

Perspectives on History

The Newsmagazine of the American Historical Association | 53: 6 | September 2015

Dual Enrollment Is High School the Future of Higher Education?



AHA Awards and Prizes

Every year the AHA rewards distinguished historical work with dozens of awards and prizes.



National Photo Company Collection, Library of Congress

Learn more about past winners, how to submit a nomination, and how you can support prize endowments at

<http://www.historians.org/prizes>

From the Editor	5
Letters to the Editor	5
From the President	7
Access and Opportunity Vicki L. Ruiz	
From the Executive Director	9
Advocacy (n.): The Promotion of History and Historical Thinking James Grossman	
News	11
Between Tolerance and Persecution Shatha Almutawa	11
AHA Council Approves Guidelines for Evaluation of Digital Projects Seth Denbo	13
AHA Joins Scholars at Risk as an Affiliated Member	14
After “Happiness” Stephanie Kingsley	15
Advocacy Briefs	17
Roman Vows to the God Mercury, Preserved in Silver Shatha Almutawa	18
Meet the AHA’s New Staff Members Kevin Hess	20
2015 Jameson and NASA Fellowships Awarded Elizabeth Elliott	21
Career Diversity: Q&A with Lindsey Martin and Jennifer McPherson Emily Swafford	24
Preserving American Foreign Relations Records Debbie Ann Doyle	26
Advocacy	28
Advocacy Roundup Lee White	
National History Center	30
Rewriting the Revolution Dane Kennedy	
Viewpoints	32
Black Histories Matter Erica Caple James and Malick W. Ghachem	
130th Annual Meeting	44
Welcome to Atlanta, Conventional Wisdom, Deadlines, and More	
AHA Activities	48
After Ten Years: Reflections of an Editor Robert A. Schneider	48
Action Items by the AHA Council, January–June 2015	50
Donors to the Association	52
In Memoriam	53
Career Paths	58
From the Lecture Hall to the Office Suite David Merkwitz	
AHA Career Center	60

Perspectives on History

Newsmagazine of the American Historical Association

Volume 53, No. 6 • September 2015

www.historians.org/Perspectives

FEATURES

Forum: Assessing Dual Enrollment

34

Introduction

Julia Brookins

The Good, the Bad, and the Ugly

Elaine Carey

No Ordinary High School Class

Daniel Brandon Swart

Noble Intentions

Alex Lichtenstein

Open Road

Trinidad Gonzales

On the Cover



In the shifting landscape of higher education, departments of history would do well to pay attention to proliferating “dual enrollment” courses, in which high school students simultaneously earn high school and college credit. Because they cost less than a college course, they are popular with high school students, parents, and state legislatures. But what are the ramifications for university history departments faced with declining enrollments? Are DE courses really equivalent to introductory history courses? In this *Perspectives* Forum, contributors attempt to answer these questions.

Cover illustration: Zoila Torres

Perspectives on History

Newsmagazine of the
AMERICAN HISTORICAL
ASSOCIATION

400 A Street, SE, Washington, DC 20003-3889

202.544.2422 • Fax 202.544.8307

E-mail: perspectives@historians.org

Web page: www.historians.org/perspectives



Perspectives on History

Editor

Allison Miller

Senior Editor

Shatha Almutawa

Contributing Editor

Sarah Fenton

Coordinator, Professional Data and Job Center

Liz Townsend

Associate Editor, Web Content and Social Media

Stephanie Kingsley

Editorial Assistant

Sadie Bergen

Marketing and Public Relations Manager

Jane Green

American Historical Association

Executive Director

James R. Grossman

Director, Meetings and Administration

Sharon K. Tune

Director of Scholarly Communication and Digital Initiatives

Seth Denbo

Coordinator, Committees and Meetings

Debbie Ann Doyle

Membership Manager

Pamela Scott-Pinkney

Assistant Membership Manager

Michelle Hewitt

Controller

Randy Norell

Associate Director

Dana Schaffer

Special Projects Coordinator

Julia Brookins

Programs Manager

Emily Swafford

Staff Accountant

Phu Pham

Administrative Office Assistant

Matthew Keough

Program Assistant

Elizabeth Elliott

Editorial Advisory Board

Prasenjit Duara (National Univ. of Singapore)

Elise Lipkowitz (Northwestern Univ.)

Aaron W. Marrs (US Department of State)

Trudy H. Peterson (Archival Consultant)

John D. Rogers (Independent Scholar)

Abby Smith (Cultural Heritage Resources Consultant)

Emily Sohmer Tai (Queensborough Community Coll.)

Robert Brent Toplin (Univ. of North Carolina at Wilmington)

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

Articles, letters to the editor, and other items intended for publication should preferably be submitted online at www.historians.org/perspectives/upload. They may also be sent as attachments to e-mail messages addressed to perspectives@historians.org, or by regular mail (in which case, the hard copy text should be double-spaced). Manuscripts accepted for publication will be edited to conform to *Perspectives on History* style, space limitations, and other requirements. Prospective authors should consult the guidelines available at www.historians.org/perspectives/submissions.htm. Accuracy in editorial material is the responsibility of the author(s) and contributor(s). *Perspectives on History* and the American Historical Association disclaim responsibility for statements made by contributors.

Individual articles in *Perspectives on History* for which the American Historical Association holds the copyright may be reproduced for noncommercial use under Creative Commons license CC-BY-NC-ND 4.0. Attribution must include author name, article title, *Perspectives on History*, issue date, and a link to the online version of the article (which can be found at www.historians.org/perspectives). For more on the Creative Commons license, please visit <http://creativecommons.org/licenses/by-nc-nd/4.0>. This license does not apply to text or images reproduced here for which the AHA does not hold the copyright.

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

©2015 American Historical Association.

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

Publisher's Statement

The American Historical Association is a nonprofit membership corporation founded in 1884 for the promotion of historical research, study, and education. The Association reserves the right to reject editorial material sent in for publication that is not consonant with the goals and purposes of the organization. The Association also assumes the right to judge the acceptability of all advertising copy and illustrations in advertisements published in *Perspectives on History*. Advertisers and advertising agencies assume all liability for advertising content and representation and will also be responsible for all claims against said publisher.

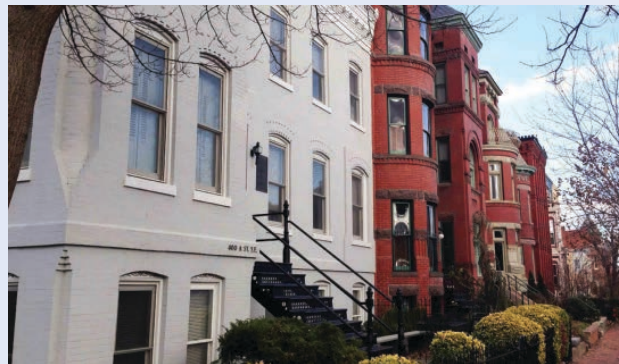


Townhouse Notes

History refused to amble along languidly this summer. In my first weeks at the AHA—I became *Perspectives* editor in June—the Supreme Court ruled that marriage is a constitutional right for all, with Justice Anthony Kennedy’s majority opinion explicitly building upon what’s become known as the “historians’ brief.” Demonstrating that the definition and meaning of marriage have evolved over time, that everything, even marriage, has a history, the brief had a critical impact on social life in the United States.

Only a short time later, however, tragic and horrific events intruded on the public consciousness—namely, a white supremacist’s massacre of nine African Americans in a Charleston, South Carolina, church, and the surfacing of yet more viral videos of deadly encounters between black citizens and white police officers. It’s hard not to believe that we’re on the verge of momentous changes in racial justice, but they are unlikely to take place without significant struggle.

Here, again, historians are finding opportunities to shape the way Americans experience the pain, anger, and frustration coming from these events. In the controversy surrounding the public place of Confederate flags and memorials, historians of the South (including museum professionals) did everything from write editorials to share lesson plans to engage in dialogue with local groups about the issue. In June, the *Journal*



of *American History* published a remarkable special issue on the carceral state, and the AHA is anticipating many sessions at the 2016 annual meeting that will address the subject.

It’s clear that historians don’t wait patiently for change to come. Our efforts to contextualize the present as we interpret the past are vital to the future of the republic.

—Allison Miller, editor

LETTERS TO THE EDITOR

To the Editor:

In the March 2015 issue of *Perspectives on History*, the American Historical Association published a letter from 20 American historians. The letter, titled “Standing with Historians of Japan,” criticizes the Japanese government’s recent request for the removal of two paragraphs from a history textbook published by McGraw-Hill as an act of censorship. I would like to address that letter, emphasizing the importance of square-truth investigation with true academic respect for historical facts.

The Japanese government was responding to information in the textbook that was questionable, including the assertion that there was forced recruitment, conscription, or dragooning of 200,000 young girls between the age of 14 and 20 to serve as comfort women during World War II. Pointing out incorrect information does not constitute censorship. From what I understand of how the Japanese government approached and talked to the writer of the textbook and the editors at McGraw-Hill, I cannot agree with the way the Japanese government proceeded. However, the inappropriate manner in which the

government acted does not negate the fact that it was pointing out some genuine errors of fact that appeared in that textbook. I would like to suggest that the flat condemnation of the Japanese government’s response as censorship constitutes in itself the spirit of censorship. Such a dogmatic stance threatens academic freedom.

There exist some disputes as to the issue of comfort women, as American historians have recognized, though the harm done by the Japanese army to former comfort women is an established historical fact, as the Japanese government acknowledged with remorse in the Kono Statement. With regard to the statement that as many as 200,000 women age 14 to 20 were forcibly recruited, conscripted, or dragooned by the Japanese army, that number is unrealistic in view of the Japanese military’s quite limited material capabilities and strategic purposes. Actual empirical estimates by historians range widely, from 20,000 to 200,000. With such a wide range, it is fair to show both ends, rather than to take the number at the high end as proven fact. Also, such estimates also include women over the age of 20. With regard to the means of recruitment, no official documents

have been found on the forced recruitment of women by the Japanese authority. In August 2014, the newspaper *Asahi* acknowledged having published false testimony of a Japanese man about the hunting of comfort women that had affected the public impression of what had taken place.

Objective examination of disputed facts about the actual system and management of comfort stations is necessary to understand the root cause of the problem in a wider context of Japanese colonial rule and military invasion in Asia. It would be best done through cooperation and dialogue among scholars of diverse nationalities with academic rigor and the spirit of mutual enlightenment.

My argument is not rooted in any desire to absolve Japan of the responsibility for the issue of comfort women. While I emphasize the importance of truth investigation, I cannot emphasize enough the importance of discursive sensitivity at both the academic and political levels, for the sake of discerning the actual nature of the wrongdoing of the offending side.

Naoko Kumagai
International University of Japan

LETTERS TO THE EDITOR

To the Editor:

The essays that comprise the “History as a Book Discipline” feature in the April 2015 issue offer thoughtful commentary on a subject of major significance for the future of our discipline. Yet I am surprised to read that scholarship valued for promotion and for “securing permanent membership in the history guild” (p. 24) must nearly always be in book form. This may be true for scholars at research universities. It is not necessarily

so for those legions who toil in smaller institutions focused chiefly on undergraduate education. We too are members of the “guild,” and we too engage in scholarly endeavor. This includes publishing books. Four of the seven members of my department have at least one book to their credit, and the other three are hard at work on their first monographs. It is, however, unrealistic to demand a book as the price of tenure from faculty who teach 4-4 loads without help from

graduate assistants and who lack the level of institutional support typically provided by major universities. Of necessity we routinely accept articles and essays as evidence of sufficient scholarly achievement to merit tenure. Hence the model for an article-based path to tenure and promotion is available if we take into account the full spectrum of experience within the profession.

*Anders Henriksson
Shepherd University*

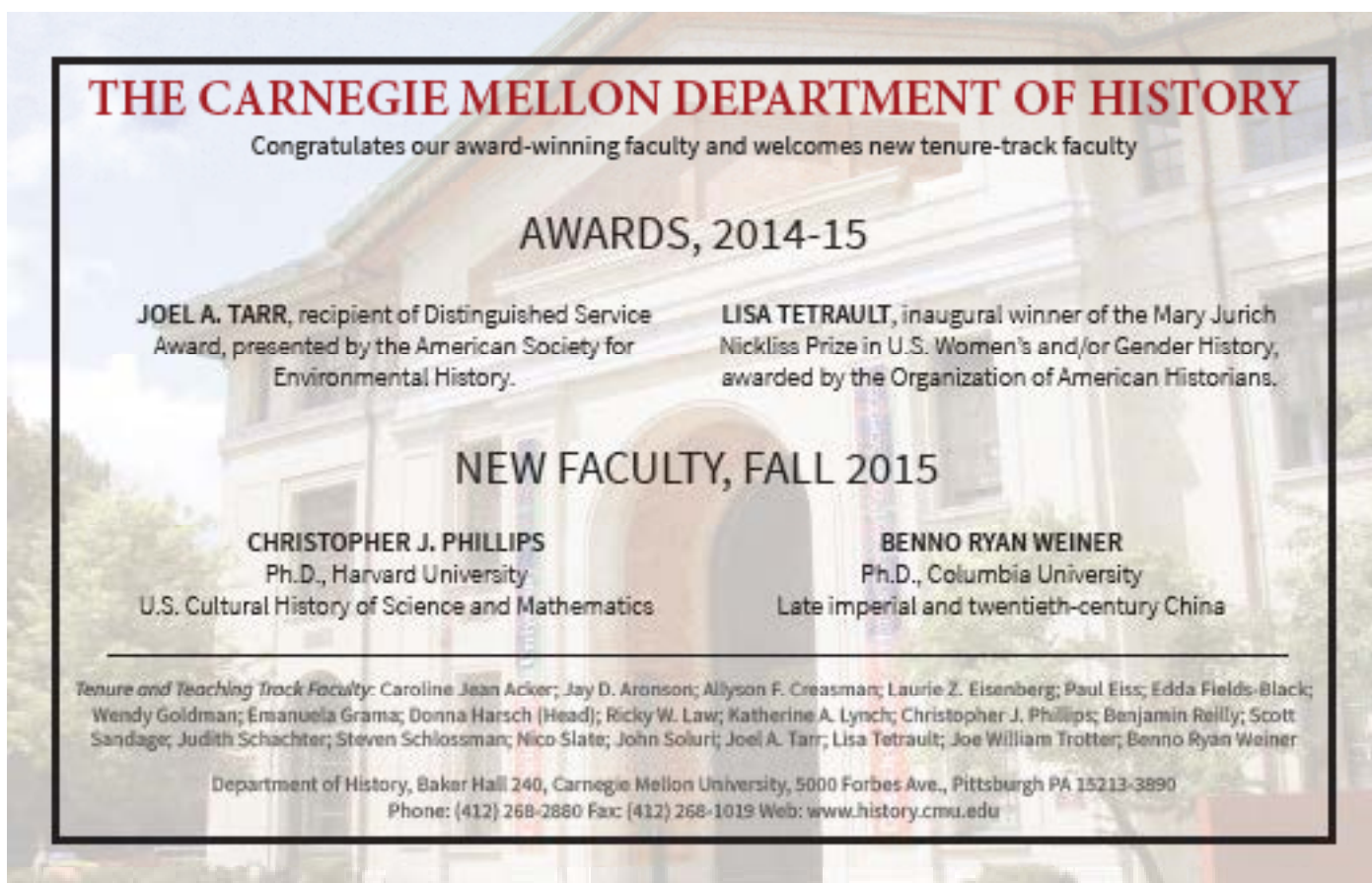
To the Editor:

After reading about the AHA’s career diversity initiatives in the first pages of the April issue of *Perspectives on History*, it was revealing, to say the least, to turn to the list of nominations for AHA offices later in that issue. Among the 19 nominees listed, exactly one is not in a traditional career path, holding a teaching position. No fewer than 14, by my count, of the nominees are teaching in one of the 108 “most intensive research institutions” (referenced in Vicki L. Ruiz’s “From the President” introductory column), positions

that, according to Ruiz, only one-sixth of recent PhDs are securing. None of the nominees is pursuing the alternative “satisfying careers in documentary films, libraries, higher education administration, student affairs, and public policy” touted by Ruiz. It appears that it is easier to talk up the virtues of “career diversity” than to build an organization that honors it. And that is surely a message that shapes the aspirations of graduate students contemplating their own professional futures.

*Henry D. Fetter
Los Angeles, CA*

Editor’s Note: Career Diversity for Historians aims to highlight the many career trajectories historians already enjoy and to decrease the barriers to pursuing career paths beyond the professoriate. As the AHA enters the second year of this initiative, we thank Henry D. Fetter for reminding us of the importance of this cultural shift. The governance process of the AHA is designed to represent varying aspects of the community of historians. We are pleased that, beginning in January 2016, one-third of the AHA Council will represent institutions beyond “the most research intensive,” including the world of museums, community colleges, high schools, liberal arts colleges, and higher education administration.



THE CARNEGIE MELLON DEPARTMENT OF HISTORY
Congratulates our award-winning faculty and welcomes new tenure-track faculty

AWARDS, 2014-15

JOEL A. TARR, recipient of Distinguished Service Award, presented by the American Society for Environmental History.

LISA TETRAULT, inaugural winner of the Mary Jurich Nickliss Prize in U.S. Women's and/or Gender History, awarded by the Organization of American Historians.

NEW FACULTY, FALL 2015

CHRISTOPHER J. PHILLIPS
Ph.D., Harvard University
U.S. Cultural History of Science and Mathematics

BENNO RYAN WEINER
Ph.D., Columbia University
Late imperial and twentieth-century China

Tenure and Teaching Track Faculty: Caroline Jean Acker; Jay D. Aronson; Allyson F. Creasman; Laurie Z. Eisenberg; Paul Eiss; Edda Fields-Black; Wendy Goldman; Emanuela Grama; Donna Harsch (Head); Ricky W. Law; Katherine A. Lynch; Christopher J. Phillips; Benjamin Reilly; Scott Sandage; Judith Schachter; Steven Schlossman; Nico Slate; John Soluri; Joel A. Tarr; Lisa Tetrault; Joe William Trotter; Benno Ryan Weiner

Department of History, Baker Hall 240, Carnegie Mellon University, 5000 Forbes Ave., Pittsburgh PA 15213-3890
Phone: (412) 268-2880 Fax: (412) 268-1019 Web: www.history.cmu.edu



Access and Opportunity

Vicki L. Ruiz

My education as an academic outsider began early. Attending high school in the Florida Panhandle, this fisherman's daughter took a US history test that came with a small scholarship for the top-scoring senior. My victory, however, proved short-lived, as it turned out I was ineligible. To my surprise, the scholarship's sponsor (the United Daughters of the Confederacy) required that the winner be a direct descendant of a Confederate soldier or politician. This criterion of who would win (certainly not an African American, Latino, Asian, or naval-base transplant) spoke volumes about access and opportunity in a southern beach community almost three decades after the historic *Brown* decision. Worsening the sting, a year earlier my father had threatened to sue the local school board when the honors English teacher refused to admit me into her class. In my presence, she advised my father that I needed to learn to accept my "limitations," adding, "Vicki is not as smart as she thinks she is." When pressed, she revealed that, to her knowledge, she had never taught a minority student in honors English. That admission landed me in a front-and-center desk in full view of her sour visage during my senior year.

Such educational gatekeeping, unfortunately, remains with us 61 years after *Brown* and over 30 years after *Plyler v. Doe* (1982), a Supreme Court decision that guaranteed access to K–12 public schools for all children, regardless of citizenship. The AHA remains committed to both the letter and the spirit of these decisions, both of which rest on the principle of educational equity. The state of Georgia, however, wobbles. Since the Association is meeting in Georgia next January, and Georgia prides itself on treating visitors well, we will remind our hosts of their obligations. The AHA Council has approved a letter to the University System of the Georgia Board of Regents about its policy barring high-achieving students from its top universities based solely on their immigration status.

According to section 4.1.6 of the University System of the Georgia Board of Regents Policy Manual: "A person who is not lawfully present in the United States shall not be eligible for admission to any University System institution which, for the two most recent academic years, did not admit all academically qualified applicants (except for cases in which applicants were rejected for non-academic reasons)." Enacted in 2010, this criterion refers to Georgia's top five public universities, including the University of Georgia, Georgia State, and the Georgia Institute of Technology. This policy, along with Title 20 of the Official Code of Georgia Annotated, which denies in-state tuition for childhood arrivals who qualify for federal deferred status (Deferred Action for Childhood Arrivals, or DACA), effectively creates a tiered system that promotes educational segregation. Indeed, Georgia is the only state in the nation that denies both in-state tuition and enrollment in public research institutions for DACA students, commonly known as DREAMers. The impact of this legislation denies equal access and opportunity to an estimated 19,000 young Americans who graduated from Georgia high schools.¹

According to US Citizenship and Immigration Services, eligibility for deferred action includes the following: (1) long-term, continuous residence in the United States at least since July 2007; (2) a birth date after June 15, 1981; (3) arrival before one's 16th birthday; (4) a high school education (or GED); (5) either an honorable discharge from a branch of the US military or school enrollment; and (6) no felony or multiple misdemeanor convictions.² DACA applicants hail from 192 countries. About three-quarters are from Mexico, 10 percent from Central America, 7 percent from South America, and 4 percent from Asia; the remaining 4 percent represent other regions.³

Many legislators across the United States have recognized the bonds of incorporation—spatial, economic, and social—that have occurred among childhood arrivals. As early as

2004, Massachusetts legislator Kevin Murphy referred to them as "truly citizens," eight years before President Barack Obama referred to DREAMers as "Americans . . . in every single way but one: on paper."⁴ These hardworking, ambitious young Americans have had no control over that status, just as their African American predecessors—also excluded from sectors of the state university system—had no control over their segregation. They deserve the chance to acquire the knowledge and skills that will enable them—and our society—to thrive.

Like other exclusionary measures implemented by such states as Arizona and Alabama, section 4.1.6 in the Georgia Regents' Policy Manual harks back to nativist-inflected policies that were prevalent over a century ago, when politicians, policy makers, educators, and public health officials determined and defined "who were fit to be citizens."⁵ In response, four professors at the University of Georgia, including historians Bethany Moreton and Pamela Voekel, revived the model of the 1960s Freedom Schools, establishing Freedom University in 2011. As founding faculty Lorgia García-Peña explained, "[We had] . . . no money, no building or supplies, we had nothing but our human resources and we had *ganas*."⁶ Beginning in Athens and since 2013 in Atlanta, volunteer core faculty and a coterie of affiliates have offered challenging weekend college-level courses to undocumented students at undisclosed venues. Courses have included debate, human rights, music composition, Mexican history and politics, and college admission preparation (including SAT/ACT tutoring). In one learning block, students found their literature course taught by none other than Pulitzer Prize-winning author Junot Díaz.⁷

The African American civil rights movement is more than a source of inspiration, as several prominent long-time activists participate in this educational effort, including Atlanta NAACP leader Charles A. Black, one of four members of Freedom's board of directors. Moreover, peaceful protests and acts of civil

disobedience powerfully link the present to the past and generate public awareness beyond the state. As legendary civil rights leader and US representative John Lewis explained: “When you take on the immigrant population, you’re taking on all of us. During the Freedom Rides, we were saying, in effect, you arrest one of us, you’re going to arrest all of us. . . . I see parallels between then and now.” He is not alone. Staughton Lynd, director of the Mississippi Freedom Schools, has served on Freedom University’s advisory board along with such distinguished historians as Barbara Ransby, Robin D. G. Kelley, Glenda Gilmore, Greg Grandin, Laura Briggs, Stephen Pitti, George Sánchez, and Steven Stern (to name a few).⁸

Beyond the classroom, Freedom University staff and volunteers have built an academic Underground Railroad or pipeline, arranging college tours as well as scholarships. Twenty percent of Freedom alumni have earned full merit packages to attend universities such as Dartmouth and Syracuse. Freedom University has also developed partnerships with Berea College (the first southern interracial institution for higher education) and Tougaloo, a historically black college. After a three-year campaign by students at Emory University and Freedom, Emory has announced that “need-based aid” will be available to undocumented students beginning this fall. Given that many DREAMers have familial obligations that prevent them from leaving the state, this move by Emory officials offers a new, highly valued avenue for opportunity.

At the AHA annual meeting in Atlanta this coming January, you will have the occasion to learn more about Freedom University. On Friday, January 8 (8:30–10:30 a.m.), its executive director, Laura Emiko Soltis; Charles A. Black, former chair of the Atlanta Student Movement; and current student Melissa Rivas-Triana will anchor the presidential panel “Students on the Front Lines: The Fight to Desegregate Public Higher Education in Georgia from the 1960s Atlanta Student Movement to the Undocumented Student Movement Today.” Nationally, DREAMers are raising their voices, calling for access and opportunity as they emerge from out of the shadows. Documentary films, YouTube posts, and even a major motion picture, *Spare Parts*, provide a glimpse into the resilience, creativity, and intelligence of these young Americans, many of whom have no memory of life anywhere else. “This is my home. This is the land that

nurtures my dreams,” declared Keish Kim, a Freedom student.⁹

Colleagues in the AHA have helped turn dreams into reality through the gift of mentorship, demonstrating the ways in which historians across fields and types of employment can serve multiple publics. With courage, commitment, and *corazón*, Freedom University’s faculty volunteers extend their reach in the service of access and opportunity.

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

Notes

1. Angela M. Banks, “Members Only: Undocumented Students & In-State Tuition,” *Brigham Young University Law Review* 1425 (2014). “Determination of In-state Resident Status of Students for Tuition or Fees,” O.C.G.A. § 20-3-66 (2011). Jon Richard, “In the Senate, an Emotional Hearing over In-state Tuition for Dreamers,” *Peach Pundit*, February 11, 2015. “Freedom University” website, <http://www.freedomuniversitygeorgia.com/mission.html>.
2. US Citizenship and Immigration Services, “I Am a Young Person Who Arrived in the United States as a Child (Childhood Arrival),” brochure, August 3, 2012.
3. Audrey Singer and Nicole Prchal Svajleka, “Immigration Facts: Deferred Action for Childhood Arrivals (DACA),” Brookings Institution, August 14, 2013, <http://www.brookings.edu/research/reports/2013/08/14-daca-immigration-singer>.
4. “Freedom University”; Banks, “Members Only”; “Remarks by the President on Immigration,” June 15, 2012, <https://www.whitehouse.gov/the-press-office/2012/06/15/remarks-president-immigration>.
5. See Natalia Molina, *Fit to Be Citizens? Public Health and Race in Los Angeles, 1879–1939* (Berkeley: University of California Press, 2006).
6. “Freedom University”; Thelma Gutiérrez and Traci Tamura, “Freedom University: Studying in Secret,” *CNN Schools of Thought*, December 1, 2011, <http://schoolsofthought.blogs.cnn.com/2011/12/01/freedom-university/>. *Ganas* means desire.
7. “Freedom University”; Kate Brumback, “Freedom University: Georgia Profs Offer Course to Undocumented Immigrants,” *Huffington Post*, October 25, 2011, http://www.huffingtonpost.com/2011/08/25/freedom-university-georgia_n_936296.html. While all four founders of Freedom University have left the state (two are now at Ivy

League institutions), they continue to participate in the alternative school’s mission and curriculum.

8. “Freedom University”; Stephen Pitti, “The Spirit of Selma: Nine Students Arrested in Georgia for Protesting Discriminatory Education Policies,” *Huffington Post*, updated March 15, 2015, http://www.huffingtonpost.com/stephen-pitti/the-spirit-of-selma-nine_b_6447202.html; Jeff Biggers, “And Climate Justice/Immigrant Rights for All: Georgia Students Take Lead in Uniting Movements,” *Huffington Post*, updated January 13, 2013, http://www.huffingtonpost.com/jeff-biggers/and-climate-justiceimmigr_b_2121802.html. Quote is from Biggers, “And Climate Justice.”
9. Ingrid Cruz, “Undocumented, Unafraid, and Back to School,” *Jackson Free Press*, July 24, 2013, <http://www.jacksonfreepress.com/news/2013/jul/24/undocumented-unafraid-and-back-school/>; Lydia O’Neal, “Emory to Offer Financial Aid to Undocumented Students,” *Emory Wheel*, April 2, 2015, <http://emorywheel.com/emory-to-offer-financial-aid-to-undocumented-students/>; quote is from “Studying in Secret.” Documentaries on DREAMers include *Admissions*, *Papers: The Movie*, *Risers*, and *This (Illegal) American Life*. Los Angeles-based filmmaker Anayansi Prado is currently working on a documentary about Freedom University.

Lapidus Center for the Historical Analysis
of Transatlantic Slavery
Schomburg Center for Research in Black Culture
The New York Public Library

The Lapidus Center is now accepting applications
for its 2015–2017 fellowship programs.

Long-term fellowships are open to post-doctoral scholars studying the slave trade, slavery, and anti-slavery in the Atlantic World. Recipients will spend six months in residence at the Schomburg Center with a stipend of \$30,000. Fellows must devote full time to their research projects and participate in the intellectual life of the Program.

Short-term fellowships support visiting scholars from outside the New York metropolitan area. The Program is open to doctoral students, post-doctoral scholars, and independent researchers studying the slave trade, slavery, abolition, and anti-slavery in the Atlantic World. Fellowships are awarded for continuous periods of three months with a stipend of \$6,000.

Applications deadline: December 1, 2015

For more information and application forms:
www.schomburgcenter.org/lapiduscenter
lapiduscenter@nyppl.org



Lapidus Center
for the Historical Analysis
of Transatlantic Slavery
at the Schomburg Center



A New Librarian of Congress

James Grossman and Alan Kraut

Ainsworth Rand Spofford, a librarian of Congress under President Abraham Lincoln, referred to his charge as the “book palace” of the American people. Others have called it a “cathedral to the written word.” The first librarian of Congress appointed in the 21st century faces the challenge of retaining the global significance of an institution born of the printing press in an increasingly digital environment.

A far cry from its foundational collection of Thomas Jefferson’s books and manuscripts, the modern Library of Congress (LOC) serves several publics simultaneously. As the library of the United States Congress, it assists the nation’s lawmakers, whose staffs regularly conduct research in its vast collections. As the American people’s library, the LOC maintains the registry of copyrights on all volumes published in the United States; opens its doors daily to all American adults and many high school students engaged in research; maintains and makes available to readers an unequalled collection of print and digital materials in more than 400 languages; provides essential resources to the executive and legislative branches of the federal government; and provides a venue in the nation’s capital for the conduct and presentation of scholarly research at the highest levels. It is a national institution with global influence.

The Library of Congress faces challenges in the 21st century that demand substantial organizational and technological expertise and a commitment to building universal digital collections for future generations of scholars and researchers. While the legacy collections make up the largest compendium of recorded knowledge in the world, virtual visitors greatly outnumber the library’s physical visitors. The call to make more collections electronically accessible will only increase. The librarian’s responsibilities must include balancing the imperatives and opportunities of digital innovation with an appreciation of the LOC’s central role in acquiring and preserving printed scholarship, including

scholarship treating the history of the book. The librarian of Congress need not possess specific expertise in that history, nor in the technology that has transformed contemporary libraries; however, effective leadership demands recognition of technological solutions to the library’s challenges, an ability and willingness to set priorities, and a consultative management style that allows those expert in technological innovation to serve the library well, engaging its challenges in a manner that maximizes their contributions and elicits their institutional commitment and loyalty.

*The librarian of Congress
represents American public
culture and scholarship globally,
and must be an effective
spokesperson for the value
of lifelong learning and
reading for all.*

The same qualities that apply to technological innovation apply to every aspect of LOC management. Fresh leadership at the top must be prepared to hire others equally committed to implementing change while exercising leadership in a collaborative style that respects long-time staff and encourages shared priorities. The librarian of Congress must recognize that innovative technology and sound management nurture scholarship and service but are not ends in themselves.

Effectively navigating the library’s complex relationship with Congress requires a librarian politically adept and of sufficient public stature to secure resources for the library and command respect for it among competing congressional—and national—priorities. The librarian represents American public culture and scholarship globally, and must be an

effective spokesperson for the value of lifelong learning and reading for all, as well as the importance of historical knowledge in the construction of public policy.

The Congressional Research Service (CRS) is central to the LOC’s mission. Members of Congress and their staff rely on the quality of CRS research, and the public relies upon its intelligence and nonpartisanship. The new librarian must address the tension between Congress’s concern with confidentiality and the public’s interest in transparency. Access to the library’s treasures—including such rich collections as the papers of Henry Kissinger, Alexander Haig, Elliott Richardson, and an impressive array of military leaders—are currently impeded by security reviews, which must be expedited. To balance dual priorities of protecting individual creators and making their works readily available to the public requires a librarian who understands the LOC’s role in administering the copyright law of the United States, which offers great protection to Americans’ creativity and freedom of expression only when its administration is efficient and responsive to changing forms of publication.

The Library of Congress is but a node, albeit a critical one, in the ecosystem of library resources. Now is the time to build connections that will allow researchers to navigate the entire ecosystem to find the resources they need to create new knowledge, recognizing that the multidisciplinary nature of LOC collections requires an expansive approach to their dissemination. The librarian must encourage and model the spirit of collaboration lying at the heart of LOC’s orientation to the borders that separate one federal agency from another as well as the international boundaries that all great cultural institutions transcend.

James Grossman is executive director of the American Historical Association. Alan Kraut is past president of the Organization of American Historians and professor of history at American University.

DEPARTMENT OF HISTORY

UMassAmherst

The Department of History at the University of Massachusetts Amherst congratulates our faculty on their recent publications, welcomes our new faculty, and recognizes our recent Ph.D. recipients.

Publications, 2013-2015

Barbara Krauthamer

Envisioning Emancipation: Black Americans and the End of Slavery
Temple University Press, 2013

Winner of the 2014 NAACP Image Award for Outstanding Work in Non-Fiction

Christian Appy

American Reckoning: The Vietnam War and Our National Identity
Viking, 2015

John Higginson

Collective Violence and the Agrarian Origins of South African Apartheid, 1900-1948
Cambridge University Press, 2014

Maria Miller

Rebecca Dickinson: Independence for a New England Woman
Westview Press, 2013

Maria Miller and Max Page

The Campus Guide: University of Massachusetts, Amherst
Princeton Architectural Press, 2013

Barbara Krauthamer

Black Slaves, Indian Masters: Slavery, Emancipation, and Citizenship in the Native American South
University of North Carolina Press, 2013

Jon Olsen

Tailoring Truth: Politicizing the Past and Negotiating Memory in East Germany, 1945-1990
Berghahn Books, 2015

Anna Taylor

Epic Lives and Monasticism in the Middle Ages, 800-1050
Cambridge University Press, 2013

Publications from our Emeriti Faculty

William M. Johnston

Zur Kulturgeschichte Österreichs und Ungarns 1890-1938: Auf der Suche nach verborgenen Gemeinsamkeiten
Böhlau Verlag, 2015

Robert Jones

Bread Upon the Waters: The St. Petersburg Grain Trade and the Russian Economy, 1700-1817
University of Pittsburgh Press, 2013

Bruce Laurie

*Rebels in Paradise:
Sketches of Northampton Abolitionists*
University of Massachusetts Press, 2015

Gerald McFarland

What the Owl Saw, Second in the Buenaventura Series
Sunstone Press, 2014

Jane Rausch

Colombia and World War I: The Experience of a Neutral Latin American Nation during the Great War and Its Aftermath, 1904-1921
Lexington Books, 2014

Leonard L. Richards

Who Freed the Slaves? The Fight over the Thirteenth Amendment
University of Chicago Press, 2015

Gerald McDermott and Ronald Story, co-editors

The Other Jonathan Edwards: Selected Writings on Society, Love, and Justice
University of Massachusetts Press, 2015

New Faculty

Jason Morales

Ph.D., University of California, Los Angeles
Greece, Rome: Late Antiquity

Jennifer Nye

J.D., Boston College Law School
Critical Legal Theory; Disability Law; Feminist Jurisprudence; LGBT Law

Emily Redman

Ph.D., University of California, Berkeley
History of Science; 20th C. U.S.

