American Historical Association

Perspectives on History

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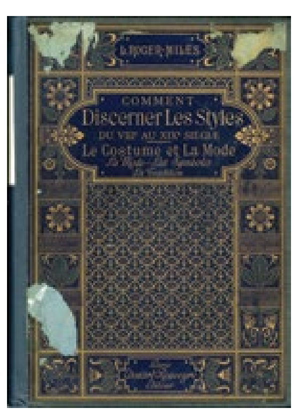
FEATURES



On the Cover

The cover of the book *Comment Discerner Les Styles,* a rare French title digitized by the John and Mable Ringling Museum of Art Library. This issue features the forum History as a Book Discipline, with articles by Lara Putnam, Claire Bond Potter, Fredrika J. Teute, and Timothy J. Gilfoyle. The forum is introduced by Seth Denbo, the AHA's director of scholarly communication and digital initiatives. The Ringling Art Library digital image collection is on Flickr and the cover of this book is at flic.kr/p/faTrh4.

Perspectives on History

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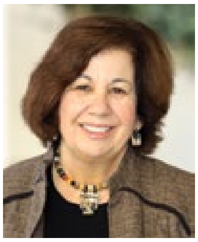


The Pursuit of a PhD

Vicki L. Ruiz

Whether one is a hovering, "helicopter" mentor or more of a "free-range" style adviser, we share a responsibility to our students beyond the dissertation. Given the dearth of tenure-track jobs, how do we move from commiseration to action—as individuals, as departments, and as professional organizations? I take pride in the multi-spoke efforts undertaken by the American Historical Association. A quick visit to the AHA Career Diversity website (www.historians.org/careerdiversity) reveals a range of initiatives dealing with, but not necessarily limited to, data collection, career pathways, and contingent faculty.

In a recent article on migratory, temporary employment, *Chronicle of Education* columnist Leonard Cassuto informs his readers: "The problem is not limited to historians. They just have the best data."[1] In their 2013 report to the AHA, L. Maren Wood and Robert B. Townsend provide a benchmark survey of historians who received their doctorates from 1998 to 2009. Based on a sample of 2,500 out of a universe of almost 11,000, Wood and Townsend found that 51 percent had secured tenure-track jobs at four-year campuses with an additional 2 percent on the tenure-track at community colleges.[2] To make a finer point, only one-sixth of recent PhDs secure employment in the most intensive research institutions, a designation reserved for 108 colleges and universities, including elite privates (e.g., Stanford), flagship publics (e.g., Michigan), and other large state universities (e.g., University of Alabama, Birmingham).[3]

Does the academic job crisis for historians vary according to field? According to Wood and Townsend, only 44 percent of both US and world historians find tenure-track jobs at four-year schools, in contrast to 52 percent of Europeanists and "65 percent or more of specialists in the histories of Africa, Asia, Latin America, or the Middle East and Islamic World." And time from degree does matter when on the job market, with five years as a mark of diminishing marketability. Restricting one's job search to a particular region, moreover, can also markedly increase the likelihood of non-tenure-track or administrative employment, as noted in figure 8 of "The Many Careers of History PhDs." At the department level, the parsing of employment data should spur internal discussions about graduate training and cohort size as well as provide eager applicants critical points of comparison among different programs. (Think of it as truth in advertising.)[4]

Turning on its head the notion that a career outside the classroom is some sort of consolation prize, AHA leaders, professional staff, and partners seek a more expansive vision of graduate education that values service to multiple publics.

Given sobering placement numbers, how can departments prepare PhD students for a rewarding life outside the classroom? With a $1.6 million dollar grant from the Andrew W. Mellon Foundation, the AHA will further develop its Career Diversity for Historians initiative. Four partner campuses (Columbia University, University of Chicago, University of New Mexico, and UCLA) have launched pilot programs that introduce their doctoral graduates to an array of positions in the nonprofit, government, and private sectors. Conceived as value-added incentives, such projects will enhance current curricula. Or as Julia Brookins and James Grossman explain, "the AHA is not asking faculty members themselves to . . . develop new expertise. Rather each pilot, and all of the AHA national project activities, will be focused on cultivating students' own agency, as they engage in the kinds of training, experiences, and exploration that excite them and broaden their career choices."[5] Turning on its head the notion that a career outside the classroom is some sort of consolation prize, AHA leaders, professional staff, and partners seek a more expansive vision of graduate education that values service to multiple publics.

Forty percent of my own dissertation students have staked out satisfying careers in documentary film, libraries, higher education administration, student affairs, and public policy. For example, Emilie Stoltzfus (author of *Citizen, Mother, Worker: Debating Public Responsibility for Child Care after the Second World War*) is a senior social policy analyst for the Congressional Research Service. In preparing a brief, she relies on historical context, identifying the origins of an idea and then where and when it entered the arena of public policy. Congruent with the attention paid to numeracy within the Career Diversity for Historians programming, Stoltzfus emphasized the importance of quantitative skills to her work as an analyst, skills she acquired after she received her PhD.[6] Encouraging the exploration of varied career paths early on will provide aspiring historians with fresh ways of learning, knowing, and doing. While there are platitudes aplenty about the intrinsic rewards of the doctoral journey, destination does count.

The academic job crisis spans four decades, but perhaps our sharpened awareness of its presence stems from the steady rise of faculty employed off the tenure track in our midst and among our students. Indeed, these colleagues, often imprecisely lumped together under the category *adjuncts*, "now make up 50 to 75 percent of those teaching in higher education."[7] Aiming toward a consideration of this problem from the perspective of the quality of history education provided to our students, the AHA has established an Ad Hoc Committee on Contingent Faculty, cochaired by Lynn Weiner and Philip Schuma. The committee's charge revolves around data collection and analysis with an eye toward policy. Where do faculty working on contracts rather than within the tenure system teach? What proportion of these instructors attempt to cobble together a livelihood from classes scattered across several campuses? How can department chairs, within the limits of their authority and their resources, improve the working conditions of contingent colleagues, within the context of an emphasis on how those working conditions affect undergraduate education in our discipline? Data around these and related questions will provide a more precise picture on which to base meaningful recommendations. The new ad hoc committee has an ambitious agenda to better understand and possibly bridge the fault line of tenured/tenure-track and off-track.[8] As Leonard Cassuto suggests, "Instead of thinking wishfully about how great it would be to have a better system, let's focus on what can be done with the bad system that we have." To mitigate what he calls "the 'VAP [Visiting Assistant Professor] trap,'" he encourages the type of career diversity programming already underway through the AHA's Career Diversity for Historians initiative.[9]

I remain hopeful that our initiatives will widen opportunities for current PhDs. However, this optimism is tempered when I reflect on the job prospects for my recent doctoral graduates. Out of four accomplished junior historians (with seven prestigious research prizes and fellowships among them), only one has secured that elusive tenure-track position. Of the others, one has retreated from view, while the rest remain freeway flyers and/or part-time administrators. Trite as it may sound, it breaks my heart to watch them struggle. With an additional four mentees in the pipeline, I have placed a personal moratorium on PhD recruitment. I respect and support colleagues who desire to guide a new generation, but my priority remains on the career paths, inside and outside the academy, of individuals with whom I have a long-standing mentoring relationship.

Furthermore, we should acknowledge the considerable debt that many students accumulate to further their education. In my experience, even multiyear packages rarely sustain historians through the completion of their dissertations. Besides the seemingly endless negotiations (or more like downright battles) over internal graduate support, especially at public universities, departments can implement strategies to supplement campus allocations. Organizing a Friends of History committee, a community lecture series, or an alumni network can build relationships that lead to enhanced fellowship support and dissertation grants. At UC Irvine, for example, Charles Quilter, an alumnus of our PhD program, and his wife, Anne, have established a fund for graduate travel to collections, and the family of our beloved late colleague Dickson Davies (Dave) Bruce has honored his legacy through the establishment of a dissertation research award that bears his name.

More campuses are taking career diversity seriously, committing significant resources to professional development. A number, including Claremont Graduate University, Notre Dame, University of Maryland, and Columbia, have created dedicated graduate placement offices. The Graduate Career Consortium (GCC) represents a robust network of university administrators who offer job-centered services and coaching for doctoral candidates across the spectrum, from chemistry to classics. *Inside Higher Ed* even features a bimonthly GCC advice column titled "Carpe Careers." The American Historical Association stands at the forefront of this paradigm shift in academic training and expectations. As James Grossman explains: "Success means flexing our disciplinary muscles and asking how we can inject historical thinking and humanistic values in a variety of contexts."[10] In other words, let's work together to prepare more seats at Clio's table by extending her reach.

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

Notes

1. Leonard Cassuto, "Time from Degree," *Chronicle of Higher Education,* February 13, 2015, A25.

2. L. Maren Wood and Robert B. Townsend, "The Many Careers of History PhDs: A Study of Job Outcomes, Spring 2013," www.historians.org/manycareers.

3. Notes from James Grossman's "Why Now Is a Good Time to Get a History PhD," (career development talk at UCLA, February 2, 2015); "Appendix 1-2, List of Research 1 Institutions," in *Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty* (Washington, DC: The National Academies Press, 2010), http://www.nap.edu/openbook.php?record_id=12062&page=178.

4. L. Maren Wood and Robert B. Townsend, "The Many Careers of History PhDs": "Most faculty members in non-tenure-track or administrative positions were employed in the same region in which they had earned their PhD (61.1 percent), nearly twice the proportion of those employed in tenured or tenure-track positions." Unfortunately, the data cannot explain with any precision the vicissitudes of the academic job market (e.g., has the number of US history searches fallen over the past decade?). My department displays jobs data in a very accessible manner. See http://www.humanities.uci.edu/history/graduate/placement.php.

5. Julia Brookins and James Grossman, "Career Diversity's Time Has Come: Mellon Foundation Awards AHA $1.6 Million to Expand Historians' Options," *Perspectives on History,* May 2014, http://historians.org/publications-and-directories/perspectives-on-history/may-2014/career-diversitys-time-has-come.

6. Telephone conversation with Emilie Stolzfus, February 14, 2015. She mentioned the Presidential Management Fellows Program that affords newly minted PhDs opportunities for leadership training and potential federal employment. For further information, see http://www.pmf.gov/.

7. Scott Schneider, "It's Time to Review Your Adjunct Policies," *Chronicle of Higher Education*, February 20, 2015, A27.

8. "Charge for Committee on Contingent Faculty," *Perspectives on History,* February 2014, http://www.historians.org/publications-and-directories/perspectives-on-history/february-2014/the-aha-ad-hoc-committee-on-contingent-faculty. Other members of the committee include Sharlene Sayegh, Charles Zappia, and Monique Laney.

9. Cassuto, "Time from Degree."

10. Vimal Patel, "New Job on Campus: Expanding Ph.D. Career Options," *Chronicle of Higher Education*, January 16, 2015, A8; inventory of "Carpe Careers" columns in *Inside Higher Ed*, https://www.insidehighered.com/career-advice/carpe-careers. For more information on the Graduate Career Consortium, see http://gradcareerconsortium.org/; notes from Grossman, "Why Now Is a Good Time . . ."

Career Diversity Is Not New, But Let's Get It Right This Time

James Grossman

Everything has a history. Even the AHA's initiatives sometimes are less originally conceived than the executive director thinks. Sometimes a particularly insightful and independent-minded member offers an idea that nobody picks up until more than a decade later, and the executive director hasn't done his homework and read back issues of *Perspectives on History*. So for my April 2015 column I turn to our colleague John Burnham, research professor at Ohio State University, and reprint—with apology and admiration—his contribution to *Perspectives* in April 2000.

Those of us at the AHA who have been working on Career Diversity for Historians have been well aware of the debt that this initiative owes to the committee and staff work a decade ago that produced *The Education of Historians for the Twenty-first Century* (2004). We also drew upon the experience of the Woodrow Wilson National Fellowship Foundation's Humanities at Work initiative (1999–2006), and the insights of former Wilson Foundation president Robert Weisbuch.

None of us, however, had read Burnham's prescient essay. In February, after I described our Career Diversity for Historians initiative to humanities faculty and graduate students at Ohio State University, my friend and colleague Stephanie Shaw observed that this was all fine and good, but that actually one of her colleagues had come to the same conclusions many years ago, with an articulate—but unheeded—plea. She subsequently sent a citation to the article below. Burnham followed up with a concise summary of the argument: "The gist is, we teach history. What our students want to do with it is their business. If we keep framing history exclusively in terms of the professoriate, we do a great injustice to what we have to offer." Indeed.

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

Historians Have the "Job Market" All Wrong

John C. Burnham

Historians are complaining about the "job market." They don't get it. They don't see that the world is changing, and changing for the better for history. There is in fact much demand for historians. In a credentialing society, graduate work in history has a bright future. But in that society, what historians need is not just flexibility, but a whole reorientation to the place of history and historians in our modern, global society.

The morale of many historians is low. They believe that the field is overcrowded. Some younger historians are having trouble "finding a job." Teachers of undergraduates feel unease or guilt when they encourage their best students to continue to study what they want to study: history. Some graduate advisers believe that restraint in recruiting has risen to the level of a moral imperative and that it is a virtue to cut back and deny many young people the benefits of graduate training in history.

All of this doom, gloom, and guilt is based upon a series of perceptions—perceptions that are to a substantial extent mistaken or outmoded. We historians ought instead to understand how circumstances should make us enthusiastic about encouraging undergraduates to enjoy doing history and to make a career out of doing what they like to do.

The facts are clear enough. What has gone wrong is the rigid and often biased way in which well-intentioned leaders of the profession (and some outsiders) are telling us to read the facts.

One classic error is making the inference that because in any given year or years some history PhDs are not working in exactly the academic positions they expected, the number of students admitted to graduate school should be decreased (a classic trade union tactic—but one wildly unenforceable, especially on a global scale).

This reasoning is at best unfortunate. One would think that members of a guild who know how difficult it is to determine what happened in the past would be cautious, if not downright humble, about predicting the future. Everyone knows that it takes about seven years, on average, for a person to earn a PhD in history. Who is so wise as to know what the world will be like in seven years? (In 1928 in the United States, one might have encouraged someone to finish in 1935.)

Suppose that one attempts to predict secular trends. Much fine talent has been devoted to this exercise. The same hazards apply. Using demographics, a substantial "demand" for historians was projected for the mid-1990s. It failed to materialize in substantial part because a new trend suddenly appeared: the increasing average student load per faculty member. Or one can take the latter and note a trend general all over the developed world: fewer and fewer resources devoted to higher education and/or liberal education. Again, who would be so foolish as to be certain—certain enough to discourage young people—that in seven years the trend will continue?

Applying the idea of "supply" to the "market" for professional historians involves some serious misperceptions.

History is not an economic entity. Doing history is an intellectual activity and enterprise. To say one should or should not do history based on the "job market" is simply to take an anti-intellectual stance.

Nor is such a proper and purist intellectual view of history unrealistic *even from a cynical point of view concerned with creating employment*. For there has been and is a growing market. But it is a market for history as an intellectual product. Everyone knows how shocked historians were when the *Enola Gay* and Freud exhibit incidents showed dramatically that the paying public was interested in history even beyond the *Roots* phenomenon. This is an interest that cuts across groups and cultures.

And the interest is tangible. In the state of Ohio alone, according to Amos Loveday, the state preservation officer, the state and local governments currently spend over one hundred million dollars a year on history-related activities![1] And that does not include the teaching of history on any level, from grade school to graduate school. That is an enormous sum. And it is a "market."[2]

The greatest error historians have made is to treat the practicing of history outside of the academy as beneath one's dignity, often leaving it to untrained people. The time is long past when it is appropriate to set up a special category of "public history" so as to accommodate colleagues who do not fit a rigid stereotype. Indeed, some smart people have now accurately labeled their activity "postacademic history," a term that correctly suggests new circumstances.

In segregating "public history," professional historians in the past lost sight of the fact that history is an intellectual enterprise. The PhD really does qualify people to do things besides teach—and we ought to be very proud of all of the intellectual activity, even if it does not take place on a campus.

As historians, we take our training much too much for granted. We use it every day and do not appreciate it. We in fact have talents that are valuable in many settings. Quite by accident, I once ran into one of our PhDs who was working in a large action agency in Washington. "Gloria," I said, "how are you doing?" "Oh," she replied, "I am doing really well. I am the only person in my office who knows how to look things up!" Historians ought to be able to look things up better than anyone. And each of us can think of other benefits from our training, such as comparative perspectives. Other people have pointed out that historians in fact acquire substantial management skills just by organizing data and contemplating human activity—and above all, communicating.

Members of the public are in fact aware of the training in the intellectual enterprise of history. There is a story, which I believe is not apocryphal, about a historian who chose to follow her husband to a distant city. She did not immediately find a position in which to use her PhD, and so she opened an office, hung out a sign, "Historian," and soon had all the business she could handle.

