

Perspectives on History

The Newsmagazine of the American Historical Association | 52: 3 | March 2014



AMERICAN HISTORICAL — ASSOCIATION —

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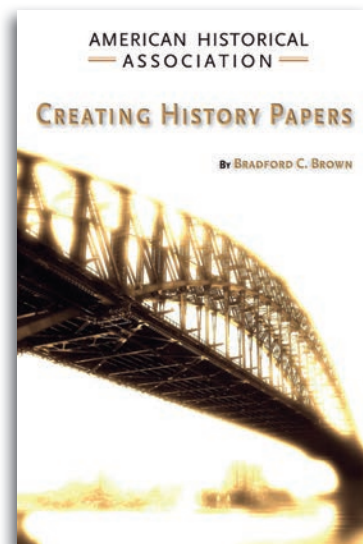
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www.historians.org/Perspectives

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On the Cover



In her article in this issue on the history of technology, Barbara Hahn reminds us that technological change doesn't move in a linear fashion, so historians of technology study not just what works, but also failures, fantasies, and forgotten solutions. "Eschewing the linear model leads historians of technology to study technological failure, which identifies the elements that help a technology work," Hahn writes.

Voyage a la Lune, hand-colored lithograph, c. 1865–70. Tissandier Collection, Library of Congress.

Perspectives on History

News magazine of the
AMERICAN HISTORICAL
ASSOCIATION

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Perspectives on History (ISSN 1940-8048) is published nine times a year, monthly September through May, by the American Historical Association, 400 A St., SE, Washington, DC 20003-3889. (202) 544-2422. Fax (202) 544-8307. World Wide Web: www.historians.org/perspectives. E-mail: perspectives@historians.org (editorial issues) or ppinkney@historians.org (membership and subscription issues). *Perspectives on History* is distributed to members of the Association. Individual membership subscriptions include an amount of \$7.04 to cover the cost of *Perspectives on History*. Institutional subscriptions are also available. For details, contact the membership department of the AHA. Single copies of *Perspectives on History*—if available—can be obtained for \$8 each. Material from *Perspectives on History* may be published in *Perspectives Online* (ISSN: 1556-8563), published by the American Historical Association at www.historians.org/perspectives. For information about institutional subscriptions, see www.historians.org/members/subscriptions.htm.

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Periodicals class postage paid at Washington, DC, and at additional mailing offices.

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Postmaster: Send change of address to *Perspectives on History*, Membership Department, AHA, 400 A St., SE, Washington, DC 20003-3889.

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The American Historical Association is a nonprofit membership corporation founded in 1884 for the promotion of historical research, study, and education. The Association reserves the right to reject editorial material sent in for publication that is not consonant with the goals and purposes of the organization. The Association also assumes the right to judge the acceptability of all advertising copy and illustrations in advertisements published in *Perspectives on History*. Advertisers and advertising agencies assume all liability for advertising content and representation and will also be responsible for all claims against said publisher.





Photo by Bill Sewell

A Slice of American Academic Life, Suzhou-Style

Jan Goldstein

In situations of protracted crisis—and I would place the current academic job market in that category—it can be useful to learn about the coping strategies of others. Even if the particularities of someone else’s strategy make it utterly inapplicable to oneself, merely contemplating an alternate approach can jostle the mind and encourage thinking outside the box. It can supply the new slant that helps to turn a perceived dead end into a relatively open horizon. Information and anecdote can, in other words, be salutary. It is in this spirit that I decided to devote a column to the case of people close to me: my stepdaughter, Jessica Sewell, and her husband, Andrew Johnston. A recent trip to China to visit them and their seven-year-old son, Ben, gave me the opportunity both to travel to China for the first time and, more important in this context, to see the way of life they are carving out for themselves through a bold response to the job crisis. I was heartened by what I saw.

Jessica and Andy both hold doctorates in architectural history from the Department of Architecture at UC Berkeley. As a two-career couple with a young child, their commitment to living in the same place led them to apply for and then accept tenured associate professorships at a new university in Suzhou, China, that is run jointly by Xi’an Jiaotong University and the University of Liverpool. They moved to Suzhou, in the eastern part of the country about an hour’s drive from Shanghai, in the summer of 2012. Neither of them speaks Chinese or had previously gravitated to China as an object of study, but China is of professional interest to them as the country where the largest amount of the world’s new construction will take place in the next few decades. It is also, consequently, a country that has begun to send a very large number of students to the United States for training in architecture. Jessica and Andy don’t envision staying in China indefinitely.

Rather, they have opted for a family adventure and taken a very calculated professional gamble. They’re wagering that the experience of living in China will not only be personally broadening but that an in-depth acquaintance with the Chinese system of higher education will better equip them to find at home the kind of positions that they are seeking.

It is the status of English as *lingua franca* that makes the whole venture possible. The language of instruction at Xi’an Jiaotong Liverpool University (XJTLU) is English, and the student body, recruited largely in China but also in Taiwan and elsewhere, arrives proficient. The very international faculty—a mixture of Asians, Europeans, North and South Americans, and Australians—also have English as their common language. Hence faculty members need only English for purposes of work and to establish informal relationships with their colleagues outside of work. XJTLU provides its faculty with rudimentary training in Chinese as well, but it is possible

to get around a medium-sized city like Suzhou (which in the supersized metrics of contemporary China means a population of 5 or 6 million) using only English. Most shopkeepers have enough English to make transactions; taxi drivers—taxis are plentiful and inexpensive—can be instructed by means of names and addresses presented bilingually on smartphone screens or on prepared “taxi cards”; the city has constructed the first two lines of what will eventually be an inclusive subway network. Obviously one would prefer to navigate Suzhou in Chinese, but in a pinch one can make do as an Anglophone.

The Chinese are eager to recruit foreign faculty in those fields, like architecture, in which the long-term effect of the Maoist Cultural Revolution was to leave them, in the second decade of the 21st century, without a pool of native mid-career professionals. People like Jessica and Andy and many of their colleagues at XJTLU are thus, in effect, substitutes for China’s own missing



Photo by Bill Sewell

The campus of XJTLU in Suzhou, including seven-year-old Ben.

generation. To facilitate the recruitment of such people, the Chinese government offers favorable terms of employment on a country-by-country basis: US nationals, for example, are permitted to work in China for three years without paying taxes. XJTU adds other favorable terms to the mix. For faculty at Jessica and Andy's level, an important carrot is a subsidy either for housing or for a child's education; in a two-career family like Jessica and Andy's, each member of the couple can claim one of the subsidies. The result for the Sewell-Johnstons is an eminently affordable apartment of some 2,000 square feet in a new, air-conditioned tower whose grounds include an outdoor swimming pool. Their son, a denizen of that swimming pool (he was the last person out of the water on the day of its annual closing), attends a private English-language international school where class size is about half that of an American public elementary school. The apartment tower, Ben's school, and Jessica and Andy's university are all located, together with several other universities, in Suzhou Industrial Park, a sprawling new district of Suzhou created over the past decade on land formerly occupied by farms. The Sewell-Johnston family are very much participants in the meteoric rise of a new urban China, experiencing that historical moment firsthand.

Suzhou and its location within China have much to recommend them. The old city at Suzhou's core has been a center of commerce since the 10th century and is famous for its canals, covered bridges, and

especially its collection of exquisite classical landscape gardens whose names ("Humble Administrator," "Master of the Nets") evoke their creation by the mandarin bureaucratic officials who figure so prominently in Max Weber's sociological theory. The old and the new China thus stand side by side in Suzhou. Furthermore, readily accessible from Suzhou is Shanghai, which, with a population of some 23 million, supplies a bracing dose of unbridled cosmopolitanism. Visiting it for the first time in the company of the Sewell-Johnstons, who already knew its contours, I was surprised that in terms of sheer scale and energy, and with its riverfront, its skyscrapers, and its quarters featuring Western-style architecture of 1920s and 1930s vintage, it reminded me more of New York than any other place I'd ever been. I found myself seduced by this hint of familiarity in so unfamiliar a metropolis. I wished I could stay longer and explore Shanghai—and regarded Jessica and Andy's geographical proximity to it as a measure of good fortune.

It was in fact the energy that I observed all around me during my brief, ten-day visit to China that formed my dominant impression of the country. Many people on the streets of Suzhou and Shanghai, or on the brand-new subway line going from Suzhou Industrial Park to the city's "Times Square" (its real name) on a Saturday night, seemed palpably happy and optimistic, much in contrast to the mood of the people I am accustomed to seeing on the streets and public transportation of Chicago and Paris. In particular, people

in large stores—I am thinking of an upscale supermarket-cum-toiletry store in Suzhou's Times Square—looked to be in the first, hopeful blush of infatuation with consumer goods, a state of mind no longer available to Americans. Even if I suspected, as a jaded Westerner, that their infatuation would sooner or later meet a bad end, I couldn't escape the feeling that the 21st century was "happening" in China rather more than in those places I typically inhabit.

I don't want to romanticize relocating to China as a way of finding satisfactory academic employment in an anemic job market. Nor do I want to suggest that going halfway around the world is feasible, either temperamentally or in practical terms, for everyone. But, at least in this case, it has proven more feasible than I would ever have imagined. For all the inevitable disruption that comes with such a move, Jessica, Andy, and Ben have rather quickly settled in to their Chinese life. Jessica and Andy enjoy teaching at XJTU and find their students bright and receptive and their colleagues stimulating; moreover, the leadership opportunities available on a new campus have enabled them to grow professionally. Ben loves his international school. The family has hiked on the Great Wall and vacationed in such places as the Philippines and Australia. Jessica and Andy sometimes point out, rightly, that the generational cohort to which my husband and I belong benefited from a much more advantageous academic conjuncture than the one that greeted them. But when I compare their career path to ours, I'm struck not only by our obvious (and unwarranted) luck but also by what stick-in-the-muds we were.

Scholars have always traveled, sometimes out of curiosity about the wider world (Tocqueville), sometimes as part of missionary projects (Matteo Ricci), sometimes on the personal invitation of princes (Voltaire, Diderot), sometimes as political exiles, sometimes in response to economic demand for their expertise in other countries. The conjuncture of the opening decades of the 21st century—a combination of increasing global interconnectedness and a shortage of posts in the United States—may make a period of employment abroad a hallmark of the current generation of young American PhDs. It is not a strategy for everyone, but it has a long pedigree.

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. Nominations can be mailed to Sharon K. Tune, Anderson Prize Entry, AHA, 400 A St., SE, Washington, DC 20003-3889.



Photo by Frank Cardimen

The Zero-Sum Rhetoric of Higher Ed Reform

James Grossman

President Obama ignited a small firestorm in certain quarters last month when he told an audience that “folks can make a lot more potentially with skilled manufacturing or the trades than they might with an art history degree.” The issue is not whether he was actually right or wrong about dollars and cents. That’s a calculation with too many variables, too many contingencies, and too many ways of parsing the president’s conditional verbs. Nor is the controversy necessarily over what he meant (one might recall the press secretary to Mayor Daley the elder and his plea to the press to print what his boss *meant*, rather than what he *said*): Obama’s intention was to promote vocational education and job training as part of the administration’s campaign to expand the constituency for higher education broadly conceived. Indeed, the initial critical response by my colleagues in art history included an endorsement of that agenda. The problem lies in a rhetorical strategy that denigrates one field of study in order to promote the legitimacy of another.

And therein lies an important lesson. Many advocates of the humanities, and even liberal education broadly defined, are guilty of the same offense—just in reverse. In response to arguments that humanities education merits scarce resources in part because immersion in the humanities prepares students for a wide variety of careers, some humanists consider the very premise of utility as antithetical to the values of humanistic thinking. Writing in the *Washington Post*, a literary scholar labels such defenses of the humanities “dead wrong” because we humanists ought to teach our students to question the very notion of “success,” rather than preparing them for it.

The fallacy lies in the dichotomy. Promoting the value of vocationally oriented education of any kind—including preparation for manufacturing and other occupations that do not require a four-year degree—does not benefit from an implication that a very

different approach to learning prepares students for very little. President Obama knows the value of learning in the humanities. He knows that a liberal education with any rigorous major and exposure to a range of other disciplines prepares a student for a cornucopia of careers—not jobs, but careers. The American economy needs both: individuals learning skills for a job that they can do immediately at a reasonable level of compensation; and individuals learning how to learn, even if at the time they haven’t the foggiest notion of how that learning might translate into employment. In the best of all possible worlds, all young people would have access to a broad education, and the president’s “access agenda” has the potential to move us toward that goal. But many people

don’t have time to wait, or they already have jobs that can be enhanced quickly and easily by workplace-oriented learning. It makes sense to allocate public resources and the president’s bully pulpit to that education as well. What does not make sense is to belittle forms of knowledge whose value is less immediately utilitarian.

That said, our side of the bargain ought to include a willingness to include occupational and economic implications of educational priorities at both the societal and individual levels. A consideration of career outcomes and their role in discussions of liberal education does not necessarily diminish the value of the humanities as a form of questioning and preparation for informed citizenship. Defending the value of a humanities education

New Title from AHA Publications

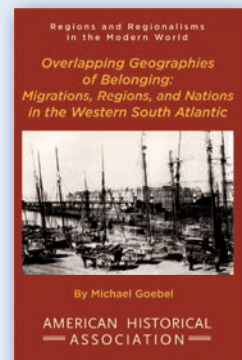
Overlapping Geographies of Belonging: Migrations, Regions, and Nations in the Western South Atlantic

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.”

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has stirred a debate within our disciplines as to the appropriate terrain of advocacy. Is the defense of the humanities as preparation for a career a capitulation to economism, careerism, vocationalism, and instrumentalism— notions that are intrinsically contradictory to humanistic values? Is our proper role to teach students to interrogate the values underlying conventional notions of success instead of preparing them for “successful” careers and helping them articulate what they have learned in ways that help them find work?

It’s the “instead” that I find troubling, just as I would if the president were indeed implying “instead” when he spoke at that factory in Waukesha, Wisconsin. To stimulate a student to question conventional wisdom about success, or anything else, does not stand contrary to preparation for a career. Indeed, liberal education regardless of major ought to include sufficient humanities

content so that every student is indeed pushed to ask such questions. College ought to be a place where students are encouraged to question values, ideologies, and anything else that matters. Students should indeed interrogate the nature and implications of the concept of success. And the concept of social justice. And the concept of freedom. Historians, for example, help students understand how these and other ideas central to human culture are socially constructed, contingent, and understood only in context. Does such understanding make someone a better business leader? Yes. A better lawyer? Yes. A more responsible and informed citizen? Yes. A more thoughtful participant in family and community life? Yes. One could easily go on almost endlessly.

The point is that a defense of the humanities in higher education has no more business denigrating a career orientation

than the promotion of workplace training and vocational education has denigrating a humanities discipline. To value one aspect of learning ought not to require a devaluating of another aspect.

Why does this matter? It matters because Obama’s comment has a historical context. It reminds us of John McCain’s references to the uselessness of his daughter’s art history major during the 2008 presidential campaign. Even more ominously, it recalls Florida governor Rick Scott’s argument that public university students majoring in the humanities ought to pay higher tuition because their lower salaries upon graduation demonstrate their lower value to society. Next to Scott, and others who have followed in his wake, Obama’s comments seem almost benign.

But they matter for a reason beyond symbolism. The Department of Education is devising a system for rating colleges and universities, and it is possible that real money—in the form of student loans and grants—might be tied to these ratings. It remains unclear whether the ratings will include the salaries of graduates as part of the rating algorithm. But when the president—even half jokingly—casts different disciplines and types of postsecondary learning purely in terms of where “folks can make a lot more,” he is sending a signal to policy makers within the Department of Education. A ratings system that takes salary into account in evaluating the value of an education brings with it an assumption that an investment banker is more valuable to society than an elementary school teacher; an airline pilot more valuable than a clergyman; an accountant more valuable than a social worker.

This would be a mistake—just as it would be a mistake to defend the value of the humanities without taking into account both the importance of earning a living *and* the importance of personal growth and acquisition of the critical thinking skills essential to informed citizenship. Policy makers should avoid the temptation to equate learning with earning; and humanists should be willing to engage stakeholders outside the academy on that terrain of earning. After all, we do argue that humanities education recognizes the importance of effective communication with a range of audiences—including taking seriously one’s choice of rhetorical strategies.

James Grossman is the executive director of the AHA.

