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PERSPECTIVES ON HISTORY

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ON THE COVER

The 2018 AHA annual meeting will take place this January in our global hometown of Washington, DC. To persuade you to register, we'll present a series of stories on our favorite DC-related things. Up first: the infectious funk of go-go, a uniquely DC musical style that's been a longtime backdrop to African American life in the "Chocolate City." The mural pictured depicts DC's "Godfather of Go-Go," Chuck Brown.

Cover photo: Mark Thomas/Courtesy D.C. Murals.

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ALLISON MILLER

TOWNHOUSE NOTES

On Our New Look

Along with the typical optimism and jitters that accompany each new academic year, which for many historians starts in September, we hope you notice the revamped look and feel of *Perspectives on History*. It's somewhat like a high school student showing off a brand-new outfit on the first day of school, except that it reflects our commitment to representing the AHA membership.

Although we are historians, we emphatically refuse to pine for the past. Our redesign has a contemporary feel in its cleanness and openness. Without diving too deeply into our choices of fonts and colors, these modern elements reflect a clear-eyed engagement with the world around us. But their simplicity is deceptive, as they enhance articles and images reflecting the complexity of the past. Like the discipline of history, *Perspectives* holds nostalgia suspect but harbors no shame in love for the past.

Highly attentive AHA followers will also note that the magazine's new design meshes carefully with the rebranding of the Association, which began last winter with the incorporation of our new logo into aspects of our printed materials and the relaunch of historians.org. We now represent our members and the discipline by enfolding an abstract timeline within the letters of "American Historical Association." Introducing the AHA's new branding back in May, executive director Jim Grossman wrote, "Everything has a history. The . . . evocation of a timeline highlights those histories, and the imperative of contextualization as an aspect of historical thinking." The new logo of the magazine also echoes the timeline, which we think will remind readers that *Perspectives* truly is a part of the AHA. We hope you share our vision of a magazine of the highest caliber, written almost entirely by and for professional historians.

Our last aesthetic upgrade came in 2010, when we graduated to glossy stock and a four-color process on the inside pages. (In layperson's terms, that means our paper

got shinier and we printed every page in full color.) Other changes included a thick, bright red rule (or line) across the top of each page, with section headers in a plump red font to match. We became more flexible in our magazine cover design, including varying the colors of our logo from issue to issue.

But in the past couple of years, it became clear that it was again time to evolve, to put the magazine in step with the mission of the AHA. In a blog post, we addressed the reasons for this as well in analyzing the Association's branding: "As we commit ourselves to tackling the challenges facing history education at all levels and more urgently recognize the importance of bringing historical perspectives to civic life, we need a clear statement of who we are and what we do."

We were fortunate to be able to turn to the Washington, DC, design firm eighty2degrees, which accomplished the AHA's rebranding with aplomb and breathed life into our 2018 annual meeting visual identity. We extend credit and gratitude to Ambica Prakash, Mike Englert, and their team for such marvelous work.

As editor, I also believe the design reflects the sorcery AHA staff members regularly work to bring our constituents a polished product. Like all professional magic, most of it happens out of sight. I will resist the temptation to say they slay all day—it's too colloquial—but our masthead is full of stars. I look up to them every day. **P**

Allison Miller is Editor of *Perspectives on History*.





TO THE EDITOR

I have just caught up with the March issue of *Perspectives* and want to correct a misstatement in the article “Academic Presses Explore Open Access for Monographs.” Author Seth Denbo suggests that in Canada authors are expected to provide funds for publication of their work. This is rarely the case.

A federal granting agency provides such funds, commonly around C\$7,000 and subject to academic review and approval. It is usually these funds on which the presses rely. Moreover, the presses, not the authors themselves, apply to this federal agency.

There is a subsidy, but it is provided publicly, not by the individual author.

✍ RICHARD HARRIS
McMaster University



TO THE EDITOR

Paul B. Sturtevant correctly argues that history isn’t a useless major (“History Is Not a Useless Major,” *Perspectives*, April 2017), but in the process of burning down straw men he overestimates the value of a history degree. The difference between a 4.1 percent unemployment rate for all degree holders and a 4.6 percent unemployment rate for history majors is not “very slight,” it is about 11 percent. Another test would be to compare the employment rates of history majors and other degree holders when unemployment rates are rising/falling to see if history majors are the last hired or first fired. A comparison of labor force participation rates might also be instructive.

Figure 4 shows that the median income of history majors is not distinguishable from those of philosophy or literature majors, which suggests that a history degree, while of some value, confers no advantage over its peers. Figure 5 shows that history majors are not barred from obtaining higher paid employment if, and only if, they obtain additional education, like a law or business degree. To judge history’s merits more carefully, however, we need to know how the incomes of history majors compare to those of non-history majors who obtain the same professional degrees.

✍ ROBERT E. WRIGHT
Augustana University

Paul B. Sturtevant responds

The question of the relationship between undergraduate major and employment cannot be fully explored in one article. There are several factors to consider when examining the difference between all degree holders and history majors. Using a relative difference (e.g., the 11.1 percent difference between 4.1 percent and 4.6 percent) inflates the small absolute difference between the two (0.5 percent) inappropriately without further evidence. Seeing whether the 11 percent difference or the 0.5 percent difference holds when at higher or lower unemployment could be a valuable follow-up—though there are surely many confounding factors that could influence those results, such as the last-hired/first-fired question. As it stands, such a small absolute difference cannot definitively be attributed to the major itself, considering the number of confounding factors potentially at play (including what schools offer the degree, how many students take double majors, and student aptitude).

And it must be remembered that the differences in unemployment among majors is far smaller (by an order of magnitude) than between those with a bachelor’s and those without. That said, further study around the question of unemployment could be useful.

Comparison of labor force participation is part of a much larger topic latent in the data—that of gender and the history major—which warrants further inquiry.

It is hoped that this work will contribute to the body of knowledge and that future investigations will continue to add further data and nuance to this conversation.



TO THE EDITOR

The articles “History in Ruins” and “History Is Not a Useless Major” (*Perspectives*, April 2017) are curiously related. The most effective way to manipulate and rule a subjugated population is to destroy or revise its history. The Great Libraries of Alexandria, Egypt, were destroyed by successive invasions, affecting the interpretation of historical fact down to this day. The same thing is being accomplished in this country through undervaluing the teaching of the subject of history. For example, former White House press secretary Sean Spicer could make the breathtaking and dangerous pronouncement that Hitler “didn’t even sink to using chemical weapons.” Spicer was either taught that, or he believed he was speaking to people ignorant of history. History is as important as any other subject in a quality curriculum. Knowledge and understanding of the principles upon which the United States was founded is intrinsic to maintaining a free and democratic society.

✍ LARRY ADAMS
Hillside, NJ

TYLER STOVALL

A CONTINENT AMONG CONTINENTS

European History Today



Over 20 years ago, John Gillis published a major overview of the state of European historiography in America. In “The Future of European History” (*Perspectives*, April 1996), he began by noting declining attendance at the Modern European Section’s sessions at the AHA annual meeting, then went on to explore changes in American approaches to the history of Europe throughout the 20th century. He surveyed the rise of new themes, such as postcolonialism and transnationalism, concluding with a call to reintegrate the study of Europe into global history.

Where is the American study of European history a generation later, in the early 21st century? The narrative of decline remains powerful, in absolute numbers of teachers and students and in relation to other historical fields. From 1975 to 2015, the percentage of history faculty focusing on Europe at universities and colleges dropped from 39 percent to 32 percent. While the percentage of those focusing on American history grew slightly, specialists in Asian, African, and Latin American history saw sharp increases. The percentage of history departments with at least one African historian grew from under 10 to over 50 during those years.

This is not simply a matter of a rebalancing of subfields, however; it takes place within the context of the pronounced decline of enrollments in undergraduate history courses following the Great Recession of 2008. If enrollments were rising, the greater diversity of areas of study might not seem a crisis for a well-established field like European history, but with scarcity comes a sense of competition for student enrollments and faculty positions. Whether or not it reflects reality, this competitiveness only reinforces the sense of decline.¹

This narrative has its limits: nearly 90 percent of all history departments have a defined specialty in Europe. It is hard to imagine a large department not having both undergraduate major specializations and PhD programs

in European history, and the field is well represented at institutions mainly serving undergraduates. But European history faces other challenges, too, in large part due to the notion of “Europe” as an idea—indeed, an ideology—as much as a geographical location. Many European historians have traditionally earned their bread and butter by teaching lower-division courses in Western civilization, yet the very idea of a universal cultural model emanating from Europe is now quite contested, both in the historical profession and in public debate.

Of course, Western civ does have influential defenders. In a recent op-ed in the *New York Times*, David Brooks pinned the election of Donald Trump on the course’s supposed decline: “This Western civ narrative came with certain values—about the importance of reasoned discourse, the importance of property rights, the need for a public square that was religiously informed but not theocratically dominated. It set a standard for what great statesmanship looked like. It gave diverse people a sense of shared mission and a common vocabulary, set a framework within which political argument could happen and most important provided a set of common goals.”²

More than a thousand readers left comments on the article, one of whom responded, “Plenty of people are fighting for the true values of Western civilization. We just aren’t fooled any more by the proclamations of rich white men who built their empires on the backs of the ‘others’ and whose value system included ‘the white man’s burden,’ committing genocide against the First Nations, slavery, and apartheid.” Dissatisfaction with the notion of Europe as a font of universal values is not confined to the academy.

Western civ and European history courses are not the same thing, but the debate about the nature and future of the former is relevant to our reasons for teaching the latter. Professional historians have played a major role in challenging the canon of European history. In *Provincializing Europe* (2000), Dipesh Chakrabarty explored

ways in which universalist ideas about modernity and progress drawn from the European experience shaped and distorted Indian history. To Chakrabarty, Europe is an idea rather than a place.

To some, however, this critique is consonant with the view that European history (and to a certain extent all history) is the study of dead white men. The study of Europe supposedly lacks in diversity and multicultural themes. (It is perhaps no accident that one major exception to this supposed rule, the history of European Jews and the Holocaust, remains one of the most engrossing themes in European historiography, both to students and to the public.) As the American population has grown more diverse, with large numbers of immigrants from Asia, Latin America, and Africa as well as their descendants, the idea of Europe as the predecessor and cultural crucible of the United States seems to have become less attractive.

Today, the traditional vision of Europe does not resonate with most American historians of the field, partly because our research and writing guide us to national histories. Ironically, many of us teach European history. I have

Some of the challenges facing European history are due to the notion of “Europe” as an idea—indeed, an ideology—as much as a geographical location.

taught such courses for many years, and one of my favorites has been the history of Europe in the 20th century. Yet I have never attended a conference in European history. Instead, I go to those devoted to the history of France. In this country alone, there are three scholarly societies devoted to French history, and keeping up with all of them is a challenge. In contrast, few organizations bring together scholars studying different European countries. Transnational perspectives of modern Europe often emphasize comparisons with the colonial world or the United States, rather than other European countries. Even discussions on the decline of European history often focus on individual European national historiographies.³



A modern Michelangelo: At the 2011 European Parliament Open Days, Brussels.
© European Union 2011 PE-EP/Pietro Naj-Oleari CC BY-NC-ND 2.0

Given that, the idea that “Europe” stands for a universalist teleological approach to modern history finds little support among Europeanist historiographies. In fact, one can find Chakrabarty’s critiques of normative modernity *within* European historiography. The debates among German historians about the *Sonderweg* thesis—according to which modern Germany’s “deviation” from the true paths of British economic and French political modernity led to the triumph of the Nazi state—are a case in point. Among American historians of Europe, therefore, there is little support for the lofty idea that “Europe” sets the standard for modernity and serves as its beacon.

More generally, Americans who write about or study European history today have made great strides in responding to past critiques and embracing new perspectives. Most impressively, the histories of European empires and colonial regimes now constitute a central part of the discipline of history. In my own field, historians are increasingly exploring the extent to which France is a global rather than just a European nation. European historians have also devoted more attention to questions

The debate about the nature and future of Western civ courses is relevant to our reasons for teaching European history.

of racial difference, not just in the modern era but also in ancient, medieval, and early modern Europe. Since this part of the world gave rise to the modern nation-state, scholars are trying to determine how transnational approaches entail a critical and comparative analysis of the nation rather than simply dismissing inquiry about it.

At the same time, Europeanists, like other historians, have had to adapt to a new era of scarcity in faculty employment and departmental offerings. Jobs remain few, and many departments look for someone who can teach European history and other fields, either geographical or thematically defined. Few history departments can afford to employ multiple specialists in early modern and modern European nations (such as scholars of Tudor/Stuart and modern Britain) as well as full complements of ancient and medieval historians. For undergraduates, this gap will be filled to a certain extent by adjunct faculty, but for graduate students, faculty shortages threaten both the

quality of their education and their future job prospects. Many will succeed, as in the past, by developing thematic specialties in fields like gender, environmental, and digital history, opening opportunities not necessarily connected to their Europeanist research specialties.

Even discussions on the decline of European history often focus on individual European national historiographies.

Finally, the shape of the Americanist historiography of Europe during the 21st century will be determined in large part by the shape of Europe itself in the contemporary era. The historiography of the 20th century was shaped by the two world wars, the Cold War, and decolonization. World War II often remains the highlight of European survey courses. The challenges of the 21st century, including globalization, European integration, immigration, and political populism, will no doubt continue to attract Americans to the study of European history, leading them once again to search its past for insights into contemporary problems. **P**

Tyler Stovall is president of the AHA.

NOTES

1. Robert B. Townsend, “The Rise and Decline of History Specializations over the Past 40 Years,” *Perspectives on History*, December 2015.
2. David Brooks, “The Crisis of Western Civ,” *New York Times*, April 21, 2017.
3. See, for example, Catherine Epstein, “German Historians at the Back of the Pack: Hiring Patterns in Modern European History, 1945–2010,” *Central European History* 46, no. 3 (September 2013); Jan E. Goldstein, “The Future of French History in the United States: Unapocalyptic Thoughts for the New Millennium,” *French Historical Studies* 24, no. 1 (Winter 2001).

JAMES GROSSMAN

A TIME FOR RENEWAL

The AHA and the Path Forward



P*erspectives on History* has a new look. As someone who misses visual cues on a regular basis, I realize some readers could be so deeply engaged in the content of our magazine that they would miss the change. But most of you will notice it immediately. This redesign, led by editor Allison Miller but very much a collaboration among AHA staff members and our designers at eighty2degrees, will help us communicate the unity and diversity of the AHA's recent work and its continuing activities on behalf of history and historians.

A revamped *Perspectives* coincides with other changes in what the AHA does and how we do it. Even casual readers of *Perspectives* probably know that the Tuning project and Career Diversity have been marquee programs over the past three to five years not only at AHA headquarters but also at more than 100 higher education institutions nationwide. These institutional members of the AHA have been reexamining their undergraduate major programs and in many cases begun to consider reinventing graduate programs. This year marks a turning point for both.

A generous grant from the Lumina Foundation supported 158 historians at 122 two- and four-year colleges and universities as they reviewed and renovated the history major curriculum over four years. Adapted from analogous efforts in Europe, AHA Tuning helped participating institutions articulate the disciplinary core of historical study and define what a student should understand and be able to do at the completion of a history degree program. I was particularly grateful to Lumina for its faith in an organization with which it had no experience and a leadership with whom it had no previous connection. Good grant making involves risk, and Lumina took a risk, knowing little of the AHA or even of scholarly societies more generally.

The risk paid off for both parties. Lumina responded to AHA Tuning in part by funding the National Communication Association in a comparable endeavor. The AHA has seen exciting new work in our participating departments, learned

vocabulary and methods to apply in other venues, and drawn on a new source of institutional leadership. Tuning simply has been too successful to drop at the end of the grant period. That's why we are revising one of our most popular publications, *Careers for History Majors*; continuing a three-year tradition of sponsoring an annual teaching conference in Texas (drawing on the state's common course-numbering system as an organizing frame); and initiating conversations with potential collaborators on adapting Tuning principles to even more aspects of undergraduate education, especially introductory courses. Our international footprint has increased as well. AHA Tuning maven Dan McInerney has won a research fellowship to the Tuning Academy in Bilbao, whose work has included more than 1,000 scholars from 120 countries over the past decade. Colleagues from Japan will visit our office next month to discuss how our work might inform a similar initiative there.

This year marks a turning point
for the AHA's Tuning project and
Career Diversity.

Career Diversity has taken another route that often follows a major grant: renewal for a next stage that, in foundation speak, "takes the work to scale." We have learned enough from our four pilot departments and other aspects of the initiative to be able to host 34 departments at a series of institutes that will lead to 20 funded participants ready to expand career horizons and opportunities while better preparing graduate students for employment in the broad landscape of higher education. This includes fluency in assessment, learning outcomes, and curriculum design—things that all educators should know.

While encouraging our departments to consider these new ways of thinking, we are also initiating professional development opportunities for the leadership of AHA

institutional members. After extended consultation with history department chairs, administrators, and other scholarly societies, the AHA hopes to launch a “chairs workshop” beginning in June or July 2018. In one of my AHA fantasy worlds, all chairs would participate in our online discussion community (or “chairs list,” one of the AHA website’s Communities spaces). This is, of course, unlikely, but if chairs reading this column have ideas for this initiative, please join the group or contact me. Look for Communities in the upper right corner of the AHA home page, historians.org.

The Association’s website also features new elements in its Advocacy section. “Historians Making News” highlights the presence of historians in the media, whether they’re being quoted by journalists or writing op-eds or other contributions to public life. Similarly, “Everything Has a History” offers videos that bring historical context to current events. Most of these materials are suitable for classroom use and are readily shared through social media.

Our interpretation of “advocacy” has moved beyond traditional notions of lobbying and issuing statements or passing resolutions. The AHA speaks out only when a significant public issue relates to the rights and careers of

individual historians, historical practice in diverse venues, or the role of history in public culture. We check our facts first, which often eliminates what seem to be obvious imperatives to take a stand. But our “Statements and Resolutions of Support and Protest” page points to a more vigilant and vocal AHA in recent years, with nine statements issued in 2017 alone. We are here, in part, to represent your interests as historians and individuals committed to the role of history and historical understanding in public life. We are prudent, but not shy.

Keep watching this space for new developments at the AHA. Alex Lichtenstein began his tenure as *American Historical Review* editor last month. Our affiliates program is becoming more robust under the leadership of committee chair Jay Malone. We are entering a collaboration with our colleagues in philosophy to explore how scholarly societies can interact more effectively with Historically Black Colleges and Universities. And the changes in *Perspectives*—both print and online—will enhance communication with our growing membership. **P**

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

AMERICAN HISTORICAL ASSOCIATION

New on historians.org

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

THE FUTURE OF THE AFRICAN AMERICAN PAST VIDEO RESOURCES

A collection of edited videos from The Future of the African American Past, a conference held to celebrate the opening of the National Museum of African American History and Culture. Each video includes links to additional resources on African American history perfect for classroom use.

Explore at historians.org/FutureAAPast

RESOURCES FOR UNDERGRADUATES ATTENDING THE ANNUAL MEETING

A growing collection of resources and guides intended to help undergraduates navigate the AHA annual meeting, find sessions of interest, share their own work, and explore the host city. Check back in the coming months for more on making the most of your time in DC this January.

Learn more at historians.org/AM-for-undergrads

STONY BROOK UNIVERSITY DEPARTMENT OF HISTORY

We are honored to welcome new faculty to our thriving department
and proudly celebrate our many achievements from 2017.



Paul Kelton

Robert David Lion Gardiner Endowed Chair in American History

Author, *Cherokee Medicine, Colonial Germs: An Indigenous Nation's Fight Against Smallpox, 1518–1824* (University of Oklahoma Press, 2015)

Professor Kelton joins us from the University of Kansas, where he served as department chair and Associate Dean for the Humanities.



Nancy Tomes

2017 Bancroft Prize in American History and Diplomacy

Remaking the American Patient: How Madison Avenue and Modern Medicine Turned Patients into Consumers
(University of North Carolina Press, 2016)



Jared Farmer

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Lori Flores

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KRITIKA AGARWAL

A WORLD OF WEAPONS

Historians Shape Scholarship on Arms Trading

During his first trip abroad as president of the United States, Donald Trump made a \$110 billion arms deal with Saudi Arabia. Trump, of course, is just one among a long list of presidents who have brokered arms deals with foreign powers on behalf of American manufacturers. And the United States has long been the world's largest arms exporter—it accounted for more than half of all arms-transfer agreements in the world as recently as 2015. But historians interested in the subject will struggle to find relevant historiography. As Brian DeLay (Univ. of California, Berkeley) says, “the US arms trade, either domestically or more specifically internationally, is something that has

been shockingly understudied by historians.”

