

Perspectives on History

The Newsmagazine of the American Historical Association | 53: 7 | October 2015



An Environmental History of the Real Thing

Bartow J. Elmore

Nancy Shoemaker on Colonialism
Ateeb Gul on Arabic Manuscripts

**Plus: Mapping Occupation,
Interview Charm School,
and More**



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On the Cover



Our cover this month has a double meaning. We're delighted to present a behind-the-scenes take from Bart Elmore on researching and writing his book, *Citizen Coke: The Making of Coca-Cola Capitalism*. Elmore shows us how researching the soft drink, ingredient by ingredient, yielded insights about the history of US capitalism. As it turns out, Elmore is a native of Atlanta, Georgia, where the AHA will be holding its 2016 annual meeting, January 7–10. In our expanded meeting coverage this fall, you'll find nuts and bolts of conference-going, but we also hope you'll discover Atlanta. *Photograph by Isabelle Smeall*

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Townhouse Notes

“Found a hidden gem on the free book truck,” a former student tweeted me recently. He attached a picture of the cover: C. Wright Mills’s *The Causes of World War Three* (1960). As glad as I was that *someone* was listening when I taught about the sociologist’s influence on the New Left a few years back, I also recognized the thrill of discovering a mind-blowing primary source—for free. All historians have their quirks, including this recent BA.

If he goes to graduate school, and he just might, he’ll experience the mercenary buzz that comes from looting the bookcases of retiring faculty members’ offices. He might tweet or Instagram more covers from those hauls. If so, I’ll find a way to calmly relate my role in the ultimate, most legendary book pillaging of all time, when I was a graduate student myself.

The great cultural historian Warren Susman taught at Rutgers before his untimely death. His widow, Bea, was a devoted supporter of Rutgers for many years. Upon her passing, she bequeathed all of Warren’s books to the history grads. It was awkward at first, poking through her house. I picked up three titles from the living room and turned to leave. “Have you seen the basement?” asked Bea’s executor. I hadn’t.

It was dark and musty, with light leaking in from the window wells near the ceiling, but because of Warren’s interests, it resembled nothing so much as a world’s fair. If I were tweeting



book covers, they would include first editions of *Against Interpretation*, *Madness and Civilization*, *The Raw and the Cooked*, and *Learning from Las Vegas*.

In this way, legacies pass. We read and write knowing that what is cutting edge to us might someday end up on a free book truck, but we read and write nonetheless. Because we know, too, that the free book truck is never the end of the line.

—Allison Miller, editor

LETTERS TO THE EDITOR

To the editor:

I agree with Lara Putnam (*Perspectives on History*, April 2015) that tenure guidelines should be more flexible, but the specifics of her suggestions are problematic. Advocating the replacement of a book with six or seven peer-reviewed articles is well meaning but ultimately naïve and misguided.

Without stating so, Putnam’s proposed changes to tenure guidelines apply primarily to research or elite universities, but most historians are employed at teaching-intensive institutions with quite different expectations. The history department at my teaching-intensive state university, for example, requires only one published article or book chapter, and that requirement can be substituted with either a conference presentation or other professional recognition.

Few seven-chapter dissertations could easily be published as seven quality peer-reviewed essays. History dissertations are not written as a collection of discrete essays, but as a conceptual whole. It is difficult to extract more than two or three high-quality essays from most dissertations, and often the best

article-length publications are a result of related research left out of the dissertation.

Putnam also underestimates what is involved in achieving seven peer-reviewed publications. Those with the proper pedigree enjoy an inside track to publication, but others are subjected to a more rigorous review process. With a high number of submissions to journals, it is not uncommon for editors to reject essays from unknown or non-prestigious authors with only a cursory review.

Articles sent out for peer review inevitably come back with requirements for revision, and even after making those revisions the editors may very well still reject the submission, which means starting the process over with another journal. I have been told that a standard rule of thumb is to attempt publication with seven journals before tossing in the towel. That means possibly going through 49 journals with multiple review cycles before realizing seven publications. Not only is that process extremely time intensive in the face of looming tenure deadlines, but the level of constant and repeated rejection necessary to achieve that goal wears on even the most battle-worn scholar. In

comparison, the energy and time required for a book publication, even if it requires shopping a prospectus to multiple presses, can be far less onerous.

Many institutions, including my own, are constantly raising tenure expectations. As a result, reputable journals commonly receive more submissions than they can publish, which both significantly delays time to publication and pushes good research into marginal journals. We already know about the explosion of questionable “open source” pay-to-publish journals. Putnam’s recommendation would require tenure candidates to publish more in such journals, which would both sacrifice the candidate’s reputation as well as relegate research to publications with very low readership. As a result, much of a person’s research would be less discoverable and less read than a book.

Enterprising scholars can find more valuable sources of feedback than through the demeaning and discouraging revise/resubmit/reject sequence of journal submissions. We often try out our new ideas at conferences. Seminars, workshops, and reading groups provide supportive and

LETTERS TO THE EDITOR

encouraging environments. A scholar who submits a book proposal without ever previously receiving feedback on it is simply not actively and intellectually engaged in the profession.

Scholars work in different ways, and some historians find it easier to write article-length essays, while for others books provide a more natural venue to express ideas. Although journal articles may be more easily discovered and downloaded through online databases, as we know, a scholar's reputation

and arguments through a book publication spread even among those who have not read the book. For many of us, the monograph is still a valuable instrument.

I agree we need to allow for more creativity in defining tenure guidelines, but simply breaking up dissertations into articles for publication in the "right" journals is not a good alternative. More flexibility in embracing pedagogical publications, the digital humanities, public history, and unusual styles would be a better path for

broadening the influence and relevance of our discipline.

Yes, the publishing industry is facing a crisis and likely will change fundamentally within most of our lifetimes. We need to think seriously about how to face this challenge. Unfortunately, Putnam's suggestion to replace books with journal submissions is simply not a realistic or viable alternative.

Marc Becker

Truman State University

To the editor:

In 2006, the directing board of Brown University accepted a \$1 million gift from an "alumnus and parent" to endow an assistant professorship in the history department. Under condition of the donor's strict anonymity, there was no announcement as to whom the honor would be named. The position was advertised that year without mention of the endowment or its name. Three years later, Brown inaugurated the chair as the Hans Rothfels Assistant Professor of History. It has since existed without attention; even the Rothfels family and his students have been unaware of it—despite its Ivy League prominence. But there could not have been a more controversial transatlantic historian for such an honor, due to his association with the far right in interwar Germany and his position in post-Holocaust historiography. This public honor raises questions about the nature of endowed chairs, the voice of faculties in their acceptance, and the legacy of Hans Rothfels within the American historical community.

Since the 1990s, Hans Rothfels has been the subject of scholarly debate, arguably more than any other academic historian. A German nationalist who converted to Lutheranism and was badly wounded in World War One, he was forced by Nazi racial laws to emigrate to Oxford in 1939. In 1941 Brown took him as a substitute lecturer. Retirements and the faculty's mobilization after Pearl Harbor led to extensions of his term to 1945, after which the university ended his appointment and all future contact. Under unclear circumstances, in 1946 he gained the revered senior chair in modern European history at the University of Chicago. Rothfels returned to Germany

in the 1950s to complete his career at Tübingen University, where he was instrumental in defining contemporary history as a specialized field of study.

Controversy bathes his record. Throughout the 1920s Rothfels shared the views of many veterans who opposed liberal democracy, with ideas that he actualized through ties to dictatorial-minded groups like the Deutscher Herrenklub and the Ring movement. As with other Prussian conservatives, he dreamed of charismatic leadership under a militarized nobility and an authoritarian bureaucracy that could compromise tactically with growing Nazi popularity. With his chair of modern history at Königsberg University, Rothfels instrumentalized his teaching and research to justify German dominance over eastern Europe and undoing the international settlement of 1919.

As the Weimar Republic spiraled into fatal crisis, Rothfels helped to lead his guild in integrating authoritarianism and nationalist propaganda into the practice of contemporary history. His writings about Europe as a region of adversarial cultures were easily shifted to priorities compatible with the Nazis' dedication to biological struggle among incompatible peoples and to the "saving" of kindred Germans lost across new foreign borders. Examples of his propaganda included his key contribution in 1931 to *The Rent in the East/Der Riss im Osten* (aimed at an Anglo-American audience). He argued that Polish-Lithuanian lands were historically a Germanic "barrier against the eastern barbarians" that the Allies had severed from the nation's "general circulation of life blood," and cruelly "left to rot away under barbarians."

Works such as this helped to prepare colleagues and students for further radicalization

under National Socialism. Around him formed a "Rothfels group" of loyal students, who closely aligned themselves to German policies of conquest, including plans for the ghettoization of Jews as a precursor to genocide. Others adopted Rothfels's leadership example in *Volksgeschichte* (racist ethno-history), which brought them appointments to conquered "Reich universities" at Poznan and Strassburg. As his own political views radicalized, Rothfels could even vote for Adolf Hitler in the 1932 presidential election. With the Nazis in power, he sought an "honorary Aryan" status, so he could remain a loyal citizen of the Reich and direct his historiography to a "reborn" national community. But cooperation with Hitler was an illusion, one that ended painfully under Jewish racial laws with arrests and the expulsion of his family.

Once he settled in America, Rothfels deradicalized his conservatism by grounding it in a defense of the "West" that restored Germany's heritage to a rightful place within an anticommunist community. During the Adenauer era his students, tainted by National Socialism, returned to academic power, where they remained loyal to his political image and interests. Although Rothfels was a key transatlantic bridge in the rebuilding of history in the Federal Republic, his efforts at disciplinary and pedagogical reform were ultimately restricted to a consensual defense of international conservative sentiments. This historical context raises fair questions about values that a chair signifies for a principal American institution of research and civic democracy.

John Harvey, St. Cloud State University

Georg Iggers, SUNY-Buffalo

Editor's note: Brown University has declined to respond to this letter.

To the editor:

In their “Counterfactual History” essays (May 2015), Mark Grimsley and Yoav Tenenbaum make the shrewd point that asking “What if?” is recognition that “any argument that makes a causal claim contains an implicit counterfactual” and that asking “What if?” “is not

designed to depict a scenario that *could not* have happened, but rather one that *might have* happened.” This recognition of “the importance of chance or accident in human affairs” took me back some years to an enlightening conversation with a young Czech historian who described counterfactual history—with a wry eastern European

nod to an entire literary tradition—as “retrospective futurology.” Seeing the wisdom in that formulation, I ask myself: What if I had never met that smart young man from Prague in a mountain forest above Palm Springs?

*Ty Geltmaker
Los Angeles*

Letters Policy

Perspectives on History welcomes letters to the editor addressing the content of the magazine or issues germane to historians or the discipline of history. Letters must be signed, may be no more than 750 words, and must not have been submitted elsewhere. The editors reserve the right to edit letters to conform to house style.

Submit letters to perspectives@historians.org.



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Hagley Museum and Library and the Business History Conference are pleased to announce the 2015 winner of the Hagley Prize: *Fortune Tellers: The Story of America's First Economic Forecasters* (Princeton University Press, 2013) by Walter Friedman, Harvard Business School. Hagley Museum and Library and the Business History Conference jointly offer the Hagley Prize awarded to the best book in business history, broadly defined.



The prize committee encourages the submission of books from all methodological perspectives. It is particularly interested in innovative studies that have the potential to expand the boundaries of the discipline. Scholars, publishers, and other interested parties may submit nominations. Eligible books can have either an American or an international focus. They must be written in English and be published during the two years (2014 or 2015) prior to the award.



Four copies of a book must accompany a nomination and be submitted to the prize coordinator, Carol Reuter Lockman, Hagley Museum and Library, P.O. Box 3630, 298 Back Road, Wilmington DE 19807-0630. The deadline for nominations is November 30, 2015. The next Hagley Prize will be presented at the annual meeting of the Business History Conference in Portland, Oregon, March 31 to April 2, 2016.



Charm School, from Application to Interview to Campus Visit

Vicki L. Ruiz

As leaves begin to turn their autumn hues, aspiring professors and their mentors turn their thoughts to the academic job market. How can you best represent your research and potential curricular contributions to a group of strangers who may (or may not) further your professional ambitions? To help prepare my students as they venture into the academic job market, I have developed a professionalization seminar tailored to each individual, jokingly called Interview Charm School. Many of these tips of the trade are applicable to other sectors, not just the professoriate. They reflect my experiences as a hopeful applicant, graduate adviser, search committee member, and collector of folklore on job interviews gone awry. A strategy for success includes homework, anticipation, and conversation.

Homework

- (1) Remove all inappropriate social media posts, including cute cat videos. One burning question to guide you: what would my grandmother think about this photo or post? Strike a professional pose for the photo on your LinkedIn or Facebook profile. Goofy smirks endear you to no one.
- (2) Send a cover letter that specifically matches your qualifications with the job description. Only apply for jobs that are in your wheelhouse. Just because you took one graduate course in a particular area does not make you a competitive candidate. Make sure your letter speaks with the appropriate tone. Avoid salutations that have all the panache of an overseas e-mail scam (“Hi guys” or “Dearest Future Colleagues”). Also, be careful about inflating the contributions of your dissertation. (“My research changes the face of medieval English history.”) Be specific about where your research fits within your field. Focusing on your research for three pages and then adding a throwaway nod to teaching will not get you very far in any search, particularly at a small liberal arts college.
- (3) Get your adviser’s input on your template letter, CV, teaching portfolio, and

potential campus presentations. Well in advance, provide her or him a list of all the institutions, with job descriptions, contact information, and deadlines. Of course, job announcements appear on a rolling basis, so just send your adviser the additional information as soon as you decide to apply. It is never a good idea to ask for letters at the last minute, as some overscheduled, inconvenienced advisers might just recycle an earlier letter rather than draft fresh prose that addresses your fit for the position. If you are eventually fortunate enough to be named a finalist, go over the hiring committee’s instructions about research and/or teaching presentations with your adviser. Some departments do not want to hear you read a paper but rather will want you to talk them through your research. Or they might want a combination of research and teaching, or just a preset teaching demonstration. Once you know, practice, practice, practice.

(4) Assemble a teaching portfolio with sample syllabi and student evaluations of courses you have taught on your own, as well as teaching assistant evaluations. Carefully craft a one-page, single-spaced teaching philosophy; no platitudes, please.

(5) Finally, wear professional attire at all interviews. The outfit does not have to be expensive, but it must fit, and it must be immaculate. (You do not want to be remembered as the person with the big *mancha* or sweat stain.) As Nancy Scott Hanway explains: “Your clothing needs to accomplish one simple task: to keep your interviewers from thinking about your clothing.”¹

Anticipation

- (1) Prepare and practice for the preliminary interview. Have on command the five-minute dissertation summary, the three-minute elevator talk, and the 30-second sound bite. Be sure to address the “So what?” question.
- (2) Once you receive an interview invitation, familiarize yourself with the depart-

ment’s curriculum. Tweak your teaching portfolio so that during the short time allotted in the initial interview, you can expand upon your potential curricular contributions.

(3) OK, I will admit I have a fondness for the face-to-face interview, but financial considerations across the board have enhanced the popularity of Skype.² For an at-home interview, stage the surroundings and guard against disruptions. And most importantly, make sure you have a good connection, not once but several times. Better yet, use your university’s technology center, a controlled environment with knowledgeable staff. If given a choice, I would choose the in-person interview for the collegial interaction, as well as for the conference’s exhibits, graduate programming, and scholarly sessions.

(4) Demonstrate *informed* enthusiasm for the position. Speak to the questions and listen actively. Engage potential colleagues in a conversation they will want to continue—on campus.

(5) Do research about your potential colleagues. Note the following cautionary tale: a newly minted PhD gives a job talk that underscores how his or her research counters an interpretation put forth by an established scholar, unaware that the historian in question is in the audience, a distinguished new hire for the department. (It has happened.)

Conversation

- (1) From the time of airport pickup to drop-off, remember that you are on stage.
- (2) No matter how brilliant your presentation, no one wants to hear you talk for 90 minutes. Keep to the length specified by the search committee, including at least 15 to 20 minutes for questions. Allow time before the talk to assemble the technology you require. Formal presentations are where you can showcase your passion for the subject and convince others to care about it too. They are also one way for the committee to evaluate your teaching skills. In a terrific article, Rob

Jenkins identifies great teachers as having personality, presence, preparation, and passion, attributes applicable across most interview or symposium settings.³ And at many liberal arts colleges, state institutions, and certainly community colleges, the teaching demonstration assumes paramount importance.

(3) Don't drink, and eat neatly. The academy is replete with not-so-apocryphal tales of jobs lost by inebriated candidates. If you must have that beer or glass of wine, just one and done. Also choose your entrées carefully—avoid messy sauces or dishes that require special implements. In a role reversal, one earnest candidate ate his broiled fish fillet while the search committee dined on delicious cioppino. In the middle of a fascinating conversation on environmental history, he began to chuckle, explaining, "I am sorry, but it is hard to have this discussion with all of you in lobster bibs." (Yes, he got the job.)

(4) Speak no evil, and less is more. A litany of complaints or gossip equals self-sabotage. If you have an offer from another institution, inform the department chair, but do not brag about your job prospects. Also, until you are selected never ask about salary—only matters surrounding professional development opportunities, tenure expectations, and campus research grants. Engage the graduate students. Ask them

questions about their work, the program, courses they would like you to offer. Any whiff of condescension lingers longer than bad cologne.

(5) Remember, you are interviewing them as much as they are interviewing you. Taking that perspective helps ameliorate your nervousness and gives you a sense of control. Can you see yourself in that department or on that campus over the long term? Throughout the interview, ask thoughtful questions; the department also evaluates a candidate as a colleague, someone its members hope will receive tenure. No matter the tenor of the interview, send a handwritten thank-you note (or e-mail, if you must) to the department chair and the chair of the search committee.

Beyond an awareness of academic etiquette and intense preparation, what else can an aspiring professor do? At the risk of sounding self-serving, I strongly advise you to join the American Historical Association, which provides an array of resources related to research grants, career diversity initiatives, graduate guides, interview strategies, and networking opportunities (to name a few). For a sense of our commitment to and investment in graduate students, who represent 15 percent of our

membership, visit our website, historians.org. The site has a wealth of information for students, such as a page of resources for graduate students, including our new Guide to Grad School (historians.org/gecc-resources), and information about our Career Diversity initiative (historians.org/careerdiversity). Given the topic of this column, I refer readers to two helpful guides: Dana Polanicka's AHA pamphlet *Getting an Academic Job in History* and Katherine Hajar's "Job Market Etiquette" (*Perspectives*, December 2010). Another benefit to AHA members: a free one-year subscription to Interfolio, the digital portfolio service. In addition, the annual meeting features many sessions and activities for graduate students, including the Job Workshop for Historians and the Career Fair, where attendees can converse one-on-one with colleagues across employment sectors.

Far from the AHA annual meeting's past reputation as the place you go to get a job or, worse, as the interview "meat market," the conference and the Association itself have become ever more attuned to the concerns of graduate and early career colleagues. Rather than depending solely on an adviser's guidance about interview etiquette, job seekers can turn to AHA resources and programs for strategies that play to their strengths and maximize their opportunities.

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

Notes

1. Nancy Scott Hanway, "A Foot in the Door at a Small Liberal-Arts College," *Chronicle of Higher Education*, December 15, 2014, <http://chronicle.com/article/A-Foot-in-the-Door-at-a-Small/150803/>.
2. For further reference, see David F. Perlmutter, "Don't Kill the Conference Interview," *Vitae*, January 20, 2015, <https://chroniclevitae.com/news/871-don-t-kill-the-conference-interview>.
3. Rob Jenkins, "The Four Properties of Powerful Teachers," *Chronicle of Higher Education*, March 16, 2015, <http://chronicle.com/article/The-4-Properties-of-Powerful/228483/>.

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Advocacy (n.): The Promotion of History and Historical Thinking

James Grossman

A few years after my arrival at the AHA, someone queried me about the Association's "advocacy budget." I think the question implied the sum allocated to our participation in the important work of the National Coalition for History (NCH), the National Humanities Alliance (NHA), and the Consortium of Social Science Associations (COSSA). Perhaps it could also have included expenses related to monitoring federal agencies involved in historical work of various kinds. Within this framework, it would not be hard to fix a reasonable estimate of costs: dues, officers' travel to Washington, some staff time, and occasional fees relating to legal action. This would be a reasonable budget, and a reasonable definition of advocacy on behalf of the discipline.

This is important work—indeed, essential. This past summer alone, for example, the National Coalition for History worked on behalf of thousands of members of more than 60 history and history-related organizations to encourage the inclusion of history education funding in the renewal of the Elementary and Secondary Education Act, and to resist what has become an annual effort to strip funding from the National Historical Publications and Records Commission (NHPRC). Over the longer run, we have been encouraging members of Congress to join the new History Caucus, and I encourage every reader of this article to contact their representative immediately (OK, finish the article first) with a plea to join. Cochaired by Tom Cole (R-OK) and John Larson (D-CT), the caucus has already provided useful contact points for discussion of legislation relating to history education and other work that historians do with federal support. Through the National History Center's Congressional Briefings, recently on topics such as taxation, immigration, and Intelligence oversight (incarceration is next), we have been reminding congressio-

nal staff that everything has a history, and that effective legislation always requires an understanding of historical context.

We also collaborate with our colleagues in other disciplines through the NHA and COSSA. Although one focuses on the National Endowment for the Humanities (NEH) and the other the National Science Foundation (NSF), both have a broader remit as well. The federal government is the largest employer of historians in the United States, and the AHA and our allies in other disciplines both support the work of these colleagues and promote the visibility and influence of that work in the policy community. Like the NHPRC, the NEH and the NSF have faced recurrent threats in Congress in recent years, both in their funding and, in the case of the NSF (which has within its purview the work of social science historians), the very integrity of the peer review process. Like the NCH, the NHA and COSSA keep us apprised of relevant legislative activity and provide the expertise on the legislative process that is essential to effective monitoring and intervention.

For many associations, this kind of activity provides a useful definition of "advocacy" and facilitates budgetary allocation for such work. Members direct their resources to Washington, whether in the form of dues or communications to their representatives; associations, generally through a lobbyist, focus on Capitol Hill, the White House, and perhaps relevant agencies. This can even include our neighborhood Courthouse, where this year the Justices cited the "historians' brief" in *Obergefell v. Hodges*, the landmark marriage equality case. Our *amici* brief here was less in the realm of supporting the work of historians than in applying that work to a case that had history at its very center.

This broad purview of Washington activity is still, however, too limited in its ambition and scope. The AHA takes a broader view of advocacy, in part because our charter refers to the "promotion" of

historical activity and in part because a Washington-specific notion of advocacy squanders the strongest asset that we bring to the table: our members, historians who "promote" historical thinking and historical work in a multitude of ways and a seemingly infinite variety of places. Hence our website's rotating display of member essays on history education at different levels, access to cabinet-level electronic records, faculty governance, and other issues of concern to historians.

Perhaps the links on our site (historians.org) to this good work by our members is just the tip of the iceberg. I hope so, which is why our budget has no line specified for "advocacy." And I hope that as members read their colleagues' advocacy work, they will be encouraged to follow suit, in local and regional media. Our 2016 annual meeting in Atlanta (January 7–10) will include a session on the op-ed, broadly defined.

AHA advocacy also includes our own activism beyond the Beltway. We have supported the College Board's controversial efforts to dramatically revise and improve the framework underlying the Advanced Placement US History exam. In this vein the AHA Council has recently created a process that will enable the AHA to provide expertise for review of state precollegiate history standards. We now also provide guidelines for the evaluation of digital scholarship for promotion and tenure, as well as offer assistance to departments that need reviewing expertise in this area. In essence, our advocacy stretches in this context into our own world, as we promote and legitimate new forms of historical scholarship.

Promote and legitimate: these are important roles that the AHA can play as an advocate for the discipline. The Association must be both a voice for continuity—promoting existing standards of scholarship and teaching in all venues of historical work—

and change, as we advocate on behalf of new methods and approaches. Some of this work will be controversial, and we encourage members to participate in debates at the AHA website and in *Perspectives* (see,

e.g., Johann Neem's thoughtful critique of the AHA's Tuning and Career Diversity projects in the April 2013 issue of *Perspectives*). If we aren't doing anything that generates thoughtful disagreement, then

we probably aren't doing enough important work.

James Grossman is executive director of the American Historical Association.

Announcing the Recipients of the Inaugural Dorothy Rosenberg Phi Beta Kappa Annual Meeting Graduate Fellowships

The Dorothy Rosenberg Phi Beta Kappa Annual Meeting Graduate Fellowship program was established in 2013 to help defray travel expenses incurred by graduate students presenting their research at the annual meeting. The chair and cochair of the Program Committee, who between them read all of the annual meeting session proposals, identify three graduate students who have submitted excellent proposals to receive the travel subsidies. Recipients of the 2015 fellowships, who will attend the 130th annual meeting in Atlanta, Georgia, on January 7–10, 2016, are:

- Sarah McCartney, University of North Carolina, Greensboro
Poster, "Mapping the Mathews' Store: Commerce and Community in Virginia's Revolutionary Era Backcountry"
- Nicolas Gliserman, University of Southern California
Poster, "The Historical Map as Geodatabase: Creating a Geographic Information System (GIS) from a Data-Rich 17th-Century Map"
- Lilly Anne Havstad, Boston University
Paper, "É Nossa Comida: Food, Cultural Hybridity, and Mobility in Maputo, Mozambique," on the session *City Food: Mobile People in the Urban Foodscapes of Brazil, Canada, and Mozambique*

Democratic Capitalism

The Smithsonian's Hard Bargain in American Enterprise

Allison Miller

In late November 1999, a brigade of turtles stormed Seattle. Surprisingly loud, quick, and agile, they thronged the streets and shocked the bourgeoisie—not to mention members of the World Trade Organization, who were in town to negotiate global trade policy. Upon closer inspection, however, these radical reptiles turned out to be human activists sandwiched in cardboard shells they had spray-painted green. Along with masked anarchists (known as the black bloc) and union members, the human turtles faced down police and contributed to what's still called—whether in admiration or consternation—the Battle of Seattle.