AFFILIATED SOCIETIES

The American Society for Environmental History (ASEH) will hold its annual meeting in San Francisco from March 12 to 16, 2014. The conference hotel is located near Union Square, in a vibrant section of downtown. This meeting will feature plenary sessions on global environmental history, an evening with poets Gary Snyder and Robert Hass, workshops on digital history and oral history, and field trips to Point Reyes National Seashore, Muir Woods, Preston Vineyards (a sustainable winery), and more. For information, including the conference program and a free program app, see: <http://aseh.net/conference-workshops/2014-conference-san-francisco>.

The Polish American Historical Association (PAHA) will hold its annual meeting in New York City from January 2 to 5, 2015, as part of the American Historical Association’s annual meeting. Abstracts for papers and panel proposals are now being accepted and should be submitted to the chair of the program committee, Professor Grazyna Kozaczka, Department of English, Cazenovia College, 22 Sullivan Street, Cazenovia, NY 13035, or gkozaczka@cazenovia.edu. Electronic proposals in e-mail and Word format are strongly preferred. *The deadline for submissions is April 15, 2014.*

Individuals and panel organizers should include the following information when submitting a proposal: paper/session title(s) (of no more than 20 words); paper/session abstract(s) (up to 300/500 words, respectively); biographical paragraph or CV summary (up to 250 words) for each participant; correct mailing and e-mail address for each participant; and audiovisual needs, if any. Please be advised that it is unlikely that PAHA will be able to use PowerPoint in its sessions, due to the high cost of equipment rental, or that presenters will be permitted by the hosting conference hotel to bring their own equipment. You may wish to consider distribution of paper handouts as an alternative.

Societies affiliated with the AHA may submit short news items and announcements to perspectives@historians.org.

The Value and Values of a Liberal Education

A Report from the 2014 Annual Meeting of the AAC&U

Julia Brookins

The Association of American Colleges and Universities (AAC&U) convened in Washington, DC, for its 2014 annual meeting from January 22 to 25. A national organization founded in 1915, the AAC&U is dedicated to strengthening undergraduate liberal education at individual institutions and in public life. It has more than 1,300 member institutions, representing a wide range of colleges and university types. The AAC&U annual meeting attracts leaders in higher education, including administrators, presidents, and faculty, as well as those engaged in higher-education strategy and policymaking from nonprofit organizations, state, and federal higher-education agencies.

This year's meeting was an occasion for broad discussions about curricula and institutional planning, and for showcasing particular projects and case studies that reveal important trends. While a number of sessions addressed the conference theme, "Quality, E-Quality, and Opportunity: How Educational Innovations Will Make—or Break—America's Global Future," most also addressed public and institutional concerns about how to value higher education. Most meeting attendees will need to lead their institutions in the directions that will reinforce this value. How should universities ask the public to think about what an undergraduate education contributes to society? What kinds of economic arguments can they make, without undermining the case for the civic, personal, and intellectual purposes of liberal learning? What kinds of programs and tools can help to demonstrate these values, while still providing students with evidence of skills and learning that will benefit them in the workplace?

One of the underlying themes of the meeting was the question of faculty roles in institutional change. Johann Neem (Western Washington Univ.), who serves as president of his faculty senate, reflected, "It was important to learn that administrators are caught in the middle. On the one hand, they are responsible for leading their institutions;

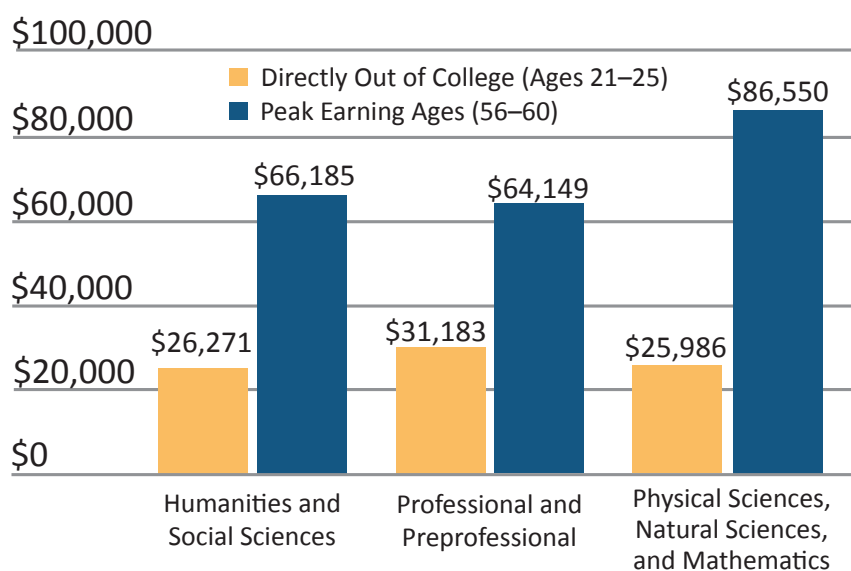
on the other hand, they find themselves in a fairly hostile policy environment and must be responsive to it for practical reasons."

Daniel McInerney (Utah State Univ.) had the sense that history faculty members' participation in collaborative projects at the AHA and elsewhere is helping to position members of the discipline "very well for critical conversations about higher education in the coming decade." McInerney worried about perceptions of faculty roles as reflected in a survey of provosts, however. The survey asked chief academic officers what elements were most important to support their institutional assessment activities. "Recognition and reward for faculty and staff" was of the least importance to responding provosts, although "significant involvement of faculty in assessment" was in the top three. In another session, AHA executive director James Grossman argued that faculty need to be strong advocates for the development of institutional structures to reward and recognize curricular and assessment work.

For Tammy Proctor (Utah State Univ.), one of the highlights was a preconference workshop on undergraduate research that encompassed topics like articulating the reasons an institution should value undergraduate research, fitting undergraduate culture into institutional culture, how student work can help with fund-raising, and making certain that a faculty member's mentorship of undergraduate research counts in workload and tenure and promotion decisions.

Discussions of assessment were everywhere. McInerney reported that he was encouraged to see people had begun paying close attention to the language of learning outcomes, in particular "how different audiences read and interpret such statements, and the importance of helping students develop a persuasive narrative of their educational experience." He noted that people seemed to be giving up on the term "competencies" and favoring the higher expectations that go with "proficiencies." Norman Jones (Utah State Univ.) pointed out that this shift required that student learning

Liberal Arts and Sciences Majors Close Earnings Gaps with Professional Majors



From "Liberal Arts Graduates and Employment: Setting the Record Straight," available at www.aacu.org/leap/documents/nchems.pdf, and reprinted courtesy of the AAC&U.

Meeting Highlights for Historians

Historian Edward Ayers (Univ. of Richmond) gave a talk titled “The Future of Scholarship,” in which he discussed the need to recognize scholarship in all its forms; he also discussed the AHA’s new committee on the professional evaluation of digital scholarship by historians.

The AAC&U released its report “How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths,” showing that liberal arts majors do well in the labor market over the long term (see bit.ly/1fnllu7).

College presidents and foundation leaders could attend a session on the Obama administration’s proposed college rating system. Speakers included David Bergeron (Center for American Progress), Jamienne Studley (US Department of Education), Edward Ray (Oregon State Univ.), and Kenneth Ruscio (Washington and Lee Univ.).

A panel discussed the revised Degree Qualifications Profile (DQP), the AAC&U’s project for faculty and administrators to map learning outcomes across their undergraduate programs. The DQP will be familiar to AHA members who are connected to the Tuning project. Tuning poses a central question: “When students complete a program of study in a discipline, what should they know, understand, and be able to do?” The DQP replaces one phrase in that question with another: “When students complete a post-secondary degree, what should they know, understand, and be able to do?”

Commentator E. J. Dionne gave an address at the opening plenary in which he focused on the broad public service provided by higher education and shared a long view of the “public” identity and commitment found throughout the American experience over several centuries.

Reacting to the Past, a project involving elaborately structured games for classroom use, sponsored a well-attended reception that introduced attendees from a variety of disciplines to this history-based pedagogy.

needed to go well beyond skills: “As we turn our conversations to ‘proficiencies,’ we need to make certain that knowledge and content are not neglected as critical factors.”

McInerney encouraged historians to become more involved with the AAC&U. He felt that historians would find that their particular disciplinary discussions—about learning, curricula, and student diversity—“all resonate strongly” with the ideas presented at this meeting, and suggested that historians could advocate more effectively for the discipline by taking their case to the influential AAC&U audience. McInerney concluded that it would be useful for faculty from all fields (especially history) to offer this audience reports on “the nature of discipline-based proficiencies, course exercises that thoughtfully develop these skills, and the academic abilities historians bring to (and expect from) general education courses.”

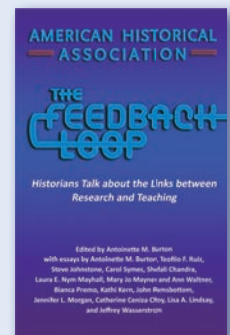
For his part, Neem was unsure whether more historians should become involved in the AAC&U. “The primary calling of the historian is history. At the same time, the history discipline depends deeply on the future direction taken by American universities. It is important that historians be constructive participants in this conversation. . . . The more historians can do to ensure that the university remains friendly and supportive of the liberal arts, the stronger both the history discipline and the university will be.”

Julia Brookins is the AHA’s special projects coordinator.

New from AHA Publications

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New Data on the History BA

Dynamic Growth Elusive, but Potential Still There

Allen Mikaelian

The latest data from the federal government on the number of bachelor's degrees in history awarded in academic year 2011–12 can be sliced many different ways, and the result is a mix of good news and bad.¹

The discipline added a very small number of BA graduates, almost making up for the small number lost the year before. The bad news is that the history BA's market share—the percentage of all bachelor's degrees that are history degrees—declined for the fifth year in a row. The good news is that smaller institutions geared toward teaching continued a positive trend and graduated more history BAs. The bad news is that the traditional core of the history major—institutions with intensive research activity—continued to lose history students. The discipline's undergraduates are slightly more diverse, but only one clearly identifiable ethnic group is driving this diversity.

History departments graduated 150 more history BAs in 2011–12 than in the previous academic year. This comes after a loss of 230 students (from 2009–10 to 2010–11). But since the overall number of bachelor's degrees went up at a higher rate, the total number of history BAs for this latest year (35,337) is only 1.95 percent of all bachelor's degrees awarded in 2011–12. This is the first time since 2002 that history's share of US bachelor's degrees has slipped below 2 percent.² The last time the discipline's share was above 2.5 percent was 1977, so even though the discipline has grown, in one respect, it has not grown as fast as the undergraduate population as a whole, and appears to be stuck providing somewhere between 1.5 and 2.5 percent of all the bachelor's degrees awarded (fig. 1).

Contributing to this stagnation is the fact that fewer and fewer undergraduates at intensive research universities are taking the history major. This is not news to

regular readers of this magazine, but the latest data more firmly establish this as a trend.³ Research universities with “very high” research activity (as determined by the Carnegie Foundation for the Advancement of Teaching; we sometimes still refer to these institutions as “R-1s”) graduated 11,045 history BAs in 2011–12. That's fewer than they graduated in 2005–06. And while in 1989 these institutions accounted for 38 percent of all history BAs, they now account for 31 percent. Since their share of *all* bachelor's degrees slipped by only 3 percent during the same time period, it's difficult to attribute the change in history degrees entirely to a general shift from large universities to smaller institutions.

There are only 108 institutions listed in this category (for a full list see bit.ly/MpJKGy). They have big history departments and account for a significant number of tenure-track jobs available to history doctorates. These departments have long provided the bulk of history BAs, but they now appear to be in the midst of their first multiyear decline since 1993.

Other Carnegie groupings of institutions—those that have “high” levels of research activity, those that have little research activity but do have large PhD programs, and the baccalaureate colleges—have had flat levels of history BAs for some time. But the group classified as “master's colleges and universities” (for examples see bit.ly/1edQLE1, bit.ly/1edQO2A, and bit.ly/1edQT6r), which includes institutions that award at least 50 master's degrees (in all disciplines combined) but fewer than 20 doctorates, has been graduating more history BAs every year, even during years of overall decline. In 2009, Department of Education data had, for the first time, master's institutions surpassing institutions with very high research activity in terms of number of history BAs conferred. Since then, the gap has only widened as the master's institutions continue to add history majors, both in terms of totals and in terms

Fig. 1: History BAs as a Percentage of All Bachelor's Degrees

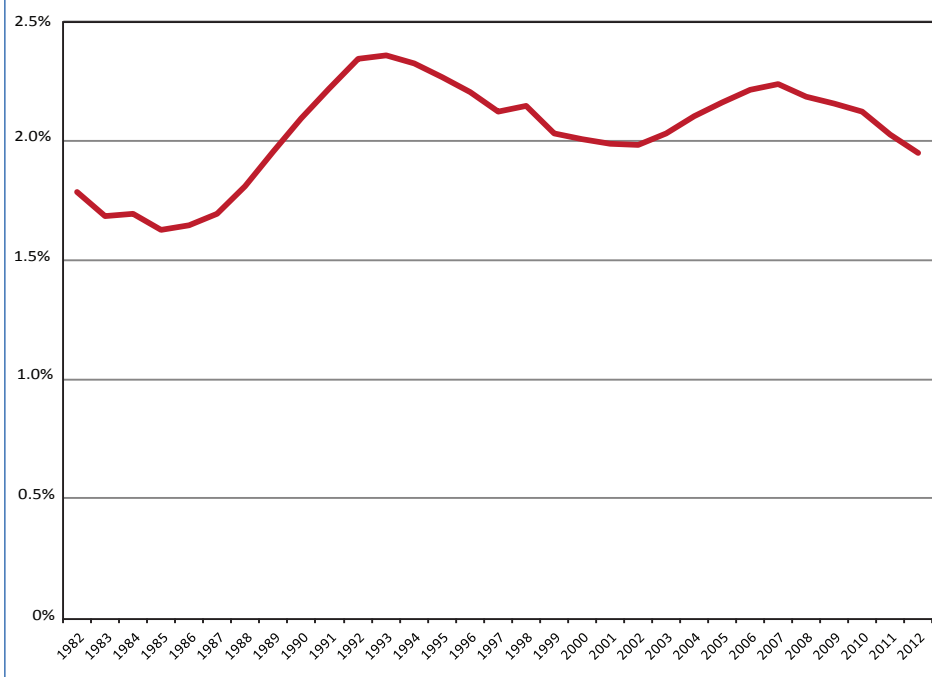
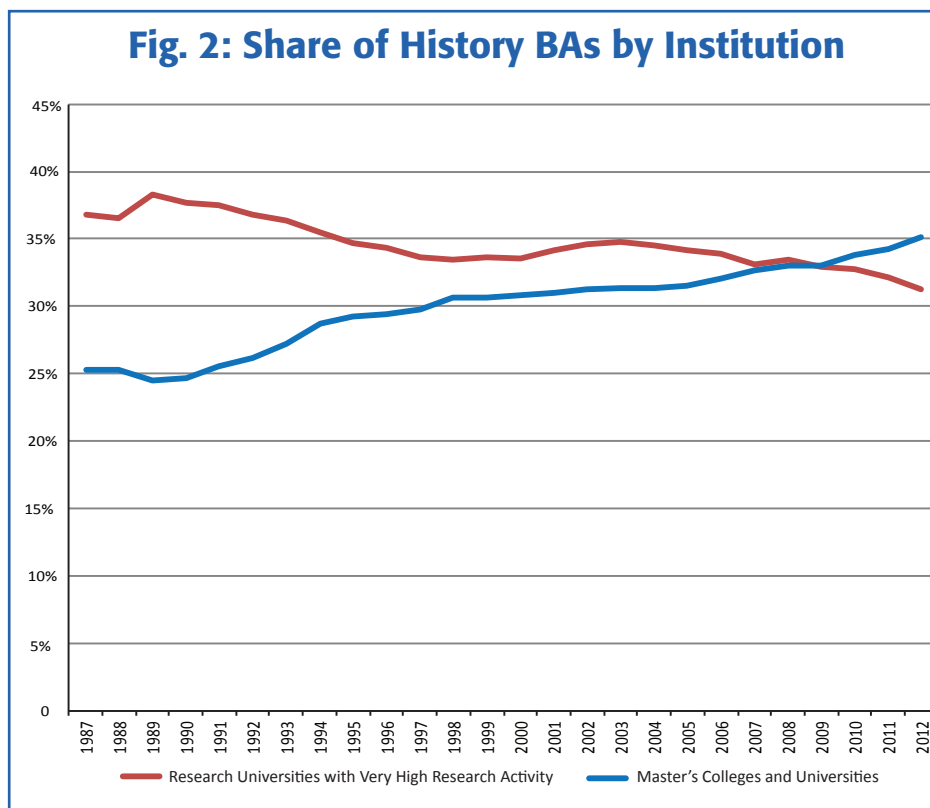


Fig. 2: Share of History BAs by Institution



of the percentage of all history BAs, and the institutions with very high research activity continue to lose them (fig. 2).⁴

This shift, if it continues, has discipline-wide implications—in terms of teaching, job prospects for PhDs, and research output—that have likely not yet been felt. But in terms of the overall health of the history major, we should ask ourselves why the large research-oriented institutions are losing history majors and what can be done to reverse this trend, and what can be done to nurture and build upon the growth in institutions that are succeeding in attracting more history students. What are these institutions doing right, and can it be duplicated?

