least what the Germans had wrought during the war.

#### The Albert J. Beveridge Award

**W. Jeffrey Bolster**, University of New Hampshire, for *The Mortal Sea: Fishing the Atlantic in the Age of Sail* (The Belknap Press of Harvard University Press, 2012). This riveting narrative of 500 years of North American exploitation of the North Atlantic presents overwhelming evidence that humans have repeatedly abused the ocean's abundance. Influenced by environmental and transnational approaches, as well as Bolster's own deep understanding of maritime history and the business of fishing, this is a sweeping and original history that connects the consumption of North Atlantic fish during Lent in early modern Europe to industrialization's demand for Menhaden fish oil in the 1870s, to lobster consumption today.



Photo Credit: Kim Hegelbach

#### The James Henry Breasted Prize

**Patricia Crone**, Institute for Advanced Study, for *The Nativist Profits of Early Islamic Iran: Rural Revolt and Local Zoroastrianism* (Cambridge University Press, 2012). Drawing on an extraordinary range of sources and scholarship, this sophisticated study enriches, deepens, and complicates our understanding of the interconnected political and religious dynamics of the Middle East and Central Asia over a sweep of centuries. Filled with insights relevant to the history of religion in general, it specifically casts completely new light on the religious beliefs and socio-political aspirations of the Iranian countryside as it passed from Sassanian Zoroastrian to Arab Islamic control.

#### The Raymond J. Cunningham Prize

**David A. Wemer**, Gettysburg College (BA, 2014), for "Europe's Little Tiger?: Reassessing Economic Transitions in Slovakia under the Mečiar Government, 1993–98," *Gettysburg College Historical Journal* 12, no. 1 (2013):



Photo Credit: Colgate University



Photo Credit: Marc Monaghan



Photo Credit: Marc Monaghan



97–112. When the Iron Curtain fell in the early 1990s, Slovak prime minister Vladimir Mečiar resisted Western economists' advice to switch rapidly to a capitalist economy. Instead of collapsing under the weight of market forces as Western economists predicted, however, Slovakia "registered one of the best macro-economic performances in Central Europe." Without apologizing for Mečiar's strongman tactics, Wemer's eye-opening and provocative paper takes on the economic literature about Slovakia's postcommunist economy.

### The John H. Dunning Prize

**Jennifer Ratner-Rosenhagen**, University of Wisconsin, Madison, for *American Nietzsche: A History of an Icon and His Ideas* (University of Chicago Press, 2012). *American Nietzsche* is an original, compelling, and revelatory contribution to intellectual history that provides a model for scholars struggling to explain the reception and significance of important thinkers, particularly European ones. Vividly written and deeply researched, *American Nietzsche* reshapes our understanding of early-20th-century thought and feeling in the US by showing the many and varied ways in which Nietzsche's work mattered to so many different kinds of people for so many different reasons over such a long period of time.



Photo Credit: Marc Monaghan

### The John K. Fairbank Prize in East Asian History

**Barbara Mittler**, Heidelberg University, for *A Continuous Revolution: Making Sense of Cultural Revolution Culture* (Harvard University Asia Center of Harvard University Press, 2012). Mittler systematically explores how and why various art forms of the Cultural Revolution in China, often dismissed as mere propaganda, were popular during the time and remain so to this day. In mobilizing an eclectic range of ideas to analyze a dazzling array of sources, the book provides a systematic yet



nuanced analysis of the continuities and contradictions infusing art, politics, society, and memory in contemporary Chinese history.

### The Morris D. Forkosch Prize

**Jordanna Bailkin**, University of Washington, for *The Afterlife of Empire* (University of California Press, 2012). *The Afterlife of Empire* is an ambitious and illuminating book, based upon pioneering archival research, which recasts our understanding of post-1945 British society. Integrating histories—the postwar welfare state, colonial retreat, the rise of a cadre of experts—which have often been told separately, Bailkin demonstrates that decolonization was a personal process for the British as much as it was a diplomatic one: it transformed daily life and the ways in which people conceived of their relationships.



Photo Credit: Chris Johnson

### The Leo Gershoy Award

**Daniela Bleichmar**, University of Southern California, for *Visible Empire: Botanical Expeditions and Visual Culture in the Hispanic Enlightenment* (University of Chicago Press, 2012). Based on a store of beautiful botanic prints locked in a Madrid archive, Bleichmar's *Visible Empire* recalls the achievements of Spanish scientific expeditions and imaginatively recreates the making, meaning, and import of these stunning prints for the empire in the era of Bourbon reform. Written in arrestingly clear



prose that mirrors the luminous quality of the book's many botanical illustrations, *Visible Empire* sets new standards for the emerging field of visual history.

### The William and Edwyna Gilbert Award

**Tim Keirn**, California State University, Long Beach, and **Eileen Luhr**, California State University, Long Beach, for "Subject Matter Counts: The Pre-Service Teaching and Learning of Historical Thinking," *The History Teacher* 45, no. 4 (2012): 493–511. In their article, Keirn and Luhr not only report on the diminishing role of history departments in preparing students to teach history in the secondary school system; they also show that new teachers who have combined rigorous undergraduate training in history with traditional pedagogic training in history education do better in the high school classroom. They offer innovative suggestions, based on the California school system, for how the training of history teachers might best be conducted.



Photo Credit: Marc Monaghan



## The J. Franklin Jameson Award in Editorial Achievement

**John Taylor**, University of Leeds; **Wendy R. Childs**, University of Leeds; and **Leslie Watkiss**, Society of Antiquaries of London, for *The St Albans Chronicle: The Chronica Maiora of Thomas Walsingham, Vol. II: 1394–1422* (Clarendon Press and Oxford University Press, 2011). This volume completes the edition of a vital source for an important era in British medieval history, a valuable text for both historians and literary scholars. The introductory material is exemplary. The editors resolve complex histories of manuscript and print transmission, as well as long-standing questions of authorship. The translation is fluid and readable; the apparatus, annotations, bibliography, and index are clear and useful. This definitive edition will form the basis of future research for many years to come.



Photo Credit:  
Richard Taylor



Photo Credit:  
Andrea Portnoy



Photo Credit: Clive Watkiss

## The Joan Kelly Memorial Prize in Women's History

**Carol Pal**, Bennington College, for *Republic of Women: Rethinking the Republic of Letters in the Seventeenth Century* (Cambridge University Press, 2012). Pal's meticulously researched, beautifully written study takes us on a stunning tour of the correspondence, networks, publications, and mentorships connecting seven learned women across Europe in the 17th century.



Photo Credit: Barbara Alfano

Deftly combining biography, social, religious, cultural, and intellectual history, Pal's *Republic of Women* challenges everything we thought we knew about the supposedly masculine republic of letters. Filling the 17th-century shelf in Virginia Woolf's imaginary library, she also explains how we came to believe it was empty!

## The Martin A. Klein Prize in African History

**Derek R. Peterson**, University of Michigan, for *Ethnic Patriotism and the East Africa Revival: A History of Dissent, c. 1935–1972* (Cambridge University Press, 2012). Peterson's *Ethnic Patriotism* explores the cultural and intellectual worlds of East Africa from the mid-1930s through the first decade of independence, identifying the communities of belonging created both by ethnic patriots who valorized loyalty to chiefs and elders and by upstart, cosmopolitan networks of Christian revivalists. By analyzing these divergent communities in multiple settings, Peterson demonstrates the contested nature of identity and belonging, the prevalence of dissent, and the problematic nature of nationalism.



Photo Credit: Marc Monaghan



Photo Credit: Christopher Capozziello

## The Littleton-Griswold Prize

**John Fabian Witt**, Yale University Law School, for *Lincoln's Code: The Laws of War in American History* (Free Press, 2012). *Lincoln's Code* skillfully mixes law and history to illuminate how the laws of war have shaped and been shaped by America's wartime experiences from the Revolution through the Philippines insurrection. John Witt's book is especially good at revealing the tensions at work between the sometimes competing demands of justice and military necessity. Deeply researched and artfully written, *Lincoln's Code* paints a complex portrait of the past that speaks directly to the present.

## The J. Russell Major Prize

**Miranda Frances Spieler**, American University of Paris, for *Empire and Underworld: Captivity in French Guiana* (Harvard University Press, 2012). Spieler's innovative study of French Guiana from the late 18th century to 1870 examines the spatial and legal history of the colony in ways that invite a profound reconsideration of the relationship of France to its colonial territories. Analyzing material and cultural remains, as well as silences and lacunae in the record, Spieler elegantly challenges many presumptions about nation, empire, slavery, incarceration, and violence.



## The George L. Mosse Prize

**Miranda Frances Spieler**, American University of Paris, *Empire and Underworld: Captivity in French Guiana* (Harvard University Press, 2012). In her provocative and innovative book, Spieler depicts the history of French Guiana as a site of extraordinary state sovereignty and violence. In the wake of the French Revolution and its new articulation of citizenship, French Guiana became not just a land of exile and slavery, but also a locus for the systematic stripping of rights and identities of marginalized groups and for the incarceration of noncitizens who bore no clearly defined legal status.

## The James A. Rawley Prize in Atlantic History

**W. Jeffrey Bolster**, University of New Hampshire, for *The Mortal Sea: Fishing the Atlantic in the Age of Sail* (Harvard University Press, 2012). *The Mortal Sea* hits readers with the saline smack of the ocean, providing the most Atlantic of Atlantic histories, at once fascinating and deeply troubling. Lucid, penetrating, relentless, this book trawls deep historical research to expose the history of Atlantic fishing and its consequences. Demonstrating powerfully the costs of oceanic exploitation, it is a work of surpassing historical and contemporary importance, making us all mindful of the price paid for “changes in the sea.”

## The John F. Richards Prize in South Asian History

**A. Azfar Moin**, Southern Methodist University, for *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam* (Columbia University Press, 2012). Like the Safavids in Iran, Mughal emperors from Babur to Aurangzeb embedded their sovereign authority in cosmic, messianic imaginings, linked to Sufism, astrology, genealogy, and millennial-

ism. Using mainly Persian, Arabic, Turkish, and Urdu texts—and Mughal miniature painting—Moin shows how claims to authority were cast in a universalism transcending any single form of religion. His work will recast how we imagine the dynamics of sovereignty during the Mughal era.

## The Roy Rosenzweig Prize for Innovation in Digital History

**Digital Archive: International History Declassified. History and Public Policy Program, Woodrow Wilson Center.** The Wilson Center Digital Archive ([www.digitalarchive.org](http://www.digitalarchive.org)) brings together and contextualizes a vast trove of once-secret documents relating to the Cold War, North Korea, and nuclear proliferation. Much more than just an archive, the site curates a variety of topics into compelling narratives, timelines, and images. In addition, multiple interfaces, including an interactive map, allow researchers to make their own pathways through this important collection.

## The Wesley-Logan Prize

**Martha Biondi**, Northwestern University, for *Black Revolution on Campus* (University of California Press, 2012). While US civil rights history has long acknowledged the numerous critical roles of students and other young people in the mid-20th-century era of civil rights struggle, no book until now has explored black campus-based activism with such multifaceted and exquisite depth. Biondi has written a definitive history. This book will also have wide-ranging implications for those invested in shaping Africana studies curricula and black student experience on university campuses in the 21st century.

## Awards for Scholarly and Professional Distinction

### The Troyer Steele Anderson Prize

The American Historical Association is pleased to award the 2013 Troyer Steele Anderson Prize to **Thomas F. Rugh**, director at TIAA-CREF, for his invaluable work as a member of the AHA's finance committee.

Tom joined the committee in May 2008, a crucial time for the nation's economy and for the AHA. For several years, the AHA Council had been concerned about the low rate of return on its endowment. The AHA required a trustworthy advisor to offer discrete and discerning counsel not about what to invest in, but rather who could best make those investment decisions. To whom, in other words, should the AHA trust its members' funds?

This advice is what Tom Rugh provided at that crucial moment. His approach was low key and straightforward. He explained options, identified challenges and opportunities, and then stood back and let the Council make its own decisions. This style has served us well, as Tom has continued to offer the AHA generous and judicious counsel over the past five years. With his assistance, the Association has improved the value of its endowment while keeping risk at acceptable levels.

When, in 2012, the AHA moved to create a separate investment subcommittee that would overlap with the Finance Committee, Tom agreed to shoulder the responsibility of chairing the investment panel and helping the AHA through a critical period of transition.

Tom's deep knowledge of and commitment to history, combined with his expertise in investment and finance, have made his work with the AHA invaluable. The Troyer Steele Anderson award is but a small token of the AHA's profound gratitude for his astute and unstinting effort on the Association's behalf.



Photo Credit: Faiza Moin



Photo Credit: Marc Monaghan



Photo Credit: Lena Carroll





## The Eugene Asher Distinguished Teaching Award

The Teaching Prize Committee is pleased to award the 2013 Asher Prize to **Michael Green**, a professor of history at the College of Southern Nevada, where he started teaching part-time while still a master's student in 1987 and has been full-time since 1995. He has a BA and an MA from University of Nevada, Las Vegas, and a PhD from Columbia University. He also teaches advanced undergraduate seminars for UNLV's Honors College. For CSN, he teaches US and Nevada history, and has taught constitutional, Civil War, and Las Vegas history. He is the author or coauthor of eight books.

