

The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 55: 7
October 2017



TECH CHECK

MEMBER BENEFIT

AMERICAN
HISTORICAL
ASSOCIATION



Designed for those without institutional access to the JSTOR archival collections, JPASS is ideal for members working outside the academy. It is also valuable for faculty members at institutions with limited access to JSTOR, and for adjuncts with sporadic access to library resources.

Regardless of your institutional affiliation, JPASS serves as your personal library card to the rich selection of journals on JSTOR.

Included:

- Unlimited reading
- 120 article downloads

Provides access not only to the *American Historical Review* but to more than 1,500 humanities, social science, and science journals in the JSTOR archival collections.

1-year JPASS access plan:

- \$199 Nonmembers
- \$99 AHA Members



Log in to MY AHA at www.historians.org
to purchase your JPASS access plan today.

FEATURES

VIRTUAL REALITY AND THE CLASSROOM27

How Historians Can Respond

ANDREW M. KOKE

HISTORIANS AND THE TECHNOLOGIES OF RESEARCH30

ROBERT B. TOWNSEND

DATA MANAGEMENT PLANS FOR HISTORIANS33

How to Document and Protect Your Research

SUSAN L. COLLINS



ON THE COVER

Howard R. Hollem's 1942 photograph of a World War II turret lathe operator graces the cover of this special issue, on how historians use (or don't use) technology in places ranging from the classroom to the archive. If the young machinist became a historian after the war, she would have accumulated plenty of experience working with advanced technology, which might have stood her well in the discipline.

Cover photo: Howard R. Hollem/Library of Congress via Wikimedia Commons

3 | FROM THE EDITOR

Townhouse Notes
ALLISON MILLER

4 | LETTERS TO THE EDITOR

5 | FROM THE PRESIDENT

The Personal Is Historical
TYLER STOVALL

7 | FROM THE EXECUTIVE DIRECTOR

Imagining PhD Orientation in 2022
JAMES GROSSMAN

9 | NEWS

Error and Trial
KRITIKA AGARWAL

Documenting Foreign Relations
ZOE JACKSON

Advocacy Briefs

19 | FROM THE TEACHING DIVISION

Declining Enrollments in History
Courses
ELIZABETH A. LEHFELDT

21 | FROM THE NATIONAL HISTORY CENTER

Thinking Locally
AMANDA PERRY AND THOMAS PATTESON

23 | PERSPECTIVES ON CULTURE

Reckoning with Colonial History
STEVE HOCHSTADT

36 | AHA ANNUAL MEETING

Beyond the Monuments
CHRIS MYERS ASCH AND
GEORGE DEREK MUSGROVE

The Annual Meeting at a Glance

"Loyalties": The Theme of the 133rd
Annual Meeting

When Historians Weigh In
JOE GARDELLA

45 | AHA ACTIVITIES

Life after PhD
DYLAN RUEDIGER

In the October Issue of the *American
Historical Review*
ALEX LICHTENSTEIN

Nominations Invited for AHA Offices

AHA Statement on Confederate
Monuments

56 | IN MEMORIAM

59 | AHA CAREER CENTER

Newsmagazine of the

AMERICAN HISTORICAL ASSOCIATION

400 A Street, SE
Washington, DC 20003-3889

PHONE: 202.544.2422

FAX: 202.544.8307

E-MAIL: perspectives@historians.org

WEB PAGE: historians.org/perspectives



PERSPECTIVES ON HISTORY

Editor

ALLISON MILLER

Associate Editor, Publications
KRITIKA AGARWAL

*Associate Editor, Web Content
and Social Media*
STEPHANIE KINGSLEY

Contributing Editor
SARAH FENTON

Editorial Assistant
ZOE JACKSON

*Coordinator, Data Administration
and Integrity*
LIZ TOWNSEND

*Marketing and Public
Relations Manager*
JANE GREEN

AHA STAFF

Executive Director

JAMES R. GROSSMAN

Deputy Director

DANA L. SCHAFER

*Director of Scholarly Communication
and Digital Initiatives*
SETH DENBO

Meetings Coordinator
DEBBIE ANN DOYLE

Meetings and Executive Assistant
JOE GARDELLA

Archives and Office Assistant
MATTHEW KEOUGH

Membership Manager
PAMELA SCOTT-PINKNEY

Assistant Membership Manager
MICHELLE HEWITT

Manager of Academic Affairs
EMILY SWAFFORD

*Coordinator, Career Diversity
for Historians*
DYLAN RUEDIGER

Special Projects Coordinator
JULIA BROOKINS

Program Associate
ELIZABETH ELLIOTT

Senior Accountant
BETSY ORGODOL

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

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

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

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

©2017 American Historical Association.

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

PUBLISHER'S STATEMENT

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



ALLISON MILLER

TOWNHOUSE NOTES

Is Revising Your Dissertation the Only Path?

It took about four years to research and write my dissertation, and about that long to decide that turning it into a book was not something I wanted to do, at least not in the immediate future. I received a great deal of help in attempting revisions in those years: a two-year postdoc, feedback in workshops, continuing encouragement from friends and mentors, even some time off from my work at the AHA. I sedulously tore my dissertation apart but couldn't imagine putting it back together. For now, the dissertation is the end stage of the project, at least as currently conceived.

Unsurprisingly, a Google search for articles about deciding not to revise a dissertation for publication turns up resources for people who *do* want to revise and find a publisher. There is no guidance for those who, having attempted revisions, wish to turn to another project. Naturally, the nature of historical scholarship, in which the cradle-to-grave production of a monograph often takes a decade, means the discipline favors endurance and single-mindedness. For those in tenure-track appointments, the tenure clock all but requires new assistant professors to pick the project they are closest to finishing—the dissertation—over the “second project” they might have described in their cover letter or at their job talk. To contract faculty seeking to secure permanent academic employment, polishing off the book is often key to a second look by a search committee.

In the absence of suggestions about making an informed decision about turning to another project, and in the presence of professional pressure to do everything right and on time, there is little incentive to devote much effort to a new project before the dissertation is revised and published. But as vaguely conceived as those second projects might be, they can also represent more fallow intellectual rows than the dissertation, at least for a time. They might be more ambitious where the dissertation was narrow, more creative where the dissertation conformed to the demands of the genre. These properties, however, usually belong to the magical post-tenure project—the one where you can

really let your hair down, because what are they going to do to you? Such is the myth, at any rate.