Samuel Redman

Ph.D., University of California, Berkeley
Public History; Oral History; 19th & 20th C. U.S.
Cultural and Intellectual History

Libby Sharrow

Ph.D., University of Minnesota
Public Policy; Gender, Sex, Sexuality; Political History

Garnett Washington

Ph.D., Purdue University
19th & 20th C. Japan; U.S.-Japan relations

Karin Young

Ph.D., State University of New York, Stony Brook
Modern Latin America; U.S.-Latin America Relations; Social Movements; Political Economy

Ph.D. Recipients, 2013-2015

Maria Abunnes: "The Making of Ras Beirut: A Landscape of Memory for Narratives of Exceptionalism, 1870-1905"

Thomas Army: "Engineering Victory: The Ingenuity, Proficiency, and Versatility of Union Citizen Soldiers in Determining the Outcome of the Civil War"

Andrew Dausch: "Discovering Brazil in Twentieth-Century France, 1930-1964: Franco-Brazil Cultural Politics in the Era of Decolonization"

Jeffrey Kovach: "Nantucket Women: Public Authority and Education in the Eighteenth Century Nantucket Quaker Women's Meeting and the Foundation for Female Activism"

Michelle Marino: "Sweating Femininity: Women Athletes, Masculine Culture, and American Inequality from 1890 to the Present"

Laura Miller: "All-American Vacationland: African American, Puerto Rican, and Italian Resorts in the Catskill Mountains, 1920-1980"

Seaneen Sculley: "We Began the Contest for Liberty @ Providence: Military Leadership in the Continental Army, 1775-1783"

Richard Taupier: "The Ordeal of the Early 17th Century: Statehood and Political Ideology"

Between Tolerance and Persecution

Cairo's Jewish Quarter Becomes the Setting of an Arabic TV Drama

Shatha Almutawa

Media in both the Middle East and the West were buzzing this past summer with discussions of the Egyptian TV series *Haret El Yahood* (*The Jewish Quarter*). Broadcast on several Middle Eastern stations both within and outside Egypt during the past Muslim holy month of Ramadan, this soap opera's opening episodes are set in 1948. The main character, Layla, who is Jewish, is engaged to a Muslim man, Ali, an officer of the Egyptian army.

Haret El Yahood opens with beautiful scenery, sets, and costumes; the background music is performed by the City of Prague Philharmonic Orchestra. Layla, a strong young woman who quotes Simone de Beauvoir in conversation, is a true Egyptian nationalist, but her family is divided. Her father believes that Israel's treatment of the Palestinians is unfair and does not waver in his Egyptian nationalist sentiments, even after his shop is burned down. His son, however, leaves for Israel to help establish a kibbutz. "It was Israel before there was such a thing as Arabs," he tells his parents, and then yells, "Read history!" The mother sympathizes with her son.

Written by Medhat El-Adl, the show takes viewers from synagogue to brothel, from military camp to the shops and streets of Cairo's Jewish Quarter, from Muslim Brotherhood training camps to a wealthy Jewish family's villa. In true soap opera form, jealousy often drives the plot as Ibtihal, a Muslim woman who is also in love with Ali, threatens Layla's happiness. Ibtihal's father blackmails the Jewish community, forcing them to pay him money in exchange for not hurting them.

The show made waves when it started airing in July, as media outlets reported on viewers' responses. The Israeli embassy in Egypt, for example, congratulated the filmmakers after staff at the embassy watched the first episode, but then announced that it was displeased with the development of



the plot. Newspapers in Egypt published op-eds, articles, and interviews with the actors, who made sure to remind viewers that not every Jewish individual agrees with Israel's actions toward Palestinians.

The status of the Jews in Egypt has been in flux at least since the Byzantine Empire ruled the territory. In the fourth century, the Theodosian Code, a compilation of Roman laws, confirmed the Jews as second-class subjects belonging to a disgraced creed, according to Jane Hathaway, professor of history at Ohio State University. "From that perspective, the Muslim conquest of Egypt in the seventh century was something of a relief," she said in a phone interview, "even though they became a different kind of second-class citizen by virtue of not being Muslim." Under the Fatimid caliphate (969–1171), the status of Jewish communities improved significantly. At least two Fatimid rulers appointed Jewish viziers. Scholars have considered the next periods in Egyptian history, the Ayyubid and Mamluk

periods (1171–1517), to be less positive for the Jews, although a more nuanced view of their status is slowly taking shape.

The understanding of the history of Jewish populations living under Muslim rule is becoming more complicated, Hathaway argues. Scholars are asking questions that were not exhaustively discussed before—for example, "What exactly does tolerance mean? What role did class differences play in the manner in which different groups of Jews were treated?" Hathaway cites Princeton professor emeritus Mark R. Cohen's discussions of scholarship on Jewish communities under Muslim rule during the premodern period: Traditionally, the status of Jews in the Middle East was compared to their status in medieval Europe, where Jewish history was seen as "an unending tale of woe," she says. "From that perspective, Jewish experience in the premodern Middle East was quite positive." Other scholars have made the argument that Muslim societies consistently persecuted Jewish communities among them. "The

growing awareness is that when you have these two poles, tolerance and persecution, neither of them is well-defined," Hathaway explains. "The presentation of the Jewish experience seems schizophrenic."

A better approach, she suggests, is to study Jewish communities as part of society as a whole. To do so, scholars would no longer see "Jewishness" as the only salient part of the community's identity; Jewish merchants, for example, might have had more in common with Muslim merchants than with nonmerchant Jews. Scholars also need to examine the difference in the Jewish experience in large metropolises, such as Cairo and Alexandria, compared with that in small towns.

In the Ottoman period, which Hathaway studies, the status of Jewish communities tended to fluctuate according to the larger society's overall economic situation. But the economic landscape of Egypt—within and outside of Jewish circles—was increasingly precarious in the 19th century. "What happens to minority populations in any society, including the US, when there's an economic downturn?" Hathaway asks rhetorically. "They become vulnerable because they are sometimes blamed for the crisis." Cairene Jews were no exception, she notes, adding that European visitors sometimes reported dire poverty among Cairo's Jewish population. "The synagogue in Fustat, today a southern neighborhood of Cairo (and historically the Coptic quarter), was home to the famous Cairo Geniza, a trove of documents offering evidence of Jewish community life throughout much of Egypt's Islamic period. By the 19th century, this neighborhood, where the great Jewish philosopher Maimonides had once lived, was little better than a slum."

Fast-forward to the 1950s, when the Jewish communities in Egypt were still mostly poor and lower middle class, with some exceptions. "There was a very small portion of the Jewish community that was extremely wealthy and that dominated in the financial sector," Joel Beinin, a Middle East history professor at Stanford, said in a phone interview. But the wealthy class would not have lived in Cairo's Jewish Quarter, and the upper middle class would have moved out of the neighborhood by the late 1940s. "If this had been set in the Abbasiyya neighborhood, the social interactions in the show would

be more appropriate. Muslims, Christians, and Jews lived there together, and there were few social frictions," Beinin says. "Another place that this would have happened was up the class ladder, in the Zamalek district. That's where the elite classes would have moved to."

As to why the series did not stick to the facts in the matter of economic status, Beinin speculates, "The series is trying to present what is probably the most sympathetic portrayal of Jews in the mass media since the 1950s. It's portraying a middle-class milieu that's the typical milieu of Egyptian film and TV series. It's unusual for TV serials to focus on really poor people. So this is part of the canonical convention of representation above and beyond anything having to do with Jews.

"The Jewish community was highly integrated. There was no systematic discrimination against Jews," Beinin continues. "There were lots of intermarriages, and the higher up you went, the more common it was. Not in Haret El Yahood,

the Jewish Quarter, because they were poor and more traditional. They wouldn't have been in situations where they would meet Muslims who were open to these kinds of relationships. Their Muslim neighbors were similarly traditional. But it was more common among the business classes and the elite."

Sympathetic portrayals of Jews in Egyptian entertainment have been increasing over time, Beinin says. "Before 2011, there were a fair number of younger Egyptians, those under forty-five, who had begun to ask questions about the version of their history that they had been taught, in high school in particular, which is ridiculous. They come into contact with Jewish people, they travel, they see that the stuff they had been taught doesn't work." Beinin remembers teaching at the American University in Cairo, where he taught a course on Zionism and modern Judaism. In that course, he emphasized the same point the series makes: Not every Jew should be implicated in Israel's human rights violations.



CALL FOR SUBMISSIONS: KOENIG BOOK PRIZE FOR CATHOLIC BIOGRAPHY

The American Catholic Historical Association is pleased to announce that beginning in January it will accept submissions for the 2016 Koenig Book Prize for Catholic Biography.

Monographs published in either calendar year 2014 or 2015 qualify for consideration.

For more details, visit achahistory.org/awards

AHA Council Approves Guidelines for Evaluation of Digital Projects

Seth Denbo

At its June meeting, the AHA Council approved the *Guidelines for the Professional Evaluation of Digital Scholarship by Historians*. The approval of the guidelines was the culmination of the work of the ad hoc committee appointed in early 2014 by then-president Ken Pomeranz. The committee was charged with developing a set of guidelines that departments could use to evaluate the work of scholars using digital media for research, publication, and teaching.

With greater numbers of historians making contributions to scholarship through digital means, the discipline must grow to encompass the variety of formats and media available in the rapidly evolving digital environment. We can only do so by giving proper credit for work on digital projects that contribute to historical knowledge.

“Work done by historians using digital methodologies or media for research, pedagogy, or communication should be evaluated on its scholarly merit and the contribution it makes to the discipline through research, teaching, or service.”

The guidelines make a strong statement that departments must evaluate such work on its scholarly merits: “Work done by historians using digital methodologies or media for research, pedagogy, or communication should be evaluated for hiring, promotion, and tenure on its scholarly merit and the contribution that work makes to the discipline through research, teaching, or service.” While the medium of scholarly communication is important, when there are good reasons for presenting historical



Credit: Margaret Sarah Carpenter, (Augusta) Ada King, Countess of Lovelace, 1836. British Government Art Collection.

Mathematician Ada, Countess of Lovelace gets credit for pioneering computer programming with her work on the Babbage Analytical Engine.

scholarship in new formats or media, scholars should be encouraged to do so.

The committee concluded that the best way to support this effort is to focus on the con-

tribution scholars and their work make to the “documented and disciplined conversation about matters of enduring consequence.” Professional decisions (hiring, tenure, promotion)

are made on the basis of a promise or demonstration of a scholar's ability to further historical knowledge in his or her field. This contribution is evaluated in different ways that depend upon the institutional context; what will "count" varies according to the type of organization and the priorities of the department. In order for the guidelines to be as broadly applicable as possible, they encourage departments to define the contributions for their own circumstances.

The AHA developed these guidelines through an open, iterative process, sharing drafts with groups of department chairs and the entire community of historians at several stages in the process. This approach led to such improvements as the addition of a recommendation to departments that they look at work on grant proposals as a form of peer review when reviewing projects and contributors.

By producing and ratifying this document, the AHA aims to help departments and scholars negotiate the complex process of evaluating scholarly contributions. The guidelines themselves define a social contract between the individual and the department, with the AHA committed to providing support for this process in a number of ways. Both the scholar producing digital work and the department looking to hire or promote that scholar have responsibilities. Departments face problems in a number of areas, including appraising collaborative work, specifying what will count toward promotion and tenure, and the possibility

of a lack of expertise within the department. Individual scholars, for their part, need to be as explicit as possible about the advantages of utilizing digital methodologies.

Following the recommendation of the committee, the AHA is supporting this process by establishing a digital history working group that will be available to advise departments considering these issues, help them define their own guidelines, and recommend external reviewers. The AHA will also develop materials to provide further guidance for departments, such as, according to the guidelines, a "curated gallery of ongoing digital scholarship so that historians can learn directly from one another as they conceive, build, and interpret new forms of scholarship."

Digital History Working Group

David Bell, cochair, ex officio (Princeton Univ.)

Jeff McClurken, cochair (Univ. of Mary Washington)

Kalani Craig (Indiana Univ.)

Paula Findlen (Stanford Univ.)

Walter Hawthorne (Michigan State Univ.)

Jason Kelly (Indiana Univ.–Purdue Univ. Indianapolis)

Andrew H. Lee (New York Univ.)

Michelle Moravec (Rosemont Coll.)

Stephen Robertson (George Mason Univ.)

Just as methodological turns in the past few decades enriched our discipline and gave us new analytical tools for understanding how human society has changed, digital methods can illuminate new facets of history and enhance the impact of our work. Ultimately, as the guidelines state, "the goal of the Association and of the committee is to align our best traditions with our best opportunities." These guidelines and the digital history working group are an important step toward fostering that alignment in our discipline.

The guidelines can be found on the AHA's website at historians.org/dh-eval.

Seth Denbo is director of scholarly communication and digital initiatives at the AHA. He Tweets @seth_denbo.

The AHA Joins Scholars at Risk as an Affiliated Member

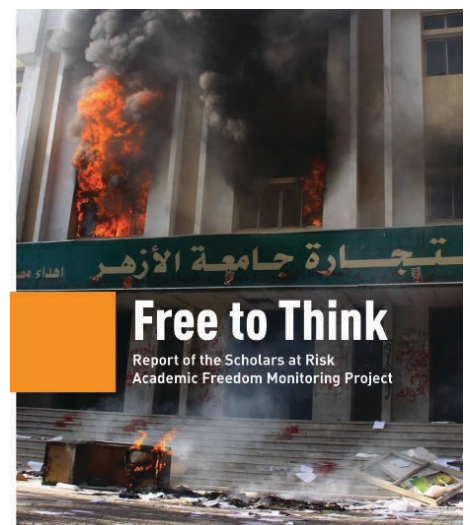
In September 2014, in Mexico, 43 students were kidnapped from a teachers' college. That same fall, two Japanese universities received threats that if they didn't fire two professors, university buildings would be destroyed. And this past April, gunmen killed 147 people at a university in Kenya. These events only punctuate expulsions, firings, and travel bans in other parts of the world.

The American Historical Association has joined the Scholars at Risk Network (SAR) as an affiliated member. SAR works to protect academics whose safety is threatened, arranging for them to work as visiting scholars or professors at host institutions in safe

locations. The organization also helps shield academic freedom by producing reports and sharing them with policy makers; in June 2015, it issued "Free to Think: Report of the Scholars at Risk Academic Freedom Monitoring Project."

In the report, SAR calls on the international community, states, the higher education sector, civil society, and the public at large to publicly recognize the problem of attacks on higher education, review national laws and policies, provide security, call for investigations, and develop practices that promote respect for academic freedom.

More information on SAR's work is available at scholarsatrisk.nyu.edu.



After “Happiness”

Understanding the Textual and Interpretive History of the Declaration of Independence

Stephanie Kingsley

Is it a comma or a period? This was the central question on June 23, when historians, archivists, and history enthusiasts gathered at the National Archives for “Punctuating Happiness,” a 16-scholar symposium on one of the most iconic documents in US history—the Declaration of Independence—and its renowned phrase: “life, liberty, and the pursuit of happiness.” It may seem that whether the punctuation mark following the last word is a period or a comma is but a small point of uncertainty, but in fact it has inspired further inquiry into the circulation of the text in print culture, the work’s interpretation from the time of its composition to today, and the document’s gradual deterioration, to name a few. The gathering’s takeaway, however, was that the Declaration is not merely one text with one meaning, but many texts supporting a multitude of interpretations.

Multiple Texts

An inherent curiosity about authorial intent stimulated the punctuation question. In establishing critical editions of a literary or historical text, determining the author’s final intention often guides an editor’s hand in choosing one reading over another when there are multiple versions of the text (and very few works exist in one form only). Danielle Allen (Institute for Advanced Study), whose article “Punctuating Happiness” inspired this conference, argues that in the case of the Declaration of Independence, the placement of a comma versus a period drastically changes the way that pivotal sentence reads. (See right for a transcription of the passage in question.)

From its earliest printings, the Declaration circulated using *both* marks, and the manuscript in Jefferson’s hand is inconclusive. Allen argues that with a period, the sentence emphasizes the unalienable rights of men. With a comma, however, the entire statement becomes

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness[?]—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

a syllogism emphasizing the colonies’ intention to declare independence: Men are entitled to certain rights, and governments are created to secure those rights; therefore, when a government fails in that task, men are entitled to rebel. Where, then, did the Founding Fathers’ focus lie—on unalienable rights, or the colonies’ intention to leave Great Britain?

Speakers discussed techniques for approaching this question, but without resolving it. Collector Seth Kaller looked at how the punctuation appeared in 18th-century reproductions; James McClure, editor of the Papers of Thomas Jefferson, demonstrated methods for comparing the ambiguous punctuation mark

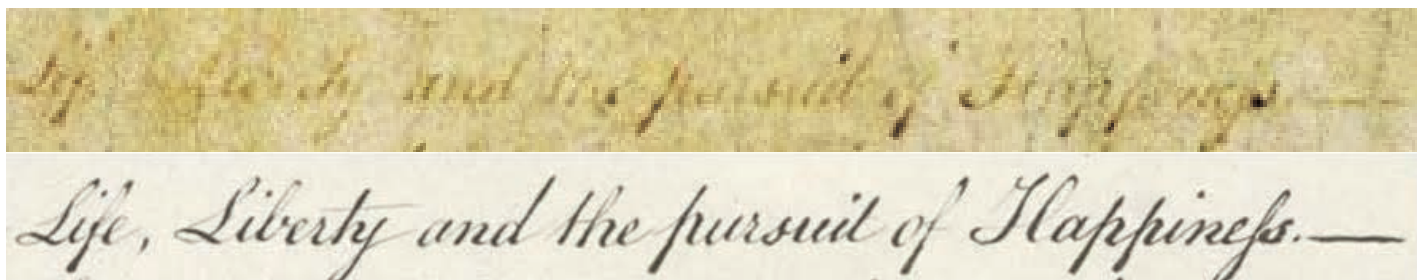
to clearer ones in the manuscript; and historian Richard Wendorf (American Museum in Britain) discussed stylistic conventions that could have had an impact on punctuation in printing. Several scholars anticipated how hyperspectral imaging—detailed by Fenella France of the Library of Congress—might reveal more concrete truths.

“Punctuating Happiness” clarified that *uncertainty* makes the history of the Declaration more interesting. Allen emphasized the Declaration’s “diverse textual tradition,” concluding that “there isn’t one text of the Declaration of Independence.” Kaller reflected, “The best copy of the Declaration of Independence is the copy that any family has” and “knowing how different people read it is all part of the great importance of this document.”

“Unalienable Rights” for All Men: Jefferson’s First Draft

This openness to interpretation is particularly valuable when it comes to the problem of slavery, visible through the multiple stages of the Declaration’s authorship. Comparing Jefferson’s first draft to the copy the Continental Congress approved, historian Holly Brewer (Univ. of Maryland) demonstrated how the original draft sought to obliterate slavery in the new nation.

As Brewer revealed, Jefferson condemned the “execrable commerce,” accused King George III of hampering colonists’ attempts to restrict it, and granted “Africans” the same “unalienable rights” as white men. South Carolina delegate Edward Rutledge, however, vehemently opposed these passages, and because the Congress wanted the Declaration to be unanimous, it struck them out. (Eleven years later, South Carolina and Georgia would also oppose statements abolishing slavery in the Constitution.) Brewer noted that historians have seen the Continental Congress’s revision as inevitable given colonial dependence on slavery. She



Credit: National Archives and Records Administration (2)

Top: “Life, Liberty and the pursuit of Happiness” in the original Declaration. The parchment has faded, making it difficult to determine what the punctuation mark after “Happiness” is. Bottom: The 1823 William J. Stone engraving, in which the mark is a period. Eighteenth-century printed versions circulated the text in both forms, while Jefferson’s rough draft (held today in the Library of Congress) featured a semicolon.

argued, however, that contemporary discourse was more complex—many colonists did, in fact, try to limit the slave trade, but the monarchy insisted upon maintaining the institution in the colonies, as it had for over a century. The Continental Congress agreed to overthrow the monarchy without also abandoning the system of slavery, “which was its fruit,” Brewer argued. She concluded, “On some fundamental level, conceding on slavery in 1776 and during the Constitutional Convention built a contradiction into America’s political soul.”

The Declaration, Reinterpreted and Transformed

The statement on unalienable rights became ambiguous once these passages were deleted. Subsequent speakers demonstrated that while the document began as an “ordinance of secession,” as historian Woody Holton (Univ. of South Carolina) put it, subsequent American discourse turned it into a “charter of freedom” that would be fervently embraced by abolitionists. Historian Erik Slauter (Univ. of Chicago) showed that almost immediately after the Declaration’s creation, abolitionists singled out the words “all men are created equal” and “life, liberty, and the pursuit of happiness”—followed by a period to emphasize human rights—as evidence of the new nation’s hypocrisy. By the Civil War, Americans came to see it as “a radical claim to human rights” that the Founding Fathers would not have anticipated.

The conversation on slavery and its treatment in the Declaration proved especially meaningful, falling only six days after the June 17 Charleston shooting. This tragedy followed hard on the heels of the Baltimore protests in April that had sparked renewed attention to police violence against African Americans. In this light, discussion of this

contradiction in the Declaration of Independence was especially timely.

How do we move forward with this knowledge, and how can we convey it to others to help them better understand the Declaration’s place in American history? One way would be to reconsider how we present the Declaration in editions of the text. Should we use a period or a comma after “happiness”? Should we somehow include Jefferson’s original passages on slavery? How best can we present the Declaration as not only a “national creed,” as Martin Luther King Jr. called it, but also a marker of where the new nation first failed to live up to that creed? Roger Beckett (Ashbrook Center) argued, “You cannot understand America without understanding the

Declaration of Independence,” and attendees left the archives with an increased appreciation of how much this document, when its full complexity is understood, contributes to reckoning with the history and current character of the United States.

The National Archives live-streamed “Punctuating Happiness”; the conference, which also included panels on teaching the Declaration and preservation methods at the archives, can be viewed in its entirety at <https://www.youtube.com/watch?v=g6sZkGXyEuM>.

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

MELLON SCHOLARS
at the Library Company of Philadelphia
PROGRAM IN AFRICAN
AMERICAN HISTORY

These competitive programs, supported by the Andrew W. Mellon Foundation, are designed to increase the participation of scholars from underrepresented backgrounds and others in the field of African American history prior to 1900.

Mellon Scholars Research Fellowships for 2016-2017:

- Post-doctoral fellowship, with a stipend of \$50,000 for the academic year, or \$25,000 for one semester. Applicants must hold a Ph.D. by September 1, 2016; application deadline November 1, 2015.
- Dissertation fellowship, with a stipend of \$25,000 for the academic year, or \$12,500 for one semester. Applicants must be in the later stages of research or writing; application deadline March 1, 2016.
- Short-term fellowships, for doctoral candidates and senior scholars, with a stipend of \$2,500 for one month of research between June 1, 2016 and May 31, 2017; application deadline March 1, 2016.

The **Mellon Scholars Internship Program** (June 6 through June 30, 2016). Interns will be rising seniors or recent college graduates and will receive a \$1,500 stipend and an allowance for room, board, and travel to and from Philadelphia. Application deadline: March 1, 2016.

The **Mellon Scholars Workshop** (June 13 through June 17, 2016) is a one-week professional development program for students in their first year of study in an MA program. Participants will receive a small stipend to cover the cost of travel, room, and board. Application deadline: March 1, 2016.

Visit <http://www.librarycompany.org/paah/fellowships.htm> for application guidelines. For questions, contact Dr. Erica Armstrong Dunbar, Program Director, at era@udel.edu.

Advocacy Briefs

This summer the American Historical Association continued advocacy work around issues that affect higher education and the study of history. The AHA signed letters regarding the following four issues.

Undocumented Students in Georgia Higher Education

In June 2015, the Board of Regents of the University System of Georgia instituted a new policy making it unlawful for undocumented students to enroll in any of the top five public universities in Georgia. Vicki L. Ruiz, president of the AHA, wrote a letter to the members of the Board of Regents arguing that the new policy creates a form of segregation that would put approximately 19,000 students at a disadvantage.

Read her letter at <http://blog.historians.org/2015/06/aha-opposes-georgia-policy-deny-higher-ed-access-undocumented-students/>.

State Historical Society of Iowa Funding Cuts

Also in June, Iowa governor Terry Branstad proposed cuts to the funding of the research collections of the State Historical Society of Iowa, which holds the state's archives. This is not the first time such funding cuts have been made to this institution. Vicki Ruiz wrote a letter to Governor Branstad expressing the AHA's concern.

The full letter is available at historians.org/ia-history.

Tenure and Academic Freedom in Wisconsin

The AHA protested Governor Scott Walker's proposal to change Wisconsin state law, which currently protects tenure for professors teaching in the state's public universities. With 21 other organizations, the AHA signed a letter that stated that the proposed legislation threatens "to undermine several longstanding features of the state's current higher education system: shared governance, tenure, and academic freedom." The letter argued that academic freedom is "the foundation of intellectual discovery."

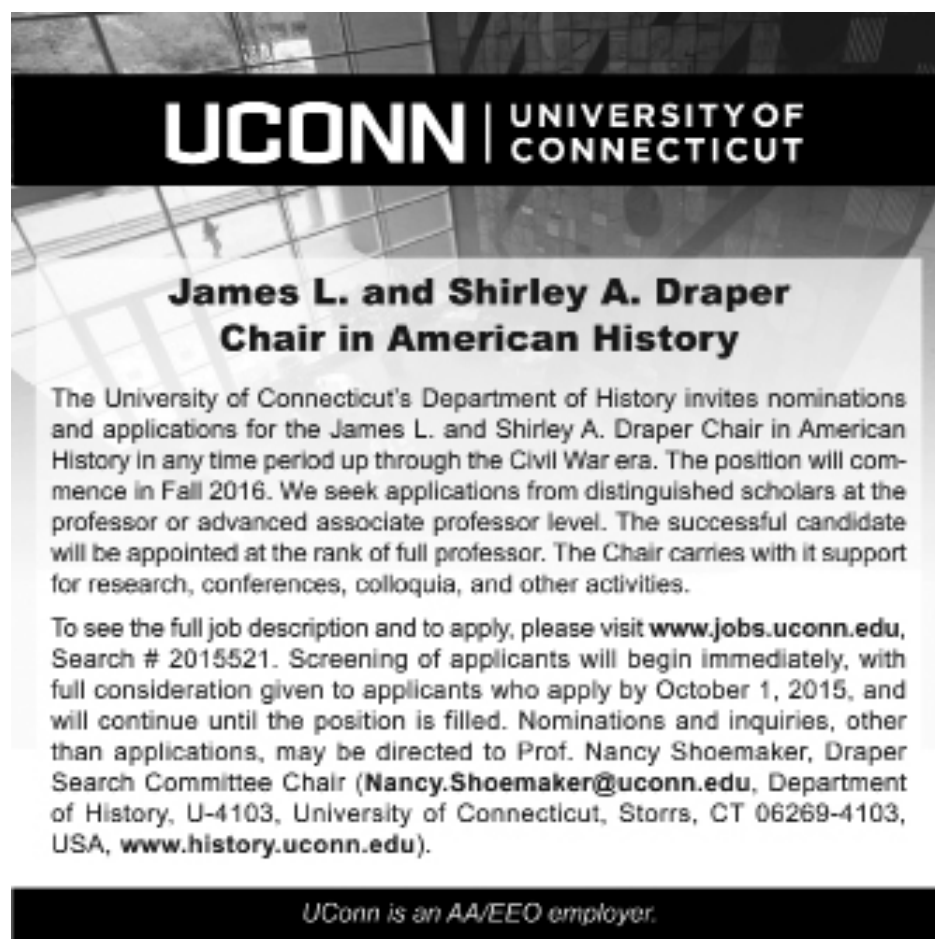
To read the full letter, visit historians.org/Documents/WI-Academic%20Freedom%20June%202015.pdf.

Possible Closure of the Illinois State Museum

AHA executive director James Grossman wrote a letter of concern to Bruce Rauner, governor of Illinois, expressing concern about the possible closing of the 138-year-old Illinois State Museum in September. Governor Rauner proposed \$820 million in cuts to the 2016 fiscal year budget. The Illinois State Museum is one of five museums that are in danger. In June, the museums began returning borrowed artworks to their owners.

To read the full letter, go to historians.org/il-museum.

The AHA needs your help to continue these efforts. Please join, renew, or donate today at historians.org.



UConn | UNIVERSITY OF CONNECTICUT

**James L. and Shirley A. Draper
Chair in American History**

The University of Connecticut's Department of History invites nominations and applications for the James L. and Shirley A. Draper Chair in American History in any time period up through the Civil War era. The position will commence in Fall 2016. We seek applications from distinguished scholars at the professor or advanced associate professor level. The successful candidate will be appointed at the rank of full professor. The Chair carries with it support for research, conferences, colloquia, and other activities.

To see the full job description and to apply, please visit www.jobs.uconn.edu, Search # 2015521. Screening of applicants will begin immediately, with full consideration given to applicants who apply by October 1, 2015, and will continue until the position is filled. Nominations and inquiries, other than applications, may be directed to Prof. Nancy Shoemaker, Draper Search Committee Chair (Nancy.Shoemaker@uconn.edu, Department of History, U-4103, University of Connecticut, Storrs, CT 06269-4103, USA, www.history.uconn.edu).

UConn is an AA/EEO employer.

Roman Vows to the God Mercury, Preserved in Silver

The Berthouville Treasure on Exhibit in the United States

Shatha Almutawa

In antiquity, Roman generals gathered up objects made from precious metals and melted them down to pay their troops. Since most silver artifacts from antiquity met such a fate, the objects found in 1830 by a farmer plowing a field in the village of Berthouville, France, are considered a major treasure. The objects recently underwent extensive conservation at the Getty Villa, where conservators Susan Lansing Maish and

Eduardo Sanchez spent many hours examining the pieces through a microscope and treating them using a variety of methods, including cleaning, steaming, fumigating, and soaking in mild solvents. In the cleaning process, Maish uncovered details, gilding, and hidden inscriptions. After the conservation work was completed, the Berthouville Treasure was on exhibit at the Getty Villa and will be traveling around the United States through 2017.

When the Getty's senior photographer Tahnee Cracchiola saw the cup with centaurs dedicated to the god Mercury, it brought tears to her eyes. The well-to-do Roman Quintus Dominitius Tutus dedicated nine vessels, including several cups, two pitchers, and a beaker weighing a total of 8,722 grams to the god. "Mercury was much more important in Gaul than in Rome. He fulfilled the role of messenger to the gods, but he was also the god of agriculture, craft, money, commerce," Kenneth Lapatin, curator of the exhibit *Ancient Luxury and the Roman Silver Treasure from Berthouville*, said in a phone interview. "Caesar commented that Mercury was especially venerated by the Gauls. That's why there's this shrine and other shrines to him. Of course, it's much nicer to give the god a ritual vessel with his image on it than a bag of coins or a lump of gold or silver. The major dedicators, who offered pounds and pounds of precious metal, were relatively quite wealthy. People who might have dedicated a small cup had some surplus income, but they were not super rich."

Before taking silver items to the temple, it's possible that Quintus had placed some of them in his dining room to serve as conversation starters at his banquets. "In the case of the Trojan War pitchers, they feature interlocking narratives," Lapatin said. When guests gathered around the dinner table, the host would share the scenes on the pitchers with them, and a discussion of what they depicted would ensue. Guests might raise such questions as "What does it mean to be a hero?" and "What is virtue?" "We know from literature that possessing such vessels, understanding the myths, and being able to discuss them were highly prized cultural skills," Lapatin said.

"These pitchers have complex scenes," he emphasized. For example, one pitcher depicts "Achilles dragging the body of Hector on one side, and Achilles with his foot pierced by an arrow on the other.



Credit: Bibliothèque nationale de France, Département des monnaies, médailles et antiques, Paris

Pitcher with scenes from the Trojan War



Credit: Bibliothèque nationale de France, Département des monnaies, médailles et antiques, Paris

Cup with centaurs

Contrast those images with those of Achilles mourning Patroclus, and Priam ransom-ing the body of Hector and Achilles on the other pitcher. The ancients loved these jux-tapositions. The two sides of each pitcher are talking to each other, and the two pitchers are talking crosswise to each other. Odysseus, depicted on the neck of each, is not the great war hero, but the crafty, shifty hero, and he's involved in scenes of betrayal and sacrilege." The images depicted on the pitchers form a "meditation on what it is to be a hero, how you should keep your promises, how you make peace with your enemies. These ideas are encapsulated and epitomized" in the scenes on the pitchers.

Although Quintus dedicated several beau-tiful pieces of silver to Mercury, he was not necessarily an especially religious man. "Ancient religion was more transactional than modern religion," Lapatin continued. "Gifts were given to the gods in hopes of future return, or you made a promise and you're paying the god back. The more you dedicate, the greater your chances of success."

Other men and women, freeborn and freed slaves alike, dedicated silver items at

the same shrine in rural Normandy. "To have a silver cup or bowl, you didn't have to be rich. You had to be well-to-do," Lapatin said. "It's difficult to translate that into modern terms of rich, middle class, or poor. But if you were poor you didn't have silver to dedicate."

Some of the silver items dedicated to Mercury were commissioned especially for the purpose of being dedicated in the temple, and others were bought for that purpose. Like Quintus, some of the people who dedicated silver items might have used them before giving them as offerings to Mercury. Some were not intended as offerings to the god but were later dedicated to Mercury, such as a cup that a father sent to his faraway child inscribed with the words "Hello, son."

In fact, many items bear inscribed dedi-cations. One beaker reads "MERC AVG Q. DOMITIVS TVTVS V.S.L.M." (To Augustan Mercury, Quintus Dominitius Tutus dedicated this willingly in fulfillment of his vow as is deserved.)

Lapatin points out that while the objects, dedicated by different individuals, are of varying quality, the craftsmanship of

several is masterful, ranking among the best Roman silver to survive to this day. "The techniques aren't a mystery, but we can't make these today. We don't have the market. We haven't been trained since we were five years old."

"The Berthouville Treasure has been known since 1830 and was fully published in 1916, but it has been sitting in a small museum for almost 180 years, and people lost track of it," according to Lapatin. "We know from ancient literature and Roman frescoes how important silver was in so many aspects of social and religious and economic life. This collection is a great opportunity to show people how stunning the craftsmanship is and aspects of its ancient and modern history."

The Berthouville Treasure will be on display in San Francisco's Legion of Honor from September 19, 2015, to January 10, 2016, after which it will travel to Kansas City, Houston, and Atlanta.

Read our interview with Susan Lansing Maish on AHA Today at bit.ly/1JqhvRV.

Meet the AHA's New Staff Members

Kevin Hess

Allison Miller became the new editor of *Perspectives on History* in June. She is responsible for assigning and editing articles published in the print edition of the magazine. After attending Sarah Lawrence College in Bronxville, New York, for her undergraduate studies, Allison enjoyed a successful eight-year career in publishing, holding staff positions at *Lingua Franca*, *Paper*, and *Cosmo Girl*. She entered graduate school in history in 2005, earning her PhD from Rutgers University–New Brunswick. After graduating, she held a Mellon postdoctoral teaching fellowship in US women's and gender history at the University of Southern California. Her article "Am I Normal? American Vernacular Psychology and the Tomboy Body, 1900–1940," was published in the scholarly journal *Representations* (spring 2013).

