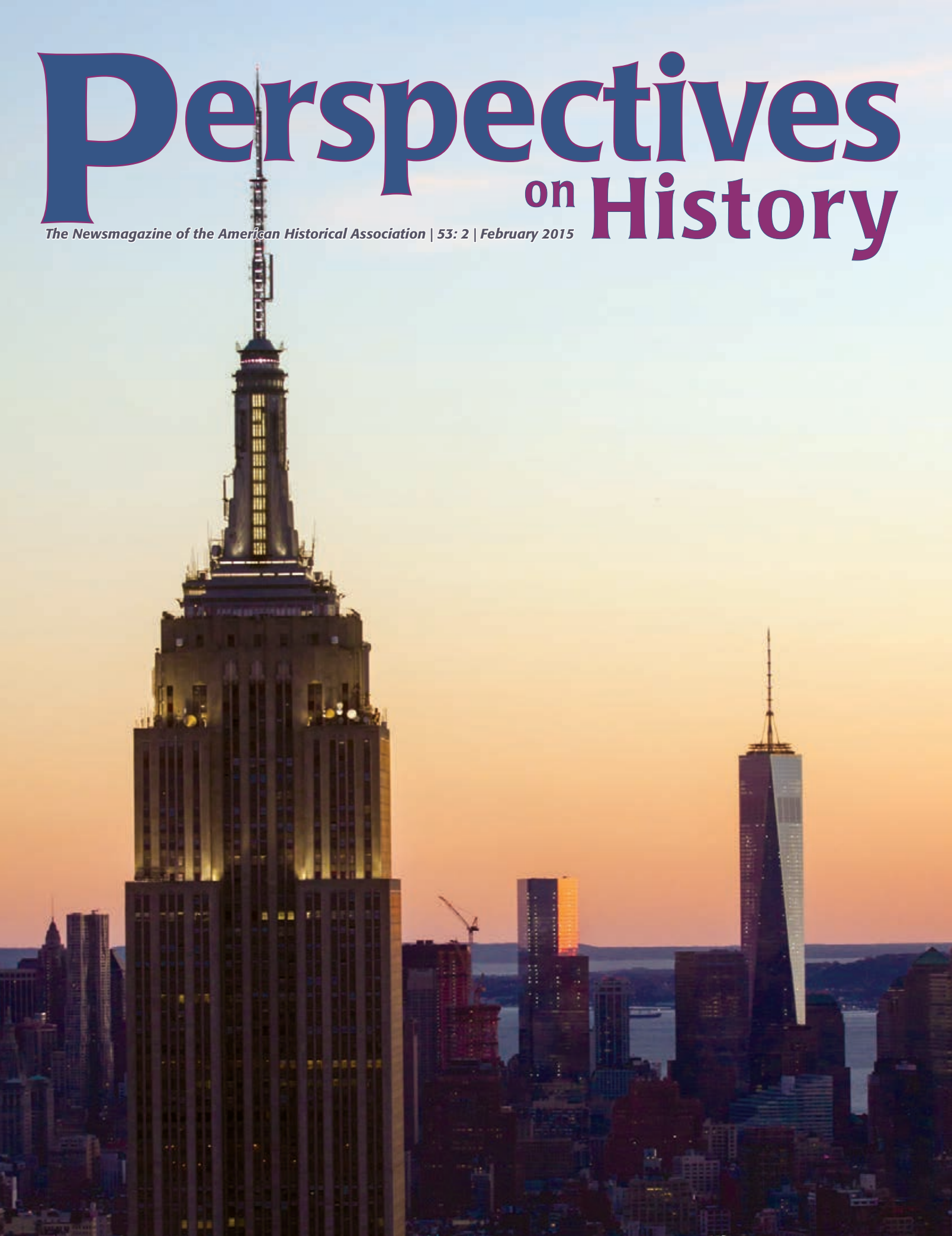


Perspectives on History

The Newsmagazine of the American Historical Association | 53: 2 | February 2015





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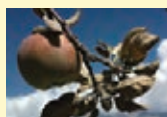
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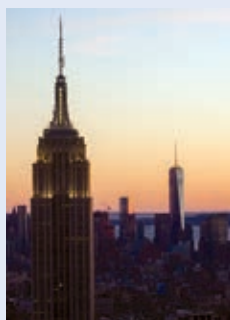
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On the Cover



The 129th Annual Meeting of the American Historical Association was held in New York. This issue of *Perspectives on History* contains a photo essay and several articles about the sessions and events held this year. The cover photo was taken by Denis Messié (www.flickr.com/photos/denismessie/) and is used with permission.

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The Power of Public History

Vicki L. Ruiz

The next time you find yourself in Atlanta (perhaps for our 2016 annual meeting), I encourage you to visit the National Center for Civil and Human Rights. At the museum, take your seat at a replica of the Woolworth's lunch counter that was the site of pivotal sit-ins in Greensboro, North Carolina, in February 1960. Don the headphones that are provided, and experience a virtual onslaught of racial taunts and threats that rise in volume as the seconds tick by. One leaves the exhibit shaken, with a visceral sense of Jim Crow in the everyday, along with a profound appreciation of those courageous young Americans who took their seats in history. Examples abound of the historical immediacy conveyed in exhibits in museums and national parks and on city streets, to mention just a few venues. As innovators and storytellers, public historians calibrate and transform academic scholarship into experiential journeys for a wide audience.

Although I lack formal training in this vital field, public history has touched my scholarship and teaching at every turn. At times intensely satisfying (though occasionally frustrating), my participation in over 70 projects, including National Park Service (NPS) theme studies, museum exhibits, documentaries, and even an ill-fated history-themed venue in an amusement park, has reinforced my belief that our professional responsibilities extend past the confines of the college campus. Each project took on a life of its own, well beyond the purview of a single consultant—yet another demonstration of how meaningful collaborations are rooted in mutual respect and shared goals. With this idea in mind, I offer a few guidelines—revolving around communication and audience awareness—to consider when we are presented with opportunities for public engagement.

Set Expectations

Meaningful collaborations begin with setting clear parameters for the project and your potential participation. Can you realistically invest the effort, given your current commitments? Once I scoured archival sources for an exhibition only to learn later that I had been recruited less as a historical consultant and more as a research assistant for the senior scholar who wrote the exhibition catalog. Although I did receive compensation, if I had understood my role more clearly, I could have at least made an informed decision about my involvement. But expectations cut both ways: I once deeply disappointed a public history team when I could not devote the required time or travel for the project.

Own Your Words

For an on-camera interview, prepare, prepare, prepare. Request the questions in advance, or at least anticipate them. Approach a taping session as though you were on a job interview, mindful of what you say and how you say it. You may have to deflect the videographer's attempts to feed you lines. I have been told more than once by a filmmaker: "You are not giving me the narrative I need." Remember: your words will be edited, so strive for interesting, succinct, declarative sentences (informed sound bites), rather than long, involved explanations, which can create opportunities for inadvertent editorial mischief. "I was taken out of context" seems a particularly bitter admission.

Know Your Audience

Most importantly, consider the stakes when you are engaging multiple

publics. Over 20 years ago, I was part of a consulting trio that assisted an intrepid young curator with the task of refreshing the main exhibits in a small museum that focused on an area's rich agricultural heritage (a large assortment of aging farm implements graced the property). During the formal presentation to the trustees, the curator revealed plans for a section highlighting everyday life for migrant workers at the turn of the 20th century—from modern dormitories for single white men to more modest dwellings for Asian and Mexican families, all located in segregated enclaves. Tightening his jaw, one trustee made the connection between portraying inequality in the past and bringing unwanted attention to current inequality: "I will have no red flag of that Caesar [sic] Sha-vez [sic] in *my* museum." Anticipating such criticism, the staff had already secured board support for a more inclusive depiction of the region's immigrant roots. The curator pointed out that many local visitors had farm worker grandparents or parents, and the section would resonate with them in ways that weather-beaten equipment had not. Making clear why our scholarship matters constitutes the first step in any public history enterprise.

Guidelines and cautionary tales aside, moments of serendipity do occur. As an example, the proposed Women of the West Museum created a space of meaningful possibilities. During the summer of 1996, I learned a great deal from colleagues Susan Armitage, Elizabeth Jameson, and Patricia Albers as we moved toward a shared vision, guided in the process by retired Motorola executive Toni Dewey and Victor Danilov, director and president emeritus of Chicago's Museum of Science and Industry. The ambitious goal was to create "the first museum . . . dedicated to the history of women of all cultures in the American West."¹ The



Flickr user Bradley Huchteman, CC BY-NC-ND 2.0, [flic.kr/p/p3pa96](https://www.flickr.com/photos/p3pa96/).

National Center for Civil and Human Rights in Atlanta, Georgia.

intellectual imprints from those brainstorming meetings have lingered not only in my work but also in the work of those who would inherit the Women of the West Museum's mission. Despite Dewey's indefatigable efforts, which spanned almost a decade (she even recruited five former first ladies to serve as trustees), a brick-and-mortar museum never materialized, but in 2002 its spirit migrated to the Autry National Center. Eight years later, Carolyn Brucken, curator of western women's history at the Autry, and Virginia J. Scharff, regents' professor at the University of New Mexico, co-curated the landmark exhibition *Home Lands: How Women Made the West*, using material culture to tell the stories of women's daily lives in three diverse regions: northern New Mexico, the Colorado Front Range, and Washington's Puget Sound. In Brucken's words: "Women were at the heart of turning Western places into homes and fighting over who has the right to make it a home."² Reflecting on the freighted meanings of domestic spaces, Scharff, whose previous work had emphasized independent women and the open road, declared, "Home Lands transformed me as a scholar."³

As plans get underway for a congressional commission dedicated to the creation of a National Women's History Museum, I cannot stress enough the importance of collaborative partnerships built on trust and an inclusive mission. We cannot replace "the universal man of American history . . . with the universal woman," as Ellen Carol DuBois and I wrote in the introduction to *Unequal Sisters: A*

Multicultural Reader in U.S. Women's History.⁴ As more than just names on a masthead or as window dressing, scholars must be involved from the outset in program planning, not brought in after the fact (or in some cases, the fiction). Rather than presenting a triumphal story of progress, such a museum should provide opportunities for searching dialogues on women's conflicts, complex interactions, and contributions (dare I say as unequal sisters). And there are literally dozens of public historians and academics eager to provide assistance. On an institutional level, the National Women's History Project and the National Collaborative for Women's History Sites offer two terrific examples of informed, dynamic partnerships.

For well over 20 years, the National Park Service has worked with historians across the country to revise dated narratives and create new landmarks. In 2011, César E. Chávez's home and the United Farm Workers' compound Nuestra Señora Reina de La Paz were added to the National Register of Historic Places, one of the first Latino-themed sites not associated with colonial Spanish settlements. Another prominent example is dedicated to an often-hidden chapter of the American Civil War: the Sand Creek Massacre National Historic Site commemorates the slaughter of 200 Cheyenne and Arapaho—mostly women and children—by the US Cavalry. Writer Tony Horowitz referred to it as "the My Lai of its day." Despite the controversy that preceded its opening in 2007, Sand Creek has become a place of pilgrimage for American Indians. In the words

of Karen Wilde, NPS tribal liaison, "You feel a presence here rather than just taking in the sights." Horowitz interviewed one resident who connected the Sand Creek site to a larger story: "Something happened here that nobody should have ever did. Which makes me wonder what else happened in our history that we weren't told about."⁵ In her recent testimony before the Texas State Board of Education, distinguished historian Jacqueline Jones underscored precisely this point: "We do our students a disservice when we scrub history clean of unpleasant truths. . . . Unless we enable them to understand the historical roots of the here and now—and those roots are admittedly tangled and messy—we cannot prepare them to be informed, engaged citizens of the United States."⁶ In conveying America's stories, which include events such as the tragedy at Sand Creek and the bravery at the Greensboro lunch counter, public historians stand at the front lines of historical knowledge and collective memory.

Vicki L. Ruiz is president of the American Historical Association.

Notes

1. Joan Giangrassie Kates, "Toni Dewey, 1928–2014," *Chicago Tribune*, July 29, 2014, <http://my.chicagotribune.com/#section/-1/article/p2p-80929983/>.
2. Amy Pallas, "Home Lands: How Women Made the West," *Cowboys & Indians* (July 2010), <http://www.cowboysindians.com/Cowboys-Indians/July-2010/Home-Lands-How-Women-Made-the-West/>. Though it was a temporary exhibit, *Home Lands* lives on in a companion book of the same name: Carolyn Brucken and Virginia J. Scharff, eds., *Home Lands: How Women Made the West* (Berkeley: University of California Press, 2010).
3. Telephone conversation with Virginia Scharff, December 5, 2014. I would like to thank Susan Armitage, Elizabeth Jameson, and Virginia Scharff for sharing their thoughts and memories.
4. Ellen Carol DuBois and Vicki L. Ruiz, eds., *Unequal Sisters: A Multicultural Reader in U.S. Women's History* (New York: Routledge, 1990), xi.
5. Tony Horowitz, "Massacre at Sand Creek," *Smithsonian*, December 2014, 50–57. Quotes taken from pp. 52 and 57.
6. Jacqueline Jones, "Testimony before the Texas State Board of Education Hearing on Proposed Social Studies/History Textbooks," September 14, 2014.



The Business of the AHA

James Grossman

My December column urged all members of the AHA to consider various ways in which they might participate in the Association's activities, even at the most elementary level of voting or attending a business meeting. On Sunday, January 4, nearly 200 colleagues took me up on the invitation, resulting in roughly ten times the normal attendance at a business meeting. The published agenda, however, was not the attraction, not even the promise of stirring annual reports to be delivered by the executive director and the vice presidents. What drew a crowd was the spreading word of resolutions to be introduced from the floor addressing the conflict between Israelis and Palestinians.

These resolutions differed from the one to which I referred in my December column, and were brought forth by another member. The initial petition had not satisfied two of the five requirements established in AHA bylaws for resolutions seeking consideration at a business meeting:

Such resolutions must be received in the office of the executive director not later than November 1 prior to the annual meeting, to allow time for publication. They must be in proper parliamentary form; must be signed by at least fifty members of the Association in good standing; must not be more than three hundred words in length including any introductory material; and must deal with a matter of concern to the Association, to the profession of history, or to the academic profession.

As I noted in the December issue of *Perspectives on History*, the initial petition bore the signatures of an insufficient number of AHA members in good standing, and the

resolution went beyond matters "of concern to the Association, to the profession of history, or to the academic profession." The two new resolutions were conveyed to the AHA on December 22 by Van E. Gosse of Franklin and Marshall College, and satisfied each of the requirements save their submission seven weeks beyond the deadline. After being informed by then AHA president Jan Goldstein that the submission had failed to meet formal requirements, Gosse requested that Council, at its scheduled meeting on January 2, place the resolutions on the agenda of the business meeting that would take place two days later. After a thoughtful discussion, Council did not take action on that request. As I explained at the business meeting, Council had two concerns relating to the request's timing: many members already had travel plans that could not be altered at such a late date; and given the seriousness of the issues involved, members ought to have time to explore and certify the many allegations of fact in the two resolutions.

This left one avenue open for the resolutions to be considered at the business meeting on January 4: a motion from the floor to suspend a specific rule in the bylaws, in this case the requirement for submission of a resolution by November 1. An appropriate motion was offered and seconded; debate focused solely on whether the rule should be suspended. Did the imperative for discussion of an important issue trump the intent of the bylaw to provide adequate time for members to plan their schedules and prepare for the discussion? The members at the meeting decided it did not. By a vote of 144–51 (with three voting present), the assembly declined to suspend the relevant bylaw, leaving the floor closed to new resolutions.

This skeletal narrative leaves much of the story unexplained, of course. Why, for

instance, does the AHA lean so heavily on codified formalities, whether the letter of the bylaws or the procedures specified in *Robert's Rules of Order*? Why couldn't the group just have a conversation about the issues raised in the resolutions without having to take a vote, and hence without having to suspend the bylaws? What did Council actually think about the content of the resolutions, which, after all, should be what matters?

These are only a few of the questions that arose at the time or have arisen since. Moreover, like any simple narrative qua timeline such as the one offered here, the historian makes decisions about what to include and what not to include—decisions that are inherently interpretive. I will no doubt receive e-mail asking why I left out this or that element of the story. As always, I will reply to all e-mail from members.

But a few responses here. The AHA adheres strictly to rules so that everyone knows before and during a meeting what will happen there, or has an opportunity to learn the process. Some know the process more thoroughly than others and come to the table with that advantage. (Anyone who watched Sam Irvin 40 years ago knows how a shrewd participant with full knowledge of the rules can benefit from that expertise.) We evened the playing field as best we could by distributing digitally in advance to all members, and then again on paper at the meeting, a nontechnical summary of procedures, written by AHA parliamentarian Michael Les Benedict of Ohio State University. Our goal is to maximize fairness by using the same rules for each meeting, regardless of the issue before us. Although some organizations have put *Robert's* aside in the interest of informality, the AHA has instead pushed it further by adopting careful rules in the

spirit of *Robert's* even for Council's e-mail deliberations. A great virtue of *Robert's* is its ability to anticipate just about any possibility combined with its capacity for moving a meeting towards a decision without denying minority factions their opportunity to be heard.

These rules are what made it impossible, after the motion to suspend the rules, to just stop the process and have a conversation about the substantive issues in the resolutions (which at that point were still not on the agenda). As the parliamentarian explained, once a motion has been made and seconded it belongs to "the meeting." The discussion must be germane to the motion. Without that rule, a conversation with no specified

focus could throw the meeting into chaos with no end—an impossible program for people with busy lives, of which an AHA business meeting is just one piece. Informality is nice, but there are times when both democracy and efficiency tilt in favor of a consistent set of procedures known to all beforehand.

I hope this narrative, bare-bones as it must be, provides some understanding of what happened in New York and why. Council felt strongly that members had not received enough notice to include important and controversial new business on the agenda. That decision was informed by conversations with members beforehand, which is as it should be: Council represents the membership. But the notion that one

side or the other effectively tipped Council's inclinations and hence kept something off the agenda through the exercise of influence, or succeeded in "squelching" debate, has no basis in fact. Because much of this lobbying was directed at me (and at then President Goldstein) I will reiterate here what I said to everyone who contacted me with substantive arguments: my opinion on the content of such resolutions is irrelevant. My job is to work with the staff and the president to assure a fair and transparent process. This is what I did in New York and what I will do in the future.

Finally, let us all remember that we are an organization of historians, with a mission to promote historical thinking and historical work. If we don't inject both into public discourse, we are derelict in our responsibility to our discipline. Hence the decision by incoming president Vicki L. Ruiz to devote three "presidential" sessions at the 2016 annual meeting to topics relating to the three resolutions that had failed, for one reason or another, to come before the business meeting. More important, Ruiz and I encourage all members to consider proposing sessions that bring the voices of historians to the table on important issues, from voting rights in the United States to pro-democracy movements in Hong Kong and the Middle East; from conflicts between Palestinians and Israelis to disputes over Tibetan sovereignty; from climate change to water rights. Everything has a history.

Not all sessions at our annual meeting have a contemporary valence. But there's plenty of room for those that do. Ruiz's decision regarding presidential sessions guarantees that at least a critical mass of panels on this particularly divisive issue will include diverse viewpoints, and this is why I support her decision. That spirit ought to infuse other proposals as well.

James Grossman is executive director of the AHA and tweets @JimGrossmanAHA.

Join the Conversation at AHA Communities



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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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Hit by the Wrecking Ball

Historic Buildings from the Recent Past

Shatha Almutawa

In the early 1960s, stained-glass artist Robert Harmon depicted Sacajawea and her son in shades of brown and gray, surrounded by a swirly cactus and peculiar birds. Harmon, who worked with the Emil Frei company in St. Louis, Missouri, produced dozens of mid-century stained-glass windows, the majority for churches. Frei's stained glass creations have intrigued historic preservationists because of their unique style and modern representations, especially of Jesus's life. This particular window stood in the Lewis and Clark Library in St. Louis for 50 years, but the building that houses it might be demolished by the time this issue of *Perspectives on History* arrives in members' mailboxes.

The library's board of trustees has made the decision to demolish the building as part of a plan "to improve the library space throughout St. Louis County." While there are specific reasons for the demolition, it falls into a wider pattern of considering mid-century buildings as obsolete. One after another, these buildings are being threatened or hit with the wrecking ball.

