

Perspectives on History

The Newsmagazine of the American Historical Association | 53: 3 | March 2015





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On the Cover

The painting on the cover, *Revealed: Truths and Myths #2*, was created by visual artist Joyce Owens. Owens writes, "My idea was to put a black face on a Renaissance painting to illustrate that the white aesthetic originates (and is perpetuated) through art. That if African Americans are not shown in positive visual images, in paintings, photographs and movies, etc. we will not exist in history except as how others choose to represent us. The Renaissance-inspired figure wears an African mask. What if African culture were as revered internationally as European culture and its imagery? Would people of the African Diaspora be accepted as the standard for beauty?"



Owens is an associate professor and curator at Chicago State University in Illinois. You can see more of her art in Steve Hochstadt's article (pp. 34–5) and at www.joyceowens.com.

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The Gift of Mentorship

Vicki L. Ruiz

In the summer of 1976 at Florida State University, the question “Will you come to my office hours?” changed my life. A community college transfer, I knocked on Jean Gould Bryant’s door with a feeling of dread. What had I done wrong? She quickly put me at ease. After that eventful meeting, I began to consider graduate school, and over a period of 18 months, Bryant expanded my intellectual horizons as she prepared me for the rigors of her alma mater, Stanford. Coincidentally, I enrolled in courses on “race relations” taught by a young African American sociologist trained at UCLA. Leonor Boulton Johnson also took an interest in me, lending me books I never knew existed, books in Chicano studies. And, as the saying goes, the rest is history.

Unlike graduate school, where an adviser’s influence can be sustained throughout a career, bonds between faculty and undergraduates are usually more fleeting, but perhaps they are equally rewarding. Encouraging undergraduates as they find their way renews my hope for the future. At large public universities, such mentorship commonly falls in the category of hidden labor, one that eludes the metrics of assessment. Still, one cannot underestimate its value for all parties involved.

The ideal of creating a small liberal arts environment within a large research setting has animated honors colleges throughout the country. However, to give that level of attention in a typical state-school classroom requires concerted commitment by both instructors and students. We tend to know those undergraduates who want to know us. Faculty members, for example, can encourage office visits, provide constructive critiques on assignments, and plan field trips and potlucks, well-intentioned efforts that will fall short without student investment. Online classes pose particular challenges, especially those open to a wider audience beyond the campus. Granted, I have not taught online, so I have relied on the experiences of several trusted colleagues (not



Historian Anita Casavantes Bradford taking the oath of US citizenship while holding photos of undocumented students she mentors. She is chair of the AHA Graduate and Early Career Committee.

a representative sample, by any means) to inform my thinking on digital mentorship.

To break through anonymity and distance, one English professor announces time slots when he will be available in the chat room and offers to call individual students, especially those who fail to meet expectations, after they receive his copious comments on their papers. Asking undergraduates in residence to drop by during office hours remains a time-tested tradition. Historian Kyle Longley at Arizona State was struck by the quality of the online work of Sabrina Thomas, a staff member in athletics who had enrolled in his class for “intellectual stimulation,” and he reached out to her. Thomas would go on to become one of Longley’s most memorable students, and this spring,

she will complete her dissertation under his supervision. In relating her mentor’s early influence, Thomas explains, “I . . . had never thought about another degree . . . [and] never thought I’d be accepted.”¹

Distance need not be a barrier to engaged mentorship. As an example, an alumna of the University of Alaska Fairbanks sent me an e-mail inquiring about my position on digital instruction; she lived in a remote area, and received an online degree because of the unwavering online support she had received from a faculty member. These success stories surely stand out as exceptions, given that developing meaningful connections seems difficult enough within the confines of a physical classroom.

Of course, not every student wants a mentor, but creating multiple spaces of collaboration can facilitate such relationships. Two UC Irvine historians, Ana Elizabeth Rosas and Anita Casavantes Bradford, have launched an array of activities that not only heighten the visibility of the Department of Chicano/Latino Studies but also extend the reach of faculty engagement. As the department's undergraduate director, Rosas has organized a monthly film series, an incipient field studies program, and regularly scheduled workshops. In her FUTUROS initiative, undergraduates attend a series of in-depth presentations that address successful strategies for applying to competitive graduate and professional programs, featuring alumni who speak about the applicability of their Chicano/Latino studies major to their careers. Dismayed by the small pool of seniors who qualified for her department's honors program, Rosas has taken action, planning several resource sessions for majors interested in bolstering their GPA.

An assistant professor with boundless energy, Anita Casavantes Bradford has secured funding to launch a campus-wide first-generation faculty program in which colleagues, the first in their families to graduate from college, will serve as resources for first-generation undergraduates. She also serves as the faculty adviser for DREAMS@UCI, an organization that represents undocumented students. More than a figurehead, she regularly attends meetings, assists in programming, and holds events in her home. When Casavantes Bradford, a Latina Canadian, became a US citizen, she carried a photo collage of UCI DREAMers so they could symbolically join her in taking the oath of citizenship.

How does one institutionalize mentorship? In describing union drives, César Chávez used the metaphor of a vaudeville performer spinning plates on sticks. "At a certain point, however, good as he is, he reaches his peak. He can't spin another plate without having the first one fall." He continued: "In organizing, before you reach your peak, you get another spinner to help you spin. Then you hope that he will take on another spinner and pretty soon you'll have many."² Okay, easy enough. The first step is faculty involvement, but where do you go from there? Undergraduate research programs typically manage individual faculty-student mentorships, but how do you

make this experience a collective one across disciplinary boundaries?

As the inaugural director of Mentorships for Undergraduate Researchers in Agriculture, Letters, and Science (MURALS) at the University of California, Davis, I helped match upper-division students of color with professors to collaborate (and not as copy gophers) on faculty research or on independent student projects. As an example, in the company of her mentor, Beatriz Henríquez presented her findings on Latino students and AIDS awareness at a conference in Costa Rica.³ I brought mentees together in quarterly seminars and events that culminated in an undergraduate conference and banquet attended by their mentors. I partnered with Gail Martínez, an academic professional in what was then called Advising Services, and we laid the groundwork for a program that has now entered its 27th year and is open to all first-generation undergraduates with a GPA of 3.0 or higher.⁴ When I left Davis in 1992, the program had grown substantially from three mentorships to over 60 and continued to expand until 2008, when the budget crisis necessitated a smaller-scale initiative. Designed as a tool to diversify the PhD pipeline, MURALS was not aimed solely at high-achieving minority students (the eligible GPA began at 2.5) during my tenure; we argued that productive, hands-on research would improve a mentee's overall academic performance as well as stimulate interest in graduate study. Martínez herself would go on to earn a doctorate in education, and her 2000 dissertation examined the program's impact on its 400 alumni between 1988 and 1997, the years it served only students of color. Collecting data on 300 participants, she found that an astonishing 77 percent of her sample went on to pursue a professional or advanced degree (over half at the master's level and one-fifth at the PhD).⁵ Eighty-five percent of those alumni who offered written comments remembered the program with considerable fondness—one former student wrote that it was "the highlight of my undergraduate experience." Not surprisingly, many expressed appreciation of their mentor: "He was the perfect mentor. . . . He would show me a path, kindle a fire, and then point out what a great job I had done." Others further emphasized the sense of community they felt with other students, forging "lifelong" friendships: "To know others like me were

learning and struggling in the research process . . . was very reassuring."⁶ My own mentees in MURALS have gone on to flourishing careers. Attorney Amagda Pérez serves as executive director of the California Rural Legal Assistance Foundation; a tenured professor, Julie Figueroa teaches ethnic studies at California State University, Sacramento, and Alicia Rodríguez-Estrada is a historian and former department chair at Los Angeles Trade-Tech Community College.

Gail Martínez's study underscores the levels of effective mentorship (from instructor to advocate),⁷ and there is no "one size fits all" or surefire formula. Nor does it require a formalized relationship. Whether working with undergraduates on class assignments or capstone papers, we help them develop critical thinking and exposition skills that are transferable across the career spectrum, not just the academy. (And whether or not we should encourage the pursuit of a doctorate will be the subject of another column.) We are educators, not surrogate parents, older siblings, or therapists. That said, we do share a responsibility to "re-gift" the mentorship that was so pivotal to our own professional journeys.

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

Notes

1. Sabrina Thomas, e-mail message to author (January 19, 2015).
2. Jacques E. Levy, *Cesar Chavez: Autobiography of La Causa* (New York: W. W. Norton, 1975), 161.
3. Vicki L. Ruiz, "Mentorships for Undergraduate Researchers in Agriculture, Letters, and Science (MURAL): 1990–1991 Report," submitted to Yvonne Marsh, associate vice-chancellor of student affairs, University of California, Davis (in author's possession).
4. For more information on MURALS today, including recent research projects, see "Mentorships for Undergraduate Researchers in Agriculture, Letters, and Science (MURALS)," accessed January 22, 2015, <http://success.ucdavis.edu/programs/murals/program.html>.
5. Gail Ann Martínez, "Making a Difference: The Effects of an Undergraduate Research Mentorship Program on the Production of Minority Scholars" (PhD diss., University of California, Davis, 2000), 3, 6–8, 119, 172. Martínez became assistant vice provost in the Office of Undergraduate Education at UC Davis.
6. Ibid., 176, 100–102, 147–157. Quotes are on pp. 148, 101, and 153.
7. Ibid., 90–110.



History and Civics

Essential Elements of Public Education Require Public Support

James Grossman

The Elementary and Secondary Education Act (ESEA) has begun its reauthorization journey through Congress. The first iteration does not include any funding for the enhancement of social studies education. The AHA has joined other members of the National Coalition for History in calling on the Senate Committee on Health, Education, Labor, and Pensions to reconsider this

omission. We undertake this effort in collaboration with our colleagues in the civics education community, given our shared interest in nourishing the quality of social studies education in K–12 classrooms.

Known popularly as No Child Left Behind, the ESEA will have many twists and turns in the process of reauthorization and appropriations. Our allies who support

professional development for social studies teachers have all agreed to wait until a later point in the process to ask our members to contact their representatives. The following letter from the AHA was written in February at a moment when specific input from interested parties was appropriate and (we hope) useful.

James Grossman is executive director of the AHA. Follow him on Twitter @JimGrossmanAHA.

AMERICAN HISTORICAL = ASSOCIATION =

Organized 1884

Incorporated by the Congress 1889

February 2, 2015

Senate Committee on Health, Education, Labor, and Pensions
428 Senate Dirksen Office Building
Washington, DC 20510
via email: FixingNCLB@HELP.senate.gov

Re: Elementary and Secondary Education Act reauthorization

Everything has a history. And every American is a member of a community with a civic culture and civic institutions. In an era when party and ideological lines have become less permeable and less malleable, these two simple sentences should attract agreement from Republicans and Democrats, from liberals and conservatives. Yet since FY 2011 the United States has offered no federal funding specifically for history or civics education.

It has not always been thus. From 2002–2011, with bipartisan support, the “Teaching American History” (TAH) grant program in the Department of Education funded workshops and other curriculum development activities for secondary school social studies teachers across the nation. From small rural communities to inner cities, teachers collaborated with one another and with local institutions such as libraries, museums, colleges, and historical societies, to develop and consider new ways of helping their students learn about the evolution of American institutions, culture, and communities. For most teachers, participation was “extra,” as even if they were compensated for their time such compensation was generally an “honorarium” in the true sense of the word. Participants in TAH programs worked hard, and I watched many of them wrestle with new ideas and new ways of thinking about teaching the past.

At around the same time, Congress eliminated earmarks for civics education and “National History Day,” a nationally-recognized program which increases student participation in historical studies across the country. As a result, since FY 11 there has been no federal funding provided for history or civics education. We are not providing our teachers with the help they need, the professional development that is essential, to prepare our children to be productive citizens.

The reauthorization of the Elementary and Secondary Education Act (ESEA) provides an excellent opportunity to reconsider this shortsighted inclination to shortchange our children, our communities, and our civic culture. An informed citizenry includes individuals whose political views span a wide spectrum, but who are all *qualified* to participate – in the same way that we intend education to qualify students for productive roles in our economy. Our children should graduate high school with an appreciation for the value of historical thinking and the dynamics of the American past, as well as an understanding of our civic institutions and responsibilities.

As it stands, however, the ESEA reauthorization legislation includes no funding whatsoever for these educational imperatives. We urge the Committee to insert the following language into the reauthorization of ESEA – language originally drafted by Senator Enzi, and included in the 2011 Committee-passed ESEA reauthorization bill (amended to include American history):

Insert, in the section on Programs of National Significance:

Grants shall be made to support developing, implementing, evaluating, and disseminating for voluntary school use innovative, research-based approaches to civic learning and American history, which may include hands-on civic engagement activities, for low-income elementary school and secondary school students, that demonstrate innovation, scalability, accountability, and a focus on underserved populations.

Senator Enzi chose his words carefully and wisely. These resources would go to schools whose students have fewer educational resources than their more affluent peers. The programs would be innovative, accountable, and scalable. The American Historical Association is confident that this would be money well spent.

The American Historical Association is the largest organization of professional historians in the world, representing historians employed in a wide variety of educational and cultural institutions, government, and private industry.

Sincerely,



James Grossman
Executive Director

The C3 Framework

Advocating for K–12 Social Studies Education

Elaine Carey

The shape of K–12 history education in the United States is undergoing a change. The AHA is committed to advocating on behalf of the historical profession in this continuing conversation, both in its work within the organization and by partnering with other historical organizations. The conversation within and outside the AHA has shifted from K–12 to K–16; it is now about comprehensive history education from kindergarten through undergraduate studies. That conversation has gained momentum with the AHA's collaboration with the National Council for the Social Studies (NCSS) to develop the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.¹ For three years, social studies experts, curriculum specialists, K–12 teachers, and scholars from the areas of economics, geography, history, and the humanities reenvisioned the purpose of these fields and the best K–12 instructional practices.² The C3 framework is a rigorous document for students, their parents, teachers, and college professors.

In working with the NCSS to develop this framework, the AHA has argued on behalf of history as part of social studies education. The field of social studies connects education to democracy in order to foster engaged citizens. It allows for students to study diverse perspectives that are important to living, learning, and working in a globalized world and a changing nation. Furthermore, social studies nurtures critical thinking and inquiry-based education by building and integrating knowledge of content with conceptual understanding. The study of civics, economics, history, and geography immerses students in the investigation and study of enduring questions and themes.

The concepts in the C3 framework are gaining traction in large and small public school systems. This impact was evident at two conferences I attended in November, the first in New York City, which had a

Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.

The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

Indicators of Dimension 2—Historical Sources and Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 22.

**TABLE 22: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Historical Sources and Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.9.K-2. Identify different kinds of historical sources.	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.K-2. Explain how historical sources can be used to study the past.	D2.His.10.3-5. Compare information provided by different historical sources about the past.	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.	D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
<i> Begins at grade 3–5</i>	D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

A page from the College, Career & Civic Life (C3) Framework for Social Studies State Standards.

more local approach, and the second at the NCSS national conference in Boston, which demonstrated the growing national changes. On election day, November 4, 2014, over one hundred social studies teachers gathered at the Alexander Hamilton US

Customs House in lower Manhattan for an all-day professional development conference. Navigating the Newness: Improving Content, Pedagogy, and Professionalism was jointly hosted by the Association of Teachers of Social Studies/United Federation



Credit: Marc Monaghan

From left to right: Councilors Brenda Santos and Elaine Carey, former councilor Peter Porter, and AHA life member and counsel Albert Beveridge.

of Teachers, the National Archives at New York City, the Council for Economic Education, and the Smithsonian National Museum of the American Indian.

The conference showcased the changes in social science education in New York City. Eric Contreras, newly appointed NYC Department of Education's executive director of social studies education, introduced a social studies initiative that included a focus on curriculum and instruction; professional development and learning; and partnerships and collaborations. The post now held by Contreras had been vacant for nine years.

To the teachers gathered, Contreras and Christopher Zarr, an education specialist at the National Archives at New York City, asserted that social studies matters for the development of an engaged citizenry, and they argued for the centrality of history and historical thinking skills. In breakout sessions, teachers, archivists, and public historians interpreted the disciplinary concepts of the C3 to offer educators models and materials to teach such topics as American Indian removal, the civil rights movement, US foreign policy, and the US Constitution.

The ongoing involvement of AHA members Flannery Burke, Merry Wiesner Hanks, and Bruce VanSledright and other historians in crafting the C3 meshes with advocacy work the AHA engaged in last year. At the start of the school year, the AHA wrote a letter in support of students in Jefferson County protesting curriculum changes in AP history that might lead to a reductionist version of US history. A few months later, the AHA submitted a letter to the Department of Education in the state of California advocating for multi-vocal, inclusive history education, fulfilling the spirit of the FAIR Act, which was up for revision. In New York State where the social studies teacher conference Navigating the Newness was held, the AHA also submitted a letter to the New York Board of Regents arguing against reducing the number of history subjects required for the New York Regents Diploma.

At the NCSS national conference, teachers, professors, administrators, and representatives from civics, geography, history, and economics presented different interpretations and applications of the C3 framework. The conference opened with the College and University Faculty Assembly meeting in which panels

addressed K–16 social science education. The following days focused on an array of methodologies, applications, and interpretations of the C3 framework such as reports on practical experiences using it and engaging students, and proposals for revising state standards using the framework, just to name a few approaches.

In the fall, I circulated the summarized history disciplinary concepts and tools contained in the C3 framework to my colleagues.³ They were surprised and pleased by the breadth of historical thinking and the inquiry arc that our colleagues expected of elementary to high school students. The emphasis on change, continuity, context, diverse perspectives, evidence, and causation are not new to many of us. But what will change in university and college classrooms if a large number of students readily demonstrate these skills? One colleague mentioned to me that this meant we, college professors, would have to change how we approach and teach history. I welcome that future challenge.

Elaine Carey is vice president of the Teaching Division and chair of the history department at St. John's University in Queens, New York.

Notes

1. National Council for the Social Studies, *College, Career & Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History*, www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf.
2. Michelle Herczog, "The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: A Watershed Moment for Social Studies," in *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (Silver Spring, MD: National Council for the Social Studies, 2013), 1.
3. National Council for the Social Studies, "Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards," *NCSS Bulletin* 113 (2013): 45–49.

