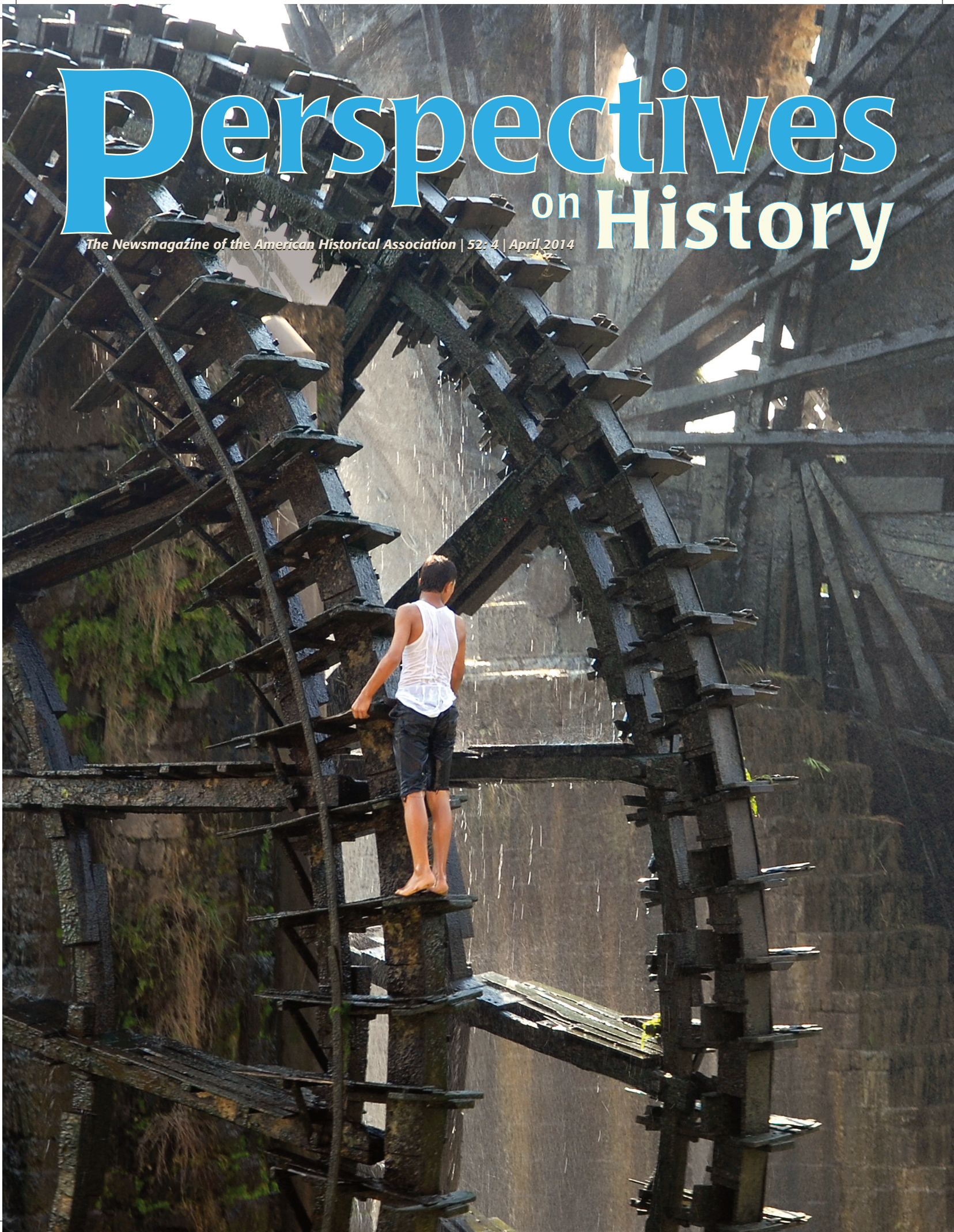


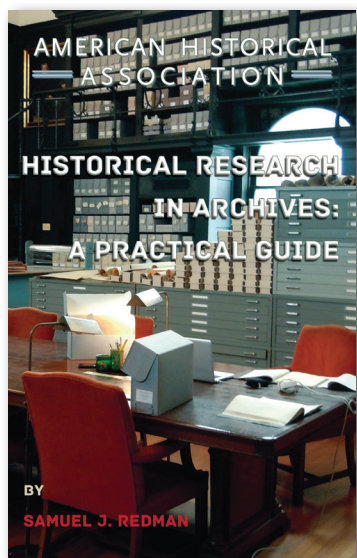
Perspectives on History

The Newsmagazine of the American Historical Association | 52: 4 | April 2014



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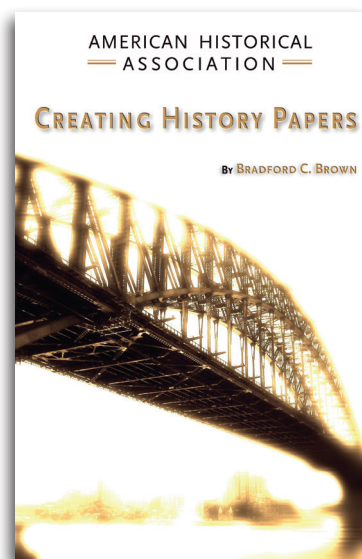
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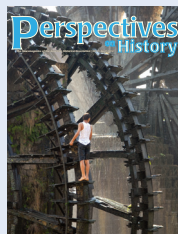
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Waiting for the Right Moment," by Ammar Abd Rabbo, was taken in 2007 in Hama, Syria.

In the Byzantine era, enormous water wheels were built on the Orontes River as part of an aqueduct system. In the medieval period, 30 norias were documented; today 17 norias that were built in the Ayyubid period remain in the city of Hama.

Photographer Abd Rabbo writes, "The kids of Hama like to stand on the wheel, get 'lifted' with it, and then jump in the waters of the river Orontes. The game is 'free' and seems like great fun, especially in the hot summers of Hama." Abd Rabbo imagines the youngsters of Hama diving from the norias for generations and generations.

Abd Rabbo stresses that historic artifacts are part of everyday life in Syria. "Families would picnic on the grass of Aleppo Citadel, kids would run in ancient mosques," he wrote in an e-mail. So when fighting began, endangering monuments and manuscripts, Syrians mobilized to protect them by hiding what they could, building walls around the shrine of Zachariah, and educating the revolutionaries about the importance of the archaeological sites.

As Shatha Almutawa writes in this issue, the Arab world boasts many cultural artifacts and sites from periods such as prehistory, the Bronze Age, and the Ottoman Empire. Many of these irreplaceable treasures are threatened by revolutions and civil war, but Arabs in and out of the region are working with others on protecting and preserving them.

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Photo by Bill Sewell

Precocious Professionalism

An Academic Epidemic?

Jan Goldstein

The job crisis facing young American PhDs today has an analogue in at least one earlier historical period with which I'm familiar: the situation of newly minted lawyers and physicians in early-19th-century France. After the French Revolution abolished the guilds, regulation of recruitment ceased not only in the artisanal crafts and mercantile trades but also in the faculties of law and medicine. As the number of law and medical students soared, employment prospects correspondingly diminished. The situation was vividly evoked in Balzac's 1840 novella *Z. Marcas*, which tells the story of two impecunious young men, recent graduates of the law and medical faculties of Paris, who share a tiny Latin Quarter garret in the late 1830s. The would-be lawyer, already disabused of whatever career ideals he might once have had, describes their plight as follows:

We thought only of amusing ourselves.... We could see no future in the two professions our parents had forced us to embrace. There are a hundred lawyers, a hundred physicians for every place. The crowd obstructs these two avenues..., which are really two arenas: one kills oneself there, one enters into combat not with steel or firearms but by intrigue and calumny, by horrible labors, by campaigns in the realm of the intellect as murderous as those in Italy were for the republican soldiers.

Apparently the urban fabric of Paris as set out in detail by Balzac—cheap restaurants, cafés, and theaters as well as an abundant street life and the accessibility of the Luxembourg Gardens—allows the narrator and his friend to lead an only mildly uncomfortable *vie de bohème* on a shoestring. For as the

narrator explains their choices: “We preferred a thinker’s idleness to futile activity; we preferred nonchalance and pleasure to useless work that would have sapped our courage and worn out the liveliness of our intelligence. We analyzed the condition of society while laughing, smoking, and taking walks.” They arrive at a generational explanation of their predicament (“There are laws of fluctuation governing the generations”). The political regime, they believe, has sacrificed the vital talent and energy of “young people” to the “mediocrity” of the adult generation.¹

If a lot of this sounds familiar and seems roughly applicable to the state of affairs in the academic sector of the contemporary United States, the part about unemployed professionals opting for hedonism while disdainfully turning their backs on an unpropitious job market strikes a singularly discordant note. For one thing, early-21st-century American cities fail to provide the amenities that sustained the Parisian lifestyle of these early-19th-century Balzacian characters; for another, the countercultural ethos that marked the 1960s, and that bore a family resemblance to the Romantic attitudes Balzac was describing, departed our country long ago. What is most relevant to us today—and what interests me for purposes of this column—is not the way of life that Balzac’s two characters take up but the one they so deliberately reject. The fiercely competitive job market, the hundred (or more) applicants for every place, the “campaigns in the realm of the intellect as murderous as those in Italy were for the republican soldiers”—all this has willy-nilly become the backdrop of graduate education in the United States today. By signing up for graduate school, our students implicitly sign up for an eventual engagement in this grim arena, and the specter of the struggle ahead cannot help but color their years of graduate education. What are the results?

In many cases, that hovering specter produces a condition of precocious professionalism that, while entirely justifiable from the student’s perspective, can also seriously undermine the educational process. By precocious professionalism I mean an attempt to ready oneself for competitive engagement—or at least to seem to have done so—as quickly as possible and, most importantly, by refusing oneself a period of exploration, risk-taking, and learning from mistakes. There is, of course, nothing intrinsically wrong with moving to one’s goal expeditiously, and the fact that the seemingly interminable careers of some graduate students have become the butt of popular jokes would seem to argue all the more forcefully that graduate students should, as a group, adopt an expeditious path. But in



A Paris law student, circa 1840, sketch by Paul Gavarni for “L’étudiant en droit,” in *Les Français peints par eux-mêmes: Encyclopédie morale du dix-neuvième siècle*, 8 vols. (Paris: L. Curmer, 1840–42), vol. 1.

the making of scholars, the straight line connecting point A to point B may just not do the trick. In posing and answering historical questions, insight and inspiration often come from a bit of wandering, occasional impromptu detours, serendipity, and letting one's attention and imagination roam. The straight-line approach can encourage a hasty specialization and a narrowing of sights that have long-term, negative effects on a young historian. Such mental contraction may have been what Balzac's narrator was thinking of when he cited, as the reason he and his friend declined to enter the brutal professional arena of their day, their desire to protect the "liveliness of our intelligence." Even if we view these two bohemians with a jaundiced eye and regard their shrinking back from "combat" as pure self-indulgence, we can see their point.

Thus the most common symptom of today's precocious professionalism can be found in those first-year graduate students who want to write a seminar paper on some aspect of the same topic they examined in their senior essay in college and who, when urged to try their hand at something new, demur on the grounds of lack of expertise. Even with the safety net provided by the multiyear aid packages that many graduate students now receive, they feel that they cannot chance a misstep, that anything less than a polished written performance—preferably one that can be published as a journal article with minimal revision—will doom them from the outset. They voluntarily rein in their curiosity and curtail their sense of their own possibilities so as to appear competent, invulnerable professionals almost from the moment they enter our classrooms.

Such precocious professionalism is not, of course, an entirely new phenomenon. I remember a graduate student classmate back in the 1970s who expanded his senior thesis into his master's essay and his master's essay into his dissertation topic. I personally envied the obvious purposefulness and calm goal-direction of this classmate and regarded him as an unattainable role model. The denouement of his graduate career was thus particularly instructive: after spending a year abroad doing dissertation research, he realized he had lost all interest in his topic, and he abandoned history for law school. The seemingly prudent quest for security that this classmate exemplified has, however, become far more common today than it was several decades ago, and the continuing job crisis supplies it with an ever more powerful rationale.

Another symptom of precocious professionalism is the quest for a marketable niche. The afflicted students know where their intellectual interests naturally lie, but they distrust themselves. Maybe the European Enlightenment, or colonial North America, calls to them, but they've heard that most of the available jobs congregate in the post-1945 period, and they wonder if they just shouldn't squeeze themselves into that slot.

Faced with such manifestations of precocious professionalism, we teachers of graduate students are caught between a rock and a hard place. The job crisis and its rigors are real. We want our students to be savvy and to go into their graduate training with their eyes fully open. We want them to entertain alternative careers and to keep a plan or two in reserve should things not turn out in academia as they and we hope. In

our concern for their welfare, we may even become cheerleaders for precocious professionalism ourselves, invoking its reassuringly concrete criteria in our role as mentors and extending those criteria into our evaluations of the applications of prospective graduate students.

But still, it seems to me, there is no point in starting graduate school at all if students clip their intellectual wings at the outset and adopt as young scholars a utilitarian calculus suited for the business world. Better simply to choose a different career—and one, moreover, with a higher pay scale. A graduate education tailored to market considerations is a pale simulacrum of the thing itself. It is unlikely either to satisfy these students intellectually and emotionally or to lead them to the best scholarship of which they're capable. We must ask our students to avoid precocious professionalism and instead to cultivate a kind of double vision: to be aware of the uncertainties of their academic futures but also to bracket that knowledge and live in the moment as graduate students. It's a devilishly difficult performance to ask of them, but it's probably the way to make the most of the devilishly difficult historical circumstances we've been handed.

Nor, of course, should we ask them to resist the pressures toward precocious professionalism on their own. Those pressures are systemic in academia right now, and as I mentioned earlier, even faculty members explicitly opposed to them feel their weight and sometimes, in pessimistic moods, succumb. Instead, we must be vocal on search committees and forceful in conversations with deans about distinguishing the supposed signs of scholarly prowess (time to degree, number of publications) from the intrinsic quality of a young scholar's work. Preserving a space for authentic graduate education in a time of crisis is, in other words, a responsibility we all share. In urging our students away from precocious professionalism, we must do everything in our power to ensure that we are offering them sound career advice.

Jan Goldstein is president of the AHA.

Note

1. Honoré de Balzac, Z. *Marcas*, in *La comédie humaine*, ed. Marcel Bouteron, 11 vols. (Paris: Gallimard, 1951–59) 7: 736–61; quotations on 738–39, 754, 758, my translation.



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Matthew Mosca | Harvard University
Chinese and Inner Asian History

Fabricio Prado | Emory University
Latin America, Brazil, and the Social and Economic
History of the Southern Cone of Latin America

Hannah Rosen | University of Chicago
African American, 19th-Century Southern, and Race
and Gender History

Jeremy Pope | Johns Hopkins University
African History, Egyptology, and African Diaspora



Photo by Frank Cardimen

Changes at the National History Center

James Grossman

This month's *Perspectives* includes a generous and gratifying farewell from Marian Barber, associate director of the National History Center. Because Marian is affable, thoughtful, energetic, and all sorts of other adjectives, she is familiar to many historians who have been involved in AHA activities over the past three years. What is much less familiar, I have realized, is the National History Center itself.

