

Perspectives on History

The Newsmagazine of the American Historical Association | 53: 1 | January 2015



The DEPARTMENT OF HISTORY, UNIVERSITY OF MIAMI
IS PLEASED TO WELCOME TO OUR FACULTY

KRISTA GOFF

(Ph.D. 2013 University of Michigan, Modern Russia)

TO ANNOUNCE THE PUBLICATION OF NEW FACULTY BOOKS

Karl Gunther, *The Reformation Unbound: Protestant Visions of Reform in England, 1525–1590* (Cambridge: Cambridge University Press, 2014)

Mary Lindemann, *The Merchant Republics: Amsterdam, Antwerp, and Hamburg, 1648–1790* (New York: Cambridge University Press, 2015)

Mary Lindemann, co-editor (with David Luebke), *Mixed Matches: Transgressive Unions in Germany from the Reformation to the Enlightenment* (New York: Berghahn Books, 2014)

Guido Ruggiero, *The Renaissance in Italy: A Social and Cultural History of the Rinascimento* (Cambridge: Cambridge University Press, 2014)

Donald Spivey, *Step Forward the Hero: The Story of Milton L. Olive, III, First African American Awarded the Medal of Honor in the Vietnam War* (Miami, FL: Freedom Words International Publishers, 2014)

Hugh M. Thomas, *The Secular Clergy in England, 1066–1216* (Oxford: Oxford University Press, 2014)

AND TO CELEBRATE THE ACCOMPLISHMENTS OF OUR RECENT Ph.D.s

Danielle Boaz (Ph.D. 2014), Assistant Professor, Department of Law, Politics, and Society, Drake University.

Erica Heinsen-Roach (Ph.D. 2013), Visiting Assistant Professor, Department of History and Politics, University of South Florida-St. Petersburg, and recipient of the Parker-Schmitt Dissertation Award, European Section of the Southern Historical Association

Steven A. Lazer (Ph.D. 2014), Visiting Instructor, Department of Social Sciences, History Program, Florida Gulf Coast University, and Honorable Mention, Parker-Schmitt Dissertation Award, European Section of the Southern Historical Association

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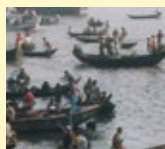
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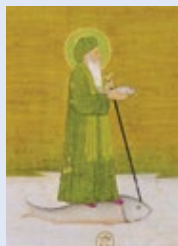
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A Historian in a Professional School of Politics

By Matthew Dallek

On the Cover



In this issue of *Perspectives on History*, historians reflect on assessment—how they determine whether they and their students met their goals for a course or program.

Al-Khidr, depicted on the cover, appears as a teacher in a Qur'anic parable. His student, Moses, fails all three of his teacher's tests. Iconography portraying Al-Khidr often shows him traveling on the river of life on the back of a fish. See this month's Endnote for more about Khidr iconography.

The image is from the album *Miniatures, portraits et modèles d'écriture des Indes*, published in 1760 and held by Bibliothèque nationale de France, département des Estampes et de la Photographie, Réserve OD-60 PET FOL, f. 19. {{PD-US}}

Perspectives on History

Newsmagazine of the

AMERICAN HISTORICAL
ASSOCIATION

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

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

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

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A Quest for Balance

Vicki L. Ruiz

For many of us, the quest for balance in our professional and personal lives seems as elusive as the Holy Grail or even a good night's sleep. In 1982, I arrived at my first academic position at the University of Texas at El Paso with a baby on the hip and one on the way. In reflecting on the days when I had two boys in diapers, taught two to three classes per semester, directed an institute for oral history (supervising a staff of six), began revising my dissertation, and commenced new research projects, I think of how young, energetic, and brashly naïve I must have been. Exhausted, I sported a perennially red, runny nose as a badge of fatigue. My dependence on tissues was so noticeable that during my panel at the 1986 Social Science History Association conference, I was introduced as "Professor Ruiz and her cold."

This sojourn down memory lane introduces serious conversations about boundaries and obligations. The first step involves recognizing "the nibblers." If we take a moment and look at our calendars, there is probably a committee meeting, task force, report, or group that nibbles away time better spent elsewhere. Indeed, we did not enter graduate school with aspirations of serving on the parking committee or the human subjects review board (though historians need to be at the table for the latter). Taking stock of current commitments and weighing one's investment in a new project provide a time-out for prioritizing and thinking twice before uttering that ever-reflexive "Yes."

For untenured colleagues, especially the overcommitted, a proactive chair can be a godsend. The late Roland Marchand helped by inviting me to vet all committee requests with him. At least once a quarter, I sat in his office as we sorted out the latest batch—ever mindful of my progress toward tenure. He would then call colleagues and, in his

gentle, resolute way, explain why I could not serve.

Of course, platitudes abound for work-life balance, especially for women. Rather than leaning in, out, or sideways, we can set boundaries that work for us. There should be no shame in telling colleagues, "Oh, the committee plans to meet on alternate Wednesdays from four to six? I would love to participate, but that time does not work with my schedule. Could we meet earlier in the day?" (No confessions necessary.) As educators, our work follows us home, with lecture preparation, classroom blogs, blue books, letters of recommendation, and e-mail all competing for our attention, not to mention that wonderful (sometimes guilty) pleasure known as research. Though the subject line read "fall blizzard of work," the e-mail message sent by my *comadre* Valerie Matsumoto contained the hopeful reminder to "have fun—there's a revolutionary idea!"

Joli Jensen's recent piece in the *Chronicle of Higher Education*, "Face It: Your Decks Will Never Be Clear," sets out the importance of taking responsibility for one's time: "This is the life you have worked so hard to be part of. Prioritizing and protecting time for your scholarly work is how you honor your commitment to it."¹ This stratagem applies with equal force to our personal relationships and families. And honoring the two areas simultaneously is an improvisation at its best (or worst). One of my colleagues finds time to write at the local library near her children's gym and, years ago, I scribbled on notepads at Little League, taking a book light to night games.

Even with all of the demands and negotiations I have experienced over the last 30-plus years of academic life, I acknowledge my extraordinary privilege. For many, part of our work as historians involves opening up the profession to people previously excluded

and reclaiming experiences earlier ignored. Indeed, celebrated historian Darlene Clark Hine speaks of "getting new knowledge out to as many layers of the American population as possible."² Making the case for history and historical thinking is a shared goal across temporal, thematic, and regional affinities. Our research demands what writer Ron Carlson calls "staying in the room,"³ but, in the practice of history, we also expand the room to engage with students, colleagues, and communities.

Despite our overscheduled lives (by choice, necessity, or both), we should step back from all of our digital distractions to reflect on why we chose a path in history. We should think about our mentors and our own role in mentoring others. Mentorship involves more than a vertical relationship along the axis of senior-junior, professor-student. Observing undergraduates as they develop an appreciation for historical inquiry or PhD students as they find their intellectual footing renews the sense of wonder and enthusiasm I had when I entered graduate school. Working with community groups and public historians can also provide insight into your own research. My public talks on Mexican American teenagers during the 1920s and 1930s have always generated lively audience responses from individuals eager to share family stories. After one presentation at the Riverside Historical Museum, a woman informed me that her parents had eloped, and in order to do so they had locked her grandmother in the outhouse. These talks helped me realize the depth of generational tensions over the surveillance of young women's bodies and behavior. Of course, community engagement can have surprising consequences. A talk to Arizona senior citizens about Spanish-speaking women on the frontier took an unexpected turn after I quoted a priest who

believed votes for women would lead to the fall of civilization. “Damn right!” shouted a man in the front row, his declaration provoking both laughter and glares. In spite of challenges like these, community talks offer the general public a better sense of what we do in the archives and in the classroom.

Making history count also involves close collaborations with our colleagues. As an example, the AHA’s Tuning project forges strategic partnerships within and across departments. With over 60 institutional partners, the Tuning project encompasses much more than assessment and frameworks; it also includes dynamic discussions of the value of our discipline to students and society. With vision and *corazón*, Tuning’s leadership core (Anne Hyde, Patricia Limerick, John Bezis-Selfa, Elizabeth Lehfeld, Gregory Nobles, Kevin Reilly,

and Stefan Tanaka) has cultivated philosophical conversations and teaching resources, as well as markers of student competencies. Rather than approaching assessment reports with dread, “tuners” seize the opportunity to reflect on our craft. I encourage you to explore the Tuning project on the AHA’s website: bit.ly/12noS9W. In “Tuning and Teaching History as an Ethical Way of Being in the World,” Anne Hyde beautifully articulates the Tuning mission:

This might be crazy, but imagine a first meeting of the academic year where no one talked about budgets, assessment, course assignments, or parking. What if we all started the year discussing what disciplinary ideals link us as historians and how we might best introduce those to our

students? The Tuning project has now compiled dozens of examples of departmental and course level expectations for students and curricular maps to guide students in building knowledge and skills, all designed to clarify what we do and why.⁴

The Tuning project serves as a powerful model of how mentoring each other as peers is a healthy alternative to competition. As a former academic dean, I recognize that colleagues will in all probability not join hands and sing “Blowing in the Wind,” but a healthy respect for our differences and a shared mission should not prove that difficult. (Okay, so I don’t know your department.) Those of us who came of academic age in the 1980s or earlier have seen remarkable changes—family leave, gender equity programs, and diversity initiatives. I doubt that an expectant colleague in her last trimester would now encounter an earnest question about whether she planned to have more children. Yet, with few exceptions, I remember with great fondness the kindness and consideration of colleagues as well as the enormous bouquet sent to the hospital by my students in the US survey. Many challenges remain, but finding some semblance of balance is an important step. If you have made it this far in my inaugural column, I hope you will pause to reflect on our multiple identities and responsibilities. Let us continue these conversations as we research the past, live in the present, and mentor for the future.

Vicki L. Ruiz is president of the AHA.

Notes

1. Joli Jensen, “Face It: Your Decks Will Never Be Clear,” *Chronicle of Higher Education* (September 12, 2014): A33.
2. Chad L. Williams, “Awards and Honors: 2013 National Humanities Medalist, Darlene Clark Hine,” National Endowment for the Humanities, <http://www.neh.gov/about/awards/national-humanities-medals/darlene-clark-hine>.
3. Ron Carlson, *Ron Carlson Writes a Story* (St. Paul, MN: Graywolf Press, 2007), 24.
4. Anne Hyde, “Tuning and Teaching History as an Ethical Way of Being in the World,” *AHA Today*, <http://blog.historians.org/2014/07/tuning-teaching-history-ethical-way-world/>.

Join the Conversation at AHA Communities



communities.historians.org

AHA Communities is an online platform for communication and collaboration. Historians can join ongoing discussions on teaching and learning, remaking graduate education, and the annual meeting, or launch their own forum, blog, or project space.

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History Exams and the High School Curriculum

The AHA Council Responds to New York State's Proposed Changes to High School Exams

James Grossman

The American Historical Association has submitted to the New York State Board of Regents a statement of concern (see next page) regarding proposed changes to the requirements for a Regents high school diploma in that state. Currently students are required to take statewide examinations in global history and geography and in US history and government, along with tests in English, mathematics, and science. The proposed modification would reduce the social studies requirement by allowing a student to substitute a “comparatively rigorous” form of assessment in areas more directly related to careers.

I am not a fan of the testing regime that has come to dominate far too much of secondary education. High school teachers and parents of children who have passed through grades 10–12 over the past decade are well aware that far too much time is spent preparing for tests, as opposed to student learning. These overlap, but they are not necessarily the same. Yes, a well-designed “assessment tool” can provide useful—indeed often essential—evaluation of student learning. But many of us wonder how many such tools are necessary.

That said, it is also clear that in the current environment what is tested tends to be what gets priority in the classroom and in the broader curriculum. This is not a matter of

protecting academic turf, or diminishing the significance of either other disciplines or career preparation. As the AHA's Tuning project suggests, we consider history education an essential aspect of such preparation and even believe that it is a good idea for history teachers to be thinking about how historical thinking prepares our students for workplaces. The AHA's statement emphasizes the necessity of history education in preparing students for many career options and for lives as part of an engaged citizenry.

James Grossman is the executive director of the American Historical Association and tweets @JimGrossmanAHA.

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The New York State Board of Regents recently proposed a modification to the Regents Examinations to allow for greater flexibility in order to improve graduation rates and focus on career training. Since 1988, students seeking a Regents diploma have had to pass end-of-the-year exams in math, English, science, a language other than English, and two social studies subjects, which are Global History and Geography and U.S. History and Government. With the proposed revised exams, students will choose between Global History and Geography or U.S. History and Government, and they will select a fifth exam in accounting, advertising, carpentry, culinary arts, hospitality management, or some other career-focused subject.

The American Historical Association, the world's largest organization of professional historians, recognizes that the Regents Exams have changed many times since their first administration in 1865 to respond to shifts in ideas about education and the imperatives of employment. The halving of the social studies requirement in the proposed revision, however, is out of tune with the circumstances of today's world. These two exams have distinctive goals that are essential to an engaged citizenry and an educated global workforce.

The two social studies courses and exams emphasize critical reading, acquisition of knowledge, and the creation of logical and analytical arguments that employ evidence to demonstrate

reasoning. These essential aspects of history education are skills necessary in any profession. In a rapidly changing world, global history and geography are essential to business, science, technology, and industry as well as the humanities and social sciences because these fields encourage students to study changing relationships and understand diverse perspectives. For example, knowledge of global markets—whether their physical locations, their demands for new technologies, or their supply capabilities—is currently integral to an educated workforce. In a state with a large immigrant population, Global History and Geography also teaches intercultural understanding and geographic reasoning; these are skills and traits desired by employers.

The AHA is also concerned that the revised global history test now limits its scope to the period after 1750, setting aside, for example the rise of great religions, and the early development of world-wide trade, the circulation of ideas, and even Christopher Columbus.

The U.S. History and Government curriculum is key to the development of civic participation for all New Yorkers. The curriculum seeks to develop engaged citizens who demonstrate their understanding of the history of their nation, and for example, the significance of voting, the Constitution, how laws are created and passed, and how people interact with governmental institutions. The preparation to pass the U.S. History and Government exam ensures that students are exposed to the ideals, practices, principles, and history of the United States, its government, and its civil society.

The American Historical Association encourages the Board of Regents to consider a method by which both Global History and Geography and U.S. History and Government remain vital components of the curriculum and the Regents Exam.

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Ex(-)Libris ex Oriente

New Database to Track the Transmission of Middle Eastern Books

Shatha Almutawa

Élise Franssen, a Belgian postdoctoral researcher, and Frédéric Bauden, a professor at the University of Liège, are creating an online database of paratextual elements in Arabic, Turkish, and Persian manuscripts in order to track the transmission of Middle Eastern books. By doing so they aim to learn about the histories of public and private libraries, patrons of manuscripts, the geographic circulation of books, and the reading practices of individuals and communities.

Paratextual elements include marks that owners wrote into the manuscript (including their names and the dates of purchase) and *waqf* statements, which indicate that the owner of the book donated it to a religious charitable endowment. Some books contain notes from the authors stating that they had reviewed the copy of the book and approved it, while some book owners make notes about those who read or borrowed the manuscript as well.

In a talk at the Middle East Studies Association annual meeting in Washington, DC, Franssen stated that studying the paratextual elements in manuscripts provides information about scholars' collections and the practice of selling entire libraries in the medieval period. Additionally, "Having samples of scholars' handwriting would help researchers in paleography and assist in the identification of autograph or holograph manuscripts," Franssen said.

The project, funded by the Fonds de la Recherche Scientifique, is in the process of being developed at the University of Liège with the help of two computer specialists who also have backgrounds in literary studies. Other scholars, specialists in Persian and Ottoman manuscripts, will verify the readings of marks and participate in their entry into the database. Others, especially curators of important collections of Arabic manuscripts, will serve as consultants.

The database will include the price of the manuscript, if it is mentioned on the manuscript's pages, as well as photographs of autographs, author handwriting, and any other marginal notes. It will complement the information found in the Islamic seals database of the Chester Beatty Library, which is also accessible online (www.cbl.ie/islamicseals/Home.aspx).

Franssen provided examples of what researchers might find through a systematic study of paratextual elements in Islamic manuscripts. In the case of 450 Mamluk-period manuscripts held at the Süleymaniye Library in Istanbul, a particular book collector, Al-Shirwani, emerges as a prominent name. Al-Shirwani, who died in 1723, was a civil servant of the Ottoman state. Franssen also discovered that the son of the famous author Al-Safadi, who is said to have written about 50 books, among them the important biographical dictionary *Al-Wafi bil-wafayat*, inherited his father's collection after his

death in 1363 and decided to keep at least some of his father's books in his library. This information was gleaned from the ownership marks the son inscribed into the manuscripts.