One cannot help feeling some sympathy for the graduate teachers who attempt to perpetuate themselves through their students, and the students who in turn are taught to expect to emulate their teachers by becoming themselves graduate teachers. Attempting to preserve this sheltered, frankly narcissistic world lies behind most of the doom-and-gloom, "don't-go-into-history" propaganda. One hears the complaints of the most prestigious departments that lesser institutions are awarding the PhD and diluting what should be a small priesthood. The complainers are, I think, preoccupied by status, rather than by the intellectual excitement of doing history. The very documents most professionals produce on the subject create a deceptive and self-deceptive entity—a "job market" referring only to jobs in academia. It is pernicious to act as if one ceases to operate intellectually, constructively, and rewardingly outside of the supposedly "top twenty" departments.

Historians have been the main source of the constantly repeated idea that historical training is worthless except for training college teachers. It is now long past time that historians discovered what members of the general public know, that trained historians have valuable talents. Such programs as those of the Woodrow Wilson Foundation to extend horizons for humanists provide concrete evidence of this appreciation for our training.

It may be that in the end we can take a lesson from classical economics. Instead of working arbitrarily and futilely to restrict output, we could be out selling and marketing, creating new demand. Actually, the demand is already there. We need therefore to be supplying historians who understand that it is their intellectual product, not academic position, that is fundamentally wanted.

Those who talk "market" should understand that history is exciting and interesting thinking and learning, not academic people holding traditional and possibly outmoded "jobs."[3] The world has changed from even the 1960s. In another day, one could have tenure in either AT&T or a university; it amounted to much the same thing. Young people know that today they have to face change and to be entrepreneurial. I suggest that all of us who teach encourage our students to make their own personal choices to pursue the fun that is doing history, and, if we feel apologetic for the world in which we now live, offer this statement: *We do not guarantee you a job, much less an academic appointment. You will have to search out the many possibilities of history on your own. But we can give you both intellectual tools and intellectual excitement and challenges.*

And then we won't have to apologize for historians' doing what we all can do well: in a disciplined way looking things up and having ideas and communicating to other members of our society.

Notes

1. In 1999, the state of Illinois appropriated $10,000,000 just for historical societies and museums alone. In Ohio, beyond government appropriations, private foundations were spending an additional $50,000,000 or more for history-related activities.
2. A recent study (reported in *Science*, 27 November 1998, among other places) shows that liberal arts PhD degrees, such as those in history, pay off very handsomely over a lifetime, another measure of "market."
3. Already some people have started to notice that as academia is changing in the information age, the position of adjunct or part-time faculty, however exploitative on the part of educational administrators, offers PhD historians openings so that they can in practice both teach and enjoy perks and salaries of other kinds of employment. Many people established in nonacademic positions have enjoyed offering an occasional class at a local educational institution. Glimpses that teaching may be reorganized in such ways are constantly appearing in various publications dealing with the future of tertiary educational endeavors.

"So Much to Remember"

Exploring the Rosa Parks Papers at the Library of Congress

Stephanie Kingsley

On February 4, Rosa Parks's birthday, the Library of Congress opened to researchers the newest addition to its collection of materials on the civil rights icon: approximately 10,000 personal papers and photographs. Until they arrived at the library in October, the collection belonged to Guernsey's Auctioneers, where it was inaccessible to researchers.

The history of the collection is well known among Parks and civil rights historians: owing to a legal dispute between Parks's descendants and the Rosa and Raymond Parks Institute for Self Development, a judge ruled that her belongings be disposed of at auction to a single buyer and the proceeds divided among the parties. Guernsey's became the steward of the papers in 2007, and because the asking price was so high, the papers sat locked away for eight years.[1] In August 2014, Howard Buffett of the Howard G. Buffett Foundation purchased the papers for $4.5 million: "This is an incredible part of history, and to have that history locked up is not right," he told CNNMoney in an interview in August.[2] Buffett has loaned the collection to the Library of Congress for 10 years, where it will be available to the public.

The value of this collection cannot be overstated. Although Rosa Parks donated some of her papers to Wayne State University in the late 1970s, those papers can give researchers only a glimpse into her life. The collection at Wayne State, spanning the years 1954 to 1976, consists of six boxes, one of which contains manuscript materials; the others contain papers related to Parks's activities, associations, and other personal effects.[3] In contrast, the collection now available at the Library of Congress contains 40 boxes full of letters, biographical writings, notes, and photographs spanning the years 1866 to 2006.[4] This treasure trove of materials makes it possible for scholars to fill in the gaps in what we know about Parks's life and to get to know her as a lifelong freedom fighter, as opposed to the "accidental heroine" who triggered the Montgomery Bus Boycott by refusing to give up her bus seat to a white man.

Credit: Library of Congress, courtesy of Rosa and Raymond Parks Institute for Self Development

This photo of Rosa Parks in 1956 captures the idea that there are two images of Rosa Parks—the public icon and the more private woman we see in her papers. The photograph was taken by Gil Baker.

To get an idea of what sort of new insight could be gained from the new Library of Congress collection, I visited the papers in the Manuscript Reading Room. There, I interviewed Margaret McAleer, an archivist who worked on organizing and processing the papers. The 10,000 items had not been organized in any particular way at Guernsey's but had rather been inventoried item per item.[5] In the process of sorting and cataloging the items, McAleer gained an intimate familiarity with their contents. She pointed me to some of the more impactful items she had come across, lingering over some of Parks's correspondence and writing fragments. "There are parts of the collection that allow us to actually read her voice in a way that I don't think we've been able to ever before," McAleer reflected. Often enough, this visible "voice" extends beyond the words themselves to the way Parks wrote them. In one draft letter "to a friend," written on the stationery of the Montgomery Fair department store, Parks writes near the end, "I will close for now," then scratches out that sentence and proceeds with reflections on the recent death of Emmett Till:

> I am sure you read of the lynch-murder of young Emmett Till of Chicago. This case could be multiplied many times in the South, not only Miss, but Ala, Georgia, Fla. [indec. scratchout] In my lifetime, I have known Negroes who were killed by whites without any arrests or investigation and with little or no publicity. It is the custom to keep such things covered up in order not to disturb what is called [ends][6]

"By concluding with Emmett Till," McAleer says, "she's bringing home the gravity of the situation. It shows how much Emmett Till was in her mind."

The psychology of Parks can be seen on a larger scale in *how much* she wrote at different times in her life. McAleer reflected on how during the bus boycotts and in their aftermath, when Parks was busy traveling and speaking, she was exhilarated and constantly writing about her activities. After she and her husband, Raymond, both lost their jobs and moved to Detroit, however, the tone of Parks's writing changed. She began to write what appear to be biographical fragments, the purpose of which is unclear. McAleer suggests that this relatively quiet period in Parks's life may have been a time when Parks was "coming to terms" with everything that had transpired.

Civil rights historian Jeanne Theoharis, author of *The Rebellious Life of Mrs. Rosa Parks* (2013), knows firsthand how much this collection can add to our understanding of Rosa Parks. Theoharis waited anxiously for Guernsey's to make the collection available to scholars, but finally gave up and proceeded to write her biography in the hope that its publication might help spur action. Although much is known about Parks's life from numerous sources—the materials at Wayne State, oral histories, her autobiography with Jim Haskins, news articles, et cetera—she is nonetheless "hidden in plain sight," said Theoharis in an interview. The events of Parks's life are well known, but we still only have limited access to her personal thoughts and voice.

Theoharis and her colleague Julian Bond both made attempts to visit the papers while they were held at Guernsey's, but the auction house was not granting scholars access.[7] Theoharis argued that "Guernsey's really treated [Parks] like a celebrity" rather than an important historical figure; she said that the house did not invite scholars to appraise the collection, as would be typical with the papers of a person of historical importance. Rather than working from the papers themselves for her biography, Theoharis instead had to use the inventory Guernsey's had prepared for prospective buyers, which included "teaser" quotes from the documents. It was not until January, when the Library of Congress invited Theoharis to assess the collection, that she finally got to read the papers themselves.

"This speaks to the weird way she's positioned in American culture," Theoharis says. "Rosa Parks is one of the most honored Americans of the 20th century. But the ways she's been honored—reduced to a single act on a long-ago December day—has reduced her, made her small and meek, rather than a fiercely determined person who has a lifetime of political experiences and clear political ideas."

The papers now at the Library of Congress can help scholars combat this limited image of Rosa Parks. Theoharis spoke of all sorts of details about Parks's life that "would have been more vivid" in her book had she had access to these documents: she likened the experience of reading the papers themselves to adjusting the focus in a camera to get the image "sharp and bright." For instance, political activists described to Theoharis how the "feisty" Parks, a petite woman, would drive to "black power" meetings in a very large car; however, this was not the kind of anecdote that could really be envisioned until Theoharis discovered a specific reference to the car in the papers: "a white 1965 Ford two-door HT weight 2997 that she buys from her brother in 1968." A small detail, yet one that contributes to a fuller, more human picture of Rosa Parks.

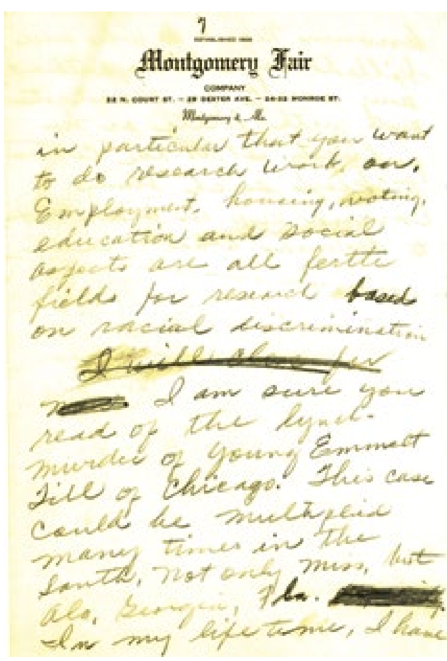
The papers also force us to deal with the extreme degree to which Parks and her family suffered in the years following her famous act of resistance. They include numerous financial papers, which, according to Theoharis, reveal "how stark it is, how much she's worrying, how they're constantly trying to move money around." Theoharis cites an incident when Parks and her husband, Raymond, could not make a down payment on a refrigerator they were trying to purchase from a warehouse, arguing that these are details we have not acknowledged as much as Parks's more public, heroic aspects.

Nor have we entirely acknowledged the extent of Parks's loneliness as a civil rights activist and the emotional toll of the events in which she was embroiled. A fragment of what appears to be a brief poem reads,

Hurt, harm and danger

The dark closet of my mind

So much to remember[8]



7

Montgomery Fair

Montgomery 4, Ala.

in particular that you want to do research work on, Employment, housing, voting, education and social aspects are all fertile fields for research based on racial discrimination ~~I will close for~~ I am sure you read of the lynch-murder of young Emmett Till of Chicago. This case could be multiplied many times in the South, not only Miss, but Ala, Georgia, Fla. In my lifetime, I have

Credit: Library of Congress, courtesy of Rosa and Raymond Parks Institute for Self Development

Parks wrote this draft of a letter to a friend in January 1956, not long before losing her job as a seamstress at the Montgomery Fair department store. Notice the scratched-out writing: "I will close for now," preceding Parks's reflections on the death of Emmett Till.

Writings like these grant us a glimpse into what McAleer describes as Parks's "interior psychological space"—something that only the most personal of papers can really communicate, and a subject that makes the heroine distinctly human. This is the Rosa Parks Americans should attempt to know better, and with Howard Buffett's enormous contribution in purchasing the papers and the Library of Congress's alacrity in organizing and cataloging them, they are now ready for researchers eager to learn more. The library held a temporary exhibit of selected items from the Parks Papers from March 2 through March 30, 2015. Three of these items, among them a date book with notes about the bus boycott in 1956, were also included in the ongoing exhibit *The Civil Rights Act of 1964: A Long Struggle for Freedom*, now open to visitors.

Stephanie Kingsley is the AHA's associate editor, web and social media. She tweets @KingsleySteph.

Notes

1. Julian Bond and Jeanne Theoharis, "Why Don't Scholars Have Access to Rosa Parks's Archives?" *Washington Post*, August 29, 2011, http://www.washingtonpost.com/opinions/why-dont-scholars-have-access-to-rosa-parkss-archives/2011/08/29/gIQAKezHoJ_story.html.

2. Richard Barbieri and Poppy Harlow, "Why Buffett's Son Bought Rosa Parks Archive," CNNMoney, August 31, 2014, http://money.cnn.com/2014/08/31/news/economy/howard-buffett-buys-rosa-parks-collection/.

3. "Rosa L. Parks Collection: Papers, 1955–1976," finding aid, Wayne State University, http://reuther.wayne.edu/files/UP000775.pdf.

4. Margaret McAleer, Kimberly Owens, Tammi Taylor, Tracey Barton, and Sherralyn McCoy, *Rosa Parks Papers: A Finding Aid to the Collection in the Library of Congress* (Washington, DC: Manuscript Division, Library of Congress, 2014).

5. For more on the herculean feat of processing the Rosa Parks papers in two months, see Meg McAleer, "A Sense of Purpose: Organizing the Rosa Parks Collection," Library of Congress Blog, February 11, 2015, http://blogs.loc.gov/loc/2015/02/a-sense-of-purpose-organizing-the-rosa-parks-collection/.

6. Box 18, Folder 10, Rosa Parks Papers, Library of Congress.

7. Bond and Theoharis, "Why Don't Scholars Have Access to Rosa Parks's Archives?"

8. Box 18, Folder 11, Rosa Parks Papers, Library of Congress.

2015 AHA Nominations

Compiled by Liz Townsend

The Nominating Committee for 2015–16, chaired by Takashi Fujitani (University of Toronto), met in Washington, DC, on February 6 and 7 and offers the following candidates for offices of the Association that are to be filled in the election this year:

President (1-year term)

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

President-elect (1-year term)

David B. Ruderman, University of Pennsylvania (early modern and modern Jewish, early modern European intellectual and cultural)

Tyler E. Stovall, University of California, Santa Cruz (modern France, African Americans in Europe, transnational history)

Vice President, Teaching Division (3-year term)

Elizabeth A. Lehfeldt, Cleveland State University (gender and religion in late medieval and early modern Europe)

Meredith Veldman, Louisiana State University, Baton Rouge (modern British religious culture)

Council/Divisions (3-year terms)

Councilor, Profession

Debjani Bhattacharyya, Drexel University (South Asia, economic, urban environmental)

Charles V. Reed, Elizabeth City State University (Britain, Africa, loyalty and citizenship, imperial culture)

Councilor, Research

Jeffrey L. Cox, University of Iowa (modern British social, religious, and imperial)

James H. Sweet, University of Wisconsin-Madison (African diaspora)

Councilor, Teaching

Jeffrey A. Bowman, Kenyon College (medieval Iberia, hagiography and the cult of saints, law and conflict in premodern Europe)

David Pace, Indiana University (scholarship of teaching and learning, modern Europe)

Committee on Committees (3-year term)

Antoinette M. Burton, University of Illinois, Urbana-Champaign (British Empire, world)

Michael Kazin, Georgetown University (US social movements and politics, Reconstruction to present)

Nominating Committee (3-year terms)

Slot 1

William Jelani Cobb, University of Connecticut, Storrs (20th-century African American history, Cold War)

William Deverell, University of Southern California/Huntington Library (US West, environment)

Slot 2

Carter J Eckert, Harvard University (modern Korean history)

Kären E. Wigen, Stanford University (historical geography of East Asia, early modernity in Japan, historical cartography)

Slot 3

Joseph S. Meisel, Brown University (British politics and public culture)

Jamil S. Zainaldin, Georgia Humanities Council (law, philanthropy, public humanities)

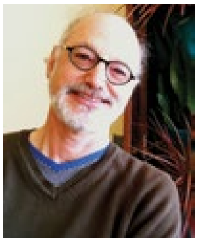
Nominations may also be made by petition; each petition must carry the signatures of 100 or more members of the Association in good standing and indicate the particular vacancy for which the nomination is intended. Nominations by petition must be in the hands of the Nominating Committee on or before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

AHA Welcomes New Staff Member

The AHA is pleased to welcome our new marketing and public relations manager, Jane Fiegen Green. Jane comes to the AHA from the marketing department of the National Business Institute, a leading provider of continuing legal education programs, where she used academic research skills to analyze trends in the practice of law and understand the curricular needs of attorneys. Jane helped NBI expand its base of subscribers by identifying key topics of concern in personal injury, insurance coverage, and civil litigation.

Jane received her BA from Drake University and her PhD in American history from Washington University in St. Louis. Her dissertation shows how capitalism changed the meaning of adulthood in early 19th-century New England. Her work has been published by *History of Education Quarterly* and Wayne State University Press.

During her academic training, Jane found that historical thinking requires the thinker to simultaneously explore broad changes while staying true to each individual story. She follows this maxim whether she is doing historical research on 19th-century mill workers, contemporary market research on 21st-century insurance defense attorneys, or the broad community we call historians.



What's in the April AHR?