Allison currently lives in Washington, DC, and is fascinated by the history, beauty, and cultural energy of the District. A self-described "serial collector," she has recently focused on expanding her collection of vintage wall maps, depicting, for example, colonial Africa circa 1914, the Holy Roman Empire, and Soviet Central Asia. Allison also enjoys the fine arts, recently taking in Darren Waterston's installation *Filthy Lucre*, a "remix" of James McNeill Whistler's 1876 Peacock Room, both of which are currently on display at the Smithsonian.

Sadie Bergen is the AHA's new editorial assistant. She graduated with honors from the University of Chicago in June 2015 with a BA in history. During her final year at the U of C, she composed a senior thesis analyzing the involvement of women's clubs in



Sadie Bergen



Betsy Orgodol

the early birth-control movement. As an undergraduate, Sadie also worked as a student assistant for the University of Chicago Press, a book review editor for the humanities journal *Critical Inquiry*, and an interviewer for the university's admissions office.

Outside of the office, she enjoys reading, traveling, baking, and preparing vegetarian meals from new recipes that she comes across.

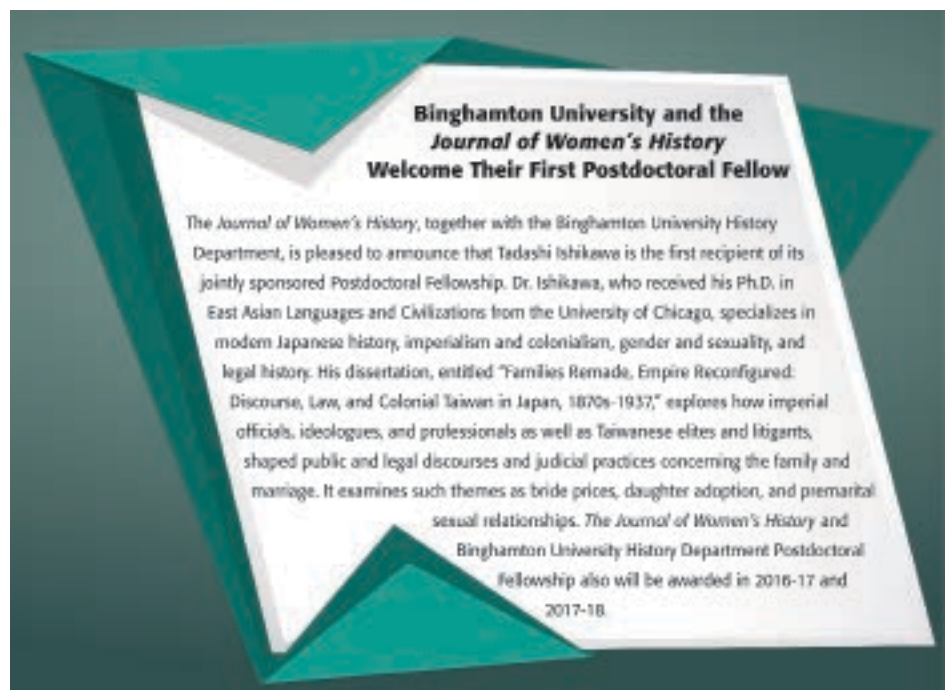
In May, Betsy Orgodol joined the AHA as staff accountant, handling the day-to-day financial operations of the association. Betsy received her BS in international economics from the Institute of International Economics in 2004 and her MS in public administration from Strayer University in 2008. Before joining the AHA's staff, Betsy worked as a bookkeeper for a Washington-based architecture firm, as well as a project manager for the International Committee of the Red Cross, for which she traveled to countries like Ukraine, Thailand, Singapore, and Russia.

In her free time, Betsy is an avid and devoted marathon runner; she has completed two separate 10K Marine Corps races. She currently lives in Arlington, Virginia, with her husband and young son.

Kevin Hess was an intern with the American Historical Association for the summer of 2015. He is a junior at the University of Wisconsin–Madison, pursuing a bachelor's in history as well as a certificate in German.



Allison Miller



2015 Jameson and NASA Fellowships Awarded

Elizabeth Elliott

The American Historical Association is pleased to announce the recipients of the J. Franklin Jameson Fellowship in American History and the Fellowship in Aerospace History.

The Jameson Fellowship is sponsored jointly by the Library of Congress and the AHA to support research by historians at an early stage in their careers. The 2015–16 fellowship has been awarded to Wendy H. Wong, who received her PhD from Temple University in 2014.

Wong is developing a book manuscript tentatively titled *Diplomatic Subtleties and Frank Overtures: Print Publicity, Neutrality, and the Politics of Slavery in the Early American Republic, 1793–1801*. The manuscript offers a new perspective on early American diplomacy. Wong's study challenges the notion that neutrality was simply a self-evident policy for a young, vulnerable nation. Instead, Wong shows how the neutrality crisis, as viewed through the lens of 1790s print culture, illuminates the role of public opinion in nation building as well as the fundamental interconnectivity of domestic and foreign politics.

During her three-month fellowship, Wong plans to examine papers of French and American diplomats who commented on the role of public opinion in republican government. She will also consult the library's sizable southern newspaper holdings to complement her prior study of northern print sources. Wong aims to incorporate more discussion on the relationships between "print publicity," neutrality, and the politics of slavery, as early American slaveholders increasingly demanded that their interests be recognized in foreign policy.

The Fellowship in Aerospace History, supported by the National Aeronautics and Space Administration (NASA) and administered by the AHA, funds advanced research projects in aerospace history. The 2015–16 fellowship has been awarded to Colleen Anderson, a PhD candidate at Harvard University.

Anderson's dissertation, "East Germany, West Germany, and the Cold War Cosmos,"



Wendy H. Wong, recipient of the 2015 J. Franklin Jameson Fellowship in American History

is a social and technological history of space exploration in the understudied context of a divided German society. Anderson uses a broad range of German-language archival sources to show the ways in which East and West Germans were actively engaged in the space race. Her research examines not only German reactions to the American and Soviet space programs, but also how space exploration was conceived of in the "imagination" of science fiction and fan clubs.

To help complete her project, Anderson will consult NASA records at the National Archives

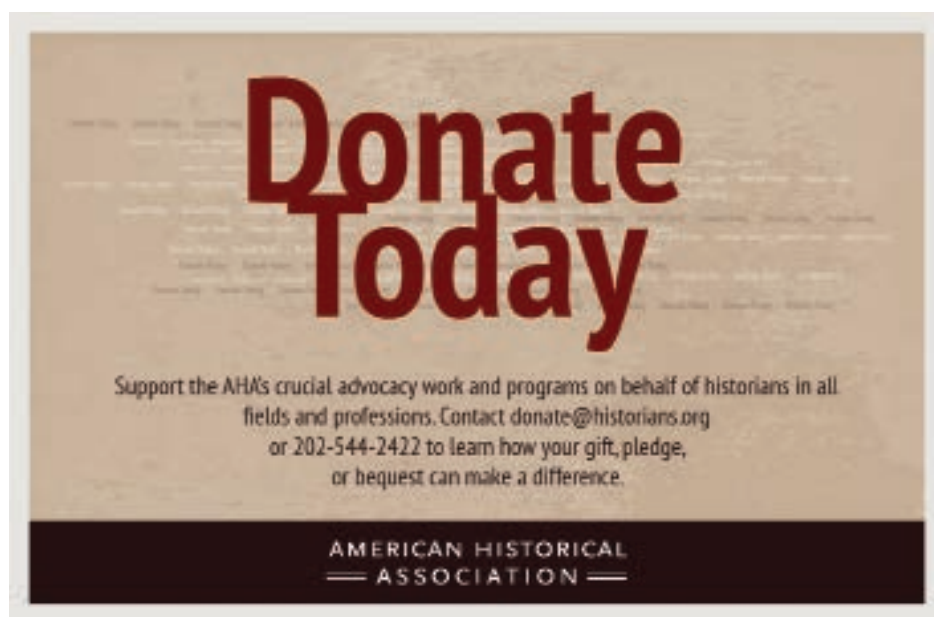


Colleen Anderson, winner of the 2015 Fellowship in Aerospace History

to document collaboration between NASA and West German space exploration groups. She will also search for information concerning the roles of German scientists on specific NASA missions. Anderson hopes that her research will "add a new dimension to the history of the space race" by showing that Americans and Soviets were not the only people captivated by the domain of outer space.

Congratulations to the recipients.

Elizabeth Elliott is program assistant at the AHA.



SHOULD THE AHA BE A SCHOLARLY SOCIETY OR A VEHICLE FOR BDS ACTIVISM?

**For historians, accurate research and analysis are essential. Context matters.
And access to education is a right that must be defended universally, not selectively.**

No issue is more contentious than Middle East politics. For decades, the complex issues surrounding the Israeli-Palestinian conflict have divided thoughtful people of goodwill and resisted countless efforts at peacemaking.

But now a small group of political activists seeks to use the AHA to advance a one-sided Middle East agenda. For the January AHA annual meeting in Atlanta they are devising a resolution, "Protecting the Right to Education in Israel and the Occupied Palestinian Territories." Their campaign is part of the BDS movement: an effort to isolate Israel, alone among nations, through boycotts, divestments, and sanctions. The new proposal rests on factual inaccuracies, assigns blame only to Israel, and neglects other academic freedom violations around the globe. Careful historians should reject it and refuse to use the AHA to arbitrate thorny geopolitical issues.

MISSING INFORMATION. The current resolution leaves out vital context about recent Mideast events. Regarding access to Gaza, for example, it fails to note the role of Egypt, which controls its own border, limiting the exit of Palestinians and the entry of aid. The resolution also omits that in the West Bank there are legally accepted procedures and regulations on the entry of foreign citizens, which are part of the Interim Accords signed by Israel and the Palestinian Authority. Foreign academics are free to enter the West Bank with a visa or permit—a standard procedure the world over. Visas are refused only where exceptional security concerns exist; more than 90% of academic applications are approved. Israeli refusals to allow border entry are also subject to appeal through judicial review. The tendentious framing of the resolution renders it unfit for adoption by a scholarly society.

TROUBLING IMBALANCE. The resolution condemns Israel for harming educational institutions in Gaza in 2014. It doesn't mention that Hamas fired 4000 rockets aimed at Israeli civilian populations, violating multiple ceasefire agreements. Or that Hamas used educational institutions for firing and storing weapons, for which the United Nations condemned it. Individuals will differ on whether Israel was right to try to remove Hamas's rocket stockpiles militarily, but its actions cannot be understood out of context. Both sides have contributed to long-running regional hostilities and have, over many years, limited educational opportunities for Palestinians as well as Israelis. It is misleading to highlight only one party's recent actions.

THE RIGHT TO EDUCATION IS FOR EVERYONE. Monthly, countries around the world restrict academic freedom in ways at least as egregious as what the resolution alleges against Israel. China denies visas to scholars whose work it dislikes. The Syrian regime bombed the University of Aleppo. Venezuelan police detained and abused hundreds of students there. Hamas bars students from studying abroad. The list goes on. A resolution truly concerned with academic freedom would cite not Israel alone but these broader global problems. Yet the AHA has neither the resources nor the ability to adjudicate global academic freedom issues.

KEEPING THE AHA FREE OF DEBILITATING DIVISION. Many fine organizations already exist for people to engage with Middle East politics. The AHA will only be hurt by plunging headlong into these divisive issues. In addition, its members, as historians, are professionally bound to the careful review of evidence and the consideration of multiple viewpoints.

Historians who value accuracy and context over polemic, who want to keep the AHA free of divisive politics, and who object to turning it into a one-party vehicle in complex geopolitical conflicts, should oppose this resolution.

This ad was placed by the Alliance for Academic Freedom, which is devoted to promoting academic freedom and mutual understanding about the Israel-Palestine conflict in academia, and to supporting the aspirations of both the Israeli and Palestinian peoples. <http://thirdnarrative.org/uncategorized/alliance-for-academic-freedom/>.

PROTECTING THE RIGHT TO EDUCATION IN THE OCCUPIED PALESTINIAN TERRITORIES¹

WHEREAS, members of the historical profession support the Right to Education, including the universal access to higher education enshrined in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights; and

WHEREAS, members of the historical profession are dedicated to the documentation of human experience through the collection and preservation of historical information;

WHEREAS, the Right to Education can be exercised only when students and faculty alike have the freedom of movement to teach and study at institutions of their choice; and

WHEREAS, Israel's restrictions on the movement of faculty, staff and visitors in the West Bank impede the regular functioning of instruction and university activities at Palestinian institutions of higher learning²; and

WHEREAS, Israel routinely refuses to allow students from Gaza to travel in order to pursue higher education abroad, and even at West Bank universities; and³

WHEREAS, the Right to Education is undermined or deterred when educational institutions are damaged, or partially destroyed, and when state authorities raid, and even close, campuses; and

WHEREAS, during its siege of Gaza in the summer of 2014, Israel bombarded fourteen institutions of higher learning, partially or completely destroying nine of them, including the Islamic University of Gaza, which houses the Oral History Center;⁴ and

WHEREAS, the Israeli military routinely invades university

campuses in Jerusalem and the West Bank and frequently impedes entry;⁵ and

WHEREAS, the Right to Education can be exercised fully and freely only when students have access to a broad range of ideas and a faculty of diverse backgrounds; and

WHEREAS, Israel restricts the right to lecture, teach, or attend Palestinian universities by denying entry to select foreign nationals, including U.S. citizens, thereby denying Palestinian educational institutions the rich experiences enjoyed in other universities worldwide;⁶

THEREFORE, BE IT RESOLVED that the AHA upholds the rights of all faculty and students, including Palestinians, to pursue their education and research freely and wherever they choose, and therefore,

BE FURTHER RESOLVED that the AHA calls for the immediate reversal of Israeli policies that restrict the freedom of movement required to exercise this right, including denial of entry of foreign nationals seeking to participate in educational programs; and

BE FURTHER RESOLVED that the AHA calls for the cessation of attacks on Palestinian educational institutions, including raids on campuses, which undermine and deter education and endanger historical records;

BE IT FINALLY RESOLVED that the AHA commits itself to continuing to monitor Israeli actions that restrict the right to education in the Occupied Palestinian Territories.

1 For detailed documentation, see www.historiansagainstswar.org/impediments-to-palestinian-education-and-research

2 <http://www.amnesty.org/en/annual-report/2013>

3 <http://gisha.org/uploads/4024>; and <http://gisha.org/UserFiles/File/publications/separating-kind-reporting-people/separating-kind-reporting-people-web-en.pdf>

4 <http://www.econet.org.uk/resources/docs/UNESCO%20HEP%20Assessment%20Gaza%20Report%20FINAL-January%202015.pdf>

5 <http://amasana.org/pdfs/israel20130917.pdf>

6 "Academia Undermined: Israeli Restrictions on Foreign National Academics in Palestinian Higher Education Institutions," Report of the Campaign for the Right to Enter the Occupied Palestinian Territories, 2013.

Initial Signers (AHA members may add their names prior to the November 1 deadline for submission at <http://historiansagainstswar.org/aha16/>).

David R. Applebaum, Rowan University | Shira Marina Aron, Brandeis University (emeritus) | Jeanie Attie, Long Island University | Aaron Bao, Arizona State University | Marc Becker, Truman State University | Joel Beinin, Stanford University | Elizabeth Bishop, Texas State University | Lisa Brück, Kalamazoo College | Amy Chazkol, Queens College and Graduate Center, CUNY | Sandi E. Cooper, College of Staten Island and Graduate Center, CUNY (emeritus) | Kenneth Cuno, University of Illinois at Urbana-Champaign | Dennis Deslippe, Franklin & Marshall College | Leana Dallashoh, Humboldt State University | Natalie Z. Davis, Princeton University (emeritus) and University of Toronto | Geoff Eley, University of Michigan | Jerise Fogel, Montclair State University | Nancy Gallagher, University of California, Santa Barbara (emeritus) | Stephen S. Gosh, University of Wisconsin-Eau Claire (emeritus) | Van Gasse, Franklin & Marshall College | Marc Goulding, University of Central Oklahoma | Karen Graubart, University of Notre Dame | Anthony Gronowicz, Borough of Manhattan Community College, CUNY | Temma Kaplan, Rutgers University | Rebecca Karl, New York University | Scott Lademant, University of Minnesota, Duluth | Jesse Lemisch, John Jay College of Criminal Justice, CUNY (emeritus) | Deborah T. Levinson, Boston College | Henry Maar, University of California, Santa Barbara | Andree Marak, Governors State University | M.J. Maynes, University of Minnesota | Teresa Meade, Union College | Melissa J. Moorman, Indiana University-Bloomington | Ruth Mostern, University of California, Merced | Melanie J. Newton, University of Toronto | Enrique C. Ochoa, California State University, Los Angeles | Prasanna Parthasarathi, Boston College | Roger Peace, Tallahassee Community College | Mollie Pappademos, University of Connecticut | Lewis Perry, St. Louis University | Margaret Power, Illinois Institute of Technology | Jean H. Quataert, Binghamton University | Ellen Ross, Ramapo College | Adam Sabra, University of California, Santa Barbara | Ellen Schneider, Yeshiva University (emeritus) | Joan W. Scott, Institute for Advanced Study (emeritus) | Martin J. Sherwin, George Mason University | Ted Steinberg, Case Western Reserve University | David Suiman, University of Delaware | James Swarts, State University of New York at Geneseo | Judith E. Tucker, Georgetown University | Daniel J. Walkowitz, New York University | Frank A. Warren, Queens College, CUNY (emeritus) | Barbara Weinstein, New York University | Robert Whealey, Ohio University | Jon Wines, University of California, Irvine | Carol Williams, University of Lethbridge, AB, Canada | Rhonda Y. Williams, Case Western Reserve University | Lawrence Witmer, University at Albany, SUNY (emeritus) | Marilyn B. Young, New York University

Andrew Zimmerman, George Washington University

Q&A with Lindsey Martin and Jennifer McPherson

Career Diversity for Historians at the University of Chicago and the University of New Mexico

Emily Swafford

The AHA's Career Diversity for Historians initiative is working to better prepare graduate students and early-career historians for a range of career options, within and beyond the academy. In addition to national-level programs, notably AHA Career Contacts and programs at our annual meeting, four pilot sites are working to explore the culture and practice of graduate education and how it can better support the changing needs of PhD students. Lindsey Martin earned her PhD in 2015 from Stanford University and was recently hired to coordinate Making History Work, the Career Diversity project at the University of Chicago. Jennifer McPherson, a PhD candidate in history at the University of New Mexico, is the new graduate project assistant for the Career Diversity initiative at UNM. I recently had the opportunity to ask them a few questions about their new positions.

Emily Swafford: What attracted you to the Career Diversity initiative?

Lindsey Martin: I wanted the chance to make a meaningful contribution to our discipline by addressing the challenges history PhDs face in today's job market. I welcome the opportunity to apply the skills I gained as a graduate student in new ways while still working closely with historians in an academic setting.

Jennifer McPherson: I said yes to Career Diversity because we have an opportunity to change the game, to write new rules for historical training, and to redefine the importance of history to our community partners. At UNM, I hope to broaden the career possibilities for my cohort by providing them with better insight into how professional



Credit: Tricia Koning

Lindsey Martin, Mellon career development officer at the University of Chicago



Credit: Barbara Wafer

Jennifer McPherson, graduate project assistant at the University of New Mexico

development and the history PhD can support a diverse range of career options.

ES: How has your experience as a PhD student and as a historian informed your approach to Career Diversity?

LM: Not too long ago, I was a graduate student navigating a difficult job market, so I know the challenges students face as they work to finish a dissertation and explore career options. This gives me a sense of urgency and purpose, and I want to help students succeed in finding fulfilling careers both within and beyond the academy.

JM: Professional training and intellectual development have always been intertwined for me. During my undergraduate work, I volunteered for a women's resource center and worked as a hall director in the office of student affairs. A whole host

of activities that I consider part of my training as a historian have been affected by these previous experiences: my choice of dissertation topic, my participation in our department, and my work for the *New Mexico Historical Review* and the Center for the Southwest.

ES: What are your main goals for the next year?

LM: Making History Work aims to build opportunities for professionalization and skill building into the different stages of graduate study. We are creating workshops for first-year students to help them acquire the skills necessary to thrive as historians in the 21st century; we encourage them to think of themselves as professionals embarking on a career path they can shape according to their evolving interests. Other events will help students recognize how their skills

can be used in various contexts, such as writing for nonacademic audiences or undertaking an internship related to their field of research.

JM: In cooperation with UNM faculty, staff, and alumni, we are implementing a professional-development series to help students hone their communication skills, gain insight into the academic and nonacademic job markets, and learn professional practices through observation and application. Last year, we also saw success in placing a handful of students in short-term, local public history internships; this year, we are expanding the program to include “non-traditional” organizations.

ES: What challenges do you anticipate?

LM: Shifting the culture of graduate programs to accommodate the diverse experiences and goals of graduate students will be difficult. The overwhelming majority of students enroll in a PhD program with the single goal of landing a tenure-track job after graduation. I have no intention of dis-

suading students from this path, but I hope to help them understand it is not a problem if their career goals shift during their time in the program.

JM: The challenge at UNM is to continue to build on what we have already developed and achieved, and to respond to student and faculty feedback. The new workshop series is a product of graduate and faculty requests for more tailored career-development sessions. Also, our students want to control their career trajectory and have more opportunities to think broadly about history’s reach and impact. The challenge for us is to meet and rise above these expectations while encouraging students to continue to think broadly about the skills they are acquiring.

ES: Some graduate students express concern that considering careers beyond the professoriate will distract them from their graduate work or lead faculty to question their commitment to scholarship. How would you address those fears?

LM: Historical training teaches us to constantly seek new insights and perspectives on the past: everything has a history. I would like to foster an environment at UChicago that applies that same approach to the present. Graduate students should be encouraged to be curious and engaged in the world around them and to not feel anxious if that engagement inspires them to apply their skills and expertise to careers beyond the tenure track.

JM: Luckily, I was never told nor ever thought that my scholarship would be hindered, but I have heard some of these concerns from my colleagues. What I would say to them is this: it is your life, and you are the only one who can determine what your professional life as a historian should look like. Career Diversity, with faculty and university support, simply provides you with tools that can better prepare you for a postgrad career of your choosing.

Emily Swafford is the American Historical Association’s programs manager.

THE AMERICAN HISTORICAL ASSOCIATION WELCOMES APPLICATIONS FOR ITS CAREER DIVERSITY FOR HISTORIANS DEPARTMENTAL GRANT PROGRAM FOR 2015-2016.

Departmental grants of \$3,000 each will be awarded to support programs including but not limited to:

- **Internship opportunities for graduate students within and beyond the university**
- **Collaboration with career services centers**
- **Workshops or symposia for history graduate students**
- **Creation and/or fostering of alumni networks as a resource for graduate students**
- **Graduate student organized conferences on career paths beyond the professoriate, especially those that consider occupations not typically titled “historian”**

*Applications must be submitted by history department chairs or directors of graduate study.
Collaboration across institutions is encouraged; each institution will be eligible for a \$3,000 grant.
Applications eligible for matching funds from applicant institutions are also encouraged.*

Applications are due
October 1

For more information and to apply,
read the full RFP online: www.historians.org/cdh-grants.

Preserving American Foreign Relations Records

The Advisory Committee on Historical Diplomatic Documentation Releases Its 2014 Report

Debbie Ann Doyle

The controversy over the preservation of Hillary Clinton's e-mail during her time as secretary of state is only the tip of a vast iceberg of concerns about preserving the historical records of American foreign policy and diplomacy. The Advisory Committee on Historical Diplomatic Documentation to the Department of State (HAC, for its short name, Historical Advisory Committee) works with the government to ensure that historians have a voice in

decisions affecting the preservation of that historical record. HAC, which has included a representative of the American Historical Association since its founding in 1991, recently issued its 2014 report. As the Clinton controversy suggests, the rise of electronic communication in the late 20th century poses a huge challenge for the archivists and historians charged with preserving and maintaining access to government records in the electronic age.

The State Department Office of the Historian is preparing to publish the records of the Reagan administration. It is thus a few years away from the explosion in the production of records that took place with the rise of e-mail in the 1990s. HAC chair and AHA delegate Richard H. Immerman (Temple Univ.) explains, "The public and the historical community don't fully appreciate the magnitude or the challenge of these electronic records. The volume is just staggering—we are talking into the billions. Just capturing the e-mails, let alone processing them, is a real challenge, and considering that they are already behind in processing, just think how difficult it will be."

The HAC was authorized in 1991 to monitor and advise on the Foreign Relations of the United States (FRUS) series, the official documentary history of US foreign policy decisions and diplomatic activity, as well as to monitor procedures for declassifying State Department documents. The committee's members are appointed by the AHA and other professional associations in history, and represent constituencies such as archivists, political scientists, and legal scholars; there are also three at-large members.

The State Department is legally required to release volumes in the FRUS series within 30 years of the events they document. Due in part to the exponential increase in the volume of government records created since the late 20th century and the difficulty of declassifying material, the State Department has never met that 30-year target. The upcoming release of the first volume in the series relating to the Reagan administration reduces the average time to publication to 35 years, demonstrating continued progress



UNIVERSITY of ROCHESTER

INTRODUCING THE UNIVERSITY OF ROCHESTER HUMANITIES CENTER

Seeking Inaugural Fellows

The University of Rochester's School of Arts & Sciences
announces the creation of its Humanities Center to support
collaborative activities in literature, history, visual
and performing arts, cultures, and philosophies past and present.

The center's inaugural year begins September 1, 2015. A search is now
under way for postdoctoral and junior-faculty fellows who will participate
in workshops, conferences, and seminars and engage in research.
The fellowship period is January 13 to April 27, 2016.

*The application deadline for spring 2016 inaugural fellowships
is September 30, 2015.*

Each fellow will receive funding and a stipend to support travel and research.
Learn more and apply at www.rochester.edu/college/humanities.

toward reaching the goal. Immerman notes that the State Department is “holding its own” against the volume of records and is ahead of other agencies in managing and processing 20th-century records, but staff are aware that they are approaching a tipping point.

“The public and the historical community don’t fully appreciate the magnitude of these electronic records. We are talking into the billions.”

But the Office of the Historian has earned the HAC’s praise for its efforts to bring its publishing program into the electronic age through the digital release of 20 volumes in the FRUS series, covering 1948 to 1951. The office has also improved its outreach to the public through its website and social media, publishing a series of essays, Milestones in the History of US Foreign Relations, and an index to diplomatic archives around the world.

Yet the HAC remains concerned about the pace and progress of declassification throughout the federal government. Executive Order 13526, issued in December 2009, mandates the declassification of records over 25 years old—unless, as the report puts it, “valid and compelling reasons can be specified for withholding them.” A backlog remains, despite significant efforts by the State Department and the National Archives and Records Administration (NARA). Some of the delay relates to the many other agencies that must review information before it can be declassified. Agencies that were involved in creating documents, such as the Central Intelligence Agency, the Department of Defense, the Department of Energy, and all other Executive Office agencies involved in the conduct of US foreign relations, must review material before it can be declassified. The report notes that the Kyl-Lott Amendment to the 1999 Defense Appropriations

Act, which “requires a secondary review by the Department of Energy of every document, irrespective of its originating agency, believed to contain nuclear-related information,” has significantly slowed the declassification process. A separate mandate to review all declassified material for personally identifying information poses additional challenges.

Immerman praises the staff of NARA for their sensitivity to the historical community’s concerns about the backlog and for their continued efforts to respond to and mitigate problems. According to Immerman, a survey that HAC and the Society for the History of American Foreign Relations conducted in 2014, in which nearly 800 historians expressed grave concern about the growing backlog in processing and declassifying records, played a “critical” role in increasing NARA’s awareness of historians’ concerns.

However, the HAC report cautions that “underfunding, understaffing, the increased volume of documents, and the rising number of electronic documents” mean that “without an infusion of funding NARA cannot fulfill its mission.” Immerman explains that NARA is plagued by a “continuing lack of resources—funding, staffing, availability of technology, ability to develop and purchase technology—and, quite literally, space, both for the paper records, which are still mammoth, and the infrastructure to house and make available the explosion of electronic records.” He adds that Congress needs to find the will and support to provide adequate funding for the preservation of the historical record, which is essential for civic life and for the nation.

The full report is available online at historians.org/2015-hac.

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



History of Medicine Online Program

THE DEPARTMENT OF THE HISTORY OF MEDICINE OF THE JOHNS HOPKINS UNIVERSITY SCHOOL OF MEDICINE has long been committed to making the history of health, healing, the biomedical sciences, and public health accessible to a wide variety of audiences. We are now excited to extend that mission beyond our Baltimore Campus.

Beginning in Fall 2015, the Department will offer a suite of new graduate-level online courses. Students may take individual courses or pursue a Certificate or Master's degree in the History of Medicine. Online students can work from anywhere on their own computers and mobile devices. Discussion boards, group assignments, and live online class sessions all contribute to foster a high level of interaction among faculty and students.

Initial course offerings include:

- ~ Introduction to the History of Medicine
- ~ Health and Healing in the Ancient World
- ~ Medicine from the Black Death to the Scientific Revolution
- ~ Science and the Practice of Medicine
- ~ Biomedicine and its Consequences
- ~ History of Public Health



For more information: www.hopkinshistoryofmedicine.org/online

Advocacy Roundup

Federal Records, Funding for Education, and the Congressional History Caucus

Lee White

Late spring and summer brought numerous public policy opportunities and challenges to the National Coalition for History (NCH). The sheer number of issues we are working on prohibits us from discussing a single one at length, as is our usual format. For more information on any of these items, please visit historycoalition.org.

Monitoring Legislation to Eliminate the National Historical Publications and Records Commission

Recently a draft bill surfaced in the House that included a provision to eliminate the National Historical Publications and Records Commission (NHPRC). On July 21, the House Oversight and Government Reform Committee was expected to consider legislation to address the massive employee records data breach at the Office of Personnel Management (OPM). The costs associated with implementing the bill require an offset elsewhere in the federal budget.

Committee chairman Jason Chaffetz (R-UT) proposed eliminating the NHPRC to pay for remediation of the OPM data breach. NHPRC's current annual budget is \$5 million, which would generate \$25 million over the next five fiscal years. At the last minute, the draft bill was removed from the committee's website and hearing agenda. Although it is unclear why the bill was pulled, it seems unlikely that the reason is related to the NHPRC.

It is expected that the Oversight Committee will consider the bill after Labor Day, when it returns from its August recess. NCH is closely monitoring the situation and will post developments via social media, our newsletter, and our website. NCH will obviously mount a vigorous campaign to oppose

Congressional History Caucus

Representatives John Larson (D-CT), Tom Cole (R-OK), Ander Crenshaw (R-FL), and Bill Pascrell (D-NJ) once again agreed to serve as co-chairs of the Congressional History Caucus this session. The group provides a forum for members of Congress to share their interest in history and to promote an awareness of the subject on Capitol Hill. This effort also includes establishing relationships between members of Congress and historians in their districts.

NCH's new home page includes a section devoted to promoting the History Caucus and provides step-by-step directions to show historians and other stakeholders how they can easily contact their representatives to urge them to join the caucus. We have been heavily promoting the caucus within NCH and are also identifying likely targets on the Hill. The caucus currently has 20 members, already six more than it had at the end of the last Congress.

If you have not already done so, please go to NCH's History Caucus website (<http://historycoalition.org/congressional-history-caucus/>) and follow the instructions on how to ask your member of Congress to join. One important way for the caucus to grow is for representatives to hear from their constituents, so please make the brief effort it takes to call or write.

For more updates on these and other initiatives, visit our website (historycoalition.org) or follow us on Facebook and on Twitter [@HistCoalition](https://twitter.com/HistCoalition).



the bill, and when and if appropriate, the AHA will send out a legislative alert with instructions for contacting your members of Congress.

Advocating for Restoration of Federal Funding for History and Civics Education

On July 16, the US Senate approved S. 1177, the Every Child Achieves Act, with strong bipartisan support. The vote in favor of the bill was 81–17. The bill reauthorizes the Elementary and Secondary Education Act (ESEA) and would replace the much-maligned No Child Left Behind Act.

The legislation reduces the role of the federal government in K–12 education and gives states and local education agencies (LEAs) greater control over such things as funding, teacher evaluation, school choice, testing, standards, and accountability. Notably, the Department of Education would be prohibited from forcing states to adopt uniform standards, such as Common Core.

In contrast, the House passed its own version of the bill (H.R. 5) along strict party lines, by a vote of 218–213. Twenty-seven Republicans joined all 186 Democrats in opposing the legislation. The House bill goes further in reducing the federal footprint in K–12 education, returning even more control over education to the states and localities. The Obama administration issued a veto threat to the House bill but has refrained from taking a formal position on the Senate legislation.

S. 1177 includes promising news for history and civics education. It restores limited federal funding for both of those subjects, although the bill does not set forth a specific amount.

Title II of the bill (professional development) includes a competitive grant program for LEAs to carry out teaching of traditional American history as an academic subject in elementary and secondary schools.

It also includes funding for presidential and congressional academies in American history and civics; these are intensive summer institutes for teachers and students (sophomores and juniors in high school).

Grants would be made available to nonprofits to support innovative approaches to teaching history, civics, and geography, particularly those focused on reaching underserved students. Funds may be used to support development of new or dissemination of existing approaches.

As Congress moved to cut or curtail funding for programs of concern to historians this past spring and summer, the National Coalition for History monitored its actions.


In fiscal year 2012, Congress terminated funding for the Teaching American History grants program at the Department of

Education. Appropriations earmarked for civics education and federal funding for National History Day, a nationally recognized program that increases student participation in historical studies across the country, were also eliminated. As a result, since FY 2011 there has been no federal funding provided for history or civics education.

The House and Senate bills must be reconciled in a conference committee. Therefore, an ESEA rewrite still has a long way to go before passage.

Most importantly, the House version does not include the history and civics language. We will be working with our allies at the Campaign for the Civic Mission of Schools on a “Dear Colleague” letter to House conferees on the bill, urging them to include the Senate language. Congress is in recess in August, so the bill will not be taken up until the fall. NCH plans a concerted advocacy effort to persuade the House conferees to include funding for history and civics in the conference report.

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



POSTDOCTORAL FELLOWSHIPS, 2016-17 (RENEWABLE FOR A SECOND YEAR): GLOBAL AMERICAN STUDIES

Harvard's Warren Center seeks applicants for a postdoctoral fellowship in Global American Studies: the history of the U.S. in the world, and the world in the U.S. We welcome applicants from a variety of disciplines, bringing historical perspective to topics such as empire, migration, race, indigeneity, and ethnicity, and whose work investigates and/or interprets the history and experience in the U.S. of native peoples, or peoples of African, Asian, or Hispanic descent.

This postdoc, distinct from the Center's long-standing faculty fellowship, will in fall/winter 2015/16 select its fourth cohort of two fellows. Appointments are for one year starting July 1, 2016, renewable for a second. Along with access to Harvard's library and other resources, the fellowship includes the requirement to teach one course per year (ideally in the fall), to participate in a fellowship program conference each spring, and faculty mentorship. Residency at the Warren Center for the term of the appointment is required.

The Ph.D. must be in hand before the fellowship term begins on July 1, 2016, and the program is available for up to four years after receipt of the Ph.D. We seek applications which relate to the nation's life during or as a consequence of war, and/or concern the history and promotion of ideas and practices of social justice. The Center especially welcomes qualified applicants who can contribute, through their research, teaching, and service, to the diversity and excellence of Harvard's academic community. Salary for the position will be set according to the University's lecturer rates (roughly \$52,800 in 2015-16); the postdoc includes benefits. Apply at url.url.url, no later than October 15, 2015, with recommendation letters due November 1, 2015. Decisions conveyed in late January or early February.