The AHA created the National History Center in 2002 with an initial goal of building just what the name implies: a central place for historians in Washington that would welcome visiting researchers, host lectures and other public programs, organize historical seminars and workshops, and have rooms for rent to visiting scholars. It was a compelling vision, articulated elegantly and passionately by founding director Wm. Roger Louis. When I visited Washington in 1979 as a graduate student on a research trip, I would have benefited enormously from such an institution. Instead I had to make do with the vending-machine room in the basement of the National Archives for opportunities to meet other historians.

As the vision of a building receded against a backdrop of skyrocketing real estate prices and the complexities of government bureaucracies, the center's founders turned imaginatively to the idea of a "virtual center." With the emergence of new Internet capabilities, and the recognition of the spectacular potential of creative partnerships, it soon became clear that the various activities envisioned as being located within a physical "center," could be developed in other spaces—whether real or virtual.

What emerged was a set of programs that would have taken place in a National History Center building in Washington, had one been acquired. These programs have had in common a general orientation toward the relationship between history and public policy, and (with one exception)

the importance of Washington as a venue. They have been diverse, however, in their geographical focus, their function within the broader ecology of historians' work, and their participants.

The center's initial flagship program, the Congressional Briefings, were initiated in

2005, with the purpose of helping Congressional staff understand the historical context of current legislative issues and the significance of that context for policy formation. Topics have ranged from the commercialization of space exploration to social security, from Korea since World War II to the impact

New Title from AHA Publications



Viewing Regionalisms from East Asia

By Sebastian Conrad
and Prasennjit 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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of federal legislation on immigration. Because the center does not engage in advocacy in Congress or in federal agencies—other than encouraging the consideration of history and historical thinking in policy making and debate—these briefings have developed a reputation as nonpartisan, balanced, and unattached to any specific policy agenda.

Within the academy, the center has probably exercised its greatest influence through its eight summer institutes on decolonization, which have attracted more than 200 early-career historians from around the world. Convened at the Library of Congress—in many ways the ideal venue for such an enterprise—the institute enables these scholars to combine research with a community of practice. The result has been not only publications, but also professional relationships whose vitality emerges most visibly in panels at the AHA annual meeting and in other conferences.

What we hope is that these institute participants will be apostles of the center's mission to support and nurture engagement between historians and various parts of the policy community, including journalists, government officials, and scholars oriented toward policy work, whether inside or outside government

structures. This engagement takes shape most readily in the center's strikingly popular Washington History Seminar, a collaboration with the Woodrow Wilson Center and, in some instances, the Society for the History of American Foreign Relations. The weekly gathering at the Wilson Center, cochaired by Christian Ostermann (director of the History and Public Policy Program at the Wilson Center) and Eric Arnesen (George Washington University, and representing the National History Center), attracts 25–60 individuals from government, academia, media, and nonprofits.

These programs are complemented by a book series, collaborative lectures with the Council on Foreign Relations in New York, and sessions at the AHA annual meeting organized in collaboration with the Norman Lear Center at the University of Southern California. The breadth and extent of these programs are a tribute to Roger Louis's energy and creativity and Marian Barber's ecumenical perspective and ability to multitask.

With all this going on, the center now takes a moment or two (but that's all) to pause as it goes through a leadership transition. Roger Louis resigned in May, and Dane Kennedy, Elmer Louis Kayser Professor of History

and International Affairs at George Washington University, will step in as director of the center. A distinguished historian of the British Empire, Dane has been involved with the center through the decolonization seminar, and the AHA as chair of our Nominating Committee. Marian's successor will be Amanda Moniz, a historian of early America, whose interests and expertise extend widely into such areas as the history of philanthropy and food history. Roger has generously agreed to stay on to provide intellectual leadership to the decolonization institute.

Formally renamed the National History Center of the American Historical Association two years ago, the center has its own board of trustees, legal status as a nonprofit organization, and sufficient independence to be eligible for funding from donors reluctant to support a membership organization. Tucked into a small office at 400 A Street SE, it somehow manages to do as much as other organizations with substantially more staff. Moreover, small often implies agile, a useful quality for a center that seeks to bring together the worlds of history and public policy.

James Grossman is executive director of the AHA.



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Creating and Preserving Cultural Heritage in the Arab World

Shatha Almutawa

A car bomb exploded outside the Museum of Islamic Art in Cairo on January 24, 2014. The Egyptian Heritage Rescue Team arrived on the scene and began to assess the damage and prepare artifacts to be moved to another building. Trained by the International Centre for the Study of the Preservation and Restoration of Cultural Property, the Egyptian volunteers worked with museum staff until all the artwork was safely relocated.

In Syria, following the destruction of the minaret at Aleppo's Umayyad Mosque last spring, people made their way to the mosque to save the stones for later rebuilding. Some lost their lives in the process. The mosque had been used by rebels, the Syrian army was attacking from the outside, and fighting continued as volunteers worked to protect the stones. As political instability continues in the wake of the Arab Spring, cultural heritage sites and objects are often endangered.

Scholars and activists working on issues relating to the preservation of cultural heritage in the Middle East convened on February 28 at the Smithsonian's Freer Gallery to discuss the Arab Spring's impact on monuments, historic neighborhoods, and culture in the region. Lisa Ackerman, executive vice president and chief operating officer at World Monuments Fund, spoke about the importance of providing training to communities around historic sites in times of peace and after conflicts, so that locals can preserve their own heritage. She also mentioned the reality that in times of war, troops are trained to find strategic locations to use as bases; historic sites, as she explained in a later e-mail, "are often located in strategic positions with existing infrastructure, such as roads and nearby accommodations, or, as we've seen in Syria, are often situated at the highest points, providing a location advantage." As an example, the US Army in Iraq chose Babylon for its Camp Alpha, which resulted in damages to its ancient walls and gates.

Heghnar Watenpaugh, an associate professor of art history at the University of



Photo: The Egyptian Heritage Rescue Team

The team of volunteers who prepared artifacts to be moved after a bomb exploded outside the Museum of Islamic Art in Cairo.



UNESCO/Ron von Oers

Illegal excavations and military use have recently endangered Palmyra, Syria, a UNESCO World Heritage Site.

Does Iraqi Jewish Heritage Belong to Iraq or Iraqi Jews in Exile?

The US government has recently had to grapple with the question “To whom does heritage belong?” Since 2003 the United States, whose army caused harm to Hammurabi’s city of Babylon after using it as the site of its Camp Alpha, has returned over a thousand trafficked artifacts to Iraq, including a Babylonian clay cone from around 2100 BC and terra-cotta cones with cuneiform inscriptions. The US government is now faced with the dilemma of whether to return thousands of Jewish books and documents that were found by US soldiers in 2003.¹

The documents were confiscated from their Jewish owners by Saddam Hussein’s government and kept in the basement of the Iraqi intelligence headquarters in Baghdad. About 10 years ago they were sent to the US National Archives Preservation Program to be conserved.² The documents were exhibited at the National Archives from November 8, 2013, to January 5, 2014, and are now on exhibit at the Museum of Jewish Heritage in New York City until May 18. They include a Talmud made in Vienna in 1792 or 1793, and letters written in Arabic between 1917 and 1946.

They are scheduled to be returned to Iraq in June, in accordance with a US–Iraqi agreement, but the US Senate is urging the State Department to keep the documents in the United States. Senator Patrick Toomey of Pennsylvania believes that the documents “should be housed in a location that is accessible to scholars and to Iraqi Jews and their descendants who have a personal interest in the artifacts.”

According to news reports, Iraqi government officials disagree. The Iraqi constitution and courts recognize the freedom of religion, and see these documents as an important part of Iraq’s history. Two fellows from the Iraqi National Library and Archives in Baghdad trained with the National Archives between November 2013 and February 2014 to ensure that the Iraqi Jewish documents are properly conserved upon their return to Iraq.

Notes

1. Lisa Leff, “Iraqi Jewish Treasures Displayed in D.C. Before Being Shipped Back to . . . Iraq,” *Tablet*, October 7, 2013, <http://www.tabletmag.com/jewish-arts-and-culture/147736/iraqi-jewish-treasures>.
2. “Preserving the Iraqi Jewish Archive,” US National Archives and Records Administration, 2014, <http://www.ija.archives.gov/>.

—Shatha Almutawa

Egyptians living near historic sites. Some parts of thriving cities were demolished in order to “sanitize” the area and provide unobstructed views of monuments. Ibrahim also pointed out that governments tend to define heritage differently from individuals. Following the fall of Mubarak’s government, protester graffiti was painted over by the new government. Ibrahim pointed to the irony of the new government erecting a new monument commemorating the protesters of Tahrir Square, while erasing the memory already there on the walls. Heritage and cultural memory became the center of a constant fight in Tahrir Square, with one side creating its own symbols and the other erasing them. The government’s monument, with names of members of the new government on it, did not last long.

Najwa Adra and Nathalie Peutz both stressed the importance of intangible cultural heritage—poetry, tribal traditions, and social norms in Yemen. Cultural heritage is not separate from Arab Spring events. It is through poetry that people expressed their dissatisfaction, through tribal mediation traditions that they resolved differences among themselves and avoided civil war, and through their history of including women in public discourse that the leadership of the Arab Spring in Yemen is mostly female.

As fighting and protests continue, news coverage and social media do not convey a clear picture of the tapestry of events on the ground in the Middle East. Protesters are intentionally and inaccurately portrayed as destroyers of cultural heritage when it is politically expedient for that point to be made. Governments are also shown as erasing cultural memory, but both sides have a hand in creating, saving, and destroying history. Nibal Muheesen, Syrian coordinator of the Danish Initiative for the Protection of Syrian Cultural Heritage under Conflict, answered my questions from Copenhagen via Facebook messages. He said that the Syrian government’s Directorate-General of Antiquities and Museums, as well as people who are not involved in politics, are documenting cultural artifacts in Syria and any damages that occur to them. The protection of cultural heritage continues in other parts of the Arab world as well.

Shatha Almutawa is associate editor of Perspectives on History.

California, Davis, talked about the history of Palmyra, an ancient city now used for military purposes in Syria. It had been continuously inhabited since the antique period, but when the French colonized Syria, they forcibly removed the people who lived in and around the ruins of the ancient city, and demolished their centuries-old mud-and-brick houses. Palmyra was transformed from a living city into an ancient ruin and

a popular filming location for French directors. Watenpaugh addressed questions that many other speakers raised: For whom is heritage, and to whom does it belong?

Kareem Ibrahim, an Egyptian architect and urban planner who works to revitalize historic neighborhoods in Cairo, stressed that historic sites were often seen by governments as being for tourists and tourism, which resulted in attempts to evict

Recording Divergent Histories of Homelessness

In the United States, over half a million people were homeless in 2013, the US Department of Housing and Urban Development stated in its “Annual Homeless Assessment Report (AHAR) to Congress.” Over 100,000 of those were children. These numbers represent a decline since 2012, but in some cities, such as Washington, DC, the number of families who find themselves without homes has increased.

A number of historians are collecting oral histories of people with widely different experiences of homelessness. These historians have combined various strategies and methodologies in their work, ultimately demonstrating that homelessness is a poorly understood phenomenon within American culture. Dan Kerr at American University draws from the fields of popular education and anthropology, and shows homeless people as activists. Louise Edwards-Simpson at St. Catherine University draws on social work interview methods and demonstrates that there is no “readily identifiable group whose experience is defined by their lack of stable housing.”

At different points in 2011 and 2012, female students came to Edwards-Simpson’s office hours to talk about their papers. “They would say, ‘My parents kicked me out of the house last weekend and I have been bouncing around.’” After coteaching a course called “The Global Search for Justice,” which focused on homelessness in the Twin Cities, she decided to collect oral histories.

Edwards-Simpson and Lucille Russell, who was an undergraduate studying social work at the time, put up posters around St. Catherine University asking, “Has there been a time in your life when you didn’t have a place to call home?” Russell recalls, “At the university as a whole there were so many people who didn’t think it was even possible for Louise and I to find people at the university who had experienced homelessness. And we found lots of people.”

“Our oral history collection documents the intersection of homelessness and higher

education, and its purpose is to dispel myths about homelessness and those who experience it,” says Edwards-Simpson, who talked to women of various ages, ethnicities, and backgrounds and found that housing insecurity can happen to anyone, regardless of financial background. Women without college degrees are especially vulnerable. “Most of us cannot tell whether a person is struggling with insecure housing by looking at them,” Edwards-Simpson wrote in an e-mail.



Courtesy of the Oral History of Homelessness Project.

These pictures of Jessy (top left), Jarell (top right), Thea (bottom left), Kelly and Chris (bottom right) were part of the traveling exhibit *Homelessness Is My Address, Not My Name*, organized by Margaret Miles. It was on display at the US Senate Rotunda in 2011. On the exhibit website (ststephensmpls.org/oralhistory) visitors can listen to audio clips taken from the oral histories that Miles collected.

Shatha Almutawa

Russell, who was homeless as an adolescent, adds, “The people we interviewed were able to overcome the barriers caused by homelessness, as well as others, including intergenerational poverty and race, and get into the university.”

When Dan Kerr began collecting oral histories of homeless people in Cleveland, Ohio, he encountered interviewees who confessed that they had thoughts about suicide and wanted to harm themselves. Kerr decided to get more involved. He invited his narrators to tell their stories not to him or to a group

of historians, but to fellow homeless people at a weekly picnic. The result was a social movement that strives to address common challenges facing homeless people, including organizing for better conditions in shelters.

As Kerr collected oral histories for his first book, *Derelict Paradise: Homelessness and Urban Development in Cleveland, Ohio*, he wanted his research to result in community building. Now he and his students are collecting oral histories about the Washington, DC, Federal City Shelter, which might be torn down in two years. In 1986, the building, which belonged to the federal government, was turned over to Washington, DC, with the stipulation that it must be used as a homeless shelter for a period of 30 years. As homeless activists anticipate the potential evacuation of over 1,000 people,

they are looking for precedents in history to help them think about how to respond. Kerr addresses this community-based research project in his forthcoming book *To What End?*, which asks “How can oral history be used as a tool to mobilize communities facing extreme poverty?” The book discusses “dynamics of power in the research process, the radical politics of nostalgia, and the role of performance in community building at the margins.”

Russell suggests that Kerr’s involvement of homeless people in the interpretation of oral histories works so well because homelessness is a culture, and like other cultures, it has its own language. In order for historians to understand what they hear, and to fully engage with the nar-

rators, they must know the culture and language of homelessness. “A lot of the time a lot of what’s said is unsaid,” Russell says. “I directed Louise to ask a follow-up question or explain what someone means when they stopped talking or used non-verbal communication.”

Kerr argues that community-engaged research is not just a growing field within academia, but also something “cultural institutions are grappling with as they try to broaden their appeal to nontraditional audiences.” Participatory or community-based research methods have a longer history in the fields of sociology, psychology, and anthropology, but they are increasingly embraced in creative new ways in other areas of the humanities.

Kerr’s involvement of his students in the collection of oral histories resulted in the creation of Whose Downtown? (www.whosedowntown.org); the site’s goal is to provide historical insight into the dilemmas faced by the residents of the Federal City Shelter.

Annette March, a professor of humanities who collected oral histories of homeless people in Santa Cruz, California, also chose to bring homelessness into her courses. “Homelessness is threaded in my classes,” she says. In her course on rhetoric and argumentation, students discuss the question: Should you give money to homeless people? “There are small ways that issues of homelessness can be dropped in a class,” she says. March launched her website Not the Other: Oral Histories of People Experiencing Homelessness (oralhistoriesproject.org) earlier this year.