Robert A. Schneider

When members open the April issue of the *American Historical Review*, they will find four articles on subjects ranging from medieval law and the Atlantic slave trade to revolutionary Cuba and the long history of self-determination and human rights, along with an *AHR* Exchange on a recent publication that has attracted a lot of attention, *The History Manifesto*. Our usual extensive book review section contains 200 standard reviews in addition to four featured reviews. "In Back Issues" offers readers a glance at issues from 100, 75, and 50 years ago.

In the first article, "Medieval Law and Materiality: Shipwrecks, Finders, and Property on the Suffolk Coast, ca. 1380–1410," Tom Johnson builds on recent work in the humanities that has looked critically and with a historical eye at conceptions of material and materiality. One function of law is to order the material world, and the approach Johnson takes in showing how medieval legal processes categorized objects and established rules for their use will help historians to understand the pervasiveness of law in premodern society. Johnson analyzes a set of court rolls from late 14th-century England that record the shipwrecks found by sailors off the coast of Suffolk. His analysis brings out the ontological categories employed in these rolls to organize the wrecks—the finder of each object, its name, and its value; these were not merely neutral descriptors, he argues, but politicized constructions. The constraints of the court's conception of materiality circumscribed what these washed-up objects could be: it transformed them from random, ownerless things into legitimate pieces of property, owned by the office-holding elite of the local community. Legal processes thus organized materiality in convenient ways, just as physical objects gave substance to law.

The *AHR* has for many years featured cutting-edge work on Atlantic history in general and the slave trade in particular. "Atlantic History and the Slave Trade to Spanish America," by Alex Borucki, David Eltis, and David Wheat, adds to this work. The authors present new data on transatlantic slave arrivals and a comprehensive examination of the intra-American transimperial traffic, thereby offering a fresh assessment of the slave trade to the Spanish Americas. Their analysis of this material leads to a new appreciation of not only the African presence in the Spanish colonies, but also—given the links between slavery and economic power before abolition—the status of the whole Spanish imperial project. Overall, they find, more enslaved Africans permanently entered the Spanish colonies than the whole British Caribbean, making the Spanish Americas the most important political entity in the Americas after Brazil to receive slaves. Two-thirds of the more than two million enslaved Africans arriving in the Spanish Americas disembarked before 1810—that is, prior to the era of large-scale sugar cultivation in Cuba and Puerto Rico—which leads Borucki, Eltis, and Wheat to reconsider the real significance of slavery in the Spanish colonies. The history of the slave trade to Spanish America had implications for the whole Atlantic, they conclude, in the sense that it drew on all European branches of this traffic, and captives from all African regions engaged in this traffic landed in at least one of the many Spanish colonies in the New World.

No phrase has had greater political resonance in the last one hundred years than "self-determination." As Eric D. Weitz notes in "Self-Determination: How a German Enlightenment Idea Became the Slogan of National Liberation and a Human Right," since the 1940s it has become the favored slogan of nationalist and anticolonial movements around the globe, written into virtually every major human rights declaration. In its origins, however, self-determination was an Enlightenment concept relating to individuals. From the late 18th century to World War I, it evolved from a primarily individualist into a collectivist doctrine. Weitz tracks this dramatic, often unnoticed transformation, untangling the diverse meanings of self-determination

In the early 1960s, a period of intense Cold War competition between communism and capitalism, Soviet citizens were introduced to Cuba—through film, print, images, and music—as a source of socialist inspiration. Just as their own Russian Revolution of 1917 had freed them from the yoke of tsarism, they viewed the Cuban Revolution as a "humanitarian" struggle that had liberated an oppressed people from the absolute rule of a dictator. They were especially enamored of Fidel Castro, whose magnetic appeal was such a contrast to their own leaders. Castro, in turn, was drawn to the Soviet model of modernization, and soon the two countries were engaged in an exchange of trained specialists, teachers, and students. Soviet citizens' initial excitement about Cuba had faded by the end of the decade, however. What they had originally viewed through a romantic lens as a tropical island of liberty came to be seen as merely another country that their government supported at the expense of its own population. In "'Cuba, My Love': The Romance of Revolutionary Cuba in the Soviet Sixties," Anne E. Gorsuch explores the 1960s Soviet-Cuban relationship, showing how the transition from passion to disillusionment helped bring the Soviet sixties to an end.

to examine the dilemmas intrinsic to the history of human rights, notably the tension between individual and collective rights. He provides an account of the different meanings of self-determination to the socialist movement of the 19th century, beginning with its major Enlightenment proponent, Johann Gottlieb Fichte, as well as to its many advocates in the 20th century. As self-determination became a doctrine related to national or racial belonging, it lost much of its Enlightenment meaning as a concept fundamental to individual self-constitution and emancipation. Self-determination's 20th-century proponents argued that individual rights flowed naturally and smoothly from national liberation, but the same doctrine that underpinned the emancipation of the national or racial elect could justify the brutal exclusion of others.

In "'Cuba, My Love': The Romance of Revolutionary Cuba in the Soviet Sixties," Anne E. Gorsuch explores the underlying longings, desires, and anxieties in the relationship between the USSR and Cuba in the 1960s. Her article explores what it meant to "fall in love" with Cuba, both literally—through an exploration of the cross-cultural experience of Soviet and Cuban citizens traveling for love, work, or education—and figuratively, through an exploration of the place of Cuba in the Soviet cultural imagination. For some members of the Soviet intelligentsia, revolutionary Cuba served as a mirror that reflected the Soviet Union as they wished it could be. If the dominant metaphor of the relationship was passion, however, there was also tension: between husband and wife, parent and child, white and black, Second World and Third. It is in the realm of sexuality, as well as in expectations and experiences concerning race, that Cuba's emotional norms differed most visibly from Soviet values and modes of expression, and where Cuba as Third World object of Soviet verbal and visual power was particularly evident. By the late 1960s, disillusionment with Cuba was one of a number of disappointments—culminating in the crushing of the Prague Spring in 1968—that marked the end of the Soviet sixties.

The *AHR* Exchange, "On *The History Manifesto,*" features essays by two sets of historians: the first a critique by Deborah Cohen and Peter Mandler, who offer a very sharp assessment of this recently published book; and the second a response to Cohen and Mandler by the book's authors, David Armitage and Jo Guldi. *The History Manifesto*, made available by Cambridge University Press as an open-access publication, poses a spirited and sustained challenge to current historical practice—especially, the authors claim, the recent retreat from long-term considerations of historical development. The book has generated extensive discussion, in journals, in the press, and on the web. Here we offer a forum in which its critics and its authors are both given a voice. In the spirit of the discussion, we are posting this Exchange on our website.

June's issue will include articles on ancient history and slave rebellions, along with an *AHR* Roundtable, "The Archives of Decolonization." The *AHR* Conversation, originally scheduled for April, has been postponed for a later issue.

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

"Let's Put History Everywhere"

A Career Diversity for Historians Interview

Emily Swafford and Virginia Scharff

At the end of February, the University of New Mexico history department hosted the first regional conference under the AHA's Mellon-funded Career Diversity for Historians initiative. The panel brought together history PhDs employed beyond the professoriate, primarily UNM alumni, for a series of panel discussions with graduate students and faculty from several history graduate programs. The program from the conference can be found online at history.unm.edu/career-diversity/conference-2015.html.

Emily Swafford had the opportunity to converse with Virginia Scharff, faculty lead of the UNM pilot program, after the conference.

Emily Swafford: The conference was titled "What Use Is History? Scholarship, Skills, Careers." Where did the theme come from?

Virginia Scharff: With the humanities (including history) under assault, and so many people, from governing boards of universities to governors of states, insisting that higher education at least consider the utility of our disciplines, we thought asking this question would be both timely and provocative. It has been both—when I asked the question on Facebook, faculty colleagues from across the nation gave very high-minded and sometimes bristly answers. When I put my question to colleagues in the UNM administration, they said, "Good question. Are you going to answer it? And will there be outcomes assessment?"

ES: How have the other history faculty and units of the university participated in the initiative and this conference?

VS: The dean of arts and sciences has weighed in with generous support for the project as a whole. The provost, an engineer, has taken a keen interest in what we're doing, as has the vice provost for research, a psychologist. We've also begun working with UNM programs including Career Services, Sustainability Studies, the Office of Graduate Studies, and the School of Architecture and Planning.

Nearly half the department volunteered to serve on the faculty advisory committee, and they are providing the vision, critical perspective, and essential support for the three-year initiative. Our department chair, Melissa Bokovoy, and graduate director, Mike Ryan, have been instrumental in planning for the three years we will have support from Mellon. The advisory committee is already pondering longer-term changes, though at this point we don't know precisely what we will be doing differently from what we did before the project.

ES: The other, perhaps primary, constituency for this initiative is graduate students. How did UNM graduate students help in planning and carrying out the conference?

VS: Our postdoctoral fellow, Eric Payseur, has been very active in organizing a graduate internship program with public history venues around Albuquerque. Jennifer

Credit: Enrique A. Sanabria, UNM

Emily Greenwald, Bob Donia, and Jim Walther help graduate students hone their elevator pitches.

McPherson, ABD in US history, recruited a cadre of students who participated in every dimension—working registration, running the camcorder to record every session, editing the video for the web, presenting "elevator pitches" to prospective employers, schlepping out-of-town guests, and I could not even guess what other things. I am particularly interested in their feedback on what worked and what didn't.

ES: I was interested to see so many UNM alumni represented on the conference panels. What's it been like, bringing such a diverse group of UNM alumni back to campus?

VS: We are blessed with a graduate culture that nurtures lifelong friendships. That has opened out into a corps of alumni who remain connected socially and professionally, even as they use their history training in fields including and beyond the academy. They are, as a group, so smart, funny, creative, and hardworking that we are always looking for ways to bring them back, and they always love to come. So it wasn't hard to get them here. The problem was that we couldn't possibly invite everyone who had something to contribute. Seems like the time has come to formalize those alumni networks, using social media and (I hope) some cool programming on campus.

ES: What do you think were some of the big takeaways for the conference from the various attendees: graduate students, faculty, UNM alumni?

VS: Grad students saw historians who do everything from leading protest movements to leading major financial services companies. They met alumni both in and out of the academy and made great connections. I hope they came away from the conference feeling as if new paths were open to them, and eager to learn new things.

It was really exciting to see how faculty connected with alumni they might not otherwise have met. They also saw the incredible variety of things our alumni are doing, and that's good for everyone.

It was also wonderful to see how alumni who work outside the professoriate felt not just valued, but honored, for the work they do. We, of course, hope that this is the beginning of a development effort that appeals to alumni inside and outside the academy.

ES: One theme that emerged during the conference was the importance of being a learner. It's probably something that attracts people to graduate education, but it's also a character trait that makes them successful in jobs beyond the professoriate.

VS: Honestly, if people came away with nothing else, I will be satisfied if they remember that whatever they're doing, they'll have to keep learning to keep growing. But as a next step, I would like us to think about how being a learner and being a leader are connected. We have a lot more to do to think systematically about how historians can be *leaders*.

ES: Speaking of leaders, Bob Donia, history PhD and retired vice resident for Merrill Lynch, was a great keynote speaker. The point he made that really resonated with me was "You are an accomplished professional seeking a match of your interests and abilities with the needs of an organization."

VS: That, of course, is true for those who hope to land teaching jobs as well as those who follow other paths. And thanks for reminding me of that statement—when students ask how to approach their AHA conference interviews for academic jobs, I'll remind them of this point.

ES: In addition to the conference, one of the big projects at UNM this semester is a field course. I love what I can see in the online syllabus, how it encourages students to build the skills of communication, collaboration, and intellectual self-confidence. Where did the idea for the field course come from, and what are you hoping students will gain from it?

VS: We knew we wanted to do a collaborative, project-based course with a client and a product. We hope students will see that they can both do work that interests them as individuals (and thus, each student is free to choose a particular angle on the larger project of developing a food history of New Mexico), but also contribute something to a larger effort, and work a lot as a team.

The conference showed me what we *aren't* doing, as well. Emily Greenwald from Historical Research Associates noted that it's important in organizations to set concrete objectives and deadlines, and, most of all, to do some cost accounting on time and achievement. Next time, whoever teaches the field course might want to set up a spreadsheet and calculate time, labor, and progress toward objectives.

ES: You've been promoting the career diversity initiative on Twitter, where you've said things like, "We owe PhDs all possible options" and "More historical knowledge, not less." Would you care to expand on those thoughts beyond the 140 characters?

Credit: Enrique A. Sanabria, UNM

Virginia Scharff opens the What Use is History? conference at UNM.

VS: I could get really bombastic here and say that I believe that the future of American democracy, justice, prosperity, and, well, happiness depends on Americans understanding history, warts and all, and not just American history narrowly construed. I'd love to see a "history minute" at the beginning of every board meeting, every management seminar or employee training, every legislative committee hearing, you name it. I'd love for people who have always hated history to learn something that makes them say, "Aha! That's really interesting. I didn't know that. What else have you got?"

The public has a huge appetite for history—you can see it at airport bookstores—but we need to do a better job not only of writing accessible books, but more importantly, of nurturing respect for, knowledge of, and interest in history in all kinds of places.

That's what I mean by "More historical knowledge, not less." Let's put history everywhere, and see what happens.

Emily Swafford *is the AHA's programs manager.* **Virginia Scharff** *is associate provost for faculty development and distinguished professor of history at the University of New Mexico. More information about the AHA initiative and programming at UNM can be found at historians.org/careerdiversity and history.unm.edu/career-diversity/index.html. Follow the project on Twitter with the hashtag #AHACareerDiversity.*

Data Storytelling and Historical Knowledge

Seth Denbo

The role that data plays in our society is changing. Institutions and corporations collect vast amounts of information about us. Individuals contribute to this further by creating data about themselves on social media. One of the world's largest corporations, Google, earned its status by collecting vast amounts of data that have enormous value to advertisers. But what Google does on a grand scale, and with claimed pinpoint accuracy, is not that different from what media companies that rely on advertising sales have done for decades, if not centuries. A change in how data is utilized that is potentially more interesting and relevant to historians is the growth of the idea of data storytelling.

Rather than merely presenting information in a bar graph or pie chart, or even using more sophisticated visualization tools, data storytelling uses narrative techniques in conjunction with qualitative and quantitative information to make the point. Advocates of this approach claim that data storytelling does a better job of making that point and persuading the audience than merely presenting graphs and charts. Persuasion is the key here; this is an idea that comes out of corporate marketing departments and business schools. But it has also become a favorite technique of fundraisers and nonprofit advocacy groups for getting their messages across to potential donors, voters, and politicians. An example from the field of history is the series of visualizations telling the famous story of John Snow's discovery of the cause of the 1854 cholera outbreak in London.[1]

By utilizing ships' logs and treating these sources as data, historian Ben Schmidt has been able to reconstruct all of the voyages of American whaling ships from 1830 through 1855. Photo by Robert Harris-Stoertz, artist unknown. http://commons.wikimedia.org/wiki/File:Whaleship_Niantic.JPG

Narrative approaches such as these require access to good data that the storyteller can develop into an argument. This explains why, on a freezing afternoon in late February, I ventured across town to the offices of the Institute of Museum and Library Services (IMLS) to attend an "open data open house." For those unfamiliar with IMLS, it is a small federal agency that provides funding for museums and libraries, much of it through block grants to states, which then disburse funds to local institutions. The IMLS also has discretionary grant-making capacities similar to those of the NEH and the government research funding bodies that support scientific research. These grants fund education, research, outreach, and other activities that allow libraries and museums of all types to better serve their users.

The occasion for the workshop that IMLS hosted was the launch of data.imls.gov, a website that provides access to a catalog of datasets that the IMLS collects and manages. Some are directly about the agency's activities, such as the Administrative Discretionary Grants dataset, which lists successful research grant applications that have been funded since the IMLS was established in 1996. Data such as these are invaluable for anyone applying for grants from the IMLS. Researchers, librarians, and museum professionals all have an interest in understanding the kinds of work that the IMLS funds and the ways in which those projects are described. These data allow a view into a range of information about IMLS grants, such as the type of library or museum that received a grant in the past (public library, academic library, history museum, etc.), the location of the organization that received the award, the amounts requested and awarded, and a brief description of the project.

The agency also collects data about the institutions that it supports (financially and in other ways): museums and libraries. These data make it possible for the IMLS to assess the needs of the organizations it is tasked with supporting, and it serves those individuals and organizations that have an interest in the landscape of museums and libraries across the country. For example, the Public Library Trend Survey File provides invaluable insights into public libraries across the United States over the past two decades; it would be possible, for example, to use the data in this file to build a visualization of the history of library openings and closings over those years, in the process telling stories about the communities the libraries serve.

One creative use of library data is highlighted in the article "Where Gun Stores Outnumber Museums and Libraries," which appeared in the *Washington Post* in June 2014.[2] Another example of data storytelling that we've done here at the American Historical Association is the interactive data visualization on the trends in undergraduate history majors from 2004 to 2013 compiled by Allen Mikaelian in *Perspectives on History* (November 2014).[3]

Data of this sort is very valuable to people who work at associations, government agencies, foundations, universities, etc., especially those who spend their professional lives thinking about how to better serve the users of local public libraries and museums. This leads to some interesting ideas on how to use the data. One of the most important aspects of data.imls.gov is its approachability. Rather than presenting the information in lists, the catalog gives the user access to spreadsheets from which the user can manipulate the data in a variety of ways. Researchers, library advocates, and data wonks can access and utilize the human and machine readable data, and it would be possible for a developer to build an application that provided access to the data.