While the growth of interest in history in these institutions is encouraging and promising, it has the potential of soon running up against a long-standing issue—namely, the discipline's mixed record in attracting women and minorities. The latest numbers are hardly

more encouraging than the ones that have come before. The share of history BAs going to women (40 percent in 2011–12) is hardly a great improvement over the share in 1995 (38 percent) and is even slightly down from 2006 (42 percent). Meanwhile, women are receiving 57 percent of all bachelor's degrees—and 60 percent of all bachelor's degrees awarded by master's institutions (table 1).

And while every large racial and ethnic group tracked by the Department of Education has steadily increased its share of bachelor's degrees awarded, when it comes to the history BA, the record is inconsistent. Fewer Asian students took history BAs in 2011–12 than in any of the academic years from 2005–06 to 2009–10. There are slightly more African American students earning history BAs than there were 20 years ago, but they claim a lower percentage of all history BAs. The proportion of these students in history departments went

up during the late 1990s and then back down. In 1995, this group received 4.7 percent of all history BAs and 7.3 percent of all bachelor's degrees. In 2011–12, they received 4.5 percent of all the history BAs, and 9.5 percent of all bachelor's degrees (figs. 3 and 4).

Whatever small improvements have taken place in terms of minority representation among history majors has been due to a steady increase in the participation of Hispanic students (and a steady growth among the nebulous population identified by the Department of Education as “other/unknown”).⁵ The number of Hispanic students earning a history BA has more than doubled since 1995 (to 2,867), and the share of history degrees earned by this group has gone up as well. Even in 2010–11, when the overall number of history BAs went down, the number of history BAs awarded to Hispanic students went up (fig. 5).

The numbers behind these percentages, like those of other groups, are very small compared

Table 1. Proportion of Degrees Earned by Women

	% of History BAs	% of Bachelor's Degrees
1995	38%	55%
1996	39%	55%
1997	38%	56%
1998	39%	56%
1999	40%	57%
2000	41%	57%
2001	41%	57%
2002	41%	58%
2003	42%	58%
2004	42%	58%
2005	41%	58%
2006	42%	58%
2007	41%	57%
2008	41%	57%
2009	41%	57%
2010	41%	57%
2011	41%	57%
2012	40%	57%

Join the Discussion

AHA Communities has been hosting several discussions on the state of the history major and how it might be promoted within institutions. We welcome your comments at the Teaching and Learning History community (bit.ly/LTGd2D). Department chairs may join the discussion at the department chairs community—contact Liz Townsend (ltownsend@historians.org) for more information.

to white students, who received 75 percent of all the history BAs in 2011–12. But the trends are still discernible. Between academic years 1995 and 2012, the number of history BAs awarded to white students increased by a factor of 1.2, while those awarded to Hispanic students increased by a factor of 2.4. At the master's institutions, the number of history BAs awarded to Hispanic students increased threefold.

In sum, there is little growth in the total number of history BAs, a decline in history's share of bachelor's degrees, and a suggestion of overall stagnation over the past few decades. Behind this are two areas of dynamic growth—in master's institutions and among the United States' fastest growing ethnic group—that are encouraging but may be hard to sustain.

Still, the fact that there are areas of dynamic growth shows that declining or stagnant interest in the history BA is not at all universal, and that there likely exist models for growth and ways to frame or reform the history major that will increase its appeal across institution types and across demographic groups. The data, unfortunately, only suggest where we might look and what kinds of conversations we might have.

Allen Mikaelian is the editor of Perspectives on History.

Notes

1. Data in this article are derived from the National Center for Education Statistics (NCES), the Integrated Postsecondary Education Data System (IPEDS) Completions Survey, and the IPEDS Completion Survey by Race, accessed through the WebCASPAR database on January 27–28, 2014.

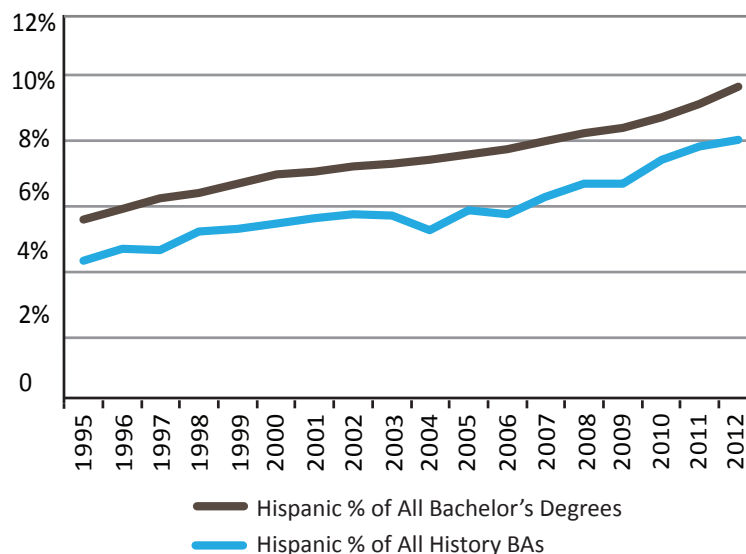
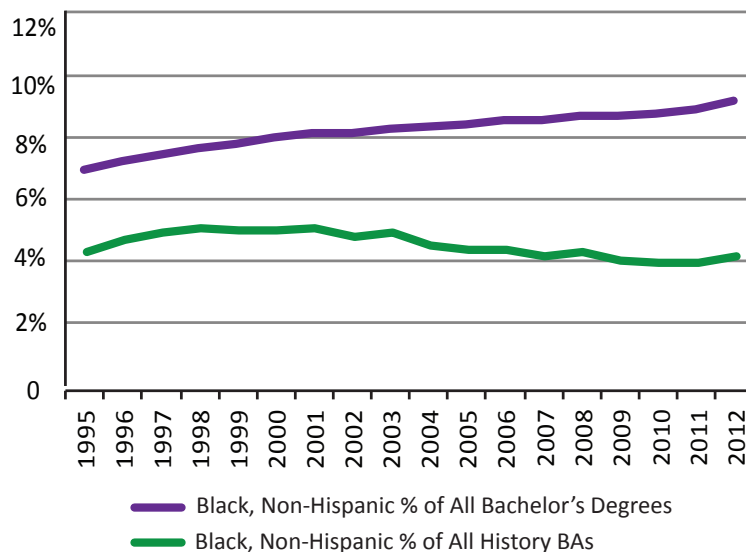
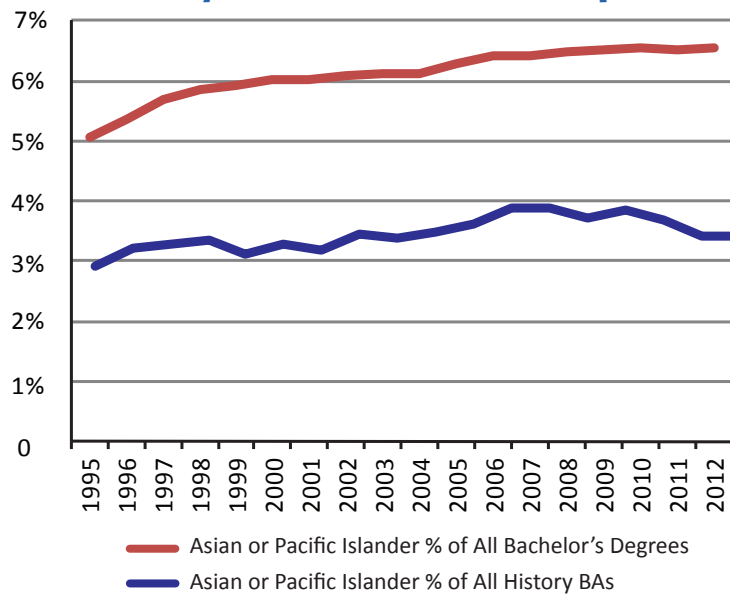
2. This does not include BAs in history earned as a second major. The Department of Education presents these graduates in a separate data set, making comparisons (especially those that compare the history BA to the bachelor's degree in general) very difficult.

3. See Robert Townsend's articles on this data set in April 2013 and October 2012.

4. This shift is not likely due to a larger shift in the bachelor's degree in general—master's institutions, as a group, have long awarded more bachelor's degrees overall than universities with very high research activity.

5. The data set discussed in this article relies on a standardization of categories that includes Latinos as "Hispanic"; for the sake of accuracy, we will use this term here.

Figs. 3–5: Percentage of History BAs Compared to Percentage of All Bachelor's Degrees, by Racial or Ethnic Group



AHA Urges Investigation of Destruction of Archives in El Salvador

Debbie Ann Doyle

On January 27, AHA President Jan Goldstein and Executive Director James Grossman submitted a letter, reproduced here, to David Ernesto Morales Cruz, procurador para la defensa de los derechos humanos (attorney for the defense of human rights) for the government of El Salvador.

The letter concerns a November 14, 2013, break-in at the offices of the Asociación Pro-Búsqueda de Niñas y Niños Desaparecidos (Association for Searching for Missing Children), in which computers were stolen and archival materials burned. The association was founded in 1994 as a nongovernmental organization devoted to locating children who disappeared during the 1980–1992 civil war in El Salvador. The organization collected records on 1,200 missing children; 80 percent of its archives were destroyed in the break-in. There has been speculation that the incident was connected to an upcoming case before the Supreme Court of Justice of El Salvador challenging the constitutionality of the country's general amnesty law, which prevents prosecutions for human rights violations committed during the civil war.

On November 17, Morales Cruz issued a statement condemning the act and calling on authorities to protect organizations promoting human rights (bit.ly/1aFIdqv). The AHA's letter commends him for his public stance and asks the government of El Salvador to investigate the incident and make every effort to prevent further destruction of archival materials.

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

AMERICAN HISTORICAL ASSOCIATION

Organized 1884

Incorporated by the Congress 1889

January 27, 2014

David Ernesto Morales Cruz
Procurador para la Defensa de los Derechos Humanos
Gobernación El Salvador

Dear Mr. Morales Cruz:

The American Historical Association expresses its dismay over the destruction of archives and theft of the computers of the Asociación Pro-Búsqueda on November 14, 2013. Pro-Búsqueda was founded in 1994 as a nongovernmental organization devoted to locating children who disappeared during the civil war (1980–1992), amassing records of 1,200 cases.

We applaud your statement of November 17, 2013 with regard to the attack, and we support your demand that the Fiscalía General give priority to investigating and holding accountable those who perpetrated it.

We urge the government of El Salvador to take all necessary measures to protect all archives that include information on human rights violations, wherever these archives may be located in El Salvador.

Historians value free, open, equal, and nondiscriminatory access to archival records. The destruction of historical records poses serious challenges to historical inquiry. The American Historical Association makes a public appeal to President Mauricio Funes and the authorities of El Salvador to conduct a full investigation of this incident and to establish effective measures to preserve the integrity of such archives.

Respectfully,



Jan Goldstein
President



James Grossman
Executive Director

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

House Passes Major Presidential Records Reform

Previous Efforts Have Been Blocked in the Senate

Lee White

Inscribed at the entrance to the Harry S. Truman presidential library is this declaration by Truman: “The papers of the Presidents are among the most valuable sources of material for history. They ought to be preserved and they ought to be used.” Since those words were spoken many years ago, experience has taught historians that President Truman should have added “and the government should make them accessible to the public as soon as possible.”

For more than a decade, the National Coalition for History has been a lead advocate for Presidential Records Act (PRA) reform. The AHA has also been active in this regard. The AHA was a plaintiff, with other historical and archival groups, in a federal lawsuit that sought to invalidate Executive Order (EO) 13233, issued by President George W. Bush, which severely limited public access to presidential records.

On January 21, 2009, in one of his first official acts, President Barack Obama replaced Bush’s executive order with his own, EO 13489. Obama’s EO is similar to one issued by President Reagan in 1989, which was also in effect during the presidencies of George H.W. Bush and Bill Clinton, but was superseded by President Bush’s EO 13233 in November 2001.

After the Watergate-era battles over President Nixon’s papers, which pitted the judicial and legislative branches against the president, it became obvious that a law was needed to prevent similar constitutional conflicts. In 1978, Congress passed the Presidential Records Act (PRA), in an attempt to clarify legal issues surrounding presidential records preservation and maintenance.

The PRA governs the official records of presidents and vice presidents created after January 20, 1981. The PRA changed the legal ownership of the official records of a president from private to public, and

established a new statutory structure under which presidents must manage their records. The PRA also defined what qualified as a presidential record, detailed guidelines for the management and custody of presidential

records, established procedures for restricting access to presidential records under certain circumstances, and granted the archivist of the United States the authority to promulgate regulations enforcing the PRA.

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.

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Support for History in the Fiscal Year 2014 Funding Bill

The president has signed the Consolidated Appropriations Act, 2014 (PL 113–76), which will fund the federal government through the rest of fiscal year (FY) 2014. The table below, prepared by the National Coalition for History, provides the budgets of all major federal agency programs affecting history, archives, and history education.

Agency	FY 2013 amount (millions)	President's Request	FY 2014 amount (millions)	Difference 2013 to 2014
Institute of Museum and Library Services (IMLS)	219.8	225.8	226.8	7
Library Programs	175	177	180.8	5.8
Museum Programs	29.3	32.9	30.1	0.8
International Education and Foreign Language Studies	70	81	72.1	2.1
Title VI-A&B (Domestic Programs)	63	73.4	65.1	2.1
Fulbright-Hays (Overseas Programs)	7	7.5	7	0
Library of Congress	558	608.7	579	21
National Archives & Records Administration (NARA)	371	385.8	386.6	15.6
National Historical Publications & Records Commission	4.75	3	4.5	-0.25
National Endowment for the Humanities (NEH)	139	154.4	146	7
National Park Service				
Historic Preservation Programs	53.2	59	56.4	3.2
National Recreation and Preservation*	56.7	52	60.8	4.1
Smithsonian Institution	769	869.2	805	36
Salaries & Expenses	603	711.2	647	44
Facilities Capital	166	158	158	-8
Wilson Center for International Scholars	10.5	10.5	10.5	0

Prepared by: National Coalition for History

Amounts are in millions of dollars. FY 2013 amounts reflect 5% mandatory sequester cuts.

*Includes \$18.3M in FY 2014 for Heritage Partnership Programs.

What has proved to be the most vexing part of the PRA for historians, archivists, political scientists, journalists, and authors is the process established by the statute for restricting access to these records. Specifically, the PRA allows for public access to presidential records through the Freedom of Information Act (FOIA) beginning five years after the end of the administration, but allows the president to invoke as many as six specific restrictions to public access for up to 12 years. The PRA also establishes procedures for Congress, courts, and subsequent administrations to obtain special access to records that remain closed to the public, following a 30-day notice period to the president involved.

The PRA did not, however, provide a procedure allowing former presidents to request continued restricted access to presidential records created during their respective administrations beyond 12 years. This flaw in the statute in effect leaves it up to each sitting president to interpret the law and impose restrictions as he or she sees fit through the issuance of executive orders. As noted above, several presidents since the passage of the PRA have issued EOs to change the request procedure and define the limits of such requests. This includes abuses such as George W. Bush's attempt to broaden the authority of those able to make a privilege claim and potentially restrict public access indefinitely beyond the 12-year period in the law. The Bush EO for the first time gave the heirs or a representative of a former president authority to withhold presidential records or delay their release indefinitely.

President Obama's EO revoked the onerous restrictions placed by Bush 43 and restored the standards established by President Reagan. However, without the passage of legislation, there is nothing to prevent a future chief executive from reinstituting burdensome restrictions on access or extending the privilege beyond that of the incumbent and former president, as President Bush did.