Emerging work, by DeLay and others, seeks to lay to rest the idea that large-scale arms trading in the United States and elsewhere is a recent phenomenon, originating in the post–World War II military-industrial complex. The trade in small arms and ammunition, these historians argue, has been a key feature of domestic and international commerce and politics since at least the early 17th century. Although military production and trading would soar with World War II and the Cold War, the sale of complicated air and naval systems isn't where this history begins.

Long before early 19th-century industrialization transformed arms manufacturing in the United States,

the continent was flush with guns. According to David Silverman (George Washington Univ.), the earliest trade in firearms developed between European colonial powers and indigenous nations. His book *Thundersticks: Firearms and the Violent Transformation of Native America* (2016) shows that once the Dutch flintlock musket was introduced in the 1630s, Iroquois League nations began trading for them, becoming “the preeminent military power of the Northeast and Great Lakes regions.” The threat posed by armed Iroquois peoples set off an arms race that spread to the Pacific Northwest by the 18th century. A great deal of weapons trading and stockpiling, Silverman writes, took place in Quebec, Jamestown, and Plymouth, before settlers even arrived in other colonies, such as Pennsylvania and Georgia.

The fact that indigenous nations had steady access to firearms markets and used guns in warfare contradicts a major tenet of Jared Diamond's “guns, germs, and steel” theory: that disease and technological superiority were behind the European conquest

of the Americas. “There's a widespread assumption that Native people were subjugated by European Americans because of a disadvantage in arms, and that's just not true,” says Silverman. “They routinely got the very best of firearms technology and used those guns more effectively than white settlers. And white governments routinely struggled to control the trade in arms to Native people.” In his book, Silverman points to Crazy Horse's surrender of more than 200 firearms to US troops in 1877 and notes, “Clearly, a lack of weapons had nothing to do with the Lakotas' capitulation to the Americans.”

Instead, Silverman argues, other factors contributed to the eventual undoing of Native military resistance: starvation, “war weariness,” intertribal conflict, and decline in population compared to settlers, who benefited from high birth rates and migration. In fact, if it hadn't been for their adoption of firearms and participation in arms trading, Silverman notes, indigenous nations would not

Emerging work seeks to lay to rest the idea that large-scale arms trading is a recent phenomenon. It's been part of commerce and politics since at least the early 17th century.

have been able to sustain resistance for as long as they did.

The ability to trade in firearms was similarly crucial to other resistance efforts, such as the American Revolution, on the continent. When the colonies began rebelling in 1765, they lacked the ability to manufacture significant quantities of firearms or gunpowder. Britain also forbade arms exports to the colonies; in 1775, for example, the colonial militia ran out of ammunition at the Battle of Bunker Hill and had to withdraw, despite inflicting severe damage on British forces. Only when the French began supplying

the colonists with munitions did the tide of war shift.

As DeLay says, “What happens during the American Revolution is supremely important for the history of the arms trade.” In research for a coming book, *Shoot the State*, he found that after the revolution, “the governing classes in the new United States agree across partisan lines that in order to endure and to grow in a world that is dominated by mighty empires, the United States has to rapidly become self-sufficient in firearms and war materiel.” The federal government thus established state-run gun arsenals such

as the one in Harper’s Ferry and awarded contracts and tariff breaks to private manufacturers. This soon made the country autonomous with regard to arms manufacturing. Andrew Fagal (Princeton Univ.), who is writing a monograph on the development of the arms manufacturing industry, says that the United States went from being “largely dependent upon foreign sources for arms and ammunitions to a country that by the War of 1812 was largely self-sufficient and a net exporter of weapons.”

This shift was monumental not just for the United States

but for the entire Western Hemisphere, says DeLay: “For the first time, there was in the Western Hemisphere an independent republic that was under no obligation to other colonial powers, in terms of treaties and alliances, to restrain its own merchants.” What developed was trade in firearms and munitions, both licit and illicit, which played a major role in decolonization efforts throughout the Americas. Fagal writes in his dissertation that by 1805, New York City merchants trading in guns and munitions were engaged in such brisk business throughout Latin America that French generals



White Trader with Ojibwa Trappers, 1820. This watercolor painting by an anonymous artist shows an Ojibwa hunting party meeting with a white fur trader. Among other objects, the Ojibwa carry guns.

With permission of the Royal Ontario Museum © ROM.

complained that it allowed Haitian revolutionaries easy access to firearms and the ability to keep up their struggle. Spain's fate in the Americas was also complicated by the arms trade: despite its efforts to control commerce at its Spanish American ports, DeLay notes, US merchants' illicit arms trading played a "critical role" in the success of the Spanish American wars of independence in the early 19th century.

"There's a widespread assumption that Native people were subjugated by European Americans because of a disadvantage in arms, and that's just not true."

The early history of firearms trading and manufacturing is thus transnational and complex, involving European imperial powers, anti-imperial revolutionary forces throughout the Americas, indigenous nations, private arms dealers and manufacturers, and other actors. But the early American republic wasn't an isolated arena for growth in arms trading; guns helped foster empire and spur the global political economy in the 18th and early 19th centuries.

Priya Satia (Stanford Univ.), who is writing a book titled *Empire of Guns: The Violent Making of the Industrial Revolution*, says that arms

manufacturing and trading were not only major drivers of the Industrial Revolution in Britain, they were also what allowed "British armies, navies, mercenaries, traders, settlers, and adventurers to conquer an immense share of the globe." Pointing out that Britain was in a state of "continuous war" during the height of the Industrial Revolution, she says that nearly every industry in the country at the time "was in some way contribut-

ing to war." Britain "knew arms manufacture was triggering industrial revolution at home" and therefore quashed local arms-manufacturing industries in its colonies, such as those in South Asia. At the same time, the country "permitted voluminous gun sales" to them. Paralleling Silverman's thesis about indigenous nations, Satia concludes, "the conquest of India is not about British technological superiority." This progression from perpetual war to economic growth through arms trading sounds similar to the modern concept of the military-industrial complex. But in a subtle variation, Satia refers to 18th-century Britain as a "military-industrial society":

every sector of the political, social, and industrial world was affected by weapons.

Despite this rich, expansive history, these scholars see little interest in it within the academic history community. Books, documentaries, and entertainment about warfare, firearms, and the military are in high demand among popular audiences, but according to Silverman, scholarship on these subjects lags. "Effectively, since World War II, and especially since the 1960s," he says, "academics have drifted away from those topics." DeLay also notes that the transnational nature of arms trading "doesn't fit easily alongside most of the established research priorities" in the discipline, which, he says, still organize "historical knowledge around nation states." Furthermore, as Satia notes, the illicit nature of much of the early trade in firearms makes it hard for historians to find sources, discouraging them from undertaking research on the topic.

Satia, however, sounds a call to historians: arms trading matters. In leaving the writing of the history of guns and the gun trade to those interested mainly in firearms' value as collectors' objects or in "celebrating the old American gun culture," she says, historians have ceded it to gun enthusiasts. Arms trading, she says, can tell historians much about "state economy and culture, society, international relations, and so on, that's lost

in the fetishization of the particularities of old guns."

DeLay agrees. In addition to contributing to knowledge about foreign relations, "the arms trade also speaks to the history of capitalism" and state making in "pretty urgent and fascinating ways," he says. Finally, DeLay argues, studying the arms trade can help historians understand power relations: "If we reflect upon the power asymmetries and the patterns of domination and resistance and the inequalities within the United States and between the United States and other parts of the world, you'll see that guns are everywhere in those relationships, structuring those relationships." As the United States hurtles inevitably to more arms deals, it would be remiss for historians not to dig deeper. **P**

Kritika Agarwal is associate editor, publications at the AHA. She tweets @kritikaldesi.

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SARAH FENTON

"FICO FIRST, THEN SEX"

Credit Surveillance and American Character

Equifax, Experian, TransUnion: hardly names you'd give the characters in a classic story. And chances are, they're not names you know much about. But they know about you. Together—as Josh Lauer explains in *Creditworthy: A History of Consumer Surveillance and Financial Identity in America* (Columbia Univ. Press, 2017)—the nation's three largest credit bureaus “track the movements, personal histories, and financial behavior of nearly all adult Americans.” So thorough are their methods that personal finance guru Suze Orman believes they should determine not only whether you buy a house, car, or cell phone, but even whom you date. “FICO first,” she suggests (in reference to your prospective partner's credit score), “then sex.”

As Lauer put it in a recent interview, Orman's advice treats creditworthiness as “a category of moral knowledge.” To be determined a good risk is to be judged “honest and industrious.”

A poor credit score, on the other hand, reflects not only bad bookkeeping or a modest income but more—a want of “integrity or work ethic.” Lauer's point here was not about novelty: credit reporting has a long history, one entwined with broader questions of individual worth and virtue, and investigated by such historians as Lendol Calder, Martha Olney, and Louis Hyman. What's new, he suggested in the interview, is how simultaneously sweeping and opaque consumer data has become, reaching into every corner of our lives while

A poor credit score reflects not only bad bookkeeping or a modest income but more—a want of “integrity or work ethic.”

being “coded in ‘objective’ numbers that neutralize the explicit tone of moralizing.”

Rather than commit what Lauer calls “the sin of technological determinism” and treat this development as one more inexorable result

of advances in computing, in *Creditworthy* he treats it historically: as the result of human endeavor (and folly). The book is divided into roughly three sections and begins in the wake of the Revolutionary War, when an informal flow of credit functioned more to circulate wealth than to compromise or diminish it, creating commercial opportunities for Americans with more gumption than capital. Lauer quotes an early 19th-century Austrian immigrant who compared the Old World—where credit was provided only to those with substan-

honesty and adaption to business. Industry, perseverance, acquaintance with the market, enterprise, in short, every moral qualification of a merchant increases his credit as much as the actual amount of his property.”

Lauer does not use *Creditworthy* to refute this picture—as boosterish, say, or ideologically blinkered—but to largely confirm it. Early 19th-century loan applicants “with a reputation for hard work and honesty could generally count on receiving credit.” In a marketplace where “trust was a function of familiarity,” lending practices were personal: open to white men who neither “loafed, lied, or repeatedly bungled their affairs.”

But as the panic of 1837 made plain, early 19th-century demographic changes and economic volatility had altered the contours of the credit market. “As the nation's population became more numerous and mobile,” Lauer writes, “one was more likely to transact with strangers.” Calculating what risk outsiders posed and



Credit cards, which allow consumers to carry interest-generating balances, illustrate what Lauer calls the “monetizing logic of digital capitalism.” » Nick Youngson/CC BY SA 3.0

successfully collecting on debts gave rise to ever-lengthier inked ledger books then to proprietary credit-scoring algorithms and finally to a national credit infrastructure in which “no digital presence goes untracked, no digital profile goes unmined,” and remaining a stranger takes conscious effort or genuine eccentricity. But it was that early “confounding task of deciding whom to trust and whom to invest in” that led, in fits and starts, “to the development of systematic credit surveillance in the United States.” Louis Hyman—who’s also an editor of the Columbia University Press series to

which *Creditworthy* belongs—reframed this “confounding task” for me in 21st-century terms: “At the center of the recent financial crisis was the simple question: to whom should money be lent?”

How that question was answered—and by whom—occupies *Creditworthy*’s middle stretch. The data broker industry that is today dominated by a few mammoth firms grew out of “a motley array of private agencies and voluntary protective associations” that compiled “blacklists of debtors and delinquents” based on scatter-shot data painstakingly collected from municipalities,

employers, landlords, banks, merchants, and eventually from utility companies and healthcare providers. During the Progressive Era, the industry was consolidated and its methods made more complex, but its aim remained the same: to “quarantine poor credit risks.” That ambition changed in the 1920s, as credit bureaus began to understand the profit potential of packaging information itself as a commodity and shifted “from an instrument of prevention to one of promotion.”

It is also the moment his villains take the stage, albeit facelessly. Lauer understands

the transformation he traces in the book’s first third as a trade-off—one with significant but not perverse or arbitrary costs. In a short piece written for *Technology and Culture* after the 2008 financial crisis, Lauer made the case that free markets “are never really free” but instead comprise social webs and commercial practices—credit, contracts, and investment decisions among them—that “necessarily ensnare even the politically free in bonds of economic dependency.” Americans live willingly with a “Faustian deal,” having long ago traded their “agrarian self-sufficiency for the heady promises of far-flung

interdependence.” Lauer depicts that decision sympathetically: as a compromise with global capitalism but not capitulation.

Less gentle is his treatment of the 20th-century credit bureaus that morphed into ever-larger private firms fixed more on raising revenue than avoiding debt. In *Creditworthy*’s timeline, that transformation “signaled a major development in the history of American business practice.” As an unnamed president of the Associated Credit Bureaus of America (which led the consumer reporting industry in the 1950s) put it, “credit bureaus were started as a deterrent to putting bad credit on the books.” They had evolved: “Now, credit and credit bureau functions are sales tools.”

A practice once held in low repute—selling customer lists—quietly became the norm, and in an unholy alliance with the postwar advertising industry, banks and credit bureaus developed increasingly sophisticated ways to “monitor the financial performance of consumers and calibrate credit access—expanding or curtailing—to maximize profitability.” Borrowers who failed to pay off loans quickly and in full, once regarded as undesirable credit risks, were now seen as exciting sources of revenue. The ideal loan candidate was no longer an enterprising immigrant

who paid small debts back promptly; instead, he was an already overleveraged shopper, susceptible to targeted marketing campaigns and willing to carry “an interest-generating balance without maxing out.”

When Lauer here refers to ordinary Americans trapped on “the treadmill of debt,” *Creditworthy* changes course, moving further afield from that optimistic young Aus-

insolvent, and always “desperately ashamed of their situation” inspired her fight for the federal Consumer Financial Protection Bureau, which Lauer described in the interview as “absolutely essential.” Founded in 2011, the CFPB is now facing a full repeal, and it is worth asking why. Answering that question brings us to the final section of Lauer’s account, which focuses on surveillance, and a further darkening in tone.

In the 1920s, credit bureaus began to understand the profit potential of packaging information as a commodity.

trian and toward the current senior senator from Massachusetts. Elizabeth Warren’s 2014 memoir, *A Fighting Chance*, catalogs the congressional compromises and court rulings made in the 1980s and ’90s that weakened public protection from predatory banking practices and culminated, she believes, in the 2008 financial crisis. The people Warren interviewed for the Consumer Bankruptcy Project—launched in 1986 to determine the exact factors that led so many citizens onto the road of increasing credit debt and eventual bankruptcy—did not strike her (in Lauer’s memorable phrasing) as loafers, liars, or bunglers. Families who were sometimes homeless, often

However critically he regards methods of mass credit that “trapped Americans in the bondage of debt,” Lauer sounds downright dystopian when describing the ways that system “also ensnared them in bonds of institutional surveillance.” Two congressmen have recently submitted bills to shut down the agency Warren created, working together (as they put it) to sound “the alarm on the CFPB’s federal overreach.” But what *Creditworthy* makes clear is that citizens have willingly given commercial surveillance systems a breathtaking scope that they would never allow the state. Consider the outrage that greeted Edward Snowden’s National Security Agency leaks revealing

the vast reach of the nation’s intelligence-gathering apparatus. Now consider this: in 2012, according to Lauer, “the data broker industry produced \$156 billion in revenue . . . more than double what the US government allocated to its own intelligence budget.”

Lauer’s interest in surveillance stems not only from specific concerns about privacy, but from broader questions about what he calls the “monetizing logic of digital capitalism” and a culture that chooses to invest the marketplace with the power to determine the “measure of human value.” Should prompt payments on desirable merchandise be evidence of trustworthiness and sound principles? Suze Orman believes they should. Still, it’s worth asking whether appointing Equifax, Experian, and TransUnion to take the measure of an American’s character surrenders something more elemental than “agrarian self-sufficiency,” a deal with the devil that even Faust might have declined.

P

Sarah Fenton is the editor of 30-Second New York and contributing editor at the AHA.

ADVOCACY BRIEFS

AHA Leads in Fights against Budget Cuts, Restrictions on Academic Freedom

The American Historical Association continues to speak out on local, national, and international issues related to academic freedom and financial support for historical work. The Association's advocacy draws on the collective efforts of its membership and a robust network of concerned humanities organizations, such as the National Coalition for History and the Center for International Education. In recent months, our coordinated efforts have successfully defended history and the work of historians as scholars, teachers, and engaged citizens. Please visit historians.org/advocacy/ statements to read our statements and letters in full.

Protesting Restrictions on K–12 Curriculum in Arkansas

On April 3, 2017, AHA executive director James Grossman wrote a letter to Arkansas leaders asking them to reject House Bill 1834, which would have excluded from

public school “curriculum or course materials . . . books or any other material authored by or concerning Howard Zinn.” Grossman denounced the measure as an “egregious micromanagement of the work of Arkansas teachers.” Thankfully, the measure was dropped shortly afterward.

Standing Up for Central European University

On April 5, 2017, the AHA sent a letter to President János Áder of Hungary opposing legislation passed by the Hungarian parliament that targets Central European University (CEU) in Budapest. The legislation restricts CEU's institutional autonomy, thereby undermining the university's mission to further international scholarly collaboration. The AHA's letter urged President Áder to preserve international cooperation and the integrity of a national and international educational resource by refraining from signing the legislation. Although Áder signed the legislation, CEU has announced that it will remain operational

through the 2017–18 academic year, as officials negotiate an arrangement to comply with the new law while keeping the institution's presence in Hungary.

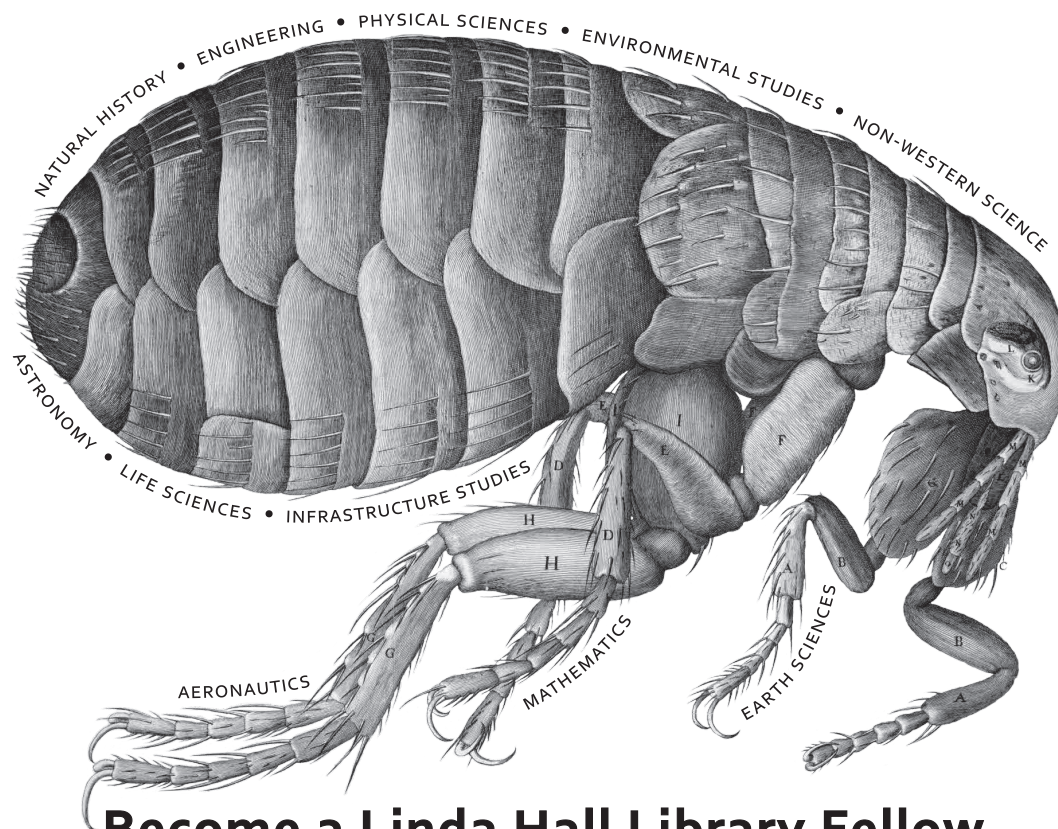
Defending International Education and Foreign Language Studies Programs

On April 6, 2017, the AHA Council signed on to a letter from the Coalition for International Education urging members of the House and Senate Appropriations Committees to reject the Trump administration's proposal threatening to reduce or eliminate funding for the US Department of Education's International Education and Foreign Language Studies Programs. After this mobilization, Congress passed an omnibus appropriations bill on May 4, 2017, which kept these programs funded at previous levels through September 30.