City governments have sometimes argued that keeping such buildings standing would be expensive. In Portland, Oregon, it would cost \$95 million to repair Michael Graves's Portland Building, which has suffered extensive water and structural damage. Likewise, it would cost the Norwegian government \$68 million to repair Brutalist buildings that were damaged in a terrorist bombing in Oslo in 2011; known as H-block and Y-block, these buildings contain murals by Pablo Picasso, making it difficult for the government to make a decision about what to do.¹ In the end, the decision was to demolish.

Near the centers of cities and in tightly built neighborhoods, buildings no longer in use take up space that could be utilized for much-needed housing. The iconic Shabolovka radio tower in Moscow, only a few miles from the Kremlin, was built in 1922 and has been abandoned. It could be

replaced with a 50-story apartment building if it is dismantled.²

Owners argue that buildings they would like to demolish no longer meet their needs. Some survive, but only after being altered beyond recognition. For example, 2 Columbus Circle in Manhattan was built as a 12-story museum in 1964. The "lollipop building," as one critic called it because of a series of distinctive shapes at its base, was controversial for decades; many New Yorkers found it ugly, but its celebrated architect, Edward Durell Stone, also designed the Kennedy Center and Radio City Music Hall, which gave the building additional value. The museum, called the Gallery of Modern Art, closed in 1969, and the building was subsequently donated to a university, sold to a major corporation, and gifted to the city of New York. It was vacant from 1998 to 2004, when the Museum of Arts and Design acquired it and announced plans to renovate it. The National Trust for Historic Preservation named it one of the country's 11 most endangered buildings and said that the changes planned "could rob 2 Columbus Circle of its distinctive character

and rob America of an engagingly quirky icon of the recent past."³ The façade was replaced, despite calls to preserve it.

Preservation activists often rally around endangered mid-century buildings to no avail. In October 2013, Prentice Women's Hospital in Chicago was demolished, despite fundraisers, T-shirts, and awareness-raising campaigns. The famous architect Frank Gehry testified against the demolition, but Northwestern University, which owned the building, argued that the majority of Chicagoans supported the building of a new research center on the site. The university cited a survey in which 84 percent of 504 Chicagoans agreed with the statement "Creating new, high-quality research jobs is an important part of keeping Chicago's economy strong and growing in the 21st century." Activists pointed out that the research center could have been built near Prentice Hospital, on a vacant lot also owned by Northwestern.

Built in 1975, the hospital was designed in the Brutalist style, which was created by architect Le Corbusier. Buildings in the Brutalist style, like Prentice Women's



William Bird Postcard Collection



Steve Silverman, CC BY-NC-ND 2.0, flic.kr/p/6gphoB

Architect Edward Durell Stone's 2 Columbus Circle before and after its renovation.



Credit: Peter Hess

Erling Viksjø's Y-block building in Oslo, Norway. *The Fishermen* mural was sketched by Pablo Picasso.

Hospital and H-Block and Y-Block in Norway, are especially susceptible to demolition because they are often perceived to be ugly. In February 2014, the building that housed Third Church of Christ, Scientist, met the same fate in Washington, DC.



Stained glass portraying Sacajawea in St. Louis's Lewis and Clark Library. Photo used with permission.

Practical reasons in favor of demolition clash with some people's love for the endangered buildings. Preservation activists see these buildings as representing their memories and their past. Michael R. Allen wrote that Richard Nickel "died a martyr while trying to literally save part of Louis Sullivan's Chicago Stock Exchange building as it underwent demolition. His death was a milestone in public appreciation of historic architecture in Chicago and nationwide."⁴ This public appreciation, while growing, is still not significant enough to save thousands of mid-century buildings all over the world.

Preservation activists working to save buildings from the recent past argue that there is a need for a paradigm shift: when a building is over 50 years old, many developers and building owners see it as old and question its value, but activists believe that such buildings can contain too much history to be razed; this is one argument for preserving the Lewis and Clark Library in St. Louis.

Although the library will be demolished to make way for a bigger building, the stained-glass windows will stay. According to a library spokesperson, they will be installed in the new library building.

Shatha Almutawa is interim editor of Perspectives on History. She tweets @ShathaInDC.

Notes

1. Clemens Bomsdorf, "Norway Debates Demolishing Modern Buildings Containing Picasso Murals," *Wall Street Journal*, October 17, 2013, <http://online.wsj.com/news/articles/SB10001424052702303759604579093533823266184>.
2. Michael Kimmelman, "An Engineering Landmark Faces Demolition," *New York Times*, March 16, 2014, <http://www.nytimes.com/2014/03/17/arts/design/an-engineering-landmark-faces-demolition-in-moscow.html>.
3. National Trust for Historic Preservation, "11 Most Endangered Historic Places: 2 Columbus Circle," <http://www.preservationnation.org/issues/11-most-endangered/locations/2-columbus-circle.html>.
4. Michael Allen, "Is the Demolition of Prentice Hospital Another 'Penn Station Moment'?" in *Arch Daily*, October 24, 2013, <http://www.archdaily.com/441977/is-the-demolition-of-prentice-hospital-another-penn-station-moment/>.

NCH Marks Numerous Achievements in 2014

Lee White

In 2014, the National Coalition for History had a highly successful year advocating for federal programs that affect the historical community. Over recent years, in a progressively hostile budget environment, NCH has been able to fend off draconian cuts to most programs of interest to our members. NCH has also continued to transform itself into an organization that is able to respond to situations not just at the federal level but at the state and local levels as well.

NCH improved in our efforts to educate our constituent organizations (and potential members) about our important contributions in the past, and how the coalition will continue to play a vital role in policy making in the future. NCH created an infographic, or “e-brochure,” that was made available to existing and prospective members and completed a re-branding that included a new logo and changes to our social media sites. The brochure is available here: historycoalition.org/brochure/. Development of a new website is also underway with an expected completion date in early 2015.

Below is a summary of NCH’s major accomplishments in 2014.

Enactment of Presidential and Federal Records Act Amendments

President Obama signed into law the Presidential and Federal Records Act Amendments of 2014 (PL 113-187). This is a major victory for NCH and the historical community. We have been advocating for the passage of Presidential Records Act (PRA) reform legislation since 2001, when President Bush issued an executive order restricting public access to presidential records.

The new law is designed to expedite the release of presidential records. Former and incumbent presidents will be subject to specific time limitations as they review records for constitutionally based privilege against disclosure.

The law also includes provisions to strengthen 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.

National Women’s History Museum Commission Legislation

In November, legislation (S. 398) to create a commission to study the potential creation of a National Women’s History Museum was passed by the Senate Energy and Natural Resources Committee. In May, NCH sent a letter to the bill’s sponsor, Senator Susan Collins (R-ME), withholding our support unless changes were made to the original bill. NCH’s concerns were addressed in the amended bill passed by the committee. As a result, NCH sent a letter to Senator Collins in November endorsing S. 398.

Senator Collins added the language we requested: that an individual with “experience as a professional historian with expertise in women’s history” be appointed to the commission. The House passed a similar bill (HR 863) sponsored by Congresswoman Carolyn Maloney (D-NY) last spring without these qualifications.

A strategic decision was made by the Democratic leadership in the Senate to add the National Women’s History Museum commission bill to a “must-pass” defense authorization bill for which amendments were not allowed. Unfortunately, the legislators adopted the language from the House bill, which did not include the language regarding historians that Senator Collins had agreed to. Nonetheless, NCH and the AHA have received assurances that the historical community will be consulted in identifying qualified historians to serve on the commission.

Federal Freedom of Information Act (FOIA) Advisory Committee

In June, Archivist of the United States David Ferriero appointed me to serve on a federal advisory panel designed to develop

recommendations for how to improve implementation of the Freedom of Information Act. NCH is one of only 10 private sector organizations with appointees to the committee. In October, the panel held its second meeting, where it sought to refine the issues on which it will focus over the next 18 months.

Fiscal Year 2015 Federal Funding

On December 16, President Obama signed into law the \$1.1 trillion FY2015 Omnibus Appropriations bill that will fund federal government operations through September 2015.

NCH and its constituent organizations effectively mobilized their members to contact Congress concerning funding for the National Historical Publications and Records Commission (NHPRC), the National Endowment for the Humanities (NEH), the National Park Service, Title VI/Fulbright-Hays International and Foreign Language Education, and other federal programs. Senior staff members at the affected federal agencies have credited these efforts with preventing deeper cuts or elimination of programs.

One highlight is a modest \$500,000 increase for the NHPRC, raising its budget to \$5 million. This represents the first increase in the NHPRC’s budget in six fiscal years.

Congressional History Caucus

In 2013, NCH collaborated with Congressmen John Larson (D-CT) and Tom Cole (R-OK), and co-chairs Congressmen Ander Crenshaw (R-FL) and Bill Pascrell (D-NJ), to create a Congressional History Caucus. Its aims are to provide a forum for members of Congress to share their interest in history and to promote an awareness of the subject on Capitol Hill. The House caucus will have to be reestablished in the 114th Congress, so NCH will be mounting an aggressive recruitment campaign this year. NCH will also be working toward establishing a Senate History Caucus in 2015.

American Community Survey

In December, NCH submitted a statement to the US Census Bureau urging it to retain Question 12, the Undergraduate Field of Degree, in the American Community Survey. This question provides crucial data about the value of a history degree. For example, the American Academy of Arts and Sciences relies on the data derived from Question 12 to prepare its *Humanities Indicators* report, which analyzes earnings and occupations of humanities majors.

Adjunct Faculty Loan Fairness Act

In July, Senator Dick Durbin (D-IL) introduced S. 2712, the Adjunct Faculty Loan Fairness Act of 2014. The bill would allow part-time faculty—who are often paid low wages with few benefits—to be eligible to participate in the federal student loan forgiveness program for public servants. NCH sent a letter to Senator Durbin supporting passage of S. 2712 and will seek to recruit cosponsors when the bill is reintroduced in the 114th Congress.

Supporting New AP History Framework

Throughout 2014, the new framework for the College Board's AP US history curriculum and exam sparked controversy across the country. Conservative opponents maintained that the teaching of "traditional" American history—for example, the contributions of the Founding Fathers and the theme of American exceptionalism—were being deemphasized in the curriculum in favor of so-called "revisionist history," which allegedly painted America in a negative light.

In September, NCH sent a letter to the state boards of education in eight states (GA, TN, LA, SC, NC, TX, CO, NV) supporting the College Board's decision to make the AP history course and exam flexible and reflect ongoing developments in scholarship. NCH's letter to the state boards is referenced on the College Board's website.

K-12 History Education

In July, NCH submitted a letter to the US Department of Education requesting that history and civics education be considered a priority in allocating funds through the agency's discretionary grant programs in the same way that STEM education is treated.

In May, rumors spread on the Internet that the Boston Public Schools (BPS) system was eliminating its history and social studies department. NCH sent a letter to the BPS seeking assurances that this was not the case. Shortly thereafter, NCH received a response from BPS Interim Superintendent John McDonough confirming that the department was not being eliminated.

Recruited Genealogy Groups to Join NCH

In July, NCH welcomed the Records Preservation and Access Committee (RPAC) to the coalition. RPAC is comprised of the National Genealogical Society (NGS), the Federation of Genealogical Societies (FGS), and the International Association of Jewish Genealogical Societies (IAJGS). FGS represents hundreds of genealogical societies, and NGS and IAJGS represent over 9,000 genealogists. As some of the most frequent users of archival records, genealogists add a large, politically active constituency to NCH.

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

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AMERICAN HISTORICAL
— ASSOCIATION —

Help Your Students Join the AHA

Institutional members can now purchase membership discounts for their students and part-time faculty. With this discount, students who choose the paperless *AHR* option will receive a

FREE
one-year membership.

Visit <http://www.historians.org/bulkdiscounts> for more details.



What's in the February AHR?

Robert A. Schneider

When members receive the February issue of the *American Historical Review*, they will find Jan Goldstein's Presidential Address and four articles on subjects as disparate as human-animal relations in Caribbean and South American history, the reception of an 18th-century book around the world, the debate over the genocide of Native Americans, and Nazi-Muslim relations in the era of World War II—a sampling of the rich range of today's historical scholarship. They will also find, of course, our large book review section of more than 200 reviews, including seven featured reviews. "In Back Issues" offers readers a glance at issues from 100, 75, and 50 years ago.

Jan Goldstein's Presidential Address, "Toward an Empirical History of Moral Thinking: The Case of Racial Theory in Mid-Nineteenth-Century France," confronts the delicate problem of the historian's moral stance when investigating an area in which the so-called verdict of history is loud and clear. Her case at hand is the fashioning of racial theories in 19th-century France among a group of intellectuals and writers, some well-known, such as Alexis de Tocqueville, Arthur de Gobineau, and Ernst Renan, and others less so. She strives to take us beyond mere condemnation and into a consideration of what she calls the "moral field," configured by "lines of force"—a

range of norms or sets of considerations—which guided their thinking. Importantly, and especially in this particular moral field of racial theory, she urges us to consider "thinking as practice, rather than thought as product." Her account of these writers illustrates their practices by anatomizing the choices they entertained as they elaborated their views on race and racial concepts. Goldstein's essay thus not only offers us a window into the intellectual culture of mid-19th-century France, but also suggests a model for thinking about race—or other morally vexed subjects—in other times and cultures.

In "The Chicken or the *Iegue*: Human-Animal Relationships and the Columbian Exchange," Marcy Norton investigates animal "familiarization" among indigenous groups in the Circum-Caribbean and lowland South America over the *longue durée* from 1492 to today, with a particular emphasis on the periods following European contact. The Carib word and concept *iege* refers to tame or familiarized beings (human and nonhuman alike). In using it, Norton provides insight into fundamental differences between European and Amerindian cultures' ways of organizing interspecies relationships. Both historical and contemporary ethnography show how a wild animal—like an enemy or a spouse—becomes assimilated into a

household and community as kin, or *iege*. Unlike European livestock, it was anathema to kill or eat an *iege*, though an untamed animal of the same species was eminently edible. Recovered histories of Amerindian familiarization, Norton argues, compel us to rethink conventional narratives of animal domestication, the origin of the European "pet," and the environmental history of the Columbian Exchange. It contributes to a cross-cultural and trans-species history of subjectivity.

In "*The Way to Wealth* around the World: Benjamin Franklin and the Globalization of American Capitalism," Sophus A. Reinert analyzes Franklin's perhaps best-known text, his 1757 "Father Abraham's Speech" from the final edition of *Poor Richard's Almanack*, and maps its global diffusion up to 1850, demonstrating its hitherto unknown yet extraordinary popularity in the European world and, eventually, well beyond it. The text was doubtless one of the cardinal vehicles of a recognizably capitalist ethos in the modern world. Although Franklin's rhetorical strategies proved extremely effective, Reinert argues that the aphoristic style of his piece failed to reflect the complexity of his political economy and the ethics of his economic vision. As he concludes, this is a legacy that continues to color our understanding of "American capitalism."



On December 29, 1890, for reasons that remain contested, the Seventh Cavalry Regiment of the US Army opened fire on some 400 surrendered Minneconjou and Hunkpapa Lakota at Wounded Knee Creek, South Dakota. Several hours later, at least 200 Lakota lay dead or mortally injured. Of those killed, the majority were women and children. In "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," Benjamin Madley explores the question of whether Native Americans suffered genocide during the conquest and colonization of the United States and proposes new methods of inquiry that can also be used to locate and define other potential cases of genocide within and beyond the Americas.

Oscar Howe, *Wounded Knee Massacre*. Casein on paper, 1960. Dwight D. Eisenhower Museum, Abilene, Kansas. Copyright © Inge Maresh. Used by permission.

Before contact, perhaps five million or more Native Americans populated what is now the continental United States. By the late 19th century, fewer than 250,000 remained. What caused this cataclysm? Diseases, colonialism, and war all played important roles, but was something more sinister also to blame? In "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," Benjamin Madley pursues these and other questions. Academics and others have long debated whether or not Native Americans, or any groups of them,

suffered genocide during the conquest and colonization of the Americas. Madley first explores why the question matters to scholars, American Indians, and indeed all citizens of the United States before surveying the polarized American genocide debate as it applies to the United States and its colonial antecedents. But his essay also proposes new methods of inquiry—involving detailed case studies and a focus on statements of genocidal intent, massacres, state-sponsored body-part bounties, and mass death in government custody—that, he argues, will move

the debate forward. Finally, Madley demonstrates these methods in two cases, those of Connecticut's Pequot Indians and California's Yuki Indians. He concludes by suggesting how this approach might be applied to locate and define other cases of genocide both within and beyond the Americas.

The last article in this issue is "Muslim Encounters with Nazism and the Holocaust: The Ahmadi of Berlin and German-Jewish Convert to Islam Hugo Marcus," by Marc Baer, who aims to call into question simplistic renderings of the Nazis' relationship to Muslims, complicate historiographical accounts of Islam in Europe by underscoring its diversity, and render more complex our understandings of Muslim-Jewish relations. He notes that research on Muslims in the World War II era has overwhelmingly looked at Muslims in the Middle East or those who were temporarily located in Berlin, focusing on Arabs, and indeed on a single Palestinian, the Mufti of Jerusalem, Al-Hajj Amin al-Husayni, whose notoriety has overshadowed the activities of all other Muslims in Germany and elsewhere. Based on an examination of the publications and archival records of the first Muslim communities in Germany, and the personal documents and private correspondence of their leading members, Baer focuses instead on an overlooked yet significant Muslim community, the Ahmadi, based in British India. In 1922, they established a mission in Berlin, which attracted German avant-garde intellectuals, partly through the promotion of conversion as a kind of double consciousness, the preaching of interreligious tolerance, and the admittance of homosexuals. A decade later, when German society was Nazified, the Ahmadi—unlike the other Muslims in Berlin—in one important instance thwarted the Nazi reign of violence. Despite accommodationist overtures to the regime, they saved the life of their formerly Jewish coreligionist Hugo Marcus, who was also a homosexual. As Baer concludes, this example calls into question the claim that Muslims shared a deep-rooted antisemitism with the Nazis.

April's issue will include articles on medieval law, the Atlantic slave trade, revolutionary Cuba, and the intellectual background to human rights; an *AHR* Exchange on *The History Manifesto*; and the *AHR* Conversation.

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

University of North Carolina Wilmington
14th Annual Sherman Emerging Scholar Lecture
Call for Nominations



The University of North Carolina Wilmington Department of History invites applications and nominations for the 2015 Virginia and Derrick Sherman Emerging Scholar Lecture. This year's topic is "**Catastrophe! Real and Imagined Disasters in World History.**" Proposed lectures should offer historical perspective on momentous, transformative, surprising, and /or portentous events and developments, natural or man-made, and their consequences for particular societies. Submissions concerning all time periods and all geographic regions are welcome.

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

Applicants will be evaluated on the basis of scholarly accomplishment, relevance of the proposed talk to the year's theme, and evidence of ability in speaking before a diverse audience. The scholar will receive an honorarium of \$5,000. The lecture and associated events will take place on the UNCW campus October 20-23, 2015.

Applicants should submit a letter of interest with the title and brief description of the lecture they propose to deliver, current c.v., the names and email addresses of three references, and a recent scholarly publication. Materials should be sent as hard copy to Prof. Jarrod Tanny, UNCW Department of History, 601 South College Road, Wilmington, North Carolina 28403. We also welcome nominations that are accompanied by contact information. *The deadline for submission is March 27, 2015. Finalists must be available for telephone interviews before May 30, 2015.*

UNC Wilmington is an EEO/AA institution.

