

Perspectives on History

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UNIVERSITY of WASHINGTON

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PhD Student

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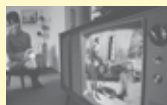
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On the Cover

The 25th anniversary of the fall of the Berlin Wall is being commemorated and celebrated this month, and in this issue we feature several historians' perspectives on the Cold War. The cover photo shows the decaying state of the auditorium of the Buzludzha Monument in Bulgaria. Constructed in the 1970s as a monument to the founding of the socialist movement in Bulgaria, the Buzludzha Monument is perched on a distant mountaintop in the Central Balkan Mountains. Like many Soviet-era monuments, it is now the subject of an ongoing debate about whether it should be preserved or torn down, and who should pay. Meanwhile, tourists and vandals flock to the site, and images of the flying-saucer-shaped concrete exterior and the decaying interior appear frequently on blogs and on the web pages of online communities devoted to ruins photography. The photograph is by Michael Kötter (www.flickr.com/photos/cmdrcord) and is licensed as CC BY-NC-SA 2.0.

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Photo by Bill Sewell

Discovering Global History through Historical Fiction

The Many Layers of Amitav Ghosh's Trilogy of Novels

Jan Goldstein

In the middle of last summer, seeking an escape from my daily rounds and craving fiction, I picked up Amitav Ghosh's *Sea of Poppies* (2008), the first of a still incomplete trilogy of novels set in early 19th-century India, China, and the Indian Ocean. (The second is *River of Smoke* [2011], and the third has been announced for 2015 publication.) The book had its desired effect almost immediately, transporting me to a small village outside Ghazipur, on the Ganges, where Deeti, a girl with an insubstantial dowry, has been married off to a much older man, an employee in the local opium-processing factory, who turns out to be in the advanced stages of opium addiction. His family compensates for his sexual impotence by intoxicating her with opium on her wedding night and having her impregnated by her husband's younger brother. I was soon, in my turn, intoxicated: by the lush prose of the novel, the twists and turns of its many interrelated plots, and its compelling descriptions of a world hitherto outside my ken.

As I continued further, I became aware that I was, in the process, learning a great deal of history. The book is set in 1838 during the run-up to the First Opium War between Britain and China (1839–42). The lucrative opium trade with China dominates the agricultural region around Ghazipur; the British sahibs have forced the villagers to use all their land to grow poppies. The quality of the crop, unknown until the petals have fallen and the bare pod can be nicked for sap, determines the annual livelihood of each smallholder. The opium factory at Ghazipur—where the sap is turned into cakes ready for export—flies the British flag, and the boats on its riverfront fly the pennants of the East India Company. The opium trade, Ghosh notes in passing, was an expedient hit upon by



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A white opium poppy (*Papaver somniferum*, or sleep-inducing poppy) depicted in a British botanical print of 1853. The petals of *Papaver somniferum* also come in shades of pink, purple, and red.

the British to rectify their balance of trade with China. While Europeans couldn't get enough of Chinese tea, silk, and porcelain, the Chinese had little taste for comparable European manufactures; by adding opium to their offerings, British merchants could gain a competitive edge. A second economic project of global scale looms large in the novel: the effort of the British, after abolition, to populate their colonies in the region with coolies, or indentured laborers, from the subcontinent. A refitted slave ship, the *Ibis*, will, as the novel progresses, gather up many of the characters who figure in Ghosh's multiple plots and take them from Calcutta into the "Black Water" en route to the island of Mauritius. Among them are Deeti, now

widowed, and her lower-caste lover, Kalua, who are fleeing the wrath of Deeti's in-laws.

As I realized all the unfamiliar history that I, as a Europeanist, was effortlessly absorbing by reading Ghosh, I didn't enjoy the novel any less. But my original escapist impulse was soon supplemented by the professional eye that I turned to the text. Was Ghosh's history accurate? The exquisitely detailed description of the huge Sudder Opium Factory at Ghazipur, which a terrified Deeti visits for the first and only time when her husband collapses there, rang true; and in fact Ghosh acknowledges his reliance on an 1865 account written by the factory's one-time superintendent. My consultations with a handful of South Asianist colleagues produced a unanimous opinion that Ghosh's history could be trusted; this particular novelist, I was told, had both archival and ethnographic training. (I subsequently learned that he holds a PhD in social anthropology from Oxford.) By this point I was persuaded that *Sea of Poppies*—and its successor, *River of Smoke*—should form the subject of a *Perspectives* column. The books deserve to be brought to the attention of AHA members as superlatively good reads and as pedagogical tools for both our students and, quite possibly, given the ascent of global history, ourselves.

Ghosh has availed himself of a vast geographical canvas, one that stretches from India to the Chinese coast, with occasional backward glances at Britain and the trading ports of the eastern United States. His social vision, often compared to that of Dickens, is similarly vast, spanning the full hierarchy from an untouchable like Kalua, to a mulatto sailor from Baltimore, to the orphaned daughter of a poor but genteel French botanist working in India, to the exorbitantly wealthy British merchants stationed in Calcutta and Canton,



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The stacking room of the Patna opium factory, where the finished product was temporarily stored, depicted in a British lithograph of 1850. The Patna and Ghazipur factories, both on the Ganges within easy access of Calcutta, together processed a large portion of the British opium sold in China.

and the indigenous Indian zamindar elite. He employs a pastiche of literary styles—the thriller, the comedy of manners, the romance—and makes repeated use of coincidence to join together his disparate plots. Artfully constructed fiction is offset by true, historical detail: Ghosh crams in as much of the latter as the plot will bear. Thus the opium factory of *Sea of Poppies*, a place of manufacture, has its counterpart in *River of Smoke* in the similarly thickly described “factories” standing cheek by jowl in the foreign enclave of Canton. These produce no tangible products but instead house the mercantile operations of the various nations permitted to conduct business in China; their name derives from the word “factor,” meaning business intermediary. Who knew that there were two, very different forms of factory critical to the 19th-century global economy?

The world of European imperialism that Ghosh depicts is one of chaotic flux, of a hodgepodge of nationalities, classes, and races, of routine shape-shifting and reinvented identities. In Ghosh’s telling, the chaos is not all bad. Thus in *River of Smoke*, as the Chinese government seems poised to ban the opium trade, an Indian opium dealer realizes he may be forced to leave

China forever; he fears expulsion not only for business reasons, but because “it was here, in Canton, that he had always felt most alive—it was here that he had learnt to live” (p. 324). Such chaos is in many ways uncontainable by a literary text, and so Ghosh “performs” it, allows the reader to participate in it, by his characters’ use of the many argots and slangs in circulation. We hear the nearly unintelligible English of the lascars (non-European sailors on European ships); the touchingly comical franglais of the daughter of the French botanist; the pidgin used by the Chinese to communicate with anglophone traders. No reader will find all these idioms readily decipherable, but everyone will get their gist—and that is, I think, exactly Ghosh’s point. In the world he is describing, everyone has to get by with imperfect understanding. As we grow accustomed to our own imperfect understanding of some of Ghosh’s dialogue, the haze bothers us less, and we begin to wonder how much we really understand when we communicate with speakers of our own native languages, anyway.

How, then, are human relationships forged in a world where all social conventions are in flux? In *Sea of Poppies* Ghosh meditates on this problem in a philosoph-

ical vein. Two riveting scenes show the bodily ministrations—across lines of caste, class, and race—of one adult to another. The first concerns Deeti and Kalua. Walking in the poppy fields at night, Deeti sees Kalua (whom she knows only as her husband’s oxcart driver) set upon by thugs, who beat him into a stupor and allow a horse to defecate on him. Obeying some inarticulate prompting, she puts modesty aside and cleans his body. That moment of intimate caretaking forms the basis of their tie—an enduring love relationship that will blossom only years later. The second such incident concerns two prisoners at the Alipore jail in Calcutta (another institution minutely described by Ghosh), both sentenced to transportation: Neel, a once-powerful zamindar wrongly convicted of forgery; and Ah Fatt, a half-Chinese, half-Indian opium addict convicted of robbery. Neel is made to share a cell with the mute and immobile Ah Fatt, who, in the throes of opium withdrawal, soils himself constantly. The high-caste Neel, who has never taken care of another human being, even his son, finds himself cleaning Ah Fatt. He muses that tender attachment probably arises from “the mere fact of using one’s hands and investing one’s attention in someone other than oneself . . . just as a craftsman’s love for his handiwork is in no way diminished by the fact of its being unreciprocated.” When Ah Fatt speaks for the first time, it is to comfort Neel: “Ah Fatt your friend” (pp. 319, 335). As in the case of Deeti and Kalua, the bond forged by bodily caretaking proves lasting.

In this short space, I’ve been able to give only a sampling of the riches of the first two volumes of the Ghosh trilogy. Either novel could be assigned to good effect in an undergraduate course on world history. In a graduate course on historical method, they could be analyzed in terms of the boundary between history and fiction, between the truths of the archive and those of the imagination. Or they could be enlisted for personal retooling by history professors who want to learn some global history while reading for pleasure.

Jan Goldstein is president of the AHA.

Amitav Ghosh’s Sea of Poppies (2008) and River of Smoke (2011) are published in the US by Farrar, Straus and Giroux.



Photo: Amanda Reynolds

Historians and Public Culture

Widening the Circle of Advocacy

James Grossman and Jason Steinhauer

Nicholas Kristof's plea for the return of academics to the arena of public affairs, nine months ago in the *New York Times*, met with a predictable response: Oh no, sir; we professors are publishing in your newspaper quite prodigiously. One of the authors of this column even spent a few Sundays counting opinion articles in the *Times* and the *Washington Post* to prove it. Social media was abuzz with professors pointing to their colleagues' presence in digital spaces. Kristof had his head in the sand, we claimed.

Kristof was not alone, of course. The Decline of the Public Intellectual has been a trope of academic discourse for at least as long as academics have known that the general public doesn't respond very well to sentences that include "trope" and "discourse." We have become too specialized; we write for each other; we speak in tongues. This is all true, though one might argue that the idea of a heyday of public intellectualism from which we are now separated requires a certain degree of romanticism that elides a long tradition of narrow monographic scholarship.

An even longer tradition brings together traders in the commerce of ideas over coffee, although the site has morphed from the exalted coffeehouse to the more mundane coffee shop. Indeed, the coffeehouse occupies a central place in the iconography of public intellectualism, even if a reference to "commerce" elicits groans of horror from many of our colleagues for its implications of the lucre our world is supposed to disdain.

So it was in the coffee shop that the authors of this column recently discussed the imperative of expanding the influence of historians in public culture. After all, one does not have to presume that things were so much better once upon a time to agree that we need to do more.

And historians need to do more. Most (all?) of us believe that historical literacy and curiosity improves the quality of decision making at all levels, from the individual to the highest realms of government and business. We want as many people as possible to incorporate historical thinking and historical knowledge into both their unconscious and intentional habits of mind.

Some say that the problem lies so much in ourselves—professional jargon, historiographical references, prose shaped by a graduate education oriented toward academic publication—that our community

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needs to incorporate a clan of communicators to translate historical scholarship for the public. It would follow, logically, that this distinct class of communicators should be recognized as a legitimate profession within the discipline. The 2015 annual meeting of the National Council for Public History will include a session (organized by Jason) on the idea of "history communicators."

Such people already exist, of course. They work in classrooms, national parks, museums, and in front of their computer screens, translating historical scholarship

into forms of presentation likely to attract and enthuse audiences who are interested in history but who are not part of the professional conversation. Jason's idea, in organizing this session, was to generate a discussion about how such individuals could be trained in graduate programs and defined within the professional realm of our community of historians.

The premise of a distinct clan, however, carries an implication that, in the course of our conversation, made us uncomfortable: that historians, whether in the academy or working elsewhere, somehow are incapable of communicating their insights to the general public. Framing a role as "history communicators" suggested a one-way process: taking the work of scholars and communicating it to the public. Moreover, to refer to this group of communicators as a class might even nourish professional hierarchies that situate communicating well below the activities relating to creating new knowledge.

Nevertheless, we sometimes seem to need intermediaries, and this part can be played by any historian working in any number of capacities. Perhaps a better term is "history mediator." History mediators are all around us, occupying a middle position between the creation of new historical knowledge and the relation of that knowledge to the interests and needs of the public and institutions (public and private) in an accessible manner. They act as intermediaries who convey history in a form that connects with various audiences' desires to understand how and why past events unfolded as they did, how we arrived at where we are today, and how that positions us for the present and the future.

Historians with PhDs and master's degrees assume these roles daily. People like Jason, whose role at the John W. Kluge Center at the Library of Congress blends

administration, blogging, and communications, provide one model for this kind of work. At the core of his job lies mediation—between scholars conducting research at the Library of Congress and the appetite for history among members of Congress, federal policy makers, the media, scholars, and the public. Historians working at the AHA mediate when we connect our colleagues to each other across a staggering variety of workplaces, when we bring historical thinking to policy makers through our advocacy work, and when we serve as listening posts for historians eager to learn what wider audiences are gleaned from our work. Many historians engaged in such work spend little or no time in research that creates new knowledge in the traditional sense, yet through this kind of mediating role they continue to work as historians.

This work is crucial—to our discipline and to civic life. Historical knowledge and historical thinking are essential, not only in classrooms and other spaces inhabited by research scholars, but nearly everywhere. Policy makers cannot enact sensible drug legislation without understanding the history of drug legislation. Community development works best when understood against the backdrop of community history. Family identity is inextricably tied to family heritage. Historians have the capacity to inform and enlighten in all these areas.

Whether or not we formalize the practice of this work with a label such as “history mediators,” it is a central aspect of the work we collectively do as historians. Either way, the opportunities are considerable. Media prospects abound for the historian—and not simply among major media outlets. The pages of the *Des Moines*

Register would benefit just as much from the analysis of a historian as would the *New York Times*. The explosion of online social media creates numerous other venues: online magazines, blogs, Twitter, Facebook, Reddit, even Pinterest and YouTube. The mediation of history occurs daily in museums, national parks, and heritage sites. It occurs in the classroom. It occurs in books written for broad audiences, as many of our colleagues’ royalty statements can affirm. Historical work that aspires to a role *in* everyday life ought to be as valued as historical scholarship *of* everyday life.

James Grossman is the executive director of the AHA (follow at @JimGrossmanAHA). Jason Steinhauer is the program specialist for the John W. Kluge Center at the Library of Congress.

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The Ethical Historian

Notes and Queries on Professional Conduct

The Ethical Historian features the Professional Division's reactions to the ethical and professional questions it regularly receives. We welcome suggestions for this column, which may be sent to the division members listed below at PD@historians.org. The Professional Division will not reveal in this column the identities, or identifying characteristics, of individuals or institutions involved.

In our last column (*Perspectives*, May 2014), we discussed the problem of potential employers pressuring job candidates to accept or reject a job offer on a tight deadline. Here we roll things back to the period before a job is offered and consider a few matters that have come to our attention over the past several years. In some cases, it may be that undesirable practices are not so much unethical as impolite; the boundary between these can sometimes be difficult to discern. Our purpose here, then, is to note cases we think test the ethics of interviewing and communicating with candidates.

Videotaping an AHA interview. The videotaping case came up just prior to the AHA annual meeting last year, when a PD member got an urgent e-mail from the chair of a search committee. Just as she was leaving campus for the meeting, her dean contacted her and asked that she record the job interviews for department members who would not be in the room. While the pervasive use of videoconferences to conduct interviews has perhaps blurred lines that were previously clear, we do not condone this practice. First, it puts candidates in the awkward position of having to decide, maybe on the spur of the moment, whether to acquiesce in being recorded, since their permission is required. In truth, candidates are not in a position to decline. The spectacle of one committee member being charged with keeping a camera trained on the nervous candidate is hardly edifying. And who controls distribution of

the recording after it is made? The AHA Council unanimously rejected this practice as unethical.

Paying one's way. There are two problems associated with the practice of job candidates paying to get themselves to interviews. Job search committees generally start reviewing applications in October or November. If there are scores or even hundreds of applicants, the screening can take a while, with the result that the 10 to 15 long-list candidates do not learn until well after Thanksgiving that they have been chosen to interview at the annual meeting in early January. By that time, airfares to the host city have skyrocketed, registration rates may have crept up, and hotel rooms may be at a premium. Department interviewers need to keep in

An ethical matter? Ensuring a professional and comfortable setting for an interview surely goes well beyond the realm of mere courtesy.

mind that paying for travel and lodging can be a hardship for graduate students, recent graduates, and postdocs. The AHA strongly endorses notifying conference interviewees at *least three* weeks in advance of the meeting.

The second problem concerns the next level of interviews for those candidates fortunate enough to get a “flyback” to the campus of the hiring department. It is tempting for the department to ask candidates to make their own travel reservations, then apply for reimbursement later. How much later? That’s the issue. Again, early-career historians seldom have discretionary income. For many, having to carry what can easily be a four-figure travel expense for any length of time is a serious

burden. It is best if the institution pays all travel expenses up front. Failing that, the institution should strive to reimburse candidates before or immediately after they leave campus.

The hotel interview. Until recently, job candidates readily swapped horror stories about the “cattle pen” that was the job interview center at the AHA meeting. The center has been spruced up, and because the AHA has taken steps to give candidates more information and more privacy, there are many fewer complaints than before. Many departments prefer to interview in private rooms. Suites or parlor rooms are well designed for this purpose. But not all departments can afford suites, and hotels sometimes run out of them. The AHA “discourages holding interviews in hotel bedrooms” (Guidelines for the Hiring Process, bit.ly/1vwPSOL). Still, if it must be, the search committee chair should ensure that the room is clean, that personal effects are put out of sight, and that under no circumstances does anyone sit on a bed. An ethical matter? Ensuring a professional and comfortable setting for an interview surely goes well beyond the realm of mere courtesy.

Keeping candidates informed. The AHA’s guidelines mandate that “as [job] candidates are eliminated, they should be notified promptly and courteously.” Those who don’t make the long list should be told by e-mail before the conference (or videoconference) interviews. Those long-listed candidates not chosen for a flyback should be e-mailed after the interview—though there is a gray area here: if none of the flyback interviewees is hired, the department may wish to return to the long list. Many historians can recall being short-listed for a job but then left twisting for weeks after a campus visit without hearing the outcome of the search. (News sometimes comes in the form of a letter, apparently sent to all applicants, proudly announcing the hiring of another historian.) Those who are invited for campus interviews should be notified of

the search's outcome personally and as soon as possible. It is hard for a search committee chair to call an excellent candidate and tell him that he has not been offered the job, or that an offer has gone to someone else and that she hopes the second- or third-choice candidate will please wait a week or so until the first choice makes a decision. Yet that is what the chair should do. It isn't polite to leave a candidate to wonder where things stand, and it isn't fair either, as he may have other decision deadlines pressing. And the initiative should come from the chair, not

the candidate, for reasons we think are obvious.

These are some of the issues that have come to the Professional Division concerning interviewing and hiring. We welcome your comments on these matters and, as always, suggestions of others to consider in future columns.

The AHA's Professional Division collects and disseminates information about employment opportunities, helps ensure equal opportunities for all historians, and

helps set guidelines for professional ethics. The division does not, however, adjudicate cases (see bit.ly/1sLYZN6 for more on why).

Members of the division are Catherine Epstein (Amherst College), Mary Louise Roberts (University of Wisconsin–Madison), Andrew Jon Rotter (Colgate University), and Philippa Levine (University of Texas at Austin, and vice president, Professional Division).



Evolution of the Book designed by Peter Paul Ott, Federal Art Project, Illinois.
Credit: Robert Powers

Statement on Standards of Professional Conduct

The AHA's *Statement on Standards of Professional Conduct* seeks to identify a core set of shared values among historians and addresses dilemmas and concerns about the practice of history, employment, and professional ethics. The *Statement* is widely used as a benchmark, and its recommendations are honored by historians in a range of professions and institutions.

The *Statement on Standards of Professional Conduct* is available online at historians.org/standards

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Walls That Speak History

Preserving Tom Lea's WPA-Era Murals

Shatha Almutawa

In her 10th-grade AP history classes, Trudy Lewis would ask her students to visit the Odessa, Texas, post office near their school. Tom Lea's 1940 mural *Stampede* is on display there, after it had been moved from the old post office building across the street. Although the Texan artist captured the hearts of so many of America's communities and leaders, including George W. Bush, who displayed *Rio Grande* (1954) in the oval office, many in Odessa had never seen Lea's mural—it is not displayed prominently in the new post office, as it had been in the old building. In fact, by 2013 the mural was in dire need of restoration, with chipped paint and soda stains.

On September 24, 2014, a passionate call for the preservation of Tom Lea's and other New Deal murals was sounded by the directors of the Smithsonian American Art Museum, the National Folk Art Museum, the National Museum of American History, and the US General Services Administration's (USGSA's) Art in Architecture and Fine Arts Division. They all spoke at a symposium in Washington, DC, entitled *The Art of Tom Lea: Preserving Our National Heritage* and organized by the Tom Lea Institute.

Many murals commissioned by the WPA are or were in danger of being lost or destroyed. Randall Davey's *Will Rogers* (1939),

in Claremont, Oklahoma, was lost for 30 years and damaged by dirt and smoke. Tom Lea's *Nesters*, commissioned for Washington, DC's Benjamin Franklin Post Office and painted in the 1930s, is lost. Other murals from the period have been painted over or have deteriorated.

The speakers at the symposium argued that WPA-era murals symbolize the histories of various communities in America and tell the stories of the past to young people who are not likely to learn about it in any other way. In conceiving *Stampede*, Lea was inspired by the song "Little Joe the Wrangler," whose story was well-known in Odessa in the 1940s. Little Joe exemplified American values. Thus, to understand the mural is not only to understand the history of the American government and its efforts to restore the economy and promote the arts, but also to know about the people who lived in a little Texas town and for whom the story of a boy who left home to work on a ranch resonated.

Virginia Mecklenburg, chief curator at the Smithsonian American Art Museum, spoke of the murals as "a visual trace of citizen democracy." When the WPA commissioned 1,400 projects, community members contributed ideas for what should be represented in their post office murals. The teachers,

postmasters, and mayors who shared their visions for the murals were looking at "what had made the country great, to create a more solid society."

The murals that resulted depicted cattle drivers, tenant farmers, dance parties, and town squares as well as scenes of agriculture and industry. In some towns, the mural artists were local, but many came from other states. Marion Gilmore, who painted *Band Concerts* in 1941, was asked to remove the odalisque and canon she assumed would be in the town square she painted; the town for which the mural was commissioned did not have either in its square. Jenne Magafan, an artist from Colorado who was commissioned to paint a mural for a Texas post office, painted a liquor bottle next to the guitar player in *Cowboy Dance* (1941)—but Texas was still a dry state. She was asked to paint over the bottle.

Adair Margo, president of the Tom Lea Institute, spoke of Lea's art as representing and teaching about the founding cultures of Texas—Apaches, Spaniards, Mexicans, and Anglos—as well as the arrival of the first train in Texas, the history of beef cattle, and World War II, since Lea served as an accredited artist correspondent for *Life* magazine.

Lawrence L. Reger, president of Heritage Preservation, argued that "when people



Southwest, 1956. Oil on canvas mural, 5½ x 20 feet. El Paso Public Library, El Paso, Texas © James D. Lea.



Stampede, 1940. Oil on canvas mural, 5½ x 16 feet, Main Post Office, Odessa, Texas © James D. Lea.

learn that something needs to be done, they ask, ‘Why is it important?’ When you get people involved in doing something active, they learn. And when they learn, they appreciate. And when they appreciate, they pass it on.”

Although these murals are considered to be “regional art” and therefore often seen as simple, they are in fact complicated and powerful, argued art historian Luciano Cheles. Lea, for instance, was influenced by Italian Renaissance art, especially that of

Piero della Francesca. Lea traveled to Italy with his first wife, Nancy, and borrowed from Piero’s *The Resurrection*. He was not the only New Deal artist to do so; artists were actively encouraged to study the Italian artists whose work was meant to be enjoyed by the public.

Tunisian novelist Sabiha Al Khemir’s speech was a poetic journey into her encounter with Tom Lea’s *Southwest* at the El Paso Public Library; she first saw the mural on a postcard in Paris and then traveled to

Texas to see it. The feeling it elicited became the “inner landscape” of one of her characters in *Blue Manuscript*. “Murals are a wall that talks,” she said. “Walls speak in different ways.”

In the variety of their expressions, WPA murals speak of the edification of the public, and the belief that “everybody needs art,” in the words of Jennifer Gibson of the USGSA.

Shatha Almutawa is associate editor of Perspectives on History.



Dana Schaffer



Julia Brookins

Grossman, Schaffer, and Brookins Serving National Organizations

The AHA’s associate director, **Dana Schaffer**, has recently been invited to serve on the advisory council for National History Day (NHD), a nationwide academic program and contest for secondary school students. Given her work on K–12 initiatives at the AHA, and as a former coordinator for the NHD contest in New Haven, Connecticut, and judge at the national competition, Dana is thrilled to join the advisory council to assist with NHD programming.

This year AHA executive director **Jim Grossman** joined the board of directors of the Association of American Colleges and Universities, the leading national association focused on the quality, vitality, and public standing of undergraduate liberal education. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its more than 1,300 member institutions include accredited public

and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

Julia Brookins, the AHA’s special projects coordinator, has accepted an invitation from the Institute for Evidence-Based Change (IEBC) to join its Tuning Advisory Board. IEBC is the primary consulting resource for Tuning projects across the country, and the Institute’s staff are eager to draw on Julia’s experience directing the AHA’s Tuning initiative.

Drilling Down into the Latest Undergraduate Data

History Bachelors Decline, but Several Upward Trends Persist

Allen Mikaelian

Colleges and universities in the United States awarded 37,752 bachelor's degrees in history (including first and second majors) in academic year 2012–13, according to data from the National Center for Education Statistics (NCES). That's 918 fewer than in 2011–12—a decline of 2.4 percent. The 2012–13 total is just below the total number of degrees awarded in 2006. History's share of all bachelor's degrees dropped as well (to 1.9 percent), continuing a seven-year slide.

These figures suggest either a discipline that is struggling to make its case to undergraduates or a discipline holding on in the face of rapid change in the college population and the institutions students attend. The challenges facing history can be seen in the multiyear decline in history bachelor's degrees awarded by research universities, and a similar drop in institutions focused on arts and sciences. These two types of institutions have long been home to a solid and dependable core of history graduates. At the same time, a growing number of students are earning bachelor's degrees at institutions that graduate *no* history majors.

A further challenge is visible in the fact that the discipline continues to graduate a disproportionate number of male students. In the latest data, women comprise 57 percent of all bachelor's degrees, but only 41 percent of all history bachelor's degrees. The latter figure has barely moved over the last 10 years.

Still, the history major is not in decline across the board. Many departments are adding majors and increasing their share of their institution's bachelor's degrees. As we drill down, patterns emerge that suggest the discipline continues to attract undergrads, and has the potential to attract more—but where these undergrads study may be undergoing a significant change.

One important shift, which may be the most difficult to address, is the fact that an increasing proportion of the total of all

bachelor's degrees, in all fields, are being awarded by institutions that do not graduate any history majors at all. In 2004, these institutions accounted for 9 percent of all bachelor's degrees awarded. In 2013, they accounted for 13 percent. A high percentage of these institutions are for-profit. If we exclude these institutions when calculating history's share of all bachelor's degrees, history's share increases very slightly, to 2.2 percent.

These institutions have never been a choice for students interested in studying history, but other groups of institutions that have long accounted for the bulk of history majors are graduating fewer of them. This magazine has previously reported on the decline in history bachelor's degrees from universities with very high research activity. This decline accelerated in 2012–13, dropping 6 percent from the previous year, and a total of 10 percent since 2008. In 2012–13, this group of institutions awarded just slightly more history bachelor's degrees than it did in 2004. This group of institutions accounted for 36 percent of all history bachelor's degrees in 2004; it now accounts for 31 percent.

When we look at trends within broad types of undergraduate instructional programs, we find a similar shift. The Carnegie classification divides instructional programs along a spectrum: one side is defined by a high proportion of bachelor's degrees awarded to majors in professional fields (like communications, business, or engineering); the other

end of the spectrum awards a higher proportion of degrees to majors in arts and sciences fields (like psychology, classics, and physical sciences).

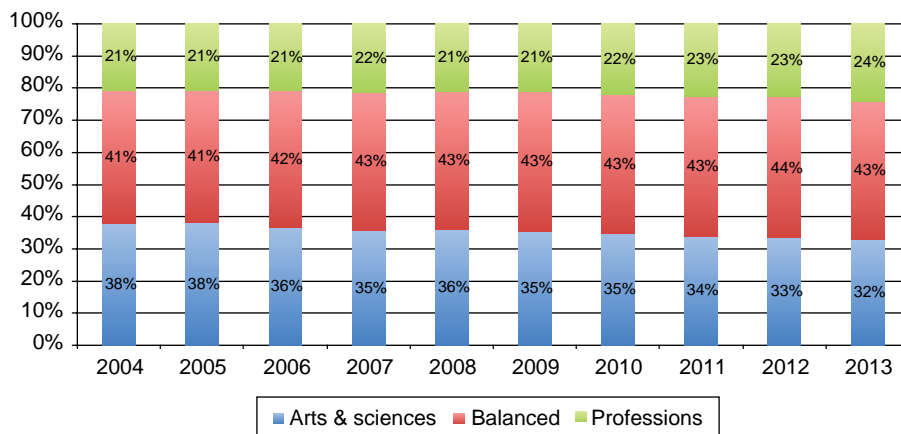
Balanced programs, which award close to the same number of professional degrees and arts and sciences degrees, continue to produce the greatest share of history graduates (41 percent in 2004 and 43 percent in 2013). However, the institutions that lean toward or focus heavily on arts and sciences have, over the past 10 years, gone from producing 38 percent of the history graduates to producing 32 percent (among bachelor's degrees overall the shift was less than 2 percent, and the shift in the balanced programs went the other way). Both balanced programs and arts and sciences programs awarded fewer history degrees in 2012–13 than in 2011–12 (fig. 1).

Still, even in this year of overall decline, we can find evidence that the history major is growing among certain groups and types of institutions. It's just not where we might expect, if we associate the history degree primarily with research powerhouses on the one hand and arts and sciences programs on the other. Institutions that lean toward the professions (termed “professions plus arts and sciences,” with 60–70 percent of their undergraduate degrees in professional fields) have been steadily increasing their share of all history bachelor's degrees, from 21 percent in 2004 to 24 percent in 2013 (the trend for all bachelor's degrees is moving in the opposite

Explore the Latest Data Online

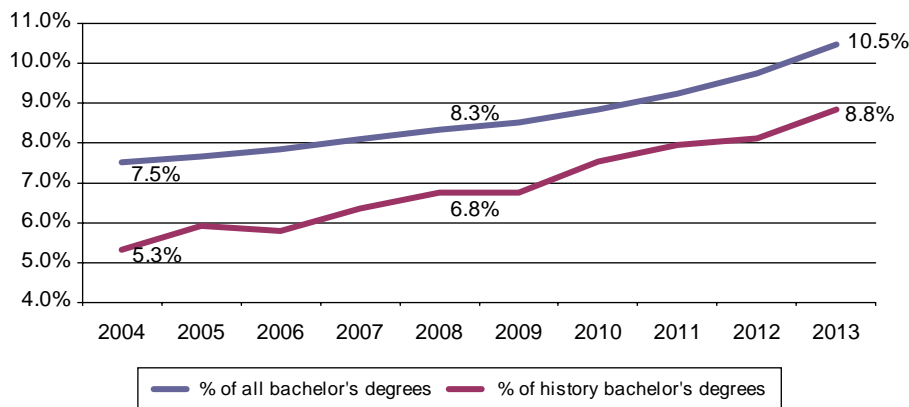
The online version of this article features a set of highly interactive charts. Visitors can filter by institutional type, racial/ethnic group, gender, and more. There are hundreds of ways to remix this data set, and we hope readers will discover new patterns and questions, and let us know what they find. Visitors may also download the underlying data, filtered or in its entirety, for use in their own research.

Figure 1. History bachelor's degrees by undergraduate instructional program



This figure shows the percentage of history bachelor's degrees by broad instructional category. Professional-leaning institutions have increased their number of bachelor's degrees in history, while institutions leaning toward arts and sciences have graduated fewer. Source: NCES. For this chart, institutions classified as "Arts and Science Focus" have been combined with "Arts and Sciences plus Professional," and likewise with the professional-leaning programs. The one percent share of history bachelor's degrees awarded by programs outside of this classification in 2013 is not shown here.

Figure 2. Proportion of Latino graduates



The top line shows the increasing number of Latino students earning bachelor's degrees in all fields, as a percentage of all bachelor's degrees. In 2013, 10 percent of bachelor's degrees in all fields went to Latino students. At the same time, Latinos have increased their share of history bachelor's degrees, and the gap between the two lines is narrowing. At research universities, these lines have crossed, with Latinos overrepresented among history graduates. Source: NCES.

direction). This is a small percentage shift, but these institutions, which accounted for nearly 8,700 history bachelor's degrees in 2012–13, are now awarding more of these degrees than institutions that lean toward arts and sciences (termed "arts and sciences plus professions"). And the professional-leaning institutions increased their number of history graduates even in years when the overall number of history graduates fell (like this most recent year, for example).

Looking at tuition reveals another shift. Comparing 2012–13 to the previous academic year, we find that the total number of history graduates dropped at all levels of tuition except one; as a group, programs with in-state tuition of less than \$5,000 defied the trend and awarded more history degrees. These inexpensive institutions are continuing an upward trend in which they have increased their number of history graduates by 34 percent over 10 years. Institutions with tuition above \$35,000, as a group,

graduated fewer history majors over the same period. Institutions in the \$40,000–\$45,000 range graduated 18 percent fewer.

As has been discussed in previous issues of *Perspectives*, Latino students are steadily increasing their participation in the history major. In the latest data, the number of history bachelor's degrees awarded to Latino students increased over the previous year, while awards to all other racial/ethnic groups, including whites, went down. This continues a multi-year and accelerating trend, one not seen in any other racial/ethnic breakdown. Even at the research universities, which have seen the largest decrease in history bachelor's degrees overall, the number of Latino students continues to climb—in fact, Latino history majors' share of history degrees from research universities is now greater than Latinos' share of all bachelor's degrees from those universities.

Drill down as much as we like, we still will never get to the data point that really matters—the individual student's decision to pursue a history major, or not. But we might indulge in some hopeful thinking about some of these trends.

The history major is not just for those drawn to schools that lean toward arts and sciences. Many students who have inviting professional programs available to them, even those who are in schools geared toward professional degrees, are still choosing the history major—in increasing numbers.