Today, one of those corrugated turtle shells is enshrined in a reverently dim

stretch of corridor in *American Enterprise*, a new exhibition at the Smithsonian Institution's National Museum of American History in Washington, DC. If it seems odd that the curators have chosen to tell the story of business in the United States by including an artifact associated with a thoroughgoing critique of capitalism, consider its close proximity in the exhibit to another object: a napkin upon which economist Arthur Laffer sketched his eponymous curve in 1974—a visualization that would transform tax policy and influence the Reagan administration. The juxtaposition characterizes the spirit of the whole. To say that *American Enterprise* employs a “show all sides and let viewers make up their minds” curatorial strategy would be missing the point entirely. As an expression of the place of business in the United States today—at a time when inequality shapes public conversation and Thomas Piketty's *Capital in the Twenty-First Century* has become a bestseller—the exhibit acknowledges the ills of capitalism, but it also celebrates entrepreneurship as an expression of individuality. *American Enterprise* has a point of view, in other words—that Americans have had to find ways to support both the common good and business innovation and initiatives.

On a recent walk-through, cocurator Kathleen Franz of American University explained that the exhibit offers a narrative in objects and biographies, guiding museumgoers to think about how business history has an impact on the present day, in their own lives. “We wanted to explore the tension between capitalism and democracy,” she said, gesturing to the first of four “Debating Enterprise” panels, showing quotations from George Washington, Alexander Hamilton, and Thomas Jefferson on the proper economy for the new republic. “The conversations we had were intense,” Franz continued. “We knew we were telling business history from a different perspective, which played a role in what we thought needed to be represented in the exhibit.”

That perspective is both individualistic and inclusive. A wall of capsule biographies and images of entrepreneurs—famous and infamous, successful and failed—lines the back of the new Mars Hall of American Business (named after the exhibit's lead donor, Mars, Inc.). In chronological order from the colonial era to the present, the featured personalities represent the changing and motley population of the United States as well as the conflicts between these personalities. It's not just irony that has a panel picturing “Transportation Tycoon” Cornelius Vanderbilt hovering over another panel depicting the notorious slave trader James DeWolf of Prov-

This is an exhibit with a point of view: Americans have had to find ways to support both the common good and business initiatives.



Courtesy of the National Museum of American History, *American Enterprise* exhibition

The protesting turtles of the “Battle of Seattle” surprised members of the World Trade Organization in 1999.

idence, Rhode Island—it's an effort to show, perhaps obliquely, where 19th-century wealth came from and how it circulated. Similarly, the Vanderbilt and DeWolf panels are fixed between photographs of the Paiute translator and activist Sarah Winnemucca (1844–1891) and the Chinese “exploited attraction” Atong Moy (about 1817–unknown). The elevation of Winnemucca and Moy to the status of inclusion in a national museum may seem dubious, but this small slice of history makes the case that entrepreneurship in the United States has included various people who nonetheless had differing relationships to capital, wealth, and power.

Franz and *American Enterprise*'s three other curators were clearly influenced by trends in historiography about business, science and technology, the environment, slavery, capitalism, and beyond. Walking into the exhibit, viewers confront a huge cart used by Métis beaver-pelt traders in the mid-19th century,



Courtesy of the National Museum of American History, *American Enterprise* exhibition

Nineteenth-century Métis fur traders on the Red River plied their wares—and broke a British trade monopoly—using ox-driven carts like this.

materializing stories in Sylvia Van Kirk's *Many Tender Ties* and other works. Photographs of civil rights movement picketers fighting for equality in public accommodations recall Elizabeth Cohen's arguments about citizenship in *A Consumers' Republic*, while a selection of items representing teenage girls' consumer culture post-World War II (45 rpm records, *Seventeen* magazine's original marketing kit for advertisers, and the short-lived 1953 magazine *Color*, aimed at African American girl consumers) builds on the work of Susan Douglas and Miriam Forman-Brunell. "Sven Beckert is my best friend," joked Franz, referring to one of the historians credited with reinvigorating inquiry into the history of capitalism. (The two have never met.)

American Enterprise has met with some criticism. It's hard to know when the *Wall Street Journal* critic Edward Rothstein reached his breaking point, but it seems to have come long before the corridor in which the "NO WTO" turtle looms near the Laffer napkin. To Rothstein, the exhibit was too "personal." "An egalitarianism is at work," he wrote, asking, "isn't there . . . a reason why, say, J.P. Morgan might require more sustained attention than a Hawaiian pineapple farmer's wife? . . . [W]hen history is told from below, it tends to miss the scale of what happens above."

Perhaps. Certainly, this critique of social and cultural history is familiar enough to academic

historians today. The exhibition's curators, however, have attempted to engage members of the public with a democratic approach to capitalism. "Some people hear business history and think, *yawn*," Franz said. "Our perspective

was 'it's about you.' We wanted to show that all of our lives are embraced by commerce."

Allison Miller is editor of Perspectives on History. She tweets @Cliopticon.

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 Mixic, Search Coordinator at mixicp@ocw.edu, "Attention: Billington" in subject heading. All materials are due by November 30, 2015. For more details, please see our web page: <http://www.ocw.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.

Plotting Freedom

Data Mapping Leads to New Visions of Reconstruction

Stephanie Kingsley

In early 1867, freedman Peter Price returned to the North Carolina plantation where he had worked the previous year. It was time to collect his share of the proceeds from the year's crop, which had just been sold. But the landlord refused to pay him for his labor, saying that he would see "Hilly Brand further in Hell than a Jay Bird could fly before [he] should have the crop." Price then walked to the nearest army post, in Greensboro, about 15 miles distant, where he met with detached US army officer Hugo Hillebrandt. Hillebrandt issued an order that Price be paid. Price walked back to Piedmont and was again refused. He turned around and began another long trek to Greensboro.

In the Reconstruction South, it was frequently the army that upheld newly freed people's rights. But *where* was the army, how much of the South could it access, and did it have the power to uphold emancipation in more remote areas? With their recently published digital project, *Mapping Occupation*,

Gregory P. Downs (CUNY) and Scott Nesbit (Univ. of Georgia) seek to answer these questions. The project, accessible at mappingoccupation.org, offers a new way to view and teach Reconstruction.

Built in mapping platform ArcGIS, the project analyzes data from thousands of military records documenting the locations of army posts in former Confederate states between May 1865 and December 1880. A US map displays data points that include the number of infantrymen, cavalymen, and African American troops. With formerly enslaved men and women eager to claim their rights but ex-Confederates reluctant to grant them, freedom was only as effective as it could be enforced, which depended heavily on the presence of the US army. *Mapping Occupation* shows where armed enforcement could take place.

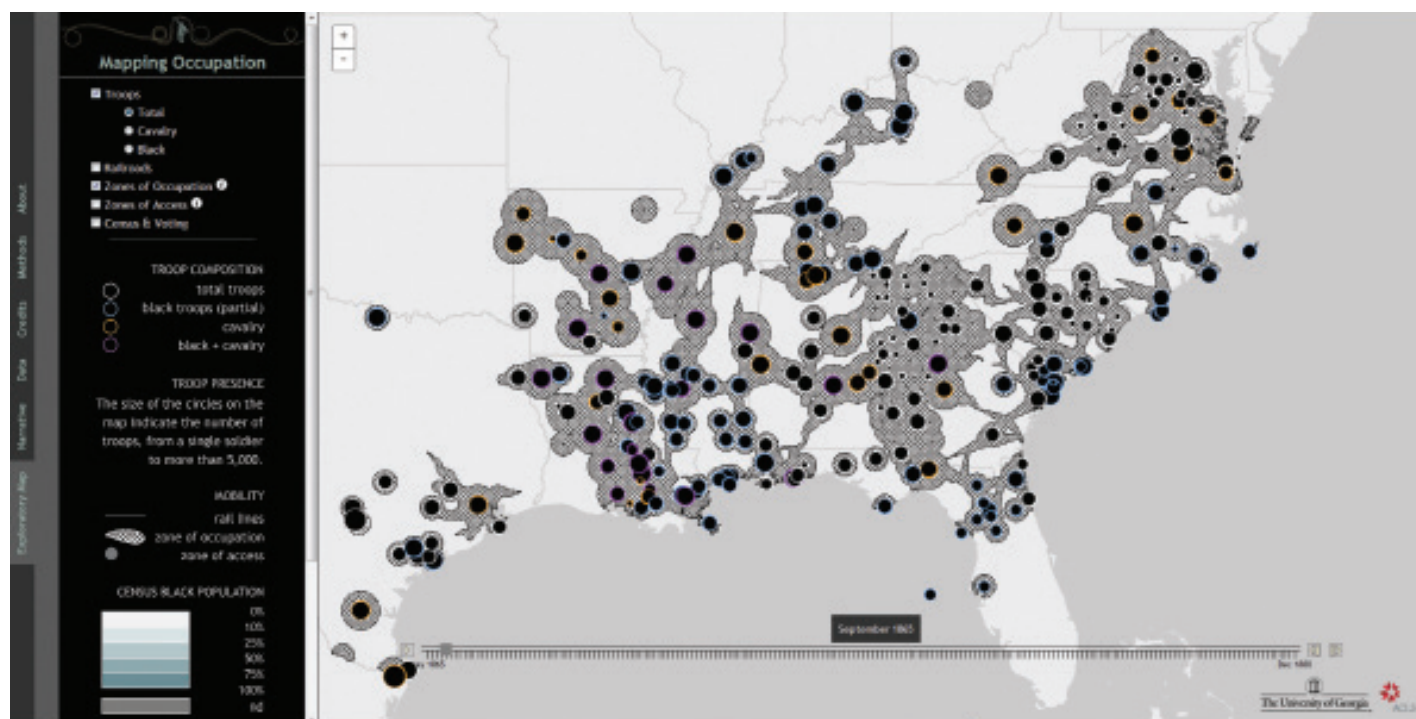
But how does the scholar go about shaping an effective digital mapping project? In an interview, Downs and Nesbit shared details

of their experience building *Mapping Occupation*.

The Premise

For many years, discourse on Reconstruction emphasized the *weakness* of occupation. Downs wanted to analyze occupation policy and its social repercussions, but he realized that the basic data on army presence in former Confederate states did not exist. He plunged into the National Archives, sifting through boxes of army records. After compiling a prodigious Excel spreadsheet of outpost data, it occurred to him that "the premise that there was no occupation might be in doubt." With the data showing a considerable army presence in the Reconstruction South, he knew he had to argue for its significance.

But what to do with all the data? It couldn't go in Downs's resulting book, *After Appomattox* (2015)—it was simply too large. But



Gregory P. Downs and Scott Nesbit, *Mapping Occupation: Force, Freedom, and the Army in Reconstruction*, <http://mappingoccupation.org>, published March 2015.

In *Mapping Occupation*, posts appear as circles, the varying sizes of which indicate the number of troops stationed there. Colors denote the presence of black troops and cavalry.

in summer 2011, about a year into work on the book, historian Ed Ayers put Downs in touch with Scott Nesbit. A veteran of digital history, Nesbit had worked on the pioneering *Valley of the Shadow* project (1993–2007) as a graduate assistant and was then immersed in his own project, *Visualizing Emancipation*. Both historians wanted to investigate occupation on the level at which freedpeople interacted with army officers. As Nesbit said, “What happens when you’ve got a stable army presence that starts to change people’s expectations of what the power dynamics are and how [does that shape] what people think these new rights emerging about freedom mean?” With these questions in mind, the two turned to the spreadsheet.

The Process

With Downs’s intimate knowledge of the data, Nesbit’s experience in digital collaborative projects, and a development and design team that included a graduate student in landscape architecture and about five people from the University of Georgia’s Information Technology Outreach Services, Downs and Nesbit began considering what data to include and how to present it. With so much information about the posts and a limited capacity to display it clearly on a map, they focused on elements that directly impacted the “zones of occupation” (areas the army could travel to in order to address offenses) and “zones of access” (areas within which freedpeople could travel to bring complaints). The presence of cavalry, for instance, was vital in extending the reach of the army. Downs and Nesbit also included numbers of black troops, noting that for many years historians have underestimated black troops’ involvement in Reconstruction in the interior South.

“This map is the start of interpretation and not an end to it,” Nesbit emphasized. The many variables from location to location invite questions about Reconstruction on increasingly smaller scales. What was whites’ level of hostility to troops? How many people actually were able to travel to these bases? How was women’s experience of occupation different? Did marauders frequent the area, making it dangerous for troops to address complaints? To return to the account of Peter Price, officer Hillebrandt had insufficient troops to accompany him back to the

plantation, for soldiers had been murdered on the road he would have needed to travel. “It illustrates the kind of complaints people have, the centrality of force to what they’re asking, and the complexity of delivering that force,” Downs said. This is where Downs and Nesbit hope their project can be a springboard for new research. Each data point has its own history, and instructors could design assignments in which students could look at reports of specific outrages against formerly enslaved people (such as theft, assault, or rape) to test a location’s access to the army and the effectiveness of local troops in upholding people’s rights.

The Value of Mapping Occupation

“Nobody in the field had any idea of where the soldiers were, or really had only the vaguest sense of how many were out there,” Nesbit reflected when asked about the project’s contribution to Reconstruction scholarship. “It’s really helpful to know where the federal government had outposts of power and where it did not.” And as Downs suggested, each data point on *Mapping Occupation* represents a zone

where the notion of what it meant to be free was being worked out. Even after the end of the Civil War, freedpeople were frequently victims of physical violence or murder, and some were still being held as slaves. Freedpeople brought complaints of these offenses directly to army posts. Downs enumerated some: “Am I free if I’m getting whipped?” “Am I free if I’m not being paid my wages?” “Am I free if they still say I need a pass?”

Downs noted that Congress would try to address such questions in the Civil Rights Act of 1866 and in the Fourteenth Amendment but that in the meantime army officers were encountering these issues on the local level, and their reports to Washington helped prompt legislation. “Many people look at Reconstruction from the perspective of Washington and policy,” he explains. “Others look at it from a grassroots perspective. But the military presence is where these two sync up.” *Mapping Occupation* brings this space to the fore, enabling scholars to see where conversations about what it meant to be free took place.

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

Schomburg Center for Research in Black Culture

SCHOLARS IN RESIDENCE

Schomburg Center for Research in Black Culture, one of the New York Public Library's four research centers, is now accepting applications for its **Scholars-in-Residence Program** for the academic year of 2016-2017.

The fellowship program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African diaspora studies, biography, social history, and African-American culture. (For information about the Schomburg Center's holdings, please see www.schomburgcenter.org.)

Requirements: Fellows are required to be in full-time residence at the Schomburg Center during the usual period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia, and lectures, review and critique papers presented at these forums, and prepare a report on work accomplished during their residency. Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are

not eligible to apply unless they will have resided in the United States for three years immediately preceding the application deadline.

Annual Fellowships funded by the program allow recipients to spend six months in residence with access to resources at both the Schomburg Center and the New York Public Library. The fellowship stipend is \$30,000 for six months. This program is made possible in part through grants from the National Endowment for the Humanities, the Ford Foundation, the Andrew W. Mellon Foundation, and the Samuel I. Newhouse Foundation.

FOR MORE INFORMATION CONTACT:
Scholars-in-Residence Program
 Telephone: 212-494-7734
 E-mail: slr@nypl.org
www.schomburgcenter.org/scholarsinresidence

APPLICATION DEADLINE:
DECEMBER 1, 2015



SCHOMBURG CENTER
 FOR RESEARCH IN BLACK CULTURE
 The New York Public Library

Notes from the Past

Two Consort Ensembles Unveil New Seasons

Stephanie Kingsley

Right notes ring out from the stage, where a small group of string players sits together. They cast frequent glances at one another to ensure that their rendition of Johann Rosenmüller's *Suite in C Major* flows seamlessly. But the casual listener, while enchanted, may nonetheless find a few things peculiar. Why do the violinists have such terrible posture—holding their instruments low on their arms rather than on their shoulders? And why does that cello have such a funny shape? Still . . . the whole feels flawless, beautiful, and otherworldly. That is because this is no ordinary concert, but a *historically informed* performance, in which musicians play on period instruments (the funky cello is, in fact, a viola da gamba, one of the medieval viol family) and resurrect historical techniques (hence, the peculiar position of the violinists, which was used up through the 17th century).

This month, two of the country's preeminent historically informed performance ensembles, the Newberry (in Chicago) and the Folger (in Washington, DC), begin tuning their period instruments and voices for a new season of music from the medieval, Renaissance, and baroque periods. Beyond the recorder (perhaps familiar from childhood lessons), audience members will hear such instruments as the lute, viola da gamba, and citole (ancestor of the guitar). In some cases, musicians will be reading from facsimiles of the original musical notation, always aiming to style each note the way it would have been played at the time of its composition, as far as we can discern. The Folger Consort will give educational seminars to provide additional historical context, and the Newberry will project images of illuminated music manuscripts during one of its performances to “create a fuller context for the repertory and give people a richer emotional experience,” as David Douglass, codirector of the Newberry Consort, puts it. Both the Newberry and Folger libraries have holdings of early printed and manu-



Courtesy of Folger Shakespeare Library.

John Dowland, *The First Booke of Songes or Ayres of fowre partes with Tableture for the Lute, London, 1597*. Notice how the tenor, bass, and alto parts are rotated; this format enabled several lute players to sit around a table and read from the same book. The Folger Consort will be performing Dowland's music for its January program.

script music; the Folger specializes in music from the time of Shakespeare, and the Newberry's extensive collection reaches back to the 13th century. Beginning this October, the groups will bring a rich musical heritage to the public through performance and in the process illuminate some of the more shadowy aspects of history.

This endeavor, however, comes with some special challenges. Douglass argues, “With music, human beings are essential; performance is essential.” Without actual recordings of performances from the time period, it is impossible to know exactly how musicians would have played these pieces then. How fast was a particular medieval chanson played? What instruments were used? Where did performers place emphasis in the piece? Unlike a text, which can be replicated and its meaning preserved, a piece of music must be heard to be understood, meaning the

music of the distant past can at best be only imperfectly reconstructed. But present-day performers are up to the task, relying on traditional historical sources—such as written accounts of music, the music itself, images of music being played, and any remaining instruments from the time period—along with contextual knowledge of the period and insights gleaned from the process of simply picking up a piece of music and playing it.

Take the music of 14th-century composer Guillaume de Machaut, which appears on the Folger's program. Machaut served as secretary to John, duke of Luxembourg and king of Bohemia, but he was also a courtier and, as Folger Consort program director Robert Eisenstein puts it, “nominally a priest . . . living this fantastically opulent, secular life in court.” His manuscripts include very few mistakes, so we know he was attentive to their preparation, and as court musician,

he probably had assistance. Their elaborate illuminations attest to the fact that he had a well-funded patron.

All these historical details inform the musician's approach to Machaut's music. For instance, composers of the medieval and Renaissance periods rarely indicated whether a part was to be sung or played on an instrument—let alone *which* instruments to use. As directors, Douglass and Eisenstein use various methods for making historically informed decisions about instrumentation. Machaut occasionally included lists of instruments in his poetry, and sometimes an illuminated manuscript containing the music also included an image of a musician. These details help, but knowing how, where, and when listeners enjoyed the music can fill in the gaps: because Machaut wrote music for court, we can conclude that he intended it to be played on instruments we know were played at court.

Other kinds of mysteries present themselves that knowledge of the time period can help illuminate. Unlike the musical notation of today, which indicates articulation, dynamics, and other elements, medieval and Renaissance music included only the pitches and rhythms. Douglass notes, "There are many subtleties in music that come alive when reinforced by historical context that you cannot perceive without that context; otherwise, you have only the pitches and rhythms to go by." For instance, medieval writings on music refer to pitch adjustments not written into the actual score that medieval performers made, such as changing a pitch to avoid playing a discordant tritone interval, which was considered "the Devil in music." Without this bit of historical knowledge, a performer who sticks to the pitches as written might not get the piece right. Similarly, it sometimes appears from the scores that a piece contains little to no ornamentation. Music notation might be written out for only its first verse. But does that mean the musician performed each verse the same way? Likely not. Eisenstein notes that in making choices about how to style repeating lines, today's musicians can rely on examples of ornamentation that actually *were* written into organ music.

But many gaps exist in the historical record, and when no concrete clues remain, these musicians rely on their own musical expertise and intuition as artists to make judgments. For instance, if song lyrics

mention birds, Douglass suggests, wind instruments (flutes, recorders) were likely used. Or if the music included a singer, plucked strings would be a reasonable choice, because such accompaniment wouldn't overpower the voice.

Musicianship, too, informs historical knowledge about how a piece might have been played. In tackling the music of Johann Rosenmüller (featured on the Newberry's fall program), Douglass must take into account the evolution of 17th-centu-

"I have been a student of the gray areas of history—what it felt like to live in a certain time," Douglass reflects.

ry violin technique. Over time, violinists moved from resting their instrument on the arm to holding it higher up, on the shoulder. This was a very long transition, however, and at any point in the 17th century, both techniques could have been in use. How, then, to perform Rosenmüller's violin music? Douglass is practical: "We pick the technique according to what is the right tool for the job, and music that reflects an earlier stylistic time works better and is easier to play if you use the earlier technique." In the case of Rosenmüller, either technique could have been used. In the 1990s, Douglass recorded

the music playing it on the arm because that was at the time a more "groundbreaking" approach, but this year he plans to play it on the shoulder and see how that technique impacts his interpretation of the music.

"I have been a student of the gray areas of history—what it *felt* like to live in a certain time," Douglass reflects. "Music encodes not just the facts of the time, but the experience of the time—how people approached the facts of their lives." This year, through the historically informed performances of the Newberry and Folger consorts, audiences can experience the nostalgia those living in a plague-ridden Europe would have felt for the past in the chansons of Machaut and the cynicism with which medieval people viewed their rulers and clergy in *Le Roman de Fauvel*. Listeners will again be swept away by the whirling rhythms of Renaissance country dances, and in the notes of Johann Rosenmüller they will hear echoes of a time when playing the violin was no longer just a profession, but a pastime to be enjoyed by an expanding middle class.

The Folger Consort season begins with *Chanson Medieval: Music of Machaut and Dufay* on October 9–11, and the Newberry Consort season will open with *The Music of Johann Rosenmüller* on the same dates. Period music ensembles can be found in various cities in the United States, so check around for upcoming seasons in your own area.

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

The Joint Center for China Studies at Purdue University and Nanjing Agricultural University invites papers for a conference on

"U.S.-China Relations during the Twentieth Century."

The conference will be held at Purdue University from
October 18-20, 2016.

Papers dealing with all aspects of U.S.- China relations will be considered.

The Center particularly welcomes sessions and papers on science, technology, women, politics, culture, agriculture, and rural life.

Send session and paper proposals by
December 1, 2015, to Doug Hurt, Head,
Department of History, Purdue University, at

doughurt@purdue.edu

From the National Coalition for History

Where Federal Funding for History Programs Stands as FY 2016 Begins

Lee White

As this is being written in mid-September, it is becoming increasingly likely that the nation is once again going to endure a federal government shut-down when the current fiscal year expires on September 30. One thing that's certain is that at midnight on October 1, Congress and the administration won't be ringing in the new fiscal year—not with champagne or party favors, at any rate. Instead the American public will be treated to the usual partisan rancor and finger-pointing we have come to expect and loathe.

For a brief time this past summer, it seemed as though there might be a chance for a partial breakthrough. For the first time in six years, both the House and Senate Appropriations Committees completed action on 12 funding bills before the August recess. In fact, the House was able to pass six appropriations bills.

Nonetheless, it appears that none of the bills will pass both houses before the end of the fiscal year. The stalemate is over whether legislators will adhere to the budget caps that were imposed as part of the sequestration process. Republican leaders have said

they won't budge on that demand, while Democrats are calling for an increase in discretionary spending. Also clogging up the process are numerous fights over policy issues. For example, Republicans are seeking to bar federal funding for Planned Parenthood and for implementing the nuclear deal with Iran.

Eventually, Congress will revert to its usual tactic of passing a continuing resolution (or, more likely, multiple CRs) to keep the federal government operating. There has been talk of passing a larger budget deal along the lines of the Ryan-Murray agreement that has been in effect for the past two years. But getting congressional Republicans and Democrats to agree on a macro level of funding and then securing President Obama's approval is a steep hill to climb.

The chart shows the current status levels of funding for programs of interest to our community. The numbers shown reflect the furthest each agency's budget has gotten through the process. Some bills have passed the House, while none of the Senate bills have been considered on the floor. As you

can see, funding for most programs remains close to FY 2015 levels.

The one outlier is the \$25 million, or 35 percent, funding reduction to the international education and foreign language studies programs (Title VI and Fulbright-Hays) under the Senate FY 2016 Labor, HHS, Education, and Related Agencies Appropriations Bill (S.1695). Title VI and Fulbright-Hays are the federal government's most comprehensive programs for developing and maintaining a steady supply of graduates with deep expertise on foreign languages and cultures, international markets, world regions, and global issues that support our diplomatic, defense, commercial, and educational interests, and they have already sustained deep cuts. Both the coalition and the AHA have gone on record opposing these drastic cuts.

If our elected officials follow past practice, the congressional Christmas tree will be lit well before an FY 2016 budget is passed. Stay tuned!

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

FY 2016 Budget Status for History, Archival, and Education Programs (updated 7/28/15)

Agency	FY 2015	Request	House	Senate
National Archives & Records Administration (Operating Expenses)	365	372	369	372
National Historical Publications & Records Commission	5	5	5	5
International Education & Foreign Language Studies	72	81	72	47
Title VI-A&B (Domestic Programs)	65	73.4	65	43.5
Fulbright-Hays (Overseas Programs)	7	7.5	7	3.5
National Endowment for the Humanities	146	148	146	146
Institute of Museum and Library Services	227.8	237.4	227.8	227.8
Library Programs	181	186.5	181	181
Museum Programs	30	35	28.7	28.7
Smithsonian Institution	819	936	819.5	819.5
Salaries & Expenses	675	736	680.4	689.5
Facilities Capital	144	200	139.1	130
Wilson Center for International Scholars	10.5	10.4	10.4	10.5
National Park Service				
Historic Preservation Programs	56.4	90	61	61.4
National Recreation and Preservation	63	54	62.4	63
Heritage Partnership Programs	20.3	10	19.6	20.3
Library of Congress	591	624	591.4	593.1

Amounts are in millions of dollars.