By now you're thinking that data storytelling is exactly what historians have been doing long before the Internet and the World Wide Web. And that's very true. To a great extent our identity as researchers is built around a focus on sources (the data) and the interpretation of that data in narrative form to tell a story about change over time. Nonetheless, one thing we can take away from this approach is potentially useful to historians—the notion that our sources are data. Examples of these sorts of approaches include treating text as data to enable text mining approaches, digging into sources for information about quantifiable phenomena (population expansion, transportation infrastructure, criminal justice patterns, etc.), or transcribing household budgets from family papers into Excel files. Treating them as sources for historical data allows us to interpret and analyze patterns that might otherwise remain invisible.

Thinking about our sources as data opens up possibilities for how we can understand and present our arguments about the past. One excellent example is Ben Schmidt's work on the 19th-century American whaling industry. He has written a series of blog posts about the process of turning ships' logs into the data that drive his excellent visualizations of whaling voyages around the globe. In one of these posts, Schmidt argues that humanists working with data cannot rely on scientific approaches and assumptions about data that attempt to remove the biases in a sample: "the humanistic approach is to understand a source through its biases without expecting it to yield definitive results."[4] Thinking of our sources as data is not about giving up on traditional humanistic and historical approaches. Instead, a move toward a data-driven methodology opens up new possibilities, but only if the historian remains committed to humanistic modes of inquiry.

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

Notes

1. "London's 1854 Cholera Outbreak: Data Mapping Halts an Epidemic," tableau public beta, https://public.tableau.com/s/gallery/mapping-1854-cholera-outbreak.

2. Christopher Ingraham, "Where Gun Stores Outnumber Museums and Libraries," *Washington Post*, June 17, 2014, http://www.washingtonpost.com/blogs/wonkblog/wp/2014/06/17/where-gun-stores-outnumber-museums-and-libraries/.

3. Allen Mikaelian, "Drilling Down into the Latest Undergraduate Data," *Perspectives on History*, November 2014, http://historians.org/publications-and-directories/perspectives-on-history/november-2014/drilling-down-into-the-latest-undergraduate-data.

4. Ben Schmidt, "Sapping Attention: Digital Humanities: Using Tools from the 1990s to Answer Questions from the 1960s about 19th Century America," blog post, November 15, 2012, http://sappingattention.blogspot.com/2012/11/reading-digital-sources-case-study-in.html.

How Do You Educate?
And How Do You Form Community?

We at *Perspectives on History* would like to celebrate the remarkable achievements of historians. Beginning in September 2015, we will feature a historian in every issue of the magazine. These features will celebrate our members' accomplishments, reflect on the variety of ways in which historians educate in different contexts, and explore the ways in which historians form and participate in different communities. Please share with us your or others' achievements at perspectives@historians.org. We are particularly interested in hearing about awards and recognition you or others have received.

We believe that historians are defining and redefining the work of educating. We know that our members educate the public as writers, museum curators, teachers, and professors; and they do so in many other roles and professions. We want to hear about the surprising and not so surprising contexts in and outside of schools and college campuses in which education in its various forms takes place. We also want to know how your role as an educator connects you to a community or helps you or others to form community.

In the coming academic year, features will replace the Member News section of the magazine. Members will still be able to share their announcements on our website at historians.org starting in September.

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An Introduction

Seth Denbo

As I read the literature on scholarly communication, participate in conversations about the changing nature of publishing, and build on my knowledge of important developments in open access policy and digital technology, I notice a recurring theme. One of the things that the rapid changes through which we are living is making clear is the importance of engagement; while the communication of ideas has always been at the core of what scholars do, the burgeoning of means for doing so has brought into focus the ways in which we engage the various audiences, collaborators, and contributors to our work. The stereotype of the humanities as a domain populated by scholars producing arcana entirely on their own is belied by the importance of the interactions we generate with other scholars, students, and audiences beyond the academy.

The ongoing conversation that is generated by publications written and peer reviewed by scholars working in a given field is what advances the discourse. The formats in which this happens can vary, while the need for the systems to evaluate and disseminate the knowledge remains. But it is also clear that there are still many questions that need to be answered as we chart the way forward for the discipline. Some of the big ones include: Can digital formats support the kind of sustained argument that historians expect from scholarly productions? What structures and training need to be in place that will allow scholars to utilize new means of presenting our scholarship? How can we, as a discipline, take advantage of these new environments to broaden our approaches to history and have that work properly counted toward professional credit?

The wider society in which we work has embraced digital means for presenting and obtaining information and knowledge, and most of us are ecumenical in the reading we do to be informed citizens. While scholarly communication has its own requirements it is vital that we remain open to new forms of communication where it's potentially beneficial.

The four articles in this forum present a range of views on the changing nature of scholarly communication in history, and in particular the role of books in our discipline. The common thread that runs through all of the articles is the authors' recognition of the importance of books while displaying an openness to new possibilities. Each represents an attempt to explore important issues such as discovery, peer review, book production, and the research process, and to think about the role played by monographic scholarship as the discipline and the academy changes.

Historians were writing books long before there was a tenure system, and they will continue to do so despite the changes that are expanding the possibilities for engagement. We must continue to further explore different means for communicating our knowledge, while ensuring that we don't lose what's valuable about books and the methods of engagement that the discipline has developed over time.

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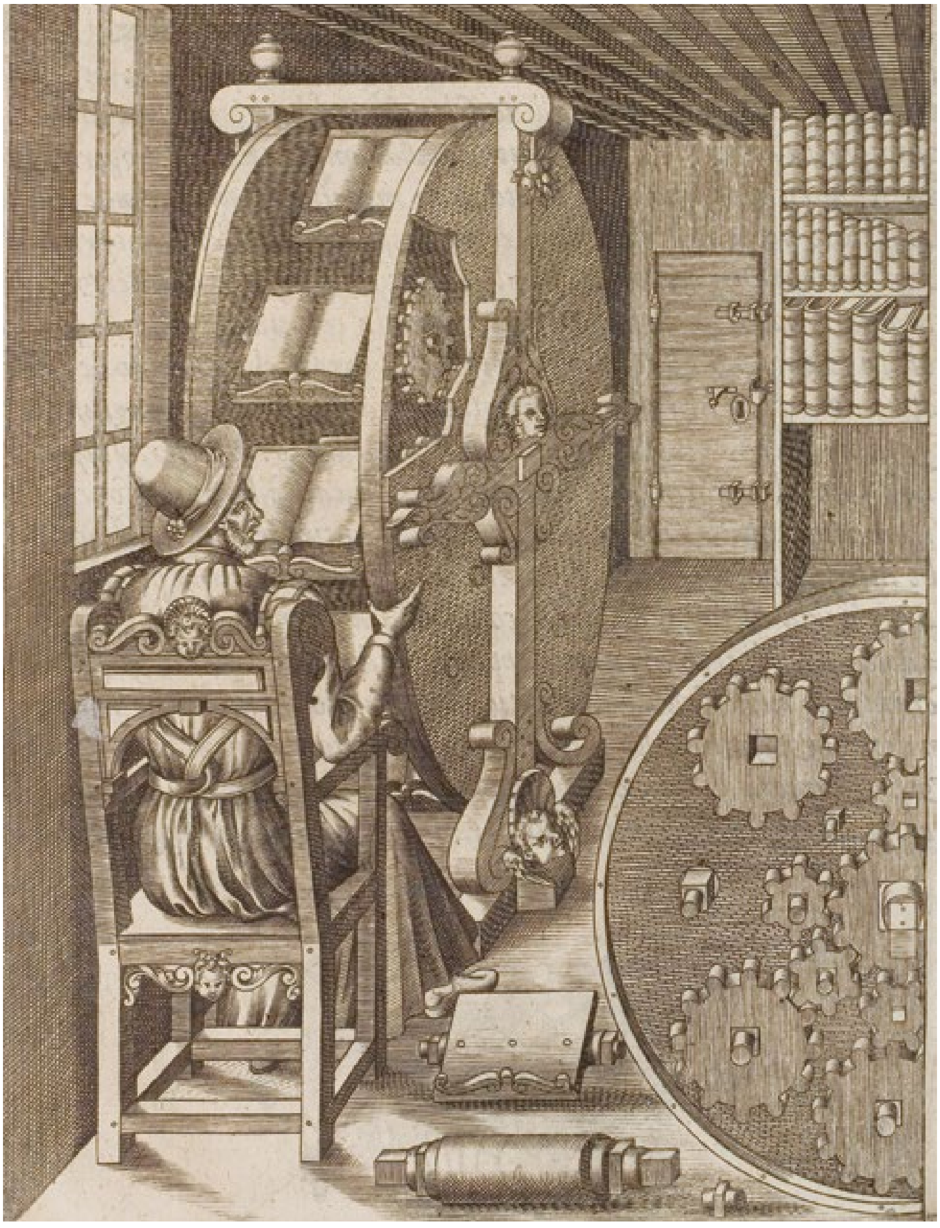


Bookwheel, from Agostino Ramelli's *Le diverse et artifiose machine*, 1588.

The Opportunity Costs of Remaining a Book Discipline

Lara Putnam

For more than a decade, we have declared monograph publishing in crisis.[1] Do structural shifts make it all the more crucial to sustain our discipline's self-imposed rule that scholarship valued for promotion must arrive in 300-page chunks? Or might we take a deep breath, step back, and tally the costs of remaining a book discipline?

Tidal shifts underway in library budgeting and undergraduate attention spans make the economics of monograph publication ever more challenging. Specialized texts aimed at the dozen top experts in a subfield are the books *least* viable under these conditions. Yet junior professors must write books perfectly pitched for that audience—for the future outside reviewers of their tenure dossiers—and then persuade presses to publish. Straddling these two mandates with a single text is certainly possible: no one would be getting tenure if it weren't. But is it optimal? Always optimal? What might be gained if other paths were open?

Handcuffing scholarly dissemination to a single unit size—80,000- to 120,000-word texts published between two physical covers—imposes opportunity costs along at least three dimensions: first, reduced visibility and accessibility of research; second, reduced exposure to peer review; and third, reduced flexibility to reward public outreach. The first is a matter of collective knowledge, the second of individual careers, the third of historians' place in public debate. None of these are realms where we can afford self-imposed handicaps today.

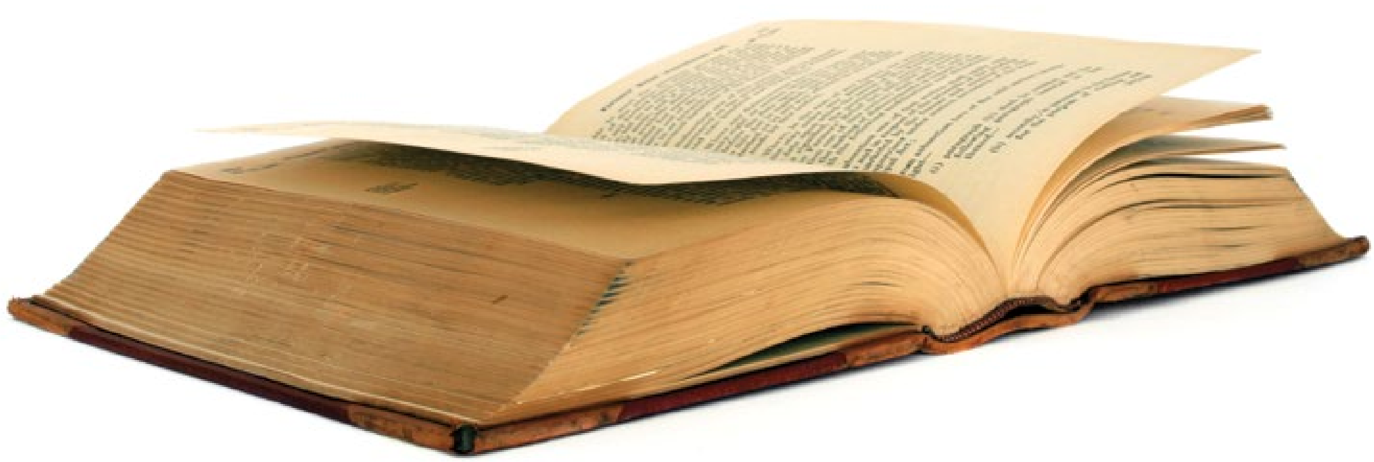
Visibility and Access

In a pre-Internet era, books were routinely more visible and more accessible than journal articles. Card catalogs and book indexes were key conduits to information. In contrast, journals had to be searched title by title at best, or examined issue by issue for those that didn't publish multiyear indices. Painstaking guides like the *Handbook of Latin American Studies* were worth their weight in gold but were limited in their ability to provide peripheral vision. In such a world, it genuinely made sense to put all your intellectual eggs into book-size scholarly baskets. They were branded and visible. If someone wanted to know what you had to say, she could find it all in one place. And if someone didn't know you from Adam but wanted to know about topic X, she could find out what you had to say about it, as long as the Library of Congress catalogers had pegged that piece of your contribution.

Within that information ecosystem, books were both more visible and more accessible than articles, and the fact that they were long—encompassing every useful fact a given scholar had uncovered over the course of about a decade, and every smart thought she had had about those facts—was a feature, not a bug.

Fast-forward a quarter century. We no longer rely on the monograph as aggregator. Web-based search offers vastly more encompassing, accurate, and granular discovery. Obviously, digital searching can be done well or poorly, can miss key sources or mistake volume for value. But the bottom line is that the limitations that once made 10,000 words of historical scholarship much more visible if packaged alongside 90,000 words by the same author in a single book, rather than alongside other people's works in a periodical journal, have come undone. Paint those eggs and tuck them away in hollows across the land: folks who need them will be able to find every one.

Accessibility has also shifted. When information traveled in physical form, big chunks were more efficiently accessed than dispersed smaller chunks. No longer. To be sure, costs and restrictions surrounding digitized journal access are fraught. Key battles will be waged between publishers and libraries within which we, as producers and consumers, have critical roles to play. But even under current policies, almost every historical journal permits authors to post pre-copyedited versions of published articles on institutional



Credit: Brenda Clarke, CC BY 2.0, flic.kr/p/8JBSSW repositories after at most a two-year embargo.[2] With structures already in place, then, we can make essentially everything we publish in article form freely accessible to anyone with an Internet connection anywhere in the world with just a two-year lag. Anything we publish in book form becomes available for similar access . . . 70 years after our deaths.

None of this says people who want to publish book-size projects in book form shouldn't do so. It's simply to note that whereas once both visibility and accessibility were greater for research published in books rather than articles, the two advantages are now reversed.

Peer Review

Part of my eagerness to imagine history as an article discipline reflects the five years I spent as co-senior editor of the *Hispanic American Historical Review*, witnessing the peer review system from within. Sure, some readers delayed; some sour notes were hit. But overall it was truly inspiring to see the detailed and thoughtful advice you all are willing to provide each other with no reward in return—and just how much our work improves through that process.

Given that book publishers, facing the tidal shifts mentioned above, want no more than one or two chapters that overlap prior journal publication, remaining a book discipline artificially raises the cost of publishing articles. This means scholars see fewer total peer reviews, and go for long stretches without any peer review feedback at all.

Here the threshold effect we've created is particularly perverse. For purposes of promotion, you get no credit for having written 6/7 of a publishable book. So risk-averse mentors preach "Finish the book" before all else, and risk-averse juniors feverishly comply.

I don't think we appreciate how costly this is. Peer reviewers write extensive, insightful, and frank assessments, routinely and for free. Junior scholars would benefit enormously from multiple previews of the kinds of critique established specialists have to offer, *over the course of an early career*, rather than just two readers' reports on a book manuscript when it's too late to fix anything substantive, and when the stakes are painfully high.

The removal of scholars from the peer review process for long stretches post-tenure is also costly. Associate professors' reluctance to publish articles is a rational response to the threshold effects the "book discipline" model imposes. But to spend years away from the call-and-response of peer review can feed intellectual isolation and make reentry unnecessarily fraught. That's not the sole cause of mid-career stalls—but surely it doesn't help.

And in addition to the costs to individuals, there are costs to collective knowledge as well. If a scholar publishes six of seven articles on the road to promotion and for some reason gets no further, we all share the benefit of six articles' worth of knowledge. If a scholar writes six of seven book chapters and halts, that knowledge stays in the fortress of her computer forever.

Flexibility

Structuring professional expectations in a book discipline is like living in a land of $100 bills. Maybe you'd like to be more flexible about what to buy. But the bottom line is you can't make change. We recognize the need to reward not just research and scholarly dissemination but teaching, service, and outreach. Yet if the irreducible unit of promotable scholarship is a seven-year research project leading to a 100,000-word monograph, it doesn't leave much room for flexibility.