The history major is not just for the elite schools and high-paying students. It has appeal among those paying very low tuition as well. In fact, one might imagine that students who don't have staggering tuition bills hanging over them might feel freer to choose a major not associated with a rigorously defined career path.

The history major is not just for white students. Even though the discipline struggles to recruit African American and Asian students, Latino students are demonstrating that the major potentially has wider appeal.

If we were to further indulge our hopeful thinking, we might speculate that these small shifts, visible underneath the larger totals, might be leading toward a broadening of the major, not a contraction. Or we might be motivated to use what we learn from these small shifts to bring that broadening about.

Allen Mikaelian is the editor of Perspectives on History.

Transparency Initiatives Moving Forward

A New Committee Tackles FOIA Reform While Congress Takes on Presidential Records

Lee White

In December 2013, the United States issued its second Open Government National Action Plan (NAP), which sets forth several specific initiatives the Obama administration hopes to undertake in the next two years. The report acknowledged what many in the historical community have long known—that the Freedom of Information Act (FOIA), passed in 1966, desperately needs reform and modernization.

The newly formed FOIA Federal Advisory Committee will make specific recommendations to address this need. The committee was given a broad mandate to review government-wide FOIA practices. The end product will be recommendations for legislative and/or regulatory reforms to address problem areas identified by the committee.

David Ferriero, archivist of the United States, appointed the 20 members of the committee in May 2014. There are 10 members from within government and 10 nongovernmental members who have considerable FOIA expertise and who were selected to achieve a balanced representation. Committee members are appointed to a two-year term. Miriam Nisbet, director of the Office of Government Information Services (OGIS), has been named to chair the committee. OGIS was created five years ago within the National Archives to support the role of FOIA ombudsman across the federal government.

I had the honor of being appointed to the committee, to represent the interests of the National Coalition of History's many constituencies. While historians, archivists, political scientists, scholars, students, and other stakeholders have different views of FOIA, we likely all agree that the administration of the FOIA needs to be improved and modernized. That said, while there are universally acknowledged difficulties with

FOIA, our community has some specific concerns.

Efforts to fix the federal government's broken classification and declassification systems are now moving on parallel tracks in Congress and within the administration. One objective of those efforts is to make those systems more FOIA-friendly.

I plan to use the forum of the advisory committee to raise and give visibility to concerns that the Public Interest Declassification Board (PIDB) identified in its two reports to the president: "Improving Declassification" (2008) and "Transforming the Security Classification System" (2012).

The PIDB made two recommendations of particular interest to historians. The first concerns the prioritization of the preservation and processing of "historically significant records." The PIDB suggested that these records "should be identified and set aside as early as possible after their creation to ensure their preservation, long-term access, and availability to agency policymakers and historians." The PIDB further recommended that each agency should have an in-house history staff to assist agency records officers and declassifiers in the prioritization of records.

The PIDB also recommended that all departments and agencies that deal with national security and that engage in significant classification activity establish historical advisory boards and hire an appropriate number of historians to expedite declassification and public release.

The FOIA Federal Advisory Committee held its inaugural meeting on June 24, 2014, to discuss improvements to FOIA administration, develop consensus and recommendations for improving FOIA administration and proactive disclosures, and solicit public comments. Subsequent meetings will

be devoted to prioritizing the FOIA issues on which the committee will focus.

The committee will meet up to four times per year and may call additional meetings as necessary. Meetings will be open to the public. The activities of the committee will be reported at ogis.archives.gov/foia-advisory-committee.htm. FOIA committee staff will post the meeting materials the members receive at each session, as well as the agenda and the transcript of the previous meeting.

Presidential Records Reform Legislation

In September, the Presidential and Federal Records Act Amendment of 2014 (HR 1233), the latest iteration of Presidential Records Act (PRA) reform, passed the Senate unanimously. A similar version passed the House unanimously in January 2014. However, before the bill goes to President Obama for his signature, the House and Senate must reconcile the small differences between the two versions through a conference committee, unless the House simply passes the revised Senate version. With Congress in recess until after the November elections, it remains to be seen whether the House and the Senate will be able to finish work on the measure this session.

According to *Politico*, "Transparency-related measures like the presidential records bill stand a better-than-average chance of passing this year." However, the Obama administration has not publicly supported HR1233 and missed opportunities to issue a formal statement of administration policy before the bill was approved in the House or the Senate.

The National Coalition for History has been a leading advocate for the enactment

of PRA reform legislation since the issuance of President George W. Bush's 2001 Executive Order 13233, which restricted public access to presidential records. Shortly after it was issued, NCH was a plaintiff with other historical and archival groups in a federal lawsuit that sought to have President Bush's executive order declared invalid.

Recently, NCH contacted the chair and ranking committee member of the Senate Homeland Security and Governmental Affairs Committee (Senator Tom Carper [D-DE] and Senator Tom Coburn [R-OK], respectively), urging them to move the bill forward.

The Presidential Records Act was passed in 1978; the Reagan administration was the first it applied to. However, the law was silent on how claims of presidential privilege governing access to records should be applied. Failure to set out such a methodology left it to each president to interpret how presidential privilege claims by former presidents should be handled. HR 1233 is designed to clarify the use of executive privilege and codify how it should be used.

Before leaving office in January 1989, President Reagan issued the first executive order (EO 12667) providing an interpreta-

tion of how the law should be administered with regard to claims of executive privilege. It remained in effect until President Bush issued his 2001 order, which broadened claims of executive privilege for current and former presidents and their heirs. On his first day in office, President Obama revoked the Bush executive order and reinstituted the procedures that had applied during the George H. W. Bush and Bill Clinton administrations.

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

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AHA Issues Statement on Graduate School Offers of Financial Support

The AHA Council has been hearing from department chairs and directors of graduate studies about prospective graduate students being pressured to accept funding packages earlier than the national deadline of April 15.

This practice puts pressure on both students and departments, and the AHA, along with the Council of Graduate Schools (CGS), strongly urges departments to abide by the April deadline. The CGS reaffirmed its support for this deadline in an April 2014 resolution, endorsed by a very large number of its affiliate members. That resolution can be found at www.cgsnet.org/april-15-resolution.

In response to recent reports of the persistence of this practice, the AHA Council gave its unanimous support to the statement below.

—Philippa Levine, vice president, Professional Division

Statement of Support for the Council of Graduate Schools' Resolution on Deadlines for Accepting Offers of Admission (2014)

The American Historical Association Council reaffirms the importance of the Council of Graduate Schools' resolution regarding deadlines for accepting offers of admission to graduate programs, which state that students are under no obligation to respond to offers of admission and financial support prior to April 15, and that imposing earlier deadlines for the acceptance of such offers violates the Council's and the Association's principles.

—Approved by AHA Council, September 26, 2014

Letter to the Jefferson County, Colorado, Board of Education

The AHA has been following the controversy over the College Board's revised curriculum framework for Advanced Placement US History. In August, we released a statement in support of the way the College Board's framework encouraged historical thinking, and in September, I published an op-ed piece in the *New York Times* emphasizing the

importance of historical thinking to active and engaged citizenship. In the same month students in Jefferson County Colorado began to walk out of class to protest their school board's proposal to review the AP curriculum. The criteria for review state that the curriculum "should not encourage or condone civil disorder, social strife or disregard of the law" and "present

positive aspects of the United States and its heritage."

On October 1, the AHA sent a letter to the Jefferson County School Board, reiterating the importance of historical thinking to active citizenship and applauding students' interest in the quality of history education at their school.

—James Grossman

AMERICAN HISTORICAL ASSOCIATION

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October 1, 2014

Ken Witt, President
Members of the Board of Education
Jefferson County Public Schools
1829 Denver W Dr.
Lakewood, CO 80401

Dear President Witt and Members of the Board:

The American Historical Association, which represents more than 13,000 professional historians, including teachers of college-level history and K-12 educators, has been following the reactions to the release of the College Board's revised curriculum framework for the Advanced Placement US History Exam. We are concerned that the Jefferson County School Board's proposals for board review of the curriculum framework are inspired more by politics than a commitment to rigorous and professional history education. At the same time, we are deeply impressed with the enthusiasm of your students. To see students standing up for the integrity of their education, and in particular for the quality of historical thinking and teaching that takes place in their classrooms is refreshing—and quite frankly, impressive. We compliment you and the families of Jefferson County on raising a group of independent minded young people who recognize the value of critical thinking and high quality education.

Teaching history is about teaching historical thinking, and that means confronting history's inherent complexity. Simply put: there isn't only one story to tell. We teach our students that the history of

the United States—or any other place—is a tapestry of overlapping stories. None of these stories is created from whole cloth, but rather woven together from the evidence left in the historical record. Multiple narratives exist because of the many angles from which one can view the past, and the plausibility of any narrative rests on the quality and organization of historical evidence. The AP framework is organized chronologically and thematically in order to enable teachers to use their expertise to select the individual stories that compose the broader narratives. It is designed to enable students to learn how to ask historical questions, to assess evidence, and to appreciate the complexities of a nation's past. These are skills and habits of mind that active and engaged citizens possess. A reductionist understanding of history that condenses its complexities to a set of facts to be memorized does a disservice to students seeking to become productive members of their communities. That vision of history as a straightforward tale of mileposts and achievements requires less work on the part of the students than the more complex approach offered in the new AP framework. We hope that you are proud to see your children demanding that they be held to higher standards of intellectual curiosity and achievement.

The educators and historians who worked on the AP US History framework increased the exam's emphasis on historical thinking and analytical skills as an essential aspect of civic culture and the lifelong learning necessary to a successful career and active citizenship. The actions of students in Jefferson County schools demonstrate that they are ready to practice just that. They display an eagerness for independent thinking and a willingness to engage with the complexity of history that suggests they are ready and capable of mature historical inquiry.

Sincerely,



James Grossman
Executive Director

Career Diversity for Historians

Phase II Kickoff in DC

Emily Swafford

The AHA launched the second phase of the Career Diversity for Historians initiative with a weeklong kickoff event in September. At the AHA office and nearby venues in Capitol Hill, the event brought together AHA staff and representatives from the initiative's four pilot programs to explore options for expanding career horizons for historians, and to share data-gathering and program strategies. Over the course of the week we also had the opportunity to meet with stakeholders in the future of PhD education, and, crucially, to hear from more than 20 Washington-based history PhDs who are employed beyond the academy. What we heard was that careers beyond the professoriate are not only possible but fulfilling for history PhDs, and that there are real opportunities for graduate programs to make the variety of careers open to history PhDs known and accessible to graduate students. Representatives of the pilot programs left with fresh ideas and a renewed sense of purpose.

In the report "The Many Careers of History PhDs," L. Maren Wood and Robert B. Townsend found that among the 24 percent of PhDs who are employed beyond

the professoriate, the top three employers are government (federal, state, and local), higher education (nonteaching positions), and nonprofit organizations. Throughout the week, we had conversations with historians who now work in all three sectors, and what we heard supported our initial findings. In focus groups held during the first phase of the initiative, the AHA identified four key skills that could enhance graduate education in history and connect it to diverse careers: communication, collaboration, quantitative literacy, and intellectual confidence. ("Career Diversity's Time Has Come," *Perspectives*, May 2014) Time and again, our panels of experts confirmed this quartet. They emphasized the flexibility inherent in good communication and collaboration: the ability to communicate to a variety of audiences and in a variety of media (spoken, written, online, one-page memos) and to collaborate with those who hold different opinions or values. During the kickoff week, we pushed our panelists, especially those employed at think tanks, on the issue of quantitative literacy. What we found is that the quantitative skills most employers require are more in line with historical thinking skills than many might

guess. What's needed is an understanding that data and numbers tell a story, which involves, for example, an ability to interpret representations of data and to ask intelligent questions about how categories are selected and which variables are important. Finally, our panelists spoke about the value of intellectual confidence—the ability to quickly and confidently master a previously unknown subject area and to pivot among many tasks. All of these skills can be taught and learned, and most of the historians we talked to found they enriched and invigorated their work.

The biggest insight of the week was that the skills and habits of mind that make historians successful and well-prepared for jobs outside the academy are also skills and habits of mind that help students transition to faculty positions. In teaching and departmental service, for example, all four of these skills come into play. Faculty often use quantitative reasoning when committee work requires them to write or read a budget, or in teaching, when they turn qualitative work (i.e., student essays) into quantitative data to fulfill assessment requirements. In assembling program curriculum requirements and presenting them to administrators or accreditors, faculty have to communicate to an audience outside their discipline, and they have to collaborate, possibly with others who don't agree with them. And in tackling any issue related to assessment, faculty often have to display intellectual confidence—the ability to become experts on policies and procedures they may have only just encountered.

Finally, for those who fear that moving beyond the professoriate means leaving behind the values and love of ideas that may have spawned an initial interest in graduate school and sustained years of historical research, our evidence suggests that those fears, while legitimate, are exaggerated. Even though our panelists may not spend their days teaching or researching in an archive, intellectual pursuits are not something they

The AHA Alumni-Tracking Service

In March, the AHA introduced an alumni-tracking service for departments interested in where their graduates have found careers within and beyond the academy. For \$7 per graduate and a minimum search period of 10 years, departments will receive a report about employment sectors and industries for each PhD graduate, including the name of the employer and current job title. Aggregate program-level data, stripped of personal information, will be made available with interactive graphics on the AHA website. For more information, see the March 2014 issue of *Perspectives*. To request this service, directors of graduate study may contact Pamela Pinkney, AHA membership manager, at ppinkney@historians.org or (202) 544-2422 ext. 115.

shed when they move beyond the academy. At one panel of PhDs working outside the professoriate, a panelist stopped the conversation to spontaneously query the others. “How many of you,” he asked, “have published something research-related since beginning work outside the academy?” Every single panelist raised a hand.

A primary goal of this initiative is to expand the presence and influence of historians (and other humanists) beyond the academy. We are familiar with the idea of a historian *of* virtually any regulatory agency, for example, but what would it mean to have a historian *for* such an organization? Someone with the skill and ability to ask, “Has this happened before? What was different then and now?” Someone with, as one historian currently engaged in policy work put it, “an innate sense that there is nothing new under the sun.”

What can graduate programs do? Among the historians employed beyond academia who attended the AHA’s kickoff event, the common denominator was experience working outside the academy. Some had worked before enrolling in graduate school. Others had stumbled into internships or mentoring relationships. Few had actually come to graduate school with the intention of working outside the academy. All of them agreed their graduate programs could have provided more opportunities to gain outside experience. Departments that are committed to providing their students with a fuller set of career options should work with existing career services offices at their universities to facilitate more internship and externship programs. They can track the varied careers of alumni and work to create mentoring relationships. They can work with other parts of the university—the administration, the library, professional schools—to help students learn more about the landscape of higher education and offer an opportunity to gain some experience with it.

Representatives of the career diversity pilot programs will meet again in New York at the annual meeting to assess the progress made in the first half of the academic year. If the kickoff week is any indication, there will be much to discuss and much to look forward to. Regular updates on Career Diversity for Historians will appear in future issues of *Perspectives*.

Emily Swafford is the AHA’s programs manager.

Four Key Skills

During the first phase of the Career Diversity initiative, the AHA identified four skills that graduate students need in the workplace. These skills were compiled from focus group discussions conducted by the AHA with potential employers, university faculty and administration, and PhDs beyond the academy. They agreed that these skills are required across many careers. During the Career Diversity kickoff week in Washington, DC, participants also realized that these skills will help students transition to faculty positions as well as prepare them for careers beyond the academy. The four skills are:

- ◆ **Communication**, the ability to communicate to a variety of audiences and in a variety of media
- ◆ **Collaboration**, the ability to work collaboratively toward a common goal, especially with those who hold different opinions or values
- ◆ **Quantitative literacy**, the ability to understand and engage with information in numeric form
- ◆ **Intellectual self-confidence**, the ability to quickly master information and form intelligent opinions beyond one’s expertise and to pivot among many tasks



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The Paperless Archive

Seth Denbo

In 2007, the *Los Angeles Times* reported on the apparent disappearance of thousands of e-mails sent by the Bush White House. This loss of crucial government records came to light only because Congress went looking for them as part of an investigation. The e-mails were eventually recovered, but the case made national news and highlighted a serious issue that should be a cause for concern among historians. Just as investigations into wrongdoing require access to evidence, historical research necessitates the survival of documents. The loss of documentary evidence puts at risk the historian's enterprise.

Since before the turn of the 21st century, much of the historical record has been born digital. Government departments, media outlets, social movements, and many individuals no longer limit themselves to paper records that allow historians to trace the decisions, turning points, exchanges, discoveries, and mind-sets through which we build a narrative and create an understanding of the past. Even such venerable sources as newspapers are no longer solely or even primarily published in nondigital formats.

A small but growing number of historians are thinking about questions related to the shift from paper to digital records and the impact of these changes on historical scholarship. One of those at the forefront of this work is Matthew Connolly, professor of history at Columbia University. Connolly's research interests are on "the history—and future—of world politics." But, as he writes on his website, "the historical record is vast and a large but indeterminate part of it remains classified."

To attempt to determine the shape and scope of the body of records still out of reach, Connolly works with both digitized and born-digital documents. He has assembled, according to his website, a team of "computer scientists and statisticians to try to uncover the scope and nature of



Photo: Jason Scott (www.flickr.com/photos/textfiles) CC BY 2.0

Servers that hold vast amounts of data are already an important part of the paperless archive.

official secrecy, and perhaps even venture predictions about what a fuller accounting might reveal" (www.matthewconnolly.net). In an effort to gain a better picture of the subject, Connolly and his collaborators are building what they call the Declassification Engine. This tool kit will allow the management and analysis of both digitized and born-digital materials at a scale that begins to approach the needs of doing history when vast amounts of data are the norm. This work is by necessity collaborative and challenges us to rethink research practices.

All historians can easily recognize that government records are valuable sources, even if they are not paper on shelves, but instead were created electronically and stored as bits and bytes on hard drives and servers. But new types of sources that are actually products of digital technology and have no predigital analogues can be very useful evidence for historians. While these may not

have the same status as State Department records, immense opportunities exist in the blog posts, YouTube videos, and tweets related, for example, to the Egyptian Revolution in 2011 that were created in the weeks before and after the resignation of Hosni Mubarak.

The value in these sources for historians also comes with challenges. The quantity of digital records is staggering: thousands of tweets per second, millions of e-mails from an administration, thousands of blog posts. These digital records are vast and hold far more information than would be possible to read or comprehend, so software is the key to navigation, and even analysis. Archiving and preservation also present problems, which archivists and librarians at national, state, and local archives have been addressing for decades. Several projects are archiving born-digital records of government administrations and political figures. The Kaine Email

Project at the Library of Virginia collects, processes, and allows access to over one million e-mails from the administration of former Virginia Governor Tim Kaine. The Robert C. Byrd Center for Legislative Studies has a publicly accessible database of over one million pieces of legislative e-mail correspondence. Projects like these are attempting to prevent the loss of these materials and give scholars and the general public access to these vital records for contemporary political history.

Daniel Chudnov, director of scholarly technology at George Washington University's Gelman Library, is working on an application that addresses another aspect of the problem. The Social Feed Manager, which recently received funding from the National Archives and Records Administration, was first developed in response to social scientists who wanted to track how media organizations use Twitter. Political scientists are using it to archive the feeds of congressional representatives. The

Resources

The Arab Spring, Chronicled Tweet by Tweet: aje.me/1oQJixe

Are We Losing History? Capturing Archival Records for a New Era of Research, a session at the upcoming AHA annual meeting: bit.ly/1oQIRmC

The Declassification Engine: www.declassification-engine.org

Kaine Email Project @ LVA: www.virginiamemory.com/collections/kaine

Matthew Connolly's website: www.matthewconnelly.net

Robert C. Byrd Center for Legislative Studies: www.byrdcenter.org

Social Feed Manager at George Washington University Library: bit.ly/1oQJ9Kc

Social Feed Manager will also benefit historians of the recent past, who will increasingly need to know more about social media and web archives.

One great place to start is at the AHA's annual meeting in January. A session organized by Meg Phillips of the National Archives and Records Administration will

feature Connolly and several other historians and archivists in a discussion about the relationship between historians and archivists and the new kinds of work that will be required to create and use digital archives.

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



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The NHC Receives Mellon Grant in Support of Congressional Briefings

Amanda Moniz

One of the most distinctive undertakings of the National History Center is our Congressional Briefings program. Initiated in 2005, the program aims to bring nonpartisan historical perspectives to issues facing Congress in the belief that historians have meaningful knowledge and insights to offer to policy makers.

The center's briefings have featured renowned historians such as Eric Foner and John Hope Franklin speaking to a room packed with congressional staffers. They have also attracted attention from journalists; a reporter recently consulted with Mae Ngai of Columbia University after watching the film of a 2013 briefing on immigration history that featured Ngai, Tyler Anbinder of George Washington University, and Alan Kraut of American University. And since the beginning of Dane Kennedy's tenure as



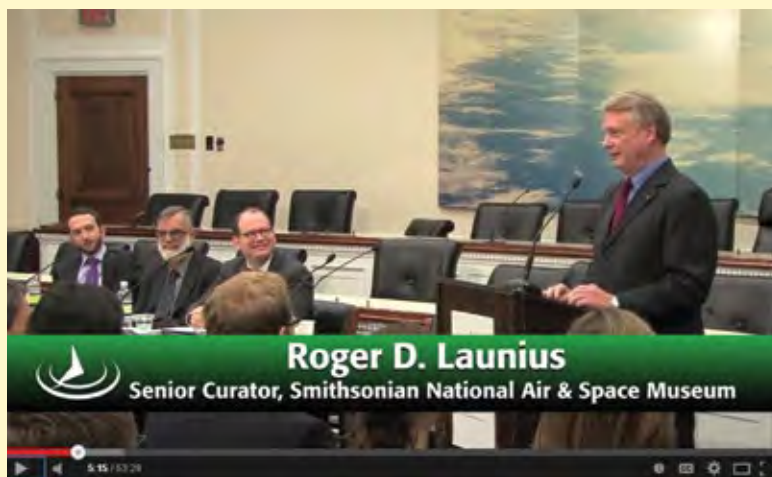
director, the Center has held two briefings that spurred lively discussions. The first, in June, examined the history of legislative oversight of the intelligence community; the second, in September, cosponsored with the German Historical Institute, probed historical perspectives on immigrant entrepreneurship. (To read more about these events, see bit.ly/1rItoto and bit.ly/1yzmXOr).

Yet, in spite of notable successes, the center had not been able to hold briefings regularly or to realize the program's potential more broadly until now. With new support from the Andrew W. Mellon Foundation and through other initiatives, the center is now working to establish the program firmly and to expand its reach.

In September, the center received a \$130,000 grant from the Mellon Foundation to finance the briefings program for five years. This grant eliminates the most serious problem the program had faced over the past years—a lack of dedicated funding. Thanks to the Mellon support, the center will now be able to hold briefings regularly, rather than on an ad hoc basis. Four times a year, we will bring historians to Capitol Hill to address timely legislative priorities that fall within four broad categories: domestic policy; foreign policy/

Watch the Congressional Briefings Online

Videos of the National History Center's Congressional briefings can be found in the Video Library on the center's website (nationalhistorycenter.org/resources/video-library-of-nhc-events) or at the Congressional Briefings section of the American Historical Association's YouTube channel (www.youtube.com/user/historiansorg). Available videos include the briefings on Congressional oversight of intelligence activities, Congress's role in immigration reform, commercialization of space travel, the Great Depression, and the federal role in race and Reconstruction. Watch these spaces for a video of the November 17 briefing on Ebola and the African health crisis in historical perspective. The recent briefing on immigrant entrepreneurship can be found in C-SPAN's video library (cs.pn/1w39c65).



See more at bit.ly/1zf1fzv

Roger Launius, now associate director, collections and curatorial affairs at the Smithsonian National Air and Space Museum, discusses the commercialization of space travel at a Congressional Briefing in June 2012.

military/intelligence; science and technology; and Congress and the electoral process. As they have in the past, each briefing will typically feature two historians speaking on a particular topic for about 10 minutes each, with a question-and-answer period following the prepared remarks. Besides being able to hold a briefing each quarter, we are also now able to look nationwide for historians who have the expertise we would like to put before Congress. Moreover, we will also be able to devote resources to filming the events.

Having secure funding is essential to our ability to strengthen the Congressional Briefings program. There are also other facets to developing the program. Foremost is building our ties on Capitol Hill. The National History Center has many friends in the community of historians in the federal government. These colleagues—in the State Department, the Smithsonian, and the National Park Service, to name just a few—help spread the word about our briefings within and beyond their agencies (along with bringing historical perspectives to their colleagues through their own work on a daily basis). In addition, the center has good relationships with the historian of the Senate, Don Ritchie (who began his career at the American Historical Association), and the historian of the House of Representatives, Matt Wasniewski. Both have helped us understand the legislative priorities of members of Congress, the congressional calendar, staffers' schedules, and other details that help us plan successful events. We also have close ties with staff at the Library of Congress, most of all at the library's John W. Kluge Center, and they too have offered insights and introductions that help enhance the briefings program. What we lack are extensive connections among the staffs of members of Congress. While some staffers attend our briefings, we would like to attract more. To that end, Dane Kennedy, the center's director, and I are scheduling meetings with staffers in both the House and the Senate and on both sides of the aisle. Our twin goals with these meetings are to introduce staffers to the center and our briefings program and to understand better how they might draw on historians' work as they consider and craft legislation. We plan also to forge stronger

relationships with staff at the highly regarded Congressional Research Service; CRS staff members sometimes attend our briefings. And, in recognition that interns on the hill often go on to become congressional staffers, we are working to make the center familiar to these young people through outreach targeted specifically to them.


Our plans to strengthen the Congressional Briefings program go beyond holding regular, well-attended events in House or Senate office buildings. We aim also to expand the program's reach beyond the hill. A first step in that direction was to create a video library of available broadcasts of past briefings on our website. (The video library can be found at bit.ly/1vthEw4.) We are also developing plans to create resources so that educators at various levels can draw on these events in their teaching.

We expect that the center's briefings, along with suggested readings and primary sources, will prove useful to K–12 teachers and college professors seeking to explore

the historical background of contemporary issues. Moreover, we believe that familiarity with the program will help students—and others—to recognize that history education has value beyond the classroom. We welcome your suggestions and comments as we work to develop this facet of the program.

With the plans outlined above in mind, we look forward to our next briefing, on historical perspectives on Ebola and the African health crisis, to be held on November 17. Randall Packard of Johns Hopkins University; Julie Livingston, a visiting professor at New York University and professor at Rutgers University; and Gregg Mitman of the University of Wisconsin will explore the history of the broader crisis in the African and global health infrastructure that has shaped the Ebola outbreak. For more information about this event, see our website at www.nationalhistorycenter.org.

Amanda Moniz is assistant director of the National History Center.



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Wall Remains, Holocaust Memorials, and Prussian Heritage

Reflections on Cold War Commemoration in Berlin

Keith R. Allen

The collapse of the militarized border fortifications that constituted the Berlin Wall rapidly attained immense cultural significance, in Germany and abroad. For those who endured this gruesome colossus for nearly three decades, interpreting the wall's legacy has proven daunting. The intensity of foreigners' interest in remnants of the wall was initially puzzling: while many outside the country had come to view the wall as a long string of graffiti-covered barriers, Germans, above all those living in the East and in divided Berlin, experienced the armed installation as monstrously elaborate and deadly. As the 1990s dawned, Germans in East and West were generally unmoved by arguments to conserve a section of the lethal border in situ.

Remembrance of the wall's destruction—the most dramatic moments occurred on the evening of November 9, 1989—has in recent years emerged as a national priority, with that date assuming prominence alongside other November 9ths, most notably the Reich (including annexed Austria) pogrom of 1938. Five years ago, Lech Wałęsa helped commemorate the fall of the Berlin Wall by toppling a row of supersized Styrofoam dominos. For this November 9, Berlin's government will release 8,000 helium-filled white balloons strung along eight miles of the former inner-city border. Whether this abstruse installation proves more illuminating than the reenactment of the domino theory initiated by the Polish Solidarity leader remains to be seen.

To understand wall commemoration in today's Germany, historians should be aware of three developments: After the wall fell, representatives of the federal government reached a precedent-setting compromise with the founders of memorials established at Nazi sites of persecution. Also important

were two brief periods of private-sector activism, one immediately after the wall's rise in 1961, and another after it fell in 1989. Finally, wall memorials have had to contend with Germany's abiding interest in highlighting Prussia's cultural achievements before the First World War, a development older than the wall but accelerated by its collapse.

An important moment for remembrance of Nazi persecution and subsequently wall remembrance emerged in 1993, when a conservative-led federal government agreed for the first time to direct funds to local and regional commemoration sites. In West Germany, dozens of *lieux de mémoire* had been established by delicate coalitions of activists and survivors' groups during that country's grassroots history boom of the 1970s and 1980s (two older memorials, at Dachau and Bergen-Belsen, were founded during the 1960s).

In eastern Germany and once-divided Berlin, officials were subsequently drawn into debates on how to exhibit overlapping narratives of Nazi and Communist repression. In 1994, the federal parliament launched two so-called Enquete Commissions to investigate East Germany's communist dictatorship, culminating in the establishment of a new remembrance authority, the Bundesstiftung Aufarbeitung. Upon completion of several Holocaust memorials in the German capital (the most controversial remains New York architect Peter Eisenman's near the Brandenburg Gate), a Berlin Wall Foundation was set up in 2008 to direct national funds to two existing sites, an outdoor memorial in the city's north, near a long-abandoned suburban rail station (the Nordbahnhof), and a refugee-process center on the city's southern edge.

Understanding the government's involvement in wall remembrance efforts requires

a longer look back, to the years when the Cold War in Europe threatened to become hot. Shortly after the wall's first anniversary in 1962, the Checkpoint Charlie Museum opened to display the cruel reality of Communist oppression, lest Germans residing in the West forget the subjugation of their countrymen. The museum initiative was spearheaded by Rainer Hildebrandt, and is now run by his Kiev-born wife, Alexandra. Just as the Soviet blockade of West Berlin and the resultant Anglo-American airlift were ushering in the now-legendary East-West face-off, Hildebrandt and others were forming what became the rollback brigade known as the Kampgruppe gegen Unmenschlichkeit (Fighting Group Against Inhumanity). Negotiations with American officials led West Germany's government to shut down this CIA-directed resistance organization during the late 1950s, leaving Hildebrandt and other fervent anticommunists without a cause—until the wall rose.

Politically charged and sensationalist, Hildebrandt's museum has long been popular, not least because of its location near Checkpoint Charlie, the best-known crossing point between East and West Berlin. The museum consistently draws both crowds and criticism, most recently when it invited Vladimir Putin opponent Mikhail Khodorkovsky to hold a public press conference there upon his release from prison.

In the 2000s, the Checkpoint Charlie Museum prompted the city government—which for nearly 10 years had included former East German communists, the Hildebrandts' political archrivals—to advance an official narrative of the global ideological and military struggle known as the Cold War. Utterly dependent on federal largesse, Berlin initially responded to the strident message of Hildebrandt's museum in the spirit of the 1993

federal agreement with the activist-founders of sites dedicated to remembrance of Nazi persecution: instead of championing a large-scale new public museum in the city center, Berlin's government initially sought to raise the prominence of existing, decentralized, ostensibly "grassroots" memorials—those deemed the most suitable places to remember the fate of victims.

One of these, the Berlin Wall Memorial site near the Nordbahnhof station, is an open-air expanse that seeks to introduce visitors to the extant physical remains of the mortal weapon known as *die Mauer* (the wall). A major incongruity in this regard is the inclusion of a national monument to the wall's victims (136 at last count) and Germany's postwar division. Dedicated in 1998, this memorial's two steel walls mimic the original border fortifications but are so massive they distract from the actual remains of the formidable structure that was, at this site, spared complete destruction.

This November 9, Chancellor Angela Merkel will open an indoor exhibition at the Nordbahnhof complex to compete with Hildebrandt's museum and other private projects. Notwithstanding significant investments at the Nordbahnhof, the city has by no means abandoned Checkpoint Charlie; efforts remain underway to erect a permanent Cold War museum there. Two years ago, the city opened a temporary exhibition next to Hildebrandt's museum, inexplicably named Black Box, as well as a display of everyday life in the two halves of the city during the 1980s. The latter is installed in a 50-foot-high steel rotunda in the shape of a giant cylinder.

While the former concentration camps and other sites of Nazi repression languished in obscurity during West Germany's economic boom in the 1950s and 1960s, and while federally funded commemoration of Nazi persecution from 1993 onward brought the national government into debates over the meaning of Germany's 20th-century dictatorships for the country's future, prodigious sums were flowing to yet another federally funded foundation, a less obvious but no less important product of the Cold War—the Prussian Cultural Heritage Foundation. Like its much smaller, newer counterparts dedicated to the critical assessment of the East German dictatorship and now wall remembrance, its 2,000 employees belong to a



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Illuminated balloons form Berlin's Lichtgrenze (border light) installation, 2014.

quasi-governmental organization, albeit one with highly influential private-sector allies.

The foundation started work in September 1961, weeks after the wall rose. The organization subsequently funded major new art museum complexes in the city's western half, at the so-called Kulturforum near then-desolate Potsdamer Platz and in the leafy university suburb of Dahlem, to herald encircled West Berlin's cosmopolitanism. Since the wall's collapse, stunning, mostly 19th-century art museums have been painstakingly restored on Museum Island, an imposing ensemble named a World Heritage Site in 1999.

Edifying in its own right, Museum Island is only one component of the Prussian Cultural Heritage Foundation's postunification plans for Germany's capital. In 1992, a noble-born Hamburg merchant of Pomeranian descent (until 1918 Pomerania was in Prussia; today it is in Poland) laid plans to resurrect the Berlin Palace. His Friends of the Berlin Palace insisted the federal government raze East Germany's asbestos-laden parliament building. In its place, with extensive support from both the federal parliament and the president, the foundation and its friends seek to reconstruct the Hohenzollern city palace in a style one might describe as neo-neo-Baroque, and fill it with non-European collections of colonial provenance. Until his escape to the Netherlands upon Germany's defeat in 1918, the last kaiser resided there; Wilhelm II declared Germany's entry into the First World War from the castle's balcony. Four years later, on

yet another November 9, Marxist Karl Liebknecht proclaimed from the kaiser's balcony a "free socialist republic." Damaged during the Second World War, the structure was demolished by a rather different group of communists in 1950.