Actions by the AHA Council, June 2014–January 2015

Conducted via e-mail from June 25, 2014, to December 19, 2014, and at the Council meeting on January 2 and 5, 2015

Through e-mail conversation from June 25, 2014, to December 19, 2014, the Council of the American Historical Association made the following decisions or actions:

- ◆ Approved the nomination of John Martin (Duke Univ.) to serve on the Board of Editors of the *American Historical Review*.
 - ◆ Issued a statement endorsing a bill proposed by Senator Dick Durbin (D-IL) to expand student loan forgiveness to adjunct faculty.
 - ◆ Issued a statement in support of the College Board's revised framework for the Advanced Placement US history course.
 - ◆ Appointed Peter Jelavich (Johns Hopkins Univ.) as AHA delegate to the Friends of the German Historical Institute. Jelavich will serve as chair for this three-year term.
 - ◆ Approved a statement of support for the Council on Graduate Schools' Resolution on Deadlines for Accepting Offers of Admission.
 - ◆ Approved the AHA to be a petitioner in a suit brought by the Reporters Committee for Freedom of the Press to unseal the records of a 1942 grand jury proceeding concerning the US government's investigation of the *Chicago Tribune* for publishing a story regarding the Japanese military's plan to attack US forces at Midway in advance of the historic battle. The story appeared to be based on a leaked top-secret Navy dispatch.
 - ◆ Agreed to cast AHA's vote to approve the National Coalition for History's endorsement of the amended version of bill S.398 to create a commission to study the potential creation of a National Women's History Museum.
 - ◆ Approved a statement protesting the New York State Board of Regents' proposed modification to the Regents Examinations allowing students to choose between Global History and Geography or US History and Government. The statement encouraged the Board of Regents to consider a method by which both Global History and Geography and US History and Government remain vital components of the curriculum and the Regent's Exam.
 - ◆ Approved a change to AHA Bylaws, Article IV, Section 3.c.ii, clarifying the make-up of the selection committee for the editor of the *American Historical Review*. The bylaws now reflect that the search committee consists of: "in the case of the editor of the *American Historical Review*: the vice-president for research, a current or past member of the Board of Editors or a past member of the AHA Research Division, and two faculty members nominated by the journal's host department or university."
- At the meeting of the Council of the American Historical Association, held January 2 and 5, 2015, in New York, the Council made the following decisions or actions:**
- ◆ Approved the June 2014 Council meeting minutes.
 - ◆ Approved the June–December 2014 interim Council meeting minutes.
 - ◆ Approved nominations from the Committee on Committees, which included the 2015 appointments to various AHA prize and other committees.
 - ◆ Approved the appointments of Anand A. Yang (Univ. of Washington) and Edda L. Fields-Black (Carnegie Mellon Univ.) as the 2017 Program Committee chair and co-chair, respectively.
 - ◆ Approved the selection of the 2015 Honorary Foreign Member (to be announced at a later date).
 - ◆ Approved discussion time limits for the January 4, 2015, Business Meeting of the American Historical Association.
 - ◆ Authorized AHA President Jan Goldstein to set time limits as the need arises at the January 4, 2015, Business Meeting of the American Historical Association.
 - ◆ Approved the formation of an ad hoc Advisory Review committee to generate a list of AHA members willing and qualified to review state social science standards upon request.
 - ◆ Approved the revised member taxonomy categories.
 - ◆ Approved the creation of a treasurer position on the AHA Council. Changes to the bylaws with respect to this position can be found in Article IV, Sections 1–4.
 - ◆ Approved the nomination of Chris McNickle as AHA treasurer, to serve for a term not to exceed five years.
 - ◆ Approved revisions to sections 6E and 6G of the Annual Meeting Guidelines to expand the Program Committee by two additional members.
 - ◆ Approved a revision to item 3.1 of the Annual Meeting Guidelines, "Allocation of Sessions," authorizing the executive director to organize two sessions on timely issues as they arise.
 - ◆ Approved AHA membership in Scholars at Risk, an advocacy organization that researches allegations from scholars whose academic freedom has been restricted.
 - ◆ Authorized incoming president Vicki L. Ruiz to write a letter of concern to the National Endowment of the Humanities regarding the cancellation of foreign-based NEH summer seminars and institutes.
 - ◆ Approved a reconstitution of the Two-Year College Task Force to evaluate and report on the AHA's actions and activities regarding community colleges.
 - ◆ Reviewed the 2014 Form 990 for the American Historical Association.
 - ◆ Received the Fiscal Year 2013–14 Audit.
 - ◆ Approved Alex Lichtenstein as interim editor of the *American Historical Review* for one year following Robert Schneider's departure in July 2015.
 - ◆ Approved the application for affiliation from the Berkshire Conference of Women Historians.

Awards, Prizes, and Honors Conferred

Compiled by Dana Schaffer

2014 Awards for Publications

Herbert Baxter Adams Prize



Daniela Bleichmar,
University of Southern
California

Visible Empire: Botanical Expeditions and Visual Culture in the Hispanic Enlightenment (University of Chicago Press, 2012)



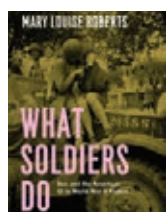
Daniela Bleichmar has produced a compellingly original and methodologically sophisticated study of how the European Enlightenment sought to describe, represent, and comprehend the natural world. Imaginative, lucid, and intellectually engaging, it is an example of interdisciplinary history at its very best. Its particular success lies in its skillful embrace of both the visual and imperial turns in the writing of European history, and its undeniable achievement in shedding new light on both.

George Louis Beer Prize



Mary Louise Roberts,
University of Wisconsin–
Madison

What Soldiers Do: Sex and the American GI in World War II France (University of Chicago Press, 2013)



This beautifully written book revises our understanding of the American invasion and liberation of France. Gender and sexuality are the windows onto this international history: Americans' attitudes about their role in a postwar world were forged not only at Yalta and Tehran, Roberts argues, but also on the ground in relationships between soldiers and European women. Roberts writes with

courage and nuance about an ambivalent and sometimes violent relationship long hidden by celebratory historiographies.

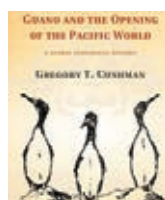
Jerry Bentley Prize



Gregory T. Cushman,
University of Kansas

Guano and the Opening of the Pacific World: A Global Ecological History (Cambridge University Press, 2013)

Personal photograph taken at Rapa Nui (Easter Island)



This imaginative and far-ranging book argues that guano was key to globally transformative phenomena, from industrialization to “neo-ecological imperialism” in settler colonies and from conservationist visions to spectacular environmental failures. For fully integrating Latin America in Pacific history, re-centering 19th-century world history on the Pacific region, and artfully combining ecological, geopolitical, and cultural analysis, *Guano and the Opening of the Pacific World* deserves recognition as a pathbreaking, original contribution to world history.

Albert J. Beveridge Award



Kate Brown, University of Maryland, Baltimore County

Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters (Oxford University Press, 2013)

This comparative history of Richland, Washington, and Ozersk, Russia, centers on a profound irony: divisions so deep that they threatened human existence fostered commonalities among these two plutonium-producing towns, well before activists from each place connected with each other. By alerting us to



common histories, *Plutopia* counters dominant understandings of the Cold War couched in terms of divergent or separate paths. Deeply and multilingually researched in difficult conditions requiring perseverance in the face of official secrecy, courage in the face of personal exposure, and empathy in the presence of suffering, *Plutopia* adds to recent scholarship that emphasizes the costs of the Cold War in the places where it turned hot.

Paul Birdsall Prize



Credit: Theresa Hogue

Jacob Darwin Hamblin,
Oregon State University

Arming Mother Nature: The Birth of Catastrophic Environmentalism (Oxford University Press, 2013)



Hamblin presents an innovative exploration of the ways in which Western military officials and scientists contemplated harnessing natural disasters as weapons of war during the Cold War. Hamblin has crafted an international history of the creation of “catastrophic environmentalism,” the idea that mankind could and should interfere with the environment to achieve strategic ends. The implications of his discoveries will reach beyond the fields of military and strategic history.

James Henry Breasted Prize



Credit: Guann-Yeu Chin

Alex Mullen, All Souls College, University of Oxford

Southern Gaul and the Mediterranean: Multilingualism and Multiple Identities in the Iron Age and Roman Periods (Cambridge University Press, 2013)

What makes Alex Mullen's study exceptional is that she courageously takes in hand a very longue durée of Mediterranean

history, and truly makes use of the totality of the evidence, archaeological as well as textual. In particular she succeeds in making historical sense out of a complex body of inscriptions in several languages. Her use of sociolinguistics and her sophisticated understanding of identity help to make this deeply learned study a major contribution.



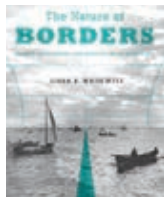
Albert B. Corey Prize



Credit: Tom Mertes

Lissa Wadewitz, Linfield College

The Nature of Borders: Salmon, Boundaries, and Bandits on the Salish Sea (University of Washington Press, 2012)



Lissa Wadewitz's *The Nature of Borders* illuminates beautifully the variables that affected the salmon population of the transnational Pacific Northwest during the 19th and 20th centuries. Wadewitz finds that, rather than mere urbanization or industrial innovation, it was the exploitation of the porous US-Canada boundary that imperiled the species. This careful study speaks volumes about the impact of borders on the historical actor least confined by the dictates of the nation-state: the natural world.

Raymond J. Cunningham Prize



Credit: Jason Renker

Jacob Anbinder, Yale University (BA, 2014)

"The South Shall Ride Again: The Origins of MARTA and the Making of the Urban South," *Yale Historical Review* 2,

no. 3 (Spring 2013): 37–57

Faculty adviser: **Glenda E. Gilmore**, Yale University

Anbinder's meticulous analysis, based on extensive primary and secondary sources, demonstrates how a chronological study of Atlanta's transportation system (MARTA) can provide rich insight into the race and class issues impacting a city's economic development. His work exposes how a southern city that styled itself in the post–World War II era as modern, tolerant, and progressive

ultimately built a public transportation system that entrenched racial division, due, in part, to the political interests of a host of both white and black historical actors who saw de facto "segregated" neighborhoods as a more secure basis of political power.

John K. Fairbank Prize in East Asian History



Credit: Eileen Barroso

Charles K. Armstrong, Columbia University

Tyranny of the Weak: North Korea and the World, 1950–1992 (Cornell University Press, 2013)



In this fresh and compelling narrative, Charles Armstrong methodically probes the apparently perennial question about North Korea: Why won't it fail? *Tyranny of the Weak* situates the formation and endurance of the North Korean state in the global context of the Cold War and engagement with South Korea. Drawing on both well-known and new archival materials from multiple sides of the divide, it offers a rigorously argued and deeply grounded account that deals deftly with the abundance as well as absence of sources.

Morris D. Forkosch Prize



Deborah Cohen, Northwestern University

Family Secrets: Shame and Privacy in Modern Britain (Oxford University Press, 2013)



This is an astoundingly original book that provides great insight into the intimate workings of families in modern Britain. Utilizing rich archival sources like diaries and clinical records, Cohen discusses why some Britons revealed secrets while others obscured them. Examining diverse topics ranging from mixed-race children and the treatment of mental disability to illegitimacy and homosexuality, Cohen showcases the complexities of familial shame and revelation while brilliantly charting the uneven rise of contemporary confessional cultures.

Leo Gershoy Award



Credit: Rosa Simpson

Andy Wood, Durham University

The Memory of the People: Custom and Popular Senses of the Past in Early Modern England (Cambridge University Press, 2013)



Andy Wood's *The Memory of the People* presents a new interpretation of the interplay of memory, law, and custom in early-modern England. This book's innovative methodology deepens our understanding of the social memory of the common folk, arguing that popular memory was local, pragmatic, and embodied in customary law, which gave it great staying power across the period. Wood's extensive archival research and wide secondary reading illuminate new aspects of everyday life and together provide a model for future research.

William and Edwyna Gilbert Award



Lendol Calder, Augustana College

"The Stories We Tell," *OAH Magazine of History* 27, no. 3 (2013): 5–8

The survey is both our gateway course and our greatest challenge. For 10 years, Calder collected and analyzed his students' understanding of history in such courses to better comprehend his students' perceptions and approaches. His consequent switch to emphasizing narrative and the telling of "stories" in his courses over approaching the materials conceptually and theoretically merits great attention as we think about how to both encourage historical understanding and inspire enthusiasm in the general population.

Friedrich Katz Prize in Latin American and Caribbean History



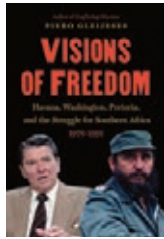
Credit: Naoya Hanabusa

Piero Gleijeses, School of Advanced International Studies, Johns Hopkins University

Visions of Freedom: Havana, Washington, Pretoria, and the Struggle

for Southern Africa, 1976–1991 (University of North Carolina Press, 2013)

Based on monumental research in archives on three continents, including Cuban archives that no other foreign scholars have been allowed to use, *Visions of Freedom* puts Cuba's long military mission to Angola at the center of the fight against apartheid and at the heart of Cuba's self-image as a revolutionary nation. Defying both the Soviets and the United States, Cuba emerges in this absorbing narrative as relatively autonomous and as powerfully influential on the global stage of the Cold War.



Joan Kelly Memorial Prize in Women's History



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

Afsaneh Najmabadi skillfully combines analysis of historical texts and life stories with ethnographic observation of meetings among medical professionals, government officials, and prospective patients for sex-reassignment surgery to trace the complex genealogies of homosexuality and transsexuality in Iran beginning in the mid-20th century. Exploring how nonnormatively gendered Iranians drew from both local and global discourses to narrate their experiences and influence policy, her multilayered account illuminates the spaces for agency within a discriminatory state biopolitics.



Martin A. Klein Prize in African History



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

Dams, Displacement, and the Delusion of Development reveals the human and environmental costs of a high-modernist project undertaken by a racist colonial state and continued by its independent successor. Using a wide lens that examines hydrology, food security, political economy, and political conflict, and drawing on a vast set of oral histories, the authors explore how the project fundamentally changed the ecology of the Zambezi Valley and the lives of many thousands of Africans while yielding little development for Mozambicans. This elegantly written, multi-faceted account raises vital questions about political sovereignty and development in colonial and postcolonial Africa.



Littleton-Griswold Prize



Credit: Josh Edelson

Michele Landis Dauber,
Stanford Law School
The Sympathetic State: Disaster Relief and the Origins of the American Welfare State (University of Chicago Press, 2013)

In *The Sympathetic State*, Michele Landis Dauber skillfully and persuasively argues that the long tradition of federal disaster relief provided political and constitutional precedent for the American social welfare state. This ambitious, compelling book provides important insights about legal debates within the Roosevelt administration and historical interpretations of the Constitution's general welfare clause. Dauber powerfully contests the notion of a 1930s judicial revolution and contributes significantly to a revisionary legal history of the New Deal.



J. Russell Major Prize



Arlette Jouanna,
Université Paul-Valéry
Montpellier III
Joseph Bergin, translator,
University of Manchester

The St Bartholomew's Day Massacre: The Mysteries of a Crime of State (Manchester University Press, 2013)



This is a career-capping tour de force. Jouanna's mastery of primary and secondary sources in many languages allows her to weave together a compelling narrative of the political and diplomatic history of Saint-Barthélemy as event. She combines her narrative with insights from recent scholarship about religious violence and the cultural history of the period. This timely and important book sets a very high bar. It is sure to be the standard account of this still-controversial subject for a long time.



Helen and Howard R. Marraro Prize in Italian History



Credit: Gianni Trambusti, Villa I Tatti, Florence, Italy

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

Drawing on his deep knowledge of Bologna's archives and his decades of anthropologically inflected work on confraternities, Terpstra analyzes a series of social experiments in public welfare as women's life-cycle poverty compelled the attention of politically anxious male elites. This humane and engaging study of collective action revises how historians understand early-modern European poor relief, and provides a supple model for investigating pragmatic and aestheticized responses to the poor in other times and places.



George L. Mosse Prize



Credit: Yoke-Sum Wong

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

In a scintillating challenge to more conventional narratives of 20th-century Europe and indeed to ways of writing history, this book

positions Prague's distinctive artistic and intellectual achievements as a "prehistory of postmodernity." Set against the city's recurrent and often brutal political dislocations, with vast erudition that incorporates the literature, music, arts, and architecture of Prague's cultural avant-garde from before World War I through the Velvet Revolution, this study is as conceptually bold as it is impressively learned.



James A. Rawley Prize in Atlantic History

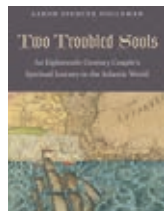


Credit: Vera Lind

Aaron Spencer Fogleman,
Northern Illinois University
*Two Troubled Souls:
An Eighteenth-Century
Couple's Spiritual Journey
in the Atlantic World*
(University of North

Carolina Press, 2013)

Two Troubled Souls is the gripping account of a restless missionary couple who left Europe behind for adventures in North America and the Greater Caribbean. Providing deep insights into their private lives, Aaron Fogleman examines sources in four languages and nine archives in three countries and expertly reconstructs the disease environments they entered, the religious landscapes they traversed, and the forms of unfreedom they witnessed as they crisscrossed the Atlantic world.



Premio del Rey



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

Safran's book explores complex issues of ethno-religious identity and communal relations in al-Andalus after the eighth-century Muslim conquest and the implications of the elaboration and maintenance of community boundaries. Using complicated juridical texts, Safran traces how conversion, intermarriage, and



acculturation complicated rigid notions of Islamic and non-Islamic identity, and reveals the contingent and shifting nature of ethno-religious identity. It is a compelling and sophisticated book with applications beyond al-Andalus and the Islamic world.

John F. Richards Prize in South Asian History

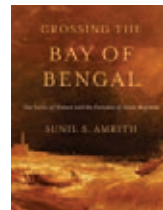


Sunil S. Amrith,
Birkbeck College, Uni-
versity of London

*Crossing the Bay of
Bengal: The Furies of*

Nature and the Fortunes of Migrants (Harvard University Press, 2013)

Taking the Bay of Bengal as its unit of study, this innovative work highlights the interconnected histories of South Asia and Southeast Asia across a common body of water. It is pathbreaking in linking the social and political history of migration to a changing physical environment and global economic context. Combining sweeping vistas that span centuries with intimate portraits of individual lives, this highly readable book gives new meaning to oceanic history.



James Harvey Robinson Prize



Trevor R. Getz, San Francisco State University

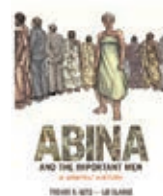
Liz Clarke, illustrator

*Abina and the Im-
portant Men: A Graphic
History* (Oxford Uni-
versity Press, 2012)



Credit: Juliana Severe

This innovative, compelling "graphic history," created by historian Trevor Getz and illustrator Liz Clarke, uncovers the story of an enslaved West African woman seeking freedom. Weaving together a court transcript from 1876 and Abina's story before the trial within a broader context of gender, colonialism, and world history, the book shares historical evidence as well as interpretation to present a powerful tool for teaching history and teaching about history.



Roy Rosenzweig Prize for Innovation in Digital History



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

Civil War on the Western Border (www.civilwaronthewesternborder.org) presents several thousand digitized documents and images gathered from 25 different archives to illuminate the social and political history of the 1854–65 Missouri-Kansas conflict. The site offers a range of innovative pathways through the sources, including maps, timelines, scholarly thematic essays, topical encyclopedia entries, lesson plans, and an interactive relationship viewer that provides dynamic graphical representations of the connections between people, places, groups, and events.

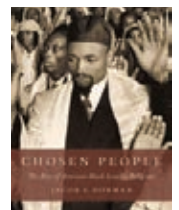
Wesley-Logan Prize



Jacob S. Dorman,
University of Kansas

*Chosen People: The Rise
of American Black Israel-
ite Religions* (Oxford University Press, 2013)

Chosen People is a bold, compelling history of Black Israelite religions among African-descended people in places as far afield as Kansas, Harlem, and Ethiopia. Highlighting Jewish, Christian, and Muslim ideas and practices, the book explores the dynamic, historically specific "bricolage" that made Black Israelite religions. It is a novel intervention in scholarly debates of cultural change in the African diaspora, a must-read for scholars of the African diaspora, religious studies, and cultural production.



2014 Awards for Scholarly and Professional Distinction

Eugene Asher Distinguished Teaching Award



Credit: Jamie Seckington

Clif Stratton, Washington State University

Stratton has successfully engaged students in his classes using inquiry-based frameworks and has made these techniques scalable and applicable to a contemporary issues course for Washington State University's general education curriculum. The course promises to apply historical inquiry to contemporary issues of equity, race, class, justice, and global conflict. By offering thousands of students a context for these issues, he has a deep impact. Stratton stands out as an exceptional teacher-scholar.