Supporting Federal Humanities Programs

Following the Trump administration's proposals to eliminate funding for programs imperative to the work of historians, including the National Endowment for the Humanities, Title VI, and Fulbright-Hays, the AHA issued action alerts on March 16 and May 23 calling on members to express their concerns by contacting their congressional representatives. (Read the message on *AHA Today*.) Our early efforts were rewarded when the FY17 omnibus appropriations bill, passed on May 4, 2017, included a modest increase in the NEH budget through September 30. As the appropriations process begins for FY18, however, and the threat against humanities programs renews, the AHA will mobilize our partners and members again to resist any cuts. **P**

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LINDA GORDON

WHAT DO WE MEAN BY POPULISM?

The “Second” Klan as a Case Study

The presidential campaign and election of Donald Trump made “populism” a political buzzword. As its usage spread, it became steadily more pejorative and imprecise. True, many commentaries distinguished between “right wing” and “left wing” populism, notably in contrasting Trump’s and Bernie Sanders’s campaigns. But without greater specificity, these labels are misleading and damaging to political literacy, by suggesting that any popular, grassroots cause is populist. Historians in particular should insist on greater concreteness in labeling political movements.

For historians, the American Populist or People’s Party of the 1890s has long served as the model of left-wing populism, while interwar European fascist movements represent right-wing populism. To identify the common denominators in the left and right versions, it’s best to think of populism as a “cluster concept,” to identify commonalities among movements that share some but not necessarily all attributes. Populisms often display 13 such attributes: large size, mass mobilization, claiming to speak for “the people,” defining “the people” as victims, venerating agrarian communities or small towns, seeking to reclaim a national “destiny,” demagoguery, anger, propensity for conspiracy theories, distrust of “experts” and established

politicians, extreme nationalism, isolationism, and authoritarian leadership.

Only the first five fit the Populist Party. Furthermore, it is not clear that modern left-to-liberal movements fit the populist model: few display any of the last 11 features. In the Sanders campaign, the only populist elements were the mass enthusiasm of his supporters and their sense of victimization by neoliberal economic policies. Woman suffrage, the Bonus Army of 1932, the Civil Rights Movement, anti-Vietnam War protests, and environmentalism were large, participatory mobilizations, but they were not populist.

American history, however, offers a specimen of right-wing populism that includes virtually all the above characteristics: the multi-million-member northern Ku Klux Klan of the 1920s. It argued that America was intended as and should remain a nation of white Protestants—“Nordics” in Klanspeak. This national destiny was being subverted by immigrants, namely Catholics and Jews. It is possible that a majority of native-born Americans shared and legitimated this attitude, so this second Klan did not need to be secret or violent; it operated by promoting ideas and electing its members to office. It even claimed to be defending democracy, though of a particular type: majoritarian or “plebiscitary” democracy, in which a majority could override minority interests.

Its electoral strategy put into office 16 senators, scores of congressmen (the Klan claimed 75), 11 governors, and thousands of state, county, and municipal officials. Several state governments, notably Indiana and Oregon, were dominated by the Klan for four to five years. Dorothy Thompson, whose coverage of Nazism was influenced by observing the 1920s KKK, pointed out that a dictator “never stands for election on the platform of dictatorship.”¹

Klan populism was also religious: America’s destiny was sacred. If Jesus were to come, one Klan publicist declared, he would be a Klansman. Still, its prejudice was fungible: in the 1930s, for example, many Klanspeople came to support the right-wing, anti-Semitic, *Catholic* radio personality Father Coughlin. In other words, this right-wing populism was characterized less by specific prejudices and more by a generic resentment of disadvantaged groups—resentment always directed downward, never upward.

Both the Populist Party and the Klan saw America as unique among nations, an exemplar of freedom and democracy. Both also claimed to speak for “the people.” In the Klan’s version of American exceptionalism, non-WASP immigrants could never be patriotic Americans—Catholics because they owed unconditional allegiance to the Pope, Jews because they



A Klan gathering c. 1925, location unknown. » *National Photo Company Collection/Library of Congress*

operated within an international cabal of financiers. (In one Klan minister's remarkable version of a classic biblical story, the reason Jonah emerged unscathed from the whale was that Jews are "indigestible," too "hard" even for the "powerful digestive machinery in the stomach of the monster.")² Klan lingo expressed this bluntly, calling nonmembers "aliens" and Klan initiations "naturalizations." The Klan was rhetorically exiling non-WASPs from citizenship.

In another similarity, the Populist Party and the Klan both claimed that their country was being stolen from its rightful citizenry. But while the Populist Party identified big corporations, trusts, and railroads as the thieves, the Klan made no criticisms of Wall Street or big business. Instead it offered a

"class analysis" common among right-wing populists, defining intellectuals, liberals, professionals, and especially secularists who espoused evolutionary theory as elites who sought to undermine the "true" America.

That definition of elites expressed the Klan's hostility to big city cosmopolitanism and alleged sinfulness. Urban life was a chaotic "babel," and urbanites' licentious behavior and defiance of Prohibition were part of their drive to destroy America. "Real America" resided in smaller towns and cities, assumed to be homogeneous; the Klan displayed intense anxiety about diversity, a defining feature of cities. That anxiety also underlay its isolationism, which was driven less by fear of foreign entanglements and more by suspicion of foreign cultures. That suspicion was

expressed also in an ideological test for patriotism: dissenters from Klan ideology were assumed to be the progeny of foreign plots.

In the narrative of theft, populism typically positioned its supporters as victims, an outlook that characterizes many social movements, left and right. But that was a tricky maneuver for the Klan, for it classified all WASPs as victims, even those who wielded great economic and political power. So the Klan bolstered its claims of victimization with allegations of secret conspiracies. It saw conspiracies everywhere, and immigration was itself one. Catholics and Jews immigrated not to find a better life or to escape from poverty and persecution, but because their overlords had sent them to sabotage the nation. Immigration was

an intentional threat. Jews controlled Hollywood *in order to* subvert women's morality, through their suggestive plots and scantily clad women. Catholic immigrants were the Pope's vassals, sent *with orders* to infiltrate and contaminate police forces, politicians, and schools. These false religions, including the Russian and Greek Orthodoxies, defied Prohibition *in order to* weaken the American fiber. The Klan orchestrated a chorus of what we today call fake news: the Pope had already landed, incognito, in Washington, where he was building a headquarters for the takeover of the United States; 90 percent of US police forces were run by Catholics in the service of this takeover.

Populism has often been characterized by demagoguery. Demagoguery operates by fomenting fear, in what Richard Hofstadter considered "paranoid" movements, and the Klan's meteoric rise rested on creating fear of clandestine intrigues. Fear-mongering produced a doubled effect, fostering a defensive cohesion among insiders and a scapegoating of outsiders. When those fears subsided—in part because the Klan's program became national policy with the anti-immigration laws of 1923 and 1924—the Klan rapidly receded. It thrived on fear and could not flourish without it.

Klanspeople presented themselves as warriors summoned to rescue the nation. But in the North their major weapon was intimidation, not violence. Although Klan hate speech stimulated some vigilantism, its leaders emphasized electoral campaigns and public displays of power through pageants, parades, and cross burnings. The latter were deployed less as direct threats, in the manner of the first Klan, than as symbols of its power.³ During the 1924 Democratic National Convention in Madison Square Garden, when the Klan successfully

blocked the nomination of Catholic Al Smith, it set up colossal burning crosses across the Hudson in New Jersey so as to be visible from New York. The Klan's regular exaggerations of the size of its membership and attendance at its rallies also served to intimidate potential opponents.

The 1920s Klan illustrates some of the general attributes of populisms but also their individual distinctiveness. Even far-right populisms, such as fascism, come in varieties; as historian Robert Paxton wrote, we cannot identify fascism "by its plumage."⁴ Distinguishing between "right" and "left" populisms cannot substitute for specifying the methods and ideas of these movements. Using "populist" generically, and lazily, to characterize all social movements with broad grassroots support is uninformative at best, and often misleading and biased. Historians have a particular responsibility

to insist on particularizing what we are talking about when we say "populist."

P

Linda Gordon is the author of the forthcoming The Second Coming of the KKK: The Ku Klux Klan and the American Political Tradition (W. W. Norton, 2017). Her previous books include Feminism Unfinished (2014) and Dorothea Lange (2009).

NOTES

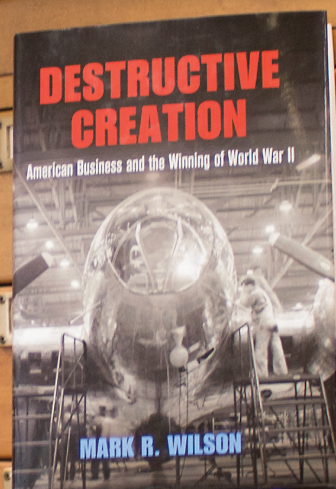
1. Statement of 1935, quoted in Helen Thomas, *Watchdogs of Democracy? The Waning Washington Press Corps and How It Has Failed the Public* (New York: Scribner, 2006), 172.
2. Alma Bridwell White, *The Ku Klux Klan in Prophecy* (Zarephath, NJ: Good Citizen, 1925).
3. The second Klan did, however, ring the Catholic University of Dayton with burning crosses.
4. Robert Paxton, "The Five Stages of Fascism," *Journal of Modern History* 70, no. 1 (March 1998): 12.

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We seek a distinguished American Historian who will split the 2018-2019 academic year between Occidental College and the Huntington Library. In addition to researching the Huntington's collections, the Billington Professor will teach one intermediate or advanced class per semester in the Occidental History Department, ideally courses that complement existing course offerings. Associate and Full Professors from any college or university (excepting those in the greater Los Angeles area) are invited to apply. The position includes office space at both the Huntington and Occidental, a stipend of between \$100,000-\$120,000 (depending on rank), and other generous benefits. Applicants should submit a letter of interest, curriculum vitae, research proposal for the Huntington, course proposals for Occidental, evaluations of undergraduate teaching, and three letters of recommendation by email to Sharla Fett, Search Chair at sfett@oxy.edu. "Attention: Billington" in subject heading. All materials are due by November 10, 2017. For more details, please see our web page: <http://www.oxy.edu/history/billington>. Occidental College is an Equal Opportunity Employer and does not unlawfully discriminate against employees or applicants on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, pregnancy, breastfeeding or related medical condition, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic characteristic or information, military and veteran status, or any other characteristic protected by State or Federal Law. We strongly encourage all underrepresented candidates, especially women and persons of color, to apply.

HAGLEY PRIZE

IN BUSINESS HISTORY



Hagley Museum and Library and the Business History Conference are pleased to announce the 2017 winner of the Hagley Prize: *Destructive Creation: American Business and the Winning of World War II* (University of Pennsylvania, 2016) by Mark R. Wilson, University of North Carolina, Charlotte. Hagley Museum and Library and the Business History Conference jointly offer the Hagley Prize awarded to the best book in Business History (broadly defined) and consists of a medallion and \$2,500.



The prize committee encourages the submission of books from all methodological perspectives. It is particularly interested in innovation studies that have the potential to expand the boundaries of the discipline. Scholars, publishers, and other interested parties may submit nominations. Eligible books can have either an American or an international focus. They must be written in English and be published during the two years (2016 or 2017 copyright) prior to the award.



Four copies of a book must accompany a nomination and be submitted to the prize coordinator, Carol Ressler Lockman, Hagley Museum and Library, PO Box 3630, 298 Buck Road, Wilmington DE 19807-0630, **The deadline for nominations is November 30, 2017.** The 2018 Hagley Prize will be presented at the annual meeting of the Business History Conference in Baltimore, Maryland, April 7, 2018.

ROBERT B. TOWNSEND

DECLINE IN HISTORY MAJORS CONTINUES, DEPARTMENTS RESPOND



SINCE THE 2008 ECONOMIC RECESSION, history department faculty and chairs have noted declines in the numbers of student enrollments and majors. New data from the US Department of Education confirms their observations, as the number of students receiving bachelor's degrees in history fell 10.1 percent from 2014 to 2015, and 21 percent from the recent high in 2012.

History departments conferred 27,706 baccalaureate degrees in 2015 (compared to 35,065 in 2012), with the declines felt broadly across the discipline. Of the 1,228 institutions that conferred bachelor's degrees in history in 2012, 71 percent reported a reduction in the number of history graduates three years later.

The history discipline is not alone in these difficulties. As reported by the Humanities Indicators (bit.ly/HIBAs), almost every discipline in the humanities experienced a decline in the number of degrees awarded over the same time period. History stands out, however, as experiencing the largest decline. In comparison to history's double-digit declines, the humanities as a whole experienced a 5 percent drop in the number of bachelor's degrees awarded, and a 9.7 percent drop from the peak in 2012.

Perhaps equally troubling, history is losing significant "market share" among students earning baccalaureate degrees (fig. 1). In 2003, history accounted for 2.3 percent of all bachelor's degrees conferred. By 2015, the discipline had fallen below 1.6 percent, the lowest level on record.

Historically, private liberal arts colleges have conferred the largest share of history bachelor's degrees. Since the recession, however, history's share has fallen sharply at both private nonprofit and public colleges and universities. Recent growth in the shares of degrees conferred by for-profit colleges used to serve as the lone bright spot for those seeking growth in the awarding of history degrees, but even here,

the number of degree recipients recently started to trend downward.

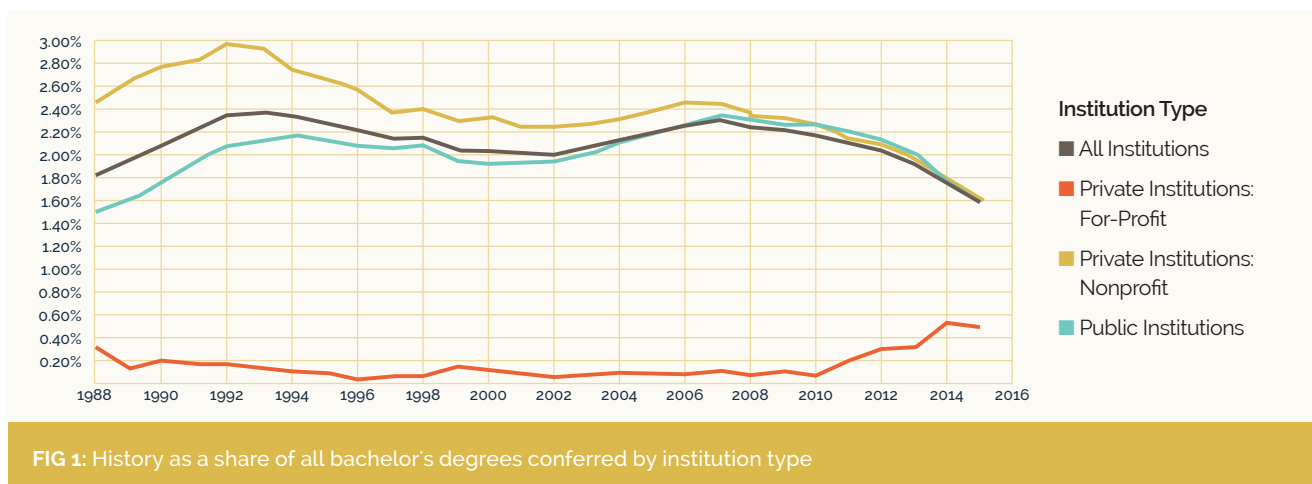
The number of students graduating with a second major in history (which is tabulated separately by the Department of Education) has also been shrinking since 2012, though at a slightly slower rate than among primary degrees (down 18 percent).

Who Is Earning a History Degree (and Who Isn't)

The underlying demographics of the students earning bachelor's degrees in history provide some clues as to the challenges for the discipline. Relative to other humanities disciplines and academia as a whole, history awards a smaller share of baccalaureate degrees to women and students from traditionally underrepresented minorities (fig. 2).

As of 2015, shares of history bachelor's degree recipients who were either women or from traditionally underrepresented minority groups were both rising, and near historic highs. Women accounted for 40.3 percent of the degree recipients in the discipline—slightly above the recent low of 39.9 percent, but still more than a percentage point below the high-water mark in 2004 (41.7 percent). Nevertheless, while the 2015 level is relatively high for the discipline, it is more than 20 percentage points below the average for the humanities, and 16 percentage points below the average for all bachelor's degree recipients. Even among recipients of bachelor's degrees in business and management, women accounted for 46.6 percent in 2015.

Similarly, even though the share of students from traditionally underrepresented minorities (African American, Hispanic/Latino, and Native American students) earning history degrees reached an unprecedented level in 2015 (15.5 percent), it still fell about 6 percentage points below the rest



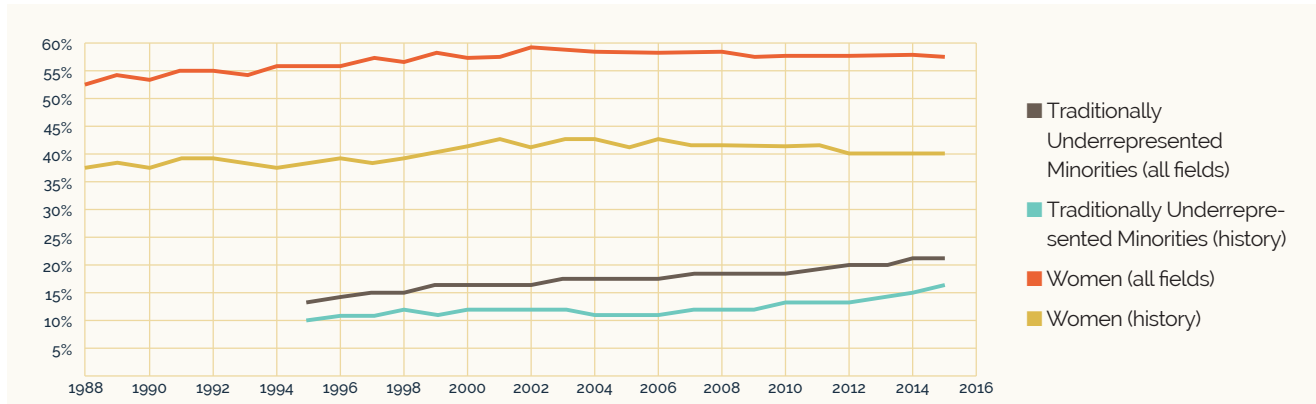


FIG 2: Shares of history bachelor's degrees awarded to women and traditionally underrepresented minorities

of the humanities and academia as a whole (22 percent and 21.4 percent, respectively).

Recent gains among traditionally underrepresented minorities and women is somewhat deceptive, as the numbers of degree recipients in both categories are declining, just not as quickly as the numbers of white and Asian American men. For instance, the numbers of both white and Asian American recipients of bachelor's degrees in history fell 23 percent each from 2012 to 2015, while the numbers of African American and Hispanic/Latino American recipients fell 15 percent and 2 percent, respectively.

Responding to the Challenge

History departments are not sitting idly by as their numbers decline. Phone and e-mail exchanges with a half dozen departments revealed renewed efforts to attract new students. The changes range from new courses and minor fields intended to entice students into seats to new outreach efforts to attract students before they even enter college.

History departments are not sitting idly by as their numbers decline.

Most of the reported efforts align with the AHA's recent initiatives to refocus attention on the pathway from the introductory course to the major. As Elizabeth Lehfeltdt, vice president of the AHA's Teaching Division, observed in the October 2016 issue of *Perspectives on History*, "We need to rethink the recruitment question and recognize that at least some of the future of enrollments in history courses lies in the hands of faculty."