The scholarly monograph is the coin of the realm, but it's not sacred—like a dissertation, it's a genre, and not the only one out there. Just as true-crime writers might struggle to produce a dating advice podcast, the monograph isn't suited to all scholars or, I would argue, to all scholarship. When I consider my dissertation honestly, I see five or six set pieces inspired by rich archival sources, but the connection to a through-line or even to the main topic seems tenuous.

Because I am not an academic historian, I have the luxury of conceiving other projects without the ticking of the tenure clock. I'm working now on a seminar paper based on some of my dissertation research, and it's liberating to be able to reread sources without shoehorning them into this or that chapter. It's a challenge to incorporate current scholarly literature without ready access to a university library or scholarly databases. Working full time doesn't leave you much room to think. And additional trips to archives will cost me vacation days. But I do feel more comfortable with shorter formats and less formal writing. If I had any of the academic jobs I interviewed for, this realization might lead to anxiety about the profession I'd chosen.

Historians have questioned the monograph-as-gold-standard since at least the 1990s, in *Perspectives* and other forums. They've also ruminated on the dissertation's worth. If I can add anything to the conversation, it would be that there are many kinds of historians who do their best work in scholarly genres other than the monograph. It's worth encouraging graduate students to think about the formats in which it feels most natural for them to analyze sources, in addition to completing dissertations. But we should also keep that in mind as we continue in our careers as historians. **P**

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





TO THE EDITOR

I am charmed by the May 2017 cover photo, not least for its large content of historical information—truly a picture worth a thousand words.

I grew up racing sailboats on Galveston Bay in a youth sailing milieu that produced several Olympians and many national and international champions. I like old sailboats and know a little about them.

The photo is of a working vessel, middling tonnage, gaff-rigged schooner motor-sailing with the aid of its yawl boat. The vessel seems to have no auxiliary engine; it hoists aboard a yawl boat with a powerful engine on the very heavy duty davits that can be seen on the stern.

Yawl boats are also the ship's lighter, used to ferry cargo and ship's stores from shore while at anchor.

A US Ensign flies properly and classically from the leech of the main sail at the peak, just below the main gaff.

The vessel is a National Historic Landmark, the schooner *Mercantile* hailing out of Camden, Maine. It is operated in the tourist industry in waters near where its construction was completed in 1916. I believe it is unique in being the only US working vessel under sail in continuous commercial use since launched, first in the coasting cargo trade and then as one of the first tourist sailing vessels.

JOHN B. BUTE
Austin, Texas



TO THE EDITOR

As someone who has been active and has published in the field of history teaching and learning for more than 35 years, I have had enough of the term *alternative facts* ("The History Classroom in an Era of Crisis" and "Many Thousands Failed," May 2017). Such "alt-facts" shouldn't be a consideration for people who value truth and honesty; they should be anathema to every thinking human being. Facts are, by definition, based on reality. Alternative facts are not synonymous with alternative interpretations, which involve analyzing evidence to determine its reliability and arrive at a reasoned understanding. Interpretations can and do differ, and honest and honorable people will disagree. Over time, however, new evidence or different interpretations may encourage us to change our minds. This is evidence of healthy, constructive discourse. In contrast, *alt-facts* is

a euphemism for lies, plain and simple, and these should have no place in the conversations we have in politics, in the media, and in schools. Alt-facts are also politically motivated statements that are intended to deceive. They raise serious questions about the legitimacy of those who advance them. They endanger our form of government when too many people are unable to think critically about what they hear, whether on the political left or right. One of our goals as teachers is to train our students to distinguish between facts and lies as well as between informed opinions and mere feelings.

ROBERT BLACKKEY
California State University, San Bernardino (emeritus)



TO THE EDITOR

I am afraid that the unhurried and unpressured scholar depicted by Maggie Berg and Barbara K. Seeber in their book *The Slow Professor* ("The Quick Rise of *The Slow Professor*," May 2017) will not be soon to arrive. The hostile takeover of the modern university, including trustees chosen from business elites, an ever-expanding administrative bureaucracy, the dismantling of tenure, the collapse of faculty governance, and, in sum, the replacement of academic standards and values by corporate ones, has been a process decades in the making and will not be reversed without far wider efforts at social and cultural change that go beyond the university itself. To suggest that the modern assembly-line academic can simply choose to slow down his or her own pace is not merely frivolous, but an aspect of the very problem it seeks to address: sloppy, self-help thinking based on utterly superficial analysis. The powers that be in academia will have nothing to fear from such fluff.

ROBERT ZALLER
Drexel University

CORRECTIONS

In "Making Digital History Accessible" (May 2017), Hollis Peirce's last name was misspelled "Pierce." Peirce is an MA student, not a PhD candidate. The American Foundation for the Blind was incorrectly termed the American Federation for the Blind. "Autism spectrum disorder" was printed as "cognitive spectrum disorder." *Perspectives* regrets the errors.

TYLER STOVALL

THE PERSONAL IS HISTORICAL

What to Do When Your Profession Catches Up to You

Some years ago, while introducing my undergraduate course on the history of 20th-century Europe, I remarked that I'd been teaching the class since before the fall of the Soviet Union. I immediately realized that for most of my students this was an event that happened before or shortly after they were born; while I remembered it vividly, for them it was simply another part of history. (Perhaps they saw me that way, too.) Beyond fretting about how old they must think I was (as professors say, we stay the same age while our students get younger and younger), this incident made me reflect on what happens when our personal lives become part of the historical record about which we teach and write.

It is of course impossible and completely undesirable to separate personal lives and stories from broader historical narratives. In what many consider to be the first professional work of history, Herodotus's *The Histories*, the author interweaves his personal opinions and observations with the objective historical narrative he constructs. A number of military men, including Thucydides, Clausewitz, and Ambrose Bierce, wrote histories of wars in which they served. Malcolm Cowley's *Exile's Return*

functions as a literary history of Americans in interwar Paris by one who lived that experience.

How do you deal with the fact that periods that you remember living through now form part of what you teach as history?