The scale, range, and innovation of Green's teaching are extraordinary. Teaching close to 200 students a semester, many of whom are first-generation college students, his innovative assignments engage students while also developing their writing and 21st-century career skills. Commendably, he has delivered over 600 presentations to community groups in the Las Vegas area. His extensive writing for both scholarly and public audiences also demonstrates the importance of his research to his teaching.

## Awards for Scholarly Distinction

**John Dower** received his PhD from Harvard in 1972. He taught at the University of Wisconsin, Madison, from 1971 to 1985; at the University of California, San Diego, from 1985 to 1991; and at MIT from 1991 to 2010.

Dower's *Embracing Defeat* won the leading prizes in both US and East Asian history, not to mention a Pulitzer, the National Book Award, and several others, both in the US



Photo Credit: Ken Dower

and Japan. His previous book, *War Without Mercy* (1987), also won prizes on both sides of the Pacific; his subsequent *Cultures of War* (2011), ranging from Pearl Harbor to the second US-Iraq war, was a finalist for the National Book Award. His other works range from architecture to photography, from high politics to popular culture; he has produced an Academy Award-nominated film. He has also won acclaim as a teacher and has been equally engaged with audiences beyond the campus; his name appears on Japanese and American op-ed pages and television screens as regularly as on scholarly rolls of honor.

In the last decade, Professor Dower has turned to a new project that combines his interests in visual media, teaching, public outreach, and East Asian history. Visualizing Cultures, a website that combines images, scholarly commentary, video, and curricular units on Japan and China, has allowed countless students, teachers, and others to access history that is driven, rather than simply illustrated, by a rich array of visual material. Engaging, pathbreaking, scholarly—what we've learned to expect from John Dower.

**Patricia Buckley Ebrey** received her PhD from Columbia University in 1975. Since then, she taught at the University of Illinois at Urbana Champaign until 1998, when she joined the history department at the University of Washington, where she continues to work today.

Ebrey is the premier historian of Chinese women during the millennium-plus of the early and middle empire. That enormous topic has led her to explore numerous subfields: food and funerals, marriage and money, painting and politics, writing and religion, inheritance and intellectuals. Her prize-winning book on Song Dynasty (960–1279) women, *The Inner Quarters* (1993), remains the most important



Photo Credit: Marc Monaghan

treatment of that pivotal period of women's history. Her first book, on the early imperial aristocracy, was translated into Chinese 34 years after it first appeared—testimony to the enduring quality of its scholarship.

Ebrey's work often uses exceedingly difficult sources, of sorts rarely conducive to either numerous publications or large audiences. Yet she has combined a great deal of highly focused research with highly accessible books on broad topics. Along with a synthetic history of Chinese women from ancient to modern times, she has coauthored multiple editions of textbooks in both East Asian and world history, produced the extremely successful, single-authored *Cambridge Illustrated History of China* (translated into nine languages), and compiled and edited two major collections of primary documents. Various topics that were once "unteachable" for lack of either sources or scholarship in English are now routinely covered because she helped fill those gaps. The past is a bigger and a less foreign country thanks to Pat Ebrey.

**Walter LaFeber** received his PhD from the University of Wisconsin in 1959 and taught at Cornell University thereafter, becoming professor emeritus in 2006. He is one of the scholars who reinvented the study of American foreign relations in the 1960s—not only transforming many specific debates, but lastingly changing our sense of what this field could be.

LaFeber's first book (out of 15 so far) is still assigned 50 years later; another (not a textbook) has been through 10 editions. He has won the Bancroft Prize, the Beveridge Prize, and many other awards. He has been an exceptionally visible and valuable public intellectual who has managed to reach broad audiences without sacrificing academic rigor. His work spans the chronological range of US history, and the



Photo Credit: Jon Reis Photo and Design

geographic range of the globe, and time and again, his contributions overturned what we thought we knew, both about history and about burning contemporary issues.

But with all this, LaFeber might be even more distinguished as a teacher: one for whom the overworked adjective “legendary” is entirely fitting. Without eyewitnesses, would we trust accounts that his upper-division lecture course regularly drew 300-plus students each Tuesday, Thursday, and Saturday? Or that his final lecture—delivered 200 miles from home—drew 3,000 people? Or that he continued running discussion sections and grading papers for that huge class when he could have easily avoided it? The history LaFeber has given us is often sobering; but his presentation of it, in books, lectures, and elsewhere, has been both eye-opening and inspiring.

### The Beveridge Family Teaching Prize

**John Russell** perfectly exemplifies the qualities of excellence and innovation in teaching recognized by the Beveridge Family Teaching Prize. Whether unpacking a self-crafted, waterlogged chest of artifacts and documents from a sunken whaling ship or creating mock Facebook profiles of historical characters, Russell’s classroom is an ever-changing, yet always student-centered space, where history is analyzed, touched, wrestled with, and questioned. A mentor to students and peers alike, John Russell is a true master teacher.

Russell describes himself as a lifelong learner. He is proud to give back to the systems that educated him, both as a history teacher in the public education system where he has taught in the Burlington City School District since 1999, and as an adjunct at The College of New Jersey, where he teaches



Photo Credit: Marc Monaghan

the History Methods course for juniors. He has been recognized for outstanding teaching by both the New Jersey Council for the Humanities and by the Daughters of the American Revolution.

### Equity Awards

**David H. Jackson**, for the individual Equity Award. Jackson, professor of history and departmental chair at Florida A&M University, is the recipient of this year’s individual Equity Award in recognition of his achievements in inspiring African American undergraduates to enter graduate programs in history and earn professional degrees. An outstanding community leader and teacher, Jackson received the Rattler Pride Award for Community Leadership in 2000, the FAMU Teacher of the Year Award for 2000 and 2010, and the Advanced Teacher of the Year Award in 2006. Jackson has mentored over 20 young scholars who have earned PhDs in history or are currently enrolled in doctoral programs, and has established a remarkable record in raising the number of African American faculty in the profession.



Photo Credit: Marc Monaghan



Photo Credit: Marc Monaghan

**Douglas M. Haynes**, University of California, Irvine, on behalf of the **ADVANCE Program for Equity and Diversity**, for the institutional Equity Award. A historian of science and director of the ADVANCE program ([advance.uci.edu](http://advance.uci.edu)), Haynes has facilitated the pipeline of students into graduate programs and led efforts on campus that have recently increased faculty from underrepresented groups by 10 percent across the disciplines. At the core of ADVANCE is a commitment to faculty-led institutional transformation, which mobilizes and enables talented individuals from diverse backgrounds to fulfill their potential while shaping the future. The centerpiece of ADVANCE is a team of equity advisors and graduate program mentors who engage their peers in support of institutional transformation. In these roles, they monitor faculty recruitment and graduate admissions, coordinate career advising for junior colleagues and professional development for graduate students, and promote an affirmative culture of inclusive excellence for all.

### The Herbert Feis Award

The 2013 Feis Award is awarded to **Richard E. Turley Jr.**, the assistant church historian of the Church of Jesus Christ of Latter-Day Saints. Turley has guided the church’s significant history operations, including archives, museums, 25 historic sites, and a vast records management system. He has spent his career improving access to historical information for researchers around the globe. Projects started or carried out under his direction have made millions of records available for use without charge online worldwide. Most recently, he courageously facilitated the opening of papers related to the Mountain Meadows



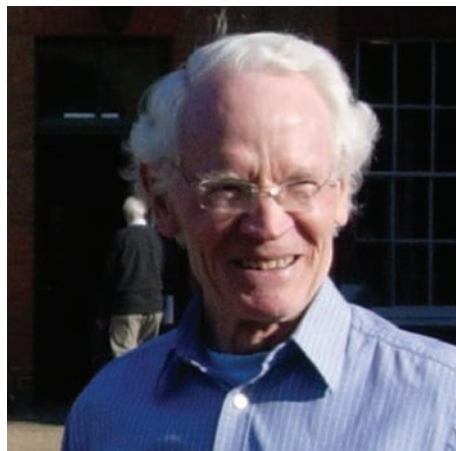


Photo Credit: Marc Monaghan

Massacre and the site's designation as a National Historic Landmark. In an age concerned with transparency and the accountability of institutions, his actions stand as a beacon to others.

### Honorary Foreign Member

The 2013 Honorary Foreign Membership is awarded to **Patrick K. O'Brien**, London School of Economics. O'Brien has written groundbreaking works on the history of state formation, empire, industrialization, and economic development. His four books, 17 edited or coedited books, and well over 100 journal articles have influenced research on almost every world region. He has also been a visionary and indefatigable organizer of scholarly networks, creating productive dialogues that have brought US-based scholars together with others from around the world and spanned seemingly unbridgeable ideological and methodological gaps. His students from the School of Oriental and African Studies, Oxford, and the London School of Economics include many leading scholars in multiple generations; a list of colleagues



who are indebted to him might be even more imposing. It is a privilege to join the British Academy, the Academia Europaea, the Royal Historical Society, the Royal Society of Arts, and other institutions that have honored Professor O'Brien, and to thank him for his many contributions to history.

### The Nancy Lyman Roelker Mentorship Award

The committee is pleased to recognize **Shari Hills Conditt** of Woodland High School in Woodland, Washington, with the Nancy Lyman Roelker Mentorship Award. Conditt exemplifies the extraordinary impact an outstanding high school teacher-scholar-mentor can have on students and colleagues. Illustrating for her students how a passion for history can guide fulfilling personal and professional development, Conditt affirms and supports them as they grow into teachers and mentors for the next generation. With her simultaneous pursuit of classroom teaching and her own graduate studies in history, Conditt has inspired her students and fellow professionals, and she has received well-earned recognition at the local, state, and national levels.

Conditt teaches US history, AP US history, and AP American government. She is a recent graduate of Washington State University, having earned an MA in history in May 2013. Her thesis examined the role of gender in two Pacific Northwest utopian colonies. She received the James Madison Memorial Fellowship in 2009 and was recently awarded Washington State University's Association for Faculty Women 2012 Founder's Award.



Photo Credit: Marc Monaghan



Photo Credit: Marc Monaghan

### Theodore Roosevelt-Woodrow Wilson Public Service Award

The American Historical Association is pleased to present the 2013 Roosevelt-Wilson Award for Public Service to **David M. Rubenstein**. The award honors individuals outside the historical profession who have made a significant contribution to the study, teaching, and public understanding of history. Rubenstein's philanthropic dedication to providing public access to historical resources and his continued support of historic preservation efforts make him an ideal recipient for this award.

Co-founder and co-chief executive officer of The Carlyle Group, a global alternative asset management company, Rubenstein has long held a commitment to promote and support the community and institutions that have inspired him. The son of a working-class family in Baltimore, Rubenstein developed an early appreciation for history during his weekly trips to the library in the 1950s and 1960s. Following his remarkable success in the private sector, Rubenstein signed a "giving pledge" to offer at least half of his fortune to charity, ranking him among the *Chronicle of Philanthropy's* most generous donors. Over a lifetime of philanthropic work, Rubenstein has retained his love for history and his commitment to making the discipline he loves accessible to a wider audience.

Rubenstein has shown his commitment to ensuring the public access to the treasures and artifacts of its past through his continued support of the National Archives and Records Administration. After purchasing the last privately owned extant copy of the Magna Carta at Sotheby's for \$21.3 million in 2007, Rubenstein returned the document to the National Archives on permanent loan.



The Magna Carta had resided there for more than 20 years before its owner auctioned it through Sotheby's; Rubenstein's purchase and loan returned one of the most important documents in history to the public. It remains the only copy of the landmark British document on permanent display in the United States.

Four years later, in 2011, Rubenstein again demonstrated his dedication to the National Archives through a \$13.5 million gift for a new gallery and visitor's center, one which will emphasize the archives' role in preserving and making accessible central aspects of the nation's past. The largest single contribution ever received by the foundation for the National Archives, Rubenstein's gift was described by foundation chairman and president Ken Lore as "critical in offering visitors the opportunity to explore the story of America through the records that tell of the ongoing struggles and triumphs in perfecting our democracy."

In 2012 Rubenstein donated \$7.5 million toward the repair of the 555-foot-tall Washington Monument, which had sustained extensive damage during an earthquake the previous summer. When asked by the *Washington Post* about his contribution, Rubenstein explained: "I am committed to philanthropy . . . I am very involved in [supporting] historic kinds of things . . . [and] this is something that is quite historic." Caroline Cunningham, president of the Trust for the National Mall, a nonprofit group that raises funds for improvements there, told the *Washington Post* that Rubenstein is "one of those people who's made a commitment to pass on his wealth and invest in this country, and I know that he feels passionately about the history of this country and preserving it."

Rubenstein's gifts make up part of what he calls "patriotic philanthropy." Celebrating at Mount Vernon in 2013 to honor

George Washington's birthday, Rubenstein recalled visiting the historic home as a child and taking his own son to visit as well. His appreciation for history informs his philanthropic choices; as he told the *Washington Post*, "[I try] to give back to things that remind people of American history."