Crossing Borders, Bridging Generations

Brooklyn Historical Society Explores Mixed-Heritage Identities

Shatha Almutawa

When historian Renee Romano decided to research marriages between black and white Americans for her dissertation in 1993, her adviser asked her whether she thought she would find enough sources. She was able to find some—mostly political and cultural—but not many personal accounts that were collected in an archive; at that time, she could not find any that focused on “people’s lived experiences of identity issues.” In 2011, the Brooklyn Historical Society began creating this very kind of collection, and three years later, *Crossing Borders, Bridging Generations* was unveiled. As part of the project, 100 oral histories were collected from individuals who self-identify as mixed-heritage. The oral histories are easily accessible to the public, and 35 of the interviews recorded are available online at cbbg.brooklynhistory.org.

When asked about the scope of the project, Romano, who served as an adviser to the project, talked about “the importance of allowing people to define for themselves what they saw as the borders they were crossing.” For some, it was marrying someone of a different race, for others it was someone from a different religion. Some of these unions were considered taboo or suspect in American society, Romano told me, and some were even illegal. So interviewers who collected the oral histories asked people about how internal and external factors affected their lives and relationships.

In Alexander David’s oral history, conducted by Amna Ahmad, he talks about being “other” to the racial groups he belonged to—“to the white kids I was Asian and to the Asian kids I was white.” Anna Roberts remembers, when she was in elementary school, not understanding what a student meant when she asked her if she was “mixed” and how she eventually came to describe herself as “mixed.” Asha Sundararaman remembers her college orientation, when someone asked her where she



The Brooklyn Historical Society hosted a number of public programs about race and mixed-heritage identity in conjunction with the Crossing Borders, Bridging Generations project since 2011. Photos by Willie Davis.

was from, and then where she “really” was from. “College was like that,” she said in her interview with Jen Chau, but sometimes so was elementary school. Caroline Fermin was asked, “Why is your hair so puffy?” when she was young and pining for a swinging ponytail.

The Crossing Borders, Bridging Generations project not only documents the daily lives of people who consider themselves to be of mixed heritage, but also is testament to the diverse macrocosm of Brooklyn. Brooklyn’s demographics have changed dramatically over time, Deborah Schwartz,



Credit: Willie Davis

This photo was taken at the Brooklyn Historical Society's annual What Are You? program in 2013. For more information about the event, visit cbbg.brooklynhistory.org/blog/photos-3rd-annual-what-are-you.

president of the Brooklyn Historical Society, told me in a phone interview. “There was a time when there was a huge population of Swedes, and a neighborhood that once would have been described as Swedish or Norwegian is now primarily Chinese and Mexican,” she said. “On top of that, of course, this was a borough that also had a very significant enslaved population going back to the early Dutch period.”

The project included public programming that fostered discussion about race, identity, and inter-cultural relations. The website also includes scholarly essays or “exhibits.” Ann Morning, a sociology professor at New York University, contributed the online exhibit *Race & Its Categories in Historical Perspective*.¹ This educational tool explains the origins of

the classifications of race that are used in the United States today, tracing them back to the medieval and early modern periods, and also outlining critiques that show their shortcomings in describing contemporary Americans. Brooklynites showed curiosity about these racial classifications after a BHS panel on the Census Bureau’s treatment of race. The bureau is currently reconsidering how it formulates its questions about race for the 2020 census.

According to Schwartz, teachers have been especially responsive to the project, since many of their students “understand themselves in that framework”—that is, as being of mixed heritage. “Teachers have told us that the issue of racial identity and racism exists in the world in a very

real way, but there are not very easy ways or very many models for teachers for how to lead a constructive conversation with their students about these issues.” For this reason, BHS is now developing a curriculum that these teachers can share with their students “to start conversations, to model what it means to do a sensitive interview, perhaps with family members or with other people.”

School programs have been set up in New York to help students resolve conflicts related to bias, but Schwartz said that the BHS project “provides students and teachers with something very concrete that is outside their immediate urgent situation.” When students focus on an oral history in which the interviewee describes the struggles they have had as a result of their heritage, “it takes it away from this being just about you, and it puts it into a larger context of ‘Well, look at that! This is not something that I experienced in isolation. It’s not just me.’ It’s an issue that we have an obligation to grapple with as a larger society. It’s our hope that our curriculum gives teachers some of the tools, some of the questions—some of them are materials they might use to let the students explore this in a constructive way.”

Shatha Almutawa is interim editor of Perspectives on History. Follow her on Twitter @ShathaInDC.

Note

1. *Race & Its Categories in Historical Perspective*, Crossing Borders, Bridging Generations, Brooklyn Historical Society, <http://cbbg.brooklynhistory.org/learn/race-its-categories-historical-perspective>.

MEMBER NEWS

Students from Grace Church High School in New York City attended the AHA’s 2015 annual meeting with faculty member Jason McDonald. They sat in on workshops on Ukrainian, Middle Eastern, and American Civil War history, among others. McDonald was able to register his students thanks to the AHA’s teacher-student group rate, a new registration initiative intended to encourage wide participation from students. This year, 365 students attended the annual meeting through this special group rate, and of these, 25 were high school students. McDonald appreciated the opportunity to bring these young historians to the annual meeting and introduce them to the variety of interests within the discipline. He plans to complete his doctorate in American history in 2020 at Fordham University.

Working towards the Restoration of Federal Funding for History, Civics, and Social Studies Education

Lee White

The Elementary and Secondary Education Act of 1965 (ESEA) was last authorized in 2001, winning strong bipartisan support during the George W. Bush administration under the

rubric of No Child Left Behind (NCLB). Congressional Republicans and Democrats agree on notoriously little these days, but there is near unanimity that NCLB engendered unintended negative consequences

without meeting the lofty goals promised when the law passed over a decade ago. Most notable was an overemphasis on testing that forced educators to “teach to the test” in order to meet rigorous achievement standards



THE NATIONAL
COALITION
FOR HISTORY

February 2, 2015

The Honorable Lamar Alexander
United States Senate
455 Dirksen Senate Office Building
Washington, DC 20510

Dear Senator Alexander,

The National Coalition for History (NCH) is a consortium of over 50 organizations that advocates on federal legislative and regulatory issues. The coalition is made up of diverse groups representing historians, archivists, researchers, teachers, students, political scientists, museum professionals and other stakeholders. Several of NCH's members are national groups with missions centered solely on K-12 history education.

In fiscal year (FY) 2012 Congress terminated funding for the “Teaching American History” (TAH) grants program at the Department of Education. Appropriations earmarked for civic education and federal funding for National History Day, a nationally-recognized program which increases student participation in historical studies across the country, were also eliminated. As a result, since FY 11 there has been no federal funding provided for history or civics education.

These cuts came at the time national assessments of student's knowledge of American history and civics showed alarming results. The *U.S. History 2010 National Assessment of Educational Progress (NAEP) at Grades 4, 8, and 12* showed that less than one quarter of K-12 students performed at or above the “proficient” level. In addition, the 2010 NAEP measuring civics education, showed fewer than 25 percent of 12th graders were able to demonstrate proficiency in civics.

There is ample room for those of all political persuasions and educational philosophies to work together in a collaborative spirit to provide the next generation of Americans with a first rate education in American history and civics. We are all in favor of an educational system that yields an informed citizenry capable of respecting a wide range of perspectives on the past. These critical skills in historical thinking are valuable tools that students will apply to all their subjects—and to their lives. Employers often declare that writing effectively, analyzing cause-and-effect relationships, and researching across a wide variety of source materials are some of the essential skills they seek when appraising job candidates.

We appreciate your long record of support for history and civics. As chairman of the Senate Health, Education, Labor and Pensions Committee we urge you to include the following language in the reauthorization of ESEA. This was originally drafted by Senator Enzi and included in the 2011 Committee-passed ESEA reauthorization bill (modified to include American history):

Insert, in the section on Programs of National Significance:

Grants shall be made to support developing, implementing, evaluating, and disseminating for voluntary school use innovative, research-based approaches to civic learning and American history, which may include hands-on civic engagement activities, for low-income elementary school and secondary school students, that demonstrate innovation, scalability, accountability, and a focus on underserved populations.

Inclusion of this competitive grant program in the ESEA bill will help each state improve its instruction in these subjects so critical for our nation's future. Research has demonstrated how to engage students in learning civics and American history, and teach them the analytic skills to apply their knowledge to present-day challenges. The loss of funding to disseminate evidence-based curricula has denied effective instruction in civics and history to far too many students.

As Americans, and as educators, we share the goal of ensuring that students receive the well-rounded education that will make them ready for “college, career, and citizenship” upon graduation. We urge you to support this modest proposal to increase civic literacy and historical knowledge amongst K-12 students in underserved populations.

Sincerely,

Lee White

Lee White
Executive Director
National Coalition for History

The following NCH member organizations have asked to add their individual endorsement:

American Association for State and Local History
American Historical Association
American Political Science Association
Association for Documentary Editing
Gilder Lehrman Institute of American History
National Council for History Education
National Council on Public History
National History Day
Organization of American Historians
Southern Historical Association

established under the law. The tests' emphasis on reading and math meant that subjects such as history, civics, and social studies received less class time.

While agreeing that the nation's K–12 education system suffers from numerous problems and challenges, Congress has deadlocked on developing a fix. Major ideological differences divide the two parties on a host of issues surrounding NCLB. The law expired in 2007 during the 110th Congress; eight years later, the first session of the 114th Congress commenced without any progress having been made in the meantime. In 2011 and 2013, the Senate Health, Education, Labor, and Pensions (HELP) Committee marked up bills that never saw action on the floor. In 2013, on a strict party-line vote, the House passed a reauthorization of the Elementary and Secondary Education Act; the Senate never took up the bill.

With the Republican Party assuming control of both houses of Congress in January 2015, the prospects for passage of the long-stalled reauthorization of the ESEA have improved. Both Senator Lamar Alexander (R-TN), chairman of the Senate HELP Committee,

and Representative John Kline (R-MN), chairman of the House Education and the Workforce Committee, have already released similar draft ESEA bills. Both Alexander and Kline are vowing to “fast-track” their education plans through committee markup and to the House and Senate floors by the end of February. However, even if a bill successfully passes Congress, it will then require President Obama's signature.

Moreover, nothing in either Senator Alexander or Representative Kline's drafts addresses history and civics education. Both take the approach that states and local education agencies should receive federal education funds with very few strings attached. Kline's draft eliminates over 60 existing federal programs, including the Education Department's Teaching American History (TAH) grants, which Congress has not funded since FY 2011, when appropriations earmarked for civics education were also defunded. In addition, National History Day, authorized under the History and Civics Act of 2004 and appropriated \$500,000 in 2010 and 2011, saw its funding terminated in 2012. Since FY 2011, no federal funding

has been provided for K–12 history or civics education.

In 2010, President Obama released “A Blueprint for Reform,” which detailed his administration's plans for reauthorizing the ESEA. While the administration agreed with the elimination of TAH grants, it never intended that all federal funding for history education be discontinued. The blueprint proposed consolidating funding for several K–12 subjects into a single competitive grant program, Effective Teaching and Learning for a Well-Rounded Education. Had the plan been adopted, history and civics would have competed for funding with subjects such as foreign languages, arts, geography, and economics. However, Congress never gave the president's plan serious consideration, and the Republican majority has since ignored the “well-rounded education” approach.

The Campaign for the Civic Mission of Schools (CMS) has worked closely with the National Coalition for History (NCH) for more than five years on policy advocacy for history and civics learning. They are valuable allies of history education advocates in our continuing quest for support of professional development for pre-collegiate teachers.

In February, NCH and CMS sent letters (see previous page) to Chairman Alexander and the HELP Committee members urging them to adopt a provision establishing a competitive grant program for history and civics targeted at low-income and underserved communities. The provision resembles an amendment offered by Senator Mike Enzi (R-WY), adopted and passed by the HELP Committee in 2011 as part of a previous attempt to pass an ESEA reauthorization bill.

This modest proposal is hardly a panacea for the much larger problem of the decline in history and civics learning in elementary and secondary education. History, civics, social studies, and in fact all humanities subjects have been given short shrift by the Obama administration in favor of STEM funding. Despite long odds, NCH will continue to press both Congress and the administration to ensure that students receive the well-rounded education they need for “college, career, and citizenship.”

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

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on History**
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www.historians.org/perspectives/past-issues

Advocating for the Arts and Sciences in American Higher Education

John Churchill

It's no accident that the Phi Beta Kappa Society, America's oldest academic honor society, shares its founding year with the nation. America was founded and flourishes through the principles and ideas steeped in the liberal arts. As George Washington noted in his Eighth Annual Address to Congress, "The assembly to which I address myself is too enlightened not to be fully sensible how much a flourishing state of the arts and sciences contributes to national prosperity and reputation."¹

Rather than lament how times (and Congress) have changed, the Phi Beta Kappa Society is placing renewed emphasis on our role as a public advocate of the arts and sciences. With higher education facing a crossroads today, many capable and articulate champions of arts and sciences education are producing superb books and articles that argue well for the broader value and purpose of the arts and sciences.²

Phi Beta Kappa's role in this national conversation, as representatives of half a million beneficiaries of an arts and sciences education, is to grow support for the arts and sciences by equipping our members and other supporters with a clear message to convey to policymakers, business leaders, and opinion shapers. Our key message is simple: Education in the arts and sciences creates opportunity, drives ingenuity and innovation, and invests in America. In short, the arts and sciences are education for the unpredictable. They are education for *all* of life.

To carry this message forward, we created a multi-year campaign, the National Arts & Sciences Initiative, to reach influencers and policymakers with a compelling story about the benefits of the arts and sciences. To date, the initiative has used two main strategies. First, we created the Key of Excellence Awards, a series of events around the country to showcase organizations that engage their communities with the real-world value of the arts, humanities, and sciences. Second, we developed easy-to-use tools that make it

simple for people to take action on behalf of the arts and sciences in their states.

The Key of Excellence Award event series allows Phi Beta Kappa to reach a broad audience through a celebration of diverse arts and sciences models across the country. Recipients must demonstrate a strong record of success at engaging the public through multiple disciplines in the arts and sciences; involve and engage a variety of constituencies in program planning and execution; and improve access to the arts and sciences in their community.

Take for example, Project Humanities at Arizona State University. Initiatives, such as the Encoded Textile Project, Science Café, Vital Voices, Black Women Walking, Humanity 101, and Top 10 Questions the Humanities Will Answer this Year, successfully blend academic research, community outreach, student development, and interdisciplinary approaches in compelling frameworks created by and enjoyed throughout the community. It sponsors approximately 100 programs a year, most of which are free for the public to attend.

The Key of Excellence Award, and its \$10,000 prize, give visibility to programs like Project Humanities and provide a window into the real-world value of the arts and sciences. In addition, by engaging policymakers in recognition of the good work of their constituents, we are cultivating new legislative champions.

To expand our advocacy efforts to a national audience, Phi Beta Kappa also designed tools that anyone can use to advocate for the arts, humanities, and sciences. *The State of the Arts & Sciences* e-alert summarizes higher education news and provides monthly policy asks for non-academic audiences.

Most importantly, we developed the *Arts & Sciences Are Key* advocacy toolkit (toolkit.pbk.org). It gives members easy ways to talk about the value of an arts and sciences education to their national and state policy makers, local media, and social networks. The website includes infographics, information on how to

reach lawmakers, and possible messages that they can quickly customize. The theme of the information is: "You can make the case."

Through these combined strategies, Phi Beta Kappa is also working to become more visible in higher education dialogue. We are developing relationships with members of the media to position us as a source of reliable information for the value of broad-based arts and sciences education and commentary on higher education policies and trends.

We are using social media and videos to share the experiences of our members. Looking ahead, Phi Beta Kappa also plans to connect with employers on the value of Arts and Sciences @ Work.³

We have the weight of history behind us. We know the arts and sciences are key to the country's future well-being. We're committed to ensuring that an arts and sciences education is a vibrant piece of American higher education going forward.

John Churchill is secretary of the Phi Beta Kappa Society.

Notes

1. "Washington's Eighth Annual Address to Congress," *Papers of George Washington*, <http://gwpapers.virginia.edu/documents/washingtons-eighth-annual-address-to-congress/>.
2. For recent examples, see Helen Small's *The Value of the Humanities* (Oxford: Oxford University Press, 2013); Michael Roth's *Beyond the University: Why Liberal Education Matters* (New Haven: Yale University Press, 2014); Peter Brooks's "Misunderstanding the Humanities," *Chronicle of Higher Education*, December 15, 2014.
3. For a recent survey on employers, educators, and graduate perceptions of workforce skills, see AAC&U, "Falling Short? College Learning and Career Success," January 2015, <http://www.aacu.org/leap/public-opinion-research/2015-survey-results>.

AHA Committee on Women Historians Brainstorming and Mentoring Session

Debbie Ann Doyle

The American Historical Association's Committee on Women Historians (CWH) held its fourth annual brainstorming session at the 2015 annual meeting in New York. Participants broke up into small groups to discuss challenges facing women in the discipline, such as life-work balance, junior faculty concerns, career diversity, and mentoring. Topics were identified based on conversations at previous brainstorming sessions organized by the committee. More than 40 people joined in the lively and productive conversation.

Committee chair Maria Bucur (Indiana Univ.) led a conversation about life-work balance described in her article in this issue, "The Tightrope Called Academia: Women and Work-Life Balance."

Committee member Michelle Molina (Northwestern Univ.) facilitated a discussion of how the AHA can help junior faculty navigate the tenure and promotion process. Conversation touched on challenges facing women in particular and new faculty in general, such as how to focus on activities that will be most persuasive in securing tenure. Attendees suggested that it might be helpful for the AHA to craft a list of questions junior faculty should be asking in order to get an accurate understanding of expectations at their institutions. (See the AHA Professional Division's September 2010 *Perspectives on*



Credit: Marc Monaghan

History article, "Planning Your Path to Tenure: What New Faculty Members Should Ask.")

CWH member Aiala Levy (Univ. of Chicago) led a conversation about mentoring. Participants agreed that it is vital to have mentors at many different levels, from faculty advisers for intellectual support to peer networks for day-to-day advice. They also discussed the extra pressure many women historians face to provide mentoring and emotional support to students and colleagues. The group spent some time discussing how the AHA annual meeting might become a venue for fostering mentoring relationships, whether by establishing a formal system for linking mentors and mentees or by organizing a session analyzing the factors that contribute to a successful mentoring relationship.

A group led by committee member Karen Leathem (Louisiana State Museum) discussed career diversity and the career paths that led participants to employment in museums, professional associations, archives, and other sectors. Several participants were MA candidates considering the costs and benefits of pursuing a PhD.

At the end of the session, participants suggested further topics for conversation, from the contingent workforce to retirement.