Emerson Hall 400, Harvard University, Cambridge, MA 02138
phone: 617.495.3591 • fax: 617.496.2111 • cwo@fas.harvard.edu • warrencenter.fas.harvard.edu

Rewriting the Revolution

The Decolonization Seminar Helps Forge a New Field

Dane Kennedy

It is a wonderful thing to witness the birth of a new historical field. I've had the privilege to be party to such an event as a founding faculty member of the International Decolonization Seminar, which came to an end this summer after a remarkable 10-year run. Starting in 2006, each year the seminar brought 15 early-career historians to Washington, DC, where they spent the hot, steamy month of July exploring the incomparable resources of the Library of Congress, the National Archives, and other area research institutions, engaging in vigorous debates with faculty leaders and one another, and writing in-depth

research papers that became the basis for countless articles, book and dissertation chapters, conference presentations, and other scholarship on decolonization. Over the past decade, the 150 seminar participants have helped to forge a new and vibrant field of study.

I do not mean to suggest that until the launch of the seminar historians had not noticed what Farina Mir has recently referred to as one of "the most significant events or processes of the 20th century." Christopher Bayly, Frederick Cooper, John Darwin, and various other distinguished historians had already written important works on the subject. Wm. Roger

Louis was arguably the leading authority on the British withdrawal from empire long before he envisioned the idea of the seminar and served as its director from start to finish.

Even so, a decade ago few historians saw decolonization as a distinct field of study. In the early years, most of the seminar participants identified themselves as historians of empire or the Cold War or particular countries or regions. But once they came together, they discovered that their individual research interests often overlapped, revealing common patterns and parallel trajectories. Perspectives were widened, insights gained, friendships forged, collaborations created, and an intellectual cohort brought into being. The international composition of the seminar proved especially valuable and generative. Participants came from Australia, Belgium, Brazil, Canada, Denmark, France, Germany, Great Britain, Holland, India, Israel, Italy, Jamaica, Malaysia, Portugal, Turkey, Singapore, and the United States. Each of them contributed particular experiences, skills, observations, and information to what became a common enterprise. Together they broke down cultural and intellectual barriers, enriching their own research and the field of decolonization as a whole.

What the seminar accomplished can be measured in a variety of ways. Seminar alumni have introduced new courses on the history of decolonization at their home institutions. They have organized panels at meetings of the American Historical Association, the Society for Historians of American Foreign Relations, the North American Conference of British Studies, and other scholarly venues. They have founded the H-Net listserv H-Decol. And, of course, they have published lots of books and articles, creating an intellectual synergy around the issue of decolonization that has become all but impossible to ignore.

Omohundro Institute-NEH Postdoctoral Fellowship 2016-2018

The Omohundro Institute of Early American History and Culture offers a two-year residential postdoctoral fellowship in any area of early American studies to begin July 1, 2016. A principal criterion for selection is that the candidate's dissertation or other manuscript has significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. The Omohundro Institute holds first claim on publishing the appointed fellow's completed manuscript.

Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate, except for the actual conferral of the degree, by the application deadline for the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa to approximately 1820.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a stipend of \$50,400, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows have access to all research facilities, lectures, and events at the College of William & Mary and other area resources including Historic Jamestowne.

The fellowship is supported by the National Endowment for the Humanities Fellowship Programs at Independent Research Institutions for the first year and by the Omohundro Institute for the second year. One year is devoted to research and writing, and one year is for teaching at William & Mary. Fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

The award is open to all eligible persons equally. Foreign nationals must have been in continuous residence in the United States for the three years immediately preceding the date of application for the fellowship in order to be eligible for NEH funding. The College of William & Mary is an Equal Employment Opportunity/Affirmative Action employer.

The application deadline is November 4, 2015.

For more information and to apply: <http://oieahc.wm.edu/fellowship/postdoc/index.html>



Above all, the seminar alumni have contributed to a wholesale reassessment of decolonization—its causes, character, and consequences. When the seminar launched, the story of decolonization was told almost exclusively in terms of the political and diplomatic struggle between imperial states and anticolonial nationalists. This was an important story, to be sure, and it remains integral to our understanding of decolonization. But over the past decade, the range of issues that have attracted the attention of seminar participants has multiplied. Whereas many historians once believed decolonization took place mainly in the colonies, it is now recognized as having

more variable, contested, and problematic than once supposed. This has helped spur greater interest in issues such as the drawing of borders, the expulsion of peoples, and the construction of national and subnational loyalties. Spatial, social, cultural, and other considerations now jockey with political ones for prominence in interpretations of decolonization.

When I joined the team of faculty that Roger Louis assembled for the inaugural seminar in 2006, I never imagined that it would last as long as it did or have such a profound impact on the study of decolonization. Nor, I suspect, did Roger or the other veteran seminar faculty: Philippa Levine (Univ. of Texas at Austin), Jason Parker (Texas A&M Univ.), Pillarisetti Sudhir (American Historical Association), and Marilyn Young (New York Univ.). Each of us brought a different expertise and set of interests to the seminar, which also benefited over the years from various guest faculty: Julia Clancy-Smith (Univ. of Arizona), John Darwin (Oxford Univ.), Jennifer Foray (Purdue Univ.), Joseph Miller (Univ. of Virginia), and Lori Watt (Washington Univ. in St. Louis). Parker, Foray, and Watt were themselves alumni of the seminar. I'm sure I speak for all of them when I say that it has been a rare privilege to be part of this seminar, getting to know so many talented young historians from so many different countries and bearing witness to their vibrant role in reshaping our understanding of decolonization.

Finally, it should be stressed that the seminar would not have been possible without the remarkable generosity of the Andrew W. Mellon Foundation, which funded its 10-year run, and the wonderful hospitality of the Kluge Center at the Library of Congress, which provided the magnificent setting and support for our proceedings.

Dane Kennedy is director of the National History Center and author of Decolonization: A Very Short Introduction, forthcoming from Oxford University Press in March 2016.

Most early participants identified themselves as historians of empire, the Cold War, or particular countries or regions. But they discovered that their individual interests revealed common patterns and parallel trajectories.

had an equally profound impact on imperial homelands. Formerly regarded as a moment of great rupture, it is now understood to have involved substantial continuities as well. Interest has increasingly shifted from the actions of states to the influence of international agencies like the United Nations, multinational conglomerates like Lonrho, and nongovernmental agencies like Oxfam.

Much recent research has also moved from the state to the local level, where decolonization's experiential impact on peoples was more readily apparent and where factors such as race, ethnicity, gender, religion, and sexuality contributed to community mobilization and identity formation. The crucial issue of sovereignty—its nature, its scope, and the conditions and consequences of its transfer—is increasingly understood to have been far



Rewriting Magic
An Excerpt of the Visionary Antiquarianism of a Fourteenth-Century French Monk
 Claire Fanger

Rewriting Magic is a deeply interesting book. It gives the reader a sense of the personal journey of scholarly discovery as well as a deep sense of the intimate interior practice of a remarkable monk. The book takes you into the heart of medieval magic and its complex visionary experience. I know of no other book like it. —Tanya Lubiano, Stanford University

In *Rewriting Magic*, Claire Fanger explores a fourteenth-century text called *The Flowers of Mercury*. Written by a Benedictine monk named John of Marigny, the work, all but lost, appeared from the historical record, and it is only now coming to light. John's work was the subject of intense criticism and public scandal, and his book was burned as heretical in 1325. The trauma of these experiences left its imprint on the book, but in unexpected and sometimes brilliant ways. Fanger decodes this imprint even as she relays the narrative of how she learned to understand it. In engaging prose, she explores the true processes of knowledge acquisition in John's visionary writing, and her own work of discovery as she reconstructed the background to his extraordinary book.

and a great pleasure to read the book

penn state press

www.pennstatepress.com
 1-800-428-6262

Black Histories Matter

Erica Caple James and Malick W. Ghachem

In the small town of Somers, Connecticut, near the Massachusetts border, the cofounder of a prominent American restaurant chain has built an apparently meticulous replica of Thomas Jefferson's mansion in Monticello, Virginia. As reported in the *Boston Globe* last Christmas Day, S. Prestley Blake is a Jefferson devotee who wanted to recreate the architectural beauty of the founding father's longtime residence in his own abode.¹ A monument of the southern plantocracy resurrected in a New England neighborhood, this incongruous replica of Monticello may be most notable for what is absent from its design. For all the attention to recreating specific details of the original, including the use of distressed bricks that mimic the uneven surfaces of 18th-century masonry, a fundamental aspect of Jefferson's Monticello—the very reason for its existence—has somehow gone missing. No attempt has been made to recreate the original plantation's slave quarters, which were located in an area of Monticello known as Mulberry Row. It would take a great deal of naïveté to be surprised by this. But the omission nonetheless underscores just how easy it is to define historical authenticity in terms that do real damage to the lived experience of the past. No one can look at this replica of Monticello and say that it produces a bona fide approximation of the original—and yet this is the very fiction that animates the entire project.

Blake's story is an especially interesting example of how racial politics and the tendency to appropriate history in "great man" form can intersect. An increasingly large gap separates the public from the world of most academic historians, for whom "great man" history has long been out of fashion. Indeed, one of the major achievements of modern historical scholarship has been precisely to substitute the archaic form of "great man" narratives with more complex, holistic, and multidimensional accounts of the past. We have come a long way since the day in 1840 when Thomas Carlyle could observe with perfect conviction that "[u]niversal History, the history of what man has accomplished in this world, is at bottom the



Credit: Bob Mical. CC BY-NC 2.0.

Thomas Jefferson's Monticello.

History of the Great Men who have worked here."² Carlyle wrote out of the belief that his own age had already come to deny the reality and role of heroic individuals. His nostalgia for a time when history could be captured through the lens of seemingly larger-than-life figures finds the occasional echo today.³ But, relative to even a few decades ago, historians of the present generation tend to share a healthy skepticism of this approach. Certainly few of us believe that a compelling account of American politics, for instance, could be limited to a series of essays, even highly astute and critical essays, on luminaries such as Jefferson, Lincoln, FDR, etc., as in Richard Hofstadter's *The American Political Tradition* (1948). Today, we typically expect our colleagues to dig more deeply, to look further afield, for the answers to their questions.

We are right to do so: there is a much larger playing field to the history of American political thought, a field that has expanded to take in figures like Frederick Douglass, Susan B. Anthony, and W.E.B. DuBois, but also lesser-known voices such as the African American abolitionist David Walker and author Phyllis Wheatley. But, to judge from examples such as Blake's recreation of Monticello, the popularity of HBO's *John Adams*

miniseries, and a reading of the nonfiction bestseller list, the public seems unmoved by academic skepticism of top-down and/or hagiographic history that focuses on the most iconic representatives of the white political establishment. There is plenty of blame to go around here. In their search for the most marketable history books, some trade publishers no doubt help to perpetuate that complacent style of popular history. And some academic historians, in their pursuit of archival mastery, have given up on the task of synthesizing for a nonacademic audience the many specialized studies that dot their respective historiographical landscapes.⁴ When all this is taken into account, the basic problem remains: there is a persistent divide between what scholars and ordinary Americans regard as meaningful engagement with the past. That divide is a problem for historians in all fields, but it has an especially troubling racial dimension that reflects long-standing struggles over money, property, and power.

As an illustration of this point, Blake's reproduction of Monticello has an added ironic dimension. It turns out that the home, built at a cost of \$7.5 million, is already losing money (as anticipated by its

owner) and is listed on the real estate market for a “mere” \$6.5 million. That a replica of Thomas Jefferson’s plantation home should become a cause of debt is a reminder of nothing so much as Yogi Berra’s line “It’s like déjà vu all over again.” Jefferson’s infamous financial straits, which grew more extreme the more he invested in Monticello, underscore the extent to which Americans identify with the home and are willing to invest their capital in it, at the risk of capital loss, bankruptcy, and worse. We aspire to make these investments and accept such risks, moreover, even though they help to perpetuate existing racial inequalities in our society. It was true already in Jefferson’s time, and to a distressing extent it remains true in ours as well: American inequality draws on the place of the home in our pursuit of happiness.

And so, when a Connecticut restaurant magnate decides, for practical or political reasons, to leave Mulberry Row out of his particular image of what Jefferson represents, he is not doing so in a vacuum. After all, it was only in the 1990s that historians working at the Thomas Jefferson Foundation, which manages Monticello, sought to research and represent the histories of the enslaved and free laborers on the plantation. As a nation, we have propagated a conception of what counts as “history” that all too easily permits us to omit the Mulberry Rows of our past, particularly when we try to embody that past in the material present. The practical nature of these exclusions is precisely the point. At the level of public culture, it remains far too easy to suppress the remains of black history in America, even after the rise of a more multiracial account of US history over the past few decades.

Monticello, now a UNESCO World Heritage Site, has been designated as such because it is said to “represent a masterpiece of human creative genius” and “exhibit an important interchange of human values.”⁵ Tours of the plantation and the Getting Word website now acknowledge the lives and craftsmanship of many of the enslaved people whose skills enabled Jefferson to realize his genius, including members of the Hemings family, to whom Jefferson is likely related.⁶ Yet, a few miles from Monticello, the gravesite and home of a prominent descendant of the Hemings family have been threatened by exhumation and destruction in order to make way for a federally funded highway.⁷ Although the Monticello website lauds the achievements of educator and politician Jesse Scott

Sammons,⁸ the Commonwealth of Virginia claimed the site had no historical significance, effectively arguing that the lives, achievements, and stories of persons of color did not matter and should not be protected and preserved. Efforts by descendants to prevent the destruction of the site highlighted how historic preservation laws similarly enshrine a version of the “great man” history narrative; the material culture of “ordinary” Americans often perishes as a result.

This troubling dynamic extends well beyond Jefferson and the American founding fathers. Across a whole range of subjects, the “great man” school of thought continues to deliver the past in forms that reify rather than challenge provincial interpretations of how the modern world came to be. In the kinds of history that shape the historical consciousness of ordinary citizens, as opposed to the academy, we see the remnants of a still powerful tendency to marginalize or suppress the stories of black lives. Received narratives about the past are thereby propagated anew as more marketable or practical than those inconvenient alternatives that try to cut against the grain of “great man” history. We all have a stake in this conflict over black and other marginalized histories, as home buyers and home owners, as consumers of history, as people who make decisions day in and day out about what counts, and what doesn’t, in our collective memories of the past.

Erica Caple James and Malick W. Ghachem teach anthropology and history, respectively, at MIT. They tweet @EricaCapleJames and @MalickGhachem.

Notes

1 Brian MacQuarrie, “A Jefferson Follower’s \$7.5m Declaration of Admiration,” *Boston Globe*, December 25, 2014. The home now has a website of its own: <http://www.monticello-somers.com/>.

2 Thomas Carlyle, *On Heroes, Hero Worship, and the Heroic in History* (London, 1841), <http://www.gutenberg.org/files/1091/1091-h/1091-h.htm>.

3 Ira Chernus, “Time to Bring Back the ‘Great Man’ Theory of History?” *History News Network*, December 20, 2013, <http://historynewsnetwork.org/blog/153199>. See also Richard Bernstein, “Gang of Four,” review of *The Quartet*, by Joseph Ellis, *New York Times*, May 5, 2015, Sunday Book Review, <http://www.nytimes.com/2015/05/10/books/review/the-quartet-by-joseph-j-ellis.html?ref=review&r=0>.

4 Gordon Wood, “In Defense of Academic History Writing,” *Perspectives on History*, April 2010, <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2010/in-defense-of-academic-history-writing>.

5 “Monticello, a UNESCO World Heritage Site,” *The Jefferson Monticello*, <http://www.monticello.org/site/about/monticello-unesco-world-heritage-site>.

6 “Plantation & Slavery,” *The Jefferson Monticello*, <http://www.monticello.org/site/plantation-and-slavery>.

7 “Save the Sammons Family Cemetery and the Jesse Scott Sammons House,” Facebook, <https://www.facebook.com/pages/Save-the-Sammons-Family-Cemetery-and-the-Jesse-Scott-Sammons-House/425733144187331?fref=ts>.

8 “Education: The Power of the Mind,” *The Jefferson Monticello*, <http://www.monticello.org/site/plantation-and-slavery/education-power-mind>.

AHA Events Near You in October

As part of the AHA’s ongoing efforts to support discussions of history curricula across institutions and educational levels, we have partnered with faculty participants in the Tuning project to organize free regional conferences around the country. Please join fellow historians in one of these cities:

October 8
Tallahassee,
Florida
(Florida A&M Univ.)

October 9
Long Beach,
California
(California State Univ.
Long Beach)

October 10
Hayward,
California
(California State Univ.
East Bay)

For more information, visit the Tuning project page at
www.historians.org/tuning.



Assessing Dual Enrollment

Introduction by Julia Brookins
Illustrations by Zoila Torres

In January 1990, I started taking a course called American History through the Novel and Film at Simmons College in Boston. I was in eighth grade. I left sixth period a little early two or three times a week and made my way across the frozen parking lots that separated my school from the college. Through a national program run by Johns Hopkins University, I had taken the PSAT or the SAT early and had done well enough to qualify for free enrollment in one college course. It was interesting stuff for a 13-year-old, and it made a strong impression on me. I can remember much of the syllabus, which is more than I can say for most of the courses I went on to take after high school.

The professor gave lively lectures; I listened gamely and took a lot of notes while trying to be inconspicuous. We watched movies that seemed to capture the spirit of exciting times I had not experienced, like *Alice's Restaurant*, *The Way We Were*, and *McCabe and Mrs. Miller*. In addition to my school homework, I picked my way through some pretty heavy classics—*Sister Carrie*, *A Farewell to Arms*, and *The Great Gatsby*, among others. Our guiding secondary text was Leo Marx's *The Machine in the Garden: Technology and the Pastoral Ideal in American History*. There was a midterm and a final exam. I have a transcript with a B+ on it.

For me, my professor, and my fellow middle-school students, the stakes of this adventure were low. Twenty-five years later, the stakes that early-college learning poses for higher education are too high to ignore. Dual-enrollment (DE) and dual-credit programs, in which high school students can simultaneously earn credit toward their high school graduation requirements and college degrees, are reshaping higher education, especially lower-division courses within core curricula.

Several constituencies have interests in this discussion. Many students and their families, priced out of the four-year, residential experience often equated with “college,” or facing 10 to 20 years of education loan repayments, are pursuing opportunities to earn college credits during their high school years for free or at low cost. High school students without

college credits may be at a disadvantage relative to their peers in terms of both actual learning and the odds of admission to selective institutions. Faculty based at colleges and universities also face new risks and potential rewards. For history professors, the expansion of DE programs is both a chance to enlarge the community of instructors in the discipline and a threat to the common financial model for many history programs, in which tuition from high-enrollment introductory courses can offset the costs of a research-oriented faculty and small upper-level courses. Some see the savings to students and their parents as lost revenue, diverting resources from institutions of higher education.

Change is happening rapidly, without much attention from academics. College courses are being offered in a variety of settings to serve more students earlier. In Texas, for example, the state's required introductory college history courses are offered in five instructional settings: at four-year universities; at two-year colleges; as AP courses in high schools with high school instructors; through regular high schools as DE courses (students travel to the local community college or stay in their school buildings, depending on the course section and the agreement with the sponsoring higher-education institution); and at special “early college” high schools, created by school districts partnering with the state. At the latter, students can follow one of several structured curricular pathways to graduate from high school with a diploma and an associate's degree (often with an emphasis on science and technology).

The four essays that follow raise important issues about the kinds of instructional forms and administrative arrangements that enable students to learn at the college level. This forum builds on the work and methods of faculty participants in the AHA's Tuning project to begin a conversation about what is fundamental to college history and what is incidental. What do students need from a DE course to effectively learn the core concepts and competencies of history? What is the purpose of college-level learning in our discipline, and is it dif-

ferent from the purposes of high school history education? If so, how? Any reconsideration of policies and programs needs to be guided by clear, local answers to these questions.

There is every reason to believe that DE is here to stay. As a community that values quality history education, we need to be mindful of the phenomenon, and we need to collaborate proactively across levels and institutions to determine the roles that our discipline can play in dual-credit programs. They are growing fast, and we have an opportunity to shape them.

Sources

“The Glossary of Education Reform,” Great Schools Partnership, <http://edglossary.org/dual-enrollment/>.

Keith Erikson, “The History Survey Project: Improving Introductory History Courses,” *OAH Magazine of History* (July 2013): 41–43.

Defining DE

Dual/concurrent enrollment has multiple definitions. The term *dual enrollment* is used in 22 states, *dual credit* in 18, and *concurrent enrollment* in 15. There are also over 30 additional terms. For example, New York has no policy or definition; an institution names the program.

Dual enrollment

A college course taken by high school students

Concurrent enrollment

A college course taught by a university/college-approved high school teacher to high school students at their school

Dual credit

A high school course for which a student earns both high school and college credit
For more information, see <http://ecs.force.com/cmbdata/MBQuestRTL?Rep=DE1402>.

—Elaine Carey

The Good, the Bad, and the Ugly

Dual Enrollment in Perspective

Elaine Carey

In 2013, President Obama outlined a series of proposals to increase higher education access, promote accountability, and expand reporting on student learning. One of the programs he highlighted was dual enrollment (DE), also known as concurrent enrollment or dual credit, in which high school students earn college credits while completing college-level classes either at local colleges or at their schools. Some high schools have had such programs for over 50 years, while others are seeking to establish them. Many colleges and universities have begun partnerships with schools, registering thousands of students each year. As it happens, many students enroll in history courses. When I became department chair, no orientation mentioned DE, much less presented it as an essential part of my position. Local teachers and university administrators knew more about it than I did. From conversations with my university colleagues and in the AHA, I have learned that many historians are completely unaware of DE, whether in the discipline or in their own institution. The consequences are significant.

The university-produced literature promoting DE claims benefits for multiple stakeholders. For students, the programs offer a challenging curriculum, more individualized instruction than in a college class, and experience with college-level instruction. Parents are attracted to the lower cost of DE classes—as low as \$75 at public institutions to \$500 at private ones—and the ability to transfer credits, shortening the years to completion of a college degree. DE program websites also assert that teachers can develop professional relationships with college faculty and gain access to university libraries. Many institutions offer college credit in local high schools, and some large state institutions have DE programs in surrounding states.

Nationally, the National Association of Concurrent Enrollments Partnerships (NACEP) offers accreditation to institutions with dual or concurrent enrollment, but many high schools offering DE are not

accredited through the organization. In 2015, according to its website (nacep.org), it had accredited 97 concurrent enrollment programs. The classes must be as rigorous as those at sponsoring college campuses, and DE must offer a seamless transition from high school to college. The standards recommend that DE classes be of the same academic caliber as those offered on campus, and that all instructors meet the same academic requirements as those that apply to instructors at the partnering institution. Finally, NACEP requires that the high schools follow assessment and pedagogical approaches that are similar to those at their partner higher education institutions and offer ongoing professional development to DE teachers.

As chair, I discovered that there were as many if not more sections of introductory US history taught each semester through high school DE programs as at my institution.

DE programs do meet demands of parents and administrators, but serious issues remain. I began paying attention to DE policies, procedures, and programs only as chair of my department. Our program has existed since the mid-1970s. When I requested the enrollment data, I discovered that there were as many sections of introductory US history taught each semester through DE as at my institution—if not more. From fall 2008 to spring 2014, a total of 1,542 students enrolled in college-credit history courses at high schools partnering with my university. Many of them transfer these credits to other colleges and universities. Depending on the

general education requirements they encounter there, these students may never take another history class.

But what of the quality of DE courses? Anecdotal, I have found that students taking classes for college credit frequently are assigned to a regular high school history class, alongside students who are not pursuing college credit. Unlike their counterparts, DE students must apply and meet certain minimum standards, such as a GPA threshold and certain SAT or ACT scores. To receive college credit, some students complete only one or a couple of additional assignments. Thus, college credit may be given for an additional assignment rather than an integrated college classroom experience, as recommended by NACEP.

Many teachers enjoy such programs because they, like their students' parents, believe the promises of flashy brochures: relationships with university departments and ongoing professional development. A DE teacher must have experience teaching the subject area and an honors or AP-level class, and must demonstrate completion of undergraduate and graduate course work. I am very fortunate that the teachers I work with have excellent credentials, but that may not be the case in all institutions. At a university or college, frequently instructors must have a master's degree in the field to teach introductory courses.

Recognizing that politicians, parents, university administrators, students, and teachers have an interest in these programs, I have spent the past two years immersing myself in improving the DE courses sponsored by my department. In October 2014, these efforts culminated in a meeting with the DE history teachers. All have impressive credentials. They are highly engaged with their students in the classroom, as well as with numerous clubs related to history, whether National History Day competitions, Model UN, debate societies, or history or social science clubs. Their

energy and passion for history is contagious. I see a huge benefit to the profession that comes from working with DE teachers and sharing ideas. At one local DE partner school, for example, the Social Science Club has more than 500 members. With the AHA's ongoing discussions about declining enrollments in undergraduate history programs, the club demonstrates a continued interest in history among high school students. We could learn something from teachers who inspire that type of passion.

The teachers positively responded to my department's requests to alter their class requirements and assignments for students receiving college credit, to consider forming designated separate college sections, if possible, and to maintain stronger ties to the department. All of this, however, is difficult to sustain without institutional support. This could come in the form of additional

funding to the department for a representative to visit the schools, not to mention an increase in the minimal funding given to the office that oversees these programs. But even with additional support, running multiple history introductory sections on two campuses (Queens and Staten Island) and reviewing the full-time and contingent faculty on campus complicates efforts to oversee additional sections spread across five boroughs, on Long Island, and in surrounding counties.

A final area of concern is that many commissions of higher education do not pay close attention to DE classes. Instead, commission representatives argue that the institutions are responsible for overseeing such programs, creating the assessment tools for programmatic review, and measuring and creating best practices. This approach is beneficial because it potentially gives faculty

and departments more control, and organizations such as NACEP offer an excellent example of how this could be realized. Yet more and more universities and colleges are introducing DE classes that hundreds, if not thousands, of additional students are taking. Frequently, there is little contact between academic departments and high schools, little collection of assessment data, and no additional resources given to departments whose faculty created and developed the courses in the first place. Periodic visits at the discretion of a chairperson who decides to take on the challenge of DE do not constitute a best practice model for the teaching and learning of history.

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



No Ordinary High School Class

Dual Enrollment from a Teacher's Perspective

Daniel Brandon Swart

What is the value of a dual enrollment (DE) course? As a history teacher who offers DE courses, I believe that students who take them have an advantage over those who take college-level history courses only when they enter college. It's not simply that students save money—though that is often their original motivation—it's that interactions between students and teachers create an environment that prepares them for the rigors of college. DE classrooms might not bear much resemblance to university lecture halls, but they effectively teach *skills* that students need to succeed in college.

Teaching in a high school, it must be remembered, is very different from teaching on a college campus. Teacher-student interaction in a DE classroom is more structured. At my school, DE classes are 90 minutes long and meet 45 days a semester. Students also benefit from a mandatory 90-minute Academic Lab. Unlike a traditional study hall, the Academic Lab gives students the opportunity to meet with teachers or make up assignments and exams. Finally, I make myself available before and after school, and many of my students come to my classroom.

What does my classroom look like with all of this time for teacher-student interaction? Through conversations and professional development with faculty at Indiana University's Advance College Project (ACP), I have developed a pedagogy concentrating on the transferable understandings that college history courses offer students. In other words, they may not remember a specific person, term, or event, but they acquire a larger understanding of the stories that can be told by those people, terms, or events.

I typically design a unit of study in four parts that can usually be completed in four days. First, I ask my students to come to class with the reading completed and having researched a topic we are studying.

They sit in groups of four or five, discuss their research, and ask one another clarifying questions about their findings. I check their research to see that it meets the standards set in my rubric. Then we begin a student-led discussion—essentially a modified lecture driven by the lesson's content and questions that arise from it. Besides clearing up misunderstandings, I spend a good portion of the class helping students connect what they researched to the larger significance of the content.

Second, students respond to larger content-based questions in groups. These questions force them to use their research to begin connecting the readings to larger issues.

DE classrooms don't look like university lecture halls, but they effectively teach skills that students need in college.

Third, I create four or five open-ended questions for group discussion. These are questions that students can't easily find answers to on Google. Working with their groups, students use their research and the answers from the questions to form an argument, with little intervention from me. They then elect representatives and discuss each question with the whole class. Students lead the discussion, elaborate on their argument, and illustrate how they came to their conclusions.

The fourth step brings it all together, as the entire class discusses how each topic they discussed and the larger issues relate to each other. This process forces students to think at a high level, ask questions, contribute to class discussion, and challenge other students and themselves.

I have found this method highly effective not only in helping my students learn US history, but also in preparing them for the rigors of college courses. My students seem to agree. A current senior at Butler University recently told me, "ACP US was the only class I took at Noblesville that prepared me for the way that courses were taught at the collegiate level. . . . [H]ad I not taken ACP US I would have had a much bigger culture shock than I did." Time and time again, my former students tell me that if it had not been for my DE course, they would not have been prepared for their first years of college.

Standard US history courses, as they're taught in many high schools, lack an emphasis on building critical skills alongside content mastery. Although during the nine years I taught standard US history I used many of these strategies, not every high school teacher does. There has been a shift toward standards-based grades in recent years, but learning outcomes are far from being the norm in standard US history courses. DE courses emphasize skills as well as content. This creates an environment in which learning outcomes become much more important.

DE classes can be transformative for students. To some extent, self-selection ensures a higher level of motivation—these students have college ambitions, after all, even if their initial reason for taking the course is financial. But soon they realize this is no ordinary high school class. They begin thinking like historians.

DE courses, then, go beyond tuition savings: they bridge the gap in understanding that some students may not gain in a traditional high school course. The environment, teacher-student interaction, and teaching methods encourage students to push themselves closer to the realization of what is expected of them in college courses. A current sophomore at the University of Indianapolis recently told me, "I think

students who want to go to college need to take ACP- or AP-level classes. Many students go to college their first semester and struggle, and end up dropping out. Because I took those hard classes in high

school, I went to college and earned a 4.0 GPA in my first semester.” DE courses successfully prepare students for the difficulty they will face later in their educations. Others will not see the rigors of a college

course until they are freshmen. And by then, we may be setting them up for failure.

Daniel Brandon Swart teaches US history at Noblesville High School in Noblesville, Indiana.



Noble Intentions

Can Dual Enrollment Be Reformed?

Alex Lichtenstein

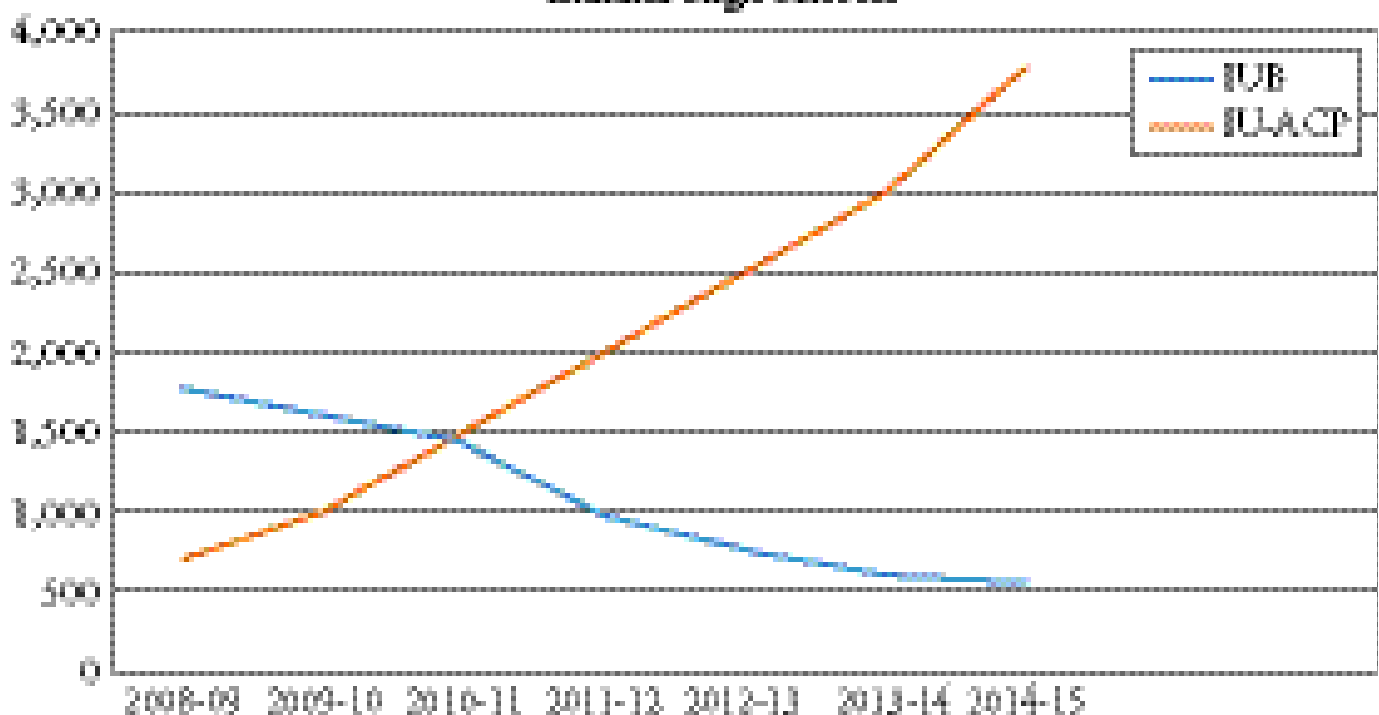
In many ways the state of Indiana and Indiana University Bloomington (IUB) have a model dual enrollment (DE) program, known at my institution as the Advance College Project (ACP). Unlike many DE programs, IU Bloomington's is accredited by the National Association of Concurrent Enrollment Partnerships (NACEP); in fact, of the state's 12 NACEP member institutions, only half are accredited. The organization mandates standards of faculty oversight, credentialing, and professional development for high school teachers. A well-run ACP office on campus oversees course offerings in 14 subjects, from biology to French to psychology—and, of course, US history. Each subject has a dedicated faculty member drawn from the appropriate department to vet teachers' applications, conduct training and review sessions, and coordinate site visits.

Nevertheless, in the two years I have spent overseeing ACP offerings for the history department at IUB, I have come to have grave doubts about the utility of the program, despite its noble intentions, the dedication of the program's teachers, and, in our university's case, rigorous standards and oversight. DE has a long history in the state, dating back to the 1970s, although it was not enabled by legislation until 1987. Its initial purpose appears to have been to make college courses available to the select group of high school students really ready for college work. Just 10 years ago, only 132 students in the entire state took US history in high school for college credit. In 2005, however, the state revised the system "to encourage more students to enroll in dual credit by eliminating barriers to enrollment." In the past decade, the push for DE in Indiana has expanded considerably, driven by the

perceived necessity to encourage college attendance and to speed up college completion rates by providing college-aspirant (rather than college-ready) students a "leg up" at a low cost.¹

Today, nearly 3,800 Indiana high school juniors take IU's ACP US history for college credit. (Even more enroll in DE programs overseen by community colleges, Indiana State University, and the state's private universities.) The real leap in numbers came after the state mandated that beginning in 2009–10 every high school would offer at least two ACP courses, with US history as one of 10 "core subject areas." Since then, annual enrollments in both halves of IUB's US history survey on campus have declined, from over 1,700 to barely 500 today (see figure 1). Moreover, the number of DE credit hours offered now impacts a high school's College and Career Readiness rating, which in turn contributes

Figure 1
Total US Survey Enrollments at IU–Bloomington and in
Indiana High Schools



to the A–F “accountability” grade received by all schools in the state. Consequently, there is a great deal at stake at the local level when it comes to increasing the numbers of dual-enrolled students. Meanwhile, at \$150 for two three-credit courses, ACP offers students and their parents a hard-to-refuse savings over the \$1,700 cost of the same courses at the university itself.