In February 2013, Rubenstein assisted the Fred W. Smith National Library for the Study of George Washington, located on the grounds of the former president's home, with a donation of \$10 million, including a \$4 million endowment for rare books and manuscripts. The library is a center for scholarly research and leadership training for government, military, nonprofit, and corporate officials, as well as for students and educators. It houses Washington's books and papers and a replica of his personal library. Curt Viebranz, Mount Vernon's president and chief executive officer, told a reporter, "[Rubenstein] shares our interest in ensuring that these rare Washington and founding-era documents are there for the people."

An interest in the Declaration of Independence led Rubenstein in early 2013 to Monticello, home of the Declaration's principal author, Thomas Jefferson. Inspired by his visit, Rubenstein donated \$10 million to the Thomas Jefferson Foundation to support projects at the site that could better tell Jefferson's story. Rubenstein's contribution, which ranks among the top five gifts in the foundation's history, will be used not only to restore the home's second and third floors, but also to restore Jefferson's original road scheme and reconstruct at least two log buildings on Mulberry Row, the community where slaves lived on the Virginia plantation. Monticello has been a site for interpreting the enslaved experience for decades; Rubenstein's critical donation to the buildings on Mulberry Row will help make clear the ways that African American history is essential to Monticello's history. When announcing the gift, Rubenstein explained his intentions this way: "I think it's important to tell people the good and the bad of American history, not only the things that we might like to hear."

The AHA is proud to acknowledge David M. Rubenstein for his sustained and generous support of historical work and his determined efforts to ensure citizens' access to their nation's past.

*A version of this citation appeared as an article in the December 2013 issue of Perspectives on History.*

#### New Title from AHA Publications



## Viewing Regionalisms from East Asia

By **Sebastian Conrad**  
and **Prasenjit Duara**

In contrast to nationalism and, more recently, globalization and transnationalism, "regionalism" remains a concept relatively

unexplored by historians. The new **Regions and Regionalisms in the Modern World** series from the AHA examines this concept in depth.

In this entry, Conrad and Duara examine the concept of regionalism in East Asia, focusing on four crucial moments of region formation: the early modern tribute system, pan-Asianism in the age of high imperialism, the Japanese empire, and renewed regionalist aspirations in an age of globalization since the 1990s.

© 2013 ♦ 48 pages ♦ ISBN 978-0-87229-206-2  
♦ \$10 (AHA members receive a 30% discount).

For more info, or to purchase, visit

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

## A New Mission Statement Reflects the Evolution of the National History Center

**Marian J. Barber**

As it moves into its 12th year, the National History Center of the American Historical Association has a new mission statement, one that more clearly enunciates its roles in the AHA, the discipline of history, and civic life.

The new statement reads: “The National History Center of the American Historical Association provides a venue in the nation’s capital for all who care about the human past to make history an essential part of public conversations about current events and the shared futures of the United States and the wider world.”

The center’s previous mission statement, crafted in its early years, spoke in very specific terms of audience and activities. It stressed historians as the center’s primary constituency. The new version refers to a more mature institution that has over the years forged a new relationship with its parent, the AHA, and has created a place for itself through partnerships with other organizations, weathering the difficult circumstances that have affected all nonprofits since 2008.

When the earlier statement was drafted, the center was considered “an initiative” of the AHA. But while it remains an independent 501(c)(3) nonprofit, the two have developed much closer ties. They share leadership, with the executive director of the AHA the *ex officio* chair of the center’s board and the past president the *ex officio* vice chair. The AHA president and president-elect also serve as *ex officio* trustees, and the AHA has a voice in the selection of a majority of the board members. The center is now a part of the AHA, as conveyed by its title since 2013, the National History Center of the American Historical Association.

The mission statement revision reflects these changes. According to AHA past president Kenneth L. Pomeranz of the University of Chicago, it grew out of discussions at the board’s midyear meeting. “[Past President] Bill Cronon wrote the first draft; he, Jim Grossman and I did further editing.

Part of the point of the new language is to emphasize that the NHC is an arm of the AHA with a definite, though broad, mandate—a mandate which is related to its physical location in Washington. The idea is that the center serves the goal of making both specific historical insights and historical thinking more generally central to public discussions about how to navigate the present and future; we seek, through placing the center near other institutions of the capital, to make history a more important part of the thinking that goes on there.”

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*The National History Center of the American Historical Association provides a venue in the nation’s capital for all who care about the human past to make history an essential part of public conversations about current events and the shared futures of the United States and the wider world.*

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The NHC board unanimously approved the new language, termed “elegant” by trustee Christof Mauch of the Amerika-Institut in Munich. “To its great credit, the new mission statement manages to be pointed and capacious at the same time,” said AHA president Jan E. Goldstein of the University of Chicago. “It indicates the *distinctive* role of the NHC within the AHA: to foster a historical sensibility in public discussion of current affairs. And it also makes the *breadth* of that role clear: the current affairs under discussion are not only those of our own country but also those of the world at large.”

Trustee David Kyvig of Northern Illinois University agreed: “It encompasses the goals

that attracted me to the National History Center: the creation of a more cohesive community of historians with intellectual or physical attachments to the nation’s capital, assistance to historians coming to Washington from across the country and throughout the world to exploit its many resources, and, above all, to strengthen the voice of historians in the various public conversations that take place in this city.”

“The new language concisely expresses the Center’s purpose: to make history a more powerful, relevant, and useful subject beyond its traditional function of uncovering and explaining the past for the purposes of education,” added trustee Richard H. Kohn of the University of Carolina, Chapel Hill. “While the statement identifies the location of the programs (without limiting that), it emphasizes that there are no boundaries to subject matter or audience. Above all, it suggests that history can contribute importantly to public policy in the United States and around the world.”

Pomeranz also emphasized the new partnerships suggested by the statement, pointing out that the center’s location in the nation’s capital “does not mean addressing ourselves only to the U.S. federal government, or focusing solely on U.S. history; like the AHA, the NHC deals with the entire human past, and our possible audiences and interlocutors in Washington include foundations, media, national museums, the diplomatic corps, and everybody else whom we might reach by leveraging our location in this particular city.”

*Marian Barber is the associate director of the National History Center.*



## Introduction

### Why MOOCs Matter

Elaine Carey

*Editor's note: In the following pages, we reproduce edited versions of presentations from an important panel at the 2014 annual meeting. We thank the participants for their contributions and for working toward a tight deadline, and we hope readers will join in the conversation.*

The AHA panel “How Should Historians Respond to MOOCs,” convened at the 2014 annual meeting, was standing room only as Jeremy Adelman, Ann Little, Jonathan Rees, and Philip Zelikow engaged in a lively conversation that captured the national debates regarding Massive Open Online Courses (MOOCs). With President Obama challenging every American to commit to higher education or postsecondary training, these conversations will only continue to grow as the United States tries to minimize its college attainment gaps as compared to other countries. MOOCs were initially seen as a way to bridge those gaps.

Adelman and Zelikow were among the first history professors to teach MOOCs. In his presentation, Zelikow mentioned that many professionals—computer scientists, teachers, librarians, architects, and engineers, to name a few—embrace MOOCs for ongoing education and training. More significant, he addressed the difference between MOOCs, flipped classrooms, and online education. Adelman reflected on some of the adaptations that he made as he moved from his first MOOC to his second, and how he discovered the importance of filming as he lectured to actual students, rather than in a studio by himself. His comments demonstrated that teachers of MOOCs have room to experiment with different pedagogical styles.

Many community colleges and state universities have considered giving college credit for MOOCs, and most have embraced online education to meet the growing educational demands of their students and the general public. Other institutions have recruited and hired online educators to teach students and also assist their colleagues in developing online classes or content. Increasingly,

university administrators see the potential of MOOCs and online education for meeting the changing educational demands of students. But Little and Rees acknowledged that MOOCs might marginalize those very students who need face-to-face contact and mentoring. Little addressed the questions of scale and the difference between MOOCs and face-to-face classes that are frequently more demanding. Rees captured the moral implications of MOOCs regarding students' workloads and the impact of MOOCs on the work and lives of the professorate, as a whole.

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*The AHA and many other professional and teaching organizations recognize that these innovations must demonstrate the effectiveness of the teaching and learning not simply of content mastery but also of critical thinking skills...*

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These conversations, like those about assessment, are not going to disappear. The politically fraught questions regarding access to and the cost of higher education will continue, but the effectiveness of MOOCs in meeting those challenges has not been proved.

The American Historical Association has undertaken a series of initiatives to improve history education, recognizing that the technologies and approaches of Adelman and Zelikow might be effective in the classroom. Universities and colleges are experimenting with flipped classrooms, hybrid classes, and online classes to meet students' demands, particularly for nontraditional students who may return to college. The AHA and many other professional and teaching organizations recognize that these innovations must demonstrate the effectiveness of the teaching and learning not simply of content mastery but also of critical thinking skills, which Little

and Rees both addressed. Historians and experts in the scholarship of teaching and learning are experimenting with different models to see which methods are most effective. These experiments are taking place not in corporate offices but on college and university campuses—as collaborations between historians, digital scholars, experts in teaching and learning, and computer specialists.

The AHA is conducting a number of projects that demonstrate its commitment to engaging in these debates. In the AHA's Tuning project, online educators have demonstrated that distance education can be as rigorous and effective as face-to-face education, but as Rees argued, these are not massive interactions but classes of 20 students engaged in constant dialogue. These educators work closely with their institutions to collaborate to ensure that their online classes reflect the best practices in history teaching. The AHA has also begun to collaborate with Microsoft Research on digital projects for the classroom, as well as with the Social Science Research Council for digitally based assessment tools to measure learning.

The President's Council of Advisors on Science and Technology (PCAST) released a letter to President Obama in December 2013. One of the key recommendations of PCAST was for university faculties to study how technology can foster better learning; it encouraged faculties “to study the subject, engage with new technologies, and create incentives for university administrations to persuade MOOC platform vendors to allow researchers access to the data generated by their courses.” These studies must be undertaken with funding to allow for independent research on the effectiveness of such classes as they attempt to meet the demands of students and their diverse learning styles and needs. We hope the following pieces will demonstrate that historians, especially those committed to teaching, should be part of the framing of these studies and the conversations that will follow.

*Elaine Carey, the AHA's vice president, Teaching Division, chaired the panel on MOOCs at the 2014 annual meeting.*



## A Worthwhile Experiment

**Philip Zelikow**

The notion of making courses available to people to watch at their leisure is not a new idea: this has been done on television and in the “Open University” forms going back 40 years. The UK was a pioneer in this area. And you may have heard of the DVDs one can buy from companies like the Learning Company, now renamed The Great Courses, which by the way, markets a hundred different history courses that are widely used and have many admirers.

MOOCs are an extension of this idea; they leverage certain developments in online technology, and they also incorporate a large social network in which people who are taking the courses can interact. This means that the courses are offered somewhat synchronously—that is, they happen in real time, though you don’t have to download them or look at them on a particular day. But if you want to enter the social network and comment on what’s going on, you need to keep up with a course on a more or less weekly basis.

Let me deal with a couple of widespread myths or misunderstandings about MOOCs. First, it is very important to

keep two different conceptions in mind. One conception is of a pure online course in which the teaching is done *only* through the online format and the accompanying social networks. An example is the Coursera platform, currently available for free. Other platforms are not available for free. A great many professions use these—if you ask your doctor what he used to pass his recertification, he may give you an answer that has something to do with online education.

But there is another concept which marries the online vehicle with classroom instruction, in some sort of hybrid form. That is highly unusual, and requires an unusual commitment on the part of the students (and this is what we did at the University of Virginia).

It’s important to keep these two different concepts in mind. They have different audiences and different purposes. The reason I mention all that is because the primary reason the University of Virginia spent money on my course was as an experiment in this second model. We were working on different ways to try to crack the problem of how best to deliver survey classes, in which the large

lecture-hall format has certain strengths and weaknesses, and retain in-person instruction. So my course was kind of a test bed in which to play that out, and it had the spillover effect of creating quite a lot of course material that you could make available for personal enrichment to an audience around the world, for free. A lot of people have different concepts in mind when they speak of MOOCs, but everyone should understand why we spent money on this.

Another widespread myth and misconception about MOOCs is that universities see this as a way of saving a lot of money. Not my university. These courses are not cheap. Any university that tries to do this in a serious way quickly discovers that if you want to do it well it is not cheap. There is a significant upfront investment, and it requires constant attention and work. So it’s not so much that this is a gigantic money saver; it’s actually devised to deliver certain kinds of instruction in a way that allows you to take advantage of certain possibilities, depending on what your conclusions are about this experiment.



Screenshot from a video promoting Zelikow’s course, *The Modern World: Global History since 1760*, at the University of Virginia. Promo is available on YouTube at <http://youtu.be/4IEfKSC1mss>.

So let me tell you about my personal experience with MOOCs. You'll often see people advertise their registration numbers for their courses, which are huge. These numbers are meaningless. Anyone who tells you they mean something is not giving you the full truth. People will sign up for courses that they have no intention of actually using and never actually even look at. So the only interesting number is how many people actually try out the course. Did they watch as much as five minutes of the course to see if they're interested in it? In my case that number was somewhere in the 30,000 range worldwide. And we have some decent data on where those people were around the world.