At the University of California, Los Angeles, for instance, the department introduced new lower-division survey courses on subjects such as neoliberalism and the Holocaust designed to appeal to students. UCLA and the other departments contacted have also made adjustments to upper-level courses intended for majors—primarily providing more opportunities to interact with faculty and to create a smoother progression through the major.

A few departments also reported curricular changes. Jürgen Buchenau, chair of the history department at the University of North Carolina at Charlotte, reported that the department recently dropped its foreign language requirement to accommodate transfers from majors that lack the requirement.

Five of the six departments reported some improvements, at least in history class enrollments. UCLA's chair, Stephen Aron, reported that they have "seen a 13 percent upswing in enrollments" in the past year. Their perception of the trend in majors, however, was more ambiguous. The exception to this ambiguity can be found in recent reports from the department at Yale University, where history was the top reported major for entering students this past year.

The trend in degree conferrals remains a lagging indicator, as numbers only show graduation figures from four or more years ago. Given that, it may take another three or four years to see the effects of these new efforts. **P**

Robert B. Townsend is the author of History's Babel: Scholarship, Professionalization, and the Historical Enterprise, 1880–1940 (Univ. of Chicago Press, 2013) and co-director of the American Academy of Arts and Sciences' Humanities Indicators (www.humanitiesindicators.org).

JAY T. HARRISON and APRIL JEHAN MORRIS

PHYSICAL EDUCATION

Walking Timelines and Learning Outcomes



Hood College's outdoor classroom served as Caribbean islands in Jay Harrison's Latin American history class.

Courtesy Hood College

RED PAPER CROSSES TAPED TO their jackets, student “crusaders” swore oaths before a construction-paper-crowned pope. With the other students in April Morris’s small, advanced class, also playing roles, they set off on an adventure: a walking timeline of the First Crusade that matched campus sites to historical events. The collective of prop-bearing students, each name-tagged to represent European, Byzantine, and Muslim characters—from saints and bishops to princesses and warlords—clopped along, Monty Python style, to each site on the physical timeline Morris had laid out for the brisk afternoon. With Morris providing narration, students enacted moments from each of their assigned characters’ roles, drawn from the historical chronicles. At each location, students took to their roles, relishing the chance to challenge the crusading hordes or march in circles before the walls of Jerusalem (here played by the college chapel) on the way to the crusaders’ 1099 conquest of the city.

While skills-centered learning is influential in discussions of pedagogy, this doesn’t mean discarding so-called traditional goals relating to content mastery, such as understanding historical timelines. As newly installed professors of medieval art history (Morris) and Latin American history (Harrison), we have experimented with revising pedagogy rooted in the timeline, hoping to increase or alter student engagement with the events depicted. We wanted to gauge whether walking timelines would increase content retention by drawing students into specific events and phenomena. Our timeline exercises do, in fact, seem successful. Moreover, our exercises fit within the mission of the liberal arts education our institution offers. Although at first glance, they may not seem to fit any specific assessment rubric, as educators we may consider how such experiences can truly support student learning outcomes (SLOs).

The re-enactment of the 11th-century events included no formal assessment, but the SLOs were striking. The class’s recall of the basic events of the First Crusade was higher than in previous courses that hadn’t used the re-enactment, but there was more. The campus adventure remained in students’ minds and soon reinforced their comprehension of related social movements and cross-cultural interactions, like pilgrimage and trade. Students returned repeatedly to their realization that of the few crusaders who stayed in the Holy Land after the conquest of Jerusalem, many married into the local Orthodox or Byzantine nobility; this religious and cultural diversity was new to students. They began questioning the common presupposition (encouraged by Samuel Huntington and others) that the Crusades represented ongoing “clashes of civilizations” only between European

Christians and Near Eastern Muslims. Seizing upon the relative silence in crusading and pilgrimage narratives about the return journey, they began critiquing primary and scholarly sources anew. Students rethought material they had previously examined, which in turn shaped their approach to subsequent weeks’ readings that broadened their perspective on the sources. In short, then, SLOs for the experience would include increased retention, the ability to navigate complex historical social landscapes, a deeper understanding of a prominent religious ritual (e.g., pilgrimage), and better critical thinking and reading skills.

Utilizing timelines can also enhance advanced skills, such as questioning periodization and static conceptions of events. One warm spring morning, the 20 students in Harrison’s upper-division history topics course, Latin American Slavery, convened in the classroom to review the traditional timeline for emancipation in the Caribbean and the rest of Latin America. Later, they headed outside for a role-playing game involving concepts of transcolonial migration, the movement of ideas among islands, and the barriers to the spread of antislavery movements. The students had read Matt D. Child’s *The 1812 Aponte Rebellion in Cuba and the Struggle against Atlantic Slavery* and Laurent Dubois’s “The Promise of Revolution: Saint-Domingue and the Struggle for Autonomy in Guadeloupe, 1797–1802,” so they arrived with background on the varying experiences of slavery and freedom in Caribbean colonies. Out in the open air, they enacted what historians know about interaction among the region’s islands: the trade of foodstuffs and consumer products, illicit or clandestine movements of enslaved and free persons, and the spread of ideas from one island to another and on to the mainland.

The adventure remained in students’ minds and reinforced their comprehension of cross-cultural interactions, like pilgrimage and trade.

This game also used inexpensive props (sticks and papers) to designate students as oarsmen, slaves, freed artisans and militiamen, and colonial authorities. The college’s outdoor classroom, a collection of benches secured to a brick surface, served as Cuba, largest of the Caribbean islands. Nearby trees were islands of the Antilles, and the sidewalk represented the South American mainland shoreline. With a short list

of rules and assigned roles, students moved from island to island to mainland as the opportunity arose. Each student brought one unique idea about rebellion on his or her island—whether achieving it or preventing it—with the goal of assessing whether and how ideas of insurrection could be shared. As with other, published game series for history classrooms—notably Mark C. Carnes’s *Reacting to the Past*—this simple exercise set the timeline in motion.¹

Students who dive into roles gain an understanding of the sensory experience and inherent logic of the historical actors they are studying.

Simple though it may seem, exploring historical concepts and social movements by imaginatively re-enacting them can act as an experiential pedagogical method. Just as learning about architecture takes on new dimensions the moment students actually step into and experience spaces, engaging all their senses to examine what surrounds them, students who learn aspects of crusade or migration by diving into roles gain a new understanding of the sensory experience and inherent logic of the historical actors they are studying. The next step in incorporating such experiments into more courses will be developing more precise learning objectives.

Rubric or not, these re-enactments had a noticeable impact on students in both courses. Their engagement increased, especially their desire to explore different regions and historical periods. They often demonstrated allegiance to the places associated with their assigned characters or dived even further into their characters’ narratives. One generally shy student, who had played a Norman baronial leader in Morris’s class, would sit up any time the Normans came up from then on. She began to comment actively during sections about Norman history, her remarks revealing that she had done additional work outside of class assignments. The student who playacted Anna Comnena went on to read Comnena’s *Alexiad* in its entirety and at least one scholarly biography on the famed historian. Though harder to track, predict, or assess, this independent engagement indicates that the experiment helped spark students’ curiosity about historical figures and events in unpredictable but meaningful ways. Students became more involved in their courses and curious about how the histories of the Near East, Europe,

Africa, and the Americas tangled together in the Middle Ages and the early modern era.

Such approaches may be adapted to student needs and/or the constraints of the class environment. For reasons of accessibility, for example, teachers should think about where and when to engage in walking timelines to accommodate students with disabilities. If one cannot safely head out of doors, perhaps meet in a larger room with a customized table arrangement to simulate sites in the historical landscape. In a word, students should influence instructors’ design of walking timelines in physical spaces, and instructors should encourage creativity in placing and naming otherwise mundane parts of the campus physical plant. This will enhance the experience of joy that comes with reliving historical events and processes together.

The physical experience of a historical timeline can help us connect the current generation of students to course objectives—student learning outcomes that our assessment committees might call genuine. While rubrics and assessment guidelines now seem to grip pedagogical discourse, powerful intangibles encourage us to remember that learning is always the central objective for our classrooms. As with any journey, learning may take us and our students to unexpected places. The value of this process may never match tidily against a rubric, yet the serendipity that can arise from tapping into our students’ joy and excitement can remind us why we began taking the trip in the first place. **P**

Jay T. Harrison is an assistant professor of history and the coordinator for the program in public history at Hood College. April Jehan Morris is an assistant professor of art history at Hood College and co-editor of The Crusades and Visual Culture (Ashgate, 2015).

NOTES

1. *Reacting to the Past* (RTTP) is a more elaborate approach to the methods we engaged. See the RTTP website at <https://reacting.barnard.edu> and the W. W. Norton series of published RTTP games. Approaches championed by the Institute for Simulations and Games at Central Michigan University, directed by historian Jonathan Truitt, provide simpler but extensive options for student- or instructor-led classroom re-enactments of historical events and timelines. See the institute’s site at <https://www.cmich.edu/colleges/chsbs/Centers/ISG/Pages/default.aspx>.

KIP LORNELL

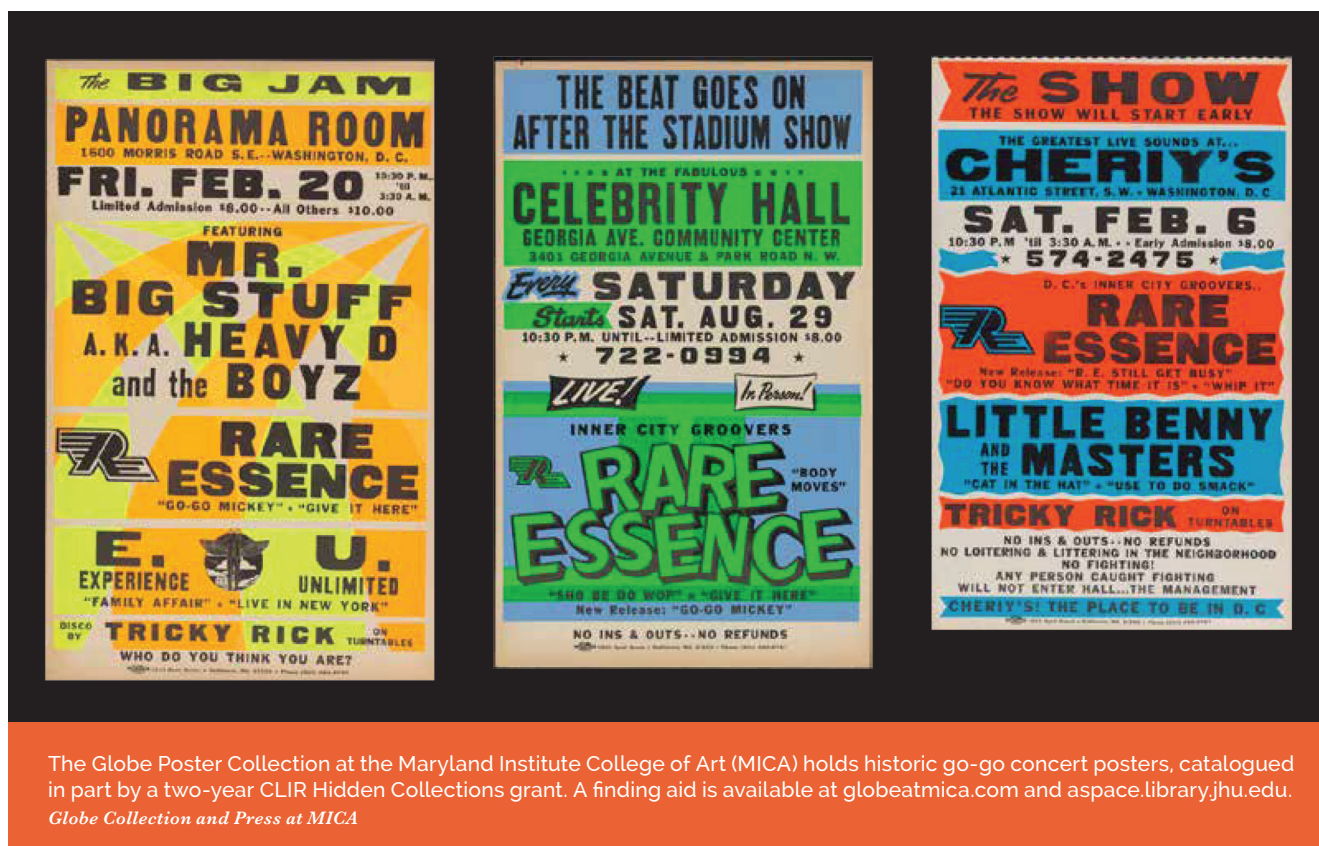
GROOVES FOR THE PEOPLE

Go-Go, the Musical Pride of DC

A form of African American popular music, go-go emerged in the District of Columbia and neighboring Prince George's County, Maryland, in the mid-1970s. African Americans formed 71 percent of the city's population according to the 1970 census, and the district, spurred by the Black Arts Movement and the devastating 1968 riots following the death of Martin Luther King Jr., had come to be known as "CC," for Chocolate City. Today, go-go remains popular among black Americans in the immediate Washington, DC, region and is too rarely recognized as the

most regionally focused form of vernacular music in the United States.

The genre takes its name from a slang word for a nightclub, as heard in the 1965 Motown single "Goin' to a Go-Go," by Smokey Robinson and the Miracles. The song reverberated throughout Washington, DC, and within 10 years became directly associated with the musical performances of Chuck Brown and the Soul Searchers. Brown (1936–2012) is largely credited as the man who brought all of the musical and



The Globe Poster Collection at the Maryland Institute College of Art (MICA) holds historic go-go concert posters, catalogued in part by a two-year CLIR Hidden Collections grant. A finding aid is available at globeatmica.com and aspace.library.jhu.edu.
Globe Collection and Press at MICA

cultural elements together to create the distinctive sound of go-go.

When he pioneered the genre in the 1970s, Brown drew on his experience playing guitar with Los Latinos, a local Latin band. Augmenting the typical trap drum set, the group's multiple percussionists emphasized the complex polyrhythms underpinning Latin music. A similar sound could

The "Godfather of Go-Go," Chuck Brown played nonstop dance events that would last for hours without a break.

be heard in the music performed by the large number of Caribbean and African students attending Howard University. The use of congas and timbales in go-go has been one of its constant forces, and the drums are still heard in the sound of most go-go bands, though less so in those playing the "bounce beat" that has developed over the past 15 years.

Brown's use of horns in the Soul Searchers also underscored his roots in R&B and funk. Along with Trouble Funk and Rare Essence, many go-go bands active in the 1980s—giving a nod to local favorite (and nationally renowned) Parliament-Funkadelic—maintained a very heavy funk approach. Inspired by the success of disco and tired of being hired to play covers only of Top 40 songs, Brown busted loose with his take on funk meets jazz and R&B, organizing it into a nonstop dance event that would last for hours without a break. By 1980, go-go was the most listened- and danced-to form of black music in and around the District. Multi-band gigs took place in small, neighborhood settings and at large venues like the Capital Center (then home to the local professional basketball and hockey teams, located near the

Beltway in Landover, Maryland). These performances often attracted capacity crowds, many of whom hardly sat down for the entire show.

Interest in go-go increased in the early to mid-1980s, with the release of *Good to Go* (Island Films) marking a high point. This 1986 film was meant to do for go-go what *The Harder They Come* (1972) accomplished for reggae. A weak and violent script, however, led to poor reviews, and the film quickly tanked. *Good to Go*, which hasn't been released digitally, includes several vibrant performances by Chuck Brown and Trouble Funk, captured in front of a live and enthusiastic audience.

Go-go often reflects specific sections of the city and individual neighborhoods. Bands typically offer shout-outs to one of the four geographical sections of DC during their performances: Northeast, Northwest, Southeast, or Southwest. This call-and-response ritual often gets down to specific neighborhoods, whose names—Simple City or Trinidad, for example—are not found on official city maps. Crew members (groups of neighborhood fans who follow a particular band) respond with great enthusiasm to "represent" for themselves and their friends.

EDITOR'S NOTE

The 132nd Annual Meeting of the AHA will take place in Washington, DC, on January 4–7, 2018. In the run-up months to every meeting, *Perspectives* highlights aspects of local history and points of interest in our host city. Because we will convene in our hometown this year, we're delighted to be able to present deeper takes on the Capital City's history and culture. Welcome to DC (as locals insist on calling it)!

The music had a few other fleeting brushes with the mass media. Chuck Brown and the Soul Searchers had a number one R&B single in 1979 with “Bustin’ Loose,” and in 1988, Experience Unlimited (better known as EU) were featured in Spike Lee’s *School Daze*, with a song, “Da Butt,” that briefly shone the spotlight on the band and took them on the road. But their out-of-town gigs eventually dried up, and they returned to their home base of support after two years.

Bands like EU were used to playing locally, and many musicians held day jobs. National touring was expensive and held no greater promise of returns than staying and performing several gigs a week at home. Just as important for many of the musicians were the aesthetics of go-go. Performing for larger audiences held plenty of appeal, but also the possibility of compromise: Could they, for example, play the same nonstop, hard-driving music for folks who were increasingly accustomed to hip-hop?

As hip-hop gained ascendancy, in fact, some of its musical aesthetics affected go-go. In the 1990s, newer bands, most notably Backyard Band, began featuring a “lead talker” (a term unique to DC go-go) that has its parallel in the hip-hop MC. Backyard Band, Raw Image, and Uncalled 4 also eschewed horns, essentially replacing them with an electronic keyboard.

The move to the more drum-heavy “bounce beat” sound at the turn of the century was largely championed by Reginald “Polo” Burwell. Polo led the highly influential TCB band, which he helped found in the late 1990s. The success of TCB, which often performed with Wale, led to the formation of other groups like What? Band and XIB. These latter groups, following TCB’s lead, also emphasized an insistent, less-complex beat that typically added a rototom to the drum set, deemphasized the congas and timbales that had anchored earlier go-go bands, added a few vocalists, and used a synthesizer in place of the horns so often heard in the



Maria Miller, Ernesto Zelaya, and Eric B. Ricks work on MANY VOICES MANY BEATS ONE CITY, depicting go-go culture.
Cory L. Stowers and Art B.L.O.C DC/Courtesy D.C. Murals



DC educator Charles Jean Pierre and his students memorialized Chuck Brown in this 2012 mural.
Mark Thomas/Courtesy D.C. Murals

first-generation go-go groups. For about 10 years, Polo led the bounce beat movement until he died of a brain hemorrhage in December 2013.

Bands and audiences share a call-and-response ritual that gets down to neighborhoods not found on official city maps.

Polo was an outspoken critic of the District's "war" on his music. In the early 2000s, reacting to several acts of violence near clubs featuring go-go music, District officials moved to rein in go-go culture, which they thought brought too many younger black Americans into the increasingly white streets of Washington, DC. Club U, located in the Reeves Center on U Street—part of a historically black but rapidly gentrifying neighborhood—was shut down in 2005 by the Alcohol Beverage Control Board, which cited legal irregularities to revoke the club's liquor license. Such hostility has meant that go-go—which is best appreciated by way of live

performances—is now largely heard in small clubs located outside of the District, particularly in Prince George's County.

Nonetheless, go-go, in its many iterations, remains the most distinctive sound of the District. Although there is an increasingly important hip-hop scene here, go-go music remains woven into the city's fabric. Local black American high school students remain well aware of it, though most listen to bounce beat. Because rap doesn't speak quite so locally, younger black community members identify with go-go musicians in much the same way that down-home blues provided a voice for black communities in the 1940s. In DC, you are at least as likely to hear African American drivers blasting Trouble Funk, Junk Yard, Chuck Brown, TCB, or Wale from car speakers as you are Beyoncé or Kendrick Lamar. **P**

Additional source: Natalie Hopkinson, *Go-Go Live: The Musical Life and Death of a Chocolate City* (Duke Univ. Press, 2012).

Dr. Kip Lornell teaches in the music department at the George Washington University. Among his 14 books is The Beat! Go-Go Music from Washington, DC (Univ. Press of Mississippi, 2009), coauthored with Charles Stephenson.