Exhibits that combine oral histories with photography have been prepared by Mark Horvath (invisiblepeople.tv/blog) and Margaret Miles (ststephensmpls.org/oralhistory). Miles’s traveling exhibit is called *Homeless Is My Address, Not My Name*.

Miles has worked for nonprofits dealing with homelessness for 15 years and has collected over 600 oral histories. She says, “I believe we will end homelessness as we know it in my lifetime, and I wanted to create a historical documentation of this socioeconomic era (modern homelessness began with federal policies launched in 1981) from the perspective of those suffering its economic iniquity.”

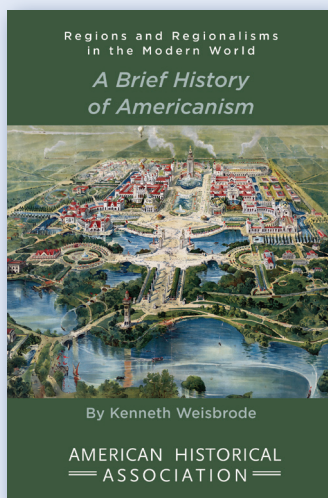
Shatha Almutawa is associate editor of Perspectives on History.

New Title from AHA Publications

A Brief History of Americanism

By Kenneth Weisbrode

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



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

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The Congressional History Caucus

A Home for History on the Hill

Lee White

Since last summer, the National Coalition for History (NCH) has worked with the offices of Congressmen John Larson (D-CT) and Tom Cole (R-OK) on the creation of a Congressional History Caucus. We are pleased to announce the formation of this caucus, with Congressmen Ander Crenshaw (R-FL) and Bill Pascrell (D-NJ) serving as cochairs with Larson and Cole.

The purpose of the caucus is to provide a forum for members of Congress to share their interest in history and to promote an awareness of the subject. The cochairs have circulated a "Dear Colleague" letter (reproduced here) soliciting members of Congress to join them. The letter explains the purpose of the caucus and its planned goals and activities. We anticipate a major kickoff event on Capitol Hill sometime in the spring.

The coalition, working through its member organizations, is asking history and archives professionals across the country to encourage their representatives to join the caucus and actively participate in its activities. We urge you to ask your House member to contact Congressman Larson's office to join the caucus.

In 2014, the NCH will be taking steps to help form a history caucus in the US Senate as well.

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


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News and updates at historycoalition.org and @HistCoalition.

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February 11, 2014

Dear Colleague:

We invite you to become a member of the Congressional History Caucus, a group of fellow Representatives who share an interest in our nation's unique history and heritage. We all share daily in the making of our country's history, and we believe an appreciation and passion for history crosses party lines and ideological divides. History, as Mark Twain once said: may "not repeat itself, but it often rhymes".

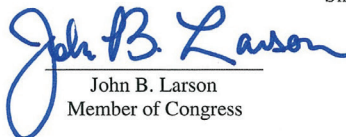
The words "what is past is prologue" are etched on the edifice in front of the National Archives which houses our nation's founding documents. We hope the History Caucus will provide an opportunity for Members of Congress to celebrate our past, and to reflect on how knowledge of our nation's history is critical to understanding our Democracy.

Some of the initial activities we are planning include:

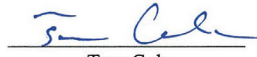
- Lectures by prominent historians and policy makers to provide historical context and perspective on current and past issues.
- Promotion on the Hill of events and exhibits at the Library of Congress, National Archives, the Smithsonian and other historical institutions in Washington.
- Establishing relationships between Members of Congress and historians, the Architect of the Capitol, former Members of Congress, and historical institutions and history departments at academic institutions in their district.
- Special events in conjunction with historical occasions.
- Programs designed to increase awareness of history both here on Capitol Hill and among our constituents, especially students.
- The creation of an annual award to be presented by the Congressional History Caucus members to an outstanding advocate for preservation of the past.

We anticipate holding a kick-off event by early spring of this year, so we urge you to join today so you can help us celebrate the launch of the Congressional History Caucus. Since we are still in the formative stages, we would welcome your ideas about how we can make the caucus most beneficial to our fellow Members of Congress.


Sincerely,




John B. Larson
Member of Congress



Tom Cole
Member of Congress



Bill Pascrell, Jr.
Member of Congress



Ander Crenshaw
Member of Congress

Tuning History in Utah

Winning Friends and Influencing Policy Makers

Daniel J. McInerney

In February 2011, as the Utah state legislature debated funding for higher education, a Senate leader rose to denounce what he saw as wasteful spending in particular programs, arguing that students in the humanities and social sciences graduated with “degrees to nowhere.” College and university presidents attending the session sat quietly and respectfully as the senator made his speech; none stepped up to rebut the claims made. But over the next month, the arguments were repeatedly challenged, not only by academics who publicized their students’ postgraduation successes, but also by a range of community members from business, industry, and services—sectors that we, at one time, did not think of as producing humanities advocates, but who had been purposely included in our statewide Tuning project.

Whether operating within a state, a national disciplinary society, or across a region (as in Latin America, Africa, Russia, and the European Union), Tuning is a faculty-driven initiative designed to clarify—and demystify—the core goals and the key skills pursued in different academic disciplines. The project poses a straightforward question: when students complete a program of study in a discipline, what should they know, understand, and be able to do? Faculty in a discipline ask the question to better understand their own roles, responsibility, and accountability in higher education. More important, faculty want students to understand what they take from their studies into further education, employment, and civic life.

Conversations about Tuning take place both within and outside the walls of an academic institution, with stakeholder groups of employers, legislators, and policy makers. As in Utah, colleagues in another state Tuning project have also seen the value of building reform initiatives with communities that academics do not usually identify as allies. The Texas Student Success

Council purposely engaged with policy makers known to be deeply skeptical—and dismissive—of higher education. The council’s work focuses on broader attainment of postsecondary degrees over a wide range of disciplines. As organizers began their project, they called on long-standing supporters of education in Texas. But they also deliberately included some of the strongest skeptics of educational programs and spending.

The organizers built on an insightful strategy. Education critics commonly grounded their arguments on the claim that vested interests were not interested in genuine change. But when the critics were

Examples from Utah and Texas suggest the value of building discussions with those we might all too causally dismiss as critics, naysayers, or opponents. They suggest that we should take the time to hear what is on their minds.

asked to join in the work—and offered the opportunity to actually effect change—they accepted the challenge. In the process, those who had frequently questioned higher education helped build a receptive and inclusive community of postsecondary reform, one that has had a powerful effect on the state’s legislature.

As in Texas and Utah, the American Historical Association’s Tuning project, launched in February 2012, does not simply engage in a narrow, insular assessment of the discipline but invites a broad mix of communities into discussions of higher education’s roles and goals. As Elaine

Carey, the AHA’s vice president, Teaching Division, has noted, Tuning is a dynamic process that creates “ongoing conversations about competencies, goals, and outcomes.” The discussions should include students, alumni, administrators, parents, employers, and policy makers. Conversations with such a variety of voices take historians out of their comfort zone in two ways: by pushing discipline specialists to articulate clearly the skills, knowledge, and habits of mind we believe our students should develop; and by listening to the ways a range of stakeholders answer the same question.

Examples from Utah and Texas suggest the value of building discussions with those we might all too causally dismiss as critics, naysayers, or opponents. They suggest that we should take the time to hear what is on their minds. Learn what they value. Figure out what assumptions they make and the suspicions they hold. Employers and policy makers are eager to talk and grateful for the opportunity to be heard. As we in Utah realized, simple acts of openness, inclusion, and respect can pay off in a legislative dustup. And, as our colleagues in Texas have learned, it can be helpful to give critics the opportunity to take part in the very process they so often dismiss—and see if they are serious about their claims.

Employers and policy makers have not only helped us; they have taught us about the work we do within our own institutions. The point was driven home to Tuners in Utah when we engaged with employers, particularly employers who specifically recruit history graduates. Working on a statewide Tuning grant from Lumina Foundation, team members kicked off their project with a questionnaire sent out to a range of employers. The survey asked participants to identify a broad set of skills and competencies they deemed important in higher education. The results were reassuring because of the considerable congruence among a wide range of stakeholders. But the survey gave us little to go on beyond points of agreement.

To dig deeper into the views of employers, our Tuning team contracted with a local research firm to conduct focus group discussions with employers in the public and private sectors who hire history majors. In Utah, that meant conversations with school districts, archives, museums, research firms, and the Church of Jesus Christ of Latter-day Saints. Our facilitator asked employers about the skills they expected in graduates, the strengths and weaknesses they observed in our students, and the suggestions they had for our curricula (reports are available at: history.usu.edu/html/about/assessment).

Employers provided a vigorous, thoughtful, and wide-ranging set of responses to our questions. In particular, they taught us four key lessons about the types of strategies faculty should develop to help students in our history programs.

First, for all our Tuning talk about formal sets of learning outcomes, skills, and proficiencies in the field of history, it was interesting to hear employers repeatedly emphasize a basic quality they admired in candidates: a strong **passion** for historical study. Employers described their interest in candidates who expressed an animated, infectious commitment to studies of the past and who displayed an ability to stir up a lively interest in audiences for a range of historical projects. We do our graduates a great favor by encouraging them to convey a lively, enthusiastic sense of the joy and pleasure they take from their studies. Employers in our focus group repeatedly pointed out that the subject students spend so many years loving may very well provide them (for an even longer time) with a satisfying living.

Second, employers noted that they preferred candidates who had completed some type of practical experience in historical work outside the classroom. The focus groups pointed to the importance of building **internship opportunities** into a history curriculum, especially in archives, museums, historic preservation groups, and government agencies. Our participants valued internships because of the on-the-ground experience students acquire as they bridge academic work with involvement in the local community. Equally important, internships offer practical lessons in two other critical areas of experience: records management and the operation of organizations and bureaucracies. As one participant observed, interns can

enter full-time positions with a much clearer understanding of relationships: how staffs function, the way offices connect with one another, and (practically speaking) “where you go to get stuff” and accomplish tasks.

Third, discussions with employers indicated that it is important for our graduates to discuss their historical studies in terms of **collaborative, team efforts**. Some employers appeared to think of historians as scholars who lock themselves away in dusty carrels, preferring to work alone, isolated, and out of touch with others. The stereotype may leave our graduates in a weak position during interviews. Faculty can help in two ways: by developing course projects created by groups of students, and by encouraging students to consider how their scholarly work—especially capstone projects conducted in upper-division seminars—results from sharing resources, critiques, and strategies with a small community of researchers (for an example of a capstone rubric that highlights collaborative skills, see: history.usu.edu/html/about/assessment).

Fourth, the focus groups clarified a broader point appropriate to consider for students looking ahead to employment *or* graduate studies: the importance of constructing a **persuasive narrative of their educational experience**. As faculty tackle the complex responsibilities of providing course content, disciplinary skills, research assistance, and critical evaluation, we should also consider the importance of a particular type of mentorship for our students: helping them develop a clear, meaningful, and compelling vocabulary to convey the scholarly work of history in terms that the broader public can appreciate. It is, perhaps, one

history lesson we often overlook. Students intensely engaged in the details of a monograph, a document set, or a research paper may have difficulty stepping back to recognize the broader abilities they have honed: their capacity to investigate problems, identify reliable sources, analyze information, contextualize complex questions, and communicate conclusions in a clear and thoughtful manner. We provide a great service to our students by helping them form a crisp, coherent, and meaningful account of the skills they develop in historical studies.

Conversations on higher education with a wide public audience have the capacity to upend preconceptions, reframe responsibilities, build trust, and strengthen alliances, particularly when we establish a common interest: the success of our students. Talking with employers in Utah opened our eyes to issues that faculty had often neglected. The discussions opened our ears to suggestions from a community we had frequently disparaged. And the conversation opened our minds to the way four simple lessons could help graduates focused on employment as well as those committed to masters- or doctoral-level work. Tuning serves as a double “calibration” of our discipline: the project invites scholars to look deeply at the knowledge, understanding, and skills developed through historical inquiry, while also asking us to listen thoughtfully to the ways those outside our institutions view, vet, and value our field of study.

Daniel J. McNerney is professor of history and associate department head in the Department of History at Utah State University.

A Free Online Course

THE CREATION AND DESTRUCTION of the GREAT AMERICAN MIDDLE CLASS (1930-2010)

http://ecommons.luc.edu/business_facpubs/5/

Stanley F. Stasch, Ph.D.
Loyola University Chicago



Photo by Jessica Smith

What's in the April AHR?

Robert A. Schneider

When members open the April 2014 issue of the *American Historical Review*, they will find five articles, six featured reviews, and over 175 book reviews. An eclectic mix, representing the great range of the practice of historical scholarship today, the articles take us from Britain and Germany in the North Sea in the generations leading up to World War I, to China and the exploration of coal in the 19th century; from post-World War II France and the right of housing to the Ottoman Empire and Turkey looked at from two very different perspectives. Readers also might want to look at “In Back Issues,” which calls attention to articles from 100, 75, and 50 years ago.

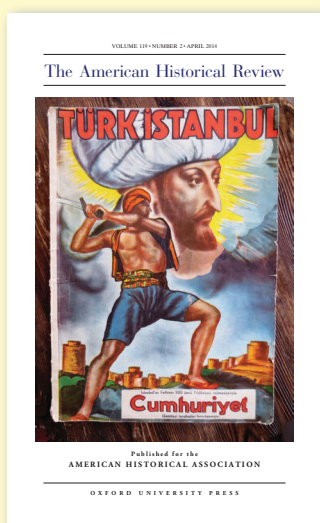
Jan Rüger’s “Sovereignty and Empire in the North Sea, 1807–1918” is situated right at the edge of the European continent, where national and colonial contexts intersected throughout the 19th century. This was Heligoland, a small island 50 miles off the German coast and, between 1807 and 1890, a British colony. It was a place where

the range of different laws, practices, and traditions made it impossible to establish a clear-cut boundary between the British Empire and the different Germanies that existed on the continent between the Napoleonic Wars and the First World War. This article focuses on the ways Germany and the British Empire were “made” in this North Sea enclave. It thus contributes to the extensive historiography on borderlands in Europe, engaging with arguments about sovereignty and colonial governance, and with methodological questions about scales of analysis and narrative as well. Exploring the history of a border island that sat awkwardly between the British Empire and the rising German nation-state prompts Rüger to think about how we can write the British Empire into European history or indeed European history into the imperial British past.

In “The Search for Coal in the Age of Empires: Ferdinand von Richthofen’s Odyssey in China, 1860–1920,” Shellen Wu examines the work of the German

geographer Ferdinand von Richthofen (1833–1905), the Chinese response to his discoveries, and in particular the creation of a modern Chinese discourse on coal. While coal had long been mined both in the West and in China, in the 19th century it became fundamental to industrialization, its supply a crucial energy source. For Qing officials and writers, coal was viewed as an essential fuel of imperialism and the foundation of a new industrial economy. Richthofen is best known in the West for coining the term “Silk Road.” His work and influence in China illustrate how ideas about mineral resources and industrialization circulated globally beyond political and geographical boundaries. In this article, Wu confirms the economic convergence of China and the West by the end of the 19th century at least in terms of one measure: the theory and exploitation of natural resources, particularly fossil fuels.