This cultural undertaking—with a current price tag of \$750 million, Germany's most expensive—will tower over other remembrance initiatives for years to come. The Berlin Wall museum at the Nordbahnhof, for its part, is ill suited to compete with the castle's stellar location on the city's main tourist thoroughfare, the Unter den Linden.

For all that's changed since 1989, it remains difficult for many to embrace the narrative of the wall's collapse as wholeheartedly as the reconstruction of a royal castle. True, the 25th anniversary of Germany's peaceful revolution will receive a dramatic ceremony, but unlike five years ago, a castle's foundation walls are already casting shadows over the most famous *Mauer* of all. To compete with this 21st-century Prussian *Luftschloss*, the Berlin Wall Memorial had little choice but to seek an ersatz form of nobility—an application to the UNESCO World Heritage authority is in the works.

Keith R. Allen, a research scholar at the University of Giessen, is investigating refugees and western intelligence in Germany with the support of the German Research Foundation (Deutsche Forschungsgemeinschaft). In 2013, Allen published a study of refugee interrogation entitled Befragung Überprüfung Kontrolle: Die Aufnahme von DDR-Flüchtlingen in West-Berlin bis 1961.

The Cold War as Operational Experience

The View from NORAD

Lance Blyth

I recently completed a project with Rocky Mountain PBS, an episode of their *Colorado Experience* series (www.rmpbs.org/coloradoexperience) on the US and Canadian North American Aerospace Defense Command, better known as NORAD. On the initial conference call, the producers noted that NORAD's part in the Cold War, especially the Cuban Missile Crisis of 1962, was of great interest to them. I grimaced slightly, eyed the public affairs officer sitting across the table from me, and then turned my attention back to the trefoil-shaped conference phone. Well, I said, NORAD didn't exactly do a whole lot during the Cuban Missile Crisis, meaning it did not have a direct role in the confrontation between the United States and the Soviet Union. After all, it is a defense command.

This event was one of several that highlighted to me the unusual view I have of the Cold War from my peculiar perch as the NORAD command historian. Historians typically view and teach the Cold War as a decades-long geopolitical, ideological, or strategic event, punctuated with occasional countercultural activities. But from my perspective, the Cold War was an operational experience. Historians in my position emphasize planning, exercising, and resourcing for the air defense, and later ballistic missile attack warning and assessment, of the North American continent. The Cold War, from this historical view, was day-to-day, month-to-month, year-to-year work.

This perspective is far removed from my training as a historian of the 19th-century Southwest borderlands, but I have learned to appreciate it from studying the work

of my predecessor, NORAD Command Historian Lydus H. Buss. Along with his deputy Lloyd H. Cornett, Buss completed a study of what they called the Cuban Crisis on February 1, 1963. This study, which dealt simply with what the command was supposed to do, how it did it, and the issues it faced, is a far cry from the large-scale ideological and political narratives we associate today with the Cuban Missile Crisis and the Cold War. NORAD's mission was to defend the continental United States and the air bases from which any aerial attack on Cuba would be carried out; in the case of an airborne invasion, NORAD would escort paratroop-carrying planes from their bases to a staging area over the Dry Tortugas Islands at the end of the Florida Keys. These plans, as US products, assigned the mission to the Continental Air Defense Command, or CONAD, the joint (Air Force, Army, and Navy) US element of NORAD. This would later cause some friction with the Canadian part of NORAD.

To carry out its mission, NORAD/CONAD had to augment the forces then in Florida, adding over 100 fighters, 4 radar picket destroyers, 18 airborne early-warning aircraft, and 12 batteries of air-defense artillery, all roughly within a week, starting on October 20, 1962. NORAD also had to determine rules of engagement for all these assets, which included a requirement to attempt to divert any Cuban or Soviet aircraft entering US airspace before attacking it. While such issues went undiscussed in the study, NORAD clearly did not want to be the ones to start World War III.

The crisis truly began for NORAD on October 22, when the air-defense forces were ordered to a five-minute alert. NORAD also dispersed 155 interceptors to 20 US bases, a process that took only 5 hours and 40 minutes to complete. Canada, however, had not been consulted on these actions so did not raise its alert levels until



The Air Force digs in. Cheyenne Mountain tunnel construction, April 1962. Photo courtesy of NORAD.

two days later and did not disperse any of its aircraft. NORAD thus had 140 fighters in the Montgomery Sector, which included Florida and the eastern Gulf Coast and 715 fighters in the rest of the system, on five-minute alert.

This meant that, for over a month, day and night, maintenance personnel had to check aircraft, identify any problems, and either fix them or bring a backup aircraft onto alert in five minutes. Aircrews had to be briefed and prepared to “scramble” (man the airplane and take off) in five minutes. If a pilot was sick or unable to fly, a replacement had to be ready to go, in five minutes. All this had to be done 24 hours a day, in often austere dispersal bases, some of which lacked heat in the increasingly cool fall of 1962. The logistical and operational planning and preparation to maintain the alert, day after day, speaks volumes of NORAD’s efforts, even if an interceptor was never launched in anger.

After the Soviets had removed the offensive missiles from Cuba, NORAD began to pull back its forces. The dispersal ended on November 17, and the alert for NORAD ended on November 27 (except for Montgomery Sector, which maintained it until December 3). NORAD’s efforts then turned to recovering its forces and regenerating its readiness. On December 3, according to the study, the NORAD commander sent a message “to all concerned,” offering “my congratulations on the efficient and thoroughly professional manner in which NORAD forces reacted to the crisis.”

This quick-turn historical study complete, Buss and Cornett turned to their primary responsibility, the biannual historical summary of NORAD and CONAD, this one covering the period of July to December 1962 and signed by the NORAD commander, US Air Force General John K. Gerhart, on April 1, 1963. The Cuban Crisis, the largest and longest air-defense operation NORAD had ever undertaken, was dispensed with in the first chapter in only six pages, out of a total of 88; the remaining chapter titles show what the command historian thought was historically important during this time: “Organization,” “Manned Bomber Detection Systems,” “Ballistic Missile and Space Weapons Detection Systems,” “NUDET (Nuclear Detonation), Bomb Alarm, and B/C (Biological and Chemical) Reporting Systems,” “Command

and Control,” “Weapons,” and “Operations and Procedures.”

Two events covered in the history pointed to the operational future of NORAD, although Buss did not know it at the time. The first was Exercise Sky Shield III, the major air-defense training event, which took place from late at night on September 2, 1962, to early on the morning of September 3. The exercise required the grounding of all commercial, private, and nonparticipating military aircraft in the United States and Canada, although 20 unauthorized flights took place. NORAD used 319 trainers to simulate civilian air traffic that would have to be grounded during an attack. The strike force produced 906 attackers, or “fakers.” The air-defense forces—284 radars, 945 fighters, and 226 air-defense artillery firing units—attempted 1,118 engagements, resulting in only 675 simulated kills. NORAD was disappointed in this outcome, but felt the rules of engagement, which necessarily placed safety first, restricted the opportunity for successful engagements.

While the summary did not note it, NORAD had never been able to achieve more than a 50 percent success rate with the previous two Sky Shields (1960 and 1961). When one nuclear-armed bomber could obliterate one city, this was an unacceptable ratio. But procuring forces and capabilities necessary to increase the likely success of air defense was seen as prohibitively expensive in both Canada and the United States, and many programs had already been canceled. So 1962 was the beginning of the end of NORAD’s emphasis on conventional air defense. The United States had embraced a new strategy for deterrence—mutually assured destruction, or MAD. But, to do this, decision makers had to know when the Soviets had launched their missiles, and attack warning was soon added to NORAD’s original air-defense mission.

This growing requirement was reflected in a small section in the July–January 1962 Historical Summary discussing progress on what would become the iconic symbol of NORAD: the Combat Operations Center being dug into the side of Cheyenne Mountain in Colorado. Excavation, which started in May 1961, was finished by the end of 1962, and internal construction, except for operations and

technical areas, was to be completed by July 1964. The operations center would not reach full operational capability until July 1966, but planners added a new attack-warning system terminating inside the mountain.

The study and historical summary leave me with a sense of overwhelming process. The Cold War at the operational level was a massive planning and logistical effort, carried out over decades. For NORAD, the Cuban Missile Crisis appears as only a blip on the larger historical screen—an important blip, to be sure, but still a blip. This is simultaneously reassuring and terrifying—reassuring in that level-headed individuals sought to do their best, terrifying in that they were prepared to do the worst. The United States and the Soviet Union came close to a full-scale nuclear war, but as far as NORAD was concerned, historically speaking, it was just another situation to be dealt with. My view from NORAD suggests that a deeper history of the Cold War exists, one that is operational, organizational, and administrative, that is mundane, to be certain, but quite grounding in its effects because it deals with the realities as they lay at the time. I think Buss and Cornett would be quite pleased if their efforts ultimately contribute to this deeper history. As their successor, I know I would be.

Lance R. Blyth is the command historian of North American Aerospace Defense Command and US Northern Command, Peterson Air Force Base, Colorado. He is also a research associate with the Latin American and Iberian Institute, University of New Mexico. His first book, Chiricahua and Janos: Communities of Violence in the Southwestern Borderlands, 1680–1880 (2012) was awarded the Western History Association’s Weber-Clements Prize for the best nonfiction book on Southwestern America in 2013.

The views expressed in this paper are those of the author and do not necessarily reflect the official policy or position of the North American Aerospace Defense Command, the Department of Defense, or the US government.

More than McCarthy

Teaching the Cold War, K–12 and Beyond

Beth Slutsky and Nancy McTygue

The Cold War is an inherently interesting and engaging topic for students at all levels. There is a nearly endless supply of multimedia resources. There are stories, real and imagined, of danger and intrigue. There are flamboyant figures and everyday people just trying to live their lives—despite the ever-present fear of nuclear annihilation. There are also unsettled questions of cause and effect that present opportunities for students to develop their own interpretations of the past and to contextualize the present.

Given these intriguing topics related to the Cold War, why do students arrive at colleges and universities with relatively little exposure to the topic? As a university instructor, Beth noticed that students in her survey-level courses had noticeable gaps in their knowledge of the conflict. More than anything else, her students did not know why and how the Cold War ended, and rarely were they familiar with how the 1980s connect to developments from their own lifetimes, like American foreign policy toward the Middle East or the scope of the National Security Agency. Few students have any collective consciousness of the Berlin Wall being chipped away with U2 playing in the background or a mental snapshot of a congenial Gorbachev and Reagan summit. In some ways this is a good thing. It opens the door for a new generation to analyze the recent past unencumbered by memory; but it is the responsibility of history instructors at all levels to crack open that door.

In 2012, we began work on our second History Blueprint curriculum unit, *The Cold War*. We recruited a team of teacher leaders, graduate students, and scholars, and quickly realized that we would have to determine why many students were not learning much about the Cold War before we could develop the curriculum and, more importantly, before teachers would agree to try it in their classrooms. Our survey of



Library of Congress, Prints & Photographs Division, *US News & World Report Magazine Collection*

The living room war. Watching film footage of the Vietnam War, 1968.

teachers throughout the state and interviews with potential teacher leaders uncovered three major obstacles students and teachers faced in approaching this topic.

A Problem of Time. In California, as in most states, the Cold War is taught at the high school level, near the end of the school year. Many teachers report that they don't have time to teach the topic in its entirety at the end of a busy school year. Some say they have only enough time to do a basic introduction to the conflict. Their schedules have been complicated further by administration of standardized assessments each spring.

A Problem of Perspective. Teachers of a certain age have personal memories of the Cold War: some remember the fear during the Cuban Missile Crisis, others watched Walter Cronkite reporting from Vietnam, more remember Reagan's speech at the Berlin Wall. K–12 teachers often want to make their students understand how those moments made us feel and how they affected our behavior, and to have students sympathize with the fact that we didn't know how or if the conflict would ever end. But teaching the end of the Cold

War from one's personal experience is of course problematic. Recognizing oneself as a primary source with a particular memory about the time period can certainly provide a teachable moment about subjectivity and perspective when dealing with the past. But it can also frame a lesson in ways that privilege certain voices over others; this problem underscores the benefits of teachers working closely with one another and with researchers in the field.

A Problem of Scholarship. There is also a real gulf between what teachers learned when they received training and recent historical scholarship. Teachers who attended college during the Cold War tend to focus their instruction on the United States and the Soviet Union. Teachers who attended university more recently sometimes include lessons about the global reach of the conflict, through topics like decolonization and non-alignment. We believe that this generation gap was the result of what teachers learned when they were students and of the difficulty of disseminating recent scholarship to the K–12 level. Cold War historiography has vastly expanded in the last 20 years; teachers

who studied the conflict recently have had more access to a more global and comprehensive collection of resources and interpretations.

Time, perspective, and access to recent scholarship pose significant challenges to K–12 history teachers. But these obstacles aren't insurmountable, especially given the many benefits to student learning and engagement. As we constructed our History Blueprint Cold War unit, and in our professional development programs with teachers, we learned to confront the issues of history and memory directly, we provided in-depth content to ensure equal access to recent scholarship, and we offered practical guidance to help teachers reorganize their instruction to help them expand student horizons within the constraints of a limited school schedule. These principles guided the development of our Cold War curriculum and programs. We hope they also offer assistance to teachers seeking to revise or expand their own teaching of the conflict:

Get the big picture. The Cold War was more than Joseph McCarthy, the Berlin Wall, and fallout shelters. For more than 40 years, the world engaged in a diverse ideological, political, economic, and cultural conflict that spanned the globe and manifested itself in diplomatic, scientific, and violent conflicts. These conflicts had roots in even deeper, longer-lasting struggles. To begin to understand this complexity, students need access to both primary and secondary sources from many countries and perspectives. They need time to digest why things happened the way they did, to discover patterns, and to understand domestic and worldwide connections. They also need space to discuss what implications this era had upon societies then and now. The question: “Why was the Cold War fought on so many fronts?” can frame a larger investigation.

But don't let the big picture overwhelm. Because of the size and scope of the conflict, students can easily get overwhelmed with scale. It is difficult for students to develop a coherent narrative of the period, much less determine significance. Giving students multiple opportunities to discuss how individual events connected to the larger story is particularly important, as is asking them to rank or prioritize individual events to determine their significance. To narrow the scope but still impart important conceptual

Connecting K–12 to Cutting-Edge Scholarship

The History Blueprint is a curriculum, professional development, and assessment program for K–12 teachers, aligned with the Common Core State Standards and developed by the California

History–Social Science Project, headquartered at the University of California, Davis. The initiative benefits from the generous support of its partners and sponsors, including the American Historical Association. For more information or to download a free curriculum, visit historyblueprint.org.



understanding, we designed a “Hot Spots” research-based activity that allowed students to focus on different topics, such as Afghanistan, Nicaragua, or Iran, but required all of them to tie their individual studies back to the central question.

Maps help. In order to understand the strategic importance of the Suez Canal, or why the United States was invested in Cuba, students need to understand where these places are on the globe. In addition to knowing the where, students need to analyze how location can provide advantage, influence behavior, and sometimes determine the outcome of conflicts or even predict whether it's going to be a site of conflict.

Take advantage of resources. The National Archives, the Library of Congress, presidential libraries, and scores of other national and international collections provide up-close access to the conflict online and help to make it more immediate and emotionally compelling. Diplomacy and culture occurred through many mediums that have been preserved and made available on a wide scale. Students can read the entire declassified 1953 CIA plot to overthrow Iranian leader Mohammed Mossadeq through George Washington University's National Security Archive; they can analyze posters from Communist China through international repositories; and they can watch ABC News document the significance of the fall of the Berlin Wall. This variety of online sources engages students and extends the learning beyond traditional class time.

Teachers who have used History Blueprint's Cold War unit report that students

have deepened their disciplinary skills and have a better sense about the impact of the period on more recent or even current events. Moreover, students have found original ways to engage with the curriculum. For example, one lesson about the domestic Cold War directs students to create a museum exhibit on one of several topics. At one school in Folsom, California, students curated virtual museum exhibits by creating QRL codes whereby the audience used their phones to scan bar codes that directed them to specific sources. One group's museum exhibit toured members through a site that responded to the question “How was American technology transformed by domestic containment efforts?” while another exhibit asked museum visitors to consider “How were the minorities of the world ‘really’ affected?” That students engaged with multiple sources while wrestling with questions of historical significance in their proper context is a goal all history teachers can and should support.

Nancy McTygue, executive director, and Beth Slutsky, academic coordinator, work at the California History–Social Science Project, headquartered in the Department of History at the University of California, Davis. McTygue also serves as a member of the California Instructional Quality Commission, an advisory body for the State Board of Education. Slutsky also works as a lecturer in the department and has a forthcoming book, Gendering Radicalism: Women and Communism in Twentieth-Century California (2015).

In from the Cold

Espionage Fiction as an Educational Tool

Anton Fedyashin

To be perfectly honest, my course *The Cold War and the Spy Novel* grew out of a juvenile obsession with James Bond films that lasted well into adulthood. I once shared my interest in teaching how Ian Fleming's novels became films with my mentor Richard Stites of Georgetown University (in a bar), and he thought it was a great idea but suggested expanding the source base. It seemed for a while during the 1990s that this would remain an interesting, but purely academic project.

In the late 1990s, I noticed how effortlessly Russian and American politicians dusted off and redeployed Cold War stereotypes when it suited their needs. Then 9/11 happened and then the war in Iraq. In this "war on terror," with intelligence advisers claiming that uncertainties like the existence of Iraqi WMD were actually "slam-dunk cases," it was clear that public opinion formation, social mobilization, and fiction making were again deciding the fates of millions. There is something much deeper than history in stereotyping, I thought; there's something profoundly human about it. My juvenile obsession matured into a serious research interest.

When I gave *The Cold War and the Spy Novel* its first try in the spring of 2010, it proved to be wildly successful and has become an annual ritual at American University in Washington, DC. I follow a structure of one lecture and one seminar per week. The lectures set the historical context for the novels, which gives even the most pedestrian page-turners surprising depth and educational value while keeping the students entertained and engaged.

Student feedback has been encouraging. AU alumna Sarah Adler noted, "Using spy novels not only makes the material more entertaining and sometimes easier to read than a monograph, but also demonstrates to students that there is more to history than analyzing traditional academic works."



Courtesy of The Criterion Collection (www.criterion.com)

Checkpoint Charlie in The Spy Who Came in from the Cold (1965). The Berlin Wall provides a clear line between East and West for John le Carré's characters to cross as they discard loyalties or run for safety. Less clear are the moral distinctions between the rival intelligence services.

Alex Keene corroborated her thoughts: "Spy fiction provides a unique perspective on the Cold War, precisely because it offers a common man's perspective on important events, at the time of their occurrence." Indeed, espionage novels double as primary and secondary sources.

Using works from both sides of the Iron Curtain, my course explores the process of constructing stereotypes, the social role that espionage fiction played in the West and the East, its accuracy in terms of depicting the espionage community, and the relationship between literary fiction and what I term Cold War epistemology—politicized intelligence and public opinion formation. I change the syllabus every year because the course doubles as research for my second

book project, provisionally titled *Superpower Subconscious: The Cold War and the Spy Novel*.

Teaching about the Cold War in Washington is an added blessing, given that so much of it unfolded on this city's streets, which are littered with Cold War landmarks. To give just one example, AU's student shuttle runs right past 4100 Nebraska Avenue, the house in which Kim Philby lived while he was stationed in Washington. I love to hear the gasps of surprise when I finish the story of the Cambridge Five and then show my students the house that every single one of them has passed hundreds of times.

Various scholars have hinted at the importance of espionage fiction to the history of the Cold War. And yet the history of

intelligence and the spy novel remain poorly integrated into Cold War studies and the broader history of the 20th century. Some scholars have compared the intelligence community's files to a "nation's unconscious." If you buy this argument, then the espionage genre functioned as a form of psychoanalysis, with novels as parables loaded with collective wishes, hopes, fears, and unarticulated anxieties. For historians, these works can yield rich veins of primary source material because in addition to being entertaining, spy novels have also documented their era by reflecting geopolitical realities and the evolution of national identities.

An Anglo-Saxon phenomenon, the espionage genre branched off from detective novels in the late 1890s when rising literacy, a vibrant press, and cheap books created a feedback loop affecting state policies. England's first professional spy writer, William Le Queux, contributed to the spy mania that led to the establishment of the Secret Service Bureau (the predecessor of MI5 and MI6) in 1909. Some of the evidence heard by the government committee that suggested its creation came from his books. The first British spy novels were actually about counterespionage because it was morally justifiable (British gentlemen don't spy, but do catch foreign spies). It was also closest to standard detective work, which was already popular as the subject of fiction in Britain. The anxieties of imperial overreach contributed to the genre's popularity, but the Great War made it a literary staple. The enemies changed—the French in the 1890s, then the Germans, then the Bolsheviks and the Nazis—but the basic idea of defending home and hearth remained the same. With the Bolsheviks, however, a new relentless global struggle ensued without front lines, without rules, and with an enemy who infiltrated societies and undermined them from within.

The Soviets developed their own espionage genre in the 1920s, with writers such as Marietta Shaginian, but the genre's creativity came to an end during the 1930s, when depicting Soviet agents unmasking foreign plots against the Soviet Union settled into a predictable and formulaic pattern. One would think that the Soviets would have developed a vibrant espionage novel tradition, but they did not because writing about the NKVD and then the KGB was prohibited, while probing a closed society's secrets

was quite simply discouraged. Although the Soviets published spy novels, they were chronologically stuck in the era of the civil war, the 1920s, and then the Second World War. One exception to this rule was Yulian Semyonov, who wrote espionage fiction actually set in the time of his books' publication. But too few of them have been translated into English, although they offer a fascinating flip side of the Cold War struggle.

The Cold War reinvigorated the espionage genre and pulled American authors into it. Discussing these books with students always brings us back to the current debate about the extent of the security state. Could it be that the moral and ethical compartmentalization between the tools of the Cold War and the freedoms they aimed to protect may have been illusory? The Cold War's global

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peacetime espionage conflict corrupted even the most open societies by forcing them to compromise the civil liberties they championed. Fought with propaganda and fear, the Cold War empowered state-sponsored fictions to influence reality on an unprecedented scale. And as the Edward Snowden affair recently demonstrated, the end of the Cold War did not mean that espionage was over as a trade or a subject of popular fiction.

Film is an integral part of the course, and I always assign movies based on the spy novels to demonstrate how scripts politicized (and sometimes even reversed) the original material. For example, Graham Greene's *The Quiet American* (1954) was critical of US support for the French colonial war in Indochina. Together with Lederer and Burdick's *The Ugly American*

(1958), it registered the dawning struggle of the superpowers to coopt decolonization. Reflecting the rising stakes in this game, Joseph Mankiewicz's 1958 film *The Quiet American* turned Greene's plot on its head by making the novel's protagonist, Thomas Fowler, a dupe of a Viet Minh disinformation campaign that unjustly accused Alden Pyle of being a US government agent. It worked the other way, too. Alastair Maclean's *Ice Station Zebra* (1963) was anti-Soviet, but the 1968 film reflected the dawn of détente and ended on a much more positive note.

American presidents have enjoyed a lengthy love affair with espionage fiction. FDR enjoyed British spy novels. John F. Kennedy included Ian Fleming's *From Russia with Love* in a list of his 10 favorite books. And Ronald Reagan called Tom Clancy's *The Hunt for Red October* "unput-downable." During a Christmas shopping trip in December 2013, President Obama purchased a copy of Jason Matthews's new spy thriller *Red Sparrow*. Drawing on a rich legacy of Cold War stereotypes, the novel rebrands Vladimir Putin's Russia as the new Soviet Union. Written before the Ukrainian crisis, the novel fully mirrors the current interpretation of the Kremlin's policy inside the Beltway and offers an insight into why the Obama administration "reads" Russia the way it does.

The world may not be entering a new cold war, but Matthews demonstrates the persistence of Cold War epistemology as a form of policy-driven intelligence and knowledge production that reflects the interests of its customers more so than reality. Indeed, both the West and Russia are once again entering a historical stretch when espionage fiction reflects and even contributes to imaginary narratives about national identities, geopolitical intentions, and even "facts on the ground." Welcome back to the wilderness of mirrors. Here's to job security.

Anton Fedyashin is assistant professor of history at American University in Washington, DC, and executive director of AU's Initiative for Russian Culture.

History as Preparation for a Career in Business

Jack Cumming

My career illustrates an opportunity that historians and humanists often overlook by leaving the preparation of business leaders principally to business and engineering schools. Skills familiar to historians—analysis, writing, integrity—are what distinguish great business leaders. While case studies can bring a semblance of historical dynamism to business education, there is nothing like a historical perspective as preparation for business in a time of rapid change.

A transition in my preparation for a business career followed from a moment of insight on a warm early spring afternoon in 1956. My first two years of college were in engineering. I'd spent that afternoon in a laboratory measuring the strength of concrete blocks. Now that's very important for engineers to know. No one wants a building to collapse under its own weight. But at 4:30 p.m., after three hours with those concrete blocks, I returned to my room to find my roommates still in heated discussion over a morning lecture on the Renaissance and Reformation. The lecture was given by "Jinx" Harbison, a consummate scholar and teacher. "My goodness," I thought, "these guys are getting an education, and I'm crushing concrete blocks."

The next day I initiated a shift in major from engineering to the humanities, specifically European area studies. I was afraid to jump right into a history major. History was considered formidable, and I lacked the prerequisite survey courses. Area studies allowed a historical focus with diversification into other humanities. I was fortunate to be allowed to start with junior-level history courses after R. R. Palmer, the head of the history department, decided I could handle it. He had given me a stack of books, including his own, to read over the summer, followed by an informal oral exam in the fall.



Image credit: Stephanie Sundell, Creative Photography
Jack Cumming

Despite my shift to the humanities, my passion for a business career remained. Business serves to improve the human condition, to create employment, and to raise the overall standard of living. I wanted to be part of that practical world.

Until that moment in 1956 I had thought that an attraction to business and an interest in history were two dissimilar interests. As it turned out, that is not the case. It's true that business is practical and history can be academic, but the academic can illumine the practical.

Like my passion for business, my interest in history began early. When I was nine years old, a captivating picture appeared on the front page of our local newspaper. Buchenwald had just been liberated, and we awoke one day to a photograph of a starving, under-clothed man standing by a bunk bed. You've likely seen that picture. The full horror of what our nation had been fighting suddenly was manifest before our eyes. How, I wondered, could such an atrocity have come to pass? Might it conceivably ever happen here, in the United

States? Questions like these, I came to know, are the stuff of history.

My career has been as an actuary. Unlike many other business professions, including law or accounting, actuarial qualification does not require a specific academic preparation. Fellows of the Society of Actuaries qualify by passing a lengthy series of examinations administered at worldwide centers. The opportunity to simply read a book and master the contents can spare the aspirant the tedium of vocational classes. The sole requisites are demonstrated mastery and good character. This can help a humanities graduate to establish the practical credentials that businesses expect.

After college I went to work in insurance, but my interest in history persisted. In that era, New York University allowed people to work toward a PhD through evening courses. I was hungry to study history. The year was 1962, six years after my change of major, and four years after I'd earned my bachelor's degree. I had become a junior officer at a major New York insurance company and was sitting for the actuarial examinations.

The self-study format of the actuarial program left me free to enroll at NYU. With the evening option, I was able to support my young family, to prepare for actuarial exams, and to pursue professional-level studies in history, all at the same time. The combination was perfect for me.

Working full-time at a demanding business position, while pursuing graduate studies at night, takes a toll. I reduced my sleep over a period of years to just three to four hours a night, though I made up for it on Sunday. To stay in shape I would run the distance from my office at 51st Street in New York City to the university building at 8th Street (roughly two and a half miles). Even though the combination of work and graduate school was stressful, I felt fortunate to have access to a first-rate university that offered evening classes.

I never revealed to my work associates that I was studying graduate-level history. They might have thought that I wasn't serious in business, so I didn't take that chance. I was ambitious for career advancement. I expected pushback from the business community and avoided it by studying covertly, but I was surprised to find that my dissertation adviser thought that, if I continued in business, I couldn't be a serious history student. He wanted me to teach, but that had never been my intention. Finally, he told me he would never approve my dissertation since he couldn't "certify" me as a historian if I remained in business. By that time, I had rewritten the first chapters of my dissertation three times. With his words I knew I would not progress. I dropped the pursuit of a PhD. Although I don't have a degree to show for those years of effort, I gained the benefit of the education.

My business career blossomed, and I was given positions of increasingly higher responsibility. Those years of concentrated historical studies propelled my success. Historians are uniquely qualified to foresee change, to set change into context, to recognize practical innovation, and to manage the transitions from one era to the next. The sense of opportunity in a changing world distinguishes the historically trained businessperson from the graduate of a business program. It allows the historian in business to capitalize on change while others may only see change as an unpleasant challenge.

Beyond the historian's grasp of change, practical skills from the humanities are critical to corporate leadership. Understanding of human nature tops the list. Other skills are nearly as important; not least among them is the craft of writing clearly, succinctly, and effectively. Good writing is followed closely by the ability to articulate a vision and to enlist others in the corporate cause. History provides a visionary perspective. Historians are trained to read rapidly and with comprehension; corporate leaders must absorb information quickly and cogently. Without these skills no business leader can be fully successful.

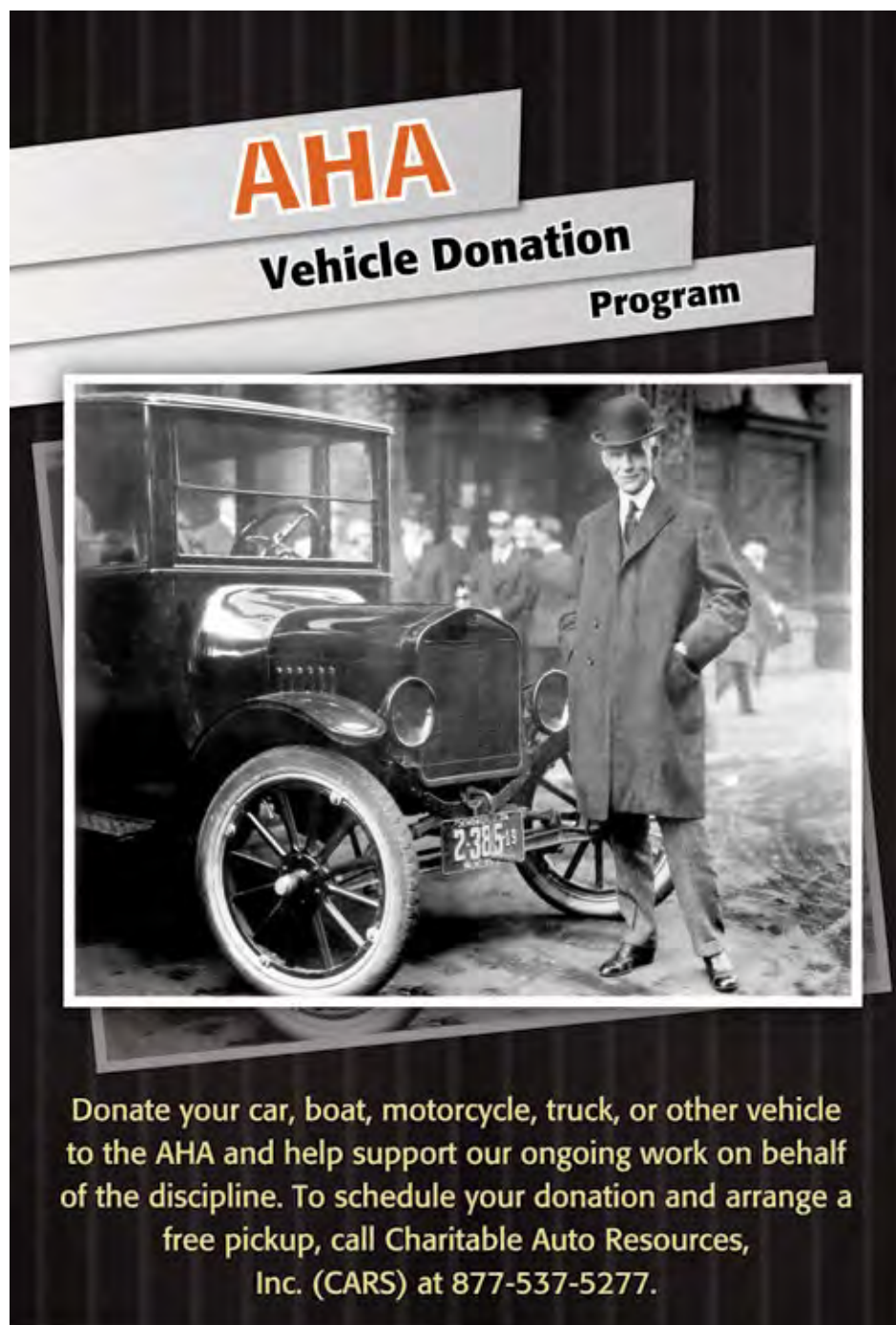
Of course, the pragmatics of business also matter. Businesspeople must know finance, accounting, marketing, organizational management, legal requirements, and the like. Historical preparation can facilitate even the mastery of these specifics. The rapid absorption of complex and varied information

provides an advantage. Marketing requires deep understanding of people and what motivates them. Organizational management is not that different from the varieties of societal organization, which historians understand well. In short, a businessperson who has a strong grounding in the humanities and is rooted in history is well positioned to absorb the pragmatic vocational skills needed.

Graduate history programs can thrive if they avoid the narrow premise that graduate education is job training for teaching.

Expanding the vision can bring wider awareness of the value of graduate-level historical training for business and other careers. Recognizing these broader career possibilities can create new opportunities for those with advanced history degrees.

Jack Cumming is a consulting actuary and research director for the National Continuing Care Residents Association. His aborted dissertation was on Walther Rathenau as a thinker, writer, business executive, and government official.



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Put Your Feet on the Ground of History

Julie Mujic

Sometimes the best teaching moments are unexpected, spontaneous, and created by the students themselves. History majors at Sacred Heart University personified the quest for active and engaged learning with their eagerness to “put their feet on the ground of history.” That phrase, shared with us by Harpers Ferry National Historical Park volunteer Doug Perks to emphasize the benefits of visiting historical sites, became the charge for our group as we searched for John Brown on the second annual history department trip in April 2014.

My first semester at Sacred Heart University in Connecticut in 2012 coincided with the announcement of a conference in March 2013 cosponsored by Gettysburg College and the Gettysburg National Military Park called “The Future of Civil War History: Looking Beyond the 150th.” I was eager to attend but thought it would also be a great experience for students. The dean funded a successful trip for myself and six history majors, and soon students began asking, “Where are we going next year?”