Faced with pressure from legislators, school administrators, parents, and students to expand DE offerings, good-faith efforts to maintain rigor in these classes may prove inadequate. The Indiana Commission on Higher Education (ICHE) February 2010 statement of “Policies on Dual Credit Opportunities” appears unequivocal: “dual credit courses are of *identical* quality and rigor to qualify for college credit,” and “course syllabi . . . shall be *identical* to course syllabi used in the same courses taught on the postsecondary campus” (emphasis added). The 2009 Indiana Concurrent Enrollment Partnership (CEP) Report of the Subcommittee on Standards, Assessment, and Best Practices goes even further, recommending that “Concurrent enrollment students are held to the same standards of achievement as students in on-campus sections” and that they “are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.”² But, realistically, are such exacting standards enforceable in programs scattered across hundreds of high schools around the state? Are such a large number of high school students really prepared for college-level work in US history?

From what I have observed on my site visits to the schools, only a small percentage of high school students can—or should be expected to—achieve the demands of a college-level course. Indiana’s CEP itself acknowledges that the legislative mandate “raises important concerns about quality, funding, and unintended consequences related to rapid program growth.”³ Moreover, of particular concern is the lack of qualified teachers for the program; school superintendents most often pointed to this bottleneck when they were surveyed. Although both NACEP and institutional accreditors expect universities to “apply the same credentialing criteria to concurrent enrollment instructors as adjuncts are held to on campus,” in practice, with the rapid expansion of the program and pressure from parents, teachers, and school districts to implement this program, this proves an impossible standard to meet. Very few high

school history teachers in Indiana have even taken a graduate-level course in the field, let alone have an MA in US history. To apply this criterion would, essentially, end the ACP program, which is not politically feasible.

While the ideal of replicating college syllabi, assignments, and standards remains a fine aspiration, in practice the increased number of ACP students encourages teachers to reduce the rigor of their courses. In my observation, this problem is sometimes compounded by the very bad habit of mixing regular students and ACP students in the same classroom. Driven by school administrators’ unwillingness or inability to devote dedicated teacher time and/or classroom space to an ACP class, this practice presents teachers with the choice of flunking the non-college-ready students or making the class more accessible to them. These “mixed” classes were certainly not envisioned by the legislature, the ICHE, or any of the state’s DE task forces, which always refer to ACP *courses*, not ACP students. (Unlike Elaine Carey, I have not yet come across the solution by which “college credit is given for an additional assignment rather than an integrated college classroom experience as recommended by the NACEP.”)

Focusing on the disconnect between the growing number of Indiana students taking ACP US history courses and the dearth of teachers qualified to teach them, what are the potential reforms that might close this gap? ICHE’s preferred solution appears to be development of a nine-credit online Concurrent Enrollment Teacher Academy, in partnership with Purdue University North Central.⁴ But three online graduate courses in history, while certainly helpful, will not necessarily qualify teachers to lead university-level classes. By creating a system intended to mimic college instruction, dual enrollment in Indiana has set itself an unachievable standard. Perhaps instead universities in the state could offer intensive summer graduate courses for prospective ACP teachers that go beyond the one-week training we offer now and/or offer MA degrees to high school teachers. This would be an expensive and time-consuming proposition, but the CEP report does suggest “the state should provide financial and licensure incentives” for ACP teachers.

A major obstacle to this kind of enhanced training for ACP teachers remains, however;

the main purpose of DE is to make a university education less expensive, not more rigorous. In its 2008 “Fiscal Report,” the CEP boasted that the ACP program “bears no incremental cost for the State,” since the university supposedly receives compensation for the student credit hours taught in high school.⁵ Well, perhaps—but this fails to count the cost of what one might call “underutilized capacity.” To draw on a model of higher education much in vogue these days, the state maintains an enormous investment in human capital—its full-time faculty—which once served to “produce” lower-division student enrollments, for example in the US survey. As the rapid increase in DE erodes the number of lower-division students in the universities, this capacity to teach a large number of college freshmen and sophomores at the state’s flagship university comes to resemble a highly capitalized giant steel mill reduced to producing bathtub plugs. If the trend continues, eventually universities will need to shed this excess capacity, thus ripping a hole in their research missions. Ironically, this follows on decades of complaints by students, parents, and legislators that highly trained research scholars rarely teach large introductory classes (a myth at every place I know of). We need enhanced training for ACP teachers if high school DE instruction is to begin to approach the level of course work expected in college. At the same time, however, perhaps we should admit that the number of “college ready” high school juniors able to take DE enrollment classes in US history is far fewer than the current policy imagines.

Alex Lichtenstein is associate professor of history at Indiana University Bloomington and interim editor of the American Historical Review.

Notes

¹ The history of Indiana’s DE program is best described in Indiana Concurrent Enrollment Partnership, “Fiscal Analysis Report,” December 17, 2008, <http://www.in.gov/legislative/igareports/agencyarchive/reports/CEP01.pdf>.

² Indiana Concurrent Enrollment Partnership, “Final Report, September 2009,” Appendix C.

³ In Indiana Concurrent Enrollment Partnership, “Fiscal Analysis Report,” 3.

⁴ Kimberly Mobley, “Overcoming the Shortage of Qualified Instructors to Teach Concurrent Enrollment Classes,” December 17, 2014, <http://www.nacpe.org/overcoming-instructor-shortage/>.

⁵ Indiana Concurrent Enrollment Partnership, “Fiscal Analysis Report,” 16.

Open Road

Dual Enrollment Signifies Possibilities, Not Lack of Rigor

Trinidad Gonzales

The boundary between K–12 and higher education is rapidly changing as a result of dual enrollment (DE), an umbrella term for courses that offer high school and college credit simultaneously. Structural forces unleashed by education advocates and policy makers—including DE and Early College High School—blur the line between what were once seen as distinct educational spheres, higher education and high school, to the consternation of numerous college and university faculty. Many feel this change is leading to the dumbing down of higher education.

I disagree. DE does not necessarily lead to a loss of rigor in college-level education. Whatever “decline” there is—whether in a DE or college course—rests with the instructor and the overseeing department.

Before continuing, I wish to expressly point out my two reasons for supporting DE. First, DE courses in Texas provide an opportunity to circumvent the problematic Texas Essential Knowledge and Skills for Social Studies requirements by offering high school students a college-level curriculum that includes minority and women’s history, topics consistently denied them by the Texas State Board of Education. Second, working-class students can take DE courses for free, which provides a path toward completing a college education. Attaining a bachelor’s degree helps break the cycle of poverty.

DE has penetrated the national educational landscape to a high degree. According to a 2013 National Center for Education Statistics study, 46 percent of Title IV-eligible two-year and four-year institutions offered DE credit in the United States during the academic year 2010–11, enrolling 1,277,100 students. Both high school and college faculty taught courses, with 84 percent of high school instructors having the same “minimum qualifications” as their college-employed colleagues.

In Texas, during the fall of 2014, more than 100,000 students were enrolled in DE courses, according to the Texas Higher Education Coordinator Board. Of those, 20,227 took HIST 1301, the first class of a six-hour US history requirement that is part of the state-mandated core curriculum. The core curriculum is transferable between all public institutions of higher education and cannot be rejected by the receiving institution. Because of these rules, most DE programs offer US history courses every semester.

*Working-class Texas students
can take DE classes for free,
providing a path toward college
and breaking the cycle of poverty.*

At South Texas College (STC), where I teach, 1,932 students took HIST 1301 during the same semester. The college operates one of the largest DE programs in the state, with more than 12,500 students enrolled during 2014. Twenty-three school districts offer 70 high school sites for DE classes.

But a troubling statistic concerning final grade differences between STC history faculty and high school faculty for fall 2014 led to a searching discussion during our October department meeting that year. In a recent report from the college, high school faculty pass rates were 17 percentage points higher than those assigned by the college faculty—92 percent for the high school courses compared to 75 percent for courses taught at the college. A passing grade for this study was an A, B, or C. Any grade below a C, such as a D, was not transferable.

The disparity was not necessarily explained by the location of the class, since college faculty teach both within high school settings and at the college. Since high school faculty do not generally attend department meetings, they were not part of the discussion, and so their insights were not available. Some of us are working to have high school faculty attend our meetings and are currently figuring out how to adjust policies and logistical issues to accomplish further integration.

A simplistic response to the difference, but a problematic one, is to dismiss high school faculty as lacking rigor in their teaching and grading. The problem with that assertion is the assumption that a high passing rate automatically indicates a lack of rigor, while a low passing rate indicates the opposite. The reality is that no data has been collected to determine the relationship between passing rates and rigor for our history courses. At the meeting, one colleague suggested a departmental final assessment so data could be collected and compared easily, but it was quickly rejected on the basis of academic freedom.

A high school instructor told me that teachers are under immense pressure to maintain high passing rates. The normal course of action is to provide students extra-credit opportunities, allow exam retakes, and accept late assignments. The idea is for students to show mastery of the material and not simply to be passed to meet a statistical goal. Of course, such a view about teaching is not accepted in general by college faculty. Doing work on time and displaying mastery on the first and only try on exams is the generally accepted college standard.

My first reaction, like that of many of my colleagues, was to view these practices as dumbing down a college course. After some thought, however, I realized my initial reaction was naïve. Are extra credit, exam retakes, and credit for late

work automatically less rigorous? Other than the issue of doing correct work the first time, there is something to be said for repetition when it comes to writing, which constitutes the majority of work for history assignments and exams. After all, writing and rewriting historical narratives and analyses are part of our trade. Giving students extra-credit assignments that require historical thinking and writing helps build the skill sets we seek within our discipline. Engaging in these teaching

methods may require more work for the instructor, but they benefit the student in the end.

The line between K–12 and higher education is blurring, but that might be a positive development, because it is forcing college and university faculty to rethink teaching. Collaboration between K–12 and higher education faculty will benefit students by providing them a college curriculum and helping many from the working class find a pathway to a college degree. My sugges-

tion is to move away from the anxiety about DE programs and to view them as an opportunity to creatively rethink our teaching methods and collaboration with our K–12 colleagues.

Trinidad Gonzales is the AHA two-year representative for the Teaching Division. He is a history instructor at South Texas College, where he teaches both traditional and dual enrollment courses.



Welcome to Atlanta

A Sneak Preview of the 2016 Annual Meeting

The excitement is palpable at AHA headquarters as the staff swings into action each summer, preparing for the annual meeting. *Perspectives* plays a critical role in providing information to the Association's members, thousands of whom will attend. In the past, we've focused on the nuts and bolts of getting to the meeting and what to do when you're there. This year we're trying something a bit different, since all of the detailed, up-to-date information can easily be found online at historians.org/annual-meeting.

Therefore, *Perspectives* is publishing registration and hotel rates (it's nice to know how much to budget), important dates and deadlines, and (in October) next year's theme and call for proposals. But we're also betting that our members will be interested in session highlights, behind-the-scenes takes, and attractions beyond the hotels. (We do want you to explore our host city, Atlanta!) We're looking forward to seeing you soon.

Interpreting "Global Migrations"

Each annual meeting has an official theme. Our ever-innovating discipline also spawns its own leitmotifs, reflected in the pages of the final program and corridor buzz, but not always apparent to field outsiders. This month, *Perspectives* engages the theme for the 130th

annual meeting, "Global Migrations: Empires, Nations, and Neighbors." The Program Committee was excited to see so many historians respond with proposals demonstrating a breadth of inquiry—temporal, geographical, and methodological—which bodes well for the health of the discipline. It would be impossible to recognize each one here, but we thought we'd highlight two presidential sessions.

Chaired by Judy Tzu-Chun Wu (Univ. of California, Irvine), "Gendering the Trans-Pacific World: Diaspora, Empire, and Race" will analyze issues springing from a new book series from Brill with the same title; several series contributors will participate in the roundtable. As Wu noted in an e-mail conversation, "Scholarship on migration, particularly in the US context, has traditionally focused on European migration and adaptation"; it tends to downplay the significance of migration from Asia, Latin America, and Africa. Ignoring the roles of the latter migrations can blind historians to "the growth of a security state focused on border enforcement and . . . the maintenance of racial hierarchies." Roundtable speakers, inspired by scholarship on the Atlantic world, will employ a "Pacific world perspective," Wu said, to examine "the social disruptions caused by cross-oceanic forms of migration, colonization, globalization, and environmental assault, as well as the forms of political and cultural resistance against these miseries." The

roundtable participants, she continued, "will emphasize and analyze the gendered nature of the Pacific world," especially the ways in which "gender signifies power in the Pacific world and . . . can also be the basis for political mobilization." Other participants will include Natsuki Aruga (Saitama Univ.), Karen J. Leong (Arizona State Univ.), Rumi Yasutake (Konan Univ.), Ji-Yeon Yuh (Northwestern Univ.), and Mary T. Lui (Yale Univ.).

Clifford Kuhn (Georgia State Univ.) will chair "Oral History on the Borders: Migration and Memory." Kuhn, executive director of the Oral History Association, told *Perspectives* via e-mail that "migration stories enable us to appreciate the multidimensional fluidity of people's lives, in both space and time." If "considered as only a single event within a greater migratory experience," a migration "extends to subsequent generations and even to the present." Because of its own "inherent interrogation of the relationship between past and present and between history and memory," he continued, oral history "offers insights not only into the complex migration-related negotiations of the past, but also into the multiple meanings of migration in the present, at both individual and collective levels." Recent directions in oral history interviews about migrations "focus on relatively recent history, as well as individuals displaced through war, violence, or natural disaster, with a host of methodological and ethical implications." Additionally, Kuhn said, the role of immigrants themselves is becoming critical, as they are increasingly "invited into the larger research endeavor itself beyond the formal interview, we are witnessing a broader range of collaborative activities and outcomes." Finally, work in digital media "demands a reconsideration of the entire oral history process, from field work to curation to the representation of interviews." Joining Kuhn on the panel will be Charles A. Hardy III (West Chester Univ.), Steven High (Concordia Univ.), and Devra Weber (Univ. of California, Riverside).

Vicki L. Ruiz, 2015 AHA president, co-organized these presidential sessions.



ASL Interpretation at 2016 Annual Meeting

The AHA officers complimentary sign-interpreting service upon request to our attendees.

Please notify the AHA with the sessions you plan to attend and register for the meeting by Dec. 1, 2015. This service is also available upon request for the Presidential Address and Business Meeting.

Requests should be submitted to Debbie Doyle (ddoyle@historians.org) by Dec. 1, 2015.

At a Glance

Registration, Reservations, and More

The 130th annual meeting of the Association will be held January 7–10, 2016, in Atlanta. The online program will be posted on the AHA website in mid-September, and members can look forward to receiving the printed program in mid-November. Annual meeting sessions and events are scheduled at three **hotels**: the Hilton Atlanta, the Atlanta Marriott Marquis, and the Hyatt Regency Atlanta. These buildings are connected via skybridges.

Pre-registration begins on September 16. Members may register at the pre-registration rate until December 18. On-site registration will be available in the Hilton Atlanta's (255 Courtland St. NE) Salon West.

Admission to the Exhibit Hall, the Job Center, the Career Fair, and the Internet Center requires a 2016 meeting registration badge.

Attendees must pre-register before making hotel reservations at AHA rates. After pre-registering, attendees will receive

a confirmation e-mail with instructions on making hotel reservations for both standard rooms and suites via a customized website or by calling a toll-free number. Attendees may need to use their badge number to make reservations. AHA rates can extend to three days before and after the meeting dates, depending on quantity available.

The cutoff date for the AHA's official blocks at all hotels is December 18, 2015. After that date, rooms will be available at the AHA's convention rates on a space-available basis. Hotel no-show policies will apply for reservations not canceled at least 72 hours before the first night's stay.

Transportation information will be available online at historians.org/atlanta-transportation and in the annual meeting program.

Group meetings and reunions: Societies and groups that have not already made arrangements to hold receptions or other meetings should send requests for room space as soon as possible to aha@historians.org.

Resolutions for the **business meeting** must be submitted to the executive director by November 1, to allow time for publication. They must be in proper parliamentary form; must be signed by at least 100 members of the Association in good standing; must not be more than 300 words in length, including any introductory material; and must deal with a matter of concern to the Association, to the profession of history, or to the academic profession. Resolutions submitted by the deadline, and meeting the criteria for consideration, shall be published in the December issue of *Perspectives on History*. For complete information about business resolutions, please consult the AHA Bylaws at historians.org/constitution.

Refund policy: Advance registrants who are unable to attend the meeting may request a refund of their registration fee by written request, postmarked by December 18, 2015. All refunds are subject to a \$20 processing fee. *No refunds will be issued for requests postmarked after December 18.*

Hotel & Rate Information

Hotels	Single	Double	Each Additional Guest
Hilton Atlanta 255 Courtland Street NE (hdqtrs.)	\$119	\$149	\$30
Atlanta Marriott Marquis 265 Peachtree Center Avenue NE (co-hdqtrs.)	\$119	\$149	\$30
Hyatt Regency Atlanta 265 Peachtree Street NE	\$109	\$109	\$129 triple & quad

Rates are subject to hotel occupancy tax and will be honored three days before and after the official meeting dates of January 7–10, based on availability. Booking information will be provided in your registration confirmation.

Conventional Wisdom

Annual Meeting Coordinator Debbie Ann Doyle Clears the Air

From making new connections to prowling the Exhibit Hall to rehearsing elevator speeches to rushing off to cool sessions, the AHA annual meeting is the signature event of the year for historians.

But persistent myths cloud impressions of the meeting. As our anticipation grows throughout the fall, grumbling about the meeting emerges, too. To clear the air, *Perspectives* asked **Debbie Doyle** to dispel the rumors, some of which rest on myths that might once have had a nugget of truth.

Why does the AHA pick the most expensive time of the year for travel and hotel bookings?

Actually, it's the cheapest! The week after New Year's Day is known in the travel and hotel industry as "dead week." People tend to travel the week before, so a conference after New Year's saves our members a lot of money on hotel rooms. We also strongly encourage institutions conducting interviews to inform candidates as early as possible if they'll need to travel to the meeting (like in job ads themselves), which we hope will allow interviewees time to book airfare before it skyrockets.

How come the AHA is always in New York, Washington, DC, or Chicago?

Mostly it comes down to the fact that we need a city where we can have 3,000 hotel rooms on our peak night, which limits our choices. We also learned in a survey about meeting location that one consideration seems to rise above all others for historians: airline hub cities. We do rotate regionally from the East Coast to the Midwest, the Southeast, and the West. This year we're in Atlanta. And in 2017, Denver.

Registration fees are crazy. How can the AHA justify charging grad students so much?

We're excited about a new program in which AHA-member faculty can bring precandidacy students to the meeting for \$10 each. It was incredibly successful last year, so we decided to expand it. Now there's no limit on the number of students member faculty can bring. Without faculty sponsorship, or if you've advanced to candidacy, registration fees are lower if you're a member. The grad student member preregistra-

2015

- September 16 Preregistration opens.
- September 16 Housing opens.
- September 30 Deadline to submit membership dues and address changes at historians.org/myaha in order to receive the program in the mail.
- October 15 Interviewing institutions can download Job Center reservation forms at historians.org/job-center.
- November 2 Program mailed to members.
- November 15 First deadline for reserving a Job Center table or room; space on the waiting list will be released.
- December 15 Deadline for Job Center refund requests.
- December 18 Last day for preregistration pricing.
- December 18 Housing cutoff date for all hotels. Subsequent reservations taken on a space-available basis at the convention rate.
- December 18 Deadline to submit registration refund requests.

2016

- January 7 2016 annual meeting opens at 11 a.m. at Hilton Atlanta, Atlanta Marriott Marquis, and Hyatt Regency Atlanta.



Hilton Atlanta (headquarters): 255 Courtland Street NE

Atlanta Marriott Marquis (co-headquarters): 265 Peachtree Center Avenue

Hyatt Regency Atlanta: 265 Peachtree Street NE

tion rate is \$76; for nonmembers, it's \$119. If you aren't a member, you can join before registering for less than the difference and receive not only the discounted preregistration rate but all the benefits of AHA membership for the rest of the year. (Onsite registration is more expensive, but not by much: \$82 for student members and \$125 for nonmembers.) For anyone who

doesn't have a full-time job, we also have unemployed registration rates, ranging from \$70 to \$85, depending on whether you're a member. Our student rates compare favorably with those of other professional associations.

I didn't submit a panel to the annual meeting this year because I was on the program last

year, and you can't be on it two years in a row. Maybe even three. Right?

Actually, that was an old rule. We eliminated it back in 2008 because we want to encourage people to participate in the annual meeting.

Why does the Program Committee hate military history, ancient history, and medieval history?

It's a common perception that the committee is less interested in certain fields, which becomes a problem when people in those fields hesitate to submit proposals, creating something like a feedback loop. But proposals in underrepresented fields are actually *more* likely to be accepted because we want the program to be diverse. The committee will even sometimes actively recruit submissions, though that doesn't guarantee their acceptance. Regardless of field, the Program Committee tilts toward sessions that have some breadth, whether by subject or method.

Doesn't the Program Committee use the Berks as an excuse to cut back on women's and gender history every third year?

Actually, no, and the Berkshire Conference of Women Historians recently became an affiliate of the AHA. I would say that it may be that people apply to only one major conference a year because of the effort and expenses related to attending. I've been staffing the

Program Committee for 10 years and have not yet heard a member of the committee make a reference to the Berks in this context!

You scheduled all the panels I'm interested in at the same time. What do you have against my field?

The Program Committee works hard to balance sessions across time slots, but we only have 10 time slots, and there are approximately 30 sessions that have to go in each slot. So if there are more than 10 sessions in one field, there's going to be some overlap. If you are the sort of scholar who has interests across fields, the overlap is even more likely. We have so many interesting sessions that it's impossible to keep them from conflicting, but we do our best to spread sessions across the program.

My panel last year was in this tiny room. It attracted quite a few people, but some left because they couldn't find anywhere to sit. Was this done on purpose?

Room size is a perennial issue. Hotels tend to have a lot of really big rooms and a lot of really small rooms, although it varies by the structure of the hotel. It happened in New York, where there were a lot of small rooms. I guess it's because real estate's expensive in New York! In addition, to be honest, often the Program Committee and AHA staff guess wrong about attendance. Hence sometimes the rooms are

too big, and sometimes too small. There is some guesswork involved in figuring out how many people will attend a session, and we try to put sessions in rooms of appropriate size.

The process of interviewing is so hellish. Why does the AHA profit from grad students' stress and financial hardship?

Interviews are not a revenue stream. It's expensive for institutions to set up AHA interviews, but we don't profit from making people come to them. For instance, we pay for the room setups—even the pipe-and-drape structures around the tables in the main interview area, because not having them would be just cruel, even if not unusual. Our current executive director remembers being interviewed at tables set up without dividers. We are constantly looking for new ways to improve the interview experience—or even just to mitigate its inevitable anxieties. If you have suggestions, please e-mail ltownsend@historians.org.

We recognize the trend toward Skype interviews, and we are open to the possibility that fewer convention interviews will contribute positively to the atmosphere of the whole meeting.

Where can I find the most up-to-date information about the annual meeting?

We have everything online at historians.org/annual-meeting, as well as in this issue of *Perspectives*. See you in Atlanta!



Bernardino de Sahagún (1499–1590) (Anderson, Arthur J. O., and Charles E. Dibble, translators), *The Florentine Codex: General History of the Things of New Spain*, Book 12: *Historia and Moral Philosophy* (Salt Lake City: University of Utah Press, 1962) in *Children and Youth in History*, item #432, <http://chm.gmu.edu/cyh/primary-sources/432> (accessed June 30, 2015).

Need child care for the 2016 annual meeting in Atlanta?

Apply for a grant from the AHA

- Up to 10 grants of up to \$250 each will be awarded
- Eligible attendees include history graduate students, adjuncts, and early-career historians (within 5 years of the earned degree)
- Priority will go to those on the program and/or interviewing at the meeting

Applications accepted September 23 to November 1. All applicants will be notified by November 15.

For additional details on allowable expenses and reimbursement policy, see the AHA's website at www.historians.org/annual-meeting/resources-and-guides/child-care-grants

Questions? Contact childcare@historians.org

After Ten Years

Reflections of an Editor

After 10 years as editor of the *American Historical Review*, one would think I'd have a lot to say about our discipline. And indeed I do. A great deal of material has crossed my desk; moreover, I have had the privilege to interact with a host of historians far and wide, as well as the leadership of the American Historical Association. But despite the temptation to pontificate here, I will exercise restraint and limit myself to noting briefly both the innovations and the changes to the journal that have been introduced under my watch, and some challenges and obstacles that remain.

Innovations and Changes

Establishing a Relationship with a University Press. Perhaps the most significant change—indeed, a move that meant a departure from several generations of self-publishing—was establishing a relationship with a university press. After an initial three-year contract with the University of Chicago Press, Oxford University Press convinced us that it had the in-house technical and marketing capacity to ensure that we could maintain our standing in the world of scholarly journal publishing. Overall, we have been most satisfied with its support and service.

New Features of the Journal. The scholarly article—the classic “short form” of scholarship—has been, and always will be, the most important aspect of the journal (along, of course, with our extensive book review section). I believe, however, that we should vary the forms and genres of our publishing menu, in part simply to offer our readership a range of reading experiences, in part to take advantage of our unique position as a journal that can bring together in meaningful dialogue scholars from all fields and



all periods. Accordingly, we have introduced a variety of new features:

Featured Reviews. Every issue now includes anywhere from three to six reviews of books, chosen by the editors, the consultants, and members of the Board of Editors, that in our estimation warrant greater attention than is accorded to most of the others.

Roundtables. We also introduced the format of the Roundtable, conceived as a series of between eight and ten essays that are somewhat shorter than usual (about 4,000 words), on a common theme. So far we have published several: “Historians and Biography,” “Historians and the Question of ‘Modernity,’” “You the People,” “History Meets Biology,” and “The Archives of Decolonization.” And there will be others. Some of these projects were conceived and commissioned by the editors; some were proposed to us by groups of scholars.

The AHR Conversation. Since 2006, we have published seven Conversations, which originate as online discussions among five or six historians on a broad

Robert A. Schneider

topic, moderated by the editor, and are then transcribed and edited for inclusion in the journal. These have allowed us not only to address important, sometimes timely issues for historians, but also to bring a wide range of experts together in one publishing venture.¹

Exchanges. This is another rubric we introduced, in which scholars were invited to respond to or address provocative issues or recent articles. Perhaps the Exchange that has attracted the most attention, “On *The History Manifesto*,” appeared in this year’s April issue.

In Back Issues. Along with In This Issue, which summarizes the articles in the present issue, I introduced another feature. In Back Issues is designed to call attention to the extraordinary inventory of material in the 120 years of the *American Historical Review*. The approach is to peruse issues from 100, 75, and 50 years ago, and select articles and features that might be of interest to today’s readers.

The AHR as an E-book. In order to maintain an awareness of the nature and importance of the journal as a whole, as opposed to the individual articles it contains, we have worked with Oxford University Press to produce an electronic version of the *AHR*, which readers can consult as a “click-through” experience, thus preserving its integrated quality.

In short, it is my sense that, without pandering or compromising its identity as a serious organ of true scholarship, a scholarly journal today needs to vary its modes of presentation, especially in terms of form and format. It is my hope that in the past 10 years, the *AHR* has maintained not only its reputation as the leading purveyor of historical scholarship, but also the interest of a wide range of readers—who, we all can recognize, increasingly have other venues competing for their attention.

Challenges and Obstacles

When I took this position in 2005, I thought that the main challenge would be ensuring that the *AHR* continued to attract and publish the best historical scholarship out there. And it's true that this must be an editor's primary mission. What I did not anticipate is that matters relating to publishing, digital publishing, and in general the mechanics and technicalities of producing a journal would occupy so much of my time.

The general challenges of the digital age. Conceived under and still tethered to the print model, journals need to explore different modes of publishing digitally. I'm not sure when or even whether we will leave print behind definitively: all predictions on that score have turned out to be wrong. But I suspect that in the near future, the *digital* journal will look very different from what we see today on the OUP website. Indeed, my hunch is that the "journal" will morph into a website of its own, conceived and designed to preserve the integrity and coherence of the printed issue, which has the virtue of exposing readers to a vast range of content. As I have argued [elsewhere](#), one of the consequences of encountering journal content digitally is that it is disaggregated—ripped out of the overall context of the journal—such that the range of material is largely obscured from readers' attention. My hope is that those who value the virtues of the journal form will invent ways to preserve these virtues in the digital mode.

Streaming book reviews. Well before we proceed to reinvent the journal, I am pretty sure that the next editor will have to entertain a prospect I only flirted with: publishing reviews online as they are ready. Reviews are time-sensitive and valued for their timeliness. There is no longer any reason to hold them in reserve for an upcoming issue. Still, the prospect of simply streaming them, unleashing them in a piecemeal fashion, tends to work against our effort to expose readers to a whole range of reviews, especially those outside their field of expertise. In short, while I concede that this mode of publishing reviews is quite likely and even

desirable, I hope that the temptation to accommodate our readership's appetite for timely reviews does not entail tossing them willy-nilly into cyberspace.

Open Access. A lot has already been said about this issue. Clearly, it represents a legitimate alternative to traditional publication methods and business models. Like many other journals of its size, the *AHR* endorses the principle of open access, as long as we can be assured of having the resources to fulfill our mission. In any case, I think that those of us entrusted with the direction of major journals, which require substantial support in order to accomplish their tasks, need to do a better job of explaining the value of costly, time- and labor-consuming tasks, such as peer review, curating material, editing, and copyediting, as well as maintaining a book review process that in our case means vetting 3,000 books a year and publishing more than 1,000 reviews.

Born-digital material. Under my predecessor, the *AHR* was a pioneer in featuring material that took advantage of digital techniques, such as they were at the time. As I sought out appropriate submissions of this sort, however, I found that those historians who were committed to digital scholarship were largely occupied with constructing and maintaining websites. The problem was that this material was ill-fitted to the "short form" of the article—something worth preserving. Clearly, born-digital articles will require cooperative curating on the part of editors and digital authors alike.

Serving as editor of the *AHR* these past 10 years has been an incredibly rewarding experience, sometimes exhilarating—and yes, often relentless in its demands—but always stimulating. I have learned much; indeed, it will take me a long time—and some time away from the position—to appreciate just how much I have learned. But among the many things I have come to appreciate are the intelligence, commitment, and goodwill of the people I have worked with. It has been a privilege to share a common purpose with Jim Grossman and Arnita Jones, with Rob Townsend and Seth Denbo, with other members of the great staff of the AHA, and with the host of presidents, vice presidents, and Council and

Division members who make this professional organization work so well for so many. I am profoundly indebted to the people in our Bloomington office: Cris Coffey, Jane Lyle, Allison Madar, and Jessica Smith; the many, many graduate students who have served as editorial assistants over the years; and the five remarkable colleagues from the Indiana University Department of History—Maria Bucur, Konstantin Dierks, Sarah Knott, Lara Kriegel, and Alex Lichtenstein—who have occupied the crucial position of associate editor, reading *every* manuscript submission we receive. And then there are the successive members of the Board of Editors, the front line of our review process, leaders in their respective fields whose service to this journal ensures its quality. Finally, I cannot fail to acknowledge literally hundreds of scholars whom, however, I cannot name—indeed, whose service is entirely unsung yet utterly crucial. These are the outside experts, the historians across the field whom we call upon to review manuscript submissions to the *AHR*. We could not operate without these reports; they are at the heart of the peer review process. And they are usually thoughtful, detailed, and expert: I have received some reports that are essays unto themselves, running to thousands of words, fully footnoted and annotated. This is selfless, anonymous service at its best, scholarly labor freely contributed without any public acknowledgment or compensation—and without which the peer review system simply could not function.

Service, generosity, commitment: these are the values that have most impressed me in my 10 years as editor. I don't know whether this experience has made me a better historian, but I'm sure it has instructed me in what it takes to be a better colleague, an exemplary professional, even a good person. And for this I am grateful.

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

Note

1. The topics in the Conversations to date have been "On Transnational History" (2006), "Religious Identities and Violence" (2007), "Environmental Historians and Environmental Crisis" (2008), "Historians and the Study of Material Culture" (2009), "Historical Perspectives on the Circulation of Information" (2011), "The Historical Study of Emotions" (2012), and "How Size Matters: The Question of Scale in History" (2013).

Action Items by the AHA Council, January–June 2015

Through e-mail conversation from January 16 to June 5, 2015, the Council of the American Historical Association made the following decisions:

Endorsed a letter from the National Coalition for History to members of the US Senate Committee on Health, Education, Labor, and Pensions, encouraging Congress to include funding for professional development for high school civics and history teachers in the new version of the Elementary and Secondary School Education Act.

Approved a letter from AHA executive director James Grossman to members of the US Senate Committee on Health, Education, Labor, and Pensions, encouraging Congress to include funding for professional development for high school civics and history teachers in the new version of the Elementary and Secondary School Education Act.

Approved changes to the John E. O'Connor Prize description, including clarification of the rules for submitting films that are part of a series, stating that film critics and members of the public may suggest films for consideration, and changing one of the assessment criteria from "Stimulation of Thought" to "Stimulation of Interest in History."

In the case of *Obergefell v. Hodges*, approved signing on to an amicus brief regarding whether states can prohibit same-sex marriage and are obliged to recognize all marriages performed in other states.

In response to the announced closing in August 2015 of Sweet Briar College (Virginia), an AHA institutional member, Council voted to offer two years of free AHA membership and complimentary registration to the 2016 annual meeting to the Sweet Briar College history department faculty.

Approved AHA support for the National Coalition for History to sign on to a

letter from OpenTheGovernment.org to Secretary of State John Kerry and National Archivist of the United States David Ferriero, expressing concerns about the manner in which former Secretary of State Hillary Clinton's e-mails were handled.

Approved a letter to the directors of the National Institutes of Health and the National Library of Medicine to express appreciation for the library as a vital resource that supports scholarship, education, and public knowledge of medicine and historical and current public health issues.

Approved joining with five other scholarly societies to send a letter to the Atlanta Convention and Visitors Bureau opposing Georgia's proposed Religious Freedom Restoration Act, which would establish a vendor's right to refuse goods or services to individuals based on their sexual orientation. If the legislation is passed, the AHA will not consider holding future annual meetings in any location in the state of Georgia. Cosigners of the letter include the American Academy of Religion, the History of Science Society, the Philosophy of Science Association, the Society for Biblical Literature, and the Society for Literature, Science, and the Arts.

At the midyear meeting of the Council of the American Historical Association, held June 6 and 7, 2015, in Washington, DC, the Council made the following decisions:

Approved the January 2015 Meeting Minutes.

Approved the January–May 2015 Interim Meeting Minutes and ratified electronic votes.

Appointed the following *American Historical Review* Editorial Board members: Ruth Mazo Karras, Univ. of Minnesota; Sarah Maza, Northwestern Univ.; and William Rowe, Johns Hopkins Univ.

2015 AHA Election Results

Takashi Fujitani (Univ. of Toronto), chair of the Nominating Committee, announces the following results of the 2015 AHA election. The committee wishes to thank all candidates who stood for election; their willingness to serve is much appreciated.

President

Patrick Manning (Univ. of Pittsburgh)

President-Elect

Tyler E. Stovall (Univ. of California, Santa Cruz)

Vice President, Teaching Division

Elizabeth A. Lefffeldt (Cleveland State Univ.)