According to Nelly Hanna, distinguished university professor and chair of the Department of Arab and Islamic Civilizations at the American University in Cairo, the history of the book is an underdeveloped area in the field of Middle East studies. Whereas books have been studied as art—especially when they contain calligraphy and illuminations—there has been limited work on the Middle Eastern book's history. Most libraries have not even cataloged their collections of Arabic manuscripts, she said. Therefore, this new methodology and approach will allow scholars to use sources differently; in published books, the language is often "corrected," and therefore lost. The size and shape of a manuscript, which can tell the scholar a great deal about the uses of the book, are also



In a manuscript from the Süleymaniye Library (Ms Ayasofya 4732), in the hand of Al-Safadi, various ownership marks, stamp impressions, a *waqf* statement, and an autograph *samāʿ* can be found.

lost when a book is studied in its published form rather than in manuscript. Additionally, many editors and scholars skip the marginal notes in manuscripts when they prepare a text for publication, but these notes provide valuable information about the authors and

readers, as well as the scribes who copied the manuscripts.

Franssen called on other scholars of Middle East history to contribute information and photographs of paratextual materials to the database, which will be online in the spring,

on the University of Liège Department of Arabic Language and Islamic Studies website (web.philo.ulg.ac.be/islamo/portfolio-item/ex-libris-ex-orientale).

Shatha Almutawa is associate editor of Perspectives on History.

Jami's Haft Awrang Undergoes Conservation at the Smithsonian

Shatha Almutawa

Amanda Malkin, a Hagop Kevorkian Fund fellow at the Smithsonian's Freer Gallery of Art and Arthur M. Sackler Galleries, is currently performing conservation work on the museum's manuscript of Persian poet and scholar Jami's *Haft Awrang* (*Seven Thrones*), which is dated 1556–66 and contains 304 bifolios and many illuminations. Another illuminated manuscript of two books from the *Haft Awrang* from around 1570 sold for over \$95,000 in a Sotheby's auction in 2009.

This manuscript is important not only because of its beautiful illuminations but also because of its author. "Anyone who studies classical Persian literature would have to read Jami's works. Not just selections from the *Haft Awrang* but also his *ghazals* [love poetry]," Sunil Sharma, associate professor of Persianate and comparative literature at Boston University, said in a phone interview. In fact, Jami's work became so popular that his manuscripts were translated centuries ago into other languages, including Chinese and Russian. According to Yiming Shen, who wrote her dissertation at the School of Oriental and African Studies at the University of London on Jami's reception in China, these texts were taught in mosques in the original Persian and explained in colloquial Chinese. Shen examined translations of Jami's work that were made by Liu Zhi (c. 1670–1745) and She Qiling (1638–1703), who transformed the Persian texts into Chinese texts, replacing most Arabic and Persian technical terms with Chinese terms; in these translations, even the word *Allah* was replaced with its Chinese equivalent: *zhen*.

Jami, who died in 1492, wrote his *Haft Awrang* as a collection of seven works. "His work *Yusuf and Zulaikha* takes a figure from



A detail from the Smithsonian's illuminated manuscript of Jami's Haft Awrang

the Qur'an and builds a beautiful romantic tale around it with a sufi subtext," Sharma said. The romances that he wrote "are philosophical and ethical, about correct behavior for human beings, rulers, Sufis."

At the Smithsonian, manuscript conservation began around the 1930s. Manuscripts such as the *Haft Awrang* that are hundreds of years old typically suffer staining, small tears and flaking pigment. Malkin is conserving cracked and flaking paint in the *Haft Awrang* using a technique called consolidation, in which an adhesive made of seaweed is carefully used to re-adhere the pigment to the page. Accretions—foreign material that stick to the surface of the paper—are another problem. Some accretions are remains from previous conservation work that was done on manu-

scripts before the use of microscopes. Malkin is also reducing accretions on this manuscript with a scalpel.

Preservation of this manuscript began in 2013, at a time when interest in Jami's work has been revived. Jami's work and influence have been the subject of international conferences, first at the University of Chicago in 2012, then in Paris in 2013, and later at another University of Chicago symposium in 2014.

Although the entire collection of works in the *Haft Awrang* has not been translated into English, there have been translations of two of the books: *Salaman and Absal*, by Edward FitzGerald, and *Yusuf and Zulaikha*, by David Pendlebury.

The Face of the Nation: George Washington, Art, and America

The Annual George Washington Symposium at Mount Vernon, November 7 and 8, 2014

Stephanie Kingsley

As I entered the busy Smith Auditorium at Mount Vernon for the first evening of the George Washington Symposium, I wasn't sure what sort of lectures I would hear. The conference, held on Friday and Saturday, November 7 and 8, and entitled "The Face of the Nation: George Washington, Art, and America," promised several lectures about George Washington in art, delivered by noted historians, art historians, and curators. I anticipated visually stimulating presentations and well-constructed scholarship. But what new could there be to learn about George Washington, one of American historians' oldest subjects?

Historian Hugh Howard kicked off the Friday evening sessions by tracing the story of America's budding art scene in the portraits of George Washington. Over the course of Washington's career, portraiture in America developed from an amateur's field to an established art form and profession; many of the period's major portraitists painted the famous general. Among the most prominent of these were Charles Willson Peale, Edward Savage, Gilbert Stuart, and John Trumbull, all of whom studied in London under the older American painter Benjamin West. Washington sat for Peale seven times in the course of his life, and the symposium dramatized the relationship between painter and sitter in a fictional theatrical dialogue between Washington and Peale (portrayed by historical reenactors Dean Malissa and Bob Gleason, respectively). This dialogue featured the two men reminiscing about events that occurred in their lives at the time of each sitting, and suggested that Peale, as well as Washington, may have approached the portrayal of the general from an altered perspective each time. Indeed, each of Peale's portraits shows



National Portrait Gallery

This print was designed by John James Barralet after a miniature of Washington by Walter Robertson, then engraved by Robert Field. In addition to the eagle, other patriotic symbols populate this print. In her talk, Wendy Wick Reaves pointed out how this eagle carries "a baton, the scales of Justice, and an 'E Pluribus Unum' ribbon." Other emblems include "military banners, the palm branches of victory, the liberty cap on a sword, [and] the word 'libertas' in a laurel wreath," which "aim upwards towards the encircling clouds." Reaves noted that such symbols would have been universally understood in the 18th century; thus, their use in prints would have been an effective mode of communicating political messages to a wide audience.

a very different Washington—a result of the changing man and the developing artist.

Gilbert Stuart was a similarly important portraitist of Washington; according to Ellen Miles of the National Portrait Gallery, Stuart made it his mission as a young artist to paint Washington. Stuart would produce several famous portraits, including the unfinished Athenaeum portrait, begun in 1796. Contrary to the custom of the sitter's

purchasing the original, Washington allowed Stuart to keep the original of this portrait so that the artist could use it to paint replicas. Stuart took full advantage of this privilege, eventually producing 75 replicas,¹ one of the latest of which was painted in 1820. Miles noted that later in life Stuart never painted Washington the same way: "Each one is different . . . so freshly painted," Miles marveled. The Athenaeum face would be taken up by various copyists, ultimately finding its way onto the one-dollar bill. Stuart himself would appropriate this face for another famous work of his: the full-length Lansdowne portrait, which shows the exact same head but with the eyes turned. In this portrait the general stands in a drawing room, a document on the table next to him, with storm clouds and a rainbow showing through a window in the background. Stuart painted this portrait only two years after the signing of the Jay Treaty, which Washington supported; perhaps the rainbow signified the promise of peace the treaty might bring amid tenuous US–British relations and the French Revolution.

It was not just portrait artists who took Washington's image and repurposed it. New technologies brought new reproduction possibilities. Wendy Wick Reaves of the Smithsonian National Portrait Gallery vividly demonstrated how Washington's image became popularized via the print medium, swiftly adorning the pages of "books, magazines, almanacs, broadsides, children's primers, and song sheets." The visually reproduced Washington became an indicator not so much of the man himself but of the cultures that consumed him, and the contexts in which he appeared in these reproductions indicated the ideological purposes he was meant to serve. According to Reaves, allegorical figures populating 19th-century prints of Washington quickly

communicated such purposes to audiences; figures such as the “Genius of Liberty,” Fame, Nature, and Justice reassured the public that Washington promised prosperity for the young nation. Patriotic symbols also frequented these works. One 1795 print by John James Barralet (see the previous page) depicts a portrait of the general on the back of a majestic eagle against the backdrop of “a radiating sun and clouds.” This deific representation of Washington came at a time during his second term when events such as the Whiskey Rebellion and the signing of Jay’s Treaty had weakened the public’s support of his administration; the depiction was meant to inspire people’s shaken confidence in their president.

The variability found in the painted portrayals of Washington is mirrored in the sculptures that were made of him. Two striking examples were the subject of University of Virginia professor Maurie McInnis’s talk: Jean Antoine Houdon’s marble statue *George Washington* (1789) and the bronze Virginia Washington Monument by Thomas Crawford (1858–69), both located in Richmond. The Houdon features a Neoclassical-style Washington standing in civilian dress with a plow and sheathed sword; this depiction drew on the comparison often made between Washington and the Roman statesman Cincinnatus after Washington retired from public service following the Revolution. This Washington could lead an army into battle but longed for the peace and tranquility of domestic life. Conversely, the Virginia Washington Monument features a bronze equestrian statue of Washington riding triumphantly to war. In sharp contrast to Houdon’s Cincinnatus-inspired Washington, Crawford’s equestrian design associated Washington with the Roman emperor Marcus Aurelius, well known for his military prowess. The Confederacy selected this statue as the subject of its seal: a show of strength to the hostile North. McInnis remarked that “statues tell us more about the men who chose them than about Washington himself”; as with painting and prints, a multitude of sculpted Washingtons served a variety of political and sociocultural purposes.

Following Hugh Howard’s presentation on portraits at the beginning of the conference, an audience member asked if George or Martha Washington had indicated which



Albert Herring, CC BY-3.0

Jean-Antoine Houdon's George Washington was commissioned in 1794 by the Virginia General Assembly and completed in 1796. Thomas Jefferson corresponded with Houdon, occasionally consulting Washington on matters concerning the sculpture's design. Washington requested that he be dressed in contemporary clothing, not ancient Roman garb, as was traditional with such statues. Many of the classical features in this work were likely the result of Jefferson's involvement. The original is housed in the Virginia State Capitol.



Tabor Andrew Bain, CC BY-2.0.

Thomas Crawford cast the bronze statue of Washington with the intention of portraying him as “the great Virginian.” The statue was completed in 1858; the base was not finished until 10 years later. The monument is located outside the Virginia State Capitol in Capitol Square.

portrait was the most accurate. Howard replied that they had not, and then he suggested finding the portrait that “speaks to you the most” and imagining that likeness as the real Washington. Scholars at the symposium demonstrated how early Americans did just that in their portraits, prints, sculpture, and even 18th-century silk embroideries of American schoolgirls (the subject of a talk by Mount Vernon’s senior curator, Susan P. Schoelwer). University of Maryland professor Scott Casper gave the final lecture (on 20th-century appropriations), concluding, “It is through this reimagination that George Washington remains for us a fresh and vibrant figure.” Indeed, this statement encapsulates the spirit of the symposium overall.

Just as Washington became a symbol of the values Americans chose to ascribe to him at their given historical moments, I would like to appropriate him for another purpose. By the time I arrived at Mount Vernon, I had just finished my first week working at the AHA, and I began to see George Washington as an emblem of the historical subject in general. We can never learn all there is to know about a person, time, or event; even if we could, the fascination surrounding that topic should remain fresh because of the manifold angles and lights in which historians can view it. As one with a background in English literature, I am used to thinking of a given literary work’s meaning as inscrutable: all we can ever really analyze are the interpretations of it, as with Ralph Waldo Emerson’s “moods like a string of beads,” which “paint the world their own hue” and prohibit man from seeing anything as it truly is.² Unlike Emerson, however, I see this metaphor as profoundly positive: it means that history will be forever fresh; scholars will always have something to discover; and there will always be a new George Washington to meet around every corner.

Stephanie Kingsley is the AHA’s web and social media editor. Follow her @KingsleySteph.

Notes

1. “Gilbert Stuart,” National Gallery of Art, <http://www.nga.gov/exhibitions/2005/stuart/philadelphia.shtm>.
2. Ralph Waldo Emerson, “Experience,” in *Essays: Second Series*, 1844, *Ralph Waldo Emerson Texts*, <http://www.emersoncentral.com>.

Records Bills Move Forward as Congress Wraps Up for the Year

Lee White

As Congress wraps up for the year, one bill favorable to the history community has been passed, and another has been marked up and prepared for further debate.

Presidential and Federal Records Reform Bill

President Obama has signed into law the Presidential and Federal Records Act Amendments of 2014 (PL 113-187). This is a major victory for the National Coalition for History and the community of historians who have been advocating for the passage of Presidential Records Act (PRA) reform legislation since the issuance of President George W. Bush's 2001 Executive Order (EO) 13233 restricting public access to presidential records.

The fact that there was nothing in the PRA that set forth a constitutional privilege review procedure has proved vexing for historians, archivists, political scientists, journalists, and others. The process for restricting access has created delays and uncertainty as to when records would be released. The Presidential Records Act allows the public to make Freedom of Information Act requests beginning five years after a president leaves office; however, it allows the former president to claim six FOIA restrictions for up to 12 years.

The PRA did not, however, provide a procedure allowing former presidents to request continued restricted access. This flaw in the statute in effect has left it up to each president to interpret the law and to impose restrictions as they have seen fit through the issuance of executive orders.

This situation has led to abuses, such as President George W. Bush's attempt to broaden the authority of those able to make a privilege claim and potentially restrict public access indefinitely beyond the 12-year period in the law. For example, the Bush executive order for the first time gave the heirs or a representative of a former president the opportunity to request the

withholding of presidential records or delay their release indefinitely.

In the past, extension requests by former presidents for additional time in which to review records have been routinely granted by the incumbent. For example, a recent report by *Politico* found that the Obama administration has provided President Clinton with numerous extensions for records related to a variety of controversial issues from his administration.¹

The new law will end that practice. For the first time, the former and incumbent presidents, after receiving notice from the National Archives of its intent to release a record, will be subject to specific time limitations as they review records for constitutionally based privilege against disclosure. The current and former president would have an initial 60 days to review the records and would be allowed one 30-day extension.

The law also clarifies that if the president, vice president, or their "immediate staff" use a nonofficial e-mail account to create a record, they must either make a copy of the record or forward it to their official e-mail account within 20 days of creation of the record.

The new law also makes important changes to the way federal records are treated. According to a National Archives press release, the updates to the Federal Records Act include:

- ◆ Strengthening the Federal Records Act by expanding the definition of federal records to clearly include electronic records. This is the first change to the definition of a federal record since the enactment of the act in 1950.
- ◆ Confirming that federal electronic records will be transferred to the National Archives in electronic form.
- ◆ Granting the Archivist of the United States final determination as to what constitutes a federal record.
- ◆ Authorizing the early transfer of permanent electronic federal and presidential records to the National

Archives, while legal custody remains with the agency or the president.

- ◆ Clarifying the responsibilities of federal government officials when using nongovernment e-mail systems.
- ◆ Empowering the National Archives to safeguard original and classified records from unauthorized removal.²

In responding to the enactment of the new law, Archivist of the United States David Ferriero stated in the press release, "We welcome this bipartisan effort to update the nation's records laws for the 21st century."

FOIA Reform Bill

On November 20, the Senate Judiciary Committee marked up legislation to reform the Freedom of Information Act (FOIA). S. 2520, the FOIA Improvement Act of 2014, seeks to reduce the often broad interpretation of FOIA's exemptions by federal agencies. It is similar to a bill passed by the House of Representatives earlier this year. The bill faces an uncertain future since it must be passed not only by the Senate, but by the House as well due to amendments made to the bill.

NCH signed on to a letter with over 70 other organizations urging the passage of S. 2520. OpenTheGovernment.org, a non-partisan advocacy group, has prepared a summary of the bill, explaining what it does. To read their summary, visit bit.ly/1UPsqR.

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

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Notes

1. Josh Gerstein, "Secrets of the Clinton Library," *Politico* (August 25, 2014), <http://www.politico.com/story/2014/08/secrets-of-the-clinton-library-110289.html>.
2. To read the full press release, please visit <http://1.usa.gov/1ycEidR>.

Report of the 2014 AHA Nominating Committee

On behalf of the Nominating Committee, I am pleased to report the results of the 2014 election for AHA offices. The committee is extremely grateful to all the candidates who agreed to stand for Association elective office and committee positions despite their many other obligations. The Association depends for its continued well-being on the willingness of its members to serve. Elected candidates are indicated in boldface.