Total reflects the furthest the bill has proceeded in the House or Senate. It does not indicate that the bill has passed that body.

From the National History Center

New Mock Briefings Program Shows Student-Historians How to Inform Policy

Amanda Moniz

This fall the National History Center is introducing the Mock Policy Briefings Program, modeled on our own Congressional Briefings by Historians initiative.

The inspiration for the Mock Policy Briefings Program comes from concerns and questions of colleagues and students. Last fall, in an address about the state of civic engagement in the United States, National Endowment for the Humanities chair William “Bro” Adams remarked that the humanities are the intellectual guardians of civic participation and challenged us to think about how we can strengthen civics education and practice. Later, one of the participants in our briefing last winter on the Ukraine-Russia conflict, Mark Von Hagen of Arizona State University, told center staff that his students were surprised to learn that he, a historian, was going to Washington to brief congressional staffers.

Congressional Briefings by Historians seeks to inform staffers on the historical contexts of contemporary issues Congress addresses. As we build the program, we are learning that many hundreds of history-degree holders work on Capitol Hill. Historians and history-degree holders are part of policy-making conversations, but, as stories like Von Hagen’s have alerted us, students may not appreciate the extent to which knowledge of the past helps to illuminate and inform policy decisions.

The Mock Policy Briefings Program responds to Adams’s challenge and students’ curiosity about historians’ public role, along with broad concern in the discipline about declining history enrollments. The program has three goals. It aims to foster students’ understanding of the value of historical perspectives for policy decision making. It seeks to enhance students’ civic engagement by asking them to connect their historical studies to policy-making conversations. And, finally, it aims to help students recognize and showcase

the skills and habits of mind they have gained from their history education.

How does the program work? The answer is up to the people implementing it. The program guide, available on the center’s and Association’s websites, provides step-by-step advice on crafting a briefing and explains the pedagogical value of the project. Drawing on the AHA’s Tuning project, the guide also helps students articulate the usefulness of their history degree. We include sample assignments, logistical advice based on the center’s briefings, and follow-up opportunities, with sections geared to educators, students, and history clubs. As the sample

Educators can adapt the program to suit their courses, curricula, locations, and institutional imperatives. Beyond college faculty, we also believe that high school educators could implement the program.

syllabus indicates, putting on a policy briefing involves research, written work, and oral presentations. The guide asks students to present the historical context of an issue in a compelling but nonpartisan way. The particulars, however, will vary, as pilot projects suggest.

This fall, Temple University’s Jessica Roney has incorporated the briefings model into a course on the history of the City of Brotherly Love. Examining local history within the context of national and international developments, her students will craft a briefing to bring a historical perspective to an issue

currently facing Philadelphia policy makers. Members of the class are working both individually to research potential topics and collaboratively to choose and prepare the issue for the class briefing. Once they have identified appropriate policy makers and held a dress rehearsal near the end of the semester, they will hold the formal event before an audience of Philadelphia policy makers. (I am honored to have been invited to attend and offer feedback.) The final assignment for the course is a blog post reflecting on what students learned about how history shapes current policy considerations and how they can apply those lessons going forward. Watch *AHA Today* (blog.historians.org) to learn more about the students’ experiences.

While Roney is integrating the briefings program into a course she was already planning to teach, faculty members at Siena College in Albany, New York, are taking a slightly different approach. Thanks to an early conversation with Siena’s Karen Sonnelitter, the contours of the program began to take shape. Based at a school in a state capital, she offered insights about the possibilities and practicalities of inviting state legislators and their staffs to attend student-historians’ briefings. She and her colleagues are now designing a special-topics course around the program and plan to offer the course in the 2016–17 academic year.

Richard Bell of the University of Maryland, College Park, is pursuing a third variation. In spring 2016, he will teach a course on incarceration in early America. The National History Center’s own early-fall briefing is on the history of incarceration, with Alex Lichtenstein of Indiana University, Khalil Gibran Muhammad of the Schomburg Center for Research in Black Culture, and Heather Ann Thompson of the University of Michigan as the three presenters and the center’s director, Dane Kennedy, as moderator. Bell plans to have his students consider and critique the more senior historians’ briefing as they

develop their own. In addition, through the center's network of congressional staffers with history degrees, Bell plans to invite a graduate of the University of Maryland system who now works for a member of Congress from Maryland to attend the briefing. As our network of congressional staffers with history degrees develops, we hope to help connect staff in district offices around the country with other interested faculty.

As these three pilot projects suggest, educators can adapt the program to suit their courses, curricula, locations, and institutional imperatives. We believe that, in addition to college faculty, high school educators could

implement the program in their courses. And, just as the center's briefings bring Americanists and non-Americanists to Capitol Hill, we hope educators in various subfields will consider using it. It is not our intention that particular legislative issues drive the course; we are not suggesting that an educator start with a policy concern. Rather, we believe that this program could be incorporated into many, if not most, subfields. Everything has a history, as James Grossman, the AHA's executive director, often says, and courses across regions and eras provide historical context for policy decision making today.

In addition to Roney, Sonnelitter, and Bell, Katherine Luongo of Northeastern University offered early suggestions about how to craft the briefings educational program. With guidance from center and Association staff, intern Cristina Belli, now in her sophomore year at Brown University, handled much of the drafting of the plan. We now invite your input as we continue collaboratively to develop and implement this program.

Amanda Moniz is assistant director, National History Center of the American Historical Association.

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From the Professional Division

The Ethical Historian: Notes and Queries on Professional Conduct

The *Ethical Historian* features the Professional Division's reactions to the ethical and professional questions it regularly receives. We welcome suggestions for this column, which may be sent to the division members listed below at PD@historians.org. The Professional Division will not reveal in this column the identities, or identifying characteristics of individuals or institutions involved.

Imagine this scenario: you are an untenured faculty member, and you have just finished serving on a search committee, you are the adviser to the undergraduate history club, and you already serve on a minor university-wide committee. Your department chair walks into your office and asks you to serve on the committee that will select the best undergraduate essay submitted this academic year. The chair tells you that this is a "good" committee because you will get to see the work of the best students majoring in history. "It won't take much time," she tells you. "And it will really help us out." You, however, are concerned about the pace of your publication and worry that your writing suffers because of the thousand little demands made on your time. You are probably also thinking that you want to be a good citizen and help out your fellow department members. You may worry that if you say no, your colleagues will think you are not pulling your weight, and that this might come back to haunt you come tenure review. At the same time, you know that while service is appreciated, it doesn't really "count" for tenure.

At this point, it is helpful to think about what service really represents: faculty governance. Service is about upholding faculty influence on all academic matters. It is about faculty shaping the future of their departments and their universities more broadly. It is about preserving academic values in the face of the external pressures sweeping higher education. Indeed, while service begins with relatively unimportant departmental committees, it eventually

broadens to participation in the most important academic decisions made at colleges and universities. At its best, faculty governance keeps the institution focused on core academic values.

Seen this way, service is not a burden, but an opportunity. Moreover, there are other benefits of service commitments. Departmental service allows colleagues to get to know each other. It is also a way to socialize new faculty members into departmental culture. Similarly, university-wide service allows colleagues to meet others across the institution. It lets faculty members learn much more about how the university is run and the challenges it faces. It often results in opportunities for growth and professional development.

Think of service as a generational compact. While younger colleagues are working to achieve tenure, tenured colleagues should lighten the service load for them, with their commitments increasing as they gain experience.

Of course, these lofty notions about service are likely lost in the day-to-day grind of classes, office hours, meetings, and attempts to meet writing deadlines. It feels like a burden. One might also argue that in an era of corporate universities, faculty governance is merely a cynical justification for the rank exploitation of faculty themselves. After all, this work is essential for the running of the university, but faculty members are usually not compensated for it. But if they don't do this work, who will? And do you want to work at such an institution?

Beyond opportunity, there is another way to think about service: as a generational compact. Rather than thinking about service commitments as something that all colleagues take on more or less equally, it is important to think of service as spread over a career. While younger faculty members are working to achieve tenure, tenured professors should be willing to lighten the service load for them, taking on more service commitments than their still untenured colleagues. Their new colleagues should, in turn, take on a reasonable amount of committee work, with their commitments increasing as they gain more experience and receive tenure.

Indeed, responses to a recent query we posed to the AHA chairs community suggest that many institutions actively "protect" new faculty members from onerous service duties. It is typical to serve on one undemanding departmental committee during the first few years of a tenure-track appointment. One might be the scribe at departmental meetings or the adviser to the undergraduate history club. By year three, individuals are often asked to serve on an undemanding university-wide committee. Untenured faculty members typically serve on a search committee at some point—should the department be so lucky as to have a search. Tenure-track professors with records of scholarship viewed as strong might also be asked to serve on somewhat more demanding departmental or university committees. Of course, all this changes once a colleague is tenured. At many institutions, newly tenured associate professors are hit by heavy service demands as soon as the ink is dry on the president's congratulatory letter.

For faculty members of color, service demands are particularly onerous. University administrators, eager to showcase diversity, constantly call on faculty members of color to serve on search committees, ad-hoc working groups, and diversity task forces. Faculty members of color also often face greater student demands. They are sought

out by minority students as advisers and role models. Many of these faculty members want to participate in the forging of a new, diverse faculty, as well as to serve as good mentors to their many students. They thus face particularly acute dilemmas about service commitments.

So what do you tell your chair about serving on that committee that will select the best undergraduate essay? First of all, do not answer immediately. Tell your chair that you will need to think about the matter. Go home. Sleep on it. Think about the long-term opportunities that service provides. Then look at your schedule. Is this something you want to add? If so, be sure that you still have scheduled time for research and writing, even on weekdays, during the semester.

If you choose to say no, do not feel guilty. You are likely making the right choice for your career. Moreover, there are many ways

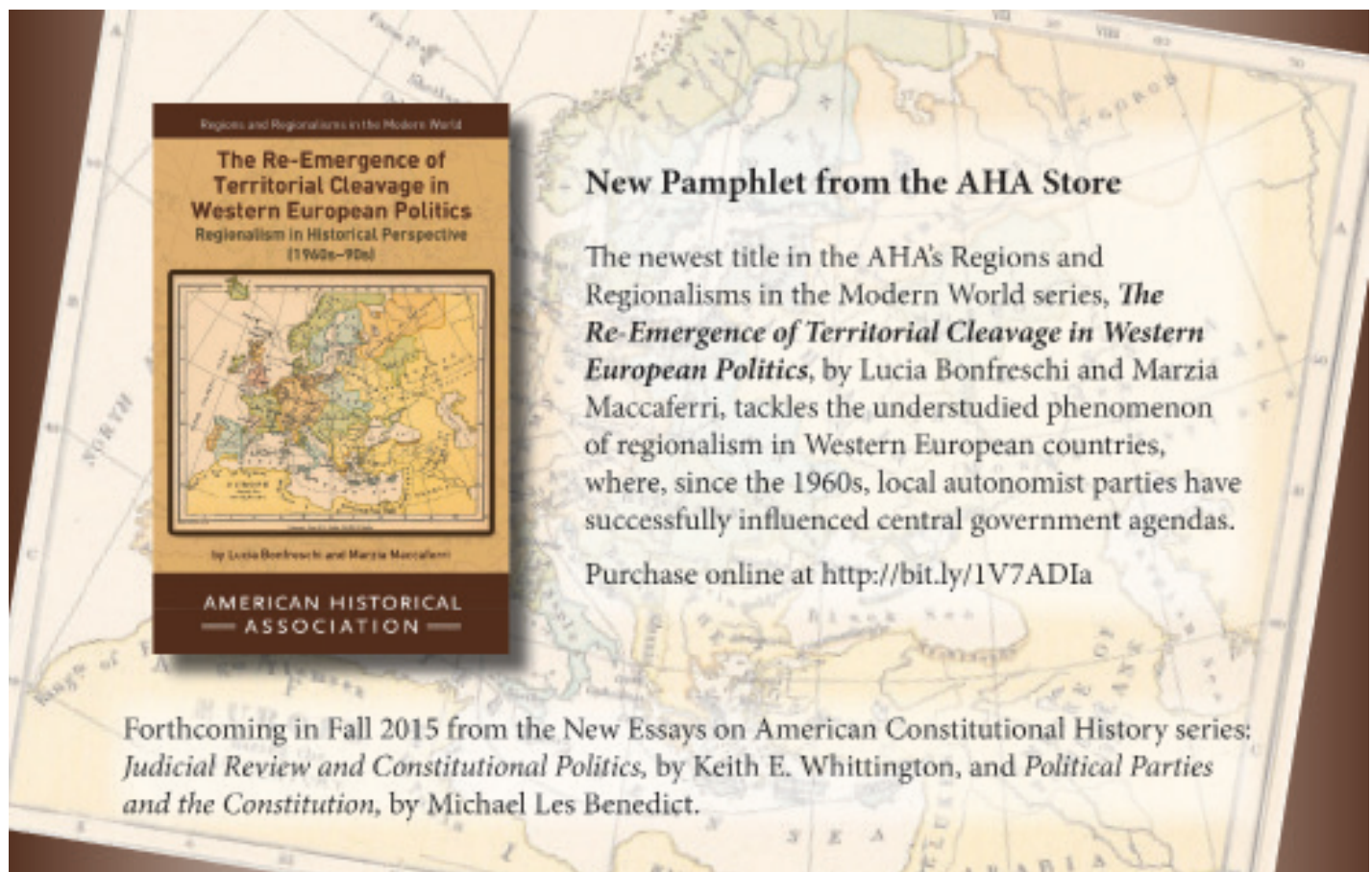
to say no gracefully. Kerry Ann Rockquemore, author of *The Black Academic's Guide to Winning Tenure—Without Losing Your Soul* (2008), suggests 10 ways to do so, including “That sounds like a really great opportunity, but I just cannot take on any additional commitments at this time”; “I cannot serve on your committee right now. But why don’t you ask me again next year?”; and “Right now, I need to focus on my research agenda and publication. When I have tenure, I hope to be able to say yes to requests like this one.”

Whatever your response, once you have tenure, help out new and still untenured colleagues by taking on service obligations that might otherwise fall to them. Your administration and your younger colleagues will be very grateful. At the same time, approach service as the opportunity it is. You are participating in a great tradition of American higher education—shared

governance. Embrace the challenge, and enjoy the opportunities. In all likelihood, your efforts will make a positive difference in your department and beyond. Your institution will surely be the better for it.

The AHA's Professional Division collects and disseminates information about employment opportunities, helps ensure equal opportunities for all historians, and helps set guidelines for professional ethics. The division does not, however, adjudicate cases (see bit.ly/1sLYZN6 for more on why).

Members of the division are Catherine Epstein (Amherst College), Philippa J.A. Levine (University of Texas, Austin, and vice president, Professional Division), Valerie Paley (New-York Historical Society), and Mary Louise Roberts (University of Wisconsin–Madison).



New Pamphlet from the AHA Store

The newest title in the AHA's *Regions and Regionalisms in the Modern World* series, *The Re-Emergence of Territorial Cleavage in Western European Politics*, by Lucia Bonfreschi and Marzia Maccaferri, tackles the understudied phenomenon of regionalism in Western European countries, where, since the 1960s, local autonomist parties have successfully influenced central government agendas.

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Forthcoming in Fall 2015 from the New Essays on American Constitutional History series: *Judicial Review and Constitutional Politics*, by Keith E. Whittington, and *Political Parties and the Constitution*, by Michael Les Benedict.

“Downhill from There”

Drunk History in the Classroom

Helen Sheumaker

“And it all goes downhill from there”: harsh words last January from the *Daily Mail Online* about *Drunk History* (UK), an American import to British television. What so peeved the newspaper were the show’s mistake-riddled historical retellings and flagrant drunkenness. *Drunk History* began in the United States in 2007 as a Funny or Die web series; Comedy Central picked it up in 2013. In each episode, an inebriated comedian discusses a historic event while well-known actors perform the account. This is not a promising scenario for historians. But the show’s incoherence and plethora of misstatements are exactly why it can be valuable in the classroom.

My syllabus for History, Memory, and Tradition was already written when I read Erik Moshe’s November 2014 essay “Are You Drunk on History?” on the History News Network website. I had one of those dangerous pedagogical inspirations: “Why don’t I have students apply the course’s theories to this show?” The junior-level course had been built around theoretical texts (Pierre Nora’s “Between Memory and History: *Les Lieux des Mémoire*,” Maurice Halbwachs’s chapters on individual and collective memory, and Benedict Anderson’s concept of imagined communities) and a series of US-focused case studies (for example, the civil rights movement, Sojourner Truth, and Marilyn Monroe). The *Drunk History* episodes, I thought, could provide additional case studies.

So I took a risk: I created a major assignment using *Drunk History* excerpts. After researching the historical facts and errors from short clips of their choosing, students analyzed the narrative in terms of the course’s theoretical arguments. For example, was memory—historical, collective, individual—at work in the narrative? Where was history, as defined by Nora and Halbwachs and by the professional standards of historical practice? On a broader level, students evaluated the efficacy of *Drunk History* as a



Don Cheadle as Frederick Douglass offers wry (or is it rye?) commentary on the “Great Emancipator.”

Inaccurate statements and metaphorical gasbag chains of profanity mark shifts between history and memory.

popular history project: did the episode encourage historical thinking?

The drunken storytelling, the hampered narrator, the profane retellings: students concluded that these characteristics encouraged viewers to think like historians, to question evidence, weigh perspectives, and verify fact. Above all, as one student concluded, the drunkenness “makes the historical story funnier.” Dry, “objective” historical narrative became funny, entertaining, engaging. How? Well, the students agreed that people like to watch other people act stupid. Yet the entertaining aspects were also surprisingly historically nuanced: Don Cheadle, playing Frederick Douglass, appears in Douglass’s traditionally noble, forthright mode, introduced with a flash of the beautiful 1844 portrait of him now in the National Portrait

Gallery. Then Cheadle pats the sides of his natural hair. That gesture gets at one of the most symbolically powerful attributes of Douglass’s physical appearance and points to Douglass’s resonance in contemporary American culture.

I suggest that those of us in the business of teaching history and producing historical narrative take as a virtue, not a flaw, the fact that *Drunk History* presents our discipline as entertaining. As my students told me, “entertainment” need not imply passively consuming mass culture; instead, they saw the entertainment value of *Drunk History* as moving viewers to assume an active, participatory, and ultimately critical position.

The “discrepancies” between established historical fact and the emotionalized narration, as one student observed, “incites [*sic*] the interest of the viewer to try and figure out what actually happened.” Students put no trust in the narrators; every claim they slurred was fair game for fact-checking. *Drunk History* is built on interactive viewing practices; audience members are participants in meaning-making rather than the one-dimensional passive viewers historians bewail. One student noted, “The historical story the narrator tells is how *they*

understand and remember the historical event . . . the drunkenness adds in [a] more emotional aspect to make the historical story funnier. They are adding in how they *feel* about the event they are telling about.”

In contrast to the neutral tone of serious historical documentaries, *Drunk History* offers self-conscious markers of stylized storytelling. Personal allegiances interrupt historical truth most straightforwardly. This is by design. As the show’s creator and host, Derek Waters, said last year, “They’re all stories that we’ve researched, and if there are false statements in there, we make it obvious that they’re false.” The show is about the tension between history and memory as distinct, competing narrative retellings of the past.

The profuse profanity in the show worried me, a lot. The arcane rules of bleeping mean that offensive terms (especially regarding women’s bodies and homosexuality) are not always censored. The assignment prompt noted my concern about this and offered an alternative project. In class, students had an ongoing discussion about the profanity. One argued that “a hiccup in the facts due to the drunkenness . . . gives us an opportunity to research.” The “hiccups” in the narrative—literal, physical eruptions of gas; inaccurate statements; metaphorical gasbag chains of profanity—marked the moments when the narrator shifted between history (objective, fact-driven, historically accurate narrative) and memory (laden with emotional nuance). High stakes equal intense language, and so “Lincoln’s no douche bag” and Aaron Burr is one.

The profanity is paired with on-screen alcohol consumption. Many history instructors will not be able to use *Drunk History* in the classroom, particularly those on campuses where binge drinking is an object of concern. Adolescent culture is infused with a commercialized social world of drinking; the show does nothing to disrupt the message that drinking is fun and funny. While my students tended to condemn the behavior, the drinking is integrated into the show itself. Still, the portrayal of inebriation presented opportunities to discuss how memory interacts with perceptions of the past.

In *Historical Thinking and Other Unnatural Acts* (2001), Sam Wineburg criticized the “pull of the familiar,” arguing that when society mines the past and grasps bits of

detritus that seem applicable to the present, the past becomes a commodity without context, closed to unfamiliar thinking. The popularity of *Drunk History* lies in the familiarity of its narratives. But the show often highlights less well-known stories as well. Everyone in the class knew something about Rosa Parks, but the episode “Claudette Colvin and Rosa Parks” introduced them to Colvin’s refusal to give up her bus seat to a white woman before Parks’s historic action. Because the narrator explains activists’ arguments for not capitalizing on Colvin’s arrest, my students became interested in the evidence that civil rights efforts, such as the bus boycotts, were carefully considered, planned, and strategically deployed. Most of them had thought Parks’ actions were spontaneous before watching the episode.

Maurice Halbwachs argues that individual and collective memories are formed within “affective communities”; *Drunk History* is such a community. “The show often tells stories that are not in our collective memory, but because the show is so [popular] . . . it is

becoming a part of our collective memory,” observed one student. As students watched the Colvin segment, they were part of a viewing audience (quantified by YouTube and understood through the shared medium of television broadcasts) and part of the class, sitting with their colleagues. *Drunk History* engages students in ways that encourage learning as well as augmenting, modifying, and even strengthening collective memory.

Note: All students’ comments used with permission.

Helen Sheumaker is a lecturer in the Department of History and the Program in American Studies at Miami University of Ohio. She is the author of Love Entwined: The Curious History of Human Hairwork in America (Univ. of Pennsylvania Press, 2007) and coeditor, with Shirley Wajda, of Material Culture in America: Understanding Everyday Life (ABC-CLIO Press, 2007). Her current research project is on secondhand consumerism, collecting, and the construction of identity in the late 19th-century United States.

Assistant Professor of Modern Chinese History

Type: Tenure-Track
Academic Year: 2015/2016
Availability: August 2016

Coordinator: Dr. Mandelstam Clark
Chair, Search and Screening Committee: Department of History
mandelstam@csusb.edu / (818) 854-2255

Application Deadline: Under Review Begins October 30, 2015. Open until March, but applications completed by October 28, 2016 will receive full consideration.

Description: Applications are invited for a tenure-track position in Modern Chinese History, with a secondary field in South/Southeast Asia at the assistant professor level, beginning approximately August 15, 2016.

Qualifications: Applicants must have a Ph.D. in Modern Chinese History, with a secondary field in South/Southeast Asia.


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History Department, School of Arts and Humanities
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An Environmental History of the Real Thing

Bartow J. Elmore

Photograph by Isabelle Smeall

Seven years ago, I set out to write a history of how the Real Thing, Coca-Cola, affected real ecologies in the real world. What drew me to the project was the sheer ubiquity of this firm that started in my hometown, Atlanta, Georgia. Here was a company that operated in over 200 countries in 2015, consumed roughly 79 billion gallons of water at its bottling plants that year alone, bought more processed caffeine than any other business by the 1950s, was the single largest consumer of Peruvian coca leaves in the United States, and was the largest industrial user of sugar on the planet as early as the 1910s. In other words, here was a business with a massive environmental footprint, and I wanted to know what its growth portended for the ecological health of the communities in which it operated.

A central question drove my research: How did this bizarre “brain tonic” concocted in an Atlanta pharmacy in 1886 become one of the most recognized global brands in human history? As an environmental historian, I wanted to look beyond the advertising to consider the materiality of Coke. Certainly, fuzzy polar bears and rotund Santa Clauses helped attract consumers, but I wanted to know how the Real Thing became a real thing and ended up on retail shelves across the globe.

Call me a lazy graduate student, but I sought a simple organizational scheme for telling this story and ultimately decided to rip the ingredient label off a Coca-Cola container and make that my table of contents. Chapter by chapter, I explored the ingredients—water, sweeteners, caffeine, and natural flavors—and exposed how Coca-Cola acquired those raw materials at such low cost, making it possible to sell its products globally for just a few cents per serving for over a century.

Following the ingredients took me on wild treks through dense forests in India and the Andean mountains. Several times

I got lost in physical and literary weeds, as provocative chapter twists beckoned me down side-paths that were almost too good to give up. To be honest, it was very late in the writing process when I cut through the underbrush to discover the larger thesis of the work—that golden ticket out of the PhD program.

When I began writing about caffeine, which was then the fourth chapter of my dissertation, I reflected back on the other ingredient stories I had told and noticed a pattern: Coca-Cola did not own things. The company had no ownership stake in the Caribbean plantations that supplied it with sugar or the Peruvian coca farms that provided its secret ingredient, decocainized coca leaf extract (known as Merchandise #5 within the firm). Rather, the company chose not to vertically integrate into these industries, recognizing that it could reduce overhead costs and acquire its raw materials cheaply in the global market. I should note that not all mass-marketing firms followed this strategy in the early 20th century. The Hershey Chocolate Company, for example, did own its own Cuban sugar farms, only to discover later that they were a drain on company finances.

The story of Coke’s distribution network was much the same. For most of its history, Coca-Cola relied on independent bottlers to ship its finished products to consumers, and these independent franchisees paid for the trucks, packaging material, and water—80 percent of what the company sold to the public in the case of its flagship beverage—to make the Coke system work.

In short, what made Coke great was not necessarily what it did, but what it did not do. Coke essentially made money as a middleman between independent suppliers and bottlers. It was a commercial conduit for ecological capital, generating profits from the flow of those natural resources through its corporate system, but never holding on to raw materials for very

long. All Coke sold was a concentrated syrup. According to its 1923 annual report, the company relied on over 1,200 bottlers in the 1920s to get its products to market in the United States, but it owned just eight syrup factories in the country at that time.

