

Perspectives on History

The Newsmagazine of the American Historical Association | 55: 4 | April 2017

In the
Ruins
of the
Past



Coming to
Washington, DC,
for research?

Take advantage of special
AHA member rates
at the Capitol Hill Hotel
Located at 200 C St SE,
across the street
from the Library of Congress



Jan 1–Feb 28, Jul 1–Aug 31,
Nov 16–Dec 31: **\$189/night**

Mar 1–Jun 30, Sep 1–Nov 15:
\$239/night

To receive the discount,
call 202-543-6000
or visit
capitolhillhotel-dc.com
and use corporate code

AHA

Find out more about the amenities at the
Capitol Hill Hotel at
www.capitolhillhotel-dc.com

From the Editor

Letters to the Editor

From the President

Happy Anniversary? Historians and the Commemoration of the Past

Tyler Stovall

From the Executive Director

Arenas, Platforms, and Megaphones: The Dynamics of AHA Advocacy

James Grossman

News

Picturing Jewish Vacationland: The Borscht Belt, Then and Now

Elizabeth Elliott 11

From Personal to Professional: Collaborative History Blogs Go Mainstream

Sadie Bergen 13

Advocacy Briefs: AHA Protests Detention of French Historian, Endorses March for Science 15

From the Committee on Minority Historians

Building a Foundation for the Future: 2016 Equity Award Winner: Department of History, University of Texas at El Paso

Melissa Stuckey with Allison Miller 17

Seeking Equity Award Nominations 17

Viewpoints

Protect Government Data for Future Historians: Announcing Endangered Data Week

Brandon Locke

AHA Activities

Changes at AHA Headquarters

Elizabeth Elliott 29

In the April Issue of the *American Historical Review*

Robert A. Schneider 30

2017 AHA Nominations

Compiled by Liz Townsend 32

In Memoriam

AHA Career Center

5
6
7

Perspectives on History

Newsmagazine of the American Historical Association

Volume 55, No. 4 ♦ April 2017

www.historians.org/Perspectives

Features

History in Ruins: Cultural Heritage Destruction around the World

Rachel Van Bokkem

23

History Is Not a Useless Major: Fighting Myths with Data

Paul B. Sturtevant

25

On the Cover

Destruction of cultural heritage makes representing the past accurately a challenge for historians. In this month's cover story, Rachel Van Bokkem explores how destroying the past can be as deliberate as the demolition of Middle Eastern heritage sites by ISIS to as mundane as archival neglect. "Even when unintentional," Van Bokkem writes, "the damage nevertheless influences researchers in how they analyze the past and the sources they use to do so." *Image: "Chaos in the Library," MKolesnikov/depositphotos*



Perspectives on History

Newsmagazine of the

AMERICAN
HISTORICAL
ASSOCIATION

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

202.544.2422 • Fax 202.544.8307

E-mail: perspectives@historians.org

Web page: www.historians.org/perspectives



Perspectives on History

Editor

Allison Miller

Associate Editor, Publications

Kritika Agarwal

Associate Editor, Web Content and Social Media

Stephanie Kingsley

Contributing Editor

Sarah Fenton

Assistant Editor

Sadie Bergen

Publications and Academic Affairs Assistant

Zoë Jackson

Coordinator, Data Administration and Integrity

Liz Townsend

Marketing and Public Relations Manager

Jane Green

American Historical Association

Executive Director

James R. Grossman

Deputy Director

Dana L. Schaffer

Director of Scholarly Communication and Digital Initiatives

Seth Denbo

Meetings Coordinator

Debbie Ann Doyle

Meetings and Executive Assistant

Joe Gardella

Archives and Office Assistant

Matthew Keough

Membership Manager

Pamela Scott-Pinkney

Assistant Membership Manager

Michelle Hewitt

Manager of Academic Affairs

Emily Swafford

Special Projects Coordinator

Julia Brookins

Program Assistant

Elizabeth Elliott

Controller

Randy Norell

Senior Accountant

Betsy Orgodol

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

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

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

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

©2017 American Historical Association.

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

Publisher's Statement

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



Townhouse Notes

Historians' friendships are remarkable things. They intertwine the professional with the personal, the critical with the encouraging, and revolve around a shared commitment to the past (perhaps over an adult beverage).

Our friendships don't have to be particularly intimate to make our scholarship better. Calls to hiveminds among our Facebook friends (some of whom are closer than others) allow us to think through new syllabi and harvest starting points on unfamiliar subfields. Closer friends can be the people we trust to read that first tentative draft of a grant proposal or an article. And "Can I pick your brain about something?" has undoubtedly launched prizewinning scholarship from coffeed cogitation.

Scholarly friendships take root and flower, sometimes from nodes within professional networks. But where networking establishes historians in relationships that can be of great utility to scholarship as well as personal advancement, friendships incorporate a great deal of trust. Most people in our discipline have felt vulnerable about their work at some point, and friendships can provide a safety net that encourages risk-taking. It's not that you want your friends only to buoy you—their critical, honest evaluation of your work improves your argument and anticipates other historians' critiques. This is not the typical "ask" from someone in your network.

For some time, too, friendships have helped diversify the professoriate by supporting women, people of color, and LGBTQ people in their career paths. Friendships that stretch beyond a single campus can ameliorate the alienation of being "the only one" in a department, university, or professional association. The risks and consequences of pushing up against barriers often

require mutual support that goes beyond the purely professional. Women historians of many backgrounds have written about how friendships that arose from professional networks (particularly the Berkshire Conference) helped them stay in the discipline. History is all the richer for the work produced over the years that might not have emerged were it not for the sustenance of friendship.

Beyond cementing affective ties, scholarly friendships involve uncompensated work. The amount of time we spend probing one another's prose for historical soundness, syntactical elegance, and interpretive originality isn't reflected on our CVs. It doesn't count for tenure or a renewed appointment. Students don't know about it. It's recognized, if anywhere, in monograph acknowledgments. These few pages are important. But the gifts of our friends—for surely that's what this unpaid work amounts to—make our scholarship better.

—Allison Miller, editor



LETTERS TO THE EDITOR

To the editor:

I read with great interest the exchange on US political history ("Political History: An Exchange," January 2017). It was a bit disconcerting to read highly accomplished scholars debate the nature of US political history and the proper term for same-sex-oriented people while the crisis in the humanities threatens to destroy much

of the profession at four-year colleges and universities. It brought to mind that old joke about rearranging the deck chairs on the *Titanic*. In my humble opinion, this is not a time to divide, but to unite so that we might properly address the present existential crisis.

Williamjames Hull Hoffer
Seton Hall University

Correction

The In Memoriam essay honoring Karl Dietrich Bracher (February 2017) misworded the topic of Dr. Bracher's dissertation. The topic was the decline and progress in ideas of the Roman Empire, not the decline of the Roman Empire.



SPECIAL OFFER for AHA MEMBERS

NEED ARTICLES FROM JSTOR?

Save 50% on JSTOR access with your AHA membership. A JPASS subscription gets you unlimited reading and 120 article downloads for all your research needs!

Access your benefit at:
historians.org/MyAHA

JSTOR

JPASS

Yearly Access
120 article PDF downloads
Unlimited reading
\$99 \$199/year

Monthly Access
Unlimited reading
to article PDF downloads
\$19.50/mo

ABOUT JSTOR

JPASS COLLECTION

Welcome to your personal access

Exclusive 50% discount for AHA members

Purchase

About

Journal



Happy Anniversary?

Historians and the Commemoration of the Past

Tyler Stovall

In French the word *anniversaire* means both “birthday” and “anniversary,” whereas in English the two concepts require separate words. The fact that each language approaches the relationship between these two ideas so differently has important implications for historians as we strive to remember and recreate the past. The distinction that English-speaking scholars make between celebrating personal landmarks and commemorating major historical events offers insights into the relationships between individuals and societies, both yesterday and today.

The year 2017 offers us the opportunity to consider a rich collection of historical dates. In the United States, for example, the year marks the bicentennial of the Erie Canal, the sesquicentennial of the Alaska Purchase, the centennial of America’s entry into World War I, and the 75th anniversary of Japanese American internment during World War II. Closer to my own home, 2017 is the 50th anniversary of San Francisco’s Summer of Love. Our commemoration of 1967 will help prepare us to consider that most turbulent of modern years, 1968. This year, several countries, including India, Pakistan, and Canada,

will mark anniversaries of national independence, while the centennial commemorations of World War I (which began in 2014) will continue. Perhaps most notably, Russia will mark the centennial of the revolutions of 1917, and Protestants, Catholics, and many others will consider the 500th anniversary of Martin Luther’s act of defiance at Wittenberg, Germany, triggering the Reformation.

Historians often choose major anniversaries as ways of reassessing and mobilizing interest in the past. As Pierre Nora observed, national anniversaries are sites of memory; they have served as a key



Joshua Veitch-Michaelis/Wikimedia Commons

Bastille Day is France’s “national birthday party.”

indication of how modern nations recognize their histories.¹ Some historians use anniversaries to highlight studies of a particular event, while others study the anniversaries themselves, analyzing them as a window into the popular commemoration of history. This year's AHA annual meeting featured more than 20 sessions dealing with historical anniversaries, ranging from the Balfour Declaration to the independence of Ghana. Seven panels discussed the quincentennial of the Reformation alone. Moreover, authors and publishers often plan to release historical works to coincide with anniversary celebrations. In 2014, the 70th anniversary of the Allied D-Day landings, Mary Louise Roberts published not one but two books on the American and French histories of the event. My own recent monograph on Paris in 1919 appeared seven years before the centennial, but I am currently considering my own anniversary project for that year.

*As dates on steroids,
anniversaries permit us to
consider the local and the global
at the same time.*

What role do anniversaries play in our construction of history, and how do they relate to the more pervasive and personal celebrations of birthdays and family anniversaries? The latter greatly contribute to charting the landmarks and transitions of individual lives; annual birthdays celebrate a person's origins and the passing of the years. Wedding anniversaries commemorate the shared life of a couple. Both cases mark events that are (or are at least presumed to be) causes for celebration. Very few people celebrate or even mark the anniversaries of the deaths of loved ones, for example, even though "deathdays" would logically parallel birthdays. Wedding anniversaries have no counterpart in divorce anniversaries. Birthdays and anniversaries thus not only celebrate happy events but give an idea of personal histories as positive narratives of progress.

In stark contrast, historians tend to analyze the anniversaries of major events, dramatic ones that changed the lives of millions. Wars, battles, declarations of national independence, and major cultural landmarks preoccupy us. We rarely concern ourselves with how happy these events made people; rather, we tend to see them as particularly vibrant examples of our main concern, change over time. For historians, anniversaries also offer a perspective on how peoples see their own histories; many studies of anniversaries compare different commemorations of a specific event over time. For example, how did popular views of Columbus's "discovery" of the Americas differ between 1892 and 1992? At the same time, historical and personal anniversaries sometimes coincide, notably when the birthdays of great public figures like George Washington or Martin Luther King Jr. become national holidays (although in such cases the historical significance of these individuals largely overshadows memories of their personal lives).

For historians, studies of anniversaries also represent the enduring importance of dates and the history of events. In a profession that has long rejected the simplistic view of history as an amalgam of chronological facts, emphasizing instead processes and changes in mentalities, anniversaries show not only that dates matter, but that they offer their own insights into different types of historical processes. Just as historians use specific anniversaries to illustrate broader processes of change, so more generally do they deploy chronology in the service of historical argumentation and ideas. As dates on steroids, anniversaries permit us to consider the local and the global at the same time.

Finally, it is worth noting that most histories of anniversaries tend to regard them in isolation, not from other anniversaries of the same event but from commemorations of different events.² For example, 2017 will mark the 50th anniversary of the Six-Day War in the Middle East, the 70th anniversary of the United Nations vote to partition Palestine, and the centennial of the Balfour Declaration. What is the relationship between these anniversaries, and how does that relationship speak to and shape the entangled histories of Israelis and Palestinians? The coincidence of the sesquicentennial of *Das Kapital* and the

centennial of the Bolshevik Revolution raises similar questions. Making such comparisons could also serve to challenge the emphasis on the nation-state that has often shaped the history of memory. One of the most prominent groups in the Summer of Love was the Diggers, which took its name from the 17th-century English Protestant activists inspired by the radical Reformation. The arbitrary, coincidental nature of dates and anniversaries can produce comparisons both strange and meaningful.

For historians, therefore, the study of anniversaries serves both to facilitate an intensive, microhistorical study of a given event, and to mobilize and benefit from public interest in that event and in history in general. To be sure, our interests differ strongly from those of individuals and families celebrating major landmarks in their own lives, although there are important points of convergence. The most public anniversaries, notably national holidays like Bastille Day, occasion massive communal celebrations—in effect, national birthday parties. Here anniversaries become a public version of intimate private rituals, like them emphasizing happy festivity rather than critical historical analysis. To study the ways in which nations and other groups celebrate such events is to approach an understanding of how private and public lives intersect. The history of Thanksgiving, for example, involves both the story of early encounters between Native Americans and Europeans and also that of Thanksgiving traditions created by individuals, families, and communities over time. The same is true of many religious celebrations and rites of passage. Studying anniversaries, therefore, can help historians consider not just the presence of the past in the present, but also the various levels of human experience from the most intimate to the most global.

Tyler Stovall is president of the AHA.

Notes

1. Pierre Nora, "Between Memory and History: Les Lieux de Memoire," *Representations* 26 (Spring 1989).
2. Daniel Levy and Natan Sznaider, *The Holocaust and Memory in a Global Age* (Philadelphia: Temple University Press, 2006).



Arenas, Platforms, and Megaphones The Dynamics of AHA Advocacy

James Grossman

In the early morning hours of March 16, a document titled “America First: A Budget Blueprint to Make America Great Again” descended on the Internet. Within 12 hours, the AHA had dispatched a letter, reprinted below, to the inboxes of our members. It expressed our opposition to the proposed federal budget for fiscal year 2018 and encouraged members to contact their congressional representatives in support of the programs that make historical work possible.

Did we overreact? This was, after all, just a proposal, and by the end of the day even members of the president’s own party had expressed opposition to significant aspects of the 53-page plan.

The radicalism of that plan required a swift and decisive response. It was an assault on agencies deeply related to what many of us do, as historians and as Americans committed to the importance of history and historical thinking to public life and public policy. Never in its more than half-century of life has a president proposed eliminating the National Endowment for the Humanities (NEH), an agency whose minuscule budget (roughly a nickel per year from the average taxpayer) leverages millions of additional dollars in funding for humanities research and public programming. Ending federal support for the NEH—and for other agencies relevant to the work of historians within and beyond the academy—has little to do with fiscal prudence. Taken together, their cost represents rounding errors in the overall budget. They are targets because of what they do rather than what they cost.

My colleagues on the AHA Council and I recognize that not all members agree with this position, or with the four public statements that the Association has issued in 2017. We have received nearly a dozen messages from members strongly opposing our positions this year, in some cases declaring immediate resignation from the Association. I have responded to each of these messages (but not to comments of nonmembers) explaining that

the AHA’s membership is diverse and that the leadership recognizes that not every member will agree with every position we adopt. A scholarly society should be both an arena for debate and a representative of its members’ interests. Our members are bound to disagree about those interests, and we take public positions only when the matter is especially compelling and directly related to our stated mission. If every member agreed with everything we did, we would not be doing very interesting work. Our members are thoughtful and informed, and they bring a variety of perspectives to the table. Rather than see that diversity as a shortcoming, we believe it makes the Association stronger.

*If every AHA member agreed
with everything we did, we
would not be doing very
interesting work. Rather than see
that diversity as a shortcoming,
we believe it makes the
Association stronger.*

The disagreements we’ve met have not been confined to a single political valence. Our Tuning and Career Diversity initiatives, for instance, have attracted criticism from perspectives that traverse the political spectrum, expressed in these pages as well as at the annual meeting and other conference venues. The AHA has members occupying multiple sides of debates about which issues require us to speak out, precisely what to say, and how often we should say it. Responding to that diversity by simply staying quiet would run counter to our mission.