Coincidentally, planning for the 2014 trip complemented a recent departmental push to advertise the history program and attract more students. Our number of history majors has noticeably declined in recent years, and we have been vigorously devising new strategies to market the major. One aspect of this endeavor has been to address the age-old question “What will you do with a history degree?” With this in mind, I decided we would attend the annual meeting of the Society for the History of the Federal Government. A conference about the work of historians in the federal government sounded like a perfect opportunity to expose our students to the variety of careers available to them.

Additionally, my recent US Civil War class had read Tony Horwitz’s *Midnight Rising: John Brown and the Raid That Sparked the Civil War*, and the students had spent countless hours debating and writing about whether Brown was a martyr or a terrorist and whether he had failed or succeeded.

Shepherd University, the site of the conference, was only minutes away from Harpers Ferry National Historical Park, where Brown’s 1859 raid took place. My suggestion to a few students in that class that we head to the scene was met with enthusiasm. Professor Jennifer McLaughlin joined me on the trip, along with 10 history majors.

At the last minute, the group decided to add Antietam National Battlefield to the agenda, and we arrived there on a bleak, rainy afternoon only 45 minutes before the visitor center closed. I purchased two car tour CDs at the gift shop and attempted to convince my travel-weary companions to remain excited about spending another 80 minutes in the vans. We were all skeptical.

Soon, as the rain stopped and we got out of the vans, we became believers. The tour was more than we expected. The students walked solemnly through Bloody Lane, ran the steps at the observation tower, and took pictures of monuments. At Burnside’s Bridge, one student and I took the path to the Georgia soldiers’ lookout and gained a visual understanding of their position, while the rest of the group tried to find us on the hill, realizing, much to their horror, that we could see them far more easily than they could see us. This unplanned moment morphed into a significant teaching opportunity about position and military advantage. The students were beginning to recognize that seeing historical sites could enrich our classroom discussions. Our tour ended at the Antietam National Cemetery, a full two and a half hours after it started. Darkness and rain drove us into a local tavern for dinner, where we talked about how much the afternoon had surprised us.

On Friday morning, we went for a walking tour with Doug Perks, a fantastic volunteer at Harpers Ferry. We told him we were mainly interested in John Brown, but he managed to capture our imaginations with the history of Harpers Ferry from its founding in the late 18th century, its antebellum economic growth, John Brown’s raid, its importance during the Civil War, and its significance to



Sacred Heart University history majors touring the Antietam National Cemetery (Sharpsburg, Maryland) and stopping to pose with the Private Soldier Monument.

the civil rights movement in the 20th century. He was a wealth of knowledge and kept the students engaged despite the cold, windy conditions. After lunch, we continued to explore by visiting additional John Brown and Civil War sites in the area. At the students’ suggestion, we saw the Lockwood House and Jefferson Rock (gorgeous views!), found Kennedy Farm, which served as Brown’s raid headquarters, among winding Maryland country roads, “invaded” Harpers Ferry again while coming back from the farm, took photos outside the courthouse where Brown was tried, and listened to dramatic stories from the owner of the house that now sits by John Brown’s hanging site. The day broadened our understanding of these major historical events and filled us with even more appreciation for tracing history in person.

The students approached Saturday’s conference with anticipation and nervous energy. Most of them had never been to a professional history conference and did not know what was in store. Some of them expected

larger crowds, while others were surprised that there were so many people there. The students got right to work picking panels to attend and later compared notes on their favorite papers. Many admitted that some of the presentations were difficult to understand and that keeping up with the discussion seemed impossible at times. They felt young and somewhat conspicuous but welcomed by the historians at the conference.

We also encouraged the students to network and introduce themselves to panelists. Several students approached presenters and asked follow-up questions about a paper or clarifying questions about career paths. These conversations increased the students' confidence and illustrated how historians share research, posit new hypotheses, and deal with questions and obstacles. Students realized that historians often do more than teach; they were astounded by how many historians end up on career paths they had never envisioned. While this new knowledge helped students understand that they have many opportunities available to them, it was both liberating and frightening—they live in a world where they are supposed to have one answer for the question “What do you want to be when you grow up?”

On Sunday, we returned to Connecticut. Tired but inspired, the students had made new friends, strengthened their identities as budding historians, and become more confident they'd made the right decision when they chose the history major.

Jennifer McLaughlin and I guided the trip, but we gave the students significant input and freedom to determine what we'd see and, at the conference, which panels to attend. This helped each student feel that the trip was personalized. Our experiences at various stops demonstrated how historians make choices about how to gather information. Students grasped that museums, historical sites, and guidebooks are historical interpretations and that public historians negotiate sources and memory to present a narrative. The conference then helped them see the many facets of history come together. They heard how historians analyze images, texts, and discourse in ways that they as students do not always experience in a classroom. Overall, the students perceived the nuances of history as a profession, rather than history just as a course.

One of the best decisions I made about these trips was to ask the students to write daily reflection e-mails to me about their experiences. The students did this faithfully,

and their writings were humorous and insightful. I subsequently used them to create a presentation that we gave at the annual history department dinner. The students also handwrote thank-you notes to the dean.

Through their reflections, it became clear that while we had gone looking for John Brown, we had found much more. We had put our feet on the ground of history, and by doing so had embraced how seeing can enhance classroom learning. Our experiences complemented the intensive day at the conference, which revealed the many hats worn by professional historians and expanded the career horizons of these young scholars. The students did not want the weekend to end, and immediately began asking where we will go next year.

Luckily, I already have a destination in mind.

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Walking the City of Serendipity

David S. Dunbar

Walt Whitman is New York's patron saint of serendipity largely because of his capacity for embracing others empathically. As a result, the city never ceased to yield up surprises and discoveries that thrilled and enchanted him. Whitman changed the tradition of walking New York City forever when he made Gotham and its denizens his own. Whitman loved the city—its crowds, its multiculturalism, its physical landscape. And he embraced it all with a kind of cosmic empathy that acknowledged both immanence and transcendence. When you walk the streets of New York you will be walking in the footsteps of Walt Whitman. If there were still omnibuses roaring around Dead Man's Curve on the southwest corner of Union Square, you might have seen Walt hanging onto the back of one reciting his epic poem "Song of Myself" to the crowds.

But one place you should go to truly understand what New York meant to Whitman is the Fulton Ferry Landing under the Brooklyn Bridge. There, carved into the metallic railing that surrounds the pier, are the words of the poem "*Crossing Brooklyn Ferry*."

It avails not, neither time or
place—distance avails not:

I am with you, you men and
women of a generation, or ever so
many generations hence;

I project myself—also I return—I
am with you, know how it is.

Just as you feel when you look on
the river and sky, so I felt;

Just as any of you is one of a living
crowd, I was one of a crowd.

During the annual meeting you will have a chance to experience and practice one of the great delights of being in New York City—serendipity. But what does that mean, exactly? "Serendipity"—the word—was actually invented by Sir Horace Walpole in



Browning Photograph Collection, PR 009, New-York Historical Society, 83996d.
57th Street, looking east from Sixth Avenue, gelatin silver photograph, ca. 1920s–1930s.

a letter dated January 28, 1754. He wrote, "This discovery, indeed, is almost of that kind which I call Serendipity, a very expressive word, which, as I have nothing better to tell you, I shall endeavour to explain to you: you will understand it better by the derivation than by the definition. I once read a silly fairy tale, called 'The Three Princes of Serendip'; as their Highnesses traveled, they were always making discoveries, by accidents and sagacity, of things which they were not in quest of."

Because of its size, density, and the fact that it is the most multicultural city in the world (in one Queens high school over 125 languages are spoken), the streets and neighborhoods of Gotham will provide you with an abundance of chances to make such discoveries.

But just as the King of Serendip hired a tutor to teach his princely sons how to cultivate this skill, we can learn from the long tradition of past "walkers of the city" who honed their proficiency in serendipity on

the streets of Manhattan. Probably the first thing you need to know is *how* to look at the city streets. For this, let's turn to one of the finest chroniclers of city life, A. J. Liebling: "The finest thing about New York City, I think, is that it is like one of those complicated Renaissance clocks where on one level an allegorical marionette pops out to mark the day of the week, on another a skeleton death bangs the quarter hour with his scythe, and on a third the Twelve Apostles do a cakewalk. The variety of the sideshow distracts one's attention from the advance of the hour hand." New York is a city of microcosms that is best approached by invoking the old Zen Buddhist aphorism "Everything changes, everything is connected, pay attention."

Because New York is in constant flux, you have to add a level of time to your understanding of how to really see New York. As the novelist Colson Whitehead has written, "No matter how long you have been here, you are a New Yorker the first time you say, 'That used to be Munsey's' or 'That used to be the Tic Toc Lounge.' That before the Internet cafe plugged itself in, you got your shoes resoled in the mom-and-pop operation that used to be there. You are a New Yorker when what was there before is more real and solid than what is here now."

New Yorkers fell in love with walking streets because they were fascinated by the *flâneurs* of Paris and London in the 1820s and 1830s—Charles Dickens chief among them. Dickens was so admired that his visit to the city in 1842 was celebrated by a ball attended by 3,000 people and described as "the greatest affair of modern times." Dickens marveled at the bustle of Broadway (though he abhorred the pigs that ran wild across his path) but found the Five Points slum "all that is loathsome, drooping and decayed."

Native authors also were obsessed with observing and describing the extremes of street life in the city's neighborhoods. Ned Buntline and George Foster were two of the first professional *flâneurs* who both exposed and weirdly celebrated this polarized city. Their kind of walking the streets led to elaborate descriptions of the Bowery with its "deep, dark, sullen ocean of poverty, crime and despair" and the gaudy, meretricious lifestyle of the wealthy on Fifth Avenue. Matthew Hale Smith summarized what these *flâneurs* saw as the very nature of the city in his exposé *Sunshine and Shadow in*



Frederick Kelly Photograph Collection, PR 246, New-York Historical Society, 87712d.

Frederick Kelly, Herald Square, 34th Street, New York City, gelatin silver photograph, ca. 1959-1976.

New York, in which he wrote, "Great cities must ever be centers of light and darkness; the repositories of piety and wickedness; the home of the best and worst of our race; holding within themselves the highest talent for good and evil."

Dickens, Buntline, Foster, however, were all *flâneurs* who made their observations with an aloofness—almost a voyeurism—that established a firm distance between them and the people on the street. They were *on* the streets, but they were not *of* the streets. You might take something from their courage to go places that pushed them out of their comfort zones, but you will need to kindle your Whitman-esque attitude if you are really to become a "prince of Serendip."

Returning to Manhattan across the Brooklyn Bridge from the ferry landing, you will need to give yourself over to the rhythms and the characters of the streets as Vivian Gornick, the modern-day Whitman, does in her essay "On the Street: Nobody Watches, Everyone Performs":

The day is brilliant: asphalt glimmers, people knife through the crowd, buildings look cut out against a rare blue sky. The sidewalk is mobbed, the sound of the traffic deafening. I walk slowly, and people hit against me. Within a mile my pace quickens, my eyes relax, my ears clear out. Here and there, a face, a body,

a gesture separates itself from the endlessly advancing crowd, attracts my reviving attention. I begin to hear the city, and feel its presence. . . . I feel myself enfolded in the embrace of the crowded street, its heedless expressiveness the only invitation I need not to feel shut out.

As you walk the streets and investigate the neighborhoods of New York City during the annual meeting, remember: "Everything changes, everything is connected, pay attention." If you do, you indeed will make serendipitous discoveries of things you were not in search of. And if you get really good at it—like Whitman or Gornick—you might even discover things about yourself in the other people walking the streets in your midst.

David S. Dunbar is cofounder of CITYterm, an interdisciplinary, experience-based semester-long program that immerses high-school students from around the country in the history, literature, and culture of New York City. He has served as its academic dean for the past 18 years and also is the coordinator of teaching and learning initiatives for The Masters School in Dobbs Ferry, New York, where CITYterm is based. He is the editor, with Kenneth T. Jackson, of Empire City: New York through the Centuries (Columbia University Press, 2002).

The Presidential Sessions

Jan Goldstein

Every year the AHA president has the privilege of organizing a series of presidential sessions at the annual meeting. She is, for this purpose, given carte blanche. For the 2015 meeting, I've organized two distinct groups of sessions: one addresses a broad topic that connects questions of historical method with current trends of history writing; another concerns the institutions, formal and informal, that sustain our scholarly life or extend it outside the academy.

The four sessions that comprise the former group are all assessments of the influence that classic theorists exercise on the writing of history today. How, they ask collectively, do Marxism, Freudian psychoanalysis, the theoretical claims of Foucault, and post-structuralism in a Derridean vein continue to shape the imagination and practice of historians? To answer those questions, I have invited a group of distinguished historians who span the generations. (You'll find their names in the sidebar.) The session on post-structuralism doubles as a session in honor of Dominick LaCapra, one of the historians most influential in introducing that current of thought into the American academy; it features LaCapra as commentator. Since the theme of this year's meeting is "History and the Other Disciplines," it is especially fitting that the panelists include two historically minded members of other disciplines: a geographer, Gillian Hart, on the Marx panel and an anthropologist, Ann Stoler, on the Foucault panel.

The remaining three sessions have a less obvious thematic unity but are joined together by a shared institutional focus. The first, the plenary session, takes up the problem of the American research library in the early 21st century. Where, especially in light of the trend toward digitized collections, is this venerable institution heading? The jumping-off point for the session—appropriate to the New York City venue of our meeting—is the long controversy over the main research branch of the New York Public Library at Fifth Avenue and 42nd

Presidential Sessions at the Annual Meeting

Plenary: The New York Public Library Controversy and the Future of the American Research Library

Friday, January 2, 2015, 8:30–10:00 p.m., Metropolitan Ballroom West (Large) (Sheraton New York). **Chair:** Stanley N. Katz. **Speakers:** Michael Kimmelman, Amy Ryan, Joan Wallach Scott, Elliott Shore.

Historian-Administrators

Saturday, January 3, 2015, 8:30–10:00 a.m., Sutton North (New York Hilton). **Chair:** Joanna Waley-Cohen. **Panel:** John W. Boyer, Jack R. Censer, Carla Hesse, Carol Quillen.

Historians as Public Intellectuals in Comparative National Context

Saturday, January 3, 2015, 10:30 a.m.–12:00 p.m., Sutton North (New York Hilton). **Chair:** Thomas Bender. **Panel:** Thomas Bender, Roger A. Chartier, Partha Chatterjee, Ellen F. Fitzpatrick, Jürgen Kocka.

Reassessing the Influence of Classic Theory on Historical Practice: Poststructuralism

Session in honor of Dominick LaCapra

Saturday, January 3, 2015, 2:30–4:30 p.m., Sutton North (New York Hilton). **Chair:** Carolyn J. Dean. **Panel:** Martin Jay, Gabrielle M. Spiegel, Judith Surkis. **Commentator:** Dominick C. LaCapra.

Reassessing the Influence of Classic Theory on Historical Practice: Marx

Sunday, January 4, 2015, 9:00–11:00 a.m., Sutton North (New York Hilton). **Chair:** Martin Jay. **Panel:** Gillian Hart, Katsuya Hirano, Moishe Postone, Andrew Sartori.

Reassessing the Influence of Classic Theory on Historical Practice: Foucault

Sunday, January 4, 2015, 11:30 a.m.–1:30 p.m., Sutton North (New York Hilton). **Chair:** Roger A. Chartier. **Panel:** Paul Friedland, Tracie Matysik, Ann Laura Stoler. **Commentator:** Andrew Zimmerman.

Reassessing the Influence of Classic Theory on Historical Practice: Freud

Sunday, January 4, 2015, 2:30–4:30 p.m., Sutton North (New York Hilton). **Chair:** Eli Zaretsky. **Panel:** Ben Kafka, Elizabeth Lunbeck, Joan Wallach Scott, Debora Leah Silverman.



Photo by David Iliif. License: CC-BY-SA 3.0

Reading Room at the New York Public Library's Stephen A. Schwarzman Building, a celebrated example of Beaux-Arts architecture.

Street in Manhattan. At the end of 2011, the Board of Trustees of the NYPL announced a renovation plan that would remove some 3 million of the library's books to off-site storage while converting the architecturally celebrated stacks into a computer-oriented library facility serving both researchers and the general public. Outcry (and lawsuits) by scholars, journalists, architecture critics, and organizations of concerned citizens brought about the abandonment of the plan in May 2014. But the conclusion of this one saga does not, of course, answer the question of the future of other research libraries, and that general question, and how the story of the NYPL might bear on it, will be the subject of the session. The panel includes three speakers who were involved in the NYPL controversy—the historians Stanley N. Katz and Joan Wallach Scott, and the New York Times architecture critic, Michael Kimmelman—and two major figures in the American library world—Amy Ryan and Elliott Shore.

The second session under this rubric gathers together a group of historians who also serve, or have recently served, as high-level administrators in a variety of institutions of higher education. How does the future of our profession look from their vantage point? The assumptions behind the session are that these “historian-administrators” are necessarily keenly aware of budgetary constraints; that they have personal reasons to be especially concerned about the trajectory of the discipline of history in their institutions; and that they tend to think about problems like these in historical terms. The esteemed historian-administrators who make up the panel include one president of a four-year liberal arts college (Carol Quillen, Davidson Coll.) and three deans of public and private research universities that have undergraduate

colleges (John Boyer, Univ. of Chicago; Jack Censer, George Mason Univ.; and Carla Hesse, Univ. of California, Berkeley).

The final panel addresses the topic of historians as public intellectuals in comparative international perspective. It's clear that different national public spheres offer historians different kinds and degrees of access; they treat historians' views as more or less relevant to the interests and concerns of the general public. Against this background, the panel brings together five eminent historians who are public intellectuals in their native countries—Roger Chartier (France), Jürgen Kocka

(Germany), Partha Chatterjee (India), and Thomas Bender and Ellen Fitzpatrick (United States)—to discuss the kind of public voice that is offered to historians in each of those settings. They will also address the problem of the historical and cultural factors that make a national public sphere more or less receptive to historians' interventions.

The presidential sessions do not overlap with one another; each occupies a different time slot. Everyone is invited to attend them—and to attend as many as they wish.

Jan Goldstein is president of the AHA.



CONGRATULATIONS TO AMERICAN CATHOLIC HISTORICAL ASSOCIATION BOOK PRIZE WINNERS

THE JOHN GILMARY SHEA PRIZE IN CATHOLIC HISTORY

John W. O'Malley, S.J., Georgetown University for *Trent: What Happened at the Council* (Belknap Press)

THE HOWARD R. MARRARO PRIZE IN CATHOLIC HISTORY

Daniel Stolzenberger, University of California-Davis, for *Egyptian Oedipus: Athanasius Kircher and the Secrets of Antiquity* (University of Chicago Press)

THE HARRY C. KOENIG PRIZE FOR CATHOLIC BIOGRAPHY

Robert Ventresca, University of Western Ontario, for *Soldier for Christ: The Life of Pius XII* (Belknap Press)

For more about the ACHA and its many awards, prizes and grants, visit achahistory.org

A Web of History

Digital History at the Annual Meeting

Seth Denbo

Twenty-four years ago this December, Tim Berners-Lee completed the first tests of his system for using the Internet to allow anyone to post information and link it to other computers through a system of hyperlinks. The near-quarter of a century since the invention of the World Wide Web has seen a transformation akin to that wrought by the movable-type printing press. The web is not only changing how we shop, communicate with our friends and family, and look at pictures of cats—it reverberates through our research, teaching, and publishing. The breadth of this transformation, and the myriad ways in which it is affecting our scholarship is clearly evident in the digitally focused offerings at the annual meeting in New York this year.

Attendees will have access to an unprecedented range of workshops, panels, and events focused on digital approaches to all aspects of historical scholarship. After a successful Getting Started in Digital History

workshop last year, we are repeating the event with an added intermediate track and expanding it to allow more participants. The cornucopia of digital panels during the actual meeting kicks off with the very first panel of the conference, which brings together archivists and historians to talk about aligning the needs of the latter with the collection practices of the former in order to serve future generations of both. From there, the meeting features digitally focused panels with historical topics as diverse as the Civil War and slavery, the two world wars, African Americans and the African diaspora, and New York City. On the methodological side, there are sessions on digital humanities and feminist history, digital tools for historical scholarship, blogging, digital publishing, and GIS. Several teaching-focused sessions round out the offerings—including a lightning round on digital pedagogy, one of this year's record number of sessions with innovative formats.

This highly varied and eclectic list, which eludes reduction to a single theme, reveals something important about digital scholarship in history. While not every historian is “digital,” these methodologies have penetrated all areas of historical practice and are available to any historian. On the one hand, we are doing history as we’ve always done it, while on the other we push the boundaries of disciplinary practice and historical knowledge through our use of digital tools.

So whether you think of yourself as a “digital historian” or someone who just wants to find out more about what digital tools do, there is something for you among the offerings at #AHA2015. Be sure to check out the poster sessions for more digital presentations, and join us on Friday evening at 5:30 for a reception for history bloggers and tweeters.

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

Selected Digital History Sessions at the Annual Meeting

Are We Losing History? Capturing Archival Records for a New Era of Research

Friday, January 2, 1:00–3:00 p.m. • Clinton Suite (New York Hilton)

Teaching and Learning the Great War in the Digital Age

Friday, January 2, 1:00–3:00 p.m. • Beekman Parlor (New York Hilton)

Digital Tools: From the Archive to Publication

Friday, January 2, 3:30–5:30 p.m. • Beekman Parlor (New York Hilton)

Doing More with Less: The Promise and Pitfalls of Short-Form Scholarship in the Digital History Age

Saturday, January 3, 8:30–10:00 a.m. • New York Ballroom East (Sheraton New York)

A New Scale: Teaching History in a Massive, Open, Online Environment

Saturday, January 3, 8:30–10:00 a.m. • Beekman Parlor (New York Hilton)

Digital Pedagogy for History: Lightning Round

Saturday, January 3, 10:30 a.m.–12:00 p.m. • Conference Room D (Sheraton New York)

Visualization and Digital History: Techniques and Demonstrations

Saturday, January 3, 2:30–4:30 p.m. • Beekman Parlor (New York Hilton)

Can DH Answer Our Questions? Using Digital Humanities to Address the Concerns of Feminist Historians

Sunday, January 4, 9:00–11:00 a.m. • Concourse A (New York Hilton)

Authoring Digital Scholarship for History: Challenges and Opportunities

Sunday, January 4, 9:00–11:00 a.m. • Beekman Parlor (New York Hilton)

Digital Scholarship, Academic Careers, and Tenure

Sunday, January 4, 11:30 a.m.–1:30 p.m. • Regent Parlor (New York Hilton)

GIS and History: Epistemologies, Considerations, and Reflections

Sunday, January 4, 2:30–4:30 p.m. • Beekman Parlor (New York Hilton)

Innovation in Digital Publishing in the Humanities

Monday, January 5, 8:30–10:30 a.m. • Beekman Parlor (New York Hilton, second floor)

The Digital Recovery of African American and African Diaspora History and Literary History: A Roundtable Discussion

Monday, January 5, 8:30–10:30 a.m. • Concourse A (New York Hilton)

Collaboratively Teaching Research Methods in Asian Studies and History

Monday, January 5, 8:30–10:30 a.m. • Nassau Suite A (New York Hilton)

Revisiting New York's Experience of World War II through Digital Public History

Monday, January 5, 11:00 a.m.–1:00 p.m. • New York Ballroom West (Sheraton New York)

Posters

Sunday, January 4, New York Hilton, second-floor promenade

- ◆ American Debates over the Meaning of Labor Unionism Examined with Digital Humanities Tools • Vilja Hulden, University of Colorado Boulder
- ◆ The Programming Historian • Fred Gibbs, University of New Mexico
- ◆ Palmer Park: A Digital and Micro-history • Kevin McQueeney, University of New Orleans
- ◆ United States of AIDS: Digitizing ACT UP Oral History • Norma Juarez, New School; Guy Greenberg, New School



Gigi Altarejos, CC BY-NC-ND 2.0

Annual Meeting Highlights

January 2–5, 2015, New York City

Sharon K. Tune

The 129th Annual Meeting of the American Historical Association will be held in New York City at the New York Hilton Midtown and the Sheraton New York Times Square. Specialized affiliated societies and other groups will cosponsor sessions or hold separate luncheons, sessions, and meetings. AHA and affiliate events are summarized in the front portion of the *Program*, with details of sessions listed in the main body of the program. Noted below are sessions and events sponsored by Association divisions and committees. Session numbers are indicated in parenthesis.

For the 24th year, the AHA **Professional Division** continues its sponsorship of a workshop on job interviews. This year's workshop is titled "Interviewing in the Job Market in the Twenty-First Century" (61; in conjunction with the AHA Graduate and Early Career Committee and the Coordinating Council for Women in History). The session is scheduled for Saturday, January 3, 8:30–10:00 a.m.; attendees will be divided into small interviewee groups, each led by a college or university faculty member or a public historian who will conduct mock interviews and lead discussion about successful interview strategies. Philippa Levine of the University of Texas at Austin, and the AHA's vice president, Professional Division, will preside.

The Professional Division will sponsor the following additional sessions:

- ◆ The American Association of University Professors at 100: A Century of Activity in Defense of Academic Freedom (31; reception will follow)
- ◆ Historians Writing Fiction: Inside the Academy (63)

- ◆ Historians Writing Fiction: Outside the Academy (93)
- ◆ Measuring Faculty Productivity for Department Chairs (94)
- ◆ Choosing to Embargo? What to Do with Your History Dissertation (123)
- ◆ A Q&A with Publishers (124)
- ◆ From Problems to Solutions: Recruiting, Training, and Placing History PhDs in Non-Faculty Careers: Part 1: Building on Institutional Strengths: Career Services, Career Advising, and Career Placement (154) and Part 2: Faculty and Student Culture and Meeting Immediate Needs of Students (184)
- ◆ History in the Federal Government: Careers Serving Policy Makers and the Public (155; with the Society for History in the Federal Government)
- ◆ From Surviving to Thriving: The Challenges and Rewards of Practicing History as an Independent Scholar (215; with the National Coalition of Independent Scholars)
- ◆ How Can I Be a Historian in This Job? (216)
- ◆ Exploring Alternative Academic Careers: How Your History PhD Can Serve You in Diverse Careers beyond Teaching in the Discipline (243; with the Coordinating Council for Women in History)

With the AHA's Departmental and Organizational Services Program (DOSPP), the Professional Division is sponsoring the Department Chairs' Luncheon on Saturday, January 3, to continue the conversation from Session

94 on measuring faculty productivity. Department chairs are invited to share experiences, discuss common issues, and receive encouragement from their colleagues. Incoming, current, and former chairs are welcome to attend. Tickets are \$30 for chairs who are individual members of the AHA, \$40 for chairs of departments that are institutional members of the AHA, and \$60 for nonmembers. Tickets can be purchased in advance through the registration form or at the meeting at the onsite registration counters.

On Saturday evening, the Professional Division will sponsor a reception for public historians and anyone with an interest in public history.

The AHA **Research Division** will sponsor three sessions:

- ◆ Are We Losing History? Capturing Archival Records for a New Era of Research (1)
- ◆ The State of History Museums (125)
- ◆ Why Caribbean History Matters (217)

The **Teaching Division** is sponsoring 15 sessions, a two-part workshop, and an experimental session. The 15 sessions will be:

- ◆ Teaching and Learning the Great War in the Digital Age (2)
- ◆ Teaching Students Chronology: Strategies to Help Students Develop a Chronological Framework (3; with the College Board)
- ◆ Constitutional History in the High School Classroom (32)
- ◆ New Initiatives to Improve Teaching, Learning, and Assessment: Projects and Perspectives (33)

- ◆ A Thematic Approach to Teaching World War I (35)
- ◆ The Global Tuning Project: Reframing Historical Study in the European Union, Latin America, and the Scholarship on Teaching and Learning (95)
- ◆ Assessing Student Learning in History (126)
- ◆ Student Writing: Assigning, Reading, Commenting (127)
- ◆ Enhancing Undergraduate Student Success: An Initiative to Improve Student Learning in Introductory US History and Other Disciplines (156)
- ◆ Connection and Community: Teaching Family History in the Classroom (157)
- ◆ Many Lessons for Many Students (185)
- ◆ Whither the History Major? (186)
- ◆ How Teaching Became a Mission of the American Historical Association from the 1960s (218; with the Society for History Education)
- ◆ Teaching with Primary Sources: What Students Wish Professors Knew (245)
- ◆ What's the Problem? Turning Teaching Questions into Scholarship of Teaching and Learning Research (272)

The Teaching Division will sponsor a two-part workshop/practicum, "Teaching the Common Core: Writing Arguments" (Session 4 will be on Friday, January 2, 1–3 p.m. and Session 34 will be on Friday, January 2, 3:30–5:30 p.m.). In the first session, presenters will demonstrate how to teach students argumentative writing at the 5th-, 8th-, and 11th-grade levels. The audience will engage in selected activities from three lessons with argumentative writing assignments. The audience will receive copies of all three lessons. In the second session, presenters will demonstrate how to teach students selection, use, and citation of evidence at the 5th- and 10th-grade levels. The audience will engage in selected activities from lessons focused on citing evidence. The audience will receive copies of both lessons.

The division will also sponsor "Digital Pedagogy for History: Lightning Round" (95) on Saturday, January 3, from 10:30 a.m. to 12:00 p.m. Using the "lightning round" method of spreading ideas in the digital humanities, this experimental panel features one-minute expositions on innovative

projects and cutting-edge ideas in digital history for teaching and learning. Five or more panelists will be invited to register via Twitter at the meeting. Audience members will also be invited to join the lightning round.

The Teaching Division will sponsor a K–12 reception on January 3, 7:00–8:30 p.m. The AHA invites K–12 educators to network with colleagues and share ideas with members of the Teaching Division and AHA staff.

The **AHA Committee on Minority Historians** invites minority scholars, graduate students, and others attending the annual meeting to a reception on Sunday, January 4, beginning at 6:00 p.m.

The **AHA Committee on Women Historians** will sponsor the session "Interpreting and Representing Women's History to the Public" (187) with Louise Mirrer, New-York Historical Society; Karen Offen, Stanford University; Vicki L. Ruiz, University of California, Irvine; and Joan Wages, National Women's History Museum. Maria Bucur-Deckard, Indiana University, will chair the session. The session will be held on Sunday, January 4, from 11:30 a.m. to 1:30 p.m.

The committee invites attendees to its annual breakfast, cosponsored with the Berkshire Conference of Women Historians, on Sunday, January 4, 8:00–9:30 a.m. Maria Bucur-Deckard, Indiana University, will preside, and Jacqueline Jones, University of Texas at Austin, will speak on "Women and Social Justice: What's History Got to Do with It?" The continental breakfast is open to all and will be preregistered through the registration

form. Preregistration is urged; very few tickets will be available at the meeting. Cost: \$35 members, \$50 nonmembers, \$15 student members, and \$25 student nonmembers. Prepaid tickets will be distributed with the badge at meeting registration.

Following the breakfast, on Sunday, 9:30–11:00 a.m., the committee invites all interested AHA members to a brainstorming and mentoring session. Small groups will each discuss a different topic or challenge facing women in the discipline, including life-work balance, junior faculty concerns such as hiring and tenure, career diversity, adjunctification, and mentoring. Conversation will also focus on the mission of the committee going forward. In the face of both improvements and continued and new difficulties, what are the urgent tasks for the CWH?

The **AHA Graduate and Early Career Committee** will sponsor the above-mentioned workshop "Interviewing in the Job Market in the Twenty-First Century" (61; with the AHA Professional Division and the Coordinating Council for Women in History). On Friday, January 2, beginning at 5:00 p.m., the committee will sponsor its annual reception for graduate students and early-career professionals, who are invited to meet colleagues from other institutions as well as the Association's leadership. On Saturday, January 3, 2:30 p.m., the committee will sponsor an open forum titled "Learning to Teach."

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

Modern European History Luncheon

Saturday, January 3, 2015, 12:15 p.m.

New York Hilton, Concourse C

The AHA Modern European History Section has scheduled its annual luncheon for Saturday, January 3, 2015, from 12:15 to 1:45 p.m. Caroline C. Ford (UCLA), section secretary-treasurer, will preside. H. Glenn Penny, professor of history at the University of Iowa, will speak on "Who's Afraid of the Auslandsdeutsche? Latin America and the Promise of Respatializing Modern German History."

The luncheon is open to all. Tickets (\$35 member; \$45 nonmember) are available for advance purchase via the online or printed preregistration forms until midnight on December 19, 2014. Tickets can also be purchased at the meeting at the onsite registration counters. Individuals who want to hear the speech only do not require tickets and are invited to arrive at 1:00 p.m.

Annual Meeting Film Festival

Debbie Ann Doyle

The theme of the AHA's ninth annual film festival will be Protest and Resistance.

Organizers Jason M. Kelly (Indiana University–Purdue University Indianapolis) and Alex Lichtenstein (Indiana University, Bloomington) have selected a diverse group of films addressing this theme in a global context. Screenings will be followed by discussions hosted by filmmakers and historians.

Imbabazi: The Pardon

Friday, January 2, 5:30–7:30 p.m.

Hilton, Murray Hill B

Joel Karekezi, producer, director, and writer; Miriam Odaka and Masarait Kashmiri, coproducers (Ndolo Films, a Karekezi Film Production; released in 2013)

The coproducers of the film will lead a discussion after the screening.

Ghosts of Amistad

Saturday, January 3, 12:00–1:30 p.m.

Hilton, Rendezvous Trianon

Tony Buba, director; Marcus Rediker, producer (2014)

Marcus Rediker, University of Pittsburgh, and Tony Buba, filmmaker, will introduce the film and lead a discussion afterward.



Photo by John Rice, © 2014, University of Pittsburgh. All Rights Reserved.

Ghosts of Amistad



Credit: Kudos Family AS

The Gulabi Gang

The Guguletu Seven

Saturday, January 3, 7:00–9:30 p.m.

Hilton, Rendezvous Trianon

Lindy Wilson, producer and director (Lindy Wilson Productions, 2000)

Helena Pohlandt-McCormick, University of Minnesota, and Hlonipha Mokoena, Columbia University, will introduce the film and lead a discussion afterward.

The Gulabi Gang

Sunday, January 4, 12:00–2:00 p.m.

Hilton, Gramercy Suite B

Nishtha Jain, director and writer (Piraya Film, Final Cut for Real, Raintree Films, 2010)

Cosponsored by the Indiana University–Purdue University Indianapolis Arts and Humanities Institute

1971

Sunday, January 4, 5:00–7:30 p.m.