I call this system for making money Coca-Cola capitalism, not because Coca-Cola was the only business that followed this strategy to big profits, but because it was an early paragon of this outsourcing technique. Throughout the 20th century, numerous businesses, from software firms to fast food corporations, would practice Coca-Cola capitalism in order to generate revenues. In fact, a survey of the most profitable firms of the 21st century suggests that Coca-Cola capitalism is a strategy that has won out in many different industries.

Thus, examining Coca-Cola’s past through the lens of environmental history unexpectedly led me to an interesting story about the structure of mass-marketing firms, which first emerged in Gilded Age America, but identifying Coke’s corporate structure was not the ultimate takeaway of my research. It also showed how Coca-Cola capitalism placed heavy demands on ecologies across the globe, insulating the firm from the environmental costs of perpetual volume sales growth. By not owning its productive infrastructure, Coke was free to diversify its purchasing contracts in ways that pushed suppliers to engage in cutthroat competition that led to exploitation of ecological resources. When a particular supplier was pushed to the ecological or financial brink of collapse, Coke did not have to stick around to clean up the mess, but could simply switch to a new supplier in another part of the world that could provide the company the commodities it needed at low cost. Thus, Coke’s lean corporate structure directly contributed to its heavy environmental footprint, an analysis that

could be applied to the activities of many other firms.

In short, what developed from my research was not really a story about Coca-Cola, but a portrait of corporate partners whose interactions revealed a great deal about the collective ecological costs associated with mass marketing in the 20th century.

Following in the footsteps of Alfred Chandler, business historians have long sought to understand how firms managed their productive and distribution networks by focusing on what firms did in-house. I would argue, however, that writing good corporate history requires paying attention not just to what a firm does, but to what it *does not* do, because it is there—in the spaces where firms rely on partners, not in-house subsidiaries—that broader networks of economic activity can be revealed.

This is an apt time for deploying this approach to historical investigations of multinational firms. Since the 1970s, we have witnessed what economist Richard Langlois has called the “vertical unbundling” of big corporations, as many American businesses have chosen to outsource much of their manufacturing operations.¹ On the back

end of businesses too there has been a trend toward vertical disintegration, with companies such as AT&T outsourcing customer service responsibilities to third-party partners. In short, studying one business today necessarily requires looking at global networks that extend beyond plants and factories reported on corporate balance

*When I began writing
about caffeine, I noticed
a pattern: Coca-Cola did
not own things.*

sheets. To some extent, this has always been the case, but the leaning of the corporate economy over the past four decades offers numerous potential case studies in the environmental history of capitalist networks of exchange.

Considering this reality, I would add to the call others have made over the past decade and argue that we need more scholarship that looks at the relationship

between capitalist corporate development and environmental change. In a recent interchange on the history of capitalism in the *Journal of American History* (September 2014), the authors engaged in virtually no discussion of ecological factors shaping economic development in the 20th and 21st centuries. I find this a troubling omission. Considering the global reach of multinational firms, scholars working at the nexus of business, economic, and environmental history are in a prime position to tell global stories with broad implications for the sustainability of our planet. What might an environmental history of Wal-Mart look like? Microsoft? General Electric? I am eager to find out.

Bart Elmore is assistant professor of environmental history at the University of Alabama and the author of Citizen Coke: The Making of Coca-Cola Capitalism (Norton, 2014).

Note

1. Richard Langlois, “The Vanishing Hand: The Changing Dynamics of Industrial Capitalism,” *Industrial and Corporate Change* 12, no. 2 (2003): 354.



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A Typology of Colonialism

Nancy Shoemaker

In the past several years, settler colonial theory has taken over my field, Native American studies. Comparative indigenous histories focused especially on British-descended “settler colonies”—Canada, New Zealand, Australia, and the United States—have proliferated. And settler colonial theory is now dogma. At my last two conference presentations, a fellow panelist was astonished that I didn’t deploy it. My research on native New England whaling history made me more globally comparative, but it also forced a reckoning that many places experienced colonialism without an influx of foreign settlers.

As scholars parse settler colonialism into its multiple manifestations, colonialism itself remains undifferentiated. One of settler colonialism’s leading theorists, Lorenzo Veracini, juxtaposes the two completely. “Colonialism and settler colonialism are not merely different, they are in some ways

antithetical formations,” he wrote in the 2011 founding issue of the journal *Settler Colonial Studies*. For Veracini, “colonialism” apparently refers to the late 19th-century European scrambles for Africa and Asia—in popular imagery, plantation colonies where members of a white ruling class dressed in white linen lounge on the edge of a cricket field, sipping cocktails served up by dark-skinned natives. Indeed, most of the literature on colonialism explores the history of the plantation colonies of that era. Instead of casting colonialism and settler colonialism as antithetical categories, however, settler colonialism could be considered one variant of colonialism.

In that case, what are colonialism’s other forms? There seem to be many. Taking my cue from settler colonial studies, I have made a list of colonialisms distinguished mainly by colonizers’ motivations. I define colonialism as foreign intrusion or domi-

nation. My examples come from US and Pacific history.

Settler Colonialism. Large numbers of settlers claim land and become the majority. Employing a “logic of elimination,” as Patrick Wolfe put it in the *American Historical Review*, they attempt to engineer the disappearance of the original inhabitants everywhere except in nostalgia.

Planter Colonialism. Colonizers institute mass production of a single crop, such as sugar, coffee, cotton, or rubber. Though a minority, members of the ruling class might belong to an empire that enables their political, legal, and administrative control. Their labor demands cannot be satisfied by the native population, so they import African slaves or indentured laborers, as with the “coolie” and “blackbirding” trades.

Extractive Colonialism. All the colonizers want is a raw material found in a particular locale: beaver fur, buffalo hides, gold, guano, sandalwood. The desire for natural history specimens and ethnographic artifacts could also be considered extractive colonialism. A slash-and-burn operation, extractive colonialism does not necessarily entail permanent occupation, but it often seems to follow. Extractive colonizers might destroy or push away indigenous inhabitants to access resources but more typically depend upon native diplomatic mediation, environmental knowledge, and labor. Consequently, marriage “in the custom of the country” is more common with extractive colonialism than with settler and planter colonialism.

Trade Colonialism. Classic histories of the British North American colonies focus on mercantile capitalism’s control over trading relationships. The colonial periphery feeds the metropole with raw materials, and the metropole manufactures guns, cloth, and other goods to sell in its colonies. Tariffs and the policing of smuggling regulate trade to ensure that capital accumulates in the metropole. Trade coercion also exists outside of imperial networks, as when the British Opium War concluded in 1842 with China’s



Gasshukoku suishi teitoku kōjōgaki (Oral Statement by the American Navy Admiral), Japanese print, c. 1854, artist unknown. Library of Congress. Licensed under Public Domain.

Transport colonialism: In 1854, US pressure resulted in the “opening” of Japan as a safe haven for American whaleships. This disrupted local economies but did not displace Japanese people themselves.

concession to open additional ports, besides Canton, to foreign trade.

Transport Colonialism. US pressure on Japan to open ports to foreigners in 1854 was not about trade but rather transport: Commodore Matthew Perry wanted safe havens for American whalships. Transport colonialism includes hubs (the Azores, Hawai'i, and other island chains that became supply depots in the age of sail; steamship coaling stations; US-built airstrips and troop transfer stations on Pacific islands during World War II). It also entails route defenses, such as the US forts constructed on the Great Plains to protect American migrants on the Oregon Trail, and engineering projects that expedite travel, such as the Panama Canal. Transport colonialism does not mandate displacement of native peoples, but it does have a great impact on local economies and cultures by creating contact zones.

Imperial Power Colonialism. Sometimes the purpose of colonialism appears to be simply expansion for its own sake, to aggrandize domains. Imperial rivalry between France and Britain in 18th-century North America and the 19th-century Pacific involved settler, planter, and extractive colonialism but also inspired competition to amass territory ahead of the other empire. Europeans have no monopoly on imperial power colonialism. Tongan expansion into eastern Fiji in the mid-19th century seems to have been driven primarily by the ambitions of King George Tupou I and his cousin Ma'afu to enlarge the Tongan sphere of influence.

Not-in-My-Backyard Colonialism. Colonizers sometimes want an empty place far away as wasteland for depositing convicts or conducting dangerous experiments. The British representation of Australia as *terra nullius* initially justified Botany Bay, a prison colony. France and Chile also established penal colonies on Pacific islands. In the 20th century, US atomic testing relocated Marshall Islands inhabitants, much as settler colonialism might do, but not because anyone else would settle there. France also used distant colonies, first Algeria and then the Tuamotus, as atomic test sites.

Legal Colonialism. Through diplomacy or by force, one people might claim independent or superior legal authority in another's territory. In 19th-century treaties with peoples deemed barbaric, the United States assumed legal jurisdiction over American nationals. For example, the 1844 Treaty of

Wanghia established extraterritorial courts administered by US consuls and, in the 20th century, allowed for the US District Court of Shanghai.

Rogue Colonialism. Colonialism is not always a state-sanctioned enterprise. Filibusters and private companies can usurp foreign territory. The state might follow to protect and claim such interlopers as its own, as in the US annexations of Texas in 1845 and Hawai'i in 1898. Or the state might condemn its most freewheeling members to prevent diplomatic crises. The US government did not support filibuster William Walker in Central America. Britain disapproved of Edward Wakefield's New Zealand Company and used the 1840 Treaty of Waitangi to rein in such private land speculators. Rogue colonialism has some other colonialism (e.g., settler, imperial power) as its motivating rationale but raises critical questions about how individuals and the state interact in colonizing endeavors.

Missionary Colonialism. As private agents, missionaries could be considered rogue colonizers, but they deserve their own category for the distinctiveness of their purpose. They need native people to justify their existence.

Romantic Colonialism. Some colonizers want to escape to places that contrast environmentally and culturally with their permanent abodes. When Thor Heyerdahl took his newlywed wife "back to nature" in the Marquesas (as he explained in 1974's *Fatu-Hiva*), he wished the islanders would leave them alone. More often, romantic colonizers—Paul Gauguin, Robert Louis Stevenson, and consumers of mass tourism—hope for native people to join in the fantasy as performers of local culture. French colonization in the Pacific was, as in the title of Matt Matsuda's 2005 book, an "Empire of Love."

Postcolonial Colonialism. Former colonies cannot so easily shake off the colonial legacy. Economic dependency and entanglements continue, as do bonds of affinity. Fiji, nearly 100 years a British planter colony and independent since 1970, continues to bear the imprint of its colonial past in its multiethnic, multilingual citizenry; its unusual British-imposed, aboriginal-protectionist landholding regime; and the popularity of rugby among its people.

There are probably more than these 12 forms of colonialism. Adding to the complexity of colonial motivations and consequences are the ways different forms of colonialism

might coexist or morph into each other. In 1820s Hawai'i, sandalwood traders, sailors, and missionaries (extractive, transport, and missionary colonizers) sought distinct relationships with native Hawaiians that split the foreign community into acrimony. A generation or two later, the missionaries' descendants spearheaded the islands' shift to planter colonialism. Even though extractive and missionary colonizers had a use for native people, both forms of colonialism seemed to act as harbingers of settler or planter colonialism, which did not. The many varieties of colonialism and their points of intersection suggest that historians could elaborate on the trend started by settler colonial studies and more precisely investigate colonialization processes as multifaceted affairs that affected colonizers, the colonized, landholding, labor, and migration in myriad ways.

Nancy Shoemaker is professor of history at the University of Connecticut. Her most recent book is Native American Whalers and the World: Indigenous Encounters and the Contingency of Race (Univ. of North Carolina Press, 2015). She thanks Sarah Knott, Jeffrey Ostler, and Scott Morgensen for crucially helpful conversations.

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The Department of History at UC San Diego invites applications for an Assistant Professor, tenure-track position in the history of the Islamic Middle East before ca. 1800. We are especially interested in candidates who can place the region within broader regional and global contexts and have a record of research in Arabic and/or Chinese sources. The appointment is expected to begin on July 1, 2019.

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Shared Legacy

Exploring Europe's Treasures of Arabo-Islamic Manuscripts

Ateeb Gul

An exciting discovery was announced this past July at the University of Birmingham. Within the Mingana Collection of Arabo-Islamic manuscripts, a graduate researcher found a few fragments from a Qur'an that carbon dating determined to have been compiled by the year 645, if not earlier. Considering that the Qur'anic revelations were complete by the year 632, according to popular Muslim belief, this is easily one of the oldest—if not *the* oldest—written records of the Qur'anic text discovered until now. The *Washington Post* referred to the University of Birmingham as “an unlikely place” for this discovery. Students of Islamic intellectual history, on the other hand, found nothing “unlikely” about it.

It is common knowledge among those who study this topic that since the late 11th century, Arabic works have been changing hands in Europe, primarily on philosophy (*falsafah*). Furthermore, as Charles Burnett and others have established, there were European scholars in that period who knew Arabic.¹ The sheer volume of Arabic-in-to-Latin translations of works in philosophy and science is enough to establish both Latin European interest in that literature as well as the availability of Arabic manuscripts in Europe itself.

But how exactly did such large-scale collections of primarily Arabic manuscripts find their way into European centers of learning? Important data that can answer this question have been appearing in academic research slowly but regularly. This is especially true for 17th-century, post-Renaissance Europe. These data tell us that specific people at specific locations at specific times—albeit in a generally welcoming cultural and intellectual milieu—deserve credit for this transfer of libraries between cultures.

Take the case of William Laud. Born in 1573, he served as archbishop of Canterbury and became chancellor of the University of Oxford in 1630. There he established the

position that came to be known as Laudian Professor of Arabic, in honor of his service to Oxford. This service included his numerous donations of Arabic sources to the Bodleian Library. The first person to occupy this position (beginning in 1636) was Edward Pococke, whose son, Edward Pococke Jr., translated Ibn Tufail's (d. 1185) *Hayy Ibn Yaqzan* as *Philosophus Autodidactus*, probably providing inspiration for Daniel Defoe's *Robinson Crusoe*, hailed by many as the first English novel.

Edward Pococke was one of the first and perhaps the most influential Arabists of Europe, and of England in particular. Born in 1604, at the dawn of the 17th century, he was to usher in a new age of Arabic and Islamic learning in his own country. According to P.M. Holt's seminal essay of 1957,² Pococke's teacher once told his student that “he [Pococke] understood Arabic as well as

the mufti of Aleppo.” During his lifetime he acquired a very impressive collection of Arabic manuscripts, some of which he amassed himself while traveling to what we now call the Middle East, and some of which he had his connections in the region send him. Holt tells us that at one point Pococke must have helped Laud acquire his unique collection of Arabic manuscripts as well. Pococke died in 1691. Two years later the University of Oxford acquired his collection, the second crucial acquisition after Laud's. Oxford became a major seat of Arabic learning in Europe.

The network of Arabists, or “Orientalists,” in this formative period of Arabic studies in Europe was relatively small. Although there must have been a great number of Europeans who knew the language, only a handful of scholars had university appointments. Hence, we learn from an 1816 account by Leonard Twells that other leading Arabists of Pococke's time requested that he send them items from his collection.³

At one point, Johann Heinrich Hottinger wrote to Pococke to “procure a catalogue of the Arabic MSS [manuscripts] in the public library at Oxford.” Hottinger became one of the leading figures of Arabic learning in Europe. Jan Loop's recent study of Hottinger sheds much-needed light not only on this key figure in the development of Oriental studies in Europe, but also on the larger phenomenon of Arabic and Islamic studies in the 17th century in that region.⁴ Dividing his time as a teacher between Zurich and Leiden, Hottinger was deeply interested in procuring as many manuscripts on Arabic and Islamic studies as possible for his own research. Loop tells us that Hottinger was an expert copyist who used to copy one manuscript after another whenever he got the opportunity. He compiled a detailed bibliography of the manuscripts in his possession and published it as *Bibliotheca Orientalis*. This must have proved to be one of the most formidable collections of Oriental



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From a 14th-century Arabic copy of *Miftah al-'ulum* (The Key to the Sciences), authored by the grammarian Yusuf ibn abi Bakr al-Sakkaki (d. 1229). William Laud presented the manuscript to the University of Oxford.

manuscripts in Europe at that time. Too bad, then, that after a few years the collection dissipated into the dark corners of history, as we still do not know its eventual fate.

One of the people from whose library of manuscripts Hottinger benefited was Jacobus Golius, a famed Orientalist in his own right, and Hottinger's teacher and friend. According to Loop, Golius's collection was "to become the envy of scholars throughout Europe—a collection which still constitutes the backbone of the Leiden oriental manuscript holdings." He also tells us that Golius must have acquired much of this collection during his visits to North Africa and the Levant. The collection was so impressive that upon his return to Leiden with these manuscripts, "Leiden became the northern European Mecca of Arabic studies."

This is by far an incomplete list of people whose interest in Arabic, Islamic, and Oriental studies in general made Europe a major hub of learning. It is due to their interest, rigor, initiative, and indefatigability that European universities and libraries hold thousands of manuscripts in Arabic and other Near Eastern languages.

An important historical and conceptual distinction must be drawn between post-Renaissance Europe's treatment of Islam as a system of faith and its treatment of Arabo-Islamic or Islamicate intellectual contributions. The adjective "Islamicate" was coined by historian Marshall G.S. Hodgson to explain those phenomena in the Islamic world that had little to do with Islam as a faith and more to do with the cultural milieu that was prevalent in the Islamic world.⁵ And this distinction, even if not found explicitly in the writings of that period by Europeans, did exist and significantly informed the discussion on these issues. For instance, it was deeply saddening to see that Leonard Twells—in his biography of Edward Pococke—uttered some of the staunchest and most foul-worded criticisms I have ever come across of the religious tenets of Islam. However, he showered praise upon Pococke



Bodleian Libraries, University of Oxford.

Edward Pococke, one of the most influential Arabists of his age, ushered in a new age of Arabic learning in Europe.

and some other European Arabists all the same for their rigor in, and contributions to, Oriental learning.

This is because Europeans in the 17th century had a two-pronged interest in the Islamic world. On one hand, many European missionaries and clerics wanted to pursue Arabic and Islamic studies in order to be able to have a debate with Muslims and somehow "bring about their conversion to Christianity," as Holt tells us and Loop confirms. On the other hand, Holt further adds that "Arabic was [also] valued as the key to a treasure-house of knowledge, supplementing the inheritance from Greece and Rome," referring to the advancements made by the Arabo-Islamic world in the fields of philosophy, astronomy, medicine, ophthalmology, musicology, logic, and other rationalistic disciplines (*ma'qūlāt*), eventually steering Europe into the Renaissance.

Intentions aside, the result of this entire process was an intense interest in Arabic and Islamic studies in European centers of learning—a trend that continues to this day. In fact, one might argue that after centuries of rigorous European scholarship on Islam, we are finally realizing the extent of Ara-

bo-Islamic manuscript holdings in European libraries and universities. According to Asad Q. Ahmed of the University of California, Berkeley, it is only now "that we are beginning to take a few drops from this vast ocean of unexplored manuscripts in Islamic rationalism."⁶ Even though Ahmed was addressing the holdings of Arabo-Islamic manuscripts worldwide, his statement can easily be applied truthfully to our present discussion in the context of Europe.

Ateeb Gul is an editor at Oxford University Press Pakistan. He completed graduate work in editorial studies at Boston University, where he produced a standardized edition of Mian Mohammad Sharif's Muslim Thought: Its Origin and Achievements. The views expressed in this article are the author's own and do not necessarily reflect those of his employer.

Notes

1. See, for instance, Charles Burnett, "Arabic into Latin: The Reception of Arabic Philosophy into Western Europe," in *The Cambridge Companion to Arabic Philosophy*, eds. Peter Adamson and Charles Taylor (Cambridge: Cambridge Univ. Press, 2005), 370–404.
2. P.M. Holt, "The Study of Arabic Historians in Seventeenth-Century England: The Background and the Work of Edward Pococke," *Bulletin of the School of Oriental and African Studies* 19, no. 3 (1957): 444–55.
3. Leonard Twells, *The Lives of Dr. Edward Pocock: The Celebrated Orientalist* (London: F.C. and J. Rivington, 1816).
4. Jan Loop, *Johann Heinrich Hottinger: Arabic and Islamic Studies in the Seventeenth Century* (Oxford: Oxford Univ. Press, 2013).
5. Marshall G.S. Hodgson, *The Venture of Islam: Conscience and History in a World Civilization*, 3 vols. (Chicago: Univ. of Chicago Press, 1974).
6. Asad Q. Ahmed, "Islam's Invented Golden Age," *openDemocracy* (October 28, 2013), <https://www.opendemocracy.net/openindia/asad-q-ahmed/islam%e2%80%99s-invented-golden-age>.

Two Sides of the Story

How Historians and Journalists Can Work Together

Shuang Wen

About 10 years ago, I was a young field reporter covering the current affairs of the Middle East for a satellite television news channel in Hong Kong. After a few assignments, I realized how little I knew about the complex region I was reporting on. So I quit my job to study for an MA in Middle East studies at the American University in Cairo and have just finished a PhD in history at Georgetown University. Whether that impulsive decision I made in the summer of 2005 was wise is hard to tell. But I have never regretted it, because my transnational education since then has changed my worldview.

At the women historians' breakfast at the AHA 2015 annual meeting in New York City, participants discussed how to communicate more effectively with journalists to better inform the public about the historical roots of contemporary problems and to promote social justice. The topic brought back memories of my days as an inexperienced field reporter. Although I have now chosen a different career path, and at the risk of offending my friends in both career circles, I hope this piece can facilitate mutual understanding between historians and journalists, so that we can work together to accomplish our mutual goal of communicating clearly to general audiences.

Historians complain that TV journalists often reduce their in-depth analyses of a complex issue to sound bites. This is true. Therefore, I do not advise historians to give interviews to reporters producing a minute-and-a-half or two-minute news-story package, unless they accept the possibility of being quoted out of context. If historians choose to give such interviews, they need to succinctly express their views to reduce the risk of being misquoted. They also need to be willing to spend time talking to the reporter, but recognize and accept the possibility that they will not be quoted in the story. It is understandable that historians who have been interviewed may get annoyed if they are not

visible in the final package, but at least they have helped to better inform the reporter.

How Historians Can Work with Journalists

That said, I think historians can work with TV journalists to provide useful historical background to the general public on live breaking-news coverage and TV newsmagazines. For example, as news breaks, a news channel's source of information is usually international news agencies, such as the Associated Press, Reuters, and Agence France-Presse, as well as the channel's own field reporters on the ground. However, what they lack in their coverage is the larger historical background leading up to the event. Historians can contribute in this regard. When a news director prepares live coverage, he or she usually first plays an agency's story package about the event, and then interviews the news channel's own field reporters, either by phone or satellite image and voice transmission, to add some new information on the latest developments since the package was created. After that, against the backdrop of live video images fed by international news agencies, an anchor asks a historian to provide more in-depth analysis. This is the best time for historians to link the past with the present. In this way, viewers can be given both the latest developments and their historical context.

Another type of program to which historians can contribute is the hour- or half-hour-long newsmagazine talk show, such as *Hard Talk* on BBC. In this type of show, which is sometimes live, sometimes prerecorded, an anchor discusses an issue at greater length with a historian in the studio. Here, too, historians can contribute to public discourse by providing insight about the past as it bears on the present.

Promoting social justice by engaging with current affairs through the lens of history, including voicing one's own political beliefs,

is a worthy cause for intellectuals. But for historians to do it effectively, it is in their interest to research, choose, and build long-term relationships with media outlets to achieve their desired goals. Expressing their views on the wrong platform may be counterproductive, damaging the reputation of the historian and further deepening the gulf separating historians from journalists and the general public.

In reality, however, journalists often call when breaking news happens. This does not leave historians much time to research the specific outlet or even catch up on the latest news developments. For example, teaching schedules can force faculty to be away from the news for long blocks of time. I advise historians to be selective when deciding whom they will speak to and on what topic. Each TV channel has its own political bent, influenced by the viewpoints of its board members and its editorial teams. Unfortunately, perhaps, historians would be wise to choose a platform that largely accords with their own political beliefs; otherwise, their words may easily be misconstrued.

Second, each channel has its particular audience. Even though switching channels is as easy as a click of the remote, viewers usually turn to their most trusted channels for breaking news. Therefore, historians should know something about the kind of viewers they are talking to, so that they can use familiar language (including the regular vocabulary the news channel employs when reporting on the larger issue). This lets them communicate their messages more effectively, and more selectively.

Third, anchors of different news shifts and programs have different styles of asking questions, and sometimes divergent political views as well—even within a single channel's programming. Try building long-term relationships with particular anchors and editors so that they feel comfortable expressing their opinions without worrying about being misinterpreted.



Still from Noam Chomsky and Michel Foucault—*Human Nature—Justice Versus Power*. Courtesy of Icarus Films.

Incitement to discourse: Michel Foucault, Dutch TV host Fons Elders, and Noam Chomsky in 1971.

How Journalists Can Work with Historians

As I noted at the start of this piece, I quit my job as a journalist almost 10 years ago, and there are a few things I wish I had known when I first started as a field reporter: First, investigate the issue thoroughly. This may sound obvious, but when journalists are under pressure to meet short deadlines and to feed the never-ending news cycles at the top of each hour, they do not always do this. However, if a journalist concentrates on the current affairs of a particular region over time, he or she will become more familiar with the depth of that region's issues.

Second, read as widely as possible from different perspectives and choose to interview the historians whose work you have already read so that you are familiar with their basic viewpoints.

Third, do not ask historians to predict the future. As tempting as it is for journalists to ask what is going to happen next, historians are most skilled at analyzing and providing

insights about the historical contexts that have led up to current breaking-news events. Historians do not like to be asked about the future and are very hesitant to predict it.

Fourth, journalists should give the interviewee a heads-up about the questions they may ask during the live coverage or show. If historians deem certain questions irrelevant to the issue under discussion, respect their judgment. Otherwise, you will risk losing long-term collaborators for your show.

As with historians, it is also in the interest of journalists to nurture and build long-term relationships with historians they respect and whose authority they trust. When news breaks, the newsroom is often chaotic. Writers, editors, and anchors search for informational updates, but they also need authoritative scholars to analyze and contextualize the latest developments. Time constraints often oblige journalists to bring into the studio any scholar who has time at a particular moment and is willing to talk on camera. This does not always achieve the desired goal of adequately informing the public. That is why at the end of news

coverage or talk shows, viewers often see a disclaimer in small print: the opinions expressed in this show do not necessarily reflect the views of the news channel. Establishing a few long-term relationships with historians can help journalists become better prepared to cover breaking news events more smoothly.