So we continue to welcome—via e-mail, social media, or the Member Forum on our

website—vigorous debate not only over our statements but about everything we do. We will not seek controversy for the sake of provocation. But we welcome the controversy that will arise when the AHA is not afraid to lead. We remain committed to confronting challenges to our discipline and seeking new opportunities for current and future members.

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

Contact Congress Immediately Regarding the FY 2018 Federal Budget

From: Tyler Stovall and Jim Grossman

To: Members of the American Historical Association

This morning the Trump administration released its “America First” budget blueprint. We are not surprised by either the breadth or depth of the recommended cuts, given the rhetoric, rumors, and policy rationales that have circulated through Washington over the past two months. Indeed this expectation has shaped our general “wait until the document lands” approach to action alerts. As we have emphasized before, we ask our members to act only when we think it’s an issue of vital importance *and* will make a difference.

It is now time to act. And a heads up: we will ask you to act again as the budget process proceeds.

This document is breathtaking in its potential impact on the work of historians and our colleagues in related humanities and social science disciplines. The blueprint calls for elimination of federal budgetary support for the National Endowment for the Humanities, National Endowment for the Arts, Title VI International and Foreign Language Education, Institute of Museum

and Library Services, Corporation for Public Broadcasting, and Woodrow Wilson International Center for Scholars.

No doubt there is more to be concerned about. National Coalition for History and National Humanities Alliance staff are working through the details. It is not yet clear, for example, what the impact of this proposal would be on such agencies as the Library of Congress, Smithsonian Institution, National Archives, or various funders of social science research. It will take time to parse such details as the impact on National Park Service historic sites, and what specific programs are slated for either elimination or death by a thousand cuts.

Because so much is at stake, the AHA asks our members to contact their representatives in Congress as soon as possible to register strong objections to the massive cuts to programs essential to the cultivation of our national heritage and civic culture, such as the NEH; foreign language education; funding for museums, libraries, and historic sites; and social science research. This should be a short message that makes clear the scope of our concerns.

What to do today or tomorrow: To contact your members of Congress, you can use one of these two options. No matter which means of communication you choose, please *briefly* personalize your message as to your background or interest in history. If

you are employed in the field, mention the institution where you work in your state and/or congressional district.

1. Make a phone call. All members of Congress can be reached through the US Capitol switchboard at 202-224-3121. A personal phone call is preferable to an e-mail.

2. Write a message. You can find your representative by going to the House website at www.house.gov. The system allows you to search using your zip code, which will take you directly to a link to your representative's website and contact information. Congressional offices allow you to send an e-mail if you are from their district. You can also find and contact your senators by going to www.senate.gov.



AMERICAN
HISTORICAL
ASSOCIATION

132nd ANNUAL MEETING

WASHINGTON, DC
JANUARY 4 – 7, 2018

MORE THAN 30,000 BOOKS



Priority deadline approaching for Fall 2017

 COLLEGE OF ARTS
AND SCIENCES
SETON HALL UNIVERSITY

At Seton Hall University, our **Master of Arts in History** students have access to one of the richest collections of archives in the region. Our Valente Italian Library also houses more than 30,000 books. These resources prove invaluable to students as they conduct their research and develop their theses.

Choose from tracks in United States History, European History, Global History, or Catholic History.

Teaching assistantships are available.

Learn more at www.shu.edu/perspectives

Picturing Jewish Vacationland

The Borscht Belt, Then and Now

Elizabeth Elliott

It is easy to satisfy our age-old fascination with ruins and remains these days. Photographs of crumbling factories, ghost towns, and closed-down amusement parks proliferate on the web, prompting adventurers to seek out sites of decay for themselves. The more forbidden or hazardous a place, the more alluring the subject—note, for example, the popularity of images of worn-out neighborhoods in Detroit or the “zone of alienation” in Chernobyl. Critics, such as writer-photographer James Griffioen, say ruin photography exploits and fetishizes decay while detaching viewers from its negative effects. Some even call the genre “ruin porn,” a term Griffioen coined in 2009.

Many artists fight back against perceptions of fetishism by bringing context and analysis to their collections. Marisa Scheinfeld’s new book, *The Borscht Belt: Revisiting the Remains of America’s Jewish Vacationland* (Cornell Univ. Press, 2016), argues convincingly that the ruins captured by her lens form an essential contribution to the history of American Jewish life. The work assembles recent images of abandoned hotels and bungalows in the Catskill Mountains that once represented the thriving “Borscht Belt.” From the 1920s to the early 1970s, at a time when other American tourist destinations refused to welcome them, thousands of first- and second-generation Jewish immigrants flocked to resorts in the Borscht Belt. Vacationers entertained themselves at swimming pools, lounge areas, and theater halls, making powerful social and cultural connections along the way.

Gradually the Catskills lost their appeal; by the mid-1990s, most of the resorts had been sold off or closed down. The causes for the area’s decline are varied. Taste for the brand of leisure offered in mountain settings waned, and new forms of travel became more accessible and affordable. Jews also faced less discrimination at mainstream American destinations and no longer felt the need for Jewish-dominated establishments.



Marisa Scheinfeld

Outdoor Pool, Lesser Lodge, White Sulphur Springs, NY



Marisa Scheinfeld

Indoor Pool, Grossinger's Catskill Resort and Hotel, Liberty, NY



Marisa Scheinfeld

Guest Room, Paramount Hotel, Parksville, NY



Marisa Scheinfeld

Bowling Alley, Homowack Lodge, Spring Glen, NY

Surprisingly, these properties have not been repurposed or demolished. As the book reveals, the ghosts of the Borscht Belt still linger. Scheinfeld's haunting and often beautiful photos show empty pools blanketed with plant growth, corridors piled high with debris, and walls colored from floor to ceiling with graffiti. There are even dusty guest rooms that still contain beds, phones, and television sets that were never claimed or cleared away. Sometimes

the images conjure up feelings of interruption or hiatus, as if employees and guests expected the next day to be business as usual.

These photographs, when joined with narrative, can help scholars provide a more complete explanation of the socioeconomic developments that brought the Borscht Belt to ruin than written accounts alone. As Jenna Weissman Joselit points out in one of the book's two introductory essays, picture-taking

has always been the medium of choice for both relating to and examining the Borscht Belt. Numerous histories and memoirs, such as Irwin Richman's *Borscht Belt Bungalows* (1998) and Ross Padluck's *Catskill Resorts: Lost Architecture of Paradise* (2013), present examples of colorful, flashy ads that lured Jewish vacationers to these idyllic resorts, as well as family photographs that provide a window into social tastes and habits.

Scheinfeld's work continues this tradition, reminding us that the processes of death and deconstruction are equally valid sources of information. The photographer explains that many of the scenes she captured have already been altered by new visits from teenage trespassers, urban explorers, and animals—topics that can be springboards for new social, material, and environmental histories.

The abandoned structures displayed in *The Borscht Belt* might upset those who still remember the vacationland in its glory days. Scheinfeld (who spent part of her own childhood vacationing in the Borscht Belt) put "revisiting" in the book's title to emphasize the weight of nostalgia on the project. Though some might react to the images with disgust, curiosity, or wonder, in this example of an oft-maligned genre, aesthetic allure is a conduit for new interrogations of the past.

Elizabeth Elliott is program assistant at the AHA.

From Personal to Professional

Collaborative History Blogs Go Mainstream

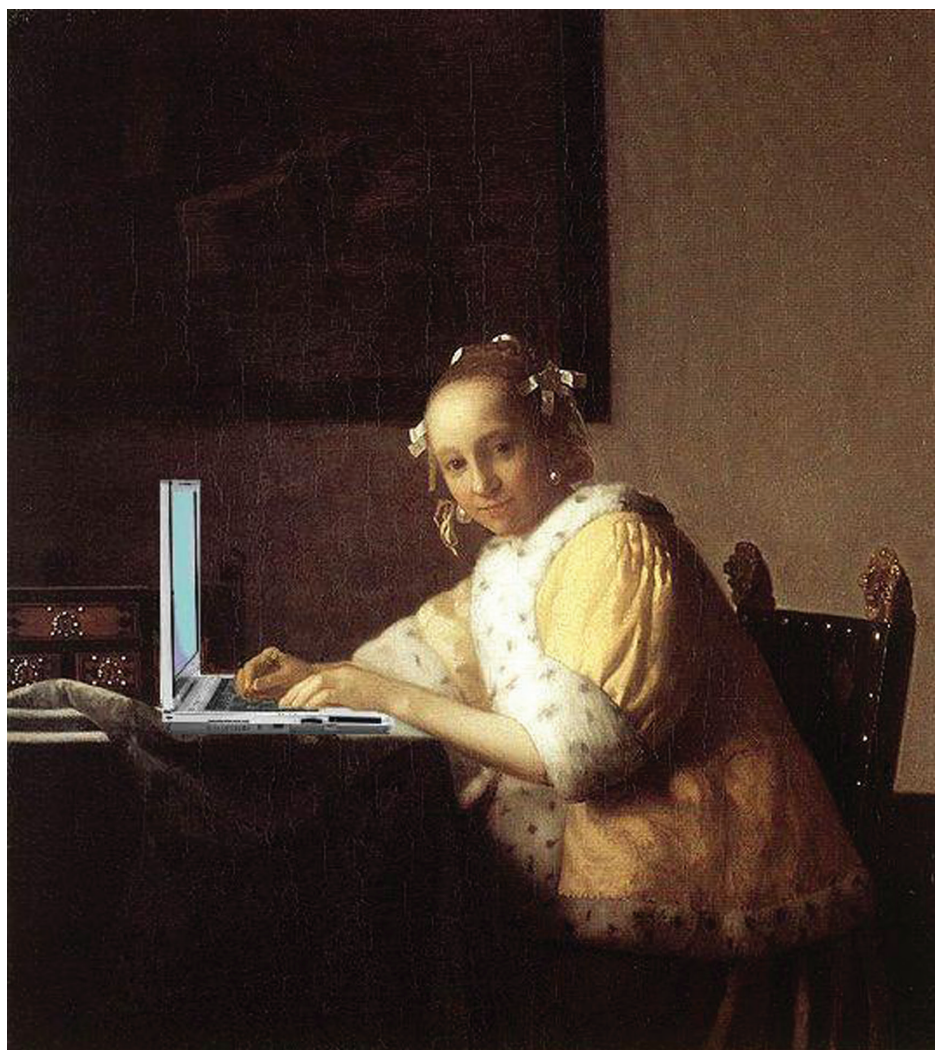
Sadie Bergen

In 2012, when Jacqueline Antonovich, then a first-year graduate student at the University of Michigan, founded the blog *Nursing Clio*, maintaining it was as simple as “throwing stuff up online.” Five years later, Antonovich is finishing up her dissertation and overseeing an editorial team of seven as *Nursing Clio*’s executive editor. As she puts it, the blog, which connects historical scholarship on gender and medicine to current events, has become a “fine-tuned machine.”

This process of professionalization—the shift from blogging as a hobby to a line on your CV—is not unique to *Nursing Clio*. Over the past several years, collaboratively produced history blogs have blossomed into popular venues that give current historical scholarship an accessible public face. They have grown rapidly, formalized their editorial procedures into those of small publications, and recruited new historians to join their ranks of writers and editors.

Written and edited almost entirely by graduate students and early career historians without tenure-track positions, collaborative blogs have emerged as platforms to share and engage with scholarship in a discipline with high bars for professional advancement. No longer mostly within the realm of the personal, blogging now provides valuable writing and editing opportunities that enable early career historians to cultivate a wide range of skills, promote their work, and make valuable connections, all on the front lines of an emerging form of public history writing.

One prominent collaboratively produced history blog is *NOTCHES—(re)marks on the history of sexuality*, which was founded in 2014 by early career scholars Justin Bengry (Birkbeck, Univ. of London), Amy Tooth Murphy (Univ. of Roehampton), and Julia Laite (Birkbeck, Univ. of London). Bengry says that they created *NOTCHES* to fill a missing gap in the media landscape for the history of sexu-



Micke Licht/Flickr

Historians have been blogging for years, but collaborative blogs have ushered in a new wave of professionalism among academic bloggers.

ality. After some time spent “scrambling for content,” as Gill Frank, visiting fellow at Princeton University’s Center for the Study of Religion and managing editor of *NOTCHES*, put it, the small editorial team made a concerted effort to expand the blog’s scope chronologically and geographically. Frank devised an assistant editor program for graduate students that would bring in a diversity of expertise and better distribute the blog’s workload. This editorial model is not unique to *NOTCHES*;

Black Perspectives, the blog of the African American Intellectual History Society (AAIHS), also has a team of graduate and undergraduate student editorial assistants.

Assistant editors for *NOTCHES* now do a great deal of the invisible labor associated with online publication: proofreading, formatting, and posting to social media. Over time, they have opportunities to actively shape the direction of the blog, first by identifying books that might be contenders for author interviews

and eventually editing their own themed series. The process allows assistant editors to learn important editorial and management skills applicable to a range of potential career paths.

As editing and managing blogs have become more professional enterprises, so has writing for them. Submitting work to an edited blog gives graduate students the experience of having their work edited and working with a scholar in their field (who isn't their adviser) to develop and fine-tune their ideas. As Tim Lacy, founder of the blog of the Society for US Intellectual History, wrote in an e-mail: "Writing regularly sharpens not only one's technical writing skills, but also one's rationality and narrative construction. As scholars, we are what we write." Antonovich points out that writing for blogs is an "easy, accessible way" for graduate students to test out the process of having their work edited before submitting to a journal.

Editing and writing also offer opportunities for those early in their careers to expand their professional networks and become part of a community within their field. As a graduate student, Benjamin Park (Sam Houston State Univ.) founded *The Junto: A Blog for Early American History* in order to foster community while feeling isolated studying early American history in the United Kingdom. Keisha Blain (Univ. of Pittsburgh), the senior editor of *Black Perspectives*, explained in an e-mail that the blog and the society were founded because black intellectual history was "being sidelined in conversations about US intellectual history." *Black Perspectives* is therefore a platform that provides its scholars with "a strong network of support and mentoring," wrote Blain.

Blogging also offers scholars an additional platform to share their research, with a wider audience than a journal article or an academic monograph. *Black Perspectives*, for example, averages 10,000 visitors per day. In April 2016, *The Junto* hit one million total page views. Public and academic scholarship, as Antonovich remarks, are increasingly intertwined. "Scholars can and should, if they feel that push, be engaging in all types of history geared to all types of audiences," she says. Dismissing the notion that blogging distracts from other forms of writing, Blain wrote, "At AAIHS, we have provided a

good model for how one can actively write blogs while publishing books and articles too." The scholars who write for *Black Perspectives* "vehemently reject false dichotomies that suggest that one can either write blogs and op-eds or journal articles and books," she wrote.

Despite rapid professionalization, none of the blogs pay writers or editors. "No one has figured out a way to ethically monetize blog writing," Antonovich says, as a paywall would "not be accessible to the public" and most of these blogs do not receive external funding. *Nursing Clio* has considered online fundraising through a "Kickstarter or donation drive," but hasn't gone through with the idea. Yet blogging can pay off in other ways. Frank credits *NOTCHES* with giving him an "unparalleled opportunity" to shape the field of the history of sexuality as an early career scholar. And in some cases, the benefits can be even more tangible. Blain noted,

*As editing and managing
blogs have become more
professional enterprises, so has
writing for them.*

"Many of the writers on the blog have made contacts with acquisitions editors after writing a piece—and in some cases, this has resulted in advance book contracts. Others have been invited to give talks on campuses and have even been invited to interview for jobs as a result of writing for us."

Yet the question of how to attach value to the labor that goes into editing and writing for collaborative blogs is not at all settled. Most of the historians interviewed for this article are either doctoral candidates, on the academic job market, or in temporary postdoctoral appointments. In other words, as Bengry put it, they are "among the precariat of academia." While some list their work on blogs on their CVs and in letters seeking academic jobs, others are hesitant. Antonovich says that when she first started *Nursing Clio*, she "self-consciously hid it because it was a

risky endeavor" for a nontenured historian wanting to be taken seriously.