Beveridge Family Teaching Award

Laura Gagnon, Pamela O'Connor, Tara Coppolo, Donna Pacatte, Jen Hanes, Meka Osterhoudt, Rosemary Peterson, Cathy Dewitt, Susan Ginsburg, and Elizabeth Bisnett, Joseph B. Radez Elementary School, Cobleskill-Richmondville Central School District, New York

The Radez Elementary School education team "brought history to life" by integrating mapmaking, audio-visual production, writing, and acting with basic research and project collaboration in producing multimedia local history projects. These projects

engaged the fifth-grade students at the heart of the program, while involving students of other ages and the community generally in a way that can be learned from and reproduced by teachers elsewhere. They exemplify excellence in both teaching and innovation.

Equity Awards



Individual Award:

Ernesto Chávez, University of Texas at El Paso

Ernesto Chávez, professor of history, is the recipient of this year's individual Equity Award in recognition of his achievements in mentoring a new generation of Latina and Latino scholars to enter the study of Chicana and Chicano, Mexican American, and borderlands history and earn doctoral degrees. Professor Chávez's scholarship has focused on Mexican Americans in the 19th- and 20th-century United States.

Institutional Award:

Jim C. Harper II, chair, on behalf of the **Department of History, North Carolina Central University**

The Department of History at North Carolina Central University is the recipient of this year's Equity Award for an institution that has achieved excellence in recruiting underrepresented racial and ethnic groups into the historical profession and retaining them. Since 1939, the history department has produced important African American scholars. Through the decades, the faculty

has mentored African American students who have majored in history and produced 75 alumni who have earned PhDs in history.

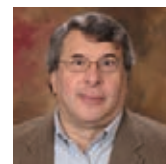
Herbert Feis Award



Naomi Oreskes, Harvard University

Naomi Oreskes, professor of the history of science and affiliated professor of Earth and planetary sciences at Harvard University, has shaped the practice of public history as an internationally recognized historian of science; she has engaged with communities and professionals across the disciplines who wish to maintain the primacy of evidence, context, and truth in the dialogue between historians and public decision makers. By insisting that "history matters," she has interjected and extended the role of the past in the public policy debates of the present, shaping the careers of her students, colleagues, and the communities they serve.

Nancy Lyman Roelker Mentorship Award



Leonard N. Rosenband, Utah State University

With a deep commitment to history and to the life of the mind, Rosenband has taught, advised, and mentored generations of Utah State students. For the thousands of students he has engaged with his magnetic lectures, his guidance of their research, and his readiness to talk about their studies and their lives, Rosenband remains a lasting influence.

Honorary Foreign Member



Roger Chartier, Collège de France, Paris

The 2014 Honorary Foreign Membership is awarded to Roger Chartier of the Collège de France. Throughout his long career, most of it at the École des Hautes Études en Sciences Sociales, Chartier has been an innovative and border-crossing historian. He reoriented the celebrated *Annales* school of historiography by incorporating cultural and intellectual life into its earlier focus on society and economy; he energized the



Credit: Eileen McGrail

The education team at Joseph B. Radez Elementary School, Cobleskill-Richmondville Central School District, New York.

field of the history of the book with studies of reading practices and attention to the ways the material features of texts shaped their uses and reception; joining literature to history, he explored early-modern play-writing. Fluent in several languages, he routinely reaches out to colleagues in the United States, Spain, and Latin America. His robust American connection includes informal mentoring of young historians doing research in France and, since 2001, a regular visiting appointment at the University of Pennsylvania. As one of the letters endorsing his nomination for this honor aptly put it, Chartier is “a modern-day Erasmus.”

Awards for Scholarly Distinction



Keith M. Baker,
Stanford University

Keith M. Baker (BA, MA, Cambridge University; PhD, University of London) is the J. E. Wallace Sterling Professor in the Humanities at Stanford, where he has taught since 1988. He served as the cognizant dean for the humanities, School of Humanities and Sciences, and director of both the Stanford Humanities Center and the France-Stanford Center for Interdisciplinary Studies. He began his professional career at the University of Chicago, where he pioneered the wildly successful institutional form that he later introduced at Stanford: the workshop tailored to the needs of advanced graduate students writing dissertations.

Baker is universally acknowledged as a brilliant and original intellectual historian and a preeminent interpreter of the 18th-century Enlightenment. In his monumental, prize-winning *Condorcet: From Natural Philosophy to Social Mathematics* (1976), he tackled the problem of the origins of the social sciences, considering not only their epistemological underpinnings but also their political and bureaucratic preconditions. He next addressed the relationship of the Enlightenment to the French Revolution. *Inventing the French Revolution* (1990) thoroughly altered the terms of a discussion that had once turned on the direct translation of the philosophes' ideas into revolutionary action. Baker argued that available 18th-century “political languages” enabled those familiar with them to seize

the interpretive power and label otherwise inchoate events as constituting a “revolution.” His book represents the most influential and theoretically sophisticated statement of the autonomy of political discourse and its role in bringing about the great upheaval of 1789.

Baker's intellectual rigor is legendary among his students, as is his generosity as a mentor. He is a model of what it means to be an analyst of texts, a historian, and a teacher.



Susan Mann, University of California, Davis

Susan Mann (BA, University of Michigan; PhD, Stanford University) is professor of history, emerita, at UC Davis, where she taught from 1989 until her retirement in 2010. She chaired the departments of history and of East Asian languages and cultures, and served as president of the Association of Asian Studies.

Mann is unquestionably the premier historian of women and gender in late-imperial/early-modern China. Her *Precious Records: Women in China's Long Eighteenth Century* (1997) received the Association for Asian Studies' Levenson Prize for the best book on pre-1800 China, and *The Talented Women of the Zhang Family* (2007) won the AHA's Fairbank Prize for the best book in East Asian history. Both were pathbreaking interventions, the first in recognizing the influential role of elite Chinese women, the second in exploring the importance of same-sex social environments for elite Chinese women and men. Moreover, both brilliantly demonstrated how placing women and gender at the center of the inquiry changes our overall view of Chinese history—especially by illuminating the changing class dynamics of the Qing dynasty.

Mann has made exceptional contributions to the growth of her field. She has provided elegant translations of Qing texts, written a widely used AHA pamphlet on women and gender in East Asia, mentored numerous young scholars, and been a prizewinning teacher of both undergraduates and graduate students. Her work has promoted feminist scholarship as a powerful lens through which to reimagine Chinese history and enriched

feminist scholarship by including the Chinese historical experience within its purview. Neither field will ever be the same.

Jan Vansina, University of Wisconsin, Madison

Jan Vansina (PhD, University of Leuven) is professor emeritus at the University of Wisconsin–Madison, where he taught from 1960 until his retirement in 1994. Together with his colleague Philip Curtin, he founded the first African Studies program in the United States and trained the first generation of US historians of Africa. Vansina was an accidental Africanist. A specialist in medieval European history who had studied some anthropology, he did not immediately embark on a teaching career but took a research position with the Royal Museum of the Belgian Congo at Tervuren and began fieldwork among the Kuba. He soon extended his work outside Congo to Rwanda and Burundi.

Vansina's cross-disciplinary experience enabled him to provide a methodological paradigm for studying the precolonial African past. At a time when many scholars believed that cultures without written records had no history, or at best an unknowable history, Vansina discovered that he could analyze the stories he heard from his Kuba informants with the methods he had learned for extracting historical information from medieval dirges. The result was his pioneering *Oral Tradition* (1961). Reworked in *Oral Tradition as History* (1985), it became the indispensable manual not only for Africanists but also for a wide array of scholars dependent on oral evidence.

Vansina published numerous monographs on Central Africa, continuing to innovate methodologically. *Paths in the Rainforests* (1990), for example, relies primarily on comparative linguistic data and archaeological evidence. Vansina's most recent book appeared in 2013. We honor him here as a creative scholar, an institution builder, and a mentor.

Dana Schaffer is the AHA's associate director.

Career Diversity for Historians at the Annual Meeting

Emily Swafford

The AHA's Career Diversity for Historians initiative continues to increase its presence at the Association's annual meeting; this year it was complemented by an unprecedented number of sessions organized by members interested in broadening the career horizons and opportunities of history PhDs. Coupled with the second annual Career Fair, these sessions offered attendees looking for careers in history exposure to a wide variety of career pathways. Representatives from a variety of careers for historians staffed over 35 Career Fair tables. More than a hundred individuals at various stages of their career search passed through the fair.

Historians also gave career advice at Interviewing in the Job Market in the Twenty-First Century, a workshop the AHA's Professional Division has organized every year for over a decade. Volunteers shared their experiences working for non-profit organizations, publishing companies, university administrations, museums, and in K-12 teaching, as well as at the wide variety of colleges and universities where historians teach. Professional Division Vice President Philippa Levine described the participation as "tremendous," and from "a wide variety of people whose backgrounds in history have helped shape productive and satisfying careers both outside and within the academy." The workshop's continued success indicates that "growing numbers of PhD candidates are recognizing the tremendous range of opportunities that an advanced degree in history might bring with it."

Participants in sessions devoted to careers beyond the professoriate ranged from college and university administrators to historians working in the federal government, nonprofit organizations, and cultural institutions. Other panels featured less well-known paths, including two on historians writing fiction. Some of the lively conversations were captured in

special posts on *AHA Today*; overviews of several are featured on the Career Diversity for Historians resources web page.

Representatives from the initiative's pilot programs found the sessions helpful as they continue to learn from one another and the broad community of historians whose experiences have been central to the evolution of the project. Karen Wilson, the Mellon-funded graduate career officer at the University of California, Los Angeles, observed: "One idea that emerged was powerful in its simplicity—that professional development should be stressed from day one of graduate school by faculty, departments, and graduate divisions."

The wealth of sessions highlighted the continuing interest of the many historians

employed beyond the professoriate who want to share their experiences and the number of new historians who are eager to hear about career paths beyond the professoriate. AHA staff members have noticed over the past few annual meetings an increasing demand for this kind of information, a demand that does not disappear at the end of the meeting.

To help meet this need, the AHA is starting Career Contacts, an online service that matches historians working beyond the professoriate with graduate students or early-career scholars who would like to learn more about a variety of career paths. The service, generally featuring one-time informational interviews, was officially launched during the Career Fair at the

AHA Career Contacts

AHA Career Contacts is a new service that matches history PhDs employed beyond the professoriate with graduate students and recent PhDs who are interested in broadening their career horizons. Contacts are matched according to preferences for employment sector, type of work, geographic location, and/or field of study. To participate, please visit www.historians.org/aha-career-contacts or contact Emily Swafford at eswafford@historians.org.

Regional Events on Career Diversity in History

Historians interested in learning more about career diversity are invited to two upcoming regional events:

What Use Is History?

University of New Mexico

February 26–27, 2015

history.unm.edu/career-diversity/symposium-2015.html

History in Action II

Columbia University

March 6–7, 2015

historyinaction.columbia.edu/hia-programs

annual meeting and is part of ongoing efforts to extend the benefits of Career Diversity for Historians to the broad membership of the AHA.

The annual meeting also presented a rare opportunity for representatives of the pilot projects, funded by a grant to the AHA from the Andrew W. Mellon Foundation, to meet and exchange ideas. The four pilot programs all have projects that are underway and many more that they are hoping to unveil in the coming year. As Karen Wilson put it, pilot programs are working toward two general goals: “One,


helping history graduate students become better informed about career options and more capable of taking charge of their career plans; and two, working within the department and university culture to ensure we are preparing PhDs for career success in their chosen professions.” The programs have begun to integrate careers beyond the academy into existing professionalization workshops or seminars, and are exploring internship opportunities, whether within the university or in the surrounding community. They also are initiating projects that harness local resources for career explo-

rations for history graduate students. Those interested in Career Diversity for Historians are invited to two regional events, “What Use Is History?” at the University of New Mexico (February 26–27, 2015) and “History in Action II” at Columbia University (March 6–7, 2015). Further updates and activities will appear on the Career Diversity for History website (www.historians.org/careerdiversity) and in future issues of *Perspectives on History*.

Emily Swafford is the AHA's programs manager.

AHA-Mellon Career Diversity Regional Symposium

What Use Is History?



Save The Date – February 26-27, 2015

Albuquerque

New Mexico

FEATURING

Accomplished Historians in the Public, Private, and Non-Profit Sectors

history.unm.edu/career-diversity/symposium-2015.html

Historians, Activism, and Gender

Debbie Ann Doyle

At the annual breakfast of the AHA's Committee on Women Historians, Jacqueline Jones, University of Texas at Austin, gave an address titled "Women and Social Justice: What's History Got to Do with It?"

Jones considered the relationship between scholarship on the history of gender and the current status of gender relations. Citing a book reviewer who lamented that all of the resourcefulness, creativity, and energy going into historical scholarship might be better directed to political activism, she asked whether it is worthwhile for historians to wonder if the work we do as scholars has an impact on the larger society.

Many scholars of women's and gender history chose their subject because they were interested in understanding the roots of inequality and were fascinated by how hierarchies of difference are embedded into our culture. Yet, while Jones was preparing to testify to the state board of education about the planned adoption of inaccurate, ideologically biased textbooks, she had the discouraging experience of reading an interview with a school board member who said he did not care what academics thought.

Moreover, how, she asked, can historians get our message out to the public, when trade publishers are interested in only a narrow range of historical subjects, primarily military history and biography? The media are interested in history, but tend to privilege immediacy and seek out historical precedents, which can lead to discussions of the past without context. The media prefer brevity and clarity, while historians traffic in nuance and ambiguity.

Given this, she asked, can historical scholarship make the world a better, more just place? She called on her audience to take a generous look at the role of scholarship in the struggle for justice. Even historians who are not actively involved in public history or media outreach teach their students to look at the world in a critical and analytical way. Those who care about social justice need a



The photo was taken by Marc Monaghan.

A brainstorming session was held after the Committee on Women Historians' breakfast. Attendees split into groups and discussed work-life balance, preparing for tenure, mentoring, and career diversity.

broad understanding of where we are now, and how we got here. A fuller understanding of the human condition benefits everyone. If we continue to explore the past and in the process reveal why the world is what it is

today, by implication at least we also reveal what the future might be.

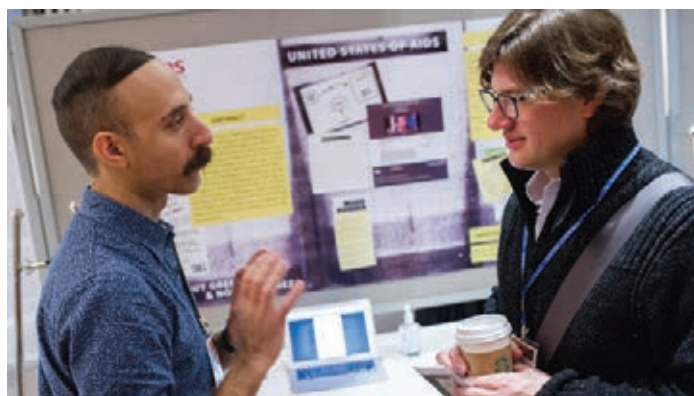
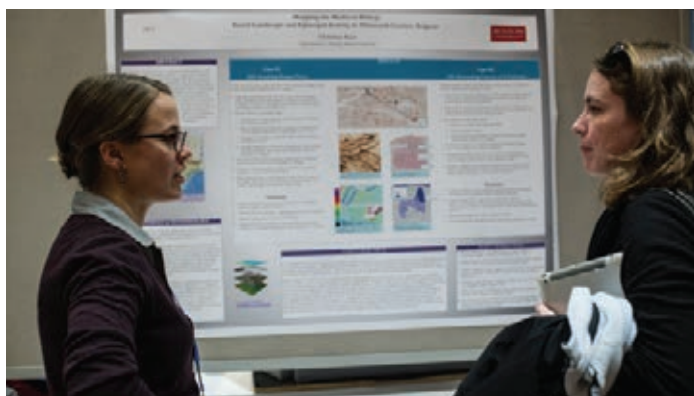
Debbie Ann Doyle is the AHA's coordinator, committees and meetings.



AHA 2015 in Pictures

Photos by
Marc Monaghan









History and Historians in the Ukraine Crisis

Sarah Fenton

Studying Ukraine is not for the faint of heart, nor for those seeking comfort about the current state of geopolitics. Hearing from historian Kate Brown at AHA Session 12, “History and Historians in the Ukraine Crisis,” that “we’re spending more on nuclear weapons now than we did at the height of the Cold War” could unsettle the most sanguine student, and likewise those seeking a story with unambiguous heroes and villains. As the University of Chicago’s Faith Hillis said, to understand the roots of this crisis requires acknowledging that “victims can also be perpetrators” (this is in reference to Poles in Ukraine, who have been both an oppressed minority and historically complicit in oppression). The crisis in Ukraine has seen thousands of people killed and millions displaced, but humans are not its only victims. As panel chair Jeffrey Mankoff (of the Center for Strategic and International Studies) put it, in this conflict “truth itself is a victim.”

Thus the heightened role of historians, whose job it is to dig up the truth and piece together those layers that have been obfuscated or denied. In a region where many of the 20th century’s most painful episodes were wiped clean from collective memory (not least the Holodomor, the man-made famine of 1932–33 in which Stalin allowed millions of Ukrainians to die from starvation), the historian’s task takes on at once added difficulties and significance.

Studying Galician Jews, for instance, as does Brown University’s Omer Bartov, requires unearthing the past of a people who are no longer present. What remains, Bartov said, is “anti-Semitism without Jews.” This was a region that traded one oppressor for another throughout the 1930s and 1940s, from the Soviets to the Nazis and back again. When the Red Army returned in 1944–47, the few Jews remaining saw it as a liberator; Ukrainians as an occupier; and Poles as both. This is thus a history from which competing populations can draw whichever lesson they find politically expedient.

Enter President Vladimir Putin, that master manipulator of past narrative. “Though he’s an awful historian,” Columbia University’s Tarik Amar said, welcoming laughter, Putin nevertheless “makes constant reference to the past,” establishing “guilt by association or analogy” on the part of those who would resist his imperial reach. The struggle over terminology in Ukraine is, according to Amar, a struggle over “truth claims.” What is a coup for one side is for the other a revolt; a terrorist by one reading is a rebel by another; a conflict cannot be termed a “civil war” if it’s due entirely to an outside force.

Getting mired in an arcane linguistics spat is only one hazard for historians participating in open, politically charged debates. As one attendee put it in the animated Q&A period: “the less nuance, the wider the audience.” In other words, historians entering the fray of an ongoing political crisis with far-reaching results are asked to do two things simultaneously that can seem irreconcilable: to voice an argument with clarity and courage while at the same time remaining true to stubborn facts and moral complexity. They must be

scrupulous and precise without losing the forest for the trees (or for that matter, without losing their audience).

I’m happy to report that this high-wire act was achieved during this session with impossible aplomb, which is perhaps why as I left it in a hurry for the next one, I had to wend my way through small knots of people carrying on intent conversations, reluctant to leave such a bracing discussion. It might also explain why a panel that could provide no comfort could nonetheless be as enlivening as the brisk wind whistling at my back outside the midtown Hilton.

Sarah Fenton is an AHA contributing editor. This article first appeared on AHA Today.

This piece is the first in a series of guest blog posts published on AHA Today covering the annual meeting. Posts report broadly on topics discussed during the meeting, such as career diversity, public history, and teaching. They also reflect on specific sessions, such as the embargo policy debate, the Voting Rights Act, and Ferguson panels.



**AHA
TODAY**

AHA Today:
News, Community, and Historical Thinking
blog.historians.org

Check out **AHA Today**, the official blog of the American Historical Association, for news about the Association and the discipline. We’ve simplified the design, made it mobile-friendly, provided social media streaming, and added a new commenting platform to make it easier for you to join the conversation!

Behind the Scenes at the Annual Meeting

Jeanne Gardner Gutierrez and Nora Slonimsky

Inside the Meeting: Behind the Scenes with the Hourly Workers

For 96 hours from January 2 to 5 this year, more than 80 student workers in neon-orange T-shirts from programs around the Northeast ensured that all aspects of the AHA annual meeting ran smoothly. Periodically appearing from and disappearing into a hidden corner of the Hilton's third floor, the graduate students were assigned a very wide range of tasks at the meeting. Regardless of specialization, professional role, or career stage, there was something for each one of us at Americas Hall I. From Mission Control, we found ourselves dispatched to the exhibit hall in the Hilton, to the fifth floor of the

Sheraton, or outside to the far reaches of the five boroughs. Wherever our staff ended up, though, they kept the conference on an even keel.