In “Oriental by Design: Ottoman Jews, Imperial Style, and the Performance of Heritage,” Julia Phillips Cohen suggests that our awareness of the constructed nature of Orientalism, as well as the power of the Orientalist gaze, has made it difficult for us to see individuals who performed their “Orientalness” for international audiences and in commercial venues outside of this gaze. She asks, what did the world look like from where they were standing? Can we really assume that their only interlocutors were the Western tourists and travelers they encountered on different occasions? Rather than reject the theoretical insights of the literature on Orientalism, her essay builds upon studies of *self*-Orientalism, while also suggesting ways for placing that literature in the context of the modern politics of empire. Taking as an example Ottoman Jews,



In the modern Turkish Republic, May 29 is a day of celebration, memorializing the conquest of Constantinople in 1453. In “When Ottomans Become Turks: Commemorating the Conquest of Constantinople and Its Contribution to World History,” Gavin D. Brockett traces the transformation of public engagement in the anniversary of this event from elite ceremony in the Ottoman Empire to a pervasive point of cultural reference today. Despite the upheaval in Turkish society and politics in recent years, he shows that public memory of 1453 has served the important purpose of anchoring the country as it comes to terms with the difficult history of nation-building. *Türk İstanbul, Cumhuriyet*, May 29, 1953. Used with permission.

who sold and consumed Oriental goods in various realms, she frames their self-Orientalizing gestures as performing an imperial heritage. Indeed, Cohen wants us to understand such performances as part of a global development that witnessed the proliferation of folkloric forms of national or imperial identification during the 19th century.

At a time when few countries celebrate the legacy of empire, commemoration of the Ottoman past has become a prominent feature of Turkish society. In “When Ottomans Become Turks: Commemorating the Conquest of Constantinople and Its Contribution to World History,” Gavin D. Brockett examines the commemorative traditions related to the conquest of Constantinople in 1453, exploring the development of public memory in Turkey as part of the process of modern nation formation. He traces the transformation of public engagement in the anniversary of this event from elite ceremony in the Ottoman Empire to today’s widely celebrated event. In the modern Turkish Republic, May 29 celebrations have been a way of appropriating the imperial past for the national present. After an initial period of ambivalence following the

founding of the republic, public memory embraced the quincentenary of Constantinople’s conquest in 1953. Indeed, the Turkish nationalist narrative vaunts the conquest as representing a significant contribution to world history. And since 1980, amid upheaval in Turkish society and politics, public memory of 1453 has served to anchor a country coming to terms with the difficult history of nation building that a modern historiography is now beginning to explore.

During the post-World War II housing crisis, homeless families in Marseille, France, helped form a national squatters’ movement, asserting housing as both a human right and a right of citizenship. This was a moment when Western European nations considered developing robust welfare institutions, a time when the newly founded United Nations declared that social rights, including the right to a quality of life, or to housing, were also fundamental human rights. In “Citizens, Squatters, and Asocials: The Right to Housing and the Politics of Difference in Post-Liberation France,” Minayo Nasiali looks at the national squatters’ movement in France, which, she shows, lent a sense of urgency to these debates about the

meaning of welfare. She notes that while recent studies have focused mostly on social insurance, family allowances, and the role of gender and class in constituting welfare institutions, little attention has been paid to the question of housing—despite the fact that the post-World War II housing crisis raised important questions about the universality of social rights and the relationship between citizen and state. Furthermore, her essay calls attention to the greater imperial context of the French welfare state, highlighting the often differential nature of social security institutions. Indeed, conceptions of ethnic differences developed in the colonial context often shaped welfare discourses on the problem of inadequate housing in the metropole.

June’s issue will include articles on the “mood” of Russian soldiers in World War I and on the overthrow of Robespierre in the French Revolution, along with an *AHR* Roundtable, “You the People,” which assembles a number of essays by historians in Europe on researching, writing, and teaching the history of the United States.

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

AMERICAN HISTORICAL ASSOCIATION

2014 Prizes & Awards

The Herbert Baxter Adams Prize
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The Awards for Scholarly Distinction
The Eugene Asher Award
The Jerry Bentley Prize in World History
The George Louis Beer Prize
The Albert J. Beveridge Award
The Beveridge Family Teaching Award for Distinguished K–12 History Teaching
The Paul Birdsall Prize
The James Henry Breasted Prize
The Albert B. Corey Prize
The Raymond J. Cunningham Prize
The Equity Awards

The John K. Fairbank Prize in East Asian History
The Herbert Feis Award
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The Leo Gershoy Award
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The Honorary Foreign Member
The Friedrich Katz Prize in Latin American and Caribbean History
The Joan Kelly Memorial Prize in Women’s History
The Martin A. Klein Prize in African History
The Littleton-Griswold Prize

The J. Russell Major Prize
The Helen and Howard R. Marraro Prize
The George L. Mosse Prize
The Premio del Rey
The James A. Rawley Prize in Atlantic History
The John F. Richards Prize
The James Harvey Robinson Prize
The Nancy Lyman Roelker Mentorship Award
The Theodore Roosevelt-Woodrow Wilson Award
The Roy Rosenzweig Prize for Innovation in Digital History
The Wesley-Logan Prize

For full descriptions the prizes and awards, and for submissions guidelines, visit

www.historians.org/prizes

2014 AHA Nominations

The Nominating Committee for 2014–15, chaired by Dane Kennedy (George Washington University), met in Washington, DC, on February 8 and 9 and offers the following candidates for offices of the Association that are to be filled in the election this year:

President (one-year term)

Vicki L. Ruiz, University of California, Irvine (Chicano/Latino, US women's, immigration, labor)

President-Elect (one-year term)

Carol Gluck, Columbia University (modern Japan, World War II, history-writing and public memory in Asia and the world)

Patrick Manning, University of Pittsburgh (world, Africa and African diaspora)

Vice-President, Research Division (three-year term)

Fred Anderson, University of Colorado Boulder (early modern North America)

Edmund Russell, University of Kansas (environmental, American, global, history of technology and science)

Council/Divisions (three-year terms)

Councilor Profession

Paul Gardullo, National Museum of African American History and Culture, Smithsonian Institution (African American history and culture, American cultural and

social history, African diaspora, memory, and public history)

Valerie Paley, New-York Historical Society (public history, US social and cultural, urban)

Councilor Research

David A. Bell, Princeton University (early modern France)

Ethan Shagan, University of California, Berkeley (early modern Britain, early modern Europe)

Councilor Teaching

Craig Perrier, Fairfax County (VA) Public Schools and Northeastern University (K–16 history education, globalizing the US history survey, 20th-century world history, teacher education: curriculum and instruction, online and blended learning)

Brenda Santos, Achievement First Amistad High School, New Haven, CT (20th-century US political, social, and cultural; US women's and gender; African American; secondary educator development)

Committee on Committees (three-year terms)

Slot 1

Sarah Knott, Indiana University (early America, revolutionary Atlantic world)

Michele Mitchell, New York University (United States; African diaspora, including West/East/South Africa; gender and sexuality; feminist theory)

Slot 2

Daniel Bornstein, Washington University in St. Louis (religious culture of medieval and early modern Europe, especially Italy)

Craig Harline, Brigham Young University (early modern Europe, religion)

Nominating Committee (three-year terms)

Slot 1

Jana K. Lipman, Tulane University (US foreign relations)

Nayan B. Shah, University of Southern California (US and Canadian, gender and sexuality studies, legal and medical)

AHA Committee Appointments 2015

Nominations to be submitted via e-mail by June 1, 2014

AHA members are invited to submit by June 1, 2014 (via e-mail only) names, along with CVs, for consideration by the Association's Committee on Committees as it draws up its list of nominees for service on the various appointive committees—standing, ad hoc, joint, and the book prize committees. In fall 2014 the Committee on Committees will draw up its list of nominations and submit it to Council for approval.

Nominations should clearly indicate for which committee or committees the member is being nominated. A list of the committees appears in the March 2014 issue of *Perspectives on History* and online at www.historians.org/perspectives.

Self-nominations are also encouraged. These also should be accompanied by the nominee's CV and should indicate the committee or committees on which the member would like to serve.

Please note that only AHA members may serve in these appointive positions.

Nominations, along with the nominee's CV, should be sent by e-mail only to Sharon Tune (stune@historians.org); "Committee on Committees" should appear in the subject line. The nomination and CV should be e-mailed no later than June 1, 2014.

Slot 2

Paula Alonso, George Washington University (Latin America, 19th and 20th century; political and cultural; women and gender)

William K. Storey, Millsaps College (Africa, world, British Empire)

Slot 3

David N. Myers, University of California, Los Angeles (modern Jewish intellectual and cultural)

Eve M. Troutt Powell, University of Pennsylvania (modern Middle East)

Nominations may also be made by petition; each petition must carry the signatures of 100 or more members of the Association in good standing and indicate the particular vacancy for which the nomination is intended. Nominations by petition must be in the hands of the Nominating Committee on or before May 1, and should be sent to the AHA office at 400 A Street SE, Washington, DC 20003. All nominations must be accompanied by certification of willingness of the nominee to serve if elected. In distributing the annual ballot to the members of the Association, the Nominating Committee shall present and identify such candidates nominated by petition along with its own candidates. Balloting will begin June 1.

Schedule of Nominations and Elections for AHA Officers

April 2014: Slate published in *Perspectives on History*.

May 1, 2014: Deadline for nominations by petition, if any.

June 1, 2014: Ballot material sent to current AHA members.

July 15, 2014: Deadline for return of ballots.

January 4, 2015: Election results announced at business meeting during 129th annual meeting scheduled for New York City.

January 5, 2015: Individuals begin terms of office.

AFFILIATED SOCIETIES

Society for Military History 2014 Awards

The Society for Military History announces its 2014 awards and prizes. The Samuel Eliot Morison Prize for contributions in the field of military history is awarded to **Rick Atkinson**, author of *The Liberation Trilogy*. The Edwin H. Simmons Memorial Service Award for long, distinguished, or outstanding service to the society is awarded to **Frank J. Wetta** (Kean Univ.).

The 2014 Distinguished Book Award winners for 2014 are: for United States military history, **Samuel J. Watson** (US Military Academy), *Jackson's Sword: The Army Officer Corps on the American Frontier, 1810–1821* and *Peacekeepers and Conquerors: The Army Officer Corps on the American Frontier, 1821–1846*; for non-US military history, **Geoffrey Parker** (Ohio State Univ.), *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*; for biography/memoir, **George W. Gawrych** (Baylor Univ.), *The Young Atatürk: From Ottoman Soldier to Statesman of Turkey*; and for reference, **Spencer Tucker** (ABC-CLIO), editor, *American Civil War: The Definitive Encyclopedia and Document Collection*.

The Society for Military History, in partnership with the George C. Marshall Foundation, has created a new prize to be awarded annually to an individual, group, or institution that creates, designs, and implements material for use in teaching military history utilizing evolving digital technology. This year's award goes to **Donald P. Wright**, general editor, for *Vanguard of Valor: Small Unit Actions in Afghanistan*.

The Moncado Prizes are awarded annually to the authors of the four best articles published in *The Journal of Military History* during the previous calendar year. The winners are: **Jonathan Krause** (King's Coll.), "The French Battle for Vimy Ridge, Spring 1915"; **Ken Young** (King's Coll.), "Special Weapon, Special Relationship: The Atomic Bomb Comes to Britain"; **Bruce Collins** (Sheffield Hallam Univ.), "Defining Victor in Victorian Warfare, 1860–1882"; and **Thomas Bruscino** (US Army School of Advanced Military Studies), "Naturally Clausewitzian: U.S. Army Theory and Education from Reconstruction to the Interwar Years."

ABC-CLIO Research Grants are funded by publisher ABC-CLIO to support the work of advanced graduate students and those scholars who do not hold a doctoral degree but are employed full-time as historians. The winners are: **Seth A. Givens** (Ohio Univ.) and **Zachary Matusheski** (Brandeis Univ.).

The Russell F. Weigley Graduate Student Travel Grant Awards support the participation of graduate students in the society's annual meeting. The winners are: **Tyler Bamford** (Temple Univ.), **Kyle Bracken** (Florida State Univ.), **Jerome Devitt** (Trinity Coll.), **Ian Johnson** (Ohio State Univ.), and **Mary Elizabeth Walters** (Univ. of North Carolina, Chapel Hill).

The Edward M. Coffman First Manuscript Award is awarded annually to an author who has not previously published a scholarly book-length manuscript. The winner is **Ellen Tillman** (Texas State Univ., San Marcos), for her manuscript "Dollar Diplomacy by Force: U.S. Military Experimentation and Occupation in the Dominican Republic, 1900–1924." Honorable Mention is awarded to **Andrew Rath** (Advanced Technical Intelligence Center) for his manuscript "Britain's and France's Crimean War Naval Campaigns Against Russia in Imperial Context, 1854–1856."

The awards will be presented at the society's annual meeting awards luncheon on April 4, 2014, in Kansas City, Missouri. For more information on these awards, visit www.smh-hq.org/awards.html.

Tweeps Discover the Past

Vanessa Varin

On the 50th anniversary of JFK's assassination last November, several news and media organizations (including NPR, CBS News, and History) commemorated the event by tweeting the tragedy as if it were unfolding in real time. Tweeting past events as if they were live, referred to as "historical tweeting," is a growing trend, one that combines historical sources and old news alerts with the immediacy of Twitter to recreate the past without reenactors and props. In the case of the JFK assassination anniversary, news outlets eerily began live-tweeting the day's events with Kennedy's landing in Dallas, and somberly concluded with Walter Cronkite's announcement of the president's death at 2:35 p.m.

While historical tweeting gains a temporary audience, Twitter accounts that distribute historical pictures, called "history pics accounts," are amassing staggering numbers of followers. History pics accounts tweet photographs from the past, often with one-line descriptions authored by the account holder (there are 14 such Twitter accounts, by *Slate* columnist Rebecca Onion's count). The accounts share very similar content; they often tweet pictures of JFK, concentration camp survivors, Marilyn Monroe, Steve Jobs, and, of course, Abraham Lincoln. According to Alexis Madrigal, a writer for the *Atlantic* who took a close look at the people and metrics behind these accounts, @HistoryInPics (which boasts an impressive 1.13 million followers) averages 1,600 retweets and 1,800 favorites for every tweet.

timelines. Indeed, the success of these Twitter trends demonstrates that the public has an interest in history and has welcomed it into their personal social media streams.

But there is a controversy brewing in the websphere. Several historians, journalists, and digital humanists have expressed their distaste for these accounts, and their criticisms reveal a divide over how best to share historical events and artifacts, and even who has the right to be the sharer.

History-pic accounts have received the brunt of these criticisms in the last few months, including articles in *Slate* and the *Atlantic*. According to the critics, many of the photographs shared on these accounts are not properly sourced or paid for. Best practices for sharing and posting images (according to the American Society of Media Photographers) recommend the sharer to follow the creator's terms of service and copyright law. And beyond these issues, some of the most popular images shared have been misidentified or doctored (including a picture of a swimming instructor misidentified as Nikola Tesla and a doctored image of JFK and Marilyn Monroe in romantic embrace). Madrigal, senior editor at the *Atlantic*, revealed the tweeters behind @HistoryInPics as two teenage social media gurus, who, by their own admission, ignored attribution and were working toward a strategy to monetize their Twitter feed (via advertisements). In the words of Madrigal, "They are cheating at the media game, and that's why they're winning. (Which they are.)"

While issues of attribution and credibility are serious, the use and proliferation of historic photos have led scholars to question the implications of historic artifacts punctuating millions of Twitter feeds without vital information and context *about* the image attached. Many history-pic tweeters don't provide the original captions that accompany the images; in many cases, they offer their own captions, which could be misconstrued as the originals. Valuable evidence that informs the study of these objects—

For comparison, she points out that *Vanity Fair's* Twitter account, with 1.3 million followers, averages only a dozen or so retweets and favorites per tweet. The immediate success and massive following of history-pic accounts have created a significant online media genre amassing more than 5 million followers across more than 14 accounts (although this does not account for unique followers). Historical tweeters have found success as well, although not on the same level as their pic-sharing counterparts. An NPR historical tweeter, @todayin1963, which was one of the primary JFK anniversary live-tweeters, now reaches more than 30,000 unique users a day.