But, she says, "the culture of academic history is changing." Her department has been "nothing but supportive," and her advisers have encouraged her to expand the section about *Nursing Clio* in her cover letters for academic jobs. Blain includes a line with her title and lists public writings, including blog posts, on her CV. *Junto* contributing editor Michael D. Hattem frames his blog work as public engagement and digital history in his academic job letters, and says that although he has never brought it up in a job interview, he has received questions about it. "We have to agitate for more structured evaluation of nontraditional writing for academic evaluation," Bengry says, because "the research and intellectual work behind it is just as rigorous and engaged as what goes into writing a monograph."

Success and increased professionalization, however, have also dampened some of what made blogging fun. When creating *NOTCHES*, its founders envisioned it as a space for publishing "playful, iconoclastic pieces." But, as Bengry notes, emerging scholars and graduate students might not be comfortable "presenting themselves in that light." Instead, they tend toward "a certain kind of academic self-presentation in writing that is sometimes more distant." In fact, Frank explains that they've "done a lot of work" to change the meaning of "blogging" to something that "requires rigor." Similarly, the popularity of *The Junto* has meant that when the editors approach untenured faculty or graduate students to write a post, "they know that their writing will be read by established faculty," says Hattem. This changes the approach authors take toward writing their posts.

As they negotiate the tensions between professionalization and the informal, conversational style that rightly separates blog content from that of an academic journal, collaborative history blogs are carving out a new genre of publicly engaged academic scholarship. And as they become successful, the writing and editing of these early career historians has become, as Antonovich says, "the face of academia right now."

Sadie Bergen is assistant editor at the AHA. She tweets @sadiebergen.

Advocacy Briefs

AHA Protests Detention of French Historian, Endorses March for Science

On February 28, AHA president Tyler Stovall sent a letter to the secretary of homeland security protesting the recent detention of Henry Rousso, distinguished historian of the Holocaust in France. Professor Rousso's detention at the Houston airport en route to a conference at Texas A&M University offers a chilling reminder of the importance of the rule of law and respect for the rights of not only our colleagues but all travelers to the United States. Because the issue is of vital importance to the ability of historians to do our work, which includes international scholarly conversation, the AHA Council has voted to make the letter an official statement of the Association. The AHA continues to fight threats to the free exchange of scholarly ideas. In the same spirit, the AHA has also issued a statement endorsing the National March for Science. For a list of affiliated societies that have endorsed these statements, please visit historians.org/news-and-advocacy/statements-and-resolutions-of-support-and-protest.

AHA Statement on the Detention of Henry Rousso

The American Historical Association energetically protests the recent shabby and completely unwarranted treatment of Professor Henry Rousso by American immigration authorities last week. Professor Rousso, a renowned scholar of modern France and the Holocaust, is director of research at France's National Center for Scientific Research (CNRS). Last Saturday, February 25, he flew from Paris to Texas to give a keynote address for a conference at Texas A&M University, but was held at the airport and nearly deported back to France by customs agents who accused him of trying to enter the country illegally. Only the prompt action of TAMU officials, including the university president, enabled Professor Rousso to complete his journey as planned and give his talk.

The excellence of American universities depends in part on their ability to bring

in foreign scholars, from graduate students to senior professors, to interact with their domestic colleagues. The poor treatment of distinguished historians like Professor Rousso constitutes a direct threat to the historical discipline in the United States. Already the ripple effects of this unfortunate action are making foreign colleagues hesitate to plan trips to America. As one history professor in the United Kingdom commented, "Many non-American scholars like myself absolutely love interacting with colleagues in the States because we recognize that there is so much superb research being done there and so many excellent colleagues. We would be really sad if we felt we couldn't continue to visit the cutting-edge institutions in the States."

The Rousso case is a clear example of how the recent crackdown on immigration by the Trump administration threatens the free exchange of scholarly ideas. In order to prevent further damage to America's global

scholarly presence, the American Historical Association requests an investigation of this incident, a formal apology to Professor Rousso, and some reasonable assurance that this won't happen again.

AHA Statement of Support for National March for Science

The American Historical Association endorses the National March for Science on April 22, 2017. History shares with the sciences its identification as an evidence-based discipline that promotes the common good through research, free inquiry, and education. We endorse robust funding of research, public communication of findings, and evidence-based policies in the public interest. We stand in solidarity with our colleagues in the sciences in their reminder that "science is everywhere and affects everyone."

It's never the wrong time to donate a car

GIVE

MAKE A DIFFERENCE TODAY!

Kick-off Spring Cleaning with a charitable vehicle donation.

Call 855-500-7433 to schedule a donation that supports the AHA!

PEACE HISTORY SOCIETY

Scott Bills Memorial Prize in Peace History

The Peace History Society, affiliated with the AHA since 1964, invites nominations (including self-nominations) for the Scott Bills Memorial Prize for a first book or a dissertation in English completed in 2014 or 2015 on a topic related to peace history. The Prize, awarded biennially, carries a cash award of \$500. By June 1, 2017, please submit a letter of nomination and one copy of the book or dissertation directly to EACH member of the Bills Prize Committee: Kevin Callahan (chair), Charles Howlett, and Elizabeth Agnew. For more information, including the addresses of the committee members, see:

<http://peacehistorysociety.org/>

Charles DeBenedetti Prize in Peace History

PHS also invites nominations (including self-nominations) for the DeBenedetti Prize in Peace History for an English language journal article, book chapter, or book introduction on peace history published in 2015 or 2016. The prize, awarded biennially, carries a cash award of \$500. Articles may focus on the history of peace movements, the response of individuals to peace and war issues, the relationship between peace and other reform movements, gender issues in warfare and peacemaking, comparative analyses, and quantitative studies. Please submit a nomination letter and the article, chapter, or introduction in PDF format by June 1, 2017 to Rachel Waltner Goossen (chair) at

Rachel.Goossen@washburn.edu.

Other prize committee members include Andrew Barbero and Erika Kuhlman.

Elise Boulding Prize in Peace History

PHS also invites nominations (including self-nominations) for the **Elise Boulding Prize in Peace History** for an outstanding English-language nonfiction book by a single author in the field of Peace History published in 2015 or 2016. First books and dissertations are not eligible. This prize, awarded biennially, carries a cash award of \$500. By June 1, 2017, please submit a letter of nomination and one copy of the book directly to each member of the Boulding Prize Committee: Mona Siegel (Chair), Michael Clinton, and Douglas Rossinow. For more information, including the addresses of the committee members, see:

<http://www.peacehistorysociety.org/>

Lifetime Achievement Award

The Peace History Society invites nominations for the **Lifetime Achievement Award** for 2017. This prize is awarded to a PHS member who has contributed outstanding scholarship and exemplary service to peace history. Any PHS member is eligible for the award. Nomination forms are available at

<http://www.peacehistorysociety.org/>

and should go directly to the committee chair, Robbie Liebermann at roblieb13@gmail.com.

Other members of the committee are Scott Bennett and Leilah Danielson.

Peace History Society Conference

The next Peace History Society Conference—**Remembering Muted Voices: Conscience, Dissent, Resistance, and Civil Liberties in World War I through Today**—will be held at the National World War I Museum and Memorial, Kansas City, MO, USA, on October 19-22, 2017. For more information, see

<http://www.peacehistorysociety.org/>

For more information on the Peace History Society, please contact Deborah Buffton, president, at dbuffton@uwlax.edu or visit

<http://www.peacehistorysociety.org/>

Building a Foundation for the Future

2016 Equity Award Winner: Department of History, University of Texas at El Paso

Melissa Stuckey with Allison Miller

This interview is the second in a two-part series featuring AHA Equity Award winners Albert Camarillo (Stanford Univ.) and the Department of History at the University of Texas at El Paso (UTEP). The questions were e-mailed to the two winners. Their responses were edited for length.

Since its inception in 1987, UTEP's history PhD program has led the nation in training and graduating students of color. The program grew out of a lawsuit filed by the Mexican American Legal Defense and Education Fund to provide doctoral training for communities along the US-Mexico border. The history department's commitment to recruitment, mentorship, professional development, and job placement has resulted in 20 minority PhDs since 1999 who now teach and publish at colleges and universities across the globe. The department's award-winning faculty members are internationally recognized scholars of the history of the border region and Latin America, Mexican American and Chicana/o history, and immigration, as well as race, class, and gender.

What are the most important goals historians should work toward in the next few years to advance equity (for example, getting more undergraduates into the PhD pipeline or diversifying course offerings)?

UTEP: The professoriate should reflect the demographic makeup of our country, our students, and the communities in which we work. Students often prefer courses, departments, and disciplines with faculty who look like them and who are, in some respects, attuned to their cultural experiences and expectations.

We should also strive for a profession that is open and relevant to women and communities of color. Our coursework and training should speak to the concerns and aspirations of all students. We need to place equity at the forefront of recruitment and admissions, the content of our coursework, and the framework of our pedagogy, as well as our

hiring decisions. Departments must become sympathetic to the diverse challenges facing our students and colleagues, especially those with first-generation college status, strong family ties and obligations, and concerns about "belonging" in the professoriate. Indeed, departments, and the historical profession more broadly, should recognize the daily instances of racism and discrimination that characterize the experiences of students and tenure-track faculty from historically underrepresented groups.

How can individuals and institutions model leadership around issues of equity? What are some concrete steps anyone can take?

UTEP: History departments might benefit from reaching out to smaller schools or to Minority- and/or Hispanic-Serving Institutions. The University of Pennsylvania and the Mellon Foundation, for instance, have an initiative called "Pathways to the Professoriate" designed to increase representation of Hispanic students in the professoriate. Our department participates in that program and sends students to doctoral programs at top-tier institutions. At the same time, we recruit doctoral students from across the country.

Departments might also evaluate their admissions processes and expectations. Emphasizing standardized graduate exams can disadvantage students from underrepresented communities. Our department values exceptional student statements, writing

samples, and letters of recommendation more than exam scores. When assessing applications, we try to make the process clear and simple. We talk with applicants about the program and bring promising candidates to campus.

We are cognizant of the unique goals and obligations of many of our Hispanic/Latino and first-generation students. As a result, we provide hands-on assistance with writing and mentoring, offer numerous independent studies courses, and invest a lot of time trying to place students in tenure-track positions. We also initiated the Borderlands History Conference, a small international conference that our PhD students play a central role in organizing.

Approximately a decade ago, we replaced the departmental qualifying exams with a doctoral portfolio which includes revised papers from courses and professional materials such as grant applications, teaching statements, syllabi, conference papers, evidence of service, and a professional philosophy. This process, we believe, more accurately mirrors the holistic thinking of academic historians as teachers, researchers, and community members.

Departments might also reconsider their course offerings and make them more interdisciplinary. They might consider reaching out to other programs or departments in the humanities as well as the sciences. Measures as "simple" as cross-listing some graduate courses or giving students a minor or

Seeking Equity Award Nominations

Do you know an individual or institution with an exceptional record in recruiting and retaining students and new faculty from racial and ethnic groups underrepresented within the historical profession? If so, please nominate this person or institution for a 2017 Equity Award. Nominations are due May 15. For more information, see historians.org/equity-award.

certificate in a non-humanities field might better prepare them for shifting professional expectations, thereby making students of color more competitive in a wide range of institutional contexts.

History departments can also support faculty working to promote equity and diversity in the profession. If faculty are on committees and boards associated with national organizations promoting diversity, departments could cover the costs of attending conferences. Departments can also credit these faculty on annual evaluations. Incentivizing service of this kind would benefit the entire profession.

What best practices need to evolve within the historical community to promote equity, the interests of minority historians, and/or histories of underrepresented groups?

UTEP: Hiring is a crucial element. We have worked hard to recruit a relatively (though not sufficiently) diverse faculty. Potential students frequently comment on the number of nonwhite faculty on campus. Observing faculty diversity in the department and on campus helps them understand that their goals are attainable. Departments should have robust mentoring systems to clarify promotion and tenure expectations for new faculty, and should create a supportive environment that helps new faculty of color succeed in their professional objectives.

The profession also needs to avoid the tendency to expect faculty from underrepresented communities to represent “their group” on committees dedicated to equity. Although it is important to have diverse voices on university and professional committees, such participation simultaneously draws faculty away from research and departmental obligations. It also absolves nonminority faculty from addressing these issues. This is not a new concern, but it is a persistent problem that everyone can help solve.

Other best practices ideas include creating job searches that foreground the goal of equity and the historical content field secondarily, and/or hiring a faculty member who is specifically tasked with advocating for and training graduate students in issues of equity in a manner that is unique to the historical profession. All faculty can be more approachable and reach out to students of color, serving as mentors, helping with grant writing and time management, and training them to enter the ranks of the professoriate. Regardless of our ethnic, racial, or gender

background, we can all be supportive advocates. Moreover, equity and diversity initiatives need to become embedded in the institutional and professional culture. We must make them as important as other university and departmental priorities.

What are the biggest obstacles individuals and institutions face around equity?

UTEP: Institutions and departments face inherent limitations to advancing the cause of equity. It is true that by hiring someone from an underrepresented community, a department can become more diverse and equitable, but it is a slow process. Universities are slow to approve new hires, especially when they are tied to student enrollment numbers that seem to be declining in history departments across the country.

Is there anything about history as a discipline that either promotes or inhibits equity?

UTEP: Our profession suffers from perceptions about its use and utility in the United States: it is antiquated, irrelevant, leads only to employment as a high school teacher, and is dominated by white men in tweed suits with elbow patches. Many undergraduates want higher paying jobs or careers that enable them to change the world and address social problems in their communities.

We also have inadequate recruitment systems that lack significant outreach to high schools, and to undergraduates enrolled in introductory-level and survey courses.

We can, however, make the historical profession attractive to young people and to marginalized communities. This requires efforts much earlier on—in middle school and high school, for instance. The National History Day endeavor is a good platform for

broadcasting the value of the profession, and it serves as a nice model that can be expanded. Faculty can also speak to public school classrooms, offer to teach a class on some aspect of history, and invite history classes to visit campus. The National Endowment for the Humanities Summer Teaching programs are another excellent model to follow.

When promoting history as a career, we can also look beyond teaching at the high school or college levels: museums, archives, and other public history endeavors can be attractive to students, and these fields need to embrace equity and diversity as much as traditional academia. Our department, for instance, has supported the efforts of Dr. Yolanda Chávez Leyva and our students in the ongoing community-engagement project Museo Urbano. Dr. Leyva has seamlessly blended academic history with community engagement and cultural and historic preservation.

Like Dr. Leyva, historians should claim more prominent roles on the national political stage and directly engage with the social issues of the day. This would make our profession more attractive to marginalized communities. We must become more involved with community-based public policy issues ranging, for example, from local urban history, local historical commissions, and debates about immigration policy to environmental issues. If we do so, the public will come to realize that historians are not only good storytellers; they are researchers, problem-solvers, and advocates for the importance of the past for the present.

Melissa Stuckey is chair of the AHA Committee on Minority Historians. Allison Miller is editor of Perspectives.



Looking for an Edge?

Check out the AHA website for resources on **five skills** you can develop in graduate school to shape your career path.

- Communication
- Collaboration
- Quantitative Literacy
- Intellectual Self-Confidence
- Digital Literacy

historians.org/fiveskills | #AHACareerDiversity

Protect Government Data for Future Historians

Announcing Endangered Data Week

Brandon Locke

The federal government has been collecting and producing electronic data about the nation for more than 125 years. The 1890 census was counted with one of Herman Hollerith's first electronic tabulator machines, built specifically for that purpose. Ninety-six years ago, that first dataset was lost to history: a fire broke out in the basement of the Department of Commerce building, destroying nearly all of the census schedules, which were kept on the floor outside a vault (Blake, 1996) (<http://bit.ly/2nMG0Bm>). Making things worse, counties were not required to keep backup copies of their schedules locally, as they were for the 10 prior censuses. Due to these costly mistakes, historians will never be able to closely examine the westward movement that led Frederick Jackson Turner to proclaim the frontier closed, to trace Civil War veterans and widows, or to study the individuals that made up neighborhoods.