In contrast, a world in which six or seven good articles in refereed journals form a routine basis for tenure and promotion is one with far greater potential for variation. Maybe some departments would target a 70-30 split between scholarly and public outreach, expecting four or five articles and a sustained public presence as blogger or essayist. Maybe scholars within a single department could negotiate personalized targets to maximize their particular gifts.

We would not likely stop writing books. Historians tend to love books with a profound and geeky passion. But what a range of books we might write! You might publish four scholarly articles, say, and one book geared to sharing those insights with the general public in words written just for them.

The bottom line is that insisting historians' scholarly output arrive in book-size chunks in order to count for promotion radically reduces the flexibility of early and mid-career scholars to invest in anything else, be it peer-reviewed articles or public outreach or digital genres as yet uncreated.

Note that reputation-building among full professors is already free of the monographic imperative. And, doubtless in part in response, senior historians write all kinds of wonderful things, playing with format and focus in ways they earlier might not have risked—or had time to risk, since there was a very specific different task required for advancement. But why structure the system so that no rational assistant or associate professor can do the same? Why should we so constrain the creativity of younger scholars when, truly, we don't have to?

Deans already understand what peer-reviewed journals are. They understand "article fields." Pushing in this direction does not require a radical reeducation of external gatekeepers. It also doesn't require devaluing the traditional monograph as a route to promotion. Let a thousand flowers bloom. Break the monopoly of the $100 bill. Becoming a book-and/or-article discipline does not erase the challenges facing us: but it does open up a wider range of solutions.

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Notes

1. E.g., James M. McPherson, "A Crisis in Scholarly Publishing," *Perspectives on History*, October 2003, http://www.historians.org/publications-and-directories/perspectives-on-history/october-2003/a-crisis-in-scholarly-publishing; Robert B. Townsend, "History and the Future of Scholarly Publishing," *Perspectives on History*, October 2003, http://www.historians.org/publications-and-directories/perspectives-on-history/october-2003/history-and-the-future-of-scholarly-publishing; William Cronon, "How Long Will People Read History Books?" *Perspectives on History*, October 2012, http://www.historians.org/publications-and-directories/perspectives-on-history/october-2012/how-long-will-people-read-history-books.

2. Such embargoes, while not negligible, hurt less in history than in disciplines where revision is more rapid. Two years is a small fraction of a solid article's useful life.

Is Digital Publishing Killing Books?

Claire Bond Potter

In 2013, I was on a plenary session at the AHA annual meeting where then-president William Cronon embraced the digital revolution. "The world in which we do history is changing quite radically in the United States and in the world," Cronon declared. New digital tools and electronic publishing seemed to be "as radical and revolutionary in their potential impact on the culture as Gutenberg's invention of moveable type in the middle of the 15th century were, and we are still in very early days in that set of transitions."

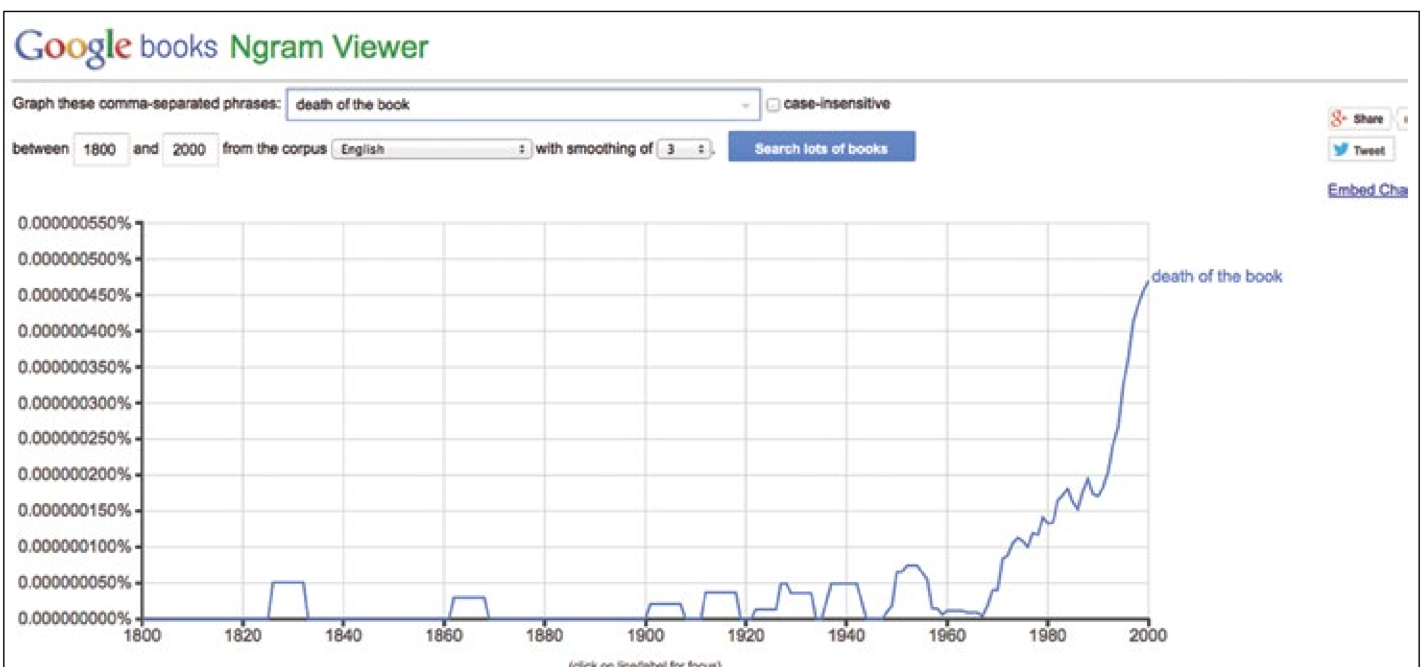
Later, during a vigorous discussion, Cronon mentioned that he had parted with nearly all of his books and relied on a tablet reader to curate his library.[1] *Wait—what kind of historian had no books?* Members of the audience had a collective seizure. Several commenters vigorously protested the imminent demise of books and, with them, whole fields within history.

Whenever I am on such a panel, as I now am with some frequency, I emphasize that digital technology is diversifying, not destroying, scholarly publication. It permits greater access to audiences. It makes it possible to publish in less popular fields for a fixed production cost, adjusting production to demand. Technology can enhance comprehension with embedded documents, high-resolution images, video, and music in an electronic book. Digital projects also promote collaboration, which fields other than history believe to be equal or superior to the sole author model. Perhaps the greatest misconception about digital history is that it makes everyone her own publisher, bypassing peer review. To the contrary, digital historians tend to expand the review process beyond one or two experts, often asking a crowd to evaluate the content and design of a digital book or project.[2]

Books are not dead; publishing is simply becoming more various in a world where paper publishing among historians continues to be robust. Including Cronon, there were five well-regarded writers of books on our 2013 panel, as well as an acquisitions editor whose traditional press has embraced digital publishing. The writers included a series editor, scholar, and blogger; a popular author; a scholar who had produced a major digital project; and a historian who teaches with social media and subsequently submitted her presentation to my blog as her first e-publication. In a downstairs ballroom, there was also a lively exhibit of perhaps 10,000 recently published books. Despite this obvious evidence of the book's health, one commenter after another protested its imminent death.

How Long Have Books Been Dying?

English-speaking people seem to have been concerned about the death of the book since the mid-1820s, when books were genuinely difficult to obtain and literacy was low. Historically, anxiety about the health of books seems to have spiked when newer media have challenged established practices of book *reading*. As figure 1 suggests, these upticks of concern have coincided with the emergence of popular newspapers and the penny press between 1820 and 1830; magazine publishing during the American Civil War; and the invention of movies, radio, cheap paperbacks, and television between 1900 and 1960. Conversation about the book's demise escalated in the late 1960s, rushing steeply upward to the



The phrase "death of the book," as mapped on Google NGram, October 16, 2014.

year 2000. Late 20th-century anxiety coincided not just with the increased popularity of television journalism and color TV, but also with the collapse of the market for academic jobs in history.[3]

Significantly, the only period in which anxiety about the death of books completely subsided was in the 1880s and 1890s, when professional history was on the rise and university-trained historians began to distinguish themselves by publishing, in the words of Peter Novick, "narrow and dull monographs."[4] These monographs—often the length of several articles until after 1900—evolved into the more entertaining and widely available volumes historians value today in part because Otto Mergenthaler patented the linotype composer in 1886. This faster and cheaper publishing technology made it possible to market long-form scholarship (not to mention the *American Historical Review*, founded in 1895) at a price that other scholars, libraries, and educated readers would pay.

In other words, the literary habitus associated with modern historical scholarship was shaped not just by methods and institutions, but also by the new possibility that all historians could publish books. This raises an interesting question: Is our contemporary concern about the death of the book related only to the popularity of digital technology? Or is it a symptom of our fear that the historical profession itself is ill?

We Are Our Books

The sentimental attachment to books among historians deserves further research into its own past. Many of us became scholars because we love to read. We crave the solitude a book offers, a pleasure that grows more precious as we mature into lives of teaching, committee meetings, and domesticity. We love the weight of a new book in our hands as we inhale the perfume of paper, cloth, and glue, or the smell of dust in a used volume. We customize our books by writing our thoughts in the margins.

In this context, it is easy to see why the collective identity of historians can be undermined by bound volumes evolving into something else: an e-book, an interactive open-access site on Comment Press, a digital history project, a video game. Most historians, young and old, digital or codex, inhabit professional lives furnished with books. Our work improves on and complements books written by others. Digital technology seems to threaten the genre through which we not only know the world but also speak back to it.

Our response—to stubbornly define history as a "book field," in the traditional sense—may be preventing us (to paraphrase Donald Rumsfeld) from knowing what we do not know. Why make a virtue of ignorance? As a series editor, I am aware that the vast majority of historians understand little about the business of publishing in the first place. We often do not read the contracts we sign, and thus fail to understand what our rights and opportunities are as our books go in and out of print or into electronic formats. In graduate school, most of us do not acquire the organizational skills we will need to manage a large digital project or the grants that could support it. We don't know why we might choose collaborative over single authorship, or why open-access publishing, which makes our work available for free, might be advantageous to a career.

In other words, the book may not be dead, but the digital future is already here, and most of us aren't ready.

Should Historians All Write Books?

Although I do write books, I think it is a live question whether every historian, regardless of talent, time, financial support, and predilection, should have to prove his or her bona fides through long-form writing. Many crucial turning points in women's, gender, and queer history have been proposed in articles. Cultural historian Warren Sussman never wrote a monograph. Instead, he published pathbreaking articles, collected and republished as a book shortly before his death.[5]

Like the historians of the late 19th century, many of my colleagues would argue that there is much to be said for being able to think through a complex problem from beginning to end, simultaneously drilling down and demonstrating the larger significance of one's findings. Good books do that. However, digital tools have made possible other kinds of "books," as well as historical projects far larger and denser than a book can manage. The prestige that currently attaches to the writing of paper books does not have to be dismantled to make room for other forms of equally, perhaps even more, meritorious scholarship.

What does this mean for the historians of the future? We will want to master styles of writing that attract Internet readers, both long form and short form. We will want to explore electronic, interactive, and open-access books. We will want to become experts in critiquing digital history, and skilled in offering sources and images directly to readers. We will want to learn gaming as a way to demonstrate counterfactuals and narrate the consequences of historical decision making. We will learn to navigate an interactive audience of referees, extending well beyond editors, anonymous referees, professional colleagues, and experts in our fields.

Is the book dead? Long live the book!

Claire Bond Potter is professor of history and codirector of the Humanities Action Lab at The New School, and coeditor of a book series, Since 1970: Histories of Contemporary America, published by the University of Georgia Press. Her next book, Digital U, *will be published by the University of North Carolina Press.*

Notes

1. A complete recording can be found at http://www.c-span.org/video/?310096-1/history-digital-age.

2. See Jack Dougherty, Kristen Nawrotzki, Charlotte D. Rochez, and Timothy Burke, "What We Learned from Writing History in the Digital Age," in Dougherty and Nawrotzki, eds., *Writing History in the Digital Age,* (Ann Arbor: University of Michigan Press, 2013), 264.

3. See Albert Abramson, *The History of Television,* 1942 to 2000 (Jefferson, NC: McFarland Press, 2007), 140–172; David Greenberg, *Nixon's Shadow: The History of an Image* (New York: W. W. Norton, 2003), 180.

4. Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (New York: Cambridge University Press, 1988), 55.

5. Warren Sussman, *Culture as History: The Transformation of American Society in the Twentieth Century* (New York: Pantheon Books, 1973).

Dissertations Are Not Books

Fredrika J. Teute

Published monographs are usually a prerequisite for securing permanent membership in the history guild. Although dissertations are frequently submitted for publication as books, dissertations rarely *are* books. Indeed, if humanities departments did not require publication, some dissertations would not, and some should not, become books.

Graduate students produce dissertations to demonstrate their ability to formulate a question, comprehend the relevant scholarly literature, do research, and write up the results. Prospectively, the finished product contains analysis of the evidence and an interpretive thrust. However, dissertations at base are journeymen's work. They serve the purpose of establishing professional credentials and gaining access to the academic guild. As such, they demonstrate technical competency in but not necessarily expansive command over a subject. The two genres, dissertations and books, have distinct functions and represent different stages of development. Some dissertations lend themselves better to being turned into a series of articles based on individual chapters. A scholarly book transforms the content in a graduate thesis prepared for an examining committee into contextualized knowledge meant for a wider audience. The monograph at its best presents to the reader a sustained argument and a narrative arc that holds the whole together and elaborates the broader implications across the entire length of the work.

Ideally, universities further human inquiry and support the propagation of learning. The gestation and production of a scholarly work take time and money. Adding to the fund of knowledge through the book form requires a serious commitment of intellectual capital on the part of the historian and an investment in material infrastructure at the school. Yet academe over the past generation or more has been guilty of a bifurcated vision when promulgating standards for joining the guild. Universities have increased pressure for shortening the length of time taken to complete a humanities PhD and have cut support for the publication and purchase of books; at the same time, they have tightened tenure requirements.

All of these trends mitigate against the production of enduring scholarship. Foreshortening the pre-doctoral phase undercuts efforts to master the scholarly literature of a field and craft a well-thought-out and ably written dissertation. Problems ensue from a rush to completion. Under these circumstances, the resulting studies can be thin in their historiographical foundations and come packaged in topical chapters, easier to write but less effective in presenting a chronological narrative and analysis. The consequence is that the newly minted PhD ends up in a hole.

Institutions of higher learning depend on university presses as the gatekeepers to their academic reputations, but university administrations have pretty much abandoned supporting their presses.

Truncating the pre-doctoral stage shifts the burden to the pre-tenure phase. Creating a mature work of scholarship from an underdeveloped dissertation substantially magnifies the task, just as escalating tenure requirements put a premium on faster-paced publications. Expectations of a book out in the fourth year and a second on its way by the sixth year short-circuit a period of thoughtful revision of first books and cultivation of new projects. With its constrained time frame, the tenure process undermines its intended goal of engendering significant contributions to scholarship.

Equally insidious is outsourcing the validation of a scholar's work to external evaluation. Departments and administrations rely on university presses to legitimate their faculty's credentials and even requisition readers' reports for candidates' files. Academics ought to be able to make their own critical estimation of their colleagues' scholarship. In crossing this line, university bureaucracies confuse two states of the manuscript and mix two genres, readers' reports for publication and evaluation letters for tenure.[1]

In response to readers' critiques, authors often effect significant revisions between initially submitted manuscripts and final books. Since university committees presumably are judging the latter, not the former, criticisms of the former should not be used for determining a person's future academic career. Appropriating peer reviewers as tenure evaluators corrupts both review processes and weakens standards throughout the evaluation chain.

Institutions of higher learning depend on university presses as the gatekeepers to their academic reputations, but university administrations have pretty much abandoned supporting their presses. Ten years ago, on average, less than 8 percent of the annual budgets of university presses came from university coffers. The situation has not improved since then. Caught in the vise of economic exigencies, shrinking library purchases, fewer classroom adoptions, rising costs, and changing technologies, scholarly publishers have overall increased the number of books published per season and within that number have put out a higher proportion of popular interest and regional titles. Concurrent with greater volume are shrinking staffs bearing increased workloads. Successful academic publishers like Oxford and Cambridge have robust trade divisions that float the scholarly side; most university presses are increasingly reliant on subvention funds, grants, and endowments, which divert staff attention away from cultivation of manuscripts to development of funds to produce them.[2]

Universities have responded to the crisis of their presses in various ways, from eliminating them (the University of Missouri, until scholarly outcry reversed the decision in 2012) to absorbing them into digital media publication centers in their libraries (the University of Michigan in 2009).