There are also important examples of professional historians who lived in interesting times and write the histories of their own lives in those historical contexts. Peter Gay's *My German Question: Growing Up in Nazi Berlin* mixes the historical and the personal, while his classic study *Weimar Culture: The Outsider as Insider* took a very different approach to the time and place in which he grew up. Feminist historians have been instrumental in integrating individual and historical narratives; Gerda Lerner's *Living with History/Making Social Change* is a classic example. For some historians, this kind of autobiographical approach is not only a fitting culmination to a distinguished career but also a new kind of intervention into the relationship between history and current events.

My concern here involves those who study and teach current history. How do you deal with the fact that, as you grow older, periods that you remember living through now form part of what you teach as history? How does this awareness of the recent past as both personal and general history shape how we approach the study of the past, and how do we deal with this double awareness in teaching those for whom this is not an issue at all? Subjects like the Vietnam War, the Civil Rights Movement, and the Cold War all exemplify this for many American historians. How do we use our own personal anecdotes of those periods to bring this recent history alive without turning it into a kind of narcissistic nostalgia?

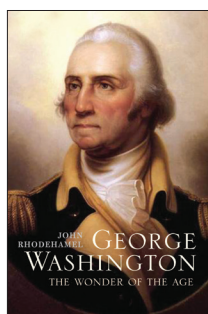
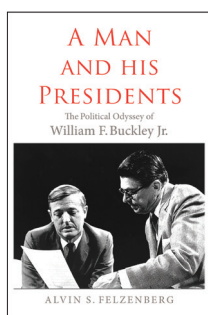
Continued on 54



Václav Havel honors those who perished in Czechoslovakia's Velvet Revolution, 1989.

MDI/Wikimedia Commons/CC BY-SA 3.0

yalebooks



Sarah Osborn's World

The Rise of Evangelical Christianity in Early America
Catherine A. Brekus
Paper

Self-Evident Truths

Contesting Equal Rights from the Revolution to the Civil War
Richard D. Brown

Congress's Constitution

Legislative Authority and the Separation of Powers
Josh Chafetz

Revolution Against Empire

Taxes, Politics, and the Origins of American Independence
Justin du Rivage
The Lewis Walpole Series in Eighteenth-Century Culture and History

A Man and His Presidents

The Political Odyssey of William F. Buckley Jr.
Alvin S. Felzenberg

The Papers of Benjamin Franklin

Volume 42: March 1 through August 15, 1784
Benjamin Franklin
Edited by Ellen R. Cohn
The Papers of Benjamin Franklin

See It/Shoot It

The Secret History of the CIA's Lethal Drone Program
Christopher J. Fuller

The Contender

Richard Nixon, the Congress Years, 1946-1952
Irwin F. Gellman
Paper

Benjamin Franklin in London

The British Life of America's Founding Father
George Goodwin
Paper

Presidents' Secrets

The Use and Abuse of Hidden Power
Mary Graham

George Washington

The Wonder of the Age
John Rhodehamel

Escaping the Dark, Gray City

Fear and Hope in Progressive-Era Conservation
Benjamin Heber Johnson

Bloody Engagements

John R. Kelso's Civil War
John R. Kelso
Edited by Christopher Grasso

Benjamin Franklin

The Religious Life of a Founding Father
Thomas S. Kidd

American Religion, American Politics

An Anthology
Edited by Joseph Kip Kosek
Foreword by Jon Butler
Paper

The Saltwater Frontier

Indians and the Contest for the American Coast
Andrew Lipman
Paper

The Long Space Age

The Economic Origins of Space Exploration from Colonial America to the Cold War
Alexander MacDonald

Hell No

The Forgotten Power of the Vietnam Peace Movement
Tom Hayden

The Imprint of Congress

David R. Mayhew

Reporting War

How Foreign Correspondents Risked Capture, Torture and Death to Cover World War II
Ray Moseley

Spaceflight in the Shuttle Era and Beyond

Redefining Humanity's Purpose in Space
Valerie Neal

Sarah Osborn's Collected Writings

Edited by Catherine A. Brekus

Losing an Enemy

Obama, Iran, and the Triumph of Diplomacy
Trita Parsi

Domestic Subjects

Gender, Citizenship, and Law in Native American Literature
Beth H. Piatote
The Henry Roe Cloud Series on American Indians and Modernity
Paper

The Slave's Cause

A History of Abolition
Manisha Sinha
Paper

Wanted

The Outlaw Lives of Billy the Kid and Ned Kelly
Robert M. Utley
The Lamar Series in Western History
Paper



Yale UNIVERSITY PRESS

www.YaleBooks.com

JAMES GROSSMAN

IMAGINING PHD ORIENTATION IN 2022



A version of this column first appeared in the Chronicle of Higher Education on August 28, 2017.

Imagine the orientation for new doctoral students in history five years from now. After the usual opening pleasantries, the director of graduate studies begins with a brief statement about the purpose of the PhD program: students will be encouraged to become the best historians they can be, and to develop breadth—in whatever form—that opens doors to multiple possible career paths.

As academe moves to rethink doctoral training, I've been mulling the direction and implications of change.

Today, a new vocabulary has emerged in PhD humanities education. Doctoral degrees are “malleable.” Their recipients are “versatile.” A discourse of “career diversity” will enable new cultures of “connected academics.”

Most graduate students today encounter that wider perspective of doctoral training as they near the finish line, yet they also inhabit an academic culture steeped in traditional norms of success and failure. Even graduate-program directors committed to a broad view of PhD career options might include in their welcome messages the 40-year-old jeremiad about the narrowed academic job market—implying therein a standard of success. In a well-meaning attempt at transparency, they might refer to “placement rates”—underscoring the tenure track as the normative pathway.

With resources from the National Endowment for the Humanities and the Mellon Foundation, projects aimed at changing graduate-school training and culture are emerging—some initiated by scholarly societies like the American Historical Association and the Modern Language Association, and others led by humanities centers, graduate deans, and even individual departments.

With these visions gaining traction, I am ready to indulge in fantasy: What might a graduate orientation in history look like in five years? Let's pick up where we left off with our hypothetical director of graduate studies (DGS) in 2022 . . .

She explains that the curriculum is shaped by the faculty's collective—if often conflicting—ideas about what constitutes history, historical thinking, and historical work. The doctoral curriculum includes course work, internships, examinations, and the dissertation, with each element relating to the others in some intentional and articulated fashion.