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WASHINGTON, DC
JANUARY 4 – 7, 2018

Information about the 2018 annual meeting is available online at
www.historians.org/annual-meeting

ON TO WASHINGTON, DC

The 2018 Annual Meeting at a Glance

The 132nd annual meeting of the American Historical Association will be held January 4–7, 2018, in Washington, DC. The online **program** will be posted on the AHA website in mid-September, and members can look forward to receiving the printed program in mid-November. A meeting app will also be available for smartphones and tablets. Annual meeting sessions and events are scheduled at the Marriott Wardman Park, the Omni Shoreham Hotel, and the Washington Hilton. Free bus transportation will connect the Hilton to the other meeting hotels.

Pre-registration begins in mid-September. The lower pre-registration rates will be in effect through December 15; after that the higher on-site rates apply. Registration will be available online from September 13 until the end of the meeting, and in person beginning at 11 a.m. January 4 at the Marriott's Convention Registration Desk.

Admission to the Exhibit Hall and Job Center requires a 2018 meeting registration badge.

Hotel reservations: Attendees will make hotel reservations for both standard rooms and suites through the AHA's housing service, Experient. See the AHA's website for detailed information. Reservations can be made online or by calling a toll-free number. AHA rates are available three days before and after the meeting dates, depending on the number of rooms available.

The last day to make or change reservations through the housing service is December 12, 2017. After that date, rooms will be available at the AHA's convention rates on a space-available basis, and all reservations, changes, and cancellations must be made directly with the hotels. Hotel no-show policies will apply for reservations not canceled at least 72 hours before the first night's stay.

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

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

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

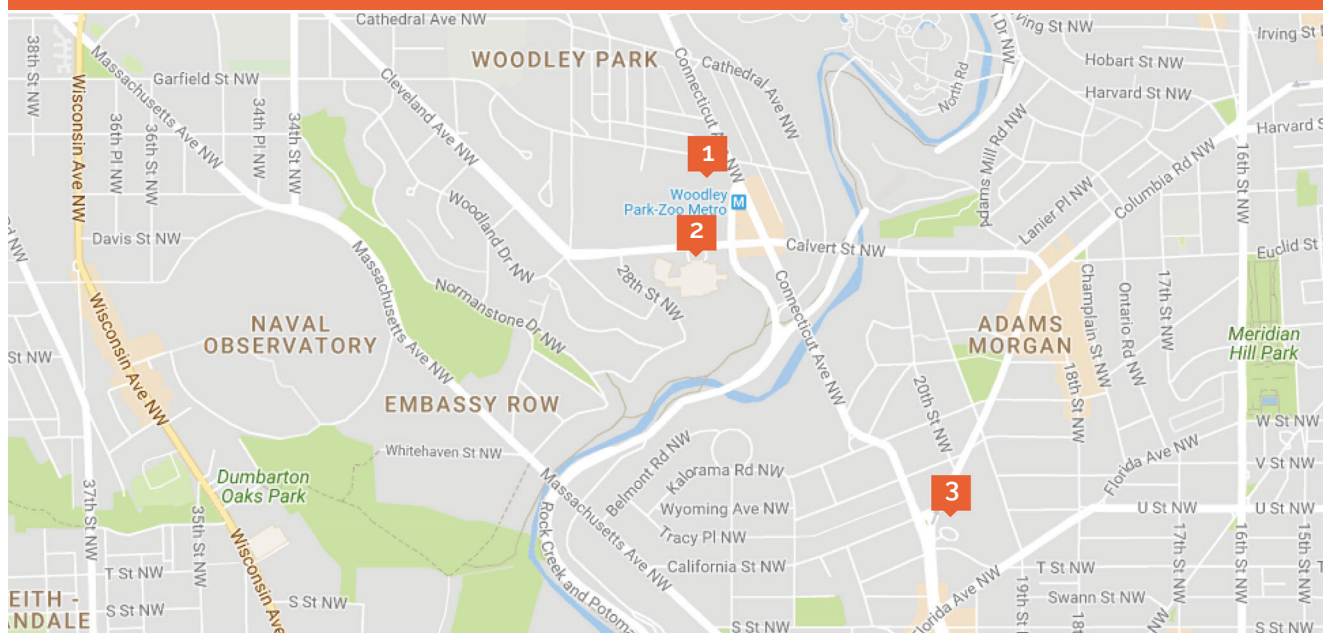
Refund policy: Advance registrants who are unable to attend the meeting may request a refund of their registration fee. Refund requests must be e-mailed to borgodol@historians.org by December 15, 2017, and will incur a \$20 fee. *Refunds will not be processed after that date.*

Hotel and Rate Information

	SINGLE	DOUBLE	TRIPLE	QUADRUPLE
MARRIOTT WARDMAN PARK 2660 Woodley Road NW (headquarters)	\$145	\$175	\$185	\$215
OMNI SHOREHAM HOTEL 2500 Calvert Street NW (co-headquarters)	\$145	\$175	\$205	\$235
WASHINGTON HILTON 1919 Connecticut Avenue NW	\$145	\$175	\$205	\$235

Rates are subject to hotel occupancy tax and will be honored three days before and three days after the official meeting dates of January 4–7, based on availability. Free bus transportation will connect the Hilton to the other meeting hotels. Information on booking a room at the discounted rate is available at historians.org/annual-meeting.

American Historical Association Hotel Map



Map Points

1 Washington Marriott Wardman Park
2660 Woodley Rd. NW

2 Omni Shoreham Hotel
2500 Calvert St. NW

3 Washington Hilton
1919 Connecticut Ave. NW

ASL Interpretation at the 2018 Annual Meeting

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

Please notify the AHA of the sessions you plan to attend and register for the meeting by Dec. 1, 2017.

This service is also available upon request for the Presidential Address and Business Meeting.

Requests should be submitted to Debbie Doyle (ddoyle@historians.org) by Dec. 1, 2017

Dates and Deadlines	
SEPTEMBER 13	Preregistration opens.
SEPTEMBER 13	Housing opens.
SEPTEMBER 30	Deadline to submit membership dues and address changes in order to receive the program in the mail.
OCTOBER 15	Interviewing institutions can download Job Center reservation forms at historians.org/jobcenter .
NOVEMBER 1	Program mailed to members.
DECEMBER 12	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
DECEMBER 15	Last day for preregistration pricing.
DECEMBER 15	Deadline to submit registration and Job Center refund requests.
JANUARY 4, 2018	Annual meeting opens at 11 a.m. at the Marriott Wardman Park, Omni Shoreham Hotel, and Washington Hilton.

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ELIZABETH ELLIOTT

RESEARCHING EMPIRES AND FRONTIERS

2017–18 Jameson and NASA Fellowships Awarded

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

The Jameson Fellowship, sponsored jointly by the AHA and the John W. Kluge Center at the Library of Congress, is awarded annually to a recent PhD to support significant scholarly research in the library's collections. A stipend of \$5,000 funds up to three months of full-time residence at the Kluge Center. The winner of the 2017–18 fellowship is Lindsay Van Tine.

Van Tine received a PhD in English and comparative literature from Columbia University in 2016. From 2015 to 2017, she served as a Council on Library and Information Resources Postdoctoral Fellow for the University of Pennsylvania and Swarthmore College. The Jameson Fellowship will allow her to research and revise her first book

manuscript, *The Invention of Americana: Claiming Hemispheric History, Territory, and Archive, 1823–1854*.

The Invention of Americana is an interdisciplinary study that examines the process by which the United States appropriated archival materials from the old Spanish empire in the Americas. These inherited texts, consisting of Spanish-language land claims, notaries, and transcriptions, were co-opted to assert US hemispheric dominance during the age of the Monroe Doctrine and the Gadsden Purchase. The first chapter of Van Tine's book uses Washington Irving's *History of the Life and Voyages of Christopher Columbus* (1828) as an example of how Spanish colonial documents directly inspired American nationalist literature and discovery narratives.

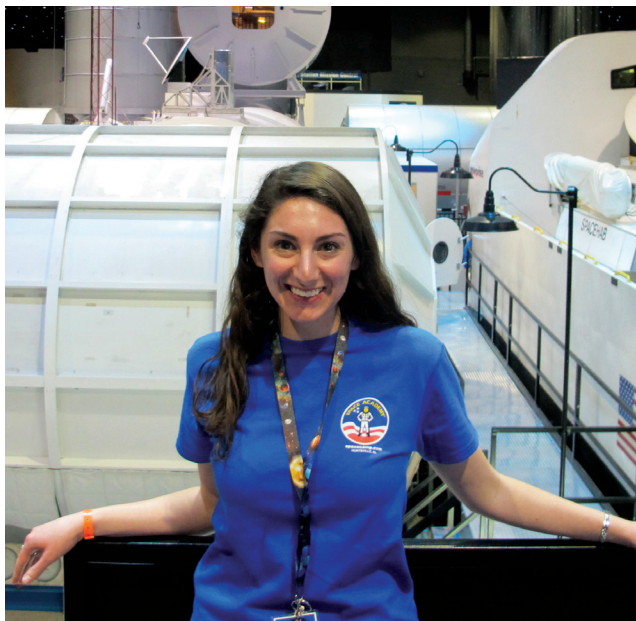
Van Tine plans to work extensively in the Library of Congress archives to reconstruct how the library acquired and developed its collections on Americana. She also plans to conduct preliminary research on a future project that will analyze indigenous forms of inscription from a hemispheric perspective.

The Fellowship in Aerospace History is supported by the National Aeronautics and Space Administration (NASA) and awards a stipend of \$21,500 to fund advanced research in aerospace history. The winner of the 2017–18 fellowship is Emily Margolis, a PhD student in the history of science and technology at Johns Hopkins University.

Margolis, inspired by childhood travels, is interested in the historical significance of "space tourism." During the Cold War, thousands of American families flocked to museums, landmarks, and other attractions bearing the theme of space exploration. Margolis argues that space tourism was a means of reinforcing Cold War-era citizenship, as ordinary Americans sought to become more literate of and engaged with the "next frontier." She also examines the economic impact of spaceflight, not in relation to new developments in engineering and technology, but in the context of job creation and investment in the hospitality industry.



Lindsay Van Tine analyzes the path of documents from the Spanish empire to the United States.



Inspired by childhood travels, Emily Margolis writes about space tourism in Cold War America.

Margolis began her fellowship term in July and will use the time to support completion of her dissertation, “Space Travel at 1G: Space Tourism in Cold War America.” The dissertation focuses on five case studies of space tourism, highlighting sites as varied as the Marshall Space Flight Center in Alabama and the Tomorrowland area of California’s Disneyland. She plans to visit archival collections at the Kennedy Space Center, the Johnson Space Center, and other organizations.

Congratulations to Van Tine and Margolis for their successful proposals. **P**

Elizabeth Elliott is program associate at the AHA.

The AHA offers grants to help graduate students and early-career historians attend the annual meeting.

AMERICAN
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132st ANNUAL MEETING

WASHINGTON, DC
JANUARY 4 – 7, 2017

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ACTIONS BY THE AHA COUNCIL

January to June 2017

Through e-mail conversation from January 9, 2017, to May 12, 2017, and at meetings on June 3 and 4, 2017, the Council of the American Historical Association made the following decisions or actions:

- Approved the temporary suspension of the J. Franklin Jameson Fellowship due to lack of funding. [Note: Suspension was rescinded after guarantee of partial funding of the grant from the Library of Congress.]
- Issued a statement condemning Executive Order #13769 restricting entry to the United States.
- Approved the affiliated society application of the African American Intellectual History Society.
- Approved a statement endorsing the March for Science on April 22.
- Approved a statement based on a letter from AHA President Tyler Stovall to John Kelly, secretary of homeland security, and relevant committees of the House and Senate protesting the treatment of French historian Henry Rousso, who was detained at an airport in Texas while en route to present his research at a conference at Texas A&M University.
- Approved a statement opposing the revised Executive Order (#13780) and criticizing the order's use of historical evidence.
- Approved signing onto a letter to members of the House and Senate Appropriations Committees from the Coalition for International Education protesting the administration's proposal to reduce or eliminate funding for the US Department of Education's International Education and Foreign Language Studies Programs.
- Approved a letter to President János Áder of Hungary opposing legislation passed by the Hungarian Parliament that targets Central European University in Budapest.
- Approved the affiliated society application of the Western Society for French History.
- Appointed William F. Wechsler, Capitol Peak Asset Management, to serve on the Finance Committee.
- Approved the Fiscal Year 2018 Operating Budget.
- Approved the Fiscal Year 2018 Capital Budget.
- Approved changes to the Clarence H. Haring Prize giving preference to books written in one of the languages of Latin America and to authors whose primary affiliation is to a Latin American institution.
- Appointed Carina Ray, Brandeis University (Africa); Kenneth James Lipartito, Florida International University (Modern US); Heidi Tinsman, University of California, Irvine (Latin America); and Francesca Trivellato, Yale University (Early Modern Europe) to the Board of Editors of the *American Historical Review*.
- Approved changes to the *AHR* Submission Policy, clarifying restrictions regarding content published elsewhere.
- Approved the 2017 Awards for Scholarly Distinction. [Note: to be announced at a later date.]
- Approved revisions to the AHA's Guiding Principles on Taking a Public Stand.
- Approved the addition of Bylaw 13 in the AHA Bylaws, which outlines procedures for removal of unresponsive committee members.
- Approved a change to Bylaw 15 in the AHA Bylaws allowing for Council to approve exceptions to the start date of committee terms.
- Approved an exception to the start date of Committee on Committees members so that terms would begin immediately after the AHA election.
- Approved changes to the *Tenure, Promotion, and the Publicly Engaged Academic Historian* report.
- Approved changes to the Statement on Dual Enrollment/Concurrent Enrollment.

- Approved changes to the Raymond J. Cunningham Prize eligibility criteria, eliminating language limiting submissions to articles only from “history department journals.”
- Approved changes to the submissions process for the Eugene Asher Award and Beveridge Family Teaching Prize, which streamline procedures to mirror those of the AHA’s other professional awards.
- Approved the allocation of Gilbert Prize Funds for costs associated with the development of articles on teaching history in AHA publications.
- Approved changes to the committee structure of the Committee on Affiliated Societies.
- Approved changes to the policies for affiliation with the American Historical Association to expand eligibility requirements and clarify the process by which organizations apply to affiliate with the AHA.
- Approved changing the name of the Committee on Women Historians to the Committee on Gender Equity.
- Approved changes to the committee purpose for the Committee on Gender Equity.
- Approved waiving membership requirements for undergraduate poster presenters at the AHA annual meeting.
- Approved the January 2017 meeting minutes.
- Ratified online votes and actions from January through May 2017.
- Approved the following nominations to the 2019 Program Committee: Emily Clark, Tulane University (colonial US, Atlantic world); Evan Dawley, Goucher College (China, Taiwan, Japan, diplomatic); Durba Ghosh, Cornell University (South Asia, gender); Julie Golia, Brooklyn Historical Society (public, US, press); Ken Osgood, Colorado School of Mines (20th-century US, political); Amy Powers, Waubensee Community College (US, world, gender); Elizabeth Robbins, Lindblom Math and Science Academy (US, world); and Tim Smit, Eastern Kentucky University (medieval, Mediterranean).
- Approved the nomination of 2019 Local Arrangements Committee co-chair, Frank Valadez, American Bar Association. **P**

AMERICAN HISTORICAL ASSOCIATION

Looking for an Edge?

Check out *AHA Today* (blog.historians.org) for an ongoing blog series on the **FIVE SKILLS** you can develop in graduate school to shape your career path — both within and beyond the professoriate.

Watch historians.org/fiveskills for helpful resources!

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July 1, 2016–June 30, 2017

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

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2017 AHA ELECTION RESULTS

COMPILED BY LIZ TOWNSEND

Jana Lipman (Tulane Univ.), chair of the Nominating Committee, announces the following results of the 2017 balloting for officers and committee members of the American Historical Association. The committee wishes to thank all candidates who stood for election; their willingness to serve is much appreciated.

President

Mary Beth Norton, Cornell University

President-elect

John R. McNeill, Georgetown University

Professional Division Councilor

Mary Elliott, National Museum of African American History and Culture

Research Division Vice President

Sophia Rosenfeld, University of Pennsylvania

Councilor

Melissa K. Bokovoy, University of New Mexico

Teaching Division Councilor

Matthew Cone, Carrboro High School

At Large Councilor

Sarah Mellors, University of California, Irvine

Committee on Committees

Slot 1: Jennifer L. Palmer, University of Georgia

Slot 2: Madeline Y. Hsu, University of Texas, Austin

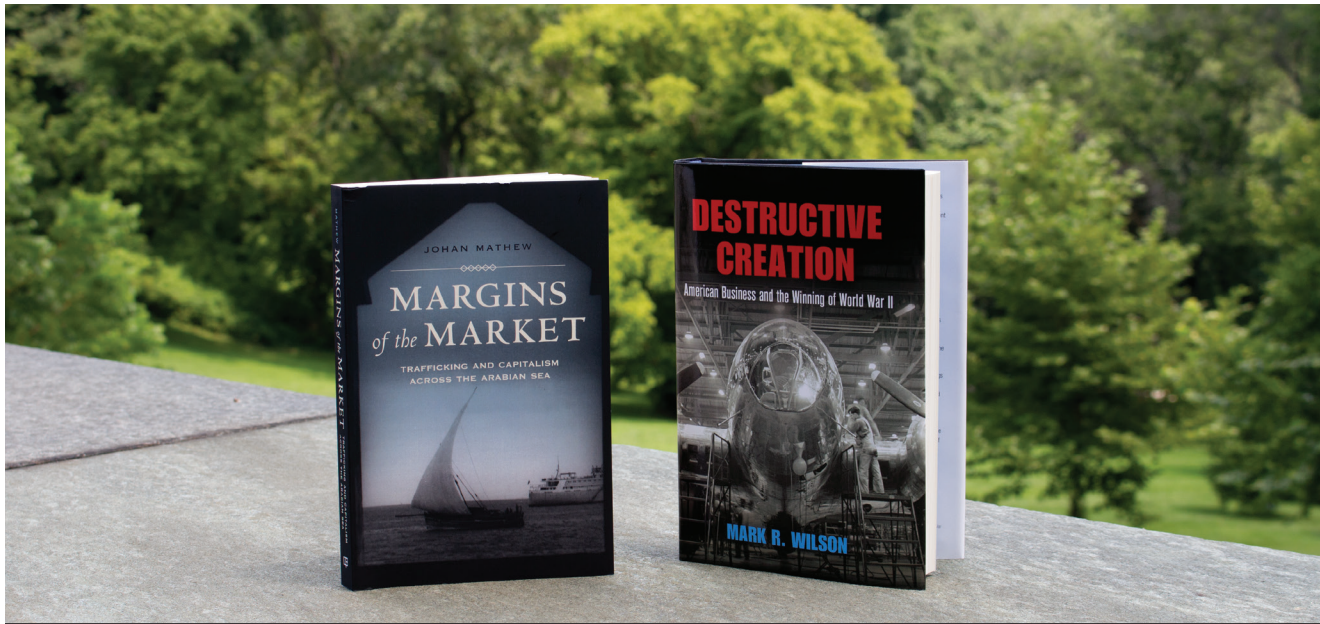
Nominating Committee

Slot 1: Kathleen Brosnan, University of Oklahoma

Slot 2: Gabriel Paquette, Johns Hopkins University

Slot 3: Carin Berkowitz, Chemical Heritage Foundation

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



The Ralph Gomory Prize

The 2017 Ralph Gomory Prize of the Business History Conference has been awarded to two recipients who will share the prize: Johan Mathew of Rutgers University for his book, *Margins of the Market: Trafficking and Capitalism across the Arabian Sea* (University of California Press, 2016) and Mark R. Wilson, University of North Carolina, Charlotte for his book, *Destructive Creation: American Business and the Winning of World War II* (University of Pennsylvania Press, 2016) at the Business History Conference annual meeting in Denver, Colorado, on April 1, 2017.

The Ralph Gomory Prize for Business History (made possible by the Alfred P. Sloan Foundation) recognizes historical work on the effect business enterprises have on the economic conditions of a country in which they operate. A \$5,000 prize is awarded annually. Eligible books are written in English and published two years (2016 or 2017 copyright) prior to the award. The 2018 Gomory Prize will be presented at the annual meeting of the Business History Conference to be held in Baltimore, Maryland, April 5-7, 2018.