Their content model has proven to be a phenomenon in the world of Twitter, offering the periodic intrusion of history-focused content into millions of Twitter users'



Photo by Cecil Stoughton, White House, in the John F. Kennedy Presidential Library and Museum, Boston.

provenance, creator, and date of origin—is ignored.

Nor has historical tweeting escaped censure. According to a Mediaite poll, more than 63 percent of respondents found live-tweeting the JFK assassination more crass (their term) than insightful. Graduate student Mortiz Hoffman, one of five historians who runs @9Nov38, a feed that tweets the horrors of Kristallnacht, recalled, in a piece for the *New York Times*, moments throughout the project when readers misconstrued the historical tweets as happening in real time. Because there is not a standard format for historic tweeters to use when quoting from primary sources, many leave out quotations, attribution, and even hashtags that could be helpful in indicating the sources and dates the tweets reference.

Historians often lament the misuse of history, but the proliferation of historically focused tweets makes the audience an active participant in the misuse every time they retweet or share the content. Sarah Werner, digital strategist for the Folger Shakespeare Library, went so far as to publicly plead with readers on her personal blog to avoid sharing history-pic content, stating “The next time you come across one of these pictures, ask yourself what it shows and what it doesn’t, and what message you’re conveying by spreading it.” Werner’s post went viral online and drew a considerable amount of attention (and praise) from digital humanists and journalists.

There are, of course, Twitter feeds that do offer accurate and reliable attributions, including @SlateVault, @AhistoricalPics, and our own Flashback Friday series on *AHA Today*. The key, as I have found as I curate our own series, is to go directly to digital archive sources and find the metadata yourself. It may take more work, but more often than not, historians enjoy a little archival expedition. And, as Jason Steinhauer wrote in a series of guest posts for the National Council on Public History’s *History@Work* blog, there is a trade-off that is difficult to ignore: accounts like @HistoryinPics reveal that there is user demand for history-related content. It falls to other outlets to be role models and demonstrate that accurate and responsible use of historical material isn’t incompatible with large audiences.

Vanessa Varin (@VLVarin) is the AHA’s assistant editor, web and social media.

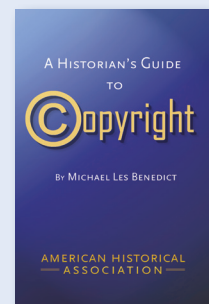


@Parliamentburns, a Twitter account that documented the October 16, 1834, fire that destroyed the Palace of Westminster in London, used excerpts from primary sources to tweet out key developments as if they were happening in real time, on the 178th anniversary of the event.

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).

For more info, or to purchase, visit

www.historians.org/ahastore

Farewell to the NHC

Marian J. Barber

It's nearly midnight, and the deadline looms for my last National History Center column for *Perspectives*. On Friday, February 28, I say good-bye to 400 A Street SE, my home away from home for the past two and a half years, and head back to Austin to become director of the Catholic Archives of Texas. I'm excited about the new job; as a historian, I look forward to experiencing an archive from the other side of the desk. The Catholic Archives collects from throughout the state, and though most of the documents and artifacts are from the past 150 years or so, some date back to the eras when Texas was part of New Spain and Mexico, and then an independent republic. Since August 2011, I've spent three weeks of every month in Washington and one at home in Texas. I look forward to being reunited full-time with spouse, house, and dogs.

But I will miss my friends at AHA headquarters and being at what is in a sense the epicenter of the history profession in the United States. It has been great fun to

meet and work with historians whose work I found inspiring as a student, as well as those I knew only by reputation. I thank the founders of the center, those like—Roger Louis, Jim Banner, Maureen Murphy Nutting, Arnita Jones, Albert Beveridge, and Miriam Hauss Cunningham—who shepherded it into existence and shepherded me into its orbit, and those whose financial sacrifices gave it legs. I will treasure the opportunities I had to catch the rising stars of decolonization studies on their way up; to spend my Monday afternoons at the Washington History Seminar with scholars like Margaret MacMillan, John Voll, and Maya Jasanoff; to greet fellow South Texan John Lewis Gaddis at one of our foreign relations conversations in New York; and to observe the C-SPAN crews setting up their robotic cameras to record our stellar Congressional Briefings panels.

As much as I've enjoyed the professional historians, though, my favorite parts of the job have involved those outside the profession, or

those who are stepping outside their scholarly safety zones. I'll never forget the WHSmith crowd singing along to Creedence Clearwater Revival's "Bad Moon Rising" at the beginning of a talk by scholar of Greece and Rome Art Eckstein on the Weather Underground. I was always happy to see Steven Shore, who managed to slip away from his desk at the Pension Benefit Guarantee Corporation to add piquant questions to the WHS conversation, and James Tsang, retired IBM physicist, who brought us a scientist's perspective.

As a one-time reporter-clerk for the *Kansas City Star*, I've especially enjoyed our Historians, Journalists, and the Challenges of Getting It Right initiative, bringing together those who write the "first draft of history" with those of us who revise and revise and revise it. I've learned from our partner, master moderator Marty Kaplan of USC Annenberg's Norman Lear Center, how to bring a panel with disparate experiences together and to life. My favorite session was "The Death and Life of Great American Newspapers" at the AHA annual meeting in New Orleans, organized by veteran newswoman Geneva Overholser. For 2015, the NHC has a session in the works on how obituary desks of major papers are coping with the surge in deaths of members of "the Greatest Generation." I think it will be worth coming back for.

I have also appreciated working with Susan Ferber of Oxford University Press on our Reinterpreting History series, and with talented, enthusiastic staffers at the Woodrow Wilson International Center for Scholars, the John W. Kluge Center at the Library of Congress, and the Council on Foreign Relations.

Three last things I will happily remember: working with our wonderful interns, answering random and sometimes misdirected phone calls, and wandering the halls of the Library of Congress's Jefferson Building. We've had great luck with interns. They've played crucial roles in our Congressional Briefings and the Decolonization Seminar.



Discounted JPASS Access for AHA Members

The American Historical Association, in collaboration with JSTOR, is pleased to offer members a special, discounted fee for JPASS, a new JSTOR access plan for individuals.

Members of the AHA can purchase a one-year JPASS access plan for \$99—a 50 percent discount off the listed rate. JPASS includes unlimited reading and 120 article downloads—not only to the *American Historical Review* but to more than 1,500 humanities, social science, and science journals in the JSTOR collections. A one-month subscription for smaller projects is available for \$19.50. Log in to member services to purchase your JPASS access plan today at: <https://secure.historians.org/members/services>.



Especially adept were Christine Kelly, now a doctoral student at Fordham, and Michael Pierce, who organized a 40-person outing to a Nationals' game and who is combining a master's program in sports management at Georgetown with assisting my successor with the 2014 decolonization seminar.

They've also been a great help with the phone calls. I think it's mainly because of search engines and whoever was wise enough to christen this endeavor The National History Center, but about once every couple of months we get a call from someone who just needs some assistance with history or something historic. Often we can't help, but when we can, I rejoice. About the third call we got was from a man who had discovered a century-old land deed in the trunk of a decrepit car he had bought. Intern John Emmitt got the pertinent details, found the county where the land was located, and connected the finder with a local museum curator who was delighted to accept the document.

The Jefferson Building is my nominee for the best place in America to get lost. Because the Decolonization Seminar participants, faculty, and staff have access to areas off-limits to regular visitors, I've been able to linger among the beautifully restored turn-of-the-20th-century murals gracing the walls and ceilings of the hidden corridors that connect our meeting room, the Whittall Pavilion, with the Kluge Center. The Whittall itself is home to a magnificent collection of historic musical instruments, including a crystal flute and stringed instruments by Stradivari. For their preservation, the room is air-conditioned to the point of discomfort, but sharing the space with them is worth remembering to bring a shawl in July.

I want to close by expressing my gratitude to Jim Grossman, the AHA staff past and present, and Lee White of the National Coalition for History for providing the NHC and me a cozy space and a congenial community. I wish new NHC director Dane Kennedy and my successor, assistant director Amanda Moniz, as much fun as I have had. And for encouraging me to write these columns, I thank former *Perspectives* editor Pillariseti Sudhir and his able successor, Allen Mikaelian, as well as those of you who have taken the time to read them. If you're ever in Texas, you know where to find me.

Marian J. Barber was associate director of the National History Center from 2011 to 2014.

Ninth International Seminar on Decolonization Participants Announced

The National History Center has announced the members of the Ninth International Seminar on Decolonization. The seminar is hosted by the Library of Congress and funded by the Andrew W. Mellon Foundation. It will convene in July at the library. The participants, their affiliations, and project titles are:

Amber Abbas, St. Joseph's University, *Indian Students and Decolonization: American Interests, the Cold War, and the Prospects of Radicalism*

Jeffrey Byrne, University of British Columbia, *A World Too Fast for Theories: Ideology, Oil, and Interdependence in US–Algerian Relations*

Arie Dubnov, University of Haifa, *The Dream of the Seventh Dominion: Lewis Namier, Josiah Wedgwood, A. J. Toynbee, and the Question of Palestine in Interwar Liberal Imperialist Thought*

Elisabeth (Liz) Fink, New York University, *Decolonization by the Ballot: The Referendum of 1958 in French West Africa*

Frank Gerits, European University Institute, *The Counterinsurgency of Public Diplomacy: The USIA's Management of Insurgency in Africa, 1961–1969*

Rajbir Hazelwood, Southern Illinois University Edwardsville, *Race, Murder, Riots: Being Punjabi in London, 1976–1984*

Daniel Immerwahr, Northwestern University, *The Decolonization of the United States*

Stephen Jackson, University of Sioux Falls, *The View from the Colonies: The American Educator's Perception of the End of the British Empire*

Jack Loveridge, University of Texas at Austin, *The Green Reaction: Britain, the United States, and India's Food Economy, 1942–1955*

Molly McCullers, University of West Georgia, *Division in the Desert: Men, Water, and the Fight for the Future in Apartheid Namibia, 1945–1985*

Thomas (Tom) Meaney, Columbia University, *A War against Empire? The Dependent Areas Branch and the Politics of Trusteeship*

Malika Rahal, Institut d'histoire du temps présent (CNRS), *Underground in International Relations*

Caroline Ritter, University of California, Berkeley, *The BBC and the Development of Broadcasting in Africa*

Tehila Sasson, University of California, Berkeley, *Humanity after Empire: Technologies for Relief in the Age of Decolonization, 1943–1973*

Kate Stevens, University of Cambridge, *"Half of Vanuatu Is Still Colonized by Herself": Race, Gender, and Law in the Era of Pacific Decolonization*

Alden Young, University of Pennsylvania, *The Economic Origins of Sudan's First Civil War: The Military and Development Planning from 1958 to 1964*

A National Treasure at the Brink

Survey Highlights Historians' Love of, and Frustration with, the National Archives

Richard Immerman, Kenneth Osgood, and Carly Goodman

The US National Archives are in serious trouble, according to a recent survey, with grave implications for democratic governance and timely historical research. Nearly 800 historians responded to the survey, conducted by the Society for the History of American Foreign Relations, and their responses highlighted both the central importance of the US National Archives and its steady deterioration. While covering a wide range of topics, the respondents overwhelmingly bemoaned the underfunding of the archives and the misallocation of what funding exists. Historians recommend that processing, declassification, and services to researchers take priority over digitization.

The survey stemmed from concerns that arose within the Advisory Committee on Historical Documentation to the Department of State (aka the Historical Advisory Committee, or HAC), which is statutorily charged with monitoring, evaluating, and, to the extent possible, facilitating the review and release of the department's official records. By 2011, the HAC had become

deeply alarmed that the mandatory review and declassification system was failing. The National Archives and Records Administration (NARA) was falling farther and farther behind the targets established by President Barack Obama's Executive Order 13526, issued in December 2009, which mandates that agencies must declassify a document within 25 years of its date of issue or justify its continued classification. Following a series of meetings with NARA's senior staff, the committee concluded, in its 2012 annual report, that NARA "currently lacks a plan, the backlog is growing, it is woefully understaffed, and its morale is the lowest of any government department or agency. NARA's leadership must act now. The fiscal environment is not improving, and the volume of federal records to review, transfer, and process is exploding."

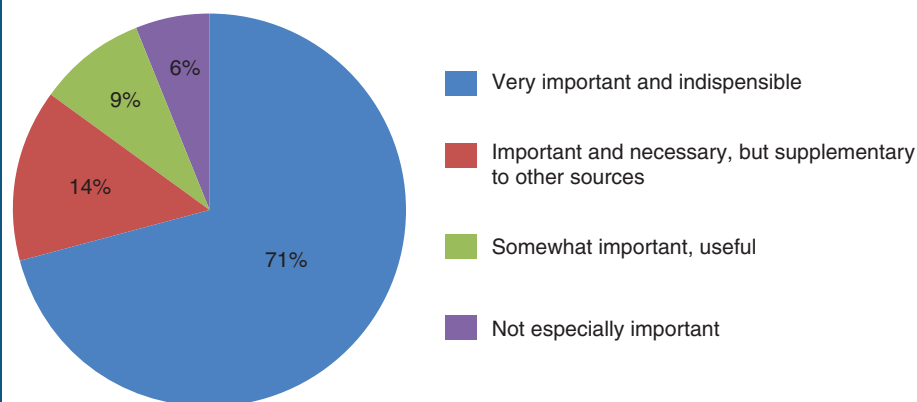
When NARA's strategic plan failed to allay these concerns, the HAC recommended that the Historical Documentation Committee (HDC) of the Society for Historians

of American Foreign Relations (SHAFR) formulate a strategy to bring greater public attention to the crisis confronting NARA and at the same time offer guidance and assistance. After receiving encouragement from the National Coalition for History, the Organization of American Historians, and the American Historical Association, and funding from SHAFR, the HDC designed a survey in order to collect data on the scholarly community's perceptions, preferences, and prescriptions.

Distributed via websites, Facebook, Twitter, Listservs, e-mail, and word of mouth, the number of responses exceeded our most optimistic projections. Predictably, given the survey's genesis, more than half (58 percent) identified their field of expertise as the history of US foreign relations, but a robust minority self-identified as either "US Other" or "Other." More than 40 percent identified themselves as professors, slightly less than 30 percent as graduate students, 6.4 percent as independent researchers, and 5.7 percent as public historians. Other occupations included archivists, librarians, military officers, government officials, and undergraduates. Significantly, some two-thirds of the total respondents indicated they had extensive archival experience and had used the National Archives within the last three years; three-quarters had done so within the last five years. This data is important; the respondents were largely experienced and expert.

Historians perceive the National Archives as more than grist for their scholarly or instructional mills (multiple comments emphasized the archives' pedagogical value). Respondents peppered their comments with statements that emphasized the fundamental importance of the archives: "This is our history, and is a national treasure every bit as valuable as any park or monument." "A democracy cannot function effectively without

How Important are Declassified Documents to Your Historical Research?



governmental transparency.” Without this transparency, “The federal government becomes increasingly opaque, and this is a tremendous problem for the political culture of the US, not only for professional historians.” These and similar responses suggest that historical organizations and NARA officials should underscore the integral relationship between NARA and American values.