There were the standard shifts, which included checking that every single AHA panelist on the program had everything he or she requested, from AV to microphones to water on the tables. Student workers also observed every panel to ensure that it was running smoothly and on time, and provided assistance at the exhibit hall, information desks, Job Center, and headquarters. And then there were the unusual shifts. Students assigned to work these shifts took care of everything else that was scheduled at the conference: the business meeting, the receptions, the photography, the workshops and interviews, the film festival, the

luncheons and breakfasts, and the tours (see opposite page). Despite a few glitches, inevitable at any meeting of this size, I was able to leave my post to resolve problems, usually of the technological variety, because hourly workers were on top of everything they had to do.

With very rare exceptions, workers were on time, professional, and eager to help in any way they could. But different workers had different takeaways. One worker humorously compared the process of fielding attendees through the massive Friday registration lines to his second job as a Brooklyn bar bouncer; another noted how the position, which on top of compensation also provides free registration, made her attendance possible. Money is a tough subject for most graduate students, and this job gave many of us the



Museum of the City of New York evening reception and exhibition tour.

opportunity to attend a conference that would have been financially out of our reach otherwise. Similarly, some workers were from MA programs, others toiling toward a PhD; some were interested in an academic track, others in public history, still others in K–12 education. As we learned how to participate in such a huge professional gathering, networking with each other was tremendously helpful. And the free T-shirts were also a pretty good bonus.

Outside the Meeting Hotels: Behind the Scenes with the AHA Tours

First, a confession: I’ve been known to grumble while dodging through tourist-heavy areas of New York City, which includes the stretch of 34th Street between Herald Square and the Graduate Center of the City University of New York, where I attend classes. Whether I am running late for class or musing over a meeting with my adviser, when yet another tourist blocks my path while angling to squeeze the entire Empire State Building into her selfie, I tend to put my head down and my elbows out. Despite all my grouching and muttering, however, I secretly love to host out-of-town friends and colleagues, and I suspect many other New Yorkers do too. It’s a splendid excuse to visit new places and break out of one’s own little orbit of school, work, and home.

The roster of tours assembled by the AHA Local Arrangements Committee was an ambitious one for those who were willing to venture from Midtown—and that was true for many of the LAC staff as well as the visiting participants. Even if New York City is your home turf, you will always have plenty to discover—perhaps a relatively recent addition to the cityscape that you haven’t visited yet, such as Four Freedoms Park on Roosevelt Island. Or you may re-discover an institution that’s changed since you last visited, like the New-York Historical Society or the Tenement Museum. As I watched tours depart and return over the course of the weekend, I confirmed my assumption that locals share the pleasure of seeing the city with a visitor’s fresh eyes. We also benefit from being reminded that the academic resources we enjoy, such as New York City’s Municipal Archives and



Eric K. Washington of Tagging-The-Past leads his “Melting Pot, Six Feet Under” tour through Trinity Church Cemetery in Washington Heights. Photograph by Marika Plater.

the United Nations archives, are not to be taken for granted! (These two tours were the sold-out sleeper hits of the conference.) And whether you visit familiar or unfamiliar territory, it takes guts to venture out on a two-hour walking tour in early January, especially with the variable weather that we had. Several attendees and hourly workers signed up for multiple excursions, and if it wasn’t 23° and snowing as I write this, I would take off my hat to all the hardy souls who braved the wind and wet (especially Saturday’s punitive “wintry mix”).

While the weather is beyond our control, there are always a few things that could be improved. For example, the fact that public transportation would be used to reach various destinations (and therefore that the museum/archive tours might entail subway station stairs and several blocks of walking) was not made sufficiently clear to some participants, an issue I hope future program planners will address. And we New Yorkers would do well to remember that the instant we get too cocky and too eager to flaunt our local knowledge, the city is likely to throw a curve ball. I think it will take a while to expunge from memory the exact moment when 21 historians, standing in a drizzle on Madison Avenue, realized that I had grossly overestimated my ability to catch an uptown bus.

Conclusion

Whether we worked at the conference locations or on the tours (or as several

students did, a combination of the two), a behind-the-scenes view of the AHA provided two major benefits. On the one hand, we saw the scholarly side of the conference as we sat in on panels, walked through the exhibit hall, or interacted with other historians at the receptions. On the other hand, we saw the administrative component and got a taste of the amount of work members of the regular AHA staff do to make an event like this possible every year. For us in particular, this balance between the various components of the conference was a sobering peek into the future. Once we are outside the precincts of graduate school, this kind of balancing act will be part of our everyday work lives, not confined to a four-day whirlwind.

Nora Slonimsky is a doctoral candidate in history at the Graduate Center of the City University of New York, where she is working on her dissertation on the political development of copyright in the 18th- and early 19th-century colonial British Atlantic and early national United States. She was a graduate assistant to the Local Arrangements Committee and conference liaison for the 2015 annual meeting. Jeanne Gutierrez is a doctoral candidate in American history at the Graduate Center of the City University of New York. She was also a graduate assistant to the Local Arrangements Committee and tour liaison for the 2015 annual meeting.

Remember, Remember the Fifth of November

Modeling John Donne's Gunpowder Day Sermon

Seth Denbo

On November 5, 1622, John Donne, then rector of St. Paul's Cathedral in London, gave a sermon that commemorated the day 17 years before when the notorious Guy Fawkes and a group of coconspirators were discovered in their plot to blow up Parliament. In early modern England, where conflicts between Catholics and Protestants shaped much of politics of the period, November 5 had quickly become an important date in the calendar and a moment for reflection on the English monarchy and divine providence. We know the words that Donne spoke on this day because the text was written down and eventually published. What we don't know is how someone attending the sermon would have experienced it, what he would have heard from any particular spot, the cadences of the preacher, and so on.

On January 2 of this year, 150 attendees at this year's annual meeting got up early to participate in a workshop on how to get started in digital history. As an introduction, we looked at a few exemplary projects that provided a view of some of the kinds of things that scholars who are new to digital history should know. Projects like History

Harvest and Trading Consequences provided examples of the use of several different tools and methods that digital history practitioners utilize. Befitting the theme of the meeting this year—history and the other disciplines—we concluded with a look at the Virtual Paul's Cross Project. This digital installation and website is a groundbreaking attempt to combine historical scholarship with work from archaeology, architecture, and acoustical engineering to recreate some of the elements of that London afternoon in 1622.

The Virtual Paul's Cross website models the past. Like all historical work, the project creates representations of the lived experience of historical actors. The website's 3-D models of the churchyard, the static and moving images that show the view from various vantage points, and the acoustic representations that allow us to listen to the sermon all build a rich descriptive and interpretative framework for understanding.

In common with many digital history projects, Virtual Paul's Cross has elements that make it both research and presentation. The finished product allows a broad audience to understand what it was like to attend a public sermon in 17th-century London and

to experience dimensions the text does not provide. But the development of the models that allowed the scholars to generate what the project website calls an "evidence-based restoration" required extensive syntheses of the history of early modern London. The researchers modeled that day's weather using historical data and information about current patterns, consulted contemporary accounts of the number of spectators in the churchyard to estimate the size of the crowd, and read descriptions of Donne's oral sermonizing. The extensive bibliography demonstrates engagement with historical knowledge about the full range of relevant contexts.

I like this project because it shows the possibilities that can be realized by combining traditional historical methodologies with those in fields that are much more driven by technology, such as the acoustical engineering techniques used in the project. In combining primary sources with secondary literature on the period, this solidly historical undertaking also takes a novel approach to the presentation of scholarship. It makes the most of digital technologies and uses the web to provide descriptive and interpretive elements.

One criticism often leveled at 3-D modeling of historic spaces is the lack of intellectual transparency of the completed model. This is a valid concern. Scholars using such non-traditional tools as Google SketchUp and Photoshop should be thinking about how to make their methods and research conjectures transparent. It is true that the assumptions of the scholar are intrinsic and therefore often hidden from view, but the Virtual Paul's Cross Project uses its website to explain these methodologies. It makes clear what is known about the space that it models and explains the bases of inference. This allows the user to understand how the interpretive work that is part of all scholarship in history was done. It could be argued that such transparency should be part of all historical interpretation.

About the Project

The Virtual Paul's Cross Project is based at North Carolina State University. The project includes both an installation at the James B. Hunt Library on the Centennial Campus of NC State University and a website that provides an overview of the project, images, videos, and a detailed bibliography. The project received funding from the National Endowment for the Humanities under the Office of Digital Humanities Start-up Grant program. John N Wall, professor of English at NC State, is the principal investigator for the project. David Hill, associate professor of architecture at NC State, supervised construction of the Visual Model, with the assistance and guidance of John Schofield, archaeologist at St. Paul's Cathedral.

The project website can be found at vpcp.chass.ncsu.edu.



Credit: Virtual Paul's Cross Project

Paul's Churchyard, from the visual model constructed by Joshua Stephens and rendered by Jordan Gray.

This project is an excellent example of a historiographical intervention into a rich scholarly conversation. It furthers our understanding of the sermon itself, provides an idea of the experience of attending a sermon of the time, and enriches our knowledge of the wider historical context. It does so using platforms that are divorced from the usual outputs of historians and other humanities scholars. As such it is also an example of the kind of scholarship that departments must take into account when evaluating the work of scholars who are doing digital work. Only by allowing experimentation in both methodology and form, and by expanding our view of practice, can the discipline continue to create history that is both engaging and relevant. Far from merely imagining new business models for journal publishing, or lamenting the demise of the scholarly monograph, projects like Virtual Paul's Cross evince creativity and place a value on ingenuity as they produce meticulous scholarship.

Seth Denbo is the AHA's director of scholarly communication and digital initiatives. He tweets @Seth_Denbo.

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Toward a People's History of Climate Change

Pallavi Das

As I was searching for newspaper articles on the environment in India, an article on climate change and apple production in the Western Himalayas caught my eye. It was about how climate change has affected apple production in India over the past three decades, and how this in turn has affected the livelihood of the apple farmers. I could immediately relate because I could see this change in my own garden. In late summer last year I noticed that there was hardly any fruit on my apple trees because of the harsh winter the previous year. The right winter temperature and precipitation in the form of snow are important climatic factors for the flowering of apples. Any change in temperature or precipitation can affect apple production, which in turn impacts the communities that depend on apples for their livelihood. Apples are an important commercial crop of the Himalayas region; more than 200,000 farmers are engaged in growing them.¹ And millions of small farmers around the world depend on seasonal bio-indicators (the annual rhythms of flowering, rainfall, etc.) for the planting and harvesting of their crops. However, climate change has made these seasonal indicators erratic and unreliable, thus threatening the livelihood of small farmers.

Humans are collectively responsible for climate change, but neither the causes nor the consequences of climate change are equitable across the world. Ordinary people, particularly the poor, suffer more and are more vulnerable to the impacts of climate change, including floods, droughts, and other impacts.

As I began reading more on the socioeconomic dimensions of climate change, I was surprised to find that there are no historical studies on anthropogenic climate change and its impact on people.² I feel that historical study of the socioeconomic dimensions of climate change from the perspective

of ordinary people and over a substantial period of time is necessary to understand the impacts of climate change and to mitigate them. Engaging in such a study would allow historians to contribute to the shaping of public policy concerning climate change. Therefore, I propose an approach for such a study—a people's history of climate change. This approach to history, as I provisionally envision it, would focus on vulnerable sectors of society.

My proposed people's history of climate change has four components: defining the people to be studied; understanding how they perceive climate change and its effects on their lives; examining their perceptions about the causes of climate change; and understanding how they cope with climate change.

A people's history of climate change would start with a focus on a particular sector of ordinary people living and working in a particular place that is undergoing climatic (as well as economic and social) changes. For example, it could be the poor who live in Chicago, which is projected to face severe heat waves more often in the coming decades due to climate change. In the 1995 heat wave, African Americans had a 50 percent higher mortality rate than whites, a figure that may reflect their economic reality. Extreme heat combined with high humidity can be fatal for the old and the frail who do not have access to air conditioning, and lower-income people generally can suffer great discomfort when they lack this amenity.

The second component of a people's history of climate change would focus on how people perceive the effect of climate change on their lives. This component, of course, would be shaped by where people live and how they obtain their livelihood. People may not use the term *climate change* per se, but they can certainly describe the climatic changes in their immediate environment

based on how they impact their lives. For example, Quechua-speaking farmers in Bolivia perceive climate change in terms of the decrease in the number of nights when a frost occurs because they grow potatoes that require nights of frost alternating with days of intensive sunlight to process the potatoes and freeze-dry them.³

Historians working on a people's history of climate change would, I imagine, examine the factors that ordinary people perceive as responsible for and contributing to climate change and its impacts, which would form the third component. The factors that ordinary people hold responsible for climate change might include industrialization, population growth, angry gods, and many others. Historians would also examine whether these perceived contributing factors have changed or remained the same over a time frame of at least 50 years. In addition, I hope that people's historians of climate change would investigate how ordinary people's perceptions of climate change are influenced by local and national discourses about the topic.

The fourth component of my proposed people's history of climate change would be a study of how people cope with it. As people interact with nature, they develop a knowledge system made up of technologies, beliefs, and skills that enable them to maintain their livelihoods by using natural resources and interacting with the local environment in a more or less sustainable way. For example, Inuit hunters in the Canadian Arctic have detailed knowledge of sea ice, along with a deep familiarity with wind and current conditions that they can use to forecast ice safety. This knowledge allows them to avoid dangerous conditions and travel and hunt successfully. This Inuit knowledge is built through previous experience with thin ice conditions, strong wind currents, etc., and is passed from one



Credit: Raja Islam, www.flickr.com/rajaislam

Apple trees grow in Skardu, a town under Pakistani control near the Karakoram mountain range in India.

generation to another through stories, anecdotes, and so forth.

Historians working on a people's history of climate change would study this knowledge and examine ordinary people's coping mechanisms and responses to the impacts of climate change over time. One response might be to spatially relocate their economic activities. For example, in the last two decades, due to increasing temperatures in the lower altitudes, the apple farmers in the Himalayas have moved to higher altitudes for apple cultivation. Or people whose livelihood practices are deeply rooted in their culture and religion might respond to climate change through rituals or other religious practices; for example, in Tanzania, when the rains fail, people perform rituals to please the rain god. Other people might respond to climate change by forming social-political organizations to highlight the problems they face due to climate change.

Although some historians have studied the climate in the distant past and its impact on society, they have largely ignored not only contemporary society but also the lives and views of ordinary people in various geographical contexts. Anthropogenic climate change is one of the most pressing global environmental problems today. This was highlighted by the recent People's Climate March in New York City, the largest march for action on climate change ever to be held.

A people's history approach to climate change will allow historians to develop a better and more in-depth understanding of local concerns about the climate; of how climate change impacts people's lives over time; and how people respond to these changes. This is my vision. I want to start a dialogue with ordinary people and understand their ideas about climate change before these ideas are lost.

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South Asian history at Lakehead University, Canada. She has published articles on the environmental history of South Asia. Her forthcoming book (to be published in 2015 by Palgrave Macmillan) examines the ecological consequences of colonial development policies in India.

Notes

1. H. R. Gautam, I. M. Sharma, and R. Kumar, "Climate Change Is Affecting Apple Production in Himachal Pradesh," *Current Science* 106, no. 4 (February 25, 2014): 498–99.
2. Historians have studied climate in relation to societies in the distant past when changes in climate were due to natural causes rather than human activities.
3. S. Boillat and F. Berkes, "Perception and Interpretation of Climate Change among Quechua Farmers of Bolivia: Indigenous Knowledge as a Resource for Adaptive Capacity," *Ecology and Society* 18, no. 4 (2013): 21.

Marx in the Mountains

Poverty and Environment in and outside of the Classroom

Gregory Rosenthal

What is the relationship between environment and poverty? I asked my students this question at the Middlebury School of the Environment—a new, interdisciplinary, immersive six-week summer program. In my class “Environmentalism and the Poor,” we read scholarship in environmental history, environmental economics, and political ecology. Moving beyond strictly deterministic explanations of poverty (racial, environmental, or otherwise), I encouraged my students to dig deeper into the processes by which people have made (and make) poverty by altering the natural environment and by limiting the ability of others to use and access those environments. I organized the course around what I identify as major themes in any environmental history of poverty: commodities, disasters, dispossession, wage labor, and resistance. I assigned influential books and articles written by labor and environmental historians, and also essays by journalists reporting on these same issues in our contemporary world.¹

We also read Karl Marx. My colleagues in New York, where I normally teach and live, had introduced me to Marx. The great 19th-century historian’s insights on the origins of poverty and inequality—on the origins of capitalism—have found a ready audience among today’s generation of graduate students and rising scholars, the so-called “millennial Marxists.”² But as I prepared to teach in Vermont, I wondered: What would it look like to read and critique Marx at an interdisciplinary environmental-studies school in rural New England in 2014? Would Marx make as much sense here as he does on Wall Street or in Union Square?

Only two of my students had previously encountered Marx. In the post-Cold War American academy, where Marxism is



Students gleaning at Dutchess Farm, Rutland County, Vermont.

passé, many college students are deprived of the opportunity to better understand how the mode of production (e.g., capitalism) shapes nearly every aspect of human society, culture, and history. My students admitted their interest in knowing more about this: about Marx, his writings, and how they relate to environmental issues past and present. So we read Marx on Mondays, followed each week by more contemporary scholarship and journalism on similar topics. One student, reflecting on our scenic surroundings, called this “Marx in the Mountains on Mondays.”

The first topic we considered was commodities. After reading Ramachandra Guha’s *Environmentalism: A Global History*; Joan Martinez-Alier’s *Environmentalism of the Poor*; and Richard White’s essay “Are You an Environmentalist or

Do You Work for a Living?': Work and Nature,” all of which argue that poor and working-class people experience the environment differently than wealthy people do, my students got excited about the spotted owl controversy that White alludes to in his essay.³ This led us to a debate on nature’s intrinsic versus utilitarian values. When we read Marx, my students encountered yet another distinction: use versus exchange values.⁴ We ended up taking a big step backward at this point to talk about the word *value* itself. Students identified Marx’s definition of value (to paraphrase, the amount of labor socially necessary for a thing’s production) and disagreed strongly with it. What about moral and ethical values? What about nature’s intrinsic, noncommodifiable values? In the ensuing discussion, students realized that truly

anything in nature can become a commodity. We had an interesting discussion about the commodification of water, of air, of living things like plants and animals. It is not that nature lacks intrinsic value or even use values, but rather that the origins of environmental inequalities lie in the processes by which natural things are extracted and exchanged not for their own good or for their usefulness to us, but for their exchangeability in the marketplace. One student remarked, regarding the commodification of natural resources, “I never realized that one thing can be so many different things at the same time.”

Another lesson concerned what Marx calls “primitive accumulation.” We watched a documentary film, *Land of Oil and Water*, about indigenous experiences of, and forms of resistance to, oil sands development in Alberta, Canada. This story seemed to directly relate to Marx’s writings on primitive accumulation.⁵ My students were quick to grasp that Marx’s history of the transition from feudalism to capitalism in England was more than just a presentation of facts and figures; it was a theory of change that could be tested against other places and time periods. So when we read about the great rural-to-urban migration of China’s “floating population,” or about the growth of urban slums, we recognized that modern primitive accumulation creates not just a wage-working proletariat, as Marx had supposed, but also massive amounts of homelessness, unemployment, and participation in the informal economy. Students recognized that environmental histories of “the land” often tell only half the story; they fail to narrate the post-expropriation strategies of landless people. As we watched *Land of Oil and Water* and learned about aboriginal Canadians’ struggles against economic and ecological exploitation, we were better able to understand their predicament as a legacy of historical (and ongoing) dispossession and settler colonialism. We wondered if Marx would be surprised to see that in 2014 native peoples are still struggling against the same processes he wrote about a century and a half earlier.