Historians often use government-produced data, including census records, housing and home loan records, and manufacturing and shipping records. These and other datasets provide crucial information about the nation and its people. It's nearly impossible to tell exactly how much data is produced and shared by the government, but since President Barack Obama's 2013 executive order concerning open data (<http://bit.ly/2n5YBLz>), 186 organizations (including federal agencies and state and local government) have contributed to the data.gov portal to make access easier. The data portal currently points to over 175,000 datasets, ranging from weather and pollination data to county-level crime reports. The data is generally hosted by the agency that produced it, so there isn't any guarantee that it is mirrored by any nongovernmental organizations, making its accessibility dependent upon current administrations and governmental agencies.

There is good reason for concern about the ongoing availability and collection of data



NARA/Wikimedia Commons

A woman uses a Hollerith card punch machine for the 1940 census.

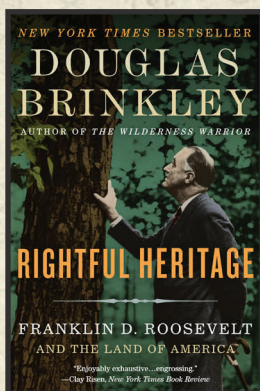
by US government agencies, all of which belong to the people. Donald Trump has signaled his opposition to a number of data-collecting initiatives, most notably those concerning climate change. In just the first two weeks of the Trump administration, the Environmental Protection Agency (EPA) was allegedly ordered to remove the climate change page from its website (<http://reut.rs/2kq4hzs>), and the EPA, the Department of Agriculture, the National Park Service, and other federal agencies were also given temporary gag orders (<http://bit.ly/2j2qL9j>).

Climate data is not the only endangered domain on the horizon, nor is the executive the only branch of government raising concerns. The Senate (S.103) (<http://bit.ly/2khYclT>) and House of Representatives (H.R.482) (<http://bit.ly/2jnST72>) have both introduced bills mandating that “no Federal funds may be used to design,

build, maintain, utilize, or provide access to a Federal database of geospatial information on community racial disparities or disparities in access to affordable housing.” This language is deeply disturbing: not only would it prevent the collection of data regarding crucial inequalities, it would also proscribe access to existing data. While these bills would likely only apply to the Department of Housing and Urban Development, the language could set a precedent to disregard race in the collection of other data. This proposed legislation is a challenge to economic justice and evidence-based policies, and would impair historians who use this data to analyze changes in neighborhood demographics, urban development, policing, and the impact of redlining and other discriminatory housing policies.

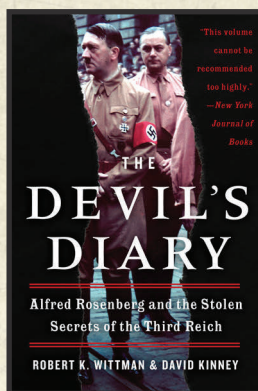
Historians thus have a stake in preserving government data, for current projects

Historic Reads from HarperCollins Publishers



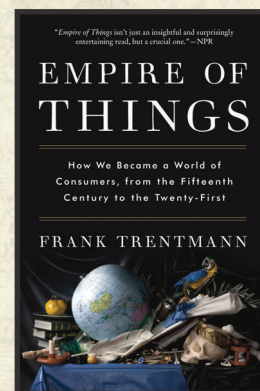
“A big book about a pivotal time in American history. Brinkley writes admiringly of Roosevelt’s record, but his tone is backed up by a rich trove of research.”
—*USA TODAY*

NEW IN PAPERBACK



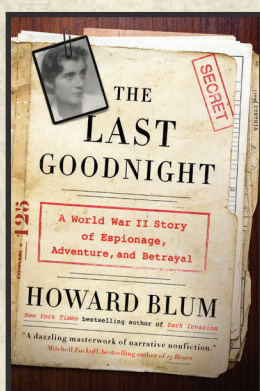
“This volume cannot be recommended too highly. It is another smoking gun with which to condemn the Third Reich.”
—*NEW YORK JOURNAL OF BOOKS*

NEW IN PAPERBACK



“[A] sweepingly detailed history of humanity’s passion for the possession of objects . . . [an] epic chronicle.”
—*WALL STREET JOURNAL*

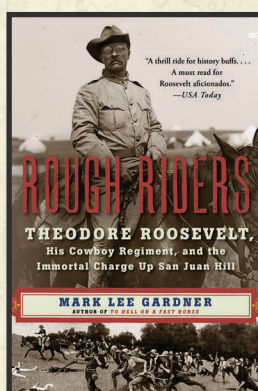
NEW IN PAPERBACK



“Fascinating. . . . Reading more like a suspense novel than history, Blum’s account brings an unsung heroine to vivid life. . . . Well documented.”

—*KIRKUS REVIEWS*

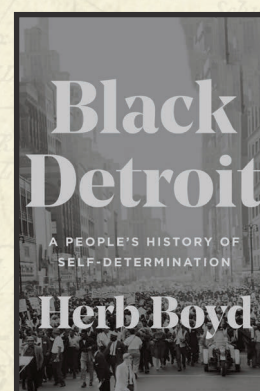
NEW IN PAPERBACK



“A thrill ride for history buffs. . . . A must read for Roosevelt aficionados and those who appreciate compelling stories of military history.”

—*USA TODAY*

NEW IN PAPERBACK



“Readers will appreciate Boyd’s comprehensive grasp of one of America’s most important cities. . . . superb read with vital lessons on a people’s struggle for self-determination.”

—*DR. DAVID LEVERING LEWIS*


NEW IN HARDCOVER

HarperAcademic.com

HARPER

HARPER  PERENNIAL

 WILLIAM MORROW

 Amistad

and for future generations of historians. While many researchers, archivists, and librarians have been working independently to preserve this data for years, historians should join the growing movement for saving these datasets, considering the enormous scope and scale of the task. In the 2005 book *Digital History*, Dan Cohen and Roy Rosenzweig argued that historians need to be a part of the conversation, alongside archivists and librarians, on how digital materials are saved, and these datasets are no exception. Historians who frequently work with electronic data or have expertise in the particular domain of the data can help with input on the description, format, coverage, and metadata, making the data more usable to current and future historians.

While our technology and preservation policies have obviously come a long way since the loss of the 1890 census, some fundamental risks associated with electronic data loss and suppression remain. The practice of

Historians should join the growing movement for saving these datasets, providing their expertise and historical perspectives.

printing and distributing government data to national repositories continues to shift toward digital publication. Repository libraries often make duplicate digital copies, but these are done in an ad-hoc manner and depend on the interests and infrastructural capabilities of the repository libraries. If nobody makes an effort to mirror the publications in a way that retains authenticity and provenance, we are left with a single edition that can easily disappear on the whim of a successive administration or the elimination of an agency. Realizing this, a number of concerned researchers, librarians, and citizens have been stepping up to independently mirror federal data. The most visible of these efforts are [DataRescues](http://bit.ly/2mA7RDL) (<http://bit.ly/2mA7RDL>), events spearheaded by the Penn Program in the Environmental Humanities Lab, University of Michigan Libraries, and Project_ARCC. Volunteers across the country are working to download these datasets, both as part of DataRescue

events and independently, and are uploading the data to new repositories like DataLumos (<http://bit.ly/2macHfL>) and DataRefuge (<http://bit.ly/2jhgwdm>).

As an increasing number of constituencies are realizing, the future of public data is in doubt. What can we do to respond?

Perhaps the best way to fight information suppression is to persistently shine light on the issue. In the late 1970s, the rise of the Moral Majority in the United States gave rise to widespread campaigns to challenge materials in public and school libraries as being immoral and anti-American. Local challenges to books increased threefold between 1979 and 1981. In response, Judith Krug, the longtime director of the American Library Association Office for Intellectual Freedom, launched Banned Books Week in 1982 to fight censorship and to highlight the need to preserve the “freedom to read” (Mitgang, 1982) (<http://nyti.ms/2nzojpo>). Thirty-five years later, Banned Books Week is still widely observed across the United States, most notably in public and academic libraries. Activities often include book displays and public readings of commonly challenged books, lectures and film festivals, and letter-writing campaigns to promote the values of intellectual freedom.

We should build upon the efforts of the DataRefuge program and the success of Banned Books Week to develop sustained advocacy for governmental open data. This month will witness the inaugural Endangered Data Week, a coordinated series of events across campuses, nonprofits, libraries, citizen science initiatives, and cultural heritage centers to shed light on public datasets that are in danger of being deleted, repressed, or lost. Endangered Data Week’s

Get Involved!

Endangered Data Week (April 17–21, 2017) is a new annual grassroots event to inform the public about various threats to publicly available data. For historians, relevant actions may include workshops on using data in research, making historical data more accessible (for example, taking tables in PDFs and producing spreadsheets), discussing the power dynamics inherent in data collection and structures, a DataRescue event, and advocating for better open data policies at the federal, state, and local levels.

You can host or sponsor events at your own institution! A growing list of resources and ideas for events is available at endangerreddataweek.org.

goals are to bring awareness of different types of threats to publicly available data, engage with the power dynamics involved in data creation, sharing, and retention, and make endangered data more secure and accessible. These events can capitalize on endangered collections in DataLumos, DataRefuge, and elsewhere by improving access and preservation, visualizing and publicizing the data, critically engaging with the power dynamics of data collection and sharing, encouraging political activism for open data policies, and conducting workshops on data curation, documentation, and preservation.

While much of the urgency regarding federal data has revolved around Trump’s election and inauguration, this is hardly an issue constrained to the current administration. Political threats to information are nothing new, and several notable gaps in federal data, such as mandatory hate crime reporting and officer-involved shootings, have existed through administrations of both parties. This is all the more reason to organize and coordinate programming that sheds light on the reality of public data, elevating and protecting endangered data, and discussing the complex power dynamics behind data collection, organization, and sharing. Historians have a duty to stand as users of past records for the preservation of crucial information, as scholars for evidence-based policy, and as citizens for government transparency.

Brandon Locke is director of the Lab for the Education and Advancement in Digital Research (LEADR) at Michigan State University. You can find him at brandontlocke.com or [@brandontlocke](https://twitter.com/brandontlocke) on Twitter.



History in Ruins

Cultural Heritage Destruction around the World

Rachel Van Bokkem

On January 20, Syrian authorities revealed that Daesh (also known as ISIS) militants had destroyed part of the Roman amphitheater in the ancient city of Palmyra in late December 2016. This was just the latest incidence of the terrorist group's deliberate destruction of cultural heritage sites throughout the Middle East and North Africa. According to the Antiquities Coalition—a US-based organization that fights against the illicit global trade in antiquities—Daesh destroyed over 150 sites between 2011 and 2015. In a recent interview with CNBC, UNESCO director-general Irina Bokova confirmed that all of Syria's UNESCO World Heritage Sites have been either damaged or destroyed since the country's civil war began over six years ago.

Daesh, however, is not the first to destroy cultural heritage. Destruction of physical or intangible artifacts that embody the ideas, beliefs, and characteristics of past societies is a well-tested means of control and power. In 70 CE, the Roman Army plundered and destroyed the Second Temple in Jerusalem during the First Jewish-Roman War. During Mao Zedong's Cultural Revolution, thousands of Chinese historical sites were destroyed to rid the country of capitalist and traditionalist influences. In 2001, the Taliban destroyed the two Buddhas of Bamiyan, declaring that the massive statues were false idols. Physical destruction of culturally significant artifacts grants perpetrators the power to reject them as unimportant and to limit how well they can be known to future generations. In Daesh's case, militants are erasing traces of civilizations that do not align with their ideology, performing, in effect, a form of "cultural cleansing," as Bokova calls it.

Yet not all loss of historical evidence is the result of malicious acts. At a roundtable titled "Destroying History: Threats to Cultural Heritage around the Globe" at the 2017 AHA annual meeting in Denver, Katherine

French (Univ. of Michigan) noted that "war and politics are not the only enemies of the past . . . economic development, poverty, lack of training, and lack of resources also threaten to destroy historical artifacts." The multidisciplinary roundtable, comprising six scholars—French, Senta German (Montclair State Univ.), Robert E. Murowchick (Boston Univ.), Thomas F. X. Noble (Univ. of Notre Dame), Ingrid Rowland (Univ. of Notre Dame, Rome Global Gateway), and Sylvia Sellers-Garcia (Boston Coll.)—revolved around the difficult question the discipline of history must confront in the face of multiple forms of source destruction: How will future historians accurately represent the past?

Contextualizing the discussion, Noble, a specialist in Mediterranean medieval and religious history, discussed the emergence of iconoclasm in the Byzantine Empire. Emperor Leo III, believing that God was punishing his empire for its veneration of icons, banned religious images. As a result, until the middle of the ninth century, a cultural battle raged between those who sought to destroy and those who restored religious images. "We have almost no evidence" from this period, Noble said. "Countless works of art depicting Christ, Mary, various saints, and gospel scenes were either destroyed or painted over. For almost a century or more, Byzantine art fell victim to religious fanatics." Historians who seek to understand the Iconoclast period of the Byzantine Empire have few original visual sources to rely on—instead, they are forced to construct their narratives from secondhand accounts.

But damage to historical artifacts and cultural heritage is not always malicious; sometimes preservation can act as a form of destruction. In colonial Spanish Guatemala, for example, "the greatest loss of documentary material occur[ed] closest to the moment of creation when archivists . . . decide[d] what to keep and what to save," said Sellers-Garcia, a historian specializing in colonial Latin America.

Those who assisted in the archive's construction selected documents they believed would be useful for the Spanish Empire, discarding others. An entire world of legal paperwork and private documents from the colonial period, thus, are lost to modern-day historians who seek to understand the Spanish colonial period in Guatemala's history.

Destruction can also arise from neglect, as with the Guatemalan Police Archive in Guatemala City. Discovered by chance in 2005 in a downtown warehouse by the Institution of the Procurator for Human Rights, the archive contains almost 80 million pages about murders, tortures, arrests, and kidnappings during the Guatemalan Civil War (1960–96). Documents were found strewn across the floor, stuffed in garbage bags, damaged by water, and violated by vermin. Archivists are still struggling to acquire proper resources to preserve these papers from further damage. "In some ways," Sellers-Garcia noted, "this lack of resources becomes a legacy . . . that shapes the nature of the archive into the present." A lack of archival assets can ultimately have withering effects on the amount of research conducted in a field.

Destruction through neglect, while not malicious, can occur on much larger scales as well. In Italy, city modernization projects in Rome have taken precedence over preservation of the ancient Roman and medieval ruins that stand throughout the city. The Tor de' Schiavi ("tower of the slaves") was once a popular tourist attraction but is now encircled by new residential apartments. Rowland, an expert in classical antiquity and architecture, explained, "The real problem facing Roman antiquities now is development without education." City leaders, who have little historical understanding of Rome's various cultural heritage sites, are choosing money-making schemes, such as building a new subway system connecting the suburbs to downtown Rome (coming dangerously close to the Coliseum) and parking

"Chaos in the Library," MKalesnikov/depositphotos

Damage to cultural heritage sites, depositories, and archives affects how historians analyze the past.



Jerzy Strzelecki/Wikimedia Commons/CC BY-SA 3.0

The amphitheater in Palmyra before it was destroyed by Daesh in January 2017.

garages where ancient Roman villas were recently uncovered.

Cultural heritage can also suffer from too much exposure. In China, serial novels focusing on the exploits of tomb robbers have become increasingly popular with children. Murowchick, an anthropologist specializing in China and Southeast Asia, said, “It’s very exciting for kids to read, but it is also inspiring lots of them to see this as a career opportunity. There’s a saying that says, ‘If you want to become rich overnight, go rob a tomb.’” Now, people interested in robbing artifacts are able to connect with one another through the Internet. Instructions for making and using dynamite, ground-penetrating radar, and other necessary tools are accessible on an unprecedented scale. This has encouraged a growing trade in antiquities in China. Murowchick estimates that “a quarter million tombs have been raided in China since 1990” to satisfy both the domestic and the international demand for artifacts.