The Committee on Women Historians was established in 1971 to advocate for the interests of women in the historical profession and within the American Historical Association. Recently the committee has been working to refine its mission. Over the past 40 years, many gender inequities in our profession have been addressed, and the history of women, gender, and sexuality has become a well-established field of study. Yet challenges remain. As a participant in an earlier brainstorming session put it, the committee was formed to change the AHA, but its mission seems to be shifting to discussing how the AHA might help change the workplace.

The 2015 brainstorming session produced a number of ideas for future annual meeting sessions and other activities to address professional issues of concern to women. At each of the four brainstorming sessions organized by the committee, discussions about the particular challenges facing women historians led to conversations about broader trends affecting the discipline as a whole. The committee works with other AHA divisions and committees to help the Association support its members as they navigate their professional lives.

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



Credit: Marc Monaghan

The Tightrope Called Academia

Women and Work-Life Balance

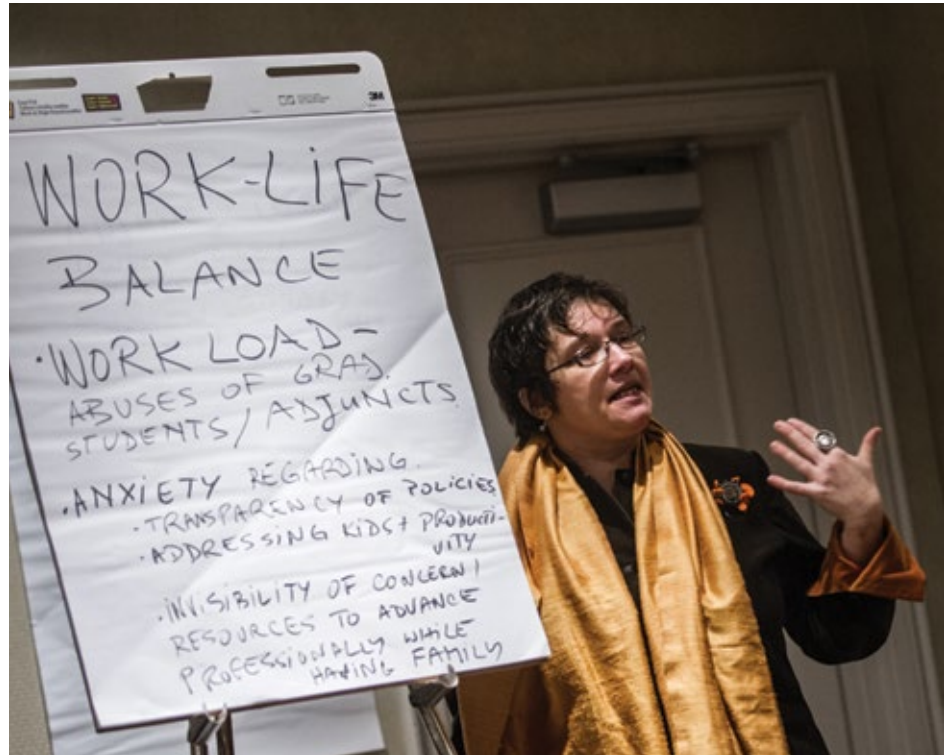
Maria Bucur

This January I spent a morning at the AHA annual meeting with a group of remarkable women in a conversation about the state of work-life balance in academia.¹ Their concerns echoed the anxieties of a generation (those who have recently defended or are about to defend their dissertations) that has come of age in the period of recovery from recession and fewer tenure-track positions in academia. They were all mothers, often of more than one child. They were smart, articulate, passionate, and ambitious. They were hopeful and fearful. They were frustrated. What they were *not* is naive or unaware of the complexities and difficulties of entering academia in today's world.

For those who wish to pursue life at its fullest—a career, a long-term relationship with another person (let's call it marriage, for convenience), and motherhood (by which ever means one becomes a mother)—these women told the same story: their ability to negotiate among demands in all parts of their lives is hampered by work environments that ultimately do not respect, much less support choices for anything other than complete devotion to the workplace. This structural problem demands our attention and thoughtful responses.

That is not to say that some universities and history departments do not attempt (or even succeed) in providing some support, such as parental leaves, health-care benefits, and even subsidized child care. There are wonderful examples of best practices. But the same individuals who spoke of such easements also remarked on the difficulty of finding sympathetic ears among their committee members (men or women), advisers (men or women), and overall their department when it came to making decisions about starting a family; writing dissertations while going through a pregnancy; going on the job market while nursing an infant; or crafting new research projects while raising small children.

I heard over and over about the unease and even fear of approaching one's senior



Credit: Marc Monaghan

Maria Bucur at the Committee on Women Historians brainstorming session at the AHA 129th annual meeting.

colleagues or thesis advisers about such topics, even at the point of looking very pregnant. I was surprised to hear this happened even when the senior colleagues or thesis advisers in question were themselves parents. Why is it that we don't address these issues as a basic element of our workplace? There are, of course, legal boundaries that prescribe what someone can ask of a job candidate. There are also ethical and legal limits to the sorts of questions faculty may ask students. But there is a difference between what the law requires and how people choose to behave in real-life situations.

We live in a time when more women than ever before are enrolled in graduate programs, having become a majority of graduate students overall (1.7 million women to 1.2 million men in 2012).² These women are pursuing their degrees at a time when they are most likely to become

mothers. That is simply a fact. Our profession is significantly marked by this shift, and all of us need to process it as part of our work environment and mentoring responsibilities.

Women still bear a disproportionate responsibility in parenting young children. Women ages 35 and younger do a lot more of the heavy lifting when it comes to sleep deprivation, multitasking, and crisis management, all of which mean fewer opportunities to be professionally productive for a prolonged period of time, as any parent knows.³ While I dream of a day when men become more equitably involved in these stressful responsibilities, we are not there yet. So while we work to make that change happen, we also need to simply acknowledge that our junior female faculty and graduate students have different choices before them

than junior male faculty when it comes to work-life balance.

If we are willing to acknowledge this fact, then we need to ask ourselves: What are our responsibilities toward these colleagues and students; what can we, as professionally secure senior colleagues, do to level the playing field? I asked myself this question 11 years ago, when my second son was born. I volunteered my time on campus-wide committees that could become a vehicle for changing the family-leave policies, and after seven years of working on these issues together with other women and men dedicated to this cause, I saw our university policy change to treat faculty (though not yet adjuncts) with the dignity that each person should be entitled to as a matter of course.⁴ Graduate students also started to receive better treatment as a result of this precedent, from health-care benefits to parental leave, without losing university funding. Our next challenge is to address the lack of access to such benefits on the part of adjunct faculty and staff who do not benefit from other similar policies, such as paid time off.

Where does such service fit in our tenure system? Nowhere. That is why I made sure my first monograph was off to the press before I started on this path. I am not asking the impossible of people who are vulnerable. But those of you who have joined the ranks of tenured faculty do need to ask yourselves what sort of work environment you want to be part of, and how you can bring about change when various kinds of inequity abound. There are many causes to support, but none as urgent: If the majority of graduate students are women and if these women are to be treated with all the respect they deserve as human beings, inclusive of the desire to become a parent, while they are our junior colleagues or graduate students, is it not imperative that we all do some soul-searching and make the effort, formally unrewarded though it may still be, to enable these junior scholars to succeed in their ambition to be both successful historians and also parents?

Here are a few ideas to consider:

1. Train and engage with questions about parenting in your graduate programs. The director of graduate studies may not be comfortable with such a role, but someone who is should be both designated as an initial point person and made available

to the students. Such assignments should also be recognized as valuable service by department chairs and the faculty at large. An effective chair could figure out these assignments and advocate with the higher administration that such service is necessary and should be valued appropriately by the university.

2. Work with your deans and provosts to develop and maintain humane policies about graduate student funding and health care in matters of parenting. This should not be something done in secrecy; rather, it should be advertised as important to all faculty. There are good examples out there for best practices; this is not an unprecedented innovation.

3. Be willing to have uncomfortable conversations about starting a family when your graduate students broach the subject.

4. At the point of recruiting, though you may not ask about personal questions such as “Do you plan to start a family?” welcome the opportunity to speak about such issues when interviewees bring them up. It takes courage and honesty on their part to do so, and they are giving you an opening. If they are willing to trust you, please respect their desire to be both parents and colleagues.

5. Mentoring of junior faculty should take into account such work-life balance issues, and you should think comprehensively about where they fit in relation to other aspects of mentoring junior faculty. The same senior faculty member may not be ideal as both scholarly and work-life balance mentor, but there are some of us willing to do that sort of work because it is valuable to both junior faculty and to our work environment overall.

6. If your family-leave policies (connected to birth/adoption, as well as caretaking in relation to adults, not just infants) are spotty, look around for best practices and make that a priority for your faculty senate. Reward those who work on behalf of such change as important professional service work.

7. Do not ignore the burden of child or adult care when it comes to scheduling talks, classes, and other professional events in your department. Everyone has a story, I’ve been told, when it comes to wanting to teach at a certain time or scheduling job talks and department meetings. But no personal preference is as pressing as the daily burden of taking care of someone who depends primarily on you. Chairs can play an important role in navigating such issues thoughtfully and gracefully.

8. When people take family leave, their productivity for that period of time should not be evaluated by departments and outside reviewers with the same expectations as the productivity of colleagues who have not been on family leave. While this sounds obvious, it is an issue that makes the person being evaluated vulnerable and quite uncomfortable. Chairs need to make the modified expectations clear to both internal and external evaluators.

Such steps should help change university cultures around the uncomfortable issue (especially for women) of striking a balance between becoming a successful historian and colleague in academia and being a parent.

Maria Bucur is John V. Hill Chair of East European History at Indiana University and author of several books, including Heroes and Victims: Remembering War in Twentieth-Century Romania (Indiana University Press, 2009). She is completing a book entitled The Birth of Democratic Citizenship: Women and Everyday Life in Socialist and Post-Socialist Romania. She currently serves as the chair of the AHA Committee on Women Historians.

Notes

1. I would like to thank the members of the Committee on Women Historians and Philippa Levine for their comments, as well as the junior colleagues who have inspired me to write this.

2. National Center for Education Statistics, Digest of Education Statistics, Table 105.20: “Enrollment in Educational Institutions, by Level and Control of Institution, Enrollment Level, and Attendance Status and Sex of Student: Selected Years, Fall 1990 through Fall 2023,” http://nces.ed.gov/programs/digest/d13/tables/dt13_105.20.asp.

3. In 2011 the female-to-male ratio was 18/10 for housework and 14/7 for child care in numbers of hours per week, “Modern Parenthood,” *Pew Research: Social & Demographic Trends*, March 14, 2013, <http://www.pewsocialtrends.org/2013/03/14/modern-parenthood-roles-of-moms-and-dads-converge-as-they-balance-work-and-family/>.

4. For those interested in the Indiana University family-leave policy, please see Indiana University, Bloomington, Academic Guide, “Indiana University Paid Family Leave Policy for Academic Appointees,” https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_F4.

A Glimpse into the AHA Council

Andrew Rotter

I spent the last three years as a councilor of the AHA's Professional Division. When in December I confessed to feeling some sadness that I was "rotating off" Council, Jim Grossman encouraged me to write a piece about my experiences. These ruminations may or may not be instructive, but I am happy to share them.

I landed on Council through a series of unthinking decisions, each of which seemed innocent enough at the time I made it. A call from a friend on the Nominating Committee: Would I agree to be nominated? I said yes. Days later, a call from another member of the committee (a former colleague, as it happened): I had been nominated to run for the Professional Division; would I agree to stand? I said yes. I wasn't yet fully sure what the Professional Division did, but I figured it didn't matter because I was sure I would not be elected. Then, months later, following the election (in which I had voted for my opponent), a call from Jim Grossman: "You've got some work to do for the AHA in the next three years," he said.

Despite an orientation session the night before, I found the first Council meeting, in Chicago, mostly bewildering. I was a bit star-struck: Tony Grafton was in the chair, flanked by Jim, Bill Cronon, and Barbara Metcalf. There was serious talk of issues that I had thought idly about for years but didn't understand well, and I could not get my mind around the Tuning project, despite perfectly clear explanations of it by Patty Limerick and Anne Hyde. Jim and Tony had just published their *Perspectives* piece "No More Plan B," and Council was fully behind what would be called "The Malleable PhD," a revolutionary idea that would go to the core of what the PD would be planning for annual meetings thereafter. I mostly listened, which seemed the better part of wisdom.

Gradually I came around. According to its own job description, the Professional Division is charged with looking after "the welfare of historians, primarily by articulating ethical standards and best practices in the historical discipline" concerning such matters as interviewing and hiring practices,

treatment of graduate students and contingent faculty, the practice of public history, "and so on." (Our work often fell into the realm of "and so on.") Council meets twice a year: once at the annual meeting—actually, it holds two sessions then—and again in Washington in early June. Each division also meets separately during the June meeting, and each holds phone conferences in the spring and fall. During my time on the PD, and in addition to looking for ways to stretch the discipline's perception of the history doctorate, we worked on ethics issues, often brought to us in the form of depressing or infuriating e-mails from members, and on issues that perhaps came up just short of ethical. I helped revise Mary Lindemann's superb guidelines for interviewers, then helped write a more granular *Perspectives* "Ethics" column on dos and don'ts for interviewers. I twice helped select awardees of AHA child-care subsidies. I organized PD-sponsored conference sessions: one on "Finding and Loving a Government Job" and two more on "Historians Writing Fiction."

Beyond their divisional responsibilities, Council members also participate in the larger work of the Association. At annual meetings, I intruded on chairs' luncheons and described life at a liberal arts college at the interview workshop. Council meetings demanded a bit of preparation, or rather more than a bit: the agenda for the most recent one ran to 400 pages. Some of Council's work falls into the realm of the routine but important. Its members hear a lot of reports: from the National History Center, for example; from Lee White of the National Coalition for History; from the AHA Program Committee, Oxford University Press (publisher of the *American Historical Review*), and others. There were controversial issues, among them whether, or how, the AHA should involve itself in the then-pending Supreme Court case concerning the Defense of Marriage Act, and the recent discussion of a resolution condemning Israel for restricting educational exchange with the Occupied Territories and its alleged attack on an oral history center in

Gaza. (For the record, Council did weigh in on DOMA, supporting a brief that emphasized the history of state jurisdiction over marriage, and declined to change the rules to take up the Middle East issue, leaving it to the business meeting to sort that one out; see Jim Grossman's column in the February issue of *Perspectives*.) I cannot say there was never a dull moment, but there were fewer dull moments than I had feared going in.

In 2014, AHA President Jan Goldstein asked Farina Mir and me to work with her to revise the taxonomy the Association uses to classify its members' research and teaching fields. I can't speak for the others, but privately I thought this would take a little time but be pretty easy. I was mistaken. There was an economics to the project—we had too many categories, including, among others, "Dark Ages"—and also, and more important, a politics. What does one call the lands just east of the Mediterranean and west of China? The Near East? The Middle East? West Asia? (We chose to use the last two, together.) And with what continent ought this region be associated, Asia or Africa? (We settled on both.) How many new thematic areas should we introduce, and what should they be? We decided to "crowdsource" our first draft by asking the AHA membership to weigh in. We got dozens of excellent suggestions, and we were able to modify the taxonomy accordingly. And, as Jan reminded Council, none of it was set in stone.

My strongest and fondest memories are of the people I worked with over the past three years—Jim Grossman, the presidents (Tony, Bill, Ken Pomeranz, Jan, and Vicki L. Ruiz), the excellent AHA staff, colleagues from the other divisions, and especially my fellow PD members: the terrific vice presidents Jackie Jones and Philippa Levine, and Laura-Isabel Serna, Sara Abosch, Mary Lou Roberts, and Catherine Epstein. I will not miss meeting at 8:30 on the morning after New Year's. But I will miss all of you.

Andrew Rotter is Charles Dana Professor of History at Colgate University, where he teaches courses in the history of US foreign relations and recent US history.

Expanding the O'Connor Film Award

Dana Schaffer

The American Historical Association is pleased to announce the expansion of the John E. O'Connor Film Award to recognize outstanding interpretations of history through the medium of film or video. Formerly awarded only to documentaries, beginning in 2015 the prize may be awarded in each of two categories: dramatic feature and documentary. Winning films will be screened at the AHA's annual

meeting if appropriate permissions can be obtained.

Films and videos (including web-based films) produced in 2013 or 2014 are eligible for the 2015 award and will be assessed according to the following criteria:

- ◆ **Stimulation of Interest in History:** The production should arouse interest in the past and encourage viewers to ask questions about historical interpretations.
- ◆ **Imaginative Use of the Media:** The production should provide a unique perspective on the past through compelling use of aural and visual techniques and narrative structure. Successful nominees may take a wide variety of approaches to the past, including innovative presentational approaches beyond the traditional linear narrative.
- ◆ **Effective Presentation of Historical Subject:** The production should communicate its subject in ways that engage and enlighten viewers and encourage them to seek additional insights through reading and other media. It should be informed by trends in recent historical scholarship and make a contribution, in its own right, to the public's understanding of and appreciation for history.

To ensure that AHA members play a meaningful part in the nomination process, we

encourage members to nominate, endorse, and comment on films through the AHA's Communities page at www.historians.org/oconnor-nominations. To be considered, nominated films are required to receive at least one additional endorsement from an AHA member, including those on the prize review committee. We hope the AHA Communities page will serve as an engaging forum for historians to discuss the merits of each nominated film.

For details about eligibility and the nomination process, visit www.historians.org/awards-and-grants/awards-and-prizes/john-e-oconnor-film-award.

The AHA established the O'Connor Film Award in 1992 in recognition of John E. O'Connor (New Jersey Inst. of Technology) for his exceptional role as a pioneer in both teaching and research on film and history. The honorific award was given annually from 1993 to 2012, when it was temporarily suspended to allow for an award review committee and the AHA's Research Division to reconsider the prize framework and nomination procedures. The AHA wishes to thank the members of the review committee for their work in revising the prize: Robert Rosenstone (California Inst. of Technology), Heide Fehrenbach (Northern Illinois Univ.), and Vincent Brown (Harvard Univ.).

Dana Schaffer is the AHA's associate director.

Introducing The Dorothy Rosenberg Prize

The Dorothy Rosenberg Prize for the History of the Jewish Diaspora recognizes the most distinguished work of scholarship on the history of the Jewish diaspora published in English in 2014. Entries must be postmarked or transmitted by May 15, 2015, to be eligible for the 2015 competition. Recipients will be announced at the January 2016 AHA annual meeting in Atlanta.