President (1-year term)

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

President-elect (1-year term)

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

Patrick Manning, Univ. of Pittsburgh (world history, Africa and African diaspora, migration history and theory, interdisciplinary and digital history)

Vice President, Research Division (3-year term)

Fred Anderson, Univ. of Colorado Boulder (early modern North America, revolutionary and early national US)

Edmund Russell, Univ. of Kansas (environmental, American, global, technology, science)

Councilor Profession (3-year term)

Paul Gardullo, National Museum of African American History & Culture, Smithsonian Institution (African American history and culture, US cultural and social history, public history)

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

Councilor Research (3-year term)

David A. Bell, Princeton Univ. (early modern and modern France, Atlantic world in the age of revolution, nationalism, military history)

Ethan H. Shagan, Univ. of California, Berkeley (early modern European history, British history, history of religion, history of political thought)

Councilor Teaching (3-year term)

Craig Perrier, Fairfax County (VA) Public Schools and Northeastern Univ. (K–16 history education, teacher preparation and development: curriculum and instruction, globalizing the US history survey, 20th-century world history, historical thinking skills, online and blended learning: using technology in education)

Brenda Santos, Achievement First Amistad High School, New Haven, CT (20th-century US history; race and racial formation; histories of public health, education, and welfare; women and gender; civil rights; secondary and postsecondary history instruction)

Committee on Committees (3-year term)

Position 1

Sarah Knott, Indiana Univ. (early America; Atlantic World; age of revolutions; women, gender, and sexuality; history of maternity)

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

Committee on Committees (3-year term)

Position 2

Daniel Bornstein, Washington Univ. in St. Louis (medieval and early modern Europe, Renaissance Italy, history of Christianity)

Craig Harline, Brigham Young Univ. (early modern European religion and culture, especially the tension between ideals and practice; the Low Countries; microhistory and creative nonfiction)

Nominating Committee (3-year term)

Position 1

Jana K. Lipman, Tulane Univ. (US foreign relations, labor history, US empire, 20th-century US political history, US immigration and refugee history)

Nayan Shah, Univ. of Southern California (US and Canadian history, gender and sexuality studies, legal and medical history, Asian American)

Nominating Committee (3-year term)

Position 2

Paula Alonso, George Washington Univ. (Latin American history, 19th and 20th centuries, Argentine history, political history, cultural history, women and gender, history of the press, history of ideas)

William Kelleher Storey, Millsaps Coll. (British Empire, southern Africa, environmental history, history of technology, world history)

Nominating Committee (3-year term)

Position 3

David N. Myers, UCLA (Jewish intellectual and cultural history, European intellectual history, history of historiography, history of religion)

Leila Fawaz, Tufts Univ. (social and political history of the modern Middle East, late Ottoman Arab history, Europe and the Middle East, wars and civil wars, relations of city and state, culture and society from the Mediterranean Sea to the Indian Ocean circa 1890–1920)

Election Process and Results

For 2014, the election cycle was adjusted from fall to spring/summer, with ballots mailed to members on June 1, with a return date of July 15. Ballots were e-mailed to 13,762 members, with 2,905 casting ballots before the AHA constitution deadline. This was 21.11 percent of the total receiving ballots, compared to the 21.63 percent casting ballots in 2013. With the advent of e-voting, there have been higher levels of participation in AHA elections than in the preceding two decades. The rate of return corresponds closely with the median range of voter participation in major associations, which is 24 percent.

The 2014 election marked the 10th year that AHA members had the opportunity to vote online to elect the Association's officers. Survey & Ballot Systems of Eden Prairie, Minnesota, distributed election ballots to AHA members and received, validated, and tallied the votes. Members who furnished valid e-mail addresses and agreed to receive messages from the Association were asked via e-mail about their preference for an online or paper ballot. For the second year, all members who voted elected to do so online; no paper ballots were returned. Members were also invited to rate the voting process. Slightly more than 90 percent rated their response to the process as "very satisfied" or "satisfied."

All AHA members who opted to vote electronically received an e-mail message with a unique, computer-generated user name and password, good only for the online balloting system. Once successfully

logged in, members could read the election rules and link to the ballot, which was also linked to candidate biographies.

Members who lacked a valid e-mail address, or who requested the paper ballot, were mailed a paper ballot. The procedures for paper ballots were essentially the same as in previous years: after filling out the ballot, members returned it to SBS, which entered the information into the system. In theory, a member could receive both an e-mail and a paper ballot. Since the system tracked whether someone voted, separate from specific votes, the system accepted the first vote received and entered into the system from that voter (but without identifying the specific voter).

Individuals who renewed their membership or joined the AHA for the first time after the initial mailing of ballots were also allowed to vote in the election. Anyone who renewed or joined was able to vote online or to request a paper ballot.

Committee Deliberations

The Nominating Committee met in Washington, DC, on February 8 and 9. Present were Dane Kennedy, George Washington Univ., chair; Takashi Fujitani, Univ. of Toronto; Francois Furstenberg, Johns Hopkins Univ.; Thavolia Glymph, Duke Univ.; Sandra E. Greene, Cornell Univ.; Moon-Ho Jung, Univ. of Washington; Edward Muir, Northwestern Univ.; Sophia Rosenfeld, Univ. of Virginia; and Pamela Scully, Emory Univ. Also attending the meeting were James Grossman, executive director, and Sharon K. Tune, director, administration.

Deliberations began at 9:00 a.m. on Saturday and continued through late morning on Sunday. Members also circulated names and CVs of potential nominees via e-mail prior to the meeting. The committee's next meeting is scheduled for February 6 and 7, 2015 (Friday and Saturday rather than the usual Saturday and Sunday). The chair of the 2015 Nominating Committee will be Takashi Fujitani.

The Nominating Committee moved to its principal task: nominating candidates for office. As in the past, the committee was very concerned that all AHA members should have input into the process. Every year the Nominating Committee issues several appeals for nominees to

the membership at large. These appeals also stress the committee's commitment to diversity of all kinds. In addition, the committee solicited nominees in an open letter published in the January 2014 issue of *Perspectives on History*. A number of AHA members responded to the open letter with suggestions; others replied with expressions of willingness to serve. The committee also retained and reviewed suggestions and CVs of people who had been considered over the previous five years. The nominations we received reflected the diversity of our organization with respect to gender, race, type of institution, field, and rank. In our deliberations, however, the committee expressed a special need for assistance in identifying candidates at the secondary-school level and those engaged in museum work. As in the past, we would also like to remind our colleagues to renew their membership in the organization before the end of the calendar year if they would like to be considered for nomination. In addition, we urge members to provide the AHA with multiple means of contacting them (home and office phone numbers, e-mail addresses, etc.). This is very helpful to the committee when it seeks to get in touch with potential nominees during its deliberations.

Fulfilling its constitutional responsibility, the committee selected two nominees for each Association office and elective committee position to be filled by election in 2014, with terms to begin in January 2015. The committee sought to identify able and energetic members who could work well with colleagues, and who were, where relevant, familiar with broad sections of the profession beyond their immediate fields of expertise. In the case of the president and other top positions, the committee recognized the importance of selecting nominees who could represent the interests of historians to the public at large, and who had demonstrated some degree of administrative skill. In all its selections, the committee was anxious to reflect the broad diversity of the historical profession in terms of type of institution served, geographic location, subdiscipline, interests, gender, and cultural background.

The committee wishes to thank the staff of the Association for their support of our efforts. We also want to express our gratitude to our executive director, Jim Grossman, whose sage advice, positive energy, and

hands-on assistance were invaluable to our deliberations this year. As always, we are especially grateful to Sharon K. Tune, director, administration, for her consistently outstanding guidance and advice, as well as her patience and good cheer. Last but

not least, I personally would like to thank the other members of the committee and the members of the past two Nominating Committees. Their good humor, hard work, keen judgment, and broad knowledge of the profession made it possible for us to work

swiftly and effectively. It was a great pleasure to have served with them.

*Respectfully submitted,
Dane Kennedy, George Washington University
Chair, 2014 AHA Nominating Committee*

2015 Nominating Committee Reiterates Call for Nominations

Dear AHA Members,

The Nominating Committee will meet in February to recommend two candidates for each of the following positions:

1. **President-elect** (by rotation, Europe).
2. **Vice President, Teaching Division.**
3. **Councilor Profession**, serving on the AHA Council and on the Professional Division, which deals with the rights and responsibilities of historians, professional conduct, the job market, data collection, membership, and professional service prizes.
4. **Councilor Research**, serving on the AHA Council and on the Research Division, which promotes research and new research tools, governs relationships with fellow professional organizations, establishes and awards research grants and fellowships, oversees the *American Historical Review* and the annual meeting, including appointing the chair of the Program Committee.
5. **Councilor Teaching**, serving on the AHA Council and on the Teaching Division, which supervises AHA educational activities and the Association's educational publications, promotes history education, and encourages new methods of instruction and cooperation in the development of curricula and other teaching activities.
6. One member of the **Committee on Committees**, which names members to appointive committees, including book prize committees, standing committees, and grant and fellowship committees.
7. Three members on the **Nominating Committee**, which nominates candidates for all the elective offices and elective committee positions.

Recommending nominees to the Nominating Committee is one of the most significant ways members can affect AHA policy and administration. The process is open. When making nominations, the committee tries to secure representation of all viewpoints, backgrounds, and academic interests; all kinds of institutional affiliations; as well as unaffiliated historians and teachers at all levels of the educational system. In short, the committee aspires to have the Association governed by members as diverse as our profession.

To accomplish this goal, *we need your help*. Please propose yourself or any friends and colleagues who you believe can serve the Association in any of these positions. If you think the AHA has not adequately represented a constituency—as defined by type of institution, a type of history studies, or personal characteristics—then please make a special effort to bring potential candidates who will do so to our attention. If possible, submit a potential candidate's CV and ask others to write in support. Even if you cannot find time to do so, the committee will take every recommendation very seriously and secure information itself. To help us do so, please send us the recommended person's e-mail address if you can. Since the Nominating Committee (listed below) consists entirely of faculty from four-year institutions, we are particularly grateful for recommendations of people in parts of the profession where we have fewer connections of our own: public historians, community college teachers, K–12 teachers, etc. The same is true of recommendations for the graduate student slot on the AHA Council, since the grad students we know best—those at our own institutions—cannot serve as long as we ourselves do so.

The only restrictions are these:

1. A nominee must be a member of the Association. If you know

good citizens in the profession who you hope will serve the AHA at some point, encourage them to join. You need not check on a potential candidate's membership yourself; the committee can do that.

2. The AHA wants to avoid concentrating leadership positions in a few institutions. Therefore, for all open positions—with the exception of the president-elect—we will not nominate candidates from institutions that are already represented among officers and on elective committees. However, we maintain files of potential candidates recommended to us, so don't let this stand in the way of your recommending someone for future consideration.

Please forward your suggestions as soon as possible (and no later than January 21), with any supporting material you can provide, to the AHA Nominating Committee, c/o Sharon K. Tune, 400 A Street SE, Washington, DC, 20003-3889; you may fax to the same addressee at 202-544-8307; or send an e-mail, with supporting material as attachments, to any of the committee members. Since the Nominating Committee meets partially over a weekend (Saturday), **please provide home and/or cell phone numbers**, if possible. All contact information will be considered strictly confidential and will be used for the sole purpose of reaching the potential candidate over the weekend. Please feel free to send general comments and make general recommendations about the Nominating Committee's responsibilities to any of its members.

*Sincerely,
2015 AHA Nominating Committee*

Ghosts and Monsters

Human-Scale Digital History at #RRCHNM20

Seth Denbo

Several years ago I was small cog in a large digital humanities project distributed across three continents. The project had the admirable goal of breaking down barriers to digital scholarship in the humanities. Doing so, at least in this case, meant integrating digital tools that would allow scholars to do textual analysis and publish and share the results of their research. A lot of the intellectual inspiration that drove the project forward came from the early modern and classical textual scholar Martin Mueller. Digital textual scholarship in the humanities makes possible the analysis of large-scale corpora by tools designed to give a continent-level view (Franco Moretti's much-talked-about "distant reading"), but this can also have the effect of obscuring the small stories and local matters that are at the heart of the human cultural experience. Mueller's reformulation of this idea was to call for

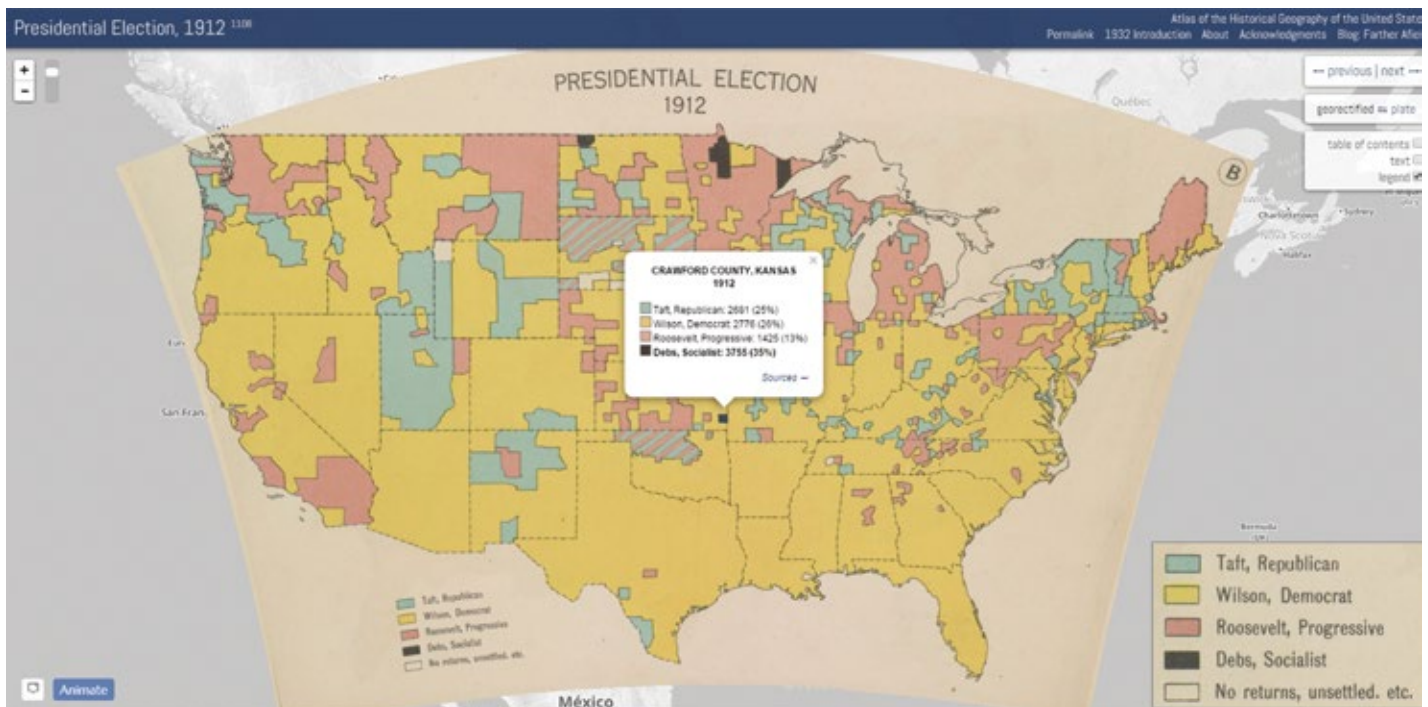
"scalable reading," or a form of engagement with texts that combines reading with the contextual overviews at which computers excel. In Mueller's words:

Scalable reading, then, does not promise the transcendence of reading—close or otherwise—by bigger or better things. Rather it draws attention to the fact that texts in digital form enable new and powerful ways of shuttling between "text" and "context." Who could complain about tools that let you rapidly expand or contract your angle of vision?¹

Working between text and context is at the core of the historical discovery process, and questions about how to do this are a central concern for many historians using digital tools and methods. Moving from the particular, such as a trial report in a newspaper,

to the entire archive of that newspaper for a given period presents significant methodological and theoretical challenges and historical opportunities. On his blog, Tim Hitchcock, professor of digital history, has referred to the information scientist Katy Börner's concept of a "macroscope" to call for tools that "provide a 'vision of the whole,' helping us 'synthesize' the related elements and detect patterns, trends, and outliers while granting access to myriad details."²

Digital historians' perspectives on this dichotomy—big versus small, close versus distant—were a central topic during a session called "The Future of Digital History" held at George Mason University in October. The session was part of a two-day conference celebrating the 20th anniversary of the Roy Rosenzweig Center for History and New Media (RRCHNM) and included presentations by Hitchcock and Spencer Roberts (a fellow at the center), as well as prominent



Digitized map showing how counties in all 48 states voted in the 1912 presidential election. Clicking on the map brings up the results for that county, including details in relation to the larger context. From the *Atlas of the Historical Geography of the United States*, Digital Scholarship Lab, University of Richmond, dsl.richmond.edu/historicalatlas/110/b/.

digital historians Will Thomas and Kathryn Tomasek.

Founded by Rosenzweig in 1994, RRCHNM was one of the earliest centers to develop and promote the use of computers by humanists. Over the years since, the Rosenzweig Center has been responsible for developing widely used tools such as Zotero and Omeka, for launching and fostering the THATCamp movement, and for numerous digital-history projects, including the *September 11 Digital Archive*, the *Hurricane Digital Memory Bank*, and the *Papers of the War Department 1784–1800*.