Notwithstanding budgetary constraints, NARA’s diverse stakeholders must continue to seek more funding, a lot more funding, by forcefully articulating the extent to which the lack of financial support for NARA is debilitating this national treasure. Not surprisingly, 92 percent of the 693 respondents to the question about whether Congress should allocate more funding responded yes. Much more revealing, and surprising, are their comments about the effects of the meager funding. Prior to launching the survey, HCD and HAC received countless complaints about the deteriorating quality of NARA’s services. Yet the survey comments trended more toward sympathy than criticism.

Certainly there was grumbling, and many researchers with decades of experience noted the steady decline in expertise, efficiency, and openness in NARA facilities: “The service that the Archives provides has deteriorated markedly in the last thirty years.” “The days of highly qualified and available records specialists such as John Taylor and Sally Marks, who actually welcomed researchers, are long gone.”

Yet, unexpectedly, between 80 and 85 percent of those who expressed an opinion on the attentiveness and the subject expertise of NARA staff rated it satisfactory or better, and only around 15 percent rated it as poor. Moreover, even highly critical respondents attributed the staff’s shortcomings primarily to their working conditions and lack of resources: “I can’t blame any individual archivists for the general lack of archivist assistance at NARA—the main problem is that they are severely understaffed.” “I think the attentiveness of the archivists is as good as it can get. The problem is that there [are] too few of them.” “The overall picture is dire. Archivists are so swamped and overwhelmed they barely have time to explain to me how to look for records, let alone think through with me as to which records

would best answer my research question.” “It used to be that an archivist would grab onto a problem of yours and work with you to solve it—I haven’t experienced that lately.”

The survey data unequivocally signal that NARA must receive the requisite funds to hire more staff, and more staff with expertise in both subject matter and the historian’s skill set, to improve both finding guides and search engines and to prepare fulsome descriptions of documents withheld from declassification. Increased funding is also essential to address the other chief crisis that the respondents identified at NARA: delays in the processing, release, and transfer of documents.

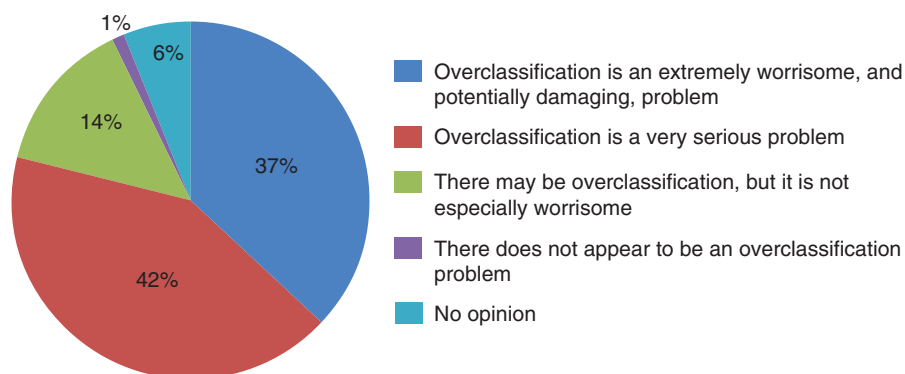
Respondents recognize the vital importance of digitizing archives. Yet digitization should be a second-tier priority, according to the respondents, more than three-quarters of whom identified the timely review, release, and processing of documents as a higher priority. Indeed, respondents overall rated declassification and processing of documents as the number one priority. NARA lacks the personnel and technologies needed to review the ever greater volume of documents, a growing proportion of which are now electronic. It has to obtain the necessary input from the myriad departments and agencies that by current statute must rule on declassification. And documents must undergo a separate examination by the Department of Energy, required by the 1999 Kyl-Lott

Amendment, to prevent the release of data related to nuclear matters.

Exacerbating the inadequate resources is the declassification system. Here, the survey data are no less unequivocal, concurring with the Public Interest Declassification Board (PIDB), established by President Obama, in underscoring the system’s ineffectiveness. A majority of respondents, to our surprise, ranked the availability of declassified documents as adequate or better. But what that means is unclear. Almost all the comments highlighted delays and backlogs. Moreover, of those respondents who felt comfortable expressing an opinion on declassification, more than 88 percent were critical, with almost half of those recommending a radical overhaul. Some of the recommendations were surprising and unrealistic—although they doubtless reflected the frustration of researchers. Yet most ideas, such as streamlining the process, improving the training of reviewers, standardizing guidelines across agencies, inviting the input of scholars (with clearances) in revising guidelines, and enforcing the mandated time limits by which an agency must either declassify a document or justify withholding it from declassification, are reasonable and in accord with the PIDB’s report.

This brief synopsis only scratches the surface of the survey’s results. The data are informed, they are richly textured, and they attest to the experience, expertise, and passion of the remarkable volume of respondents. The National Archives are a

To What Degree Do you Think the Government Overclassifies Documents?



Source: *Historical Documentation Survey*, a survey of 784 researchers by the Society for Historians of American Foreign Relations. Analysis of Survey Data by the society’s Historical Documentation Committee, available at: www.shafr.org/nara-survey.

national treasure, but a national treasure that has been woefully neglected, with grave implications for informed democratic governance. The agency needs funds desperately—for processing, for assisting researchers, for accelerating declassification, and for reviewing and revising the

classification system. But to receive more funding, it needs champions. The survey provides robust evidence of its champions throughout the scholarly community. Those who work for NARA, at all levels, likewise are champions. But it is Congress that allocates funding, and the White

House that sets national priorities. Will they champion NARA as well? The survey suggests steps to take, large and small. Let's all do what we can to make sure it's read by those who have the power to help.

So send this essay to your local representative and senator. Send it to your university president, the head of your museum, library, historical society, and community leader, and of course send it to the archivist of the United States, David Ferriero. Today, the crisis in the National Archives is not on the public radar screen. It can be tomorrow if we all do our part.

Richard Immerman, professor of history at Temple University, chairs the Advisory Committee on Historical Documentation to the Department of State and SHAFR's Historical Documentation Committee.

Kenneth Osgood is associate professor and director of the McBride Honors Program in Public Affairs at the Colorado School of Mines and serves on SHAFR's HDC.

Carly Goodman is a PhD candidate in history at Temple University.

Read the complete survey results at www.shafr.org/nara-survey.

The AHA's Comments on NARA's Strategic Plan

In the summer of 2013, the National Archives and Records Administration (NARA) circulated its draft strategic plan for fiscal years 2014 through 2019 for public comment. Former AHA President Kenneth Pomeranz and Executive Director James Grossman submitted comments. While commending NARA's attempt to address the complex issues relating to digitization of records and the simultaneous challenge of providing access to unprecedented quantities of born-digital materials, the comments identified several concerns. These are excerpted below:

- ◆ How will NARA maintain the commendable deep and specialized knowledge of its staff in the transitions ahead? . . . Given the increased difficulty of maintaining such expertise, and the recent impact of budget cuts and other staffing changes, what will NARA do to provide researchers with the knowledge of context, provenance, etc. that archivists have long offered through direct consultation?
- ◆ What will become of original documents as digitization goes forward? Historians would like to be assured that originals of all significant documents will still be preserved.
- ◆ How will the process of digitization affect access in the short run—that is, while the process is ongoing?
- ◆ The AHA is encouraged that the Strategic Plan emphasizes openness and public access to government records, and identifies making an ever-increasing number of records available to the public as a key objective. However, we note with much concern the vast backlog of records that remain classified. . . . The Strategic Plan ought to emphasize the importance of this process and convey the urgency to get it done, in addition to offering a road map toward that objective. Moreover, the AHA is concerned that the worthy goal of digitizing existing processed materials might diminish the already scarce resources that are needed to process the vast quantity of born-digital records that are continuing to enter the collections.
- ◆ The draft points to the presence of education and public programming in NARA's agenda. . . . NARA has done excellent work in the recent past in its outreach to teachers, students, and the general public, and we hope that it will continue to allocate adequate resources and staff expertise in this area.

NARA's draft strategic plan can be found at: www.archives.gov/about/plans-reports/strategic-plan.

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The Revolution Takes a Turn

AMC's Drama about Washington's Spies Aims for Moral Complexity

Carolyn Eastman

Hollywood has not done well by historians of the revolutionary era—and yes, I speak of *The Patriot*. In that 2000 film, the British sank to such depths of evil that they herded dozens of innocent American women, children, and old men into a church, barred the door, and burned it down. Historians have spluttered about that scene ever since, for no such event occurred during the Revolution (rather, this was an infamous Nazi atrocity). Never mind: it helped motivate the heroic Mel Gibson, the Southern plantation owner *whose loyal black field hands were all free (!)*, to kill scores of sadistic British soldiers while waving a flag. Thanks to the film's ubiquity on basic cable during their formative years, students rarely question its ideological cant.

"It's not just that so much of *The Patriot* is inaccurate and downright offensive, or that its morality is so black and white," I tried to tell my students last semester. "It's that the film avoids what is *actually* interesting about the Revolution." They looked at me, as they do, with quiet pity.

All the more reason to feel hopeful about the new TV series *Turn*, which takes as a given one of the most interesting facets of the Revolution: that it was in part a civil war between Americans who held conflicting ideas about British rule. At a press conference in February in Richmond, Virginia, where much of the filming takes place, executive producer and showrunner Craig Silverstein detailed the show's emphasis on the moral complexities of the era. "It was a kind of wild and unruly time and was not as flute-and-drum" as some might have it, he explained. This show, he promised, would be no "museum piece." Indeed, by focusing on members of the Culper Ring of spies who reported on movements by the British Army, the series shows that many of those individuals embedded themselves in British-occupied communities and publicly proclaimed their loyalty to the king in order

to maintain the trust of loyalist neighbors or families.

Sure, *Turn* takes liberties with chronology and motivation, but it also draws heavily from Alexander Rose's compulsively readable *Washington's Spies: The Story of America's First Spy Ring* (2006) in developing its main story. The series revolves around three historical figures who grew up as childhood friends in the Long Island town of Setauket, an area occupied by the British shortly after the war began. It finds most of its drama in the person of Abraham Woodhull (British actor Jamie Bell), a farmer and reluctant revolutionary whose wife and young son give him good reasons to stay far away from politics or action. The show's writers invented for Woodhull a strongly loyalist father who works closely with the British to maintain order in the community; for additional tension, they also granted him a romantic backstory with the wife of the community's leading American sympathizer. In contrast

to his old friends Benjamin Tallmadge and Caleb Brewster, who decamped across Long Island Sound to join Washington's Continental Army, Woodhull remained in Setauket and, as the show would have it, displayed a Cincinnatus-like hesitance to leave his farm or choose sides. The season's 90-minute pilot traces the efforts of Tallmadge and Brewster to recruit Woodhull, and his romantic/ideological motivations for agreeing.

The show's focus on the bonds between comparatively unknown men like Woodhull, Tallmadge, and Brewster heightens the drama. *Washington's Spies* begins with the famous Nathan Hale, who was executed by the British in September 1776 while on a failed spy mission (and who did not, in fact, say, "I regret I have but one life to give for my country"). In contrast, the series opens at roughly the same point in time, but portrays the Americans as the duped targets of successful British spies. Having seen all his compatriots killed in an



Frank Ockenfels 3/AMC

Menacing British officers and their maps. Burn Gorman as Major Hewlett, J. J. Feild as Major John Andre, and Samuel Roukin as Captain Simcoe in the AMC series *Turn*.

ambush by the mercenary Queen's Rangers, led by Robert Rogers, Tallmadge pleads with General Washington to mount an effective intelligence campaign. The pilot's central tension thus circulates around the revolutionaries' desperate need to *turn* the tide of the war in their favor. Silverstein reserves ample material for subsequent seasons, including the tale of Benedict Arnold, who switched sides in 1779.

Turn is not *The Patriot*, but if the pilot is a fair indication of the series as a whole, neither does it reach the subtle narrative heights of *Mad Men*. It may capture the complexity of identifications experienced by many American colonists in a world divided between Whigs and Tories, but it refuses to leave viewers' loyalties to chance. British soldiers in secondary roles run the gamut from Drunken Bully to Menacing Would-Be Rapist; with their powdered wigs and posh accents, they may not rise to the Nazi-like malice of those in *The Patriot*, but they nevertheless guarantee that no one will miss the pro-American thrust behind the show. The character of Robert Rogers (Angus Macfadyen) shows more promise. The American-born Rogers, who had been celebrated as an American hero for his exploits during the French and Indian War, here appears older and bolstered by a long career of heavy drinking that only makes him more feral in battle against the Patriots.

But let's not be small about the show's creative choices. Taken together, the action, gee-whiz historical spy craft, and emotional drama of this series raise the question of why it took so long for someone to transform Rose's research into a show. In addition, the producers made the satisfying decision to cast a range of very fine actors who appear less like supermodels and more plausibly like simply very good-looking ordinary people. The show's one gesture

to hooking female viewers might come in the clean-shaven form of Seth Numrich as Tallmadge, who gets his shirt off at the beginning of the pilot and looks nothing like the historical Tallmadge as Rose describes him, "with a prominent nose, a somewhat bulbous forehead, and a disconcerting habit of cocking his head like a quizzical beagle."¹ It remains to be seen whether any of the numerous enslaved people portrayed in the first episode will rise to become full-fledged characters in their own right.

Building on the successes of other prestige dramas like *Mad Men* and *Breaking Bad*, AMC clearly dedicated its resources to high production values. "We didn't really pitch it to a lot of places," Silverstein explained to the Richmond press corps in February, describing an impressively speedy acceptance. "AMC wanted to do it." The show hired renowned costume designer Donna Zakowska, who received Costume Designer Guild and Emmy Awards for her work on HBO's series *John Adams* (2008), and who has marshaled costume resources from London and New York, as well as a small army of art and design students from central Virginia, to help. Alexander Rose serves as a historical consultant for the show, providing the writers with a long list of historical resources that includes Francis Grose's 1785 publication *A Classical Dictionary of the Vulgar Tongue*, which, in entertaining fashion, claims to glean its authority from such linguistic experts as "soldiers on the long march, seamen at the cap-stern, ladies disposing of their fish," and "various choice flowers . . . collected at executions."² Using Grose's book, Silverstein explained, permits the show to feature far more cursing than might otherwise be permitted by the Federal Communications Commission.

And on the topic of language, the creators of *Turn* made a striking decision regarding the actors' accents. With only a few exceptions, cast members in American roles have committed to a hybrid accent that sounds vaguely Irish. This choice reflects historical linguistic research that shows that most Britons and American colonists of the era used a rhotic style of pronunciation (that is, they pronounced the hard *r* in words like *hard*). Only gradually during the 18th century did elites and some middling people in the south of England shift to a non-rhotic pronunciation (*hahd*) as one way to distinguish themselves by class.³ The show's unusual choice about accents thus has the nice effect of blurring clear lines of identification between British, patriot, and loyalist characters, for they sound similar—as they might have at the time. Yet this decision is undermined by the show's British redcoat-wearing bad guys, who invariably commit to the non-rhotic Received Pronunciation—perhaps because they lack mustaches to twirl.

If *Turn*'s commitment to historical and moral complexity falls short of absolute, the subject matter of espionage and the blurry definitions of "loyalty" and "treason" nevertheless promise to provide far more of what was truly interesting about the Revolution. Rose's book offers any number of sexy plot developments, including innovations in invisible ink technology, shadowy couriers, female spies, and the arrival of "gentleman spy" Major John André. With facts this delicious, the show offers ample reasons to leave the fictions of *The Patriot* behind us.