Nominate a book at historians.org/awards-and-grants/awards-and-prizes/dorothy-rosenberg-prize.



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

AHA Council, Divisions, and Committees for 2015

Compiled by Liz Townsend

Council

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Research Division

Edmund P. Russell III, *vice president*; David A. Bell; Farina Mir; Randall M. Packard

Teaching Division

Elaine K. Carey, *vice president*; Trinidad Gonzales; Joshua L. Reid; Brenda J. Santos

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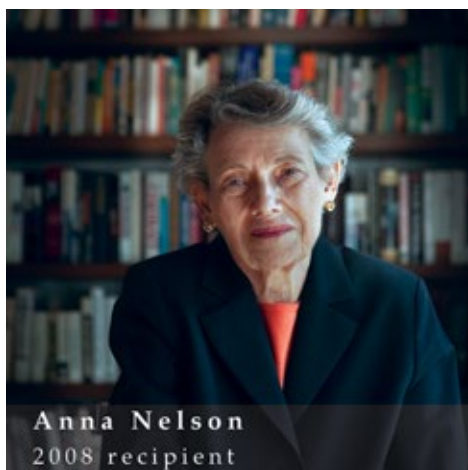
Delegates

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

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

Friends of the German Historical Institute: Peter Jelavich (Johns Hopkins Univ.)

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



The Troyer Steele Anderson Prize for Service to the Association

Nominations Invited

Members are invited to submit nominations for the Troyer Steele Anderson Prize for service to the Association. Nominations must include the candidate's CV and three letters of recommendation indicating the nature of the candidate's service to the AHA.

Please mail nominations to Sharon K. Tune, Anderson Prize Entry, AHA, 400 A Street S.E., Washington, DC 20003-3889. AHA divisions and committees will also be invited to submit nominations.

The Professional Division of the AHA will evaluate candidates and recommend an individual to the Council as the recipient of the award. The winner will be announced at a subsequent annual meeting.

Understanding Ferguson

Sarah Fenton

There are few American cities in which jarring juxtapositions—of old and new, luxury and squalor, forthrightness and fantasy—assert themselves as aggressively as they do in New York. Such contrasts seemed particularly evident in the weeks leading up to this year’s annual meeting. Protests against police violence unfolded against a backdrop of twinkling lights and holiday shopping as Christmas carols mingled with sorrowful chants and harrowing accusations. On the last Saturday of 2014, I took visiting family to Ellis Island, a destination known to blend heartache with hope. As our ferry made its way down the Hudson River and rounded the Statue of Liberty, the gaze of everyone on board wandered from her soaring torch to a row of helicopters flying in solemn formation above it for the funeral procession of Rafael Ramos, a police officer shot and killed in Brooklyn just five days shy of Christmas.

Whether a consequence of the host city’s spirit or a reflection of the discipline’s own mood, the annual meeting that began a week later saw a critical mass of panelists eager to engage problems more imperative than abstract, their assorted subjects’ contradictions exposed anew rather than explained away. From Jan Goldstein’s stirring presidential address to sessions on the evolving crisis in Ukraine and the now-endangered Voting Rights Act, William Faulkner’s warning was borne out by one panel after another: “The past is never dead. It’s not even past.”

Faulkner’s adage found its fullest expression from a panel on the meeting’s final day. For those of us who usually study a past long passed, attending a session whose subject is as raw and ongoing as “Understanding Ferguson: Race, Power, Protest, and the Past” can elicit considerable admiration and nagging uncertainty. Admiration because the energy in the room is high, the panelists electrifying, and the belief in history’s importance voiced powerfully and often.



This painting was made on the boarded-up window of a business on South Grand Boulevard in St. Louis, Missouri, after the grand jury decision not to indict Darren Wilson in the killing of Michael Brown. The photograph of the painting was taken by Kevin Dern.

Uncertainty because if heard too many times, “history matters” has the ring of a truism. That history *itself* matters, not one who convened at the midtown Hilton had any doubt. That *historians* matter—or rather, how they have and should—is another problem entirely.

What made the Ferguson session particularly well suited to unraveling that problem was not only the pressing

importance of the topic, but also the variety of angles from which panelists approached it. Is it prosaic to talk about tools? There’s nothing prosaic about the tools themselves when handled by historian Colin Gordon; his maps and tables illustrated trends whose origins and impact can be hard to convey in words alone, uncovering chapters in the story of greater St. Louis lost in most reports

on Ferguson last fall. Decade by decade, Gordon showed us neighborhoods segregated by race and wealth as “private and public strategies of exclusion overlapped and reinforced one another.” As black flight followed white, inner-city poverty moved from the city’s near north side to its inner suburbs. “We’ve made some gains on wages and income,” Gordon concluded, “but the wealth gap is growing, and that is all about housing.”

Distinguishing Gordon’s presentation was a deft use of difficult tools and a clarity of emphasis (housing) amid reams of data. Uniting panelists Khalil Muhammad and Heather Thompson was a shared subject (policing, criminalization) and philosophy (that historians, in Thompson’s words, “have an obligation to weigh in on these discussions”). Muhammad summoned E. Franklin Frazier’s legacy to show how easy it is for evidence to go unheeded when historians fail to take a seat at the policy table. Appointed by Mayor Fiorello La Guardia to investigate causes of the 1935 Harlem riots, Frazier and his committee cited “injustices of discrimination in employment, the aggressions of the police, and the racial segregation” of the neighborhood. Sound familiar? The report, Muhammad says, “gathered dust on a shelf in city hall,” only to see its insights “rediscovered” in every comparable commission that followed. From the 1968 Kerner Commission in Chicago to the Christopher Commission’s report on policing in Los Angeles in 1991, identical themes emerged without “sticking,” by Muhammad’s reading, each theme fading from public view as the crises they helped cause subsided. In the space left where a sustained public discussion belonged, “a myth of post racialism” (Thompson’s phrase) took root instead. But the events in Ferguson last year—not only the death of Michael Brown, but the failure to bring the officer responsible to justice; the outpouring of grief and frustration that followed; and the ferocious state response to community protests—induced a sickening sense of déjà vu in observers nationwide. Thompson regards that sense as not just feeling but fact: “we have indeed been here before,” and the narrative that historians are left countering “is that there’s something weird about this, something exceptional.”

Thompson thanked her fellow panelists for providing “deep historical context,” and by my count, *context* was a word used 29 times in two hours. It is a term common to historians, invoked frequently in conversations about what we do—*historians provide context*. Panelist Jelani Cobb added dimension to the term by asking that we not merely regard it as something historians provide *for* the participants in an event, but remember as well “that people enter something with context of their own.” Listen to Ferguson residents, says Cobb, and you’ll hear a timeline that extends back well before the afternoon last summer when Officer Darren Wilson shot and killed Michael Brown. The people Cobb spoke with “were much less likely to talk about what happened between those two individuals” on Canfield Drive than to take issue with a decade of school closures, the destruction of a housing project, or the practice of raising municipal revenue through traffic fines and parking enforcement. Others extended that timeline back further still to explain (this to a professional historian) “the importance of the Dred Scott decision in Missouri, and how that connected to what happened in Ferguson.” Cobb also spoke directly to the discomfort felt by historians more at home in an archive than at a protest, and those who worry that to study history is a pursuit best kept separate from participating in or reporting on it. Describing himself “as someone who has one foot in the past and also who is chronicling things in the present,” Cobb feels “able to understand the past better via the work I’m doing in the present and then understand the present better, as historians must, via the work we do in the past.” Cobb’s enviable ability to plumb the past such that its stakes for the present become abundantly clear makes his dispatches from Ferguson (published in the *New Yorker* last fall) a model of the work Thompson and Muhammad would like to see more of.

The session’s final panelist, Marcia Chatelain, embodies that ideal as well, as a teacher—a vocation she interprets with its broadest possible mandate. If there were ever a historian who put her money where her mouth is, it’s Chatelain. During the panel she encouraged the cultivation of unlikely allies. Look to see what she’s

done before and since and you’ll find just that: Chatelain communicates with a remarkable range of people eager to learn—with grade-school teachers from Utah, with Girl Scouts and incarcerated children, and with a universe of faculty looking for ways to talk and books to assign via #FergusonSyllabus. So what if one’s role as historian, teacher, reporter, and participant can sometimes seem “awkward”? Chatelain is the patron saint of the awkward, the kind of gifted teacher who can discuss dire circumstances with such generosity of spirit that painful questions give way, if not to solutions, then at least to a wedge in the door. Teaching Ferguson is “really a civics lesson” in which Chatelain has found failures, to be sure, but also “a lot to celebrate,” including “a critical mass of scholars of color.” Chatelain would have historians of all stripes “model” conversations about injustice for those unaccustomed to having them. “Students need to be able to fumble through this,” Chatelain insists, learning not only the facts but that “this is what people do in the world. Engaged people talk about things.”

To say that “history matters” is not then to say that historians do. But if next year’s annual meeting includes a panel on a comparable topic and the conversation has moved haltingly forward, we might say—with admiration to spare and nagging uncertainties answered—that both are true. And if New York City’s magnificent contradictions and conspicuous inequities helped set the tone for this year’s meeting, what might Atlanta lend next year’s? After all, even annual meetings have a context, and a city that rose from the ashes of the Civil War to become the transportation and cultural hub of a region will surely lend its own distinct character to conversations held within its borders. I look forward to hearing them.

Sarah Fenton, an AHA contributing editor, has taught American history and literature at Lake Forest College, the Newberry Library, and Northwestern University, where she earned a PhD in history in 2005. She is currently finishing a book on American literature and the Civil War.

Harnessing the Expanding Past

Historians Debate the Digital World at the 2015 Annual Meeting

Stephanie Kingsley

A satirical article in the *Onion* recently manufactured an AHA report that warns, “The past is currently expanding at an alarming rate” and “is larger now than it’s ever been before.” After laughing at this undeniable but ludicrous assertion, those of us at the AHA who attended many of the annual meeting digital sessions realized that the ridiculous urgency of this article was reminiscent of an equally alarming trend that historians truly are concerned about: the staggering abundance of data in the digital age.

The first annual meeting panel, “Are We Losing History?: Capturing Archival Records for a New Era of Research,” dealt with this problem head-on. Paul Wester of the National Archives and Records Administration discussed the declassification and archiving of government records, stressing the importance of striking a balance between keeping the records of most use to historians and acknowledging that not everything can be preserved. According to Matthew Connolly of the London School of Economics, the digital materials NARA would need to examine in order to work through its current backlog include “trillions” of e-mails and tweets; it would take “two million archivists working full-time for a year to catch up on processing the recent ‘Big Bang’ of record production.”

Acknowledgment of this information crisis loomed large at other digital history panels as well. In his talk during the session “Text Analysis, Visualization, and Historical Interpretation,” Ian Milligan argued, “You cannot do justice to the 1990s and beyond if you do not consider the World Wide Web.” As this session practically burst at the seams with Twitter-savvy historians, Milligan’s words quickly resounded in a series of tweets, retweets, and favorites—generating yet more records for us to worry about keeping track of in coming years.



Credit: Marc Monaghan

Anthony W. Marx, President and CEO of the New York Public Library, speaks at the plenary session. To his right, chair Stanley N. Katz (Woodrow Wilson Center), and speakers Joan Wallach Scott, Elliott Shore (Association of Research Libraries), and Michael Kimmelman.

The challenges of the digital age arose even in sessions that were not focused on explicitly digital topics. The plenary session, “The New York Public Library Controversy and the Future of the American Research Library,” frequently acknowledged the influence of the digital age on collections management and the challenges that the ever-growing mass of information—both physical and digital—present to librarians. Joan Wallach Scott of the Institute for Advanced Study referenced some libraries’ increasing inclination toward digitization in light of “shrinking shelf space.” According to *New York Times* architecture critic Michael Kimmelman, “the library is the most evolving building typology today”—evolving because of libraries’ new inclusion of social spaces and computer labs in addition to bookshelves. These comments highlight both the overwhelming amount of information and the changing nature of that information.

It was not only archivists, visually inclined academics, and librarians who worried about the new challenges the digital age presents. Questions around producing scholarship in

an increasingly digital environment arose, inviting input from publishers who debated open access (as in “Innovation in Digital Publishing in the Humanities”) as well as graduate students and early-career academics who discussed the recent controversy surrounding dissertation embargoes. With the availability of open-access publishing, history PhD candidates must make the decision about whether to publish their dissertations online upon graduation. While reflecting on the panel “Choosing to Embargo? What to Do with Your History Dissertation” in a recent blog post for *AHA Today*, PhD candidate Michael Hattem examined the risks that online access to a dissertation presents for future publishers of any resulting monograph. He also outlined the opportunities that the Internet provides for those who do not embargo their dissertations; for example, discoverability is a commonly cited benefit of making one’s dissertation available online. Hattem argued that “there were more effective ways of developing an awareness of one’s work than simply making the dissertation available for download on a university server”; he cited “use of social media,

blogging, podcasting, and participation in various history projects (digital and otherwise)” as excellent alternatives. Ultimately, historians must take the time to understand the digital environment so that they can decide for themselves how best to weigh potential hazards against the opportunities that this environment presents.

As Seth Denbo anticipated in his November *Perspectives on History* article on the panoply of digital sessions, this year’s digital offerings prompted historians to push the boundaries of what has hitherto been considered “digital history”: “While not every historian is ‘digital,’ these methodologies have penetrated all areas of historical practice and are available to any historian.” It was not only the variety of subject areas, however, but of approaches historians were taking toward tackling the digital age that characterized these sessions. During a workshop, Kalani Craig advised historians, “Your curiosity should drive your tool use.” As there are a multitude of individual curiosities, then, so there should be a multitude of ways of doing digital history. This multitude was particularly evident in the digital pedagogy and digital projects lightning rounds. In this format, presenters gave brief presentations—one to five minutes each—in swift succession, enabling attendees to see samples of a large number of projects. For instance, during the Digital Projects Lightning Round, Roger L. Martinez used an animated geo-visual recreation of the medieval Spanish city Plasencia to present



Credit: Marc Monaghan.

Surrounded by colleagues, historians Jesse Stommel and Kathryn Tomasek live-tweet the Digital Pedagogy Lightning Round. Word travels fast in digital history.

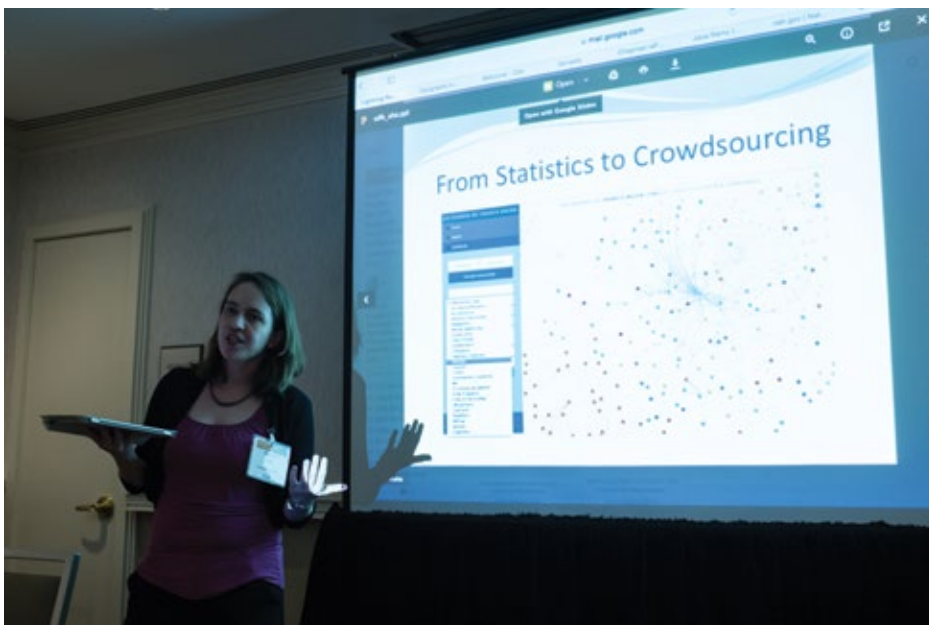
details of medieval life that are vital to understanding the interaction of different religious groups at the time. Shortly thereafter, Jessica Marie Otis presented *The Six Degrees of Francis Bacon*, a project that, according to Otis, “reconstruct[s] the social network of early-modern Britain through a combination of statistical analysis and crowdsourcing.” And only a few minutes later, Rachel Deblinger gave attendees a tour of Memories/Motifs, a multimedia archive that takes users on a tour through 1940s and ’50s American “memory creation” relating to the Holocaust.

The proliferation of digital cultural materials in all areas of study calls for the participation

of many in digital history; thus, it was appropriate that this year’s annual meeting also be characterized by openness, accessibility, and community. To invite historians to learn more about digital methods, the meeting commenced with the Getting Started in Digital History workshop, which offered beginner and intermediate tracks in a variety of topics. Historians could learn about data management, digital pedagogy, visualizations, and much more. The annual meeting concluded with THATCamp, hosted by The New School, which offered similar opportunities for beginning and advanced digital historians to mingle. Participants proposed sessions in the morning on subjects they wished to discuss and learn more about. The Twitter workshop Caleb McDaniel led, for example, was attended by both seasoned tweeters and those who had no tweeting experience at all. I was delighted to find that I could, in the same session, help a fellow historian change his username while I learned to create Twitter essay chains.

We live in a time when scholars increasingly turn to the web in their research, when most new data is born digital, and when the Internet offers an ever-growing number of platforms for online publication and expression. That ever-expanding past has gone digital, and as historians each of us must step up our game if we are to calm the *Onion’s* nerves.

Stephanie Kingsley is the AHA’s associate editor, web content and social media. Follow her on Twitter @KingsleySteph.



Credit: Marc Monaghan

Jessica Marie Otis demonstrates Six Degrees of Francis Bacon at the Digital Projects Lightning Round.



An Update on Congressional Briefings

Amanda Moniz

One of the signature initiatives of the National History Center of the American Historical Association is its Congressional Briefing program. As reported in the November 2014 issue of *Perspectives on History*, the center received a \$130,000 grant from the Andrew W. Mellon Foundation to fund its nonpartisan briefings for five years. This article provides an update on the program, highlighting the work we do to bring historians into conversation with the legislative and policy communities, and describes the insights we have gained from our efforts.

Since the grant began, the center has held two briefings. The first, on Ebola and the African public health crisis, took place in November.