All students are responsible for the full curriculum, she says. There are no separate occupational tracks. You all will become familiar with the institutional landscape of higher education, the scholarship on how people learn history, and the role of history in public culture.

The director points to the range of careers that department alumni and history PhDs in general have pursued, taking care

References to “placement rates” underscore the tenure track as the normative pathway for PhDs.

to note that even professorial work varies widely across higher education. The career data come from the AHA, and the DGS notes that, should you be curious about any particular type of work, the AHA can set up an e-mail conversation with a history PhD knowledgeable in that particular career.

Combining data on outcomes with an overview of the curriculum, the DGS explains what makes a doctorate in history such a versatile degree. Different history occupations will require additional skills and knowledge, and you are encouraged to acquire that expertise via the whole university—including administrative offices, which can provide opportunities both for learning how academia works and for broadening your occupational horizons.

Students should spend time exploring other disciplines—not for the sake of interdisciplinarity itself, but for well-articulated intellectual and professional purposes.



"You will leave here . . . prepared to find your own way."
Wade Brooks/Flickr/CC BY-NC 2.0

The director also reminds the assembled students: Although you will eventually have a primary dissertation adviser, there is no reason to limit yourself to a single individual as a mentor or role model. "Nobody is here to reproduce themselves," she notes.

One thing most graduate professors can't do, she explains, is help you explore opportunities beyond the professoriate—the eventual destination of 30 to 50 percent of all history PhDs (a figure that varies considerably by institution). That proportion has nearly doubled in recent years, as more broadly prepared history PhDs have abandoned the adjunct rut for more promising careers, some of them inside the academy as administrators. In addition to the AHA's resources, she explains, the university offers career and alumni offices, each of which has expertise that falls outside the faculty domain.

She then introduces the graduate-student career officer, who explains what his office does and how it collaborates with individual departments and the alumni office to identify employers, locally and nationally, who appreciate the value of a humanities PhD.

A few of these employers are themselves history PhDs who will visit the campus over the course of the year—students might recognize their profiles from the list of recent PhD graduates on the department's website. But most of the employers are among the far more numerous BA alumni, who, because of the department's reform of the undergraduate major based on clearly articulated degree outcomes, understand in precise and sophisticated ways the occupational value of historical thinking.

This segues to the next guest, the director of the university's Center for Learning and Teaching. She and the historian currently teaching the department's required course on history pedagogy explain, as a team, how the landscape

of postsecondary history education has been changing and the professoriate along with it—both the structures of employment and the work of teaching.

"All of you will teach as part of graduate education," one of them notes, "and all of you will read and discuss scholarship on how students learn, especially how they learn history."

A hand goes up: A student asks about the contradiction between the earlier references to the possibility—even likelihood—of nonfaculty careers, and the apparent emphasis in the program on pedagogy. The faculty member teaching the pedagogy course responds that teaching is an essential skill for every historian, whether in a secondary school, college classroom, museum, archive, historical site, or even in the public square, presenting evidence persuasively to legislators and fellow citizens.

Becoming a historian is as much about conveying what we know to a live audience as it is about conveying what we know to a reader. Good teaching also requires and nourishes leadership skills that are useful anywhere and everywhere.

The DGS then steps back in to review funding packages, since all of them include some teaching stipends. Each five-year package, she explains, will include three types of assistantships—in teaching, in research, and in administration. That last category of assistantship, the director says, could involve substantive work in such university offices as community relations, international initiatives, communication/publications, admissions, development, student services, athletics, etc.

The final message of the 2022 orientation: The department wants all students to take responsibility for their own graduate education. Faculty members are here as guides, resources, constructive critics, and responsible evaluators. When you leave with your PhD, you will be confident in your abilities and empowered to choose among the range of career options available to you.

Rather than trying to shape yourselves to fit a preconceived template—i.e., a professorship—you will be empowered by the curriculum, the opportunities at this university, and the guidance of your advisers to find a career path that works for you, intellectually and otherwise.

"Our department does not 'produce' PhDs," the DGS notes. "Nor do we 'place' them when they receive a degree. You will leave here having earned the highest attainable degree in our discipline, and prepared to find your own way." P

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

KRITIKA AGARWAL

ERROR AND TRIAL

One Scholar Takes Another to Court over a Book Review

Historian Sören Flachowsky wasn't present when a court in Hamburg, Germany, issued a preliminary freeze injunction against a sentence in a book review he'd written—he learned of it only after the fact.

On June 14, 2016, H-Soz-Kult (a German nonprofit founded as an offshoot of H-Net in the late 1990s) had published his review of Julien Reitzenstein's *Himmlers Forscher: Wehrwissenschaft und Medizinverbrechen im „Ahnenerbe“ der SS* (Himmler's Scientists: Military Science and Medical Crimes in the "Ahnenerbe" of the SS). After an initial, brief attempt to initiate dialogue about the review with H-Soz-Kult, Reitzenstein took legal action, asserting that Flachowsky's review contained misstatements of fact that implied Reitzenstein was a Nazi sympathizer, damaging his

personal and professional reputation. The court agreed.

German press laws prohibit untrue statements in the media, and courts can issue preliminary freeze injunctions without oral hearings in matters deemed urgent (including damages to reputation likely to worsen quickly), so Flachowsky didn't technically need to be there. In events that followed, H-Soz-Kult edited and then removed Flachowsky's review from its website, replacing it with a new review. The case opens up questions about academic freedom and scholarly discourse. If scholars can sue other scholars, does that mean they should? And under what circumstances should they do so?

Reitzenstein, who's taught at the Heinrich-Heine-Universität Düsseldorf and the Martin-Luther-Universität

Halle-Wittenberg, says he believes in the advancement of historical science through dialogue. He sees his actions as deliberate and rational efforts to promote scholarly discourse by attempting to engage Flachowsky, despite injuries to his own reputation and livelihood. If taking the author of a book review to court seems counter to norms of scholarly discourse, Reitzenstein argues that it was necessary because H-Soz-Kult wouldn't allow him to respond to the review in an appropriate way.