Although historians and journalists are not always in harmony due to the innate nature of their professions, they are actually working toward the same objective: to inform the general public about the world we live in and to help the public better understand current affairs so that people can form their own opinions. With mutual respect for the strengths and limitations of what members of each group do, plus a little practical guidance, historians and journalists can shape both the present and the history of what is to come.

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Welcome to Atlanta: The Miracle Modern City

Jennifer Dickey

Born in the late 1830s as Terminus, the end point of the Western & Atlantic Railroad, Atlanta was built on a heritage of industry, growing into a modern city of the New South. Our most famous exports are CNN, Coca-Cola, Martin Luther King Jr., and (perhaps awkwardly) *Gone with the Wind*—almost all of which have more resonance and cachet outside the United States than they do within. While the city's website makes the dubious claim that "Die-hard southerners view Atlanta as the heart of the old Confederacy," on the whole Atlanta looks to the future.

The city's 19th-century history is not well represented by *Gone with the Wind*, though the novel's influence on the popular imag-

ination remains strong. By the Civil War, Atlanta's population was almost 10,000, making it an important transportation and commercial hub. So important was Atlanta that General William T. Sherman considered its capture the key to victory, both for the United States army and for Abraham Lincoln, who was locked in a fierce reelection campaign in the summer and fall of 1864. Having been dealt consecutive blows by retreating Confederate troops, then by Sherman, the city bounced back after the war by rebuilding its railroad. In 1868 the capital of Georgia moved from Milledgeville to Atlanta. In 1887, Atlanta adopted the phoenix as its symbol and *Resurgens* as its motto.

Cracks sometimes have appeared in the city's shiny veneer, despite the best efforts of 19th- and 20th-century boosters. A horrific race riot in 1906 made national and international headlines, yet white city leaders continued to promote Atlanta to businesses as the Gate City to the South, as did a successful 1920s nationwide advertising campaign, "Forward Atlanta." But as Atlanta grew, segregation increased. On the city's west side, the historically black colleges of the Atlanta University Center became the intellectual center of the African American community, while on the east side, Auburn Avenue, described by *Fortune* magazine in 1956 as the "richest Negro street in the world," became a commercial, cultural, and religious epicenter.



Looking South at Peachtree at Ellis
Atlanta, Ga.

The Tichnor Brothers Collection, Boston Public Library, Print Department, via Flickr. No known copyright restrictions.

White residents clustered on the north side of the city and eventually, by midcentury, migrated in droves to the suburbs. The legacy of Jim Crow has proven hard to erase in Atlanta, which today remains one of the most segregated cities in the country.

Nevertheless, Atlanta was a beacon during the early civil rights movement. It was longtime mayor William Hartsfield (in office 1937–41 and 1942–61) who famously promoted Atlanta as “the city too busy to hate.” The slogan might not have rung true for all Atlantans, but Hartsfield did oversee the relatively quiet integration of Atlanta’s public school system in 1961. If Hartsfield’s name is familiar outside of Georgia, it is probably because he also had the vision that resulted in the construction of Hartsfield-Jackson International Airport, today the world’s busiest. As we often say, when you die, it doesn’t matter if you’re going to heaven or hell—you’re going to pass through Hartsfield-Jackson.

Since the 1980s, when the Atlanta Olympic Committee was preparing its marketing campaign to win hosting honors for the 1996 Olympic Games, city leaders have framed it as “a miracle modern city,” in the words of then-mayor Maynard Jackson. Mention of the city’s 19th-century history was scrubbed in favor of representing it as home base of the civil rights movement and a wonderland of gleaming skyscrapers. Today, much of the Olympic infrastructure has been repurposed—Centennial Olympic Park has become Atlanta’s tourist epicenter, fringed with such attractions as the World of Coca-Cola, Georgia Aquarium, CNN Center, College Football Hall of Fame, and Center for Civil and Human Rights. In late 2014, the park was connected to the Martin Luther King National Historic Site on Auburn Avenue via the Atlanta Streetcar.

Atlanta adopted a preservation ordinance rather late (in the 1980s) and as a consequence lost vast quantities of its historic fabric—a fact locals often bemoan. A reporter for the weekly newspaper *Creative Loafing* once said that Atlanta should be called “the city too busy to leave a building standing for more than 25 years.” But it is a city of hidden gems, such as Inman Park, a late 19th-century neighborhood that went into decline in the mid-20th century before being revitalized as one of the city’s most beautiful and interesting communities, and Cabbagetown, an industrial area formerly

Atlanta Links

Atlanta BeltLine: <http://beltline.org/>
 Atlanta Streetcar: <http://streetcar.atlantaga.gov/>
 Center for Civil and Human Rights: <https://www.civilandhumanrights.org/>
 CNN Center: <http://www.cnn.com/tour/>
 College Football Hall of Fame: <http://www.cfbhall.com/>
 Georgia Aquarium: <https://www.georgiaaquarium.org/>
 Margaret Mitchell House and Museum: <http://www.atlantahistorycenter.com/mmh>
 World of Coca-Cola: <https://www.worldofcoca-cola.com/>

home to the Fulton Bag and Cotton Mill, now one of the nation’s largest loft developments and a vibrant residential area. Atlanta is, ultimately, a city of neighborhoods, and thanks to the vision of a graduate student from Georgia Tech, Ryan Gravel, and the commitment of the city’s leaders, many of those neighborhoods are now being linked, by the BeltLine, into the “most comprehensive transportation and economic development effort ever undertaken in the city of Atlanta” and among “most wide-ranging urban redevelopment programs” in the country, as its website boasts. The BeltLine, a redevelopment of a historic 22-mile railroad corridor that encircles the city, will connect 45 in-town neighborhoods through

rail transit and multiuse paths, including parks and green spaces.

Since its founding in 1837 as the endpoint of a railroad, Atlanta has defied expectations. The Atlanta metro area is now home to almost 5.5 million people spread out over 6,000 square miles in 28 counties. It is the economic engine of Georgia and much of the Southeast. My hope is that attendees of the 2016 annual meeting will all get a chance to explore the city beyond the meeting hotels. But in case you do not get to venture far afield, take comfort in knowing that, unlike in 2007, when the AHA was last in Atlanta, you can now travel between the Hilton, the Marriott, and the Hyatt by skybridge, avoiding traffic on Courtland Street.

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The AHA's annual meeting is the largest yearly gathering of historians in the United States.

All historians are welcome and encouraged to submit proposals.

The Association seeks submissions on the histories of all places, periods, and topics; on the uses of diverse sources and methods, including digital history; and on theory and the uses of history itself in a wide variety of venues. We seriously consider all proposals that advance the study, teaching, and public presentation of history.

We invite proposals for sessions in a variety of formats and encourage lively interaction among presenters and with the audience.

Session Proposals

- **Change in 2017:** The AHA annual meeting will move to 90-minute sessions. To accommodate this change, most sessions will be limited to four speakers plus a chair.
- The Program Committee will only accept proposals for complete sessions.

Poster Proposals

- The 131st annual meeting will feature a poster session to allow historians to share their research through visual materials.
- Proposals for single, individual presentations may be submitted as posters.

The Program Committee welcomes proposals from all historians, whatever their institutional affiliation or status, as well as from affiliated societies, historians working outside the United States, and scholars in related disciplines. With the exception of foreign scholars and those from other disciplines, all persons appearing on the program must be members of the AHA. The Association encourages the representation of the full diversity of its membership at the annual meeting.

Although the annual meeting has a theme, the Program Committee does not consider proposals' relation to the theme in evaluating them.

Electronic submission only, by midnight PST on February 15, 2016

Questions?

- Please review the annual meeting guidelines and more information at historians.org/annual-meeting/submit-a-proposal before applying.
- Send questions about policies, modes of presentation, and the electronic submission process to cfp2017@historians.org.
- Questions about the content of proposals should be directed to Program Committee chair Anand Yang (aay@uw.edu) and co-chair Edda Fields-Black (fieldsblack@cmu.edu).

“Historical Scale: Linking Levels of Experience”

The Theme of the 131st Annual Meeting

Patrick Manning, Anand A. Yang, and Edda L. Fields-Black

Historians focus their research and teaching on selected levels of experience: they portray microhistory, global history, regional history, or oceanic history. For the 2017 annual meeting, contributors are encouraged to trace links among scales—spatial, temporal, and topical. The focus of the 2017 program on linking historical scales provides one way to seek coherence in the ever-widening range of historical study. Such exploration of scale in history, though timely, is hardly new. Thus, in the days of preeminence of national histories, it was not uncommon for historians to recount the national experience through local or provincial narratives. But in 2017, we hope to push the boundaries of scalar analysis, developing practice and language by which researchers and students may describe links from the specific to the general or the other way around.

AHA members proposing sessions should note that adherence to this theme is optional. The Program Committee will evaluate all proposals based on their individual strengths.

The purpose of studying historical scale today is not so much to perfect national narratives as to develop insights into historical connections. The notion of “scale” refers most obviously to geographic space but also to time, topic, and perhaps other dimensions. In linking spatial scales, one sees, for example, how worldwide decolonization and the specifics of the Algerian struggle for independence each brought changes to the other. The contemporaneous rise of Protestantism and Safavid Shi’ism each drew on yet inflected, respectively, the long-term trajectory of Christianity and Islam. For music, the sounds and orchestration of each tradition are of interest in themselves, yet music is also influenced by the social order it inhabits, while musical messages affect adjoining arts and sometimes set the tone for large-scale social change.

2017 Program Committee

Anand A. Yang, Univ. of Washington, Seattle, 2017 Chair
Edda L. Fields-Black, Carnegie Mellon Univ., 2017 Cochair
Carl Edward Ashley, US Dept. of State
John L. Brooke, Ohio State Univ., Columbus
Kate Brown, Univ. of Maryland, Baltimore County
Erika Bsumek, Univ. of Texas, Austin
Zephyr L. Frank, Stanford Univ.
Katherine L. French, Univ. of Michigan, Ann Arbor
Robert L. Hardmond, Brooklyn Technical High Sch.
Dina R. Khoury, George Washington Univ.
Joy Elizabeth Schulz, Metropolitan Comm. Coll.
Jonathan K. Skaiff, Shippensburg Univ.
Valentina K. Tikoff, DePaul Univ.
Kerry R. Ward, Rice Univ.

The possible links among historical scales are immense in number. One may hope to locate an occasional nexus of specific historical factors that combine to bring about change, even if they are at quite different scales. Juxtaposition and interaction of small and large geographical terrains, short and long periods of time, specific topics and wide-ranging topical scope—these are proposed as an underlying theme in addition to the many specific subjects of panels on research and teaching. Overall,

it may be that eclectic links of papers and panels throughout the conference will reveal links across the scales of history, documenting the interdependence of historians working in various specializations.

Patrick Manning (Univ. of Pittsburgh) is president-elect of the AHA; he will preside over the 131st annual meeting. Anand A. Yang (Univ. of Washington, Seattle) is the chair of the 2017 Program Committee, and Edda L. Fields-Black (Carnegie Mellon Univ.) is the cochair.

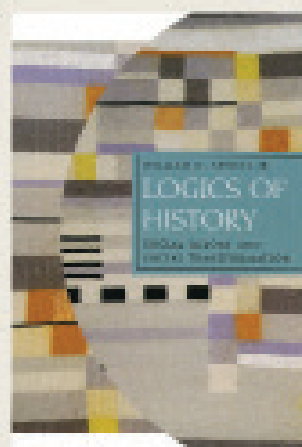
History of Medicine. The History Department at Washington University in St. Louis invites applications for an historian of medicine starting in the fall of 2016. The search is at the rank of tenure-track assistant professor. A PhD in the History of Medicine or a closely related field in hand by August 1, 2016 and evidence of scholarly potential are required. Area and chronological expertise are open. The successful candidate will teach an introductory course in the history of medicine, prepare classes in her/his area of specialization, advise students, be active in research and publication, perform university service, and contribute to a growing community of faculty interested in the medical humanities. Please send a letter of application, c.v., and three letters of reference (under separate cover) via e-mail to arts-ci-history.search@email.wustl.edu or via postal mail to the Chair, History of Medicine Search Committee, Department of History, Washington University, 1 Brookings Dr., Campus Box 1062, St. Louis, MO 63130. Screening of applications will begin on October 16, 2015, and will continue until the position is filled. Washington University is an AA/EOE and is strongly committed to enhancing the diversity of its faculty.

New at the 2016 Annual Meeting!

AHA Book Club



The AHA invites you to join its book club at two experimental sessions at the 130th annual meeting in Atlanta. We've selected two titles that address issues in the discipline as a whole and invite historians of every stripe to join a lively discussion. Participants can receive 40% off each title with discount codes listed below.



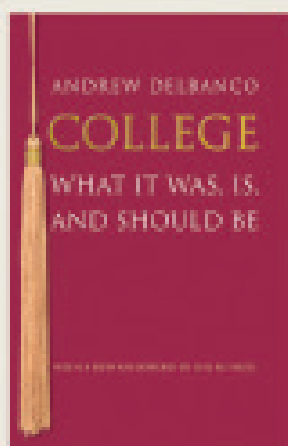
Interested in questions of methodology?

Join us to discuss *Logics of History: Social Theory and Social Transformation* by William Sewell. Chair/Moderator: Daniel Immerwahr (Northwestern Univ.), Sunday, January 10, 8:30 a.m.-10:30 a.m. Excerpts to read: Chaps. 1, 3-4, 8 (125 pp.).

William Sewell's *Logics of History* (2005) is shaping up to be an enduring classic in the field. Designed in part to explain the historian's craft to other social scientists, it has offered a language to historians themselves, a way of identifying and thinking theoretically about their own methodological habits and instincts. This session will use chapters of *Logics of History* as a jumping-off point for a discussion of the methodological roots of our field, with a particular eye toward how we can convey these in the classroom. How can we transmit the principles of history to undergraduates?

Receive 40% off: <http://bit.ly/1K4rkAS>

Use code EX2924. Valid from Oct. 10—Dec. 10, 2015.



Curious about the future of higher education?

Come to a session featuring *College: What It Was, Is, and Should Be*, by Andrew Delbanco. Chairs/Moderators: Anne Hyde (Univ. of Oklahoma) and Elizabeth Lefffeldt (Cleveland State Univ.), Sunday, January 10, 11:00 a.m.-1:00 p.m. Entire book.

Access, success, affordability, accountability . . . these are the buzzwords of higher education that confront us each day as we read professional magazines and blogs, talk to the parents of prospective students, wrestle with state legislatures, and oh yeah, teach our students. In *College: What It Was, Is, and Should Be* (2012), Andrew Delbanco grapples with the central issues confronting colleges and universities today and charts a way forward. Join other interested colleagues in discussing this book and its implications for historians and their roles at different types of institutions today and tomorrow.

Receive 40% off: <http://bit.ly/1PYZmeJ>

Use code EX2926. Expires January 31, 2016.

130TH ANNUAL MEETING

Meeting Registration

Take advantage of reduced rates by preregistering for the annual meeting. Make sure your membership is up to date so you can enjoy member pricing at each level. Register online at historians.org/annual-meeting.

	Member		Non-Member	
	Preregistration	After Dec. 18	Preregistration	After Dec. 18
Attendee	\$164	\$193	\$220	\$250
Speaker	\$164	\$193	\$164	\$193
Student	\$76	\$82	\$119	\$125
Unemployed	\$70	\$75	\$80	\$85
Retired	\$79	\$84	\$85	\$90
K-12 Teacher	\$40	\$45	\$45	\$50
Bring your graduate/undergraduate/K-12 student discount	For members only. Member rate plus \$10 per student. Bring as many high school, undergraduate, and pre-candidacy graduate students as you want for only \$10 each!			

Advance registration must be completed by midnight on December 18, 2015. Thereafter, onsite rates will apply.

Everyone attending the meeting is expected to register. Admission to the Exhibit Hall, Career Fair, Job Center, and Internet Center requires a registration badge.

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.

Dates and Deadlines

2015

October 15	Interviewing institutions can download Job Center reservation forms at www.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 refund requests.

2016

January 7	2016 annual meeting opens at 11 a.m. at Hilton Atlanta, Atlanta Marriott Marquis, and Hyatt Regency Atlanta.
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1. Hilton Atlanta
(headquarters):
255 Courtland Street NE

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

3. Hyatt Regency Atlanta:
265 Peachtree Street NE

Special Offer!

AHA Members Can Bring Students to the Annual Meeting for Only \$10 Each

Benefits to students

- Networking at special receptions and meetings for graduate students, minority historians, and more
- Panel and poster presentations on every field and specialization
- Workshops for teaching, digital history, and career development
- Exhibit hall filled with the latest books, journals, databases, and digital tools

Share all that the annual meeting has to offer with your **high school, undergraduate, master's, or pre-candidacy PhD students!**

Registered attendees who are AHA members in good standing can register their students for only \$10 each. *There is no limit on the number of students you can bring.*

This special pricing will be available with registration, beginning in mid-September.

AMERICAN HISTORICAL ASSOCIATION 130th Annual Meeting

— Atlanta —
January 7-10, 2016

Information about the 2016 annual meeting is available online at
www.historians.org/annual-meeting

Historians Offer Perspectives on Incarceration

Seth Denbo

On July 18 of this year, Barack Obama became the first sitting president to visit a federal prison. His tour of El Reno Federal Correctional Institute, outside of Oklahoma City, which included a meeting with a group of inmates, was part of the administration's effort to build momentum for criminal justice reform. The press described the visit using words like "unprecedented" and "historic," but the real history will be made over the coming months and years as American society grapples with the vast carceral regime that has led to the imprisonment of millions of citizens.

Even before Obama's visit, papers submitted for the 2016 annual meeting demonstrated that the history of imprisonment is an area of growing interest in our discipline. Panels on criminal justice this year will feature such topics as punishment, prisons, and incarceration, spanning nearly 1,000 years of history in a wide range of geographical contexts. From 13th-century Bologna to the contemporary United States—with stops in early-modern Latin America, 19th-century Indiana, and modern Italy—historians at our annual meeting will address questions about the ways in which societies punish and imprison and what that can tell us about broader social and cultural concerns.

Heather Ann Thompson, coeditor of the recent special issue of the *Journal of American History* on the carceral state, will chair **Writing the Perilously Recent Past: Prisoner Rights Movement History, Problems and Possibilities**, a session taking off from her October 2013 article in *Perspectives on History*. As Thompson learned while interviewing former inmates of Attica Correctional Facility for her history of the prison's 1971 uprising, gathering oral evidence of such traumatic events can lead to unexpected problems for historians. This panel will focus, in part, on the



Library of Congress

Mess hall, Clinton Prison, Dannemora, N. Y., seating capacity 1200 (1912)

historiographical issues of confronting the social and personal trauma that can arise when writing about the late 20th-century prison rights movement.

The Origins of Women's Prisons in the United States will provide a unique perspective on the development of separate regimes of detention for women. Papers will be presented (via prerecorded video) by students in the Indiana Women's Prison (IWP) college program, who are studying and writing a collaborative book about the origins of the IWP. As the chair of this session, Michelle Jones, wrote in her piece on this project in the February 2015 issue of *Perspectives*, "Having incarcerated women write the history of their own prisons is significant because we know the right questions to ask."

Prisoners and Human Rights in Modern Italy will allow attendees to contrast the de-

velopment of women's prisons in the United States with prison regimes for women in 19th-century Italy. In Rome, for instance, when the first prisons for women were built in the 19th century, punishment had highly gendered meanings and objectives. Both this and the Origins panel will direct our attention to the gendered nature of justice in world history.

Histories of societies separated from the 21st-century United States by hundreds of years can provide insights into the cultural and historical contingency of punishment, as well as mirrors through which we might understand the contemporary carceral state. **Power and Authority: The Subaltern Sectors and the Elites in Colonial Andes** will include a paper on imprisonment by the Inquisition in 16th-century Lima. The panel **Brutality, Due Process, and Peace Accords: Criminal**

Justice in Medieval and Renaissance Italy will look at the cultural meanings of crime, the processes of justice, and the steps taken to mitigate violence in a turbulent society.

Other papers will cross thematic borders. The relationship between incarceration and immigration is the focus of “Immobilizing Migrants: McNeil Island Prison and Transnational Policing,” and, moving into contemporary history, “You Can’t Put Them All in Jail’: Mayor Bradley, the Los Angeles Police Department, and the War on Drugs during the 1980s” examines the cultural conditions that gave rise to the modern carceral state.

As the White House and the American public rethink the place of incarceration in our society, it is incumbent upon historians to provide the context—long- or short-term—

required to understand the role of prisons in contemporary society.

Annual meeting attendees can locate these sessions in the online program at historians.org/annual-meeting/2016-program and in

the Thematic Tracks section of the meeting app.


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

From the NHC

The National History Center is pleased to announce a Congressional Briefing on the history of incarceration this month in Washington, DC.

Alex Lichtenstein (Indiana Univ.), Khalil Gibran Muhammad (Schomburg Center), and Heather Ann Thompson (Univ. of Michigan) will discuss the history of incarceration in the United States.

The briefing will be held on Friday, October 9, from 1:00 to 2:00 p.m. in room 2226 of the Rayburn Building.



AHA CAREER CONTACTS

Are you a graduate student or early-career scholar who is interested in learning about the career paths open to historians?

Are you a history PhD employed beyond the professoriate with advice and experience to share?

Jonathan Sureau, CC BY-NC-ND 2.0, <https://i.imgur.com/1dp8B6>

Sign up to participate in AHA Career Contacts, a new service that matches graduate students and recent PhDs with historians employed beyond the professoriate for one-time informational interviews.

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

In the October Issue of the American Historical Review

Alex Lichtenstein

The October 2015 issue of the *American Historical Review* is shaped by some comings and goings at the journal. After more than a decade of dedicated and productive service as editor, Robert Schneider moves on (to a much-deserved leave at Oriel College, Oxford). To an extraordinary degree, Rob has shown a knack for innovation while keeping the journal on an even keel during a period of upheaval in academic and scholarly publishing. The October issue, transitional as it is, still bears many of his customary marks—a lively *AHR* Conversation on historical causation that he organized and moderated; a stimulating *AHR* Roundtable on the crisis of the humanities in global perspective; and the usual complement of first-rate articles and featured reviews. After serving as associate editor since January 2014, I am stepping in as interim editor for a year, while the search for a new full-time editor continues. I will be joined by Konstantin Dierks,

returning to the journal as associate editor, as well as a new book review editor, Donna Peterson. The journal welcomes as well four new members of the Board of Editors, whose three-year term commenced in June 2015: Ruth Mazo Karras (medieval history), Sarah Maza (modern European history), William Rowe (Asian history), and Claudio Saunt (early American history).

The *AHR* Roundtable and Conversation are preceded by two articles, one on the application of colonial law in the tumultuous northwest frontier of 19th-century British India, and one on the problem of the “translation”—linguistic, material, and religious—of medieval and early modern texts. The eight featured reviews are followed by our regular extensive book review section.

Articles

In “Translations: Words, Things, Going-Native, and Staying True,” **Michael**

Wintroub (Univ. of California, Berkeley) reconsiders the practice of “translation” well beyond the rendering of one language into another. In Wintroub’s account, translation also has appeared as a discursive and material practice instrumental to the extension of power and authority across time and space in the early modern period. He advances this argument through a series of entangled case studies drawn from both Europe and the Americas, including the translation of ancient texts, the traffic in religious relics, the transubstantiation of the Eucharist, and the circulation of coin specie as a medium of exchange.

In “The Colonial Rule of Law and the Legal Regime of Exception: Frontier ‘Fanaticism’ and State Violence in British India,” **Elizabeth Kolsky** (Vanderbilt Univ.) examines the creation of a legal “state of exception” on the northwest frontier of British India. British officials viewed this corner of the empire as a dangerous place overrun with Muslim “fanatics” who were determined to kill members of the ruling race. The discourse of fanaticism provided the conceptual framework for unleashing and legitimizing the terror of empire within a legal framework normally devoted to rational discourse and the imposition of the rule of law. Kolsky’s article contributes to scholarship on law and colonialism and colonial violence by revealing how at one particular edge of the British Empire, colonial rule pressed against its own limits of legality and produced new forms of law that licensed what in other institutional contexts would have been considered lawless violence.

AHR Roundtable

The October Roundtable constitutes a critical response to the generalized sense among historians of an ongoing “crisis” in the humanities. It is no secret that humanities education in the United States appears to be under attack, charged with

Nadzirat’ i nakazyvat’: Rozhdenie tiur’m, the Russian translation of Michel Foucault’s famous monograph *Surveiller et punir: Naissance de la prison* (1975; in English, *Discipline and Punish: The Birth of the Prison*), was published in 1999 by Ad Marginem in Moscow, Russia’s leading publisher of postmodern translations. In “From Priests to Pathfinders: The Fate of the Humanities and Social Sciences in Russia after World War II,” Oleg Kharkhordin discusses the influence of French postmodernist theory on the development of the humanities in Russia, where Foucault, Pierre Bourdieu, Roland Barthes, and Jacques Derrida are viewed as offering a new way to analyze literary genres and everyday practices. Kharkhordin’s article is one of the eight contributions in this issue to an *AHR* Roundtable, “The Humanities in Historical and Global Perspectives.”



being unpractical, self-indulgent, nonvocational, and out of touch with market values. For the most part, universities have responded to these attacks by shifting resources away from the humanities, rather than by forthrightly defending their contribution to the greater good. Taking a more global look at this phenomenon, the eight contributors to the discussion cover the recent history and current status of the humanities in South Africa, China, Russia, Britain, the United States, Mexico, the Middle East, and India.

Keith Breckenridge (Univ. of the Witwatersrand) argues that in South Africa, scholarly and official anxiety about the condition of the academic humanities derives from the abrupt demise of the unusual moment of popular and political humanism that coincided with the revolt against the apartheid state in the 1980s. Historically speaking, in a racially divided society, the South African humanities have been tormented by the fraught relationships between white and black writers from their beginnings. Paradoxically, these same conditions have fostered the development of globally significant humanities scholarship, Breckenridge suggests.