Randall Packard of Johns Hopkins University, Julie Livingston of New York University and Rutgers University, and Gregg Mitman of the University of Wisconsin explored the history of public health efforts in Africa and the efforts' consistent failures. The global health community, they explained, has spent billions on programs targeting specific diseases, but has neglected to invest in basic health infrastructures. One result of these spending decisions has been the outbreak of epidemics such as Ebola.

In late January, the center held its next briefing, on the Ukraine conflict, with presentations by Timothy Snyder of Yale University and Mark Von Hagen of Arizona State University. Surveying Ukraine's rela-

tionship with Russia throughout the 20th century, Von Hagen explained that Ukraine gained and sought to protect its independence from Russia in 1918 and again in 1991. In his remarks, Snyder examined the historical arguments made by Russia during the current crisis. Russia has used historical myths, he explained, to lay claim to Ukraine. Too often uninformed about the region's past, he added, we fall victim to Russia's propaganda.

The center has two briefings in the works for coming months. With tax reform on the congressional agenda, we plan to hold a briefing on the history of business tax reform in the spring. The tentative title of the briefing is "American Families, Global Competition, and Comprehensive Tax Reform in Historical Perspective." In light of current debates about voter access and voter fraud, we are also putting together a briefing on the Voting Rights Act, passed 50 years ago this year.

By the end of the first year of the grant, the center will have held one briefing in each of four broad areas of concern to the policy community: science/technology (Ebola and the African public health crisis); foreign policy/military/intelligence (the Ukraine conflict); domestic policy (tax reform); and Congress and the electoral process (the Voting Rights Act). Earlier in 2014, before the grant began, we also held briefings on the history of legislative oversight of the intelligence community and, in collaboration with the German Historical Institute, on immigrant entrepreneurship in historical perspective.

In addition to organizing these quarterly events, we are working to help expand the history profession's role in public conversations by building our networks on Capitol Hill. Toward that end, Dane Kennedy and I have been meeting with congressional staffers and informing them of our program to bring the expertise of historians to bear on the issues they confront. To date, we have met with staff of the Senate Health, Education, Labor, and Pensions Committee; the Senate Judiciary Committee; and the Joint Committee on Taxation, as well as individual members of Congress. Beyond introducing the center

More on the NHC's Congressional Briefing Program

Reports on Past Congressional Briefings

National History Center Holds Congressional Briefing on the Ukraine Conflict: blog.historians.org/2015/01/nhcs-congressional-briefing-ukraine/.

The National History Center's Congressional Briefing on the Ebola Epidemic: blog.historians.org/2014/11/nhcs-congressional-briefing-ebola-epidemic/.

The NHC's Latest Congressional Briefing: On Immigrant Entrepreneurship: blog.historians.org/2014/09/nhcs-latest-congressional-briefing-immigrant-entrepreneurship/.

Overseeing Intelligence: Historians Brief Congress on Its Past Relationship with the Intelligence Community: blog.historians.org/2014/06/overseeing-intelligence-historians-brief-congress-past-relationship-intelligence-community/.

Congressional Briefings on Ebola and Ukraine

Congressional Briefing on Ebola and the African Health Crisis in Historical Perspective: nationalhistorycenter.org/congressional-briefing-on-ebola-and-the-african-health-crisis-in-historical-perspective/.

Congressional Briefing on the Ukraine Crisis: nationalhistorycenter.org/congressional-briefing-on-the-ukraine-crisis/.

The National History Center Video Library

Videos of most Congressional Briefings and many other NHC events can be found here: nationalhistorycenter.org/resources/video-library-of-nhc-events/.

and our briefings program to staffers, the goal of these meetings is twofold. First and most pragmatically, we seek assistance with the logistics of organizing briefings and publicizing the events to staffers. Democratic and Republican staffers have generously helped with booking rooms and handling other details. (And, contrary to depictions of deep partisanship in Washington, they willingly introduce us to colleagues across the aisle.) Besides logistics, a major purpose of these meetings is to work with staffers to craft briefings that are meaningful both to them and to historians. Typically, after we have decided on a topic we want to address, we reach out to several historians who are specialists in the topic, inviting them to participate in the briefing and identify the issues it will cover. We then share our plans with the committee of jurisdiction for the policy areas we are addressing, and we solicit staff members' input about the historical questions they would like answers to. In this process of developing the briefing's content, the center has a valuable role to play in mediating between the history profession and our intended audience.

Staffers need no convincing that history matters. Well-read and well-informed, they

do not have to be persuaded that understanding the historical background to the issues they work on is worthwhile. For their parts, historians are as eager to be part of public conversations as their counterparts in other disciplines are. Yet there can be a mismatch between the expectations of staffers and of members of our profession about what sort of history matters, and why it matters. Historians, as readers of *Perspectives* know, are trained to think about the broad context behind developments in their areas of expertise, but are understandably reluctant to speak on topics outside their subfields. Staffers, for their part, have concerns that are both broader—many recent developments are important to them—and more focused—questions about legislative dimensions of the topic are naturally a priority. To increase exchange between historians and policy makers, we believe one of our tasks is to help each side understand the other's perspective on what sort of history matters to the other. These discussions also provide opportunities for the congressional staffers and the historians participating in the briefings to develop ongoing relationships. Working to forge connections between members of our pro-

fession and the policy-making community is a key facet of the center's mission.

The briefings themselves provide opportunities for building these networks. We have been pleased with the turnout at the events. Besides congressional staffers, we attract staff from other government agencies, non-profit institutions, foreign institutions, and museums, along with sizable contingents of historians. A range of institutions is represented at each briefing, and historians' perspectives become part of the discussions in various networks within the policy community.

From our vantage point, it is perhaps easy to say that historians should be and are a proper part of policy discussions. An anecdote from Mark Von Hagen reminded us that others may not share our perspective. Why are you going to Washington to brief congressional staffers? Von Hagen's students asked him. What does a historian have to bring to public discussions? We hope that educators will help us answer that question by using some of our briefings videos and other resources with their students.

Amanda Moniz is assistant director of the National History Center.

The Core of the History Discipline



Howard County Library System, CC BY-NC-ND 2.0

The AHA's Tuning project has produced the History Discipline Core, a statement of the central habits of mind, skills, and understandings that students achieve when they major in history. The current version of this document is available on the AHA website at historians.org/tuning

A Free and Open Alternative to Traditional History Textbooks

Joseph Locke and Ben Wright

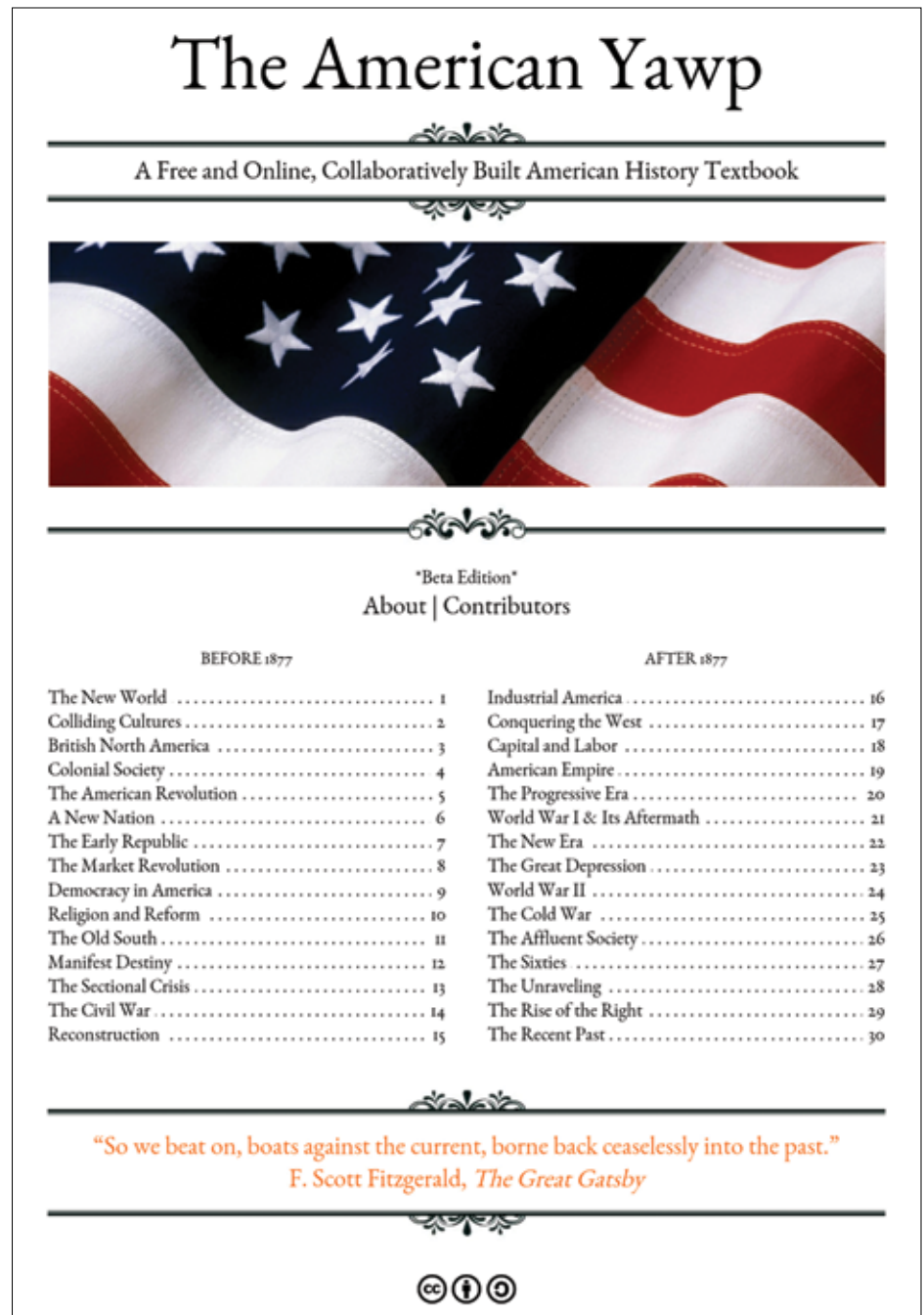
The collision of technology and education incites hyperbole: digital utopians forever dream of an open world of free learning, while digital skeptics warn of privatized, profit-driven enterprises that privilege shallow instruction from de-skilled educators. But beyond the dreams and beyond the nightmares, the digital humanities have created space for practical projects that address practical problems.

After a yearlong collaboration, over 350 historians have produced a beta edition of *The American Yawp* (www.americanyawp.com), a free and online, collaboratively built, open American history textbook designed for college-level history courses.

According to the Bureau of Labor Statistics, textbook prices have jumped fifteenfold over the past 40 years, three times the rate of inflation.¹ The College Board has found that the typical student now spends \$1,200 every year on textbooks and supplies.² Despite shifting technological and pedagogical trends, community colleges and other educational institutions catering to nontraditional or first-generation college students still rely heavily on traditional textbooks: the very students least able to afford these ever-increasing costs are the most likely to bear them. This is a problem, but it is a problem with a solution. We believe *The American Yawp* and other open projects can alleviate the burden of soaring textbook costs by creating high-quality, free and open resources for all students, whether at community colleges, open-admissions universities, or elite research institutions.

We conceived of *The American Yawp* in the spring of 2013 while teaching at various colleges in the greater Houston area. Frustrated by the high cost of textbooks but failing to find an academically rigorous, cheap alternative, we sought to embrace new models for the creation and distribution of textbooks.

We approached the project with three overriding principles: first, to provide a free and truly open resource for students and educators;



[The American Yawp project homepage.](http://www.americanyawp.com)

second, to maintain the highest standards of our discipline; and, third, to use collaboration and institution-free spaces to create a "living" resource that can ultimately expand the pedagogical horizons of traditional textbooks.

Unchecked by profit motives or business models, we set out to balance the promise of open resources with the rigors of academic review. With the help of an advisory board composed of leading American historians

and pioneers in the digital humanities, we recruited hundreds of experienced scholars and college-level instructors who were not only sympathetic to the project's mission, but also willing to volunteer their expertise. We were overwhelmed by positive feedback. And so we went to work.

We believed that a narrative synthesis could emerge through the many innovations of our profession's various subfields no less than through a preselected central theme. This is, in fact, a reflection of how our profession already works. We therefore gave the first draft to subfield specialists to ensure that the text would reflect the cutting edge of scholarship. Over 300 historians collaborated during the 2013–14 academic year to produce text and images that a team of editors then wove together into cohesive chapters.

The full project is now available online as an open beta for the 2014–15 academic year. Several hundred students are already using the text, but users and academics are encouraged to offer feedback and engage in conversation through a parallel Comment Press platform that is linked to in each of the chapters. After this round of feedback and subsequent editing, the *Yawp* will relaunch in time for the 2015–16 academic year, at which point a second, concurrent phase will commence to broaden the project by incorporating additional media, interactive materials, and pedagogical resources, allowing for a “living” project that engages emerging pedagogical trends.

The American Yawp is a fully open resource: users are encouraged to use it, download it, distribute it, and modify it (on their own) as they see fit. The project is formally operated under a Creative Commons Attribution-Share Alike 4.0 International (CC-BY-SA) License and is designed to meet definitions of a “Free Cultural Work.” And yet, as we embarked upon the project we were also extremely conscious of suspicions surrounding open resources. The last annual “Teaching and Textbooks” roundtable in the *Journal of American History*, for instance, discussed the future of textbooks in American history courses, but rather than tout the promise of open resources, this forum cited only the unreliability of existing projects. New corporate models of online education might only inflame such suspicions, but the pedagogical shortcomings of MOOCs and the pernicious growth of online, for-profit educational institutions need not distract us

from the promise of technology. By utilizing the collective expertise of our profession, we can build resources that are free and open without sacrificing scholarly rigor.

The title, *The American Yawp*, was chosen to capture a vibrant past. Even excellent textbooks struggle to encapsulate American history. Some organize around themes—“The American Promise,” “The Story of American Freedom”—while others surrender to the impossibility of synthesis and retreat toward generality—“America's History,” “The American People.” But in the oft-cited lines of the American poet Walt Whitman, we found as good an organizing principle as any other: “I too am not a bit tamed—I too am untranslatable,” he wrote, “I sound my barbaric yawp over the roofs of the world.” Long before Whitman and long after, Americans have sung something collectively amid the deafening roar of their many individual voices. *The American Yawp* offers the story of that barbaric, untranslatable yawp by finding both chorus and cacophony, together, as one. Without losing sight of politics and power, *The American Yawp* incorporates transnational perspectives, integrates diverse voices, recovers narratives of resistance, and explores the complex process of cultural creation. It looks for America in crowded slave cabins, bustling markets, congested tenements, and marbled halls. It navigates between maternity wards, prisons, streets, bars, and boardrooms. Whitman's America, like ours, cut across the narrow boundaries that strangle many narratives. Balancing academic rigor with popular readability, *The American Yawp* offers a multilayered, democratic alternative to the American past that is available freely for all.

Managing such a large project taught us much about the opportunities and challenges of online productions. After testing alternative

models for collaborative online text creation, we embraced the promise of large-scale, managed crowdsourcing. Designed to balance the collaborative promise of open-source models with the reliability of traditional peer-review processes, the *Yawp* tackled one of the perennial problems of digital project management with a mediated “ajar-sourced” model of content production and dissemination. We relied upon a large and diverse yet loosely coordinated group of experienced contributors and advisors to construct a coherent and accessible narrative from all the best of recent historical scholarship. But we also found that tangible human networks and real-world connections helped to sustain the otherwise anonymous world of digital content production. As we move forward, we are eager to expand that network. Whether it's through the *Yawp* or another project, we hope that American historians will continue exploring ways to offer students quality projects that eliminate costs and expand pedagogical possibilities.

Higher education too often does more to exacerbate economic inequality than to redress it. And with no end to soaring costs in sight, it falls upon us in the profession to find ways to keep costs low for our students. *The American Yawp*, we hope, can point one way forward.

Joseph Locke is assistant professor of history at the University of Houston–Victoria. *Ben Wright* is assistant professor of history at Abraham Baldwin Agricultural College.

Notes

1. United States Government Accountability Office, *College Textbooks* (June 2013), <http://www.gao.gov/assets/660/655066.pdf>.
2. The College Board, *Trends in College Pricing* (2013), <https://trends.collegeboard.org/college-pricing>.

Would you like to help select the
AHA's book prizes and awards?

Could you contribute time and energy to
highlight the issues of
minority and women historians?

The Committee on Committees welcomes suggestions for committee appointments. AHA members are invited to send in their own or others' names with brief CVs for consideration. Submit nominations to Sharon K. Tune at stune@historians.org

Strike While the Iron Is Hot

T. Kurt Knoerl

My breathing had slowed to next to nothing, perhaps only three breaths per minute. At this rate, I could continue working underwater for at least another half an hour. I had already been on the bottom of the Niagara River bed for over two hours, slowly excavating small test holes and looking for evidence of an 18th-century shoreline off Old Fort Niagara. Wine bottle bottoms, ceramics, trade beads, and numerous other artifacts dating from 1760 to 1780 had been deposited as trash throughout this small cove. Reaching down into the test hole, I found a small black object. It was a rose-headed, handmade iron nail, but unlike the hundreds of others I'd found during the excavation, this one had been modified. The pointed end had been purposefully curled around itself.

I began to wonder about the blacksmith who took the time to do this. I tried to picture him with the red-hot nail, gently

tapping the end. I began to think about the other iron objects I had found: gun parts, hinges, door handles. Blacksmiths had been busy men, and I wondered what their lives had been like.

My dissertation examined the first British vessels built in the western Great Lakes through the lens of the maritime cultural landscape. This approach interprets individual artifacts, sites, activities, and cognitive elements not as isolated features but as parts of related cultural systems that influenced and were influenced by the natural geographic landscape. The British Army's string of forts, docks, warehouses, smithies, shipyards, and vessels all combined to project British power into the western Great Lakes. I visited archives around the Great Lakes, but I also traveled to the locations mentioned in the archival sources and thus began to value experience as a source of historical data.

While visiting St. Joseph Island in northern Lake Huron, I saw the beaches where softball-size stones battered bateaux as they were pulled on and off the shore. This had a profound impact on the way I interpreted letters between cost-cutting British generals (who had not traveled to the region) and post commandants who tried to explain why their bateaux constantly needed repairs. Prior to my visits, my perception was similar to the generals', but seeing the environment suggested the costs were justified. Post commandants had likely looked into the situation and seen the source of the damage. My trip allowed me to understand their perspective, something that reading letters alone could not do. Much later, I expanded my understanding by engaging in the very activities that supported this maritime world.