To address this issue, the House of Representatives has passed, on a vote of 420–0, the Presidential and Federal Records Act Amendment of 2014 (HR1233), creating a framework that would enable former presidents to request continued restricted access only on a very narrow basis, in essence codifying the Reagan and Obama administration rules.

The bill, passed on January 14, imposes a time limit within which a former president may assert a claim of privilege. It also establishes processes for managing the disclosure of records upon the assertion of privilege by a former president, and grants to the incumbent president the power to decide whether or not to uphold any privilege claim of a former president, absent a court order to the contrary.

The bill also requires federal employees who create or send a federal or presidential record from a nonofficial electronic messaging account to forward a complete copy of the record to an official electronic messaging account within five days. In cases of intentional violation of this disclosure requirement, the section authorizes disciplinary action as determined by the appropriate supervisor.

While the House vote is good news, two similar bills were overwhelmingly passed in the 110th and 111th Congresses only to die in the Senate. The Senate Homeland Security and Governmental Affairs Committee (HSGA) cleared PRA reform bills in the past, only to have holds placed on them by various Republican senators, most notably Senator Jeff Sessions (R-AL), that prevented consideration on the Senate floor.

Thus far this session, a Senate version has not yet been introduced. NCH has reached out to several senators, urging them to introduce a companion bill and bring it before the HSGA for consideration. Unfortunately, it remains to be seen, even if such a bill is introduced and marked up in committee, whether Senator Sessions will once again single-handedly stymie this much-needed reform.

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

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Continuing the Careers Conversation

The Malleable PhD Sessions at AHA 2014

Jacqueline Jones

Two and a half years ago, AHA Executive Director Jim Grossman and then-AHA president Anthony Grafton issued a challenge to the historical profession in an essay titled “No More Plan B: A Very Modest Proposal for Graduate Programs in History” (*Perspectives on History*, October 2011). The authors called for historians to abandon the idea that for graduate students, careers beyond the professoriate of necessity represented a mere afterthought—an unappealing alternative that appeared on the horizon only when an academic position was not in the offing.

The effort by Grossman and Grafton to promote the “malleable PhD” stemmed from several factors. Graduate programs are producing more historians than the academy can absorb in highly coveted tenure-track jobs. Moreover, some graduate students discover that they do not want to pursue a career in academia in any case; their interests lie in areas other than research and teaching. Grossman and Grafton contrasted the

richness and vitality of the current historical enterprise with the narrow employment options that traditional graduate programs presented to their students. They wrote, “This breadth and range, this openness to new ways of thinking and working, somehow disappear when we consider our students’ careers. We don’t tell them on that first day, ‘There are many ways to be a historian; there are many ways to apply what you’ve learned to a career.’ This matters for two reasons, not necessarily in any order. First, it ignores the facts of academic employment; second, it pushes talented scholars into narrow channels, and makes it less likely that they will take schooled historical thinking with them into a wide range of employment sectors.”

The 2014 annual meeting of the AHA provides evidence that an ensuing conversation about the malleable PhD has transformed the way we talk and think about a whole range of issues—graduate education, the kinds of jobs historians are prepared to

fill, departmental cultures, even the nature and needs of American society in general. A Friday morning panel titled “Finding and Loving a Government Job, Part Deux” (a continuation of a discussion started at a workshop at the annual meeting the year before) attracted a standing-room-only crowd eager to hear firsthand accounts of historians working in congressional offices, the US Army Center of Military History, the Office of the Secretary of Defense, and the US State Department. John A. Lawrence, a congressional staff member for forty years (most recently former chief of staff to Nancy Pelosi, the lead Democrat in the House of Representatives) suggested that “much of contemporary political discourse reveals an appalling lack of historical understanding” and issued a call for more history PhDs to pursue jobs at all levels of government.

A Saturday afternoon session, “Getting to the Malleable PhD,” featured panelists who were filling or had filled myriad roles as stakeholders in this conversation—graduate student, faculty adviser, director of graduate studies, department chair, and academic dean, as well as “post-ac” (people who entered the academy but have left it) and “alt-ac” (people who pursue academic careers that aren’t professorial, on campus or outside the academy). The audience heard from a public-policy maker and founder of a consulting firm, an independent scholar, and a public historian. The interviewing workshop, a fixture at the annual meeting that provides a chance for “interviewees” to speak to “interviewers,” included not only faculty representing large research universities, small liberal arts colleges, and community colleges, but also a historian representing a fundraiser for a nonprofit, an entrepreneur, a digital humanities public-historian, and archivists and librarians, among others.

Two roundtables on Saturday focused on how PhD programs had prepared—and in some cases failed to prepare—the panelists



Photo by Marc Monaghan

Walter M. Licht, Elizabeth Covart, Ramona Houston, and R. Darrell Meadows discuss the topic “Getting to the Malleable PhD” at the annual meeting.

for careers in museums. Presenters affirmed the value of traditional graduate seminars, which teach students to do research and to read and synthesize a great deal of material. At the same time they agreed that they would have found helpful classes in subjects useful to a wide variety of pursuits, including project management, staff reviewing, audience research, and budgeting. They lamented that their graduate education did not prepare them to work collaboratively with their classmates; instead, traditional programs glorify the solo operator, the individual toiling away alone in the library. Certainly many forms of employment—outside the academy but also within it—demand that people work together on committees or on research projects, work that relies on cooperating within a group.

The Grossman-Grafton essay might have jump-started a national conversation about the malleable PhD, but it did not invent it. At the meeting in Washington, Robert B. Townsend and Maren Wood reported on the results of their study “The Many Careers of History PhDs” they found that one-quarter (24.2 percent) of the 2,500 historians who earned a degree between 1998 and 2009 were working in jobs other than those at two-year or four-year institutions of higher learning. Townsend and Wood also found that PhDs from elite institutions were just as likely to work outside the professoriate as graduates of nonelite institutions. The “No More Plan B” call to action was less the trumpeting of a new phenomenon and more a belated reaction to developments that have been unfolding in the profession (and presumably all of the humanities) for some time now.

Perhaps, then, the question is, How can the AHA promote national policies related to graduate curriculum and placement that alleviate the presumed isolation of the many graduate students who, for whatever reason, do not follow the traditional path into academia? This concern speaks to the so-called culture question—the notion that the vast majority of graduate programs devote the bulk of their human and financial resources to preparing students for the professoriate; presumably graduate faculty would resist efforts to revise their curricula and professional-development and placement strategies in light of current-day realities related to alternative careers for history PhDs. In December 2012, the AHA received a grant from the Andrew W. Mellon

Foundation to explore ways to broaden the horizons of history PhDs. Leaders of that effort, called the Career Diversity Project, include Anthony Grafton, who serves as director; Robert Weisbuch, former president of the Woodrow Wilson National Fellowship Foundation, a senior adviser to the AHA; and the AHA’s coordinator, special projects, Julia Brookins, a University of Chicago history PhD, who serves as project director.

Certainly doubts linger about the efficacy of the malleable PhD initiative in all its iterations. At the “Getting to the Malleable PhD” session, panelists and members of the audience engaged in a spirited debate about whether academic administrators would have any incentive to institute measures that might threaten their National Research Council graduate-program rankings, which are based primarily on placements in tenure-track positions. Some people question whether the mere act of acknowledging diverse career paths for history PhDs constitutes an implicit denigration of traditional practices of PhD graduate programs, as well as an explicit warning to young would-be professors that they have little hope of landing a tenure-track job. Some argue that malleable-PhD talk will have the unfortunate effect of keeping alive graduate programs that do a poor job of preparing their students for any kinds of jobs, in academia or outside of it, programs that leave their students debt-ridden and demoralized at the end of their studies. And finally, the malleable PhD is dependent to

a large degree on employers who appreciate historians’ skills and broad way of looking at the world.

At the end of the “Getting to the Malleable PhD” panel, Robert Weisbuch commented on the lively presentations made by the panelists following nonacademic career paths, and suggested, “The world needs more, not fewer history PhDs.” He said the academy should seek to increase the supply of citizens who can write well, think critically, understand historical antecedents, and evaluate different kinds of evidence in a nuanced and sophisticated way—and that those citizens should not be concentrated solely in academia but rather employed throughout the labor force in business, nonprofits, government, finance, and politics. No doubt discussion about the malleable PhD will continue, as individual historians tell their own stories of the career paths they have chosen, and as systematic efforts such as the Mellon Career Diversity Project help bring students, faculty, administrators, and employers into conversation with each other about all that a historian can be and do.

Jacqueline Jones, a former AHA vice president, Professional Division, is the Walter Prescott Webb Chair in History and Ideas and the Mastin Gentry White Professor of Southern History at the University of Texas at Austin. Her publications include Saving Savannah: The City and the Civil War and A Dreadful Deceit: The Myth of Race from the Colonial Era to Obama’s America.

In Back Issues

As Jacqueline Jones notes in her coverage of the “Malleable PhD” sessions, one of the most important issues regarding the employment of history PhDs beyond the professoriate is what departments can and should be doing to prepare their students. Two recent articles in *Perspectives* pick up this topic:

Thomas Bender, “A Call for Reflection and Change, Again: The Education of Historians for the Twenty-First Century, Ten Years Later,” January 2014.

James Banner Jr., “The Preparation of Historians: Much More to Do,” February 2014.

Read more at www.historians.org/perspectives. Discuss at the Preparation of Historians community at bit.ly/JDMAGp.

Atlantic Worlds and the US History Survey

The AHA's Bridging Cultures Project at the Library of Congress

Dana Schaffer

The polar vortex that crippled much of the US in early January was no match for 24 intrepid historians participating in the AHA's Bridging Cultures seminar, "US and Atlantic History, 1450–1850," held January 5–10 in Washington, DC. Braving wind chills that went below zero and bundled in parkas and scarves, these professors from community colleges across the country (including the tropical climes of Hawaii) made the daily trek to the Library of Congress for five days of lectures, discussions, and research in the library's vast collections.

The seminar was the second part of a three-year professional development project, "American History, Atlantic and Pacific," designed to help community college professors incorporate the Atlantic and Pacific worlds into their US history survey courses. Sponsored by the National Endowment for the Humanities Bridging

Cultures at Community Colleges program, the seminar offered participants the opportunity to conduct research, share teaching strategies, and learn about some of the latest resources and scholarship in the field. Having spent the first year of the program applying the knowledge and research gained at the January 2013 Pacific Rim seminar at the Huntington Library, participants were eager to focus on Atlantic history.

Led by Atlantic historian Philip Morgan (Johns Hopkins Univ.), the seminar included a packed schedule of mornings filled with lectures and discussions and afternoons devoted to independent research. Speakers, including John McNeill (Georgetown Univ.), Marcy Norton (George Washington Univ.), Denver Brunsman (George Washington Univ.), and Laurent Dubois (Duke Univ.), presented on the history of the early modern era of the Atlantic world. Each noted how key agents—such as people, plants, pathogens,

and products, to mention just a few—began to move regularly back and forth across this immense area and stimulated profound transformations in all spheres of life.

Other speakers, including Joshua L. Reid (Univ. of Massachusetts, Boston) and James Akerman (Newberry Library) tackled the use of technology and resources in the classroom. Reid demonstrated the ChronoZoom timeline tool, which students and teachers can use to create online "exhibits" and timelines to explore Atlantic history. Akerman highlighted the use of maps in the classroom to help students make connections between local and global issues. Akerman's talk also included a visit to the Geography and Map Reading room at the Library of Congress, where curators showcased some of the library's most fascinating cartography, including a hand-painted vellum map of the Atlantic world.

Following each morning's discussions, seminar participants were eager to delve into independent research. Interests of the group varied—from the Spanish-American War to smuggling along the eastern seaboard of the colonial US, and from digital resources and modules on the Atlantic slave trade to the Chinese diaspora in the Caribbean. As the largest library in the world, with a collection of more than 158 million items, the Library of Congress can be daunting for researchers, especially those with only a few days to spend there. But thanks to the helpful staff in the library's John W. Kluge Center, who partnered researchers with the appropriate subject specialists at the library, seminar participants were able to make efficient use of their daily afternoon research time. At the beginning of the week, Mark Dimunation, director of the Rare Books and Special Collections Division at the library, provided a dazzling overview of the library's collections and offered tips on how to make the most out of a research trip.

After a week of stimulating presentations and fruitful research, participants spent the final day of the seminar reflecting on their



James Akerman showing maps of the Atlantic world to the group in the Library of Congress Geography and Map Reading Room.

experiences of the week and sharing ideas for incorporating new content and methodology into their own US history survey courses. Some participants exchanged creative and inspired classroom techniques—from using maps to contextualize students' local vision in a global way, to a resume-writing activity in which students must apply for the "job" of conqueror. Others discussed how changing a course structure to focus on themes rather than chronology can offer new avenues for engaging students. A seminar participant from Kapi'olani Community College, Kelli Nakamura, noted that the knowledge she gained from the Bridging Cultures program has helped her to address her Native Hawaiian-serving institution's mission to include indigenous perspectives within the history discipline. "By revising my course content to address new thematic approaches and materials," Nakamura remarked, "I hope to create new opportunities for learning, not just for myself but for my students who can be excited and challenged by these ideas."

Discussions throughout the week revealed that the Bridging Cultures program had already begun to play a crucial role in the redevelopment of the professors' curricula

and teaching strategies, and, even further, in the connections they have made with their colleagues and students. As Timothy Draper, a participant from Waubensee Community College, remarked, "Bridging Cultures has been a wonderful experience in various ways, particularly for those of us from smaller departments since it has allowed us to connect with Americanists from other community colleges. It has really broadened my perspective not only on transnational scholarship but also on curriculum development, methodology, and assessment."

As the Bridging Cultures program enters its third and final year, the participants remain engaged with one another, exchanging resources and ideas through the AHA's Community pages and developing new approaches to the US history survey course. Teams of participants are planning sessions for the 2015 AHA annual meeting in New York City, when they will share their work from the past three years. Look for updates in future issues of *Perspectives* to find out more about the Bridging Cultures program and its participants.

Dana Schaffer is the AHA's associate director.

Stay connected with the AHA



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Julia Brookins

The AHA is pleased to introduce an alumni-tracking service to help AHA member departments understand the diverse careers of their alumni. Accurate placement information is critical to department conversations about graduate curriculum and employment options for program graduates. The AHA Council strongly recommends transparency in career outcomes and outlined best practices in 2012 (bit.ly/JsuYNi).

Departmental placement studies provided through this service will include details about employment sectors and industries for each PhD graduate, including the name of the employer and current job title. The AHA will also publish program-level data collected on its website. All data will be drawn from publicly available sources, such as history department and other higher-education web pages, LinkedIn, Facebook, and various search engines. Departments that use this centralized (and economical) service will be assured that the data are consistent with AHA guidelines, and that information will

be directly comparable to data from other doctoral programs. We hope to be able to expand this tracking service to include MA alumni in the future.

The discipline-wide conversation about careers beyond the professoriate is already contributing to a broader understanding of the varied roles history doctorates play in a wide range of sectors of our society and economy. While we often focus on the value of such data to students in illuminating career options, these data can also inform departments' decisions about graduate education. In particular, as institutions pressure history doctoral programs to reform graduate education in the face of changing job markets, knowing where alumni find employment can help departments determine whether to implement changes, and what types. These data can also help departments communicate to deans and provosts the need for comprehensive student professional development. Additionally, departments can use this information to challenge perceptions about the "worth" of

an academic PhD in history by highlighting the diverse careers of alumni working in and beyond higher education.

Although program administrators are accustomed to the flexibility of idiosyncratic reporting, the AHA's conversations with students, faculty, administrators, and even potential employers have revealed widespread appreciation for the benefits of standard categorization and comparability across institutions and programs. Over the long term, inadequate information has also contributed to public misunderstandings about transferable skills and knowledge that students acquire when they pursue advanced training in history, and has even helped to create the sense among some policy makers that advanced humanities and social science education serves no relevant, public purpose. The lack of consistent and centralized information has also hampered the AHA's ability to provide members with access to diverse and robust professional networks that extend beyond the professoriate.



A visualization of the job titles held by 2,500 history PhDs tracked for the study “The Many Careers of History PhDs,” by L. Maren Wood and Robert Townsend (www.historians.org/manycareers). What this study did for the discipline as a whole, the AHA’s career-tracking service will do for individual history departments.