If universities cannot sustain the infrastructure for supporting the number of scholarly monographs required for retention, they should recalibrate the scholarly credentials for their history faculties. Rather than doubling down on published books as the standard in the humanities, academe should expand the range of criteria for tenure and promotion. As diversity and creativity blossom in multimedia venues, tenure requirements should diversify too, taking into account innovative and substantial contributions in both pedagogy and scholarship. The endgame, though, of both pedagogy and scholarship is furthering humanist inquiry, and the printed book is the long-form model for inculcating intellectual discipline and transmitting knowledge. These constitute the purpose of the university; it does need books.

Fredrika J. Teute is editor of publications at the Omohundro Institute of Early American History and Culture and author of "To Publish and Perish: Who Are the Dinosaurs in Scholarly Publishing?" Journal of Scholarly Publishing *32 (2001): 102–112. She has been in charge of the Omohundro Institute's book program for 25 years, during which time she has reviewed hundreds of dissertations and has published about 60 first-book authors.*

Notes

1. In the past decade, authors' requests for copies of their readers' reports made me aware of this practice at some research universities. At best, the comments can be taken as a measure of the work's promise; at worst, they can be twisted into an unwarranted condemnation of the book's overall worth. If the goal is to counteract a trend toward uncritical tenure letters, incorporating readers' reports into the process is not the means to achieve it. The danger is that letters and reports will become one and the same thing, bland endorsements of a scholar's work. People who serve on tenure committees also write readers' reports and outside letters for tenure files. Over time, the peer reviewer will know full well that the ear of a tenure committee is just outside the door, listening in on his or her critique of a book manuscript. Blurring the uses of readers' reports in the long run will further subvert the very purpose they were originally meant to serve: ensuring high standards for academic publishing.

2. Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology, and the Future of the Academy* (New York and London: New York University Press, 2011), 157–158. The University of North Carolina Press in the past 25 years has gone from an average of 30 books per season to about 50 and from about 12 percent popular/generalist books to 27 percent (based on enumeration of all new titles in fall/winter season catalogues every five years beginning with 1989 and ending with 2014).

The Changing Forms of History

Timothy J. Gilfoyle

Should history be a book discipline? It depends. By some measures, history in the Western world has always been a book-oriented enterprise, dating back to the book-length scrolls and texts of Herodotus and Thucydides. Historians tell stories, many of which require in-depth research, analytical acuity, and development of a complex narrative—undertakings that are often best accomplished in the form we call a book. The professionalization of history during the past century magnified the importance of the book. In disciplines such as physics and chemistry, by contrast, specialized journal articles supplanted books as the primary vehicle for presenting scholarship and new discoveries by the early 20th century.[1] Historians remain attached to their books, though many have resorted to a range of other media for explaining and interpreting the past.

Credit: Shannon Drummond, CC BY-NC-SA 2.0, flic.kr/p/oe5PAH

An art installation at Leadenhall Market in London, the United Kingdom.

Books—that is, the long textual format—will remain a vital component of the work of historians. This is hardly surprising. Book writing is integral to PhD training. The history dissertation is, at the very least, an unpublished, book-length manuscript. Many dissertations do become books. Indeed, historians tend to publish their dissertations at a higher rate than professionals in other disciplines. According to one study published in 1989, some 35 percent of history dissertations eventually became books, while only 13 percent of sociology dissertations were revised into books.[2]

In the past half century, the publication of books became a—perhaps the—defining quality of professionalism in departments, colleges, and universities emphasizing research. Book publication was interpreted as the most important demonstration that a faculty member had achieved the requisite level of accomplishment to be a "research historian." The process of external and peer evaluation that usually accompanied book publication, especially with university presses, reinforced this form of professional validation. The development of a relatively independent peer review process across most fields of history, and one similar to that found in other academic disciplines, provided a vehicle through which faculty peers, department chairs, and higher education administrators could evaluate historical scholarship in fields with which they had little, if any, familiarity.

But one size does not fit all. The more specific question to consider is: Should history solely or primarily be a book discipline? For two decades, some have warned that the growing difficulty of publishing a book of history in certain fields demands new standards. University presses are increasingly forced to publish books based on their marketability. Will they attract readers outside a specific or narrow field? Will they find an audience of readers among the educated lay public? Will they be assigned as required reading in history courses? Before 1990, only a few university presses asked such questions. Many relied upon a library marketplace which promised that 1,000 copies of any book would be sold. Twenty-five years later, library sales for many, if not most, university press books approximate 150 copies.[3] Although its potential impact has declined considerably, book publication remains an ideal measure of scholarship in some quarters, particularly colleges and universities that emphasize research and promote faculty engaged in research.

Many excellent historians, however, never earn a PhD or publish a book. For more than a generation, professional historians have adopted an ever-growing and widening variety of styles of scholarship: long-form essays in the tradition of other humanities disciplines; collaboratively authored articles sometimes supported by external funding, as is common for natural science disciplines; published institutional and other histories; digital media products; museum exhibition scripts; and documentary film projects. Public history research projects are particularly noteworthy for their range of historical work: cultural resource management studies, research-based expert reports (including *amicus curiae* briefs) for government and private institutions, the administration and management of historical organizations, the creation of bibliographies and databases, and unpublished oral history compilations are just a few examples of such public history research and scholarship. Digital historians have remediated older forms of scholarship into new media while simultaneously pioneering new forms of scholarly writing, such as the blog post and the knowledge site. In this regard, professional historians share much in common with other disciplines, including the natural sciences, in which scholarship is presented in article and other formats that are much shorter than a book.[4] Many departments now include historians who engage in different varieties of scholarly work and production that have different types of impact on the discipline and the broader public, require different types of resources, and necessitate different timelines of production. In the end, history as a scholarly discipline is richer for these multiple forms of scholarship.

A generation ago, the American Historical Association recognized this challenge. In *Redefining Historical Scholarship*, the AHA's Ad Hoc Committee on Redefining Scholarly Work developed appropriate benchmarks for the evaluation of historical scholarship that included many of these new forms of scholarly production.[5] The committee was responding to the call by Charles Boyer of the Carnegie Foundation to give "'scholarship' a broader, more capacious meaning" and to bring a new "legitimacy to the full scope of academic work."[6] *Redefining Historical Scholarship* argued not only for the necessity of enlarging the definition of scholarship, but specifically outlined what historians needed to do in order to move the profession in a direction that recognized the changing scholarly landscape: acknowledge the importance of creative collaboration, which was standard in many other academic disciplines; recognize the ever-growing interdisciplinarity of knowledge; address the transformative methodologies practiced by historians; and incorporate the wide variety of scholarly research by historians and other scholars into tenure and promotion standards and evaluation. Many of these broadly defined issues have been resurrected (if they had ever died) in current debates regarding the treatment and evaluation of digital history projects.

Nevertheless, many in the academy continue to resist, minimize, or disregard such alternative forms of scholarship. The hierarchy embodied by "traditional" peer-reviewed scholarship found in history books and specialized journal articles remains the privileged form of professional evaluation. I witnessed this firsthand in 2009–10 when the dean of my college and 20 department chairs developed standards for research productivity to determine faculty teaching loads. Many of my colleagues in both history and other humanities departments resisted including public history products in measuring scholarly productivity. Only when presented the benchmarks as outlined in *Redefining Historical Scholarship* did they acknowledge the benefits of a broader, more inclusive measurement of scholarly productivity.[7] Old traditions die hard.

Two factors explain the resistance. First, different forms of historical scholarship are like apples and oranges: they taste good but are not the same. Is writing the narrative text and display labels for a museum exhibit the same as authoring a book? Even if the word count is similar, do they incorporate comparable forms of historical primary research? Is it realistic to even make such measurements? These and similar questions related to public history projects, digital humanities, and alternative forms of historical scholarship are difficult—maybe impossible—to answer. Nevertheless, until proponents of nontraditional forms of scholarship develop methods of measurement or sets of standards by which we can compare such products with books and peer-reviewed articles, critics will continue to resist.

Second, the criteria developed in *Redefining Historical Scholarship* emphasizes the process of scholarship rather than the final product. Therein lies the rub. A greater range of intensive research activity is considered rather than simply the publication of books or journal articles. Prioritizing the process of research over a final product, however, deemphasizes important questions incorporated in scholarly book and article production: how to measure the originality and degree of innovation manifested in the research activity; how to assess the difficulty of the research task accomplished; and how to evaluate the scope and importance of the research activity within a subfield of study. Undoubtedly some of this happens in many public and other alternative history projects, but in less explicit ways that may be harder to measure.

Historians arguably enjoy more venues for the display of their historical work and research than professionals in most disciplines. Books, journal articles, museum exhibits, newspaper editorials, and a wide variety of public history work play different roles in history education and the broader civic discourse. All are engaged in the larger goal of propagating and promoting history. Debates over what constitutes "acceptable scholarship" will not go away. Indeed, the debates will increase in volume as new forms, exemplified today by digital humanities, further complicate and fertilize this diversity. Historians should avoid any rigid hierarchy of scholarship. More than ever, we need guidelines for assessing digital and other alternative research projects. History needs and deserves a big tent.

Timothy J. Gilfoyle is professor and former chair of history at Loyola University Chicago and the current president of the Urban History Association.

Notes

1. Elisabeth S. Clemens, Walter W. Powell, Kris McIlwaine, and Dina Okamoto, "Careers in Print: Books, Journals and Scholarly Reputations," *American Journal of Sociology* 101 (1995): 434, 437.

2. Herbert C. Morton, Anne J. Price, and Robert A. Mitchell, *The ACLS Survey of Scholars* (Washington, DC: American Council of Learned Societies, 1989), 69, cited in Clemens et al., 434 n4.

3. E-mail correspondence, Timothy Mennel to Timothy Gilfoyle, Dec. 22, 2014, in author's possession.

4. Clemens et al., 433–94.

5. American Historical Association, *Redefining Historical Scholarship: Report of the American Historical Association Ad Hoc Committee on Redefining Historical Scholarship* (December 1993), http://www.historians.org/redefining-historical-scholarship.

6. Ernest Boyer, *Scholarship Reconsidered: Priorities for the Professoriate* (Washington, DC: Carnegie Foundation for the Advancement of Teaching, 1990), 16, https://depts.washington.edu/gs630/Spring/Boyer.pdf.

7. See "Standards for Research-Intensive and Research-Active Faculty," Loyola University Chicago Department of History Faculty Resources webpage, http://www.luc.edu/history/Faculty_Resources1.shtml, accessed Dec. 26, 2014.

A Social Historian Retools and Reframes

Beverly Bunch-Lyons

In 1999, I began working on a project focusing on African American women's involvement in underground economies. After I presented the resulting paper, "Juke Joints, Shot Houses and Candy Stores: Alternative Income Earning Activities among African American Women in North Carolina," at the Southern Historical Association Conference held in Louisville, Kentucky, in 2000, the co-chairs of the session, Brian Ward and Jerma Jackson, suggested that I apply for a grant from Duke University's John Hope Franklin Center, which I did. I received the grant, and numerous e-mail messages from interested journal and book publishers.

This work was personal. As a child, I knew family members and family friends who operated juke joints on weekends to earn extra money. I wanted to tell the story of these juke joint operators and moonshine makers, but realized that I did not possess the necessary skill set to complete the research to my satisfaction. The narrative I wrote was qualitatively rich but lacking in quantitative data. After I had continued with this project well past the intended time of completion, frustration led me to put the work on hold, despite the time and effort I had devoted to it over the course of several years. While working on this project, I was simultaneously working on a second project, which I had begun a few years earlier, on the African American funeral home business, which was the subject of my 1990 master's thesis at North Carolina Central University.

Tools of the trade: washboard, irons, and liquor-by-the-drink bottle and dispenser. Items owned and photographed by author.

A quote from Booker T. Washington that I'd included in my MA thesis suggested that African Americans entered the funeral business in part because it was lucrative. I wanted to know how lucrative, and how this varied by state and region across time. For my research on underground economies, I wanted to know what propelled women and men to get involved in illegal activities, risking jail time and potentially sacrificing their families. Specifically, what were the economic conditions that prompted one to enter into this underground economy? These were the broad questions I was asking, but I quickly discovered that I had no idea how to conduct the type of research that would yield the answers. I knew it involved collecting, compiling, and analyzing data from big data sets. Lacking a background in statistics, I was not sure how to move forward with the research projects. In both instances, I asked, How does one write about economic circumstances without actually providing quantifiable data?

That is when I came across the call for proposals for the History of Capitalism Summer Camp at Cornell University. After reading the description of this boot camp, as those involved called it, I knew it was exactly what I needed in order to complete both research projects.

In the summer of 2013, I had the good fortune to be selected as a participant in the inaugural History of Capitalism

Summer Camp led by Louis Hyman at Cornell University. This camp altered both my research and my teaching in ways that I could not have imagined. As historians, many of us spend our summers traveling for research projects, planning our courses for the upcoming academic year and participating in conferences and workshops that we hope will provide something useful. The History of Capitalism Summer Camp was truly transformative for me. I became a bit apprehensive after receiving the advance instructions, which included the suggestion that I become reacquainted with certain mathematical equations and pursue an introduction to others by way of Khan Academy. The expectation was that campers would arrive prepared to engage in the subjects in which we were to receive instruction. The pre-camp work was challenging, but extremely useful.

The 12 days of the boot camp were intense, though made bearable by a wonderfully smart group of co-campers and the superb instruction of Louis Hyman and a cadre of faculty members, primarily from Cornell, who generously gave of their time and knowledge. We covered a number of topics, ranging from corporate finance and banking to micro and macroeconomics. One of the most useful sessions for the purpose of my research was "Econometrics and Statistics for Historians," taught by Melissa Smith. Using data provided by the instructor or taken from Louis's research, we were instructed in the use of statistical software, primarily JMP. Interactive lectures and laboratory exercises guided us through the process of conducting statistical research. Perhaps the most important piece of instruction was learning the language of statistics—for example, the difference between continuous, ordinal, and nominal variables, what it means to calculate the P value, and what constitutes statistical significance.

While I certainly recognize the limits of my knowledge and understanding of statistics, I gained the confidence to use it as a research tool, to seek the help of experts, and incorporate it into my work. I have been able to move from broad-based questions to specific questions. I became more comfortable with mathematical equations, and one in particular helped with my research:

Expected Number of Customers per Funeral Home in State i

$$X_i = \frac{d_i p_i}{h_i}\theta$$

d_i = *African American death rate for state i*
p_i = *African American population for state i*
h_i = *Number of African American funeral homes for state i*
θ = *Proportion of African American deaths that go to African American funeral homes*

While my research is a work in progress, using statistics allows me to operationalize my question about the income generated by African American funeral home owners at any given historical moment for which data is available. This information, along with my qualitative research, helps explain the economic reasons African American entrepreneurs chose the funeral business.

Research on underground economies presents challenges, some that may not be easily overcome even with statistics. What it does offer, however, is the ability to compare the cost of living in a particular place with the potential wages earned in legal occupations to suggest at what point an income shortfall might induce a woman to engage in illegal activities to supplement her income. Obviously, there are many factors that influence such economic decisions, but the use of statistics offers interesting insights.

My effort to retool is proving fruitful. With the help of the outstanding staff at Virginia Tech's Laboratory for Interdisciplinary Statistical Analysis and the generous help of colleagues, I am slowly incorporating new research methods into my research repertoire.[1] We are all keenly aware that our profession is changing. Technology is dramatically altering how we conduct research, and how we teach. New tools and technologies are allowing us to reach wider audiences and share our passion for history. I am excited about the amazing and innovative work that our colleagues are doing. It all serves as a reminder that history remains an important area of academic inquiry.

Beverly Bunch-Lyons is an associate professor of history at Virginia Tech. She specializes in the history of African Americans, women and gender, and is a burgeoning business historian.

Note

1. I am deeply indebted to Justin Loda from the Laboratory for Interdisciplinary Statistical Analysis at Virginia Tech, who worked with me on the funeral home data. I am also grateful to my Virginia Tech colleagues Walt Mallory (School of Education) and Marlow Lemons (Department of Statistics), who offered useful feedback on the data. Thank you to the history department at Virginia Tech for funding my participation in the History of Capitalism Summer Camp. I have never had the pleasure of meeting Professor Juliet E. K. Walker, but I am inspired by her work on African Americans in business. I owe a great deal of gratitude to my husband, Glenn, whose remarkable knowledge of business and finance has spurred me to think more deeply about the role that economic diversity plays in the subjects of my research.

Digitizing the Fletcher Papers

A Unique Historical Experience

David Hamilton Golland

In July 2014, I traveled to Hollywood, Florida, to do research in a private, unprocessed collection of personal papers from the estate of Arthur Fletcher. Frankly, I did not know what to expect. Fletcher's son, Paul, had moved the papers from a flooded basement in Washington, DC, after his father's death. He told me they were safely located in a storage space that he visited every day. He was hoping to film a documentary about his dad with the assistance of faculty from one of the local colleges. With Paul's permission to digitize the collection and a small grant from my university to cover travel and lodging, I hit the road for South Florida.