While our discussions of Marx often bled into the abstract, I was floored by my students’ abilities to move these ideas off the page. Halfway through the semester, they proposed a service-learning final project that would tie the major themes

of our course—environment, poverty, and justice—to a contemporary issue in the local community. They suggested that we spend one day gleaning on a small farm in Rutland County, 30 miles from Middlebury. We drove to the farm at 8:00 a.m. on a Wednesday morning and began our day picking green beans, herbs, and lettuce. In two hours, the eight of us harvested approximately 100 pounds of food that otherwise would have gone to waste. The students connected us with a local non-profit, Rutland Area Food and Farm Link (RAFFL), that helped coordinate the distribution of our harvest to area food pantries, halfway houses, and homeless shelters. Earlier in the semester, I had accompanied one of my students to a community supper in downtown Middlebury, where a church group each week provides free dinner to approximately 200 people. There I learned that one in six children in Addison County (where Middlebury is located) goes hungry at some point each year. Hunger and poverty are real issues in rural Vermont, and my students taught me to see this through their engagement in service learning.

Back on campus, the students gave a final presentation to the School of the Environment on their gleaning experience. Marx was in their mouths, and I could see the many threads of our class coming together. In making sense of gleaning, they demonstrated that the commodification of food resulted in increased food insecurity among the poor; they talked about the origins of urban poverty in Vermont, where increasing numbers of residents do not have access to the means of production and must rely on either wage labor or state welfare for survival. They explained the market mechanisms of how and why food goes to waste on the farm; and they offered thoughtful solutions for how gleaning, as a form of resistance, can reconnect the working class to a historical, agricultural commons that once provided people with the means of subsistence.

It turns out that Marx makes a lot of sense in the mountains. My students helped me think about the links among labor, nature, and poverty in new ways, and reading Marx helped them better understand the linkages between past and present, between city and country, and between labor and capital.⁶ We also learned something about the dialectic of theory and practice. I share

my students’ concerns with hunger and poverty, and we are committed as a class to struggling with these issues. In the ideal college classroom—one in which Marx has a place—students and faculty will realize that the intersections among theory and practice, research and teaching, ideas and materiality are not just the keys to getting a good grade or building a teaching portfolio but are also the keys to making effective change in this world.

Gregory Rosenthal is a doctoral candidate in history at the State University of New York at Stony Brook and an instructor in environmental humanities at the Middlebury School of the Environment.

Notes

1. The syllabus for “Environmentalism and the Poor” is available at <http://sites.middlebury.edu/schooloftheenvironment/files/2014/08/Environmentalism-and-the-Poor-syllabus.2014.pdf>.
2. Timothy Shenk, “Thomas Piketty and Millennial Marxists on the Scourge of Inequality,” *The Nation*, May 5, 2014, <http://www.thenation.com/article/179337/thomas-piketty-and-millennial-marxists-scurge-inequality>.
3. Richard White, “Are You an Environmentalist or Do You Work for a Living?”: Work and Nature,” in *Uncommon Ground: Rethinking the Human Place in Nature*, ed. William Cronon (New York: W. W. Norton, 1996), 171–85; Ramachandra Guha, *Environmentalism: A Global History* (New York: Longman, 2000); Joan Martinez-Alier, *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation* (Northampton, MA: Edward Elgar Publishing, 2002).
4. Karl Marx, *Capital: Volume I: A Critique of Political Economy* [1867] (New York, 1906), 41–96.
5. Marx, *Capital*, 784–848; *Land of Oil and Water*, directed by Neil McArthur and Warren Cariou (Winnipeg, Canada: Winnipeg Film Group, 2009).
6. See our collectively written document “Forms of Working-Class / Peasant Environmental Resistance,” at *The Stream: a Blog for the Middlebury School of the Environment*, August 25, 2014, <http://sites.middlebury.edu/schooloftheenvironment/2014/08/25/forms-of-environmental-resistance/>.

Decolonizing the Newspaper

The Historian and the Op-Ed

Frank P. Barajas

In a democratic society, debate over ideas and an appreciation for the past are dependent on multiple perspectives. Only recently have the historical vantage points of racial minorities, the gay community, and women, for example, been given increased space by newspaper editors. For me, it is important that intellectuals from a demographic group that has been studied in the past voice a perspective in the present. Otherwise, the discipline becomes a colonial enterprise.

Origins

During my doctoral studies at the Claremont Graduate University in the mid-1990s, I was fascinated by the public intellectual prose of historian Robert Dawidoff, which was featured regularly in the *Los Angeles Times*. His pieces addressed protean questions of civil and gay rights. They were sagacious reflections that linked the past to the contemporary. One 1995 essay—which I use in my undergraduate methods course *The Historian's Craft*—critiqued presidential candidate Senate Majority Leader Bob Dole's attack on the National History Standards. Dawidoff complicated the senator's election-year call for a symmetrical teaching of US history with a discussion of the historical realities in Dole's state of Kansas. Dawidoff reminded readers of the civil war in "Bloody Kansas" before the nation's Civil War and the unfinished pursuit of equality and opportunity 100 years later in *Brown v. Board of Education of Topeka*, decided in 1954.

As a motivation to draft op-ed essays, I have customized a sentiment expressed in Edward Said's *The Question of Palestine* to the experience of Chicanas and Chicanos: "Everyone speaks for Chicanas and Chicanos except Chicanas and Chicanos." Certainly, people of Mexican origin are not voiceless, but I am uneasy because narratives of the



A newspaper seller in Berlin, Germany. The photograph, now at the Library of Congress Prints and Photographs Division, was taken between 1908 and 1919.

Mexican experience, popular and scholarly, are dominated by onlookers. I am equally concerned when newspapers identify a writer or two to be the lead voices of a group. Hence, I write to "messy" the discussion on a topic involving people of Mexican origin in the United States.

The First Attempt

In 1996, I submitted an essay to the brand-new History News Service, an informal syndicate of historians founded by Joyce Appleby (a Claremont alum like myself) and James M. Banner, Jr. The piece compared the struggle of Dust Bowl migrants with that of Mexican families targeted by two pieces of proposed California legislation: Proposition 187 of 1994 and Proposition 227 of 1996. The first proposition was designed to deny education and health services to undocumented immigrants; the second

pursued the elimination of bilingual education. (The electorate of California passed both initiatives.) I argued that, as with the discrimination directed toward the Joads of the Great Depression, these anti-immigrant propositions arose out of economic despair, this time that of the early 1990s. The essay was nearly accepted by the HNS for its publication online and syndication in print media outlets. My perspective and byline, I thought, were going to run nationally.

But I learned a valuable lesson from this attempt, which was, alas, unsuccessful: follow the directions of editors. The HNS tentatively approved my piece but directed me to pare it down by 200 words, as many newspaper op-ed sections enforced a strict limit of 1,000 words. I extracted 100, believing the balance to be too critical to discard, and resubmitted the essay. I waited for a reply of acceptance that never came. So now when the op-ed guidelines of a

newspaper list a word maximum, I do not exceed it.

Rewards and Recognition

Since my initial learning experience with public intellectual writing, I have published several essays, largely in the local newspaper of the counties of Kern, Orange, and Ventura in Southern California. And in 2011, the HNS ran and distributed another piece I wrote on the history of Mexican migrant workers and a National Park Service project's preservation of the stories of this group. My name is now humbly listed among an august group of historians such as Joyce Appleby and others who have written outstanding academic publications and also contributed to a more public dialogue in the popular press.

Although public intellectual writing carries limited weight in the rewards system of academe, especially at R1 institutions, it does have its benefits. First, it can hold accountable the often decontextualized and triumphalist memory of prominent public figures. The past chair of the National Endowment for the Humanities, Lynne Cheney, who led the charge against the National History Standards before Dole, comes to mind, as does former House Speaker Newt Gingrich. Readers also appreciate fearless muses who unequivocally tether the local events of their communities to national currents of the past.

For example, in January 2014 I wrote about a 2013 Dodge Ram truck commercial, titled "To the Farmer in All of Us," aired during the television broadcast of Super Bowl XLVII. The commercial perpetuated the myth of the Jeffersonian yeoman but ignored wage-earning Mexican immigrant farmworker men, women, and children. The scenes in the Dodge commercial emphasized predominantly a patriarchal, individualist, white ideal of agricultural life. I responded by highlighting how presently in the Southern California county of Ventura, as in the past, immigrants from Mexico dominate the landscape of commercial agriculture. And in the nation's larger history, African Americans (many as slaves), Asians, Europeans, and Native Americans toiled land they did not own.

The piece was picked up by my local newspaper, the *Ventura County Star*, and by the *Bakersfield Californian* and several online

Resources and Tips

- ◆ Read newspapers' submission guidelines, including these two *New York Times* essays by op-ed editors:
 - ◆ www.nytimes.com/2004/02/01/opinion/01SHIP.html
 - ◆ www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html
- ◆ Consider the style and formatting of your favorite newspaper columnists.
- ◆ Anticipate a holiday and submit an essay about it that is situated in history.
- ◆ For topic ideas, attend the meetings of your local government, and pay particular attention to the public comments part of the agenda.
- ◆ Submit an op-ed within days of a hot-topic issue.
- ◆ As you plan the article, create a succinct hook immediately.
- ◆ Write plainly and boldly, in prose that is stripped of academic jargon.

outlets, one of them the History News Network. Friends in my community and colleagues on my campus have expressed an appreciation for my historical points of view. Receiving such kudos is always nice.

Public intellectual writing also offers a more immediate sense of accomplishment. If a piece is picked up, you see your name in the byline within a week, instead of the months or years involved in the publication of a peer-reviewed article or book. This exercise also increases the reservoir of goodwill you and your institution enjoy in the community. Furthermore, students who read newspapers value the civic engagement of their professors who write op-eds.

Dawidoff informed readers that history itself was becoming more democratic—messy, if you will—with the steady rise of voices once silenced by the forces of power and privilege. To write this peoples' history, however, more academics need to be civically engaged in their communities, heeding the debates of the present in order to comment on the echoes of the past, both mythic and real.

Frank P. Barajas is a professor of history and Chicano/a studies at California State University Channel Islands. He is also the author of Curious Unions: Mexican American Workers and Resistance in Oxnard, California, 1898–1961.

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Academia in Prison

The Role of the University in an Era of Mass Incarceration

Kelsey Kauffman

In August 2012, two friends and I started a small college program at the Indiana Women's Prison (IWP), which historians consider to be the first women's prison in the nation. Over two years, our program grew to 15 teachers and 80 students. Although many of our students need remedial help, some are truly outstanding, and nearly all are highly motivated. Our faculty members are mostly retired professors from some of central Indiana's best universities. For example, John Dittmer, a retired historian from DePauw University, teaches two of our most popular courses—on the US civil rights movement, and the United States in the 1960s.

A major challenge for college faculty in prisons is finding a way to teach students how to do research when they have no access to the Internet and virtually none to books and articles. I knew that our prison and the Indiana State Archives had reams of original documents about the prison dating back to its founding in 1873. Thus, I set out to teach our best students how to do research by writing a history of the prison—in one semester. Four semesters later we are still at it. Along the way, our initially happy tale of two noble Quaker women who rescued their sisters from a brutal male prison and founded the nation's first women's prison has taken many dark and surprising turns, some of which are noted in the accompanying article by Michelle Jones. In the process, the students have begun to present their research at academic conferences via video-conferencing and to publish their findings, a process that I expect will continue for at least four more semesters.

I am not a historian, but I am no stranger to prisons and prison history. After graduating from college, I worked as a prison officer at the Connecticut State Prison for Women, and I later went to graduate school at Harvard, where I wrote *Prison Officers and Their World* (1988). The book includes a long chapter on the history of the Massachusetts

prison system. Since then I have maintained a keen interest in prison history, including the Indiana Women's Prison, which is how I knew of the documents and various accounts by historians about that prison.

It was not until we were well into our history project at IWP that I realized that historians and I had been asking the wrong questions about the prison. My students, on the other hand, have consistently asked the right questions—often-cynical, penetrating, exacting ones that not only have exposed new information about the founders of this prison, but have challenged prevailing ideas about where, when, and by whom prisons for women were started and, most importantly, why. Jones's article discusses some of their key findings.

This is not the first time that I have come to realize how valuable my prison students' insights are and what we miss by excluding their voices. One of the courses we teach at IWP is Public Policy; in it the students learn standard information about state and local governments and how to analyze existing policies and advocate effectively for new ones. Then they turn their attention to bills before the Indiana state legislature on which they have genuine expertise—prisons and the criminal code, of course, but also poverty, sexual assault, drugs, and mental illness. After careful analysis and much debate, they write testimony on these bills that others present on their behalf before House and Senate committees. (For example, our students were the first to bring to the attention of the legislature that none of the nearly 30,000 people in Indiana prisons is currently diagnosed as having autism, and that some behaviors that are construed as oppositional by prison staff may be due to autism instead.) So useful and constructive have their insights been that Indiana state legislators of both parties regularly come to the prison to discuss these issues with our students.

Not only do people in prison make highly motivated, often strikingly original students, research shows that attending college while in prison also substantially improves recidivism rates.¹ Another benefit is that college programs change prison environments by giving hope and meaning to those who are enrolled, as well as to those who aspire to be enrolled.

Yet college programs exist in only a small fraction of prisons in the United States. Many more programs existed before Congress passed the Omnibus Crime Bill of 1994, which included a ban on Pell Grants to people in prison. The United States had already begun its mad rush to incarcerate people—especially people of color—that would increase the number of state and federal prisoners seven-fold in 30 years. Indiana was one of the few states that maintained college programs using state funding, and it soon had perhaps the best and most extensive prison college program in the nation. Ten percent of all men in prison in Indiana were enrolled full-time and 15 percent of women. Then, in 2011, abruptly and without debate, the legislature withdrew all funding. College programs in all but one of the state's prisons collapsed almost overnight as colleges and universities—public and private—quickly withdrew not only their instructors but also their books, computers, and supplies. The thousands of men and women who had been enrolled in those programs were, of course, deeply disappointed; so too were many of those who worked in Indiana's prisons. When we approached the Indiana Department of Correction and the Women's Prison a few months later with the idea of restarting the college program at IWP with an all-volunteer faculty and at no cost to the state, we were welcomed with open arms.

The only problem was finding a private college that would partner with us. We would spend no money, but we would also generate none. Plus, there was the prickly



Women feeding chickens at the Indiana Women's Prison.

problem of giving college degrees to prisoners—not good for the college brand. Finally, a small private college with a mission close to our own agreed to be our degree-granting institution, only to have to withdraw 18 months later for reasons unconnected to our program. We have now spent nearly a year searching for another Indiana college to take us on, with no luck. Thus, we find ourselves a thriving college program with wonderful students, strong faculty, great courses, supportive administration, no cost—and no college.

It has been a frustrating quest, yes, but in the process we've learned the essential lesson that the problem isn't Indiana's alone. Colleges and universities, in general, are loath to provide credit and degrees to prisoners. Of the prison college programs that exist, far too many allow "inside" and "outside" students to take courses together or in parallel, yet they grant credit only to the "outside" students, a model that I think is unfair and perhaps exploitative. A few colleges—most notably Bard—do grant degrees, but those programs tend to be highly selective and take few students. We have too many "gems in the rough" at our prison to pass up the opportunity to educate as many people as we possibly can.

I don't know what the solutions are—one might be consortiums of colleges to grant credit and degrees to people in qualified prison programs—but we need to find or

create them soon. Prisons in the United States are, as Michelle Alexander observes, the "new Jim Crow" and have done much to destroy what the civil rights movement gained, to say nothing of efforts to lessen poverty in this nation.² Yet, ironically, prisons today offer an extraordinary opportunity to provide quality higher education to historically marginalized groups of all colors if only we will seize it. So far, we have not.

I would like to end with two invitations. The first is to retired historians and other researchers. As Michelle Jones notes in her article, one of the greatest frustrations that my students in the prison history project experience is how long it takes me to respond to their many requests for information. I need help tracking down myriad leads on such topics as Sarah Smith's roots in England; the history of the Magdalene laundry in Buffalo, New York; 19th-century sewage systems; and the incidence of female circumcision in the 1870s. We would be delighted and grateful to have your help.

The second invitation is to historians in the Indianapolis area to teach in our program. The courses we offer are those that our volunteer faculty members want to teach. Thus, math has become our top subject for the simple reason that we have four excellent math teachers willing to teach every semester. (Next semester we will have eight women taking calculus—not bad for

a female population whose median age is the late 30s.) Between John Dittmer's seminars and the prison research project, our advanced students have had excellent opportunities to study and research history. But we don't currently offer any 100- or 200-level history courses even though our beginning students are keenly interested in taking those courses.

If you are interested in volunteering, please contact me at kelsey.kauffman@gmail.com.

Kelsey Kauffman is the volunteer director of the Higher Education Program at the Indiana Women's Prison and also teaches in the program. She has worked as a prison officer and has taught in three prisons. Her research, which has taken her to more than 80 prisons on four continents, focuses primarily on the impact prison employment has on officers, problems of white supremacy among prison employees, and mothers in prison.

Notes

1. Wendy Erisman and Jeanne Bayer Contardo, "Learning to Reduce Recidivism," Institute for Higher Education Policy, November 2005, <http://www.ihep.org/sites/default/files/uploads/docs/pubs/learningreducerecidivism.pdf>.
2. Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: New Press, 2010).

Women's Prison History

The Undiscovered Country

Michelle Jones

The Indiana Women's Prison (IWP), founded in 1873 in Indianapolis, is often described as the first separate prison for women in the United States. For the past 18 months, students in the college program at the prison have been researching and writing a book on the history of our prison's first 15 years. Our class has been fortunate to obtain original sources for our research from the Indianapolis Public Library, the Indiana State Archives, and IWP itself, including detailed prisoner demographic data from 19th-century prison registries that we have digitized.

This project is unusually collaborative. Students are organized into groups that discuss, research, and study a particular area of the prison's history that will be covered in the book. Our professor, Kelsey Kauffman, facilitates meta-discussions in which singular topics are interwoven, providing a cohesive look into our prison's past.

After reading many of the historical and contemporary accounts available to us, we initially believed we were writing a feel-good story about two Quaker women banding together with other Quakers and the state to create a safe and rehabilitative environment for "fallen" women. The social and economic climate at the end of the Civil War was abysmal for women. Prostitution, theft, and fraud, the only alternatives to destitution and death for many marginalized women, often led to their incarceration. In Indiana, Rhoda Coffin and her husband, Charles, both Quakers, exposed the sexual abuse and exploitation of women held in the men's state prison in Jeffersonville. This exposure ultimately compelled Governor Conrad Baker and the state legislature to create the Indiana Reformatory Institution for Women and Girls (now known as the Indiana Women's Prison).

We learned that another Quaker, Sarah J. Smith, had opened a Home for the Friendless in 1865, using her own money to "develop a wonderful facility for reforming

the abandoned."¹ Smith was handpicked to serve as the superintendent for the newly opened female prison on the strength of her work and dedication at the Home for the Friendless. Rhoda Coffin initially chaired the Board of Visitors at the Indiana Reformatory Institution for Women and Girls until she led a coup against the all-male Board of Managers, after which she chaired that board. Together, Coffin, Smith, and others associated with the prison extolled their great successes in the reformation of the women and girls incarcerated there. Smith said, "What, it will be asked, has been the result of all this improvement in prison life? We answer: In most cases restored womanhood, to enter again in life able to care for themselves and not a terror or an expense to society."² In 1878, the Board of Managers reported an 82 percent success rate for women and girls reentering society, measured by Smith's visits and correspondence. According to the report, this social experiment in the rehabilitation of women and girls in the sole charge of women was working. The first women's prison in the United States was saving "fallen" women.

At the time, women who were forced or consented to engage in prostitution were considered fallen and remained fallen by the standards of the day. As a journalist for *The Fort Wayne News* put it succinctly in 1897, ". . . in the minds of legislators and public men generally, a woman fallen is down forever. That an unfortunate or criminal woman or girl is so much worse than a criminal man or boy, that there is no hope for her reformation."

But here is where it gets interesting. When we started to analyze crimes recorded in the prison registry for the first 15 years, we stumbled upon a glaring omission. Not one woman was incarcerated for prostitution or any sexual offense. Indeed, not until October 27, 1897—24 years after the prison's founding—did Estella Koups arrive at the prison as the first woman sent there

for prostitution. Hadn't the prison been created for all the "fallen" women? If they weren't at IWP, where were they?