Of that 30,000, only about 15,000 decided to give the course a serious try (I think my numbers are better than the Coursera average). About 10,000, more or less, stayed with it for the whole duration and watched all or most of the 92 video segments—and 92 videos is a big-time commitment. About half of them bothered to sign up for a certificate. About 5,000 were online auditors who took the course for their own enrichment. About 2,500 people were downloading and watching offline, not taking quizzes or participating. But they are still part of it.

Teaching people all around the world was the most gratifying teaching experience I have had in my whole career. And a lot of online instructors have experienced this. I touched a lot of people's lives, and they responded in a number of ways—e-mails, flowers, handwritten letters, testimonials, messages to my bosses, to the board of

visitors, all unsolicited. It's the kind of stuff any teacher would appreciate.

It was an incredibly gratifying experience, but in a way the most interesting part of it was what I learned about flipping my residential class. In some ways I think that how I reinvented my residential course, leveraging this material, is the most interesting part of this experiment.

The standard model for a history course we all know: a professor lectures to a large and passive group of students. In my case, it was 120 students. In the revised model, I created 92 taped lectures, with me sitting at my desk as if you had come to my office. In the standard model, I'm giving presentations in which I'm extemporaneously using classroom technology. I'm trying to juggle managing my PowerPoint or whatever I'm doing on the screen. Hopefully I'm not messing it up in the middle of my lecture. I'm doing it extemporaneously and hoping it all holds together.

In the revised model, I can prepare a much more elaborate integration of media, including writing on my slide, zooming in on maps or parts of paintings, animating maps, and I can prepare all that in advance and try in multiple takes to get it right (I do not use a script, but obviously these are not done in one take).

In the standard model, your lectures have to fit into two time boxes. Whatever content you have has to be grouped into two 50-minute segments. In the revised model, I can create lectures of varying lengths depending on how much time I want to spend, which has varied from 100 minutes a week to 200 minutes a week because I wasn't bound by time boxes. And I can cut up my segments in a way that makes narrative sense.

In the standard model, students get one chance to listen and take notes on your lecture. In the revised model, they can play the lecture again and again, stop, pause, or, if they find you really boring, speed up or skip. They can slow down for note taking. They can freeze on a map or chart if they want to linger and puzzle it out a bit more.

In the standard model I have to clump my readings into a weekly clump or a biweekly clump. And it feels like homework. Students may or may not do the readings. In the revised model, my reading assignments were geared to the segment being presented. And because they are watching the presentation at home and doing the reading at home, it

can become a seamless process of reading and viewing together. If you think about this for a while, it is actually quite a remarkable change. You've changed the way students cognitively take in this material.

In the standard model, how often do you quiz students on lecture material? You probably test them only two or three times per semester. In the revised model, I test their recall and understanding in every single one of the presentations. Ninety-two times. Psychologists will tell you that this kind of testing and recall exercise has really important cognitive benefits.

In the standard model, who does the follow-up explanation on the big lecture? Your grad students. In the new model students get the follow-up explanation from me. And I never met with my students in a classroom of 120. I broke them that into tutorial segments no larger than 60, and we'd have meaningful discussions. So I'm doing the TA sections. But then, what did the TAs do? I used the TA time to create a whole new dimension to the course that never existed before: history labs, where TAs created a whole new body of primary sources on 10 different cities around the world, focused on the development of those communities over time, and then related the themes that emerged to the macro themes in the big lectures.

In conclusion, this is an experiment, but it has two important features. One is the online-only feature, and there the question is whether personal contact with the professor is important. A lot of people found the purely online course personally enriching. And that's important; we care about the students don't we? And how many people are getting a chance to learn. The potential of MOOCs is the ability to meet the vast body of students who want this education and are not between 18 and 22 years old, which is most of the world. It lets us transform the whole notion of who is the audience for university education.

Then there's the second concept, the experiment in flipping classrooms, and whether you can use these tools to do innovative classroom design. I'm highly satisfied with this experiment. And I will repeat it this spring.

*Philip Zelickow is the White Burkett Miller Professor of History and associate dean for the Graduate School of Arts and Sciences at the University of Virginia.*



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## History a la MOOC, Version 2.0

**Jeremy Adelman**

Last year I taught one of the world's first history MOOCs to over 93,000 students globally and another 60 students at Princeton, and shared some early thoughts of that inaugural experience in *Perspectives on History* (March 2013). I have just completed a second go-round, this time with 62,000 students outside and 50 inside Princeton. What have I learned going from version 1.0 to 2.0?

Planet MOOC has changed dramatically since my first excursion in early 2013. Once underpopulated, it now looks like the São Paulo skyline. On the Coursera platform, there are many, many more courses on offer, with an immense range of often-overlapping, many-branded courses—from learning how to play guitar to mathematical biostatistics. Remember: when I rolled out the first history course, there were only four university partners. There are now 108 partners and almost 600 courses. There is a tendency to study (if you can use that word) extensively, not intensively.

This has changed the learning ecology because students online are less engaged in the active learning components than they once were when there were fewer courses. The online forum discussions, where Russians spoke with Brazilians, Americans with Indians, were once a vibrant and exciting component, but they've lost their energy. Whereas I once feared the forums would be Babelian, with many different voices talking past each other, my fear now is silence. Version 2.0 was, as far as student interactivity is concerned, a shadow of version 1.0.

Second general impression: the vast majority of these courses now offer certificates of completion or accomplishment. When we rolled out version 1.0, Princeton's decision not to offer any certificate was not unusual. Now it is. This means that students now respond to the incentive of an official recognition; not giving any official nod elicits less loyalty to the course. This may account for the decline in online interactivity; why engage if you're not getting a certificate? Institutions like Princeton that opted out of the certificate business may have to

rethink. This means dealing with branding, certification, and accreditation. I am not sure that one can any longer plausibly offer a course without having to contend with these issues. Once upon a time, I did. Times have already changed.

In one illuminating way, I did change the course from last year. The dominant motivation for this world history MOOC was to bring the world into the history of itself—for Princeton students to engage in conversations with peers around the world

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and discover that the same episode or process can mean different things to different people. Last year, there was zero connection between Princeton students and those in the rest of the world, though both sides watched lectures in lockstep and had assignments that ran in parallel. My lesson: I failed to require that Princeton students produce content for the site to actively engage students from the rest of the world, and be assessed accordingly.

Over the summer I worked with a couple of graduate students to assemble primary document materials on which Princeton students would generate weekly blogs. No more essays. No more weekly discussions led by an instructor. Instead, the exercises

focused on case studies and collaborative weekly blog entries curated by the students themselves. These eventually included video posts.

The idea was to evolve from flipping the classroom to flipping the course. The whole course unfolded within a space engineered to maximize reception and promote interactivity, both at Princeton and within the MOOC.

The experiment was mixed. The roles became inverted. Last year Princeton students shied away from the world, while Coursera students plunged into it. In version 2.0, the Princeton students were actively posting materials, visuals, text, hyperlinks to sources, and long (sometimes very long)

blog entries. But Coursera students practically boycotted the blog sites. So the Princeton students had a blast and learned more history than they ever did from my traditional teaching methods. It was also a lot more fun to teach this way. But I doubt that more than 10 of the 62,000 Coursera students were even aware of the experiment—despite my exhortations to visit and comment on the Princeton student blogs.

What's going on? Here are two hunches. The platform is designed to maximize scale and reception, not collaborative learning. Coursera students default into passive learning practices of watching lectures because there is not much space for them to team up in projects. Sure, they write fortnightly papers and read if they want to. The point is this: the online course replicates older conventions of teaching focused on the role of the lecturer, with textbooks and readings as backup.

Going digital is an opportunity to up-end that structure, and this is a basic cultural shift. Some of the assumptions about online courses have to focus less on the overrated “superprofessor” who is teaching and more on the student who is learning. This means imagining the digital space as one that allows students to interact with each other beyond the venerable “discussion section” script. Online students will have to shed their expectations about the sources of their learning, not just as a vertical transmission from the professor to the student, but also as a partnership between students themselves.

Personally, I found it challenging to translate this insight onto a digital platform that made the weekly lectures the dominant component of the course—possibly more prominent than “live” teaching. Version 3.0 will therefore focus on ways in which Princeton and online learners can team up to produce materials for everyone else in the course. This will be another stage in the experiment in global learning.

*Jeremy Adelman is the Walter Samuel III Professor of Spanish Civilization and Culture and director of the Council for International Teaching and Research at Princeton University. His most recent book is *Worldly Philosopher: The Odyssey of Albert O. Hirschman*.*

*Adelman's reflections on his MOOC were not delivered at the annual meeting session due to travel delays. We are glad to present them here.*

## AMERICAN HISTORICAL — ASSOCIATION —

### *Award for Scholarly Distinction*

#### Call for Nominations for the 2014 Awards

**T**he AHA Council established the American Historical Association Award for Scholarly Distinction in 1984 to honor senior historians in the United States. Since then, the award has been conferred on 75 eminent scholars.

AHA members are now invited to submit nominations for the 2014 awards. According to the selection criteria, recipients must be senior historians of the highest distinction who have spent the bulk of their professional careers in the United States. Generally, they must also be of emeritus rank, if from academic life, or equivalent standing otherwise. Under normal circumstances the award is not intended to go to former presidents of the Association; rather, the intent is to honor persons not otherwise recognized by the profession to an extent commensurate with their contributions.

A nominating jury appointed by the AHA Council will review the nominations and will recommend up to three individuals for approval at the Council's spring 2014 meeting. The honoree(s) will be announced at the AHA's 129th annual meeting to be held January 2–5, 2015 in New York City.

A complete nomination should include (1) a letter of nomination that contains specific details addressing the criteria listed above and (2) a two- to three-page c.v. of the nominee with a summary of major publications and career highlights. Additional letters of support can also be submitted, provided the total number of pages stipulated below is not exceeded. The entire package should not exceed 10 pages in length. Please send the material, no later than April 1, 2014, to Sharon K. Tune, Director, Meetings and Administrative Operations, American Historical Association, 400 A Street, SE, Washington, DC 20003-3889.

E-mail submissions, to [stune@historians.org](mailto:stune@historians.org), are accepted as Word or PDF attachments only.

## Can Teaching Be Taken “to Scale”?

Ann M. Little

When I offered my comments on MOOCs at the AHA’s annual meeting in Washington, DC, one member of the audience suggested that those of us who are not sold either on the “disruptive” nature of MOOCs or their alleged superiority to human-scaled courses were “reactionary.” Shockingly, I agree with him. To take a page from William F. Buckley, the role of history departments in university politics is to “[stand] athwart history, yelling Stop.”<sup>1</sup> History is a conservative discipline. As a witty friend of mine said at the meeting, “We merely study change; we don’t recommend it.” While usually I rail against the historical profession’s conservative DNA, at times I see the uses of its fealty to tradition and especially its resistance to technologies that haven’t proved their usefulness. Confronting the challenge of MOOCs is one of those times.

History MOOCs have not proved their usefulness in educating students like mine at a large state university, many of whom are first-generation college students, and most of whom need to learn not just the facts of US History to 1865, or World History 1500 to the Present, but *how* to learn in college. I’ll confine my comments here to two of the big problems I see with the potential MOOCification of American universities. First, MOOCs obscure the real work of teaching in ways that undermine us all professionally. Second, MOOCs can’t teach difficult or controversial subject matter as well as professors or teachers working on a human scale. Finally, I’ll conclude by comparing a new MOOC that Coursera will debut this spring to its face-to-face counterpart to illustrate the gap between MOOCs and face-to-face teaching.

Professors at underfunded state universities like mine have assumed a defensive crouch over the past few decades. The political attacks on “tenured radicals” were clearly meant to soften us up for the budgetary attacks that have hollowed out our cores and created a casualized faculty majority. Many people in my state actually think

that we work only the six, nine, or twelve hours a week we spend in front of a class. It’s bad enough when we hear this from politicians or other self-interested commentators, but sometimes we hear it even from people who should know better, like the provost at Colorado State University-Pueblo, who rhetorically asked his faculty last summer, “In what other job can you get away with working only three days a week?” In the face of this kind of attack on our profession, we need to explain what exactly it is we do, and why this ongoing work is important.<sup>2</sup>

Because MOOCs rely heavily on recorded lectures delivered by “superprofessors,” they feed the lie that reduces teaching to lecturing, and the misapprehension that we are indifferent to our audience, caring nothing about their comprehension, confusion, or questions. Recording professors’ lectures and creating attractive promotional videos is what MOOCs have focused on, but this captures only one element of teaching. Real learning doesn’t happen only during a lecture or even necessarily in the presence of a professor. A great deal of our students’ learning (in human-scaled classes) happens on their own time and inside their own minds as they work through the reading and writing assign-

ments. Because my undergraduate classes usually have no more than 30 or 35 students in them, I can hold them accountable for that out-of-class work by learning their names, answering their questions during lectures and discussions, responding to their e-mails, commenting on and grading their written work, and being available during office hours and outside of class to help them.

This—not lecturing—is the real work of teaching, and unless or until MOOC vendors can figure out a way to give superprofessors superhuman endurance or to stretch time into superlong workdays whereby they might stay in contact with all of their students and hold them accountable, MOOCs won’t transform anything in higher education—at least, not in a good way. Most people can figure out how to deliver an effective lecture. But the much more challenging and time-consuming part of our jobs involves the planning, thinking, reading, grading, commenting, consulting, supporting, and advising that we do outside of class. All of this is central to effective teaching, but it can be done only on a human scale, not a “massive” one.