Hilton, Gramercy Suite B

Johanna Hamilton, producer, director, and writer (Fork Films, Big Mouth Productions, Motto Pictures, Candescent Films, 2014)

Johanna Hamilton, producer, director, and writer; Betty Medsger, journalist; and Beverly Gage, Yale University, will introduce the film and lead a discussion afterward.



Credit: Raines family

1971



Imbabazi

Tours Organized by the Local Arrangements Committee

The Local Arrangements Committee has organized 28 tours highlighting the historical resources of New York City. Several are offered through Big Onion Walking Tours, which specializes in tours led by current doctoral candidates or recent PhDs in history. Participants will have a unique opportunity to take these tours with their fellow historians. Tickets for a tour of New York religious sites organized by the American Society of Church History will also be sold through AHA registration. See www.historians.org/2015-tours for details and ticket prices.

Preregistration for tours is highly recommended. Tour participants must be registered for the AHA meeting. Those who want to review the annual meeting program (published in mid-November) before purchasing tickets may log in to the registration resource center or call 508-743-0510 to add tickets to an existing registration.



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FDR Four Freedoms Park

All tour groups will meet in the New York Hilton Midtown's Americas Hall I. Tour groups may travel by bus, by subway, or on foot. Fares and admission fees are included

in the price of the tour. Accessible buses or alternate transportation for people with disabilities will be available on request. Contact aha@historians.org for additional information.

MEMBER NEWS

Paul Grendler, professor of history emeritus at the University of Toronto, is the 2014 winner of the International Galileo Galilei Prize. The prize is awarded to a non-Italian scholar who, in the judgment of a jury of Italian historians, has made distinguished contributions to Italian scholarship over the course of his or her career. The prize was conferred at the University of Pisa on October 4, 2014.

Philip Benedict has retired and been named *Professeur honoraire* (i.e., emeritus) at the University of Geneva. His most recent publications are a collection of documents with a long introduction, edited with Nicolas Fornerod, *L'organisation et l'action des églises réformées de France, 1557-1563. Synodes provinciaux et autres documents* (Geneva: Droz, 2012), and a collection of essays, edited with Hugues Daussy and Pierre-Olivier Lécho, *L'identité huguenote. Faire mémoire et écrire l'histoire (XVIe-XXIe siècle)* (Droz, 2014).

Lynnette R. Regouby is the second American Philosophical Society (APS) Andrew W. Mellon Foundation postdoctoral curatorial fellow. Regouby will conduct research in the collections of the APS and work closely with APS Museum staff in conceptualizing, developing, and implementing upcoming exhibitions. The mission of the museum, situated in Independence National Historical Park, is to make the renowned collections of the APS available to the public through thematic exhibitions, public programs, and educational outreach. The museum explores the intersections of history, art, and science, as well as their relation to contemporary issues. This series of fellowships, which provides recent PhDs in the humanities with experience in museum curation and opportunities for research in the extensive collections of the APS, is funded with the generous support of the Andrew W. Mellon Foundation. For additional information, visit www.amphilsoc.org/grants/curatorialfellowship.

Prizes, Awards, and Honors to Be Conferred

Various awards, prizes, and honors will be presented during the 129th annual meeting of the American Historical Association on Friday, January 2, 2015, from 7:30–8:30 p.m. in the Metropolitan Ballroom West at the Sheraton New York Times Square Hotel. The full citations of the prize and award committees will be printed in the booklet distributed during the awards ceremony, as well as in the February 2015 issue of *Perspectives on History*.

Awards for Scholarly and Professional Distinction

The Eugene Asher Distinguished Teaching Award

Clif Stratton (Washington State Univ.)

Awards for Scholarly Distinction

Keith Baker (Stanford Univ.); Susan Mann (Univ. of California, Davis); Jan Vansina (Univ. of Wisconsin–Madison)

The Beveridge Family Teaching Award

Elizabeth Bisnett, Tara Coppolo, Cathy DeWitt, Laura Gagnon, Susan Ginsburg, Jennifer Hanes, Pamela O'Connor, Meka Osterhoudt, Donna Pacatte, and Rosemary Peterson (Joseph B. Radez Elementary School, Richmondville, NY)

Equity Awards

Individual: Ernesto Chávez (Univ. of Texas at El Paso)

Institutional: Department of History, North Carolina Central University

The Herbert Feis Award

Naomi Oreskes (Harvard Univ.)

Honorary Foreign Member

Roger Chartier (Ecole des Hautes Etudes en Sciences Sociales)

The Nancy Lyman Roelker Mentorship Award

Leonard Rosenband (Utah State Univ.)

The Roy Rosenzweig Prize for Innovation in Digital History

Civil War on the Western Border: The Missouri-Kansas Conflict, 1854–1865 (Kansas City Public Library)

Awards for Publications

The Herbert Baxter Adams Prize

Daniela Bleichmar (Univ. of Southern California), *Visible Empire: Botanical Expeditions and Visual Culture in the Hispanic Enlightenment* (Univ. of Chicago Press, 2012)

The George Louis Beer Prize

Mary Louise Roberts (Univ. of Wisconsin–Madison), *What Soldiers Do: Sex and the American GI in World War II France* (Univ. of Chicago Press, 2013)

The Jerry Bentley Prize

Gregory T. Cushman (Univ. of Kansas), *Guano and the Opening of the Pacific World: A Global Ecological History* (Cambridge Univ. Press, 2013)

The Albert J. Beveridge Award

Kate Brown (Univ. of Maryland, Baltimore County), *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford Univ. Press, 2013)

The Paul Birdsall Prize

Jacob Darwin Hamblin (Oregon State Univ.), *Arming Mother Nature: The Birth of Catastrophic Environmentalism* (Oxford Univ. Press, 2013)

The James Henry Breasted Prize

Alex Mullen (All Souls Coll., Univ. of Oxford), *Southern Gaul and the Mediterranean: Multilingualism and Multiple Identities in the Iron Age and Roman Periods* (Cambridge Univ. Press, 2013)

The Albert Corey Prize

Lissa Wadewitz (Linfield Coll.), *The Nature of Borders: Salmon, Boundaries, and*

Bandits on the Salish Sea (Univ. of Washington Press, 2012)

The Raymond J. Cunningham Prize

Jacob Anbinder (Yale Univ., BA 2014); Faculty Sponsor: Glenda E. Gilmore (Yale Univ.), “The South Shall Ride Again: The Origins of MARTA and the Making of the Urban South,” *The Yale Historical Review*, vol. 2, no. 3, pp. 37–57

The John K. Fairbank Prize in East Asian History

Charles K. Armstrong (Columbia Univ.), *Tyranny of the Weak: North Korea and the World, 1950–1992* (Cornell Univ. Press, 2013)

The Morris D. Forkosch Prize

Deborah Cohen (Northwestern Univ.), *Family Secrets: Shame and Privacy in Modern Britain* (Oxford Univ. Press, 2013)

The Leo Gershoy Award

Andy Wood (Durham Univ.), *The Memory of the People: Custom and Popular Senses of the Past in Early Modern England* (Cambridge Univ. Press, 2013)

The William and Edwynna Gilbert Award

Lendol Calder (Augustana Coll.), “The Stories We Tell,” *OAH Magazine of History*, vol. 27, no. 3, pp. 5–8

The Friedrich Katz Prize

Piero Gleijeses (Johns Hopkins Univ.), *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976–1991* (Univ. of North Carolina Press, 2013)

The Joan Kelly Memorial Prize in Women's History

Afsaneh Najmabadi (Harvard Univ.), *Professing Selves: Transsexuality and Same Sex-Desire in Contemporary Iran* (Duke Univ. Press, 2013)

The Martin A. Klein Prize in African History

Allen Isaacman (Univ. of Minnesota) and **Barbara Isaacman**, *Dams, Displacement, and the Delusion of Development: Cahora Bassa and Its Legacies in Mozambique, 1965–2007* (Ohio Univ. Press, 2013)

The Littleton-Griswold Prize

Michele Landis Dauber (Stanford Univ.), *The Sympathetic State: Disaster Relief and the Origins of the American Welfare State* (Univ. of Chicago Press, 2013)

The J. Russell Major Prize

Arlette Jouanna (University of Montpellier–III, France) and trans. **Joseph Bergin** (Univ. of Manchester), *The St Bartholomew's Day Massacre: The Mysteries of a Crime of State* (Manchester Univ. Press, 2013)

The Helen & Howard R. Marraro Prize

Nicholas Terpstra (Univ. of Toronto), *Cultures of Charity: Women, Politics, and the Reform of Poor Relief in Renaissance Italy* (Harvard Univ. Press, 2013)

The George L. Mosse Prize

Derek Sayer (Lancaster Univ.), *Prague, Capital of the Twentieth Century: A Surrealist History* (Princeton Univ. Press, 2013)

The Premio del Rey

Janina M. Safran (Pennsylvania State Univ.), *Defining Boundaries in al-Andalus: Muslims, Christians, and Jews in Islamic Iberia* (Cornell Univ. Press, 2013)

The James A. Rawley Prize in Atlantic History

Aaron Spencer Fogleman (Northern Illinois Univ.), *Two Troubled Souls: An*

Eighteenth-Century Couple's Spiritual Journey in the Atlantic World (Univ. of North Carolina Press, 2013)

The John F. Richards Prize in South Asian History

Sunil S. Amrith (Birkbeck, Univ. of London), *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants* (Harvard Univ. Press, 2013)

The James Harvey Robinson Prize

Trevor R. Getz (San Francisco State Univ.) and illus. **Liz Clarke**, *Abina and the Important Men: A Graphic History* (Oxford Univ. Press, 2012)

The Wesley-Logan Prize

Jacob S. Dorman (Univ. of Kansas), *Chosen People: The Rise of American Black Israelite Religions* (Oxford Univ. Press, 2013)

The Committee on Women Historians Breakfast in New York

The AHA's Committee on Women Historians' annual networking breakfast provides an exciting and unique opportunity to meet scholars across generations working in all fields. We warmly invite women historians and anyone with an interest in gender history to this year's breakfast.

The breakfast will be held during the Association's 129th annual meeting, 8:00–9:30 a.m. on Sunday, January 4, 2015, in Central Park West room of the Sheraton New York. CWH chair **Maria Bucur-Deckard** (Indiana University) will preside over the meeting. The breakfast is cosponsored by the Berkshire Conference of Women Historians.

The invited speaker, **Jacqueline Jones** (University of Texas at Austin) will deliver an address entitled: “**Women and Social Justice: What's History Got to Do with It?**”

Explaining the focus of her talk, Jones writes: “Over the last few decades, scholars of women's history have immeasurably enriched our understanding of the past. Yet we might ask whether or not the flourishing field of women's history has advanced in any meaningful way the cause of social justice for women, in the United States or abroad. What is the relation between women's historians and their ‘publics’? Is a broad-based knowledge of women's history among people outside the academy integral to a more just future for all women? If so, what (if any) are the obligations of historians qua public intellectuals?”

Continental breakfast is open to all, but tickets must be purchased when registering for the meeting, or by calling (508) 743-0510 to add tickets to an existing registration. Prepaid tickets will be distributed with the meeting badge at the registration counters. A limited number of tickets may be available at the meeting.

Cost: \$35 members, \$50 nonmembers, \$15 student members, and \$25 student nonmembers. AHA members may bring a student nonmember to the breakfast at the student member rate. Contact aha@historians.org for details.

Brainstorming and Mentoring Session

The Committee on Women Historians cordially invites all interested AHA members to a brainstorming and mentoring session immediately following the breakfast in the Sheraton's Liberty Suite 3. Small groups will each discuss a different topic or challenge facing women in the discipline, such as life-work balance, junior faculty concerns such as hiring and tenure, career diversity, adjunctification, and mentoring. Conversation will also focus on the mission of the committee as we go forward. In the face of both improvements and continued and new difficulties, what are the urgent tasks for the CWH?

Hotel & Rate Information

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

* The \$149 single rate was available at the Hilton for 300 rooms; this limit was reached on October 2, 2014. Now that the rooms at this rate have sold out, the \$169 double rate will be charged for single occupancy at the Hilton. There are no similar limitations at the Sheraton.

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

The rates noted above:

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

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

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

Conference Hotels



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

2. Sheraton
New York Times
Square
(co-headquarters)
811 Seventh
Avenue

3. The Manhat-
tan at Times
Square, 790
Seventh Avenue

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



Obtaining Paper Registration Forms

Annual meeting registration forms may be filled out online (at secure.historians.org/annual/registration.cfm), but if you need a paper copy or prefer to register by mail, please call the AHA at (202) 544-2422 or the registration call center at (508) 743-0510. You may also download the form as a PDF by visiting bit.ly/1CUU9yu. Please mail the completed form with payment to: AHA Annual Meeting, c/o Convention Data Services, 107 Waterhouse Road, Bourne, MA 02532.

Annual Meeting Registration Fees

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

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

*Group rate available to members only.

THE 130TH ANNUAL MEETING

Call for Proposals

"Global Migrations: Empires, Nations, and Neighbors"

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

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

Preregistration and Accommodations for the 2015 Annual Meeting

Sharon K. Tune

The program for the January 2–5, 2015, annual meeting was mailed to members in early November. It is also available online at the AHA's website, www.historians.org/annual.

Preregistration

Members and nonmembers can pre-register online via links from the AHA's website. Attendees must preregister to access accommodation information. Preregistration must be submitted no later than midnight on December 19, 2014. After that time, onsite registration rates will be assessed.

Accommodations

The AHA has reserved blocks of rooms at three hotels: the New York Hilton Midtown (headquarters), the Sheraton New York Times Square (coheadquarters), and the Manhattan at Times Square. Rates at the Hilton and Sheraton are \$149 single and \$169 double; the charge for an additional person is \$30. The \$149 single rate was available at the Hilton for 300 rooms; this limit was reached on October 2, 2014. Now that these rooms have sold out, the \$169 double rate will be charged for single occupancy rooms at the Hilton. There are no similar limitations at the Sheraton, and all single rooms will remain priced at \$149.

The rate at the Manhattan is \$119 for a room with one king-size bed regardless of whether one or two people occupy it, and \$149 for a room with two beds, which can be occupied by up to four people. The Manhattan's \$119 rate is in effect up to the housing cutoff (December 10, 2014; see below); thereafter, rates will be the same as at the Hilton and the Sheraton. All properties are nonsmoking.

All rooms are subject to city and state taxes (14.75 percent), plus a 5.875 percent per-room, per-night New York City occupancy



The New York Hilton Midtown

tax (subject to change without notice). Rates are in effect for rooms booked for three days before and after the meeting dates, and are for a limited number of rooms only at each property.

Making a Hotel Reservation: Once preregistered, attendees will receive an e-mail confirmation of preregistration that will include information on making reservations for standard rooms and for suites. Reservations can be made via customized web links or the hotels' toll-free numbers.

Cutoff Date: The cutoff date for the AHA's official blocks at all hotels is 5:00 p.m. Eastern Standard Time on December 10, 2014. After this date, remaining inventory in each hotel's block will be released, and rooms will be available at the AHA's convention rates on a space-available basis at the time of reservation. If all hotels sell out, the AHA will secure additional hotel rooms.

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

Gary Gene Land 1944–2014

Historian of Religion

On April 26, 2014, Gary Gene Land, a prominent scholar of millenarianism and Seventh-day Adventism, passed away near his home in Berrien Springs, Michigan. Although initially trained in trans-Atlantic cultural history (with Robert L. Kelley at the University of California, Santa Barbara), Land quickly turned his focus to the history of religion. In the early 1970s he became coeditor (with Jonathan M. Butler and Ronald L. Numbers) of *Adventist Heritage: A Magazine of Adventist History*, the first historical journal devoted to Adventism, which first appeared in January 1974. About this time he began serving as an advisory editor for a projected multivolume scholarly history of Seventh-day Adventism; he edited the first (and only) volume, *Adventism in America: A History* (1986). For years, beginning in 1994, he edited the newsletter of the Association of Seventh-day Adventist Historians, and in 1998 he assumed the presidency of the association.

By this time Land was establishing himself as the leading historian of Adventism. In 1987 he brought out an edited volume titled *The World of Ellen G. White*, followed by an edited edition of Everett N. Dick's classic but previously unpublished *William Miller and the Advent Crisis, 1831–1844* (1994), *Teaching History: A Seventh-day Adventist Approach* (2000), *Historical Dictionary of the Seventh-day Adventists* (2005), and *The A to Z of the Seventh-day Adventists* (2009). Meanwhile, he coauthored with his former student Calvin W. Edwards *Seeker after Light: A. F. Ballenger, Adventism, and American Christianity* (2000), the most balanced treatment of an apostate written by Adventists and published by the church.

In 1970 he joined the History and Political Science Department at Andrews University, where he would teach two generations of students over the next 40 years, 22 of them as chair of the department. He regularly taught both graduate and undergraduate courses in American cultural and intellectual history, research methods, great historians, multicultural America, African American



Credit: Bradley Austin, Andrews University

Gary Gene Land

history, Seventh-day Adventist history, the senior seminar, and a class in philosophy. For many years, he served as president of the Andrews University chapter of Phi Kappa Phi (the interdisciplinary honors society) and was the faculty sponsor of the campus Phi Alpha Theta chapter (the international history honors society). In addition, Land served as a director of graduate programs and assistant dean in the College of Arts and Sciences. Andrews University bestowed on him its prestigious J. N. Andrews Award and the Researcher of the Year Award for his outstanding contributions to the university and to his discipline. Active in community service, Land was a member of the Berrien County Historical Association's board of directors; a lay teacher at Pioneer Memorial Church; and a member of the *Spectrum* editorial board for the Association of Seventh-day Adventist Forums.

Gary Land was much more than the leading Adventist historian of his day; he also contributed significantly to trans-Atlantic cultural and intellectual history (the topic of his 1973 doctoral dissertation at the University of California, Santa Barbara). An avid fan of professional baseball, especially the nearby Class A South Bend Silver Hawks, Land was especially proud of his edited book *Growing Up with Baseball: How We Loved and Played the Game* (2004).

Despite battling cancer during his last years, in 2014 he completed a biography of Adventist pioneer Uriah Smith and prepared an updated version of his *Historical Dictionary of the Seventh-day Adventists*. He also coedited (with Terrie Dopp Aamodt and Ronald L. Numbers) a major new study of the cofounder of Adventism, *Ellen Harmon White: American Prophet* (2014).

Land is survived by his wife, Edi; his daughter, Jessamyn; and his son, Jeffery. He is mourned by countless former students and colleagues.

Ronald L. Numbers
University of Wisconsin–Madison (Emeritus)

Brian E. Strayer
Andrews University

Richard William Lenk 1936–2014

Historian of Bergen County, New Jersey

Richard William Lenk, long-standing member of the American Historical Association and the Organization of American Historians, professor emeritus at Bergen Community College, city historian of Hackensack, New Jersey, and past president of the Bergen County Historical Society, died on May 27, 2014, at the age of 77. With his passing, Bergen County has lost its most passionate historian and advocate for historical preservation, and the college has lost one of its most beloved storytellers. Although I did not have the privilege of knowing Richard Lenk, I have witnessed the immense respect for his life and work here at the college and in the community. I am honored to commemorate the life of a historian who dedicated himself to preserving the history of his town and his county and to translating this passion to his students and to the broader community.

Richard Lenk earned his BA at Fairleigh Dickinson University and completed his PhD in modern US history at New York University in 1969. His dissertation, entitled "Hackensack, New Jersey: From Settlement to Suburb 1686–1804," was the opening chapter in a historian's lifelong love affair with the city of Hackensack and

the surrounding county. This initial study argued for the existence of a new concept of suburban growth that occurred in areas that were too small to be recognized as urban but too large to be rural and that were therefore often dependent on a large nearby metropolis. Lenk explained that Hackensack, with its history and proximity to New York City, was the perfect case study of such a phenomenon. Uncovering previously unexplored court records and land surveys, he meticulously pieced together Hackensack's troubles and triumphs, from its colonial settlement to its establishment as a "cultural satellite" of New York. In particular, he highlighted the suburban paradox of big-city economic development and opportunism merging with rural conservatism in religious and family values.

Richard Lenk's strong connection to his home in Bergen County led him to join the history faculty at the newly created Bergen Community College in 1969 after teaching history courses briefly at NYU, Brooklyn College, Hunter College, and Long Island University. At BCC, Lenk developed a reputation for doing what the best historians strive to do, weaving stories of the past in a way that captivates and educates. Whether in the classroom, providing talks at local events, leading seminar discussions among regional scholars on revolutionary-era history, or simply catching passing colleagues in the hall, Lenk found a way to translate his incredible knowledge of local history to any audience. Reference librarian Joan Cohen remembers his gift for telling stories about the county's past and his encyclopedic knowledge of the people and places in the area. If it involved Bergen County, Richard Lenk could tell you all about it and how it had changed over time—and, his colleagues remember fondly, he could keep you entertained in the process. His department chair, George Skau, recalls that Lenk was both a scholar whose expertise in Bergen County history was unsurpassed and a gifted educator whose energy and enthusiasm in the classroom drew students to his courses, whether on Bergen County and New Jersey history, western civilization, geography, or even his secondary field of Latin American history. Most of all, Skau says, Lenk was known for being a kind and



Photo Directory: Administration, Faculty, Staff 1996

Richard William Lenk

generous colleague who was always willing to lend a hand to those in need.

Lenk's passion for his county's history went beyond storytelling in the classroom to become a more tangible act of historical preservation for his community. In 1976, he compiled an extensive collection of photographs of the county and its history and presented it in a slide series entitled "Bergen County: A Picture Postcard History," which remains a valued resource for revisiting the past at the Bergen Community College library. This desire to preserve the local community's past led Lenk to his next microhistory, a study of the political and social machinations that led to the creation of Bergen Community College entitled "Prologue to a College: The Historical Conditions Preceding the Establishment of Bergen Community College: 1767–1968." While it notes the colonial Dutch origins of the call for a local college, the bulk of the book focuses on the changing environment of the 1950s and 1960s that led to the creation of BCC and to community-supported colleges throughout the nation. Meticulously researched and filled with interviews of the key players, the book remains an important testament to the history of BCC and provides new insight into the nationwide movement to create community colleges.

As the city's historian, Lenk was also an advocate for historical preservation and

memory of spaces and buildings in Hackensack. In the early 1960s, Lenk provided articles for the local newspaper *The Record* and later spoke on the radio station WPAT and on CBS. As historic buildings like the 117-year-old Packards supermarket were demolished, Lenk spoke to local newspapers about preserving the city's history and remembering the unique features of the city. He continued this effort of historical preservation, particularly efforts to find a new home for the Bergen County Historical Society's archives, during his tenure as a trustee of the society from 1977 to 1980, as president from 1980 to 1983, and afterward as one of its respected spokesmen.

The loss of Richard Lenk has been keenly felt by the society, the city of Hackensack, the community college, and the county community as a whole. As he now becomes part of the history of the community he so loved, we, along with our fellow AHA members, are honored to remember the man and the historian who meant so much to Bergen County.

Sarah Shurts
Bergen Community College

Gilad Margalit 1959–2014

Historian of Contemporary Germany

Gilad Margalit, professor of German history at the University of Haifa, died on July 23, 2014, at age 55, after a 15-month struggle with brain cancer. At his side during this arduous period were his wife and five children, as well as his many friends, inspired by his courage and optimism just as they had long admired his generosity, zest, and brilliance.

Margalit's scholarly work focused on postwar Germany, its attitude toward its ethnic minorities (Jews, Sinti and Roma, and Turks), and its efforts to come to terms with the Nazi past (*Vergangenheitsbewältigung*). Born in Haifa in 1959, he received his BA, MA, and PhD degrees from the Hebrew University of Jerusalem, where he worked with Moshe Zimmermann and Dan Diner.

His doctoral dissertation, which was awarded the Jacob Talmon Prize in History, was a study of postwar German policies

toward the Sinti and Roma. Margalit broke new ground with his book *Germany and Its Gypsies: A Post-Auschwitz Ordeal* (2002), published in Hebrew, German, and English, and with articles on this subject. Through a close analysis of official records, Margalit documented the persistence of prejudice in the courts of the Bonn Republic that refused to recognize the Sinti and Roma as racial victims of Nazi Germany and denied compensation, and in the state governments that set stringent limits on their civil rights. Only gradually did a change in attitude and official policy occur, resulting from the emergence of a Sinti civil rights movement in the 1970s and also from voices in the 1980s that sought to relativize the Holocaust by lumping together Jewish victims and those of other ethnicities.

In his second book, *Guilt, Suffering, and Memory: Germany Remembers Its Dead of World War II* (2010), Margalit examined how postwar Germans constructed their memories of their wartime experience. He undertook a huge amount of archival research on the monuments and political gestures commemorating Germany's military casualties in World War II as well as the victims of aerial bombardments and the postwar expellees from Eastern Europe. He also analyzed fiction, memoirs, and public debates along with the principal secondary literature, and took the story almost up to the present. Once more Margalit identified the evolution in both German states of two competing narratives of suffering after 1945—that of the Jews and anti-Fascists, and of the German people's losses on the battlefield, in the bombed cities, and as the result of the postwar expulsions. Focusing especially on the creation of the Federal Republic after the war, he stressed the problematic aspects of its “reconciliation” discourse, which he saw as a means to obscure German guilt, as a substitute for atonement, and as equating the Germans' suffering with the agony of the Nazis' victims.

After the 2006 publication of Günter Grass's memoir *Beim Häuten der Zwiebel* (*Peeling the Onion*), in which the Nobel Prize winner for the first time acknowledged his membership in the Waffen-SS, Margalit examined Grass's “Jewish alter ego.” Return-



Credit: Vardit Margalit

Gilad Margalit

ing to the author's earliest works, Margalit traced the strains of a “secondary” antisemitism in Grass's portrayal of his Jewish characters that drew on traditional German prejudices, diminishing these figures' dignity and suffering under the Third Reich and presenting them as repugnant characters in the postwar period.

Margalit's last, unfinished project was an oral history of the Federal Republic's largest minority, the Turks. He undertook an investigation not only of their political, social, and economic conditions but also of the attitudes toward the Nazi past of the second and third generation of Turks living in Germany. Margalit began studying the Turkish language to deepen his ability to reach his subjects. In one of his last articles, based on extensive research and interviews, he concluded that the overwhelming majority of Turks have felt no personal relationship with the German characterization of the Holocaust; and indeed that history had played only a minor role in their decisions to retain Turkish citizenship, which in turn reflected their sense of separateness within the Federal Republic. On the other hand, the few Turkish political activists and intellectuals who publicly identified their community as victims of exclusion and violence originating in a persistent German racism had—paradoxically—chosen to take part in one of the key debates within the majority culture.

In addition to his work as an influential German historian, Margalit devoted considerable time to the history of Haifa and to Arab-Jewish relations. In one of his last articles, “Jewish Haifa Denies Its Arab Past,” he described his upbringing in a city of legendary ethnic coexistence and his gradual recognition of the “blank spaces”—the unacknowledged past—by both sides. Evenhandedly, he criticized the local government's refusal to commemorate the 250th anniversary of Haifa's founding by the Arab ruler of the Galilee as well as the Arab counter-narrative that ignored the presence of Jews from the city's very beginning; but he ended on a characteristically upbeat note, hoping that on Haifa's three hundredth birthday in 2061 his granddaughter would experience a joint civic festivity, “a local tradition that Jews and Palestinians alike will be proud of.”

Margalit received a number of scholarships, among them from the German Academic Exchange Service (DAAD), the Humboldt Foundation, and the Friedrich Ebert Foundation. An esteemed teacher and colleague, Margalit played an essential role in the establishment of the DAAD-funded Haifa Center for German and European Studies, which became an important research center attracting fellows, students, and outside speakers from Israel and abroad, and where he served as codirector for five years.

An avid traveler and photographer, Gilad Margalit relished new places as well as familiar sites; he cherished his friendships at home and abroad; and he adored his family, who were a continued source of pride and support.

Seven years ago, in an obituary of the historian Michael Zimmerman, who specialized in the persecution of the Roma and Sinti in the Third Reich, Margalit wrote that “his career as a historian was certainly affected by his deep political and moral conviction” and that it focused on “the lives and destinies of the underprivileged.” One can certainly say the same of Gilad Margalit.

Carole Fink
The Ohio State University

Roland Anthony Oliver 1923–2014

Historian of Africa

Roland Oliver was one of the founders of the academic study of African history in the West. He was born and spent the first seven years of his life on a houseboat in Kashmir. After his family returned to England, he attended Stowe School and King's College, Cambridge. His undergraduate studies were interrupted by the war, during which he worked as a cryptographer at Bletchley Park. After completing a degree in history, he began research on Christian missions in Africa. When the School of Oriental and African Studies at the University of London created a position in the "tribal history of Africa," he won it though he had never been to Africa and had been up to this point more interested in missionaries than Africans. His introduction to Africa was a nine-month journey in 1949 and 1950 around East Africa in a car that had been left in Stanleyville by a colleague in the SOAS linguistics department. In East Africa, Oliver had access to governors, administrators, bishops, missionaries, and businesspeople wherever he went, and they set up interviews with traditional rulers and other informants. He also delved into archives. It was a very broad-based introduction to Africa. In 1957, he made a second trip with his wife and daughter, this time starting in Ghana, where he taught for a semester. They then crossed Africa and drove south to Capetown. They covered 25,000 miles in one year.

One result of these expeditions was that he understood that African history would be about Africans and not just about Europeans in Africa. In 1953, he convened a small conference on African history, which brought together people who had mainly been working in isolation, and followed it up with larger conferences in 1957 and 1961, which made clear that the writing of African history would involve collaboration with linguists, archeologists, and scientists. Between the three conferences and his two great expeditions, he met and

learned from almost every person important in African studies. He brought out two books, *The Missionary Factor in East Africa* (Longmans, 1952) and *Sir Harry Johnston and the Scramble for Africa* (Chatto and Windus, 1957). For most of the rest of his career, he devoted himself to synthesis, to institutional development, and to directing the efforts of his graduate students.

He also expanded the program at SOAS, gradually added faculty and increased the number of his graduate students. He collaborated with John Fage, who invited him to Ghana and then joined SOAS in 1959. Though Fage left after only four years to create the Centre for West African Studies at the University of Birmingham in 1963, the two worked together in a number of crucial enterprises. In 1960, they started the *Journal of African History*, the dominant periodical in the field. They published *A Short History of Africa* (1962), which has been republished six times and translated into 12 languages. They also created the eight-volume Cambridge *History of Africa*, which appeared from 1975 to 1986.

By 1963, SOAS had become the most important center of graduate study on Africa anywhere, and Oliver's African history seminar was site of intellectual cross-fertilization in the budding field. When I visited London that year, a friend suggested that I attend Oliver's seminar. I did not meet Oliver at the time but was struck by his authority in the room. Before I next passed through London, I defended and published my thesis and was invited to give a presentation to the seminar. The seminar was the most important meeting ground for the hardy band of Africanists that we were, and any scholar passing through London was asked to present to it. After the seminar, I was invited to lunch at Oliver's apartment. His wife, Caroline, was already confined with the degenerative disease that was eventually to end her life in 1983. With Caroline unable to travel to us, he brought us to her.

Throughout his career, Roland operated at many levels. He persuaded SOAS to set up an undergraduate specialization and an MA in African studies. He and his colleagues trained much of the first generation of African historians. He visited Africa almost every year and advised African universities and history departments. Much of his work was involved in the creation of universities and the maintenance of standards in the face of various political demands. Oliver helped create the British Institute in Eastern Africa and served as its president for many years. He taught at different times in African universities and in the United States, including at Northwestern and Harvard. He also wrote and edited a series of synthetic works. His travels and interactions with students and colleagues convinced him of the inevitability of decolonization. He was a regular participant in policy discussions on Africa. He was one of the founders of the Minority Rights Group and served for many years as its chair.

He retired in 1986 and in 1990 married Suzanne Miers, an American raised in Europe, who had been one of his doctoral students almost 30 years earlier and had taught for many years at Ohio University. They spent half of the year at Frilsham in the Berkshire hills and half in a waterside home at Placida in southwest Florida, where he enjoyed taking visitors out on the bay in a small old motorboat, probably the only boat in the complex that was not a yacht. He published a general history, *The African Experience* (Weidenfeld and Nicolson), in 1993 and his autobiography, *In the Realms of Gold* (Wisconsin), in 1997. His work was at that point essentially done, though for many years he attended the annual meetings of the African Studies Association with his wife. Suzanne, whose professional career had begun only after the death of her first husband, still had much that she wanted to do. Oliver was a gracious host, a charming companion, and a sharp intelligence. I am grateful I had the opportunity to get to know him during those years.

Martin Klein
University of Toronto

Arab New York

Shatha Almutawa

Attendees of the 2015 annual meeting who are interested in the Middle East and the Arab world will not find a museum of Arab American history in the city, nor will they see sculptures or plaques celebrating the most important Arabs who have lived there. Yet Arabs have lived in New York since the early 1800s. They created a culture, contributed to the economy, and in turn were moved and inspired by the metropolis. The Arabic-speaking community in New York was sizable enough in the late 1800s and early 1900s to support several newspapers and magazines published by immigrants in their native languages. So many Syrians settled in an area around Washington Street in Lower Manhattan that it came to be known as Little Syria.

“‘Little Syria’ is curious in that it is made up of Orientals of many stations in life,” reads a *New York Times* article published in 1899. “The lower class, men and women alike, have little that is attractive about them. They have been called the dirtiest people in all New York, and their tenement rooms are dens of grime and odor. The women here have no beauty of either face or form. But a block or so away are Orientals of a very diverse social order. These are the families of the small merchants, the very prosperous peddlers. Their women folks, in many a case, are attractive, and markedly, but these appear less on Washington Street than does a Fifth Avenue belle on the public highways.”

Among the Arabs who settled in New York was the novelist and poet Gibran Khalil Gibran, who moved to 51 West Tenth Street in 1911 and wrote his celebrated book *The Prophet* there in 1923. In 1926, Gibran addressed “Young Americans of Syrian Origin” in *The Syrian World* magazine:

I believe in you, and I believe in your destiny.

I believe that you are contributors to this new civilization.

I believe that you have inherited from your forefathers an ancient



Wally Gobetz, CC BY-NC-ND 2.0

On a wall in the Meatpacking District: Arab Woman, part of the street art campaign Obey Giant! by artist and guerrilla marketer Shepard Fairey.

dream, a song, a prophecy, which you can proudly lay as a gift of gratitude upon the lap of America.