Indeed, it's possible that a harsh review on the mailing list of H-Soz-Kult (Sozial- und Kulturgeschichte, or Social and Cultural History) would detract from an author's scholarly reputation. With more than 24,000 subscribers, the list has vast reach among German-speaking academics, beyond the borders of Germany and even of Europe itself. With funding and support from Berlin's Humboldt University, all its content is duplicated on H-Net's US servers and website, hosted by Michigan State University. According to Claudia Prinz, a H-Soz-Kult coordinator and editor,

each year the list publishes around 1,000 book reviews and between 600 and 800 conference reports, as well as discussion forums, announcements, and other content.

But Flachowsky's review of *Himmlers Forscher* was largely positive. Based on Reitzenstein's dissertation at the Universität Düsseldorf, the book analyzes the Institute for Applied Research in Military Science (Institut für wehrwissenschaftliche Zweckforschung, or IWZ). The IWZ conducted medical experiments on concentration camp prisoners; Wolfram Sievers, its director, was sentenced to death at the Nuremberg Trials for crimes against humanity.

Flachowsky praised *Himmlers Forscher* for presenting such "new findings" as the identities of IWZ victims and the hideous origins of the skull collection at the University of Strasbourg. But Flachowsky took issue with some of Reitzenstein's conclusions about Sievers, particularly his "assertion that Sievers never required fatal human trials and "only" on two occasions' pushed for potentially

Julien Reitzenstein sees his legal actions as deliberate and rational efforts to promote scholarly discourse by attempting to engage the reviewer.



AHA Awards



Know a great historian who deserves to be recognized?

Every year the AHA honors distinguished historical work with dozens of awards and prizes for books, articles, teaching, mentoring, public history, digital history, and more.

Nominations are due May 15, 2018.

Learn more about past winners, how to submit a nomination, and how you can support prize endowments at historians.org/prizes.

deadly procedures[.]” For Flachowsky, this “problematic” conclusion was contradicted by Reitzenstein’s book itself: “Contrary to the statement that ‘there is no evidence that Sievers demanded human trials, provided that there were alternatives,’ there is prolific evidence in Reitzenstein’s book that Sievers pushed, coordinated, and financed fatal human trials[.]”

But it was one particular sentence in Flachowsky’s review (reported in the German newspaper *Frankfurter Allgemeine Zeitung*, or *FAZ*) that later

would become the subject of the injunction. Referring to two SS researchers who conducted medical experiments on victims of the Nazi regime, Flachowsky wrote, “In his description of August Hirt and Sigmund Rascher’s divisions, Reitzenstein referred to the current scholarship and avoided providing a description of the crimes, which would have been appropriate/necessary.” (“Bei der Betrachtung der Abteilungen von August Hirt und Sigmund Rascher verzichtet Reitzenstein mit Blick auf die Forschungslage auf eine

Darstellung der Verbrechen, was aber angebracht gewesen wäre.”)

In an extensive written statement to *Perspectives*, Reitzenstein notes that two entire chapters of *Himmlers Forscher* depict the crimes that Flachowsky’s review said he failed to illustrate. Flachowsky’s review, according to Reitzenstein, not only misrepresented his scholarship but also insinuated that he was “whitewashing” history. Sievers, he explained to *Perspectives*, only pushed for deadly experiments on two occasions: “There is a big juridical difference

between someone devising and forcing a crime and someone being an accomplice in the crimes of others. . . . I differentiated between those lethal experiments on humans in which [he] was the mastermind . . . [and] those he ‘only’ witnessed without having a strong personal influence[.]”

In an April 2017 interview with *FAZ*, Flachowsky characterized the sentence as “awkwardly formulated” (“misslich formuliert”) but argued that the remarks that followed put it in context. *FAZ* also quoted Rüdiger Hohls, head of



Façade of regional court in Hamburg that issued a preliminary freeze injunction prohibiting a half-sentence from appearing in Flachowsky’s review.

Ajepbahl/Wikimedia Commons/CC-BY-SA 3.0 DE

H-Soz-Kult, as acknowledging that the statement was inaccurate and that replacing “der Verbrechen” with “aller Verbrechen,” or “the crimes” with “all of the crimes,” would have corrected the sentence’s misstatement of fact. Flachowsky’s offense came down to one word—so found the Hamburg court.

Six days after the review was published, Reitzenstein e-mailed Flachowsky and Hohls, in the hope, he told *Perspectives*, of “initiating a discourse” about the review. Neither Reitzenstein nor H-Soz-Kult would provide *Perspectives* the e-mail, but each characterizes the contents differently. (Flachowsky declined requests for an interview.) According to a February 2017 editorial statement from H-Soz-Kult, the e-mail “demanded changes in a total of 11 places” in the review. Reitzenstein’s statement characterized the e-mail more modestly: instead of making demands, he only “listed a few points that didn’t seem correct”—misstatements of fact, not “personal evaluations or professional judgments.” “I clearly pointed out that I do not demand any changes on aspects that depend on one’s subjective view,” he wrote.

On June 24, Claudia Prinz responded to Reitzenstein’s e-mail and informed him that while H-Soz-Kult did not retroactively change reviews, he was welcome to submit a response that would be discussed and edited before

publication—a policy that is, in fact, typical for many publications (including *Perspectives*). Reitzenstein wasn’t satisfied. As his statement explains, he initiated legal action instead of submitting a response that H-Soz-Kult would edit “behind closed doors” and without transparency.

This began with a cease-and-desist letter to Flachowsky on June 30, just over two weeks after the review was published. Rising “public pressure” on him, Reitzenstein explained to *Perspectives*, forced his hand. (Asked for clarification, Reitzenstein did not name any specific people, institutions, or publications that had tarnished his reputation. Although social media hasn’t burnished his reputation, negative tweets with #Reitzenstein only began in February 2017, not directly after the review was first published.) Per German law, sending a cease-and-desist letter is the first step in bringing a lawsuit of this type. On July 27, the court ruled that half of that single awkward sentence—the one about the crimes of Hirt and Rascher—was factually incorrect and must come down from the online review. No monetary damages were awarded, but contesting the injunction would have cost Flachowsky more than 2,600 euros.

At Flachowsky’s request, H-Soz-Kult soon deleted the entire sentence and posted an editorial statement

explaining that a sentence had been removed to comply with the court and that Reitzenstein had explicitly relinquished the chance to respond to Flachowsky’s review. But in November 2016, according to *FAZ*, Reitzenstein’s attorneys sent additional cease-and-desist letters, this time to both Flachowsky and H-Soz-Kult, objecting to the editorial statement and other sentences in the review that were still online. H-Soz-Kult then withdrew the entire review, replacing it with a note explaining that a detailed statement would soon follow.