A second concern I have about MOOCs is their lack of diverse subject matter. While

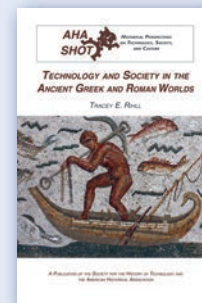
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MOOC promoters have offered an utterly reasonable critique of large introductory courses at big universities as impersonal, textbook-driven, and regurgitory in their assessment requirements, MOOCs themselves appear to replicate all of the disadvantages of the large intro course and offer nothing innovative in return that wasn't available in VHS or DVD versions of the "greatest courses of all time." The demands of the MOOC—particularly its massiveness—work against introducing students to the latest, cutting-edge research and conversations happening in our profession because MOOC professors will be asked to offer only the broadest and most inoffensive courses out of fear that courses on certain subjects—slavery or genocide; gender and sexual minorities; nonwhite people in general—won't sell.

These are also the kinds of courses that are the most difficult to teach, even on a face-to-face scale, because of the various political views and life experiences of our students. As someone who teaches courses on women's history, gender, and the history of sexuality, I have serious doubts about how much breadth and complexity MOOC history courses can offer. In my classes, which feature some of the most shocking, depressing, and unsettling subject matter in my department's curriculum, students frequently need to talk about (or at least hear other students talk about) the reading material I've assigned. A number of the readings—especially those having to do with sexual assault or sexual identity issues—bring up complex and difficult feelings in my students, and typically many of them need to talk about this with me or with the class. In order for these issues to be engaged intellectually, there must be a level of trust and good faith between the professor and her students, and ideally, among the students themselves. MOOC superprofessors don't know their audience, and MOOC subscribers experience their superprofessors merely as flickering images on their computer monitors or mobile devices.

Would MOOC students actually read articles or books that focused on the victims of warfare, disease, or rape if they were assigned? Would the students be angry that the reading material didn't merely reflect the point of view of the generals or victors in the contest for continental or global domination? Would they just skip any readings that offer

anything but the reassuring Whig narrative of progress, liberty, and justice for all? Or would the professors of these courses never consider assigning readings deemed too challenging or painful? If a MOOC in women's history or the history of sexuality were offered, would the material polarize the students, turning online discussions into typical Internet shout-fests featuring the Deluded Sinners versus the Intolerant Bigots, or the Feminazis versus the Mansplainers?

Stephanie McCurry's *History of the Slave South*, offered this semester through Coursera, would appear to challenge my contention that MOOCs can offer only blandly traditional courses. According to the course website, there are no required peer-reviewed assessments or group projects, and no specific information about how any other assessment might be offered or how students might be held accountable in order to get their free certificate of completion. The course requires no secondary source readings, assigning only primary sources in the public domain and available free of charge online. Participation in online discussions is required, but it's unclear how those are structured and who might be monitoring them.<sup>3</sup> I am curious to see how those discussions go: how will the students handle the shocking, sexualized violence and virulent racism that structured all Anglo-American slave societies? Will the students be capable of carrying on vigorous debates about the historical material, or will the challenging nature of some of the readings—if any students actually do the readings—and some of McCurry's lectures polarize the class and shut down any meaningful exchanges?

McCurry's MOOC appears to be fairly rigorous, for a MOOC, but it pales in comparison to the righteously challenging syllabus for her face-to-face History 170 course, *The American South: Rise and Fall of the Slave South, 1609–1865*. In the spring of 2013, McCurry required her students to read *six* books (including two monographs and four book-length primary sources or source collections) and a substantial number of shorter primary and secondary sources. McCurry's students at Penn must attend and participate in weekly recitation sections, and submit midterm and final exams and an 8- to 10-page paper.<sup>4</sup> Even in a large lecture course (and with the assistance of an army of TAs), I don't think there's any question that the face-to-face course at Penn is a more rigorous and therefore a much more effective class than the Coursera version. That's because real education takes real commitment, real skin in the game, from both the professor and her students. And that includes time, money, books, and assignments that get real feedback and advice from the professor (or at least her TAs).

This is not a knock on McCurry or anyone else involved in producing MOOCs. It's merely a statement that MOOCs are in no way comparable to the face-to-face, human-scaled courses we not-so-super professors teach every semester. Those of us who teach at nonelite institutions and who work with students who need our support and guidance must consider this as we contemplate the role of MOOCs in our profession.

*Ann M. Little is associate professor of history at Colorado State University; she blogs at [Historiann.com](http://Historiann.com).*

## Notes

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## The Taylorization of the Historian's Workplace

Jonathan Rees

Like so many people today who want to disrupt higher education, Frederick W. Taylor, an early management consultant, fashioned himself as a reformer. He wanted to change the American workplace in order to take command of the shop floor “out of the hands of the many workmen” and place it under the absolute rule of management, “thus superseding ‘rule of thumb’ by scientific control.”<sup>1</sup> By cutting prices on goods despite paying the most productive workers more, this kind of reform was supposed to benefit labor, capital, and especially the public at large.

To me, Massive Open Online Courses (or MOOCs) represent the potential for the Taylorization of the academic workplace and are therefore a threat to the “rule of thumb” judgments upon which the historical profession depends. Neither of the historians with MOOCs in this forum risk being forced to operate under a stopwatch, nor would I suspect that they want any other historians to be subject to similar conditions. Nonetheless, the Taylorization of the academic workplace could occur at schools that accept MOOCs for credit. MOOCs might also be used as a cudgel to cut educational labor costs in for-credit classrooms at cash-strapped public universities like mine.

Anybody who pays attention to the vast literature on educational technology should be familiar with the term *unbundling*. Educational reformers use it to connote the kind of division of labor and specialization that Frederick Taylor adored. Why should anybody provide content for their classrooms, they ask rhetorically, when the best professors in the world can be piped in via the Internet? This practice, the argument goes, will allow professors in less prestigious colleges to concentrate on giving students the individual attention they deserve. The recent vogue for flipping our classrooms—that is, having students watch videos for homework instead of during class time—is not specifically MOOC-related. However, using MOOC content to flip classrooms is another possible use for this technology.

Despite the fact that MOOCs have been a hot topic for well over a year, there are very few history MOOCs compared to the number of MOOCs in other disciplines. Jeremy Adelman and Philip Zelikow were two of the first historians to sign up to run MOOCs with a major commercial provider, yet very few historians have followed them down that path. While I admire their willingness to experiment with new technologies, my guess would be that many other history professors with the opportunity to teach MOOCs have been scared off by the pedagogical sacrifices this kind of teaching would require.

The possibility of flipped classes in history illustrates one of those sacrifices well. When approached with the possibility of flipping my own classroom, I always ask, “When will my students have time to do their reading?” Students at Princeton or the University of Virginia might be willing to make time to watch lectures and read textbooks or monographs, but it is always a struggle to get my history students to do any reading at all. Loading them down with taped lectures only makes that possibility more remote.

Both Adelman and Zelikow have been experimenting with flipping their own classrooms. This is an ideal situation as they are both experts in the particular world history content they choose to teach. Unfortunately, any other historian making

use of their content will have to adapt to their particular historical content preferences. I can't help but wonder whether students will understand who their real professor is in this situation.

Yet such sacrifices are only one way that MOOCs could de-professionalize, or even de-skill, large segments of the professoriate. Historians who do not select their own content or write their own lectures could easily be replaced by personnel with less training, perhaps graduate students or people with no training in history at all. Or perhaps the schools that license history MOOCs will hire no onsite teaching help whatsoever and simply let students fend for themselves.

There is no question that MOOCs might be good for teaching some subjects to some people. Computer scientists, for example, seem to love them. However, sacrifices have to be made in order to teach a history MOOC, and many of those sacrifices are designed to save the cost of additional pedagogical labor.

In Adelman's course, all the required MOOC essays are graded by peers rather than by anyone trained in history, including his grad students. Zelikow has eliminated the essay-grading labor problem by foregoing writing assignments entirely. Neither of their history MOOCs has any required reading.

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I understand why these sacrifices may be a practical necessity to run a MOOC, but the best possible history education requires reading and direct personal contact with a trained historical professional.

As a result of such sacrifices, the same de-professionalized fate could await professors who run MOOCs too. The faculty behind one psychology MOOC offered by the commercial MOOC provider Udacity utilized a “Udacity employee to turn their lectures into scripts, complete with demonstrations and jokes.”<sup>2</sup> The head of the Harvard/MIT MOOC collaboration edX has even suggested that Hollywood stars might run the MOOCs of the future because “really good actors can teach really well.”<sup>3</sup> If MOOC providers avoid assigned reading because it isn’t sexy enough to attract tens of thousands of eyeballs they can eventually monetize, then why not bring in Matt Damon to lead a class? The commercial logic behind both decisions would be exactly the same.

I recognize that nobody involved in this discussion welcomes these outcomes, but anybody who doubts that such scenarios are possible hasn’t been paying attention to the higher education press for at least the last decade or so. Desperate times breed desperate measures, especially when cash-strapped administrations are involved. To those who do not understand our discipline, one size will likely fit all, no matter how ill-suited their solutions happen to be.

Aaron Bady, an African literature specialist and postdoc at the University of Texas at Austin, who has written extensively on MOOCs, summed up my attitude toward the kind of academic capitalism that motivates so many of these courses in a blog post he wrote in early 2013. The “MOOCification of higher education,” he writes:

could be done well, I think, but it won’t be. Instead of using new technology to do what we have always done, but do it better, it

will be so thoroughly co-opted and driven by venture capital that it will be another battering ram against what’s left of high quality, low cost higher education. And it will destroy subjects and disciplines that aren’t conducive to being MOOCified, like mine.<sup>4</sup>

I would argue that the same thing is true for history.

For historians, the keyword in MOOC is “massive.” History professors can’t teach what our discipline does best if we have to do it for tens of thousands of people at once. History MOOCs require sacrifices in the name of efficiency and financial expediency that no credit-awarding university should tolerate. To ignore the fact that some schools will do so anyway will not only make it harder for the next generation of historians to find jobs, it is in effect an insult to our collective expertise because it will distort the definition of what professional historians do for a living beyond all recognition.

## AMERICAN HISTORICAL — ASSOCIATION —

### Honorary Foreign Membership

*AHA members are invited to nominate distinguished foreign historians for this award. The Association has honored foreign scholars since 1885, when the AHA awarded Leopold von Ranke with its first testimonial of honorary membership.*

According to the selection criteria, recipients of honorary memberships must be foreign scholars who (1) are distinguished for their work in the field of history and (2) have markedly assisted the work of American historians in the scholar’s country. The AHA Council encourages nominations that address the need for broader geographic coverage; in recent years most nominations and honorees have been from western Europe. The Committee on Honorary Foreign Members and Awards for Scholarly Distinction will serve as the jury and will recommend an individual for approval by the Council. The committee consists of the president, president-elect, and the immediate past president. Nominations may be submitted at any time, but materials must be submitted by November 1, 2014, to be considered for the next award. It will be necessary to resubmit recommendations made earlier if they are to be considered again; files will not be reactivated. A complete nomination should include (1) a letter of nomination that contains specific details addressing the criteria listed above, (2) a two-page CV of the nominee with a summary of major publications, and (3) a minimum of two supporting letters of recommendation. The package should not exceed 20 pages. Please e-mail all submission materials to [awards@historians.org](mailto:awards@historians.org) and be sure to include “Honorary Foreign Member: [Nominee’s Name]” in the subject line.

*Jonathan Rees is professor of history at Colorado State University–Pueblo. He is the author of Representation and Rebellion: The Rockefeller Plan at the Colorado Fuel and Iron Company, 1914–1942 and Refrigeration Nation: A History of Ice, Appliances and Enterprise in America. His writings on MOOCs have been published by Inside Higher Ed, Slate, and the Chronicle of Higher Education’s Vitae project, where he is a regular columnist. He is proud to have completed Jeremy Adelman’s World History MOOC in fall 2012 but forgot to ask for his completion certificate.*

### Notes

1. Frederick W. Taylor, quoted in Simon Head, *The New Ruthless Economy* (New York: Oxford University Press, 2003), 26.
2. Jeffrey R. Young, *Beyond the MOOC Hype: A Guide to Higher Education’s High-Tech Disruption* (Washington DC: *The Chronicle of Higher Education*, 2013), Kindle.
3. Jeffrey R. Young, “The New Rock-Star Professor,” *Slate*, accessed December 2, 2013, <http://slate.me/1kWtRno>.
4. Aaron Bady, “A Moment of Dreaming about Higher Education,” *zunguzungu* (blog), *The New Inquiry*, January 2, 2013, accessed December 2, 2013, <http://bit.ly/1kWtWro>.

# Transforming the Preparation of Historians

## Much More to Do

James M. Banner, Jr.

In the January 2014 issue of *Perspectives on History*, Thomas Bender, with his characteristic lucidity and cogency, reviewed the consequences of *The Education of Historians for the Twenty-First Century*, the compelling report he wrote with Colin Palmer and Philip M. Katz a decade ago. He concluded that while some progress has been made toward the implementation of its recommendations, this progress has been insufficient in view of the challenges that history, the humanities, and American institutions of higher education face today. Bender's sobering assessment, which can't be gainsaid, deserves the attention of all historians, as does the original report.