I believe you can say to the founders of this great nation, “Here I am, a youth, a young tree whose roots were plucked from the hills of Lebanon, yet I am deeply rooted here, and I would be fruitful.”

Unlike Little Italy and Chinatown, Little Syria did not survive—a large part of it was demolished in the 1940s when the Brooklyn Battery Tunnel was dug, and most of the rest was torn down for the building of the World Trade Center in the 1960s. A few landmarks remain; one is St. George’s Syrian Catholic Church (103 Washington Street), built in 1812. Today the Washington Street Historical Society is pushing for the preservation of Little Syria’s history (savewashingtonstreet.org).

With time, Arabs from other countries arrived and settled in different parts of the city. AHA attendees can savor dishes from Lebanon at Byblos (80 Madison Avenue) and Moroccan dishes at Café Mogador (101 St. Marks Place). Those wanting to take

back *knafa*, *baqlawa*, or *halwa* for relatives and friends who crave them can head over to Oriental Pastry and Bakery (170 Atlantic Avenue, in Brooklyn). Nearby is the oldest business on Atlantic Avenue, the renowned Sahadi’s, which opened in 1895.

New York City also hosts a plethora of exhibits, concerts, film festivals, and other events revolving around the Middle East and the Arab world. The most spectacular offering, of course, is the Metropolitan Museum of Art’s dramatic New Galleries for the Art of the Arab Lands, Turkey, Iran, Central Asia, and Later South Asia. One could spend many hours lost in its wonders, from bowls and manuscripts to an entire Moroccan courtyard built for the museum by craftsmen from Fez.

But seeing any part of New York is seeing a part of Arab history. Edward Said taught at Columbia University. When he passed away, Mahmoud Darwish composed the homage “Counterpoint,” in which he wrote:

New York. Edward awakes while dawn slumbers on. He plays an air by Mozart. Tennis on the university court. He reflects on thought’s ability to transcend borders and barriers. Thumbs through the *New York Times*. Writes his spirited column. Curses an orientalist who guides a general to the weak spot in an eastern woman’s heart. Showers. Drinks his white coffee. Picks out a suit with a dandy’s elegance and calls on the dawn to stop dawdling!¹

Arab history might be unmarked in New York, but it is there. Street after New York street has fed the imagination of Arabs and Arab Americans over the last two centuries.

Shatha Almutawa is associate editor of *Perspectives on History*.

Note

1. Mahmoud Darwish, “Counterpoint,” tr. Julie Stoke, *Le Monde diplomatique*, January 2005. Copyright *Le Monde diplomatique*. <http://mondediplo.com/2005/01/15said>

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

FOREIGN

Canada, Singapore

Postdoctoral Fellowships/Things That Matter.

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

US Native American. The Department of History in the College of Arts and Science at the **University of Saskatchewan** in Saskatoon invites applications for a tenure-track position as an assistant professor specializing in US Native American (aboriginal) history, to begin July 1, 2015. We seek a scholar who will strengthen and broaden our existing expertise in aboriginal history. We welcome linkages to current areas of research strength within the department, including colonial, postcolonial, aboriginal, and native-newcomer history; history of science, medicine, and health; environmental history; gender and sexuality; and 20th-century politics, culture, and public policy. The department also has particular expertise and interest in digital humanities, oral history, and community engagement. A completed PhD is required by the time of appointment and the successful candidate will be expected to develop a vigorous, externally funded research program. Applicants should demonstrate excellence or promise of excellence in teaching and graduate supervision. Successful candidates will be expected to contribute to the Department of History's new first year "History Matters" suite of

Ad Policy Statement

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

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

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

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

For further details on best practices in hiring and academic employment, see the AHA's Statement on Standards of Professional Conduct, www.historians.org/standards; Guidelines for the Hiring Process, www.historians.org/hiring; and Policy on Advertisements, www.historians.org/adpolicy.

courses, to teach a second year American history survey course, and to develop more senior courses in aspects of aboriginal history. They will also be expected to contribute to supervising PhD comprehensive fields in comparative aboriginal and US history. Aboriginal scholars are particularly encouraged to apply. A generous package of start-up grants for research purposes will be available upon hiring. Salary bands (July 1, 2013–June 30, 2014): assistant professor \$86,844 (floor) to \$104,357 (CDI ceiling). The search committee will begin to review applications November 17, 2014, continuing until an appointment is made. To view the complete advertisement, please go to <http://artsandscience.usask.ca/college/employment/>. Email: Corinne Steininger, Search Committee Assistant, Corinne.steininger@usask.ca. cc: Dr. Jim Handy, Department Head, Jim.Handy@usask.ca.

Islamic World/Atlantic World/Europe. Yale-NUS College, a collaboration between the National University of Singapore (NUS) and Yale University, is seeking to hire one or more open rank faculty members in history. We are particularly interested in candidates who work in one of the following

areas: Islamic world (period open), Atlantic world (preferably southern hemisphere, period open), or European intellectual history (post-1500, preferably post 1700). Successful applicants should, regardless of their field of specialization, be enthusiastic about contributing to an interdisciplinary Common Curriculum in the liberal arts, including Historical Immersion. For more information on the Historical Immersion component of the Common Curriculum, please see <http://www.yale-nus.edu.sg/curriculum/common-curriculum/historical-immersion/>. Successful candidates will also be expected to teach Year 1–4 History courses that intersect with their respective areas of specialization. For more information on the History major, please see <http://www.yale-nus.edu.sg/curriculum/major/history/>. Applicants should be active researchers with a commitment to creative and effective undergraduate teaching and mentoring within their specialties and in the Yale-NUS Common Curriculum. An ongoing research program that incorporates undergraduates would be highly desirable. For information about the curriculum, please see <http://www.yale-nus.edu.sg/curriculum/common-curriculum>. Salary, benefits, and leave policies will be competitive at an international level. Yale-NUS College is committed to

supporting faculty research through various grants, research, and travel allowances. Review of applications will begin October 15, 2014, and continue until the positions are filled. Inquiries should be made to the Search Committee Chair, Prof. Tan Tai Yong, National University of Singapore, yale-nus.college@yale.edu or see <http://www.yale-nus.edu.sg>. The college values diversity and is committed to equality of opportunity. For additional information about Yale-NUS College and the faculty hiring process, including submission guidelines, and to apply, we invite you to our website at <https://academicjobsonline.org/ajo/YaleNUS>.

NEW ENGLAND

Connecticut, Maine, Massachusetts, Rhode Island

South Asia/Indian Ocean. The Department of History at **Fairfield University** is now accepting applications for a tenure-track assistant professorship in the history of South Asia/Indian Ocean to start in September 2015. We welcome applications from historians specializing in any period or region of South Asia/Indian Ocean cultures and empires. We particularly welcome candidates who employ cross-disciplinary or subaltern methodologies, who take broad comparative or transnational approaches, or who explore South Asia/Indian Ocean's connections to Africa, the Islamic world, and East Asia. A successful candidate will be expected to teach the core-curriculum introductory History survey Origins of the Modern World, 1500-present and to contribute actively to the university's Asian Studies and International Studies Programs. The successful candidate will have a demonstrated commitment to innovation and demonstrated excellence in using technology in the classroom. We require PhD in hand by September 1, 2015, an active research program and commitment to excellence in undergraduate teaching and university service. Deadline: November 1 for interviews at the AHA annual meeting in January 2015. Position will remain open until filled. Applications, including your application letter, statement of teaching philosophy and research interests, CV, graduate transcript, and contact information for three references should be submitted at <http://fairfield.interviewexchange.com/jobofferdetails.jsp?JOBID=52877>. Fairfield University, founded in 1942, is an independent Jesuit comprehensive university with an active and pluralistic faculty, and is located in southern Connecticut about an hour from New York City and thirty minutes from New Haven, CT. Salary, benefits, and faculty development resources are highly competitive. Fairfield is an AA/EOE, committed to excellence through diversity, and in this spirit, particularly welcomes applications from women, persons of color, and members of historically underrepresented groups. The university will provide reasonable accommodations to all qualified individuals with a disability. More information is available at www.fairfield.edu.

China. Wesleyan University's History Department in Middletown, Connecticut, invites applications for a tenure-track assistant professorship in the history of China to begin July 1, 2015. Area of specialization and time period are open. Teaching responsibilities (2-2 teaching load) include surveys of the history of traditional and modern China and seminars designed for History and East Asian Studies majors. The successful candidate will be fully housed in the History Department but be

expected to participate in the academic planning and intellectual life of the College of East Asian Studies. Candidates should have a PhD in hand by July 1, 2015. Apply at <http://careers.wesleyan.edu/postings/4489>. You will be required to upload a cover letter of application, a CV, and a chapter-length writing sample. You will also be asked to provide the e-mail addresses of three referees from whom we may obtain confidential letters of recommendation (please doublecheck the accuracy of the e-mail addresses of the referees you name to insure that you have the most up-to-date e-mail addresses for each one). After you have submitted all of the required documents, you will see a confirmation number. At that point, each of your three referees whose e-mail address you have provided will receive an automatically generated e-mail requesting that he or she submit a letter or reference for you. Applications due November 14, 2014. Departmental contact: Prof. Bruce Masters, Chair of the Search Committee, bmasters@wesleyan.edu. Note for Interfolio users: We gladly accept letters of recommendation from Interfolio. From your Interfolio account, please use the "web delivery" method to upload your letters directly to our online application. For further instructions, visit <http://help.interfolio.com/entries/24062742-Uploading-Letters-to-an-Online-Application-System>.

China. The Department of History at **Bates College** in Lewiston, Maine, invites applications for an assistant professor of Chinese history to begin work August 1, 2015 (R2538). The Department of History seeks candidates who are capable of situating China in its broader global contexts and who are strongly committed to teaching at the undergraduate level and to research and publication. We seek someone focusing on China since 960 CE, with a

preference for those specializing in the history of the Ming (1368-1644 CE) or Qing Dynasties (1644-1912 CE). Responsibilities include a one-semester survey of the full sweep of Chinese history, upper-division thematic courses, and senior thesis advising. The annual teaching load is five semester courses. The successful candidate will develop a curriculum centered on transnational and thematic history (e.g. economics, religion, gender, or environment) that complements the existing curricular and scholarly strengths of the department and the college. The college and the History Department are committed to enhancing the diversity of the campus community and the curriculum. We welcome applications from all individuals with the ability to contribute to the college's continuing commitment to social and cultural diversity, inclusiveness, and the transformative power of our differences. The search committee expects candidates who can contribute to this goal to identify their strengths and experiences in this area. Bates is an AA/EOE. Because the college recognizes that employment decisions often involve two careers, Bates welcomes applications for shared positions. For more information about the college, please visit the Bates website at www.bates.edu. Employment is contingent upon successful completion of a background check. Preference will be given to candidates who will have completed by August 1, 2015, their PhD in history, East Asian studies, or a related field. Review of applications begins November 10, 2014, and will continue until the position has been filled. Applicants should submit the following materials: a letter of application, CV, three letters of recommendation, and graduate school transcripts. Web page: apply.interfolio.com/27081.



DEPARTMENT OF HISTORY

R. MARK LUBBERS CHAIR

IN THE HISTORY OF SCIENCE

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

Black Atlantic. The Departments of Black Studies and History at **Amherst College** in Massachusetts invite applications for a tenure-track joint appointment at the rank of assistant professor in the history of the Black Atlantic. We seek a historian of colonial Latin America and the Caribbean with a focus on the history of comparative slavery in the Americas. Research and teaching interests might include the following fields: comparative slave systems and the transatlantic slave trade; the impact of imperial expansion on indigenous populations and on pre-colonial Africa; histories of resistance and slave revolts; the slave family, gender, and sexuality; the rise of plantation agriculture and its effects on world trade systems; and abolition and transitions to free labor. Amherst College is an EOE and encourages women, persons of color, and persons with disabilities to apply. Successful candidates will demonstrate competence and sensitivity in working in two departments in which students are broadly diverse with regard to gender, race, ethnicity, nationality, sexual orientation, and religion. Demonstrated excellence in classroom teaching and mentoring of students is essential. Candidates should submit electronically to <https://apply.interfolio.com/25259> a letter of application, CV, three confidential letters of recommendation, a writing sample, and syllabi for two proposed courses. Review of applications will begin on November 14, 2014, and continue until the position is filled. Applications received by this date will be assured of full consideration. Amherst College is a private undergraduate liberal arts college for men and women, with 1,800 students and more than 200 faculty members. Located in the Connecticut River valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith colleges and the University of Massachusetts in the Five-College consortium.

African History and Global and Regional Studies, Visiting Professor

This is for the 2015-2016 academic year.

Responsibilities:

The Visiting Professor should propose and teach four courses: in the Fall, of one course will be on Modern African History and one in the Introduction to Global and Regional Studies. In the Spring, one class will be an upper division course in World History (topic open) and one upper division course on Regional (African) Studies (topic open). Since this position is intended to assist us develop Africa as an area of study, the Visiting Professor will be asked to help us organize co-curricular events and programming on African history and culture.

Experience and Qualifications:

The position is open to all ranks, but a Ph.D. in hand is required and experience in teaching and program building is preferred.

For more information and to apply, visit <http://apptkr.com/523136>

Inquiries to Myrna Santiago at: msantiago@stmarys-ca.edu

Deadline is January 31, 2015.



EOE

Public Policy/Political Economy. Harvard Business School is seeking candidates with a PhD in history for a tenure-track position in the Business, Government, and the International Economy (BGIE) unit. We are especially looking for candidates whose historical research focuses on one or more of the following areas: public policy, democratic governance, economic development, and/or political economy, preferably in the 19th or 20th century. Policy areas that are of particular interest include regulation, macroeconomic policy, education policy, environmental policy, social welfare policy, national security, infrastructure, energy, international commerce, and innovation. Candidates may come directly from PhD programs or from the faculties of other universities. The appointment will begin on July 1, 2015. All applicants should have excellent academic credentials and a demonstrated potential for conducting outstanding research. The school is particularly interested in applicants with interdisciplinary interests and a strong record of, or potential for, excellence in teaching. Successful candidates will, at the outset, teach a required first-year MBA course on the economic, political, and social environment of business. Starting salaries will be highly competitive. Harvard University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. Applications must be received no later than November 7, 2014. Applications should include CV, description of research-in-progress, published articles or working papers, dissertation chapters or other writing samples, statement of teaching interests and, if applicable, teaching evaluations. In addition, three letters of recommendation are required, which should be submitted online directly to the School by the referees. Apply online. Candidates should select the job title option "Tenure-Track Position: History" when choosing a position on the application. The application can be accessed at <http://www.hbs.edu/research/faculty-recruiting>. Material that can only be sent in hard copy can be sent to Harvard Business School, Faculty Administration, Attn: BGIE Unit Application, Morgan Hall T25, Soldiers Field Road, Boston, MA 02163.

Lecturers. The Committee on Degrees in History and Literature at **Harvard University** seeks full-time and part-time lecturers beginning academic year 2015-16. Positions in American, modern European (including but not limited to British, French, and German), medieval, early modern European, Russian, Latin American, North and Sub-Saharan African, Middle Eastern, and South Asian history and literature. We are interested in candidates who bring comparative or transnational as well as interdisciplinary perspectives into their teaching and scholarship, and especially those with expertise in transatlantic and post-colonial studies. Minimum requirements: strong interdisciplinary background; doctoral degree and teaching experience; ability to design and execute interdisciplinary tutorial programs for sophomores and juniors, as well as direct senior honors theses; ability to advise students on curricular matters, to evaluate examinations, essays and senior theses, and to conduct senior oral examinations. A doctorate in a related field ordinarily is required by the time the appointment begins. Lecturer positions are normally for three years, the second two years contingent upon a successful performance review in the first year. Harvard is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability

status, protected veteran status, or any other characteristic protected by law. Application deadline is January 16, 2015. <http://academicpositions.harvard.edu/postings/5761>.

Race/Ethnicity/Public Policy. The **Kennedy School of Government at Harvard University** invites applications for a tenured position in the area of race, or ethnicity, and public policy. Applications are encouraged from all relevant disciplines, including, but not limited to, political science, sociology, history, social psychology, anthropology, and public policy. We will welcome applications both from scholars who focus on the United States and from those working comparatively or on other nations. Candidates should have an outstanding publication record, an interest in teaching in a professional school, and a passion for policy issues. Applicants should submit a cover letter and CV to Prof. Alexander Keyssar, Search Committee, Harvard Kennedy School, 79 John F. Kennedy Street, Cambridge, MA 02138. We will consider applications until the position is filled. Qualified women and members of minority groups are encouraged to apply. We are an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Early America. The Department of History at **Tufts University** is hiring a part-time lecturer to teach a single course in early American history for the spring 2015 semester. Candidates will be expected to teach the course *Revolutionary America, 1763-1815*. PhD and strong teaching experience preferred. Send letter of application, CV, names and contact information for three references, and a sample syllabus (or outline of a syllabus) to Prof. David Ekbladh, Dept. of History, Tufts University, Medford, MA 02155. Submit applications through Interfolio at apply.interfolio.com/26596. Review of applications begins immediately and continues until the position is filled. Tufts University is an AA/EOE. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

US Latino/Latina. The Department of History at **Tufts University** is seeking a part-time lecturer to teach an undergraduate survey course in US Latino/Latina history for the Spring 2015 semester. Candidates should be able to teach a course on the origins of the major Latino/Latina communities in the United States, beginning with the colonial era, but stressing the 20th and 21st centuries. PhD in Latino history/studies and strong college-level teaching experience preferred. Send letter of application, CV, a short description, and syllabus of proposed course and also arrange to have three confidential reference letters submitted to <https://apply.interfolio.com/27059>. Questions about the position may be directed to Prof. Peter Winn, Dept. of History, Tufts University, Medford, MA 02155. E-mail: peter.winn@tufts.edu. Review of applications begins immediately and will continue until the position is filled. Tufts University is an AA/EOE. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

Middle East Studies. The Program in Middle East Studies at **Smith College** in Northampton, Massachusetts, invites applications from senior scholars to serve as the inaugural occupant of the Janet



澳門大學
UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU



Full / Associate / Assistant Professor in Ancient Chinese History

The University of Macau is the leading higher education institution in Macao, with English as its working language. In recent years, the University has been making great progress towards becoming internationally recognised for its excellence in teaching, research and service. With the beautiful new campus (20 times larger than the old one) becoming fully operational recently, the launch of Asia's largest residential college system, the establishment of new schools, and the increasing numbers of students and faculty members recruited from around the world, UM provides great potential and exciting new possibilities for growth and development.

The Department of History of the Faculty of Social Sciences invites applications for a position in Ancient Chinese History.

Qualifications

Rank of appointment is open, depending on qualifications. Applicants should specialize in ancient/pre-modern Chinese history, preferably the Qin-Han period or the Tang-Song period, focusing on China's frontier studies and interactions with other nations, and/or international history of Asia. English language competency is required for appointment. Preference may be given to candidates who can also offer courses on archeology or classical Chinese.

The selected candidate is expected to assume duty in August 2015.

The Department of History is currently comprised of BA, MA and PhD programs and 11 diverse historians in terms of nationality, gender and specialty, with a research concentration on Chinese History, Macao History and the History of East-West Interactions.

Position and Remuneration

Remuneration and appointment rank offered will be competitive and commensurate with the successful applicants' academic qualification, current position and professional experience. The current local maximum income tax rate is 12% but is effectively around 5% - 7% after various discretionary exemptions.

Application Procedure

Applicants should visit <http://www.umac.mo/vacancy> for more details, and apply ONLINE at Jobs@UM (<https://isw.umac.mo/recruitment>) (Ref. No.: FSS/DHIST/ACH/10/2015). Review of applications will commence on 1 December 2014 and continue until the position is filled. Applicants may consider their applications not successful if they were not invited for an interview within 3 months of application.

Human Resources Office

University of Macau, Av. da Universidade, Taipa, Macau, China
Website: <https://isw.umac.mo/recruitment>; Email: vacancy@umac.mo
Tel: +853 8822 8593; Fax: +853 8822 2412

The effective position and salary index are subject to the Personnel Statute of the University of Macau in force. The University of Macau reserves the right not to appoint a candidate. Applicants with less qualification and experience can be offered lower positions under special circumstances.

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University of Macau - An ideal place to pursue your career

<http://www.umac.mo>

Wright Ketcham '53 Chair in Middle East Studies, beginning July 2015. This appointment will be at the associate or full professor level with tenure. We seek a distinguished scholar of the Middle East with a focus on issues in the contemporary Arab world. Scholarly proficiency in Arabic is required; knowledge of other regional languages is desirable. Candidates for this appointment must have a track record of intellectual leadership in the field and a passion for undergraduate teaching. Applications are encouraged from broadly trained scholars of the region, as well as those with comparative training in Afghanistan, Iran, Pakistan, Palestine, and/or Turkey. For more information and to apply, visit <http://apply.interfolio.com/26948>. Review of applications will begin December 1, 2014. Smith College is an AA/veterans/disability/EOE. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

African/African Diaspora. The Department of African and Afro-American Studies at **Brandeis University** in Waltham, Massachusetts, seeks applications for a tenure-track position in African history and the African diaspora. We expect that the appointment will be made at the assistant professor level, although an appointment for a more advanced candidate with exceptional qualifications may be considered. Periodization and geographical specialization are open. We are especially interested in candidates with proven leadership experience and a commitment to departmental development. The successful candidate will begin her or his term in fall 2015. This search is part of an ongoing cluster hire initiative in African Diaspora Studies at

Brandeis University. This effort aims to broaden and strengthen the existing intellectual community of scholars at Brandeis engaged in the study of people of African descent. The successful applicant will be expected to teach introductory and core courses in African history, in addition to courses in their area of expertise. Candidates should demonstrate a developed research agenda, a strong record of publication, and evidence of teaching excellence. The full-time position carries a 2-2 teaching load. PhD must be in hand by the start of the appointment. Review of applications will begin November 1, 2014, and continue until the position is filled. Please submit a letter of application, CV, an article- or chapter-length writing sample, and three letters of reference on Academic Jobs Online at <https://academicjobsonline.org/ajob/jobs/4573>. Questions about the position can be directed to Chad Williams, Chair, African and Afro-American Studies Department, at chadw@brandeis.edu. Brandeis is an EOE committed to building a culturally diverse intellectual community and strongly encourages applications from women and members of historically underrepresented groups.

Modern Middle East. The Crown Center for Middle East Studies at **Brandeis University** in Waltham, Massachusetts, invites applications for an open-rank (tenured or tenure-track) faculty position in the modern Middle East. Applicants must have training, linguistic expertise, and research and teaching interests in the region. Priority will be given to scholars with expertise in one or more of the following three areas: Saudi Arabia and the Gulf States; Syria and Lebanon; Turkey. Applications in

all fields of the social sciences are welcome with preference given to anthropology, sociology, political science, history, and Middle East studies. This is a joint position between the Crown Center and the candidate's relevant department. The successful applicant will hold a full-time appointment, half of it based in the Crown Center and half of it based in the candidate's discipline. At the Crown Center, the successful applicant will serve as a member of the Center's core research staff and take part in all center activities. In the department of appointment, the candidate will teach one course per semester. Applications consisting of a letter of intent, a CV, a brief statement of research and teaching interests, a chapter or article length writing sample, and three letters of reference should be submitted electronically at <https://academicjobsonline.org/ajob/jobs/4705>. Completed applications will be reviewed beginning October 31, 2014. Brandeis University is an EOE, committed to building a diverse intellectual community; we strongly encourage applications from women and minority candidates.

Holocaust Studies. The Department of Near Eastern and Judaic Studies at **Brandeis University** in Waltham, Massachusetts, invites applications for the tenured Albert Abramson Chair in Holocaust Studies to begin fall 2015. The appointment will reside in Near Eastern and Judaic Studies (NEJS) with possible additional status in a department appropriate to the candidate's discipline and area of research. The appointment will be at the level of associate or full professor with an expectation of a distinguished record of scholarly achievement, teaching excellence, and leadership

Grants and Fellowships



Carol M. Highsmith, Library of Congress

The AHA is pleased to support the study and exploration of history through our annual grant and fellowship programs. For more information, visit www.historians.org/grants

in her/his respective discipline and in the field of Holocaust studies. The position was founded with support from the United States Holocaust Memorial Council/Museum in 1999. The holder of the chair is expected to teach at least one course every year, out of a total of four courses, in Holocaust studies. Other components of the position include mentoring graduate students in the field and participation in joint university-museum activities. First consideration will be given to applications received by November 1, 2014. Applications, which should be submitted through AcademicJobsOnline at <https://academicjobsonline.org/ajo/jobs/4725>, should include a full CV (including bibliography) with a cover letter outlining research and teaching interests. Brandeis University is an EOE, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minority candidates.

Modern Middle East. As part of a major new hiring initiative across multiple fields, the Watson Institute for International Studies and the Department of History at **Brown University** in Providence, Rhode Island, invite applicants for an open-rank position for a historian of the modern Middle East during the long 20th century (from the late 19th century onwards). The appointment will begin on July 1, 2015, or as soon as possible thereafter. PhD or equivalent is required by time of appointment. Review of applications will begin October 20, 2014, but applications will be accepted until the position is filled. To assure full consideration applicants should submit their materials by that date. All candidates should submit a cover letter describing research completed and planned, a CV, a short writing sample, and a teaching statement. Senior candidates should include the names of five references who will be contacted at the appropriate time by the search committee. Junior candidates should have three letters of reference uploaded to Interfolio at apply.interfolio.com/26556. Queries may be addressed to Beshara Doumani, Chair, Modern Middle East History Search at bdoumani@brown.edu. Brown University is committed to fostering a diverse and inclusive academic global community; as an AA/EOE, Brown considers applicants for employment without regard to, and does not discriminate on the basis of, gender, race, protected veteran status, disability, or any other legally protected status.

Modern Middle East. The Department of History, Philosophy and the Social Sciences (HPSS) at **Rhode Island School of Design** in Providence invites applications for the position of assistant professor in modern Middle Eastern history, starting in 2015-16 with the prospect for advancement. The successful candidate will have an ability to cover a different region of Asia or Africa as well. Preference will be given to a flexible teacher/scholar who can offer a range of undergraduate courses including areas of secondary specialization. We would welcome a variety of these, including but not limited to: gender studies, secularism and religious movements, ethnicity and nationalism, diaspora studies, and historiography. HPSS is a multi-disciplinary department located within the Liberal Arts Division of the Rhode Island School of Design. Our students are art and design majors who take a significant portion of their BFA requirements in the liberal arts. We seek candidates with teaching experience and a PhD in history or Middle East studies in hand by September 2015. Full-time faculty at RISD teach six courses a year. Please submit a CV, cover letter, statement of teaching philosophy, and a

list of proposed courses to RISD's online employment website at www.risd.edu/jobs. All applications require three letters of reference. Reference writers should send their letters addressed to the search chair, Scott Cook, ndacruz@risd.edu. In your cover letter, indicate whether you plan to attend the AHA annual meeting in NYC as we intend to conduct a round of preliminary interviews there. In your teaching philosophy please comment on how you attend to diversity and inclusivity as fundamental to a learning community. Review of applications will begin in November and continue until the position is filled. Candidates who submit their materials by December 1, 2014, will be assured full consideration. Rhode Island School of Design is an undergraduate and graduate college of art and design with approximately 2,400 graduate and undergraduate students. RISD supports faculty professional practice with sabbaticals, pre-critical review leave, conference funds, and professional development grants. For more information about RISD and to apply online, please visit www.risd.edu/jobs. Rhode Island School of Design recognizes diversity and inclusivity as fundamental to its learning community and integral to an art and design education. We welcome candidates whose experience in teaching, scholarship, professional practice, or service has prepared them to contribute to our commitment to diversity and excellence. RISD is an EOE. Employment decisions are made without regard to race, color, religion, sex, age, national origin, disability, veteran status, sexual orientation, gender identity or expression, genetics, or any other protected characteristic as established by law.

MID-ATLANTIC

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

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

status, disability, or other categories protected by law.

Ancient Greece/Rome. The Department of History at the **United States Naval Academy** in Annapolis, Maryland, seeks a tenure-track assistant professor in the field of ancient Greek and/or Roman history, beginning August 2015. The successful candidate will be expected to teach the first half of the Naval Academy's core comparative civilization sequence, introductory courses on ancient Greece and Rome, and majors seminars in his or her specialty. The teaching load is 3-3. Evidence of a strong commitment to undergraduate teaching excellence, innovative research, and service is required. The successful candidate must have a PhD in history or classics (with a focus on historical study) in hand by August 1, 2015. The department as well seeks a teacher-scholar-mentor who is committed to inclusive pedagogy and whose experience and expertise will contribute to working effectively with a diverse student body and faculty. To apply and obtain additional information about this position, please visit <http://www.usna.edu/HRO/jobinfo/AsstProfGreek-Rome-2014.php>.

Britain/British Empire. The Department of History at the **United States Naval Academy** in Annapolis, Maryland, seeks an entry-level, tenure-track assistant professor in the history of Britain and the British Empire since 1750, beginning August 2015. The successful candidate will be expected to teach the second half of the Naval Academy's core civilization sequence (world history since 1750), introductory courses on the history of modern Britain and the British Empire, and majors seminars in his or her specialty. Evidence of a strong commitment to undergraduate teaching excellence, innovative research, and service is required. The teaching load is 3-3. The successful candidate must have a PhD in History in hand by August 1, 2015. The department as well seeks a teacher-scholar-mentor who is committed to inclusive pedagogy and whose experience and expertise will contribute to working effectively with a diverse student body and faculty. To apply and obtain additional information about this position, please visit <https://www.usna.edu/HRO/jobinfo/AsstProfBritain-BritishEmpire-2014.php>.

Mellon Postdoctoral Fellowships. **Johns Hopkins University** in Baltimore, Maryland. Humanities departments and an interdisciplinary committee of Krieger School faculty members will review applications and select fellows for 2015-16. Fellows will be selected based primarily on applicants' scholarship and promise, as well as their abilities to fill research and teaching needs within the university's humanities departments. Each fellowship carries a departmental affiliation and the responsibility of teaching one course per semester. The initial stipend is \$58,995 with an additional \$2,000 available for research and travel expenses. Health insurance and a one-time moving allowance of \$2,500 are also provided. Appointments are for one year, renewable for a second year. For details, please visit <http://krieger.jhu.edu/mellon/>.

Modern Germany. The history department at **Loyola University Maryland** invites applicants for a tenure-track assistant professorship in the history of modern Germany with a specialty in the 20th century. Applicants should demonstrate a commitment to undergraduate teaching, scholarship, and service. The successful applicant will teach the 100-level introductory survey of modern Europe and a

rotating sequence of upper-division courses in his or her specialty, but including one on Nazi Germany and the Holocaust. The standard teaching load is three courses per semester with expectations for scholarship and service to the department and university. Eventual participation in Loyola's living/learning first year program is expected. Appointment will begin August 24, 2015. PhD is expected by that date. Preliminary interviews will be conducted at the AHA annual meeting in January 2015. Applicants must submit online a cover letter and cv (<https://careers.loyola.edu/>). Paper applications will not be accepted. In addition, please arrange for three letters of recommendation and official undergraduate and graduate transcripts to be sent to Dr. Katherine Brennan, Chair, German Search Committee, History Dept., Loyola University Maryland, 4501 N. Charles St., Baltimore, MD 21210. All materials must be received by November 15, 2014. Loyola University Maryland is a dynamic, highly selective, Jesuit Catholic institution in the liberal arts tradition and is recognized as a leading independent, comprehensive university in the northeastern United States. Located in a beautiful residential section of Baltimore with Graduate Centers in Timonium and Columbia, Loyola enrolls over 3,900 students in its undergraduate programs and 2,000 students in its graduate programs. Conveniently located on the Washington-New York corridor, Loyola offers easy access to a number of university research libraries as well as the Library of Congress. In recent years, Loyola has undergone dramatic growth and development, adding numerous academic programs and positions. Global Studies, which entails a number of history courses, has been among the largest growth areas. Loyola also currently offers study abroad programs or exchanges in 20 countries. The university welcomes applicants from all backgrounds who can contribute to its educational mission. Loyola is an EOE, and welcomes applications from underrepresented groups regardless of religious affiliation. Additional information is available at www.loyola.edu. All applications are confidential.

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

South Asia. **Princeton University** in New Jersey seeks applications for a tenure-track assistant professorship in South Asian history. Review of files will begin on October 1, 2014, but applications will be considered until the department chooses to close

the search. Applicants should provide a detailed letter of application, CV, dissertation abstract, and dissertation chapter outline. Applicants should also provide contact information for at least three recommenders as part of the online application process. AA/EOE. This position is subject to the university's background check policy. Please apply online at <https://jobs.princeton.edu>, Requisition #1400601.