To be clear, the goals of this data collection and publishing are not to expose or single out programs for weak “placement” into tenure-track faculty positions at research-intensive institutions. Such positions, after all, make up a small minority of all higher-education faculty positions in the United States. In the research we performed in 2013 as part of the Career Diversity Project, we found that just 17.6 percent of historians 3 to 15 years beyond the PhD were employed in tenure-track positions at research-intensive institutions.¹ Rather, the goals for this service are to clarify and celebrate the breadth and diversity of abilities and choices that well-trained alumni from all history doctoral programs demonstrate. We seek a broader definition of success for history PhDs that will liberate our graduate students from the assumption that only a single pathway is possible or desirable.

The ongoing process of generating and refining the categories for data collection will offer an opportunity for history doctoral programs to collaborate with the AHA on a shared articulation of what is possible and what is valuable not only to a diverse community of scholars, but also to the public at large.

How to Participate

If you are a director of graduate study and you would like to take advantage of this service, the only information you need to provide is the window of time for which you would like the study performed. The AHA already maintains a database of PhDs in history going back decades. Departments may choose the minimum study period, covering the most recent 10 years, or they may choose to track alumni going back as far as 1990 (for some programs, data extends back into the 19th century). The price is \$7 per graduate, so total cost will vary by program size.

Departments that purchase this tracking service will receive a report on the data that are collected, down to the level of the individual. To protect personal privacy, information published on the AHA website will be only at the program level. Data analysis will be guided and informed by the recent groundbreaking study “The Many Careers of History PhDs,” by L. Maren Wood and Robert Townsend.

We encourage all history doctoral programs to participate in this important data-gathering effort. To request this service, directors of graduate study may contact Pamela Pinkney, AHA membership manager, at ppinkney@historians.org or (202) 544-2422 ext. 115.

We also invite all members to join the conversation on AHA Communities (communities.historians.org) about the diverse professional pathways open to historians. The “Career Diversity for Historians” and “The Preparation of Historians” discussion groups address

professionalization and curricular questions in history education.

Julia Brookins is the AHA's coordinator, special projects.

Note

1. That is, those classified by the Carnegie Foundation as universities with “high” or “very high” levels of research activity. For more findings, see L. Maren Wood and Robert Townsend, “The Many Careers of History PhDs: A Study of Job Outcomes” at www.historians.org/manycareers.



Photo: Carol M. Highsmith. Library of Congress Prints and Photographs Division

The 2014–15 J. Franklin Jameson Fellowship

The AHA and the Library of Congress announce the 2014–15 J. Franklin Jameson Fellowship in American History to support significant scholarly research in the collections of the Library of Congress by scholars at an early stage in their careers in history. Applicants must hold the PhD or equivalent, must have received this degree within the past seven years, and must not have published or had accepted for publication a book-length historical work. The \$5,000 fellowship will be awarded for a two- to three-month term to spend in full-time residence at the Library of Congress. The deadline for applications is April 1, 2014. For details, visit www.historians.org/awards-and-grants/grants-and-fellowships/j-franklin-jameson-fellowship.

AHA Council, Divisions, and Committees for 2014

Compiled by Sharon K. Tune

Council

Jan Goldstein (Univ. of Chicago), president; Vicki Ruiz (Univ. of California, Irvine), president-elect; Kenneth Pomeranz (Univ. of Chicago), immediate past president; Elaine Carey (St. John's Univ.), vice president, Teaching Division; Philippa Levine (Univ. of Texas at Austin), vice president, Professional Division; John R. McNeill (Georgetown Univ.), vice president, Research Division; Stephen Aron (UCLA and Autry National Center); Catherine Epstein (Amherst Coll.); Trinidad Gonzales (South Texas Coll.); Farina Mir (Univ. of Michigan); Randall Packard (Johns Hopkins Univ.); Peter A. Porter Jr. (Montville Township High School, NJ, and Seton Hall Univ.); Joshua L. Reid (Univ. of Massachusetts Boston); Mary Louise Roberts (Univ. of Wisconsin–Madison); Andrew J. Rotter (Colgate Univ.).

Professional Division

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Research Division

John R. McNeill, vice president; Stephen Aron; Farina Mir; Randall Packard; Robert A. Schneider, *AHR*, ex officio.

Teaching Division

Elaine Carey, vice president; Trinidad Gonzales; Peter A. Porter Jr.; Joshua L. Reid.

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Committee on Committees

Vicki Ruiz, chair; Mia Bay (Rutgers Univ.-New Brunswick); Suzanne Marchand (Louisiana State Univ.); Cynthia Radding (Univ. of North Carolina, Chapel Hill); Jeffrey Wasserstrom (Univ. of California, Irvine).

Standing Committees

Committee on Affiliated Societies: Vicki Ruiz, chair; Robert Berlin (US Army & General Staff Coll.); David Warren Sabean (Univ. of California, Los Angeles); Sandra Greene (Cornell Univ.).

Committee on the Harold Vyvyan Harmsworth Professorship in American History: Jan Goldstein, chair; Vicki Ruiz; Gary Gerstle (Vanderbilt Univ.); Philip Morgan (Johns Hopkins Univ.); Ian Tyrell (Univ. of New South Wales).

Committee on International Historical Activities: Joel F. Harrington (Vanderbilt Univ.), chair; John Garrigus (Univ. of Texas at Arlington); Joseph Harahan (US Commission on Military History); Carol Harrison (Univ. of South Carolina); Harry Liebersohn (Univ. of Illinois at Urbana-Champaign).

Committee on Minority Historians: Brenda Child (Univ. of Minnesota), chair; David Chang (Univ. of Minnesota, Twin Cities); Karen Cox-Bell (Bowie State Univ.); Maria L. O. Munoz (Susquehanna Univ.); Tyler E. Stovall (Univ. of California, Berkeley).

Committee on Women Historians: Maria Bucur (Indiana Univ.), chair; Stephanie Camp (Univ. of Washington); Karen T. Leatham (Louisiana State Museum); Aiala Levy (Univ. of Chicago); J. Michelle Molina (Northwestern Univ.).

Graduate and Early Career Committee: Joshua Reid, co-chair; Michael Liddon Meng (Clemson Univ.), co-chair; Paul Conrad (Colorado State Univ.); Jesse Levis Cromwell (Univ. of Mississippi); Karen Cox-Bell, CMH representative.

Award Committees

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Committee on the George Louis Beer Prize: Ruth Ben-Ghiat (NYU), chair; Frank Biess (Univ. of California, San Diego); J. P. Daughton (Stanford Univ.); Zachary Shore (Center for Advanced Study in the Behavioral Sciences); one position to be appointed.

Committee on the Jerry Bentley Prize: Lauren Benton (NYU), chair; Daniel Lord Smail (Harvard Univ.); Kären Wigen (Stanford Univ.).

Committee on the Albert J. Beveridge Award: David Hollinger (Univ. of California, Berkeley), chair; Cornelia Dayton (Univ. of Connecticut, Storrs); Kristin L. Hoganson (Univ. of Illinois, Urbana-Champaign); Emilio Kouri (Univ. of Chicago); Stephen Mihm (Univ. of Georgia).

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Committee on the James Henry Breasted Prize: Felice Lifshitz (Univ. of Alberta), chair; Christine Caldwell Ames (Univ. of South Carolina); William V. Harris (Columbia Univ.).

Committee on the Albert Corey Prize: Andrew Graybill (Southern Methodist Univ.), AHA representative, chair; Sheila McManus (Univ. of Lethbridge), AHA representative; Dimitry Anastakis (Trent Univ.); two Canadian Historical Assn. representatives, appointments forthcoming.

Committee on the John H. Dunning Prize: Susan Glenn (Univ. of Washington), chair; Gretchen Adams (Texas Tech Univ.); Julianna Barr (Univ. of Florida); Michael Kazin (Georgetown Univ.); John W. Sweet (Univ. of North Carolina, Chapel Hill).

Committee on the John K. Fairbank Prize in East Asian History: Wen-Hsing Yeh (Univ. of California, Berkeley), chair; Alexis

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Committee on the Morris D. Forkosch Prize: Paul Deslandes (Univ. of Vermont), chair; Janet Browne (Harvard Univ.); Arianne Chernock (Boston Univ.); Thomas Cogswell (Univ. of California, Riverside); Geoffrey Field (Purchase Coll., SUNY).

Committee on the Leo Gershow Award: Marc R. Forster (Connecticut Coll.), chair; Richard Kagan (Johns Hopkins Univ.); Robert C. Ritchie (Huntington Library); Rebecca L. Spang (Indiana Univ.); one position to be appointed.

Committee on the J. Franklin Jameson Award: Ann E. Moyer (Univ. of Pennsylvania), chair; Jane E. Mangan (Davidson Coll.); Barbara B. Oberg (Princeton Univ.); Lisa Wolverton (Emory Univ.); Daniel Robert Woolf (Queen's Univ.).

Committee on the Friedrich Katz Prize: Margaret Chowning (Univ. of California, Berkeley), chair; Jeremy Adelman (Princeton Univ.); Brodwyn Fischer (Univ. of Chicago).

Committee on the Joan Kelly Memorial Prize in Women's History: Sarah Chambers (Univ. of Minnesota), chair; Tiffany Gill (Univ. of Texas at Austin); Serena Mayeri (Univ. of Pennsylvania); Judith Surkis (Rutgers Univ., New Brunswick); one position to be appointed.

Committee on the Martin A. Klein Prize in African History: Richard Roberts (Stanford Univ.), chair; Tabitha Kanogo (Univ. of California, Berkeley); Lisa A. Lindsay (Univ. of North Carolina, Chapel Hill).

Committee on the Littleton-Griswold Prize: Deborah Rosen (Lafayette Coll.), chair; Adrienne Davis (Washington Univ. in St. Louis); Michael C. Grossberg (Indiana Univ.); Michael Meranze (Univ. of California, Los Angeles); Alison Parker (Coll. at Brockport, SUNY).

Committee on the J. Russell Major Prize: Todd Shepard (Johns Hopkins Univ.), chair; Allan Tulchin (Shippensburg Univ.); Leslie Tuttle (Univ. of Kansas).

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Committee on the George L. Mosse Prize: Brad S. Gregory (Univ. of Notre Dame), chair; Celia Applegate (Vanderbilt Univ.); Michael Saler (Univ. of California, Davis).

Committee on the Premio del Rey: Theresa M. Earenfight (Seattle Univ.), chair; Debra G. Blumenthal (Univ. of California, Santa Barbara); Brian A. Catlos (Univ. of Colorado, Boulder); Gretchen Starr-LeBeau (Univ. of Kentucky); David Wasserstein (Vanderbilt Univ.).

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Committee on the John F. Richards Prize in South Asian History: Cynthia Talbot (Univ. of Texas at Austin), chair; David P. Gilmartin (North Carolina State Univ.); Manu Goswami (NYU).

Committee on the James Harvey Robinson Prize: Kelly Schrum (George Mason Univ.), chair; Robert Bain (Univ. of Michigan, Ann Arbor); Rudolph Bell (Rutgers Univ., New

Brunswick); Sarah Shurts (Bergen Community Coll.-Paramus); one position to be appointed.

Committee on the Wesley-Logan Prize: Edda L. Fields-Black (Carnegie Mellon Univ.), ASALH representative, chair; Frank Guridy (Univ. of Texas at Austin), AHA representative; Walter Rucker (Univ. of North Carolina, Chapel Hill.), AHA representative; third AHA representative to be appointed; Jim Harper (North Carolina Central Univ.), ASALH representative.

Committee on the Raymond J. Cunningham Prize: Cindy Hahamovitch (Coll. of William and Mary), chair; Amrita Chakrabarti Myers (Indiana Univ.); George B. Forgie (Univ. of Texas at Austin); Cynthia V. Hooper (Coll. of the Holy Cross); Bonnie Miller (Univ. of Massachusetts Boston).

Committee on the Herbert Feis Award: Carroll Van West (Middle Tennessee State Univ.), chair; James R. Akerman (Newberry Library); James F. Brooks (School for Advanced Research); Eric Sandweiss (Indiana Univ.); Patricia A. Schechter (Portland State Univ.).

The 2014–15 Fellowship in Aerospace History



The AHA is pleased to offer the 2014–15 Fellowship in Aerospace History, funded by the National Aeronautics and Space Administration, to support significant and sustained advanced research in the history of aerospace from the earliest human interest in flight to the present, including cultural and intellectual history, economic history, history of law and public policy, and the history of science, engineering, and management. Applicants must possess a doctorate degree in history or in a closely related field, or be enrolled as a student (having completed all coursework) in a doctoral degree-granting program. The \$20,000 fellowship will be awarded for a six- to nine-month term, to begin no later than November 2014. Although residency is not required, fellows will be encouraged to take advantage of resources at the National Archives, the National Academies of Science, the Library of Congress, the Smithsonian Air and Space Museum, NASA Headquarters, and other collections in the Washington, DC, area. The deadline for applications is April 1, 2014. For details, visit www.historians.org/awards-and-grants/grants-and-fellowships/fellowship-in-aerospace-history.

For a brief history of the fellowship, see the article by Andrew Simpson in *Perspectives on History*, November 2013 (bit.ly/1gyzt80).

Committee on the Nancy Roelker Mentorship Award: Norman Naimark (Stanford Univ.), chair; Margaret Anderson (Univ. of California, Berkeley); Ruth C. Crocker (Auburn Univ.); Thomas Heaney (Feather River Coll.); Nancy J. McTygue, (California History-Social Science Project).

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Committee on Teaching Prizes: Roland Spickermann (Univ. of Texas, Permian Basin), chair; Melissa Cooper (Univ. of South Carolina, Columbia); Maribel Dietz (Louisiana State Univ., Baton Rouge); Carol Sheriff (Coll. of William and Mary); Tim Keirn (California State Univ., Long Beach), Society for History Education representative.

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Committee on the J. Franklin Jameson Fellowship: Clarence Mohr (Univ. of South Alabama), chair; Kimberly Phillips (Coll. of William and Mary); Katherine A. Benton-Cohen (Georgetown Univ.); Gregory Downs (City Coll., NY); Sharon Harley (Univ. of Maryland, Coll. Park).

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Andrew J. Dunar (Univ. of Alabama, Huntsville), OAH representative; EHA representative to be appointed.

Committee on Beveridge Research Grants (Western Hemisphere): Eric Arnesen (George Washington Univ.), chair; Karen D. Caplan (Rutgers Univ., Newark/New Jersey Inst. of Tech.); Pamela Riney-Kehrberg (Iowa State Univ.).

Committee on the Kraus Research Grants (colonial America): Virginia Anderson (Univ. of Colorado at Boulder), chair; David Hancock (Univ. of Michigan); Robert McDonald (US Military Academy).

Committee on the Littleton-Griswold Research Grants (US legal/law and society): Leigh Ann Wheeler (SUNY at Binghamton), chair; Kenneth F. Ledford (Case Western Reserve Univ.); Charles McCurdy (Univ. of Virginia).

Committee on the Schmitt Research Grants (Africa, Asia, Europe): Judith A. Byfield (Cornell Univ.), chair; Rita Krueger (Temple Univ.); Larry Wolff (NYU).

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Committee on Professional Evaluation of Digital Scholarship by Historians: Edward Ayers (Univ. of Richmond), chair; David Bell (Princeton Univ.); Peter Bol (Harvard Univ.); Timothy Burke (Swarthmore Coll.); James Gregory (Univ. of Washington); Claire Potter (New School for Public Engagement); Jan Reiff (Univ. of California, Los Angeles); Kathryn Tomasek (Wheaton Coll.).

Two-Year College Task Force: Trinidad Gonzales (South Texas Coll.), chair; Cheryl Ann Cody (Houston Community Coll.–West Loop Campus); Judith Jeffrey Howard (Arlington, Virginia); Natalie Kimbrough (Community Coll. of Baltimore County); Kevin Reilly (Raritan Valley Community Coll.); David Berry (Essex County Community Coll.), ex officio.

Delegates

Advisory Committee on Historical Diplomatic Documentation: Richard Immerman (Temple Univ.).

Association for Slavic, East European, and Eurasian Studies: Anne Gorsuch (Univ. of British Columbia).

American Council of Learned Societies: George Sanchez (Univ. of Southern California).

Friends of the German Historical Institute: Lee Palmer Wandel (Univ. of Wisconsin–Madison).

National Historical Publications and Records Commission: William G. Thomas III, (Univ. of Nebraska–Lincoln).

AHA Executive Director James Grossman is an ex officio member of the Council, the three divisions, the Committee on Committees, the Nominating Committee, and all standing and ad hoc committees.