The members of the commission overseeing the report's preparation emphasized the miseducation of aspiring historians for the basic occupational realities of their professional world—for the increasingly diverse, multidimensional, and unstable nature of their future work foremost. The commission focused, in Bender's words, on “a misfit between the production of PhDs and the academic market for them.” It rued an “information deficiency” about history graduate programs. It decried the “unintentional and unknowing” acculturation to academic-professorial ways during the years of fledgling historians' training. That some salutary efforts to address these and related problems have occurred since the report's appearance—whether because of or independent of it we cannot tell—Bender is surely correct to note and applaud. That more, much more, is also left to be done no one can deny. But what now should be done?

If what I write suggests some of the limitations of *The Education of Historians*, it is not in derogation of that report, exemplary as it was in its clarity, authority, and good sense. In every respect, it represented a major advance in thinking about the way graduate school preparation ought to be conceived and carried out. But because we're 10 years

beyond that report and now into the second decade of the century it addressed, it seems to me that, with full fidelity to its recommendations, we need to undertake two other things—first, to set in motion a continuing discussion about what additionally might be endeavored to further improve the education of historians; and second, to motivate and encourage historians and history departments to make more changes in their graduate programs.

Surely, as the report emphasized and as remains so now, the most important objective of all further changes in aspiring historians' professional preparation should be a thorough introduction to the great diversity of professional choices and opportunities among which young historians should be able to make rational, not reflexive and conventional, choices—decisions about the kinds of work they will pursue and the kinds of places in which they will pursue it. That was the major thrust of the Bender/Palmer/Katz report, and it should remain at the center of all thinking and efforts relating to graduate education. To be a professor of history is a wonderful privilege and an understandable aim of many historians, but other equally worthy and productive careers, ones that also allow for the creation,

evaluation, presentation, and conservation of historical knowledge, increasingly abound, even if they still lack the recognition and respect they deserve. Consequently, to do little to counteract the early graduate school acculturation to the professorial ideal as the only mete and fit model for historians when that ideal is no longer functional or even desirable for an increasing proportion of history students borders on the unethical.

If historians' preparation for the extra-academic professional world—that is, their preparation to be public historians or to enter the public and private sectors—is of critical practical and ethical importance, then the sooner it is effectively undertaken and achieved, the better. No justification exists for postponing what the report urged upon PhD-granting institutions 10 years ago. But in my estimation, still more is needed.

Few graduate programs—and, after all, these are graduate programs in *history*!—introduce their students to the history of historical knowledge; instead they treat the subject of historiography as an opportunity to expose their students to specific topics only, say debates over the French Revolution or the American Civil War, in keeping with professors' interests, not to expand the

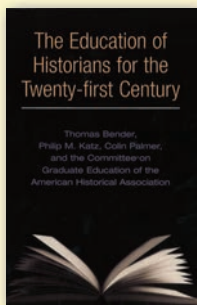
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general intellectual breadth and understanding of their students. Equally regrettable, they rarely introduce their students to the history of their own discipline, even to the history of their own departments—subjects, like that of the large history of historical knowledge, that relate to knowledge of their intellectual and professional world and not just to broadened career horizons, the focus of so much due attention now.

Few graduate programs—in fact, none to my knowledge, although I hope I’m mistaken—introduce their students to the ethical issues they will face in the course of their careers, wherever those careers may develop. And this despite the fact that, since the 1970s, the AHA and other organizations have promulgated a thick set of standards of conduct covering a host of practices, and new laws and public regulations concerning everything from racial, gender, and other discrimination to human subjects research have come into being and continue to accumulate. While reading and studying the contents of and problems raised by these standards is no fun, have we a leg to stand on in criticizing the behavior of others (let’s just mention bankers) when we do so little to expose successor generations of historians to these standards and to their strengths and limitations? In short, the actions recom-

mended by *The Education of Historians* need to be supplemented with others and then all of them put into effect.

In addition, there ought not to be long gaps in the attention we pay to the preparation of historians. Forty-two years elapsed between *The Education of Historians in the United States* by Dexter Perkins, John L. Snell, et al. and its successor—the Bender/Palmer/Katz report. Therefore, taking advantage of the opportunity created by the inauguration of AHA Communities, a web-based discussion forum, I have created a community dedicated to “the preparation of historians” ([bit.ly/JDMAGp](http://bit.ly/JDMAGp)) in the hope that it will generate not only an enduring conversation on a subject at the very foundation of our professional lives, but also concrete suggestions about what individual historians and individual departments might do to improve and refine their programs. Early participants in that community have already begun to suggest ideas as to what might be done. I hope that more historians will chime in so that we can accumulate a set of new ideas that might be widely debated by us all.

But that will not be enough. Historians should know better than others that reports are neither self-propelling nor self-fulfilling and that discussion and debate can be useful and clarifying without leading to anything

concrete. One of the oversights of those who prepared *The Education of Historians* and of the AHA, under whose auspices it was issued, is that the former failed to propose the creation of a continuing body to monitor their recommendations while the latter didn’t do so. Here was a splendid report in search of an audience and of follow-through that it never really found. (I regret to say that I’ve encountered many historians who seem never even to have read it.) As a result, it is little wonder that the original momentum and publicity created by the document soon faded and that what Bender calls the “culture of departments” has been little affected. It is not, however, too late for the AHA to create a standing committee or some other body to assess the preparation of historians on a continuing basis, to offer recommendations to history departments, perhaps even to set up a consultative service to help departments make changes in their curricula and practices. Such actions might, for instance, address two of the deficiencies that Bender, in his *Perspectives on History* article, specifically names—the failure of departments to collect information about themselves in organized form and to make it broadly available.

Anyone who cares about the welfare and future of the discipline of history—about the enduring robustness of historical inquiry, presentation, and understanding—will recognize the critical importance of how we prepare young people to be historians at any time anywhere. As Bender writes, some progress on this front has been made. Some departments have reduced the number of graduate students they admit. Many institutions are trying to reduce the number of years it takes to secure a doctoral degree. The funding and advising received by students have improved. And attitudes toward non-academic careers for historians have begun to change for the better. But these are largely instrumental, even if essential, steps. We need additional ones, some of which I’ve suggested, that are intellectual and ethical. Collectively, we ought to address them better. And given the current institutional strength of the discipline, collectively we surely can.

*James M. Banner, Jr., a Washington, DC-based historian, is the author of Being a Historian: An Introduction to the Professional World of History.*

## Perspectives on History

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## Michael Kammen

1936–2013

### Historian of Early America, American Memory, American Art

Michael Kammen, Newton C. Farr Professor of American History and Culture Emeritus at Cornell University, died on November 29, 2013. Kammen was born on October 25, 1936, in Rochester, New York, grew up in Washington, DC, and attended The George Washington University, from which he received his BA in 1958. He completed his PhD under Bernard Bailyn at Harvard in 1964 and became assistant professor of history at Cornell in 1965.

The trajectory of Kammen's scholarship was unusual. He began as a historian of early America with a special interest in the politics of the British Empire. He wrote two books on the subject, *A Rope of Sand: The Colonial Agents, British Politics, and the American Revolution* (1968) and *Empire and Interest: The American Colonies and the Politics of Mercantilism* (1970). Between the two he published *Deputies and Liberties: The Origins of Representative Government in Colonial America* (1969). At first, he mainly taught early American history and supervised graduate students in the field.

But Michael's imagination was too great and his curiosity too omnivorous to be limited to early American history. Fascinated by the career and historical imagination of his predecessor at Cornell, Carl Becker, he edited a superb edition of Becker's letters: *What Is the Good of History?* (1973) and teased one of his grad students that after completing a PhD at Cornell, the student, like his mentor, would still be asking Becker's question.

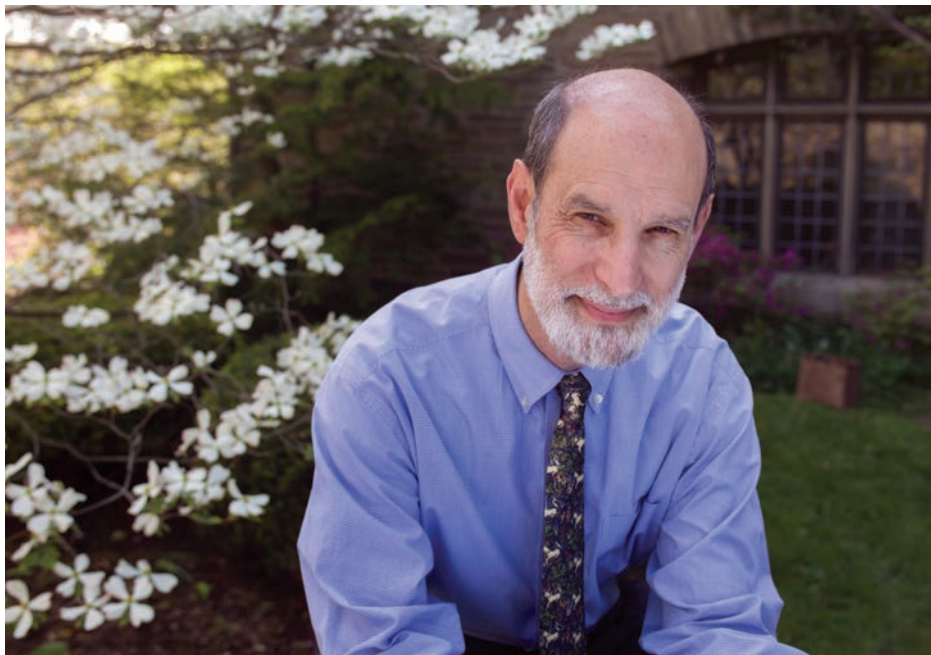
At that same time, as was his habit throughout his scholarly life, he had several major projects underway simultaneously, and the Becker volume appeared almost simultaneously with *People of Paradox: An Inquiry Concerning the Origins of American Civilization* (1972), an elegantly audacious book for a 36-year-old. A beautifully composed volume, *People* ranged over the entire history of early America to confront the problem of American exceptionalism in a stunningly original way. The book won the Pulitzer Prize in 1973 and sealed Kammen's reputation for lush and stirring prose and the creative framing of historical questions. *People of Paradox* also revealed a lifelong trait: an unfailing eye for the little-known but telling quotation or anecdote. The book marked his emergence as a historian of American culture whose scholarship would

not be contained by the 17th and 18th centuries.

Several more books on early American subjects soon appeared, but Michael began to turn in a new direction as well, embarking on a series on American historical memory. He began with the Revolution (*A Season of Youth*, 1978) and then moved on to the Constitution (*A Machine That Would Go of Itself*, 1986). Both books were remarkable examples of the scholar's craft, exhibiting not only complete control of the history of the Revolution and of the making of the Constitution but also mastery of how those histories had been remembered in subsequent decades and centuries. The books were not interpretations of the Revolution and Constitution at all, in other words, but rather excursions into the long history of core American ideas and values from the 18th century to the present.

All the while, a blizzard of articles and reviews issued forth from Kammen's aerie in Ithaca, published in newspapers, magazines, and scholarly journals on subjects that ranged across the whole of American social, political, and cultural history. Michael also had a penchant for publishing edited volumes of documents that he had employed in writing his major books. These companion volumes proved wonderful tools for other scholars and their students.

Michael's multivolume project on memory reached its pinnacle with the publication of *Mystic Chords of Memory: The Transformation of Tradition in American Culture* (1991). A volume of vast sweep and breathtakingly comprehensive research, *Mystic Chords* signaled a new direction for Kammen's scholarship, one that his friends had seen coming but which surprised the broader scholarly world: a deep dive into the history of American art. It was a natural direction for Michael to pursue. He was a collector himself, and his own books were physically beautiful, including important images linked to the themes he was addressing. But now he began to write about art and art criticism with the same unique and quirky perspective that had made his earlier work so provocative. *Meadows of Memory: Images of Time and Tradition in American Culture* (1992) thus opened another chapter in Kammen's intellectual life.



Courtesy Cornell University

Michael Kammen



# IN MEMORIAM

A new flood of books flowed from his pen: a biography of Gilbert Seldes, a gorgeous book about the artist Robert Gwathmey, an absorbing and beautiful examination of the four seasons in American culture, a wide-ranging book on American tastes and culture in the 20th century, a fascinating examination of controversies about public art in America, a charming little volume about the reburial of significant Americans, and several collections of essays of such astounding range that it seemed impossible that all of this marvelous prose and creativity could have come from one person.

Behind all of this astonishing productivity, and the astonishing pre-Google filing system that supported it, stood an even more astonishing man—a brilliant and devoted teacher of generations of Cornell graduates and undergraduates, who traveled the country and the world. Michael's curiosity, enthusiasm, and generosity were his distinguishing marks: friends and graduate students looked forward to his postcards (and later his e-mails), to his travelogues of the places he went and the people he met, to the bulging envelopes that would arrive stuffed with clippings, photos, and bibliographic suggestions.