Councilor, Profession

Debjani Bhattacharyya (Drexel Univ.)

Councilor, Research

James H. Sweet (Univ. of Wisconsin–Madison)

Councilor, Teaching

Jeffrey A. Bowman (Kenyon Coll.)

Committee on Committees

Antoinette M. Burton (Univ. of Illinois at Urbana–Champaign)

Nominating Committee

Position 1: William Deverell (Huntington Library/Univ. of Southern California)

Position 2: Kären E. Wigen (Stanford Univ.)

Position 3: Jamil S. Zainaldin (Georgia Humanities Council)

Approved changes to the Kelly Prize committee, formalizing participation of members of the Coordinating Council for Women in History.

Selected the 2015 Awards for Scholarly Distinction (names will be publicized in fall 2015).

Extended the term of AHA parliamentarian Michael Les Benedict through January 2016.

Approved the AHA sponsorship of a roundtable titled "Historians on the Loose: Careers Beyond the Professoriate" at the Western Historical Association October 2015 meeting.

Approved an ad hoc committee to consider the implementation of the 2012 report of the Two-Year College Faculty Task Force.

Approved changes to the Policy on Exhibits, Advertisements, Mailing List Rentals, and Sales to include this wording: "The AHA will accept items for exhibition, advertising, or sale that, at its sole discretion, it deems to fall within its mission and scope."

Approved the publication of the Guidelines on the Evaluation of Digital History, submitted by the Committee on Professional Evaluation of Digital Scholarship by Historians.

Established the Digital History Working Group to keep abreast of developments in the field of digital history and maintain a directory of historians qualified to assist departments looking for expert outside reviewers for candidates at times of tenure and promotion.

Approved changes to the AHA Bylaws regarding the AHR board of editors, AHA Council obligations and vacancies, format of dissemination of information, business meeting resolutions and guidelines, and the timing of nominations and elections.

Approved changes to the AHA Constitution and Bylaws to put forward for a vote of the AHA membership at the 2016 annual election. The proposed changes will be disseminated in appropriate AHA publications

for membership review in spring 2016 prior to the annual election and voting period.

Approved the following changes to the FY 2016 membership dues structure, including the addition of a top-tier category for those with incomes over \$170,000, renaming categories to reflect an income range, lowering the "Over \$150,000" category base to \$130,000, and increasing dues by 2 percent in the \$45,000–\$70,000 and \$70,000–\$100,000 categories.

Approved the AHA's operating and capital budgets for the 2015–16 fiscal year.

Established a permanent Committee on LGBTQ Historians.

Authorized AHA president Vicki L. Ruiz to write a letter to the Wisconsin Legislature's Joint Committee on Finance regarding proposals pending in the Wisconsin Legislature that threaten to undermine several long-standing features of the state's current higher education sys-

tem: shared governance, tenure, and academic freedom.

Approved a shift in oversight of the annual meeting from the Research Division to the Council Subcommittee on the Annual Meeting, which will be chaired by the immediate past president and consist of a representative from each division.

Approved a letter to the members of the Board of Regents of the University System of Georgia protesting a policy that denies undocumented immigrants the opportunity to attend Georgia's top five public universities.

Established an ad hoc Committee on State Standards to respond to requests to review K–12 state standards, textbooks, and history exams, and to maintain a list of individuals willing to review these items. When appropriate, this committee will also commission reviews of these items in AHA publications.

**Teaching/Fellowship Opportunity for a
Distinguished American Historian
Occidental College History Department**

We seek a distinguished American Historian who will split the '16-'17 academic year between Occidental College and the Huntington Library. In addition to researching the Huntington's collections, the Billington Professor will teach one class per semester in the Occidental History Department. Associate and Full Professors from any college or university (excepting those in the greater Los Angeles area) are invited to apply. The position includes office space at both the Huntington and Occidental, a stipend of \$100,000-\$120,000 (depending on rank), and other generous benefits. Applicants should submit a letter of interest, curriculum vitae, research proposal for the Huntington, course proposals for Occidental, evaluations of undergraduate teaching, and three letters of recommendation by email to Ms. Patricia Miroche, Search Coordinator at pmiroche@nyu.edu, "Attention: Billington" in subject heading. All materials are due by November 30, 2015. For more details, please see our web page: <http://www.ny.edu/history/billington>. Occidental College is an equal opportunity employer, committed to academic excellence in a diverse liberal arts environment. Women and minorities are encouraged to apply.

Donors to the Association

July 1, 2014–June 30, 2015

The Association relies on the generous contributions of members and other patrons to support the prizes, awards, and other programs and activities of the Association. The following list records—with our considerable gratitude—the many members who made significant gifts to the Association during the past fiscal year.

\$1,000 and Above

David A. Bell
Albert J. Beveridge III
James R. Grossman
Carol Mon Lee

\$250 to \$999

Stephen Aron
Robert A. Blackey
Malcolm C. Clark
William J. Cronon
Kenneth W. Levy-Church
Joseph O. Losos
John M. Murrin
Francis O'Donoghue
Paula Petrik
R. Arnold Ricks
James M. Rosenheim
Dorothy Ross
Sarah Gwyneth Ross
Vicki L. Ruiz
Robert L. Tree

\$150 to \$249

John W. Baldwin
Suzanne Wilson Barnett
Rand Burnette
John C. Cairns
Roger P. Chickering
William R. Childs
Lisa Forman Cody
Hamilton Cravens
Despina O. Danos
Edward L. Farmer
Allen M. Howard
Paul W. Knoll
Earl Lewis

Laura J. Mitchell
Alice M. O'Connor
Kenneth L. Pomeranz
Alfred J. Rieber
Paul M. Romney
Melvin J. Tucker
Alice Whealey
Robert H. Whealey

\$100 to \$149

Edward A. Alpers
Virginia D. Anderson
Walter L. Arnstein
Bernard Bailyn
Robert B. Bain
Susannah F. Baxendale
Charlene Bangs Bickford
Allison Blakely
Jon Butler
Peter M. Buzanski
Clifford E. Clark
Deborah A. Cohen
David Coles
Gregory T. Cushman
Gerald A. Danzer
Sheri I. David
John R. Dichtl
Michael D'Innocenzo
Robin Einhorn
Geoff Eley
Bruce S. Fetter
Paula S. Fichtner
Zephyr L. Frank
John B. Freed
Alice L. George
Luis E. Gonzalez-Vales
Leonard A. Gordon
Edward G. Gray
Hugh D. Hawkins
Charles W. Hayford
Jo N. Hays
Anne Hyde
Alice Kessler-Harris
Susan E. Klepp
Diane P. Koenker
Rebecca Kugel
Jane G. Landers
Brigitte Karin Lavey
Lance B. Lewis

David L. Lightner
Gloria L. Main
Glenna Matthews
Samuel T. McSeveney
Barbara Metcalf
Thomas R. Metcalf
Adrian Simon Moore
George Moutafis
Carl H. Nightingale
Jocelyn H. Olcott
Ynez V. O'Neill
Robert D. Parmet
Elaine Weber Pascu
William Brown Patterson
Joseph P. Reidy
Malcolm Richardson
Teofilo F. Ruiz
Edmund P. Russell III
William H. Sewell
James J. Sheehan
Jerome Shindelmann
Jane Slaughter
Winton U. Solberg
Vincent B. Thompson
Barbara L. Tischler
James C. Turner
Richard L. Waldron
Harry M. Walsh
Frank A. Warren
Carole M. Watson
Steven C. Wheatley
Kären E. Wigen
Charles E. Williams
Allan M. Winkler
Phyllis Bannan Woodworth
Don J. Wyatt
John W. Yarbrough
Wen-hsin Yeh

Note that this list aggregates all donations received between July 1, 2014, and June 30, 2015. The American Historical Association is grateful to its 422 donors. Because of space restrictions, we can list only donors who have contributed \$100 or more. Please visit historians.org/donate for a complete list of our generous donors.

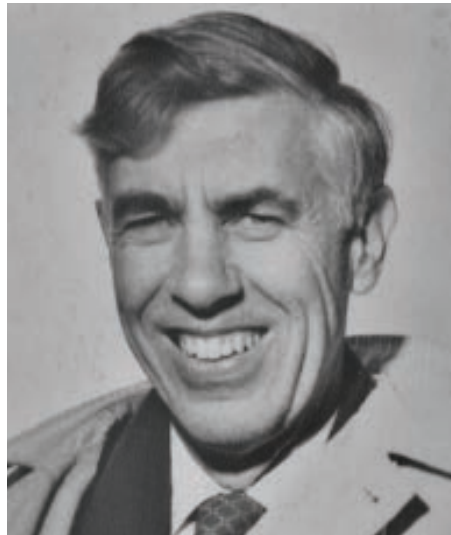
F. Hilary Conroy 1919–2015

Historian of Modern East Asia

Francis Hilary Conroy passed away peacefully at his home in Media, Pennsylvania, in January at the age of 95. He was preceded in death by his wife of 65 years, Charlotte, in 2008.

Hilary Conroy was born in Normal, Illinois, the son of a plumber, and attended Bloomington High School, from which he graduated in 1937 as valedictorian. During his high school years, he became a standout tennis player, a sport that he would enjoy playing for the rest of his life. Following high school, he enrolled at Northwestern University on a full scholarship and graduated in 1941 with a major in history. He began graduate study at the University of California, Berkeley, receiving a master's degree in 1942, and started work on his doctorate, but he interrupted his studies during World War II to enlist, studying Japanese at the Naval Language School in Boulder, Colorado. Upon completion, he was assigned to military intelligence during the occupation of Japan; his unit was attached to the Tokyo Central Telephone office to listen for the word *ansatsu* (assassination). After a year in Japan, he returned to Berkeley in 1946, studying with Delmer Brown and Woodbridge Bingham and writing a doctoral dissertation on Japanese immigration to Hawaii that later became his first book, *The Japanese Frontier in Hawaii, 1868–1898* (1953). He would later collaborate with Bingham and Frank Iklé to produce *A History of Asia* (Vol. I, 1964; Vol. II, 1965). After receiving his PhD in 1949, he remained at the University of California for two years as a lecturer in Far Eastern history. Chafing at the requirement to sign the McCarthy-era loyalty oath, he left California to join the history faculty at the University of Pennsylvania in 1951, where he would teach for nearly four decades.

Hilary Conroy was a pioneer in many ways, both as a historian of Asia and as a practitioner of peacemaking. He established the East Asian history program at Swarthmore College in 1953. In the following year, he was one of the first Fulbright scholars at Tokyo University. After joining the Religious Society of Friends (Quakers), he worked for



Credit: Steven Sukenori Ushioda

F. Hilary Conroy

the American Friends Service Committee's international seminar program in Tokyo while also teaching at International Christian University in 1958–59. His efforts to understand why and how Japan annexed Korea resulted in his masterful study *The Japanese Seizure of Korea, 1868–1910: A Study of Realism and Idealism in International Relations*, the first such study in English, published by the University of Pennsylvania Press in 1960 and dedicated "To my wife [Charlotte], without whom this work would have been written in pencil." At the University of Pennsylvania, Conroy taught the first course in Asian American studies, entitled the Asian American Experience, which was also one of the first of its kind nationally. He served as a senior specialist at the East-West Center in 1965–66. He also cofounded the Conference for Peace Research in History and its journal, *Peace and Change*. As the Vietnam War escalated, he helped establish the Committee for Concerned Asian Scholars. He was active in the Oriental Club of Philadelphia, the Asian American Council of Greater Philadelphia, the Association for Asian Studies, the Interagency Task Force on Indochina Refugees, the Center for Migration Studies, Interchange for Pacific Scholarship, and the American Historical Association.

Conroy enjoyed interacting with and encouraging his graduate students. Every fall, he would invite them to his house for an "L and R party." Only when unsuspecting first-year students arrived would they learn that "L and R" stood for "leaf and rake." He also included

his students' research in his numerous edited volumes or as coeditors. These included *East Across the Pacific: Historical and Sociological Studies of Japanese Assimilation and Integration* (coedited with T. Scott Miyakawa, 1972), *China and Japan: The Search for Balance Since World War One* (coedited with Alvin D. Coox, 1978), *Japan Examined: Perspectives on Modern Japanese History* (coedited with Harry Wray, 1983), *Japan in Transition: Thought and Action in the Meiji Era, 1868–1912* (coedited with Sandra T. W. Davis and Wayne Patterson, 1984), *New Tides in the Pacific: Pacific Basin Cooperation among the Big Four (Japan, PRC, USA, USSR)* (coedited with Roy Kim, 1987), and *Pearl Harbor Reexamined: Prologue to the Pacific War* (coedited with Harry Wray, 1990).

Although he retired from the University of Pennsylvania in 1990, his scholarly output continued. In 1991, *America Views China: American Images of China Then and Now* (coedited with Jonathan Goldstein and Jerry Israel) was published, and his last book, *West Across the Pacific: American Involvement in East Asia from 1898 to the Vietnam War* (with France Conroy and Sophie Quinn-Judge), was published in 2008.

At the 2010 annual meeting of the Association for Asian Studies in Philadelphia, a panel on the Japanese annexation of Korea was convened; that year was the centennial of that 1910 episode and the 50th anniversary of the publication of *The Japanese Seizure of Korea*. The panel attracted a standing-room-only crowd in a ballroom to hear the remarks of the discussant, Conroy, then 90 years old. Subsequently, his colleagues and former students launched a campaign to raise money for a prize in his honor, resulting in the Hilary Conroy Panel Prize at the Association for Asian Studies Annual Meeting, to help fund the participation of panelists from Asia and other parts of the world beyond North America.

In February, family, friends, colleagues, and students gathered at the Pendle Hill Quaker Center outside Philadelphia to pay tribute to his life and work. He is survived by his daughter, Sharlie C. Ushioda; a son, France "Rusty" Conroy; four grandchildren; and one great-grandson.

Wayne Patterson
St. Norbert College

Caroline Cox 1954–2014

Historian of Colonial America

Caroline Cox passed away on July 11, 2014, after a courageous yearlong battle with cancer. She was 59 years old. An adventurous scholar whose work ranged from military history to the history of childhood and youth, Caroline was professor of history at the University of the Pacific in Stockton, California.

Born in 1954 in Glasgow, Scotland, Caroline immigrated to the United States in 1978 to pursue a career in finance. She lived and worked in New York City, Sun Valley, Idaho, and the San Francisco Bay Area. Her love of learning led her to a mid-career shift; she pursued and earned an AB, MA, and PhD, all in history, from the University of California at Berkeley in 1990, 1993, and 1997, respectively. Caroline wrote her dissertation under the supervision of Robert Middlekauff. Her experience as a nontraditional student encouraged her to mentor and support every student who crossed her threshold in her 15-year career at Pacific. A magnetic storyteller, Caroline's wide-ranging historical interests drew students from across majors.

It was as a cultural historian of the Continental Army that Cox established her academic reputation. *A Proper Sense of Honor: Service and Sacrifice in George Washington's Army* was published in 2004. It was widely reviewed and praised for its analysis of hierarchy and class attitudes in colonial America. Soldiers and officers were treated differently in the kinds of discipline meted out, death and burial practices, camp life, and as prisoners of war. These norms mirrored those in European armies at the time and stood in contrast to the egalitarian and republican principles held so dear by patriots at the time and historians ever since. Enlistees expected their low status to be confirmed by their military service; Caroline argued that not much changed for them in independent America, either. Compassionate concern for the inclusion of ordinary people in the historical record drove her scholarship.

This scholarly concern—as well as her love of a great story—led her to her next book,



Credit: University of the Pacific

Caroline Cox

The Fight to Survive: A Young Girl, Diabetes, and the Discovery of Insulin (2009). The difficulty of living with the chronic disease was familiar to Caroline, as her father and others in her family were diabetic. After reading about Elizabeth Evans Hughes, one of the first diabetics to receive insulin treatment, she jumped on a plane to visit the Discovery of Insulin archives at the University of Toronto. The book's poignant afterword testifies to the breadth of Caroline's scholarly interests and her compassion for those suffering ill health. She wrote admiringly of Elizabeth's courage to "live richly" in the face of her illness. As her friends and colleagues observed, Caroline herself carried on bravely and without complaint until the end, living a rich life in her homes in Stockton and the San Francisco Bay Area.

Caroline received many awards for her teaching and scholarship at the University of the Pacific, including the Faye and Alex Spanos Distinguished Teaching Award, the Pacific Distinguished Faculty Award, and the Order of Pacific, awarded posthumously at the university commencement in 2015. The esteem in which she was held by her colleagues at the College of the Pacific was recognized in her service as interim dean in 2012–13.

Throughout her life, Caroline loved reading and talking about books. Late afternoons would find her curled up with a book of poetry or a page-turning detective novel that she passed around with other aficionados of the genre. Her Robert Burns parties

featuring single malt scotches, haggis, and her recitation of verses from Burns were legendary.

When her illness gave her only a short time to live, Caroline still insisted on teaching her favorite class, her survey course on the history of warfare. At the time of her death, Caroline was at work on a book on colonial America, tentatively titled *Boy Soldiers: War and Society in the American Revolution*.

Caroline's husband, Victor Ninov, has established the Caroline Cox Award for Undergraduate Research in her memory, to be awarded annually to the outstanding paper in the history department's capstone seminar. Caroline Cox is survived by Victor Ninov, her brother, Andrew, her sister, Sheila, five nieces and nephews, and countless friends around the world.

Gregory Rohlf
University of the Pacific

George Harmon Knoles 1907–2014

Historian of the US

Distinguished Stanford professor of American history George Harmon Knoles passed away on August 27, 2014, at the age of 107. George Knoles was born in Los Angeles on February 20, 1907, to Tully and Emily Knoles, the fifth of eight children; Theodore Roosevelt was president in the year of his birth. George's father, Tully, moved the family to San Jose in 1920, where he served as president of the University of the Pacific, which was relocated to Stockton, California, in 1924. An educational pioneer, Tully Knoles remained president of the University of the Pacific for 27 years.

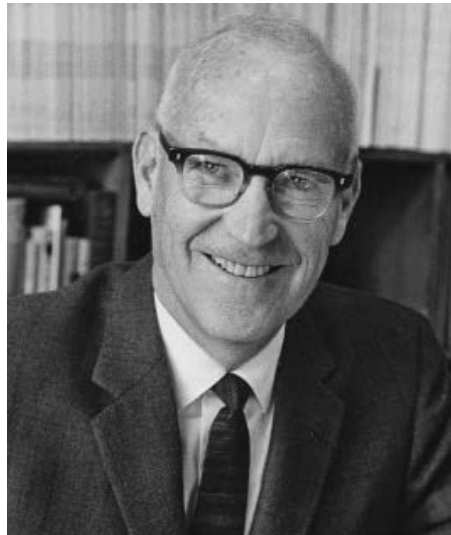
George Knoles received his BA in 1928 and MA degree in 1930 from the University of the Pacific. He married Amandalee Barker, a student at the University of the Pacific, in 1930. They would have two daughters, Anne Knoles Nitzan and Alice Laurane Knoles Simmons. In 1935, Knoles joined the Stanford faculty as an instructor in history and worked simultaneously on his PhD, which he received in 1939 from Stanford. In World War II, he served as a lieutenant in the navy. He compiled his naval histories and recollections after

the war. He returned from active duty to resume teaching at Stanford in 1946 and rose through the academic ranks to become the chair of the history department and the Margaret Byrne Professor of American History before his retirement in 1972.

During the war Knoles spent time in the Pacific. He returned to Japan to teach at the University of Tokyo during several summers of the 1950s as part of the Stanford Study Abroad program, and again in 1971 as a Senior Fulbright Scholar. He hoped to rekindle the friendship between Japan and the United States that had existed before the war. He also taught as a visiting professor at UCLA and the University of Wyoming while on leave from Stanford. Through Stanford's Study Abroad program, Knoles traveled with his family to England, France, Germany, and Austria in the 1960s, and he taught in England and France. During his time abroad, Knoles encouraged international peace and understanding through educational and cultural exchanges, and sustained enduring friendships with foreign colleagues and students he met and entertained during his overseas travels.

When they returned to the United States, Knoles and his wife participated in the social life of Stanford University; George served as a field judge during Stanford Track Meets, and Amandalee served as president of the Stanford Faculty Women's Club. Knoles was a sought-after speaker for alumni events and enjoyed attending receptions for visiting dignitaries with his wife.

Knoles wrote numerous journal articles and published several books, including *The Presidential Campaign and the Election of 1892*, *The Jazz Age Revisited: British Criticism of American Civilization During the 1920s*, and *The New United States: A History Since 1896*. Knoles coedited *Readings in Western Civilization*, first published in 1951 with colleague Rixford K. Snyder; the book was widely used in university Western civilization courses throughout the United States, including at Stanford. A series of papers written by Knoles and three other scholars who presented at a Stanford conference for the Institute of American History held in March 1963 were published in book form as *Crises of the Union, 1860–1861*. Papers from another conference held in 1970 were compiled and published by the



Credit: Jose Mercado / Stanford News Service

George Harmon Knoles

California Historical Society as *Essays and Assays: California History Reappraised*. His book *Responsibilities of Power, 1900–1929* appeared in 1967. Knoles wrote a new introduction to British author G. K. Chesterton's *What I Saw in America* for its republication in 1968. As a specialist in American social, cultural, and intellectual history, Knoles often wrote on British travelers in America and British appraisals of the United States. In the introduction to his *Jazz Age Revisited*, Knoles suggested that contemporary Americans "can make use of the perspectives and insights of foreign observers in their efforts to come to terms with their own culture." Knoles's analysis of British travel commentary continued the work of Allan Nevins's *American Social History as Recorded by British Travelers* (1923) and offered a guide for the United States in world leadership. For him, foreign travel commentary provided a mirror for Americans.

Knoles was a vital department member. He compiled the bibliography of David Potter's works that appeared in Potter's posthumous publication *Freedom and Its Limitations*, edited by Don E. Fehrenbacher, in 1976.

Knoles was widely admired as hard-working, diligent, and rather formal but with a wry sense of humor; he spent long hours in his office, counseling students and writing letters of recommendation. He wanted his students to succeed, to find excellent jobs in reputable universities, and to enjoy a well-rounded life, one of

the famed hallmarks of the Stanford philosophy. He donated his professional and personal papers (1920–1994) to Stanford University; they are located in the Green Library's Department of Special Collections and University Archives (call number SC0328). This collection includes lecture notes, syllabi, manuscripts, photographs, committee minutes, royalty statements, and correspondence with scholars such as Thomas A. Bailey, Allan Nevins, Frank Friedel, John F. Kennedy, Rixford K. Snyder, E. E. Robinson, Arnold J. Toynbee, Gordon Wright, and Max Savelle, among many others. The collection also includes his naval logs and war records and his World War II letters home. Knoles hosted a special reception at his home for famed visiting British historian Arnold Toynbee in the spring of 1965; he invited all of the Stanford history graduate students, greeting every student at the door. This kind gesture of inclusive invitation was typical of Knoles's generosity and enthusiasm for his students to do well and have all possible academic scholarly advantages while studying at Stanford. Knoles led both colleagues and students by his competent example of a long life well lived.

Barbara Bennett Peterson
University of Hawaii (Emerita)

Mark Leff 1949–2015

Historian of US Politics and Policy

Mark Leff passed away on February 22, 2015, surrounded by his family. One of the finest human beings I have encountered anywhere, he happened also to be one of the most talented and dedicated teachers, most treasured colleagues, and most astute scholars many of us knew, and these qualities underscore the sense of loss among his students and friends.

Born in Cincinnati and raised in suburban Washington, DC, Mark received a BA in economics from Brown and a PhD at the University of Chicago. In 1971, he married Carol Skalnik Leff, a scholar of Eastern European politics. Mark took his first position at Washington University in St. Louis, where he developed a devoted student following, and in 1986, he joined

the faculty at the University of Illinois at Urbana-Champaign, retiring in 2012. Carol joined him on the faculty, teaching in the political science department.

Mark's scholarship was impeccable. His book *The Limits of Symbolic Reform: The New Deal and Taxation, 1933–1939* (New York: Cambridge Univ. Press, 1984) remains the standard work on that subject. His articles appeared in the top journals, including the *AHR* and the *Journal of American History*. Mark turned next to a study of the "politics of sacrifice" during World War II, arguing that the *representation and promotion* of wartime wage and price, tax, and labor policies was at least as important as their actual *practice*, which often found those with the least sacrificing the most. His article "The Politics of Sacrifice on the American Home Front in World War II," *Journal of American History* 77 (1991): 1296–1318, included a comparative analysis of policies in the United States and the United Kingdom. He was working on a book on the subject in the years before his death. Mark was a perfectionist, taking far too long with book and article reviews because he always wanted to be fair to the author and also to get it just right. This made him a splendid reader and critic. I and others exploited him in this capacity on a regular basis.

No one penetrated an argument—and its flaws—more effectively than Mark, and these characteristics led to one of his most famous traits. In a seminar or discussion, he would usually begin his rare comments with an apology: "I am probably just missing something here . . ." At this point, those who knew him held their breath. What followed was an unusually penetrating critique that cut to the core of a problem in the study—an important assertion without evidence or a contradiction. The critique was made in the most gracious fashion but often sent the author back to the drawing board.

Above all, Mark was the consummate teacher and mentor, someone who devoted most of his creative energy to the project of helping students understand complex problems in the history of their society. In the process, he helped them become critical thinkers and engaged citizens. The secret to his success was that he believed that teaching was vital to the survival of democracy. As Kerry Pimblott, one of Mark's graduate



Credit: UIUC News Bureau

Mark Leff

students, said, "He taught because he loved students, believed in democracy, and had an enormous intellectual curiosity." An outpouring of graduate student recollections indicates that they chose Mark for their preliminary exam and dissertation committees knowing that he would be probing and demanding but also extremely supportive.

Mark was also deeply admired by generations of undergraduates. At one point, our chair analyzed the correlation between grading rigor and undergraduate student evaluations. We all assumed the more demanding the former, the lower the latter. Students would tend to reward a professor who provided them with higher grades. In fact, Mark's scores ran in the opposite direction. He was among the most stringent graders and yet at the very top in terms of student assessments. Thus he won teaching awards at the department, college, and campus levels multiple times, and in 1998 was named by the Carnegie Foundation as Professor of the Year for the state of Illinois. His students, often lined up outside his office, understood his strengths. His courses on war and society and on political intolerance were particularly popular. Whatever written work a student turned in—whether a dissertation or a short paper—Mark read and marked it line by line (though one had to concentrate to decipher his handwriting). As a result, he spent huge amounts of time grading, and then sat down with students

to go over their work. The process was labor-intensive and extremely effective.

Mark's enthusiastic teaching often burst beyond the classroom walls. In the Odyssey Program, he taught a classic course on the modern United States to adults living at or below the poverty line; in the Education Justice Project, he lectured to inmates at a medium-security correctional facility; in the Osher Lifelong Learning Institute, it was seniors, including many retired academics. He was a favorite among secondary teachers. Wherever I went, people lapsed into unsolicited testimonials to Mark's inspiring teaching. It could be a little intimidating if you did not recall his genuine passion for the vocation.

If the connection with democracy strengthened Mark's teaching, he found other ways to work toward the same end. He was in the faculty union from his first moment on campus and remained active long after he became ill. He became a stalwart in our local ACLU and served in the campus senate. I knew no one with a better grasp of contemporary US politics, so he often served as a source for advice on the seemingly inexplicable twists and turns in Congress.

One of Mark's few faults was that he consistently underestimated his own strengths and how much his colleagues and students loved and respected him. In a world shaped too often by greed and personal ambition, he was selfless to a fault. This might have been frustrating to those of us who loved him and tried to live up to his standards, but it was also a trait that allowed him to empathize with others and made him the wonderful teacher and friend that he was.

James R. Barrett

University of Illinois at Urbana-Champaign

Jonathan K. Ocko 1946–2015

Jonathan K. Ocko, professor of modern Chinese history and head of the department of history at North Carolina State University, died suddenly and unexpectedly at age 68 on January 22, 2015, in Raleigh, North Carolina.

Born in Perth Amboy, New Jersey, Ocko grew up in New York and in the San Francisco Bay Area. He returned east for college

and graduate school, receiving his BA in history from Trinity College in Hartford, Connecticut, and his MA and PhD from Yale, where he studied under the renowned historians of China Mary Wright and Jonathan Spence. Ocko began his professional career at Clark University in Worcester, Massachusetts, and then Wellesley College, before coming to North Carolina State University in 1977. He was made full professor in 1992 and had been department head since August 2002. At North Carolina State, Ocko was involved in a variety of campus-wide initiatives, serving on the Administrative Process Review Committee and the Digital Assets Management Task Force. Ocko was instrumental in securing the grant that started Chinese language instruction at NC State University, and he negotiated several institutional affiliations with China. In 1983, Ocko began his affiliation with Duke Law School, where he was an adjunct professor of legal history. At Duke, Ocko taught courses in Chinese legal history and Chinese law and society. A co-convenor of the Triangle Legal History Seminar, he had an insatiable interest in both his own specialty and legal history in general.

An outstanding scholar, Ocko received a National Humanities Center Fellowship, a Fulbright-Hays Faculty Research Abroad Grant, a Chang Ching-Kuo Foundation Grant, a Rockefeller Foundation Fellowship in the Humanities, and a Henry Luce Foundation Grant. Along with numerous articles on Chinese law and society, Ocko's written work included *Bureaucratic Reform in Provincial China* (1983) and an edited volume (with others) entitled *Contract and Property in Early Modern China* (2004). At the time of his death, he was completing a study on concepts of justice in late-imperial China and was actively conducting research for a second project on legal consciousness in late-imperial and contemporary China. Fluent in Mandarin, he traveled to China frequently and developed close relationships and friendships with many Chinese academics and scholars. He was a founder and director of both the International Society for Chinese Law and History, and the Duke Law-Shanghai Jiao Tong University KoGuan School of Law Financial Law Forum.



Image courtesy of Charles C. Ludington.

Jonathan K. Ocko

Along with bringing so many people together, Ocko was a selfless mentor to innumerable young scholars of Chinese legal history on both sides of the Pacific.

Ocko loved North Carolina State University and sought both to promote and guide the university wherever possible. He was a passionate advocate for the importance of history and the humanities more generally within a land-grant university. His great mission was to grow the history department; he succeeded in increasing the number of faculty within the department and oversaw the expansion of the graduate program to include a PhD in public history. Ocko was an advocate for his colleagues, taking special interest in junior faculty, adjuncts, and graduate students. He helped many young scholars within the department further their careers, and his enthusiasm for history and the humanities in general brought him many adoring students and innumerable thankful colleagues.

Having rowed for the varsity team at Trinity College, Ocko continued to enjoy playing sports throughout his life, although most of his recent athletic endeavors were with his four grandchildren. Like many readers of this magazine, he rooted for his university's teams with a passion, knowing the students and the hours of hard work

they had put into their training. He savored every Wolfpack victory in every sport, especially when they came against neighboring North Carolina or Duke University, but had no desire for North Carolina State to win at all costs.

To his colleagues in the history department and throughout the university, Jonathan was a leader, a thinker, and a friend. And like any close friend, he brought joy to those who knew him. He was famous for poking his head into colleagues' offices, ostensibly for a business-related issue, but then staying to chat about sports, politics, or a bottle of wine that had brought him and his wife, Aggie, transcendent pleasure. Likewise, any trip to his office (his door was almost always open when he was in) could be a fabulous adventure in time management. How many times have I and others walked into his office with a quick question, the answer to which became the prelude to a story about rowing on the icy Connecticut River, the perils of Yale grad school in the 1960s and '70s, his grandson's jump shot, a hilarious cultural misunderstanding on his last trip to China, his triumphs and failures in the classroom, or the successes of a colleague or former student? Almost invariably, these stories were interrupted by a telephone call (his phone rang incessantly), but any attempt to excuse oneself at this point was rejected with an enthusiastic insistence, a beaming smile, and a wagging index finger held aloft to indicate that the interruption would be only one minute. There was nothing heavy-handed about this method; indeed, I almost always chose to stay. The stories were too funny, the political analysis too insightful, and the laugh so infectious that, waiting aside, it was clearly the best possible use of my time. He wanted to make the world a better place, and on the personal, family, institutional, and societal levels he succeeded in doing so. He will be missed.

Ocko is survived by his beloved wife, Aggie; his sons, Peter and Matthew; their wives; and four adoring grandchildren.

Charles C. Ludington
North Carolina State University

From the Lecture Hall to the Office Suite

A Journey into the Public Humanities

David Merkwowitz

Once, I was offered a ream of paper instead of an office. Once, I encountered my students while on the job folding towels at Macy's. More than once, I taught material that was outside my areas of expertise. Now I spend my days reviewing grant applications, working on a statewide cultural tourism website, planning a statewide environmental humanities initiative, and managing three program staff.

Like many academics, I went off to graduate school because I felt most at home in the classroom. The intellectual excitement one gets from a well-run class discussion is a high that is hard to leave behind. Eight-plus years as an adjunct instructor caused me to seek out more than the academic path.

My first taste of the adjunct life came between my MA and PhD, when I spent a year at three jobs: adjunct teaching, working customer service for a textbook company, and clerking in a department store. I had been a TA as a master's student, but we were paper graders, so the reality of running a classroom for 15 weeks came as a shock. Since the same people who get advanced degrees in the humanities also get AP credit for history classes in high school, I had no experience as a college student with the basic history survey class. Neither the grad school nor the nearby college that relied on adjuncts provided any significant training for the classroom. After a year, I think I improved, but the university certainly got what it paid for (if I had only worked when the class met, the pay would have been reasonable, at about \$30 per hour, but in reality it was well less than minimum wage). I had a pleasant enough experience (or perhaps those two other jobs were so unpleasant) that I returned for a doctorate.

I returned to adjuncting after I made it through the exams and was able to teach summer classes at my PhD institution. These were trial-by-fire training for us future professor-historians. Covering 10 weeks of history in three weeks (two hours a day, five days a week) is not the best platform on which to develop an engaging teaching style and good grading habits. Teaching these classes paid



Credit: Ryan Holland Photography

David Merkwowitz

almost enough that one could survive on the TA stipend during the school year. Those of us who didn't want to live an ascetic lifestyle and/or lacked other forms of financial support resorted to student loans and credit cards. During this period, I mostly taught American history surveys and built up syllabi for what I hoped would be a long career of marching through American history with a new bunch of undergrads year after year.

With the onset of the PhD program, my career path became entwined with another future professor (of music composition). At some point, academic couples who fall rather permanently in love have to decide if they are both going to pursue fame and glory (and a decent-paying job) or let one person lead. It became clear early on that I was the trailing spouse. This meant I picked a dissertation topic that would be more enticing to the broader academic job market. My own interests and passions may have played well in Cincinnati, but not far beyond that. This meant that limited time and resources would not be allocated entirely equitably. Our break time was not spent with me in the archives in far-off cities. I did a lot of laundry and grocery shopping.

When she finished, we moved to the East Coast for a visiting gig. Following meant that I

left behind my home department, adviser, and compatriot grad students. The mix of adjunct assignments during that year embodied the profound vagaries of academic life, especially the adjunct life. I managed to get courses to teach at three state universities, but they couldn't have been more different. I was a last-minute hire at two schools when a full-time faculty member got sick. In these cases, I had less than a week to prepare a syllabus, pick out textbooks, figure out where the campus was, and adjust my teaching style to the one expected by the students. During the second semester I commuted 220 miles twice a week.

The oddest part of bouncing around to a lot of schools is that you never know where you might make a connection with the students. At the most prominent school, I ended up writing a series of letters of recommendation for a student as he made his way to medical school. At another, students made the effort to connect with me once the term was over, while at the third I seemed to disappear, as if I had never existed (so much so that, at a conference, I sat next to the chair of the department who had hired me, and he had no idea who I was).