Sharon K. Tune is the AHA's director, meetings and administration.

LETTERS

To the Editor:

I appreciated Robert Brent Toplin's review of *12 Years a Slave* (*Perspectives on History*, January 2014) and its analysis of the extent to which it draws upon Northrup's writing. I would like to add that anyone seeking to use this in class look as well at Rita Dove's heartbreaking short poem entitled "The Abduction."

—Patricia Rosof

"Ephemeral Data Is the Future"

The Rise of Self-Destructing Social Media

Vanessa Varin

Eighty-five years ago, Secretary of State Henry L. Stimson was presented with a Japanese telegram that had been decoded by a group of skilled cryptologists. Stimson was horrified at the moral invasion represented by the deciphering of another nation's private communication, and he cut off funding to the Cipher Bureau. According to the National Security Association (NSA), Stimson famously admonished cryptologists, "Gentlemen do not read each other's mail."¹

Of course, the United States eventually regrouped, and in 1952, drawing on the technological advances of computers and electronics, it reformed the Cipher Bureau under the auspices of the once unacknowledged, but now altogether familiar National Security Agency (NSA). Sixty years later, Edward Snowden revealed exactly how far the American government has ventured past Stimson's original Maginot Line, going far beyond diplomatic cables and exploiting huge collections of data from social media, e-mail, video, file transfers, and video and voice chats of average Americans. The fallout has been unending, and many Americans have reacted with a deep sense of distrust of Silicon Valley tech firms. In the words of Facebook CEO Mark Zuckerberg, "The NSA made people distrust us."

Enter Snapchat, a mobile app that lets users take photos or short videos and then decide how long those messages will be visible once they are opened. Snapchat messages can have a life span of up to 10 seconds, and after the message expires, it supposedly disappears forever (more on this later).

In the beginning, the service appealed mostly to teenagers looking for more private ways to send and receive rather questionable pictures and messages, but it has evolved into a significant touchstone in 21st-century public culture, where we see adults actively seeking new apps to privately screen their communications. Indeed, Snapchat has spurred a whole new genre of

self-destructing communication apps, including Poke (created by Facebook), Wickr, Confide, and Hash, to name only a few. These apps market themselves as solutions to the potential pitfalls of having a digital footprint—promising to allow users to communicate with loved ones and friends without fear that every communication will be archived and available in a Google search or, worse, the government's prying eyes. According to Nico Sell, cofounder of Wickr, "It's natural for us to go back to it [unarchived communication] for things like communicating with our friends and family, and not having to think about the fact that the Internet is forever. Ephemeral data is the future." According to preliminary (anecdotal) data, Wickr boasts more than one million downloads, and is used primarily by human rights activists, lawyers, journalists, and (because Wickr is HIPAA compliant) some hospital and medical staff.

What does all of this mean for historians? The move toward ephemeral messaging services puts historians in an all too familiar place. Just a few years ago, the rise of social media also brought new questions regarding how archivists would preserve social media content, and led government institutions like the National Archives and Records Administration to establish best standards for federal social media record keeping. But now we must contend with a growing population of adults who are averse to both print *and* permanent records. No one knows for certain whether this trend will last, but as of now, the ephemeral social

media trend is a multibillion-dollar industry that continues to gain steam.

So the first question we must ask is: do these bits of data actually disappear as programmers promise? Not really. In the case of Snapchat, photos and video are not deleted, and even remain on the individual's device. Instead, Snapchat applies an encryption (reminiscent of a cipher or code, ironically) that tells an operating system to ignore the data—a Silicon Valley smoke-and-mirrors ploy. Wickr touts its "military-grade encryption" software that acts as a virtual "secure shredder" and claims the software makes it impossible for data to be recovered. Thus, depending on the app, the plausibility that data is truly deleted is a matter still up for debate.

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Photo by Jeff Schuler (www.flickr.com/photos/jeffschuler/), CC-BY 2.0.

Reinvigorating FRUS

The Historian's Office at the State Department and the Foreign Relations Series



Marian J. Barber

In January 2009, the Office of the Historian at the US Department of State was in disarray. It had lost a significant number of its veteran staff, members of its advisory committee had been dismissed or had publicly resigned, and its chief was under investigation by a

panel appointed by the outgoing Secretary of State, Condoleezza Rice. Its misfortunes won mention in the *New Yorker* and on Public Radio International's *The World*. Scholars voiced realistic concerns about the fate of its primary product, the Foreign Relations of the United States series.

Five years later, the office has a large, experienced, and enthusiastic staff; a robust advisory committee that has turned its energies toward largely external issues such as declassification; and a leader who identified bottlenecks impeding the timely production of FRUS volumes and developed a plan for the series and the office's other products that is, in his words, "coherent, comprehensive, and executable."

On January 27, the Washington History Seminar welcomed Stephen P. Randolph, the historian of the US Department of State, and three chairs of the Advisory Committee on Historical Diplomatic Documentation (better known as the Historical Advisory Committee, or HAC) for a discussion of the past and future of the FRUS series. More than 70 individuals attended, a record for the seminar.

Randolph, a career air force officer and pilot with a history doctorate from George Washington University, joined the State Department in 2011 and has held the position of historian since 2012. He traced the history of the series and the role it plays, both nationally and internationally, as the "gold standard" of document

collections produced by governmental agencies. Though the series began in 1861 as a means of letting Congress know about diplomatic maneuvers surrounding the beginning of the Civil War, it grew out of a conviction dating to the earliest years of the republic that the executive branch "owed the people a record of what it was doing."

For the first 50 years of the series, FRUS volumes were produced in the year immediately after the events they chronicled. After the turn of the century, printing costs necessitated a more relaxed schedule, and when World War I "engulfed" the State Department, production slowed further. In 1925, historian Tyler Dennett set editorial standards still in use today. These were threatened in the early 1950s, when a fierce controversy erupted over what should be included in a volume on the Yalta Conference, which brought together Franklin Roosevelt, Winston Churchill, and Josef Stalin. (For a fascinating account of this battle, see the Office of the Historian's website, history.state.gov.)

The debates made the department realize that State Department documents alone could not adequately represent such a complex event. A full accounting required material not only from across the US government, but from foreign governments as well. The most pressing conflicts, however, were not among political partisans, but between the two essential imperatives of the series: timeliness and comprehensiveness. Compiling a full and complete record took time—often so much time that volumes lacked utility for the historians and diplomats who had become the key constituencies of the series. Efforts to speed the process failed.

In 1991, prompted by historians' complaints, Congress passed the FRUS statute (as it came to be known), which generally reconfirmed the standards Dennett had promulgated. FRUS would



Tweets from the State Department's Office of the Historian on the event at the Wilson Center and the FRUS series.

remain a “thorough, accurate, and reliable documentary record of major United States foreign policy decisions and major United States diplomatic activity.” It would include not only material demonstrating why a course of action was taken, but documents that would reveal “alternative views to the policy position ultimately established.” Provisions in the statute required that volumes in the series be published within the 30 years following the events they recorded and established the HAC as an external body of scholars to advise State Department staff in developing the series. And the statute stipulated that “all Federal agencies engaged in foreign policy” cooperate with the department in providing the material necessary to create the full picture the FRUS series is intended to present. Randolph called it “a really good law,” because it provided the series “stability and resilience,” “scope, scale, and growth potential,” and “disciplined trade-offs” between the opposing goals of comprehensiveness and timeliness.

It also put in place declassification procedures, but timely clearance of classified material continues to be problematic. One issue has been that some agencies refuse even to acknowledge that certain covert activities ever took place. In response, in the late 1990s a High Level Panel involving representatives from the State Department, the National Security Council, and the CIA was created to attempt to resolve such problems.

The flexibility allowed by the statute played a key role in the Office of the Historian’s recovery from its problems, as did the intervention of the HAC, which had developed a strong tradition of guidance and advocacy for the office as well as for FRUS. Current HAC chair Richard Immerman of Temple University said the transformation of the office began under Ambassador Edward Brynn, who as acting historian in 2011 hired Randolph as permanent general editor of the series and pushed for his promotion. Under Randolph and his successor as general editor, Adam Howard, a survivor of the office’s earlier crisis, the office has revamped the process for reviewing volumes, put in place a new declassification system, and overhauled other aspects of producing the series. Randolph analyzed the production process for points where unnecessary delays were

occurring. Most important, Immerman said, “Steve went out and hired editors.”

“It’s a far different office than it was before,” he added, “a terrific group of historians, and a large group of historians with a tremendous sense of energy.” Randolph also identified the ability to hire a full staff as a crucial element in bringing the office back from the brink. “One of the miracles that has happened is that we are now staffed and structured to meet the mandate,” he said. Immerman and Randolph both identified the increasing importance of intelligence in foreign affairs in the past 30 years as a major challenge, and one the FRUS statute did not foresee. Another is how to treat and present material that was “born digital” and electronic communications such as teleconferences.

Immerman noted that declassification delays involving the intelligence agencies continue to plague FRUS, despite the presence of the High Level Panel. Randolph said one of the many roles of the series has been to serve as a sort of “icebreaker” to push the intelligence agencies and other departments to review and release material that has been frozen in the declassification process. The hiring of a historian who works jointly for State and the CIA has proven helpful in this regard.

Past HAC chair Warren Kimball of Rutgers University chaired the 2009 investigative panel. He also noted progress, but argued for what he calls “access guides,” free-standing finding aids that would provide the “earliest, easiest and fullest possible public access to the actions

of government.” Randolph explained that there currently are no plans to produce such guides. Limited resources mean that doing so would require eliminating the detailed note on sources and extensive annotation that are now included in each volume, he explained. Wm. Roger Louis of the University of Texas at Austin resigned his HAC chairmanship in 2008 to draw attention to the dire situation. He expressed concern about the future of the print version of FRUS in a digital age. Randolph confirmed that the print version will continue, but said that the digital versions make documents available to those without access to research libraries. “If you can get to the Internet, you can get to the series,” he said.

Currently the Office of the Historian’s staff is at work on 71 separate FRUS volumes in various stages of preparation, and the office also continues to work on making its website more useful to scholars, diplomats, and the general public. “Retro-digitization” is a priority, with a goal of eventually making all 450-plus volumes in the series available electronically. The office maintains an active presence on social media, including Twitter and Tumblr.

The seminar was recorded by C-SPAN and the American Historical Association. It will air on C-SPAN3’s *American History TV* and will be available in their online video library. It will also be available later this spring on the AHA’s YouTube channel.

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

Continued from page 27

Aside from the question of whether these messages are really ever deleted, the ephemeral social media trend should provoke wider discussions. Should individual privacy always supersede the future needs of historians? Is ephemeral social media the type of source material archivists should consider preserving? Or perhaps this trend is merely a reminder of what historians already know: that many historical records are carefully crafted and curated by their creators as they edit out all the embarrassing bits. In the rush to cover their tracks, social media users aren’t asking

the sorts of questions that come naturally to historians and archivists, so the phenomenon of self-destructing social media offers an opportunity for both professions to make the case for the importance of preserving *something* for future generations.

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

Note

1. The quote is from Henry L. Stimson’s and McGeorge Bundy’s *On Active Service in Peace and War*, in which Stimson justified his action. See also David Kahn’s *The Codebreakers: The History of Secret Writing*.

The Social in the Machine

How Historians of Technology Look Beyond the Object

Barbara Hahn

Despite public fascination with technology, the approaches and understandings of technology's historians do not much penetrate popular consciousness. For example, a difficult-to-shake belief in technological determinism—the idea that tools and inventions drive change, rather than humans—is widespread. When apps download on their own, or when cellphones appear to inspire texting over talking, it certainly feels as if technology changes and humans simply react. But most research into the history of technology undermines this widespread assumption. Technology itself has causes—human causes. If it didn't, it would have no history. So the field by its very existence fights common misconceptions about technology. The battleground first comes into view when scholars try to define the subject.

What is technology? Even experts struggle to fix its boundaries, but a modest definition will suffice to begin inquiry: technology is the systematic, purposeful, human manipulation of the physical world by means of some machine or tool. In this definition, technology becomes a process, rather than the artifact that process employs. This framing excludes many things that function in technological ways—language or laws, for example. The

simple definition has its drawbacks, and in practice historians of technology often blur the lines between society and technology. That fuzziness facilitates understanding exactly how the surrounding context simultaneously animates and reflects the hardware.¹ And this is the core insight of the field: the interactions between technology and its context are complex and multidirectional. Cause and effect are rarely simple and straightforward.

The origins and makeup of the field are likewise complicated and contested. In one account, the history of technology was a rib taken from the side of the history of science. “We deal with thinkers, not tinkers” was the reputed 1957 reply from a history of science journal when asked to publish more work on technology. This tale oversimplifies the roots of the field, which is a familiar sensation for researchers who replace myths of invention with intricate, nuanced stories of how and why technology works or fails.

Even if this creation myth is false, it captures the reality that the histories of science and technology have diverged. Originally, they shared an interest in the science-technology relationship—the popular but inadequate premise that technology applies what science discovers. In the 1980s and 1990s, both experienced social constructivist impulses.

Since then, many historians of science have shifted direction, while scholars of technology have taken both determinism and constructivism further and tried to understand their interactions.²

This process has resulted in a new framework emerging from the sociological wing of science and technology studies. Although historians tend to resist models, actor-network theory (ANT) has begun to percolate through the profession from its hot spot in the sociologies of science and technology. ANT answers fundamental questions for historians by eliding distinctions between forces and agency. Its practitioners study how people make the structures and institutions that seemingly control their lives. Scholars trace actors as they build social, economic, and political systems. The theory avoids abstractions (“capitalism”) as explanations, instead examining how particular actors create networks that reify capitalist activity. Building these networks involves not only other people, but also things—artifacts—and institutions. With these, humans assemble society.³

Many historians likely would hesitate before imbuing objects with agency. Yet if “agency” can be attributed to humans who have intentions without much effect, using ANT would simply incorporate into historical accounts those things that have effects without intentions. As historians of technology return to study the effects of technological change as well as its causes (thus reigniting debates about determinism), many use ANT to trace technology's impact as well as its causes.⁴ A stop sign influences a driver and shapes her behavior; the two together reassemble the reality of traffic laws each time they meet (though sometimes a police officer or a surveillance camera is involved). A mother-daughter relationship often includes conflicts over appearance, so articles of clothing play a role in the psychological drama of parenting, letting go, and reuniting, through which our society functions and reproduces itself. Actors build networks and assemble the social every day, and they use the artifacts in technological systems when they do.⁵



The Society for the History of Technology

While historians of technology can be found in any number of organizations, the principal intellectual home of the discipline is the Society for the History of Technology (SHOT), which publishes *Technology and Culture*.



Photo by Marie Hicks (@histoftech)
SHOT conference swag: the famous SHOT glass, with the old SHOT logo.

Historians of technology bond over a shared set of concerns, ask specific kinds of questions, and have a common vocabulary (we call this “tacit knowledge”—things known but not recorded). Researching how a bridge came to be built in a particular place and way, for example, would probably uncover “heterogeneous engineering”—how the engineers and boosters employed nonphysical elements such as zoning laws or community activists in solving problems. Or historians of technology might pick up on an invention’s “interpretive flexibility,” how something designed for one purpose has different goals when passed through “the consumption junction”—witness Viagra, a blood pressure medication until its marketers realized that its side effect was a selling point. Above all, historians of technology are trained to question the “linear model”—one device giving way to the next in a succession of improvements, following the classic “internalist” progression. This has of course never existed, but many traditional historians, conventional wisdom, and technology’s users treat it as a given.⁶

Eschewing the linear model leads historians of technology to study technological failure, which identifies the elements that help a technology work. “Symmetrical analysis” examines the features they share, which helps investigators avoid the assumption that a functioning technology is the one best way to accomplish a task. Rather than ending the investigation with the assumption that one device simply did a better job than another, historians ask: for whom did it work better, for which “relevant social groups,” and why did those folks exert more influence than those daredevils who preferred (for example) a bicycle with one big wheel and one relatively tiny one?⁷

But although historians of technology share language, approaches, and insights in common, specialization also shapes the profession. The Society for the History of Technology (SHOT) has multiple special interest groups: computing, information, and society; communications; and electrical technologies. One promotes diversity in both SHOT’s membership and the subject matter. Another bridges subdisciplines: the enviro-tech group includes environmental historians who recognize that in the Anthropocene, much of the environment has been made by humans—which is to say it is technological.