Michael Kammen wore his success lightly. He deservedly won dozens of honors and prizes (including the AHA's Award for

Scholarly Distinction), but he was the most ingenuous and unpretentious of men, driven by his own internal genius and curiosities rather than by the fleeting rewards of conventional academic ambition. And his devotion to his family trumped everything else. His love for Carol and their two sons, Daniel and Douglas, and for his daughters-in-law and grandchildren was complete. He leaves behind not only 30 or so books and hundreds of crystalline essays and reviews but a legacy of humanity, warmth, and humor that all who knew him seek to emulate.

*Douglas Greenberg*  
*Rutgers University*

*Stanley N. Katz*  
*Princeton University*

## Arnold M. Pavlovsky

1948–2012

### Forward-Looking Civil War Historian

**A**rnold M. Pavlovsky, a longtime member of the AHA, died unexpectedly at home in Southampton, New Jersey, on September 23, 2012, at the age of 63. He received his

BA from Franklin and Marshall College in 1970 and, after a year at Johns Hopkins, transferred to Princeton in order to work with the late Sheldon Hackney in southern history. He received his MA in 1972 and his PhD in 1974. Arnold's Princeton dissertation examined the transition from Populism to Progressivism in Florida; Hackney's pioneering Yale dissertation and first book examined that same transition in Alabama.

For many years Arnold taught at community colleges and public schools in both Florida and New Jersey. He was a 20-year member of the US Army Reserves, and his eventual passion was writing about the Civil War, including two e-books on important Confederate military leaders—J. E. B. Stuart and John Singleton Mosby—and a multivolume e-book study of Civil War photographs that he unfortunately did not live to complete. During many summer research trips to several archives around the country, he had uncovered a number of previously unpublished and often barely known photographs of ordinary Civil War military and civilian figures that offered new perspectives on the conflict.

Arnold advocated e-books for historians as a practical means of addressing the contemporary challenge of declining interest by university and commercial presses in traditional scholarly books. He had, in fact, intended to present a paper on the value of e-books at the 2014 AHA annual meeting in Washington, DC. He is survived by his sister.

*Howard P. Segal*  
*University of Maine*

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*An In Memoriam essay on David Landes, which ran in the January 2014 issue of Perspectives on History, incorrectly stated that he was assistant and associate professor at Harvard University. He was an assistant and associate professor at Columbia University. The authors regret the error.*

# Perspectives *Paying It Forward*

**Allen Mikaelian**

**P***erspectives on History* authors have a variety of interests and come from a range of professions, but they all share an astounding generosity. We do not pay them for their work (as much as we'd like to). And since *Perspectives* is not peer-reviewed, many of our writers know that their articles will have little impact on career advancement. Yet submissions pour in, and our writers labor over revisions, devoting significant amounts of their most precious resource—spare time—because of their commitment to our community of historians.

They come to us and work with us in a spirit of service—because they have an idea or a project or a teaching technique they want to share. We repay that generosity with promotion of their articles, using our network of members and our social media presence to publicize their contribution as widely as possible.

It's to further repay that generosity that the AHA Council approved two resolutions at the annual meeting. First, *Perspectives* articles will no longer be gated. One no longer has to be a member to read the web version of the full issue on the first day of publication. However, readers still *should* become members, as those membership dues make publication of this magazine possible. We hope that readers will, in the same spirit of service shown by our authors, contribute to the discipline by joining the AHA or renewing membership. Membership is inexpensive, it has valuable benefits, and it's absolutely necessary to keep this magazine going.

Second, the AHA Council approved a proposal to apply a Creative Commons license to future articles published in *Perspectives*. We have always allowed for noncommercial reuse of *Perspectives* material, with permission. Applying a Creative Commons license to individual articles, however, formalizes our operating policy and removes the necessity of having to request permission. Our authors want their articles to be read and used. Now a teacher can be assured that he or she has our permission to reproduce an article for a course, and history departments have our

permission to reproduce In Memoriam essays on their department web pages. While we require a full attribution, and require the work to be reproduced as the author intended it, we will not require permission for noncommercial use of articles in future issues.

We think these policies make sense for *Perspectives*, but only because it is entirely supported by membership and the volunteer work of our authors. If the magazine drew its support from subscriptions, there would be an entirely different set of questions and considerations surrounding these decisions. But when a publication is a community effort, it makes sense to put that publication back into the community, conceived broadly. The only danger, the only possible downside, as I see it, is that readers may begin to forget that this publication has costs. I like how Hong-Ming Liang puts this, and cite him often. Liang is the editor of an

open-access journal that, like *Perspectives*, enjoys institutional and volunteer support (his article on his journal appears in the May 2013 issue of *Perspectives*). Liang, though committed to keeping his journal open and available, frequently notes that “open” does not mean “free.” The time he and others put into this project has value.

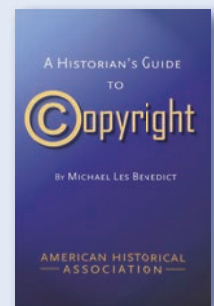
We believe these policies reflect the intentions of our authors, who want to have their work read as widely as possible. And these policies serve the AHA's mission to spread and promote conversations about the importance of history as widely as possible. An open version of *Perspectives on History*—which exists only because of our members' commitment to the Association and the generosity of our authors—is the best way to achieve both.

*Allen Mikaelian is editor of Perspectives on History.*

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**Disclaimer regarding online-only advertisements:** Please note that according to the Code of Federal Regulations for recruiting and documentation procedures for hiring college and university teachers who are not citizens of the United States (see 20 CFR 656.18), the Department of Labor requires that "a copy of at least one advertisement for the job opportunity placed in a national professional journal, giving the name and the date(s) of publication; and which states the job title, duties, and requirements." Accordingly, the AHA recommends advertising in the print edition of *Perspectives on History* in addition to advertising on our web site. In particular, for those positions where a department anticipates a large number of foreign applicants, departments are strongly advised to advertise in print.

The Council of the AHA reminds all historians of the Association's *Statement on Standards of Professional Conduct*, which addresses fair practice in recruitment and professional review and promotion decisions, due process in dismissal or suspension, and sexual harassment. For a copy, call or write the AHA, 400 A St., SE, Washington, DC 20003-3889. (202) 544-2422. Fax (202) 544-8307. E-mail: [aha@historians.org](mailto:aha@historians.org). Web site: [www.historians.org](http://www.historians.org).

1, 2014-June 30, 2015. The Department of History and the College of Letters seek a historian for a one-year position in the history of Spain with specialization in any period(s) before the 19th century. The College of Letters is an interdisciplinary department in European literature, history, and philosophy from the classical period to the present day. The successful applicant should have broad literary and/or philosophical interests in order to teach three courses in early modern intellectual or cultural history. In the Department of History the successful applicant will offer a survey course in early modern European history, from the Renaissance to the Napoleonic era, and a survey course or seminar in Spanish history. Candidates should have a PhD in hand or near completion. Submit letter of application, CV, three letters of recommendation, and a one-page thesis abstract at <http://careers.wesleyan.edu/postings/4193>. Applications received by February 14, 2014 will receive full consideration. Wesleyan University is an EOE and welcomes applications from women and historically underrepresented minority groups. Title IX and ADA/504 Coordinator: Antonio Farias, Chief Diversity Officer, 860-685-4771.

## MID-ATLANTIC

### Maryland, New Jersey, Pennsylvania

**Fellowship/Americas before 1830.** The **C.V. Starr Center** and the **John Carter Brown Library** invite applications for the Hodson Trust-John Carter Brown Fellowship, a unique research and writing fellowship. The Hodson-Brown Fellowship supports work by academics, independent scholars and writers working on significant projects relating to the literature, history, culture, or art of the Americas before 1830. Candidates with a US history topic are strongly encouraged to concentrate on the period prior to 1801. The fellowship is also open to filmmakers, novelists, creative and performing artists, and others working on projects that draw on this period. The 2014-15 fellowship awards supports two months of research and two months of writing. The stipend is \$5,000 per month for a total of \$20,000, plus housing, office space, and university privileges. The research is conducted at the John Carter Brown Library at Brown University in Providence, Rhode Island. The research must be completed within the academic year (September to May). The two-month writing period will be during the summer following the research term (June-August) at the Starr Center at Washington College in Chestertown, Maryland. The deadline for applications for the 2014-15 Fellowship is March 14, 2014.

**Postdoctoral Fellowship/Race and Gender.** The Department of History at **Rutgers University** announces a 2014-15 postdoctoral fellowship for scholars pursuing research in race and gender studies. The successful applicant must have the PhD in hand at the time of application, be no more than six years beyond the PhD, and be able to teach history courses. The fellowship of \$45,000 is for one year and includes benefits and a \$2,000 research stipend. The recipient will teach at least one small course in the history department and participate in the seminar series at one of Rutgers' Centers/Institutes. For information regarding the Rutgers Center for Historical Analysis, the Institute for Research on Women, or the Center for Race and Ethnicity, see their respective websites. Applications should be addressed to Prof. Deborah Gray White, Postdoc



Search Chair, and submitted electronically to Interfolio at <http://apply.interfolio.com/24112>. Applications should include letter of interest, CV, research proposal, writing sample, and at least three letters of reference. The deadline for applications is March 15, 2014.

**Modern Europe.** The Department of History at **Franklin & Marshall College** in Lancaster, Pennsylvania, invites applications for a one-year visiting position in modern European history, beginning fall 2014. The rank will be visiting assistant professor if the successful candidate holds the PhD or visiting instructor if ABD. Teaching experience required. Teaching load is 3/2 and the successful candidate will teach a two-semester survey of modern European history as well as advanced courses in his or her areas of expertise. Candidates should submit the following materials electronically via Interfolio ([apply.interfolio.com/24095](http://apply.interfolio.com/24095)): letter of application, CV, graduate transcript, three letters of recommendation, teaching statement, and teaching evaluation forms. Deadline for applications is February 5, 2014. Franklin & Marshall College is committed to having an inclusive campus community and as an EOE does not discriminate in its hiring or employment practices on the basis of gender, race or ethnicity, color, national origin, religion, age, disability, family or marital status, or sexual orientation.

**Modern United States.** The Department of History at **Franklin & Marshall College** in Lancaster, Pennsylvania, invites applications for a one-year visiting position in modern US history; possible teaching fields include political economy, environmental history, history of law and justice, and international relations, beginning fall 2014. The rank will be visiting assistant professor if the successful candidate holds the PhD or visiting instructor if ABD. Teaching experience required. Teaching load is 3/2 and the successful candidate will teach the second semester of the US history survey as well as advanced courses in his or her areas of expertise. Candidates should submit the following materials electronically via Interfolio ([apply.interfolio.com/24097](http://apply.interfolio.com/24097)): letter of application, CV, graduate transcript, three letters of recommendation, teaching statement, and teaching evaluation forms. Deadline for applications is February 5, 2014. Franklin & Marshall College is committed to having an inclusive campus community and as an EOE does not discriminate in its hiring or employment practices on the basis of gender, race or ethnicity, color, national origin, religion, age, disability, family or marital status, or sexual orientation.

**Postdoctoral Fellowships.** The **University of Pittsburgh** Kenneth P. Dietrich School of Arts and Sciences is offering approximately five postdoctoral fellowships in the humanities and social sciences for the academic year 2014–15. Fellows will teach one course each semester, complete scholarly work, and participate in the academic and intellectual communities of the departments with which they are affiliated and across the Dietrich School. Within the Dietrich School, rich opportunities for interdisciplinary exchange are available in the Humanities Center, the World History Center and in a number of vibrant multidisciplinary programs. We invite applications from qualified candidates in the humanities and social sciences who have graduated with the PhD after September 1, 2012, or will defend the PhD by April 1, 2014; there will be no exceptions. As part of the application, applicants who have not defended the PhD at the time of application must include a letter from their dissertation chair with the exact date of the scheduled defense. The selected fellows must graduate with their PhD degree by August 31,

2014. The annual stipend will be \$45,000. Fellows may apply for an additional one-year renewal. Applications and letters of recommendation must be received by 5 p.m. EST on February 28, 2014. We expect to announce the awards by April 15, 2014. For more information, visit <http://www.as.pitt.edu/postdoctoral-fellowship-program>. The University of Pittsburgh is an AA/EOE. Women, minorities, and international candidates are especially encouraged to apply.

ing to the research and public outreach programs of the Virginia Center for Civil War Studies. Salary of \$45,000 plus benefits. Additional information about the position is available at <http://listings.jobs.vt.edu/postings/45209>. Review of applications will begin February 28, 2014. Questions may be directed to Dr. Paul Quigley, Director of the Virginia Center for Civil War Studies ([pquigley@vt.edu](mailto:pquigley@vt.edu); 540.231.9090). Virginia Tech is an AA/EOE.

## SOUTHEAST

### Georgia, Virginia

**US Southeast.** Founded in 1897, **Piedmont College** is a private comprehensive liberal arts college with an enrollment of approximately 2,500 students at campuses in Demorest and Athens, Georgia. Applications are being accepted for the position of assistant professor of history to begin August 1, 2014. The college seeks candidates with expertise in US history, Southeastern focus. This person will teach courses at both the Demorest and Athens campuses. A PhD in history as well as a strong commitment to excellent teaching, undergraduate research, and service is required. Applicants should submit a letter of application; CV; unofficial copies of transcripts; and names, phone numbers, and e-mail address of three references electronically in one e-mail to [hrrapplicant@piedmont.edu](mailto:hrrapplicant@piedmont.edu). No phone calls will be accepted. Review of applicants will begin upon receipt and continue until the position is filled. Piedmont College is an AA/EOE.