H-Net, does omit the sentence prohibited by the court. Knupfer sees it as a “minor” change that “didn’t really change the substance, the thrust, the criticism, or anything else that was in the review,” and H-Net removed the sentence as a courtesy to H-Soz-Kult.

In February 2017, H-Soz-Kult published a detailed statement in German about the events. While noting that the review was taken down at Flachowsky’s request, it argued that Reitzenstein had inappropriately shifted aca-

With more than 24,000 subscribers, H-Soz-Kult has vast reach among German-speaking academics, even beyond the borders of Germany.

The dispute reached the United States in December, when H-Net received a letter from Reitzenstein’s lawyer demanding that the review, which was mirrored on H-Net’s US servers, be removed. H-Net’s executive director, Peter Knupfer, told *Perspectives*, “The letter did not cite any applicable US or international law that would apply the decision of a local Hamburg court to H-Net servers here in the United States. Nor did we see any reason in the substance of the review to take it down.” The review, which as of this writing can still be read on

demic discourse into the legal realm, demanding changes to a publication by means of “individual, costly procedures” instead of a public response to the review. The statement was accompanied by another review of *Himmlers Forscher*, written by Michael Wildt (Humboldt-Universität zu Berlin) and Rüdiger Hohls—both H-Soz-Kult editors—which extensively paraphrases Flachowsky’s original. Prinz says this ensures that if Reitzenstein wishes to pursue further legal action, it must be against H-Soz-Kult, not an individual. Paraphrasing Flachowsky’s original

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:

AHA GUIDE TO LIGHTNING ROUNDS

This year's annual meeting includes lightning rounds for digital history projects, dissertations, and early career scholars. This guide gives background on the format and tips for crafting an engaging lightning round presentation.

More at historians.org/lightning

RESOURCES FOR UNDERGRADUATES ATTENDING THE ANNUAL MEETING

We are compiling a number of resources to help undergraduates in all aspects of attending the meeting, from travel around DC to specific sessions that might be of interest. Check these pages in the coming months for more resources to help undergraduates get the most out of the annual meeting.

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

review was the editors' way of signaling trust in his critique.

The idea that scholars can be subject to lawsuits for reviews that seem critical raises questions about academic freedom. "I am very concerned," says Knupfer, "about the implications for censorship and the integrity of scholarly debate in Germany." According to Prinz, however, while lawsuits are not unheard of, disputes like this are incredibly rare in the German academy and are not considered acceptable by the scholarly community. A negative review should elicit a written response from the author, not a lawsuit, she says.

Reitzenstein is passionately engaged in exposing the

crimes of the Nazis, yet at times he seems to misjudge the impression his actions make. In his statement, he characterized his first e-mail to Flachowsky as a humble attempt to initiate an exchange of ideas: "My aim was not to unmask the reviewer with a public reply. My aim was to initiate a discourse to clarify his assumptions which included eleven points that I find debatable." "All I am looking for is a serious dialogue with the reviewer," Reitzenstein noted, pointing out that he sought only to protect his reputation, not seek damages. He still refuses to publish any response on *H-Soz-Kult* that would be subject to editing. He also sees the new review as disingenuous, pointing

out that Michael Wildt is chair of Flachowsky's department. Wildt has also qualified some of Reitzenstein's conclusions on the provenance of the German presidential villa, owned by a Jew who sold it to a member of the Nazi Party in 1933. (Reitzenstein thought the owner was forced to sell, while Wildt said the circumstances of the sale were ambiguous.) In this, too, Reitzenstein detects forces arrayed against him.

Reitzenstein believes he has not challenged academic freedom—the court prohibited assertions in the review "because they were untrue and slanderous." Prinz counters by saying that the review was "balanced, competent, and fair."

Ultimately, the scholarly questions about Flachowsky's critique and Reitzenstein's response will not be resolved in a court. The historical community will continue to evaluate scholarship under the norms of academic discourse. **P**

Kritika Agarwal is associate editor, publications, at the AHA. She tweets @kritikaldesi. Perspectives thanks Lauren Stokes (Northwestern Univ.) for assistance with translations and Clemens Kochinke, attorney at law at Berliner Corcoran & Rowe LLP, for explanations of German law. Flachowsky's review was translated by Anne von Petersdorff (Michigan State Univ.) and provided to Perspectives by H-Net.

DOCUMENTING FOREIGN RELATIONS

Office of the Historian Releases Records on Iran, the Cold War, and More

In January 1977, the American Embassy in Warsaw hosted a screening of *One Flew over the Cuckoo's Nest*. Attended by over 500 guests, the screening was later described by an official from the United States Information Agency as “highly successful and effective.” According to the official, the embassy hoped that the screening would put pressure on the Polish government to import the film—directed by Czechoslovakian filmmaker and émigré Miloš Forman—for public release. This event and other Carter administration efforts to “inform the world about American society” are documented in one of the eight volumes of the *Foreign Relations of the United States (FRUS)* series released in 2016.

The Department of State’s Office of the Historian (HO) began publishing the *FRUS* series in 1861 as the official documentary record of each presidential administration’s foreign policies and diplomatic activities. After years

of delays in publication and declassification, Congress passed the Foreign Relations Authorization Act of 1991 requiring HO to publish volumes no more than 30 years after the events they document, and for the Advisory Committee on Historical Diplomatic Documentation (HAC) to supervise the production of the series. Currently chaired by AHA representative Richard Immerman (Temple Univ.), HAC is involved in every stage of producing *FRUS* volumes, including determining the scope of each presidential series, monitoring declassification efforts, and approving the final volumes. In its 2016 report (bit.ly/2gcSHa4), HAC reported on HO’s progress in publishing *FRUS* volumes, as well as the challenges HO faces in fulfilling its responsibilities.