Immediately after the British captured Fort Niagara in 1759 during the French and Indian War, British General Jeffery Amherst ordered the construction of sloops and schooners, to move men and supplies, and ordered shipbuilders and blacksmiths from Albany to the western lakes.¹ Blacksmiths were essential. Indeed, on the very day that Sir William Johnson captured Niagara, thus gaining access to Lake Erie, he immediately identified a good spot for both a dockyard and a blacksmith.²

What was blacksmith work like? What was involved in blacksmiths' efforts? I can't visit them the way I can visit a remote island. I can, however, share, at least in a small way, aspects of their working lives. I can use their tools and learn about the physical strength and level of skill required. I had finished my dissertation, but I wondered if performing blacksmith work might help me see the world of an 18th-century smith differently. It's one thing to read that skilled blacksmiths were in demand; it's another to understand how difficult it was to gain that skill.

My friend Dan Horner, an avocational blacksmith with 10 years' experience, helped me get started. Horner spent a few days teaching me a little of the blacksmith's art at his home in northern Virginia. Horner's shop was well stocked with tools and supplies, both primitive and modern. While several of the tools we used were not available at a



Photo by Dan Horner, courtesy of the Museum of Underwater Archaeology.

The author shaping metal by striking it repeatedly with a hammer.

frontier post in the 18th century, the overall process would have been familiar to a blacksmith serving the British Naval Department.

I decided to repurpose a modern ball peen hammer into an 18th-century-style hatchet, an activity similar to the work British smiths performed in their attempts to salvage scarce iron. I knew that trade hatchets were produced en masse in Europe for the fur trade and would rarely have been created on the frontier, but my purpose here was centered more on the process than on the product.

We started by heating the hammer head in a propane furnace (forgoing the 18th-century coal and wood furnace) to approximately 2,000 degrees Fahrenheit. It was a bitterly cold February day, a little unusual for northern Virginia, but one that would have been typical for the Great Lakes during the dead of winter. The heat from the forge was comforting, but it quickly became apparent that it created risks. The motto for the day was “Assume everything is hot.” Fortunately, my sole mishap caused only the loss of hair on the back of my hand, but it did drive home just how vulnerable 18th-century smiths were, considering the period’s rudimentary medicine.

Horner suggested I shape the metal by hand in order to understand the physical force needed. I spent much of the morning heating the “scrap” metal and then quickly hammering it into shape before it cooled, over and over. Holding the object with tongs in one hand and a heavy hammer in the other convinced me of the strength blacksmiths needed. As the metal quickly cooled, from malleable white hot to less-workable light red, I began to understand the speed required. I raised this issue with Horner, who pointed out some differences between our work and that of an 18th-century smith. He would likely have heated only the area he was shaping. And (Horner put this to me gently) a skilled craftsman would have been able to work the metal far faster than I could, and with greater precision. The extent of his skill would have far outweighed any small time advantage I had gained with the propane furnace.

After attaining the basic shape, the next step was to grind off unwanted material. I benefited from a power sanding belt, and wondered at the strength and time needed by an 18th-century smith who had only a manually powered spinning grinding stone. As I finished the piece, my mind returned to the nameless blacksmiths mentioned in my research sources, and while I had as many (if not more) questions than when



The original ball peen hammer is shown at the top while the bottom image shows the hammer after being reworked into an 18th-century style trade hatchet. Photos by author.

I started, I had gained a general appreciation for the blacksmiths’ lives and work.

What can we really know of the British Army’s blacksmiths in the Great Lakes in the 18th century? Most left no writings. We know the part they played in keeping the army’s vessels afloat and the role those vessels played in the spread of empire. But if we are concerned with their lives, our research options are few. Experience, however, provides another source of information about this otherwise silent cohort, one made more valuable because of the scarcity of alternatives. By trying my hand at the forge, I gained a sense of the skill required to be a blacksmith and thus a better appreciation for the value of such a useful talent on the frontier, a much better sense than I could gain through just reading a letter or report or looking at an artifact. The information lives in the experience. It can be “read” only by putting on the leather apron and getting one’s hands dirty and maybe even a little singed.

I will now experience an 18th-century smith’s hammer differently as I hold it in my hand, feeling its weight and recollecting my own experience. Just as my hatchet slowly took shape the more I worked it, so too does my appreciation for and understanding of the individuals I study improve when I combine the document, the environment, the artifact, and now the experience.

An experience out of context probably would not contribute much understanding,

but this is true of any information taken out of context. The best historical research integrates multiple lines of evidence from as many sources as possible. This multifaceted approach is not unlike my use of new media for the online Museum of Underwater Archaeology (www.themua.org). In addition to text, we use images, video, and sound to offer something about historic shipwrecks and submerged sites for visitors who learn better through many senses. The multisensory approach is perhaps the chief strength of other areas of public outreach, such as living history. These programs can’t put visitors into the past, but they can transmit information in ways beyond text, such as sight, sound, touch, and taste (eat a piece of hard tack sometime). If trying our hand at a shared experience does nothing more than spark new lines of enquiry, it is worth it. My question now is: what will I try next?

T. Kurt Knoerl is founder and director of the online Museum of Underwater Archaeology. He earned his PhD from George Mason University, where he studied colonial, maritime, and digital history.

Notes

1. Carol MacLeod, “The Tap of the Garrison Drum: The Marine Service in British North America 1755–1813,” 41. Unpublished manuscript archived at Parks Canada, Historical Research & Records Unit, 1983.
2. MacLeod, “The Tap of the Garrison Drum,” 61.

The Future of American History

Steve Hochstadt

What does it mean to teach about race in American history? Does considering race, along with class and gender, fragment our history by subordinating the greater positive story of freedom and progress to a politically driven leftist narrative of pain and suffering?

Many political conservatives lament the increasing tendency of American historians

to include race, class, and gender in research and teaching of our history. Critics of the new Advanced Placement US history curriculum, like the Jefferson County, Colorado, school board, want to “present positive aspects of the US.” The National Association of Scholars (NAS) has made a name for itself as an insistent critic of multiculturalism. The NAS report on the history curriculum at

two Texas universities is subtitled with their greatest fear: “Are Race, Class, and Gender Dominating American History?”¹ Led by Gilbert Sewall of the American Textbook Council, the authors of the report analyze books assigned in history courses. Sewall complained in 2003 to a Senate committee: “New heroes in leading textbooks are designed to advance a political agenda that heightens and ennobles people of color, peace activists, anti-colonialists, environmentalists, and wronged women.” The report states that history professors “should counter mission creep by returning to their primary task: handing down the American story, as a whole.” This complaint about the importance of race, class, and gender in historical study is based on conservatives’ assertion that these methods represent “ideologically partisan approaches.”²

The History and Political Science Department at Illinois College searched for an American historian last year. We narrowed our focus by stating, to quote from our ad in *Perspectives on History*, our “preference for candidates who specialize in African American history and/or borderlands history,” precisely what the NAS criticizes. I asked my colleagues to reflect on that decision.

Bob Kunath, a modern German historian, expressed a common idea at Illinois College: “I think it fits with the identity of the institution, which was born amidst the struggle over slavery.” Our first president, Edward Beecher, was the brother of Harriet Beecher Stowe and a good friend of Reverend Elijah P. Lovejoy, the abolitionist newspaper editor in Alton, Illinois, who was killed by a mob in 1837. The National Park Service recognizes two Underground Railroad sites on our campus, a unique distinction in American higher education.

Recently the number of African Americans and other students of color have increased on our campus, without a corresponding growth in faculty of color. Jenny Barker-Devine, a modern Americanist, wrote:



Revealed: Truths & Myths #4 and #3 by Chicago-based artist Joyce Owens. Both paintings are in the Paul R. Jones Collection of American Art at the University of Alabama. Images courtesy of the Paul R. Jones Collection of American Art at the University of Alabama and reproduced with the permission of the artist. See “On the Cover” for more information about this series of paintings.

"I am deeply troubled by data that suggest that women and minorities still lose interest in history at an early age because it simply doesn't speak to them." She believes it is a "moral imperative" for us to offer history through the lens of race, and she has found that our students "overwhelmingly thought African American history would be a useful addition to the department." A historical search of our departmental curriculum confirmed that Illinois College had never offered a course in African American history.

Our department's decision to seek an African American historian was driven not by ideology, but by very traditional considerations: the historical identity of our institution, our current students' interests, and gaps in our coverage of significant American themes. We had not been telling the whole American story.

We advertised a two-year replacement position and received over 130 applications, from scholars whose specialties spanned the American narrative from the colonial era to the present and who hailed from right to left coast and beyond US borders. My reading of this collective self-portrait of new American historians suggests that conservatives are wrong about the role of political ideology, but also why they are so alarmed. These young teachers want their students to think critically about a more inclusive history, a whole American story that does not leave out those whose experiences were not privileged, not free, and not previously considered noteworthy. I quote here from some applications (with their explicit permission) as illustrations of the future of American history.

Joshua Haynes, a University of Georgia PhD now teaching at Miami University, begins his US survey with the question "In what sense is the history of the United States of America the story of freedom?" Haynes's willingness to challenge the equation of "America" and "freedom" was inspired by his graduate school mentors, but also comes from his research on the 18th-century interactions of Creek Indians and whites in Georgia. Omar Dphrepaulezz contrasts popular ideologies of our historical "mission" with actual histories of the "oppression of large groups of Americans." His University of Connecticut dissertation explains one result of the American mission: the occupation of the Philippines led to the 1906 massacre



of hundreds of Filipino Moros by American soldiers. Vicki Rozema's 2013 University of Tennessee dissertation showed that "whites coveted the lands" controlled by Cherokees. Cherokees defended their property before 1835 by "enacting laws governing industry and natural resources," but whites, regarding the Cherokees as an obstacle to economic development, decided on removal, using national security as a camouflage for economic motives.

Heightening the attention paid to the lives of people of color, as well as poor whites, male and female, is precisely what most applicants explicitly advocated, in place of repeating the traditional history of white elites. David Goldberg, who is a visiting assistant professor at the University of Pittsburgh at Johnstown, adapted his earlier teaching at West Virginia University to help his mostly first-generation students confront disparaging but common stereotypes about Appalachian people. Tina Cannon at Texas Christian University showed how Fort Worth offered "stubborn resistance" to the desegregation of public schools after the 1954 *Brown v. Board of Education* decision. That unwillingness to change racist practices sometimes led to violence. Christopher Hayes's Rutgers dissertation describes the postwar deterioration of African American life in New York City: by the 1960s African Americans "lived in more segregated neighborhoods, went to worse schools, and had poorer employment prospects." Liberal mayoral administrations paid little attention to suburban housing discrimination and

deteriorating segregated schools, eventually leading to the 1964 riots in Harlem and Bedford-Stuyvesant, which radically altered the trajectory of civil rights politics.

Reading these dozens of dossiers, I found much less overt ideology than is alleged by the NAS and is present in their own report. These new PhDs were not mining the archives to make political points, but eagerly looking for stories not yet told. Their archival researches led them to use race, as well as class and gender, to explain their understanding of the American story.

What the men of the NAS consider "the American story, as a whole," appears to me to be moving backward toward the history of great men, and a few women, usually white, nearly always privileged, whose lives and ideals were distant from the grubbier experiences of most people in America, which was precisely the grand assumption of academic American history into the 1960s, when I was an undergraduate.³ Such a truncated narrative will only continue to teach our more diverse students that history doesn't concern them.

Steve Hochstadt is a professor of history at Illinois College. Daleah Goodwin from the University of Georgia was hired for the position in American and African American history.

Notes

1. The full report is on the NAS website, http://www.nas.org/articles/recasting_history_are_race_class_and_gender_dominating_american_history.
2. Allan Lichtman demonstrated on the *Academe Blog* how the NAS report's methods led to predetermined conclusions, mainly the assumption that if a study mentions race, it is about race, and thus "ideologically partisan": <http://academeblog.org/2013/06/21/analysis-of-the-nas-report-on-recasting-history/>. James Grossman and Elaine Carey, in a *Perspectives on History* article in February 2013, "Throwing Stones," called the report uninformed, tendentious, and ideologically driven.
3. Unlike academic historians and the wider professorial world, the NAS is overwhelmingly male: of the 60 members of its Board of Directors and its former and current Board of Advisors, only 10 are women.

Francophone Historians of the United States

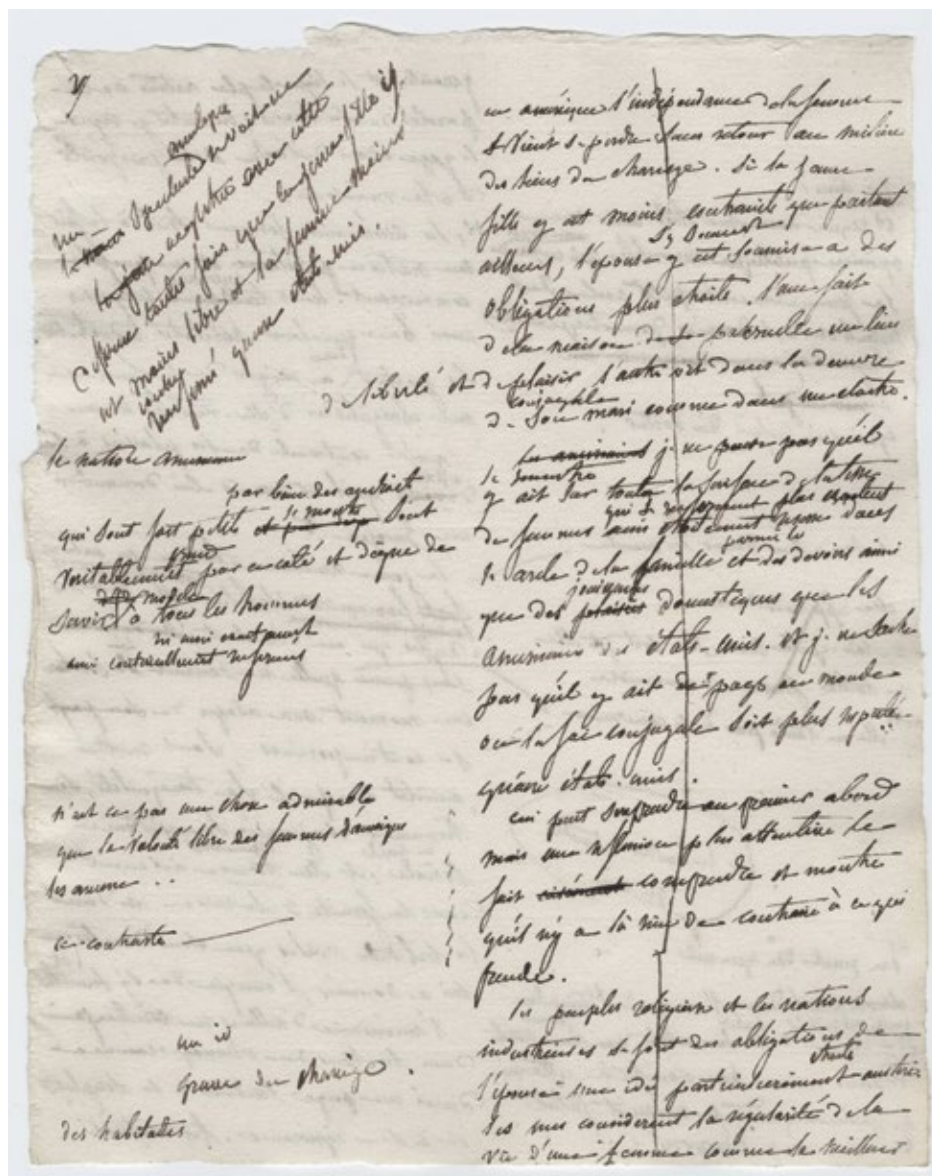
A Voice in the Wilderness?

Greg Robinson

As an American, I find that one of the most interesting aspects of teaching US history in Montreal at l'Université du Québec À Montréal (UQÀM) is working in French. UQÀM is a proudly francophone institution, so not only is all my course teaching done in French, but virtually all undergraduate reading assignments, and many graduate-level texts, are given in French as well. (It is great fun to have my students read Tocqueville's classic *Democracy in America* in the original language!) Since arriving in Montréal in 2001, I have worked to master the French-language literature of the field in order to make up course syllabi and to provide extra suggested readings for student papers.

Recently, as part of a conference on American Studies at the École des Hautes Études en Sciences Sociales in Paris, I was invited to discuss the influence of francophone scholars of the United States on their American colleagues. I decided to do a more systemic inquiry: What French-language monographs have achieved notice in the United States? Which did US-based historians read? To answer these questions, I sought information at the most basic level, and used a variety of methods to get it, including a search of the bibliographic database WorldCat to discover which French-language monographs in US history appear in the largest number of its member libraries worldwide.

Meanwhile, as the best shorthand measure of the visibility and impact of books within the historical profession, I decided to investigate scholarly book reviews. Using the databases on JSTOR, I reviewed the back files of the two most prestigious journals in the field, the *American Historical Review* and the *Journal of American History*, from their founding dates onward. I checked for reviews of French works by looking up the keywords *États-Unis*, *Américain*, and *Américaine*, since these words seem to figure in almost all titles or subtitles. I then tabulated how many



A page from the original working manuscript of *Democracy in America* by the French author Alexis de Tocqueville. The manuscript is held at Yale University's Beinecke Rare Book & Manuscript Library.

reviews of French monographs had appeared, their dates, and the names of the reviewers. (Tables with detailed results of these searches are available on my website, www.gregrobinson.com.)

My research provided me much food for thought. In the *AHR* I found 21 book reviews over the century between 1905 and

2008, including one in the 2000s, four in the 1990s, and two or three in most other decades. What is interesting—other than what seems to me an absurdly tiny number of reviews in relation to the production of French-language books on American history—is the shift in value assigned to such works. That is, in the first half of the

20th century, the francophone authors reviewed in the *AHR* were predominantly authors whose names did not become well-known, such as Achille Vialatte, Jean Paul Hütter, and Ernest Nys. (The only well-known figure among those reviewed was the *litterateur* Bernard Fay, a friend of Gertrude Stein who would later write a popular biography of Benjamin Franklin.) Yet who were the reviewers? They were among the most eminent and influential of US historians: Samuel Eliot Morison, Samuel Flagg Bemis, Carl Becker, Leo Wolman, and Theodore Salisbury Woolsey, plus educational reformer George F. Zook. The production of such reviews indicates the wide multilingual reading of earlier generations of American historians and the broad transnational discourse in which they participated.