In addition to a room bursting with scholars of digital history, both venerated and nascent, ghosts and monsters were prominent guests at the conference. The benevolent ghost of the center's much-missed founder was present throughout the conference as a number of speakers invoked Rosenzweig's generosity toward other scholars, especially those at the beginning of their careers, and his humane vision for a democratization of history through digital engagement. This vision has been at the core of the center's mission from its inception.

In order to achieve this democratization, speakers throughout the day saw digital history as transformative, as having the potential to allow a reshaping of the discipline. While Hitchcock sees the transformation as a product of the new historical narratives that can evolve in the interplay between big and small data, for Will Thomas, chair of the history department at the University of Nebraska, transformation comes from the engagement between the past and the present. As Thomas stated in his talk, a "fully complex social reality of the present meets a fully complex social reality of the past" when there is more direct engagement with both sources and audiences, and when barriers between historians inside and outside the academy are broken down. Thomas argues that, to make this a reality, we need better mechanisms for peer review of digital history, greater critical engagement with the interpretive maneuvers of digital historians, and better means to engage in dialogues with our audiences.

Contrasting with the paeans to Rosenzweig's humanitas were the monsters that occasionally joined the festivities. Along with a celebration of the possibilities that digital

history offers, speakers were wary of the monsters that technology might produce. Hitchcock invoked "the hubris and sick imagination" of Victor Frankenstein, whose creature he used in a cautionary metaphor for the journey of digital history from a hubristic embrace of technology for its own sake to a sense of humanity. Historians who are enamored of digital tools must remember to ground their work in an attempt to gain a better understanding of the past.

What is the future of digital history? Engagement with digital tools can be a route to a reinvention of historical narrative that enhances the role of history in our society and culture. The key to this is remembering, in Wheaton College historian Kathryn Tomasek's words, the "value of the granular." Tomasek's comment that "big data is made up of the granular" concisely captures this. For historians, digital engagement should mean being able to move from the vast realms of big data to the smallest component parts of the larger whole. In some sense, this is what good historical writing has always been, a deeply integrated narrative that moves from the particular to the general and back again. The promise of the digital, then, is threefold: that it allows for engagement with far more sources than ever before, that it makes possible a much more dynamic interaction with those sources when moving between text and context, and finally, that it enables a dialogic approach to engaging audiences. With these things in mind, we can banish the monsters and move toward the humane and democratic history we should all strive for.

Videos of all of the talks and notes on the sessions, as well as more information about the projects mentioned, are available on the #RRCHNM20 conference site (chnm.gmu.edu/20th).

Seth Denbo is the AHA's director of scholarly communication and digital initiatives. Follow him on Twitter @seth_denbo.



J. Theodore Johnson: Chicago Interior, 1934
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Notes

1. Martin Mueller, "Scalable Reading," *Scalable Reading*, May 12, 2012, <https://scalablereading.northwestern.edu/scalable-reading>.
2. Tim Hitchcock, "Big Data, Small Data and Meaning," *Historyonics*, November 9, 2014, http://historyonics.blogspot.com/2014/11/big-data-small-data-and-meaning_9.html.

Confessions from the Field

Building Assessments with the History Discipline Core

Anne Hyde

As the faculty chair of the AHA Tuning project, I feel somewhat obligated to figure out ways to use the History Discipline Core (bit.ly/1w22aC2). The project solicited contributions and revisions from a large number of historians, and the result is a text that combines our core values as professional historians with our practical ambitions for our students. The idea was to enable historians teaching anywhere to use the broad framework as a starting point for developing goals or outcomes that are useful for their own institutions. Great idea, but harder to put into practice.

I teach at a place that has pushed pretty hard against “measuring things” and assessment in general; discussing outcomes never works there. Though I have great optimism about the valuable synergy that comes from such disjuncture, wearing two hats—one from the Tuning project and another from my quirky liberal arts college—is often tricky. Even though we genuinely want to know if students are learning anything of value in our classes, having “experts” telling us how to assess student learning is a hard sell. Being independently minded and suspicious of ideas that come from across the quad, from the legislature, or honestly, from the AHA, we get crabby.

However, these days, when refusing to assess has actual consequences and when we have to explain to students and their parents why a history course or major is worth undertaking, we need a better alternative than digging in our heels. Because it’s easy and it presents itself as a starting point rather than a done deal, the History Discipline Core has proved useful at the departmental, course, and individual student levels. It has saved us from blowing off administrative demands that we resented but needed to take seriously (like writing learning outcomes and assessing our senior majors). It has provided us with language for starting conversations about what people are doing in their class-

rooms without appearing judgmental. And because of the structure the Discipline Core provides, either for us to push against or for us to push for, we had useful conversations. We found out that, in the process, we’ve learned something important about our students, our discipline, and ourselves.

The Department of History at Colorado College had its first foray into departmental assessment with our required senior essays. How could we read them more critically and develop consistent standards for grading them? How could we see patterns in what students were doing well and what they weren’t? We needed a rubric, but since no one really wanted to start from scratch and write one, we borrowed a rubric created by a less lazy department down the hall. It had phrases that looked familiar like “effective writing,” “appropriate analysis,” and “suitable citations,” and we just added a few things about primary sources. Bad idea. We were assessing things we didn’t care about and that didn’t reflect the most creative and valuable part of doing history: building narratives out of materials from the past. Using a poorly conceived rubric meant that we read a lot and didn’t find out anything useful. But we did figure out that we care about different things than other social scientists and humanists.

So we started over. The language in the Discipline Core helped us design rubrics enabling us to see what our students can do successfully as seniors writing article-length research essays and presenting research to their peers and the department. Now the rubric used words like *multiple perspectives*, *contextualize*, and *revision* (see sidebar). What we found was both interesting and predictable: our students wrote pretty well, but they had little idea about developing researchable questions and the research strategies to answer them, and didn’t seem to know how to enter into a historiographic debate.

Now that we have a clearer sense of where our students seem to be faltering in their senior essays, we are carefully and gently

moving toward “mapping” the major so that we have a sense of where various skills and kinds of knowledge are presented to students and where they can practice them more intensely.

As we’ve begun this process, the Discipline Core gives us common language to describe skills and habits of mind. However, it isn’t particularly helpful as we think through when to teach what. What do we want students to be able to do and know at the end of their first history course? At the end of their careers as majors? This challenges us because at Colorado College, as with many history programs, we offer a very unstructured major, and we have students at all levels in most of our classes. Mostly, we want them all to get a taste for history, what it does, and why it is essential to understanding the present. How do you “assess” when they get there? We want students at the beginning level to know the difference between investigating historical problems versus sociological ones. Beginners probably don’t need advanced research skills, but maybe they need to practice interpretation of materials and contextualization. We’re still sorting that out.

Finally, history faculty have been asked to provide career counseling to students and help them imagine next steps in their lives, and the Discipline Core can help start those conversations as well. It works as a nice set of talking points in a range of settings to help students assess their own developing professional skills. Because we’ve been using common language to explain to students what they’re doing in various courses, they are much better at describing what they can do and why it matters. Our students become wonderful advocates for history, regardless of what they end up doing. That outcome makes me happy no matter which hat I’m wearing.

Anne Hyde is the faculty director of the AHA’s Tuning project and professor of history at Colorado College.

History Capstone Rubric

This rubric has been modified by John Williams and Jane Murphy.

Argument

	Level 1	Level 2	Level 3	Level 4
Rationale/Motivation	No clear rationale or a weak rationale for the project	Some rationale presented, begins to motivate the work	Provides and discusses a suitable rationale	Persuasive and creative rationale
Scope/Dealing with Complexity in Framing a Topic	Frames complex questions as simple ones	Invests questions with some complexity; may oversimplify or overextend	Reasonable balance between focus and complexity	Frames the topic with a full appreciation of its complexity while retaining appropriate focus
Approach	Not clear what was done or why, or an inappropriate method	Approach is generally appropriate and properly executed	Well chosen and appropriate, and well executed	Creative and sophisticated methods
Historiographic/Theoretical Context	Author does not demonstrate awareness of the scholarly literature, may overrely on too few sources	Author demonstrates a reasonable awareness of the literature	Author demonstrates broad awareness and situates own work within the literature	Author is aware of scholarly literature, situates own work within the field, and makes a contribution to the field, or identifies a new direction for investigation
Position/Thesis	Does not take a clear or defensible position or draw a clear conclusion	States and/or critiques a position that may already exist in the literature	Thoroughly and effectively supports, tests, extends, or critiques a position that may already exist in the literature	Develops a clear and defensible position of his/her own; draws a significant conclusion
Argumentation	Weak, invalid, or no argument, perhaps a simple assertion	Some arguments valid and well supported, some not	Main arguments valid, systematic, and well supported	Arguments both well supported and in conversation with conflicting explanations

Sources/Research

	Level 1	Level 2	Level 3	Level 4
Location	Sources located too few or inappropriate for stated project	Sources located of reasonable range, but may be limited in number or kind	Source base wide ranging and thorough; demonstrates effective use of bibliographic tools	Source base complex and extensive, and compiled using creative and sophisticated methods

Selection	Selected sources inappropriate for investigation of stated problem	Some sources address stated problem but others are inappropriate; source base may lack key or relevant sources	Sources selected are appropriately relevant and extensive enough to allow exploration of stated problem	Creative and sophisticated source selection that brings new sources to bear on question, or brings new questions to better-known sources
Analysis and Interpretation	Draws on little or no evidence, treats related evidence as unrelated, or draws weak or simplistic connections	Some appropriate use of evidence, but uneven; begins to establish connections and implications of source material	Feasible evidence appropriately selected and not overinterpreted; brings together related sources in productive ways; thoroughly discusses implications of sources	Fully exploits the richness of the sources and is sufficiently persuasive in analysis; develops insightful connections and patterns that require intellectual creativity

Writing Mechanics

	Level 1	Level 2	Level 3	Level 4
Grammar and Spelling, Usage	Significantly impairs readability	Frequent or serious errors	Some minor errors	Virtually no errors
Organization	Needs significant improvement	Structure is of inconsistent quality; may be choppy and/or have redundancies or disconnections	Structure supports the argument; clearly ordered sections fit together well	Structure enhances the argument; strong sections and seamless flow
Clarity, Style, Readability (as Appropriate to Genre and Discipline)	Gets in the way of reading for content	Beginning to be comfortable with appropriate conventions, though style is inconsistent or uneven	Effective prose style; follows relevant scholarly conventions; emergence of voice	Mastery of the genre, including elegant style, established voice

AHA History Tuning Project: History Discipline Core

History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.

Core competencies are numbered and learning outcomes are listed as bullet points below.

History students can:

1. Engage in historical inquiry, research, and analysis.

- ◆ Develop a disciplined, skeptical stance and outlook on the world that demands evidence and sophisticated use of information.
- ◆ Understand the dynamics of change over time.
- ◆ Explore the complexity of the human experience, across time and space.
- ◆ Evaluate a variety of historical sources for their credibility, position, and perspective.
- ◆ Read and contextualize materials from the past with appropriate precision and detail.

2. Practice historical empathy.

- ◆ Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship.
- ◆ Develop a body of historical knowledge with range and depth.
- ◆ Recognize the ongoing provisional nature of knowledge.
- ◆ Interpret the past in context; contextualize the past on its own terms.
- ◆ Explore multiple historical and theoretical viewpoints that provide perspective on the past.
- ◆ Recognize where they are in history.

3. Understand the complex nature of the historical record.

- ◆ Distinguish between primary and secondary materials and decide when to use each.
- ◆ Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past.
- ◆ Recognize the value of conflicting narratives and evidence.

4. Generate significant, open-ended questions about the past and devise research strategies to answer them.

- ◆ Seek a variety of sources that provide evidence to support an argument about the past.
- ◆ Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
- ◆ Identify and summarize other scholars' historical arguments.

5. Craft historical narrative and argument.

- ◆ Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
- ◆ Write effective narrative that describes and analyzes the past for its use in the present.
- ◆ Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation.
- ◆ Defend a position publicly and revise this position when new evidence requires it.

6. Practice historical thinking as central to engaged citizenship.

- ◆ Engage a diversity of viewpoints in a civil and constructive fashion.
- ◆ Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.
- ◆ Apply historical knowledge and analysis to contribute to contemporary social dialogue.

Sample Tasks for Demonstrating Competencies: This broad list is intended to give instructors, programs, and departments a wide range of items through which the competencies above might be demonstrated.

- ◆ Describe your own position in history in written, oral, or other forms.
- ◆ Generate class discussion questions from primary and secondary sources.
- ◆ Engage the ideas of others constructively in oral or written conversation/dialogue/discussion.
- ◆ Explain in written or oral presentation the difference between primary and secondary sources.
- ◆ Explain in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more primary sources.
- ◆ Explain in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more secondary sources.
- ◆ Demonstrate how various sources may be synthesized.
- ◆ Find appropriate materials online, in a library, or in the community and know how to cite them.
- ◆ Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the tools used to construct that historical argument.
- ◆ Contextualize a source; demonstrate in written or oral presentation what historical detail a source needs to be understood.
- ◆ Narrate, in written or oral presentation, an event from the past.
- ◆ Present and analyze, in written or oral presentation, different perspectives on an event from the past.
- ◆ Have a transcript that shows courses whose content ranges over time, space, culture, and methods.
- ◆ Use specific primary and secondary sources in examinations, discussions, and oral presentations.
- ◆ Select appropriate primary source(s) as evidence.
- ◆ Select appropriate secondary source(s) as evidence or in support of a position or argument.
- ◆ Identify existing and compelling questions about the subject.
- ◆ Pose appropriate research questions and assess the range of materials necessary to answer them.
- ◆ Write a proposal for the development of a work of history in any medium.
- ◆ Identify and cite sources and points of evidence appropriate in number and type for exercises such as an annotated bibliography, paper proposals, a semester paper, or a capstone exercise.
- ◆ Write a successful capstone research paper with appropriate citations.
- ◆ Participate in internship and/or field experience, and also the creation of an e-portfolio/blog/website that demonstrates the creation of a historical narrative and an argument for public use.
- ◆ Complete a substantial historical project autonomously.

The Benefits of Self-Assessment

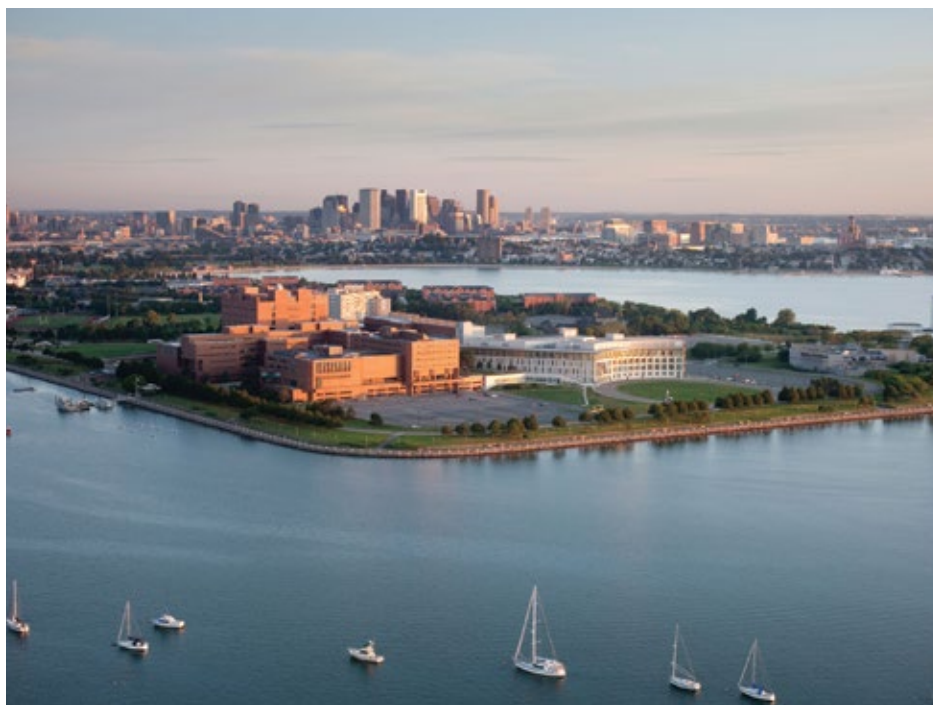
Measuring Historical Thinking Skills at UMass Boston

Jonathan Chu

When the history department at the University of Massachusetts Boston became aware of accreditation agencies' growing pressure for documenting teaching effectiveness, it determined to assert its prerogative as the only body on campus qualified to measure students' learning in history. In 2011, in anticipation of the 2015 New England Association of Schools and Colleges (NEASC) accreditation review, the provost instructed departments to develop an assessment plan as they came up for regularly scheduled self-studies. Because we had been wrestling with this problem for some time, we were prepared when it was announced we would be the first department in the College of Liberal Arts to undergo a review and to present an assessment plan. The timing was also useful because we had just completed the first significant revision of the major in 50 years and were in the midst of rebuilding the tenure-stream faculty from 12 to 21.