For historians, *FRUS* releases always signal fresh opportunities for research, particularly in the area of US foreign relations. *FRUS* volumes include documents from numerous government agencies and repositories, including presidential

libraries, the State Department, the Department of Defense, the CIA, other foreign affairs agencies, and the private papers of important individuals in the history of US foreign policy. Once HO has determined the scope of each volume, it collects documents from the necessary repositories and begins the long process of declassification. Immerman

first since 1996 to be published, only 28 years after the events it documents. Immerman credits the timelier publication of this volume, which documents the lead-up to the end of the Cold War, to the “prodigious efforts of the Historical Office.” Specifically, he commends Stephen Randolph, the historian of the US Department of State

HAC chair Richard Immerman says that the *FRUS* publications “serve as a catalyst for the opening of additional archives.”

says that *FRUS* publications are important for historians not just because they present new information and documents, but also because they “serve as a catalyst for the opening of additional archives, whether they’re at the National Archives, at a presidential library, or someplace else.”

The 2016 HAC report commends HO for the volume *Soviet Union, October 1986–January 1989*, which is the

since April 2012, for creating a new system of reviewing the volumes and hiring more editors, which accelerated the process. In the case of the *Soviet Union*, Immerman says, “Documents that in all likelihood would have encountered serious classification issues a decade ago, or longer than that, are no longer as sensitive” due to the end of the Cold War. While noting that it was a “terrific landmark” for the volume to be published in



Mosaddegh opponents during the 1953 Iranian coup d'état. A recently published *FRUS* volume documents the coup and American involvement in it.

The Guardian/Wikimedia Commons

28 years, HAC cautioned against setting high expectations for future volumes. The “spike in covert actions

during [the] Reagan years will present declassification challenges that make repeating this feat more likely

to be the exception than the rule,” it reported.

Another challenge in producing timely volumes, says Immerman, is an “explosion of documents,” including electronic records, since the “architecture for foreign and national security policy has become more complex and more complicated,” involving more people in more places. Immerman expects this massive influx of documents to be a problem for all historians, not just those working in the State Department. Nevertheless, HAC praised the National Archives and Records Administration for its efforts to make “both paper and electronic records available to

scholars and the public in a timely manner,” despite lacking sufficient staff and resources.

HAC also recognized the National Declassification Center (NDC) and the Department of State’s Office of Information Programs and Services for significantly decreasing the backlog of Freedom of Information Act and Mandatory Declassification Review referrals. In particular, HAC noted that the NDC has improved its ability to “anticipate which record groups are most valued by researchers.”

Immerman highlighted another ongoing problem that affects timely releases of

Massachusetts Historical Society
FELLOWSHIPS
2018-2019

MHS-NEH Long-term Fellowships made possible by an award from the National Endowment for the Humanities, an independent federal agency. Deadline: **Jan. 15, 2018**

New England Regional Fellowship Consortium awards fund research among 25 participating institutions. Deadline: **Feb. 1, 2018**

Suzanne and Caleb Loring Fellowship on the Civil War, its Origins, and Consequences funds research at the Boston Athenaeum and the MHS. Deadline: **Feb. 15, 2018**

MHS Short-term Fellowships fund research in the MHS collections. Deadline: **Mar. 1, 2018**

www.masshist.org/research/fellowships/
or fellowships@masshist.org

FRUS volumes: HO is “dependent upon different departments and agencies to review [*FRUS*] volumes and declassify documents.” Some documents are reviewed by multiple departments before they are declassified. Immerman says that both the Department of State and the National Security Council have been “extremely conscientious in terms of making the effort to review [documents] as expeditiously as possible without cutting any corners.” On the other hand, the Department of Defense and the CIA have failed to complete their required reviews on time, thus delaying publication. Because of the CIA’s inefficiencies, HO has already had to decrease the number of *FRUS* volumes it expects to publish in 2017 by 20 percent.

At the time of its 2016 report, HAC expressed disappointment that the State Department had not allowed the long-delayed *Iran Retrospective* to be published “because it judged the political environment too sensitive.” The volume *Iran, 1951–1954*, was, in fact, quietly released with 16 other newly digitized *FRUS* volumes in June 2017. Immerman says HAC is both surprised and pleased with this new development.

In 1989, the State Department had published a volume on Iran, covering the period of the 1953 coup that overthrew Iranian

prime minister Mohammad Mosaddegh. That volume, however, failed to make any reference to British or US involvement in the coup. Academics, the media, and members of the public criticized the volume, which helped lead to the 1991 legislation requiring the *FRUS* series to be a “through, accurate, and reliable documentary record” of US foreign policy. Immerman notes that even though several historians have written about the overthrow of the Mosaddegh regime, the new volume gives “a great deal of context and detail and insight into the policies that the United

States was pursuing then.” This includes the level of involvement of the CIA and US embassy in day-to-day Iranian politics and the crucial relevance of oil to the coup.

Overall, Immerman commends the “professionalism and competence of the Historical Office” in publishing *FRUS*. HO has published 27 *FRUS* volumes since 2014—an “all-time record for productivity,” according to HAC. Although HAC recognizes that this rate of production will be difficult to maintain with the number of covert actions in the

Carter and Reagan years, HAC reports that it is “cautiously optimistic about the future.” Seventy-three volumes are already in some stage of production, and they will all provide new information and documents for historians, as well as a chronicle of the periods covered. HO is doing “this incredible job in which, quite frankly, they seem to be fighting city hall, and they’re winning,” says Immerman. “But city hall is just getting harder and harder to deal with in a lot of ways.” **P**

Zoë Jackson is editorial assistant at the AHA.

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

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.

ADVOCACY BRIEFS

The AHA Responds to Graduate Student's Imprisonment and to Confederate Monuments

The AHA, along with the rest of the academic community, was deeply troubled to learn about the imprisonment of a history graduate student studying abroad in Iran. Members of the AHA community have also followed the distressing events in Charlottesville, Virginia, and the national debate on the removal of Confederate monuments. Additionally, this past summer, the AHA responded to changes to federal support for history education and research, including funding for Title VI international education programs and a policy change at the National Archives and Records Administration that would negatively affect historical work.

Academic Statement for the Release of Xiyue Wang

The Iranian judiciary announced in July that Xiyue Wang, a doctoral candidate in history at Princeton University, had been sentenced to 10 years in prison for espionage.

Princeton has stated that his family and the university are distressed at his continued unjust imprisonment. Wang's request for an appeal was denied on August 17. The AHA was asked to post a petition generated by a group of historians to provide an opportunity for scholars to show their support for Mr. Wang's release. The statement, and a link to sign the petition, can be viewed at bit.ly/2yvwY1I.