A clue came in a 1967 article from the *Terre Haute Tribune* mentioning that the Sisters of the Good Shepherd had come to Indianapolis in "1873 to operate a correctional institution for women prisoners." That was the same year that the Indiana Reformatory for Women and Girls had opened, but we knew that none of the women working there in the 19th century were nuns. Sarah Smith and Rhoda Coffin were Quakers, and as far as we can tell, all others associated with the prison were Protestants. Could there have been two prisons for women started in Indianapolis in the same year? If so, where was the other prison, and what was the relationship between the two? Could there have been an agreement between the two prisons, such as "you get the prostitutes and we get the murderers and thieves"? This hypothesis led to our discovery that the Sisters of the Good Shepherd had indeed established a House of the Good Shepherd in Indianapolis in 1873—five months before the founding of IWP—that operated much like a prison, even receiving convicted felons from county courts. Our current theory is that in the earliest years of the Indiana Women's Prison, the most "fallen" of women—prostitutes—were not admitted there but were sentenced to the HGS instead. Moreover, we have now found 15 Catholic prisons for women in the United States that predate IWP, all modeled on the infamous Irish Magdalene laundries. Magdalene laundries led by Catholic nuns were institutions where women committed by family, priests, or courts performed arduous physical labor washing the clothing of others. The work was punitive and was figuratively and literally a means by which women could turn from their "sin" and "cleanse" themselves. Commitment to a Magdalene laundry was often indeterminate and, at least in Ireland, some women spent their lives "washing" away their sins.

As a different picture of our prison began to form, we came to understand that its self-proclaimed successes in reformation would have to be tempered against a dramatic legislative investigation in 1881 into physical abuse of inmates by Superintendent Smith and her staff at the prison. We learned of allegations of water-boarding or “dunking,” of outright physical abuse, of women stripped naked and put in solitary confinement. These acts against women in prison often were perpetrated by Sarah Smith herself. Imagine our shock. We had been completely convinced by the angelic picture of Smith and Coffin that had been painted for us via primary and secondary historical sources, only to find this.

Further, we discovered that an acclaimed doctor who cared for the women and girls at the prison from 1873 to 1883 advocated female circumcision and removal of women’s ovaries to cure nymphomania and masturbation. As revealed in the 1881 legislative investigation, Theophilus Parvin performed operations on the women for reasons not always clear to the inmates. During each of the 10 years that Parvin worked at IWP, he had nearly unfettered access to an average of 25 women and 100 girls. Only three years after leaving, he published one of the most extensively illustrated and detailed textbooks on gynecology and obstetrics of his time, which established him as an internationally recognized authority in the field of gynecology. Did he use his 10 years of employment at the women’s prison to study and experiment on the women prisoners as he cataloged female anatomy, diseases, and treatments? Thus far, we have positively identified three incarcerated women Parvin used as study subjects in one peer-reviewed article in a medical journal.

Our initial questions are leading to additional ones about the real origins of women’s prisons in the United States, about the evolving relationship between IWP and the House of the Good Shepherd, and about Smith, Coffin, and Parvin. A possible fallout from the 1881 investigation was the subsequent resignations of Coffin in 1881 and of Smith and Parvin in 1883. Mary Humphries, a white federal prisoner from Ohio, pled for another investigation into cruelty at IWP in 1887. What was happening at IWP, the bastion of reform and female management? What happens when

Doing Historical Research in Prison

Incarcerated historians don’t have access to the Internet; our library is minuscule and primarily stocked with romance novels; interlibrary loan takes months if it works at all; and, of course, we can’t search archives or other repositories ourselves. We faced extreme challenges in researching our book on the first separate prison for women.

Our professor and others invested countless hours at the Indiana State Library and the Indiana State Archives and on the Internet gathering materials for us and spent hundreds of dollars photocopying them. Because we couldn’t directly sift through available materials, our research requests were filtered through another person’s judgment of what would be valuable to us. As our topic developed, following up on leads took weeks and sometimes months; some students received more information than others; and sometimes the research provided wasn’t particularly useful.

Expediting our research meant asking pointed questions. For example, after we digitized and analyzed the prison registries and studied Indiana history, we realized that women convicted of crimes of a sexual nature like prostitution weren’t at the prison. Yet our reading of contemporary accounts of postbellum Indianapolis convinced us that they should have been. We asked our professor and state librarians to search county jail records for prostitutes; when that failed to yield results, we pressed them to keep searching. It was only then that a state librarian found a critical article stating that the Sisters of the Good Shepherd had opened a facility for women prisoners in 1873, the same year our facility had opened. This discovery sparked a new field of inquiry for us that led to the heretofore-unknown role of a Magdalene laundry in Indianapolis as a prison.

As incarcerated students we are often frustrated by the unusual methods we are compelled to adopt, but we have come to weigh such difficulties against the riches of discovery, the expansion of our ideas and viewpoints, and the development of a clearer view of history.

—Michelle Jones

pressure to depict ideals of perfect management, measurable reformation, and above-reproach Christian principles creates representations that come apart under the onslaught of reality? Are there correlations today in our prisons?

As new historians, we are trying to answer some really difficult questions. Others have written histories of the Indiana Women’s Prison, but except for passing reference to the 1881 investigation, none have uncovered this material or put it together to develop a full history. We are committed to gaining a true contextual insight into our primary sources, while using our secondary sources to form strong compelling arguments. Having incarcerated women write the history of their own prisons is significant because

we know the right questions to ask. As we proceed with our joint venture, we feel more and more like great explorers in undiscovered country.

Michelle Jones is a graduate of Ball State University and a teaching assistant in the Martin College program at the Indiana Women’s Prison. She has been incarcerated since 1997.

Notes

1. “A Model Female Prison,” *Greencastle Press*, December 22, 1875.
2. Superintendent’s Report, *Fourth Report of the Indiana Reformatory Institution for Women and Girls*, Year Ending December 31, 1875, 11.

Connecting the Dots

Why a History Degree Is Useful in the Business World

Christopher Brooks

Most faculty members have heard cynical parents making arguments like, “My kid should go for a straight business degree. I am not paying for this fun stuff, like history. He needs a job to pay off all these loans! Besides, unlike majors such as engineering, computer science, and business, most college degrees are useless, for jobless blowhards. Right?”

In response, I offer the following story.

While studying in Germany, an American legal history graduate student took freelance jobs on the support staffs of various businesses to pay the bills. One day, he put in a bid for an assignment for a pretty big client and was invited to give his sales pitch. The company’s European head of research and development, a German, interviewed him. The discussion began with basic courtesies and talk about what the company needed; there was little discussion about the American’s academic background. About five minutes into the interview, the German pointed to a reproduction of a painting on the wall behind his desk and asked the American, “Who painted that?” The American replied, “Matisse, I think.” The German responded, “Good! Now, what are your thoughts on the Marshall Plan?”

And so the discussion went, for about 10 more minutes, after which time the American interjected: “Excuse me, sir, but why are you asking me all of these history questions?” The German: “Well, we had an American VP who was in a meeting recently with a French client, me, and my boss. The Frenchman looked up to the wall, pointed at the painting before him, this very one, and asked, ‘Who painted that?’ The American VP said, ‘I don’t know. I don’t need to know that stuff.’ At that moment, the French client left the room, along with his three-million-euro account.”

“Why did I ask you about history?” the German continued. “It is important for our business. And since you could answer my questions, you have the job.”



Credit: Bob Weidner

Christopher Brooks

I was that history student, one of the many with history degrees who have been gainfully employed outside of the field.

What about the ones who graduate with “only” a baccalaureate, you ask? More to the point, do degrees in traditional subjects—such as history—have any real-world utility? Well, that depends on your perspective.

While most academics are fulfilled by producing well-rounded, well-read citizens, those footing the college bill often argue that a liberal education is a luxury they cannot afford. They are interested almost solely in ROI: return on investment. All the while, many academics have been reluctant to recommend fields of study with which they are not familiar. Enter the business organizations that need workers who can do the job, or at least do it with minimal training.

To respond to the teeming foes of liberal arts education, faculty members have been saying (for years!) that the liberal arts provide an educational basis. True, but it has not convinced too many parents or

nontraditional students who are footing the college bills with ROI as their primary goal.

We in academia ask students, “Why are you in college?” The usual reply is, “To get a job,” not “to get an education,” which is the response we academics yearn for. When we ask them why they are required to take general education courses, there is silence or “My adviser told me I needed this,” conveyed with classic bureaucratic flare—that is, no flare at all.

What representatives of higher education seldom, if ever, explain is that the liberal arts can find application in the business world. History is a perfect example.

But what about those who foot the tuition bills? How can recent graduates or their parents pay the bills when it appears that few if any jobs are offered to those with history BAs?

Anne Hyde, a history professor at Colorado College, relays a point history faculty members might consider. “We should, in class and in advising sessions, lay out what students are learning and what this will enable them to do.” We are obliged to teach our students that academic training and praxis are not disparate but linked.

Admittedly, one of the issues to overcome is that academics and business leaders often refer to each other as “them” rather than a part of “us.” History faculty with some business experience could be instrumental in effecting change by explaining how the skills acquired in studying history find utility in the corporate workplace. Let’s expose the reciprocal relationship between these studies and business.

How does our discipline benefit someone in the corporate world?

Historians are well-equipped to understand the impact societal development has on financial and nonfinancial events, as well as financial transactions and models. As a graduate student, I was a mere support staff

member who produced translations and taught English and negotiation skills. But so many history majors, like one of my own students, who works in sales and support for a Fortune 500 tech company, go further (and his boss has a BA in history as well).

How can the academy benefit from business?

Answer: by paying attention to a diversity of ideas and approaches to problem solving. Colleagues in my department have backgrounds in subjects ranging from music therapy to physics to business. Why is that good? It affords students perspectives on historical events that they never would have had and that benefit the profession as a whole. Inverting that argument, knowing history clearly allows for broader approaches in these fields.

What does a history graduate have that businesses need?

A student of history acquires skills that are fundamental not only to success in academia but also in business. The suite of valuable skills includes:

- ◆ Strong analytical skills
- ◆ Exceptional oral and written communication skills
- ◆ A detail-oriented approach
- ◆ Experience presenting research and using technology to do so
- ◆ Skills for working independently
- ◆ Excellent interpersonal and problem-solving skills
- ◆ An ability to meet deadlines in fast-paced environments
- ◆ A systemic understanding of human institutions

What most young historians lack are accounting and statistics course work and experience and exposure to advanced software functions. These are the keys to the entry level in many businesses, which is why we must encourage students to enroll in at least a general course in statistics and perhaps a general accounting course, to master Excel, and to take internships that broaden their perspectives. A minor in business could also fill the void.

A 2011 study showed that 16 percent of social science majors end up working in the finance sector, and many more work in areas providing professional services (e.g., accountancy, appraisal, business consultancy, development management, underwriting, public relations, recruiting, and translation). Even more surprising is that 40 percent of graduates with an American history undergraduate degree end up working in management or sales. For general history BAs, the number was 29 percent for the same sectors.³

Given these facts, faculty members must work to convey the connection between business, other practical areas, and the academic sphere. Most history students who ended up working in business had to connect the dots for themselves, probably with some frustration, and we could mitigate that by helping them along throughout their college careers. We must take the time to make these connections clearer to our students, even if doing so digs into our research time. Why? There is no academy without students. If we don't address their practical needs, they could fall prey to the danger of the narrowing of their academic curriculum, often due to the demands of misinformed (though well-intentioned) parents.

A 2010 Association of American Colleges and Universities board of directors statement explains that the “narrow training—the kind currently offered in far too many degree and certificate programs—will actually limit human talent and opportunity for better jobs in today's knowledge economy.”⁴ The narrow thinker who works, machine-like, off a book's script makes for an ineffective problem solver—yet another reason to strengthen the reciprocal relationship between corporate needs and academic teachings.

By doing this, we can better equip our students to utilize what we teach them.

And if they are asked, “Why bother with a history degree?” they can reply, “Why do you not ask why so many with history degrees are succeeding in a corporate environment?” Academics can teach our students to connect the dots in order to fully demonstrate the transferability of the skills the discipline offers them.

Christopher Brooks is an associate professor of history at East Stroudsburg University of Pennsylvania. He serves as the university's adviser for pre-law students and Phi Alpha Theta. He publishes in history, politics, policy, and law. His most recent book, coauthored with Nicole Elert, is German Employment Law: 618 Questions Frequently Asked by Foreigners (2013).

Notes

1. Anthony T. Grafton and Jim Grossman, “No More Plan B: A Very Modest Proposal for Graduate Programs in History,” *Perspectives on History*, October 2011, <http://www.historians.org/perspectives/issues/2011/1110/1110pre1.cfm>.
2. Anne Hyde, “Advising Mom and Dad: History Majors and Family Worries,” *Perspectives on History*, April 2013, <http://www.historians.org/perspectives/issues/2013/1304/Advising-Mom-and-Dad.cfm#note1>.
3. Anthony P. Carnevale, Jeff Strohl, and Michelle Melton, “What's It Worth?: The Economic Value of College Majors,” Georgetown University Center on Education and the Workforce, May 24, 2011, <http://cew.georgetown.edu/whatsitworth>.
4. Board of Directors of the Association of American Colleges and Universities, “The Quality Imperative: Match Ambitious Goals for College Attainment with an Ambitious Vision for Learning,” 2010, http://www.aacu.org/about/statements/documents/Quality_Impervative_2010.pdf.

Jobs & Professional Development on Historians.org

The AHA's Jobs & Professional Development page has the latest job postings, career-development pamphlets, and advice on the types of jobs available for history majors and PhDs. Visit the page at:

www.historians.org/Jobs-and-Professional-Development

On Inclusivity at the AHA

To the Editor:

A few issues ago, I had a letter printed in *Perspectives on History* (April 2014). I pointed out that the American Historical Association focused mainly on college professors and other historical professionals, with no input by independent scholars, public historians, businesspeople, and others.

This has changed, and I thank you for it. In the September 2014 issue, a notice by *Perspectives on History* requested “essays, letters, and ideas.” A notice welcoming letters to the editor, with submission guidelines, was also printed.

Congratulations on expanding your horizons to the general readership of *Perspectives on History*. It is a welcome change.

Alfred Elkins
The Bronx, New York



Wake-Up Call: Technologists' Take on History Is Coming to HBO

To the Editor:

Interstellar's screenwriter Jonathan Nolan recently announced that he is developing an HBO series to adapt science fiction author Isaac Asimov's Foundation novels. Asimov's story line portrays a future group of mathematicians who develop a powerful science of history to rule future millennia. Although the award-winning Foundation series has been popular among science fiction fans, 10 years ago this HBO series would have been marginalized as a mere "blip" on the radar.

Now there are concurrent developments that will make this HBO series hard to ignore. The accession of "big data" is perhaps the greatest driver of interest in the development of a science of history. Even if big data itself can be dismissed as hype as far as history is concerned, the hype itself is already inspiring technologists to take a broader look at history and the social sciences. MIT computer scientist Sandy Pentland's social physics approach to human dynamics is an example. Stanford University has recently created a CS+X joint-major program in which undergraduates can earn a joint degree in computer science and history (or another humanities subject).

Literally down the street, the Google Scholar project is said to be scanning historical works to discover historical data patterns. Participants at Singularity

University are also delving into such investigations. Bill Gates's sponsorship of Big History is yet another example of technologists moving into the field of history. This is on top of longer-standing efforts by University of Connecticut population biologist Peter Turchin, the Santa Fe Institute, others, and myself.

The HBO series could have a lasting effect on public perception of how the field of history should evolve, and this could shape and direct the future of the field. The danger is that technology does not hold all the answers. Traditional methodologies and humanistic analysis will remain essential. Further, a misguided portrayal of a science of history on HBO may make a whole generation dismissive of the strengths of established methodologies as well as mislead viewers as to the real capabilities and limitations of the emerging science of history.

Historians of all stripes perhaps have 18 months before the HBO series is aired. The community of historians should use this time to prevent misconceptions, and to guide increased interest in history into channels where it can be most effective and beneficial.

Mark Ciotola
San Francisco State University

MEMBER NEWS

George Thelen of Thelen Creative created and developed the *History Trekker* series and produced the half-hour pilot episode, titled *History Trekker: Northern California Edition*. The pilot episode of the proposed television series, which features people, places, and events that shaped history, is a finalist for a pair of video production awards: the 2014 CreaTiVe Citizen journalist and educator awards given by CreaTV of San Jose, California. Thelen, a freelance content producer, received the 2013 Citizen Journalist Award for his production of the documentary *The San Agustín: California Shipwreck*, which aired on PBS earlier this year. Winners will be announced on January 10, 2015, at the CreaTV Awards Gala presented by TiVo at the historic California Theatre in downtown San Jose.

Thomas William Heyck

1938–2014

Historian of Modern Britain

Thomas William Heyck wrote about intellectual over-specialization, but he did not practice it. A professor of modern British history at Northwestern University for more than 40 years, Bill Heyck's scholarship covered Liberal politicians and Victorian intellectuals, freelance writers and redbrick universities, W. B. Yeats and E. P. Thompson, analytic philosophy and the history of golf, "four nations history" and "history from below." The Charles Deering McCormick Professor of Teaching Excellence, Heyck taught undergraduate courses on the Victorian crisis of faith, the conflict in Northern Ireland, and the history of environmental thought, in addition to a blockbuster survey of British history for which he literally wrote the book. His extra-curricular interests ranged more widely still, including contemporary politics, the historical Jesus, and the Chicago Cubs—the latter he believed to be a communist plot, designed to sap the will from America's heartland.

Born in 1938 in Beaumont, Texas, Heyck grew up in Florida but returned to Texas to attend Rice University. He earned both his BA (1960) and MA degrees (1962) in history from Rice, where he was active on the university tennis team and in ROTC. Heyck served in the US Army from 1964 to 1966, earning the rank of captain, before returning to Texas to complete his PhD at the University of Texas at Austin. Texas was also where Heyck met and married his wife of 50 years, Denis Daly Heyck, professor of Spanish language and literature at Loyola University in Chicago. In 1968, Heyck headed north to take up the position of assistant professor of history at Northwestern University in Evanston, Illinois. He published his first book, *The Dimensions of British Radicalism: The Case of Ireland, 1874–1895*, in 1974, and *Choice* named his second book, *The Transformation of Intellectual Life in Victorian England*, an Outstanding Academic Book of 1982. Other awards included an ACLS Fellowship in 1974–75, an NEH Fellowship in 1984–85, and a Faculty Fellowship at Northwestern's Kaplan Center for the Humanities in 1997–98.

Though trained as a political historian, and by inclination an intellectual historian, Heyck's career was decisively shaped by the New Social



Photo courtesy of Denis Heyck
Thomas William Heyck

History. He vividly recalled reading Harold Perkin's *The Origins of Modern English Society* on the trip from Austin to Chicago, shortly after accepting his position at Northwestern. He had already written the lectures for his new British history survey, which he had organized around a conventional political narrative, when Perkin's "total" history convinced him that he had to throw them all out and begin again from scratch. This intellectual encounter reverberated throughout Heyck's career: in *The Transformation of Intellectual Life*, a social history of Victorian intellectuals; in his recruitment of Perkin to Northwestern, where they were colleagues from 1985 to 1997; and in his groundbreaking undergraduate textbook *The Peoples of the British Isles: A New History* (published in Britain as *A History of the Peoples of the British Isles*). Informed by Perkin's analysis, with high politics taking its place within the larger framework of British society, *Peoples* was also the first textbook in the field to treat Scottish, Welsh, and Irish history as more than ancillary to English history, and the first to focus on the evolution (and devolution) of British national identity. But perhaps the real strength of the book appears in Heyck's meticulous excavation of those strata where high culture and culture-as-lived-experience meet and social values form.

The excellence of Heyck's textbook (now in its fourth edition) reflected his passion for undergraduate education. Just one year after he arrived on campus, Heyck chaired the university committee that established Northwestern's residential college system. Heyck himself served as faculty fellow of the Humanities College from its foundation, and as its master from 1985 to 1989. In 1988, Heyck chaired the 50-member university task force that reviewed every curricular and extracurricular program for

undergraduates. The resulting "Heyck Report," which offered a blueprint for the renovation and transformation of undergraduate life at Northwestern, grew directly from Heyck's belief that a university is first and foremost an intellectual community. His own commitment to that community was never in doubt, as the Council for the Advancement and Support of Education recognized in 1991 when it named him Illinois Professor of the Year.