**Postdoctoral/American Civil War Era.** The Virginia Center for Civil War Studies and the History Department of **Virginia Tech** in Blacksburg invite applications for a one-year postdoctoral associate position in the history of the American Civil War era that will begin in July 2014. The successful applicant will benefit from professional mentoring, the opportunity to gain experience with academic and public outreach activities, and access to the extensive Civil War era holdings of Virginia Tech's Special Collections (<http://spec.lib.vt.edu>). Responsibilities include making significant progress on a book manuscript; teaching one course in Virginia Tech's History Department; organizing, in conjunction with the center director, a symposium on a theme related to the postdoctoral associate's research interests; and contribut-

## GREAT LAKES

### Michigan, Ohio

**Sephardic Jewry.** The Frankel Center for Judaic Studies at the **University of Michigan** seeks a scholar of Sephardic Jewry with strong interdisciplinary commitments. Specialization is open: history, religious studies, literature, anthropology, material culture, music, or gender studies. This scholar will participate in a cluster hire devoted to the Mediterranean as a dynamic arena of cultural, religious, and political exchange and activity. We aim to enhance the study of Mediterranean Jewry in interaction with multiple cultures and religions as well as in relationship to spaces of travel, commerce, and displacement. Specific research focus might include migration, conversion, translation, the history of the book, history of science, or of economy. Linguistic training should include Hebrew and at least one other language (such as Judeo-Spanish/Ladino, Ottoman Turkish, French, Italian, Spanish, or Arabic). We favor transcultural and/or transnational approaches as the successful candidate will be participating not only in dialogues within Judaic Studies, but also with other members of the cluster hire of four faculty members in Anthropology, History of Art, and Romance Languages and Literatures. Rank: assistant professor. Appointment may also be made at the associate professor level. PhD and teaching experience are required. This is a university-year appointment with an expected start date of September 1, 2014. Applications should be sent to Director, Frankel Center for Judaic Studies, University of Michigan, 202 S. Thayer St., 2111 Thayer, Ann Arbor, MI 48104-1608. All candidates should furnish a letter of application, CV, writing sample, statement of current and future research plans, statement of teaching philosophy and experience, and evidence of teaching excellence (if available). Junior candidates should submit three letters of recommendation and senior candidates should send names of suggested reviewers by February 21, 2014. Women and minorities are encouraged to apply. The University of Michigan is supportive of the needs of dual-career couples and is an AA/EOE.

## Carnegie Mellon University

Center for Africanamerican Urban Studies and the Economy

### Postdoctoral Fellowship 2014-2015

Postdoctoral Fellowship/African American Urban: The **Department of History** at Carnegie Mellon University seeks a scholar in the humanities and/or social sciences doing history-related research in African American urban studies.

The appointment is for nine months beginning August 18, 2014. The fellowship carries a stipend of \$50,000, and \$5,000 for research, benefits and other expenses. The fellow will pursue his/her own research project; interact with faculty, graduate and undergraduate students; and collaborate with the director on current center projects, including the Department of History's A. W. Mellon-Funded Sawyer Seminar on the "Ghetto" in transnational historical perspective.

**Application:** Send a cover letter, c.v., two letters of reference, writing sample, and a three-to-five page project proposal. The proposal should include a project description, chapter outline, explanation of the significance to relevant fields, and plans and goals for the fellowship term.

**Deadline: March 30, 2014.** (Notification of decision by April 20)  
Women and minorities are urged to apply. EEO/AA.

More information at [www.hss.cmu.edu/cause/Cprograms.html](http://www.hss.cmu.edu/cause/Cprograms.html)

Send application documents to:  
Professor Joe William Trotter, Jr.  
CAUSE, Department of History,  
Carnegie Mellon University  
5000 Forbes Ave., Pittsburgh, PA 15213-3890



**Postdoctoral Fellowship/African American Studies.** The College of Arts and Sciences at **Case Western Reserve University** is offering a postdoctoral fellowship for historical research in African American studies. The fellowship is open to scholars committed to university-level research and teaching. Fellows must have received their PhD no earlier than spring 2009. The one-year appointment in the History Department begins August 1, 2014, carries a stipend of \$45,000 plus medical benefits and up to \$5,000 for relocation and research-related expenses. The fellow is expected to teach one history course (to be cross-listed with Ethnic Studies) in the spring semester, give a public presentation, and submit a report to the director on the year's activities. Completed applications must include a cover letter, CV, a sample of scholarly writing, and a project proposal (not to exceed five double-spaced pages) that outlines the applicant's scholarship and research agenda for the fellowship year. Send three confidential letters of recommendation, including preferably one from the dissertation advisor, c/o Emily Sparks, Postdoctoral Fellowship in African American Studies, Dept. of History, Case Western Reserve University, 10900 Euclid Ave., Cleveland, OH 44106-7107. Electronic applications accepted at [HistoryPostDoc@case.edu](mailto:HistoryPostDoc@case.edu). Deadline for receipt of all materials is March 17, 2014. Notification anticipated in early May. In employment, as in education, Case Western Reserve University is an EOE committed to diverse faculty, staff, and student body. Women and underrepresented groups are encouraged to apply.

Asian history starting August 2014. Candidates should be committed to teaching. The individual will teach a 4/3 load, including participation in a two-semester global history course and teaching courses in her/his area of specialty. Preference given to candidates with expertise in modern China and Japan. Ability to teach race, class, and gender desirable. PhD preferred; candidates in final stages considered. Salary competitive with peer schools. Submit letter of interest, CV, teaching evaluations from most recent year of teaching, course syllabi, and contact information for three references to <https://drake.hiretouch.com>. Review of applicants will begin January 24, 2014, and continue until the position has been filled. Direct questions to glenn.mcknight@drake.edu. Drake University is an EOE.

**Postdoctoral Fellowship/Inequality and Identity.** The Program in American Culture Studies (AMCS) at **Washington University in St. Louis** invites applications for a postdoctoral fellowship in inequality and identity. American Culture Studies fosters cross-disciplinary intellectual community and transformative scholarship at the intersections of the humanities and social sciences. We are particularly interested in fellows whose research and teaching have a strong theoretical emphasis and are deeply engaged with ethnographic and/or historical particulars, and center on the study of inequality, hierarchy, and power, especially as they pertain to matters of identity, membership, and exclusion. The AMCS postdoctoral fellow will teach two undergraduate courses per year and will actively contribute to the intellectual life of American Culture Studies. Details are available on our website at <http://amcs.wustl.edu/postdoctoral-fellowships>. Candidates must apply online by January 13, 2014. Washington University is an AA/EOE, and strongly encourages women and minorities to apply.

**US Religious/Politics.** The John C. Danforth Center on Religion and Politics at **Washington University in St. Louis** invites applications and nominations across the humanities and social sciences for a senior (tenured) faculty position, to begin as

early as July 1, 2014. Candidates should have scholarly expertise in one or more religious traditions with presence in the United States and should be broadly trained in US religious history, the sociology of religion, American politics, or a related field. It is expected that candidates will have completed the PhD and have a significant record of publication. Duties for the position will include teaching, conducting research, writing for publication, presenting seminars, participating in center governance, and university service. Applications from women and members of underrepresented groups are especially encouraged. Washington University is an EOE committed to affirmative action. To apply, send a letter of nomination or application, along with a CV, to the following e-mail address: [rap@wustl.edu](mailto:rap@wustl.edu). The search committee will begin reviewing applications as early as December 15, 2013, and will continue doing so until the search is complete. For more information, see <http://rap.wustl.edu>.

## SOUTHWEST

### Texas

**Africa/20th-Century African American.** The **Lamar University** history department in Beaumont, Texas, invites applications for a full-time, tenure track assistant professor beginning in August 2014. Applicants must have a PhD in history in hand or expected by August 2014. Teaching responsibilities include upper-level and graduate courses, world civilization, and US history surveys. Scholarly research and publications expected. A letter of application, CV, and three letters of recommendation by February 3, 2014, must be submitted online to <https://jobs.lamar.edu>. EOE/AAC.

## PLAIN STATES

### Iowa, Missouri

**Modern East Asia.** **Drake University** History Department in Des Moines, Iowa, invites applications for a visiting assistant professorship in modern East

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**Preconference Workshop on Digital History at 2014 Annual Meeting**

The Digital History Workshop will bring together historians with an interest in using digital tools and resources with experts in digital history to address such questions as how to build collaborative projects, where to find funding, what is the best way to manage projects, how to use digital tools in the classroom, and

As the primary professional association for historians in the United States, the AHA serves as the main clearinghouse for information about jobs, careers, and employment for the historical discipline. These services range from advice for the history major pondering their first job out of college to advice, information, and job listings for history PhDs.

**Latest Job Postings**

**Digital - Fairfax, VA** - added Oct 11  
The Department of History and Art History at George Mason University invites applications for a tenure-track position in digital history at the rank of assistant professor. While the historical field ...

**US Women - Chapel Hill, NC** - added Oct 11  
The History Department at the University of North Carolina at Chapel Hill ([www.unc.edu/depts/history](http://www.unc.edu/depts/history)) invites applications for a tenure-track assistant professor position in US women's history, with a...

**Modern Continental Europe - Pittsburgh, PA** - added Oct 11

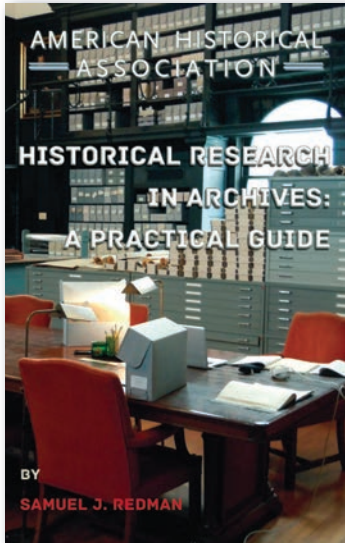
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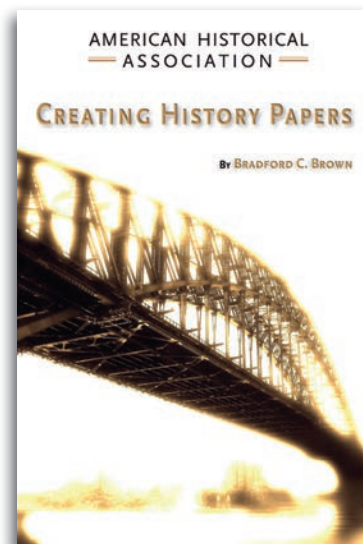
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# Guittard Book Award for Historical Scholarship



The Department of History at Baylor University is pleased to announce the Annual Guittard Book Award for a distinguished work of original scholarship in any area of history, written by a current or emeritus member of the faculty of the Baylor Department of History or by any graduate holding a degree in history from Baylor University.

The award was established in 2013 to accomplish a three-fold purpose. First, it recognizes the legacy of Dr. Francis Gevrier Guittard, who taught at Baylor University from 1902 until his death in 1950, serving as department chair from 1910 until 1948. Secondly, it seeks to recognize and celebrate the high quality of published scholarship in the field of history produced by Baylor faculty and graduates of the Department of History. Third, it acknowledges the ongoing support of the Guittard family to the Guittard History Fellowship Fund and to the Department of History at Baylor.

The Guittard Book Award is to be made annually to a member of the faculty of the Department of History at Baylor University or to a graduate of the Department of History at Baylor University as follows:

Generally, one person will be recognized each year as the recipient of the Guittard Book Award. In a rare situation, two historians may receive the Award for a single year. If no entry is deemed worthy in a given year, the award will not be made.

A special committee of three credentialed historians will select the award recipient. No members of Baylor's History faculty shall serve as voting members on the committee, the intent being to ensure the impartiality of the committee and the integrity of the selection process. The chair of the Department of History at Baylor University coordinates the special committee and serves as an ex officio, non-voting member.

Books published between January 1, 2013 and December 31, 2013 are eligible for the 2014 award. Complimentary copies of books under consideration for the award must be provided for distribution to each of the committee members.

Entries must be postmarked by or on April 1, 2014 to be considered for the 2014 competition. Entries not postmarked by that date will not be considered. The chair of History shall determine the exact publication date of a particular book.

Nominations for the award may be made by the author, a publisher, or a third party. Regardless, committee members must receive complimentary copies.

The Guittard Book Award will be presented each fall during Baylor Homecoming or at another time determined by the chair of History at Baylor. It will be accompanied by a suitable award certificate and a prize of \$1,000. The recipient will be recognized in both local media (Baylor and Waco) and national academic publications. Award winners shall be honored by a suitable plaque for display in the office of the Department of History or other location as determined by the chair of History.

## For further details contact:

**Dr. Jeff Hamilton, Chair**  
Department of History  
Baylor University  
Waco, TX 76798-7306  
[jeffrey\\_hamilton@baylor.edu](mailto:jeffrey_hamilton@baylor.edu)  
254-710-2667

## Guittard Book Award Committee members for 2014:

**Rick Kennedy**  
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Director in History  
La Salle University