Hsiung Ping-chen (Chinese Univ. of Hong Kong) sees the Chinese humanities as the modern academic embodiment of an ancient civilization that has been represented politically and intellectually from both within and beyond its borders. She compares the strengths and weaknesses of these transnational and national traditions in Chinese humanities scholarship.

Oleg Kharkhordin (European Univ. at St. Petersburg) argues that general trends in the political economy of knowledge production have often driven humanities scholarship in Russia after World War II. Post-Soviet Russian humanists, Kharkhordin proposes, face a choice between “import substitution” and “export-oriented” approaches to knowledge production.

Peter Mandler (Cambridge Univ.) surveys the fortunes of what are called “the arts” in the British academy over the past 70 years. In these decades, he argues, the humanities have fared rather better than the sciences in the transition from elite to mass higher education. The humanities have been fortified by new arrivals in the creative arts, and they seem to have been better suited to new social and economic conditions than the sciences.

In Mandler’s view, then, the pervasive sense of crisis is somewhat overstated, at least in the United Kingdom.

Michael Meranze (UCLA) couldn’t disagree more with Mandler’s portrayal of Anglo-American intellectual life. Present challenges to the humanities in the United States, he contends, lie not in a purported decline in student interest but in the humanities’ place as a symbolically central but structurally subordinate part of American higher education. As a result, the humanities and interpretive social sciences have borne the brunt of repeated controversies over the place of colleges and universities in American society. In the present moment of ongoing financial crisis, the humanities are overburdened and underrecognized both within and beyond the university.

Erika Pani (UNAM, Mexico City) maintains that despite Mexico’s strong literary, intellectual, and artistic traditions, the country has become a cultural wasteland where people do not read. Her essay seeks to understand the ongoing part played by the “human disciplines”—the study of the Greco-Roman classics, of philosophy, literature, and history—in the densely intertwined, contentious debates over education and culture that have punctuated Mexican history to this day.

Shifting perspective to the Middle East, **Abdulrazzak Patel** (Oxford Univ.) seeks to recuperate an important humanist tradition often neglected by Western scholars and a Eurocentric vision of the humanities. The focus of Patel’s essay is this much-neglected Arab Islamic tradition of humanism specifically as it relates to Egypt, Syria, and Lebanon.

The roundtable concludes with an essay on the fate of the humanities on the Indian subcontinent by **Sanjay Seth** (Goldsmiths). Seth suggests that the “crisis in the humanities” in India is part of a more general crisis in higher education there, as university attendance is invested with a symbolic load disproportionate to any “realist” or instrumental measures of its significance.

AHR Conversation

This year’s *AHR* Conversation, “Explaining Historical Change; or, The Lost History of Causes,” will be the last introduced and moderated by outgoing ed-

itor **Robert Schneider**. The conversation brings together five scholars—**Emmanuel Akyeampong**, **Caroline Arni**, **Pamela K. Crossley**, **Mark Hewitson**, and **William Sewell**—to discuss competing modes of historical narrative. Should historical practice traffic in efforts to explain change over time? Or, rather, is it more attuned to creating dense portraits and thick descriptions of particular moments? This longstanding tension between diachronic and synchronic approaches to the past animates the lively exchanges among these expert practitioners of the craft.

December’s issue will include another major roundtable, this one on “How Civil Wars End”; a pair of stand-alone articles (one on the cultural politics of Jerusalem’s Western Wall, another on the significant role played by astrology in the prognostications of the 18th-century Russian nobility); and a review of the digital history site *Slave Revolt in Jamaica, 1760–1761*.

Alex Lichtenstein is interim editor of the American Historical Review.



Beinecke Rare Book & Manuscript Library is pleased to announce that it is again, after suspending the program for a year during major renovations, offering Visiting Fellowships to support scholarship and professional creative work in the humanities that makes use of Beinecke’s print and archival holdings.

Awarded on a competitive basis, Visiting Fellowships are designed to enable postdoctoral or equivalent research at Beinecke Library on a full-time basis for a period of one to three months. Students enrolled in degree programs are not eligible. Stipends cover travel expenses to and from New Haven in addition to paying a living allowance of \$4000 per month. Applications are now being accepted for fellowships to be held between October 1, 2016 and May 31, 2016. Visit our website at: <http://beinecke.library.yale.edu/programs-events/fellowship-program>

FELLOWSHIPS AT BEINECKE

Nominations Invited for AHA Offices, Terms Beginning January 2017

Liz Townsend

Under the AHA constitution and bylaws (Article VIII, Section 1; Article IX; and Bylaws 11 and 12), the executive director invites all members of the Association to submit to him, on or before January 12, 2016, recommendations for the following offices:

President-elect

Vice President of the Professional Division (member of the Council, oversight of the division)

Councilor, Professional Division, one position (Council—governance of the organization; division—responsible for overseeing matters concerning working conditions and practices of historians, primarily by articulating ethical standards and best practices in the historical discipline)

Councilor, Research Division, one position (Council—governance of the organization; division—responsible for promoting historical scholarship, encouraging the collection and preservation of historical documents and artifacts, ensuring equal access to information, and fostering the dissemination of information about historical records and research)

Councilor, Teaching Division, one position (Council—governance of the organization; division—responsible for the Council's work relating to history education, including efforts to promote and improve teaching of history at all levels of education)

Committee on Committees, one position (nominations for large number of Association committees, including book awards and prizes)

Nominating Committee, three positions (nominations for all elective posts)

Members of the Council and elective committees **as of January 10, 2016**, are listed below. Positions being replaced in the 2016 election are in **bold**.

Terms expire in January in the listed year.

Presidents

2017 Vicki L. Ruiz, past president, Univ. of California, Irvine (Latina, labor and social movements)

2018 Patrick Manning, president, Univ. of Pittsburgh (demography of African slavery, global historiography)

2019 Tyler Stovall, president-elect, Univ. of California, Santa Cruz (modern France, African Americans in Europe)

Professional Division

2017 Philippa J. A. Levine, vice president, Univ. of Texas, Austin (British Empire, race and sexuality)

2017 Catherine A. Epstein, councilor, Amherst Coll. (modern Germany, modern Europe)

2018 Valerie Paley, councilor, New-York Historical Soc. (US public/urban/women)

2019 Debjani Bhattacharyya, councilor, Drexel Univ. (economic, urban environmental)

Research Division

2017 Farina Mir, councilor, Univ. of Michigan (Islam/Muslims in colonial India)

2018 Edmund P. Russell, vice president, Univ. of Kansas (environmental, global, technology and science)

2018 David A. Bell, councilor, Princeton Univ. (early modern Europe/France, political culture in age of revolutions)

2019 James H. Sweet, councilor, Univ. of Wisconsin, Madison (African diaspora, Brazil)

Teaching Division

2017 Trinidad Gonzales, councilor, South Texas Coll. (Chicana/o, borderlands)

2018 Brenda J. Santos, councilor, Achievement First (20th-century US political/social/cultural, US women and gender)

2019 Elizabeth A. Lehfelt, vice president, Cleveland State Univ. (early modern convents, queenship)

2019 Jeffrey A. Bowman, councilor, Kenyon Coll. (Iberian hagiography, law/conflict/disputes)

Committee on Committees

2017 Cynthia Radding, Univ. of North Carolina, Chapel Hill (northwestern Mexico, eastern lowland Bolivia)

2018 Daniel Bornstein, Washington Univ., St. Louis (late medieval Italian religious culture, medieval/Renaissance Italian women)

Schedule for Nominations and Elections of AHA Officers

January 12, 2016	Deadline for suggestions to executive director.
February 19–20, 2016	Nominating Committee meets to determine slate.
March–April 2016	Slate published on <i>AHA Today</i> and in <i>Perspectives on History</i> .
June 1, 2016	Ballot e-mailed to AHA members.
July 15, 2016	Deadline for return of ballots.
August–September 2016	Results announced on <i>AHA Today</i> and in <i>Perspectives on History</i> .
January 7, 2017	Results announced at business meeting during 131st annual meeting in Denver.
January 8, 2017	Individuals begin terms of office.

2018 Michele Mitchell, New York Univ. (US and African American, African diaspora)

2019 Antoinette M. Burton, Univ. of Illinois, Urbana-Champaign (British empire, world)

Nominating Committee

2017 Francois Furstenberg, Johns Hopkins Univ. (US nationalism/early republic, France in North America c. 1750-1820)

2017 Edward W. Muir, Northwestern Univ. (17th-century libertines and skeptics, culture of Italian opera)

2017 Pamela Scully, Emory Univ. (human rights, comparative women and gender)

2018 Paula Alonso, George Washington Univ. (Latin American politics, intellectual)

2018 Leila T. Fawaz, Tufts Univ. (WWI in Middle East social, modern Levant Ottoman social)

2018 Jana K. Lipman, Tulane Univ. (20th-century US, US foreign relations)

2019 William Deverell, Huntington Library/Univ. of Southern California (US West, environment)

2019 Kären E. Wigen, Stanford Univ. (historical geography of East Asia, early modernity in Japan)

2019 Jamil S. Zainaldin, Georgia Humanities Council (law, philanthropy)

Suggestions should be submitted by e-mail to Executive Director James Grossman at jgrossman@historians.org. Please specify academic or other position and field of the individual, and include a brief statement of his or her qualifications for the position. Refer to the *Statement on Diversity in AHA Nominations and Appointments* (historians.org/ahadiversity), which was drafted in the hope that it will encourage members to suggest more individuals from diverse backgrounds for both appointments and nominations. All suggestions received will be forwarded to the Nominating Committee for consideration at its meeting on February 19 and 20, 2016.



J. Theodore Johnson: Chicago Interior, 1934
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Sheldon Hackney

1933–2013

Southern Historian, University President, NEH Chair, AHA Member

Sheldon Hackney enjoyed a long and distinguished career as a historian, university administrator, and public intellectual. Mentor, teacher, friend—he fulfilled all of these roles with uncommon grace and a rare intelligence leavened by wit and compassion.

Born in Birmingham, Alabama, on December 5, 1933, Francis Sheldon Hackney was the third son of Cecil Fain and Elizabeth Morris Hackney. Raised in a family of five brothers, Sheldon graduated from Birmingham's Ramsay High School and took several courses at Birmingham-Southern College before enrolling at Vanderbilt University in fall 1952. After graduating from Vanderbilt with a degree in history, Sheldon remained in Nashville for a year of postgraduate courses in southern history before entering the United States Navy in 1956.

While serving on the *USS James C. Owens* from 1956 to 1959, prior to a three-year assignment at the Naval Academy, he came ashore long enough to marry Lucy Durr from Montgomery, Alabama, daughter of the noted civil rights and civil liberties activists Cliff and Virginia Foster Durr. Sheldon and Lucy's marriage, based in part on shared values of tolerance and social responsibility, led to more than a half century of activism and commitment. Sheldon's marriage into the Durr family changed his life; his in-laws introduced him to a wide variety of activists and intellectuals, especially after he and Lucy moved to Annapolis in 1959. The Durrs' circle of friends included C. Vann Woodward, the dean of southern historians, who became Sheldon's mentor and graduate adviser at Yale in 1961. Fortunate to be studying with a scholar dedicated to the exploration of race, class, and the paradoxes of regional politics, Sheldon, who had long been intrigued with the political traditions and peculiarities of his home state, decided to write a dissertation that examined ideological and electoral continuity between populism and progressivism in post-Reconstruction Alabama.



Sheldon Hackney

In 1965, Sheldon accepted an instructorship in history at Princeton University, where he faced the difficult challenge of completing his dissertation while balancing the demands of professional and personal life, including helping Lucy raise a family of three children. In 1969, Princeton University Press published Hackney's revised dissertation, *Populism to Progressivism in Alabama*, an exposition of the complexity of southern politics in the decades following Reconstruction. Noting that the book relied on sophisticated and innovative quantitative methodology, the American Historical Association awarded the book the prestigious Albert J. Beveridge Prize; similarly, the Southern Historical Association awarded the book the Charles S. Sydnor Prize as the best book in southern history published in 1969. Earlier in the year, he had already established his reputation as a pioneering practitioner of quantitative history by publishing the landmark article "Southern Violence" in the February 1969 issue of the *American Historical Review*.

During the next three years, he published a well-received anthology, *Populism: The Critical Issues*, and two important essays, "Origins of the New South in Retrospect" in the *Journal of Southern History* and "The South as a Counterculture" in *American Scholar*. By that time, he had also begun to distinguish himself in other areas, both inside and outside the classroom. In 1971,

he chaired the AHA's Special Committee on Academic Freedom, overseeing the preparation of the committee's highly influential report, *On the Rights of Historians*.

In 1972, at the age of 39, he accepted a position as Princeton's provost, and three years later he became president of Tulane University. After six successful years in New Orleans, he succeeded Martin Meyerson as the president of the University of Pennsylvania. For the next 12 years, from 1981 to 1993, Sheldon presided over a renaissance at Penn that brought fiscal stability, educational innovation, improved town-gown relations, and renewed pride to what had been a struggling institution. As president, he also allocated considerable time and effort to a campaign designed to bring gender equity and multicultural diversity to the university's faculty, student body, and curriculum. Indeed, during his years as Penn's president, Sheldon developed a national reputation for creative and effective academic leadership, a status that led to service on the NCAA President's Commission, the boards of Educational Testing Service, the Rockefeller Commission on the Humanities, the American Council on Education, the Association of American Universities, and the NAACP Legal Defense Fund.

All of this set the stage for Sheldon's appointment as chairman of the National Endowment for the Humanities (NEH) in 1993. Stepping into the world of Washington politics was a bold move, and he later wrote about the tumultuous events surrounding his appointment by President Bill Clinton in *The Politics of Presidential Appointment: A Memoir of the Culture War* (2002). During his four years as chairman, the NEH was often a major center of conflict reflecting the tensions of the culture wars, but many observers later credited Sheldon's steady leadership and diplomacy as major factors in the agency's survival. His greatest success at NEH was an extensive series of public programs under the rubric "A National Conversation on American Pluralism and Identity." Sheldon himself contributed to the conversation with a number of speeches and essays, many of which became part of his 1997 book *One America Indivisible*.

In 1997, he resigned his position at the NEH, and in September he returned to Penn, where he became a full-time member

of the history faculty and eventually department chair. In 2001, he won the university-wide Lindback Award for distinguished teaching. He also returned to the world of academic research and writing, delivering numerous conference papers and publishing several provocative essays on southern and national identity. In 2005, many of his best essays, old and new, were collected and published under the title *Magnolias without Moonlight: The American South from Regional Confederacy to National Integration*. The consistently eloquent and insightful quality of the collection alerted his fellow southern historians to just how much he and the profession had sacrificed during his years as an administrator.

Gracefully moving into his 70s, Sheldon showed no sign of slowing down as he began a new book project, an intellectual biography of his mentor, C. Vann Woodward. Sadly, work on this project had to be put aside in 2007 when he dealt with the lengthy illness and death of his beloved eldest daughter, Virginia.

When Sheldon retired from Penn in 2010, at the age of 76, he and Lucy became full-time residents of Martha's Vineyard, where they had owned a summer home since the 1960s. Resuming work on the Woodward biography, he looked forward to many years of active retirement as a senior scholar. But this plan soon came undone when he was diagnosed with ALS (Lou Gehrig's disease) in 2011. Of course, as all who knew and admired him could have predicted, not even the cruelest of diseases could break his remarkable spirit. When he died on September 12, 2013, the historical profession lost one of its most humane and distinguished practitioners, an engaged intellectual of the first order. *Dixie Redux: Essays in Honor of Sheldon Hackney*—a festschrift written and edited by an assortment of his former students, colleagues, and friends—can be purchased directly from the publisher, NewSouth Books, of Montgomery, Alabama. All royalties from the festschrift will be donated to the ALS Foundation.

Raymond Arsenault

University of South Florida, St. Petersburg

Orville Vernon Burton

Clemson University

Thomas Head

1956–2014

Historian of the Middle Ages

Thomas Head, professor of medieval history at Hunter College and the Graduate Center of the City University of New York, died after a long and debilitating illness on November 12, 2014. Although Tom was not survived by any close family members, he remains warmly remembered by his colleagues and many close friends. Tom was born August 1, 1956, at Camp Lejeune, North Carolina, and was the son of the late Thomas F. Head Sr. and Dorothy (Minor) Head. Tom graduated from Portsmouth Abbey High School and received his AB/AM (1978) and his PhD (1985) from Harvard University. He taught at the Claremont School of Theology (1985–89), Pomona College (1989–90), Yale University (1990–94), and Washington University (1994–98) before coming to Hunter College as a full professor in 1998.

Tom was a scholar of the early Middle Ages and devoted a substantial body of pathbreaking scholarship to hagiography and how the cults of the saints reinforced and created social bonds and expectations. As scholars recognize, the lives of the saints comprise one of the largest bodies of writings surviving from the early medieval era. They shed an often peculiarly tinged light on social expectations, social cohesion, and the role of the church, in addition to foregrounding often subversive or unexpected forms of holiness. Tom's particular contribution, in his book *Hagiography and the Cult of Saints* (2005), was to look at how saints and their official histories (*vitae*) were reworked long after the first establishment of their cults. Looking particularly at the diocese of Orleans, Tom showed how saints were restored to favor but as different kinds of figures with different functions and bases for reverence. Saints from the Merovingian era (sixth and seventh centuries) fell into obscurity, but their life stories were then revived between 800 and 1200 in a new era and put to new uses.

Among Tom's most influential works were two edited volumes on medieval saints. *Medieval Hagiography* (2001) is a tremendously useful translation of source material from medieval saints' lives. *Soldiers of Christ* (1995; coedited with Thomas Noble) is a collection of articles about saints of late antiquity and the early Middle Ages. Both remain indispensable.

Tom also did innovative work on the Peace of God movement, a 10th- and early 11th-century church-sponsored attempt to regulate warfare. The Peace of God movement has long fascinated and puzzled medievalists. It appears to have been a series of church councils that led to bans on the most violent and disruptive acts of private warfare of the sort that characterized the Middle Ages and the 10th century particularly. According to the regulations of this council, clergy were not to be attacked, nor were the "poor," or peasants, or sometimes townspeople and merchants. By assuming responsibility for regulating warfare, to the point of sometimes enlisting its own armies, the church (beginning in southern France and Catalonia) seems for the first time to have been attempting to limit endemic violence.

Some historians have seen this as an anticipation of the Crusades a century later, in which peace was proclaimed among Christians and certain kinds of warfare deemed legitimate, even while holy war, meritorious in itself, was initiated. Others have seen the Peace as part of the process of imposing civil discipline on a disordered Europe, paving the way for the growth of the state as well as the intervention of the church into secular affairs. Tom's work on the Peace identified texts to be used in attempts to understand specific councils. He showed that accounts of these meetings and their regulations are unreliable and have not been examined carefully enough. Tom also showed that many of the confident statements about what the Peace meant or imposed are based on repetition of weak data. With Richard Landes, Tom edited *The Peace of God: Social Violence and Religious Response in France around the Year 1000* (1992).

Tom will be remembered as a supportive, sympathetic, and warm-hearted medievalist colleague. He read the work of fellow scholars with insight and perceptiveness. An appreciation of Tom Head would not be complete if it did not provide a sense of his *joie de vivre* and infectious enthusiasm, his passions for travel as well as for his native Rhode Island, his appreciation for the cuisines of many cultures, and his fondness for anecdote and the absurd. Finally, the Catholic faith, in which he was brought up, inspired his quiet and intense commitment.

Richard Belsky

City University of New York

David E. Kyvig 1944–2015

Historian of the US Constitution and Ordinary Americans, and AHA Member

From the time when he served as an undergraduate intern in the office of Michigan senator Philip Hart and witnessed the filibuster over the 1964 Civil Rights Act, David Kyvig was fascinated with the inner workings of Washington, DC, and was determined to explore the story behind the headlines. He got his wish, becoming a celebrated, award-winning US constitutional and political historian. David's happiest mornings after retiring from teaching were the ones spent in his office at the Library of Congress or in his study at home, with his fingers on the keyboard.

David was known for his meticulous scholarship. His 1996 volume, *Explicit and Authentic Acts: Amending the U.S. Constitution, 1776–1995*, is a modern classic. Scholarly acclaim was almost universal for the book, which instructed us in how Americans make fundamental changes in the document that is the basis of our self-governance. George Washington used the words “explicit and authentic act” to describe the requisite for constitutional change by the “whole people.” David Kyvig ensured that we would thoroughly understand such acts, beginning with the origins of Article Five. He wanted us to comprehend the complexity of the amendment process and its relationship to fundamental social and political change throughout our history. The *Journal of American History*'s review, crafted by a legal scholar, labeled David's volume “Invaluable—not just for American constitutional historians but for the study of American history.” David's book was awarded the 1997 Bancroft Prize, the Henry Adams Prize, and the Ohio Academy of History Publication Award.

David Kyvig dazzled constitutional scholars a second time, in 2008, with the publication of *The Age of Impeachment: American Consti-*



David E. Kyvig

tutional Culture since 1960. Struck by the escalating attempts at impeachment and stirred by how the weapon was aimed at Presidents Richard Nixon and Bill Clinton as well as Supreme Court justices such as Earl Warren, Abe Fortas, and William O. Douglas, David offered a rich, comprehensive study of how and why this once little-used provision was reborn as a popular instrument of political assault, heralding the toxic, highly partisan politics of the present. He explored how public servants, their fears fueled by high-profile journalists, would circle the wagons with executive privilege and secrecy. Rivals sought not just to defeat opponents, but to cast them out of office altogether. Supported by a National Endowment for the Humanities Fellowship and a year at the Woodrow Wilson International Center for Scholars, David, as always, steeped himself in manuscript sources, but he took even greater pleasure in interviewing Washington insiders such as Richard Ben-Veniste, David Broder, Lee Hamilton, James Reston Jr., Daniel Schorr, Nina Totenberg, and Bob Woodward. Legal historian Stanley Kutler praised the book for underscoring “the intended purposes—and limitations—of this important check and

balance.” Still fascinated by the intricacies and possibilities of our political system, David was working on a cutting-edge volume on political representation at the time of his death, tentatively titled *Sizing Up Congress: James Madison's Unfulfilled Legacy*.

Committed to the history of Americans outside as well as inside the Washington Beltway, David had long turned his hand to telling the story of ordinary people and their places. With his dear friend and longtime collaborator Myron “Mike” Marty, David coauthored *Nearby History: Exploring the Past Around You* (1982), published by the American Association of State and Local History and recipient of the 1983 Ohio Association of Historical Societies and Museums Individual Achievement Award.

The volume became a virtual handbook for public historians. Turning from places to popular culture, David wrote *Daily Life in the United States, 1920–1939: Decades of Promise and Pain* (2002), later published in a second edition, *Daily Life in the United States, 1920–1940: How Americans Lived Through the “Roaring Twenties” and the Great Depression*. Most recently, he was at work on another such volume, “Good War” to the *Good Life: Daily Life in the United States, 1940–1960*.

Born in Ames, Iowa, and raised in Muskegon, Michigan, David earned his BA at Kalamazoo College and his PhD at Northwestern University under the tutelage of Robert Wiebe. His doctoral dissertation and first book, *Repealing National Prohibition* (1979), focused upon social and political reform and how the political debate over Prohibition repeal laid bare complex underlying tensions in American society. Research on the Twenty-First Amendment whetted his appetite for his later investigation of the amendment process.

While finishing his PhD, David worked as an archivist at the National Archives and Records Service in the Office of Presi-

dential Libraries before landing his first teaching job in 1971 at the University of Akron, where he taught for the next 28 years, retiring as professor emeritus. It was a short-lived retirement; he joined the faculty of Northern Illinois University in 1999, eventually holding the rank of distinguished research professor until he finally departed the classroom and moved to Washington, DC, in 2010.

David Kyvig's warmth, jovial personality, and public-spirited approach made him a popular teacher and colleague at the institutions where he taught and in the history profession more generally. He was president of the National Council on Public History in 1990–91. For several years he served as the treasurer of the National History Center of the American Historical Association. Ever curious, he was unfailingly generous, sharing his insights and research with colleagues and students alike.

As much as David loved research and writing, no one cherished and practiced the art of anecdote-telling more than this tall midwesterner with the resonant voice. He generously shared the bounty of his research with his fellow historians in rich and frequent conversation. Over the years, I was privileged to be his audience in restaurants, at academic conventions, and in his living room after David and his wife, historian of Russia Christine Worobec, moved to Washington. Another venue for us was between innings at Washington Nationals baseball games. Proud owners of partial season tickets, we sat side by side in the upper deck at Nationals Park on countless evenings and Sunday afternoons, often with spouses or mutual friends, frequently other historians, thankful that baseball is a slow game, perfect for those who can't stop talking about the past.

*Alan M. Kraut
American University*



Terence Ranger

**Terence Ranger
1929–2015**

Historian of Africa

Professor Terence Ranger, known to friends and colleagues as Terry, passed away on January 3, 2015, at the age of 86. Two months earlier, my wife, Barbara, and I visited Terry at his home in Oxford, England. Although he was physically frail, his mental agility and inquiring mind were intact. He spoke passionately about innovative research in African history and the challenges we face as scholars. Terry also expressed profound disappointment about the political and human rights crises in Zimbabwe, a place he dearly loved.

Through his intellectual and political work, Terry demonstrated that cutting-edge scholarship and political commitment need not conflict. He inspired generations of scholars to write about oppressed peoples living in the shadows of history. For so many of us, he was the model of an activist scholar.

Terry became an African historian and a political activist almost by accident. Trained in Irish history at Oxford University, Terry taught at University College of Rhodesia and Nyasaland while completing his doctoral

dissertation on the earl of Cork. Driven by deep moral principles, he and his wife, Shelagh, were incensed with the racial discrimination they observed both in Salisbury (now Harare) and in the Rhodesian countryside. They, and a few other progressive whites, joined the National Democratic Party and later the Zimbabwe African Peoples Union, led by Joshua Nkomo. His activism notwithstanding, Terry completed his dissertation and spent numerous hours digging through archival material; based on this research, he published several papers exploring African agency and resistance. These established him as the preeminent historian of Zimbabwe and a leading figure in the emerging field of African history.