Four copies of a book must accompany a nomination and be submitted to the Prize Coordinator, Carol Ressler Lockman, Business History Conference, PO Box 3630, 298 Buck Road, Wilmington, DE 19807-0630 USA. Email: clockman@hagley.org.

The submission deadline is November 30, 2017.



www.thebhc.org

VERONICA E. TILLER

HISTORY, INDIANS, AND BUSINESS

An Apache Story

All my life I had heard about my tribe's history from my grandfather and other elders. I learned about how we had once been rounded up at bayonet point and moved hundreds of miles away from our sacred mountains and rivers, to face the challenges of forced assimilation and decimating diseases. Through it all, we had maintained our language and our customs, and only recently we had begun to thrive again. I was always proud to know from our oral history that my grandfathers had been instrumental in establishing our Indian reservation in northern New Mexico. Yet early in life I also discovered that nothing of my own history was in the history books I studied in school. From contact through war and peace, exile and return, and notwithstanding significant contributions to the region's economy, there was virtually no mention of the Jicarilla Apache in history as it was taught. I set out to change all this.

I wanted to join in the protests, but my professor told me I could do more for Indian people if I stayed and finished my degrees.

When I approached my tribal council in 1972 for financial assistance to go on to graduate school at the University of New Mexico, they agreed to help, but their assistance came with a charge. They urged me to make sure our own story was told, to make others understand that we were not just an inconvenient footnote to their own history. My elders wanted me to make sure others knew not only that we had our own history, but also that we had been instrumental in shaping theirs. My master's thesis and my dissertation dealt with my Jicarilla Apache Tribe's history during the American era, from 1846 to 1970—then a quite current date.

Indian Country was not immune to the turbulence of the 1960s and the early 1970s. Indian people from all over the country joined protests at places like Alcatraz and Wounded

Knee, as well as a coast-to-coast caravan in a Trail of Broken Treaties. I wanted so badly to join in the protests, but luckily for me, Professor Richard Ellis persuaded me to stay the course. He told me I could do more for Indian people if I stayed and finished my degrees than I could by adding another body to the protests, which were already big enough to draw national attention.

In 1976, I received my PhD in the major fields of American, Western, and Native American history from UNM's Department of History. In that year, I was hired at the University of Utah in Salt Lake City to teach these three subjects. My career path began in the context of Indian tribes nationwide seeking more control over their own affairs and resources. For example, many demanded reclamation of hundreds of abandoned mine sites on their reservations, asserting prior rights to their precious water in the West, and pursuing claims for damages resulting from decades of clear-cutting forests. Given this urgency, I could not be persuaded to stay in the professoriate. My own tribe had already asked me to serve as an expert witness in landmark cases involving our water rights and tribal taxation of extractive industries. The experience led me to establish my own company.

In 1980, I left my tenure-track teaching position and opened my own research and consulting firm in Washington, DC,



Veronica Tiller used the research skills she learned as a history PhD to fulfill her tribal council's charge.

Courtesy Emmie Frederiks

to support tribes with their natural resource management and claims. In a sense, my training and skills allowed me to see how I could make history a business. Over the next 20 years, Tiller Research conducted social science research for more than 50 tribes throughout the country. My study of Native American history, federal Indian policies, and research methodology at UNM paid off big-time. History was not only interesting; it was important. It was useful!

In some cases, historical dispatches from US cavalry detachments supported current tribal water claims. A picture I unearthed at the Minnesota Historical Society Library showed that it took two whole railroad flat cars to accommodate logs taken from the Red Lake Indian Forest in the 1930s, documenting the validity of that tribe's claim that a magnificent white pine forest once stood there. I found myself conducting historical research to support litigation and historic preservation efforts, and to develop modern forest management plans, among other things. Building on what I learned in graduate school, my work has helped support tribal judgments and settlements in excess of \$200 million to date.

My work allowed me to travel from Maine to San Diego County, from the Arctic Ocean to the Everglades, and to observe firsthand a national renaissance of tribal economies that was not being reported anywhere. Eventually, I decided to bring this amazing story to a larger public by creating a publishing arm of Tiller Research, BowArrow Publishing, and releasing a reference guide to the federally recognized Indian reservations and their current reservation economies. *Tiller's Guide to Indian Country: Economic Profiles of American Indian Reservations*, first published in 1996, has gone through three editions and has received plaudits from the American Booksellers Association and the New Mexico Book Association. But more importantly, the guide has helped the Federal Emergency Management Agency brief first responders during natural disasters and provided evidence for the United States Department of Justice to use in federal court briefs. Even the Supreme Court has cited it in at least one decision.

Forty years ago, I couldn't find enough materials for my own college classes. Now, professors use my work in theirs. Although I chose not to follow the academic path to being a historian, my career has shown that historians' work beyond the professoriate can be just as influential and fulfilling.

My evolving "field of study," now focused on Native American economic development, provided me with business and speaking opportunities. The young academician who once was more at home on horseback on her family's cattle ranch than standing before a college class has been invited to address corporate executives, professors in Europe, and

UNESCO. As I built a professional reputation as a historian, I had the privilege of seeing my work incorporated into documentaries, museum exhibits, school textbooks and curriculum materials, and Internet digital databases.

Among all the things I have done with my career using my academic degree in history, I am most proud of establishing the annual celebration of the presidential executive order of February 11, 1887, creating our permanent reservation in northern New Mexico. Since the event's 100th anniversary in 1987, the Jicarilla Apache people have celebrated it annually for one full week in February. New Mexico Governor Gary Carruthers issued a proclamation recognizing February 11 as Jicarilla Apache Day in New Mexico.

I hope to unveil my next act as that of a biographer. I have chosen to chronicle the life of my great-grandfather James

Forty years ago, I couldn't find enough materials for my own college classes. Now, professors use my work in theirs.

Garfield Velarde. He lived for more than 100 years (1853–1961), and his life encompassed our exile and return, buffalo hunts and the atomic bomb. As a chief of our Ollero band, he was involved in persuading the government to end our exile, and in my own girlhood, he was known as a spiritual leader and healer. He seems to have been a favored subject of photographers, including Edward S. Curtis and William Henry Jackson. His in-depth knowledge of our history and culture has had a lasting benefit for his people. His testimony before the Indian Land Claims Commission in 1958 helped to win our land claim. He was, in my opinion, the quintessential Apache historian, using history to benefit his people.

I hope to have honored my grandfather's contributions to our tribal history, and I hope I have been faithful to my tribe's charge and to my own advice to tell our own story. This has all been possible because of my study of Native American history, my college teaching experience, my research and publishing business, and most of all, the people who helped me along the way. **P**

Veronica E. Tiller, PhD, is a writer, publisher, and CEO at Tiller Research in Albuquerque. For more information, visit www.veronicatiller.com.



Mary Maples Dunn

1931–2017

Academic Leader
and Historian
of Early America

Mary Maples Dunn, historian, academic leader, and a life-long, influential advocate for women in higher education and the historical profession, died in March. She was 85.

Born in Wisconsin, Dunn lived in places such as Hawaii and China before heading to the East Coast of North America to study history. She graduated from the College of William & Mary in 1954, and earned both a master's and a PhD at Bryn Mawr College. She joined the faculty and was dean and then academic deputy to the president at Bryn Mawr before becoming president of Smith College in 1985. Ten years later, she retired and became head of the Schlesinger Library. From there, she was appointed interim president of Radcliffe College and navigated its transition to the Radcliffe Institute. In 1960, she married Richard S. Dunn, a historian at the University of Pennsylvania.

Among many honors, Dunn held fellowships from the American Council of Learned Societies, the Fulbright Program, the Institute for Advanced Study at Princeton University, and the National Endowment for the Humanities. Dunn was also a member of the American Academy of Arts and Sciences and the American Philosophical Society (APS), where she and Richard served as co-executive officers from 2002 to 2007. A recipient of the Radcliffe Medal, Dunn also held nine honorary degrees, including from her alma mater, William & Mary, and Smith. Funds named during her lifetime include the Mary Maples Dunn Prize for early American women's scholarship at the Omohundro Institute, and the Mary Maples and Richard S. Dunn Fund at the APS.

Dunn was a historian's historian, and she carried that sensibility through every position and institution. Her 1967 study *William Penn: Politics and Conscience* is still cited as authoritative in recent scholarship. With Richard, she served as co-general editor of the first three volumes of *The Papers of William Penn* and published *The World of William Penn* (1986), encapsulating a lively field of scholarship on the Penns, the early mid-Atlantic region, and what was just beginning to be referred to as the Atlantic world. Dunn's 1978 essay "Saints

and Sisters: Congregational and Quaker Women in the Early Colonial Period," in *American Quarterly*, notably contributed to developing scholarship on the ways women experienced and interpreted religious life differently from men, and on the gendered constraints of early modern Protestantism.

At a time when there were few places open to women in academia, Dunn played a crucial role in expanding opportunities for other women. At Smith, she defended women's colleges as spaces where women could "experience autonomy and power." She also championed racial diversity and tackled discrimination based on race, gender, and sexuality. During her tenure as the president of the Berkshire Conference of Women Historians, the second annual "Big Berks" conference held at Radcliffe College in 1974 prompted the following *New York Times* headline: "The Woman in History Becomes Explosive Issue in the Present." The newspaper quoted Dunn as saying, to "cheers from her . . . audience," that "history for women has arrived."

Ever the historian, Dunn knew that women's history was significant not only for women, but for the discipline and the profession. The AHA's current president-elect, Mary Beth Norton, recalls that Dunn played an instrumental role in getting women elected more frequently to the leadership of the AHA. "It is hard to imagine someone having a greater impact on the profession as a whole, and women in particular," Norton says.

It is difficult to write of Mary Maples Dunn in the past tense, not only because of her extraordinary vibrancy, but also because she had so many professional second acts that it's hard to think she wouldn't have just one more. Dunn is survived by her husband, brother, two daughters, three grandchildren, and generations of colleagues, friends, and students who admired and loved her.

Karin Wulf

*Omohundro Institute of Early American History & Culture
and the College of William & Mary*



Bruce Fetter

1938–2017

Scholar of Africa
and Colonialism;
AHA 50-Year Member

Bruce Fetter, professor emeritus of history at the University of Wisconsin–Milwaukee (UWM), died in April 2017. He taught at UWM from 1967 until his retirement in 2009.

Professor Fetter was born on June 8, 1938, in Ashland, Kentucky, to Henry Fetter and Sylvia (Freedman) Levine. He earned his bachelor's degree from Harvard University in 1960 and his MPhil from Oxford University in 1962. He was a Fulbright Scholar twice, first in Lubumbashi in 1972–73 and later in Bujumbura in 1986.

In 1968, Professor Fetter earned a PhD in African history from the University of Wisconsin–Madison, where he was one of Jan Vansina's first graduate students. He and Professor Vansina shared a common interest in the colonial history of the Belgian Congo, which also served as the setting for Professor Fetter's first book, *The Creation of Elisabethville, 1910–1940* (1976). The first book-length study of a colonial African city, the monograph documented the transformation of Elisabethville (Lubumbashi) from a settlement on the margins of a South African mining frontier to a central feature of Belgian experimentation with colonial rule in the Congo. Professor Fetter referred to the city as symbolic of the Belgian Congo's "colonial trinity" of missions, governments, and corporations. The book's publication marked a notable advancement to the emerging discourse on how colonial rule impacted African populations. Likewise, it contributed to broader historical debates on urban histories. Observing that the histories of all cities lay "somewhere between biography and the history of a nation," Professor Fetter laid the foundation for later studies that examined how Africans negotiated the otherwise blurred boundaries between city and countryside.

His continued interest in the spatial history of Central Africa during the colonial era featured prominently in his second book, *Colonial Rule and Regional Imbalance in Central Africa* (1983). In particular, Professor Fetter raised new questions about how locale influenced the ways in which Africans experienced colonial rule. Drawing from maps and colonial

census data as evidence, Professor Fetter demonstrated how many Africans seized on administrative centers as loci of opportunity, thereby destabilizing the framework of colonial rule.

Two other books, *Colonial Rule in Africa* (1979) and an edited volume titled *Demography from Scanty Evidence: Central Africa in the Colonial Era* (1990), exemplified Professor Fetter's devotion to teaching and the energy he brought to the classroom for over 40 years. The former was the first anthology of primary sources to address the experiences of both Europeans and Africans. In the words of a reviewer, with sources ranging from 1830 to 1962, the book served as a case history of the "imposition, implementation, and destruction of colonial rule in Africa." The latter project grew out of an interdisciplinary conference held at UWM in 1986 and investigated how critical interpretations of census data could reveal new insights about demographic change in pre-1960 Africa. "The book can serve," as a review noted, "as a handbook not just for Africa, but for any part of the world where numbers are available, but not entirely reliable."

In addition to teaching African history, Professor Fetter developed and passionately taught a course on the use of maps as historical sources, sharing the treasures of UWM's American Geographical Society Library with generations of students. His service to UWM included a term as the chair of the history department, from 1995 to 1998. From 1975 to 1985, he was editor of the social science journal *Urbanism Past and Present*, a publication that reinforced UWM's reputation as a center of urban scholarship. In his later years, Professor Fetter's research interests turned toward matters of public health and medical, insurance, and health policy. He was predeceased by his partner Verena Fjermestad and is survived by his son, David Fetter, and daughter Emmanuelle Fetter.

Marcus Filippello
University of Wisconsin–Milwaukee

Amanda I. Seligman
University of Wisconsin–Milwaukee



Blanche M. G. Linden

1946–2014

Historian of Cemeteries
and Landscapes and
of Women and Gender

Blanche Linden died unexpectedly on July 31, 2014, in Fort Lauderdale, Florida, at the age of 68. She was a distinguished scholar of American history and culture and a former president of the New England American Studies Association.

Born in Battle Creek, Michigan, Blanche received her bachelor's degree from the University of Michigan, her master's in history from the University of Cincinnati, and her doctorate in the history of American civilization from Harvard University. Her doctoral dissertation eventually became *Silent City on a Hill: Picturesque Landscapes in Memory and Boston's Mount Auburn Cemetery* (1989).

Reviewers praised *Silent City on a Hill* as not only the definitive history of America's first (1831) and most famous rural cemetery, but also as the definitive work on the nation's rural cemetery movement overall. Blanche detailed the influence of English and French cemeteries on Mount Auburn and, in turn, of Mount Auburn's influence on America's urban public parks, including New York City's Central Park. The book won the Historic Preservation Book Award and an American Society of Landscape Architects' Merit Award. A much revised and expanded edition was published in 2007. Blanche's interest in American cemeteries had emerged during her years in Cincinnati, and she eventually wrote *Spring Grove: Celebrating 150 Years* (1995) about the city's own important rural cemetery, America's 14th oldest, and one of the first with an arboretum.

Blanche's other major historical field was women and gender. In 1993, she co-authored *American Women in the 1960s: Changing the Future* with Carol Hurd Green. A comprehensive study of women's lives in that decade, the book covered topics including not only gender, class, race, ethnicity, and age, but also politics, work, business, higher education, health, family, religion, leisure, dress, and popular culture. The book's principal conclusion was controversial: despite the decade's many reforms and protests, very little had actually changed for most women. Some reviewers and readers, however, missed the other conclusion: that despite these

disappointments, the 1970s did bring about more substantial improvements in American women's lives and expectations. Hence the sometimes overlooked double meaning of the book's subtitle: laying the groundwork in the 1960s for future decades.

An avowedly interdisciplinary scholar, Blanche's research and writing were nevertheless always grounded in history. Her last book, *Boston Freedom Trail* (2012), combined her writing about 16 historic sites with contemporary photos by Steve Dunwell.

Blanche was also a highly respected and enthusiastic teacher wherever she taught, including at Brandeis University, Middlebury College, the University of New Hampshire, Florida Atlantic University, and Emerson College in Boston. When Emerson's president eliminated its excellent American studies unit and terminated Blanche and other tenured as well as untenured faculty, she moved to Florida, where she remained for the last two decades of her life. Her forced retirement did not, however, end her professional activities, not least her willingness to assist younger scholars as they followed her in elevating the study of cemeteries from an antiquarian into an intellectually rich and exciting enterprise.

Blanche is survived by a daughter and a son, their respective spouses, and four grandchildren. A moving memorial service was held in—appropriately—Mount Auburn Cemetery in October 2014.

Howard P. Segal
University of Maine

AHA CAREER CENTER

Positions are listed alphabetically: first by country, then state/province, city, institution, and field.

Find more job ads at careers.historians.org.



CALIFORNIA

UNIVERSITY OF SOUTHERN CALIFORNIA

Los Angeles, CA

United States. The History Department of the Dana and David Dornsife College of Letters, Arts and Sciences at the University of Southern California in Los Angeles, California, is seeking to hire four tenure-track assistant professors of United States history. The history department welcomes applications from scholars whose work examines any aspect of the history of the United States across all periods. Fields and periods of particular interest include the history of slavery, the Civil War and Reconstruction, African America, Native America, the West, gender and sexuality, borderlands, the US and the world. A PhD in relevant field of study is required at time of appointment. In order to be considered for this position, applicants are required to submit an electronic USC application at <https://usccareers.usc.edu/job/los-angeles/assistant-professor-of-history/1209/5238397>. Applicants to these searches should upload a CV, a letter of interest, writing sample(s), and the names of three individuals who will be contacted by USC for references. Application materials are due October 20, 2017. Inquiries may be sent to search co-chairs, Professors William Deverell (deverell@usc.edu) or Karen Halttunen (halttune@usc.edu). Application materials must be submitted online. USC is an EOE, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every

race, gender, creed and background. The university particularly encourages women, members of underrepresented groups, veterans and individuals with disabilities to apply. USC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. Further information is available by contacting uschr@usc.edu.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

San Bernardino, CA

African American History. The History Department at California State University San Bernardino invites applications for a full-time, tenure-track assistant professor in African American history beginning September 2018. The History Department offers courses across all areas of the world and temporal time periods. Courses are offered in the areas of African, Asian, European, Latin American, Middle East, and United States history. Courses are often integrative and are constantly updated to reflect new areas of interest and faculty expertise. CSUSB's history department is one of the few in the country to offer an undergraduate degree in public and oral history. The History Department also contributes to the Anthropology department's Museum Studies Certificate, the BA Social Sciences program, the BA in Liberal Studies, and the MA in Social Sciences. Candidates who can contribute to our public and oral history program, and/or have experience with GIS are particularly encouraged to apply.

The successful candidate is expected to provide evidence of effective teaching, produce high quality scholarly research, and provide service to the university and the community. Salary will be commensurate with background and experience. CSUSB actively encourages qualified applicants to apply who demonstrate a commitment to serving a diverse student population and advancing student success through highly engaged, high impact educational practices. We are particularly interested in receiving applications from women and members of historically underrepresented groups. California State University, San Bernardino (a designated Hispanic Serving Institution) is located in San Bernardino in the Inland Empire, 60 miles East from Los Angeles. The successful candidate is expected to develop and teach both lower-division American history and upper-division courses in African American history and upper-division history courses in the candidate's areas of expertise. The successful candidate will also be expected to produce a strong record of research and publication and provide service to the university and community. Earned doctorate by the time of appointment required. Applications, which must be submitted online, must include a letter of application, current CV, contact information and letters of recommendation from three individuals qualified to comment, a writing sample, copies of syllabi of courses taught or proposed, and copies of transcripts of all postsecondary degrees (official transcripts will be required prior to appointment). Also include a Diversity Statement which may include your interpretation of diversity, inclusion, gender equity and must include

specific examples of how your educational and/or professional experiences, background/philosophy has prepared you for this role at California State University, San Bernardino (maximum 250 words). Formal review of applications will begin September 30, 2017, and continue until the position is filled. To find out more about the Department of History, please visit <http://history.csusb.edu>. Contact: Dr. Tiffany Jones, Chair, History Department; email: tjones@csusb.edu; 909-537-3792 with questions. If you are interested in this opportunity, we invite you to apply at <https://www.governmentjobs.com/careers/csusb/jobs/1804440>. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. California State University, San Bernardino is an AA/EOE. We consider qualified applicants for employment without regard to race, religion, color, national origin, ancestry, age, sex, gender, gender identity, gender expression, sexual orientation, genetic information, medical condition, disability, marital status, or protected veteran status.