This rush to pillage in China highlights the growing demand for antiquities worldwide. Daesh is fueling this demand by

physically destroying sites and by looting museums, galleries, and archives for antiquities that can be sold outside of Syria and Iraq. German, an expert in Aegean, Greek, and ancient Near Eastern archaeology and a former board member of Saving Antiquities for Everyone (SAFE), noted, “The Islamic State’s occupation of much of Syria has incentivized another reason for the looting: their taxation, or more accurately, ‘shake-down,’ of any and all commercial activities.” According to the Antiquities Coalition, Diwan al-Rikaz, the Office of Resources for Daesh, issues permits to potential looters authorizing the plundering of sites within its territory. Daesh then receives between 20 and 80 percent of profits made from selling the artifacts. In one Syrian army raid, soldiers found spreadsheets showing that taxes derived from selling antiquities were an important form of side revenue for Daesh. In fact, between 2014 and 2015, this Daesh-imposed tax netted over \$200,000 for the terrorist group from dealers selling stolen artifacts. One sale alone supplied the organization with \$140,000.

These Daesh-taxed antiquities have flooded the black markets and galleries of Europe, Asia, and North America, where they are purchased by enthusiastic wealthy buyers. While the United States has taken precautionary measures and banned the import of ancient Syrian art and artifacts, the carnage continues. As the annual meeting roundtable shows, this destruction of cultural heritage is not isolated; instead, it is expansive and transcends both time and geopolitical boundaries. Even when unintentional, the damage nevertheless influences researchers in how they analyze the past and the sources they use to do so. The roundtable, French said, recognized the importance of calling the attention of AHA members to this issue: “By historicizing it and listing different contexts for the destruction of history,” historians would understand how it affects their fields—no matter how diverse.

Rachel Van Bokkem is a history MA student at American University in Washington, DC, specializing in Holocaust and genocide studies.

History Is Not a Useless Major

Fighting Myths with Data

Paul B. Sturtevant

Over the past 20 years, warnings from a variety of sources—from career counselors to administrators to government officials—have convinced many prospective college students (and their parents) that the only safe path to a well-paying job is through a STEM major. Members of the academy—including STEM faculty themselves—have repeatedly challenged assertions that majoring in the humanities is useless. And employers of STEM graduates say that they value skills cultivated in a wide-ranging curriculum.

But the sense persists that the push toward STEM comes at the direct expense of humanities majors; history enrollments have declined sharply since at least 2011. As Julia Brookins reported in the March 2016 issue of *Perspectives on History*: “The number of history BAs and BSs completed in the United States fell for the third time in four years, this time by 9.1 percent from the previous year, from 34,360 to 31,233 [in 2014].” According to the most recent data, this steep decline has continued, with only 28,157 history majors graduating in 2015 (a decline of 9.8 percent from 2014).

In advising students, talking to parents, and listening to the priorities articulated by state legislatures, we continue to encounter widespread myths about the lives of people who graduate with history BAs. These myths are largely based on misinformation about the prospective lives of those who major in history. They paint life with a degree in history as a wasteland of unemployment and underemployment—that careful study of Asoka’s conquests or the Industrial Revolution leads to a life of “Would you like fries with that?”

A potent way to combat these myths is with concrete data. Thankfully, a massive repository of data, the American Community Survey (ACS), tells us much about the lives of history majors. Conducted by the US Census Bureau each year since 2000, the ACS is a statistical survey of 3.5 million American households. It includes questions

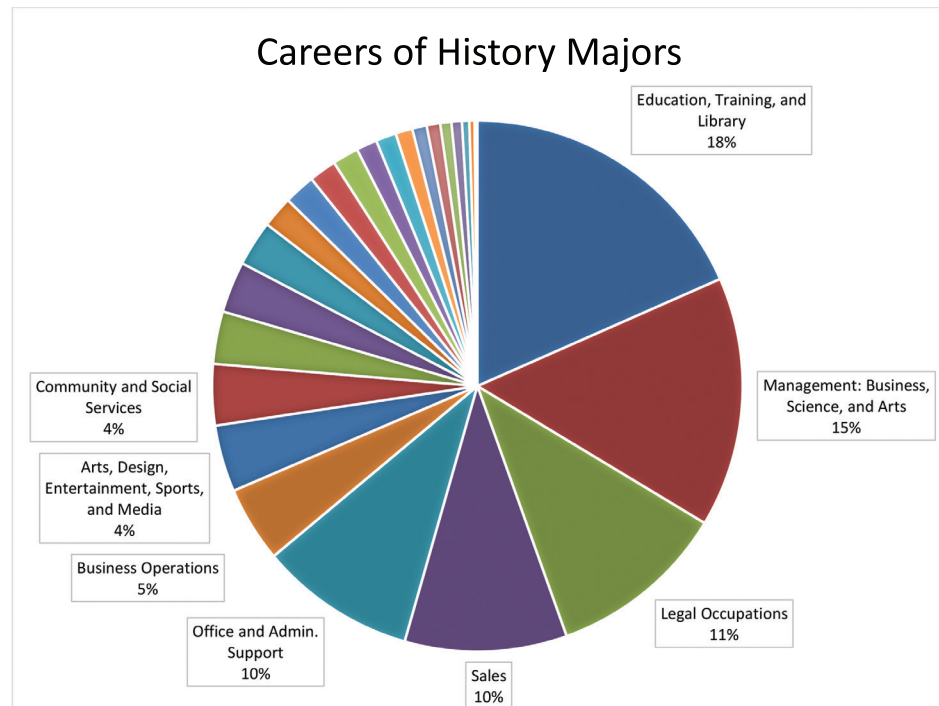


Fig. 1. Data source: ACS 2010–14 5-year Public Use Microdata Sample (PUMS). Includes individuals who stated they were in full-time employment, between the ages of 25 and 64, had achieved a bachelor’s degree or higher, and had either history or US history as the field of study for their bachelor’s degree.

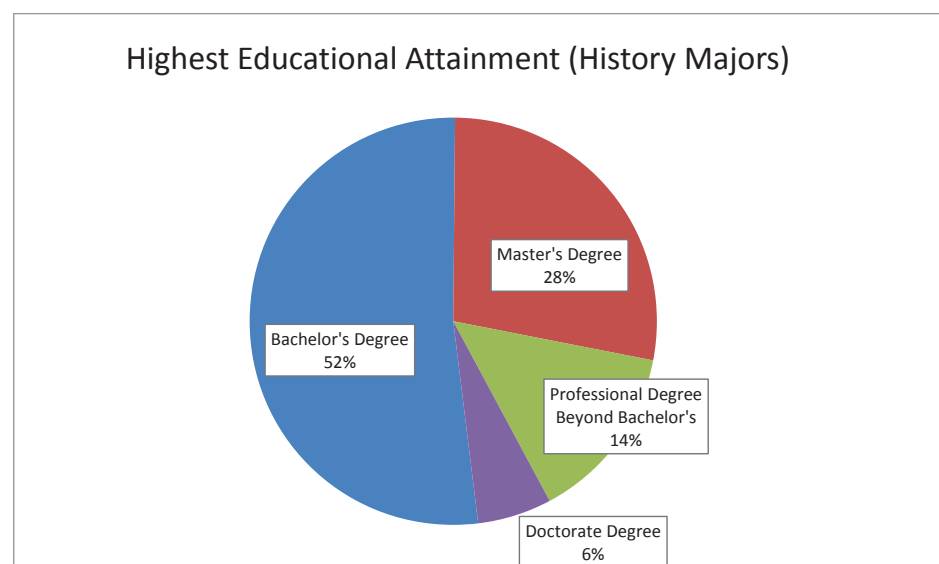


Fig. 2. Data source: ACS 2010–14 5-year Public Use Microdata Sample (PUMS). Includes individuals who stated they were in full-time employment, between the ages of 25 and 64, had achieved a bachelor’s degree or higher, and had either history or US history as the field of study for their bachelor’s degree.

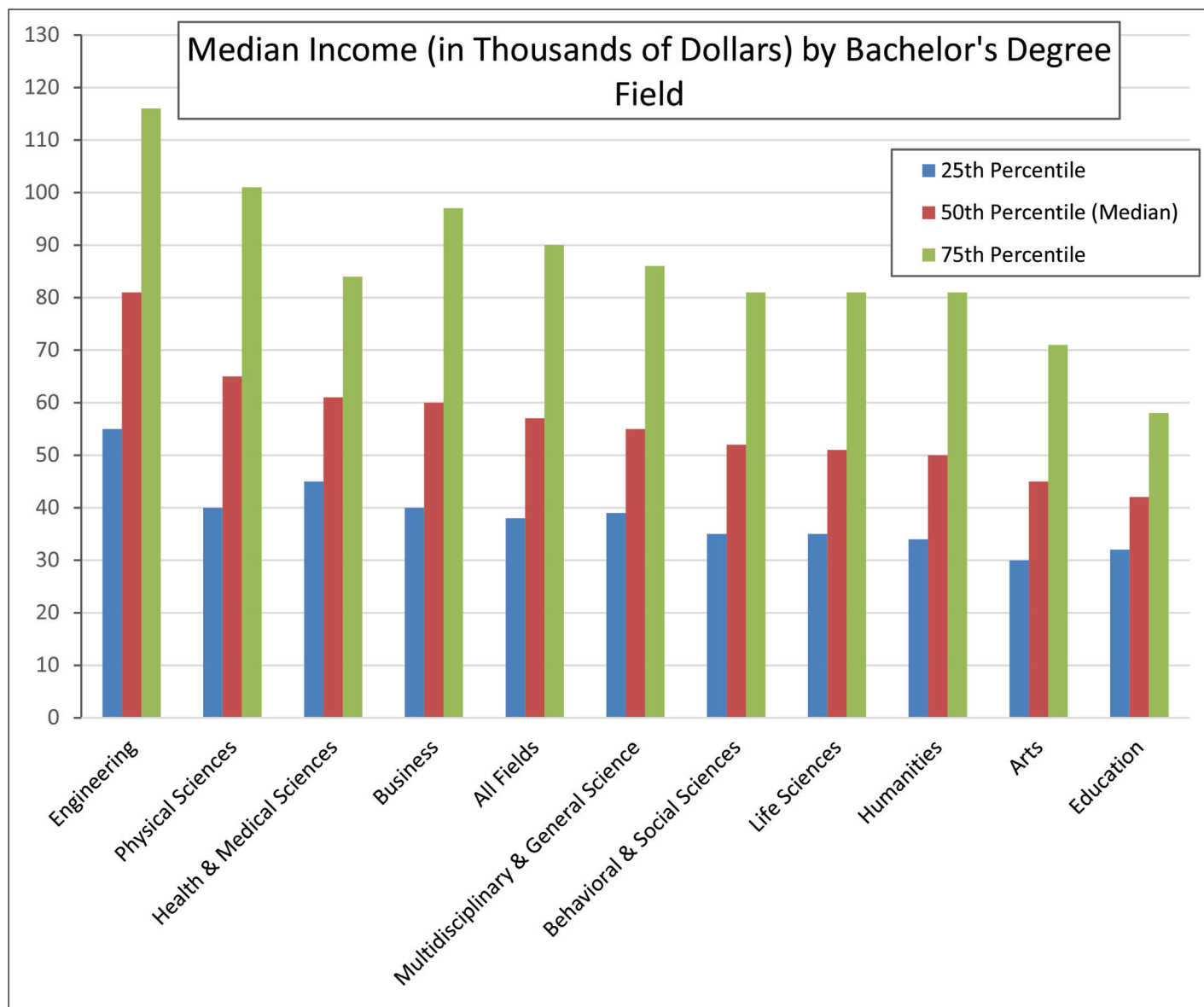


Fig. 3. Data source: American Academy of Arts and Sciences Humanities Indicators, table III-4a. Available at <http://www.humanitiesindicators.org/content/indicator/doc.aspx?i=287>. Click on the Excel icon to download the full dataset.

on a wide range of topics, from demographic details like age and race/ethnicity to situational data like housing and employment status. Most usefully for us, it also records individuals' undergraduate majors. These data are then compiled and aggregated into one-, three-, and five-year estimates.

From the ACS, we know that over the years 2010–14, some 29.7 percent of all American adults over 25 completed a bachelor's degree or higher. Of those, 2.21 percent received a bachelor's in history or US history. The ACS data offer us a snapshot of these history majors across the country and at different phases of life: from recent graduates to those in retirement.

Overall, the ACS data suggest that the picture for history majors is far brighter

than critics of the humanities would have you believe, even those who think the sole purpose of a college degree is to achieve a well-paying job.

Myth 1: History Majors Are Underemployed

One fear is that history degrees do not offer a life of gainful employment or the job security that other careers might. The truth is very different. The ACS found that 4.6 percent of history majors between the ages of 25 and 64 were unemployed at the time they were surveyed. The national average, by comparison, was 7.7 percent. Against all holders of a college degree, however, there was a modest

difference: degree-holders overall had 4.1 percent unemployment, half a percentage point lower. While history majors do have a slightly higher unemployment rate, the data show that someone interested in the field should not be deterred; the difference is very slight.

Myth 2: A History Major Does Not Prepare You for Gainful Employment

Most myths begin with a kernel of truth that is then warped beyond recognition. The idea that a history degree doesn't lead directly into a profession is true only for students who expect to become professional

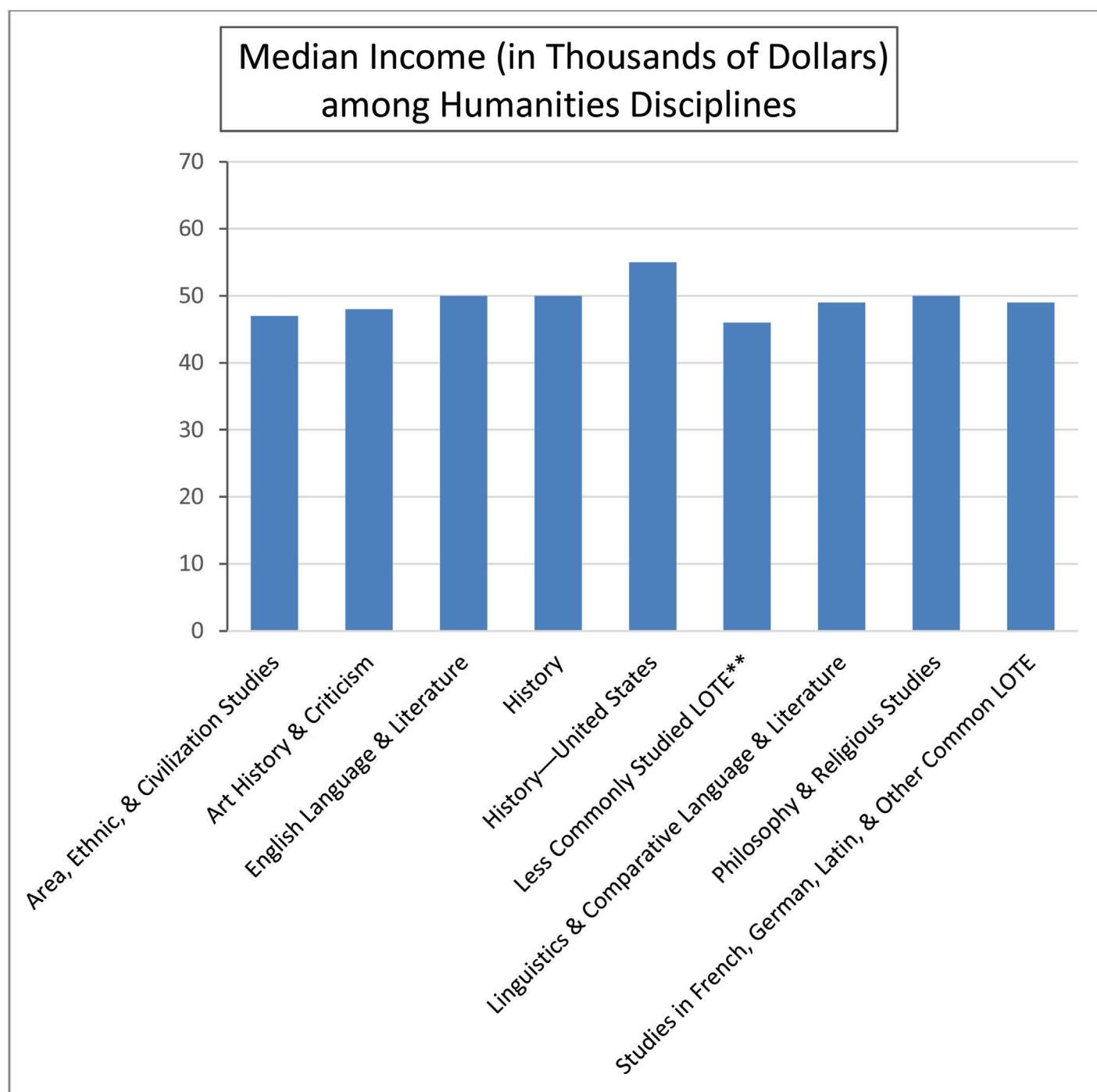


Fig. 4. Data source: American Academy of Arts and Sciences Humanities Indicators, table III-4c. Available at <http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=289>. **LOTE="Languages Other Than English." The ACS survey records undergraduate major by a free-response text block, with no apparent guidance on how to represent a person's degree. As a result, the number reporting their major as "history" may also include some who studied US history. The overall number of US history majors reported in the ACS is very low, to such a degree that they may make statistical analyses problematic. It is for these reasons that I combine the US history and history majors in my analysis, though the American Academy of Arts and Sciences does not.

historians or to work in a closely related occupation. The vast majority of history majors, of course, do not become professional historians; according to the ACS, only 4.5 percent of history majors become educators at a post-secondary level (that is, mostly college professors). The proportion who become museum professionals—0.5 percent of the total—is a very small slice of the overall pie as well.