After being expelled from Rhodesia in 1963, Terry was appointed professor of history at the newly founded University of Dar-es-Salaam. Together with Tanzanian scholars Isaria Kimambo and Arnold Temu, he helped transform the history department into a major center of learning on the continent. Today, the “Dar School” is still closely associated with the first detailed studies of African agency.

In both Africa and the global north, Terry profoundly influenced generations of younger Africanists as a teacher and mentor. His finely crafted lectures at the University of Rhodesia and Nyasaland, the University of Dar-es-Salaam, the University of Zimbabwe, Manchester University, UCLA, and Oxford University were legendary. Terry retired in 1997 from his position as professor of race relations at Oxford and returned to the University of Zimbabwe, where he provided intellectual and political support to young faculty members under siege.

In a career that spanned half a century, Terry was a prolific researcher and writer, authoring 10 highly regarded books, editing more than a dozen others, and penning hundreds of articles and book chapters. More significantly, his work opened up several

important fields of scholarly inquiry within the field of African history. His first two books, *Revolt in Rhodesia* (1967) and *The African Voices in Southern Rhodesia* (1970), together with articles in the *Journal of African History* (1968), powerfully critiqued previous colonial historiography by arguing persuasively that many African societies adapted creatively to threats posed by foreign incursions, built new unions across “ethnic lines,” and resisted imperialist forces until being overwhelmed by their superior weaponry. These anticolonial activities, he maintained, provided a “usable past” to nationalist movements seeking independence and national unity. Although he later came to realize that the story was far more complicated and his own analysis somewhat problematic, his work on resistance remains foundational.

After these monographs, Terry shifted his angle of vision to explore the intersection of popular culture, identity, and politics. His deeply religious leanings and his belief that indigenous cosmologies were central to the lives of African peoples led him to organize several interdisciplinary conferences and to the publication of *African Religious History and the Historical Study of African Religions* (1972), which he coedited with Isaria Kimambo. Terry’s next endeavor, *Dance and Society in Eastern Africa* (1975), explored the grievances and representations of colonial subjects expressed through Beni dance societies throughout much of eastern and central Africa. A decade later, he and Eric Hobsbawm coedited *The Invention of Tradition* (1983), which challenged the ahistorical notion of “tribalism” and documented how ethnicity was often constructed by African elites working with European authorities.

With Zimbabwean independence in 1980, Terry, no longer a prohibited immigrant, returned to the country and, with unrelenting energy and enthusiasm for the new ZANU-PF government, published five additional books on the history of the new nation. *Peasant Consciousness and Guerrilla War* (1985), completed in the heady post-independence years, highlighted the social and economic bases of the successful liberation struggle. A decade later, *Are We Not All Men* (1995), a collective biography of Thompson Samakange and his two sons, Sketchly and Stanlake, explored the politics and identity of the emerging African elites

in colonial Rhodesia. *Voices and Memory* (2000), a complex revisionist history, coauthored with Jocelyn Alexander and JoAnn McGregor, challenged some of his former views on Zimbabwean nationalist movements, given the atrocities perpetrated by the Mugabe regime in Matabeleland. Despite failing health, Terry wrote *Bulawayo Burning* (2010), a major contribution to African urban history derived from the voices of Africans who lived there. *Writing Revolt* (2013) was the capstone of his illustrious career as a scholar and activist. In this deeply personal account of political life in Zimbabwe in the late 1950s and early 1960s, he returned to the themes that made him a renowned and politically significant scholar.

At a 2010 conference in his honor at the University of Illinois, Terry stressed his strong bond to both Zimbabwe and the continent: “I feel like I was born when I went to Zimbabwe [and] that all the power would go out of my body if I didn’t return to Africa every year.” Happily, his life’s work will live on and inform the thinking of both future generations of scholars and of ordinary Zimbabweans.

Allen Isaacman
University of Minnesota
University of Western Cape

Robert Solomon Wistrich 1945–2015

Historian of Antisemitism

Robert Solomon Wistrich (born Shlomo Jacobovitch Vistraikh) was born in Kazakhstan in April 1945. His parents, who were Jewish war refugees from Cracow, Poland, had found refuge in the Soviet Union, but in 1940 the Soviet authorities deported them, like many others, to Central Asia. After the end of World War II, the family was repatriated to Poland and then reemigrated to England.

Robert Wistrich grew up in London and took his undergraduate degree in history at Cambridge. He did his postgraduate work at University College London, where he received his PhD in 1974. In 1981, he accepted an invitation to the Institute of Advanced Studies at the Hebrew University of Jerusalem, where he participated in a research group devoted to the topic of Jewish nationalism.

Wistrich’s first four books were published by 1982, and they demonstrated his interest as a scholar in the interconnections between Jewish and European history: *Revolutionary Jews from Marx to Trotsky* (1976); *Trotsky: Fate of a Revolutionary* (1979); *Socialism and the Jews: The Dilemmas of Assimilation in Germany and Austria-Hungary* (1982); and *Who’s Who in Nazi Germany* (1982), an encyclopedia of key officials in Germany during the Third Reich.

His scholarly achievements won him an appointment, with tenure, at the history department at Hebrew University (1982). He was also active in public life as a contributor to the journal *New Outlook*, which was devoted to promoting Arab-Israeli dialogue.

In 1985, Wistrich published *Hitler’s Apocalypse*, which highlighted the common spheres of discourse of conspiracy shared by anti-Israel propaganda in contemporary Soviet and radical Islamic publications. In 1990, Wistrich was invited by Britain’s Thames Television to prepare a documentary series, *The Longest Hatred*, which explored the history of antisemitism. It was the first of a number of such involvements in broadcast journalism. Wistrich went on to publish key books on the history of antisemitism, including *A Lethal Obsession: Antisemitism from Antiquity to the Global Jihad* (2010).

He was invited by the Vatican in 1999 to join an international team of high-level scholars, both Jewish and Catholic, to look into the historical issues surrounding Pope Pius XII’s responses to Nazism and the Holocaust. When it appeared that Vatican archives were not to be made fully available to the team, Wistrich resigned from the project but continued to delve into the topic in his academic work.

In 2002, Hebrew University appointed him to direct the Vidal Sassoon International Centre for the Study of Antisemitism, a post he held until his untimely death in 2015. He died in Rome, where he was scheduled to speak at the University of Rome and at the Italian Senate on the subject of contemporary antisemitism and anti-Zionism in Europe.

He is survived by his wife, Daniella, their three children, and seven grandchildren.

Eli Lederhendler
Hebrew University of Jerusalem

Second-Career History PhDs: Don't Abandon Your Past

Ian J. Drake

My career path has taken unexpected turns since I completed my undergraduate major in history. In 1992, I graduated from the University of North Carolina at Chapel Hill, uncertain what career path I wanted to pursue. I took a year off from full-time schooling before entering law school. I graduated from the University of Richmond School of Law in 1996, and later that year, I returned to my home state of North Carolina and began practicing law. I started with a small insurance-defense litigation firm. Insurance-defense work mostly concerns defending against personal injury lawsuits and litigating coverage under the terms of insurance contracts.

Although I enjoyed much of my practice, finding disputes over complex insurance clauses intellectually challenging, I noticed that I spent much of my spare time reading history. History was my first intellectual love, and after six years of practicing law, I decided that I wanted to pursue a career as a professional historian and teacher.

My first step was to leave the practice entirely and begin teaching as an adjunct at DeVry University in northern Virginia and southern Maryland, just outside Washington, DC. My wife and I had moved to the capital area for her employment at the US Senate. Since I held a law degree it was a relatively easy process to begin teaching law-related courses at DeVry. I was pleased with the experience of working with students, guiding them through their introduction to law as an academic subject.

Since I found the adjunct experience rewarding, I decided not to obtain a law license in the Washington area and instead pursue a PhD in history. I entered the PhD program in history at the University of Maryland, College Park in 2005. I made an important decision in my early days at Maryland, which would have a great impact on my career path after graduation. I decided that although I greatly enjoyed history, I did not



Mike Peters, Montclair State University

Ian J. Drake

want to entirely abandon the field of law. In fact, I thought that I needed to combine my history training with my interest in, and experience with, law in order to create employment opportunities in academia. My first career would buttress my second.

Graduate school was very intellectually invigorating, not only because of the new historical knowledge I gained, but also because of my ability to bring my legal knowledge and work experience to bear on my studies. Class discussions were also better informed as a result of students like me, who had work experiences and other disciplinary knowledge that contributed new and different perspectives to the discussions of historical texts.

While in graduate school, I developed a research area consisting of legal and constitutional history. My dissertation was on the history of products liability law in America during the 20th century. When I transitioned from a student to a job candidate, I quickly realized how my decision to

combine law and history would prove advantageous.

I graduated in August 2010 and began applying for positions that in some fashion combined history and law. However, I did not limit myself to seeking positions only in history departments. In light of the competitive market for tenure-track history teaching positions, I searched for a variety of positions, both within and outside academia. I reviewed federal government positions, nonprofit advocacy and research posts, and nonhistorical academic postings. I tailored my parameters for applications to positions for which my research skills (both legal and historical), educational background, or professional experience might provide a plausible and legitimate basis for submitting applications.

Within four months of graduating, I was granted two interviews for tenure-track academic positions. One was in constitutional history at a university in the South, and the other was in teaching in the jurisprudence major at Montclair State University in New Jersey. I accepted the position at Montclair State because I was able to combine my legal experience and knowledge with my academic research interests regarding contemporary legal issues and legal history. I am now happily engaged in teaching courses in law in Montclair's jurisprudence major, and am fortunate to be able to include legal historical perspectives in my courses.

My career path demonstrates the importance of creating a graduate educational path that relies on your strengths in addition to your interests. For me, that meant an intentional combination of my prior career experience and my new academic research interests. The modern history job market is very competitive, and job candidates need to emphasize the skills, experience, and knowledge that distinguish them from the pack. History departments should encourage graduate students to pursue and build upon

skills and experience beyond those acquired in the pursuit of the history PhD. The combination of historical and nonhistorical skills and experience can open doors to careers beyond the traditional tenure-track history position. Second-career history masters and

doctoral students should consider the possibilities of building upon their prior career experience and knowledge as they pursue their degrees. Building upon one's own past can make all the difference in successfully pursuing a career in history.

*Ian J. Drake is an assistant professor at Montclair State University. He teaches in the jurisprudence and political science majors. His recent article publications include "The First Attempt at Federalizing Tort Law and Why It Failed," *Federal History Journal* 6 (January 2014): 11–34.*

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Positions are listed alphabetically: first by country, then state/province, city, institution, and academic field. Find more job ads at careers.historians.org.

CANADA

ONTARIO

Toronto

University of Toronto

Andrew W. Mellon Postdoctoral Fellowship in the Humanities. The Jackman Humanities Institute at the University of Toronto seeks four Andrew W. Mellon Postdoctoral Fellows for a two-year appointment 2016-18 with research relevant to the 2016-17 theme: **Time, Rhythm, and Pace**. The modern experience of time is often characterized by its "increasing speed," its linearity, and its emphasis on "now." But time does not have to be regarded as the flight of an arrow, a race track, or a forking path. If we consider the body, the planet, or the longue durée of history, it becomes clear that rhythm, cycle, pace and temporality pervade the human condition, now as they have always done. Occurring at multiple scales (neuronal firing, diurnal habits, menses, calendars, life cycles, the rise and fall of civilizations), rhythm is concrete, existential, and profound. How do rhythm and cycle, rather than velocity, characterize human life? What are the politics of chronology? How can a deeper understanding of time, rhythm, and pace—from literary theorists, historians, phenomenologists, political scientists, and diverse other sectors of the academy—provide us with guidance in an increasingly frantic and fast-paced world? Fellowships begin 1 July 2016. Eligibility: PhD completed between 1 July 2013 and 1 May 2016. Graduates of the University of Toronto are not eligible. We are open to applications from researchers in the humanities and humanistic social science disciplines. Apply at <https://humanities.utoronto.ca/funding/id=58> by 16 November 2015. Electronic applications submitted online only (no paper, faxes, or email submissions).

UNITED ARAB EMIRATES

Abu Dhabi

New York University Abu Dhabi

Research Fellowships in the Humanities. 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

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.

apply for a senior or postdoctoral 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/research/centers-institutes/research-fellowships-in-the-humanities.html>. Applications are due October 12, 2015.

pluralism, and to transform our students into life-long learners capable of realizing their personal and professional ambitions. As engaged citizens, teachers and scholars, we are committed to transforming California State University, Dominguez Hills into a unique community of teaching, learning, and research. For more information see <http://www4.csudh.edu/history/>. CSUDH is determined to "support, enhance, and develop academic programs that culminate in globally relevant degrees by becoming an innovative, high-touch, high quality, comprehensive urban university" (University Strategic Plan). The ideal candidate will be committed to helping the CSUDH History Department contribute to the realization of this goal. She/he will demonstrate a record of teaching excellence, a strong ongoing research program, and a commitment to the student population served by the University. Minimum Qualifications: PhD in the discipline of history. The degree must be awarded before August 15, 2016. Preferred Qualifications: Primary consideration will be given to applicants with demonstrated research interests in the history of Islam in sub-Saharan Africa, who can also teach courses in Middle Eastern, Ottoman, or transnational history. Preference will also be shown to those who can demonstrate a record of effective teaching and student mentoring in culturally diverse academic environments. Experience with high impact practices and pedagogies that promote student success, retention, and graduation and a record of scholarly achievement in African history are also preferred. Though the position will remain open until filled, review of applications will begin on Nov. 1, 2015. Interested parties should apply online at <http://www.csudh.edu/employment/>. Please upload as one document an application consisting of a letter

UNITED STATES

CALIFORNIA

Carson

California State University, Dominguez Hills

Africa. The faculty of the Department of History in the College of Arts and Humanities at California State University Dominguez Hills invites applications from individuals for a tenure track assistant professorship in the Department of History in the College of Arts and Humanities. The mission of the Department of History is to provide CSUDH students with educational opportunities that meet the highest academic standards, to model for students the value of diversity and cultural

of interest; a CV; unofficial transcripts of all graduate work; and a list of three references. Incomplete applications will not receive consideration. Qualified applicants will be asked to submit additional materials, including a scholarly writing sample. References should send letters of recommendation to the following address: Dr. Kate Fawver, Chair, Search Committee, California State University, Dominguez Hills, Department of History, LCH A 342, 1000 E. Victoria St., Carson, CA 90747.

Claremont

Pomona College

Africa. Pomona College invites applications for a tenure-track position in African history. The position will be at the assistant professor level and jointly appointed in the Department of History and the Intercollegiate Department of Africana Studies. Time period and field of specialization are open. We seek scholars whose research is based in the field of African history from a comparative and global perspective, including connections with the Atlantic world or the Indian Ocean. Teaching responsibilities are two courses per semester, and include offering survey courses and specialized seminars in African history and making contributions to the Africana Studies curriculum. PhD in hand or expected by August 2016. Applicants should send a dossier including: (a) letter of introduction; (b) CV; (c) sample of writing representative of research interests; (d) three letters of recommendation; (e) academic transcripts; and (f) three brief statements—one addressing teaching philosophy, one addressing scholarship, and one addressing experience mentoring a diverse student body. These documents should be uploaded to Academic Jobs Online at <http://academicjobsonline.org/ajob/jobs/5893>. To ensure full consideration, applications should be received by October 23. Pomona College, the founding member of the Claremont Colleges, is a highly selective liberal arts college attracting a diverse, national student body. We support equal access to higher education and value working in a diverse environment. The successful candidate will have experience working with students from diverse backgrounds and a demonstrated commitment to improving higher education for underrepresented students.

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 yearlong 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.

Riverside

University of California, Riverside

African American. The Department of History at the University of California, Riverside, invites applications for a tenure-track position at the assistant professor level in African American history through the 19th century, especially as it relates to the African American experience during and immediately after slavery. Teaching responsibilities will include courses in African American and 19th-century US history. Appointment begins on July 1, 2016, with salary commensurate with education and experience. Advancement through the faculty ranks at the University of California is through a series of structured, merit-based evaluations, occurring every 2-3 years, each of which includes substantial peer input. Desired qualifications: PhD in History or a relevant field; documented research record and strong agenda for future research; evidence of teaching excellence and mentoring experience. We welcome candidates who also participate in the dissemination of historical knowledge to broader publics via diverse channels. UC-Riverside is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification. Applicants must use UCR's online portal, <https://aprecruit.ucr.edu/apply/JPF00402>, to submit the following material: cover letter; CV; three letters of recommendation; and writing sample. Evidence of teaching and mentoring should be submitted if available. Letters and inquiries should be addressed to: Professor Clifford Trafzer, Chair, Search Committee, Department of History, University of California, Riverside, at Clifford.trafzer@ucr.edu. Review of applications will begin on November 16, 2015 and continue until the position is filled. Applicants who use Interfolio may utilize a feature provided by the Interfolio Service to allow Interfolio to upload their letters directly into AP Recruit. Applicants can input an Interfolio-generated email address in place of their letter writer's email address. Interfolio refers to this as Online Application Deliveries. The following link on the Interfolio website shows how to set this up (<http://help.interfolio.com/entries/24062742-Uploading-Letters-to-an-Online-Application-System>). The University of California is an AA/EOE with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law.

San Diego

San Diego State University

Dwight E. Stanford Chair in US International Relations. The department seeks to hire a tenured associate or full professor in the history of US international relations in the 20th and 21st centuries with a preference for a specialist in the history of US international relations in the Pacific Rim. Candidates are expected to demonstrate: a record of scholarly

publication and teaching excellence appropriate to their rank; a commitment to teaching an ethnically, culturally, and linguistically diverse student population; comparative, cross-cultural, and interdisciplinary research and teaching methods; excellence in teaching undergraduate and graduate courses in area of specialization as well as surveys in modern US and/or World history; a readiness to advise MA theses and exams. PhD in history required. Rank and salary commensurate with experience and professional accomplishments. SDSU is a large, diverse, urban university and Hispanic-Serving Institution with a commitment to diversity, equity, and inclusive excellence. Our campus community is diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. We strive to build and sustain a welcoming environment for all. SDSU is seeking applicants with demonstrated experience in and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups. To ensure full consideration, please apply via Interfolio at <http://apply.interfolio.com/31083> by October 31, 2015. The screening of applications will begin on November 1 and continue until the position is filled. The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position. SDSU is a Title IX/EOE and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

San Francisco

San Francisco State University

Latin America. San Francisco State University, Department of History invites applicants for a tenure-track assistant professor position in Latin American history beginning August 2016. Salary commensurate with qualifications and experience. The CSU provides generous health, retirement and other benefits. Candidates should have a PhD degree in History or a related field by August 1, 2016 and must have an active record of scholarship related to their specialty. The department seeks individuals who will add to the methodological diversity of our faculty. Candidates must demonstrate the ability to teach undergraduate and graduate courses in their area of expertise, upper division courses on Latin America, and introductory survey courses. Candidates are preferred who have teaching and/or research experience with a large, diverse student body. The position requires undergraduate and graduate teaching, mentoring and advising graduate and undergraduate students, developing an active ongoing scholarship program in one's area of specialty, and ongoing committee and service assignments. Detailed position description is available at history.sfsu.edu. Send letter of application that discusses teaching interests and philosophy as well as research interests, CV, a writing sample, sample syllabi, teaching evaluations if available, and three letters of reference to Chair, Search Committee, at lasearch@sfsu.edu by November 2, 2016. San Francisco State University is a member of the California

State University system and serves a diverse student body of 30,000 undergraduate and graduate students. The University seeks to promote appreciation of scholarship, freedom and human diversity through excellence in instruction and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through research, scholarship, and/or creative work. San Francisco State University is an EOE with a strong commitment to diversity. We welcome applicants of all ethnic, racial and gender identities, sexual orientations as well as people with disabilities. We particularly encourage those who may be from historically underrepresented groups. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.

San Luis Obispo

California Polytechnic State University, San Luis Obispo

Modern Latin America. Full-time, academic year, tenure track assistant professor of modern Latin American history in the History Department, College of Liberal Arts at California Polytechnic State University, San Luis Obispo. Appointment to begin September 15, 2016. Interdisciplinary and transnational approaches welcome. The successful candidate will teach lower-division general education History survey courses, upper-division and graduate courses in Latin American history, and may teach Ethnic Studies courses in the area of specialization. The typical teaching load is 12 units per quarter, with a significant reduction in course load in the first one to two years to help establish an active program of research and professional development. Additional duties include maintaining an active program of professional development, student advising and department/university service appropriate with the teaching load. Salary is commensurate with qualifications and experience. Required Qualifications: PhD in History or related field must be completed by the date of appointment. Candidates must demonstrate a commitment to, or potential for, teaching excellence and scholarly activity at the university level. College teaching experience preferred. To apply, please visit <http://www.calpolyjobs.org>, complete the required online faculty application, and apply to Requisition # 103780. Please upload the following required materials as part of the electronic application: a cover letter indicating your teaching and research interests, a current CV, a statement of your teaching philosophy, a sample of your scholarly writing (dissertation chapter, book chapter, article, or conference paper), syllabi, student evaluations, and a copy of a transcript showing your highest earned degree. Official transcript will be required prior to appointment. Please be prepared to provide the names and email addresses of at least three professional references when completing the application. Cal Poly will directly solicit letters from the individuals listed as references. Review of applications will begin on 11-10-15, and continue until the position is filled. In order for an application to receive full consideration, all required materials must be received by the review begin date. At California Polytechnic State University, San Luis Obispo, we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. Bringing people together from different backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly's values of free inquiry,

cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. Cal Poly's commitment to diversity informs our efforts in recruitment, hiring and retention. California Polytechnic State University is an AA/EOE.

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, ca. 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 Professor 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.

Stockton

University of the Pacific

Latin America. The History Department at the University of the Pacific seeks applicants for the position of tenure-track assistant professor in the history of Latin America. The specific field of expertise is open. Candidates must be able to teach a two-semester Latin American History survey, the World History survey (before and after 1500), upper division courses on the History of Mexico, Latin American immigrants in the United States and other areas of interest to the candidate. Qualified applicants should be enthusiastic about teaching general education students as well as history students and prepared to regularly teach one of Pacific's award-winning General Education seminars required for freshmen (Pacific Seminar I or II). Candidates will be expected to contribute to Pacific's Latin American Studies and Ethnic Studies programs, which engage faculty and students in the interdisciplinary study of Latin American and Latino(a) culture. Pacific is a private, comprehensive national university with a picturesque campus in Stockton, California, about one hour drive from Sacramento and the San Francisco Bay Area. It embraces the Teacher-Scholar model and attracts faculty who are actively engaged in advancing knowledge in their fields and are enthusiastic undergraduate teachers who engage students in active learning. We welcome applications from

candidates who bring diverse cultural, ethnic, and national perspectives to their scholarly work and teaching. Pacific is an EOE. Women, members of underrepresented groups, veterans, and people with disabilities are strongly encouraged to apply. PhD in hand upon appointment preferred. Appointment begins in the fall of 2016. Teaching load is five courses per year. Candidates should submit a letter of application and C.V. with evidence of teaching excellence including engaging students in active learning, a sample syllabus, teaching philosophy, writing sample, and at least three letters of reference by November 5, 2015, at <https://pacific.peopleadmin.com/postings/5953>. Skype interviews will be conducted December 7th and 8th. More information about the department can be found on our website at go.pacific.edu/history. Candidates can learn about Pacific at the university website: www.pacific.edu. For questions, please contact Edie Sparks, PhD (Chair, Department of History) esparks@pacific.edu, 209-946-2323 or Susan Mitchell (Administrative Assistant, History Department), smitchell@pacific.edu, 209-946-2145.

COLORADO

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 American Historical Association 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

George Washington University

Early/Medieval Islamic. The Department of History at George Washington University invites applications for a tenure-track position in early or medieval Islamic history to begin as early as fall of 2016. We encourage applications from scholars working on any aspect of early or medieval Islamic history or a closely related field. The successful candidate will demonstrate an active research agenda, be ready to teach undergraduate survey courses in the early and medieval

history of the Islamic world as well as more specialized graduate and upper-division seminars, and help shape a strong medieval and early modern studies program in the Department of History. Applicants must have a PhD in early or medieval Islamic history or a closely related field. ABD candidates will be considered but must complete all requirements for the PhD by the date of appointment. Applicants should have a clear research agenda as demonstrated by publications, works in progress and/or presentations, as well as promise of excellence in teaching as demonstrated by student evaluations, peer reviews, or supervisor's comments. Applicants should complete an online application at <http://www.gwu.jobs/postings/28673> and upload a letter of application, CV, graduate school transcripts, and an example of written work. Three letters of recommendation must be either uploaded with the online application or may be emailed to GWHistorySearch@gwu.edu, or physically mailed to History Search, George Washington University, Department of History, 801 22nd St NW, Phillips Hall 335, Washington, DC 20052. Review of applications will begin on October 23, 2015 and will continue until the position is filled. Only completed applications will be considered. Employment offers are contingent pending budgetary approval and the satisfactory outcome of a standard background check. The University is an AA/EOE that does not unlawfully discriminate in any of its programs or activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, or on any other basis prohibited by applicable law.

ILLINOIS

Chicago

University of Chicago

African Studies. The Social Sciences Division at the University of Chicago invites applications for a position as a tenure-track assistant professor in African studies. The search is open with respect to subject and approach in the disciplines of anthropology, history, political science, and sociology and related interdisciplinary programs. Appointment will be in the Department of Anthropology, the Department of Comparative Human Development, the Department of History, the Department of Political Science, or the Department of Sociology, as appropriate. Review of applications will begin on October 1, 2015; early submission is encouraged. Applications must be submitted online through the University of Chicago's Academic Career Opportunities website, <http://tinyurl.com/nacpupk>. Applications must include 1) a brief cover letter; 2) a CV; 3) a research statement addressing current and future research plans; 4) a teaching statement addressing teaching experience and philosophy; and 5) one sample of scholarly writing (a published article or unpublished paper or chapter). In addition, as optional documents applicants may submit as many as two additional papers or a book manuscript (whether published or unpublished). Review of applications will continue until the position is filled, or until the application close date January 2, 2016. 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/Disabled/Veterans/EOE. Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-5671 or email ACOPAdministrator@uchicago.edu with their request. <http://facultyhandbook.uchicago.edu/page/statement-non-discrimination>

Evanston

Northwestern University

African American. 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.