Conversely, in recent decades, the French-language books reviewed in the *AHR* have generally been studies by eminent specialists: Jean Heffer, René Rémond, and Yves-Henri Nouailhat, among others. Yet the reviewers of these works have either not been Americanists, or have been Americanists who, while solid professionals all, have not enjoyed the same kind of international renown as their earlier counterparts (I apologize if I have slighted anyone unintentionally). This point would seem to indicate the lack of distribution and currency that French books currently enjoy in historical discourse in the United States.

In the case of the *Journal of American History*, the progression is somewhat different. I have counted 24 reviews of French-language books in *JAH* over the course of the period 1914–2010. However, during the first half of that period, when *JAH* was the *Mississippi Valley Historical Review*, it boasted only six reviews of French books, and neither authors nor reviewers were first-rank names. Worse yet, between 1951 and 1977, the period in which writing about the United States began to take off in France, Jean-Baptiste Duroselle's landmark 1960 foreign policy study *De Wilson à Roosevelt* was the only French book to be reviewed in *JAH*.

In 1977, for reasons that are not clear to me, there was a sea change in the *JAH*. In the five years that followed, reviews of no less than seven French books appeared, including works by well-regarded authors

such as Robert Lacour-Gayet, Jean Heffer, and Pierre Melandri. Strikingly, the reviewers of these books were predominantly foreigners themselves—including two professors from my home institution, UQÀM. Still, after that brief interlude, no more reviews of francophone literature appeared in *JAH* for more than a decade.

In the 1990s, under the leadership of editor David Thelen, the *JAH* began to make internationalization a priority. The *JAH* appointed a distinguished cast of international contributing editors to report on new literature (Professor Bruno Ramirez, my opposite number at Université de Montréal, provided a regular section on Canadian publications), while *JAH* editors undertook a series of forums on opening up American history to the world. In line with this focus, since 1994 reviews of outstanding French-language monographs have appeared in the *JAH* on an average of once every two years. The reviewers have included such well-known specialists as Dirk Hoerder, Willard S. Randall, Peter Stearns, and Max Paul Friedman.

Why have francophone scholars enjoyed so little currency among their American peers? To some degree it is a matter of the language barrier, which leads Americans to neglect foreign-language texts.¹ Certainly, English translations of books by French authors are generally available in many more library collections than the original editions. Still, the lack of attention paid to francophone historians is not simply a matter of language. Rather, as the paucity of scholarly reviews of foreign books in US journals throughout the balance of the 20th century suggests, the US academy has historically suffered from an overly insular approach: US-based Americanists are used to speaking only with each other. Beyond any question of individual merit, the principal way for francophone historians to get attention in the United States is to publish there. The esteemed scholar François Weil's only work to be reviewed in either of the main American journals is his *History of New York*, written in English and published with Columbia University Press. Olivier Zunz, a Frenchman who has entered the US academy and published with American presses, has had six books reviewed in *AHR* and has been invited to review two others himself. (To offer some perspective here, my own three monographs, which were brought out by US-based university presses,

have all been reviewed in both the *AHR* and the *JAH*, and I have produced reviews for both journals.)

What are scholars missing by ignoring the French-language historiography? A good deal, in my view. Francophone historians bring a useful outside perspective to studies of the United States, and they are more comfortable with transnational approaches. In multiple subfields, including Louisiana history, the history of religion, and Native American studies, there have been signal contributions made by scholars writing in French.² Perhaps not surprisingly, the histories of French and French Canadian immigration to the US have long remained dominated by French-language authors.

In sum, greater engagement by Americans with French-language writing would help enrich the study of US history. Certainly, the fact that so many of the central scholars of the first part of the 20th century wrote reviews of French-language books in *AHR* testifies to their interest in outside perspectives and transnational dialogue. The *JAH*'s international turn is thus a welcome development, in my view, and one that I hope we can all build on.

Greg Robinson, a native of New York City, is professor of history at Université du Québec À Montréal. He is the author of By Order of the President: FDR and the Internment of Japanese Americans (Harvard University Press, 2001) and After Camp: Portraits in Midcentury Japanese American Life and Politics (University of California Press, 2012).

Notes

1. For purposes of comparison, I made a quick study of reviews of German-language books in the *AHR* and the *JAH*. The results appear quite similar to those for French. There have been about 20 reviews of German-language titles in each journal over about 100 years, and very few reviews of German texts appeared in the *JAH* until the 1980s.

2. To take one example, in my own area of interest, Japanese Americans, the very first serious work to appear in any Western language was *Américains et Japonais*, Louis Aubert's 1908 study of immigration and international policy, and several more works appeared in the two following decades.

The Last Artifact of the World Trade Center

To the Editor:

Undoubtedly, when in New York for the annual meeting of the American Historical Association, many members will visit the National September 11 Memorial and Museum at the World Trade Center, as some 16 million other visitors have done. Here is something they did not and you will not see: the last remaining intact artifact of the World Trade Center—the iconic Koenig Sphere. It has been banned from the September 11 WTC memorial.

For 30 years the Sphere stood in the center of the WTC plaza as a symbol of world peace. Countless visitors from around the globe and across the United States posed before it for photographs. Scores of these can be seen online today.

Every nice day for 30 years office workers gathered around it at lunch to relax, talk, and people watch. They passed by it every morning and every evening.

On September 11, when the dust cleared, the Sphere, torn and battered, stood alone in the rubble that had been the World Trade Center. It was carefully salvaged, and under the watchful eye of its sculptor, the now aged Fritz Koenig, who flew in from Germany, the Sphere was installed in Battery Park, about a half mile south of “Ground Zero” as a “temporary” memorial.

It was the full intent and promise at that time to return it to the rebuilt WTC as the centerpiece of the future memorial.

At that time, then Mayor Michael Bloomberg called it “a stirring tribute to the courage of those we lost and an enduring symbol of the American spirit.”

Today, however, the millions who visit the memorial, at the very place where the Sphere stood and survived the attacks, do not see it. They have no idea it even exists.

More than 13 years after the attacks, the Sphere still sits neglected and forgotten in an obscure corner of Battery Park. Seen only by the occasional tourist who has no idea what this battered sculpture is or why it's there (it was moved from its original “temporary” spot in Battery Park to a new “temporary” spot).

The memorial jury wiped the site clean of all its history in order to remake it as



Credit: Robert J Fisch

The Sphere at the World Trade Center in 1984.

a “special place of healing”—citing the Vietnam War Memorial of Maya Lin (a jury member) as their model.

However, a memorial in Washington, DC, for a war fought on the other side of the world is not a viable model for what we do at the World Trade Center. No battles of Vietnam were fought on the National Mall; none of the names on that wall died there. It did not replace any authentic artifacts of the war.

The WTC is the site of the event. It is or should be self-evident: our first task at the “national” September 11 memorial is to confront September 11.

There is no precedent for a memorial at the historic site of an event it supposedly commemorates remaking the site so that it does not recognize its history. Imagine the USS *Arizona* Memorial without the USS *Arizona*. What if the Hiroshima Peace Memorial discarded the Dome remnants, Gettysburg the battlefield and remaining artifacts, Auschwitz the camp remnants?

How long would it be before those histories would be forgotten?

At the World Trade Center site itself, all reminders of the September 11 attacks have been willfully and intentionally eliminated. It is great that we have a below-grade museum that contains so many of those artifacts and so much of the history—including the razed fire truck, Engine 21, that my brother Captain William F. Burke Jr. and his men rode down in. However, the Sphere

could not fit there, and it does not belong there. It belongs on the plaza.

The irony is that nothing is more “healing” than history, knowledge, and understanding.

Thousands, including September 11 families, survivors, first responders, downtown residents, and ordinary citizens have called for the return of the Sphere. Port Authority Executive Director Patrick Foye has called for its return. The Fritz and Maria Koenig Foundation of Bathshutt, Germany, has called for its return “as a victim, witness and ultimately a survivor” of September 11.

September 11 is the most significant historical event in most of our lives. It changed everything. It is incumbent upon historians to preserve its history. Future generations depend upon you.

In the meantime, this January, should you visit the memorial and want to see the last, most significant authentic artifact of September 11 and the WTC, head south on Greenwich Street to Battery Park; make a right toward the esplanade. Take a selfie or two before it. You can show it to your grandchildren.

*Michael Burke
Save the Sphere*

Editor's note: This letter did not reach us in time to be published before the annual meeting in January, but we hope that our readers will still find it of interest.

On “Doing History Digitally”

To the Editor:

Seth Denbo’s valuable article on digital history (*Perspectives on History*, December 2014) neglected a major topic: collaboration. The creation and use of large databases and the employment of computational, digital tools frequently require collaboration among historians and with researchers from other disciplines. Other disciplines in which such research cooperation is common provide standards to avoid conflicts and misunderstandings, and they both teach these norms and socialize their graduate students to how they are applied. As the head of multinational, multidisciplinary historical research projects funded by the European Science Foundation (Humanities Division) and the US National Science Foundation, I have tried to convince the AHA Professional Division that historians now need such guidelines for collaborative work (www.academia.edu/685722/For_Historians_Collaborative_Research_Guidelines), since, in my opinion, we have nothing suitable.

The time for action has arrived. Our president-elect, Patrick Manning of the University of Pittsburgh, has led the creation of the Collaborative for Historical Information and Analysis (CHIA; chia.pitt.edu), which is dedicated to establishing the large databases necessary for research on world history. The same type of agenda drove my creation of our new geographic

information systems (GIS) training manual for historians. The manual is available for free download, along with the data sets for all 14 exercises and free GIS software to support the first 10 chapters (www.geographicallyintegratedhistory.com).

When in 2002 we created the model for Idaho State University’s master’s program based on the use of geographic information systems (GIS), we specifically included among our goals the graduation of students who were effective collaborators. Moreover, to stimulate interdisciplinary crossover and collaboration, we encourage the students to obtain a graduate certificate in geographic information science (GISc) from the department of geosciences. The results have been especially good, and we would encourage colleagues in other departments to place a similar emphasis on graduating good collaborators as a means of connecting history to STEM disciplines and rethinking graduate education in history (to refer to two other articles in the same December 2014 issue of *Perspectives*).

The intellectual benefits of research cooperation, and especially of multidisciplinary collaboration, are huge. When those from different disciplines come together to confront the same research questions, new ideas often emerge from the resulting interactions. Funding agencies recognize this fact and are often willing to fund projects at levels unimagined by most historians.

To enable me to create and co-coordinate a large multinational, multidisciplinary

project for The Evolution of Cooperation and Trading (TECT) program of the European Science Foundation, the National Science Foundation provided me with a large, personal grant for three years (Award #SES-0740345; \$394,000). For responding with another multinational, multidisciplinary project for NSF’s Cyber-Enabled Discovery and Innovation (CDI) program, I became the lead principal investigator of a four-year project worth almost \$1.8 million. Of that amount, my portion was \$1,290,704 (Award #OCI-0941371; 2009–2013, extended to 2014). I will leave it to Professor Manning to report on the size of the large NSF award that he and his collaborators have received.

In conclusion, collaboration makes it possible to utilize the tools of digital history advantageously, stimulates creativity and the formulation of new ideas, and provides historians with the financial resources they need for their research. We need the American Historical Association to provide us with the necessary research infrastructure by establishing organizational guidelines for the major manifestations of collaboration: joint authorship and data sharing. I am an AHA Life Member, and I fear that my membership will expire before the organization does what is necessary.

J. B. Owens
Idaho State University

Seth Denbo responds:

I want to thank Professor Owens for his comments on my article in the December issue of *Perspectives*. I absolutely agree that the ability to collaborate “among historians and with researchers from other disciplines” is vitally important for doing digital history. Within the discipline of history, the value of collaboration has been hampered by structures of advancement that valorize individual research and publication over working with a team. Over the past year, I’ve been working with a group of scholars as part of an AHA com-

mittee on the professional evaluation of digital scholarship by historians, and one of the main things we have discussed is the value of collaboration in digital history and the need for departments to be able to account for and evaluate collaborative work when it comes to hiring and promoting historians. The forthcoming guidelines that the committee is working on will encourage departments to find means for taking into account collaborative work and valuing it for professional credit.

But it is not just in digital history that the ability to collaborate is necessary. Skills that allow productive collaboration are

also highly valued in the workforce beyond the academy. The AHA is engaged in the multiyear project Career Diversity for Historians. This Mellon Foundation-funded project aims to demonstrate how graduate programs in history can prepare doctoral students to pursue a wide spectrum of career opportunities. During the first phase of this project, the AHA identified skills (see www.historians.org/publications-and-directories/perspectives-on-history/november-2014/career-diversity-for-historians) that graduate students need in the workplace; the ability to work collaboratively is one of the four key skills.

Standing with Historians of Japan

To the Editor:

As historians, we express our dismay at recent attempts by the Japanese government to suppress statements in history textbooks both in Japan and elsewhere about the euphemistically named “comfort women” who suffered under a brutal system of sexual exploitation in the service of the Japanese imperial army during World War II.

Historians continue to debate whether the numbers of women exploited were in the tens of thousands or the hundreds of thousands and what precise role the military played in their procurement. Yet the careful research of historian Yoshimi Yoshiaki in Japanese government archives and the testimonials of survivors throughout Asia have rendered beyond dispute the essential features of a system that amounted to state-sponsored sexual slavery. Many of the women were conscripted against their will and taken to stations at the front where they had no freedom of movement. Survivors have described being raped by officers and beaten for attempting to escape.

As part of its effort to promote patriotic education, the present administration of Prime Minister Shinzō Abe is vocally questioning the established history of the comfort women and seeking to eliminate references to them in school textbooks. Some conservative Japanese politicians have deployed legalistic arguments in order to deny state responsibility, while others have slandered the survivors. Right-wing extremists threaten and intimidate journalists and scholars involved in documenting the system and the stories of its victims.

We recognize that the Japanese government is not alone in seeking to narrate history in its own interest. In the United States, state and local boards of education have sought to rewrite school textbooks to obscure accounts of African American slavery or to eliminate “unpatriotic” references to the Vietnam War, for example. In 2014, Russia passed a law criminalizing dissemination of what the government deems false information about Soviet activities during World War II. This year,

on the 100th anniversary of the Armenian genocide, a Turkish citizen can be sent to jail for asserting that the government bears responsibility. The Japanese government, however, is now directly targeting the work of historians both at home and abroad.

On November 7, 2014, Japan’s Foreign Ministry instructed its New York Consulate General to ask McGraw-Hill publishers to correct the depiction of the comfort women in its world history textbook *Traditions and Encounters: A Global Perspective on the Past*, coauthored by historians Herbert Ziegler and Jerry Bentley.

On January 15, 2015, the *Wall Street Journal* reported a meeting that took place last December between Japanese diplomats and McGraw-Hill representatives. The publisher refused the Japanese government’s request for erasure of two paragraphs, stating that scholars had established the historical facts about the comfort women.

On January 29, 2015, the *New York Times* further reported that Prime Minister Abe directly targeted the textbook during a parliamentary session, stating that he “was shocked” to learn that his government had “failed to correct the things [it] should have.”

We support the publisher and agree with author Herbert Ziegler that no government should have the right to censor history. We stand with the many historians in Japan and elsewhere who have worked to bring to light the facts about this and other atrocities of World War II.

We practice and produce history to learn from the past. We therefore oppose the efforts of states or special interests to pressure publishers or historians to alter the results of their research for political purposes.

Jeremy Adelman
Princeton University

W. Jelani Cobb
University of Connecticut

Alexis Dudden
University of Connecticut

Sabine Frühstück
University of California, Santa Barbara

Sheldon Garon
Princeton University

Carol Gluck
Columbia University

Andrew Gordon
Harvard University

Mark Healey
University of Connecticut

Miriam Kingsberg
University of Colorado

Nikolay Koposov
Georgia Institute of Technology

Peter Kuznick
American University

Patrick Manning
University of Pittsburgh

Devin Pendas
Boston College

Mark Selden
Cornell University

Franziska Seraphim
Boston College

Stefan Tanaka
University of California, San Diego

Julia Adeney Thomas
Notre Dame University

Jeffrey Wasserstrom
University of California, Irvine

Theodore Jun Yoo
University of Hawaii

Herbert Ziegler
University of Hawaii

Editor’s Note: This letter originated from an informal meeting held at the AHA annual meeting on January 2, 2015 in New York City.

Otto H. Olsen

(1925–2014)

It is with deep regret that the colleagues, students, friends, and family of Otto H. Olsen mourn his sudden passing on December 4, 2014, in Gainesville, Florida. The son of Norwegian immigrants, Otto took pride not only in his heritage but also in the legacy of struggle for political and social justice that his parents bequeathed to him. During World War II, he served in the US Merchant Marine on the dangerous Murmansk Run that carried war supplies from the United States to the Soviet Union. He later earned a bachelor's degree from Columbia University and a doctorate in US history from Johns Hopkins University, where he studied under C. Vann Woodward.

Otto taught at several universities, including University of North Carolina at Chapel Hill, Old Dominion University, George Mason University, Morgan State University, and the University of Wisconsin, before settling at Northern Illinois University, where he served as professor (and briefly as departmental chairman) in the department of history for 25 years until retiring in 1991. Throughout his academic career, Otto taught courses on the Civil War and Reconstruction that were extremely popular among undergraduates, as much for his wit and musicianship (he sang songs from the period and accompanied himself on the guitar) as for his wisdom. Colleagues also appreciated his wit, as well as his level-headed approach to the challenges of academic life and his encouragement and support for junior faculty members. To his doctoral students he was a model of a politically engaged intellectual, a master of the craft of historical research and writing, a patient and supportive mentor, and a friend.

Otto's research and writing explored the 19th-century South, focusing especially on the struggles for freedom, justice, and equality that began before the Civil War and continued long after the end of Reconstruction. His definitive biography of Albion W. Tourgée, *Carpetbagger's Crusade* (1965), examines the life and political struggles of an Ohio-born veteran of the Civil War who settled in North Carolina and became an influential Republican leader and foe of



Credit: George Tarbay, NIU Media Services

the Ku Klux Klan during Radical Reconstruction. Otto traced Tourgée's life across the political landscape of the rise and fall of radicalism in North Carolina and the nation. Otto commented insightfully on Tourgée's judicial work in revising the state's legal code and suppressing the Klan and his political work in building and sustaining an electoral coalition of freedmen and poor whites, which alone, in his view, could have achieved the full promise of reconstruction and emancipation. With equal insight, Otto examined Tourgée's literary work, particularly his novels *A Fool's Errand* (1879) and *Bricks without Straw* (1880), which aimed to keep the spark of radicalism alive after the end of Reconstruction. Tourgée had a passion to right social wrongs that kept him active in progressive political movements for the rest of his life, and *Carpetbagger's Crusade* properly reflected Otto's sympathy for—and solidarity with—Tourgée in that respect.