In short, there are very few historical studies that would not benefit from close at-

tention to the history of technology—and not merely for what investigators might learn about particular mechanisms. The history of technology means to understand not only machines and tools but also the systems that make those devices work for and against human purposes. Successful technological systems throughout history have incorporated nontechnological elements: gender roles, financial institutions, hurricanes, and human urges. And everything else, too.

Barbara Hahn (@behahn) is associate professor of history at Texas Tech University and the author of Making Tobacco Bright: Creating an American Commodity, 1617–1937. She is also the associate editor of Technology and Culture, which would love to see your work.

Notes

1. Alex Roland, “Technology,” in Robert Cowley and Geoffrey Parker, *Reader’s Companion to Military History* (Boston: Houghton Mifflin Harcourt, 1996); Wiebe E. Bijker and John Law, eds., *Shaping Technology/Building Society: Studies in Sociotechnical Change* (Cambridge, MA: MIT Press, 1994); John K. Brown, “Louis C. Hunter’s *Steamboats on the Western Rivers*,” *Technology and Culture* 44, no. 4 (2003): 786–93.

2. John M. Staudenmaier, *Technology’s Storytellers: Reweaving the Human Fabric* (Cambridge, MA: MIT Press, 1985); Ian Hacking, *The Social Construction of What?* (Cambridge, MA: Harvard University Press, 2000).

3. Bruno Latour, *Reassembling the Social: An Introduction to Actor-Network Theory* (Oxford and New York: Oxford University Press, 2005).

4. Merritt Roe Smith and Leo Marx, eds., *Does Technology Drive History? The Dilemma of Technological Determinism* (Cambridge, MA: MIT Press, 1994).

5. For systems theory, see Thomas P. Hughes, *Networks of Power: Electrification in Western Society, 1880–1930* (Baltimore: Johns Hopkins University Press, 1983).

6. David Edgerton, “‘The Linear Model’ Did Not Exist: Reflections on the History and Historiography of Science and Research in Industry in the Twentieth Century,” in Karl Grandin and Nina Wormbs, eds., *The Science-Industry Nexus: History, Policy, Implications* (New York: Watson, 2004).

7. Wiebe E. Bijker, Thomas P. Hughes, and Trevor Pinch, eds., *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology* (Cambridge, MA: MIT Press, 1987; rev. ed. 2012).

Further Reading

A good introductory lesson in the history of technology can be obtained by reading the following (in the order listed):

John M. Staudenmaier, “Introduction” and “Chapter One,” in *Technology’s Storytellers: Reweaving the Human Fabric* (Cambridge, MA: MIT Press, 1985).

Bruno Latour, “Opening Pandora’s Black Box,” in *Science in Action: How to Follow Scientists and Engineers through Society* (Cambridge, MA: Harvard University Press, 1987).

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Gabrielle Hecht, “Technopolitical Regimes,” in *The Radiance of France: Nuclear Power and National Identity After World War II* (Cambridge, MA: MIT Press, 1998).

Why Caribbean History Matters

Lillian Guerra

Over the years, I have had dozens of conversations on the question of whether Caribbean history “really matters” and for whom it matters. I’ve heard the region’s history dismissed due to the relative size of Caribbean societies, historians’ supposedly excessive preoccupation with slavery, and a questioning of what lessons can be learned from such allegedly dysfunctional societies.

One particularly memorable encounter took place at a fund-raising event for Haiti. Swirling his cocktail, a surgeon asked if I could explain the “erratic behavior” of the Haitians who greeted him when his US medical team arrived at a temporary field hospital after the 2010 earthquake. Much of the Haitian staff, he remarked, “suddenly disappeared,” leaving the American doctors to fend for themselves. When I suggested that the Haitian staff had probably departed because they had been on duty around the clock for days before his team’s arrival, the doctor seemed not to hear me: “I think

they resented us because they believe we are somehow responsible for slavery. But slavery ended in Haiti two centuries ago. *Is there really anyone in Haiti today who can remember slavery?*” To his obvious amazement, I replied, “Yes, actually, you would be hard pressed to find someone in Haiti who doesn’t remember slavery.”

This otherwise liberal-leaning physician’s inability to grasp the reality of Haiti was matched only by his lack of reflection on how the Caribbean’s history shaped his own position in society. We who live in the United States—regardless of our class or our color—enjoy a wide array of historically accumulated advantages that Haitians and other people of the Caribbean do not. So while we have the luxury of forgetting, everyone in the Caribbean “remembers” slavery because they experience on a daily basis a wide array of historically accumulated disadvantages.

I was not surprised by this conversation. But I have been surprised by numerous colleagues who worried about what my focus on the

Caribbean, and Cuba in particular, meant for my career. Many Latin Americanists suggested I choose a “bigger country” after my dissertation. Several department chairs have remarked that aside from slavery and the colonial origins of poverty, Caribbean history had little to offer in terms of “the weightier questions in the field.” In fact, just as I began the manuscript for a new book on 1960s Cuba, a particularly demoralizing colleague went as far as to say that even the study of the Cuban Revolution was “passé.”

Caribbean history matters for the same reason everyone in the Caribbean “remembers” slavery: the legacies of slavery, imperialism, and historical responses to it are, in the Caribbean, immediately evident in all the “weightier” concepts we associate with modernity: notions of citizenship, individual freedom, collective liberation, and nation. Caribbean history is not merely about the “colonial origins of poverty”; it addresses the most fundamental questions of who we are, what we believe, and how we got that way. Yet the uncomfortable facts of Caribbean history rarely make it into the consciousness of even the most educated of our society’s elite.

Take Haiti as an example. In 1804, Haiti was host to the first successful slave revolt in the history of the world and the first and only country to identify itself as “black.” Thanks to Haiti, blackness emerged as something other than a color marking inferiority; it became a banner for unity and mobilization around a common project of freedom and equality that defied racial and economic injustice worldwide. Haiti changed everything by questioning what nearly everyone in the European and European-dominated world took for granted. The history of freedom in America arguably began not with slave owners like Thomas Jefferson and George Washington, who called for a limited, racialized vision of anti-imperialist freedom, but in the Caribbean with the revolution in Haiti and with broader struggles for freedom from colonialism (which continued with the emergence of 20th-century US colonialism).



Photo © Lillian Guerra.

A grandmother and granddaughter dressed as yabòs, as part of their baptismal and ritual entry into the Santería faith, Old Havana, Cuba, 2011. After decades of repression of Santería, the main Afro-Cuban religion, the Cuban government's lifting of sanctions against its practice has revitalized it enormously. Multiple generations are now rediscovering their black identities through the religion their ancestors used to help them survive slavery.

While countries of the Caribbean may be geographically tiny, their impact on the development of global economies and political thought has been fundamental. Just as Haiti was the first country to embrace blackness as an ideological position promoting true freedom and the right of self-determination, the people of the British West Indies were the first in the 20th century to invite people of the African diaspora to unite in pan-ethnic liberation movements. These ultimately included Garveyism, Rastafarianism, and the US civil rights movement. Without José Martí, Antonio Maceo, Evaristo Estenoz, Marcus Garvey, Luisa Capetillo, Franz Fanon, Aimé Césaire, Walter Rodney, José Peña Gómez, Sonia Pierre, Stokely Carmichael, Jamaica Kincaid, and Bob Marley, societies everywhere would likely have never challenged, let alone defeated, the values of inequality, exclusion, hierarchy, and Eurocentrism as successfully as they did.

The work of these individuals and the persistent protest of so many millions of anonymous Caribbeans have redefined global struggles and the way we think about them. While the reality of Caribbean societies' efforts to subvert colonialism and its legacies has perhaps never completely fulfilled the dream of just, democratic change, even the most controversial of these efforts altered the course of world history. They shifted the balance of power between elites and the poor, and transformed the political landscape of what even the most marginalized people in the world can expect—not only from their own governments but from that of the United States.

There is no better example than Cuba. Whatever we may think of Fidel Castro, the dictatorship that the Revolution undoubtedly became, and its long-term results, in 1959, symbolically and practically, the Cuban Revolution attacked and subverted the fundamental “right” the United States had exerted over the Caribbean and Latin America for close to 100 years: the right to interrupt local political processes, define the limits of what states could do for their citizens, and control the economy in ways that put US business interests above the interests of the majority of Caribbean and Latin American citizens.

Cuba also made many Americans in the United States aware, for the first time, of the nature of 20th-century US interventions in Latin America—that is, of their own history.

In history and other disciplines, Cuba catalyzed radical changes in how scholars conceived the fundamental building blocks of US power abroad, especially the role that myths of US exceptionalism and democracy played in justifying government policies and their results to the US public. The Cuban Revolution also forced scholars to unravel the central paradox that defined and united the political histories of large swaths of the Caribbean including Puerto Rico, the Dominican Republic, Haiti, and Cuba to the United States.

This paradox can be found in the contradiction between what the United States says it believes versus what the United States has *actually* done historically to promote its values abroad: consecutive US administrations from McKinley to Obama have crafted foreign policies promising to promote the growth of political democracy and a fair capitalist system based on a “level playing field.” Yet we have mostly promoted this mission through the antitheses of democracy and fair capitalist competition: repeated US military occupations, violations of sovereignty, and training of surrogate armies to ensure US business interests. The study of the Caribbean today might be more relevant than ever as it reveals the limits of US power and the limits that liberation can take when crafted in opposition to US power.

Like Haiti, Cuba's historic precedent forced a global reconsideration and questioning of everything that the world's elites once took for granted. And like Haiti in the 19th century, Cuba became a hemispheric pariah.

Slavery is also a living memory in the Caribbean because its greatest legacy is still

with us—a legacy that is mostly invisible and yet resides in the clothes we wear and probably much of the food we eat. Before the mass production by slaves of stimulants like sugar, coffee, tobacco, and chocolate, people had never had the experience of consuming a commodity on a daily basis whose production process was “invisible.” For hundreds of years, Europeans ate sugar every day, never stopping to think that the cost of producing the sugar was human life. Pleasure justified the enslavement of nine million human beings and the wholesale destruction of African cultures, political systems, and lives.

Today, the invisibility of the labor that goes into the production of consumer goods is probably one of the greatest legacies of slavery. We don't think about the age of the person who made our tennis shoes in Nicaragua or the average hourly wage of the woman in the Dominican Republic who stitched our shirts together for the same reason that European and North American consumers never bothered to question the source of the labor that went into making their sugar—it was just easier not to.

Knowing about injustice often means doing something to change it, and so, more often than not, people decide they would rather not know. Ignorance continues to be the benefit and the bliss of privilege. History should continue to work against it.

Lillian Guerra is professor of Cuban and Caribbean history and director of the Cuba program at the Center for Latin American Studies at the University of Florida.

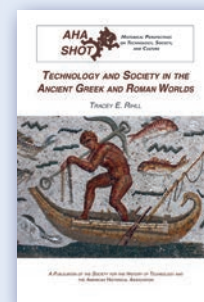
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A Historian in the World of Investments

How Historical Thinking Resonates in Business

Chris McNickle



Chris McNickle

The typical career for a history PhD is presumed to be a university-level teaching job, but I ended up as the global head of institutional business for Fidelity Worldwide Investment. If this seems like an odd career path, it shouldn't. As a discipline, history offers as compelling a framework for business decision making as any of the courses of study more commonly championed by those inside city skyscrapers and suburban office parks.

MBA graduates organize their thinking implicitly around case studies and spreadsheets, lawyers by way of legal constructs, and accountants according to a body of rules that must be followed in order to arrive at the right outcome. By contrast, historians frame their thinking around connections that occur over time and across multiple dimensions of human behavior. We are trained to sift through and interpret disparate facts, creating a narrative of what those facts could plausibly mean. Good historians develop an instinct for how things happen and how decisions made at one moment can affect what

follows in another. It is a perspective that has inherent value in discussions of resource allocation, strategic direction, and other elements of business success.

As global head of institutional business for a firm that manages \$300 billion in assets, I attended formal management and board meetings that invariably involved advance distribution of documents, often brimming with years of historic data to provide context for financial projections. No executive naively expects past trends to continue indefinitely, and so the question “What do past numbers tell us?” becomes key. What factors caused a set of results to reach the values they did? Why did they grow, and what made them shrink? Who made it happen, and what skills did they have? How do our numbers compare to those achieved by other firms during the same time in the same environment? What special or unrepeatable circumstances affected the results? What really mattered? These are the sorts of questions asked by business leaders; for historians, they should resonate loudly.

Application of a historian's training need not involve chronology. The financial crisis intensified investor concern regarding risk management. Like Ronald Reagan entering nuclear arms negotiations, clients adopted a strategy of “trust, but verify.” When Fidelity's highly capable risk-management professionals communicated with counterparts hired by clients, all was fine. They spoke to each other in the same, specialized language. But when we asked our team to create an accessible document explaining the firm's approach to senior business executives, who understand finance but are not schooled in the arcane tools of investment risk management, the challenges multiplied. We needed plain prose. Instead, we got verbal versions of higher algebra and quadratic equations supported by value at risk footnotes.

It fell to members of our client-management team—an American history PhD, a British physics MS, and a Swedish business school graduate—to work with our risk-management team and produce an

accessible explanation. The teams relied on three sets of primary sources: a series of reports describing the controls for specific types of risk; interviews with key members of the risk-management team; and the minutes of nine risk-management committees operating in London, Hong Kong, and Tokyo, pulling all the elements together for stocks, bonds, real estate, and derivatives at a firm-wide level across the world.

Armed with raw research from primary sources, we articulated the philosophy that underpinned our activities in language our clients could understand. Our risk-management colleagues and senior investment professionals then read and edited our work until all were confident we had it right. If you have ever collaborated on a history article, and submitted it to a panel of advisers for review, you will recognize the process.

But there is more. The true currency of long-term, sustainable business is not money, but trust. Trust is all about building relationships, which requires finding common ground, and that brings us to the business benefits of that large pool of general information acquired by every historian.

A case in point: The sponsors of an industry conference invited me to speak, and at the welcome dinner in Lisbon, they sat me next to a fellow participant, whose obvious Asian heritage and indeterminate British accent prompted me to ask where he was from. “A little town in Tanzania you would not have heard of called Arusha,” he replied; in fact, I recognized the town as the site of Tanzanian president Julius Nyerere's Arusha Declaration (1967) describing what he called African Socialism. A fascinating and fortuitous conversation ensued, ranging from the coffee farm run by my companion's family; to the Nyerere government's expropriation and distribution of the land to local farmers (farmers who were then unable to make a living on the small and commercially unviable plots); to the family's eventual exodus to London. So a kid from the Bronx, who wrote a senior thesis at the University of Pennsylvania titled “The Role

of the Cuban Troops in Africa,” was able to connect with the son of a self-exiled East African coffee farmer of Indian descent. We have been professional friends ever since.

One need not rely on a chance encounter to see the value historical thinking brings to business conversations. The fragile state of the Eurozone poses a great risk to the world economy and is one of the factors institutions must consider when weighing investment decisions. This is only the most recent incarnation—cast now in financial form—of Europe’s efforts to come to terms with “the German question.” At least since Bismarck, finding a way for disparate European cultures to thrive together and maintain distinct identities when one among them reigns so clearly first among equals has bedeviled the region’s leaders. In his recent book, *Europe: The Struggle for Supremacy, from 1453 to the Present*, Brendan Simms describes a dilemma that is five and a half centuries old. For my purposes, insights gleaned from a range of recent European histories—Tony Judt’s *Postwar: A History of Europe Since 1945* chief among them—provide long-range perspective on issues being decided today. Similarly, anyone wanting to make sense of the worst financial crisis in our lifetimes would do well to read David Hackett Fischer’s *The Great Wave: Price Revolutions and the Rhythm of History*. Couple it with Carmen Reinhart and Kenneth Rogoff’s *This Time Is Different: Eight Centuries of Financial Folly*, and you have the twin pillars of historical analysis about economic cycles, debt crises, and their implications for people across the globe. Reinhart and Rogoff’s book sparked a global academic controversy rich enough in contemporary significance to attract column space from Paul Krugman, in the *New York Times*, and Martin Wolf, in London’s *Financial Times*. We in the world of finance are living history daily.