STANFORD UNIVERSITY

Stanford, CA

Education and Humanities. In honor of its 100th anniversary, the Stanford Graduate School of Education is conducting three open-rank faculty searches to buttress its historical strengths. The shared goal is to hire faculty who are or will become scholars of true distinction. We are looking for faculty who focus on education's unique role in serving the

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.

needs and aspirations of individuals, communities, and nations. The searches are broadly defined, include committee members from across Stanford University, and invite applicants from all scholarly traditions. We are especially interested in research that uses the newest methods and theories to (re)address the greatest challenges and opportunities of education. The search is chaired by Pigott Family Graduate School of Education Professor Eamonn Callan. We seek exciting scholars from philosophy, history, or the arts, whose research seriously engages educational questions, broadly conceived. Apply at <http://apply.interfolio.com/42379>. All applicants should provide a CV (including bibliography), a brief statement of research interests, a teaching statement, and copies of a maximum of three scholarly papers. Applicants for assistant rank positions should submit three letters of reference. Applicants for associate and professor ranks should submit a list of three names of references (complete with addresses and phone numbers). We will request letters of recommendation for a short list of finalists only. Materials must be received by September 15, 2017, for initial consideration. Questions pertaining to this position should be directed to Tanya Chamberlain, Faculty Affairs Officer, tanyas@stanford.edu. To see the description of all three Centennial Searches, please visit <https://ed.stanford.edu/faculty/jobs>. The Centennial Search committees will be in regular communication and may contact an applicant to apply for multiple positions should his or her expertise seem particularly well-suited for more than one. Equal consideration will be given to promising junior scholars and more senior, tenured faculty. Stanford University is an EOE and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research and teaching missions.

Law and Legal Institutions in Muslim Societies. Stanford University invites applications for a tenure-track assistant professor or a tenured associate professor faculty position focused on law and legal institutions of Islam and/or Muslim societies in any time period. The successful applicant for this position will be jointly appointed in the Stanford Law School and one of the following

departments within the School of Humanities and Sciences: Anthropology, History, Political Science, or Sociology. The successful applicant will have teaching and advising responsibilities in both the Law School and the School of Humanities and Sciences and will also be expected to contribute to the Abbasi Program in Islamic Studies' curricular and outreach efforts. The exact structure of the appointment, including the share of the appointment in Law and Humanities and Sciences, will depend on the successful candidate. We have a preference for candidates who hold both a JD and PhD, but will also consider candidates with a PhD and substantive expertise in Islamic law and institutions. Applicants should provide a cover letter including a brief statement of research interests, a CV including list of publications, and one recent writing sample. Assistant level and untenured associate level applicants should arrange to have three letters of reference submitted to <https://academicjobsonline.org/ajo/jobs/9282>. For full consideration, materials should be received by October 15, 2017. Stanford University is an EOE and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research, teaching and clinical missions.

Sub-Saharan Africa. The Department of History at Stanford University is seeking applicants for the position of tenure-track assistant professor in sub-Saharan African history. All regions and all time periods will be considered. Applicants will be expected to teach courses at both the graduate and undergraduate levels and to participate in the Center for African Studies activities. Application materials must be submitted online at <https://academicjobsonline.org/ajo/jobs/9372>. Please submit a letter of application, a brief statement of research interest, CV, three letters of recommendation, one short (chapter- or article-length) writing sample, and descriptions of three African history courses. For full consideration, materials must be received by September 5, 2017. The appointment will begin on September 1, 2018. PhD must be in hand by the appointment start date. Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of,

and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research, teaching and clinical missions.



UNIVERSITY OF CHICAGO

Chicago, IL

Modern Jewish History. The University of Chicago History Department invites applications for a position in modern Jewish history. We are looking for a scholar of 19th/20th century European Jewish history. Preference will be given to applicants who have a research interest in the Shoah and who have knowledge of Hebrew, Yiddish, or Ladino. The successful candidate will contribute to both the undergraduate and graduate programs and will be required to teach one undergraduate course per year on the history of the Shoah. It is expected that she or he will participate actively in the Center for Jewish Studies, as well as in the History Department. This appointment will be made at the assistant, associate or full professor rank and will begin on July 1, 2018, or as soon as possible thereafter. Interested candidates must apply online at the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/kwpb96o>. All applications must include a cover letter, CV, teaching statement, research statement, and a recent published chapter or article. Applicants at the level of assistant professor must also include three letters of recommendations in their dossier (instructions for submitting letters will be provided during the application process). Review of applications will begin on September 1, 2017, and continue until the position is filled or the search is closed. Early application is strongly recommended. The University of Chicago is an AA/Disabled/Veterans/EOE and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the University's Notice of Nondiscrimination at http://www.uchicago.edu/about/non_discrimination_statement. Job seekers in need of a reasonable accommodation

to complete the application process should call 773-702-0287 or e-mail ACOppAdministrator@uchicago.edu with their request.

Rome. The Department of History at the University of Chicago invites applications for a tenure-track assistant professorship in Roman history to begin July 1, 2018. Research specialization is open. The successful candidate will contribute to both the undergraduate and graduate programs and will be required to teach one course per year in the university's core curriculum. Candidates are expected to have PhD in hand by the start of the appointment. Consideration of applications will begin on October 1, 2017, and continue until the position is filled or the search is closed; early submission is encouraged. Interviews for the position will be conducted at the annual meeting of the Society for Classical Studies in Boston, January 4-7, 2018. Interested candidates must apply online at the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/y8cq2dbn>. Applications must include a cover letter; CV; a writing sample, whether chapter or article; research statement; teaching statement; and three letters of reference. Reference letter submission information will be provided during the application process. The University of Chicago is an AA/Disabled/Veterans/EOE and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the university's Notice of Nondiscrimination at http://www.uchicago.edu/about/non_discrimination_statement. Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-0287 or e-mail ACOppAdministrator@uchicago.edu with their request.

LAKE FOREST COLLEGE

Lake Forest, IL

20th-Century United States. Lake Forest College seeks a tenure-track assistant professor with a concentration in the history of the United States in the 20th century, to begin in the 2018-19 academic year. Teaching load is six courses per year (three courses in each of two semesters). Responsibilities

include introductory-level US history survey courses, topical electives, and advanced seminars, as well as teaching courses in service to the major. Opportunities to contribute to interdisciplinary programs, including American Studies; Gender, Sexuality, and Women's Studies; Latin American Studies; and Urban Studies. All specializations within 20th-century US history will be considered; preference given to candidates who can situate the United States within a broader international context (in scholarship and/or in teaching). Classes at Lake Forest are small (typically 15-25 students). Generous support for scholarly research and faculty development, including a semester of pre-tenure leave for those who pass third-year review. Strong preference for candidates who have demonstrated success in teaching. The PhD must be completed by summer 2018. A highly selective liberal arts college located in a suburb of Chicago, Lake Forest College enrolls approximately 1,600 students from more than 40 states and from more than 70 countries. At Lake Forest College, the quality of a faculty member's teaching is the most important criterion for evaluation. The college also expects peer-reviewed publications and active participation in the college community. Lake Forest College embraces diversity and encourages applications from women, members of historically underrepresented groups, veterans, and individuals with disabilities. Please submit letter of application and CV to Dr. Anna Jones, Chair of the Department of History, in a single PDF file labeled with your name to historysearch@lakeforest.edu. Sample syllabi, evidence of teaching effectiveness, and a writing sample are also encouraged. Three letters of reference must also be sent directly to the above e-mail address or mailed to History Dept., Lake Forest College, 555 N. Sheridan Rd., Lake Forest, IL 60045. Deadline for applications is November 1, 2017. Interviews will be by invitation during the AHA annual meeting in Washington DC in January 2018 (finalists invited to AHA will be asked to submit an official graduate transcript).

WHEATON COLLEGE

Wheaton, IL

American Christianity. The History Department of Wheaton College (IL) seeks to appoint a tenure-track, assistant professor in history of American Christianity beginning

August 2018. PhD required. Candidates should have a secondary field. Secondary fields can be thematic (such as gender, economic or business, labor), regional (excluding Europe), or methodological (such as digital humanities, pedagogy). Standard teaching load is 3/3. Wheaton seeks a gifted teacher/scholar who shares the ideals of Christian liberal arts education and who can communicate a love for history to bright, motivated undergraduates. The successful candidate will have evidence of potential in teaching, research, and publication. To be assured full consideration, please send letter of interest and CV by October 9, 2017, to history@wheaton.edu, Attn: Tracy McKenzie, Chair. Wheaton College is an evangelical Protestant Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations of the Wheaton College Community Covenant. The college complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply. Read more about Wheaton College and its programs at <http://www.wheaton.edu>.

Arthur F. Holmes Chair of Faith and Learning. Wheaton College seeks candidates for the Arthur F. Holmes Chair of Faith and Learning who have made distinguished and sustained contributions to their academic discipline of philosophy, history, or English. The ideal candidate will have a PhD, at least 10 years of teaching experience, and will have throughout his or her career spoken to the evangelical and broader Christian communities on issues of faith, learning, and culture. The position carries a reduced teaching load and includes financial support for professional activities. Responsibilities will begin August 2018. Wheaton College (IL) is a highly selective evangelical Protestant Christian liberal arts college whose faculty affirm a Statement of Faith and adhere to lifestyle expectations. The college complies with federal and state guidelines for non-discrimination in employment. Women and minority candidates are especially welcome. Nominations, inquiries, and CVs should be directed to Lynn Cohick, Interim Dean of Humanities and Theological Studies, Wheaton College, Wheaton, IL 60187 or holmes.chair@wheaton.edu. Applications will be accepted immediately and will be considered until the position is filled.

Dean of Humanities and Theological Studies. Wheaton College (IL) seeks candidates for the dean of humanities and theological studies who is responsible to the provost for all administrative, budgetary, curricular, personnel, and other aspects of the academic departments and programs that comprise the Division of Humanities and Theological Studies. The ideal candidate will have commitment and motivation to model Wheaton College's Statement of Faith and Community Covenant, foundational understanding of evangelical theology, strong advocacy for Christian liberal arts, especially in the humanities and theological studies, an earned doctorate in one of the disciplines of the division, demonstrated effectiveness as a classroom teacher and a productive scholar, good interpersonal and communications skills, and experience in managing personnel, curriculum, and budgets for both undergraduate and graduate academic programs. For a full job description, visit http://www2.wheaton.edu/HR/employment/openings_fac.php. Wheaton College is a highly selective evangelical Protestant liberal arts college and is committed to diversity in its faculty, staff, and students. As such, we welcome applications from diverse candidates. Interested applicants are encouraged to send a cover letter and CV to provost@wheaton.edu before September 30, 2017. Nominations of others are welcome. An application will be sent to promising candidates.



JOHNS HOPKINS UNIVERSITY

Baltimore, MD

Gender and/or Sexuality. The Department of History at the Johns Hopkins University invites applications for a tenure-track assistant or tenured associate professorship in the history of gender and/or sexuality, with an anticipated start date on or about July 1, 2018. Open to scholars in any geographic or chronological field, as well as transnational historians. We are particularly interested in applicants whose work is deeply engaged with and contributes to one or more of the following: feminist, queer, gender, queer-of-color, and trans theories/studies. Special consideration will be given to scholars whose work has a post-1800 focus and is not limited to the US. Queer, trans, and other scholars of color are encouraged to apply.

PhD required in history or in a related field with a historical focus (such as Gender and Sexuality Studies). Please submit a cover letter, CV, writing sample, research statement, and three letters of reference online via Interfolio at <https://apply.interfolio.com/42953>. Materials will begin to be reviewed on October 1, 2017. Johns Hopkins University is committed to active recruitment of a diverse faculty and student body. The university is an AA/EOE of women, minorities, protected veterans and individuals with disabilities and encourages applications from these and other protected group members. Consistent with the university's goals of achieving excellence in all areas, we will assess the comprehensive qualifications of each applicant.



HARVARD UNIVERSITY

Cambridge, MA

Modern Middle East. The Department of History seeks to appoint a tenure-track professor in modern Middle East history, with an emphasis on the Arab world from the late Ottoman to the contemporary era. The appointment is expected to begin on July 1, 2018. The appointee will teach and advise at the undergraduate and graduate levels. Doctorate or terminal degree in history or related discipline by the time the appointment begins. Demonstrated excellence in teaching and research is desired. Through the ARIeS portal (<http://academicpositions.harvard.edu/postings/7724>), submit cover letter; CV; teaching statement (describing teaching approach and philosophy); research statement; publications and writing samples; and names and contact information of 3-5 referees, who will be asked by a system-generated e-mail to upload a letter of recommendation once the candidate's application has been submitted (three letters of recommendation are required, and the application is considered complete only when at least three letters have been received). Candidates are encouraged to apply by October 15, 2017; applications will be reviewed until the position is filled. Harvard is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by

law. Contact Information Kimberly O'Hagan, Faculty Coordinator, Department of History, Faculty of Arts and Sciences, Harvard University, Cambridge, MA 02138. E-mail: kohagan@fas.harvard.edu.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Cambridge, MA

Latin American Studies. The Massachusetts Institute of Technology's Global Studies and Languages (GSL) section invites applications for a position in contemporary Latin American cultural anthropology at the tenured professor level, to start in fall 2018 (employment begins July 1, 2018). Applicants must hold a PhD and have five years' minimum of academic teaching experience at the college or university level. Preference given to candidates with greater teaching experience and clear evidence of publication and scholarly development. The teaching load is three courses per year, specifically, mid-tier and upper-level undergraduate courses in GSL (generally, two subjects per year conducted in Spanish, one in English). Native or near-native fluency in Spanish and English is required. Portuguese also desirable. Applicants should be trained in cultural anthropology with a specialization in contemporary Latin American studies, and prepared to work in a multidisciplinary environment. Applicants must have significant scholarly work that is already published. MIT expects a highly productive and innovative research program as part of the requirements for tenure. Please submit letter of application, CV, and two writing samples of peer-reviewed scholarship, preferably at least one book in English, but no more than two books. Spanish language publications accepted. Please also provide two syllabi of undergraduate courses (one course taught in upper-level Spanish, one in English) that you would be interested in teaching, to be received no later than October 16, 2017, to <https://academicjobsonline.org/ajo/jobs/9235>. If books cannot be submitted electronically, hard copies may be sent to GSL Search, MIT Global Studies and Languages, Room 14N-305, 77 Massachusetts Ave., Cambridge, MA 02139. Books will be returned after the search. After the initial review of applications, semi-finalists will be asked to provide three letters of recommendation. Please send

questions to gsl-search@mit.edu. MIT is an EOE. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin.

TUFTS UNIVERSITY

Medford, MA

Gerald Gill Professorship in African American History. The Department of History at Tufts University seeks an historian of African American history for the Gerald Gill Professorship. The successful candidate will teach courses on African American history in the long 20th century, including the Civil Rights Movement. Specialists in all subfields are encouraged to apply. This position offers the opportunity of engagement with the Tufts Center for the Study of Race and Democracy and the Consortium of Studies in Race, Colonialism, and Diaspora. The appointment commences July 1, 2018. A PhD in history or related field is required. Candidates at the rank of professor are preferred; advanced associate professors will also be considered. Applications should include a letter of application, CV, a writing sample, and the names of three references. No references will be contacted without the explicit approval of the applicant. All application materials must be submitted via Interfolio at <https://apply.interfolio.com/41829>. Application letters should be addressed to David Ekbladh, Search Committee Chair. Please direct questions to Annette Lazzara, Department Administrator, at Annette.lazzara@tufts.edu. Review of applications begins September 15, 2017, and continues until the position is filled. Tufts University, founded in 1852, prioritizes quality teaching, highly competitive basic and applied research, and a commitment to active citizenship locally, regionally, and globally. Tufts University also prides itself on creating a diverse, equitable, and inclusive community. Current and prospective employees of the university are expected to have and continuously develop skill in, and disposition for, positively engaging with a diverse population of faculty, staff, and students. Tufts University is an AA/EOE. We are committed to increasing the diversity of our faculty and staff and fostering their success when hired. Members

of underrepresented groups are welcome and strongly encouraged to apply. If you are an applicant with a disability who is unable to use our online tools to search and apply for jobs, please contact us by calling Johnny Laine in the Office of Equal Opportunity (OEO) at 617.627.3298 or at Johnny.Laine@tufts.edu. Applicants can learn more about requesting reasonable accommodations at <http://oec.tufts.edu>.

ERIKSON INSTITUTE OF THE AUSTEN RIGGS CENTER

Stockbridge, MA

Erikson Scholar in Residence. The Erikson Institute for Education and Research at the Austen Riggs Center in Stockbridge, MA, invites applications for the fall 2018 Erikson Scholar-in-Residence. The Erikson Institute bridges the clinical work of the Austen Riggs Center and the wider academic and professional communities. Erikson Scholars engage in interdisciplinary work that spans a broad range of social, cultural, and theoretical issues, such as the nature of psychosocial experience, the relationship of the individual to community and culture, the experience of trauma, the roots of creativity, the nature of rationality, and other topics. Scholars become part of the clinical and intellectual life of the center through work on a proposed project, teaching, and presentations to practitioners and scholars in the community. Applications from the fields of anthropology, history, law, literary criticism, political science, sociology, and other disciplines in the arts and sciences are welcome. The position is for 3.5 months in either the fall or spring semester and includes housing, a stipend, administrative support, and access to the center's library. Applicants should submit a proposal for a specific project that includes a statement about how the project will benefit from interactions with clinicians or exposure to the center's clinical work. To apply, please send a cover letter, proposed project description, CV, two letters of recommendation, and any recent relevant publications to Jane G. Tillman, PhD, Evelyn Stefansson Nef Director of the Erikson Institute of the Austen Riggs Center, at Jane.tillman@austenriggs.net. The application deadline for the fall 2018 semester is December 1, 2017. For further information, please contact Dr. Tillman

or visit our webpage at <http://www.austenriggs.org/erikson-institute-erikson-scholar-program>.

WILLIAMS COLLEGE

Williamstown, MA

Native American/Early North America. The Department of History at Williams College seeks to make a tenure-track appointment at the rank of assistant professor in the history of indigenous peoples in North America during the pre-contact, colonial, and revolutionary periods, to start July 1, 2018. The department expects the successful candidate to be a committed and imaginative scholar, with PhD in hand or expected by September 2018. The department also expects the successful candidate to offer a range of courses on Native American history as well as courses in the history of early America covering the arrival of the European settlers, the imperial conflicts in colonial America, and the American Revolution that focus in significant measure on how native peoples experienced and responded to those events. The History Department has demonstrated success in developing a diverse faculty, and we are especially interested in candidates from underrepresented groups as well as individuals who have experience in working with diverse student populations. Information about the department can be found at <http://history.williams.edu>. Please send the following application materials to the department chair, Thomas Kohut, via Interfolio (<http://apply.interfolio.com/43346>): a letter of application, which includes a summary of current scholarship, teaching experience, and any additional relevant information for the search committee; a CV; a separate brief description of suggested courses; and three letters of recommendation. The deadline for receipt of materials is Sunday, October 15, 2017. All offers of employment are contingent on completion of a background check. Further information is available at <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy>. Beyond meeting fully its legal obligations for non-discrimination, Williams is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.

Russia. The Department of History at Williams College seeks to make a tenure-track appointment at the

rank of assistant professor in Russian history, to start July 1, 2018. The department welcomes all areas and periods of specialization and expects the successful candidate to be a committed and imaginative scholar with PhD in hand or expected by September 2018. The department also expects the successful candidate to be able to offer courses from the medieval through the post-Soviet period, courses which engage with the fact that Russian history encompasses a vast geographic area spread across Eurasia. The History Department has demonstrated success in developing a diverse faculty, and we are especially interested in candidates from underrepresented groups as well as individuals who have experience in working with diverse student populations. Information about the department can be found at <http://history.williams.edu>. Please send the following application materials to the department chair, Thomas Kohut, via Interfolio (<http://apply.interfolio.com/43343>): a letter of application, which includes a summary of current scholarship, teaching experience, and any additional relevant information for the search committee; a CV; a separate brief description of suggested courses; and three letters of recommendation. The deadline for receipt of materials is Sunday, October 15, 2017. All offers of employment are contingent on completion of a background check. Further information is available at <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy>. Beyond meeting fully its legal obligations for non-discrimination, Williams is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.