Heyck was a devoted and prolific PhD adviser, supervising 19 dissertations. He insisted to his graduate students that "teaching is scholarship," and—in a career that spanned more than four decades; saw the publication of four books, 16 articles, and 90 reviews; and included terms as college master, department chair, associate dean of the college, president of the Midwestern Conference on British Studies, and member of the editorial board of *Albion* and the *Journal of British Studies*—he maintained "the teaching of teachers" to be his most important work. Heyck always made time for his students: almost every meeting was over lunch, and many stretched nearly to dinner. Whenever students appeared at Heyck's office door, his genuine, enthusiastic welcome—"There she is!"—had the uncanny effect of making them feel as though he had been sitting there all day just waiting to see them.

Heyck retired from Northwestern in 2007, but continued an active life as a historian and public intellectual, championing environmental causes and gun control while working on his cultural history of golf. He battled fiercely against leukemia, before passing away in his Evanston home on September 7, 2014. On November 15, Heyck's family, friends, colleagues, and students gathered in the Vail Chapel on Northwestern's campus to pay tribute to his life and career. They remembered a man who possessed a clear moral compass and a sharp sense of humor, who delighted in his family, and who somehow always had time to talk.

Bill Heyck is survived by his wife, Denis; his children: Hunter Heyck, chair of the department of the history of science at the University of Oklahoma, and Shannon Heyck-Williams, a public health policy adviser with The Pew Charitable Trusts; and his five grandchildren.

Guy Ortolano
New York University

Meredith Veldman
Louisiana State University

The Historian and Social Justice

Shatha Almutawa

Perhaps because of the ongoing protests for racial justice in the United States; perhaps because of the news of extremist groups who terrorize, torture, silence, and kill people in parts of Asia and Africa, and, most recently, in Europe as well, many historians who attended the AHA's 2015 annual meeting asked: What is the historian's role in relation to social justice?

At the Committee on Women Historians breakfast, Jacqueline Jones argued that historians should not apologize for their historical work, or for their commitment to social justice (see Debbie Ann Doyle's report on the talk in this issue). Historians can take a more active role in learning to communicate with journalists, she said, because "a keen understanding of history presents solutions to problems" that the public should know about. In sharing their knowledge with members of the media, and consequently with a larger number of members of the public, historians could make a difference. At the same time, Jones cautioned that historians "work more deliberately and we are more attuned to nuance; at times it is not possible to give the media what they want and stay true to the evidence."

Jones's question about whether historians can in fact combine scholarship with activism reminds me of John Fea's book *Why Study History? Reflecting on the Importance of the Past*. In this work Fea admits that the combination of scholarship and activism has a volatile history, but can be a moral stance nonetheless. He argues effectively that the work of the historian is fundamental to democracy, and believes that the world can be changed with the study of even the most obscure of histories.

Fea points to the tension between historicism—looking at history according to its own terms—and activism. He writes, "Good scholars of the past must, at some level, practice historicism. By trying to understand the past on its own terms, the historian treats it with integrity rather than manipulating it or superimposing his or her values on it to advance an agenda in the present." In practicing historicism, historians must understand and accept that they have no control over the outcome of their research.

They must be open to the possibility that the truth might not support their cause.

For the historian, Fea argues, changing the world is a by-product of careful study. When the historian takes on the role of "a tour guide through foreign cultures"—cultures from the past—"that has the best potential to transform our lives and the lives of those around us," he writes. "It is our engagement with the otherness of these lost worlds that, ironically, prepares us well for life in the present."

When history is practiced in a responsible manner, Fea argues, it allows us to develop and acquire virtues that are important in civil society. These virtues are needed in a democracy but have impact on the world at large. As historians encounter foreign settings, people, and actions, we develop empathy, even with characters we might otherwise find repulsive. This skill to empathize is required in civil society, and without it people become divided. Building community among people who have different beliefs, backgrounds, and inclinations requires this skill.

When historians remember that every human has faults and makes mistakes they are more likely to be compassionate in their study of historical actors, and this compassion translates into everyday life; actors in our own time are equally imperfect, and equally worthy of respect and dignity.

Fea further argues that historians must take into account the viewpoints and actions of actors who are not traditionally seen as "important"—namely, those who were not the victors, who were not in the upper classes, and whose voices were suppressed. At the annual meeting panel "Experiencing Revolutions," speakers Wendy Pearlman and Lillian Guerra modeled this. Pearlman talked about her interviews with Syrian refugees who have been experiencing one type of fear after another, and asserting their agency and ethical outlooks through protest. Some said that "they felt like a citizen for the first time" when they demonstrated. In her talk, Guerra discussed her analysis of essays written by K-12 Cuban students. She came to interesting conclusions about the role of education in spreading ide-

ologies and even instilling in young people a will to die for the revolution.

The panel on revolutions examined issues related to social justice through the lens of emotions. Other panels at the annual meeting dealt with social justice while engaging with other disciplines. In the roundtable discussion "Capitalism, Global Business, and Inequality," Bartow Jerome Elmore talked about studying the history of Coca-Cola from an environmental and a business perspective. His book, *Citizen Coke*, was published this year and was reviewed by the *New York Times*. It does exactly what Jacqueline Jones hopes that history books can do—reach a wide audience while presenting historical context for important social issues. (Jones's own books have been published by commercial presses; *A Dreadful Deceit: The Myth of Race from the Colonial Era to Obama's America* was a finalist for the Pulitzer Prize.)

Finally, in a panel organized by the American Society of Church History, the speakers discussed the history of hell from a time (in the fourth century) when it was imagined by Christians in Egypt as a physical place, to an era (the Gilded Age) when that vision of hell was seen by some American theologians as unjust, and punishment in the afterlife as cruel and obsolete. Panelists showed that the definitions of justice and injustice are ever-changing. That Christians were sometimes seen as heretics for raising ethical questions proves that the act of defining and redefining a concept—a scholarly pursuit—can be a courageous act with wide-ranging and lasting implications for society.

This issue of *Perspectives on History* deals with the issue of social justice through the forum "People's Histories in the 21st Century." We've also published Sarah Fenton's report on the AHA panel on Ukraine, which highlights the important role historians play in the fight for social justice. We hope that you enjoy these articles and find them useful as you think about your own relationship to social justice. Please share your thoughts with us at perspectives@historians.org.

Shatha Almutawa is interim editor of Perspectives on History.

Positions are listed alphabetically: first by state, then city, institution, department, and academic field. Find more job ads online in the AHA Career Center at historians.org/careers.

FLORIDA

Miami

Florida International University

Modern Europe. The Department of History at Florida International University is hiring a visiting assistant professor in modern European history. The person to be hired would offer courses at both the undergraduate and graduate levels, and contribute not only to our Atlantic History PhD program, but also interface with the Wolfsonian-FIU Museum, and the European Studies Program in the School for International and Public Affairs. The preferred candidate would be able to offer courses in modern French and European history. Qualified candidates are encouraged to apply to Job Opening ID 508886 at facultycareers.fiu.edu and attach a cover letter, CV, statement of teaching philosophy as a single pdf file. Please send a copy of the same materials to Dr. Rebecca Friedman, Chair of the Search Committee, at friedmar@fiu.edu. Candidates are requested to provide names and contact information for at least three references who will be contacted as determined by the search committee. To receive full consideration, applications and required materials should be received by February 15, 2015. Review will continue until position is filled. FIU is a member of the State University System of Florida and an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

INDIANA

Bloomington

Indiana University

Editor, American Historical Review. The American Historical Association and Indiana University are searching jointly for a scholar whose responsibilities will be divided between the duties of a journal editor and the responsibilities of an Indiana University faculty member. The appointment will be with tenure at the senior associate or full rank, with service as editor of the *AHR* set initially for a five-year term beginning on August 1, 2016. Field of specialization is open to any and all world regions and time periods. Experience in scholarly editing is desirable but not essential; an interest in the future of journal publishing in a digital age is essential. Candidates must possess a doctoral degree and have achieved excellence in scholarly research and teaching. Interested applicants should review position requirements and apply at <https://indiana.peopleadmin.com/postings/1338>. Those desiring further information on this position may contact the Department of History at hischr@indiana.edu, 812-855-3236, or by sending mail to Indiana University, Dept. of

Ad Policy Statement

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

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

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

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

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

History, Ballantine Hall 742, 1020 E. Kirkwood Ave., Bloomington, IN 47404-7103. Search Committee co-chairs are Edmund Russell (Univ. of Kansas), e-mail: erussell@ku.edu and Mark Roseman (Indiana Univ.), e-mail: marrosem@indiana.edu.

Applications will be considered until the position is filled, but review of applications will begin on February 1, 2015. Indiana University is an AA/EOE and a provider of ADA services. All qualified applicants will receive consideration for employment

Carnegie Mellon University

Center for Africanamerican Urban Studies and the Economy Postdoctoral Fellowship 2015-2016



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

The appointment is for nine months beginning August 24, 2015. The fellowship carries a stipend of \$50,000, and \$5,000 for research, benefits and other expenses. The fellow will pursue his/her own research project; interact with faculty, graduate and undergraduate students; and collaborate with the director on current center projects, including CAUSE 20th Anniversary events.

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

Deadline: March 31, 2015. (Notification of decision by April 20)
Women and minorities are urged to apply. EEO/AA.

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

without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

MARYLAND

Frederick

Hood College

Non-Western. (SEARCH RE-OPENED; NEW CRITERIA) Hood College seeks a full-time, tenure-track assistant professor of history, with a specialty in non-Western history, starting August 2015. The successful candidate will be a generalist who is qualified to teach courses in at least two of the following areas as well as world history: East Asia, South Asia, Africa, Latin America. Teaching excellence and strong scholarly potential required. Teaching load 3:3. PhD in hand by July 2015. For fullest consideration, apply by February 15, 2015. Qualified candidates are invited to apply online via our electronic application, https://re11.ultipro.com/HOO1003/JobBoard/JobDetails.aspx?__ID=*2A8B677EF7A112AB, which requires the following materials: cover letter, CV, and, if available, evidence of teaching effectiveness (e.g., syllabi or course evaluations). Please append, or include in your cover letter, a list of the courses you could teach and develop at Hood; or list teaching areas clearly in your CV. Three letters of recommendation should be submitted to the online application site or e-mailed to history@hood.edu; if electronic submission is not possible the letters of

recommendation may be mailed to Dr. Emilie Amt, Search Committee Chair, Dept. of History, Hood College, 401 Rosemont Ave., Frederick, MD 21701. For fullest consideration, the deadline for receipt of applications is February 15, 2015. The search committee anticipates conducting telephone interviews of semi-finalists in March 2015 and inviting finalists to campus after that. Additional materials may be requested at a later date from candidates who advance in the search. If you need assistance with the online application process, please email humanresources@hood.edu or call 301-696-3592. Hood College is committed to diversity and subscribes to a policy of hiring only individuals legally eligible to work in the United States. EOE. Hood College does not discriminate on the basis of sex, race, color, national origin, sexual orientation, marital status, pregnancy, disability, religion, or age in recruitment, admission and access to, or treatment, or employment in its programs, services, benefits, or activities as required by applicable laws. For complete information on Hood College's non-discrimination policy, please visit www.hood.edu/non-discrimination.

MINNESOTA

Winona

Winona State University

Latin America. Teach 12 credits (4 classes) per semester. Teach multiple sections of Latin American history surveys and upper-division classes in Latin American history and other areas of department needs. May be asked to teach in a variety of different locations or formats, including traditional face-to-face classes at Winona and Rochester campuses as well as online, hybrid, or distance learning classes. Engage in research/publication in areas of Latin American specialization and participate in service to the university community. Minimum Qualifications: PhD in Latin American history by date of hire and substantive course work and dissertation in Latin American history. Preferred Qualifications: experience/course work in any of the following: Atlantic history, environmental history, borderlands; demonstrated teaching effectiveness in survey courses; demonstrated teaching effectiveness in upper-division courses; scholarship/creative achievement in a subfield of Latin American history; interest in study abroad or other experiences in Latin America; and contributions to university/departments life. The applicant should demonstrate a knowledge of and interest in diverse cultures and populations. Apply at <http://agency.governmentjobs.com/winona>.

NEW JERSEY

New Brunswick

Rutgers University, New Brunswick

Postdoctoral Fellowship in Race and Gender History. The Department of History at Rutgers University announces a postdoctoral fellowship for scholars pursuing research in race and gender studies. The successful applicant must have the doctorate in hand at the time of application, be no more than six years beyond the PhD, and be able to teach history courses. The fellowship of \$60,000

is for one year and includes benefits and a \$5,000 research stipend. The recipient will teach at least one small course in the history department and participate in the seminar series at one of three Rutgers' Centers/Institutes. For information regarding the Rutgers Center for Historical Analysis, the Institute for Research on Women, and the Center for Race and Ethnicity, see their respective websites. Applications should be addressed to Prof. Deborah Gray White, Postdoc Search Chair, and submitted electronically to Interfolio: <http://apply.interfolio.com/28250>. Applications should include letter of interest, CV, research proposal, writing sample, and at least three letters of reference. The deadline for applications is March 15, 2015.

OHIO

Cleveland

Case Western Reserve University

Postdoctoral Fellowship in African American Studies. The College of Arts and Sciences at Case Western Reserve University is offering a postdoctoral fellowship for historical research in African American Studies. The fellowship is open to scholars committed to university-level research and teaching. Fellows must have their PhD at the time of appointment and not exceed the rank of assistant professor. The one-year appointment in the History Department begins August 1, 2015, and carries a stipend of \$45,000 plus medical benefits and up to \$5,000 for relocation and research-related expenses. The Fellow is expected to teach one history course (to be cross-listed with Ethnic Studies) in the spring semester, give a public presentation, and submit a report to the director on the year's activities. Completed applications must include a cover letter, CV, a sample of scholarly writing, and a project proposal (not to exceed five double-spaced pages) that outlines the applicant's scholarship and research agenda for the fellowship year. Send three confidential letters of recommendation, including preferably one from the dissertation advisor, c/o Emily Sparks, Postdoctoral Fellowship in African American Studies, Department of History, CWRU, 10900 Euclid Ave., Cleveland, OH 44106-7107. Electronic applications accepted at HistoryPostDoc@case.edu. Deadline for receipt of all materials is Tuesday, March 17, 2015. Notification anticipated in early May. In employment, as in education, Case Western Reserve University is an EOE committed to diverse faculty, staff, and student body. Women and underrepresented groups are encouraged to apply.

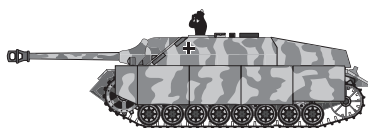
Oberlin

Oberlin College

Environmental History/History of Public Health. The History Department at Oberlin College invites applications for a full-time, non-continuing faculty position in the College of Arts and Sciences. Appointment to this position will be for a term of one year beginning fall 2015 and will carry the rank of visiting assistant professor. The incumbent will teach a total of five courses in the general area of environmental and public health history, including a one-semester survey of environmental history (regional focus open). Other classes will address the history of environmental pollution, public health aspects of

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environmental history, history of public health and/or medicine, and topics related to the candidate's area of specialization. Attention to race and gender is encouraged. Among the qualifications required for appointment is the PhD (in hand or expected by first semester of academic year 2015). Candidates must demonstrate interest and potential excellence in undergraduate teaching. Successful teaching experience at the college level is desirable. For more information on the History Department, please see <http://new.oberlin.edu/arts-and-sciences/departments/history/index.dot>. Inquiries should be addressed to history.environment@oberlin.edu. Oberlin College was among the first colleges in the nation to offer environmental history, and is home to a vibrant Environmental Studies Program. For more information on the Environmental Studies Program, please see <http://new.oberlin.edu/arts-and-sciences/departments/environment/index.dot>. To be assured of consideration, send the following (hard copy or Interfolio only): a letter of application, a CV, graduate academic transcripts, and at least three recent letters of reference (by providing these letters you agree that we may contact your references) to Chair, History Dept., Oberlin College, Rice 317, 10 N. Professor St., Oberlin, OH 44074 by March 1, 2015. Application materials received after that date may be considered until the position is filled. Salary will depend on qualifications and experience. Oberlin College is an EOE committed to creating an institutional environment free from discrimination and harassment based on race, color, sex, marital status, religion, creed, national origin, disability, age, military or veteran status, sexual orientation, family relationship to an employee of Oberlin College, and gender identity and expression.

TEXAS

Georgetown

Southwestern University

US Environmental. Southwestern University, a national liberal arts college in the Austin metro area, invites applications for a two-year benefits-eligible position as a visiting assistant professor in US environmental history. The position requires teaching both halves of the US survey, and other US and environmental history courses in a 3/3 course load. The History Department is wide-ranging in its geographical coverage and interests, and its five current faculty members participate in several interdisciplinary programs (including Environmental Studies, Race and Ethnicity Studies, Feminist Studies, International Studies, and Latin American and Border Studies). We look for similar breadth in our candidates for visiting positions. Qualifications preferred include PhD completed by time of appointment. Candidates must demonstrate interest and potential excellence in undergraduate teaching. Successful teaching experience is desirable. Candidates who have a strong commitment to enhancing diversity in academia are also preferred. Southwestern University is a selective, undergraduate institution committed to a broad-based liberal arts, sciences, and fine arts education. To be assured of consideration, a letter of application, CV, a writing sample (chapter or article), and three letters of reference should be submitted by March 6, 2015 to <http://apply.interfolio.com/28225>. Application materials received after that date may be considered until the position is filled. Email and paper applica-

tions will not be accepted. All offers of employment are contingent on successful completion of the university's background check policy process. Southwestern University is an M/F/EOE.

VIRGINIA

Charlottesville

University of Virginia

Digital Humanities. The College of Arts and Sciences of the University of Virginia invites applications for a tenure-track position at the rank of assistant professor in digital humanities (DH), with a focus on textual analysis or big history. Applicants should have a PhD at the time of appointment, and should have a record of interdisciplinary research in computer-assisted analysis of large corpora, archival documents, or other materials. Candidates should demonstrate competencies in one or more of the following: visualization, network analysis, software development, bibliometrics, and quantitative approaches to evidence, text processing, computational linguistics, natural language processing, or computer-assisted reading. We will consider applications from scholars investigating any historical period or cultural context, genre, theory, or method within humanities. A specialist in DH who is trained in large-scale analysis would complement Virginia's traditions of excellence and innovation in DH. The appointed scholar will foster interdisciplinary collaboration, pedagogy, and public access to research in DH. This position is one of several interdisciplinary lines sponsored by the Mellon Foundation. The successful candidate will participate in activities of the Mellon-funded Institute of Humanities and Global Cultures, including one team-taught course in the first two years. The teaching load is two courses each, in fall and spring semesters. Teaching experience at the undergraduate and/or graduate level is preferred. To apply, submit a Candidate Profile through Jobs@UVA (<https://jobs.virginia.edu>), search on posting number 0615478 and electronically attach the following: CV; cover letter that includes a description of your research in the field; the names and contact information for three references; a statement of teaching philosophy; and a

link to an Online Portfolio that includes examples and descriptions of digital work and/or research. Additional materials will be requested of those candidates selected for interviews. The review of applications will begin on January 15, 2015. The appointment will begin August 25, 2015. Questions regarding the application process should be directed to: June Webb, 434-924-6608. Direct questions about this position to Alison Booth, Professor of English, Search Committee Chair, Dig-hum@virginia.edu. The university performs background checks on all new faculty hires prior to making a final offer of employment. The University of Virginia is an AA/EOE committed to diversity, equity, and inclusiveness. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

WASHINGTON

Tacoma

University of Puget Sound

Africa. Full-time (3/3 load), one-year visiting position for the 2015-16 academic year at the University of Puget Sound. Teaching responsibilities include lower-division surveys of early and modern African history and upper-division courses in areas of interest. PhD (ABD considered) in African history and a commitment to liberal arts education. Specialties in Northern Africa, Africa's relation to the Middle East or Islamic World, or diasporic communities are particularly welcome. Interested individuals should submit an online application including a letter of interest, CV, sample syllabus, and writing sample (short sample of scholarship) no later than March 6, 2015, to ensure consideration. Applicants will also be prompted to submit contact information for three reference providers. For complete job announcement and online application, visit www.pugetsound.edu/employment. All offers of employment are contingent on successful completion of a background inquiry. As a strategic goal and through our core values, University of Puget Sound is committed to an environment that welcomes and supports diversity. We seek diversity of identity, perspective, and background in our students, faculty, and staff. The University of Puget Sound is an EOE.

Grants and Fellowships



Carol M. Highsmith, Library of Congress

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

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