But the ACS data imply that many history majors do not expect to become historians and that they find meaningful careers in a wide range of fields. A history degree provides a broad skillset that has ensured that history majors are employed in almost every walk of life, with some notable trends (see fig. 1).

History majors seem particularly well-prepared for, and attracted to, certain careers.

Nearly one in five goes into education—just over half as primary-, middle-, and high-school teachers. Another 15 percent enter management positions in business, and 11 percent go into the legal professions (most becoming lawyers). The "fries" myth is definitely not backed up by the data; only 1.7 percent of history majors work in food preparation, compared to 5 percent of the overall population.

It's important to note that nearly half of the history majors identified by the ACS went on to graduate school (see fig. 2)—a much higher percentage than the national average (37 percent) and higher than majors in English (45 percent) and the liberal arts (26 percent). This might be because law, management, and education require advanced study. It could also mean that students interested in careers that require graduate training see a history major as a springboard. Likely it is a combination of the two. But knowing this, history departments must understand that it is imperative that they prepare majors for graduate school and offer guidance in educational and career choices.

Myth 3: History Majors Are Underpaid

Again, we start with a kernel of truth. The American Academy of Arts and Sciences Humanities Indicators project released an analysis of ACS data showing that those with degrees in the humanities earn less (in terms of median income) than those with degrees in engineering, health care, business, and the sciences (see fig. 3).

Part of this is based more on field than on level of achievement; the work of engineers and computer programmers is better remunerated than that of, for example, elementary school teachers—even though our society demands good teachers. But history fares well in terms of compensation when compared to other humanities majors. The differences in median income among the humanities disciplines are not significant; the disparity between highest- and lowest-paid humanities majors in the workforce is only a few thousand dollars (see fig. 4).

Because of the diversity of careers that humanities majors—particularly history majors—go into, there is a wider-than-average distribution of incomes based upon field of work (see fig. 5). As in the general workforce, it is the occupation of college graduates in the humanities, rather than their undergraduate major, that accounts for differences in income. For history majors between the ages of 25 and 64 who are neither unemployed nor out of the workforce, the median income is currently \$60,000 per year. But for those in managerial positions, the median is \$80,000. For those in the legal occupations, the median is \$100,000. But

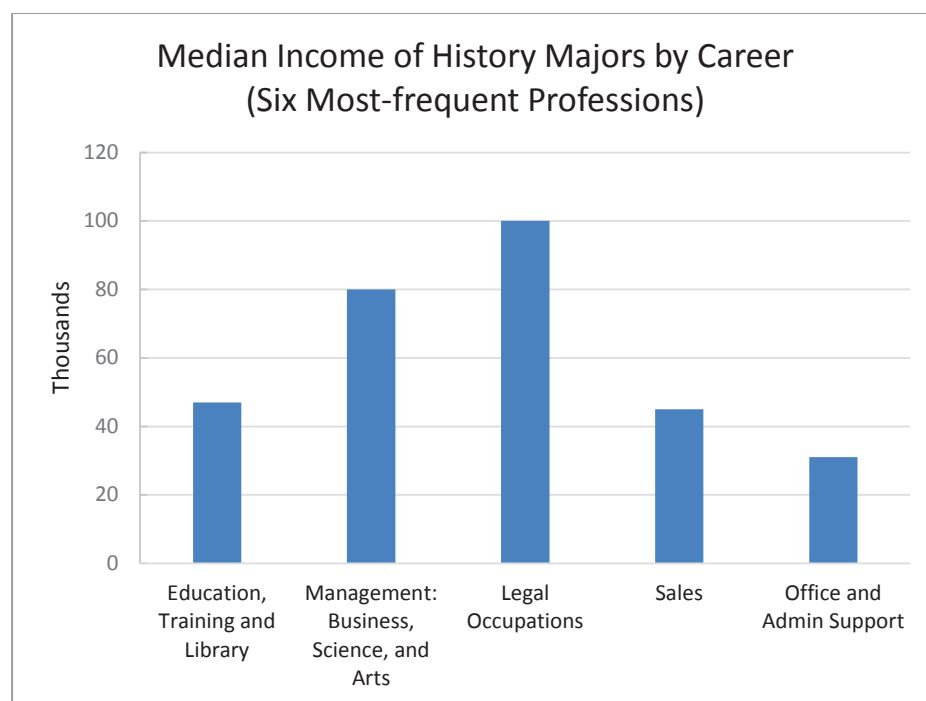


Fig. 5. Data source: ACS 2010–14 5-year Public Use Microdata Sample (PUMS). Includes individuals who stated they were in full-time employment, between the ages of 25 and 64, had achieved a bachelor's degree or higher, and had either history or US history as the field of study for their bachelor's degree.

for those in education, it is \$47,000, and for those who go into community and social services, the median is \$45,000.

In short, it is not that history majors are underpaid. It is that the diverse range of occupations that a history degree prepares them for includes several important, but vastly undervalued, public service careers. If the only consideration when choosing a major is whether you will be earning six

go on to become much better educated than the average person, filling roles in a wider range of careers than holders of many other degrees. The worst that can be said of this situation is that many of those careers are socially undervalued. But that does not mean that a degree in history is any less valuable.

Data suggest prospects for potential history majors are good, but history departments must offer guidance in career and graduate school choices.

figures by the age of 30, then history may not be the best field. But for students who are inspired by work in which the greatest rewards may not necessarily be financial, a history major remains an excellent option.

The ACS data shed fascinating light on some of the myths about life with a history degree. Majoring in history does not doom a graduate to a life of unemployment or underemployment. In fact, history majors

Methodological note: All ACS data cited in this article include only those individuals between the ages of 25 and 64 who were in full-time employment, who achieved a bachelor's degree or higher, and who stated that their field of study for their bachelor's degree was either history or US history. All data were taken from the ACS's 2010–14 5-year Public Use Microdata Sample (PUMS). Data on the number of history bachelors' degrees awarded in 2015 were gleaned from the annual National Center for Education Statistics via the NSF's WebCASPAS system at <https://ncesdata.nsf.gov/webcaspar>.

Paul B. Sturtevant is a medievalist, social scientist, and public historian. He received a PhD in medieval studies from the University of Leeds and is a social science analyst at the Smithsonian Institution, as well as editor in chief of The Public Medievalist; <http://www.publicmedievalist.com/>. Follow him on Twitter @publicmedieval.

Changes at AHA Headquarters

Elizabeth Elliott

The AHA is delighted to announce several organizational changes at its headquarters office, including the addition of three new staff members.

Dylan Ruediger will join us in the newly created position of coordinator for the Career Diversity for Historians initiative. He will graduate in May with a PhD in Native American and early American history from Georgia State University, where he recently served as co-director of both an NEH Next Generation Planning Grant and an AHA Career Diversity for Historians Departmental Grant. Dylan also brings experience in digital humanities from his work as project manager for the Student Innovation Fellowship program at Georgia State, where he supervised several large-scale digital research projects. While at Georgia State, Dylan also helped develop a five-year strategic plan to improve graduate programs in the College of Arts and Sciences and participated in a University System of Georgia committee that oversaw the merger of Georgia State with a local five-campus community college. Dylan will work closely with the manager of academic affairs to launch the next phase of the AHA's Career Diversity for Historians initiative, including administering an institutional grants program, planning and executing a series of faculty institutes, and maintaining the AHA's successful Career Contacts program.

Joe Gardella comes to us as meetings and executive assistant. He graduated in December

with a degree in history from the University at Buffalo. This past summer, Joe worked as a curatorial intern at the National Museum of African American History and Culture, where he assisted the *Slavery and Freedom* exhibition team. Meetings and executive assistant is a brand-new position. Joe will work closely with our meetings coordinator, executive director, and Council members to assist with planning the annual meeting and arranging logistics for other AHA activities.

Zoë Jackson will serve in another new position, publications and academic affairs assistant. Zoë holds a BA in history from Cornell University, where she minored in dance. Previously, she worked as a content analysis intern at Pew Research Center in Washington, DC. Zoë will provide administrative support to the publications depart-



Dylan Ruediger



Joe Gardella



Zoë Jackson

ment and assist the programs staff with collecting employment data for recent PhDs.

Along with these additions, some current staff members will be moving into new roles. Matthew Keough, previously meetings and office assistant, is now archives and office assistant. Matthew's new responsibilities focus on organizing and maintaining the AHA's institutional records and historical materials. Our program assistant, Elizabeth Elliott, is taking on a greater role in Teaching Division activities and special projects, including the next phase of Career Diversity. We anticipate that these transitions will allow the AHA to devote more time to new projects and ideas, and to better serve our members.

Please join us in welcoming Dylan, Joe, and Zoë!

Elizabeth Elliott is program assistant at the AHA.

In the April Issue of the American Historical Review

Robert A. Schneider

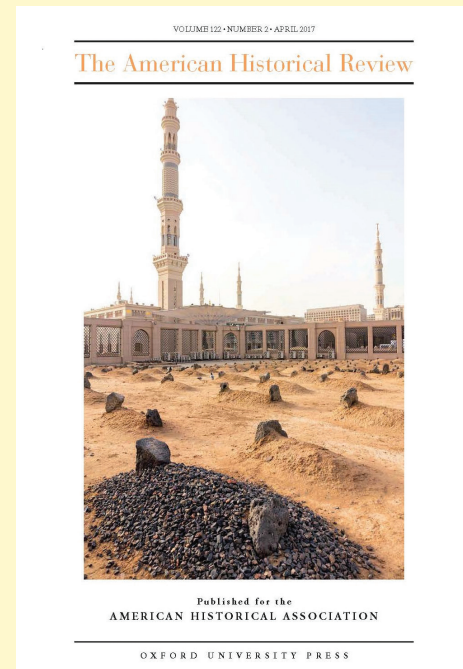
The April 2017 issue of the *American Historical Review* includes an *AHR* Forum that focuses on a digital project that uses novel mapping techniques to track 18th- and early 19th-century British architects on the “Grand Tour” in Italy. There are also articles on suicide in early Latin America, biopolitics in Saudi Arabia, and the mobilization of young people in Japanese-occupied Taiwan during the Second World War. An extensive book review section follows our six featured reviews. “In Back Issues” calls readers’ attention to issues from 100, 75, and 50 years ago.

In “Fatal Differences: Suicide, Race, and Forced Labor in the Americas,” **Marc A. Hertzman** examines the relationship between race and suicide in the Western Hemisphere. He shows how ideas about suicide helped generate and reinforce multiple forms of racial difference, and how colonial ideas survived—often in new forms—long after independence and the abolition of slavery. The extant historiography on suicide emphasizes moral, religious, and medico-legal responses to self-destruction. It pays less attention to race or to the brutal fact, widely acknowledged (though rarely discussed in depth) by scholars of slavery, that forced servitude also made suicide a quintessentially economic issue—a threat to planters’ and traders’ bottom lines. As slavery and forced labor became part of dominant global value systems that determined who counted as human, Hertzman argues, the choice to end one’s own life became a means for making that determination. Eventually, exceptional stories of heroic suicide by native or black martyrs became part of national narratives. That process, however, depended on the decoupling of self-destruction and economic production—acts once seen as threats to colonial foundations turned into stories of sacrifice and national birth. Over time, and despite significant changes, suicide continued to function as a durable marker of racial differentiation.

In 1926, Ibn al-Sa‘ud ‘Abd al-‘Aziz b. al-Sa‘ud ordered his forces to destroy the Baqi’ and Mu‘alla cemeteries in Medina and Mecca. The destruction at al-Baqi’ caused particular anguish among Muslims around the world because of the many descendants and companions of the Prophet who were buried there. For years, based on the belief that the dead could hear the prayers and entreaties of the faithful, the tombs had been objects of veneration and devotion during the annual Hajj to Mecca. Their demolition marked the onset of a new type of politics that did not allow the commingling

of the living and the dead. The holy cities had been captured by Ibn al-Sa‘ud the previous year in his quest for control of western Arabia. As a result, his government was now responsible for managing the Hajj. The religious significance of this pilgrimage is well known, but in “Governing the Living and the Dead: Mecca and the Emergence of the Saudi Biopolitical State,” John M. Willis demonstrates the important role it played in the development of a modern form of government in what became the Kingdom of Saudi Arabia. By tending to both the physical and the spiritual health of the pilgrims, the Saudi authorities articulated a new form of sovereignty that was intimately concerned with life and death. The result was the emergence of an understanding of life in its physical and spiritual capacities that could be actively governed by the state. *The Baqi’ Cemetery in Medina with a view of the Prophet’s Mosque, 2015. iStock.com/Mawardi Bahar.*

A concern with “bare life” is also the theme of “Governing the Living and the Dead: Mecca and the Emergence of the Saudi Biopolitical State” by **John M. Willis**. Between 1924 and 1925, the armies of ‘Abd al-‘Aziz b. al-Sa‘ud captured the holy cities of Mecca and Medina, consequently assuming the responsibility of the annual Hajj pilgrimage. Although the religious significance of these events has long been recognized, their



importance to the emergence of modern government in what became the Kingdom of Saudi Arabia has not received the same recognition. Willis contends that the management of the pilgrimage was critical to the articulation of a new form of government that took as its object life itself, or what Michel Foucault called biopolitics. With the annual influx of thousands of pilgrims from across the globe, the Saudi authorities erected

a public health administration to tend to the pilgrims' physical needs while simultaneously creating a religious administration that saw to their spiritual health. The result was the emergence of an understanding of life in its physical and spiritual capacities that could be actively governed by the state.

From state authorities' concern with a population's health and well-being, the issue moves to a different set of concerns in a very different context. In "Between 'Rural Youth' and Empire: Social and Emotional Dynamics of Youth Mobilization in the Countryside of Colonial Taiwan under Japan's Total War," **Sayaka Chatani** takes us deep into a little-known chapter related to the Second World War. Between 1937 and 1945, hundreds of thousands of (especially rural) young men in colonial Taiwan embraced Japanese imperial nationalism and even sought to become volunteer soldiers. There was, in fact, a "volunteer fever" across the island, an aspect of the frantic ideological mobilization of Japan's wartime empire. By examining the grassroots process of imperial youth mobilization in the Taiwanese countryside, Chatani explains the social and emotional mechanisms of ideological indoctrination. She argues that Taiwan's case is analytically useful because while Japan's wartime mobilization was comparable to that of other totalitarian regimes, its colonial setting allows historians to trace the rapidly changing nature of state-society interactions. In explaining the processes and results of ideological indoctrination, Chatani emphasizes the centrality of social contexts, tensions, and relationships, including collective emotions generated within them. This approach, Chatani concludes, expands the scope of "everyday history" and opens up new terrain in studies of totalitarian mobilization.