We got lucky when my wife secured a tenure-track appointment back in Ohio just as the economy was crashing in 2008. I spent the next three years adjuncting at her school and "finishing" the dissertation. Living the adjunct life at the same institution where your partner is on the tenure track is a challenge. The temptation is to become the invested adjunct because the institution is providing your family with support. You hope that they see you as more than just disposable labor. The gut punch comes when another faculty member manages to get their partner a full-time gig, even a faculty position, while your department won't make a commitment past the next term (even though they ought to know you aren't going anywhere). One can feel a part of the community and then find oneself suddenly out of it.

My most active years on the academic job market were 2009 to 2011. To say that era was brutal is an understatement. One rejection

What Is the Field of Public Humanities?

The public humanities, in its current form, is deeply tied to the National Endowment for the Humanities. The NEH provides funding to the state councils (slightly more than a third of the NEH allocation), which work directly with and for the American public. The Kettering Foundation's essay "An Ongoing Experiment: State Councils, the Humanities, and the American Public," by Elizabeth Lynn, outlines the history of the state councils and their work: kettering.org/publications/an-ongoing-experiment/.

letter from a small Catholic college in Pennsylvania mentioned receiving over 600 applications. By the spring of 2011, we were ready to be full-time grown-ups. We bought a house and had a kid on the way. I was applying for all kinds of nonacademic work—from retail to car sales to logistics to the FBI. After a unique interview experience, I finally landed at a place that presented an opportunity to mix those 14 long years of higher education with my off-again, on-again flirtation with life outside the walls.

In August 2011, I started with Ohio Humanities. A month and a few days after I started, my eldest son was born. My wife carried an extra burden, as I hadn't been on the staff long enough to take a proper paternity leave. Fortunately, I had a forgiving set of coworkers and a boss who were flexible as I figured out how to work in a small nonprofit and be a father at the same time.

For those unfamiliar, Ohio Humanities is one of 56 state councils (the territories and Washington, DC, have them too). We are the state-based partner of the National Endowment for the Humanities, and a private, 501(c)(3) nonprofit. Congress, in its wisdom, encouraged NEH to create the state councils in 1972 to bring the humanities to the people and the people to the humanities.

The variety of humanities folks and topics that I work with on a given day is one of the perks of the job. I started by handling the smallest grants (\$2,000 or less), serving as a member of the Ohio War of 1812 Bicentennial Commission, being an assistant editor on a series of driving tours, and helping the organization build a new website. I have also helped the statewide historical agency start up its grant-making program. After a couple of years, I became the assistant director, where my responsibilities came to include program evaluation and planning.

For example, I led a significant reform of the grant guidelines and application process. I also took on responsibility for the largest grants (up to \$20,000).

On a normal day, I may receive three phone calls from grant applicants. For example, one applicant might be a museum developing an exhibit about a nearly forgotten landscape artist, another might be working on a documentary of a city's history, and the third might be planning a project that provides teachers with the resources to explore the Holocaust in their classrooms. I might then meet with my program staff to discuss a possible

project that would facilitate conversation and action among urban residents about the value of their place. I may spend a couple of hours working in the institutional database to track grant activity and other Ohio Humanities-related people and events.

When I chose the path that leads to the PhD, I didn't expect to end up working in an office suite. Even now, I don't know whether my entrance into the field of public humanities and the nonprofit sector will be permanent. I have entered a world without the holy grail of tenure to work toward. The skills I have been building will open doors that I can only dimly foresee. Those doors may lead back to the classroom someday or deeper into the world of the public humanities. For some, the history PhD represents the defining goal. For me, it is one path among many that I have wandered down in pursuit of that right mix of intellectual engagement and community impact.

David Merkwowitz is assistant director of Ohio Humanities. He received his PhD in American urban and religious history from the University of Cincinnati in 2010. David lives in Westerville, Ohio, with his wife, Jennifer, and sons, Isaac and Dominic.

**2016-17 FELLOWSHIPS:
IMAGINING HISTORY, DOING
POLITICS: THE USES AND
DISADVANTAGES OF THE PAST**

The Charles Warren Center, Harvard's research center for American history, invites fellowship applications for the 2016-2017 seminar "Imagining History, Doing Politics: The Uses and Disadvantages of the Past." We seek scholars investigating how diverse invocations and imaginings of the historical past have provided the foundation for political thought and action in an array of hemispheric settings. Our aim is to explore how political actors and intellectuals recover and construct the past in order to understand political problems in the present and envision possible futures, while also considering the ethical, aesthetic, epistemological, and, above all, political questions raised by such marshalings of historical narratives. Scholars from the humanities and social sciences working on all periods of history in the Americas are invited to apply.

Applicants may not be degree candidates and should have a Ph.D. or equivalent. (Typically these are faculty fellowships, though may be held by those without a tenure-track position. These fellowships do not carry health benefits.) Fellows have library privileges and an office which they must use for at least the 9-month academic year. Stipends are individually determined according to fellow needs and Center resources, up to a maximum of \$57,000, without benefits. More information is at warrencenter.fas.harvard.edu. Apply no later than December 15, 2015 at [url url url url url url url](http://warrencenter.fas.harvard.edu); recommendation letters are due January 15, 2016. Decisions conveyed in early March.

Emerson Hall 400, Harvard University, Cambridge, MA 02138
phone: 617.495.3591 • fax: 617.496.2111 • cwc@fas.harvard.edu • warrencenter.fas.harvard.edu

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.

CANADA

BRITISH COLUMBIA

Vancouver

University of British Columbia

Early Modern Europe. The Department of History, University of British Columbia (Vancouver) invites applications for a tenure-track appointment at the rank of assistant professor in the history of early modern Europe, with an expected start date of 1 July 2016. The department is interested in candidates who focus on the history of western or central Europe during the period 1450-1700. All applications are welcome, but preference will be given to scholars whose work complements and expands on the department's existing strengths. Candidates must possess a PhD (or provide solid indication of imminent completion), and they should provide evidence of excellence in research, as demonstrated by their published contributions or by potential contributions to the scholarship of their field. The successful candidate will be expected to teach a 12-credit (2-2) load, and thus a strong commitment to teaching excellence at the undergraduate as well as graduate level also is required. In addition to offering courses within his or her area of specialization, the successful candidate will have the opportunity to contribute to the university's interdisciplinary undergraduate program teaching lower division courses in European history, 1500 to the present and/or the global history of the period, 1500-1900. For further information on the academic programs of the UBC History Department, candidates should visit the departmental website, www.history.ubc.ca, as well as its page on "Research Clusters," <http://www.history.ubc.ca/clusters/thematic>. UBC hires on the basis of merit and is strongly committed to employment equity and diversity within its community. We especially welcome applications from visible minority group members, women, aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to engage productively with diverse communities. We encourage all qualified persons to apply; however, Canadians and permanent residents of Canada will be given priority. This position is subject to final budgetary approval, and the salary will be commensurate with the qualifications and experience of the successful candidate. The closing date for the receipt of applications is 1 October 2015. Applicants must apply only through the UBC faculty careers website, <http://facultycareers.ubc.ca/21104> and they must upload (in the following order, and not exceeding 12 megabytes per attachment): a cover letter or letter of application, a CV, a summary of current and future research interests, no more than three samples of their written scholarship, and evidence of teaching effectiveness. Only completed applications will be considered by the search committee; in this matter, there can be no exceptions. The applicants also should arrange to have three confidential letters of reference sent by email to Ms. Janet Mui, the coordinator of the search,

Ad Policy Statement

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

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

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

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

at hist.recruitment@ubc.ca. Alternatively, the letters of reference may be mailed to: Ms. Janet Mui, Early Modern European History Search, Dept. of History, University of British Columbia, #1297-1873 East Mall, Vancouver, BC V6T 1Z1, Canada. Questions may be directed to the chair of the search committee, Prof. Daniel Vickers, daniel.vickers@ubc.ca.

Modern Japan. The Department of History, University of British Columbia (Vancouver), invites applications for a one-year position as an assistant professor without review in the field of modern Japanese history, effective 1 July 2016. Candidates must have a PhD in hand or expect to have successfully defended prior to 1 July 2016. They are expected to provide evidence of excellence in research, as demonstrated by published contributions or potential contributions to scholarship in their field. The successful candidate will be expected to teach a 12-credit (2-2) load, and thus a strong commitment to teaching excellence at the undergraduate level is required. This position may be renewed for a second year, subject to funding and performance. Candidates interested in the academic programs of the department may wish to follow the Research Clusters link on our departmental website at www.history.ubc.ca. The University of British Columbia hires on the basis of merit and is strongly committed to employment equity and diversity within its community. We especially welcome applications from members of visible minority groups, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to engage productively with diverse communities. We encourage all qualified persons to apply; Canadian citizens and permanent residents of Canada will,

however, be given priority. This position is subject to final budgetary approval. Salary will be commensurate with qualifications and experience. The closing date for receipt of applications is 1 December 2015. Applicants must apply through the UBC faculty careers website, <http://facultycareers.ubc.ca/21216>, and are requested to upload (in the following order, and not exceeding 12 megabytes per attachment): a cover letter or letter of application, a CV, a summary of current and future research interests, no more than three samples of their written scholarship, and evidence of teaching effectiveness. Only completed applications will be considered by the search committee; in this matter, there can be no exceptions. Applicants should also arrange to have three confidential letters of reference sent by the same deadline by email to Ms. Janet Mui, the coordinator of the search, at hist.recruitment@ubc.ca. Alternatively, letters of reference may be mailed to Ms. Janet Mui, Japanese History Search Committee, Dept. of History, University of British Columbia, #1297-1873 East Mall, Vancouver, BC V6T 1Z1, Canada. Questions may be directed to the chair of the search committee, Prof. Timothy Brook, tim.brook@ubc.ca.

ONTARIO

Waterloo

University of Waterloo

Global/Transnational. The Department of History in the Faculty of Arts at the University of Waterloo is seeking to appoint a tenure-track assistant professor

with an established research record in modern (post-1800) global/transnational history. Research interests in the history of science, technology, medicine, and the environment are particularly welcome, but applicants in other fields of study are strongly encouraged to apply. The successful applicant will be subsequently nominated for a Tier 2 Canada Research Chair. More information about the Canada Research Chairs program is available at <http://www.chairs-chaire.gc.ca>. The anticipated start date for the position is July 1, 2016. Beyond the normal faculty responsibilities of undergraduate and graduate teaching, service, and maintaining an original and innovative research program, the successful candidate will encourage collaboration with scholars from across campus in related areas, and will develop and refine national and international networks. The salary range for this position is \$78,000-\$110,000. Applications are due by November 1, 2015 and should be submitted through the university's job application system at <https://arts-ofas.uwaterloo.ca/history>. All qualified candidates are encouraged to apply; however Canadian citizens and permanent residents will be given priority. The University of Waterloo respects, appreciates, and encourages diversity. We welcome applications from all qualified individuals, including women, members of visible minorities, Aboriginal peoples and persons with disabilities. More information about the History Department is available at <https://uwaterloo.ca/history/>. Further enquiries can be directed to the Search Committee Chair, Dr. John Sbardellati, jsbardellati@uwaterloo.ca.

UNITED STATES

Location Open

Alexander Street Press

Editors/Editorial Home. The founding editors of the online, peer-reviewed journal and database, *Women and Social Movements in the United States* (WASM), Kitty Sklar and Tom Dublin, are launching a search for new editors and a new editorial home for WASM for a five-year period, beginning January 1, 2018. We invite proposals from prospective editorial teams that combine strengths in women's history, information technology, and information science, and who, with strong support from their home institution(s) can promise a vibrant and secure future for WASM. Co-publisher Alexander Street Press will provide a generous annual grant to the new institution housing the editorial operations of the journal/database that is intended to support office expenses and the employment of graduate student staff. In addition, ASP will provide funds for payments to authors and associate editors, licensing fees for copyrighted documents and images, photocopying or scanning charges, proofreading or research assistance, and travel by the editors to scholarly conferences to represent the journal/database. The home institution(s) of the editorial team is expected to match this support with monetary and/or in-kind support for editorial operations. Proposals are due by April 1, 2016 and the search committee plans to make a decision by July 1, 2016. Contact Tom Dublin at tdublin@binghamton.edu for further information about making a proposal.

CALIFORNIA

Bakersfield

California State University, Bakersfield

United States. The History Department at California State University, Bakersfield, seeks to fill a tenure-track assistant professor position in United States history,

with a specialization in African American history, period open. Candidates preferred who are qualified to teach in any of the following areas: world, transnational, African American diaspora, public history, or digital history. Candidates should be prepared to help develop and teach courses and engage in distance/online instruction. In addition to teaching courses in one's area of specialty, teaching expectations include lower and upper-division departmental service courses, and graduate courses. PhD required at time of appointment, August 2016. Applicants should submit hard copies only of cover letter, CV, statement of teaching philosophy and teaching portfolio, and letters from three references. Review of applications to begin October 30, 2015. Detailed vacancy announcement, requirements, qualifications, and application procedures at http://www.csub.edu/facultyaffairs/_files/TT-History-2016.pdf or by contacting Dr. Cliona Murphy, Dept. of History, 10 FT, California State University, 9001 Stockdale Hwy., Bakersfield, CA, 93311-1022; 661-654-2146; cmurphy@csb.edu. CSUB is an EOE.

Davis

University of California, Davis

Brazil. The Department of History at the University of California, Davis, invites applications for a tenure-track position at the assistant professor level in the history of Brazil, colonial or modern periods. Teaching responsibilities include courses in the undergraduate and graduate programs and supervision of PhD candidates in Latin American and trans-Atlantic history. All specializations are welcome. The successful applicant will be expected to teach the appropriate course or courses in the year-long survey on Latin American history as well as specialized upper-division and graduate courses. Applicants must have completed their PhD by the beginning of the appointment and demonstrate promise of distinction in scholarship and teaching. This recruitment is conducted at the assistant professor rank. The resulting hire will be at the assistant rank, regardless of the proposed appointee's qualifications. Applicants should submit a letter of application detailing research (including dissertation, published monographs, and articles), CV, a chapter-length writing sample, teaching evaluations, and three letters of recommendation. Optional submissions include additional evidence of teaching expertise (i.e., course syllabi, course descriptions, etc.). Applications will be accepted online. Please follow instructions at the recruitment website. Apply at <https://recruit.ucdavis.edu/apply/JPF00652>. For full consideration applications should be completed by October 15, 2015. The position will remain open until filled.

Hayward

California State University, East Bay

Sustainability. The History Department at California State University, East Bay seeks a specialist in the history of sustainability. Preference will be given to candidates whose research is on Latin America. We welcome candidates interested in sustainability as an aspect of environmental history across human history as well as in cultural and social adaptations to, and influences on, modernization. Consideration will also be given to those candidates with an interest in the history of science, technology, or medicine. The department also prefers candidates who share its commitments to digital history, public history, or scholarship on the practices of teaching and learning history. The successful candidate will develop upper division courses in his or her field, teach lower division survey courses appropriate to the department's curriculum, support the department's core offerings in historical

writing and historiography, and teach in the graduate program. A PhD in history or related field is required at time of appointment. For full consideration all materials should be submitted by October 16, 2015. Please submit a letter of application that addresses the qualifications noted in the position announcement and a complete and current CV to the application portal provided at <http://www20.csueastbay.edu/oaa/jobs/csuebt.html>. (The job ID number is 4595. You will be prompted to register first.) Additionally, applicants must mail hard (paper) copies of letter of application (a duplicate of the above-mentioned letter); complete and current CV; chapter- or article-length writing sample; and three letters of recommendation to Sustainability Search Committee, Dept. of History, Meiklejohn Hall #4036, California State University, East Bay, Hayward, CA 94542-3045.

San Bernardino

California State University, San Bernardino

Asia. California State University, San Bernardino. The successful candidate is expected to develop and teach upper-division and graduate level courses related to all periods of South Asian history and culture, as well as teach lower-division world history courses. Candidates with research focusing on subaltern studies and/or connections within the region are particularly encouraged to apply. The candidate will maintain a robust, ongoing research agenda and mentor students at the undergraduate/graduate level. The candidate will also have the ability to provide leadership and service that will advance scholarly excellence and provide service to the university and the community. The successful candidate will show potential for producing a strong record of research and publication and provide evidence of effective teaching. The department values community engagement and student success. Requirements include a doctorate at time of appointment. A documented commitment to excellence in teaching, research and service is expected. We strongly encourage members of underrepresented groups to apply. Submit application at <https://www.governmentjobs.com/jobs/1187599/instructional-faculty-south-asian-history/agency/csub/apply>.

United States/Women. The Department of History at California State University, San Bernardino seeks a visionary and collaborative individual for the position of Assistant Professor tenure track to begin September 15, 2016. The successful candidate is expected to teach courses in women's history, the US history survey in candidate's period of expertise, courses that contribute to the department's gender/multicultural graduation requirement, and to contribute to the public and oral history program. The candidate will maintain a robust, ongoing research agenda and mentor students at the undergraduate/graduate level. The candidate will also have the ability to provide leadership and service that will advance scholarly excellence and provide service to the university and the community. The successful candidate will show potential for producing a strong record of research and publication and provide evidence of effective teaching. The department values community engagement and student success. Requirements include a doctorate at time of appointment. A documented commitment to excellence in teaching, research and service is expected. We strongly encourage members of underrepresented groups to apply. Submit application at <https://www.governmentjobs.com/jobs/1187608/instructional-faculty-us-history/agency/csub/apply>.

Santa Barbara

University of California, Santa Barbara

Modern Europe. The Department of History at the University of California, Santa Barbara invites applications for a tenure-track assistant professorship in modern European history, c. 1750-1914, excluding Russia. Appointment begins July 1, 2016. PhD expected at time of appointment. We particularly welcome scholars whose work builds on cross-cultural, transnational, or interregional topics or whose work contributes to campus and department strengths in one or more of the following areas: capitalism and consumer culture; imperialism; popular memory and public history; war, revolution, and political culture; nationalism, ethnicity and migration; or gender and sexualities. The department seeks candidates who can contribute to the diversity and excellence of the academic community through research, teaching, and service. The successful candidate will contribute to the department's lower- and upper-division, and graduate history curriculum. Applicants should apply at <https://recruit.ap.ucsb.edu/apply/JPF00500>. Applications should include a cover letter including discussion of current and future research, CV, writing sample, and at least three letters of recommendation. Materials must be received by November 1, 2015. Address inquiries to Prof. Erika Rappaport, Modern European History Search Committee chair, at rappaport@history.ucsb.edu. The University of California at Santa Barbara is an AA/EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, protected veteran status, or any other characteristic protected by law.

Stanford

Stanford University

Modern Europe. The Department of History at Stanford University is seeking applicants for the position of tenure-track assistant professor in history of modern Europe, excluding Britain and Russia. Areas of interest include but are not limited to 19th-century and/or intellectual history. Applicants will be expected to teach courses at both the graduate and undergraduate levels in modern European history. Application materials must be submitted online at <https://academicjobsonline.org/ajo/jobs/5697>. Please submit a letter of application, including a brief statement of research interest, CV, three letters of recommendation and one short (chapter- or article-length) writing sample. For full consideration, materials must be received by September 1, 2015. The appointment will begin on September 1, 2016. PhD must be in hand by the appointment start date. Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research and teaching missions.

COLORADO

Boulder

University of Colorado Boulder

West or Central Africa. The History Department at the University of Colorado Boulder invites applications for a tenure-track assistant professor position in the history of West or Central Africa. Candidates

whose work connects to the Atlantic world and who can teach the pre-1800 African survey are especially encouraged to apply. Applications are accepted electronically at <https://www.jobsatcu.com/postings/103181>, posting F02599. Applicants are required to submit a letter of interest, a current CV, a syllabus for a pre-1800 African survey class, and three confidential letters of recommendation. Review of applications will begin October 25, 2015, and continue until the position is filled. Contact Prof. Myles Osborne at myles.osborne@colorado.edu. The University of Colorado is an EOE committed to building a diverse workforce. We encourage applications from women, racial and ethnic minorities, individuals with disabilities and veterans. Recruitment is pending formal approval. Alternative formats of this ad can be provided upon request for individuals with disabilities by contacting the ADA coordinator at hr-ada@colorado.edu.

Denver

University of Denver

Ancient/Medieval. The History Department at the University of Denver invites applications for a full-time, tenure-track appointment as assistant professor in ancient and/or medieval history, field and period open. PhD preferred by time of appointment in September 2016. The successful candidate will teach a broad range of introductory- and upper-level courses to history majors and the undergraduate population at DU. The successful candidate will also guide undergraduate theses on a broad variety of topics in ancient and/or medieval history. A complete application will include letter of application; CV; writing sample; teaching portfolio (statement of teaching philosophy, sample syllabi, and list of proposed courses); and three letters of recommendation. Send only letters of recommendation to Carol Helstosky, Search Committee Chair, 2000 E. Asbury Ave. #366, Denver, CO 80208. Submit all other materials online at <https://dujobs.silkroad.com/>. Applications should be received by November 2, 2015. Preliminary interviews will take place at the AHA annual meeting in Atlanta. The university is committed to building a diverse and inclusive educational environment. Candidates should demonstrate a willingness to work with a variety of teaching methods and/or curricular perspectives to effectively engage diverse populations and learning styles. The University of Denver is an AA/EOE.

DISTRICT OF COLUMBIA

Washington

American University

Modern Germany. The Department of History in the College of Arts and Sciences at American University invites applications for a full-time, tenure-track position in modern German history at the rank of assistant professor beginning August 1, 2016. Applicants should have a PhD or an anticipated PhD completion by August 2016 in the field of modern German history. Candidates should be effective teachers and must be strongly committed to excellence in scholarly research. We welcome applications from candidates engaged in high-quality scholarship in modern German history. Teaching duties include a range of European history courses at the graduate and undergraduate levels. In addition to scholarship and teaching, responsibilities will include participation in department, school and university activities. Salary and benefits are competitive. Review of applications will begin immediately

and will continue until the position is filled, subject to ongoing budgetary approval. Please submit applications via: <http://apply.interfolio.com/29807>. Include a letter of application, CV, three letters of recommendation, recent teaching evaluations (when possible), and copies of recent published papers or working papers. For best consideration, applications should be complete by October 1, 2015. Please contact the Department of History at 202-885-2401 or historysearch@american.edu if you have any questions. American University is a private institution within easy reach of the many centers of government, business, research, and the arts located within the nation's capital. Learn more about the College of Arts and Sciences at <http://www.american.edu/cas/> and about the department at <http://www.american.edu/cas/history>. American University is an AA/EOE that operates in compliance with applicable laws and regulations. The university does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws (collectively "Protected Bases") in its programs and activities. American University is a tobacco and smoke free campus.

Public History. The Department of History in the College of Arts and Sciences at American University invites applications for a full-time, tenure-line position in public history at the rank of assistant or associate professor beginning August 1, 2016. Tenure may be conferred, depending on qualifications. Applicants should have a PhD or an anticipated PhD completion by August 2016 in the field of public history. The department is seeking a dedicated scholar-practitioner who is committed to the public documentation and interpretation of history, effective teaching, and scholarly excellence. Demonstrated record of professional practice in public history preferred. The successful candidate should be able to teach graduate courses in public history, oversee internships, and develop new courses in one or more of the following areas: museum studies, new media, and/or cultural heritage/sites of conscience. Strong candidates will demonstrate that they can build partnerships with area cultural institutions and community groups, participate in grant writing, and support the management of a vibrant graduate program. In addition to scholarship and teaching, responsibilities will include participation in department, school and university activities. Salary and benefits are competitive. Review of applications will begin immediately and will continue until the position is filled. Please submit applications via apply.interfolio.com/30705. Include a letter of application, CV, three letters of recommendation, recent teaching evaluations (when possible), and copies of recent published papers or working papers. For best consideration, applications should be complete by November 1, 2015. Please contact the Department of History at 202-885-2401 or historysearch@american.edu if you have any questions. Learn more about the College of Arts and Sciences at <http://www.american.edu/cas/> and about the department at <http://www.american.edu/cas/history>. American University is an AA/EOE that operates in compliance with applicable laws and regulations. The university does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws (collectively "Protected Bases") in its programs and activities. American University is a tobacco and smoke free campus.

ILLINOIS

Chicago

University of Chicago

Modern Germany. The History Department at the University of Chicago invites applications for a position at the rank of first-term assistant professor in modern German and European history to begin fall 2016. Field of specialization is open. Teaching responsibilities include graduate and undergraduate courses in 19th- and 20th-century German and European history, including one course per year in the University of Chicago's core curriculum. Candidates must have PhD in hand by July 1, 2016. Consideration of applications will begin immediately and continue until the position is filled or until the application deadline of January 10, 2016. Applicants are strongly encouraged to submit all materials by October 15, 2015. Selected candidates will be invited to interview at the AHA annual meeting in Atlanta. Applicants must apply online at the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/oodboxx>. Applications are required to include a cover letter, a CV, a chapter-length piece of writing, a teaching statement, two sample syllabi (one for an undergraduate course and one for a graduate course), and three letters of recommendation. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran status or status as an individual with disability. The University of Chicago is an AA/ADA/V/EOE; see <http://facultyhandbook.uchicago.edu/page/statement-non-discrimination>.

Evanston

Northwestern University

African American History. Northwestern University seeks to appoint a tenure-track assistant professor or a tenured associate professor of African American history focused on any era prior to 1920. Diasporic and/or transnational approaches are welcome. Job to begin in September 2016. A letter of application, CV, writing sample (no longer than an article or dissertation chapter), and three letters of recommendation (sent separately) must be submitted electronically via the link on our departmental website at <http://www.history.northwestern.edu/> by October 15, 2015. AA/EOE. Northwestern University is an AA/EOE of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States. Address any questions about this position to Eric West at e-west@northwestern.edu.

Modern Germany. Northwestern University seeks to appoint a tenure-track assistant professor of modern German history. Job to begin in September 2016. A letter of application, CV, writing sample (no longer than an article or dissertation chapter), and three letters of recommendation (sent separately) must be submitted electronically via the link on our departmental website at <http://www.history.northwestern.edu/> by October 15, 2015. AA/EOE. Northwestern University is an AA/EOE of all protected classes including veterans and individuals with disabilities. Women and minorities are encouraged to apply. Hiring is contingent upon eligibility to work in the United States. Address any questions about this position to Eric West at e-west@northwestern.edu.

Wheaton

Wheaton College

Africa/Latin America/Middle East. The History Department of Wheaton College (IL) seeks to appoint a tenure-track assistant professor in African, Latin American, or Middle Eastern history beginning August 2016. PhD required. Applicants should be prepared to teach both survey and upper-division courses in their field(s) of expertise; additional teaching fields such as global Christianity would be a plus. Standard teaching load is 3/3. Wheaton seeks a gifted teacher/scholar who shares the ideals of Christian liberal arts education and who can communicate a love for history to bright, motivated undergraduates. The successful candidate will have evidence of potential in teaching, research, and publication. To be assured full consideration, please send letter of interest and CV by October 15, 2015, to history@wheaton.edu, attention Tracy McKenzie, chair. Wheaton College is an evangelical Protestant Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations of the Wheaton College Community Covenant. The college complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply. Read more about Wheaton College and its programs at www.wheaton.edu.

INDIANA

Bloomington

OAH/Indiana University

Executive Editor. The Organization of American Historians and Indiana University are searching jointly for a scholar to oversee the editing and publishing of the *Journal of American History* and other OAH scholarly publications and serve as an Indiana University faculty member. The appointment will be with tenure at the associate or full rank, with service as executive editor set initially for a five-year term beginning August 1, 2017. Field of specialization is open to any period and aspect of American history. Experience in scholarly editing is desirable; vision for the future of journal publishing in a digital age is essential. Candidates must possess a doctoral degree and have achieved excellence in teaching, scholarly research and publishing. Interested applicants should upload a letter stating their interest in and their qualifications for the position of executive editor and professor, a CV, and the names and contact addresses and emails for three references to <https://indiana.peopleadmin.com/postings/1577>. For further information on this position contact search committee co-chairs, John Bodnar (Indiana Univ.), e-mail: bodnar@indiana.edu or Jane Kamensky (Harvard Univ.), e-mail: kamensky@g.harvard.edu or the IU Dept. of History, Ballantine 742, 1020 E. Kirkwood Ave., Bloomington, IN 47404-7103, hischr@indiana.edu, 812-855-3236. Applications will be considered until the position is filled, but review of applications will begin November 1, 2015.

West Lafayette

Purdue University

Endowed Chair/History of Science. The Department of History at Purdue University seeks nominations and applications for the R. Mark Lubbers Chair in the History of Science. Scholars with a PhD in history or the history of science and the rank of associate or full professor, a strong publication record and research

agenda as well as exemplary teaching experience are encouraged to apply. The area of specialization and time period are open. The successful candidate will develop and teach undergraduate and graduate courses in the history of science, provide leadership for program development in the history of science, medicine, and technology, and contribute to the intellectual life of the department, College of Liberal Arts, and Purdue University. Send letters of nomination and applications to R. Douglas Hurt, Head, Dept. of History, Purdue University, University Hall, 672 University Hall, West Lafayette, IN 47907. Inquiries should be directed by email to doughurt@purdue.edu or by phone to 765-494-4123. The initial review of applications will begin on December 1, 2015, and will continue until the position is filled. A background check will be required for employment in this position. Purdue University is an AA/EOE fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply. PhD in history or the history of science and the rank of associate or full professor, a strong publication record and research agenda as well as exemplary teaching experience.

LOUISIANA

New Orleans

Tulane University

Brazil since Independence. The Department of History at Tulane University invites applications for a full-time, tenure-track assistant professorship in the History of Brazil since Independence, to begin in August 2016. All requirements for the PhD must be completed by July 1, 2016. Area of research specialization is open and we welcome candidates eager to contribute to our dynamic graduate and undergraduate programs. The successful applicant will join a department committed to excellence in research and teaching at a university with strengths in interdisciplinary collaboration and community engagement. Review of applications will be on October 15, 2015, and will continue until the position is filled. Each candidate's dossier should include a letter of application, CV, a single well-selected journal article or book/dissertation chapter, and three letters of reference. All application materials must be submitted via Interfolio at <http://apply.interfolio.com/29469>. Inquiries can be made to Justin Wolfe (jwolfe@tulane.edu). Tulane University is an AA/ADA/V/EOE. Tulane will not discriminate against individuals with disabilities or veterans. All eligible candidates are encouraged to apply.

MASSACHUSETTS

Cambridge

Harvard University

Postdoctoral Scholars. Harvard Academy for International and Area Studies at Harvard University. The Academy Scholars Program identifies and supports outstanding scholars at the start of their careers whose work combines disciplinary excellence in the social sciences (including history and law) with a command of the language, history, or culture of non-Western countries or regions. Their scholarship may elucidate domestic, comparative, or transnational issues, past or present. The Academy Scholars are a select community of individuals with resourcefulness, initiative, curiosity, and originality, whose work in non-West-

ern cultures or regions shows promise as a foundation for exceptional careers in major universities or international institutions. Harvard Academy Scholarships are open only to recent PhD (or comparable professional school degree) recipients and doctoral candidates. Those still pursuing a PhD should have completed their routine training and be well along in the writing of their theses before applying to become Academy Scholars; those in possession of a PhD longer than 3 years at the time of application are ineligible. Academy Scholars are appointed for 2 years by the Harvard Academy for International and Area Studies and are provided time, guidance, and access to Harvard University facilities. They receive substantial financial and research assistance to undertake sustained projects of research and/or acquire accessory training in their chosen fields and areas. Some teaching is permitted but not required. The Senior Scholars, a distinguished group of senior Harvard University faculty members, act as mentors to the Academy Scholars to help them achieve their intellectual potential. Postdoctoral Academy Scholars will receive an annual stipend of \$67,000, and predoctoral Academy Scholars will receive an annual stipend of \$31,000. The online application for the 2016-17 class of Academy Scholars is due by October 1, 2015. Finalist interviews will take place in Cambridge on December 15, 2015. Notification of Scholarships will be made in late December 2015. For complete information on how to apply and for access to the online application, please visit www.academy.wcfia.harvard.edu.

Massachusetts Institute of Technology

Japanese Studies. The Massachusetts Institute of Technology's Global Studies and Languages Section invites applications for a tenure-track position in Japanese Studies at the level of assistant professor, to begin in fall 2016 (employment begins July 1, 2016). Candidates must hold a completed PhD by the start of employment. Preference will be given to candidates with two years of academic teaching experience at the college or university level, and clear evidence of scholarly development. Teaching duties include mid-tier and upper-level undergraduate courses in Japanese studies. Native, or near-native, fluency in Japanese and English is required. Applicants should have a specialization in Japanese Studies with direct relevance to research areas such as media and the arts; urban, youth, and/or popular cultures; gender or ethnic studies; or Japanese history, literature, anthropology, or cultural studies. Applicants must have significant scholarly work that is published or currently in press. Digital humanities projects will also be considered. MIT expects a highly productive and innovative research program as part of the requirements for tenure. MIT is an AA/EOE and strongly encourages applications from women, minorities, veterans and individuals with disabilities. Please submit a letter of application, CV, three letters of recommendation (including one that specifically addresses your teaching profile), one writing sample of published or publication-ready scholarship (no longer than 30 pages) in English, and two syllabi of undergraduate courses that you would be interested in teaching. Submission of one additional writing sample in Japanese is optional (and should be no longer than 30 pages). Priority will be given to applications received no later than Wednesday, October 7, 2015. Please submit all application materials to <https://academicjobsonline.org/ajo/jobs/5737>.

Chestnut Hill

Boston College

US Environmental. The Department of History at Boston College would like to appoint a scholar with expertise in the environmental history of the United States. The position is tenure track and the rank is open. Scholars in all regional and chronological areas are encouraged to apply. Nominations are also encouraged. The successful candidate will be expected to offer broad and specialized courses in US environmental history at the undergraduate level and to play a significant role in the graduate program. S/he will also participate in the university's interdisciplinary program in Environmental Studies, and will have the opportunity to teach in the new interdisciplinary Core program. Please submit a letter of application, CV, article-length writing sample, and three letters of reference. Applications should be submitted electronically to <http://apply.interfolio.com/30115>. The department will begin to review applications on October 1, 2015. Boston College is an AA/EOE and welcomes applications from women and minority candidates.

South Hadley

Mount Holyoke College

Modern China. The History Department at Mount Holyoke College invites applications for a full-time, tenure-track position in the modern history of China (1600-2000) at the assistant professor level, beginning fall 2016. The successful candidate will bring strong research and teaching skills in Chinese history and its East Asian context, including Korea and Japan. The teaching load is currently 2-2. Applicants are expected to have a PhD in hand or expected by July 2016. Mount Holyoke is an undergraduate liberal arts college for women with 2,200 students and 220 faculty. Over half the faculty are women; one-fourth are persons of color. Mount Holyoke College is located about 80 miles west of Boston in the Connecticut River valley, and is a member of the Five College Consortium consisting of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts. Mount Holyoke is committed to enriching the educational experience it offers through the diversity of its faculty, administration, and staff members. Mount Holyoke College seeks to recruit and support a broadly diverse faculty who will contribute to the college's academic excellence, diversity of viewpoints and experiences, and relevance in a global society. In furtherance of academic excellence, the college encourages applications from individuals from underrepresented groups in the professoriate, including African Americans, Hispanics, Native Americans, Alaska Natives, Native Hawaiians, other Pacific Islanders, first generation college students, individuals who have followed non-traditional pathways to college due to exceptional talent and motivation in the face of adversity, such as societal, economic or academic disadvantages, and individuals with a demonstrated commitment to applying and including diverse backgrounds and perspectives to learning, scholarship, service, and leadership in the academy. The successful candidate will demonstrate competence in working with students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation, and religion. Applications must be made online at <https://jobs.mtholyoke.edu> by October 1, 2015. Interested applicants should upload a cover letter, CV, and two syllabuses—a survey of modern East Asian history (1600-2000) and an upper level seminar of your choice. Applicants should also arrange to have three letters of reference submitted on their behalf. Electronic prompts to referees will be generated

automatically after a complete application has been submitted.