In the process of aligning the department's new research strengths to a diverse, urban, nonresidential student body and its postgraduation plans, we moved beyond a broad-spectrum content major to one that focused on the historical research, analytical, and writing skills expected of students for either the 400-level Research and Methods seminar or the honors thesis.¹ To focus more explicitly upon instruction in historical thinking skills, an approach consistent with work previously reported in *Perspectives on History*,² we developed a new introductory course—History 101: Historical Thinking—and organized it as a beginner's version of the research seminar. We agreed that the faculty member teaching the course had the discretion to select the course content, but the explicit learning objectives were to be skills unique to history; these became the foci of our assessments.

Our next step was to ensure agreement among faculty that their evaluations of student work were consistent across our



Credit: Harry Brett

Panoramic view, University of Massachusetts Boston.

courses. The central problem for our assessment plan was the translation of qualitative criteria for measurement into quantifiable terms—a problem social historians frequently encounter when they distinguish the boundaries of significance between few, some, and most. We knew there was general agreement about what students should know and be able to do, but we found that, when we tried to articulate that into concrete criteria, we needed to develop a shared understanding of how we converted letter grades into levels of mastery in skills or learning objectives. Our conversations helped us to define more precisely the levels of performance in specific skills that were being summarized by letter grades. We articulated five essential skills: the understanding of change over time, the knowledge of specific historical content and its context, the ability to use content and sources effectively in historical analysis, the recognition of the distinctions between primary

and secondary sources, and the capacity for well-organized and clear writing. When coupled with gradations of performance, our designated skills led to the creation of a matrix (see sidebar).

Having developed the matrix, we found that the actual process of data collection and review was not terribly onerous. Each faculty member takes about 15 minutes at the end of a term to assess and tabulate student performance and to add any explanatory notes. A rotating assessment committee of two spends less than a day at the end of the academic year collecting the results and drafting a report to the department.

We conducted a trial run for academic year 2011–12, collecting data for one section each of two courses—Historical Thinking, and Research and Methods—and using this data to establish the feasibility of our approach. The next year, the assessment committee conducted a full-scale review of all of the Historical Thinking and Research

and Methods sections, and entered the data onto an Excel spreadsheet. The use of Excel eased data collection and reporting while providing expanded capabilities for analysis. After analyzing the 2012–13 data, the committee recommended the addition of another category addressing historiography and noted that there had been little improvement in writing skills. Both recommendations reflect the central objectives of assessment: the demonstration of an ongoing process of review and action—or, if the review does not warrant it, nonaction.

In response to our assessment of writing, the department instituted guidelines for minimum amounts of required writing assignments calibrated for each level of instruction, made requests to Academic Support for dedicated history tutors, and used data to support recommendations for limits on class size in Historical Thinking (in opposition to university pressures for larger introductory sections). The review of data from Historical Thinking also helped identify potential honors students early in their academic careers and supported further recommendations for action to the Undergraduate Curriculum Committee.

It is not a complicated plan, and may have taken longer to write this essay than it took to design and implement the recommendations.

We are fully aware of the flaws in our statistics and methods. We cannot, for example, measure improvement among the same students; the scheduling and nature of students’ lives precludes knowing which ones take Historical Thinking their freshman year and appear three years later in the Research and Methods seminar. Attempting to obtain that information would require extensive cross-checking of student records for a small number of students, and could trigger institutional research review while yielding little additional information.³

Our pool of students is small; our time, limited; our assignment of skill levels by faculty, subject to variation. We cannot audit our faculty’s assessments without interfering with their prerogatives and incurring costs that the university is not willing to undertake. We cannot assess what happens to students who are not majors.

We are, however, confident in our assessment because it has revealed unanticipated information, suggested reasonable change, and given us a window into how our curriculum functions as a unit. The primary goal of our plan is to keep the process of assessing history learning in the hands of historians, giving us an opportunity to reflect on how well we do, not merely as individual faculty members but as a department.

Jonathan M. Chu is professor of history at the University of Massachusetts Boston and a

former associate and interim dean of its College of Education and Human Development. He is the author of Stumbling toward the Constitution: The Economic Consequences of Freedom in the Atlantic World (2012).

Notes

1. Our revisions reflect the issues and concerns discussed in Joel M. Sipress and David J. Voelker, “The End of the History Survey Course: The Rise and Fall of the Coverage Model,” *Journal of American History* 97 (2011): 1050–66.
2. See also Thomas Andrews and Flannery Burke, “What Does It Mean to Think Historically?” Perspectives (January 2007), [bit.ly/1ttzURm](#) and AHA Staff, “Benchmarks for Professional Development in Teaching of History as a Discipline” (May 2003): 43, [bit.ly/1ttzYQR](#).
3. The data collected from 101 and Research and Methods is summative. That is, an estimate is made from students’ course work of the appropriate level of achievement and tallied on the matrix, thereby separating students’ identity from the data. It is possible to link this data, but this would greatly escalate the complexity of data collection and run potentially afoul of student privacy issues.

Measuring Historical Thinking Skills

Learning Objectives	Mastery	Strength	Met Expectations	Needs Work
Understands the nature of change over time				
Knows course content and can place it in historical context				
Understands the distinction between primary and secondary sources				
Uses content and sources effectively in historical analysis				
Understands how scholars’ time and place influence how they ask questions or interpret past events <i>[added after trial run]</i>				
Writes well-organized, clear sentences				

Creating and Administering a Primary Source Analysis

John Buchkoski, Mikal B. Eckstrom, Holly Kizewski, and Courtney Pixler

Hundreds of students pass through the introductory history courses of the University of Nebraska–Lincoln each semester with various backgrounds and skill levels. Although some of them have faced a primary source assessment, perhaps in the Advanced Placement Document Based Question Exam, our department had no universal assessment tool to evaluate student learning and skill development. In January 2014, William G. Thomas, our chair, and Margaret Jacobs, the chancellor’s professor of history, asked us to write and administer an exam for all introductory American history courses. Our goal was to construct new pedagogical tools that integrated more primary source analysis into our survey courses.

Collaboration was key to our success, and our different backgrounds and teaching experiences were vitally important in identifying the most significant components of history writing. We agreed that these components were a clear thesis statement, the number of sources used, organization, and analysis. We worked together to ensure that primary sources were similar for the pre- and post-1877 US exams in that they presented issues dealing with race, class, and gender. For example, we incorporated the Utmost Good Faith Clause from the Northwest Ordinance on the pre-1877 test and the Burton-Wheeler Act on the post-1877 test to demonstrate legal decisions regarding Native Americans and land. We chose sources that students were unlikely to have seen before and worked with the instructors to make sure the students would know the context in which the source had been created.

It is impossible to design a “one size fits all” exam that caters to the learning style of each student, but our mix of textual and visual sources helped make our exam more accessible. In order to prepare the students for the exam, the team led a workshop in each of

the eight classrooms that focused on how to use primary sources. By working through a sample question and documents in the classroom, we modeled the best strategies for succeeding on the exam. We focused on how to write an effective essay, with a strong thesis statement and a cohesive structure guided by topic sentences. To ensure that online or absent students could review the information covered, the project team used Camtasia, a digital audio-recording tool, to record a podcast of the workshop, which we provided online along with a PowerPoint presentation.

The primary source assessment (PSA) team realized that the students’ teachers used a wide variety of teaching styles and presented very different course content. Each team member served as a liaison between two US history instructors and the PSA team. Faculty reaction to the PSA was varied; some instructors were enthusiastic, while others were initially skeptical. Two factors—clearly discussing the goals of the project and being available for further discussions—helped allay many of the faculty’s concerns. The instructors often found ways to adapt our lecture to fit the themes of the class and their teaching styles. Feedback from the instructors was particularly essential to the success of our workshops, as we were able to incorporate their suggestions over the course of eight lectures. This flexibility on our part helped us to adapt to the challenges that come with stepping into someone else’s classroom.

Because the members of the PSA team had varied historical interests and specializations, each contributed a different perspective to the exam. After choosing the American Revolution and the New Deal as the exam topics for each half of the survey, we eventually selected seven or eight sources. We decided to keep our questions somewhat simple in order to encourage argumentative thesis writing and broad use of

evidence. For the first half of the survey, we asked, “Did all Americans benefit equally from the American Revolution?” and used sources covering women, Native Americans, and African Americans to provide a wide range of evidence. Likewise, for the second half of the survey, we asked, “Did all Americans benefit equally from the New Deal of the 1930s?”; we provided sources on African Americans, Native Americans, Mexican Americans, and working-class individuals. In order to remain objective in grading, we designed a rubric. We graded some of the exams together and frequently communicated about the grading process to ensure consistency.

The PSA team assessed the exams using four categories—thesis, sources, analysis, and organization—and tracked the results on a rubric (see sidebar). We then extrapolated various data sets from over four hundred exams. The HIST 110 (American history to 1877) classes averaged 83% for every category except the analysis category (77%). HIST 111 courses averaged higher (82%) in three categories (thesis, sources, and organization), but the analysis was still lower (79%). The averages for both American survey courses were as follows: thesis (83.4%), sources (83%), analysis (79%), and organization (82.2%).

We were pleased to discover that students taking the courses online scored comparably to those in traditional classrooms, leading us to believe that the PSA is effective in both environments. We were also pleased that the students focused on creating precise, argumentative theses and that almost every student provided a thesis statement. Additionally, most used at least six or seven of the documents we provided as evidence in support of their arguments. In the category of organization, a majority of students used a five-paragraph structure with topic sentences, which showed ability to effectively group evidence within a fluent argument. The PSA

also indicated to our department the areas in which students could most improve. The analysis portion resulted in the lowest scores. We found that students referred to the sources in their essays but struggled to connect the context of the documents to their argument.

On the question about the American Revolution, in particular, we noted that students' arguments often did not match the sources. Some students were reluctant to state that the Revolution did not result in total equality, incorrectly arguing that slaves and women became full members of the new Republic. Although students were more willing to be critical of the New Deal policies, we nevertheless encountered essays that argued for the fairness of repatriation and Indian removal. Many students relied on a predetermined narrative that was some variation of American exceptionalism and that clouded their ability to judiciously examine the sources we provided.

The exam also unexpectedly revealed that some students lacked a historical context for understanding race in American history. Documents and questions provided to students highlighted the entanglement of race with US history. During the workshops, the team discussed the interplay of race, class, and gender as a primary analytical tool for assessing the sources. Still, some students wrote that when African Americans are unable to receive Social Security, it is due to laziness, rather than to the historical legacy of the Jim Crow South and the institutional discrimination of the New Deal. When describing Native Americans in the New Deal Era, students adopted the "lazy Indian" trope. Others argued that the government should have taken Indian lands to boost the struggling economy. A few students also grafted current racialized debates onto the documents. For example, when analyzing documents on 1930s Mexican *repatriados*, one student wrote, "I think the New Deal was a little too fair for Mexicans wishing to return back [sic] to Mexico and take all their goods back. I don't think illegal immigrants deserve this." By couching their arguments in current issues of citizenship and migration, this student disregarded historical context. Finally, some students used problematic language found within the documents, such as the word *negro*.

As troubling as this was, the team agreed that the problematic essays were clearly

Grading the Primary Source Assessment

Thesis: 25%

22.5–25	A: Makes a strong, precise argument.
20–22	B: Makes a strong argument but speaks broadly.
17.5–19.5	C: Makes a weak argument; recapitulates the question.
15–17	D: Has an introduction but has no argument.
Under 15	F: No thesis statement.

Number of Sources: 25%

22.5–25	A: All sources
20–22	B: Six–seven sources
17.5–19.5	C: Four–five sources
15–17	D: Two–three sources
Under 15	F: Zero–one sources

Analysis of Evidence: 25%

22.5–25	A: Analyzes sources in a sophisticated manner
20–22	B: Analyzes sources in a somewhat sophisticated manner.
17.5–19.5	C: Analyzes sources in a general manner.
15–17	D: Analyzes sources poorly.
Under 15	F: Lacks analysis.

Organization: 25%

22.5–25	A: Clearly structured essay guided by thesis and topic sentences.
20–22	B: Somewhat clearly structured essay guided by thesis and topic sentences.
17.5–19.5	C: Essay is somewhat structured but lacks effective topic sentences.
15–17	D: Essay is poorly structured.
Under 15	F: Essay lacks cohesive structure.

not malicious. Rather, they seemed to be based on current political issues and a reluctance to criticize celebrated American policies. Although these problems were few in number, the department developed strategies to help students think about race as a construction, in and out of the classroom. One faculty member had advised against using the term *negro* in his syllabus and in class, and students from his class consistently used culturally appropriate language for African Americans in their essays. In spring 2014, the department discussed teaching about race in a previously planned workshop for faculty and graduate students. We were able to use our findings at this workshop to demonstrate the continuing need for critical race analysis in our classrooms.

Our department-wide efforts to bring a primary source assessment to our introductory classes produced mostly positive results. We were excited to discover that our survey-level students effectively produced structured, argumentative responses to primary sources. We also learned that, going forward, our focus should be on promoting critical analysis. The PSA team learned how to navigate the complexities of large-scale assessments and set the groundwork within our department for similar examinations in the future. Based on our results, the department is considering extending this assessment to other introductory surveys in the future.

The authors are graduate students in history at the University of Nebraska–Lincoln.

SLO Curve Ball

What I Really Want for My Students

Josh Ashenmiller

At this point in the history of higher education in America, it is probably too late to argue against student learning outcomes (SLOs). Whenever it was that they first evolved from the primordial ooze, they are now fully evolved organisms at the top of the food chain. As a species inhabiting the same ecosystem, we college instructors may hope for an SLO extinction event, but it is probably wiser for us to adapt and move on.

There are as many critiques of SLOs as there are academic disciplines. Psychologists and mathematicians each have their own reasons for disliking them. In this critique, I speak for the historians, or at least as one historian who teaches at a community college in southern California. To be clear, I am not picketing on the sidewalks in front of my college's administration building. SLOs have appeared on my course syllabi for at least seven years, and I have participated in good faith in my college's efforts to follow the rules regarding the care and feeding of SLOs. To shift the metaphor, if some future society decides SLOs are a crime, I will be guilty of aiding and abetting.

The spoonful of sugar that helped the SLOs go down was the fact that faculty members could write SLOs themselves. The opportunity to write SLOs did not defeat every argument against them, but it did help convince a critical mass of instructors to play ball, at least for the sake of maintaining their institution's accreditation. We are now entering a golden age of measurement, assessment, and continuous improvement. Loops are closing all over the place. Our teaching gets better every term. O brave new world, that has such metrics in't!

SLO Doubts

And yet, SLOs still bother me. They don't bother me for the reasons they bothered me five years ago (there is no proof they improve instruction; they fool us into

thinking we can measure the immeasurable; they help turn campuses into assembly lines). The reason they bother me now is that they reduce the definition of good teaching to a small number of canned, anodyne, zombie phrases. "The student will be able to distinguish reliable sources from unreliable sources. The student will be able to synthesize primary and secondary sources in order to construct a historical narrative that makes an argument or offers an interpretation. The student will be able to identify historical forces that have shaped the present day."

Are these admirable goals? Absolutely. Do I strive to realize these outcomes for each of my students? Every semester. All kidding aside—and please excuse the sarcasm that ended the paragraph before the previous one—most SLOs I have read are thoughtful, rigorous, and laudatory. In all sincerity, I think my colleagues have done an excellent job. The process of writing and implementing SLOs has required many historians to articulate their answers to the question "What do we want our students to learn?" Some SLOs answer this question with the wisdom of the ages, while others show new thinking and fresh ideas. As a profession, we have acquitted ourselves well.

But what is still missing from SLOs, and what I wager can never be captured by them, is what I really want—in my heart of hearts—my students to learn. A few years ago, I asked an administrator what I should put into the SLOs I was writing, and he said, "What do you want your students to learn in your class?" On the outside, I nodded and retreated to my writer's garret. On the inside, a tiny voice asked my interrogator, "Do you really want to know the answer to that question?"

What Would Crash Davis Do?

That administrator's question reminded me of the scene in Ron Shelton's 1988 film *Bull Durham*, in which Annie Savoy

(played by Susan Sarandon) asks veteran minor-league baseball player Crash Davis (played by Kevin Costner), "What *do* you believe in, then?" Crash Davis answers:

I believe in the soul . . . the hanging curveball, high fiber, good scotch, that the novels of Susan Sontag are self-indulgent, overrated crap. I believe Lee Harvey Oswald acted alone. I believe there oughta be a constitutional amendment outlawing AstroTurf and the designated hitter! I believe in the sweet spot, soft-core pornography, opening your presents Christmas morning rather than Christmas Eve. And I believe in long, slow, deep, soft, wet kisses that last three days. Good night.