The *AHR* Forum, "Digital History: Mapping the Republic of Letters," begins with an introductory essay collectively authored by **Dan Edelstein, Paula Findlen, Giovanna Ceserani, Caroline Winterer, and Nicole Coleman**. In "Historical Research in a Digital Age: Reflections from the Mapping the Republic of Letters Project," they introduce the larger project—Mapping the Republic of Letters at Stanford University—out of which this forum grew. For the past nine years, the authors, along with other scholars, have been exploring the limits and possibilities of computation and visualization for studying early modern correspondence whose massive and dispersed character has long challenged students. They were guided

by several questions: Beyond cliometrics, what new ways of discovery and analysis do today's Big Data offer? What can we learn by visualizing the archives and databases that are increasingly accessible and viewable online? What might the next research steps be, as linked data rapidly develops further possibilities? In a variety of case studies focusing on metadata (in the letters of Locke, Kircher, Franklin, and Voltaire and the journeys of the Grand Tour), they experimented with visualizations to produce maps of the known and unknown quantities in their datasets, and to represent intellectual, cultural, and geographical boundaries. As part of the process, they engaged in collaborative authorship and worked with designers and programmers to create Palladio, an open-access suite of visualization tools specifically for humanities scholars.

The featured article in this forum demonstrates an example of the fruits of the Mapping the Republic of Letters project. In "British Travelers in Eighteenth-Century Italy: The Grand Tour and the Profession of Architecture," **Giovanna Ceserani, Giorgio Caviglia, Nicole Coleman, Thea De Armond, Sarah Murray, and Molly Taylor-Poleskey** draw on a dynamic digital database of 18th-century British travelers in Italy. They offer a case study focused on British architects to demonstrate the potential of digital resources for historical research. Based on the entries in John Ingamells's *A Dictionary of British and Irish Travelers in Italy, 1701–1800* (1997)—which covers the itineraries and lives of more than 5,000 travelers—their project adds a new richness and granularity to the understanding of the Grand Tour, an extended tour of Europe undertaken by British aristocrats as part of their education. The authors show what

these tours actually consisted of and what they did for British architects in Italy and beyond. The article depicts patterns of places visited, of funding, and of social and professional gains and interactions, and thus shows a history of architecture that goes beyond the influence of Italian architectural models on British thought and design. This approach to the Grand Tour reveals the transformation of "architecture" from a gentlemanly passion and artisanal craft into a modern profession and discipline. By indicating some of the ways in which the Grand Tour served this transformation, the authors also suggest the broader promise of the Grand Tour Project's digital approach for scholars of various interests.

In "Reading the Grand Tour at a Distance: Archives and Datasets in Digital History," **Jason M. Kelly** takes the essay by Ceserani et al. as a point of departure from which to examine the limits and potentials of digital history, especially as it relates to the construction of archives and digital datasets. Through a critical reading of the sources used to create the Grand Tour Project, he shows how datasets can both hide and embody hierarchies of power. Comparing the Grand Tour Project to other digital projects currently in production, such as *Itinera* and *Legacies of British Slave-Ownership*, Kelly offers suggestions for alternative readings of the Grand Tour narrative. He concludes by summarizing a series of challenges faced by historians as they contemplate best practices for creating and maintaining digital datasets in the 21st century.

Robert A. Schneider is professor of history at Indiana University Bloomington and interim editor of the American Historical Review.

Nominate an Outstanding Mentor for an AHA Award

Equity Awards for individuals and institutions that have achieved excellence in recruiting and retaining underrepresented racial and ethnic groups into the history profession

Due May 15. Learn more at historians.org/prizes

AHA ACTIVITIES

2017 AHA Nominations

Compiled by Liz Townsend

The Nominating Committee for 2017–18, chaired by Jana Lipman (Tulane Univ.), met in Washington, DC, on February 10 and 11 and offers the following candidates for offices of the Association that are to be filled in the election this year. Voting by AHA members will begin June 1.

President

Mary Beth Norton, Cornell University (early Anglo-American gender and politics)

President-elect

Jeremy I. Adelman, Princeton University (Latin America, global)

John R. McNeill, Georgetown University (environmental, world)

Professional Division

Councilor

Mary Elliott, National Museum of African American History and Culture (African American, migration and community development)

Julie A. Golia, Brooklyn Historical Society (20th-century US gender and media, public)

Research Division

Vice President

Sophia Rosenfeld, University of Pennsylvania (Enlightenment, Age of Revolutions, political thought, historical methods)

John Voll, Georgetown University (modern Islam, world history conceptualizations)

Councilor

Melissa K. Bokovoy, University of New Mexico (Yugoslavia and memory, collectivization and eastern Europe)

Miranda D. Brown, University of Michigan, Ann Arbor (ancient China, Chinese science)

Teaching Division

Councilor

Matthew Cone, Carrboro High School (race and the justice system, economic development)

Michele A. Fichera, San Mateo Union High School District (professional development, social science)

At Large

Councilor

Caroline Marris, Columbia University (early modern Europe and Atlantic)

Sarah Mellors, University of California, Irvine (modern China, gender and sexuality, medicine, world)

Committee on Committees

Slot 1

Christian Ayne Crouch, Bard College (New France, Atlantic world, indigenous studies, forms of colonial violence)

Jennifer L. Palmer, University of Georgia (18th-century French slavery/race/gender)

Slot 2

Madeline Y. Hsu, University of Texas, Austin (migration and transnationalism, international, Asian American studies, modern China)

Bryant Simon, Temple University (20th-century United States, food studies, political economy)

Nominating Committee

Slot 1

Tim Borstelmann, University of Nebraska, Lincoln (US international, 20th century)

Kathleen Brosnan, University of Oklahoma (environmental, transnational history of wine)

Slot 2

Lyman L. Johnson, University of North Carolina, Charlotte (late colonial Buenos Aires, economy of 19th-century Argentina)

Gabriel Paquette, Johns Hopkins University (Spain and Portugal and their colonies, comparative imperial)

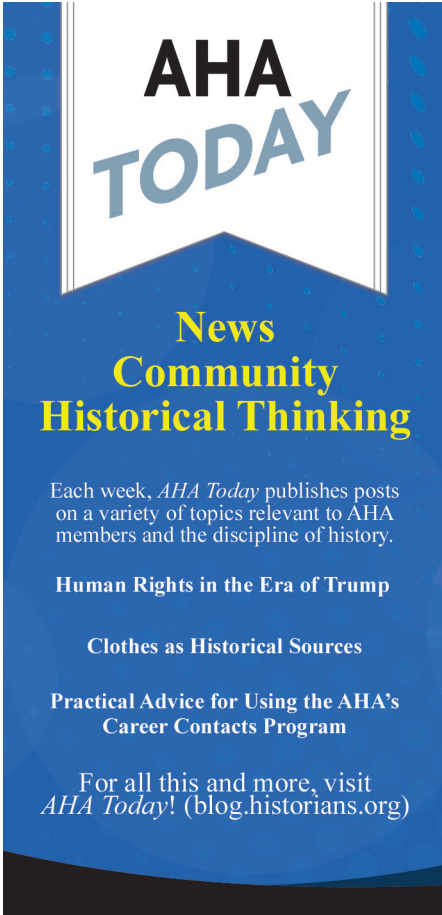
Slot 3

Carin Berkowitz, Chemical Heritage Foundation (modern British and American medical sciences and visual culture)

Malcolm Richardson, independent scholar, NEH retired (US philanthropy, 20th-century Europe)

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

Liz Townsend is coordinator, data administration and integrity, at the AHA.

A vertical banner with a blue background. At the top, the text "AHA TODAY" is written in a large, white, sans-serif font, with "AHA" on the top line and "TODAY" below it. Below this, the text "News Community Historical Thinking" is written in a yellow, serif font. Further down, there is a list of topics: "Human Rights in the Era of Trump", "Clothes as Historical Sources", and "Practical Advice for Using the AHA's Career Contacts Program". At the bottom, it says "For all this and more, visit AHA Today! (blog.historians.org)".

AHA TODAY

News Community Historical Thinking

Each week, *AHA Today* publishes posts on a variety of topics relevant to AHA members and the discipline of history.

Human Rights in the Era of Trump

Clothes as Historical Sources

Practical Advice for Using the AHA's Career Contacts Program

For all this and more, visit *AHA Today!* (blog.historians.org)

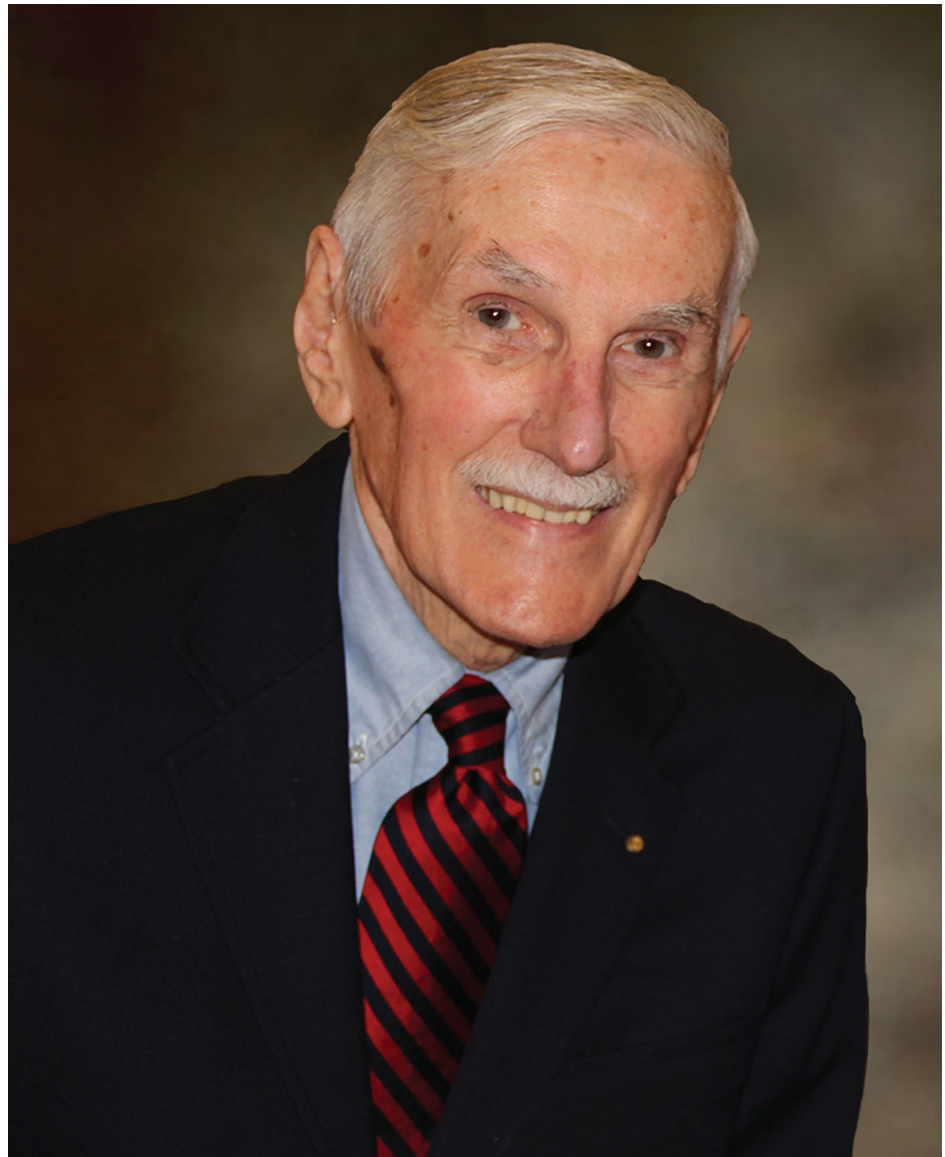
Willard Allen Fletcher 1924–2016

Historian of Modern and Contemporary Europe

Willard Allen Fletcher, 91, professor emeritus of history at the University of Delaware, died of pneumonia on March 28, 2016, at Christiana Hospital in New Castle County, Delaware.

Fletcher was a distinguished historian of modern and contemporary Europe with a pioneering interest in Holocaust studies. In 1960 and 1961, he served as director of the American Historical Association project that microfilmed German military and administrative documents captured at the end of World War II. Working against a tight deadline and in cooperation with the National Archives, Fletcher saw this work through to completion. The documents were published in numerous coedited volumes from 1961 to 1982. Early in his career, Fletcher published an outstanding monograph, *The Mission of Vincent Benedetti to Berlin, 1864–1870* (1965), a contribution to the scholarship on the origins of the Franco-Prussian War from the standpoint of the French ambassador to Prussia. In retirement, Fletcher and his wife, Jean Tucker Fletcher, edited and published the memoirs of the US consul in Luxembourg in the first years of World War II: *Defiant Diplomat George Platt Waller: American Consul in Nazi-Occupied Luxembourg, 1939–1941* (2012). In these memoirs, Waller wrote movingly about his efforts to extricate endangered Jews from occupied Luxembourg. Fletcher also wrote numerous articles dealing with wartime Luxembourg, Belgium, and the Netherlands.

Willard Fletcher lived through much of this history himself. He was born in Vermont in 1924, the son of an Army officer in World War I who married a woman from Luxembourg. With his mother and two sisters, Fletcher returned to Luxembourg in 1926. He attended schools there, becoming fluent in French and German, and lived, as he said later, between the Maginot and the Siegfried lines. He experienced the German occupation of Luxembourg firsthand. When Germany declared war on the United States in 1941, Fletcher was 17 and in high school. Three Gestapo agents removed him from his trigonometry class, and he spent close to two years, 1942–44, interned in a prison



Department of History, University of Delaware

Willard Allen Fletcher

camp for enemy aliens in Upper Bavaria. On one occasion, Heinrich Himmler visited that camp, an experience that Fletcher later described as “chilling.” Otherwise, as he later recalled, internment camps had little in common with concentration camps.

When he was repatriated to the United States, via Lisbon and a Swedish Red Cross ship, he connected with his older brother, then in New Jersey, and joined the US Army. Fletcher trained as a scout and returned to Europe in 1945 as a combat infantryman, serving in the 14th Armored Division and, somewhat ironically, advancing through Bavaria. He was one of the first American soldiers to enter the overcrowded inter-

national prisoner-of-war camp at Moosburg, outside of Munich, Germany—Fletcher always remembered the enthusiastic reception of the prisoners, many of them Americans. He and his fellow scouts also discovered other POW and labor camps and a few satellite work camps, with their starving Jewish prisoners, of the infamous Dachau system. He was assigned to join a division scheduled for the invasion of Japan when the war ended.

He left the Army in 1946 and obtained a degree in political science at the University of Vermont in 1949. He earned his master's degree in history at the University of Arkansas (1952) and his doctorate at the University of Pennsylvania (1956), where he

studied with the eminent Lynn Case, whom he always revered. In 1949–50, he and his new bride, Jean Tucker Fletcher, were among the first group of Fulbright Scholars and studied at the University of Belgium.

Fletcher's teaching career took him back to the University of Vermont and then to the University of Colorado, the University of Texas, and finally to the University of Delaware, where he served from 1969 until he retired in 1989. Fletcher came to Delaware as chair of the department, a role he fulfilled from 1969 through 1975. Many of his colleagues, including this writer, remember him as the best chair that the department ever had. He regarded his office as a service role and worked selflessly to strengthen the department in every way.