Arthur A. Fletcher (1924–2005), self-styled "father of affirmative action," rose from poverty to advise four US presidents and, as head of the United Negro College Fund, help develop the slogan "A mind is a terrible thing to waste." Along the way, he was wounded in Europe while serving under General George Patton, broke the color barrier as the first black player for the Baltimore Colts football team, and developed a comprehensive self-help program for the African American underclass. But what makes Fletcher's story even more compelling is his remarkable return from a midcareer crash. After being run out of Kansas in 1959, decried as a corrupt politician, his wife committed suicide, and he found himself a single parent of five, hiding out from his landlord in a Berkeley, California, ghetto. Amazingly, at that time most of his accomplishments were still ahead. After a satisfying and successful political career, in his last decades he was increasingly disenchanted with the Republican Party as it turned away from the cause of civil rights, and he briefly ran for the 1996 Republican presidential nomination to protest Bob Dole's disavowal of affirmative action, Fletcher's signature policy achievement.

I came across Art Fletcher while working on my dissertation—now book—on the Philadelphia Plan.[1] Fletcher took over this Johnson administration program and developed it into an effective integration tool, which the Nixon administration then used for political purposes. (Fletcher would ultimately make a habit of outspoken—if friendly—opposition to the Republican presidents who employed him; soon after the first President Bush named him chairman of the United States Commission on Civil Rights, he publicly opposed the president's initial veto of what would eventually become the Civil Rights Act of 1991.) Everywhere I turned, it seemed, I encountered this larger-than-life, blustery ex-football player who appeared to be trying to cram a lifetime of experience into every five minutes. I have found "official" Fletcher papers in the archives of the four presidents he served, and conducted hours of interviews with family members and colleagues (including Senator Dole, who remembers Fletcher fondly), but the mother lode—his personal papers—

Credit: David Hamilton Golland, 2014

Temporary Reading Room, Hollywood, Florida, July 29, 2014.

remained elusive despite several attempts to get Paul to donate them to a research library.

On my first morning in America's sauna, Paul and I drove to his storage container. The collection was in the back of a decrepit 18-wheel trailer on the grounds of a seedy auto repair shop. We waded through weeds, and Paul removed the padlocks and opened the large double doors. There, stacked against decaying wood paneling, were about 150 boxes of varying shapes, sizes, and repair, in upward of 100-degree heat, moldering by the minute. Silverfish and larger pests occasionally crept out of the boxes, and the atmosphere had the intense smell of mold and mildew.

This was nothing like what I was accustomed to. My previous archival work had largely taken place in spacious, air-conditioned reading rooms, where the documents, thoroughly processed with finding aids, were kept by knowledgeable archivists.

Working in the trailer involved a lot of sweat. Every day was a workout, and we had to make frequent trips for bottled water. The excitement of the work often got the better of me. At one point, I had difficulty breathing and, worried that I might pass out, took a long break in my air-conditioned car.

The first thing I did was diligently number each box with a Sharpie, putting my initials next to each number so that future archivists could correctly record the transfer of documents to any new numbering system. Then Paul and I opened each box to classify each as "documents" or "not documents" (i.e., books, trophies, videocassettes, and other materials).

Once the boxes were all numbered and classified, I loaded six into my car and took them to my Airbnb room to begin digitizing them. As I usually do in archives, I set up my camera and tripod and started shooting. But after it took six hours to get through a single box, I realized that the sheer volume of this project meant months of work—and I had only two weeks. To meet my deadline, I would need to make a significant change in my method.

A stroke of luck brought strangers into my life and revolutionized the project. The Fletcher story had attracted the attention of filmmakers Lee and Leslie Sullivan from Sedona, Arizona. They and their colleague Allen Elfman, of the Sedona International Film Festival, arrived in Florida and offered to buy the film rights to my project, adding a small infusion of cash to my shoestring budget.

We used the cash to rent a high-volume scanner (Paul contributed half the cost). This large machine would speed up the digitization process tremendously. However, the prep work—removing staples and rusty paper clips, flattening crumpled pages—added time. I found myself completing about four boxes a day. Paul and I started working side by side, and Leslie Sullivan pitched in, but more strangers would have to become friends. We would need to digitize upward of 12 boxes each day in order to meet my deadline.

Paul's friend, elementary schoolteacher Mercedes Vazquez, was the true lifesaver. She quickly became a co-leader of the project and brought in her two sons to prep documents. But the pace was still too slow. We now had the manpower, but not enough space. Set up in a bedroom in the Sullivans' rented condo, the scanner was too often idle while we worked to prep documents. We needed to be prepping multiple boxes at a time to keep the scanner running at maximum output.

Paul came through again. He secured his neighborhood community center for the duration. We set up rows of tables as in a reading room, stacked all remaining boxes against the wall, and got to work. Mercedes and I took turns at the scanner, still using the camera/tripod to shoot fragile and oversize items. Everyone else grabbed a box and a table and started prepping documents.

Now that the scanner was working almost constantly for 12 hours a day, it started to show signs of stress. As the days passed, it started to lose features. Repairs involved long periods on the phone while remote technicians worked via an unstable Internet connection, and we soon found that we were better off adapting to the disappearing features. We added new sorting categories to the prep work, adding "paper size" and "single/double sided" to the previous categories of "scan," "photo," and "not needed."

These adaptations further damaged the integrity of the collection. Archivists try to maintain a collection in as close to the original condition as possible, and we were already risking the collection's integrity with all of our other activities. The speed with which we were removing staples and the potential damage caused by the scanner would have made any archivist cringe. But by digitizing this collection, we were preserving it. The longer it remained in that trailer in Florida, the greater the potential for heat and moisture damage—or even total loss. So we cut corners with only the best of motivations. A professional judgment was needed to balance provenance, integrity, and preservation, and I made it.

The last two days were increasingly exciting as the number of unscanned boxes dwindled. "Preppers" would regularly yell "prepped!" and every time we finished digitizing a prepped box, we would call out the total number of boxes digitized that day. "Eleven!" "Twelve!" "Thirteen!" As we locked up the community center on the evening of July 30, we had 12 boxes left. We arrived the morning of the 31st in great spirits. By midafternoon we had only two boxes to go, and these were our favorite kind: filled with single-sided, 8.5 × 11, uncrumpled pages, without staples or paper clips.

And then the scanner suffered a fatal mechanical error. The rental company would repair the scanner the next day, and Paul and Mercedes would scan the remaining pages. I was disappointed to miss the completion of the project, but we had a celebratory dinner that evening with the film crew anyway, and I hit the road the next morning. Midafternoon I got a text from Paul: "Finished."

Historians go on research trips knowing that it might be the most strenuous and time-consuming activity of the year. At home we can sleep in or work until well after midnight, but on research trips we conform to archive schedules. My work in the trailer and in the community center—prepping, shooting, and scanning documents, stacking boxes, assembling tables, and keeping the team fed and happy—was indeed the most strenuous and time-consuming activity of my year, perhaps of my career.

Back home, I have a new team working on the project: students who are cataloging the digital documents. I'm not sure what we have, but I hope it will help me write the book about Arthur Fletcher, an important if largely overlooked civil rights advocate and politician. It has already given me a new outlook on the work that we historians are fortunate to be able to do.

David Hamilton Golland is assistant professor and coordinator of history at Governors State University.

Note

1. *Constructing Affirmative Action: The Struggle for Equal Employment Opportunity* (Lexington: University Press of Kentucky, 2011).

The 2014 Research Excellence Framework

Robert C. Ritchie

Assessment has become a hot topic in higher education, with even the White House ready to create a ranking of top universities. We are not alone in the rush to evaluate. For the past few years, our colleagues in Britain have been absorbed in a national assessment exercise called the Research Excellence Framework, 2014. The REF, as it is popularly known, is a government-mandated assessment of every higher education department in England, Scotland, Wales, and Northern Ireland. Required every six years, it is managed by the Higher Education Funding Council for England (HEFCE), a government department. The rewards for successful universities (chosen from 154 participants) include a share in $3 billion of research funding for each of the next six years, as well as the prestige that comes to highly rated departments.

To conduct the assessment, HEFCE created four main panels: Life Sciences, Physical Sciences, Social Sciences, and the Humanities and Arts. The main panels then created disciplinary subpanels, whose chairs also serve on a main panel. The Humanities and Arts main panel, for instance, produced 10 subpanels. Observers representing various constituencies, including international members, made up the remainder of the main panels.

The first major task for the main panels was a complicated one: creating rules for the assessment. For instance, every scholar included in the review had to submit four items published (not just submitted) by November 30, 2013. How that rule might apply to pregnant scholars, newly appointed professors, or those suffering from a major illness or disability remained unclear; these and other varied circumstances were left to individual universities to mediate. Another issue facing the Humanities was the method for calculating published items. A book counted as only two of the required four submissions, no matter how long or complicated.

History was included among the Humanities, and 83 departments participated. Three factors determined a department's overall score: the quality and importance of the department's academic *Output* (or published research) made up 65 percent; the quality of its research *Environment* (research funding, support of graduate students, conferences, centers of activity, etc.), 15 percent; and the reach and significance of its research (or *Impact*) beyond academia, 20 percent.

The final area, *Impact*, had not been included in the 2008 review and generated the most controversy. Depending on their size, departments had to submit two or more examples of research that carried into the public domain—civil society, the economy, culture, public policy, public discourse, or innovation. These broad categories created confusion, as did the question of how to judge the worth of a public program. Eventually, criteria were agreed to—how many visitors viewed an exhibition, attended lectures, heard a radio program, or watched a television show—requiring each submission to include an account of its original research, the program that resulted, and an assessment of the audience. History departments submitted a wide variety of projects, exhibitions, public programs, and websites. Large departments fared best.

Once departments had compiled records of faculty research (*Outputs*), reported on details of life in the department (*Environment*), and set out case studies of *Impact*, university administrators then forwarded the results to HEFCE for distribution. In all, 1,785 historians submitted approximately 7,000 publications. The history subpanel had 24 members and called in outside assessors when needed. At least one member of the panel (often two) reviewed every *Output*. The panels also graded the *Environment* and assessed the case studies for *Impact*. HEFCE mandates four scores: 4*, world leading for originality, significance, and rigor; 3*, internationally significant, but short of the highest standards of excellence; 2*, a useful contribution of some influence; and 1*, nationally important, but of minor significance. Achieving coherence over so large an enterprise required considerable calibration in the subpanels, amounting to an immense exercise in peer review.

A score for each department's whole effort (its combined grades for *Output*, *Environment*, and *Impact*), added to every other department's, determined a university's total score. The way data was compiled has since allowed 38 institutions to claim a place in the "top ten." A number of top-ten lists have surfaced for history departments, all counting (or manipulating) different factors. One list of universities has this top ten: Cambridge, Durham, London School of Economics, Oxford, Saint Andrews, Warwick, University College London, Exeter, Bristol, and Leeds. Aggrieved departments that did not make this list can cite others on which they did appear. University publicity departments have creatively selected which lists to broadcast and which statistics to manipulate.

An enterprise this large—with prestige and funds riding on the results—inevitably produces unintended consequences. Administrators attuned to the rewards of success have in some cases signed famous scholars to short-term contracts in order to use their bibliographies during review. At the very least, they have rallied their campus to ensure a good outcome, appointing officers to manage the campus response, interpret complicated rules, and advise faculties on their roles and reports. An enormous amount of faculty time was spent judging *Outputs*, sustaining the department's *Environment*, and figuring out programs that would have *Impact*. One campus reported that between 50 and 75 faculty and staff work years were required to prepare the REF report.

Having survived the experience, faculties are already being alerted to the demand for four new published works by November 2019, which will require difficult choices. Should scholars aim for four articles, or publish two articles and one book? Can a book be in print by the deadline (no small matter in history, where monographs abound)? Should one tackle a difficult research theme or take an easier path with assured results? Faculties will be tasked with assessing the

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Strengthening the Intellectual Framework of a National Museum

John L. Gray

For the first time in years, the Help Wanted sign is out at the Smithsonian's National Museum of American History, reversing a several-decade trend that saw our curatorial force shrink by 50 percent. To rejuvenate the museum's scholarly foundation, we have adopted a five-year plan to hire 20 new curators, relying on increased federal support for new positions as well as raising private funds to replace retiring staff with endowed positions. We are carefully crafting the new positions to ensure full chronological coverage of American history, to guarantee oversight of our existing collections, and to expand into topical areas, such as ethnic and gender studies, that enjoyed only limited coverage in years past.

The museum's curatorial staff assumes an exceptionally diverse array of responsibilities. They research, interpret, and expand the museum's extensive collections, which include 1.7 million three-dimensional artifacts and 17,000 cubic feet of documents. They propose and plan major exhibitions. They digitize the collections and make images and documentation available to audiences around the world. They participate actively in professional organizations and panels. They publish articles, monographs, books, and on the web.

The revitalization of our staff is linked to the ongoing renovation of our physical space. The building's central core reopened in 2008 with a new gallery for the Star-Spangled Banner, floor-to-ceiling artifact walls on the first and second floors, and space for temporary exhibitions in the Albert Small Documents Gallery. On July 1, 2015, the first floor of the museum's West Wing will reopen with new exhibitions organized not around historical chronology, but around ideas and ideals that have shaped the nation, with a focus on innovation, creativity, and business. The West Wing's second floor (opening in 2017) will center on democracy and the peopling of America through immigration and migration, and the third floor (opening in 2018) on American culture and music.

American Enterprise—an exhibition on the history of business, innovation, and tensions between competition and the common good from 1770 to the present—anchors the first floor. Private support from SC Johnson will endow a new curator of American business. *The Value of Money*, another first-floor exhibition, will explore ways in which objects from the National Numismatics Collection convey messages about history, art, culture, and innovation. Our new curator of numismatics, Ellen Feingold, led the exhibition planning and will continue research and publishing on it in the coming years.

In addition to traditional exhibitions, the first floor's 40,000 square feet will host hands-on learning spaces and a separate early-learning gallery (opening in winter 2015), as well as a conference center and demonstration stage with a large public plaza for visitors to engage in group discussions or explore topics presented in interactive demonstration carts. Our educational goal is to animate compelling ideas from the nation's past and inspire active participation in building its future. The Clark Charitable Foundation has endowed a position, director of education and outreach, which has been filled by Carrie Kotcho, whose deep experience in multimedia and web development supports digital learning for K–12 students and teachers using original sources and objects.

As our new curator in the Division of Home and Community Life, Margaret Salazar-Porzio is playing a leading role in developing an exhibition on American immigration and migration. The support of board member Paul Neely for a newly established Jefferson Scholars program, for research in the history of democracy and diversity in America, will supplement our C. Malcolm Watkins Fellowship program, funded by a bequest from former curator Rodris Roth. Funding from Francis Kennedy will provide research assistance to support the culture and music themes featured on the third floor. And a new, endowed curatorial position will be announced later this year.

Recently we named Alexandra Lord, who came to us from the National Park Service, as chair of our Division of Medicine and Science. We are in the process of hiring new directors for our Archives Center and for the Lemelson Center for the Study of Invention and Innovation. Over the next few years, our hiring initiative will add experts in the areas of political history, physical science and engineering, Asian Pacific American history, armed forces, culture and the arts, civil rights, information technology, graphic arts, and photographic history. The museum recently received news that the Office of Management and Budget has endorsed the need to rejuvenate Smithsonian staff; new federal funds, when approved by Congress, will be used to hire five curators in 2016.

The museum needs historians who do outstanding research at the professional level; curators interested in communicating their research to broad public audiences as well as to fellow academics; and scholars with interest and experience in museum work. Many of those who join our staff have a long-standing relationship with the Smithsonian: an internship in their early career, a Smithsonian fellowship, or research experience in our archives and collections. Others had similar experiences in other museums, but all are passionately interested in material culture—especially the use of historical objects and images as primary sources for research and education.

The transition we are embarking on at the National Museum of American History comes in the midst of a complete renovation of our building and all its major exhibitions. Many of our long-term staff members are reaching retirement age. As the only national history museum in the country, we have a special responsibility to present America's story to millions of visitors each year from across the nation and around the world. Our mission is to help people understand the past in order to make sense of the present and shape a more humane future. We look to the American Historical Association as an important source for future hires to help us achieve this goal.

John L. Gray is the Elizabeth MacMillan Director of the Smithsonian's National Museum of American History.

On Assessment

To the Editor:

I respond to the "Assessment" section in the January 2015 *Perspectives on History*.

During my short career as an academic historian, I had occasion to send my work to several peer-reviewed journals in my field. I was consistently impressed by the thoughtful, engaged, critical comments of the anonymous readers who responded to my scholarship. Their marginalia sharpened vague prose, suggested where I might cut or elaborate, and even corrected typos. Journal editors would also send the readers' narrative critiques. Those summarized my argument, analyzed how my work built on or challenged current thinking, and made recommendations about whether to publish.

The method of assessment those readers employed so diligently represents a craft, the same craft I had been exposed to in graduate school when writing my master's thesis and doctoral dissertation. Undergraduates encounter this craft when professors return research papers and essays. I expect *Perspectives* readers know well the details of this craft. It involves intimate engagement with someone else's work. At its best, it nurtures outstanding scholarship, builds on strengths, reduces weaknesses, and nudges the writer to higher truths. At the most demanding academic levels, the only "grade" the craft imposes is to judge whether the work merits a degree, or publication.