Otto edited an influential collection of documents, titled *The Thin Disguise* (1967), on the monumental 1896 Supreme Court case of *Plessy v. Ferguson*, which sanctioned the odious principle of separate but equal accommodations in American jurisprudence. Tourgée served as lead attorney representing the New Orleans Citizens' Committee and their plaintiff in the case, Homer A. Plessy. *The Thin Disguise* reproduced much of the invaluable political and social commentary that Plessy's allies produced on the state of the nation at the close of the 19th century. Even in defeat, they helped establish the intellectual foundation for equality (such as Tourgée's concept of color blindness) on which

opponents of segregation could build in the 20th century. Otto also authored influential articles on the incidence of slave ownership in the antebellum South, on the Ku Klux Klan, and on carpetbaggers and scalawags in such journals as *Civil War History* and the *North Carolina Historical Review*. His edited collection *Reconstruction and Redemption in the South* (1980) provided a state-by-state overview of the experience of Reconstruction in the former Confederate States. In all his publications, Otto's critical angle of vision unfailingly opened new ways of seeing familiar topics.

In retirement, Otto shifted his intellectual attention to exploring the civil rights movement and debunking the mythology of US innocence surrounding the origins of the Cold War with the Soviet Union. An activist at heart, he also remained involved in causes at all levels—local, national, and international—that aimed to improve the human condition.

He is survived by his wife, Corinne M. Olsen, a daughter and son-in-law, a son and daughter-in-law, two grandchildren, and a sister.

Joseph P. Reidy
Howard University

Michael K. Honey
University of Washington, Tacoma

Charles Chatfield

(1934–2015)

Charles Chatfield, professor emeritus of history at Wittenberg University, died at his home in Springfield, Ohio, on January 15, 2015. He was 80 years old. Born in Philadelphia and raised in Oak Park, Illinois, Chatfield graduated from Monmouth College; he earned his MA and PhD in history at Vanderbilt University, then did postgraduate study at the University of Chicago Divinity School. He was professor of history at Wittenberg University for 38 years, starting in 1961, and held the H. Orth Hirt Chair in history. He directed international education from 1975 to 1983, and with his wife Mary's help created and directed a study-abroad program, Global Issues and World Churches. He devoted his teaching and



This photo of Charles Chatfield is used by permission from the *Springfield News-Sun*.

scholarship to the history of matters of peace and justice, both national and international; his books and articles helped create a new branch of history: peace history/studies. At the end of the Cold War he co-directed a joint Russian-American study of the ideas of peace in Western civilization.

Chatfield authored, edited, and co-authored numerous books, including the winner of the 1972 Ohio Academy of History Publication Award, *For Peace and Justice: Pacifism in America, 1914–1941*. Other books and edited collections include *Transnational Social Movements and Global Politics* (1997), *Peace/MIR: An Anthology of Historic Alternatives to War* (1994), *American Peace Movements* (1992), and *Peace Movements and Political Cultures* (1988). In 1987, after Charles DeBenedetti's untimely death, Chatfield accepted the task of shaping DeBenedetti's exhaustive but unfinished manuscript into *An American Ordeal: The Antiwar Movement of the Vietnam Era* (1990). He also published countless scholarly articles, book reviews, book chapters, and other writings, and remained active throughout his retirement.

A Danforth Fellow, he also received the Lifetime Achievement Award from the Peace History Society, an honorary doctorate from Monmouth College, and the 2012 Peace Hero Award from the Dayton International Peace Museum, where he also helped establish the Abrams/Chatfield Peace Library. The extensive Charles Chatfield Papers are deposited at the Swarthmore College Peace Library. Locally, he served several church and service organizations.

His family writes that “he relished the written word, theater and music, dance and travel, people, flowers, and egregious puns.”

While Chatfield built his reputation as a scholar and historian, he continued to work as an activist, earning the respect and devotion of his colleagues and students. Of his first decade at Wittenberg, in the 1960s, Chatfield remarked in 2013, “It was so exciting, and still is to think on.” Peace studies, he explained, is “a field which attracts people with a real sense of values.” Meanwhile, he created at

Wittenberg legendary courses on the Vietnam War and on the craft of history. One of his former colleagues referred to Chatfield as “a warm, kind and tough-minded colleague for whom I had the greatest respect.” One former student deemed himself “lucky to have a college professor that was so passionate about student learning.” He also inspired a generation of graduates from Wittenberg to become teachers. As one wrote, “Dr. Chatfield was brilliant, kind and generous. He taught me how to think and write carefully, and his example helped inspire me to become a teacher.”

A devoted husband, father, and grandfather, Charles Chatfield is survived by his wife, Mary Frances (Poffenberger), and by his son, David Charles, and daughter, Carol Anne (Richard) Holmgren; his sister, Anelise (Bob) Smith; as well as grandchildren, in-laws, and nephews and nieces.

Memorial donations may be sent to the Springfield Peace Center, PO Box 571, Springfield, Ohio 45501-0571; Wittenberg University Department of History, PO Box 720, Springfield, Ohio 45501; or to Covenant Presbyterian Church, 201 N. Limestone St., Springfield, Ohio 45503, designated for the Mission Outreach Fund.

Molly M. Wood
Wittenberg University

Guidelines for Submissions of In Memoriam Essays

We welcome submissions of In Memoriam Essays. Such essays should be between 500 and 1,000 words, and should focus on the subject's professional career. The essays should include information such as dates of birth and death, degrees earned, places of employment, and publications, and should review the subject's contributions to scholarship. Material that captures the subject's personality is welcome too, as long as it relates to his or her professional life.

Authors of obituaries are encouraged to submit a photograph (as a high-resolution digital image) of the deceased for publication with the essay.

Essays may be edited for style, content, and length. All In Memoriam essays—including those commissioned by *Perspectives on History*—are reviewed by the *Perspectives on History* editorial board before publication. The editorial board reserves the right to reject submissions or request changes to essays before agreeing to publish them. The editorial board prefers original essays written specifically for *Perspectives on History*.

After the editorial board accepts an essay for publication, *Perspectives on History* will try to publish the essay at the earliest opportunity.

Please e-mail submissions to perspectives@historians.org.

Democracy, Liberty, History

Shatha Almutawa

One of the most attractive virtues of democratic government is that it offers protection from the many for the few. In this ideal form of Western democracy, and American democracy in particular, the voices of the minority, and their freedom and safety, are protected. Members of minority groups can participate in and shape the system, which depends on the free expression of ideas, the education of the public, and the ability of every adult individual to take an active part in the selection of representatives who pass legislation and allocate public funds. In their current iteration, these principles date from at least the Enlightenment, and are powerful enough to have spawned, in the 20th-century United States alone, the civil rights movement, the women's movement, and the movements for LGBTQ rights.

This issue of *Perspectives on History* appears following a series of world events that have tested the limits of democracy and renewed the urgency of old questions. Events in Ferguson, Missouri, remind us that American society has a long way to go to eradicate racism and inequality; the killing of 12 *Charlie Hebdo* employees after the publication of irreverent cartoons repeats the cycle of stereotyping, hatred, and violence that we have seen since the Salman Rushdie affair; and news about recent beheadings and the flogging of a blogger in Saudi Arabia raise questions about the responsibilities of individuals living in democracies towards those who live under other national systems (Is speaking out against human rights violations in other parts of the world an act of colonialism or imperialism? Is it more harmful than useful because it propagates stereotypes? Or is it a valid moral stance?). The aftermath of these events are unfolding against a backdrop of continued massive displacement of people in the Middle East and the disruption of people's lives in the Ukraine as armed conflict continues. Despite the promise of democracy, the security and liberty of people throughout the world are threatened. Inequality often prevails.

This issue of *Perspectives* turns away from failures and celebrates successes—instances in which individuals have joined together to put



Credit: Mark Regester

A Michael Brown memorial in Ferguson, Missouri.

democracy into practice, to bring reality closer to what they think of as the ideal. Steven Hochstadt explains why a small college with a small history department needs an African American history specialist, and why it hired one. Joseph Locke and Ben Wright write about the democratization of teaching materials—and how they and a group of other historians went about creating an online, open-access textbook. Amanda Moniz writes about the National History Center's role in providing congressional staffers with historical background about political hot topics. And Maria Bucur shows us how women can advocate for their rights within academia.

Likewise, the painting on the cover was done by a woman who has thought seriously about different ways to move toward the democratic ideal. Joyce Owens's art has depicted African American slaves not as chattel but as strong men and women, showing their dignity and humanity, helping her and other African Americans reclaim the pasts of their families and ancestors—remembering them, but also rethinking the present and reimagining the future. This forward thinking captures the

way many historians deal with a diffuse term like *democracy*, both in the context in which this issue of *Perspectives* is published and in the work we do at the AHA every day.

Participating in a democracy is not only about voting and writing letters to one's representatives. As the historians who have written for *Perspectives* have shown, sometimes it is about allowing others to formulate new questions and approaches, as Kelsey Kauffman did with her students in prison (see her article in the February issue). At other times, it is about experimenting with teaching materials so that a larger number of students can afford their education and have opportunities to encounter multiple voices from the present and the past. Living in a democracy affords us the luxury of standing up to oppressive voices that refuse inquiry and debate, as well. These are only a few examples of how historians who study the past can be active in civic life. These examples can remind us that individuals in an explosive world can do something, even if we cannot stop the violence.

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.

IDAHO

Pocatello

Idaho State University

Middle East. The Department of History at Idaho State University seeks a tenure-track, assistant professor in the history of the Middle East. The specialization and time period within this field is open; however, the department seeks applicants who can help enhance our undergraduate curriculum, our graduate program in digital history, and our Global Studies and Languages program. A PhD is required at appointment in August 2015. Minimum qualifications include a PhD in history, geography, and related fields with primary expertise in Middle Eastern Studies. Candidates with language skills in Arabic or French will be desired. Successful candidates will demonstrate a growing record of scholarship, commitment to teaching, including high-quality online courses, and potential for successful grant funding. Review of applications begins March 1, 2015. Submit letter of application, CV, and contact information for three references online at careers.isu.edu. Inquiries may be sent to the search committee at histdept@isu.edu. ISU is a research university with over 13,000 students enrolled in programs ranging from undergraduate to doctoral. History faculty exemplifies high-quality teaching and innovative, productive research in collaboration with other disciplines. The university is located in Pocatello, tucked against the mountains in a setting valued for its scenic attractions and recreational opportunities. ISU is an EOE and visible minorities and those with disability are encouraged to apply.

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 histr@indiana.edu,

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.

812-855-3236, or by sending mail to Indiana University, Dept. of History, Ballantine Hall 742, 1020 E. Kirkwood Ave., Bloomington, IN 47404-7103. Search Committee co-chairs are Edmund Russell (University of Kansas), e-mail: erussell@ku.edu and Mark Roseman (Indiana University), e-mail: [\[indiana.edu\]\(http://indiana.edu\). Applications will be considered until the position is filled, but review of applications will begin on February 1, 2015. Indiana University is an AA/EEO and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion,](mailto:marrosem@</p>
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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

sex, sexual orientation or identity, national origin, disability status or protected veteran status.

PENNSYLVANIA

Philadelphia

University of Pennsylvania

20th-Century United States. The University of Pennsylvania History Department seeks a senior historian of the 20th-century United States. The successful candidate will have a record of significant research, influential publications, and effective teaching. She or he will be appointed at the level of advanced associate or full professor. We are seeking a scholar who possesses a broad command of 20th-century US history, a vision for enhancing our program, and a willingness to work with colleagues across different areas of history. Candidates should apply online at <http://facultysearches.provost.upenn.edu/postings/502>. Please attach a letter of application, CV, and research statement. The department will begin reviewing applications on April 3, 2015, and will continue until the position is filled. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a more diverse faculty (for more information see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities and protected veterans are encouraged to apply.

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. Southwestern currently enrolls approximately 1,500 students and maintains a student to faculty ratio of 11 to 1. In addition to a number of other national organizations, Southwestern University is a member of two consortia of liberal arts colleges, the Associated Colleges of the South and the Annapolis Group. Located in Georgetown, Texas, 28 miles north of downtown Austin, Southwestern is affiliated with

The United Methodist Church. Southwestern University is committed to fostering a diverse educational environment and encourages applications from members of groups traditionally under-represented in academia. For information concerning the University, visit our Web site at www.southwestern.edu. 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 applications 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 Equal Opportunity Employer. EOE/M/F.

WASHINGTON

Spokane

Whitworth University

Ethnic Studies/Director of Women's and Gender Studies. We are seeking to hire someone based in the History department, whose research and teaching give significant attention to identities and social constructions that have historically been underrepresented within required college and university curricula. This could include someone in Africana Studies, or some area of Ethnic Studies (preferably a historian) who will help to lead, enhance, and shape the program in Women's and Gender Studies on campus. The History Faculty support student semesters in Latin America, England, France, and China. For a further description of the History Department and the work of its faculty, please see <http://www.whitworth.edu/history/>. For more information about the interdisciplinary program in Women's and Gender Studies, see <http://www.whitworth.edu/academic/Department/WomensStudies/>. The successful candidate will carry a 21 credit load in History, Women's and

Gender Studies, and administration of the WGS program. The exact number of credits in each will be based on the candidate's research and teaching interests, and the needs of the institution. The job requires that the candidate participate in governance, advising, and other duties appropriate to a full-time faculty member. PhD, ABD (PhD expected by August 2015) or equivalent in the history of any US under-represented populations. Candidates in such fields as Ethnic Studies, Africana Studies, etc. will also be eligible. Evidence of the potential for teaching excellence at the university level. Evidence of the potential to make a professional contribution as a scholar. Commitment to diversity and equity, and an understanding of the ways in which instruction and administration can be critical to matters of justice and inclusion. A commitment to the educational mission of Whitworth as a Christian liberal arts university affiliated with the Presbyterian church. Must meet eligibility requirements to work in the United States by the time the appointment is scheduled to begin and continue to work legally for the duration of appointment. Background check and education verification required. The following documents are required to complete the online application form at www.whitworth.edu/jobs: a letter of interest; CV; a list of names, addresses, telephone numbers and e-mail addresses of three academic references; graduate and undergraduate transcripts (may be unofficial); three recent student course evaluations or a note explaining why they are not available; and a short personal essay characterizing your Christian faith (for expanded guidelines, please see www.whitworth.edu/facultyfaithessay). For more information please contact Prof. Corliss Slack, History (cslack@whitworth.edu); or Prof. Jennifer Brown, French/WGS (jbrown@whitworth.edu), co-chairs of the hiring committee. Whitworth complies with all federal, state, and local nondiscrimination laws that are applicable to religious non-profit institutions and does not engage in unlawful discrimination on the basis of race, color, national origin, age, sex, or disability. With our commitment to building a diverse community, the university encourages applications from populations underrepresented at Whitworth including members of racial/ethnic communities, women, and persons with disabilities.

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WINNERS

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Hebrew and Arabic in Israel/Palestine*

LITAL LEVY, Princeton University
(PRINCETON UNIVERSITY PRESS)

*Unclean Lips: Obscenity, Jews,
and American Culture*

JOSH LAMBERT, Yiddish Book Center/UMASS-Amherst
(NEW YORK UNIVERSITY PRESS)

In the Category of Medieval and Early Modern Jewish History:

Palaces of Time: Jewish Calendar and Culture in Early Modern Europe

ELISHEVA CARLEBACH, Columbia University
(HARVARD UNIVERSITY PRESS)

In the Category of Modern Jewish History—European Countries:

The Mixed Multitude: Jacob Frank and the Frankist Movement, 1755-1816

PAWEL MACIEJKO, The Hebrew University of Jerusalem
(UNIVERSITY OF PENNSYLVANIA PRESS)

Honorable Mentions

After Expulsion: 1492 and the Making of Sephardic Jewry

JONATHAN RAY, Georgetown University
(NEW YORK UNIVERSITY PRESS)

Becoming Soviet Jews: The Bolshevik Experiment in Minsk

ELISSA BEMPORAD, Queens College, CUNY
(INDIANA UNIVERSITY PRESS)

*The Scandal of Kabbalah: Leon Modena,
Jewish Mysticism, Early Modern Venice*

YAACOB DWECK, Princeton University
(PRINCETON UNIVERSITY PRESS)

*Sinners on Trial: Jews and Sacrilege
after the Reformation*

MAGDA TETER, Wesleyan University
(HARVARD UNIVERSITY PRESS)

Yankel's Tavern:

Jews, Liquor, and Life in the Kingdom of Poland

GLENN DYNNER, Sarah Lawrence College
(OXFORD UNIVERSITY PRESS)

AJS
ASSOCIATION FOR
JEWISH STUDIES



澳門大學
UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU



Assistant or Associate Professor in World / Global History

The University of Macau is a leading higher education institution in Macao, with English as its working language. In recent years, the University has made great progress in various areas, with increasing international recognition of its excellence in teaching, research and community service. The Times Higher Education World University Rankings 2014/2015 ranks the University among the world's top 300 universities. With the beautiful new campus (20 times larger than the old one) becoming fully operational, the launch of Asia's largest residential college system, the establishment of new faculties, and the increasing numbers of students and faculty members recruited from around the world, UM possesses great potential and provides exciting new possibilities for growth and development.

The Department of History of the Faculty of Social Sciences invites applications for a position in World/Global History.

Qualifications

Rank of appointment is assistant or associate professor, depending on qualifications. Applicants should have a PhD in hand by the time of employment and some teaching experience, and should specialize in one or more of the following research and teaching areas: Ancient/Modern/Contemporary European-Asian Relations, and related areas of the History of Europe, South, Southeast or East Asia. The successful candidate may be required to teach General Education courses in Global Issues in History and Culture. Command of at least one European or Asian language (in addition to English), relevant to her/his area of specialization, may be considered an advantage.

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

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

Position and Remuneration

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

Application Procedure

Applicants should visit <http://www.umac.mo/vacancy> for more details, and apply **ONLINE** at **Jobs@UM** (<https://isw.umac.mo/recruitment>) (Ref. No.: FSS/DHIST/WH/01/2015). Review of applications will commence on **1 March 2015** and continue until the position is filled. Applicants may consider their applications not successful if they were not invited for an interview within 3 months of application.

Human Resources Office

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

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

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

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