COLLEGE OF THE HOLY CROSS

Worcester, MA

East Asia/China. The Department of History at the College of the Holy Cross invites applications for a full-time, tenure-track appointment for an assistant professor in East Asian history beginning in August 2018. We welcome applications from scholars whose primary regional focus is either imperial or modern China. Thematic specialization is open, and we encourage applicants to apply whose expertise and teaching interests may focus upon histories of public health,

environment, migration, science, cities, and/or transnational histories. Successful applicants will be expected to teach broad surveys in Chinese and East Asian history, thematic courses or regional surveys from their own areas of expertise, and a historical methods course for majors. The successful candidate should have a willingness to collaborate with colleagues and contribute to our department's innovative major curriculum that asks students to think comparatively about issues of race, gender, politics, war, imperialism, and religion <http://www.holycross.edu/academics/programs/history>). The candidate will also have opportunities to participate in the college's vibrant Asian Studies program and in its distinctive Chinese language program. This position carries a 3-2 teaching load with a full-salary, one-semester research leave prior to tenure review, and generous sabbatical and fellowship leaves for tenured faculty. Tenure-track faculty are eligible for travel support and reimbursement of relocation costs within the college's published policies. All full-time appointments offer competitive salaries and include full benefits. Candidates must demonstrate commitment to, and excellence in, undergraduate teaching at the introductory and advanced levels as well as scholarly achievement. PhD required by August 2018. Please submit a cover letter addressing the position requirements listed above, CV, statement on teaching, writing sample (dissertation chapter or scholarly article), undergraduate and graduate transcripts, and three confidential letters of recommendation. In your cover letter, in addition to describing your research and teaching interests, please address how your scholarship, teaching, mentoring, and/or service might support the college's mission as a Jesuit, undergraduate liberal arts college (see <http://www.holycross.edu/mission>) and its core commitment to diversity and inclusion. For more information, please visit <http://holycross.edu/diversity>. Please submit all application materials to <https://apply.interfolio.com/43441>. Review of applications will begin on Monday, September 11, 2017, and continue until the position has been filled. Initial preliminary interviews of selected applicants will take place via Skype by late October. Questions about this search may be directed to Sahar Bazzaz, Chair of the East Asian History Search Committee, History Department, sbazzaz@holycross.edu. The College of the Holy Cross is a highly

selective Catholic liberal arts college in the Jesuit tradition. It enrolls about 2,900 students and is located in a medium-sized city 45 miles west of Boston. The college seeks faculty members whose scholarship, teaching, advising, and on- and off-campus service demonstrate commitment to the educational benefits of a richly diverse community. Holy Cross aspires to meet the needs of dual-career couples, in part through its membership in Higher Education Consortium of Central Massachusetts and the New England Higher Education Recruitment Consortium (<http://www.newenglandherc.org>). The college is an EOE and complies with all Federal and Massachusetts laws concerning equal opportunity and affirmative action in the workplace.



ST. OLAF COLLEGE

Northfield, MN

East Asia. St. Olaf College invites applications for a position in East Asian history beginning August 2018. This is a full-time, tenure-track position, jointly appointed to the History and Asian Studies Departments, expected at the assistant professor rank. The successful applicant should be committed to teaching in the liberal arts and conducting historical research, with a focus on the history of East Asia in a global perspective. Specialists in China, Japan, or Korea are welcome. We are particularly interested in applicants who will contribute to the departments' commitment to increasing access and opportunities for populations that are currently underrepresented in the areas of Asian Studies and History. Regular teaching responsibilities include courses in East Asian history at all levels: national and transnational surveys, topical seminars, and interdisciplinary courses on Asia, such as Asian Conversations (<https://wp.stolaf.edu/asian-studies/asian-conversations>). In addition to expertise in East Asian history, we welcome candidates with interests in fields such as gender studies, ethnic studies or environmental studies. A commitment to experiential learning through international study, internships and undergraduate student research projects is highly desirable. The normal teaching load is six courses a year divided between the two departments. Applicants are expected to have completed a PhD

by September 1, 2018. The successful candidate will possess a high degree of fluency in Chinese, Japanese, or Korean. Applicants must submit materials online at <https://stolaf.hiretouch.com/faculty-postings>. A complete application includes cover letter outlining your qualifications; current CV; short statement (1 page) describing your approach to teaching; short statement (1 page) of your research agenda; writing sample (dissertation chapter or scholarly article); unofficial graduate school transcripts; and the names and e-mail contact information of three professional references who can speak to your abilities in classroom teaching and scholarship. St. Olaf College solicits letters directly. Questions about the position, department, or college may be directed to Prof. Barbara Reed, Chair of the East Asian History Search Committee, Dept. of Asian Studies, 1520 St Olaf Ave., Northfield, MN 55057. E-mail: as-hist_tt2018@stolaf.edu. Application review will begin on October 1, 2017, and will continue until the position is filled. More information about the History and Asian Studies Departments can be found at <https://wp.stolaf.edu/history> and <http://wp.stolaf.edu/asian-studies>. Founded in 1874, St. Olaf College is a residential, co-educational liberal arts college with approximately 3,000 students and 800 faculty and staff employees. It is located in Northfield, Minnesota, about 45 minutes from Minneapolis and St. Paul with their rich and diverse cultural resources. The college offers an academically rigorous, nationally ranked liberal arts education that fosters the development of the whole person in mind, body, and spirit and emphasizes a global perspective. A liberal arts college of the Lutheran Church (ELCA), St. Olaf College is an AA/EOE and actively seeks diversity in students, faculty, and staff. The college is especially interested in candidates who can contribute to the diversity of our community through their teaching, research, and/or service.

MACALESTER COLLEGE

Saint Paul, MN

Russian Studies. The Department of Russian Studies at Macalester College announces an opening for a tenure-track position in Russian studies, to begin in fall 2018, at the rank of assistant professor (in an exceptional case, a more advanced appointment

may be considered). Applicants should have a PhD at the time of appointment in the field of Russian history, culture, or related subjects and possess native or near-native proficiency in Russian and English. The successful candidate, whose tenure home would be in Russian studies, would teach Russian language as well as courses that would cover Russia and the neighboring region historically. Scholarly promise, college teaching experience, an interdisciplinary approach to the teaching of Russian studies, strong interest in teaching language, and knowledge of current pedagogical methodologies are highly desirable. The position entails teaching five courses per year, including two Russian language courses per year and three others, at least two of which can be cross-listed with the History department. We are looking for dynamic, broadly trained, theoretically informed scholar-teachers with training in historical inquiry, who are committed to the study of Russian history and culture as an integral part of the undergraduate liberal arts curriculum. The successful candidate will join Macalester's Russian Studies faculty in active program building. Submit electronic copies of a cover letter that addresses why you are interested in Macalester, a statement of teaching philosophy, CV, sample syllabi, and arrange for three letters of recommendation to be uploaded to Academic Jobs Online at <https://academicjobs.org/ajo/jobs/9238>. Inquiries can be directed to James von Geldern at vongeldern@macalester.edu. We will begin reviewing applications on October 1, 2017, and will interview at the ASEES conference (Chicago, November 9-12, 2017) and via Skype. Macalester College is a highly selective, private liberal arts college located in the vibrant Minneapolis-Saint Paul metropolitan area. The Twin Cities has a population of over 3.5 million and is home to many colleges and universities, including the University of Minnesota. Macalester's diverse student body comprises over 1,900 undergraduates from 49 states and the District of Columbia and over 90 nations. The college maintains a long-standing commitment to academic excellence with a special emphasis on internationalism, multiculturalism, and service to society. As an EOE supportive of affirmative action efforts to achieve diversity among its faculty, Macalester College strongly encourages applications from women and members of underrepresented minority groups.



UNIVERSITY OF OREGON

Eugene, OR

Ancient World/Late Antiquity.

The Department of History at the University of Oregon seeks to fill a tenure-track position at the rank of assistant professor, to begin September 16, 2018. We seek an excellent, innovative, scholar and teacher in ancient history. Research specialization is open in terms of geography, theme (including women, gender, and sexuality), and chronological focus (including late antiquity). The successful candidate will offer a range of courses on the ancient world, from introductory surveys to advanced courses on ancient Greece and Rome. We welcome applications from scholars whose research complements existing strengths among the department's tenured and tenure-stream faculty. We strongly encourage applications from minorities, women, and people with disabilities. The successful candidate must hold PhD in hand by time of appointment. Send CV, a letter describing research and teaching interests, a chapter-length writing sample, and three letters of recommendation to Academic Jobs Online (<https://academicjobs.org/ajo/jobs/9338>). Priority will be given to applications received by October 15, 2017, but the position will remain open until filled. UO is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment. Applicants are encouraged to include in their cover letter information about how they will further this goal. The University of Oregon is an AA/ADA/EOE committed to cultural diversity.

Women/Gender/Sexuality, US and the World.

The Department of History at the University of Oregon invites applications for a tenure-track assistant professorship in the history of women, gender, and sexuality, to begin September 16, 2018. We seek an excellent, innovative scholar whose research is centered on North America and/or the United States, who can also incorporate transnational or global perspectives in their teaching. The successful candidate will teach an array of courses in women's and gender history at all curricular levels, from introductory surveys to graduate seminars, and will serve as a resource for graduate students working on women

and gender in a variety of geographical and chronological fields. Send a CV, a letter describing research and teaching interests, a chapter-length writing sample, and three letters of recommendation to Academic Jobs Online (<https://academicjobs.org/ajo/jobs/9337>). Candidates must hold the PhD in hand by time of appointment. Priority will be given to applications received by October 15, 2017, but the position will remain open until filled. UO is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities, women, and people with disabilities. Applicants are encouraged to include in their cover letter information about how they will further this goal. The University of Oregon is an AA/ADA/EOE committed to cultural diversity.



UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

Ottoman. The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professorship in Ottoman history. We welcome a range of scholarship in Ottoman history, including transnational and imperial perspectives as well as approaches that address the political, ethnic, and religious diversity of the Ottoman world. Specialists from any period in Ottoman history may apply. We expect that the successful candidate will be able to teach the broad sweep of the empire's history. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/1146>. Please include letter of application, CV, writing sample approximately 7500 words in length, and the contact information of three individuals who will provide letters of recommendation. Recommenders will be contacted by the University with instructions on how to submit letters to the website. If the writing sample is part of a dissertation or other major project, include an abstract explaining the sample's relationship to the larger work. Review of applications will begin September 15, 2017, and continue until the position is filled. The Department of History is strongly

committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

Post-1945 United States. The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professorship in post-1945 US history. We are particularly interested in scholars specializing in urban and/or political history as well as race, ethnicity, and immigration. The candidate will participate in the undergraduate and graduate teaching mission of the Department. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/1183>. Please include letter of application, CV, writing sample approximately 7500 words in length, and the contact information of three individuals who will provide letters of recommendation. Recommenders will be contacted by the university with instructions on how to submit letters to the website. If the writing sample is part of a dissertation or other major project, include an abstract explaining the sample's relationship to the larger work. Review of applications will begin November 1, 2017, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in Washington, DC. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information, see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities and protected veterans are encouraged to apply.



BROWN UNIVERSITY

Providence, RI

Modern Europe in the Long 19th Century. The Department of History at Brown University invites applications for a tenure-track assistant professor position in modern Europe,

with an emphasis on the long 19th century (French Revolution to World War I). Preference will be given to continental Europe. The appointment will begin on July 1, 2018, or as soon as possible thereafter. PhD or equivalent is required by time of appointment. Interested candidates should send a letter of application, a CV, a writing sample (essay or book pdf), and three letters of reference, via Interfolio at <http://apply.interfolio.com/42716>. Review of applications will begin September 15, 2017. To assure full consideration applicants should submit their materials by that date. Brown University is committed to fostering a diverse and inclusive academic global community; as an AA/EOE, Brown considers applicants for employment without regard to, and does not discriminate on the basis of, gender, race, protected veteran status, disability, or any other legally protected status.

PROVIDENCE COLLEGE

Providence, RI

20th-Century African American History. The History Department at Providence College invites applications for a tenure-track assistant professorship in 20th-century African American history beginning fall 2018. As our student body grows increasingly diverse, experience and commitment to teaching and mentoring

students from a range of economic, social, cultural backgrounds is preferred. Scholars whose research places the African American experience in an interdisciplinary, comparative, and/or transnational perspective are particularly welcome. Competence to teach in the Development of Western Civilization program as part of the regular teaching load is required. Experience in interdisciplinary and/or team-teaching is desirable. PhD by date of appointment required. Providence College, a Roman Catholic, four-year, liberal arts institution conducted under the auspices of the Dominican Friars, seeks candidates who can affirm and contribute to its mission. Providence College believes that cultural and intellectual pluralism is essential to the excellence of its academic program, and strives to foster an academic culture and campus community that attracts and supports the development of a stellar and diverse faculty reflecting the global environment in which we live and work. As an AA/EOE, the college especially encourages the applications from women and persons of color. Letter of application, CV, unofficial undergraduate and official graduate transcripts, and three letters of reference should be submitted electronically to <https://careers.providence.edu>. Deadline for completed applications is October 13, 2017. An AA/EOE, the college especially encourages the applications of women and persons of color.



VIRGINIA MILITARY INSTITUTE

Lexington, VA

China/World. The Virginia Military Institute seeks a tenure-track assistant professor of Chinese and world history, beginning in August 2018. Candidates should be well prepared to teach at least one course on China in the Communist era. Additional specializations in any period of Chinese history, including, but not limited to environmental history, social history, foreign relations, political history or others, are most welcome. Other responsibilities include both halves of the VMI Core Curriculum course in world history. Teaching load: 3 courses per semester; enrollments capped at 22 students (or fewer) per section. VMI is a public, four-year, undergraduate military college of approximately 1,700 students, about half of whom accept commissions in the armed forces upon graduation. Teaching excellence in a liberal arts setting is our first priority. Faculty members who are United States citizens wear uniforms and adhere to military customs, but military experience among the faculty is neither required nor expected. For more information about VMI and the Department of History, please visit <http://www.vmi.edu>. Minimum

requirements include an earned PhD in history by May 2018; teaching experience is essential. The most attractive candidates will demonstrate a genuine commitment to a core course in world history along with a research agenda employing Chinese language materials. Preliminary Skype interviews with selected candidates will precede fuller interviews at the AHA annual meeting in Washington, DC. Applicants must complete an online state application and submit letters of interest and CV online at <http://virginiajobs.peopleadmin.com/postings/83104>. Applicants should also have three letters of recommendation (including comments on teaching), an unofficial transcript of all graduate course work, and samples of scholarship not readily available in electronic format sent directly to Search Committee, Dept. of History, Virginia Military Institute, Lexington, VA 24450. Please do not mail hard copies of letters of interest, CVs, or application forms directly to the department. Applications will be accepted until 5 p.m., October 6, 2017. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, VMI encourages women, minorities, disabled individuals and veterans to apply. AmeriCorps, Peace Corps and other national service alumni are also encouraged to apply.

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(formerly Historians Against the War)
www.historiansforpeace.org

In April of this year, members of Historians Against the War ratified a new policy statement addressing the perilous times we inhabit since Donald Trump's election. It integrates our already ongoing work against the dangers of war abroad with the increased threats to democracy at home. From now on, we will be defending civil liberties, countering "alternative facts" and triumphalist narratives, and challenging militarism in its various forms. On this basis, a newly-elected Steering Committee (www.historiansforpeace.org/steering-committee/) met on June 6 in New York city and voted to change our name to **Historians for Peace and Democracy (H-PAD)**.

For the 2017-2018 academic year, we plan a vigorous program of campus and community-based education, popular pedagogy, and movement building as part of the larger resistance to the Trump/Pence administration. At the center of our fall program is a national campaign of dialogue focused on ***Threats To Democracy and Dangers of War***. Via roundtables, workshops, teach-ins, and podcasts, we will engage students, faculty, and the broader community in discussing the different forms of authoritarianism, racial injustice, and imperial aggression we currently face. How were these countered in the past, and how can we resist them today? How can historians and historically-minded activists and scholars act in solidarity with the poor, immigrants, and workers? How is "national security" used to justify wars of aggression abroad and repression at home? What new types of warfare and intervention are being deployed around the world by our government? A national speakers bureau, flagship events live-streamed from major cities, and a series of "Broad sides for the Trump Era" will help mobilize and extend our base on campuses across the United States.

Will you sign on to the ***Threats To Democracy and Dangers of War*** campaign? For a copy of our organizing manual, downloadable "Broad sides," and a comprehensive Speakers Bureau go to (www.historiansforpeace.org/threats-to-democracy-and-dangers-of-war/). Sponsors of the campaign include (members of Speakers Bureau in italics) *Ervand Abrahamian*, Jean-Christophe Agnew, *Christian Appy*, *Joel Beinin*, *Medea Benjamin*, *Phyllis Bennis*, *Albert Camarillo*, Margot Canaday, *Clayborne Carson*, *Juan Cole*, Nathan Connolly, *Bruce Cumings*, *Natalie Zemon Davis*, *Mary Dudziak*, *Roxanne Dunbar-Ortiz*, *Laura Edwards*, *Geoff Eley*, *Bill Fletcher, Jr.*, *Estelle Freedman*, *Irene Gendzier*, *Linda Gordon*, *Steven Hahn*, *William Hartung*, *Gilbert Joseph*, *Robin D.G. Kelley*, *Peter Kuznick*, *Nelson Lichtenstein*, *Zachary Lockman*, *Molly Nolan*, *Kimberly Phillips-Fein*, *John Prados*, *Vijay Prashad*, *Adolph Reed, Jr.*, *Mary Louise Roberts*, *Vicki Ruiz*, *Ellen Schrecker*,* *Mark Selden*, *Robert Self*, *Martin Sherwin*, *Nikhil Singh*, *John Kuo Wei Tchen*, *David Waldstreicher*, *Daniel Walkowitz*, *Barbara Weinstein*,* *Jon Wiener*, *Bob Wing*, *Lawrence Wittner*, and *John Womack, Jr.*

For more information, contact Co-Chairs Margaret Power (power@iit.edu), Van Gosse (van.gosse@fandm.edu), or Andor Skotnes (skotna@sage.edu).

[* indicates member of H-PAD Steering Committee]

AMERICAN HISTORICAL ASSOCIATION

YEAR IN REVIEW 2016–17



PROMOTING THE VALUE OF HISTORICAL WORK

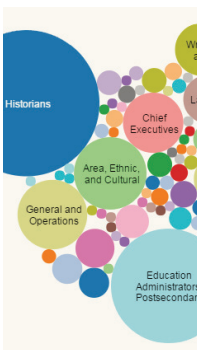
- Broadcast the career success of history majors using recent federal census data
- Convened annual meeting sessions aired nationally on C-SPAN
- Increased the presence of graduate students, early career scholars, and historians beyond the academy in AHA publications
- Informed the Washington policy community and news outlets about historical perspectives on current events



SUPPORTING HISTORIANS PROFESSIONALLY

- Issued 13 statements to national and international leaders and 2 advocacy alerts to members and historians
- Collaborated with secondary and postsecondary instructors to craft user-friendly online teaching resources
- Launched a blog series on teaching with digital history
- Developed online resources to integrate Career Diversity for Historians into graduate teaching and advising
- Released *Guidelines for the Doctoral Dissertation Process*

Speaking Out against the Travel Ban: The AHA acted quickly and forcefully to oppose Executive Orders 13769 and 13780, pointing to their inaccurate historical foundation and deleterious impact on the work of historians and their students. Forty-three AHA affiliated societies endorsed the AHA's position. The AHA continues to challenge threats to the free exchange of scholarly ideas wherever and whenever they occur.



INVESTING IN THE FUTURE OF THE DISCIPLINE

- Launched a multi-year initiative to address declining undergraduate enrollments in history courses
- Published a revised History Discipline Core to define the skills, knowledge, and habits of mind students develop in history courses
- Funded graduate student travel stipends to attend the annual meeting
- Helped students perfect their presentation skills at a “dissertation lightning round” at the annual meeting
- Received a \$1.5 million grant to expand the scope and impact of Career Diversity

“Where Historians Work”: With the generous support of the Andrew W. Mellon Foundation, the AHA created the first interactive tool for exploring the career outcomes of history PhDs. Users can examine the range of careers open to history PhDs and explore program outcomes by field, geographic location, gender, graduation date, and more.

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