Postdoctoral Fellowship/Bioethics. The University Center for Human Values at **Princeton University** in New Jersey invites applications for the Harold T. Shapiro Postdoctoral Fellowship in Bioethics. The Shapiro Fellowship supports outstanding scholars studying ethical issues arising from developments in medicine, the biological sciences, or population health. We particularly encourage proposals focusing on problems of practical importance that have broader theoretical interest. The Shapiro Fellow will spend from one to three years at Princeton conducting research and teaching the equivalent of one course each year (subject to sufficient enrollments and approval by the Dean of the Faculty). He or she will participate in the Ira W. DeCamp Seminar in Bioethics and will be invited to participate in other activities of the University Center for Human Values including a year-long research seminar for visiting fellows and center faculty. Applicants must have completed all the requirements for the PhD, MD, or other equivalent doctoral degree by September 1, 2015, and must not have held the degree for more than three years by September 1, 2015. An applicant may have a background in any area of ethical studies, not necessarily in bioethics. However, the proposed research plan should be related to the field of bioethics. Applications will be evaluated on the basis of the applicant's previous accomplishments and the promise of the proposed research project in bioethics. The capacity to contribute to the university's teaching program will also be taken into account. The term of the fellowship is one year, beginning September 1, 2015, with the possibility of renewal for up to two additional years pending satisfactory performance. Appointment will be made to the rank of Postdoctoral Research Associate; the Shapiro Fellow will also carry the title of Lecturer when s/he is teaching. Princeton University offers competitive salary and employee benefits. Candidates should submit an online application at <http://jobs.princeton.edu>. Search for requisition number #1400502. The online system includes instructions on how to apply. A complete application will include the following supporting materials: a CV; a research proposal (not to exceed 1,500 words), please provide an indicative title in the heading; a scholarly paper (not to exceed 50 pages) representing the applicant's scholarly achievement or potential; and contact information for two referees, who should be prepared to comment specifically about the applicant's qualifications for the proposed research project. Referees will be contacted directly with instructions for uploading letters of reference. These materials should be submitted online by Monday, November 10, 2014. We do not accept application materials by any other method. Letters of reference are to be submitted by November 13. The selection committee will begin reviewing applications immediately and incomplete applications may be at a disadvantage. We hope to announce decisions by March 13, 2015. This position is subject to the university's background check policy. Princeton University is an EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Public/International Affairs. The Niehaus Center for Globalization and Governance (NCGG) at **Princeton University's** Woodrow Wilson School of Public and International Affairs in New Jersey seeks up to six visitors for the 2015-16 academic year. NCGG will award one-year research positions to eligible, talented scholars. These awards are designed to promote basic research in the broad areas of international and comparative political economy, international organization and global governance, and globalization. Research on the causes and consequences of globalization, the political economy of foreign trade, monetary and regulatory policies, the sources of international cooperation at the global and regional level, the domestic and international politics of economic development, the political economy of human security issues, the evolution and impact of international institutions, and the politics of international law and human rights policies is of relevance. This position is subject to the university's background check policy. Application deadline December 1, 2014. Please apply online at <http://jobs.princeton.edu>. Search for requisition no. 1400698. Applicants will be required to provide the following: cover letter explaining the candidate's scholarly career, prospective or actual doctoral defense date, and academic interests; current CV including publications; 2,000-word description of the proposed research project, including its specific objectives, importance, and research design; one writing sample (limit of 100 pages); and contact information for three references, who will be asked to comment specifically on the applicant's qualifications for the proposed research project. Candidates who hold positions at academic institutions will also be required to submit a statement indicating if a sabbatical leave is available; home institution policy with regard to sabbatical pay; history of "sabbatical leaves" over the past seven years; and a confidential statement indicating salary for the current academic year (September 2014-July 1, 2015). These materials should be submitted online by Monday, December 1, 2014. Rank and salary will be contingent on qualifications. NCGG Fellows will receive applicable Princeton University benefits, a taxable moving allowance, and a \$2,500 research fund. Princeton University is an EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

US Capitalism/Religious. The Department of History at **Fordham University** in Bronx, New York, invites applications for a tenure-track appointment as assistant professor in US history, 1877-1945, at its Rose Hill campus, with a primary research focus on the history of capitalism or religious history. Candidates working from a transnational perspective are encouraged to apply. Ability to teach undergraduate and graduate courses in the 1920s and New Deal Era required, along with other courses in candidate's area of expertise. The position includes the opportunity to teach in the university's interdisciplinary programs, such as American Studies and International Political Economy. Candidates must have the PhD in hand by September 1, 2015. Upload letter of application, CV, and three letters of recommendation to apply.interfolio.com/26599 by November 15, 2014. For more information, see the department's website. Fordham University is an independent, Catholic University in the Jesuit tradition that welcomes applications from men and women of all backgrounds. Fordham University is committed to excellence through diversity and welcomes candidates of all backgrounds; it is an EOE.



澳門大學
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Full / Associate / Assistant Professor in History of East-west Interactions/Maritime History

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The Department of History of the Faculty of Social Sciences invites applications for a position in Maritime History /History of East-West Interactions.

Qualifications

Rank of appointment is open, depending on qualifications. Applicants should specialize in either the History of East-West Interactions or Maritime History, ideally including but not limited to diplomatic history, missionary history, or cultural, social and economic exchanges. The successful candidate may be required to teach General Education courses in Global History as well as the History of Europe, or Maritime Empires in the Age of Sail.

The selected candidate is expected to assume duty in August 2015.

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Position and Remuneration

Remuneration and appointment rank offered will be competitive and commensurate with the successful applicants' academic qualification, current position and professional experience. The current local maximum income tax rate is 12% but is effectively around 5% - 7% after various discretionary exemptions.

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Website: <https://isw.umac.mo/recruitment>; Email: vacancy@umac.mo
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Caribbean Studies. The Department of Africana Studies at **Brooklyn College, City University of New York** invites candidates to apply for a tenure-track assistant professor position in Caribbean studies beginning in the fall of 2015. Applicants should specialize in contemporary Caribbean politics or societies, Caribbean migration to the United States, and Caribbean communities in the United States. The candidate may teach courses that are cross-listed with the Political Science Department, part of the degree requirements for the Caribbean Studies Program, and at least one course in the college's general education curriculum. Visit www.brooklyn.cuny.edu/facultyjobs and scroll down to 11080 for more information. Deadline December 15, 2014. AA/EOE.

History Education. The History Department at the **State University of New York College at Cortland** seeks to hire a tenure-track assistant professor with historical training and a demonstrated commitment to social studies teacher preparation and history education. The successful candidate will contribute to the development of the department's new emphasis on the Scholarship of Teaching and Learning of History, including by teaching and collaborating in the department's undergraduate secondary social studies program; teaching graduate courses in the Scholarship of Teaching and Learning of History; engaging in outreach efforts with public school partners including 7-12 social studies teachers; and developing a robust research and publication agenda. A PhD is required by time of appointment, ABD considered. The ideal candidate will have college-level and secondary-level teaching experience and the proven ability to work with multiple constituencies both within and beyond the university. To apply online go to <http://jobs.cortland.edu>. The State University of New York College at Cortland is an AA/ADA/EOE. The college actively seeks applications from women, veterans, individuals with a disability, members of underrepresented groups, or anyone that would enrich the diversity of the college. *The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.*

United States/New York City. The History Department at **Queens College, City University of New York**, seeks to appoint a tenure-track assistant professor in the field of US history with a specialization in New York City beginning in fall 2015. The search is broad, but our department also has particular interests in a number of additional subfields, including the colonial era and early Republic; economic history; the Borough of Queens; and New York in the Atlantic world. Regardless of research specialty, the successful candidate will be expected to teach both halves of the US history survey in addition to upper-division and master's level electives in her/his field, and also share departmental responsibilities in administrative contexts. Queens College, one of New York City's premier educational institutions, is a public, urban university, where a diverse student body receives personalized attention. To apply, go to https://home.cunyfirst.cuny.edu/psp/cnyepprd/GUEST/HRMS/c/HRS_HRAM.HRS_CE.GBL and click Faculty; from the list select job ID #11474 and follow the prompts. (If you have difficulty with this link, you can also access the application from www.cuny.edu/employment/jobsearch.html.) A cover letter, CV, and (optionally) a short writing sample must be uploaded on that site. Additionally, three letters of recommendation must be sent to Prof. Julia Sneeringer, Chair of the Search Committee,

History Dept., Queens College, Flushing, NY 11367. AA/IRCA/ADA/EOE.

Jewish Studies. The Near Eastern Studies Department together with the Jewish Studies Program, College of Arts and Sciences, **Cornell University** in Ithaca, New York, invites applications from distinguished scholars to hold the Paul and Berthe Hendrix Chair in Jewish Studies. The successful candidate will specialize in circum-Mediterranean Jewish studies from the early modern period to the present, with at least one of the research/teaching foci being gender in Jewish history/culture. This is a full-time tenured position at the advanced associate or full professor level to begin July 1, 2015. The appointment will be in the Department of Near Eastern Studies, and the appointee will play a core role in the Jewish Studies Program. We also encourage applications from candidates for whom a joint appointment with another department would be appropriate. Applications should include a detailed letter describing current and planned research activities, teaching qualifications and interests at both graduate and undergraduate levels, a full CV, and the names and addresses (including telephone and e-mail) of at least three academic referees. Please submit applications at Academic Jobs Online <https://academicjobsonline.org/ajo/jobs/4659>. Review of applications will begin November 1, 2014. Diversity and Inclusion are a part of Cornell University's heritage. We're an employer and educator recognized for valuing AA/EEO, protected veterans, and individuals with disabilities. We actively encourage applications of women, persons of color, and persons with disabilities.

Postdoctoral Fellowship/Cultures of Conservation. The **Bard Graduate Center** invites applications for two one-year postdoctoral fellowships funded by a grant from the Andrew W. Mellon Foundation, designed to help bridge the gap between the ways objects are studied by conservators and the ways they are approached by academics in the human sciences. These fellowships are available to individuals with a PhD or equivalent professional experience, and each of the appointed humanities-trained fellows will join a conservation team at a New York-area museum and work together on a joint project. The participating institutions are The Metropolitan Museum of Art, The American Museum of Natural History, Anthropology Division, and The Museum of Modern Art. A full list of the available projects can be found at <http://cultures-of-conservation.wikis.bgc.bard.edu/fellowships>. In addition to his/her conservation-related work at our partner institutions, each of the fellows will either teach one course or assist at one course taught by a faculty member in the Cultures of Conservation curriculum at the BGC. Appointees will contribute to graduate advising and are expected to participate fully in the intellectual life of the institution. In consultation with the dean, the fellows will organize events within Cultures of Conservation. Fellows will receive office space, a salary of \$40,000, and a travel and research budget of \$1,500. Housing is available. The appointment will begin July 1, 2015 and continue through June 30, 2016. Please direct questions to the Mellon Fellowship Search Committee via e-mail (fellowships@bgc.bard.edu). Applications should include a cover letter, CV, statement explaining the importance of this project to the candidate's professional and intellectual development, sample publication (SASE), and three letters of recommendation. Applications should be sent by post to Mellon Fellowship Search Committee, c/o Dean Peter N. Miller, Bard Graduate

Center: Decorative Arts, Design History, Material Culture, 38 W. 86th St., New York, NY 10024. No application materials will be accepted electronically. All application materials must be received by December 1, 2014. Late or incomplete applications will not be considered.

Postdoctoral Fellowship/Islamic Art. The **Bard Graduate Center** in New York City invites applications for a two-year postdoctoral fellowship in Islamic art and material culture. The BGC is a graduate research institute committed to the study of the cultural history of the material world, drawing on methodologies and approaches from art and design history, economic and cultural history, history of technology, philosophy, anthropology, and archaeology. Our ideal candidate is a scholar with a broad background in Islamic art, archaeology, and cultural history. Besides pursuing his/her research, the appointee will teach one course per semester, including both general surveys of Islamic objects and their contexts and seminars on subjects related to his/her research interests. The fellow will contribute to graduate advising and mentoring and is expected to participate fully in the intellectual life of the institution. In consultation with the dean, the fellow will also organize and chair the annual Trehan Symposium in Islamic Art and Material Culture. The recipient must have completed all requirements for the PhD by September 2015. The appointment will begin July 1, 2015, and continue through June 30, 2017. Fellows will receive office space at the BGC, a salary of \$40,000 per year, and a travel and research budget of \$1,500 per year. Housing is available. Applications should include a cover letter, indicating areas of special interest, CV, sample publication (SASE), and three letters of recommendation. Applications should be sent by post to Islamic Art & Material Culture Fellowship Committee, c/o Dean Peter N. Miller, Bard Graduate Center: Decorative Arts, Design History, Material Culture, 38 W. 86th St., New York, NY 10024. No application materials will be accepted electronically via e-mail. All application materials must be received by November 15, 2014. Late or incomplete applications will not be considered. Please direct questions to the Islamic Art & Material Culture Fellowship Committee via email (fellowships@bgc.bard.edu). The BGC is an AA/EOE.

United States/East Asia. The Department of History at **Columbia University** in New York City invites applications and nominations for a distinguished scholar at any rank, from tenure-track assistant professor through full professor with tenure, to fill the Borg Professorship in the History of the United States and East Asia, named in honor of the historian Dorothy Borg. Defined broadly as international history involving the United States in East Asia, the field includes the history of US-East Asian relations, comparative history, and other transnational approaches to American and East Asian history. The position requires that its occupant engage in archival research in both US and Asian materials and be fluent in an East or Southeast Asian language. A senior appointment will occupy the Dorothy Borg Professorship in the History of the United States and East Asia. Junior candidates may become candidates for the chair at some later date. Because this position is intended to cross conventional national borders of historical specialization, we hope to attract candidates whose scholarship ventures beyond the binational relations between the United States and an Asian country. Scholars working in comparative and transnational history are particularly welcome to apply, as are those

specializing in the broader history of American-East Asian and American-Southeast Asian relations. Teaching responsibilities will include undergraduate and graduate courses in the candidate's field of expertise and in the foundational curriculum of the department and of Columbia College; it is anticipated that the faculty member will also wish to take part in the scholarly community and programs of Columbia University's Weatherhead East Asian Institute. Inquiries about the position should be addressed to the chair of the search committee, Prof. Charles Armstrong, at cra10@columbia.edu. For questions about the application process, please contact Najila Naderi at nn2159@columbia.edu. All applications must be made through Columbia University's Recruitment of Academic Personnel System (RAPS) and must include the following materials: cover letter of application, CV, writing sample (article or book chapter), and a list of three references. For more information and to apply, please go to academicjobs.columbia.edu/applicants/Central?quickFind=59783. Review of applications will begin after November 15, 2014, and will continue until the position is filled. Columbia University is an AA/EOE.

Associate Director/Presidential Scholars. Columbia University in New York City, Office of the President/GSAS. Associate Director, Presidential Scholars in Society & Neuroscience and Center for Science & Society. Reporting to the Faculty Director of both the Presidential Scholars in Society & Neuroscience and the Center for Science & Society, the Associate Director will be a pivotal contributor to strategically plan and immediately develop both nascent programs during their initial start-up phases. Responsibilities for the Presidential Scholars program and the Center for Science & Society will overlap considerably, with a number of distinct responsibilities as well. Bachelor's degree or equivalent required. Minimum of four years related experience. Demonstrated background in development, with a particular focus in foundation relations and/or major gifts. Some background in external communications, with specific competencies in social media marketing, website content development, and marketing databases. Experience planning high-profile events ranging from small meetings to large fundraising symposia, and everything in-between. Comfort handling logistically-complex vendor relations. Excellent organizational, written, verbal, and interpersonal communications skills essential. Capable of energetic independent work, exercising independent judgment and initiative, and coordinating multiple responsibilities, often with competing priorities and deadlines. Also necessary are flexibility, new media knowledge, and a track record in management and program implementation. Full proficiency in the Microsoft Office suite of applications, most notably Outlook, Word, Excel, and Access as well as the capacity to learn all relevant administrative systems used by Columbia University, is required. Bachelor's degree in the humanities or social sciences disciplines. Academic training and/or experience in the brain sciences or in the history of science strongly preferred. Four years of work experience in a university or nonprofit setting. For a full job announcement and to apply, please visit our Web site: <https://jobs.columbia.edu/applicants/Central?quickFind=144481>. Columbia University is an AA/EOE, race/gender/disability/veteran. Columbia University is committed to the hiring of qualified local residents.

Social Studies/History/ELA/Special Education. The **Equity Project Charter School** in New York City is now hiring for social studies/history, ELA, and special education teaching positions. TEP Charter School is designed and structured around the belief that teachers are the key personnel in achieving educational success for its students. In singling out teacher quality as the essential lever in educational reform, as opposed to other reforms such as class size reduction or pre-packaged curricular models, TEP builds on an extensive body of research that shows that "teacher quality is the most important educational input predicting student achievement." Please visit our website at <http://www.tepcharter.org/apply.php> for details on how to apply.

Ancient World. Each year the Institute for the Study of the Ancient World, **New York University**, makes about seven appointments of visiting research scholars. ISAW's scope embraces research and graduate education in the history, archaeology, and culture of the entire Old World from late prehistoric times to the eighth century AD, including Asia

and Africa. Projects of a theoretical or comparative nature relevant to this domain are also welcome. Academic visitors at ISAW should be individuals of scholarly distinction or promise in any relevant field of ancient studies who will benefit from the stimulation of working in an environment with colleagues in other disciplines. Applicants with a history of interdisciplinary exchange are particularly welcome. Scholars are expected to be in residence at the Institute during the period for which they are appointed and to take part in the intellectual life of the community. For details about the categories of scholars, the financial support, and the application, please visit <http://isaw.nyu.edu/visiting-scholar-program>. The application deadline for 2015-16 appointments is December 1, 2014. New York University is an AA/EOE.

British Empire. The Department of History at the **College of Staten Island-City University of New York** invites applications for a tenure-track position in the history of the British Empire during the long 19th century beginning in fall 2015. The successful



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candidate will pursue an active research and publication program; perform teaching, research, and guidance duties in area(s) of expertise; and share responsibility for committee and department assignments including administrative, supervisory, and other functions. He or she will complement and broaden the department's existing strengths in research and teaching. In addition to teaching BA and MA history courses, the successful candidate will also be expected to teach general education History courses and upper division courses in his or her area of specialization. The successful candidate will support the university's interdisciplinary programs and perform departmental and college service. A PhD in history or a closely related field is required at time of appointment. To apply and view complete job description and requirements, log on to www.cuny.edu. (Job ID #11417). Applicants must submit a letter of application (outlining research and teaching experience), CV, a sample dissertation chapter or journal article, and at least three letters of recommendation. This job closes November 15, 2014. AA/EOE.

Modern Western Europe. The Department of History at the **College of Staten Island, City University of New York** invites applications for a tenure-track position in modern western European history, 1740 to present, excluding Germany and Britain, beginning in fall 2015. The successful candidate will pursue an active research and publication program. He or she will complement and broaden the department's existing strengths in research and teaching. In addition to teaching BA and MA history courses, the successful candidate will also be expected to teach general education history courses and upper-division courses in his or her area of specialization. The successful candidate will support the university's interdisciplinary programs and perform departmental and college service. An ability to teach a course in modern Italian history is a plus. A PhD in history or a closely related field is required at time of appointment. To apply and view complete job description and requirements, log on to www.cuny.edu (Job #11344). Applicants must submit a letter of application (outlining research and teaching experience), CV, a sample dissertation chapter or journal article, a statement of scholarly interests, and at least three letters of recommendation. The job closes November 17, 2014. AA/EOE.

Africa. Tenure-track assistant professor in African history to begin in August 2015 at **Muhlenberg College** in Allentown, Pennsylvania. Highly experienced applicants may be considered for the rank of associate professor. The ideal candidate will also offer courses in the African diaspora. The successful candidate will contribute to the growth and development of the Africana Studies Program and the college's Human Diversity and Global Engagement general academic requirement. History Department members teach topical Introduction to History courses as well as upper-level courses in their field, and often teach First-Year Seminars. We seek excellent, innovative teachers with both a strong commitment to teaching in a Liberal Arts environment and active research programs. PhD must be in hand by time of appointment. An EOE, Muhlenberg is committed to increasing the diversity of its faculty and encourages applications from women and members of underrepresented groups. To apply, submit a single pdf including a cover letter addressing experience contributing to the diversity of an academic community, CV, a statement of teaching philosophy and evidence of undergraduate teaching excellence to Dr. Mark Stein, Chair

of the History Department at africanasearch@muhlenberg.edu. Please also arrange to submit graduate transcripts and three letters of recommendation. Application deadline is October 30, 2014. Please indicate if you will be available for interviews at the AHA annual meeting.

Economic. The History Department at the **University of Pennsylvania** in Philadelphia seeks an economic historian with primary research on topics post-1600 other than labor or banking systems, and with any non-US geographic focus. The successful candidate will have a record of significant research and publication and effective teaching, and will be appointed to an endowed chair at the level of full or associate professor. Leadership skills are important: the position will involve close engagement with the department's program in trans-regional history, the Wharton School, the Lauder Institute, and the Huntsman Program. Candidates should apply online at <http://facultysearches.provost.upenn.edu/postings/322>. Please attach a letter of application, CV, and research statement. The department will begin considering applications on December 15, 2014, and will continue until the position is filled. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a more diverse faculty (for more information see: <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

Modern Western Europe. The Department of History at the **University of Pennsylvania** in Philadelphia invites applications for a full-time, tenure-track assistant professor in modern western Europe from 1789-1989, including Britain but excluding Germany. Field is open and we welcome national and transnational approaches. The candidate will participate in the undergraduate and graduate teaching mission of the department. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/266>. Include a letter of application, CV, writing sample, and the contact information of three individuals who will provide a letter of recommendation. Recommenders will be contacted by the university with instructions on how to submit a letter to the website. If the writing sample is part of a dissertation or larger project, include an abstract statement explaining the writing sample's relationship to the larger project. Review of applications will begin November 7, 2014, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in New York. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a diverse faculty (for more information see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

20th-Century United States. The Department of History at **Washington & Jefferson College**, a private liberal arts college near Pittsburgh, invites applications for a tenure-track assistant professorship in 20th-century US history to begin fall 2015. The field of specialization in 20th-century American history is open. The ability also to teach African American, public history, Atlantic world, Latin America, or sub-Saharan Africa is highly desirable.

Candidates should demonstrate dedication to the ideals of a liberal arts education, outstanding teaching skills, and a continuing interest in scholarly development. Candidates are expected to have a PhD, but consideration will be given to candidates who will have the degree in hand by the time of appointment. Please send a letter of application, a CV, a statement of teaching and scholarly interests that includes a list of proposed courses, student evaluations, and three letters of recommendation to Human Resources hr@washjeff.edu by November 14, 2014. (Please type Assistant Professor of History in the subject line.) Washington & Jefferson College is an EOE.

SOUTHEAST

Arkansas, Florida, Georgia, Mississippi, South Carolina, Tennessee, Virginia

East Asia. The Department of History at the **University of Arkansas, Fayetteville**, invites applications for a tenure-track assistant professor position in East Asian history to begin August 2015. Scholars with areas of specialization in any subfield of the history of East Asia are encouraged to apply. The successful candidate will have a 2/2 teaching load and the opportunity to participate in the interdisciplinary Asian Studies Program. A PhD in history or related discipline is required at time of appointment. The deadline for applications is November 15, 2014. Please submit a letter of application, CV, and three letters of recommendation through: <http://apply.interfolio.com/25192> (preferred) or East Asian History Search, Dept. of History, University of Arkansas, 416 Old Main, Fayetteville, AR 72701. Questions concerning the search may be directed to Prof. Michael Pierce (mpierce@uark.edu). The University of Arkansas is an AA/EOE committed to achieving diversity in its faculty and staff. We encourage applications from all qualified candidates, especially individuals who contribute to diversity of our campus community. The University welcomes applications without regard to age, race, gender (including pregnancy), national origin, disability, religion, marital or parental status, protected veteran status, military service, genetic information, sexual orientation, or gender identity. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act and persons must have proof of legal authority to work in the United States on the first day of employment.

Modern Sub-Saharan Africa. The history department of the **University of Arkansas, Fayetteville** invites applications for a tenure-track assistant professor position in modern sub-Saharan Africa to begin in August 2015. The successful candidate will mainly teach upper-level and graduate courses in modern sub-Saharan Africa. Additionally, candidates must be willing to work closely with the African and African American Studies Program. Teaching load is 2/2. Deadline for applications is November 15, 2014. A PhD in history is required by the time of appointment. The committee expects to interview at the AHA annual meeting, January 2-5, 2015. Please upload a letter of application, CV, and three letters of recommendation to Interfolio at <http://apply.interfolio.com/25191>. If you are unable to upload materials electronically, send your application materials to Modern Sub-Saharan Search Committee, c/o Brenda Foster, Dept. of History, 416 Old Main, University of Arkansas, Fayetteville, AR 72701-1201.

The University of Arkansas is an EOE committed to achieving diversity in its faculty. Therefore, the University is especially interested in applications from qualified candidates who would contribute to the diversity of our academic departments. The university welcomes applications without regard to age, race, gender (including pregnancy), national origin, disability, religion, marital or parental status, protected veteran status, military service, genetic information, sexual orientation, or gender identity. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act and persons must have proof of legal authority to work in the United States on the first day of employment.

Europe. Florida Gulf Coast University in Fort Myers invites highly qualified applicants to apply to the following position in the College of Arts & Sciences: European history, assistant professor, Req. #2151. To apply, please visit our website at <http://jobs.fgcu.edu> and access the Req. # for detailed information and deadline dates. Application materials will only be accepted online. All application materials must be received by the deadline date of the position, midnight EST. FGCU is an AA/M/F/Vet/Disability/EOE.

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

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

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complete the Personal Data Information Form at jobs.msstate.edu. Minorities and woman are encouraged to apply. Mississippi State University is an AA/EOE.

20th-Century United States. The History Department at the **University of Mississippi** (www.olemiss.edu/depts/history) seeks to hire a tenure-track assistant professor with a specialization in 20th-century US history to broaden departmental course offerings in race and ethnicity, US in the world, gender and sexuality, urban, and/or environmental history. The teaching load will be two courses per semester. Appointment will begin in August 2015. Candidates must complete an online letter of interest and submit a CV, three letters of recommendation, teaching portfolio (including syllabi and evaluations, if available), and a chapter-length writing sample. These supplementary materials may be attached to the online application or mailed to Chair, 20th-Century US Search Committee, Dept. of History, University of Mississippi, 310 Bishop Hall, PO Box 1848, University, MS 38677-1848. Review of applications scheduled to begin on November 1, 2014. Preliminary interviews will be held at the 2015 AHA annual meeting in New York City; a candidate unable to attend this meeting may interview via telephone or video-conference. The University of Mississippi is an EOE/AA/Minorities/Females/Vet/Disability/Title VI/Title IX /504/ADA/ADEA employer.

American Slavery/Emancipation. The History Department at the **University of Mississippi** (www.olemiss.edu/depts/history) seeks to hire a tenure-track assistant professor with a specialization in American slavery and emancipation to help broaden departmental course offerings in transnational slavery, comparative slavery, colonial slavery, and/or slavery in the Atlantic world. The teaching load will be two courses per semester. Appointment will begin in August 2015. Candidates must complete an online letter of interest and submit a CV, three letters of recommendation, teaching portfolio (including syllabi and evaluations, if available), and a chapter-length writing sample. These supplementary materials may be attached to the online application or mailed to Chair, American Slavery and Emancipation Search Committee, Dept. of History, University of Mississippi, 310 Bishop Hall, PO Box 1848, University, MS 38677-1848. Review of applications scheduled to begin on November 1, 2014. Preliminary interviews will be held at the 2015 AHA annual meeting in New York City; a candidate unable to attend this meeting may interview via telephone or video-conference. The University of Mississippi is an EOE/AA/Minorities/Females/Vet/Disability/Title VI/Title IX /504/ADA/ADEA employer.

East Asia. University of South Carolina Upstate. East Asian history, Requisition #007982. Tenure-track, nine-month assistant professor position to teach on the Spartanburg and/or Greenville campus beginning August 16, 2015. Teach undergraduates in East Asian history and lower-level surveys in world history. Subfields open. Faculty typically teach four classes per semester. Excellence in teaching and scholarship and commitment to service are expected. PhD in East Asia or in the history of an East Asian country required before August 15, 2015. ABDs considered; however, PhD must be completed before August 15, 2015. PhD in East Asian history or the history of an East Asian country preferred. Priority will be given to candidates whose files are complete by October 15, 2014, and review will continue until position is filled.

For complete requirements and online application submission process go to www.uscupstate.edu/jobs and choose Full Time Academic. Contact Dr. Rob McCormick, Chair, rmccormick@uscupstate.edu, 864-503-5723. The University of South Carolina Upstate is an AA/EOE. Women and minorities are encouraged to apply.

United States. The Department of History at **Vanderbilt University** invites applications from distinguished scholars and teachers of US history in the 19th and/or 20th centuries, to fill the Stahlman Chair. Fields of specialty are open. We anticipate hiring at the full professor (with tenure) rank. The PhD and an exemplary record of publication are required. The holder of the endowed chair should have a strong record of teaching undergraduates and training graduate students. A letter of application, a CV, and a list of three references should be sent to Prof. Dennis C. Dickerson, Chair, Stahlman Search Committee, Dept. of History, Vanderbilt University, PMB 351802, 2301 Vanderbilt Pl., Nashville, TN 37235-1802 by December 3, 2014. Other communications may be forwarded electronically to dennis.c.dickerson@vanderbilt.edu. Vanderbilt University has a strong commitment to diversity and urges applications from women, minorities, and people with disabilities. Vanderbilt University is an AA/EOE.

Israel Studies. The **University of Virginia's** interdisciplinary program in Jewish Studies invites applicants for a one-year non-tenure-track appointment as visiting faculty in Israel studies, anticipated to begin August 25, 2015. Field of specialization within Israel studies is open. Rank will be commensurate with rank at home institution. Duties include teaching two undergraduate courses per semester, delivering one public lecture, and service to the Jewish Studies Program, College of Arts & Sciences, and university. Review of applications will begin on November 1, 2014, and will continue until the position is filled. Applicants must hold a PhD and currently be employed at an institution of higher learning with an academic title at the time of appointment. To apply, please complete a Candidate Profile online through Jobs@UVA (<https://jobs.virginia.edu>), and apply to posting number 0614787. Please electronically attach the following: a current CV, cover letter, and name, e-mail, and phone information for three professional references. Please also attach a statement of teaching philosophy and a writing sample. Questions regarding this position should be directed to Gabriel Finder at gfinder@virginia.edu. The university will perform background checks on all new hires prior to making a final offer of employment. The University of Virginia is an AA/EOE. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

are welcome from all periods and areas of science, though we have a particular interest in philosophy of biology. Candidates must have a PhD in hand by April 2015. We anticipate interviewing at the History of Science Society Meeting (jointly with Philosophy of Science), November 6-9, 2014. Review of applications will continue until the application deadline of December 15, 2014. Applicants must apply online on the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/qfm4a94>, and are required to include a cover letter, a CV, and a chapter-length writing sample. Three letters of recommendation are also required. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, protected veteran status or status as an individual with disability. The University of Chicago is an AA/Disabled/Veterans/EOE.

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

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

GREAT LAKES

Illinois, Indiana, Michigan, Ohio, Wisconsin

History/Philosophy/Sociology of Science. The **University of Chicago's** Committee on Conceptual and Historical Studies of Science invites applications for a position as instructor beginning September 2015, with a two-year nonrenewable term. Applicants should have received a PhD within the last five years, and not already hold a tenure-track position. Expertise should be in the areas of history, philosophy, or sociology of science. Applications

and a letter explaining your qualifications for and vision of the position; please also provide contact information for two people willing to provide letters of recommendation. A complete job description, plus a link for submitting application materials, is available at https://jobopportunities.uchicago.edu/applicants/jsp/shared/position/JobDetails_css.jsp?postingId=620651. The job will remain open until filled. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, protected veteran status, or status as an individual with disability. The University of Chicago is an AA/Disabled/Veterans/EOE.

Artistic Director. The **Chicago Humanities Festival** has announced a search to identify our next artistic director. The Marilyn Thoma Artistic Director, an endowed position, is charged with providing a creative and dynamic artistic vision for the Chicago Humanities Festival, leadership in developing its year-round program, and a breadth of ambition that will take a successful institution to a new level of artistic excellence. The role is a vital part of the festival's senior management team with the following responsibilities: oversee the curatorial activity of the program team; develop new strategies for examining and presenting the full breadth of the arts and humanities; create and plan festival events with the intellectual innovation and depth expected by its audiences; maintain and create robust partnerships with institutions and individuals in the humanities and cultural communities in Chicago and beyond; and work on a long-term strategic vision that places the festival at the forefront of conversations in the arts and humanities. For more details, please visit <http://chicagohumanities.org/about/jobs>. Send resume, cover letter, and references to artisticdirector@chicagohumanities.org. Chicago Humanities Festival, Attn: Artistic Director Search, 500 N. Dearborn, Suite 825, Chicago, IL 60654.

Asia. Augustana College invites applications for a tenure-track assistant professor in Asian history to begin in the 2015-16 academic year. Primary teaching responsibilities include introductory and upper-level history courses in the area of the candidate's expertise, and the ability to develop interdisciplinary courses for Augustana's innovative first-year liberal studies program. The department seeks candidates with dynamic teaching strategies and an interest in developing classroom pedagogies that foster historical thinking. A strong candidate will demonstrate a desire to teach, mentor, and advise undergraduate students in a liberal arts setting. Geographic area of expertise is flexible, but candidates with the ability to teach East Asian and world history will be preferred. The position would also anchor the Asian Studies program, which currently offers both a major and minor; candidates can anticipate coordinating study abroad programs, leading Augustana students on study abroad terms in Asia, and working closely with the interdisciplinary Asian Studies program. Accordingly, applicants must be fluent in at least one Asian language and able to negotiate with academics and officials abroad. Our department regards faculty scholarship as crucial to engaged teaching, and the college offers support for faculty development and research in the form of workshop opportunities, research grants, travel support, pre-tenure paid leave, and post-tenure sabbaticals. We seek a candidate with publications or strong potential to publish in the area of expertise and/or in the Scholarship of Teaching and Learning. Service to the college and the department is also expected. A PhD in hand at the time of appointment

is expected. The college is on a trimester calendar with a typical load of seven courses, with a one-course reduction the first year. Details about Augustana, our expectation of the faculty, the selection process and the Quad Cities all are available at the Faculty Search website: <http://www.augustanafaculty.org/>. To apply, please send a letter of application, CV, a copy of graduate transcripts, statement of teaching philosophy, evidence of teaching effectiveness, sample syllabi, sample of scholarly writing, and three letters of recommendation to: Search #105-15 Asian History, c/o Pareena Lawrence, Dean of the College, Augustana College, 639 – 38th St., Rock Island, IL 61201 or submit materials via email to sherrydocherty@augustana.edu. Interviewing of candidates will begin at the January 2015 AHA annual meeting in New York City. Review of applications will begin October 15, 2014, and will continue until the position is filled. Questions may be directed to Jane Simonsen, Chair of the History Department, at janesimonsen@augustana.edu.

Public/America. The History Department at the **University of Illinois, Springfield** invites applications for a tenure-track assistant professor in public history and American history, beginning in August 2015. Preferred candidates will have at least four years of experience working in a museum or related institution. Candidates must be able to teach graduate-level courses on material culture and museum management. The ability to offer graduate courses in archival management, digital media, and historical preservation is highly desirable. The position also requires the ability to mentor graduate students through internships and projects as well as to develop and maintain connections with local public history institutions. Candidates should be willing to develop a public history course at the undergraduate level, American history courses in area of specialty, and teach online and on campus. The candidate will demonstrate a commitment to excellence in teaching, evidence of scholarly potential, and ability to work well in a small department. Teaching load is 3-3. A PhD in history is required at the time of appointment. The University of Illinois at Springfield is a public liberal arts university located in the state capital and is one of three campuses of the University of Illinois. The UIS campus serves over 5,000 students in 20 undergraduate and 19 graduate programs. The curriculum stresses a strong interdisciplinary, liberal arts core in conjunction with outstanding professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. UIS is an AA/EOE with a strong institutional commitment to recruitment and retention of a diverse and inclusive campus community. Persons with disabilities, women, and minorities are encouraged to apply. To apply, use "Hire Touch" at <https://jobs.uis.edu/default.cfm>. Create or update your profile, complete the online application, and upload your vita and contact information for three references. Review of applications will begin on November 7, 2014, and continue until the positions are filled or the search is terminated.