Urbana

University of Illinois at Urbana-Champaign

United States. The Department of History at the University of Illinois at Urbana-Champaign invites nominations and applications for a full-time tenured position at the rank of associate or full professor in US history. Subfield and time period open. The successful candidate will be an accomplished scholar with a distinguished record of publications, an active research agenda, and enthusiasm for teaching. PhD required. The target starting date is August 16, 2016. Salary competitive. To apply, create your candidate profile through <https://jobs.illinois.edu> and submit your application materials: application letter, CV, teaching materials, and contact information for three references. To ensure full consideration, all required application materials must be submitted by December 04, 2015. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. For questions and to submit nominations, please contact: Professor Leslie Reagan at lreagan@illinois.edu. Illinois is an EOE and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, age, status as a protected veteran, or status as a qualified individual with a disability. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. (www.inclusiveillinois.illinois.edu). The administration of this institution is on the AAUP censure list. Please refer to <http://www.aaup.org/our-programs/academic-freedom/censure-list>.

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 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

West Lafayette

Purdue University

R. Mark Lubbers Chair in the 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, Department of History, University Hall, 672 University Hall, Purdue University, West Lafayette, Indiana 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.

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 1 July 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 this link: <http://apply.interfolio.com/29469>. Inquiries can be made to Justin Wolfe (jwolfe@tulane.edu). Tulane University is an AA/persons with disabilities/veterans/EOE. Tulane will not discriminate against individuals with disabilities or veterans. All eligible candidates are encouraged to apply.

France since 1789. The Tulane University Department of History seeks a historian of modern France with research specialization in the period since 1789 for a tenure-track appointment as assistant professor, to begin August 2016. Candidates must have PhD in hand by 30 June 2016 and should be able to offer advanced courses on early modern, as well as modern, France. To apply, please submit a letter of application, current c.v., dissertation abstract and outline, and a writing sample (book/dissertation chapter or journal article) electronically to <http://apply.interfolio.com/29498>, and arrange to have three letters of reference sent to the same address. 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 begin 30 October 2015 and continue until the position is filled. Please direct inquiries to James Boyden (jboyden@tulane.edu). Tulane University is an AA/persons with disabilities/veterans/EOE committed to excellence through diversity. Tulane will not discriminate against individuals with disabilities or veterans. All eligible candidates are encouraged to apply.

MARYLAND

College Park

University of Maryland, College Park

Late Antique Mediterranean. The University of Maryland, College Park, invites applications from historians of the late antique Mediterranean, defined as 200-800 CE. Preference will be given to those with a demonstrated ability to teach broadly in the history and culture of the ancient and classical world, in addition to the late antique period. The successful candidate will show exceptional scholarly promise and evidence of excellence in teaching. Responsibilities include teaching undergraduate lecture courses and upper-level undergraduate seminars as well as graduate seminars on specialized topics; advising graduate students; and engaging in curriculum development. Candidates must have PhD in hand by July 31, 2016. Applications, including a letter of application with a brief statement of current and future research and teaching interests, CV, three letters of recommendation, and a writing sample should be submitted online to ejobs.umd.edu. For best consideration, please ensure that all application materials are uploaded by November 15, 2015. The University

of Maryland is an EOE. Minorities and women are encouraged to apply. This search is contingent upon the availability of funds.

MASSACHUSETTS

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.

Medford

Tufts University

Early America (pre-1820). The Department of History at Tufts University seeks an historian of early America (pre-1820) for the Walter S. Dickson Chair. Candidates at the rank of professor are preferred. Advanced associate professors will also be considered, although in this instance, the candidate will not hold the chair title until promoted to full professor. Specialists in all sub-fields are encouraged to apply. The successful candidate will teach two courses per semester including the colonial era, revolutionary era, and the early US republic in the Atlantic world or global context. We seek an outstanding scholar who will participate actively in a collegial department and the larger intellectual community. The appointment commences July 1 2016. Applications should include a letter of application, CV, a writing sample, and the names of three references. No references will be contacted without the explicit approval of the applicant. All application materials must be submitted via Interfolio at <https://apply.interfolio.com/30766>. Application letters should be addressed to Professor Virginia Drachman, Search Committee Chair. Please direct questions to Annette Lazzara, Department Administrator, at Annette.lazzara@tufts.edu. Review of applications begins October 15, 2015, and continues until the position is filled. Tufts University is an AA/EOE. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

MINNESOTA

St. Paul

Macalester College

African American (post-1861). The History Department at Macalester College invites applications for a full-time, tenure-track appointment in

post-1861 African American history to begin fall 2016. The appointment may be made at the rank of assistant or associate professor. PhD required. Preference for candidates who can teach African American history in a global context. Possible area of specialization could include progressive reform; public history; gender history; the history of social and political movements; the history of diasporic intellectual, artistic and political movements; or the history of African and Caribbean immigration to the United States. For full consideration, please submit a letter of application, CV, three confidential letters of recommendation, a teaching statement, a writing sample, and a syllabus for a proposed course. Candidates should upload their materials electronically to <http://academicjobsonline.org/ajo/jobs/6007>. Diversifying our curriculum geographically, temporally, and thematically is a high priority, so evidence of comparative and cross-cultural scholarship is especially welcome. Evidence of methodological innovation and creative teaching strategies is also highly desirable. Please consult the History website at Macalester College for our current offerings. If appropriate, successful candidates can play important roles in the college's interdisciplinary programs, including American Studies; Women's, Gender, and Sexuality Studies; and the First Year Seminar Program. Review of applications will begin on October 15, 2015, and will continue until the position is filled. Applications received by this date will be assured of full consideration. For any questions about the position contact Professor Linda Sturtz, Chair, History Department, at lsturtz@macalester.edu or Ms. Herta Pitman, Program Coordinator, at pitman@macalester.edu.

Modern Europe in the Wider World (post-1789). The History Department at Macalester College invites applications for a full-time, tenure-track assistant professor who specializes in the History of Modern Europe (post-1789) in the wider world. We would expect this "wider world" to cover peoples, places, resources, and ideas that extended beyond Europe. Possible area of specialization could include European empires; medicine and health policy; intellectual history and theory; international relations and/or politics; women and gender; environmental history; migrations and population movements; or urban history. Geographic fields open. To begin fall 2016. PhD required. For full consideration, please submit a letter of application, CV, three confidential letters of recommendation, a writing sample, a teaching statement, and a syllabus for a proposed course. Candidates should upload their materials electronically to <http://academicjobsonline.org/ajo/jobs/6008>. Diversifying our curriculum geographically, temporally, and thematically is a high priority, so evidence of comparative and cross-cultural scholarship is especially welcome. Evidence of methodological innovation and creative teaching strategies is also highly desirable. Please consult the History website at Macalester College for our current offerings. If appropriate, successful candidates can play important roles in the college's interdisciplinary programs, including Urban Studies; International Studies; Environmental Studies; Women's, Gender, and Sexuality Studies; and the First Year Seminar Program. Review of applications will begin on November 1, 2015, and will continue until the position is filled. Applications received by this date will be assured of full consideration. For any questions about the position contact Professor Linda Sturtz, Chair, History Department, at lsturtz@macalester.edu or Ms. Herta Pitman, Program Coordinator, at pitman@macalester.edu.

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 Professor Alan I. Marcus, Professor and Head, Department of History, Mississippi State University, PO Box H, Mississippi State, MS 39762. You may also apply and send your documentation via email at aimarcus@history.msstate.edu. To guarantee consideration, application must be received by October 19, 2015. Minorities and women 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.

NEBRASKA

Lincoln

University of Nebraska-Lincoln

Native American. The Department of History and the Institute for Ethnic Studies at the University of Nebraska-Lincoln seek candidates for a tenure-track assistant professorship in Native American History, to begin August 2016. This position is a joint-appointment with the tenure home in the Department of History. PhD by August 2016 and ability to teach at the undergraduate and graduate levels required. We seek scholars working in any sub-field and any period, from early contact to the present. Scholars who can contribute to the Department of History's digital history and digital humanities foci are particularly encouraged to submit an application. To be considered for the position, applicants must complete the Faculty/Administrative Information Form at <http://employment.unl.edu>, requisition F_150200, and upload a letter of application, CV, and writing samples, and have three confidential letters of reference sent to Professor Timothy R. Mahoney, Chair, Search Committee, Department of History, University of Nebraska-Lincoln, 612 Oldfather Hall, Lincoln, NE 68588-0327. Review of applications will begin on November 2, 2015, and will continue until the position is filled. For further information contact Timothy R. Mahoney at 402-472-2414 or tmahoney1@unl.edu. The University of Nebraska is committed to a pluralistic campus community through affirmative

action, equal opportunity, work-life balance, and dual careers. See <http://www.unl.edu/equity/notice-nondiscrimination>.

NEW JERSEY

New Brunswick

Rutgers, The State University of New Jersey

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 a PhD in history, South Asian studies, or a closely related field in hand by September 15, 2016, and should be able to present evidence of scholarly accomplishment and effective teaching. Applications should be addressed to Professor 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.

Princeton

Princeton University

US Intellectual/Cultural. Assistant professor, tenure track, or recently promoted associate professor. Anticipated start date, September 1, 2016. The Department of History at Princeton University invites applications from scholars who specialize in the intellectual and/or cultural history of the United States. The time period and field of specialization are open, but the candidate should be prepared to offer undergraduate lecture instruction on the history of American culture and thought from the colonial era to the present, as well as upper level undergraduate courses and graduate seminars on specialized aspects of these fields. Review of files will begin October 7, 2015, but applications will be considered until the department chooses to close the search. Applicants should provide a detailed letter of application, CV, dissertation/book abstract and chapter outline, and one chapter- or article-length writing sample. Applicants should also provide contact information for at least three recommenders as part of the online application process. For candidates who do not yet have a PhD, the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2016. 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. This position

is subject to the University's background check policy. Please apply online at <https://jobs.princeton.edu>, Requisition 1500679.

Visiting Scholar/Fung Global Fellows. 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

Clinton

Hamilton College

African American. The History Department of Hamilton College invites applications for a tenure-track appointment at the rank of assistant professor or Instructor in African American history, to begin July 1, 2016. We are seeking a candidate who specializes in the period between the end of Reconstruction

and the present. Candidates must be able to teach a two-semester African-American history survey and contribute to related academic programs across the College's curriculum. A PhD by the time of appointment is required for appointment at the rank of assistant professor. ABD candidates will be considered for the position, with appointment at the level of instructor. Teaching materials should include sample syllabi for the survey and one advanced seminar. The cover letter should address the ways in which the candidate would further the College's goal of building a diverse educational environment. Previous experience teaching or working with diverse student populations is an asset. Candidates should send their letters of application, transcripts, teaching materials, writing samples, and CVs to Interfolio at apply.interfolio.com/30858. Candidates should also arrange for submission of three confidential letters of recommendation to the Interfolio site. Address materials and questions to Douglas Ambrose, History Department. The application deadline is October 15, 2015. Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org. Hamilton College is an affirmative action, EOE and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.

New York City Columbia University

Richard Bulliet Professorship of Islamic History. The Department of History at Columbia University invites applications from distinguished scholars at any academic rank, from tenure-track assistant professor to tenured full professor, to fill the Richard Bulliet Professorship of Islamic history beginning July 1, 2016. A PhD, knowledge of Arabic and Persian, and preferably Turkish languages, and the ability to do research with a focus on the medieval and early modern eras (8th-16th c), preferably including Iran and Central Asia but open to West Asia and North Africa broadly, are required. The candidate will be expected to teach undergraduates and graduate students and will train specialists in aspects of Islamic and Middle Eastern history. Review of applications will begin on November 30th, 2015 and will continue until the position is filled. All applications must be made through Columbia University's online Recruitment of Academic Personnel System (RAPS): academicjobs.columbia.edu/applicants/Central?quickFind=61448. On the RAPS site, please upload a cover letter of application, CV (including language proficiency and teaching experience), a teaching statement and a statement of research interests, a list of references (3), and two writing samples. A PhD is required at the time of appointment. Please note: For those applicants who meet the desired criteria, letters of reference will be required at a later stage in the selection process. For any questions, please contact Najila Naderi (nn2159@columbia.edu). Columbia University is an AA/EOE. Minorities and women are encouraged to apply.

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 applications from 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 C.V., 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 (robrigham@vassar.edu).

NORTH CAROLINA

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/ajob/jobs/5821>): (a) cover letter addressed to Professor Bruce Hall, search committee chair, (b) CV, (c) a writing sample, and (d) 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.

OHIO

Wooster

The College of Wooster

Great Britain and Its Empire. The History Department of The College of Wooster invites applications for a tenure-track assistant professor position in the History of Great Britain and Its Empire beginning August 2016. The successful candidate will be expected to teach survey courses in British history and topical courses in her/his area of specialization. In particular, we seek a historian whose research and teaching stress the significance of the British Empire to the development of a broader, interconnected, and global history, but all time periods and research fields will be considered. She/he will also

supervise undergraduate research in the Independent Study Program, the College's program of faculty-mentored undergraduate research. PhD expected by August 2016. A complete application will include: a letter of application, a statement of teaching philosophy, a CV, a graduate transcript, and three confidential letters of recommendation. Additional evidence of research and teaching interests (e.g., prospectuses, articles, syllabi, course evaluations) is welcome. Address all materials to Katherine Holt, Chair, Search Committee, Department of History, College of Wooster. Submit all materials through Interfolio: <https://apply.interfolio.com/30983>. Interfolio accounts are free to applicants—simply press "apply." Review of applications will begin November 1, 2015. The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The College values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of employing persons without regard to age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, gender identity and expression, or political affiliation. The College of Wooster is an AA/EOE. Employment is subject to federal laws requiring verification of identity and legal right to work in the United States as required by the Immigration Reform and Control Act. Drug-free workplace.

OREGON

Corvallis

Oregon State University

Sub-Saharan Africa (post-1500). 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 jkatz@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 <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 <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

Collegeville

Ursinus College

Colonial America/Early United States. Ursinus College invites applications for a full-time tenure-track assistant professor in the field of early American history to 1870, to begin in the fall of 2016. The PhD must be in hand by the commencement of the semester in August. Desirable teaching and research specialties include social history; gender and women's history; science and medicine; historiography; and/or environmental history. Digital Humanities expertise and experience is especially desirable. An interest and ability to participate in interdisciplinary programs (especially but not only American Studies) and the college's Common Intellectual Experience first-year seminar is required. The position's annual 3-2 teaching load will include a one semester introductory American History 1500-1877 survey course and advanced courses—including capstone seminars—in one's area of specialization; supervision of student research and honors theses; and participation in CIE and one or more interdisciplinary programs. All faculty are expected to develop an ongoing program of scholarly research. Ursinus College is a highly selective, independent, co-educational, residential liberal arts college of approximately 1700 students located

about 25 miles northwest of center city Philadelphia. Ursinus College is committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. Ursinus College is an AA/EOE and does not discriminate on grounds of race, color, national origin, gender, sexual orientation, religion, age, creed, ancestry, veteran status, marital status, disability, or other classification protected by applicable law with respect to all aspects of employment. Candidates should send CV, graduate and undergraduate transcripts, and a cover letter containing statements of teaching philosophy and scholarship/research interests to <http://apply.interfolio.com/30805>. Please arrange to have three confidential letters of recommendation sent to the same address. Queries may be addressed to Ross Doughty, search committee chair (rdoughty@ursinus.edu). Review of completed applications begins immediately and will continue until the position is filled.

University Park

Penn State University

Postdoctoral Fellowship/African American. The Africana Research Center and the Richards Civil War Era Center invite applications for a one-year postdoctoral fellowship in African American history (#59296), beginning August 2016. All research interests spanning the origins of slavery through the Civil Rights movement will receive favorable consideration. Proposals that mesh with the Richards Center's interests in slavery, abolition, and emancipation, as well as comparative or Atlantic history, are especially welcome. During their residency, the fellow will have no teaching or administrative responsibilities. He or she will be matched with a mentor, attend professional development sessions and other relevant events, and will be expected to take an active part in Penn State's community of Africana researchers. The fellow also will invite two senior scholars to campus to read and comment on the fellow's project. Successful applicants must have completed all requirements for the PhD within the previous four academic years. Salary/benefit package is competitive. To be considered for this position, submit complete application packets including a cover letter describing your research and goals for the fellowship year, a curriculum vita (6 page maximum), and a writing sample of no more than 30 double-spaced pages at <https://psu.jobs/job/59296>. Review of materials will begin November 15, 2015 and continue until the position has been filled. Three letters of

reference should be addressed to the attention of the ESSS Selection Committee and submitted as email attachments to africanacenter@la.psu.edu. Please direct questions about the process via e-mail to africanacenter@la.psu.edu. 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.

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, Department of History, The Pennsylvania State University, 108 Weaver Building, University Park, PA, 16802. Review of applications will begin October 15 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. 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

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Stanley F. Stein, Ph.D.
Loyola University Chicago

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, Department of History, The Pennsylvania State University, 108 Weaver Building, University Park, PA 16802. Review of applications will begin on October 15, 2015, and continue until the position is filled. 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.

RHODE ISLAND

Providence

Brown University

Environmental. The Department of History and the Institute at Brown for Environment and Society 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.

TEXAS

Austin

University of Texas at Austin

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 degree 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, Department of History, The 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, help@interfolio.com or call (877) 997-8807, or email Laura Flack, UT History administrator at flackl@austin.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.)

College Station

Texas A&M University

Latina/o-Chicana/o. The Department of History at Texas A&M University invites applications for a tenure-track assistant professorship to begin September 2016. All applicants engaged in the study of Latinas/os throughout the Americas in any geographic, chronological, and thematic specialization will be enthusiastically considered, especially those who complement existing areas of strength. For more on this research concentration within the department see <http://history.tamu.edu/Clusters/Chicano-Latino.shtml>. The successful candidate, with PhD in hand or all requirements for the degree completed at the time of appointment, will maintain an ambitious, productive research agenda, teach two courses per semester, recruit and train exceptional graduate students, and participate in university and professional affairs. Application materials or inquiries should be sent to Carlos K. Blanton, Chair, Latina/o-Chicana/o History Search, Dept. of History, 4236 TAMU, Texas A&M University, College Station, TX 77843-4236. E-mail: ck-blanton@tamu.edu. Please submit a letter of application, CV, three letters of recommendation, and a short writing sample (article or chapter) by November 1, 2015. Texas A&M University, an RU/VH institution, member of the Association of American Universities, and AA/EOE, is committed to building a culturally diverse educational environment. Applications from women, minorities, and members of other underrepresented groups are strongly encouraged.

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 annual meeting of the American Historical Association. Send letter of application, CV, a writing sample (maximum fifty pages), and three letters of recommendation to Professor Andrew R. Graybill, Chair, Modern Britain Search Committee, via our website link <http://www.smu.edu/Dedman/Academics/Departments/History/Employment/HistoryFacultyPosition>. The committee will notify all applicants of its employment decision after the position is filled. For more information about the History Dept. 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 Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu.

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Waco

Baylor University

American Intellectual. The Department of History seeks a specialist in American Intellectual History to teach both undergraduate and graduate courses in this area. Applicants should be ABD or hold a PhD in American intellectual history and should be able to show evidence of outstanding teaching along with potential for scholarly publication. Baylor University is a private Christian university and a nationally ranked research institution, consistently listed with highest honors among The Chronicle of Higher Education's "Great Colleges to Work For." Chartered in 1845 by the Republic of Texas through the efforts of Baptist pioneers, Baylor is the oldest continually operating university in Texas. The university provides a vibrant campus community for over 15,000 students from all 50 states and more than 80 countries by blending interdisciplinary research with an international reputation for educational excellence and a faculty commitment to teaching and scholarship. Baylor is actively recruiting new faculty with a strong commitment to the classroom and an equally strong commitment to discovering new knowledge as we pursue our bold vision, Pro Futuris (<http://www.baylor.edu/profuturis>). The successful candidate will be expected to offer undergraduate survey courses in American History as well as advanced undergraduate and graduate courses in areas of specialization. The successful candidate will be expected to develop and pursue a rigorous program of research and publication in area of specialization. Applications will be reviewed beginning October 1, 2015, and will be accepted until the position is filled. To ensure full consideration, complete applications must be submitted by November 1, 2015. Please submit a letter of application, current CV, and transcripts. Include names, addresses, and phone numbers of three individuals from whom you have requested letters of recommendation to <http://apply.interfolio.com/31029>. For questions regarding the position, please email Rene_Coker-Prikryl@Baylor.edu.

UTAH

Logan

Utah State University

18th-Century Europe. The Department of History at Utah State University invites applications for an entry-level tenure-track assistant professorship in the history of the long 18th century in Europe (excluding Britain and Germany). Preference will be given to candidates with expertise in gender, economic history, or the history of science, especially those who envision Europe in a broader global context. Candidates should have an ability to teach modern western civilization surveys and to contribute to the department's graduate and undergraduate curricula. Applicants with a PhD in hand at the time of application are preferred. As part of a research university with a teaching mission, the department seeks colleagues with both university-level teaching experience and evidence of scholarly productivity. Review of applications begins November 1, 2015, and the department expects to conduct phone interviews in December 2015 with on-campus visits to follow in early 2016. Apply online at <http://usu.hiretouch.com/job-details?jobID=717&job=assistant-professor-of-history-18th-century-europe>. The

History Department at Utah State includes dynamic teacher-scholars in History, Religious Studies, and Classics as well as undergraduate and master's level students interested in a global field of study. The faculty values high-quality research in keeping with its R-1 mission but it also places the highest importance on accessible and quality teaching. The department offers majors/minors in history, history teaching, and religious studies. It also offers minors in Latin, Greek, Classical Civilization, and Latin Teaching, and a small master's (MA/MA) program in history. Specialties of the department include US West, comparative world history, environmental history, and religious history. For more information on the department, please check our website: history.usu.edu. Minimum Qualifications: PhD in History at time of application from an accredited university. Specialization in the long history of 18th century Europe. Demonstration of collegiality among peers and constituents. Evidence of established or emerging research with publication potential. Demonstrated ability in teaching and research. Preferred Qualifications: Secondary field in the history of gender, economic history or the history of science.

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; lkmm6h@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.

WASHINGTON

Seattle

University of Washington

Germany. The University of Washington (UW)'s Department of History invites applications for a tenure-track assistant professor position in German history. This position is a full-time, nine-month appointment and will begin September 2016 (UW job code 0116). Successful candidates will be expected to participate in undergraduate and graduate teaching in History, offering both large surveys and more advanced

courses; conduct independent research; and contribute to the university's distinguished and diverse programs in undergraduate and graduate studies. We are especially interested in candidates who could teach the history of the world wars, comparative fascism, and/or comparative dictators alongside of German history. All UW faculty members engage in teaching, research, and service. Applicants should have the PhD degree or foreign equivalent conferred by the start of the appointment. Applications will be accepted until the position is filled, but preference will be given to applications received by November 1, 2015. To apply, please go to <http://depts.washington.edu/histfacs> to submit a cover letter that describes your research and teaching interests, a CV, and a writing sample of no more than 50 pages. Three letters of recommendation must also be submitted either through the online system or mailed to German History Search Committee, Department of History, University of Washington, 318 Smith Hall Campus, Box 353560, Seattle, WA 98195-3560. Any questions about application procedures may be addressed to histfacs@uw.edu or 206.543.6224. The University of Washington is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran or disabled status, or genetic information. A recipient of the 2006 Alfred P. Sloan Award for Faculty Career Flexibility, the University of Washington is committed to supporting the work-life balance of its faculty.

WEST VIRGINIA

Morgantown

West Virginia University

China. The Department of History at West Virginia University invites applications for a tenure-track assistant professor in the history of China, beginning August 16, 2016. WVU is a research institution and the normal teaching load is two courses per semester for research productive faculty. We are interested in candidates whose research specialization can contribute to one or more of the department's four thematic clusters: gender and kinship, imperial and post-colonial societies, labor and political economy, and war and society. The successful candidate will be expected to teach general surveys of Asian and World history, as well as more specialized senior undergraduate courses and graduate seminars in Asian and Chinese history. Required qualifications include a PhD or equivalent doctoral degree in History or a closely related field at time of appointment, ability for excellent teaching at the undergraduate and graduate levels, a record of scholarly publications, and potential to secure external research funding. Applicants should submit a letter of application describing their research and teaching interests, three letters of reference, CV and a sample of their scholarship to Dr. Robert Blobaum, China Search Committee Chair, Department of History, West Virginia University, PO Box 6303, Morgantown, WV 26506-6303. For questions or additional information, contact Robert.Blobaum@mail.wvu.edu or 304-293-9305. The screening process will begin on November 1, 2015 and will continue until the position is filled. The department expects to conduct preliminary interviews at the annual meeting of the American Historical Association in Atlanta, January 7-10, 2016, with alternative arrangements for selected candidates not attending the conference. WVU is an AA/EOE and welcomes applications from all qualified individuals, including minorities, females, individuals with disabilities, and veterans.



The Ralph Gomory Prize

The 2015 Ralph Gomory Prize of the Business History Conference has been awarded to Kathryn Steen of Drexel University for her book, *The American Synthetic Organic Chemicals Industry: War and Politics, 1910-1930* (University of North Carolina Press, 2014) and to Emily Erikson of Yale University for her book, *Between Monopoly and Free Trade: the English East India Company, 1600-1767* (Princeton University Press, 2014) at the Business History Conference annual meeting in Miami, Florida, USA, June 24-28, 2015.

The Ralph Gomory Prize for Business History (made possible by the Alfred P. Sloan Foundation) recognizes historical work on the effect business enterprises have on the economic conditions of a country in which they operate. A \$5,000 prize is awarded annually. Eligible books are written in English and published two years (2014 or 2015) prior to the award. The 2015 Gomory Prize will be presented at the annual meeting of the Business History Conference to be held in Portland, Oregon, USA, March 31 to April 2, 2016.

Four copies of a book must accompany a nomination and be submitted to the Prize Coordinator, Carol Fessler Lockman, Business History Conference, PO Box 3630, 280 Buck Road, Wilmington, DE 19807-0630 USA. Email: clockman@hagley.org.

The submission deadline is November 30, 2015.



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