He emphatically supported his numerous younger colleagues, then untenured assistant professors; almost all achieved tenure. As chair, he accepted a new structure of democratic governance for the department and made it work. He broke what was then new ground when he insisted that women professors receive compensation equal to that of men of comparable rank and accomplishment. He was the lead investigator on the first of two NEH grants that helped launch the History Media Center, still in service today. These grants permitted students to work in the National Archives and produce slides using its photographs. Fletcher even moved out of his spacious chair's office and gave that room to the media center. As the center developed, more and more history teachers made use of its growing collection of slides—now digitized—and other media. Finally, several valuable hires took place during his tenure as chair, including two senior professors.

While teaching at the University of Vermont, Willard Fletcher became the friend of Raul Hilberg, whose *The Destruction of the European Jews* (1961) would become a magisterial work on the Holocaust. Inspired by Hilberg, Fletcher, too, became active in Holocaust studies and served on the Memorial Council for the United States Holocaust Memorial Museum. He taught a course on the Holocaust at Delaware before and after his retirement. It always drew a large enrollment.

Fletcher held a Guggenheim Fellowship from 1963–64. In 1976, the government of Luxembourg appointed him an *officier* in the Ordre de la Couronne de Chêne, an honor bestowed in recognition of his service and contributions as a historian of Luxembourg. Jean Tucker

Fletcher predeceased Willard Fletcher. He is survived by their children Ian Fletcher, Colin Fletcher, Hilary Fletcher, and Brian Fletcher.

John J. Hurt
University of Delaware

Carl Parrini 1933–2016

Scholar of US Economic Diplomacy and American Imperialism

Carl Philip Parrini, professor emeritus of history at Northern Illinois University, passed away on December 13, 2016, in DeKalb, Illinois, at the age of 83. From 1965 to 1998, Parrini's absorbing lectures on US diplomatic history filled classrooms. His teaching in the lecture hall and seminar room and his writing on US economic diplomacy and American imperialism demonstrated the importance of power, economics, and ideology to interpreting US history. Parrini's lectures provided context for those concerned about US interventions overseas that resulted from its global aspirations.

Carl Parrini was born on February 22, 1933, in Rochester, New York, to a working-class family steeped in labor politics. Encouraged by a high school vice principal to pursue a college education, he enrolled at the University of Wisconsin–Milwaukee, where a trade unionist brother lived. He transferred to University of Wisconsin–Madison as a history major and took courses with Fred Harvey Harrington, Howard K. Beale, and Merrill Jensen. Together with Martin J. Sklar, an undergraduate friend and history major, Parrini also participated in campaigns to defend academic freedom and integrate student housing.

Drawn to the history of American imperialism, Parrini pursued graduate studies at Madison and took Harrington's reading and research seminars. In a cohort that included Walter LaFeber, Lloyd C. Gardner, Thomas J. McCormick, David Healey, and Robert F. Smith, Parrini learned about power and the role of interest groups and economic considerations in policy making, as well as the importance of primary sources. As a research assistant for a new professor, William A. Williams, Parrini heard his lectures on the Open Door Policy and American expansionism, which included ideas that were new to him—the seizure of Native American lands as imperialist, for example.

Williams directed Parrini's dissertation, which he completed in 1963 and later published as *Heir to Empire: United States Economic Diplomacy, 1916–1923* (1969). In this well-received book, Parrini punctured myths about US isolationism during the 1920s by finding significant policy continuity from the Wilson to the Harding presidencies. While Wilson and the Republicans disagreed on how to organize the world politically, they agreed on the necessity of creating an "economic community of interest" between the United States and other world powers on the basis of open-door rules for trade and investment. *Heir to Empire* also explained how the systematic and partly successful US effort to supplant the British Empire and to resist European closed-door systems collapsed during the Great Depression.

After short-term teaching jobs at Lake Forest College, Ohio University, the University of Michigan, and the University of California, Los Angeles, Parrini began a tenure-track position at Northern Illinois. There he joined a talented faculty with diverse interests and approaches, which later included his old friend Martin Sklar. Parrini quickly made his mark as a skillful graduate student teacher and dissertation director; at one point, he was responsible for supervising one-quarter of all dissertations in progress in the department. Parrini also taught the introductory survey, with consistent success.

His students remember him as a compelling and masterful instructor who shared with them his passion for history and the need to make it relevant and usable. Recounting the foibles of heads of states and diplomats, he leavened his lectures with a great sense of humor. One former student, now a professor, recalls how he modeled his lectures after Parrini's. Another recalled how he would "sit in the back of the room in that diplomatic history class, 90 students, they're all scribbling, hanging on every word, because *they* know *he* knows [things] they need to know, and it's not just the facts." His approach to teaching impressed another student who remembered Parrini disagreeing with an undergraduate's interpretation about something, but nevertheless praising him for his courage in forming one and encouraging him to develop his thinking. What Parrini wrote about Joseph Schumpeter as the "model of the great teacher"—someone who "deliberately eschew[s] the creation of a school and so allow[s] his students to fully develop themselves intellectually"—was true of himself.

One of Parrini's specialties was the history of economic thought, including Marx and



Carl Parrini

others who wrote about the dynamics of modern capitalism, and 20th-century economists who were concerned about making capitalism work more equitably. Under his supervision, students read John Maynard Keynes, Joan Robinson, and Michal Kalecki. Some students from the mid-1970s remember fondly an off-the-books seminar that Parrini convened at his home, where they attempted to read all three volumes of Marx's *Theories of Surplus Value*.

Parrini also produced innovative scholarship on the theory and practice of imperialism in the late 19th and early 20th centuries. He closely studied the career of financial economist Charles A. Conant, who provided policy advice to the McKinley, Roosevelt, and Taft administrations. With Sklar, he wrote a pioneering essay in the *Journal of*

Economic History (1983) linking Conant, who developed a proto-Keynesian analysis of surplus capital, to the turn-of-the-century shift in US policy toward imperialism. His highly original essay on theories of imperialism placed Conant's thinking in the context of a consensus, existing since before the 1930s, among socialists and nonsocialists that imperialism had economic origins. Parrini also credited Karl Kautsky's conception of "ultra-imperialism" for anticipating cooperation among capitalist nations during the 20th century. Later, he wrote an authoritative article, "Charles A. Conant, Economic Crises and Foreign Policy, 1896–1903," published in a Festschrift for Fred Harvey Harrington, on Conant's thinking about economic crises and his role in devising currency-reform schemes in the Philippines

and China in order to facilitate the investment of surplus capital in their markets.

To those who knew him and learned from him, Carl Parrini will be remembered with abiding gratitude and deep affection. He is survived by his cherished wife, Sandra, whom he met at Madison and to whom he was married since 1955; adored daughters Michelle and Isadora; and sorrowful students and colleagues.

With thanks to Sandra Parrini, Paul Wolman, James Livingston, Keith Haynes, Stephen Foster, and Barbara Posadas.

William Burr
National Security Archive/George Washington University

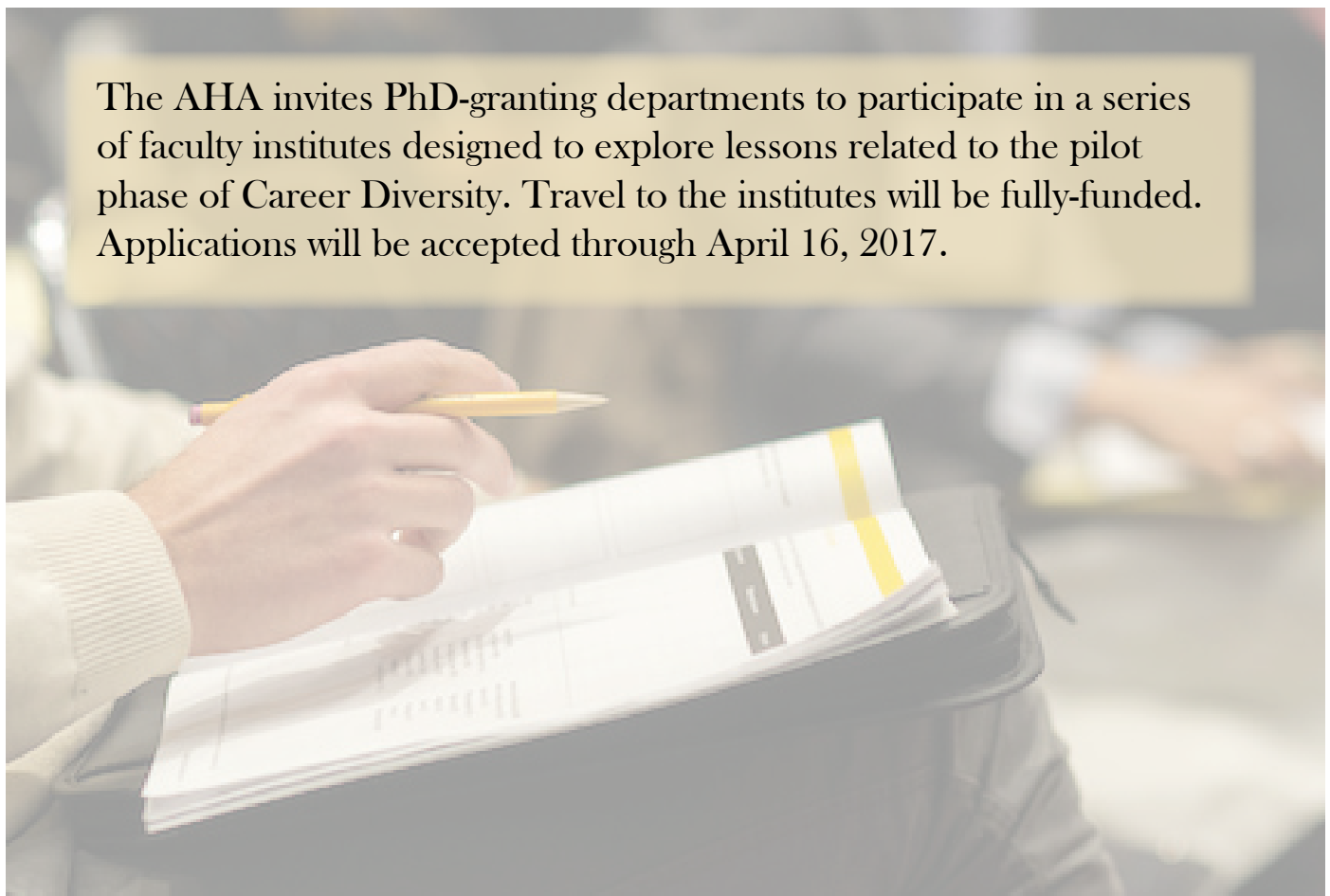
Richard Schneirov
Indiana State University



Participate in the Next Phase of Career Diversity for Historians

Career Diversity Faculty Institutes

The AHA invites PhD-granting departments to participate in a series of faculty institutes designed to explore lessons related to the pilot phase of Career Diversity. Travel to the institutes will be fully-funded. Applications will be accepted through April 16, 2017.



Learn more at historians.org/CD-faculty-institutes

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

NEW JERSEY

New Brunswick

Rutgers, The State University of New Jersey

African American. The Department of History at Rutgers, The State University of New Jersey (New Brunswick) is pleased to invite applications for a senior-level appointment in African American History. We particularly encourage applicants with interests in questions of gender or sexuality. We seek a candidate suitable for appointment with tenure at the rank of distinguished professor or full professor, though truly exceptional candidates at the rank of associate professor are encouraged to apply. The successful candidate will be expected to play an active role in the department and university, including the regular teaching of both undergraduate and graduate students. Qualifications: PhD in history and a strong record of distinguished teaching and scholarly publication required. Candidates should submit a letter of interest addressed to co-chairs Marisa Fuentes and Walter Rucker, along with a current CV and the names of three referees via Interfolio: <https://apply.interfolio.com/40358>. Review of applications will begin February 20, 2017, and will continue until the position is filled. Rutgers is an AA/EOE with a deep commitment to promoting faculty diversity. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military service, or

Ad Policy Statement

Most 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 race, color, national origin, sex, gender, gender expression, gender identity, sexual orientation, marital status, ideology, political affiliation, age, or disability to a specific job offer; or (2) contains wording requiring applicants to submit special materials for the sole purpose of identifying the applicant's race, color, national origin, sex, gender, gender expression, gender identity, sexual orientation, marital status, ideology, political affiliation, veteran status, age, or disability.

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.

any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of

hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment.

AMERICAN HISTORICAL ASSOCIATION

New on historians.org

Redesigned Webpage

Visit our redesigned homepage and check out our newest feature, AHA News, to keep up to date on developments as AHA promotes the work of historians and value of historical thinking. The homepage and site also feature improved readability with larger font and updated design.

Explore at historians.org

AHA routinely publishes new resources to help historians in their research, work as teachers, and their professional lives. Recent additions include:

Improved News Pages and Archives

Enjoy following "AHA in the News" and "Historians Making News"? Our news pages now feature a redesigned News Archives page. Sort by year and news type to learn what's been going on in the historical discipline.

Explore at historians.org/news-archives

Join the Conversation at AHA Communities



communities.historians.org

AHA Communities is an online platform for communication and collaboration. Historians can join ongoing discussions on teaching and learning, remaking graduate education, and the annual meeting, or launch their own forum, blog, or project space.

WE NEED JUDGES!



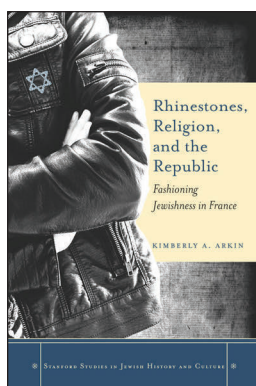
JUNE 12 & 13 in COLLEGE PARK, MD

NHD
NATIONAL
HISTORY DAY®

National History Day® is looking for historians to volunteer at the National Contest for middle/high school students this summer in College Park, Maryland.

Learn more at
NHD.ORG/JUDGING

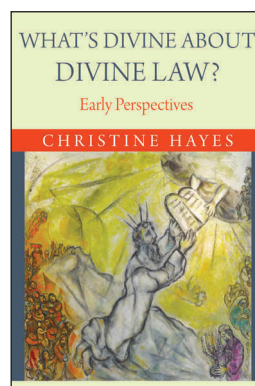
Congratulations to the 2016 Jordan Schnitzer **BOOK AWARD WINNERS** **AWARDED BY THE ASSOCIATION FOR JEWISH STUDIES**



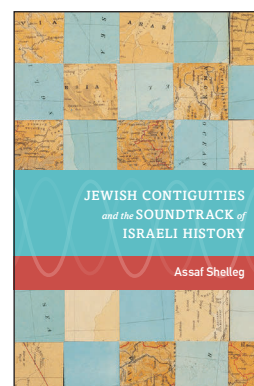
Rhinestones, Religion, and the Republic: Fashioning Jewishness in France
KIMBERLY A. ARKIN
Stanford University Press



Protocols of Justice: The Pinkas of the Metz Rabbinic Court, 1771-1789
JAY R. BERKOVITZ
Brill



What's Divine about Divine Law? Early Perspectives
CHRISTINE HAYES
Princeton University Press



Jewish Contiguities and the Soundtrack of Israeli History
ASSAF SHELLEG
Oxford University Press

FINALISTS

Roman Vishniac Rediscovered
MAYA BENTON
DelMonico Books/Prestel/
International Center of Photography

Beyond Violence: Jewish Survivors in Poland and Slovakia, 1944-1948
ANNA CICHOSPEK-GAJRAJ
Cambridge University Press

Jaffa Shared and Shattered: Contrived Coexistence in Israel/Palestine
DANIEL MONTERESCU
Indiana University Press

Tradition and the Formation of the Talmud
MOULIE VIDAS
Princeton University Press

Support for this program is generously provided by the **Jordan Schnitzer Family Foundation** of Portland, Oregon.

The **Association for Jewish Studies** is the largest learned society and professional organization representing Jewish Studies scholars worldwide. Visit us at ajsnet.org to learn more about our work and the 2017 Jordan Schnitzer Book Award competition. **Questions?** Contact us at ajs@ajs.cjh.org or (917) 606-8249.

AJS
ASSOCIATION FOR
JEWISH STUDIES