He responded to the question by saying, "Well, now that you asked and while we're on the subject," then gave an answer that was both unexpected and revealing.

Administrators who demand that we write and assess SLOs are asking historians the same question that Annie asked Crash. What do you historians really believe in? Instead of reaching into the larder for the same canned responses and old chestnuts, which have their place and can be useful, let me for once answer that question in the manner of Crash Davis.

I want my students to stumble out of the classroom in a daze, wobbling at the knees, because all of a sudden the world looks unfamiliar and strange.

I want them to read something so mind-blowing that it makes them lie awake in bed for hours.

I want them to wonder, perhaps for the first time, why anyone celebrates Columbus Day and Thanksgiving.

I want them to sit in front of a keyboard paralyzed by doubt, struggling with the epistemological questions "How do I really

know what happened?” and “What exactly is a fact?”

I want them to read, hear, or see something that—at least for a moment—makes them think that every teacher they ever had, and maybe even every parent and guardian, was lying to them.

I want them to sense the depths of history—the feeling that we are just floating on the surface of a dark, mysterious ocean. All that we know about the shipwrecks on the ocean floor are the deductions we can make from pieces of flotsam and the reports of deep-sea divers.

I want them to hesitate for the rest of their lives before ever using the word *inevitable*.

Same goes for *permanent*.

I want them to treat the passive voice the same way a lab scientist treats an infected tissue sample—with extreme caution.

I want them to wonder why they always heard so much about Rosa Parks, but next to nothing about Ida B. Wells and Homer Plessy.

I want them to catch themselves every time they habitually refer to a monograph author as “they.”

I want them to do the same thing when they talk about a film—to acknowledge that there was a director, a screenwriter, an editor, a production designer, a dialect coach, a hundred others, not just a “they.”

I want them to whisper a silent thank-you to our forbears who devised electricity, indoor plumbing, antibiotics, and vaccinations.

I want them to realize that people in the past were not always dead.¹

I want them always to look for the date.

I want them to think I am one of the craziest people they ever met.

I want them to think I am one of the most reasonable people they ever met.

This list of outcomes is idiosyncratic and personal. I’m sure that other historians would come up with a different list of the outcomes they felt most passionately about. But like the credo of Crash Davis, these are the animating principles that drive my teaching. They cannot be measured or

assessed or reported in a self-study, but they are possibly the most important things that I do. The fact that none of them will ever appear in an SLO does not, in my opinion, cast the entire SLO enterprise into worthless oblivion. But they do render SLO assessment an ineffably impoverished way to evaluate our efforts as educators. We are in the business of mind expansion, not just skills dissemination.

Josh Ashenmiller teaches US history at Fullerton College. He has served on several campus committees overseeing SLO implementation and is part of the AHA’s Tuning project.

Note

1. I lifted this phrase from Professor Virginia Scharff of the University of New Mexico, who used it in her “Teaching the American History Survey in the Twenty-First Century: A Roundtable Discussion,” in Gary J. Kornblith and Carol Lasser, eds., *Teaching American History: Essays Adapted from the Journal of American History, 2001–2007* (Boston: Bedford/St. Martin’s, 2009), 9.

AMERICAN HISTORICAL — ASSOCIATION —

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Teaching and Researching *Roe v. Wade*

Responding to Linda Kerber's Call for Historical Action Through a Service-Learning Undergraduate Project

Nicola Foote, Frances Davey, and Kristine De Welde

In the October 2012 issue of *Perspectives on History*, in the run-up to the 40th anniversary of *Roe v. Wade*, distinguished women's historian Linda Kerber offered historians a challenge. Lamenting the paucity of knowledge on what the critical 1973 Supreme Court decision meant at the local level, she called on historians to engage our students with resources available in our communities to explore several aspects of the decision: activism for and against the legalization of abortion in the states; the consequences of the pre-*Roe* criminalization of abortion (such as women admitted to hospitals with consequences of botched abortions, or doctors jailed for abortion provisions); and post-*Roe* family planning and reproductive health care. In particular, Kerber noted that time was running out to interview those who had experienced illegal abortions as well as those active in the movement for the legalization of the procedure in the 1950s, 1960s, and 1970s.

As professors at Florida Gulf Coast University (located between Fort Myers and Naples), we were profoundly inspired by Kerber's call. Antiabortion demonstrators frequently visit our campus, often with displays that have historically problematic overtones. The Genocide Awareness Project, for example, equates abortion with the Holocaust and seeks to define the medical procedure as genocide, and Created Equal compares abortion to lynching and anti-abortionists to civil rights activists. Thus, we are aware of the contemporary threat to *Roe v. Wade*, as well as the way in which a warped understanding of history and historical concepts is used to sway the debate on abortion rights. The demographics of our community also lend themselves to addressing Kerber's mandate. Because southwestern Florida has a large population of retirees and seasonal residents, we have access to a larger number of people with direct experience of



Library of Congress Prints and Photographs Division

Activist Margaret Sanger (1879–1966) worked to legalize birth control and nursed women who had abortions. Her work came to fruition in 1965 when the Supreme Court ruled that contraceptive use is a constitutional right.

reproductive realities prior to *Roe v. Wade* than would be typical in most college towns.

Working with our university's service-centered mission, we created a service-learning project in response to Kerber's call. We focused on collecting oral histories, which we plan to archive in the Special Collections at Florida

Gulf Coast University or at another safe and accessible repository. Our goal was to collect testimonies of women who had abortions pre-*Roe* because these are the stories that are in most imminent danger of being lost through age, and cannot be captured in any other way. In the written and archival record, with the

odd exception of women whose stories appear as part of legal proceedings and hearings on illegal abortion, women's experiences of illegal abortion are told by others—in newspaper accounts of a death, or the arrest of a back-alley abortion provider, for example. We sought to collect and preserve women's voices and honor their representation of their own experiences. Though we continue to emphasize the pre-*Roe* stories, we have since expanded the project to focus also on women and men who have had abortions or been involved in the reproductive rights movement in the post-*Roe* era. This allows us to track how changing legislative climates impacted these experiences.

The project was embedded in directly relevant courses as one of multiple service-learning options. We also offered freestanding service-learning hours to students who were not enrolled in these courses but who wished to be involved in the project. We made sure that the projects were optional, and that alternative service-learning options were provided, so that students who did not wish to participate because of personal beliefs would not be unfairly disadvantaged.

We began the project by reaching out to our contacts at Planned Parenthood, the Unitarian Universalist Church, and the local Coalition of Progressive Religious Voices. Supporters passed along the names of women who might have stories to share, while the UUC allowed us to place an ad for the project in their newsletter.

We collectively came up with a set of oral history questions, and trained students rigorously in oral history methods through a series of workshops in which we covered practical interview techniques, oral history ethics, technology usage, and transcribing. We worked to familiarize students with the complexity and emotional nature of the subject matter by assigning readings on abortion, notably Linda Greenhouse and Reva Siegel's *Before Roe v. Wade: Voices That Shaped the Abortion Debate Before the Supreme Court's Ruling* (available free online at documents.law.yale.edu/before-roe) and Leslie Reagan's *When Abortion Was a Crime: Women, Medicine, and the Law in the United States 1867–1973* (University of California Press, 1997). Students also watched the film *When Abortion Was Illegal: Untold Stories*.

Interviewees were offered the choice of either coming to campus for their interview or having students travel to their homes or to meeting places of their choice. Students were assigned to interviews in groups according to their individual schedules and levels of expertise. We always ensured that interviews were conducted with at least two students and that an experienced interviewer was always paired with a novice. In this way we minimized the chances of students being late, ill-prepared, or emotionally ill-equipped for the interviews. We have worked with the FGCU archivist, our Institutional Review Board, and university counsel to ensure that the identities of respondents who wish to remain anonymous are fully protected.

The response to the project has been overwhelmingly positive. Respondents have expressed gratitude for being able to tell their stories; students have reflected on this as a life-changing experience. Upon finishing his first interview, one student wrote: "We got done with our interview this morning, and wow. What an amazing experience to be able to hear such a story first hand. We were laughing, we were crying, and it definitely allowed us to grasp a better understanding of what women and men had to go through. You know, I can read all this history and I can watch documentaries, but hearing it directly from someone who went through it. . . just brings it to a whole new level."

Students reflected on how they gained a much deeper understanding of the historical issues by hearing about their emotional impact on living humans. They moved beyond reading about something in books and got to create their own historical sources, creating a formal record of the past to be preserved for others. Several of the students have since become involved in other oral history projects, empowered by the possibilities of expanding the historical record with their own work, while others are seeking careers in public history.

It wasn't only students' abilities in historical interpretation that were advanced. Students also developed empathy and compassion for others. As one student told us: "I sat with women for roughly three hours as they told me their deepest and darkest secrets, and this led to endless amounts of compassion. I could not sit while these women cried and not empathize with them. . . . These women taught me how to comprehend massive

traumas that someone has dealt with, and for that, I believe I have become a better person."

The project also strengthened our ties to the local community and built bridges across generations. We have spoken with our students at Planned Parenthood and ACLU events across southwestern Florida, and students from the project have co-organized on-campus events with the local chapter of the National Organization of Women (composed mainly of retirees). We have received overwhelming encouragement from our community and an outpouring of women and men wishing to share their stories with us. One recent event attendee has planned to hire a minivan to bring people from a city more than 100 miles away to be interviewed by our students. Community members have reflected on how much they gained from working with our students. One wrote: "Working on FGCU's Histories of Choice Project brought together several of my passions: support for women's and men's reproductive health choices. . . ; community and academic engagement; friendship and student mentoring. I eagerly volunteered to participate in the project never imagining that it would lead to such wonderful outcomes. In March 2013 a trio of students came well prepared to interview me—a meeting that lasted for three hours. The lead interviewer and I developed a strong bond: we are in regular contact. . . . It has provided a 'teaching moment' for everyone involved—faculty, students and participants."

Our experience with this *Perspectives*-inspired project shows that even in a conservative area, work with students can be conducted on politically contentious topics, and that this work has a profound experience on student learning and even on the local community, encapsulating all the best practices of academic work as a public good. It is our hope that others will revisit Kerber's 2012 article and take up her call for action. In so doing, we can create a network of service and scholarship, preserving critical stories that would otherwise have been lost.

Nicola Foote is associate professor of history and interim director of the Honors Program at Florida Gulf Coast University. Frances Davey is assistant professor of history at Florida Gulf Coast University. Kris De Welde is associate dean of university-wide programs and faculty engagement and associate professor of sociology at Florida Gulf Coast University.

The Medium Is the Message

Teaching about Globalization in a Global Classroom

Kris Manjapra

While in Boston we were suffering under the prolonged winter of 2014, the students and instructors in our connected classroom in Dhaka were celebrating the arrival of a hotter-than-usual spring. Two mornings each week last semester, half of our class met in a videoconference room at Tufts, while the other half gathered in a classroom at BRAC University in Dhaka, Bangladesh. Via live video link, I co-taught a course called Bay of Bengal—Flows of Change with two colleagues in Dhaka, Perween Hasan and Iftekhar Iqbal. Although we were on different sides of the globe, we were in the same classroom. At Tufts we sat around a long seminar table that extended toward a large television screen, in which we saw another long seminar table of Dhaka students. At various points during each class, we felt we were sharing the same room.

Our Bay of Bengal course explored the Indian Ocean as a site of globalizing processes from the early modern to contemporary times. We focused on changing modes of imperial statecraft and interregional trade, the expansion and contraction of cultural ecumenes, and the emerging circulations of laborers, commodities, and ideas within colonial capitalist networks of extraction and accumulation.

One teaching goal in this class was to explore how globalization simultaneously creates conjuncture and divergence, through reference to the students' embodied locations. We wanted to examine this theme not only in theory, but in the very practice of study. In particular, we wanted the students from Tufts and BRACU to weave themselves into each other's worlds, so that they could reflect on divergence-despite-conjuncture in their embodied personal experience over the course of the semester.

We assigned students a semester-long video assignment that they were to complete in small groups that mixed students from Tufts and BRACU. We gave the students instructions on how to curate and preserve their work in a video repository. They used social media, such



Ahron de Leeuw

"The Buriganga has been Dhaka's lifeline for more than a thousand years, as a source of livelihood and a means of transportation for its residents," wrote Abu Bakar Siddique in the Dhaka Tribune on May 2, 2013. Paddle steamers have been navigating the river southwest of the capital of Bangladesh since 1928.

as Facebook, to share their academic, interpersonal, and cultural resources. We thought this would create an interactive, self-reflective long-distance classroom.

One student at BRACU, Risana Malik, commented, "Although the distance and time difference affected our team building, working on the video essay with my Tufts teammates didn't seem to be too different from group work I've done with students at BRACU. . . . We talked, we delegated, and we consolidated our work."¹

Neelum Sohail, a student at Tufts, noted, "The cross-cultural exchange and learning brought across different perspectives, and I learned from my colleagues in Bangladesh. . . . Creating a video project with one half of your team living on a different continent made it all the more challenging. But I think that it helped us to articulate our ideas and to refine our research and our message for the video essay."

We tried to emphasize to our Boston and Dhaka students that any frictions, discontinuities, and differences would be a source of practical, experiential learning about globalization. Both the content and the experience of the class, we hoped, would illuminate the ways that globalization brings together asymmetrical and juxtaposed communities and subjects into integral, interdependent, but also conflicting relationships.

The themes that students chose for their videos touched on religion, cultural diaspora, early modern empires, labor displacement, and migration. But it was the actual practice of putting the videos together across discontinuities of culture and political context that provided a great opportunity for learning. Shehryar Nabi, a student in the Tufts classroom, remarked, "Given the huge differences of culture and political affiliation, I thought it would have been more controversial to talk about some very big issues such as religion and national identity."

We set self-reflection, in particular meta-cognition, as a key learning objective for the class. Students wrote “work diaries” on a biweekly basis about the progress within their groups, including the interpersonal or conceptual difficulties they were having, as well as unexpected things they learned as they worked with students in a distant classroom. We found that, in their work diaries, students often wrote about the great divide that separated the two classrooms in terms of interpersonal difficulties, conflicting cultural norms around group work and handling deadlines, and different conceptions about how family responsibilities affect school life.

The dialectic of globalization, which entails confrontation and juxtaposition of concrete, embodied differences *and* the convergence of globe-straddling similarities, was reflected in students’ subjective practical experience within their small groups.

At the end of the course, we carried out two focus groups, one at Tufts and one at BRACU, and also administered written evaluations. At both Tufts and BRACU, the majority of students said that cross-cultural social learning “extremely or to a great extent” deepened their ability to reflect on their own cultural context, their assumptions and values, and their horizons for personal growth.

Students observed that many times it was the disconnections, difficulties, and tensions that arose within the small groups that provided some of the main opportunities for learning during the semester. Mariama Muarif, from BRACU, noted that the long-distance small-group interaction presented challenges, “but we always tried to overlook the distance and helped each other with tremendous support as well as respect.” She added, “There were clashes of thoughts or opinions, as we were from different backgrounds, but we managed to overcome those by being respectful and compromising.” Encounter across boundaries, with a reflective appreciation for the historical and contextual nature of those boundaries, seemed to be of great value to students in both classes. In the focus group discussion, a Tufts student commented, “Despite all my frustrations, at the end of the day it was a really wonderful experience, especially when we watched all our videos at the end. It doesn’t matter who does a bit more work, so long as . . . I experienced a very positive thing—learning something about myself and others.”

Students in both classrooms pointed out that one of the most important requirements for sustaining a long-distance connected classroom is the establishment of trust among students from the outset. A Tufts student insightfully reflected on the difficulties of forming trust online: “The tone of a sentence is completely lost in typing. . . . We found it hard to build interpersonal trust. If such coherence forms, it makes group work easier. After all, even in everyday life, we find ourselves engaging in unnecessary quarrels with people we don’t know very well. That interpersonal connection is really hard.” Shehryar Nabi of Tufts noted, “In an international collaboration, success or failure has more to do with your collaborators than the issue of distance. . . . In order to make it work, everybody needs to care about the project and be understanding of everyone’s situation.”

And this is what is sending us back to the drawing board. For our experiment in long-distance social learning to take the next step, we have to find ways to more effectively build student trust and rapport across the “fifth wall” of the video screen, and across the cultural, historical, and political fault line it constitutes in the classroom.

Last semester, we tried to create rapport by asking students to post bios about themselves, to speak about their extracurricular activities, and to take photos of their local environments and post these on a blog. Students responded positively, saying that these efforts facilitated “bonding.”

But more was needed. Students wanted instructors to play an early leading role in making the cultural and personal contexts around each student more visible to the small-group teams. A BRACU student commented, “The instructor has to set the mood. I think our approach [to learning] is part of our instructors’ enthusiasm. They drive it

into us.” Students asked that instructors meet over Skype with the small groups in order to moderate the introductory phase of the video projects. We also have plans to assign more in-class metacognitive exercises that will further cultivate self-reflection and attentive and careful listening to the voices and experiences of others in class. We will need to schedule more class time for students to speak directly to each other in structured ways, using online chat for short sessions of one-on-one interchange between pairs of students across the two class locations.