Carolyn Eastman is associate professor of history at Virginia Commonwealth University and author of the prizewinning A Nation of Speechifiers: Making an American Public after the Revolution.

AMC's 10-episode season of Turn premieres April 6.

Perspectives on History

Welcomes articles, news reports, and letters to the editor from readers. Articles, reports, and letters may be edited for style, content, and length.

Guidelines for authors are online at

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Notes

1. Alexander Rose, *Washington's Spies: The Story of America's First Spy Ring* (New York: Bantam Books, 2006), 43.
2. Francis Grose, *A Classical Dictionary of the Vulgar Tongue* (London, 1785), v–vi.
3. Charles Jones, *English Pronunciation in the Eighteenth and Nineteenth Centuries* (Basingstoke, UK, and New York: Palgrave Macmillan, 2006).

My New Attendance Policy

Jonathan Ablard

Romain Gary's statement "There's nothing gloomier than an organization" elegantly captures my feelings about taking attendance. Albeit necessary and even required by college policy, it can be a grim way to start a class. The ritual reminds me of middle school, or a penitentiary, in the way that it suggests to students a reward, or the absence of a punishment, for simply showing up to class. Considering the financial and personal sacrifices that students and their families often make to attend college, it seems surprising that professors need to do a head count before each class begins. I confess that when I started teaching, I was surprised to learn that I even needed to take attendance.

To be fair, I was chronically late to class when I was a student (I confess this to my students on a regular basis). Moreover, I cannot help but wonder whether the relative freedom students experience after the very authoritarian approach of many public high schools may cause students to lose sight of their agency in "getting" an education. Certainly, most students don't need compulsion to show up to class, but for the less motivated, I do not doubt that required attendance is beneficial. Regardless of how one interprets or makes sense of students not showing up to class, it is a fact of our professional lives.

A few years ago I began to experiment, in modest ways, with new approaches to attendance. As I called each name I would ask the student a question. To a long-haired man in a T-shirt I asked: "Do you really like Led Zeppelin, or is the T-shirt an effort at irony?" In the conversation that followed, I learned that he was a local kid who was not only in a rock band but helped run the family goat-cheese operation and was an honors English student. Similarly, questions such as "Where were you last class?" "How did you break your hand?" and "Who are you texting?" helped me to quickly begin to engage with individual students, and made it easier to put faces, names, and personalities together more quickly.

Since then, I have continued to experiment with such "attendance practices" in the hope of accelerating the development of cohesive and comfortable learning communities. My goal is to break down the kinds of barriers between teacher and student, including the ever-expanding generation gap, that often impede productive communication.

I also began to wonder if there was a way to incorporate class content into the attendance procedure. While teaching World Civilization I, I asked myself what the ancients would have done with, or to, the student who ditched class. The ancient sages certainly wouldn't have marked them absent and moved on. No, the student would have endured some sort of tongue-lashing, at a minimum. In Rome, the student's slave would have been vigorously punished. Could such a practice help students become more interested in ancient texts? Could one develop attendance practices that correspond to the class material? I began to issue historically relevant rebukes to students who missed

class, although these were not written in stone, nor in the syllabus.

After I had learned the students' names, I would take some time during each class to issue a rebuke to the missing students. If possible, I would invoke a text from the day's lessons to give the rebuke some theological or juridical heft. The Judgments of Hammurabi, Deuteronomy, and the Confucian texts all provided excellent approaches to bringing the wayward individual back into the fold of state, society, and my 100-level course. What student will forget "to set up respect, it is for you to respect your elders?" Will the disobedient or rebellious student not think twice about skipping after he or she hears that "if that man has wisdom, and desires to keep his land in order, he will heed the words which are written upon my pillar?"

Upon the prodigal's return to the fold, I would do a short follow-up rebuke, sometimes sharing with the student the text that I had invoked to announce that he had gone AWOL. It was also a handy and quick way to review the previous class session material. Of course, I also made a point of e-mailing the



The Rebuke of Adam and Eve (1629) by Domenichino. Oil on canvas. National Gallery of Art, Patron's Permanent Fund.

Did I Miss Anything?

Nothing. When we realized you weren't here
we sat with our hands folded on our desks
in silence, for the full two hours

Everything. I gave an exam worth
40 percent of the grade for this term
and assigned some reading due today
on which I'm about to hand out a quiz
worth 50 percent

Nothing. None of the content of this course
has value or meaning
Take as many days off as you like:
any activities we undertake as a class
I assure you will not matter either to you or me
and are without purpose

Everything. A few minutes after we began last time
a shaft of light suddenly descended and an angel
or other heavenly being appeared
and revealed to us what each woman or man must do
to attain divine wisdom in this life and
the hereafter
This is the last time the class will meet
before we disperse to bring the good news to all people on earth

Nothing. When you are not present
how could something significant occur?

Everything. Contained in this classroom
is a microcosm of human experience
assembled for you to query and examine and ponder
This is not the only place such an opportunity has been gathered
but it was one place
And you weren't here

—Tom Wayman

From Did I Miss Anything? Selected Poems 1973–1993, By Tom Wayman (Harbour Publishing, 1993). Used with permission.

a way to reflect on the class content in pedagogically creative ways.

Last fall, I taught two sections of a course on the history of commodities. Since the course focused heavily on consumable substances, I imposed a tribute on students who skipped class. Like the rebuke, tribute quickly was incorporated into the rhythm and culture of the class. Students looked forward to seeing what tribute would be distributed, and if it was edible. When Capri Suns were offered two days running, the students voted to ban the substance due to its unsustainable packaging. When a student brought pecans from her family farm in Georgia, we discussed the economic challenges of producing on a small scale in a saturated market.

Along with the simulated punitive approach, I talk with students about the value for themselves and for the class more generally of consistent attendance. I've yet to find a better way to deliver the message that their presence matters than "Did I Miss Anything?" by Tom Wayman. I always get laughs when I announce on the first day of the semester that the syllabus contains an attendance poem. As I read Wayman's free verse poem to them, the chuckles die out, the students begin to pay attention, and their nods and looks confirm to me that they understand Wayman's fundamental message.

Part of the joy of the classroom is the sense of the collective that often emerges as students and teachers form bonds around the shared experiences of learning, and the struggles that sometimes arise with it. The nontraditional roll call can provide moments when teacher and student can get to know each other, have a laugh, and reinforce course material in more informal ways. And a little levity, especially being able to laugh at oneself, offers a useful antidote to many students' fear of failure and their stress at encountering new material and the new experience of college itself.

Jonathan Ablard is an associate professor of history and codirector of Latin American Studies at Ithaca College. His current research projects include a study of obligatory military service in Argentina and a history of the nutrition transition in Mexico and the Circum-Caribbean. He is the author of Madness in Buenos Aires: Patients, Psychiatrists, and the Argentine State, 1880–1983 (Ohio University Press and University of Calgary Press, 2008).

student in question. If there was a serious reason for the absence, I did not invoke the face-to-face rebuke.

In an effort to emulate the efforts of ancient states to monitor their subjects, I also let students know that if they skipped class, they were subject to rebuke anywhere and anytime. No one who dared miss my class was safe. I once passed a fugitive student, who had missed class that morning, sitting at the window of a restaurant on what seemed to be a date. The student and his companion were staring into each other's eyes. I rapped on the glass until the spell of

love was broken and, once I had his attention, wagged a finger at him.

The rebuke approach began to work well, judging from rising attendance. Better yet, students came up before class to let me know they understood that they had been rebuked, that they were deeply sorry, and that they would try harder to not miss class again. Sometimes they wanted details of the rebuke and expressed regret for missing the performance. This suggested to me that students had come to see my pompous announcements as part of the culture of the class. And, all the better, the rebuke offered

Teaching with a Tea Set

Using Objects in the US History Survey

Abby Chandler

One of the central challenges of the US history survey, which many professors will recognize, is that we ask students to absorb and understand massive political and societal changes over an extended period of time, yet few arrive with practice in recognizing the consequences of those changes. Conveying the process of change over time can prove equally challenging for students and professors, as societal transitions have often been subtle rather than overt, and are difficult to discern in the primary and secondary source documents that anchor any history course. My approach to this challenge took me back to the living history museums where my own career as a historian began.

Some years ago, my grandmother handed me her grandmother's glove stretcher, a tool used to individually stretch glove fingers stiffened by washing, and asked if I ever used one during my museum work. Looking at the glove stretcher in her 21st-century living room, I wondered how students would respond to an object that provided them with so few clues about its purpose and owners. Would they be cautious? Or would they feel free to interpret its use because they did not know what it was? And once they knew its purpose, would I be able to link this exercise back to the rest of the curriculum? Since then, teaching students to consider objects has become a part of my classes, and I cannot imagine teaching without my bobbins and tea sets, deck prisms and glove stretchers.

Deciding when and how to introduce historical objects to the classroom requires careful consideration. Sometimes I see an object in a museum or an antiques store and look for a way to add it to a class simply because I like the object itself. Other times I will notice students struggling to understand a particular point, and I will look for an object that will help illuminate that concept. In all cases, I want my historical objects to illustrate an idea better than can be done in words and to help train students to draw connections between histori-



Courtesy of Abby Chandler

An ivory glove stretcher and leather glove: family heirlooms turned teaching tools.

cal events and their immediate social and cultural contexts. However, the objects also must be carefully embedded in the class, as objects without context serve little purpose other than catching students' attention (though I do sometimes use a flint and steel on the first day of class for that purpose).

For me, the obvious solution to these challenges was the wide array of artifacts reproduced for the living history/reenactment communities that I knew from my museum work. As they are not antiques, reproductions can be passed around a classroom without worry that students might damage them, and because they come from museum suppliers, I can be reasonably comfortable that they are accurate. Using reproductions also allows me to make an additional point. We think of objects from the preindustrial period as antiques and expect the ones we see in museums to be hundreds of years old, but all of these items were new when they were originally used.

I find historical objects particularly helpful when discussing broader transitions in labor, consumer goods, and trade networks. I pass a sugarloaf wrapped in blue paper around the room just before talking about taxation in the colonies in the 1760s. As the students feel the hard sugar beneath the paper, I ask

them why 18th-century merchants chose to ship and sell their sugar in hard cones, rather than the loose sugar we buy now. Students eventually conclude that sugar was so valuable that merchants did not want to risk losing spilled sugar if a barrel broke open, and this can lead directly into a discussion of why sugar was one of the first products to be taxed by the British Parliament after the French and Indian War.

My lecture on the French and Indian War and Seven Years War finishes by examining the impact that emerging global trade networks had on middle- and upper-class households in the American colonies. To help illustrate these changes, I use the a tea set made for "Felicity," an 18th-century American Girl doll that has a tea cup without a handle and its saucer, a wooden tea chest, and a silver spoon. Many of the American Girl historical dolls are sanitized, contemporary-influenced versions of the past, particularly as they relate to race and gender—my husband, for example, refers to the Felicity doll as the "upwardly mobile shopkeeper's daughter." Nevertheless, the accessories made for the dolls are intended to be accurate reproductions of historical items, and they do provide a wide array of options for classroom use. The fact that

they are miniatures (which students must be reminded of) means they are easily moved from office to classroom and back again.

I ask students to consider the way the cup was made: the lack of a handle denotes a cup made in Asia, which in turn suggests the family can afford imported china. Then I pass the tea chest around the room. Students sometimes struggle with the more abstract concepts posed by mercantilism, but a wooden tea chest brings to life the idea that wood was harvested in North America, sent to Britain to be planed and shaped into a chest equipped with metal handles, and then shipped back to the colonies for purchase as a finished product. As background for these discussions, I recommend Rodris Roth's article "Tea-Drinking in Eighteenth-Century America: Its Etiquette and Equipage," which links the objects and the rituals connected with tea drinking in the British Empire in the mid-18th century.¹

The 19th century provides the opportunity to use objects to talk about the transition from artisan to factory. Some of my favorite objects for this point are from the Industrial Revolution, whether a shuttle from the Lowell mills or a bobbin from Slater's Mill in Pawtucket, Rhode Island. This point

in the semester also provides opportunities for discussing the dangers of trying to interpret history with unknown or unidentified objects, as most students have now become ardent advocates of the advantages of studying history with period objects. And here is where the glove stretcher or another, equally unfamiliar, object—such as a deck prism from a 19th-century whaling vessel—enters my classroom. To help students with the process of identifying and interpreting the unknown object, I introduce a system for identifying objects loosely based on that of Jules Prown: examine and describe the object, consider the gender and social class of the people who possibly used it, and speculate about what the object was used for.² Perhaps the most interesting part of this process is watching students become suddenly humbled by the fact that they have no idea what it is that they are holding. Toward the end, I begin giving clues; sometimes a student identifies the object, sometimes not. We finish by discussing what they've learned from the exercise and how these lessons can be applied to the written sources also used to study history in my classrooms.

Objects also play an important part in the evaluation of the students' learning outcomes.

I've developed a variety of strategies for using objects in exams that have proved both interesting and rewarding to grade, as they give students opportunities to develop their analytical and contextual skills.

Perhaps the best part of using objects in the classroom is seeing students respond to them. I sometimes forget the power they hold, not to mention the importance of regional connections. I grew up in New England, where bobbins are almost a dime a dozen in antiques stores; I was fascinated when, in a classroom in Utah, a student picked up the Slater's Mill bobbin and looked at me with great delight. "This is so valuable," he said. "And you're letting me touch it!" I told him that I had purchased it for two dollars a few summers before. "No," he said, "it's not the money. It's the real thing. This is from Slater's Mills, where everything started." Paying attention to what is ordinary and what is extraordinary for students is a necessary lesson for me as well. Sometimes students connect to what is familiar; other times it is the unusual that draws them.

We live during a time when the use of technology at schools, universities, and museums is growing. While educators need to stay current, it is also worth remembering that our students already live in highly advanced, technological worlds. A computer is familiar; a sugarloaf or glove stretcher is not. In order to awaken interest in history and to help students better understand how their own material worlds came to be, there are few better methods than looking to the technology of the past.

Abby Chandler is an assistant professor of history at the University of Massachusetts Lowell. She recently published a chapter titled "Captives, Slaves and Writers: Teaching Olaudah Equiano as Captivity Narrative," in Teaching Olaudah Equiano's Narrative, Eric Lamore, ed. (Knoxville: University of Tennessee Press, 2012).

Notes

1. Rodris Roth, "Tea-Drinking in Eighteenth-Century America: Its Etiquette and Equipage," in *Material Life in Early America, 1600–1860*, ed. Robert Blair St. George (Boston: Northeastern University Press, 1988).

2. Jules Prown, "Mind in Matter: An Introduction to Material Culture Theory and Method," in *Material Life in Early America, 1600–1860*.



AWARD SUBMISSIONS

The American Catholic Historical Association is pleased to announce it is accepting submissions for its 2014 awards:

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The Msgr. Harry C. Koenig Award for Catholic Biography for a book or biography about a Catholic figure from any time period and region of the world.

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On "Transforming the Preparation of Historians"

To the Editor:

In the February 2014 issue of *Perspectives on History* was a Viewpoints article called "Transforming the Preparation of Historians: Much More to Do," by James M. Banner, Jr.

This article hit home with me, since I had a letter printed several years ago in *Perspectives* on the same theme. This theme was the

domination of academic historians in the historical field.

I thought this domination was in the American Historical Association and *American Historical Review*. But now I realize, after reading Mr. Banner's article, that this academic domination is field-wide.