Colonial Latin America. The Department of History at the **University of Illinois at Urbana-Champaign** invites applications for a full-time, tenure-track position at the rank of assistant professor in colonial Latin American history. All specializations welcome. Successful candidates are expected to teach effectively at both the undergraduate and graduate levels, establish and maintain an active and independent research program, and provide service to the department, the university and the profession.

The target starting date is August 16, 2015. A PhD is required at time of appointment. Salary competitive. To apply, create your candidate profile through <https://jobs.illinois.edu> and submit your application materials: application letter, CV, a representative sample of written scholarly work (article, book chapter, or dissertation chapter), teaching materials, and contact information for three professional references. Referees will be contacted electronically upon submission of the application. To ensure full consideration, all required application materials must be submitted by December 1, 2014. Applicants are highly encouraged to submit applications early to ensure that referees have enough time to submit letters of recommendation. For information about Illinois, visit our webpage at www.history.illinois.edu. For questions about this search, contact Rhonda Chase at rrchase@illinois.edu. The Department of History is committed to academic freedom and to the free expression and exchange of ideas. Illinois is an EOE and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity (www.inclusiveillinois.illinois.edu).

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

20th-Century United States. The **University of Notre Dame** Department of History invites applications for a tenure-track position in 20th-century US history at the assistant professor level. Period and area of specialization are open, but applicants must be prepared to offer survey courses on 20th-century US history. Review of applications will begin October 15, 2014. Candidates should send a letter of application, CV, and three letters of recommendation to history@nd.edu. Digital dossiers preferred but we accept applications on paper sent to Prof. Patrick Griffin, Chair, Dept. of History, University

of Notre Dame, 219 O'Shaughnessy Hall, Notre Dame, IN 46556. The University of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame is available at <http://www.nd.edu>, and about the department at <http://history.nd.edu>.

History of Science. The **University of Notre Dame** Department of History invites applications for a tenure-track position in the history of science at the assistant professor level. Geographical and chronological specialty is open, but applicants must be prepared to offer survey courses on the history of science. A successful candidate will also be expected to contribute to the graduate program in the History and Philosophy of Science. Review of applications will begin on October 15, 2014. Candidates should send a letter of application, CV, and three letters of recommendation to history@nd.edu. Digital dossiers preferred but we accept

applications on paper sent to Prof. Patrick Griffin, Chair, Dept. of History, University of Notre Dame, 219 O'Shaughnessy Hall, Notre Dame, IN 46556. The University of Notre Dame is an affirmative action employer with a strong commitment to fostering a culturally diverse atmosphere for faculty, staff, and students. Women, minorities, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame is available at <http://www.nd.edu>, and about the department at <http://history.nd.edu>.

Jewish Studies. **Earlham College** in Richmond, Indiana, invites applications for a three-year appointment beginning fall 2015 for a chair in Jewish studies at the rank of assistant professor. The college seeks candidates committed to teaching excellence and liberal arts education. Academic responsibilities include teaching Jewish studies courses both at the introductory level as well as in the candidate's field of specialization and/or interests. Co-curricular responsibilities (one-third of the position) include coordinating religious activities and observances,

engaging and providing support to Jewish students and faculty, participating in interfaith programming, and arranging for Jewish speakers and cultural groups to visit campus. Terminal degree preferred. Applicants should send letter of application, CV, and three letters of reference to Cheri Gaddis, cherig@earlham.edu. Review of applications will begin on November 1, 2014, and continue until the position is filled. Earlham College is an EOE. Earlham utilizes E-Verify to confirm employment eligibility for all newly hired employees within the United States.

History/Social Studies Education. Assistant professor in history/social studies education. PhD in history or related field or EdD required for appointment at assistant rank; ABDs with completion by June 2016 required for consideration at the instructor level. The History Department at **Grand Valley State University** seeks a colleague for a tenure-tenure track appointment in history/social studies education to begin in August 2015. The successful candidate must demonstrate strong interest in pedagogical training for teacher candidates and student teacher supervision. The candidate must also express strong interest in both teaching and research and have social studies teaching experience at the elementary or middle school level or a similar position at the university level. The successful candidate will join the History faculty, teach methods courses and advise certification candidates, and work with prospective social studies and history teachers in field placement settings throughout West Michigan. Salary and benefits are competitive. Apply online at www.gvsujobs.org. In addition please mail a copy of graduate transcripts and have three letters of reference sent to: Michelle Duram, History Dept. Coordinator, Grand Valley State University, Mackinac Hall D 1-150, Allendale, MI 49401. If you have questions, please contact Prof. Richard Cooley, Chair of the Search Committee at 616.331.3736 or e-mail him at cooleyri@gvsu.edu. Visit our website at www.gvsu.edu/history. Review of applications will begin on Friday, October 31, 2014, and continue until the position is filled.

US Colonial through Early Republic. The Department of History at **Central Michigan University** in Mount Pleasant invites applications for a tenure-track assistant professor in US history, colonial through early Republic. The successful candidate will teach a three-course load each semester, including the first half of the US survey and upper-level courses in your areas of expertise. The position begins in August 2015. The department offers the opportunity to work with graduate students in its Joint Doctoral Program in Transnational and Comparative History. PhD in history required by time of appointment. The successful applicant must demonstrate potential for excellence in both teaching and scholarship. To apply, go to www.jobs.cmich.edu. The position is open until filled, but priority consideration will be given to applications completed by December 1, 2014. Questions may be addressed to Dr. Mitchell Hall, department chair, at (989) 774-3374 or hall1mk@cmich.edu. CMU is an AA/EOE, providing equal opportunity to all persons, including minorities, females, veterans, and individuals with disabilities (see <http://www.cmich.edu/ocrie>).

Fellowships/Family/Kinship/Households. The Center for Historical Research (CHR) at The **Ohio State University** in Columbus welcomes applications for residential fellowships for 2015-16 on the theme of "Family, Kinship and Households." Fellowships are typically one-year appointments to work



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

Talk to a Career Fair mentor to learn:

What careers are available to historians?

What additional training might be needed?

How do you find a job?

Which skills of historians are in demand?

How can history departments support broad career paths?

All annual meeting attendees are welcome!

at the Center for Historical Research, affiliated with the Department of History at The Ohio State University. The intention is to provide scholars of all ranks with a year devoted to research and writing so that they may make significant progress on a major intellectual project, usually a book. All fellows are expected to be in residence at The Ohio State University, engage in the ongoing intellectual life of the center, conduct one of the program seminars, and make a public presentation of their research during the fellowship term. We welcome applications from the United States and abroad, and from all disciplines for Senior Faculty Fellowships, Junior Faculty Fellowships, and Dissertation Fellowships. Applications, consisting of a cover letter with complete contact information; a CV; a three-to-five page statement describing how the applicant's research related to the program's theme, outlining the applicant's research questions and plans for the fellowship year, and discussing the applicant's prospective contribution to the CHR program; and a writing sample (approximately 25-30 pages), should be submitted no later than February 1, 2015. Three letters of reference should be forward by the application deadline. Queries should be directed to Prof. Birgitte Soland, Chair, CHR Fellowship Committee, soland.1@osu.edu. More information and application instructions is available at <http://chr.osu.edu/applications>. The Ohio State University is an AA/EOE. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Dissertation/Teaching Fellowship. Kenyon College announces a competition for the Marilyn Yarbrough Dissertation/Teaching Fellowship. This fellowship is designed to increase the presence of members of underrepresented groups (e.g., ethnic minorities; women in fields that attract mostly men, or men in fields that attract mostly women; and persons who are first-generation college attendees) as faculty in the liberal arts environment. Those eligible to apply include individuals who are enrolled in a research-based PhD program; who aspire to a teaching and research career; and who have not yet earned a doctoral degree at any time and in any field. Kenyon College, located on an idyllic campus in the beautiful village of Gambier (50 miles NE of Columbus), enrolls approximately 1650 students and is ranked in the top tier of national liberal arts colleges. Kenyon prides itself on its reputation as an excellent teaching environment enriched by small classes, close contact with highly motivated and engaged students, and an excellent faculty of dedicated teacher scholars. For more specific information regarding this fellowship and for application instructions please visit employment.kenyon.edu/applicants/Central?quickFind=50977. To learn more about Kenyon, visit www.kenyon.edu. Review of applications will begin December 15, 2014, and continue until the position is filled. Kenyon College is an EOE. It is the College's policy to evaluate qualified applicants without regard to age, ancestry, disability, national or ethnic origin, race, religion, sex, sexual orientation, marital status, political belief or activity, or status as a veteran. Kenyon welcomes diversity and encourages applications from women and minority candidates.

East Asia. The Department of History at **Lawrence University** invites applications for a full-time, tenure-track assistant professor position in East Asian history to begin in the fall of 2015. Period and nation of research specialization open, but preference will be given to candidates whose research and teaching focuses on China. Candidates must be prepared to teach lower- and upper-division

undergraduate courses, including a survey of world history, and will regularly contribute to our Freshman Studies program (see website below). The teaching load is two courses in each of three ten-week terms. Interested applicants should apply online and submit a letter of application, a CV, and a statement of teaching philosophy at <https://lawrencecareers.silkroad.com>. Applicants should also have three letters of reference sent to search_history@lawrence.edu. Review of applications to begin immediately; for full consideration, all materials should be submitted by December 1, 2014. The department intends to conduct preliminary interviews via Skype in the second week of January; questions may be addressed to Prof. Peter Blitstein, Chair of the Department, at blitstep@lawrence.edu. Lawrence University, located in Appleton, Wisconsin, is a highly selective undergraduate liberal arts college and conservatory of music, known for the quality of both its classroom and tutorial education, research opportunities for undergraduates, and faculty of teacher/scholars and teacher/artists. Founded in 1847, Lawrence is a community of 1,500 intellectually curious students that bring a diversity of experience and thought from nearly every state and 50 countries outside the US. Lawrence is committed to enhancing the diversity of its faculty and the diversity of viewpoints and approaches that the faculty represents. Candidates are encouraged to read more about Lawrence at https://lawrencecareers.silkroad.com/lawrenceuniversity/About_Us.html and to address in their letters of application the ways in which they could contribute to Lawrence's institutional mission and goals. This website also includes informational resources about the university and the surrounding community. Freshman Studies: http://www.lawrence.edu/academics/study/freshman_studies.

PLAINS STATES

Iowa, South Dakota

East/Southeast Asia. The **University of Iowa** College of Liberal Arts & Sciences and UI International Programs in Iowa City invite applications for the position of C. Maxwell and Elizabeth M. Stanley Family Chair of Asian Studies. Geographic area of specialization is open to East and Southeast Asia, with an emphasis on transnational and cross-cultural topics. Appointment will be within one of the following units: Department of Anthropology, Department of Communication Studies, Department of History, or the School of Journalism & Mass Communication. The successful applicant will also hold a 0% appointment in International Programs, and is expected to be an active participant in the activities of the Center for Asian and Pacific Studies. Review processes, teaching assignments, and primary responsibility for mentorship will reside within the department of appointment. Demonstrate a record of excellence in scholarship and teaching commensurate with a position at the senior associate professor or full professor levels. Have primary research/teaching expertise in an area of East or Southeast Asian culture or institutions that complement existing strengths within the department and college. Demonstrate a high level of proficiency and research competence in a relevant East or Southeast Asian language. Be able to teach courses that meet the needs of the department of appointment. Review of applicants will begin November 1, 2014. The departments and the College of Liberal Arts & Sciences are strongly committed to diversity; the strategic plans of the university and college reflect

this commitment. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran. The University of Iowa is an AA/EOE. Apply at <http://jobs.uiowa.edu>.

East Asia. Northern State University in Aberdeen, South Dakota, invites applications for a full-time, tenure-track assistant professor of history. A PhD in history from an accredited institution is required. ABD candidates with a definite completion date will be considered. Specialization in the history of East Asia, especially the history of modern China, is strongly preferred. Candidates with expertise in the history of the Middle East will also be considered. Successful candidates must have strong communication skills and a commitment to excellent undergraduate education. Expertise incorporating technology in their teaching is required. This position carries a 4/4 undergraduate teaching schedule for the academic year. In addition to courses in their area of specialty, the successful candidate will be expected to be able to teach introductory courses in Western Civilization I or II. The College of Arts and Sciences puts a high value on excellent undergraduate instruction. Scholarly activity, academic advising, and service are expected. Northern State University is a premier residential institution characterized by outstanding instruction, extraordinary community relations, and unparalleled extracurricular opportunities. Since 2007 NSU has been continuously named by US News and World Report as one of the best undergraduate institutions in the Midwest. NSU is fully accredited by the NCATE, NASM, NIBS and HLC. Northern offers a broad-based athletics program, sponsoring 15 NCAA Division II intercollegiate varsity sports that compete in the Northern Sun Intercollegiate Conference (NSIC). For more information about NSU and its programs, visit www.northern.edu. Review of applications will begin December 1, 2014, and continue until the position is filled. The anticipated start date is August 22, 2015. For more information regarding this position, and to apply, visit <https://yourfuture.sdbor.edu>. Click on Northern State University in the Quick Search section. The system will guide you through the electronic application form. AA/EOE.

SOUTHWEST

Arizona, Oklahoma, Texas

African American. The Africana Studies Program at the **University of Arizona** in Tucson invites applications for a tenure-track assistant professor beginning on August 17, 2015, with an expertise in African American history. Applicants must hold PhD by August 1, 2015. The successful candidate will teach two courses per semester. Previous online teaching experience is preferred along with using multimedia technology in the classroom and interest in digital humanities. Review of applications will begin December 1, 2014. Preliminary interviews conducted at the AHA annual meeting in New York City on January 2-5, 2015. Please apply online: submit your cover letter, CV, writing sample and statement of teaching philosophy. Send official graduate transcripts and three recommendation letters to Clarity White (clarityw@email.arizona.edu) by December 1, 2014. The University of Arizona is an AA/EOE.

For further information on this posting and its requirements, the Africana Studies Program, and the benefits of working for the University of Arizona visit <http://humanities.arizona.edu/sillc/positions>.

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

American Studies. The Department of American Studies at the **University of Texas at Austin** invites applications for a tenure-track assistant professor position to begin in fall 2015. The desired areas of specialization include Digital Humanities, Ethnic Studies, Literature, Music, and/or Queer Studies. Duties include research, graduate and undergraduate teaching, and service to the department, college, and university. It is expected that the successful candidate will teach at least one of the department's core lecture courses each year. In addition to a commitment to teaching at the highest level and a clearly defined research agenda, the successful candidate should have a PhD in American studies or related field prior to appointment. Please submit a CV; cover letter with description of teaching and research interests; evidence of teaching excellence (e.g., course syllabi, student evaluations); writing sample (preferably no more than 25 pages); and three letters of recommendation directly from signer's (or credentialing service's) institutional e-mail address via Interfolio: apply.interfolio.com/26784. The deadline for submission of applications is November 15, 2014. Questions about application submission should be directed to stephanie.kaufman@austin.utexas.edu. Background check conducted on applicant selected. The University of Texas at Austin is an AA/EOE.

Borderlands/Mexican American. The **University of Texas at El Paso** seeks to fill an open rank position in the post-1848 history of the US-Mexico borderlands and/or Mexican American history beginning in fall 2015. We invite applications from scholars with a wide range of interests, but the department has a particular interest in developing research and teaching related to gender. The successful candidate will play a central role in our doctoral program in borderlands history. This program, which has about 40 students, capitalizes on our location on the US-Mexico border, but encompasses both conceptual and comparative borderlands as well. The successful applicant will also actively participate in undergraduate teaching, including the US history survey. Teaching load is commensurate with that of a research university. A PhD in history required; degree must be completed prior to start of appointment. Salary is competitive and commensurate with qualifications and experience. Submit letter of interest, CV, and transcripts (unofficial is fine) as an email attachment, preferably

in a single PDF file, to Sam Brunk at Borderlands-Search@utep.edu. Three letters of reference should be sent under separate cover directly from the recommenders, directed to the same e-mail address. Review of applications will begin November 15, 2014, and will continue until the position is filled. The University of Texas at El Paso is an AA/EOE. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran status, or sexual orientation in employment or the provision of services.

US in World. The **University of Texas at El Paso** invites applications for a tenure-track assistant professor position on the US in the world, with a preferred specialization in US/Latin American relations, beginning in fall 2015. The department is interested in candidates whose work examines the history of state-to-state relations and/or relations across national borders between non-state actors. Thematic interests may include, but are not limited to, empire, colonialism, gender, race, and culture. This faculty member will teach undergraduate and graduate courses, including the US survey, and participate actively in our Borderlands PhD program. This program, which has about forty students, capitalizes on our location on the US-Mexico border, but also encompasses conceptual and comparative borderlands. Teaching load is commensurate with that of a research university. A PhD in history required; degree must be completed prior to start of appointment. Salary is competitive and commensurate with qualifications and experience. Submit letter of interest, CV, and transcripts (unofficial is fine) as an e-mail attachment, preferably in a single PDF file, to Prof. Sandra McGee Deutsch at WorldSearch@utep.edu. Three letters of reference should be sent under separate cover directly from the recommenders to the same email address. Review of applications will begin November 15, 2014, and will continue until the position is filled. The University of Texas at El Paso is an AA/EOE. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran status, or sexual orientation in employment or the provision of services.

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

298200, Fort Worth, TX 76129. All questions regarding the application process should be directed to Jacquelyn Curry in Human Resources. Application deadline is November 15, 2014, and review of applications will begin as they are received. TCU is an AA/EOE and does not discriminate on the basis of age, disability, marital status, race, ethnicity, religion, sex, or veteran status.

Latin America. Tenure-track assistant professorship at the **University of Dallas**, a Catholic liberal arts institution featuring an extensive core curriculum. Beginning August 2015. Specialization in the history of modern and contemporary Latin America (excluding Mexico) with an emphasis on the social and economic history of South America. The teaching load is three undergraduate-level courses per semester. In addition to teaching in the area of specialization, will have responsibility for teaching sections of the university's American Civilization sequence. An ability to teach the second semester of the university's Western civilization survey is also highly desirable. PhD required. Better candidates will have a substantial record of teaching in the relevant subject areas and will have language competence in both Spanish and Portuguese. Salary competitive. Please mail in hard copy a cover letter, CV, three letters of recommendation, and a one-page statement on the meaning and purpose of liberal education and how that understanding bears upon the candidate's intellectual concerns. Send to Francis Swietek, Chair, Latin American History Search Committee, Dept. of History, University of Dallas, Irving, TX 75062. Review of applicants will begin December 8, 2014, but the committee will continue to accept applicants until the position is filled. This position is subject to final budget approval.

ROCKY MOUNTAINS

Colorado, Utah

Medieval Europe. The Department of History at **Colorado State University** invites applications for the position of assistant professor of history, with a concentration in medieval Europe. This is an entry-level, tenure-track position, beginning August 16, 2015. The successful candidate will be appointed untenured and at the rank of assistant professor. Required qualifications include PhD in history or a related field at time of appointment; a demonstrated record of scholarship and promise of publication in area of concentration; a demonstrated record of teaching excellence; a demonstrated ability to work effectively with faculty, students, and the public; and demonstrated competence in relevant research languages. Preferred qualifications include ability to place medieval Europe into a wider Mediterranean or comparative context and ability to advance the department's commitment to diversity and inclusion through research, teaching, and outreach with relevant programs, goals, and activities. Responsibilities include teaching undergraduate and graduate courses in the area of concentration, as well as the first half of the Western civilization or world history introductory-level survey; pursuing research, scholarship, and publication projects; providing advising to undergraduate and graduate students; and fulfilling appropriate service assignments for the department, college, and university. Applications will be accepted until the position is filled, but to assure full consideration application materials must be postmarked no later than November 1, 2014. Send hard copies of letter

of interest, CV, graduate transcripts, three letters of recommendation, a writing sample (article or chapter length), and evidence of teaching effectiveness, such as sample syllabi and teaching evaluations if available, to Dr. Diane Margolf, Chair, Medieval Europe Search Committee, Dept. of History, Colorado State University, Fort Collins, CO, 80523-1776. The department will conduct preliminary interviews at the AHA annual meeting in New York City, or by telephone/Skype. CSU is an AA/EA/EOE and conducts background checks on all final candidates. A full job ad description is available at <https://jobs.colostate.edu/postings/6181>.

18th/19th-Century Europe. The Department of History at **Utah State University** in Logan invites applications for a one-year, non-renewable post-doctoral fellow in 18th- to 19th-century Europe, with a focus in political and economic history for 2015-16. The successful fellow may expect an annual salary of \$35,000 plus health benefits, office space, computer, \$1,000 in moving expenses, and library privileges. Review of applications begins February 1, 2015, and continues until position is filled. Candidates must have completed a doctoral degree in history between August 2012 and June 2015. See <http://jobs.usu.edu> (Req. ID 054942) for more information and to apply online. AA/EOE.

Material History of Everyday Life. The Department of History at **Utah State University** in Logan invites applications for a non-renewable one-semester Distinguished Visiting Scholar in the Material History of Everyday Life. The position begins January 1, 2016, and ends in May 2016. The scholar must hold the equivalent of full professor rank, demonstrate teaching expertise in the field, and possess an outstanding professional profile, which includes having made important contributions to understanding the institutions and practices of everyday life, including labor, gender, technology, and/or local politics. Applications are welcome in all fields of material history, but preference will be shown to those who have expertise in the history of gender. The visiting scholar will teach a graduate seminar and an upper-division undergraduate course, and the scholar will be expected to deliver a public lecture. The successful scholar may expect a salary of \$25,000 plus benefits, moving expenses, and a travel allowance during the five-month residency in Logan. See <http://jobs.usu.edu> (Req. ID 054941) for more information and to apply online. Review of applications begins December 1, 2014, and continues until position is filled. Along with online application, please attach a current CV; a cover letter, which includes details of the two courses you propose to teach; and the names and email addresses of three references (Your references will be automatically sent a system email from USU asking them to upload a letter of recommendation on your behalf.)

must be in hand when the appointment begins in August 2015. Evidence of excellence in teaching and productivity in research and publication are required, along with a demonstrated commitment to program building and service to the larger campus. As a university that educates students of various ethnic and socioeconomic backgrounds, we value a diverse faculty and staff. Please submit a letter of application, CV, three letters of reference, syllabi or potential syllabi, and unofficial transcripts to Search Committee Chair, Dept. of History, California State University, 400 W. First St., Chico, CA 95929-0735. To ensure full consideration, the application and related materials must be received by December 1, 2014. Short-listed candidates will be asked to provide additional materials. The committee anticipates interviewing candidates at the AHA annual meeting in New York, January 2-5, 2015.

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

diversity issues in the US and/or diversity issues that cross national borders. Scholars who work on understudied or underrepresented populations and communities are encouraged to apply. 21st Century America Scholars will have no teaching or service obligations but are expected to be in residence at UC Irvine, participate in the intellectual life of the campus, carry out research and writing while in residence, and acknowledge the support of the program in any subsequent publications related to the award. Scholars will be expected to discuss their research in one colloquium or other event while on campus. The school will also provide logistical (but not financial) assistance in helping visitors secure on-campus housing during the term of their residence. This program is supported by a collaboration between the Dean's Office, School of Social Sciences, and the Vice Provost for Academic Equity, Diversity & Inclusion's ADVANCE Program for Equity and Diversity. Learn more about the UCI School of Social Sciences (<http://www.socsci.uci.edu>) and the ADVANCE Program (<http://advance.uci.edu>). This appointment can be combined with any other sabbatical grant or award. Applications should take the form of a two-page cover letter indicating the applicant's current and prior research, projects and/or activities to be undertaken at UC Irvine, and past and/or potential contributions to diversity, equity and inclusion. Please also include a complete CV. Applications will receive full consideration if received by November 15, 2014. Applications may be submitted by sending the required information electronically to Susan Yoshihara (syoshiha@uci.edu). Please contact Susan Yoshihara at (949) 824-7667 (or syoshiha@uci.edu) for additional information about the 21st Century America Scholars Program.

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

Britain/British Empire. The Department of History in the Dornsife College of Letters, Arts and Sciences at the **University of Southern California** (Los Angeles, California) seeks an eminent senior scholar to fill a tenured professor position as the John R. Hubbard Chair in British History, anticipated to start fall 2015. Scholars interested in the position may work in any period of the history of Britain and/or the British Empire. Doctoral degree is required. In order to be considered for this position, applicants are required to submit an electronic USC application

21st Century America Scholars. The School of Social Sciences and the ADVANCE Program for Equity and Diversity at the **University of California, Irvine** invites applications for the 21st Century America Scholars Program for AY 2014-15. The program provides for an appointment of \$15,000 for visiting assistant and associate professors from universities and colleges throughout the United States for one academic quarter. It is designed to support research that highlights the changing demographic and political composition of the United States in the 21st century. The program supports scholars from a range of fields whose research focuses on

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California

Early America to 1788. The History Department at **California State University, Chico**, invites applications for a tenure-track assistant professor in the field of early American history to 1788. The successful candidate will offer the lower-division survey in United States history as well as upper-division surveys and seminars (including graduate-level seminars) within the area of specialization. PhD

including a letter of inquiry and a CV. To apply, please go to <http://jobs.usc.edu/postings/31197>. Inquiries (only) may be directed to Prof. Elinor Accampo at accampo@dornsife.usc.edu; however application materials are not to be sent to this address and must be submitted via the link above. Consideration of applications will begin October 15, 2014. USC is an EOE, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every race, gender, creed, and background. The university particularly encourages women, members of underrepresented groups, veterans, and individuals with disabilities to apply. USC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. Further information is available by contacting uschr@usc.edu.

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

Visiting Professor/Science/Technology. The Division of the Humanities and Social Sciences at the **California Institute of Technology** (Caltech), in collaboration with the Research Division of The Huntington Library, Art Collections, and Botanical Gardens (The Huntington), invites applications for the annual Eleanor Searle Visiting Professor in History, where preference may be given to an applicant whose interests lie in the history of science and technology. The appointment runs from a minimum of six months up to a full academic year (September 2015–June 2016) and includes a half-time teaching position (two 10-week undergraduate courses) at Caltech as well as a half-time research position at The Huntington. Interested candidates should have demonstrated superb teaching and research skills. All applicants must currently hold a PhD and a full-time tenured or tenure-track appointment at another university. Please apply by sending a statement detailing the research you wish to carry out at The Huntington, a current CV, a recent sample of writing, copies of teaching evaluations, and the three reference letters to searle@hss.caltech.edu or by mail to Chair, Eleanor Searle Visiting Professor Search, Division of the Humanities and Social Sciences, MC 101-40, California Institute of Technology, Pasadena, CA 91125. Applications will be accepted until January 9,

2015. Caltech is an EOE of minorities/females/protected vets/disability.

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

Ancient Mediterranean/Medieval Europe. The History Department at **Sonoma State University** invites applications for a tenure-track appointment as assistant professor of history with a specialization in ancient Mediterranean/medieval Europe. The successful candidate will have a strong commitment to teaching on both the undergraduate and graduate (MA) levels and evidence of productivity in scholarly research and publication. Teaching responsibilities include a lower-division world history to 1500 survey and two upper-division courses in area of specialization each semester. PhD must be in hand by the time of appointment. Sonoma State University is a member of the Coalition of Public Liberal Arts College (COPLAC) and applicants should be dedicated to teaching in a liberal arts environment. Detailed position announcement available at http://www.sonoma.edu/aa/docs/poas/tt/poa_103840.pdf. Application by e-recruit by November 19, 2014. In addition to the materials submitted through e-recruit (www.sonoma.edu/jobs), three letters of recommendation and a sample of scholarly work should be sent directly to Dr. Kathleen Noonan, Chair, Search Committee, Dept. of History, Sonoma State University, 1801 E. Cotati Ave., Rohnert Park, CA 94028 or electronically to historysearch@sonoma.edu.

East Asia. **San Jose State University** seeks a tenure-track assistant professor whose research specialty is in modern Chinese or modern Japanese history. Candidates should be able to teach the pre-modern and modern histories of both countries, undergraduate world history surveys, and topical courses in world history at the graduate level in their areas of expertise. PhD in history and teaching experience are required. Faculty members are expected to contribute to shared governance through committee service and student advisement. The successful candidate will be expected to contribute to the advancement of the discipline through peer-reviewed scholar-

ship and professional activities. Candidates must address the needs of a student population of great diversity in age, cultural background, ethnicity, primary language, and academic preparation. San Jose State University is California's oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San Jose (pop. 1,000,000), hub of the world-famous Silicon Valley high-technology research and development center. Part of the 23-campus CSU system, San Jose State University enrolls approximately 30,000 students, a significant percentage of whom are members of minority groups. The university is committed to increasing the diversity of its faculty so our disciplines, students, and the community can benefit from multiple ethnic and gender perspectives. For full consideration, send a letter of application, curriculum vitae, statement of teaching interests/philosophy and research plans, and at least three original letters of reference with contact information by December 1, 2014, to Dr. Libra Hilde, Search Committee Chair, Job Opening ID 23075, Dept. of History, One Washington Square, San Jose, CA 95192-0117. SJSU is an AA/EOE committed to the core values of inclusion, civility, and respect for each individual. For full position announcement, visit <http://www.sjsu.edu/facultyaffairs/unit3/tenuretrack/employment/index.html>.

Mediterranean. The Department of History at **California Lutheran University** invites applications for a full-time, tenure-track position as assistant professor, beginning August 2015. The position is designed for specialists in Mediterranean history from the classical period through the medieval and into the modern era. Candidates should demonstrate a commitment to studying the Mediterranean as a region of transnational and transcultural histories relevant for to global relations today. The successful candidate will have a doctorate (or be ABD) from an accredited university (PhD preferred). The department is seeking broadly trained candidates to teach introductory courses and upper-level courses in Mediterranean history, as well as world history, with secondary fields in Latin America, Africa, the Middle East, or South Asia. A normal teaching load includes some combination of sections of lower-division world civilization surveys as well as upper level courses in the candidate's areas of specialization, as well as courses required by the department. The ideal candidate will have demonstrated excellence in undergraduate teaching, begun to produce significant scholarship, and be willing to become actively involved in the life of the university including advising and mentoring students. Commitment to the liberal arts and interest in interdisciplinary studies will also be highly valued. Please submit a digital dossier including cover letter, CV, three letters of reference, transcripts, and evidence of teaching excellence by December 15, 2014, to Dr. Michaela Reaves, History Dept., California Lutheran University, 60 W. Olsen Rd., #3900, Thousand Oaks, CA 91360. E-mail: toland@callutheran.edu. Review of applications begins immediately. CLU is an accredited, private, comprehensive university located midway between Santa Barbara and Los Angeles. Additional information may be found at www.callutheran.edu. California Lutheran University is an EOE. The university encourages candidates who will contribute to the cultural diversity of CLU to apply. All offers will be contingent upon the completion of a successful background check.



澳門大學
UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU



Full / Associate / Assistant Professor in Early Modern European History

The University of Macau is the leading higher education institution in Macao, with English as its working language. In recent years, the University has been making great progress towards becoming internationally recognised for its excellence in teaching, research and service. With the beautiful new campus (20 times larger than the old one) becoming fully operational recently, the launch of Asia's largest residential college system, the establishment of new schools, and the increasing numbers of students and faculty members recruited from around the world, UM provides great potential and exciting new possibilities for growth and development.

The Department of History of the Faculty of Social Sciences invites applications for a position in Early Modern European History.

Qualifications

Rank of appointment is open, depending on qualifications. Applicants should specialize in the following research and teaching areas: Early Modern European History with a focus on the History of European Expansion and/or the History of Sino-European Relations. Fluency in at least one European language other than English relevant to her/his area of specialization may be considered an advantage.

The selected candidate is expected to assume duty in August 2015.

The Department of History is currently comprised of BA, MA and PhD programs and 11 diverse historians in terms of nationality, gender and race, with a research concentration on Chinese History, Macao History and the History of East-West Interactions.

Position and Remuneration

Remuneration and appointment rank offered will be competitive and commensurate with the successful applicants' academic qualification, current position and professional experience. The current local maximum income tax rate is 12% but is effectively around 5% - 7% after various discretionary exemptions.

Application Procedure

Applicants should visit <http://www.umac.mo/vacancy> for more details, and apply ONLINE at Jobs@UM (<https://isw.umac.mo/recruitment>) (Ref. No.: FSS/DHIST/EH/10/2015). Review of applications will commence on 1 December 2014 and continue until the position is filled. Applicants may consider their applications not successful if they were not invited for an interview within 3 months of application.

Human Resources Office

University of Macau, Av. da Universidade, Taipa, Macau, China
Website: <https://isw.umac.mo/recruitment>; Email: vacancy@umac.mo
Tel: +853 8822 8593; Fax: +853 8822 2412

The effective position and salary index are subject to the Personnel Statute of the University of Macau in force. The University of Macau reserves the right not to appoint a candidate. Applicants with less qualification and experience can be offered lower positions under special circumstances.

Personal data provided by applicants will be kept confidential and used for recruitment purpose only

** Under the equal condition of qualifications and experience, priority will be given to Macao permanent residents**

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The George C. Marshall Lecture on Military History

Sunday, January 4, 2015
5:30–7:00 p.m.

New York Hilton Midtown,
Rendezvous Trianon



Mark A. Stoler, professor emeritus of history, University of Vermont, and editor,
Papers of George Catlett Marshall

George C. Marshall and the “Europe First” Strategy, 1939–1951:

A Study in Diplomatic as Well as Military History

by Mark A. Stoler

Between 1939 and 1951, George C. Marshall served as US Army chief of staff, secretary of state, and secretary of defense. In these positions he played a major role in the creation, implementation, and defense of the multilateral “Europe First” global strategy that guided US foreign and military policies through World War II, the early Cold War years, and the Korean Conflict. This lecture will explore how and why he did so, with emphasis on the World War II decision to defeat Germany before Japan, the postwar European Recovery Program that bears Marshall’s name, and the relief of General Douglas MacArthur during the Korean War for his refusal to accept this grand strategy. In the process it will analyze the complex relationship that exists between diplomatic and military history.

Presiding: Gregory J. W. Urwin, Temple University, and president, Society for Military History,
and Rob Havers, president, George C. Marshall Foundation

A reception will follow beginning at 7:00 p.m.

Lecture sponsored by the Society for Military History and the George C. Marshall Foundation