The global humanities classroom, as it addresses themes of globalization, needs to bridge theory and practice. But to create the dynamic that makes it possible for students to effectively scale and weigh the conjunctures and the divergences at play in their specific embodied interactions with each other, we as instructors must think carefully about how to bring the living contexts of students, their stories, their cultural significations, and their personal meanings into the class setting. We have to find better ways to cultivate a sense of trust and mutual responsibility among students separated by global distances and cultural and historical divides. Once that trust is created, the proper, grounded, experiential study of globalization can begin.

Kris Manjapra is associate professor of history and program director of colonialism studies at Tufts University.

Note

1. Special thanks to Judy Gelman, the editor of the Tufts Arts & Sciences website, for interviewing students and for supplying student quotations used in this article.

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A Historian in a Professional School of Politics

Matthew Dallek

My career path is one that I could never have envisioned when I began graduate school at Columbia in 1992. I could not have known then that graduate school would circuitously lead me to a job as a political speechwriter, or that a think tank might support my research agenda even if I wasn't a professor of history. Nor did I realize then that I might be able to find a job in academia outside of a history department. None of these options were on my radar in the early nineties. But all three of these paths have opened up for me in the 15 years since I finished my academic training. It's hard for me to imagine having had any of these opportunities without my PhD and, most importantly, the intellectual training and the development of research skills it provided.

Nine months after graduating from Berkeley with a BA in history, I moved to New York to begin my graduate studies. My dad, a historian who has published more than a dozen books, seemed to have a pretty good career and was an inspiration to me as I grew up. He taught his classes, wowed his students, lectured to audiences across the country, and sat in his study surrounded by books and documents as he wrote award-winning presidential biographies and studies of foreign policy. His job gave him the Holy Grail of academia—flexibility, autonomy, stability, a solid middle-class income, and best of all, the creative space in which to publish books of original research on topics about which he was passionate.

When my dad finished graduate school in 1964, he received five job offers; to state the obvious, that world is no more. When I entered graduate school at the age of 22, I had never held a full-time job, but I also was under few illusions. Despite my fascination with political history, I was not sure that the traditional academic path was my



Matthew Dallek

Credit: John Brandt

cup of tea, nor was I willing to relocate to anywhere I was lucky enough to find a tenure-track job.

Graduate school opened horizons for me beyond the academy in ways I hardly knew possible when I set foot in Morning-side Heights. My adviser, Alan Brinkley, a model of scholarship and teaching, believed that his PhD students had options beyond finding tenure-track jobs at research institutions. As a research assistant to journalists writing books on historical and contemporary affairs, I also had access in graduate school to nonacademic models of writing and research that I admired. And like-minded friends from my program showed me how to publish book reviews, essays, and op-eds in newspapers and magazines—and reach wider audiences.

As I finished my dissertation and turned it into a book, I learned that my friend in Washington, Jeff Shesol, had landed a job

as a Clinton White House speechwriter. Jeff had published a book on presidential history (on Robert F. Kennedy and Lyndon B. Johnson) and now he held a job that would help shape it.

Suddenly, thanks to Jeff, a new path opened for me. My jobs as a speechwriter—first for the Federal Communications Commission chairman and then for House Democratic leader Richard Gephardt—were among the most rewarding positions I have held, and my historian's education was never far from my thoughts or work. My historical training had helped convince me of the power of contingency in shaping political affairs, and that was borne out in my time with Gephardt. During the 2000 presidential election recount, I realized that the struggle for victory came down to bare-knuckled politics, rather than an abstract function of the rule of law, and that the outcome

hinged on which side marshaled its forces most effectively amid the electoral chaos in Florida. The ashen look on the faces of colleagues when we returned to work in the Capitol Building on September 12, 2001, and the fear that members of Congress and staff felt, showed the inability of political leaders to control forces much larger than themselves.

My historian's education taught me to observe and appreciate my surroundings and made me, I hope, a more thoughtful speechwriter. I stood in the back of the House chamber as George W. Bush delivered his September 20 address on the War on Terror to a joint session of Congress. I got to watch Gephardt and Senator Tom Daschle prepare to deliver the 2001 response to Bush's State of the Union address in Senator Ted Kennedy's Capitol hideaway.

My historical training helped me to look critically at all sides of complicated

issues, to inhabit a world filled with shades of gray rather than one of clear prescriptions sometimes favored by the most partisan of lawyers, policy experts, and hard-charging regulators. My training enabled me to step back from the daily grind and gave me historical perspective on what I was seeing and experiencing. The research skills I had gained in graduate school were invaluable in writing speeches, and my historian's curiosity about ideas and issues lent itself well to a job in which I got to draft remarks on virtually every topic, from taxes and spending to Social Security, immigration reform, health reform, LGBT rights, and the war in Iraq, to name just a few issues.

These national debates—all of them with deep roots—made me more sympathetic to the idea that politics was the study of human affairs—of emotion, psychology, and personality, but also of broad forces in society that no person, no matter how skilled or powerful, could single-handedly master. Politics also taught me things that graduate school couldn't. For example, I gained an appreciation for the intelligence, passion, and genuine conviction that many of my colleagues possessed—something that can be overlooked in the acidic perspective that most Americans seem to have adopted toward Congress in particular and Washington in general.

My years as a speechwriter were some of my most rewarding professionally. But I concluded, in the end, that I was more suited to teaching, researching, and writing about politics and history than I was to being an aide to an elected official. Returning to academia has been neither a simple nor a smooth transition, but it has had its share of rewards. While I knew that landing a traditional academic position in history would be unlikely after having worked in politics, other paths beckoned. I developed a second book project, began to teach as an adjunct, and consulted on the side, and when I won a fellowship at the Woodrow Wilson International Center for Scholars, I forged bonds with fellow scholars who have become close friends. My historical training was directly applicable while teaching subjects beyond history.

As an associate academic director at the University of California Washington Center (UCDC) from 2010 until August, I had a full-time teaching load, directed the summer school, and carved out time for my own writing. Both my Wilson fellowship and my job at UCDC provided new mentors—among them Philippa Strum, former director of the US Studies Division at the Wilson Center, and Bruce Cain, UCDC's former director and now a political scientist at Stanford. Strum leads a group of six alumni from the Wilson Center (named the "Red Line Group" because we all live near Washington's red line metro); we meet monthly and read each other's chapters, provide constructive feedback, and cheer each other on as we strive to finish our books. These five women from a variety of disciplines have collectively imparted to me knowledge about scholarship, teaching, collegiality, and publishing in ways that are hard to find in more traditional, less fluid academic settings.

The combination of political experience and academic historical training most recently helped me land a job as an assistant professor of political management in the Graduate School of Political Management at George Washington University. I am confident that historical perspective, knowledge, and research can be invaluable in the teaching of applied politics to master's students. Some working knowledge of how historical forces drive social and political change and a grasp of how we have arrived at our current political moment arguably make one a more

responsible campaign or communications strategist, lobbyist, or political leader. My new colleagues are receptive to historical research that has implications for the practice of politics, and my historical training, coupled with my political experience, has allowed me to tackle contemporary issues with history and contemporary politics in mind.

If I have learned one thing since finishing my PhD, it's that the historical training I received has given me not just a credential but also an entrée into the world of politics, think tanks, Washington-based undergraduate programs, and professional schools in the academy in ways that I never could have predicted when I was a graduate student. History departments should encourage graduate students to acquire skills and consider paths beyond tenure-track history jobs. And graduate students should seek part-time work while in graduate school in fields that may be of interest to them outside the academy—in case they opt for an alternate path, which, I discovered, can be just as rewarding as the traditional one.

Matthew Dallek is an assistant professor in the Graduate School of Political Management at George Washington University. He is working on a book for Oxford University Press about Eleanor Roosevelt and Fiorello La Guardia's efforts during World War II to establish a wartime New Deal and defend America from enemy attacks through the Office of Civilian Defense.



BROWN

The Brown University Department of History is pleased to announce the recent hiring of several new faculty members in Latin American and Caribbean history, joining R. Douglas Cope, James N. Green, and Evelyn Hu-DeHart.

Roquinaldo Ferreira. Vasco da Gama Associate Professor of History and Brazilian and Portuguese Studies. African, colonial Brazilian, and Atlantic history.

Jennifer Lambe. Assistant Professor of History. Modern Cuban and Caribbean history; history of psychiatry.

Jeremy Mumford. Lecturer in History. History of the Andes; colonial Latin American and comparative Native American history.

Daniel Rodríguez. Assistant Professor of History. Modern Cuban and Caribbean history; history of medicine.

Neil Safier. Beatrice and Julio Mario Santo Domingo Director and Librarian, the John Carter Brown Library, and Associate Professor of History. Eighteenth-century imperial and Atlantic history; history of science.

On "Retirement as a Stage in the Academic Life Cycle"

To the Editor:

By law in Israel everyone employed in the public sector must retire at age 67. Of course, this does not include politicians,

some of whom seem to go on forever. At Tel Aviv University, where I taught from 1971 until my retirement in 2008, most retirees continue to have offices and secretarial help. All of us are on departmental and university

mailing lists, and we are kept informed about upcoming conferences, visiting lecturers, campus events, department seminars, and faculty meetings. And we have access to all the university's libraries, archives, and research facilities. Those among us who continue to research and publish or deliver papers at conferences receive a generous study fund as a supplement to our pensions.

Although I am retired, I continue to teach in the university's international student program. This is something I have done since I came to the university. The international student program hires regular university faculty members to teach their specialties and pays them to do so. Teaching in this program keeps me in touch with the university as well as with students. It also motivates me to read new material and to incorporate what I learn into my lectures. This semester I have students from China, Japan, Italy, Denmark, Holland, Germany, Poland, the Ukraine, Belgium, the USA, and Canada in my class.

While I now have more time for leisurely breakfasts in my favorite café, I also have the time to explore other fields of history. I have found my retirement to be more rewarding and fun than I imagined.

*Robert Rockaway
Tel Aviv University (emeritus)*



We are pleased to welcome the following new colleagues:

Andrew W. Kahrl (African American, twentieth-century United States, and environmental history), assistant professor. Kahrl is the author of *The Land Was Ours: African American Beaches from Jim Crow to the Sunbelt South* (Harvard University Press, 2012) and winner of the 2013 Liberty Legacy Foundation Award, Organization of American Historians.

Erin Lambert (early modern Europe), assistant professor. Lambert is working on a book-length manuscript, *Resurrecting the Dead: Devotion and Religious Identity in Early Modern Europe*.

Erik Linstrum (modern Britain and empire), assistant professor. Linstrum is the author of *Powers of Mind: Psychology in the British Empire* (forthcoming from Harvard University Press) and winner of the Harold K. Gross Prize for best dissertation of the year, Department of History, Harvard University, 2012.

Xiaoyuan Liu (twentieth-century Chinese history, frontier China, and East Asian international history), David Dean Professor of East Asian Studies and professor of history. Liu's books include *Recast All under Heaven: Revolution, War, Diplomacy, and Frontier China in the Twentieth Century*. He is currently writing a book-length study of China's Himalayan frontiers during the Cold War years.

Sarah Milov (twentieth-century United States), assistant professor. Milov is completing a book on the politics and culture of the tobacco industry, *Growing the Cigarette: Producing the Tobacco Epidemic*.

Alan Taylor (early American and Canadian history) Thomas Jefferson Memorial Foundation Professor of History. Taylor is currently working on *American Revolutions*, a continental study of the causes, course, and consequences of the struggle for independence (against the union of the empire). He is a past winner of the Pulitzer Prize in American History (1996 and 2014) and of the Bancroft Prize (1996).

Joshua Michael White (Ottoman History, medieval and early modern Mediterranean and Middle East), assistant professor. White's dissertation, "Catch and Release: Piracy, Slavery, and Law in the Early Modern Ottoman Mediterranean," won the 2012 Arthur Fendler Award for Best Dissertation in History at University of Michigan. He is working on a book-length manuscript entitled *Piracy and Law in the Ottoman Mediterranean, 1570-1700*.

*For more information about the study of history at the University of Virginia, please visit:
<http://www.virginia.edu/history/>.*



Frank T. Reuter

1926–2014

Historian of US Foreign Policy

Frank T. Reuter, professor emeritus of history at Texas Christian University, died on September 6, 2014, at the age of 88, in Fort Worth, Texas.

Reuter was born in Kankakee, Illinois, on March 18, 1926. From 1944 to 1946, he served in the United States Navy. After earning his PhD at the University of Illinois, where he studied under Arthur E. Bestor Jr., Reuter taught at West Liberty State College in West Virginia. In 1962, he began his long and distinguished teaching career at Texas Christian University specializing in the field of US foreign policy. A gifted and popular lecturer, Reuter was named the TCU Honors Professor of the Year in 1967. Moreover, he was an able administrator, serving as chair of the history department and dean of the graduate school.

In addition to his teaching and administrative responsibilities, Reuter was an active scholar. He directed theses and dissertations and published numerous reviews and articles, as well as four books: *West Liberty State College: The First 125 Years* (1963); *Catholic Influence on American Colonial Policies, 1898–1904* (1967); *Trials and Triumphs: George Washington's Foreign Policy* (1988); and, with Spencer Tucker, *Injured Honor: The Chesapeake-Leopard Affair, June 22, 1807* (1996).

Reuter relished travel. A fellow at the University of Durham in England, he also taught at the Pázmány Péter Catholic University in Piliscsaba, Hungary. A man of faith, Reuter was extremely active in his church, St. Andrew Catholic Parish, in Fort Worth. He loved classical music and gardening. Above all else, he cherished spending time with his family.

Students, both undergraduate and graduate, revered Reuter. While he expected, and demanded, high-quality work, students filled his classroom, attracted to his sense of humor, affable nature, and engaging lecture style. Furthermore, he was genuinely respected by his colleagues.

R. David Edmunds maintained that Reuter “was a superb administrator, a very good scholar, and an excellent teacher.... He enriched both TCU and the greater Fort Worth community” (*Fort Worth Star-Telegram* condolences website, September 21, 2014).

A true Renaissance man, Reuter enjoyed a long, rich, and productive life. He will be deeply missed.

Kirk Bane
Blinn College—Bryan, Texas

Victor R. Greene

1931–2014

Historian of American Immigration and AHA Life Member

Victor R. Greene, emeritus professor of history at the University of Wisconsin–Milwaukee, died on September 5, 2014, at the age of 80. A noted scholar and teacher in the fields of American immigration, labor, and popular culture, Greene earned a BA *cum laude* in history from Harvard University (1955), an MA in history from the University of Rochester (1960), and a PhD in history from the University of Pennsylvania (1963). Before joining UWM in 1971, Greene taught at the University of Notre Dame and Kansas State University.

Greene was active in many professional and community history organizations. A former president and executive secretary of the Immigration History Society, he received the society's Lifetime Achievement Award in 2009. He also served on the History Committee of the Statue of Liberty/Ellis Island Centennial Commission and was on the editorial board of the *Journal of American Ethnic History* and *Polish American Studies*. He was a member of the executive boards of the Wisconsin Society for Jewish Learning, the Ko-Thi African American Dance Troupe, the Wisconsin Labor History Society, and the Milwaukee County Historical Society. He also lectured and taught widely around the United States, and in China, the Czech Republic, England, and Poland.

Victor Greene authored many acclaimed books. His PhD dissertation on Slavic miners in Pennsylvania was published as *The Slavic Community on Strike: Immigrant Labor in Pennsylvania Anthracite* (1968). Other notable books followed, including *For God and Country: The Rise of Polish and Lithuanian Consciousness in America, 1860–1910* (1975) and *American Immigrant Leaders, 1800–1910: Marginality and Identity* (1987). His interests then turned to popular immigrant music; the halls of the department were frequently filled with the sounds of accordions and violins as Victor listened to albums and 78 rpm recordings. From this came two wonderful studies. *A Passion for Polka: Old-Time Ethnic Music in America* (1992) explores the popularization and commercialization of old-time ethnic music from the turn of the century to the 1960s, especially in the “polka belt” that extended from Connecticut to Nebraska and from Texas up to Minnesota and the Dakotas. *A Singing Ambivalence: American Immigrants between Old World and New, 1830–1930* (2004) examines what song lyrics can tell us about immigrants' hopes, fears, and dreams as they left their homeland and loved ones and adjusted to a new society. He also co-edited, with UWM history professor Margo Anderson, *Perspectives on Milwaukee's Past* (2009), a collection of essays that explore key themes in Milwaukee's history from settlement to the present, among them immigration and the ethnic diversity that followed. At UWM, he was a generous donor to programs that benefit students, establishing a fund in honor of his own hero, former Milwaukee mayor Frank P. Zeidler, which presents an annual award to a history master's student interested in American history. Recognizing Greene's long dedication to undergraduate learning, the history department named its award for the best paper written by a senior history major the Victor Greene Award.