The intimacy of this craft makes it somewhat idiosyncratic, as is history itself. My anonymous readers seized on different points to praise or criticize. Their recommendations about publishing were often mixed, with majority and minority reports pro and con. I made revisions selectively, synthesizing their criticisms, and then the editor decided how to proceed. Craft can be quirky, its outcomes highly individualistic, but it works.

How distressing to read the latest trends in undergraduate history assessment which have nothing to do with craft. Instead, they replicate the worst norms of primary and secondary education (my current workplace) themselves bastardizations of tools from the corporate world. The AHA's "Tuning project" has spawned a "history discipline core" articulated in 47 bullet points in *Perspectives*. Instructors have "aligned" assessments to this core and developed scoring rubrics meant to quantify "mastery." Named with a linguistic turn straight from a 19th-century workhouse, these techniques take the same approach as No Child Left Behind, Race to the Top, and Common Core Standards.

Evidently no one doing the new assessment has read any of the voluminous scholarship critical of its standards-driven emphasis. The works of Alfie Kohn, Ted Sizer, Linda Darling Hammond, and Jonathan Kozol are good places to start. Those authors, and many others, point out how quantification and standardization oversimplify, depersonalize, and are fundamentally flawed.

As, for example, is the "history capstone rubric" loaded with subjective adjectives such as "persuasive," "creative," and "complex." Like all such tools, this rubric formulaically adds or subtracts adjectives as a default method of scoring. Thus a level 1 historical argument has "no clear rationale," a level 2 has "some rationale," while a level 4 has a "persuasive and creative rationale." There exists scholarship explicitly critical of rubrics, such as Maja Wilson's *Rethinking Rubrics in Writing Assessment* (2006), but apparently no one read that, either.

Additionally, the chart for "measuring historical thinking skills" reduces nuanced judgments about thought to check boxes ranging from "mastery" to "needs work." Author Jonathan Chu calls this chart a "matrix," blithely noting that: "Having developed the matrix, we found the actual process of data collection and review not terribly onerous." Undoubtedly it was not, because the chart oversimplifies the entire process of meaningful review.

Anne Hyde is disarmingly candid when she confesses that the Tuning project has created a "discipline core" that now requires "figur[ing] out ways to use." It is a solution in search of a problem. If Hyde really believes the "discipline core" will placate students and parents who question the purpose of history, then she has not paid attention to trends at the primary and secondary levels where standards have dramatically increased public, media, and legislative hostility to educators.

Demands for quantifiable outcomes and "accountability" are inextricably linked to the business world. Of course, business is regnant in America. Yet, I do not understand why the AHA thoughtlessly embraces its techniques without subjecting them to historical thinking. Why are historians not detaching from trends of the moment, placing those trends in contexts of power, analyzing language, and articulating our own larger meanings? Why are we ignoring our own deep-rooted methodology and craft?

Christopher L. Doyle
Director of Global Studies
Watkinson School, Hartford, CT

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work of every department member and deciding whose will be submitted, while some administrations will hire outside assessors with experience in prior disciplinary subpanels. Because HEFCE announced that it would not fund any work graded below a 3*, some administrators insisted that only work scoring 3.5 or better be submitted. An outside assessor giving work only a 3.3 could thereby have a profound effect on a scholar's career prospects.

Furthermore, even departments with good results may reap few benefits. Research funds earned by one department could be funneled to others in order to raise a university's overall profile in 2020. Mr. Chips may be long gone, but a world dominated by metrics and assessment makes one nostalgic. Criticism mounting since the completion of REF 2014 is unlikely to stall the movement toward 2020, but it should perhaps give pause to Americans eager to emulate our colleagues overseas.

Robert C. Ritchie is a senior research associate at the Huntington Library. He was an international observer on the Higher Education Funding Council for England's Humanities and Arts Panel.

Teaching and Researching Roe v. Wade

To the Editor:

I still cannot believe that it was in *Perspectives* that I read "Teaching and Researching *Roe v. Wade*." I kept wondering if I had mistaken the vehicle which conveyed this most peculiar article. But no, I have it here in front of me, the January 2015 issue.

In this article about a very controversial subject, I read that those who express a contrary view to the authors' have ". . . a warped understanding of history." Their views are regarded as a "threat." Really? Is there some assumption by the AHA that everyone values the Supreme Court decision which has facilitated over 50 million abortions, with no end in sight? Are those with differing views to be held in contempt?

I further read that the authors, in an attempt to get a perspective on this decision, talked to Planned Parenthood, the Unitarian Universalist Church, the ACLU, and the Coalition of Progressive Religious voices! Is this serious? Are these blatantly pro-abortion groups supposed to have an objective and balanced view? I don't think so.

I tried this article out on my January critical thinking class, and they thought it was perhaps something I made up to test their ability to spot obvious flaws in the treatment of a topic. Even those who had never studied logic or CT before noted it was one-sided, subjective, biased, and ad hominem.

This was good timing, though. It was renewal time. I could not possibly give any credence or support to any organization which prints this type of article. Please do not send me any more of these magazines. I obviously erred when I thought this organization might be supportive of objective and balanced research.

An opinion piece is fine, but this was titled "Teaching and Researching." Sorry, but talking to one set of organizations which have but a single view of an issue is not research. I don't have anything academically in common with anyone who would teach that way, or attempt to bluff their students.

If I want to read one-sided polemic I can do so without a subscription fee.

Domenico Camplisson
San Diego, California

The Authors respond:

We thank *Perspectives* for the opportunity to respond to Domenico Camplisson's letter to the editor. We understand that, for many readers of our article, this is a controversial and politically charged issue. We have approached this project from a spirit of inquiry and with an eye toward creating a rich archive of women's experiences of abortion, both before and subsequent to *Roe v. Wade*.

Camplisson unfortunately misinterpreted the nature of our project and statements from our article in several places. For example, we have not claimed that the "warped understanding of history" belongs to anyone with a differing viewpoint (and he makes assumptions about what our collective viewpoint is). Instead, we referred specifically to an anti-abortion/anti-contraception organization that flouts historical accuracy. Similarly, at no point did we claim to provide a definitive examination of the Supreme Court ruling; rather, our intention was to record and preserve the experiences of one particular set of historical actors in one specific locality.

Part of why we embarked on this project is precisely because the oral histories of women's abortion experiences are under-researched. As such, we encourage other scholars to engage in similar projects that explore diverse angles, and we look forward to reading the rigorous scholarship of others.

Nicola Foote, Frances Davey, and
Kristine De Welde

Mohammad Ebrahim Bastani-Parizi

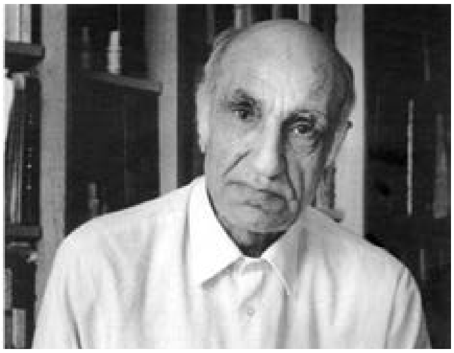
1925–2014

Historian of Iran

Mohammad Ebrahim Bastani-Parizi was born on December 24, 1925, in Pariz, a small village located at an elevation of 7,500 feet in Kerman Province, in remote southeastern Iran. It was not until he had reached the age of 11, in 1937, that he set foot outside of Pariz for the first time. He attended high school in Sirjan, the nearest (small) town, until ninth grade, and finished his secondary education in Kerman, the capital and main urban center of the province. The Persian translation of Victor Hugo's *Les Misérables*, a book that has remained very popular in Iran to this day, was one of his few windows on the world at that time. In 1946, he went on to pursue higher education at the Daneshsara-ye Ali in Tehran. Having obtained a degree from that institute of higher learning in 1951, he initially returned to Kerman to serve as headmaster of the local secondary school. In 1958, he went back to the capital to enroll in the newly established PhD in History program at the University of Tehran. He received his doctoral degree in 1963, and subsequently took up a teaching position at his alma mater. In 1970, he spent a sabbatical year in Paris, memorably recounted in his autobiography, *Az Pariz ta Paris* (*From Pariz to Paris)*. He was to remain at the University of Tehran, serving as the chairman of the history department for a number of years, until his retirement in the summer of 2008. He passed away on March 25, 2014, leaving behind a son in Tehran and a daughter in Toronto, Canada.

Bastani-Parizi, who wrote his first newspaper article in 1942, was a prolific writer, the author of over 60 books and hundreds of articles on many aspects of Iranian history and especially on the local history and geography of Kerman. Many of his monographs went through numerous editions, and several have never gone out of print. He was a published poet as well, and over the years he translated a number of works from the Arabic and the French.

Above all, Bastani-Parizi was a *naqqal*, a storyteller in the traditional mode of Iran, rooted in the soil, attuned to local traditions,



Credit: *Bokhara* magazine. Photo by Maryam Zandi.

ancient tales, and legends. Having grown up in a country as yet relatively untouched by modern development, he had an intimate knowledge of and a deep affinity with the land, village life, peasants, and their beliefs and superstitions. His writing was a blend of historical observations, anecdotal asides, and personal experience. His way of writing history was a matter of digging into the soil of Iran to unearth the deep vein of popular legend and lore, all of which he presented in books and articles written in a conversational style mixing erudition and humor.

For Bastani-Parizi, regional history was an essential part of the historian's craft, allowing for the kind of detail and texture and attention to human action that national history cannot achieve to the same degree. Kerman, the city and the eponymous province, was and remained the center of his world, the region from which he hailed and which he loved. Its architecture, its material history, its mythology, and its magic were to him the repository of ancient wisdom, the epitome of Iranian history, and the fountainhead of his imagination. In a style that was simple yet rich and evocative, he brought out the accumulated wisdom from his ancestral region in a series of studies about Kerman and its important role in Iranian history, especially in the Safavid period, from the 16th to the early 18th century. In addition, he edited and annotated a number of regional chronicles describing life and politics in Kerman in the early modern period, rare and even unique sources such as the *Tarikh-e Safaviya-ye Kerman*, the *Sahifat al-Ershad*, and the *Tarikh-e Vaziri*.

On a wider, national Iranian canvas, Bastani-Parizi wrote a number of notable works. Some of these address various Islamic dynasties and prominent rulers. Others deal with aspects of geography, economics, and material history. Especially noteworthy is his research on the transmission of sites, concepts, and names between pre-Islamic, Zoroastrian times and the Islamic period. In one of his most well-known books, *Khatun-e haft qal`eh* (*The Lady of the Seven Castles*), he argues that many names in early Islamic history in reality refer to the locations of temples or the ancient Iranian cult of Anahita or Nahid, and thus have feminine roots associated with fertility, healing, and purity. He also contributed to the six-volume UNESCO *History of Civilizations of Central Asia*.

Bastani-Parizi's history writing might seem unencumbered by theory. Yet it was suffused with a philosophy of history. He saw the specificity of place, the singularity of time, and the primacy of human action as the three animating forces of history that, if properly applied, might overcome the dichotomy between materialist and idealist historiography. Unlike many of his Iranian contemporaries, he was not ideologically committed, not because he thought politics was unimportant but because he fully realized that today's fashion and unassailable truth might be tomorrow's abomination. Hence the ironic tone, the humility, the evenhandedness, and the humanism of his historical approach. History to him was a society's necessary conscience and consciousness, and the historian a doctor in search of the ills of a community of humans, in the full awareness that his remedies may not be free of error.

In 2011, an 800-page volume *Hezaran sal-e ensan* (*Thousands of Years of being Human*) was published with an extended interview with Bastani-Parizi about his life and work, as well as reminiscences about his teachers and colleagues. His latest work, *Kuh-ha ba hamand* (*Mountains Stay Together*), is to be published posthumously.

Bastani-Parizi was famous for his unadorned, down-to-earth ways, symbolized by his refusal to wear a tie—long before the Islamic Republic disapproved of such attire for different reasons, and beloved for his gentle nature and demeanor. By his own admission, he found it impossible to dislike anyone. There is no question that everyone who knew him loved Bastani-Parizi, his kindness, his gregariousness, and his inexhaustible stories. Iran has lost one of its great historians. He will be dearly missed.

Rudi Matthee
University of Delaware

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.

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Massachusetts

Medford

Tufts University

Britain. The Department of History at Tufts University is searching for part-time lecturer/s to teach two survey courses in British History during the 2015–16 academic year: pre-modern Britain with a focus on Tudor and Stuart history in the fall semester, and Great Britain and the British Empire in the spring semester. PhD and strong teaching experience preferred. To apply, please submit a letter of application, CV, sample syllabi of the proposed courses, and three letters of recommendation. All application materials must be submitted via Interfolio at https://apply.interfolio.com/28925. Please contact Professor Alisha Rankin at alisha.rankin@tufts.edu with any questions. Review of applications begins immediately and continues until the position is filled. Tufts University is an AA/EOE. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

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.

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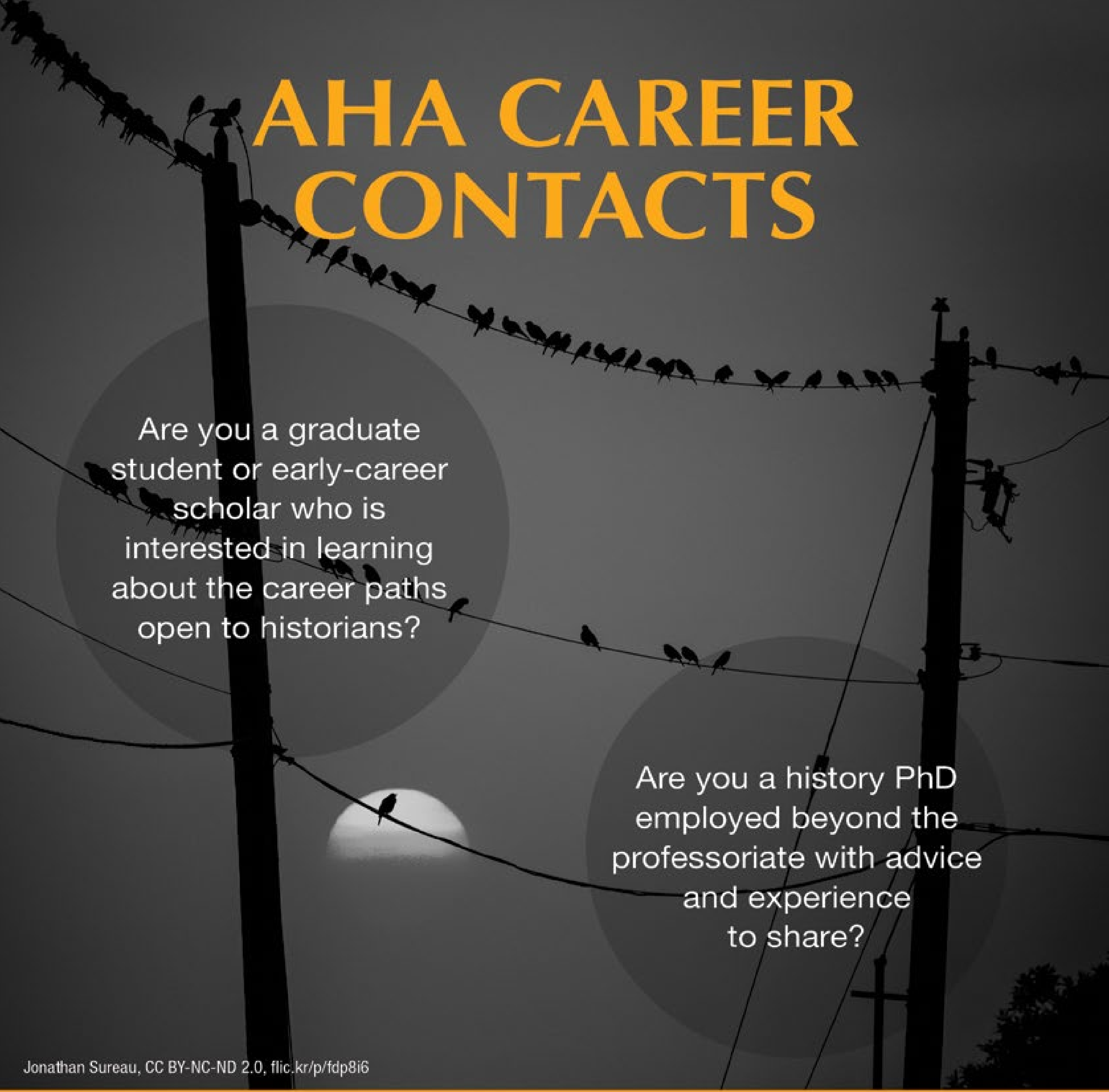

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For more information and to sign up, visit www.historians.org/aha-career-contacts.
Questions and feedback about the program should be directed to Emily Swafford, AHA programs manager, eswafford@historians.org.