If you are looking to make sense of the economic competition emerging forcefully between the United States and China, you do not *have* to read Kenneth Pomeranz’s *The Great Divergence: China, Europe and the Making of the Modern World Economy*, but it sure does help. I recently thought of Pomeranz’s careful focus on the critical factors that set the West and China on different developmental paths after a discussion with a senior Chinese regulator. He had expressed interest in the evolution of the defined-contribution market in the United States, so my colleagues arranged

a meeting for us in Beijing. I explained a confluence of regulatory decisions, market conditions, business opportunities seized by alert companies, and random events that together had transformed the way Americans save for retirement while creating a multi-trillion dollar industry. When I finished—feeling rather proud of myself for a lecture that could have been delivered in a university hall—it became clear that my listener did not believe a word of it. Translators informed me that my counterpart, a senior member of the Communist Party, was convinced that President Nixon conceived of defined-contribution plans as a way to promote economic growth following the 1973 oil crisis. One of us lives in a world where markets emerge according to a messy logic of their own, sometimes with profound long-term consequences (as Pomeranz has shown); the other, in a world where decisions come from the top down. Language was the least of our barriers to true communication. My education continues.

If you are a historian seeking a business career, you should do so with confidence.

You bring to interviews a full suite of uncommon strengths: intellectual curiosity, a desire to understand how things happen, a need to know the facts and document them as rigorously as possible, and a recognition that facts matter most when they are woven together in a story that people understand. Do not forget the large pool of general information that will make you engaging to speak with and enable you to connect with associates, business stakeholders, and, above all, clients. You have the potential to add a valuable perspective to a team making important decisions in a field you just might find both fascinating and fun.

Chris McNickle, CFA, PhD, is the former global head of institutional business for Fidelity Worldwide Investment. He serves on the Investment Subcommittee of the AHA Finance Committee and is the author of numerous books and articles on New York City history and investment-related topics. His most recent book is The Power of the Mayor: David Dinkins 1990–1993.

New Title from AHA Publications

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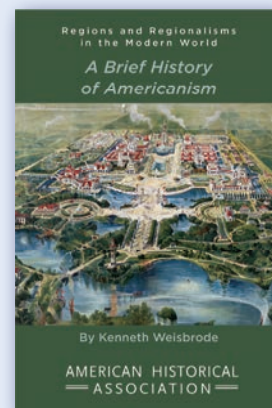
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Allen Yarnell

1942–2013

Historian of Post-World War II America and University Administrator

Allen Yarnell, historian of post-World War II America and university administrator at Montana State University at Bozeman, died there after a prolonged illness on November 14, 2013. He was 71.

Born in Brooklyn, New York, on August 17, 1942, the son of Max and Lillian Yarnell, he took both his BA (1964) and MA (1966) at the State University of New York at Binghamton. He continued his graduate education at the University of Washington, where he received his doctorate in 1969. His dissertation, entitled “The Impact of the Progressive Party on the Democratic Party in the 1948 Presidential Election,” was revised and published by the University of California Press five years later under the title *Democrats and Progressives: The 1948 Presidential Election as a Test of Postwar Liberalism*.

Evaluating the study in the April 1976 issue of the *American Historical Review*

(*AHR*), William L. Ziglar styled it a “solid, well-researched, and well-written” account, adding that “its strengths in giving a more balanced account of this important election . . . make it a must for students interested in the Truman era.”

Yarnell’s other publications included (as compiler) *The Postwar Epoch: Perspectives on American History since 1945* (1972) and (as contributor) *The American People: Creating a Nation and a Society* (1986). He also contributed numerous articles and reviews to such national and regional journals as the *AHR*, *Journal of American History*, *Pacific Historical Review*, *Pacific Northwest Quarterly*, *Journal of Southern History*, and *Presidential Studies Quarterly*.

Yarnell devoted much of his scholarship to the presidency of Dwight D. Eisenhower, contending that Ike was a far stronger and effective chief executive than has often been believed. He particularly maintained that Eisenhower worked successfully behind the scenes to undermine the influence of Wisconsin Senator Joseph McCarthy during his heyday in the 1950s.

While remaining an active scholar, Yarnell, who taught at Washington State University as an assistant professor from 1969 to 1970,

and then at the University of California, Los Angeles as a lecturer and instructor between 1970 and 1976, became an administrator at UCLA, serving as an assistant vice chancellor of student relations. In 1994, he moved to MSU where he held the position of vice provost for student affairs. Four years later, Yarnell became a vice president of the university, acting as senior adviser to four successive presidents. While also serving as vice president for student affairs and vice president for student success, he concerned himself with such diverse responsibilities as recruitment and enrollment, career services, veterans’ affairs, financial aid, and athletics. Yarnell, who retained a position as an adjunct professor of history, found time to offer a seminar on “The Truman-McCarthy Era.”

He was greatly esteemed by his colleagues for his success in increasing undergraduate enrollment, quiet demeanor, and warm sense of humor. Yarnell is survived by his wife of 34 years, Denise, and his children, Lisa and Mark.

James Friguglietti

Montana State University Billings



Photo courtesy Denise Andres

Allen Yarnell

IN MEMORIAM

ESSAYS MAY BE

submitted at:

<http://www.historians.org/perspectives/submissions>

or mailed to

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20003-3889

Original essays, written specifically for *Perspectives on History*, are preferred.

Authors should inform *Perspectives on History* if their essay has been submitted to other publications.

All essays are subject to editing. Please review guidelines at link provided above.

A New Perspective at Perspectives

Introducing Shatha Almutawa, Associate Editor

Allen Mikaelian

One of the missions of *Perspectives on History*, and the AHA, is to bring history more fully into public discussions. We believe that there are very few, if any, topics that would not benefit from some historical context; our AHA Roundtables, a series that has appeared in the online version of *Perspectives*, has asked historians to weigh in on Supreme Court decisions, election-year presidential debates, and higher education reform. These forums have proven popular with readers and contributors alike, and we hope to do more of them in the future.

This interest also explains why Shatha Almutawa's résumé caught our attention when we were hiring an associate editor last year. Shatha is a former editor of *Sightings*, a publication of the University of Chicago Divinity School and the Martin Marty Center for the Advanced Study of Religion that does for religion what the AHA Roundtables do

for history. In addition to editing articles that commented "on the events, agents, and trends in public life where issues of religion are writ large," as it is phrased on the *Sightings* website, Shatha wrote columns that lent a historical perspective to the persecution of religious minorities in Iraq, anti-Islamic propaganda, and recent revolutions in the Middle East. Meanwhile, she furthered her study of the history of Judaism, completing her dissertation on a medieval secret sect in 2013.

In this issue of *Perspectives*, Jan Goldstein discusses her visit with a family that relocated to China for teaching jobs; Shatha has firsthand experience with this phenomenon of global recruitment, having just completed a semester teaching at Qatar University in Doha. She is bringing to the magazine, and to AHA headquarters, a wealth of experience and a broad perspective.

I'm extremely pleased to see the list of names below *Perspectives'* masthead



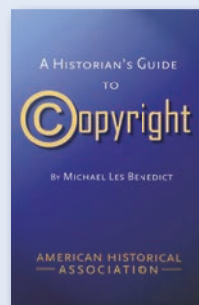
Shatha Almutawa

From AHA Publications

A Historian's Guide to Copyright

By Michael Les Benedict

A basic knowledge of copyright is now an essential tool in the professional development of all historians. This pamphlet is intended as a basic primer on copyright for historians. It deals with copyright as it relates to research, publication, and teaching. It looks back over the history of copyright law, establishes a foothold on a field now very much in flux, and looks ahead to a changed landscape.



- ◆ 2012 ◆ 72 pages ◆ ISBN 978-0-87229-180-5
- ◆ \$9 (AHA members receive a 30% discount).

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grow. Editing is work that should be as collaborative as possible. The exchange between an author and an editor should be based on a shared vision of what the article can be, and that vision is always best defined by an extended dialogue, one that can be full of surprises and intellectual stimulation. The magazine works the same way. Each issue, the overall series of issues, and the general mission of the magazine are best defined by people with diverse interests that overlap frequently, but not too frequently. It's because we value collaborative work that *Perspectives* has an editorial board. But this board meets only once a month, and there's something happening with *Perspectives* every single day.

So it is my hope that readers will notice changes in the magazine in the coming months, both in terms of the kind of content and how it is framed, and from the new voice we've added prominently to our pool of collaborators.

Allen Mikaelian is editor of Perspectives on History.

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

NEW ENGLAND

Connecticut, Massachusetts

Japan/East Asia. Department of History, Wesleyan University in Middletown, Connecticut. Visiting assistant professorship, July 1, 2014-June 30, 2015. The Department of History seeks a historian for a one-year position in the history of Japan and East Asia. Specialization is open, but at least one of the successful applicant's courses will be a broad survey of pre-modern Japanese history. In all, the appointee will offer five courses, three survey courses, and two seminars, all of which will be cross-listed with Wesleyan's College of East Asian Studies. The college is an extended, interdisciplinary major program that offers its students and faculty extensive opportunities for interaction in East Asian languages. It is expected that the appointee will be a participant in the college's activities. 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/4198>. Applications received by March 3, 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.

Medieval Europe. The Department of History at Amherst College invites applications for a one-year, full-time visiting assistant professor in medieval European history, beginning July 1, 2014. We are seeking a person prepared to teach a range of courses (two in each semester) and advise honors students. Candidates must have the PhD degree in hand or all requirements for the degree fulfilled by the start of the appointment. Strong commitments to scholarship and teaching a diverse undergraduate student body are essential. Please send a letter of application, CV, two letters of reference, a writing sample, and syllabi of two proposed courses to Visiting Assistant Professor Search Committee, Dept. of History, Amherst College, PO Box 2254, Amherst, MA 01002-5000. Review of applications will begin on March 20, 2014, and continue until the position is filled. Amherst College is an EOE and encourages women, persons of color, and persons with disabilities to apply. The administration, faculty, and student body are committed to attracting qualified candidates from groups currently underrepresented on campus.

Ad Policy Statement

Job discrimination is illegal, and open hiring on the basis of merit depends on fair practice in recruitment. Except in those cases in which federal law allows specific preference in hiring (for example, religious institutions), candidates must be evaluated exclusively on professional criteria and must not be discriminated against on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Advertisements in *Perspectives on History* must adhere to nondiscriminatory policies set forth by the AHA and the federal government. *Perspectives on History* will not accept advertisements that contain wording that directly or indirectly links sex, race, color, national origin, sexual orientation, ideology, political affiliation, veteran status, age, physical handicap, or marital status to a specific job. It is a form of age discrimination to limit a job search based on how long it has been since a candidate received his or her degree. Likewise, *Perspectives on History* will not accept advertisements that contain wording requiring applicants to submit materials for the sole purpose of identifying the applicant's sex, race, color, national origin, sexual orientation, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Perspectives on History will, however, accept the following listings, which are consistent with AHA guidelines and federal law: (1) open listings for minority vita banks that are clearly not linked to specific jobs, fields, or specializations; (2) employment ads that require religious identification or affiliation for consideration for the position, a preference that is allowed to religious institutions under federal law; and (3) notices of fellowships that are restricted to specified groups.

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

The AHA recommends that all employers of historians adhere to the following guidelines: (1) All positions for historians should be advertised in the Employment Information section of *Perspectives on History*. (2) Advertisements for positions should note any contingencies that may affect the availability of the positions. For example, clear indication should be given as to whether a position has actually been authorized or is contingent upon budgetary or other administrative approval; and job descriptions and selection criteria should not be altered without reopening the search. (3) All applications and inquiries for a position should be acknowledged promptly and courteously (within two weeks of receipt, if possible); acknowledgments should inform the applicant about the initial action on the application or inquiry. No final decision should be made without considering all applications received before the closing date. (4) At all stages in a search, affirmative action/equal opportunity guidelines must be respected. (5) As candidates are eliminated, they should be notified promptly and courteously. (6) Interviews, wherever conducted, should proceed in a manner that respects the professional and personal integrity of candidates, and interviewers should avoid questions that may be in conflict with the letter and spirit of federal anti-discriminatory laws. Interviews should take place on time, and candidates should be allowed sufficient time in interviews to develop their candidacies in some depth.

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. Web site: www.historians.org.

MID-ATLANTIC

Maryland

Early Modern Europe/Classical. Frostburg State University. Department of History, seeks applications for a contractual full-time, non-tenure-track lecturer of early modern European and classical history for the 2014–15 academic year, with possibility of renewal. Salary commensurate with experience. Teach two sections of the GEP contemporary world survey and two upper-level courses in pre-modern European history per semester. ABD in history required; PhD and previous university-level teaching experience preferred. To apply or for more information, visit our website at <https://frostburg.peopleadmin.com>.

SOUTHEAST

Alabama

20th-Century United States. The Department of History & Political Science at the **University of North Alabama** (www.una.edu) invites applications for a tenure-track assistant or associate professorship in 20th-century US history, especially political, intellectual, economic, and/or cultural history during the 1920s–60s. Expertise in the New Deal, civil rights, and/or African American history would be of special interest. Teaching responsibilities will include US history surveys, advanced undergraduate courses in the candidate's area(s) of specialty, as well as graduate courses. The successful candidate must possess an active research agenda and demonstrate excellence in both scholarship and teaching. A PhD in hand by August 2014 is required. Applications are due by March 7, 2014. Starting date is August 18, 2014. To apply for this position, please visit our Online Employment System at <http://jobs.una.edu>. Applications will only be accepted through this system. For questions, please e-mail employment@una.edu or call 256.765.4291. UNA is an EOE committed to achieving excellence and strength through diversity. UNA seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed.

GREAT LAKES

Illinois

Modern East Asia. Augustana College invites applications for a one-year, visiting assistant professorship in modern East Asian history beginning in the 2014–15 academic year. The department has a high likelihood of conducting a tenure-track search during the 2015–16 academic year. Preference will be given to applicants who specialize in Chinese history and can teach courses in Japanese history. We

seek candidates who are passionate scholar-teachers with an awareness of the liberal arts and a deep interest in teaching undergraduate students. Augustana is on a trimester calendar and the candidate will teach eight courses over three terms, including courses in Augustana's innovative first-year Liberal Studies curriculum. A PhD in hand at the time of appointment and an interest in contributing to Augustana's Asian Studies program is expected. Details about Augustana, our expectation of the faculty, the selection process, and the Quad Cities all are available at the Faculty Search website at www.augustanafaculty.org. To apply, send a letter of application describing your teaching and research interests, CV, graduate transcripts (copies are fine), a sample syllabus, a writing sample, and three letters of recommendation to Search #115-14 Asian History, C/O Dr. Margaret Farrar, Associate Dean, Augustana College, 639 - 38th St., Rock Island, IL 61201 or by e-mail to sherrydocherty@augustana.edu. Questions may be directed to the chair of the department, Stephen Warren, at stephenwarren@augustana.edu. The committee will begin reviewing applications on March 10, 2014.

WEST

California

History Instructor. MiraCosta College in Oceanside, California. Full-time faculty position in history. To view the full job posting and apply for this position, go to <http://apptkr.com/426728>. Closing date March 12, 2014. Duties and responsibilities may include, but are not limited to, the following: teach courses in the history curriculum; provide assistance and leadership in the development and maintenance of the history curriculum; participate in the assessment of student learning outcomes (SLOs); and be actively involved in the department and Academic Senate. Adherence to all district policies and procedures is expected. To be eligible for this position, you must meet and provide evidence of the following minimum

qualifications: MA in history; OR BA in history AND MA in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies; OR a valid California Community College Credential authorizing history instruction in a community college; OR the equivalent (view the equivalency instructions and guidelines at www.miracosta.edu/administrative/hr/downloads/Equivalency.pdf); AND sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. All degrees and units used to satisfy the minimum qualifications must be from postsecondary institutions accredited by an accreditation agency recognized by either the US Department of Education or the Council on Postsecondary Accreditation. The college seeks candidates who have achieved the highest level of professional excellence as demonstrated by: expertise in world history, along with two additional areas of specialization (candidates presently lacking two additional areas of specialization may propose a specialty to be developed during the four-year tenure process. Examples of appropriate specializations include, but are not limited to, history of the Middle East, history of Asia, Latin American history, history of Africa, Mexican American history, African American history, Asian American history, and Native American history); demonstrated success in helping students from historically underrepresented groups meet their educational goals; two years of recent, successful, full-time (or equivalent part-time) experience teaching college-level history; significant, verifiable studies or independent research in history, pedagogy, or a closely related discipline beyond the requirements for the master's degree; experience in instructional technology as appropriate; and academic experience in program and curriculum building, such as creating new courses, Student Learning Outcomes, and course outlines. Apply and submit application materials through MiraCosta College's online application system at <https://jobs.miracosta.edu>. Once you are in the system, we strongly advise you to read the FAQ (Frequently Asked Questions) and the information on "How to Apply" before starting the application process.

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