Merry E. Wiesner-Hanks
Michael Gordon
University of Wisconsin–Milwaukee

The Man Who Floats on a Fish

Or How to Interpret an 18th-Century Miniature of Al-Khidr

Shatha Almutawa

Illustrating a magazine—its covers, articles, and empty spaces—involves hours and hours of searching through images. Since I joined the AHA in February, and Jacob Ingram joined us in the summer, Allen Mikaelian, Jake, and I have routinely spent hours looking for the right photos, drawings, or paintings; searching for license information; requesting permissions; and investigating copyright information.

The theme of this issue is assessment. Our forum on the subject contains four articles by historians who have thought about and experimented with evaluating their teaching and their students' learning. James Grossman's column also deals with assessment; he writes about the New York Board of Regents' proposal to eliminate one history exam and retain one as required for high school students. But how would we illustrate the concept of assessment without using uninspired stock photography of paper exams?

The 18th-century miniature of Al-Khidr on the cover is inspired by Qur'an 18:60–82, where Moses asks Al-Khidr whether he may follow him and learn from his wisdom, to which Al-Khidr responds that Moses would not have the patience for the learning he wants to achieve. "You will find me patient," Moses says. The first assignment Al-Khidr gives his student is not to ask questions about matters the teacher has not mentioned. But when Al-Khidr performs three acts that shock Moses (he damages a ship, kills a boy, and restores a wall for a people who refuse him hospitality), Moses exclaims that Al-Khidr's actions are deplorable. "Did I not say that you would never be able to have patience?" Al-Khidr retorts, and proceeds to explain each of his actions.

The fish in the miniature painting represents a miraculous event that occurs at the beginning of the parable—on a journey in search of "the junction of the two seas," Moses and his servant forget their fish, and it jumps into the nearby river. The next morning Moses asks for his breakfast and the servant says that he had forgotten the fish, and it returned to the sea. Moses declares that the spot where this



A 17th-century Mughal miniature of Al-Khidr. It is part of the Small Clive Album of Indian Miniatures currently at the Victoria & Albert Museum in London. {{PD-1923}}

happened must be their destination, and it is indeed there that they find Al-Khidr.

This parable became the inspiration for many more allegories, tales, and imaginative interpretations of Al-Khidr. Whether mythical or historic, Al-Khidr became an iconic figure among Muslims from the seventh century onward. In fact, the name Al-Khidr on this portrait is preceded by the Persian honorific *khwaja* (meaning lord or master) and followed by the honorific *khan*, which signifies nobility.

But the image of Al-Khidr in this miniature and the fables about him perplexed us. Al-Khidr's assessment of his student, Moses, as one who would fail before he even began his journey with Al-Khidr turns out to be accurate. But were the actions that led to the confirmation of that assessment actually intended to be tests? Should assessments always be intended as such? The Qur'anic parable leaves Al-Khidr's reasoning as a mystery until the very end, when Moses finds out why his role model committed murder.

When Jake saw the image, he asked a different question: "Why is the man floating

on a fish?" Even though a fish is part of the Khidr parable, the Qur'an does not mention Al-Khidr as using it as a means for travel, but this became a popular motif in 17th- and 18th-century Mughal painting. Why?

A. K. Coomaraswamy gives us some clues in his article "Khwājā Khadir and the Fountain of Life, in the Tradition of Persian and Mughal Art," published in 1934 (*Ars Islamica*, vol. 1, no. 2, pp. 172–82). Coomaraswamy illustrates his article with an image of Al-Khidr standing on a fish, but in that rendering he is also carrying a sword. Al-Khidr, it turns out, became legendary not only in Muslim communities; he was also worshipped by Hindus and became the saint of a popular cult. Because *al-khidr* in Arabic literally means the color green, Al-Khidr is often portrayed as dressed in green.

Coomaraswamy writes about the folk tale of Prince Mahjub, in which Al-Khidr appears as a secondary character, providing endless provisions for the main characters. In his analysis of such stories, Coomaraswamy comes to the conclusion that Al-Khidr is considered "master of the flowing River of Life in the Land of Darkness; he is at once the guardian and genius of vegetation and of the Water of Life, and corresponds to Soma and Ghandarva in Vedic mythology, and in many respects to Varuna himself, though it is evident that he cannot, either from the Islamic or from the later Hindu point of view be openly identified with the supreme deity."

Perhaps that is the key to interpreting the image on the cover. The spot where Moses found his destination in the Qur'anic parable is where a fish is said to have come back to life and jumped into a river. This is the same river on whose banks Moses finds Al-Khidr, whose wisdom seems to be eternal like the waters of the river. By portraying Al-Khidr standing on the fish and using it to travel, the artists portray him as possessing eternal life and navigating its rivers.

Shatha Almutawa is associate editor of Perspectives on History.

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

NORTHEAST

Massachusetts

Latin America. The Department of History and the Program in Latin American and Latino/a Studies at **Smith College** invite applications for a two-year, non-tenure-track joint position as lecturer in Latin American history. This is a full-time, benefits-eligible appointment with a five-course annual teaching load, beginning fall 2015. Period, region, and specialization open. The successful candidate must be prepared to teach semester-long colonial and national history surveys that form the basis of the Latin American Studies major, but will also have the opportunity to teach more specialized courses related to her/his research interests. PhD or ABD status required. Located in Northampton, MA, Smith College is the largest women's college in the country and is dedicated to excellence in teaching and research across the liberal arts. A faculty of outstanding scholars interact with students in small classes, as advisors, and through student-faculty research projects. The Five College Consortium, comprised of Smith, Amherst, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts, Amherst, provides a rich intellectual and cultural life. Submit application at <http://apply.interfolio.com/27981> with a letter of application, CV, unofficial graduate transcripts, 2 syllabi (one for either the colonial or national survey), a writing

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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.

sample of approximately 40 pages (an article, dissertation chapter, or book chapter), and 3 confidential letters of recommendation. Review of applications will begin February 1, 2015. Smith College is an AA/Vet/Disability/EOE. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

2016–17 or 2017–18. This visiting professorship was established as part of Princeton's 250th Anniversary teaching initiatives, enabling the University Center each year to bring to campus one excellent undergraduate teacher and scholar whose teaching and research explicitly examine values in public and private life. Candidates in all fields are eligible; recent holders of the chair have been appointed in Comparative Literature, History, Politics, Philosophy, and Psychology. This 10-month position brings a full salary. Since the successful candidate must demonstrate an established record of teaching excellence, applicants should normally hold a tenured position in their home institution. The professorship is not intended for early-career faculty and we do not generally consider applicants who have taught less than five years. Candidates who have received teaching awards will be given especially serious consideration, but this is not a necessary condition for selection if there is other evidence of outstanding teaching. We are keen

MID-ATLANTIC

New Jersey, Pennsylvania

Visiting Professorship/Distinguished Teaching. The University Center for Human Values at **Princeton University** invites nominations and applications for the Laurance S. Rockefeller Visiting Professorship for Distinguished Teaching. Individuals will be considered for appointment in either

Find more job ads online in the AHA Career Center at historians.org/careers

to consider applicants who have been innovative in the classroom through their use of technology, although again this is not a necessary condition for selection. International applicants with a demonstrable record of distinguished teaching are encouraged to apply. Visiting professors normally teach one undergraduate course, organize one or more teaching related events, and participate in seminars, colloquia, and other activities of the University Center for Human Values. They also enjoy access to Firestone Library and to a wide range of activities throughout the University. The University Center encourages department chairs, deans, colleagues, and students to nominate candidates for consideration. Nomination letters should describe the nominee's teaching and scholarly interests and characterize the evidence as to quality of the

nominee's record of teaching and scholarship. The nominee's CV should be included. The selection committee may invite nominees to provide further information if required. It would be helpful to us to receive the nomination by Monday, January 26, 2015. Nomination letters may be sent by email to values@princeton.edu. Interested applicants should apply online at www.princeton.edu/jobs. (The requisition number is 1400660.) The application deadline is Friday, February 13, 2015. We anticipate concluding the selection process by June 2015, at least for the appointment tenable in 2016–17. For more information about the University Center for Human Values, please visit our web site at <http://uchv.princeton.edu/index.php>. This position is subject to the university's background check policy.

Postdoctoral/Humanities and Social Sciences. The University of Pittsburgh Kenneth P. Dietrich School of Arts and Sciences is offering approximately five postdoctoral fellowships in the humanities and social sciences for the academic year 2015–16. Fellows will teach one course each semester, complete scholarly work, and participate in the academic and intellectual communities of the departments with which they are affiliated and across the Dietrich School. Within the Dietrich School, rich opportunities for interdisciplinary exchange are available in the Humanities Center, the World History Center and in a number of vibrant multidisciplinary programs. Applications must be received by 5 p.m. EST on February 13, 2015. Letters of recommendation must be received by 5 p.m. EST on February 20, 2015. No exceptions to deadlines are granted. We expect to announce the awards by April 15, 2015. For application instructions, visit <http://www.as.pitt.edu/postdoctoral-fellowship-program/application-process>. For answers to frequently asked questions, visit <http://www.as.pitt.edu/right-sidebar/postdoctoral-fellowship-program/faq>. The University of Pittsburgh is an AA/EOE. Women, minorities, and international candidates are especially encouraged to apply. We invite applications from qualified candidates in the humanities and social sciences who have completed the oral defense at the time of application and who will graduate with the PhD by August 2015. Individuals who graduated before September 1, 2013 are not eligible; there will be no exceptions to these criteria.

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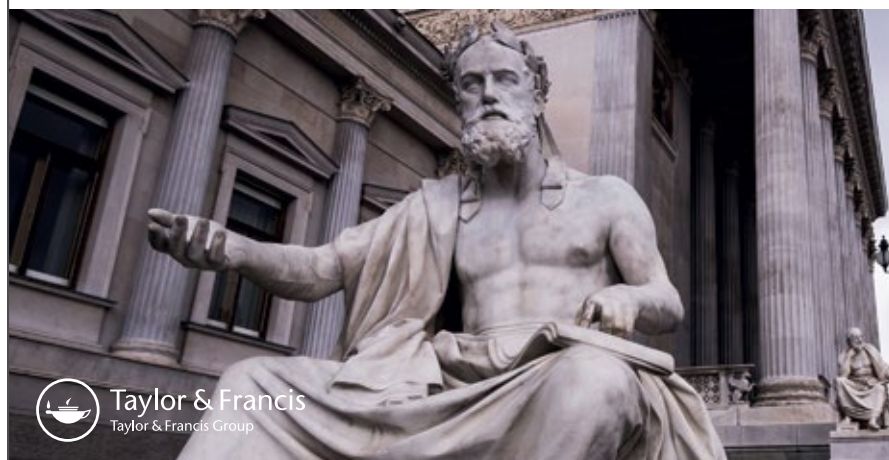
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SOUTHEAST

Arkansas, South Carolina, Tennessee

America. Henderson State University. Assistant or associate professor of history. Nine-month tenure-track appointment. Teaching responsibilities include American history survey courses, the upper-level courses United States, 1900-1945, Recent America (since 1945), a graduate history seminar, and other assigned courses whose primary focus is in whole or in significant part the history of 20th- or 21st-century America. Further, the ability to teach additional courses in at least one of the following subject areas is required: African American history, history of Asian civilizations, Latin American or Latino history, or GBT history. The usual teaching load is 12 hours per semester. Teaching and instructional skills include a willingness to utilize innovative approaches to classroom instruction and effective learning. Establishing a credible record of professional scholarship and research and of service to the University and to one's profession are further expectations. Salary commensurate with education and experience. Generous benefits package including university-supplemented health insurance and TIAA-CREF. Henderson State University is an AA/EOE with a significant commitment to the achievement of excellence and diversity among its faculty, staff, and students. Applicants should be ABD or possess a doctorate in history from a regionally accredited institution of higher education. Applications should be directed to Dr. Angela Boswell, Chair of the Search Committee, via e-mail in PDF format to bowdenm@hsu.edu. To be considered for this position, please submit a letter of application, current CV, a statement of higher education philosophy, three letters of recommendation, and the names, addresses, and telephone numbers of

the three individuals providing the letters of recommendation. Review of applications will begin on February 1, 2015, and will continue until the position is filled. The applicant selected for this position is subject to background screening, including criminal background check, pursuant to university policy. The selected applicant will be required to submit official transcripts.

Department Chair. The Department of History and Geography at **Clemson University** invites applications for the position of Department Chair, beginning August 15, 2015. The successful candidate will lead a department that includes 25 historians and 3 geographers. The department offers a BA (250 majors, 15 with an emphasis in public history) and MA (25 students) in history and a new major in Pan African Studies and a minor in geography. Clemson University, founded in 1889, now has over 20,000 students. *US News and World Report* ranks Clemson as a top 20 public research university. The city of Clemson, a small college town, is located in upstate South Carolina, on Lake Hartwell, in the foothills of the Blue Ridge Mountains, near the metropolitan areas of Greenville, SC, Asheville and Charlotte, NC, and Atlanta, GA. Candidates should have qualifications sufficient for appointment as a tenured full professor of history. We are seeking a senior scholar with a strong record of publication, a commitment to teaching excellence, and demonstrated administrative experience. The successful candidate for department chair will manage course scheduling, budgeting, hiring and evaluation of faculty, and assessment of programs, in addition to maintaining an active program of scholarship and service, and teaching one course each semester. Applicants should electronically submit a letter of application, curriculum vitae, three letters of reference, and a sample of scholarship to <http://apply.interfolio.com/28067>. Applications should be received by January 30, 2015, in order to receive full consideration.

Science. The Department of History at **Tennessee Technological University** in Cookeville seeks to fill the following tenure-track assistant professor position: history of science. Appointment begins August 2015. Required qualifications: PhD in History from an accredited institution; recent experience teaching college-level history; ability to teach upper-division History of Science courses and the general education course Science and World Cultures. Preferred qualifications: Experience with educational technology and/or digital history; ability to offer courses on the history of England and/or the history of medicine, or otherwise to best augment existing departmental specialties. All applicants must apply online at <http://www.tntech.edu/jobs> and will be required to electronically upload a cover letter including a description of interest and qualifications; copies of all college/university transcripts (official transcripts for all degrees conferred required upon hire); CV; and names and email addresses of three professional references who will be contacted by email to upload recommendation letters. Screening will begin January 15, 2015; position open until filled. Any applicant invited to TTU for an interview must be prepared to provide additional materials and to give an appropriate lecture to faculty, students and guests. Tennessee Tech University is an AA/EEO employer and does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, disability, age (40 and over), status as a protected veteran, genetic information or any other category protected by federal or state law. Inquiries regarding the nondiscrimination policies should be directed to equity@tntech.edu.

GREAT LAKES

Illinois, Ohio

Postdoctoral/Center for Latin American Studies. The **University of Chicago** Center for Latin American Studies invites applications for a postdoctoral position as a lecturer in Latin American studies to begin in Autumn 2015. The Latin American Studies Program includes an interdisciplinary MA Program in Latin American Studies serving students with research interests in social sciences and humanities, and a BA major in Latin American Studies that has a social sciences emphasis. Recent PhDs (within the past six years) in the humanities, social sciences, or area studies who deal with

Latin American issues are encouraged to apply. Relevant disciplines include sociology, political science, anthropology, history, literature, and media studies. The successful candidate will teach an MA Proseminar (meets over two quarters), advise MA students, and will develop one graduate/undergraduate course and two undergraduate-only courses in their own specialty. This is a 12-month appointment. The appointment is for one year, with the possibility of renewal for a second year dependent upon performance review. All requirements toward the PhD must be completed by August 31, 2015. Teaching experience is required. The ideal candidate will be able to give theoretical and methodological advice to master's level students with a broad range of social science and humanities interests. To apply for this position, please go to the University of Chicago



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The Australian National University (ANU) is seeking applications from early career researchers with an interest in Vietnam for a six-month writing Fellowship.

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To learn more about this exciting opportunity and to apply please visit our website. asiapacific.anu.edu.au/research/anu-vietnam-writing-fellowship

Guittard Book Award for Historical Scholarship



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

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

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

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

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

Books published between January 1, 2014 and December 31, 2014 are eligible for the 2015 award. Complimentary copies of books under consideration for the award must be provided for distribution to each of the committee members.

Entries must be postmarked by or on April 1, 2015 to be considered for the 2015 competition. Entries not postmarked by that date will not be considered. The chair of History shall determine the exact publication date of a particular book.

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

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

For further details contact:

Dr. Kimberly R. Kellison, Chair
Department of History
Baylor University
Waco, TX 76798-7306
Kimberly_Kellison@Baylor.edu
254-710-2667

Guittard Book Award Committee members for 2015:

Bruce Brasington
Professor of History
West Texas A&M University

Rick Kennedy
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Point Loma Nazarene University

John David Smith
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Distinguished Professor of American History
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