An awareness of the situation goes back at least ten years. Mr. Banner cites the report called "The Education of Historians for the

Twenty-First Century," by Thomas Bender, Colin Palmer, and Philip M. Katz, written a decade ago.

Public historians, independent scholars (such as myself), people in business, and others interested in history deserve their due, and are entitled to a piece of the historical pie.

*Alfred Elkins
The Bronx, NY*

An Invitation to Secondary School Teachers

To the Editor:

As an avid reader of this fine periodical, I am continuously impressed with the research, ideas, and stories our peers write about. However, after much investigating of your issues, I am concerned about the lack of articles written by secondary educators. This is not to say that there is a complete absence of such articles, just not enough of them.

I would like to remind my peers that one does not need a PhD to teach history or other aspects of social science and the

humanities. There are many historians within the secondary education system, both public and private, who also read this magazine and have wonderful ideas, experiences, and stories about our field of study and who should be included in this fine community of historians. Often I feel, as I read this magazine, that we in the secondary education field are left out of an otherwise highly interesting and wonderful exchange of ideas among professionals.

It's good to incorporate secondary educators into the folds of this magazine because,

keep in mind, we also offer college-level courses (AP courses for college credits ranging from European history to US government) and highly comprehensive IB (International Baccalaureate) programs. This magazine provides a great opportunity for secondary and college-level educators to converse with each other more, so that the two groups can learn from each other to better serve our students in the future.

*Emil C. Moussa
Cortlandt Manor, NY*

Kickstart your career in history at the AHA's new Jobs & Professional Development webpage:

www.historians.org/jobs-and-professional-development

James Lockhart

1933–2014

Historian of Early Latin America

James Lockhart was a major scholar of early Latin American history. He earned his PhD from the University of Wisconsin and taught at Colgate University and the University of Texas but spent the majority of his teaching career at UCLA. His path-breaking publications began with *Spanish Peru* (1968) and extended through his magnum opus, *The Nahuas After the Conquest* (1992), and beyond. He remained intellectually active after retirement, continuing to publish, collaborate with colleagues, and mentor graduate students and scholars involved in Nahuatl studies all over the world.

Lockhart's earliest publications were foundational. *Spanish Peru* (1968; 2nd ed., 1994) and the closely related *The Men of Cajamarca* (1972) represented the cutting edge in new social history. By looking at individual lives and social groups in the aggregate, Lockhart illuminated the complex nature of the early colonial project. He showed that patterns

carried from Spain served as at least partial templates for colonial society, but he also underscored the dynamism and complexity of colonial society and the importance of looking at understudied groups like Africans and women. Using notarial records that document everyday interactions, Lockhart brilliantly brought early colonial society to life, and he influenced more than one generation of historians of early Latin America.

Another relatively early publication, *Letters and People of the Spanish Indies: Sixteenth Century* (with Enrique Otte, 1976), introduced primary documents and his perspectives on social history to college students. The letters represent a range of social types, from viceroys, leading members of religious orders in the New World, and conquerors to much lesser-known merchants, bureaucrats, women, and even Indian lords. Although today volumes of primary documents are common, Lockhart and Otte's anthology was one of the first that did not focus exclusively on the most famous figures of the conquest era or on the events of the conquest as such.

Also in 1976, Lockhart published *The Provinces of Early Mexico: Variants of Spanish American Regional Evolution* (co-edited with

Ida Altman), a collection of case studies by a diverse group of scholars. The book showed that, although different regions of Mexico shared some basic characteristics, varying patterns of indigenous settlement, distance from the capital, the presence or absence of minerals or other high-value commodities, and the nature of markets made them distinctive as well.

In the mid-1970s, Lockhart changed the direction of his research, launching a new field in Latin American history, the New Philology, with the indigenous language of central Mexico, Nahuatl, as his focus. The existence of a substantial scholarly community working on Mexican history, language, and culture provided support for Lockhart's growing interest in Mexican sociocultural history and Nahuatl linguistics. He devoted himself to intensive Nahuatl language study, convinced that using native language documentation would allow him to write the history of the Nahua from the indigenous point of view. In 1976, Lockhart published two foundational works in collaboration with other scholars—*Beyond the Codices* (with Arthur J. O. Anderson and Frances Berdan) and *Nahuatl in the Middle Years: Language Contact Phenomena in Texts of the Colonial Period* (with Frances Karttunen)—that demonstrated the potential of uses of mundane native language documentation for understanding indigenous society and culture.

Over the three decades, Lockhart published alone and in collaboration an impressive number of books on aspects of linguistic and cultural history: *The Tlaxcalan Actas* (with Frances Berdan and Arthur J. O. Anderson, 1986); *The Art of Nahuatl Speech* (with Frances Karttunen, 1987); *The Nahuas After the Conquest* (1992); *We People Here: Nahuatl Accounts of the Conquest of Mexico* (1993); *The Story of Guadalupe: Luis Laso de la Vega's Huei tlamahuizoltica of 1649* (with Lisa Sousa and Stafford Poole, 1998); *Nahuatl as Written: Lessons in Older Written Nahuatl* (2001); *Annals of His Time: Don Domingo de San Antón Muñon Chimalpahin Quauhtlehuanitzin* (with Susan Schroeder and Doris Namala, 2006); and a series of articles subsequently anthologized as *Nahuas and Spaniards: Postconquest Central Mexican History and Philology* (1992) and *Of Things of the Indies: Essays Old and New in Latin American History* (1999). He also coauthored



Photo Courtesy of Ida Altman

James Lockhart

an influential textbook on colonial Latin American history with Stuart B. Schwartz, *Early Latin America: A History of Colonial Spanish America and Brazil* (1983).

Generous with his time and sources, Lockhart trained a generation of graduate students whom he painstakingly taught to read 16th-century paleography and to translate colonial Nahuatl texts. The resulting studies of indigenous society and culture launched the careers of many scholars and were incorporated into the larger arguments of *The Nahuas*.

Not surprisingly, over the years Lockhart garnered significant scholarly recognition, including membership in the American Academy of Arts and Sciences (inducted 1997) and major fellowships from the American Council of Learned Societies (1976), the Guggenheim Foundation

(1976–77), and the National Endowment for Humanities (1989–90 and 1991). He was a member of the Institute for Advanced Study in Princeton (1984–85). *The Nahuas After the Conquest* won the Beveridge Award of the American Historical Association and the Conference on Latin American History's Bolton Prize. He also received the Distinguished Service Award for a lifetime of scholarly achievement from the Conference on Latin American History.

James Lockhart was an accomplished musician of early music and a skilled craftsman who built musical instruments and fine furniture. Raised in West Virginia, he dropped out of college and joined the army. He had his first experience living outside the United States and learning another language while serving in the military in Germany.

After he retired from teaching, he lived in a small Southern California mountain community in a cozy cabin filled with leather-bound books; he worked with the Sierra Club and wrote about the local fauna with the same grace and precision he brought to his scholarly writing. Once he overcame his initial reluctance to use e-mail, he connected with scholars all over the world. He leaves behind his wife, Mary Ann, whom he met and married while in graduate school in Wisconsin, their children, Betsy and John, grandchildren, and countless friends and colleagues who will sorely miss his vitality, acuity, and generosity of spirit.

Sarah Cline
University of California, Santa Barbara

Ida Altman
University of Florida

IN MEMORIAM

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

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

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

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

The deadline is **May 1, 2014**. For details about the nomination process and the prize, visit www.historians.org/beveridge

AMERICAN HISTORICAL
== ASSOCIATION ==

Special Projects at the 2014 Annual Meeting: New Video Available

The AHA YouTube channel now features video recordings of sessions related to several AHA special projects.

Teaching and Learning in the Graduate Curriculum

Funded by the Teagle Foundation

What can graduate programs do to help future historians understand student learning? How can the graduate curriculum introduce students to the intellectual issues that emerge as they undertake their first teaching assignments, as well as the practical ones?

In session 27, Training Graduate Students to Teach: Berkeley's Teaching at the University Course, presenters reflect on an AHA-led effort to revise a required course for first-time TAs. Watch at: bit.ly/1gFA9DO.

In session 159, How to Integrate the Scholarship of Teaching and Learning into Graduate Programs, presenters consider the opportunities for and constraints on teaching history graduate students about teaching and learning, in different types of institutions and at different points in the curriculum. Watch at: bit.ly/1gFAerk.

AHA Tuning Project

Funded by a grant from Lumina Foundation

For the second year, faculty participants in the Tuning project were presenters in the Workshop on Undergraduate Teaching. They offered dozens of examples of how different history faculty members can lead their colleagues to rethink

the role of history in general education curricula at their institutions, and to turn the current moment of big changes in general education into opportunities for the history discipline to assert its importance for all students, including those focused on degrees in science and technical fields.

- ◆ History's Role on an Individual Campus (bit.ly/1gFAyWY)
- ◆ Thinking about Gen Ed as Part of a Larger System (bit.ly/1gFAE0N)
- ◆ Approaches to History Pedagogy in General Education Curricula (bit.ly/1gFAIxG)
- ◆ Building Bridges to STEM Students and Faculty Colleagues/Quantitative Fluency in the History Classroom (bit.ly/1gFALJE)



A video from the session *Training Graduate Students to Teach* at the 2014 Annual Meeting can be found at bit.ly/1gFA9DO.

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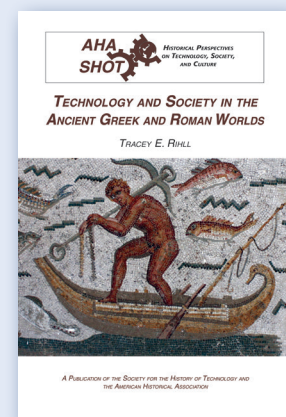
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It's Complicated

Thinking Historically about Historical Television Dramas

Allen Mikaelian

Carolyn Eastman's article in this issue about *Turn*, the Revolutionary War drama premiering on AMC this month, brings to mind several past articles in *Perspectives*, and points to what may be a golden opportunity for historians in the current cultural moment. Eastman clearly had fun with the pilot episode and the AMC press event in Richmond, Virginia, where much of the series is filmed. And the fun was relatively guilt-free: even if, as she notes, *Turn* sacrifices accuracy to drama in some areas, it doesn't completely shy away from the complexity of the era. The long-forgotten loyalists are central to the story, and the struggle isn't simplified into monolithic and united Americans against a faceless British empire. Hopefully it will retain this complexity as it moves forward.

"Moral, epistemological, and causal complexity," according to Thomas Andrews and Flannery Burke, in their 2007 article in *Perspectives*, "distinguish historical thinking from the conception of 'history' held by many nonhistorians." Their article, "What Does It Mean to Think Historically?", is the most-viewed article in the AHA web archive, and continues to draw traffic every month. It's a bit difficult to tell who exactly is doing the viewing, but the sheer numbers and the seasonal patterns suggest it is being used extensively in classrooms. And this should not be surprising, because the article is really useful in boiling down historical thinking to five elements—change over time, context, causality, contingency, complexity—a formulation that is perfect as an introduction to the discipline.

Andrews and Burke's article is worth a read because convincing nonhistorians that the past is more complex than they think can be hard. Such an idea runs against engrained opinions, and introducing complexity, whether in a classroom or a television show, can raise strong emotions when it challenges ideas of nation, identity, and political orientation, as it is likely to do. The public

has not always been perceived as receptive to what historians do with complexity. The historical film of the last Oscar season, Spielberg's *Lincoln*, portrayed the president as a complex character, but the story, many historians pointed out, was presented as simple—both morally and in terms of causality. Nevertheless, AHA executive director James Grossman wrote in *Perspectives* that this film is, whatever its faults, an "opportunity for historians."

I sense another opportunity before historians, and this one opens the door to even deeper levels of historical thinking. *Turn* is only one of several recent critically acclaimed shows that force viewers to grapple with moral, epistemological, and causal complexity. Moral complexity and ambiguity are par for the course in many of the new series that have caused commentators to call this a new golden age of television. We see complexity and ambiguity in shows that are set historically, like *Mad Men*, or in an alternate fantastical history, like *Game of Thrones*, or in the present, like *Breaking Bad*. This surprising phenomenon is an opportunity to talk publicly about one of the most difficult aspects of thinking historically—and to hold historical shows like *Turn* to a new standard while introducing an even more difficult concept, that of contingency.

Despite the move toward complexity in *Turn*, Eastman notes, there is still no question as to where our sympathies should lie. This is not so clearly the case in another historical spy drama, *The Americans*, set in the early 1980s and now in its second season on FX. Here, viewers are given two KGB agents so deeply humanized that their crimes and ruthlessness are clearly meant to be forgiven, at least momentarily. However, it may be easier to do so because the American characters in the series repeatedly remind the KGB agents (and the viewers) that the Soviets are going to lose. This is presented as a more or less accomplished fact. The viewers' embrace of complexity and their

empathy for an enemy is made possible, perhaps, by the show's implied certainty.

Contingency, according to Andrews and Burke, "offers a powerful corrective to teleology, the fallacy that events pursue a straight-arrow course to a pre-determined outcome, since people in the past had no way of anticipating our present world." And the Cold War was certainly not a straight arrow. So this series, one that makes an effort to get so much right (it was created by a former CIA officer), fails historical thinking in this one regard to succeed in another.

Perhaps. Or perhaps the teleological certainty expressed so often in this show is itself historically accurate. Perhaps the characters heard, and took to heart, Ronald Reagan saying that his strategy for the Cold War was simple: "We win, they lose." Reagan's statement was itself a vision of history as much as of the future, as much a dismissal of complexity as of contingency. And it masked the complexity of the steps he took toward that goal, like the Strategic Defense Initiative (SDI, aka Star Wars). In *The Americans*, SDI is an utter enigma. No one—not even the US Air Force officers who work on it, and certainly not the KGB—is certain if it is Reagan's folly or part of an enormous and shrewd psy-op. Their confusion is by now, of course, enshrined in historical debates about what led to the end of the Cold War.

These shows get much wrong, in terms of facts, context, and contingency, but even the things they are wrong about present opportunities for historians. We shouldn't overburden or overanalyze these programs, or rely on them for factual precision, but they do point to a potentially ripe cultural moment in which students of history and the public at large may be more receptive than ever to having their assumptions challenged by historical thinking.

Allen Mikaelian is the editor of Perspectives on History.

To locate an advertisement, go first to the regional section. Within each region, schools are listed alphabetically: first by state, then city, institution, department, and academic field. More job ads can be found at <http://www.historians.org/jobads>

SOUTHEAST

Virginia

Asia. Bridgewater College in Virginia seeks an assistant professor of Asian history (excluding South Asia) for a tenure-track position to begin August 2014. Teaching responsibilities include general education surveys of world history, historical methods, and upper-level courses in Asian history and additional subfields. The teaching load is 21 semester credits per year (3-1-3 distribution) on a semester-with-interterm calendar. The position is open to all subfields. Bridgewater College is committed to a diverse faculty and actively seeks applications from women, minorities, and other persons from traditionally underrepresented groups. The college emphasizes creativity and innovation in pedagogy, research, and curriculum, and teaching experience at the undergraduate level is desirable. PhD required by August 2014. Please complete the online application at <http://www.bridgewater.edu/about-us/employment-opportunities> and attach a cover letter, CV, sample syllabi, evidence of teaching effectiveness, and graduate transcripts. Three letters of recommendation should be forwarded to Courtney Ritchie at critchier@bridgewater.edu.



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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.

AMERICAN HISTORICAL ASSOCIATION

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