MISSISSIPPI

Mississippi State

Mississippi State University

American Women and Science/Technology/Medicine. The History Department of Mississippi State University invites applications for a tenure-track assistant professorship at the intersection of American women's history and the history of science/technology and/or medicine, beginning August 16, 2016. Teaching responsibilities are two courses per semester. Offerings include undergraduate and graduate courses in the areas of expertise, a turn in the American history or history of science survey course, and graduate seminars. Demonstrated ability to contribute to the department's longstanding PhD program and vibrant intellectual and professional life is especially favored. Salary is commensurate with qualifications. Application must be received by October 19, 2015. Please include e-mail address to facilitate contact. All candidates must complete the Personal Data Information form at www.jobs.msstate.edu and submit a cover letter, CV, and three letters of recommendation to Prof. Alan I. Marcus, Professor and Head, Dept. of History, Mississippi State University, PO Box H, Mississippi State, MS 39762. You may also apply and send your documentation via e-mail at aimarcus@history.msstate.edu. To guarantee consideration, application must be received by October 19, 2015. Minorities and woman are encouraged to apply. Mississippi State University is an AA/EOE. A PhD in history, or in the history of science, technology and/or medicine by time of appointment is required. Evidence of successful teaching and publications in the subject area are preferred.

NEW JERSEY

New Brunswick

Rutgers University

South Asia. The Department of History at the New Brunswick campus of Rutgers, The State University of New Jersey, is pleased to invite applications for a tenure-track position in South Asian History (post-1600) at the rank of assistant professor, to begin in September 2016, subject to the availability of funds. As a part of normal teaching and research duties, the successful candidate will be expected to contribute broadly conceived courses at the undergraduate level and to be actively involved in the training and mentoring of graduate students. Review of applications will begin on November 1, 2015, and continue until the position is filled. The applicant will be expected to have PhD in hand by 2016, and should be able to present evidence of scholarly accomplishment and effective teaching. Applications should be addressed to Prof. Temma Kaplan, Search Committee Chair, and submitted electronically to Interfolio: <http://apply.interfolio.com/30767>. Applicants should include a CV, three letters of reference, and a 3-5 page statement of research and teaching accomplishments. PDF files of a candidate's most important publications are also welcome. Rutgers University is an AA/EOE with a deep commitment to promoting faculty diversity and especially encourages applications from women and members of minority groups.

Newark

Rutgers University/NJIT

Africa. The Federated Department of History at Rutgers University, Newark/New Jersey Institute of Technology invites applications for a position in African history at the assistant, associate, or full professor level, based at Rutgers University-Newark, to begin September 2016. Period and area of expertise open. The successful applicant will be responsible for teaching introductory courses in African History as well as upper- and masters-level courses in her or his area of expertise. The department is a partner in three Rutgers University-Newark campus centers that focus on race, ethnicity and culture (including historical memory, public history, human rights); urban studies; migration and the global city, and we encourage applications from scholars who can contribute to these centers and/or to other interdisciplinary programs on campus including a film studies minor, American Studies, and Women's and Gender Studies (including a minor in LGBTQ studies). Applicants at the assistant level should be able to present evidence of scholarly accomplishment and effective teaching. PhD in hand by September 2016 preferred, but ABD considered. Applicants at the associate or full level should show evidence of intellectual leadership and service to a campus community. Send letter of application, CV, a teaching statement or syllabus, and a short (chapter or article-length) writing sample electronically to academicjobsonline.org/ajob/jobs/5736 by October 1. Three confidential letters of recommendation are also required and should be submitted by the recommenders to the same address. We especially encourage applications from women and members of minority groups. Rutgers, the State University of New Jersey, is an AA/EOE. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military service or any other classification protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment.

Princeton

Princeton University

Visiting Scholar/International Society. Princeton University is pleased to announce the call for applications to the Fung Global Fellows Program at the Princeton Institute for International and Regional Studies (PIIRS). Each year the program selects six scholars from around the world to be in residence at Princeton for an academic year and to engage in research and discussion around a common theme. Fellowships are awarded to scholars employed outside the United States who are expected to return to their positions, and who have demonstrated outstanding scholarly achievement and exhibit unusual intellectual promise but who are still early in their careers. During the academic year 2016-17, the theme for the Fung Global Fellows Program will be "International Society: Institutions and Actors in Global Governance." The growth of international organizations and transnational actors has brought about the emergence of a dense international society above the nation-state. Under what circumstances do new international organizations or transnational associations emerge, and when do they expand in their membership and jurisdiction? Does international society function as a constraint on states? How do states and societal actors navigate the complex and overlapping jurisdictions of international

organizations? In what ways do international organizations and associations function as distinct cultures or as bureaucracies with their own interests? This year's cohort of Fung fellows will examine the emergence, functioning, and effects of international organizations and transnational associations of all types (state and non-state, focused on a single issue or world region, or examined comparatively) from a cultural, historical, political, sociological, or other perspective. Researchers working on any historical period or region of the world and from any disciplinary background in the humanities and social sciences are encouraged to apply. Applications are due on November 1, 2015. To be eligible, applicants must have received their PhD (or equivalent) no earlier than September 1, 2006. Fellowships will be awarded on the strength of a candidate's proposed research project, the relationship of the project to the program's theme, the candidate's scholarly record, and the candidate's ability to contribute to the intellectual life of the program. For more information on eligibility requirements and the application process itself, see the program's website at <http://www.princeton.edu/funggfp/>. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

NEW YORK

New York

Columbia University

North America to 1820. The Department of History at Columbia University seeks to hire two distinguished scholars at the rank of tenure-track assistant professor in the field of American History to 1820 to begin 1 July 2016. The successful candidate(s) will be expected to offer graduate and undergraduate seminars, as well as broad survey classes on colonial North America, the American Revolution, the early Republic, and the like. In addition, the successful applicant(s) will show evidence of innovative scholarship and experience with teaching and advising, and have the PhD in hand by July 1, 2016. Applications must be made through Columbia University's online Recruitment of Academic Personnel System (RAPs) at academicjobs.columbia.edu/applicants/Central?quickFind=61144 and should include a letter of interest, CV, writing sample, and three letters of reference. Review of applications will begin on October 1, 2015, and will continue until the position is filled. Columbia University is an AA/EOE/ Race/Gender/Disability/Veteran.

Hunter College, CUNY

Africa and the World. The Department of History at Hunter College, CUNY invites applications for an open-rank professorship in Africa and the world, with any chronological focus, with an anticipated starting date on or about September 1, 2016. The department is especially interested in scholars who address the history of Africa and Africans in innovative regional, global or comparative contexts. Review of applications will be in September 2015 and will continue until the position is filled. To learn more about the department, visit us at <http://hunter.cuny.edu/history>. PhD in history is required at the time of appointment. We seek candidates with a strong record of scholarship, demonstrated teaching abilities, and a commitment to service. Compensation provided commensurate with qualifications and experience. Hunter College, CUNY is committed

to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. AA/EOE. Applications must be submitted on-line by accessing the CUNYfirst jobs portal: <http://www.cuny.edu/employment/jobsearch.html>. Search job number 12532. Separately, please have three referees send their letters to African History Search Committee, History Dept., Hunter College, 695 Park Ave., New York, NY 10065 or e-mail to history.search@hunter.cuny.edu.

Poughkeepsie

Vassar College

East Asia. The Department of History at Vassar College invites applications for a full-time, tenure-track appointment in East Asian history at the rank of assistant professor beginning August 2016. Vassar College is an AA/EOE, and members of historically underrepresented groups are especially encouraged to apply. Vassar is strongly committed to fostering a community that reflects the values of a liberal arts education and to promoting an environment of equality, inclusion and respect for difference. Specialization in either modern China or modern Japan is required; ability to teach in the other area, whether China or Japan, is also expected. Appointment includes teaching in Vassar's Program in Asian Studies; broader interest in multidisciplinary teaching is welcome. Teaching load in the first year is four courses; after that it is five courses per year. PhD and teaching experience required. Interviews of selected candidates will be conducted at the AHA annual meeting. Candidates are asked to submit a letter of application, a current CV, graduate school transcript (unofficial copies accepted for initial application), and three letters of recommendation. To apply, please visit <http://employment.vassar.edu/applicants/Central?quickFind=51873>. Review of applications will begin November 1, 2015. Please send queries to Prof. Robert Brigham, Search Committee Chair (rbrigham@vassar.edu).

NORTH CAROLINA

Davidson

Davidson College

19th-Century US. The Department of History at Davidson College invites applications for a tenure-track position in 19th-century US history, whose research and/or teaching incorporates gender and sexuality studies (assistant professor level). The successful candidate will have completed, or will complete by August 2016, her/his PhD, and will demonstrate a record of excellence in research and experience in undergraduate teaching. She or he will normally teach a section of the introductory US history survey each year, as well as courses in historical methods, upper-level courses and research seminars in her or his areas of expertise, and will participate occasionally in the department's capstone course. Teaching load is four courses in the first year, and five thereafter. Davidson College is a highly selective, independent liberal arts college located in Davidson, North Carolina, which has graduated 23 Rhodes Scholars and is consistently ranked among the top liberal arts colleges in the country. Working on a beautiful, 665-acre campus north of Charlotte, faculty of Davidson enjoy a low faculty-student ratio, emphasis on and appreciation of excellence in teaching, and a collegial, respectful atmosphere that

honors academic achievement and integrity. Davidson is strongly committed to achieving excellence and cultural diversity, and welcomes applications from women, members of minority groups, and others who would bring additional dimensions to the college's mission. Candidates should complete an online application at <https://jobs.davidson.edu> and attach a letter of application, CV, statements of teaching and research interests, and copies of significant research papers or publications. Candidates must arrange for the submission of three letters of recommendation. The application deadline is November 1, 2015. Address questions to Mike Guasco, Search Committee Chair, miguasco@davidson.edu, or Jonathan Berkey, Chair, Dept. of History, joberkey@davidson.edu.

Durham

Duke University

Islamic World/Muslim World. The History Department at Duke University invites applications for the position of a tenure-track, assistant professor from scholars of the history of Muslim societies and cultures, broadly defined. Theme, period, and geographic specialty are open. The appointment will begin July 2016, at the start of the 2016-17 academic year. Candidates should provide evidence of excellence in research with a commitment to teaching at both the graduate and undergraduate levels. Please submit the following application materials online (<https://academicjobsonline.org/ajo/jobs/>): cover letter addressed to Prof. Bruce Hall, search committee chair; CV; a writing sample; and three letters of references. Complete applications received by November 9, 2015, are guaranteed full consideration. The search will remain open until filled. Duke University is in Durham, North Carolina and is an AA/EOE committed to providing employment opportunity without regard to an individual's age, color, disability, genetic information, gender, gender identity, national origin, race, religion, sexual orientation, or veteran status.

Winston-Salem

Wake Forest University

US South. Wake Forest University seeks visiting assistant professor of US southern history for appointment beginning January 2016. Appointment is for an initial term of one year, with possibility of up to two one-year renewals. Teaching load includes survey courses on the US South, the Atlantic world or another world history, and electives (excluding US Civil War). Teaching undergraduates is central to Wake Forest's mission. Candidates should have teaching experience and completed PhD. To apply, please send a letter of application, CV, graduate degree transcript, and separate statement of teaching philosophy to <https://wakejobs.silkroad.com>. Three confidential letters of recommendation should be sent to letters@wfu.edu. Technical problems with submissions may be directed to (336) 758-4700. All materials must be received no later than October 1, 2015. Wake Forest University welcomes and encourages diversity and seeks applicants with demonstrated success in working with diverse populations. Wake Forest seeks to recruit and retain a diverse workforce to maintain the excellence of the University, and to offer students richly varied disciplines, perspectives, and ways of knowing and learning. AA/EOE.

OREGON

Corvallis

Oregon State University

Sub-Saharan Africa. The School of History, Philosophy, and Religion at Oregon State University invites applications for a tenure-track assistant professorship in sub-Saharan African history since 1500 to begin in September 2016. Specialization is open, but we require an active research program and the ability to teach surveys in African and world history along with courses in the applicant's fields of expertise. The successful applicant will join faculty with strengths in the history of science and medicine, the history of religion, colonialism, gender and sexuality, and environmental history. Oregon State University, the state's leading research university, is located in Corvallis, a vibrant college town of 55,000 in the heart of Oregon's Willamette Valley. The university is committed to the recruitment and retention of diverse faculty, staff, and students. PhD in history or closely related fields must be in hand by June 2016. To apply, submit a letter of application, current CV, and three letters of reference via our application website at <https://jobs.oregonstate.edu/>. Address inquiries to Jonathan Katz, Chair, Africa Search Committee, School of History, Philosophy, and Religion, Oregon State University, 322 Milam Hall, Corvallis, OR 97331 or jkat@oregonstate.edu. Full consideration will be given to candidates whose applications are complete by October 30, 2015. Oregon State University is an AA/EOE.

Eugene

University of Oregon

Colonial and Early Republic US/World. The History Department at the University of Oregon seeks to hire a tenure-track assistant professor to begin September 16, 2016. We seek an innovative, rigorous scholar and teacher whose focus is on the global dimensions of colonial American and early US history. A commitment to excellence in scholarship and teaching is required. The successful candidate must be able to teach a variety of graduate and undergraduate history courses. PhD required at time of appointment. Send CV, a letter describing research and teaching interests, a chapter-length writing sample, and three letters of recommendation to Academic Jobs Online, posting 5798, <https://academicjobsonline.org/ajo/jobs/5798>. Priority will be given to applications received by October 15, 2015, but the position will remain open until filled. The University of Oregon is an AA/EOE committed to cultural diversity and compliance with the ADA. The university encourages all qualified individuals to apply, and does not discriminate on the basis of any protected status, including veteran and disability status.

Environmental/World. The History Department at the University of Oregon seeks to hire a tenure-track environmental historian at the rank of assistant or associate professor, to begin September 16, 2016. Qualified candidates at the rank of associate professor may be considered for an endowed appointment. We seek an innovative, rigorous scholar and teacher whose work addresses the global dimensions of environmental history. Applications are encouraged from all geographic areas of specialization. The successful candidate must be able to teach a variety of graduate and undergraduate history courses. PhD required at time of appointment. Send CV, a letter describing research and teaching interests, a chapter-length writing sample, and three letters of recommendation

to Academic Jobs Online, posting #5799, <https://academicjobsonline.org/ajo/jobs/5799>. Priority will be given to applications received by October 15, 2015, but the position will remain open until filled. The University of Oregon is an AA/EOE committed to cultural diversity and compliance with the ADA. The university encourages all qualified individuals to apply, and does not discriminate on the basis of any protected status, including veteran and disability status.

PENNSYLVANIA

Easton

Lafayette College

Africa. The Department of History at Lafayette College seeks a full-time, tenure-track faculty member with a specialization in the history of Africa (time period and region open). The successful candidate will teach five courses per year, most of them in African history. An ability to teach world history, historiography and historical methods, and/or in an interdisciplinary program is also valued. Your application should include a letter of application, a CV, three letters of recommendation, an article or chapter-length writing sample, and a teaching portfolio. Please address how your scholarship, teaching, mentoring, and/or community service might support Lafayette College's commitment to diversity and inclusion articulated in the college's diversity statement (<http://www.lafayette.edu/about/diversity-statement/>). Strong preference will be given to candidates who use locally produced documents and/or voices in both their scholarship and teaching. We expect the successful candidate to have received her or his PhD by the time that classes start in fall 2016. Applications are only accepted through Interfolio ByCommittee (this service is free for candidates). Please go to <http://apply.interfolio.com/30347> to apply. The application deadline is November 1, 2015. Technical questions can be directed to Interfolio's Support Team by e-mailing help@interfolio.com. Questions about the position may be directed to the head of the History Department, Prof. Joshua Sanborn (sanbornj@lafayette.edu). Located within 70 miles of New York and Philadelphia, Lafayette College is a highly selective undergraduate institution of 2,400 students with significant resources to support faculty members in their teaching and scholarship. We are committed to creating a diverse community that is inclusive, responsive, and supportive of each member of the faculty, student body, and staff. All members of the college community share a responsibility for creating and maintaining a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced. Lafayette College is an EOE and encourages applications from women and minorities.

Philadelphia

University of Pennsylvania

Medieval Europe. The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professor in medieval Europe, field and period open. The candidate will participate in the undergraduate and graduate teaching mission of the department. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/568>. Please include letter of application, CV, writing sample, and the contact information of three individuals who will provide letters of recommendation. Recommenders will be contacted by the university with instructions on how to submit letters to the website. If the writing sample is part of a dissertation or other major project, include an abstract ex-

plaining the sample's relationship to the larger work. Review of applications will begin November 2, 2015, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in Atlanta. 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.

Swarthmore

Swarthmore College

Modern Middle East. The Department of History at Swarthmore College invites applications for a full-time, tenure-track appointment in modern Middle Eastern history to begin with the fall semester of 2016. Applicants should hold a PhD by the time of appointment, and we also invite applications from candidates holding assistant, advanced assistant, and associate positions at the time of application. Candidates are expected to offer a range of courses including survey courses, first-year seminars, upper-division courses on Middle Eastern history as well as courses in the candidate's area of specialization. Interested candidates should submit a letter of application, CV, and three letters of recommendation. The department will begin to review applications by October 1, 2015. Candidates must apply at <https://academicjobsonline.org/ajob/jobs/5681>. E-mail inquiries (but not applications) can be made to history@swarthmore.edu. Swarthmore College is a highly selective liberal arts college in the suburbs of Philadelphia, whose mission combines academic rigor with social responsibility. Swarthmore is strongly committed to employment practices and faculty mentoring that advance excellence through diversity in its educational program. We actively seek and welcome applications from candidates with exceptional qualifications, particularly those with demonstrable commitments to a more inclusive society and world.

University Park

Penn State University

Africa. The Department of History at the Pennsylvania State University invites applications for a tenure-track position at the level of assistant professor in African history. All fields and specialties dealing with the period before 1960 will be considered. The position, which begins fall semester 2016, is a joint appointment with African Studies with the tenure home in history. PhD must be in hand by the time of the appointment. Prospective candidates should submit a cover letter and CV to <https://psu.jobs/job/58871> and request three letters of reference be sent to Search Committee, African History, Dept. of History, Penn State University, 108 Weaver Bldg., University Park, PA 16802. Review of applications will begin October 15, 2015, and continue until the position is filled. A short list of candidates will be interviewed at the African Studies Association annual meeting in San Diego in November. Campus security crime statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE, and is committed to providing employment opportunities to all qualified applicants without regard to race, color,

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

Modern Latin America. The Pennsylvania State University Department of History invites applications for a tenure-track position in the history of modern Latin America (since 1800). The appointment will be made at the rank of assistant or associate professor, depending upon qualifications, and will begin in August 2016. The successful applicant should be able to enhance the graduate concentration in Latin American history, demonstrate an active research agenda, be able to contribute immediately to both graduate and undergraduate teaching in the department, and be ready to participate in the Latin American Studies program. Candidate must have a PhD in hand at date of application. Prospective candidates should submit a CV, a letter of application that describes current and future research, and evidence of teaching effectiveness at <https://psu.jobs/job/58906>. Applications may also include up to three offprints or unpublished papers or chapters. Please request three letters of reference be sent to Search Committee, Modern Latin America, Dept. of History, Penn State University, 108 Weaver Bldg., University Park, PA 16802. Review of applications will begin on November 15, 2015, and continue until the position is filled. Campus security crime statistics: For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability, or protected veteran status.

RHODE ISLAND

Providence

Brown University

Environmental. The Department of History and the Institute at Brown for Environment and Society at seek to hire an environmental historian. We invite applications from candidates working in any region, any specialty, and any time period in environmental history. The successful candidate would have the rank of assistant professor. The appointment will begin on July 1, 2016, or as soon as possible thereafter. PhD or equivalent is required by time of appointment. Interested candidates should send a letter of application, a CV, a writing sample (essay or dissertation/manuscript chapter), and three letters of reference via <http://apply.interfolio.com/30081>. Review of applications will begin October 1, 2015. To assure full consideration applicants should submit their materials by that date. Brown University is an AA/EOE. Women and minorities are encouraged to apply.

SOUTH CAROLINA

Columbia

University of South Carolina

19th-Century US South. The Department of History at the University of South Carolina invites applications for a tenure-track assistant professor position in the history of the 19th-century US South. The successful

applicant must have a PhD at the time of appointment. Interested candidates should send a letter of application, a CV, a chapter length writing sample, and three letters of recommendation. All materials should be sent electronically to historysearch@sc.edu. To ensure full consideration, applications should be received by October 31, 2015. The Department of History at the University of South Carolina is a vibrant scholarly community with 38 full time faculty. The department has around 450 undergraduate majors with a very strong graduate program. It is also home to one of the oldest and most respected public history programs in the United States. The National Research Council recently ranked the department's PhD program in the top 15 of American universities. Both PhD and public history programs have excellent placement records. The University of South Carolina's main campus is located in the state capital, close to mountains and coast. The University of South Carolina is an AA/EOE. Minorities and women are encouraged to apply. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.

TEXAS

Austin

University of Texas at Austin

Chief Historian. The History Department of the University of Texas at Austin invites applications for the position of professor and chief historian of the Texas State Historical Association (TSHA). The chief historian is responsible for the content of all scholarly work of the TSHA, including editing the Southwestern Historical Quarterly, directing book publishing by the TSHA Press, serving as liaison between the TSHA and the Annual Meeting Program Committee, and overseeing continual expansion and upgrading of The Handbook of Texas Online content. Applicants should have an outstanding record of research and publications in the field of Texas history and an appreciation for the state's rich diversity. We are particularly interested in candidates who have expertise in digital scholarship and communication. The successful candidate will be expected to carry out the duties of the TSHA chief historian, engage in high quality research/scholarly activities, demonstrate effective classroom teaching at the graduate and undergraduate levels, direct graduate research, and exhibit a commitment to service to the department, college, and university. Applicants should have experience teaching and researching at the rank of either associate or full professor with documented evidence of teaching excellence. The successful candidate will be fully housed as a tenured faculty member in the History Department, will receive a reduced teaching load while serving as chief historian, and programmatic and research endowment support, as either holder or fellow depending on rank. A PhD degree in history or related field is required. Applicants may currently hold the rank of either associate or full professor. Salary for this position will be commensurate with qualifications and experience. For full consideration, applications should be received by October 1, 2015. The review of applications will begin immediately and continue until the position is filled. The University of Texas at Austin is an AA/EOE. Background checks will be conducted on the successful candidate. The positions are subject to final budgetary approval. Interested applicants are invited to submit a letter of interest, detailed CV, and three letters of recommendation to Jacqueline Jones, Chair, Dept. of History, The University of Texas at Austin via Interfolio at apply.interfolio.com/30150. The University of Texas at Austin

is an EOE with a commitment to diversity at all levels. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, age, disability, or veteran status. (Compliant with the new VEVRAA and Section 503 Rules)

Imperial China before 1800. As part of a major departmental initiative in transnational history, the History Department of the University of Texas at Austin invites applications for a position in the history of imperial China before 1800. The area of specialization is open. Applicants should have an outstanding record of publication and an established reputation in the field. The successful candidate will be expected to engage in high quality research/scholarly activities, demonstrate effective classroom teaching at the graduate and undergraduate levels, direct graduate research, and exhibit a commitment to service to the department, college, and university. Applicants should have experience teaching and researching at the rank of either associate or full professor with documented evidence of teaching excellence. A PhD in history or related field is required. Applicants may currently hold the rank of either advanced associate or full professor. Salary for this position will be commensurate with qualifications and experience. For full consideration, applications should be received by November 1, 2015. The review of applications will begin immediately and continue until the position is filled. The University of Texas at Austin is an AA/EOE. Background checks will be conducted on the successful candidate. The positions are subject to final budgetary approval. Interested applicants are invited to submit a letter of interest, detailed CV, and three letters of recommendation to Jacqueline Jones, Chair, Dept. of History, University of Texas at Austin via Interfolio at apply.interfolio.com/30702. If you do not have a Dossier account with Interfolio, you will be prompted to create one prior to applying for the position; assistance available from Interfolio's Customer Support at help@interfolio.com or call (877) 997-8807, or e-mail Laura Flack, UT History administrator, at flackl@utexas.edu. The University of Texas at Austin is an EOE with a commitment to diversity at all levels. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, age, disability or veteran status. (Compliant with the new VEVRAA and Section 503 Rules)

Beaumont

Lamar University

United States/Public. The Lamar University history department invites applications for a full-time, tenure-track position beginning in August 2016. Applicants must have a PhD in a US field in hand, or expected by August 2016, with a secondary field in an area that would supplement the department. Evidence of museum experience and/or public history coursework required. Teaching responsibilities include upper-level and graduate courses, as well as US history surveys. The successful candidate will also develop a public history program for the university in conjunction with the on-campus Spindletop-Gladys City Boomtown Museum. Scholarly research publications expected. A letter of application, CV, and three letters of recommendation by November 1, 2015, must be submitted online to <https://jobs.lamar.edu>. AA/EOE.

Dallas

Southern Methodist University

Modern Britain, 1800-Present. Position No. 00050093. The Clements Department of History at Southern Methodist University seeks a tenure-track assistant professor specializing in modern Britain since 1800, including imperial or Commonwealth history to begin fall 2016. PhD required by August 15, 2016; teaching experience desirable; salary competitive. All applicants must demonstrate a commitment to excellence in scholarship and teaching (at both the undergraduate and graduate levels). Employment eligibility verification will be necessary upon appointment. To ensure full consideration for the position, applications must be received by November 2, 2015, but the committee will continue to accept applications until the position is filled. Candidates will be interviewed at the January 2016 AHA annual meeting. Send letter of application, CV, a writing sample (maximum 50 pages), and three letters of recommendation to Prof. Andrew R. Graybill, Chair, Modern Britain Search Committee, via our website link at <http://smu.edu/histfaculty>. The committee will notify all applicants of its employment decision after the position is filled. For more information about the History Department at SMU please visit our website at <http://www.smu.edu/history>. SMU will not discriminate in any program or activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information, veteran status, sexual orientation, or gender identity and expression. The executive director for access and equity/Title IX coordinator is designated to handle inquiries regarding nondiscrimination policies and may be reached at the Perkins Administration Bldg., Room 204, 6425 Boaz Ln., Dallas, TX 75205, 214-768-3601, access equity@smu.edu. Hiring is contingent upon successful completion of a background check.

El Paso

University of Texas at El Paso

Borderlands/Chicana/o. The University of Texas at El Paso seeks to fill an open-rank position in the post-1848 history of the US-Mexico borderlands and/or Chicana/o history beginning in fall 2016. We invite applications from scholars with a wide range of interests. The successful candidate will play a central role in our doctoral program in borderlands history. This program, which has about 40 students, capitalizes on our location on the US-Mexico border but encompasses both conceptual and comparative borderlands as well. The successful applicant will also actively participate in undergraduate teaching, including the US history survey. A PhD in history or related field must be awarded prior to the start date of the appointment. Salary is competitive and commensurate with qualifications and experience. About UTEP and El Paso: Located on the culturally vibrant US-Mexico border, The University of Texas at El Paso is the only national research university with a Mexican American majority student body and is third among all US colleges and universities in awarding bachelor's degrees to Hispanics. Submit letter of interest, CV, and official or unofficial transcripts as an e-mail attachment, preferably in a single PDF file, to Dr. Yolanda Chávez Leyva at UTEPBorderlands@utep.edu. Three letters of reference should be sent under separate cover directly from the recommenders to the same email address. Review of applications will begin October 5, 2015, and will continue until the position is filled. The University of Texas at El Paso is an AA/EOE. The university does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran status, sexual orientation, or gender identity in employment or the provision of services.

UTAH

Provo

Brigham Young University

Non-Western. Brigham Young University. Open field and open rank. Continuing faculty status (BYU equivalent of "tenure") track appointment at Brigham Young University, to begin August 2016. PhD required. Applications are welcome from candidates in all non-western fields. Teaching load will include history survey courses, courses in field of specialization, and other core courses in History. Those with a strong research agenda and exceptional teaching ability are encouraged to apply. Salary commensurate with experience and rank. BYU is an EOE. Preference is given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints. Potential applicants may visit the university's web page at <http://www.byu.edu>. Applicants must apply online at <https://yjobs.byu.edu> and attach current CV. In addition, send letter of application, two writing samples, transcript(s), recent teaching evaluations, and three letters of recommendation to Non-Western Search Committee, Dept. of History, Brigham Young University, 2130 JFSB, Provo, UT 84602. Application deadline October 15, 2015. The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.

Pre-Modern. Brigham Young University. Open field and open rank. Continuing faculty status (BYU equivalent of "tenure") track appointment at Brigham Young University, to begin August 2016. PhD required. Applications are welcome from candidates in all pre-modern fields (pre-1500). Teaching load will include world civilizations before 1500, courses in field of specialization, and other service and core courses in History. Those with a strong research agenda and exceptional teaching ability are encouraged to apply. Salary commensurate with experience and rank. BYU is an EOE. Preference is given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints. Potential applicants may visit the university's web page at <http://www.byu.edu>. Applicants must apply online at <https://yjobs.byu.edu> and attach current CV. In addition, send letter of application, two writing samples, transcript(s), recent teaching evaluations, and three letters of recommendation to: Pre-Modern Search Committee, Dept. of History, Brigham Young University, 2130 JFSB, Provo, UT 84602. Application deadline October 15, 2015. The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.

Race/Ethnicity/Gender. Brigham Young University. Open rank. Continuing faculty status (BYU equivalent of "tenure") track appointment at Brigham Young University, to begin August 2016. PhD required. Applications are welcome from candidates working in any geographic area or chronological period. Teaching load will include history survey courses, courses in field of specialization, and other core courses in History. Those with a strong research agenda and exceptional teaching ability are encouraged to apply. Salary commensurate with experience and rank. BYU is an equal opportunity employer. Preference is given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints. Potential applicants may visit the university's web page at <http://www.byu.edu>. Applicants must apply online at <https://yjobs.byu.edu> and attach current CV. In addition, send letter of application, two

writing samples, transcript(s), recent teaching evaluations, and three letters of recommendation to Race/Gender Search Committee, Dept. of History, Brigham Young University, 2130 JFSB, Provo, UT 84602. Application deadline: October 15, 2015. The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.

VIRGINIA

Charlottesville

University of Virginia

African American. The Corcoran Department of History at the University of Virginia invites applications for a tenure-track, full-time assistant professor of African American history to 1877. The successful candidate will demonstrate excellence in scholarship and a commitment to undergraduate and graduate education. Anticipated start date is August 25, 2016. For appointment at the assistant professor level, applicants must hold a PhD by the time of appointment. Candidates with ABD status may be considered for the position, with the title of acting assistant professor. Candidates must apply through Jobs@UVa (<https://jobs.virginia.edu>). Search on posting number 0616941 and electronically attach a cover

letter describing research and teaching interests and experience, and a CV. Applicants should also submit the names of three references and ask them to send letters directly to Hist-Jobs@virginia.edu. Review of applications will begin on November 1, 2015. However, the position will remain open until filled. We plan to begin interviews in December, by Skype or phone. Questions regarding the application process should be directed to: L. Kent Merritt (434-924-6380; lkm6h@virginia.edu). The university will perform background checks on all new faculty hires prior to making a final offer of employment. The University of Virginia is an AA/EOE. Women, minorities, veterans and persons with disabilities are encouraged to apply.

Lexington

Virginia Military Institute

Africa/World. Tenure track, beginning assistant professor. The Virginia Military Institute seeks an Africa-centered teacher-scholar who can offer upper level surveys and specialized seminars. The most attractive candidates will be those who have a well-developed subfield in environmental history, gender history, or the history of science and technology. The departmental teaching load is three sections per semester, two of which are normally in the required world history program. The most attractive applicants will be those who are genuinely interested in participating in both halves of this vibrant Core Curriculum course, while

also demonstrating active research interests in their particular fields. Maximum enrollment in history courses is set at 22 students, with some sophomore-, junior-, and senior-level seminars capped at lower numbers. Minimal requirements include an earned PhD in history by May 2016. Teaching experience is essential. Letters of recommendation that can comment concretely on teaching will be most helpful. If the doctorate is not presently in hand, applicants should specifically address when the defense will be held and the dissertation completed. Closing date October 16, 2015. Initial interviews will be held via Skype, with follow-up interviews planned for the AHA annual meeting in Atlanta. For more information about VMI and the Department of History, please visit our website at <http://www.vmi.edu>. Applicants should go to <http://virginiajobs.peopleadmin.com/postings/17725> to complete the application form and to submit the following: letters of interest, curricula vitae, unofficial transcripts of all graduate work completed, and sample syllabi for a one- or two-semester undergraduate survey of African history. However, applicants should also have three letters of recommendation, and samples of scholarship not readily available online sent directly to Search Committee, Dept. of History, Virginia Military Institute, Lexington, VA 24450. Please do not mail hard copies of letters of interest, CV, or application forms directly to the department. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, VMI encourages women, minorities, disabled individuals and veterans to apply.



NYU Abu Dhabi has started a research fellowship program in the Humanities. This program invites scholars who wish to contribute to the vibrant research culture of NYUAD's new Saadiyat campus to apply for a one- or two-semester residential fellowship at the NYUAD Institute, starting September 2016. The Institute welcomes applications from scholars working in all areas of the Humanities related to the study of the Arab world, its rich literature and history, its cultural and artistic heritage, and its manifold connections with other cultures. Both distinguished scholars with an established reputation and promising young scholars who are in the beginning of their career can apply for a—senior, or postdoc—research fellowship.

Each fellow receives a competitive stipend commensurate with experience, housing, work/office space on campus, full access to NYUAD's library facilities (with its close connections to NYU's main library in New York), a personal research allowance, administrative support, an opportunity to host a small workshop funded by the NYUAD Institute, and support for travel to and from Abu Dhabi.

Interested scholars can learn more here: <http://nyuad.nyu.edu/en/research/nyuad-institute/institute-research/research-fellowships-in-the-humanities.html>. Applications are due October 12, 2015.

Introducing New College and University Teaching Resources from the AHA

The AHA's Tuning Project has been working to identify the central habits of mind, skills, and understanding that students achieve when they major in history.



Online Tuning Resources offer examples of innovative curricular materials appropriate for a broad range of institutions, including two-year and four-year colleges, both public and private, developed by more than 100 departments across the US.

You'll find these resources at

www.historians.org/teaching-and-learning/current-projects/tuning/tuning-resources

Tuning Resources include:

- Degree Specification Profiles that outline the purpose, characteristics, career pathways, and educational style of a history program
- Sample rubrics for evaluating historical arguments, content knowledge, communication skills, critical thinking, and more
- Learning outcomes and core competencies for common history courses
- Department goals, assessments, and alumni surveys



Write for *Perspectives on History*

Send us your essays, letters, and ideas.

historians.org/perspectives/submissions

AMERICAN HISTORICAL ASSOCIATION



Atlanta | January 7-10, 2016

130TH ANNUAL MEETING

GLOBAL MIGRATIONS: EMPIRES, NATIONS, AND NEIGHBORS

Hilton Atlanta | Atlanta Marriott Marquis | Hyatt Regency Atlanta

<http://www.historians.org/aha2016>