Wang was detained on August 7, 2016, while conducting research for his dissertation. The AHA has been in communication with our colleagues at Princeton regarding this matter. There has been consensus until now that Wang's case would not benefit from publicity on our part. This is not the first time the AHA has remained silent because we have been advised that our intervention could be counterproductive. The AHA remains strongly committed to the safety of scholars engaged in historical research.

AHA Statement on Confederate Monuments

The tragic events in Charlottesville, Virginia, on August 12 have re-ignited debate about the place of Confederate monuments in public spaces, as well as related conversations about the role of Confederate, neo-Nazi, and white supremacist imagery in American political culture. Historians have been a vocal presence in these discussions, and the American Historical Association has compiled a bibliography (bit.ly/2wl6y4H) of the diverse perspectives of AHA members.

The AHA has also released a statement about the role of history and historians in these public conversations. Rather than seeking to provide definitive answers to the questions posed by individual monuments, the AHA emphasizes the imperative of understanding historical context in any consideration of removing or recontextualizing monuments, or renaming public spaces. The full text of the statement can be found in the AHA Activities section of this issue.

Urging the Reauthorization of Federal International Education Programs

On August 10, the AHA joined 29 other organizations in a letter calling upon the Senate Committee on Health and Education to reauthorize and adequately fund Title VI programs in international education. As part of the Coalition for International Education, the AHA recommended financial support that would meet "the rapidly growing national needs for Americans with international knowledge and foreign language abilities across employment sectors." The letter can be found at bit.ly/2xp5dYG.

Addressing Hours Cut at NARA Research Rooms

In early July, the National Archives and Records Administration (NARA) announced that research rooms in Washington, DC, and College Park, Maryland, would no longer have Saturday hours beginning July 22, 2017. AHA executive director James Grossman sent a letter to Archivist of the

Continued on 54

SPECIAL OFFER

AHA Members Can Bring Students to the Annual Meeting *for only* \$10 each

BENEFITS TO STUDENTS

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

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

Registered attendees who are AHA members in good standing can register their students for only \$10 each.

There is no limit on the number of students you can bring.

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



AMERICAN
HISTORICAL
ASSOCIATION

132nd ANNUAL MEETING

WASHINGTON, DC
JANUARY 4 – 7, 2018

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

ELIZABETH A. LEHFELDT

DECLINING ENROLLMENTS IN HISTORY COURSES

A Follow-Up Report

Last year, in “Addressing the Issue of Declining Enrollments” (October 2016), I announced a new initiative from the AHA Teaching Division. Conversations with members and department chairs uncovered concerns about enrollments—concerns soon amplified by the results of an annual survey administered and analyzed by AHA special projects coordinator Julia Brookins.

The data confirmed what we suspected. It was not simply that the number of majors was falling; many departments were struggling to enroll students in any history course, including surveys, often due to changes in general education requirements. With some exceptions, the challenges seemed to be systemic and worthy of the division’s concerted focus. It’s not only a matter of preservation for individual departments. Teaching history and engaging students stand at the core of our professional and disciplinary mission.

We’ve initiated a series of ongoing conversations with department chairs about how to address enrollment declines. The first took place in January 2017, at the AHA annual meeting in Denver, at the Department Chairs’ Lunch. In small-group conversations and a general discussion, chairs shared their strategies to draw students into courses and encourage them to become majors.

We will expand the conversation at the 2018 annual meeting, which will

include three roundtables on enrollments (all titled Tackling the Issue of Enrollments in History Courses: Strategies and Ideas from the Frontlines). Organized roughly by institution type (selective liberal arts colleges, large public universities, and so on), these sessions will showcase presentations from chairs about how their departments are proactively and constructively addressing the challenge.

Not surprisingly, our effort to address the question of enrollments dovetails neatly with other AHA-led initiatives, most notably the Tuning project. Tuning began as an effort to highlight the value of studying history. As a corollary to this endeavor, we hoped to attract more students to major in history, which would, of course, help boost enrollments. Recently, we have begun to expand the conversation to include a discussion of how Tuning might have bearing on our work in survey courses, which is the way that most students encounter history (if they encounter it at all) in college. Rather than a course that they must take to jump through a general education hoop, we might attract more students to the study of history if we took the lessons of Tuning and applied them to the survey, engaging students with the vitality and relevancy of historical study.

In my meetings on two campuses this spring—at very different sorts of institutions (one a small liberal arts college, the other a large regional urban

university)—I was pleasantly reminded of what a great gateway Tuning is for all sorts of conversations about our work as historians. While designed to highlight the value of studying history and thus attract students to major in history, Tuning, I would argue, has become a way of opening up conversations within departments about what we teach, how we teach it, and why we teach it in the first place. Tuning operates as a remedy against the academy’s tendency toward curricular and pedagogical autonomy. We often fall into patterns where we talk about “my class” and “my classroom.” Tuning and the questions it asks force us to think beyond such narrow parameters and to imagine our collective work in departments.

When we talk about the larger goals of the BA in history and the skills and knowledge we want our students to acquire, even in our survey courses, we can’t help but talk about a common enterprise. Suddenly, faculty colleagues are swapping ideas about assignments and debating the merits of particular pedagogical strategies. “My course” has been subsumed by “our

In talking about the goals of the BA in history, we can’t help talking about a common enterprise.



History departments across the country are experiencing declining enrollments. The AHA is taking action.


kastoldepositphotos

students” and “our majors.” These conversations invigorate our teaching and hone our ability to talk about the value of studying history and thus draw students into our classes.

Department chairs often lead these discussions and are at the forefront of the enrollment question. The Teaching Division’s focus on this issue has spurred greater collaboration and conversation among them. These conversations have revealed that departments are employing exciting and innovative strategies to engage students and demonstrate the value of history. In some instances, in fact, enrollments in history courses are

on the rise (see one example at blog.historians.org/2017/05/yale-historys-major-comeback/). What we lack, however, is a better forum for showcasing the important work that departments are doing to boost enrollments. Some of this will be remedied by the previously mentioned roundtables at the 2018 annual meeting. We need, however, to reach a broader audience. The Teaching Division is going to work on highlighting the creative and innovative work that departments are doing to boost enrollments and recruit majors, perhaps through blog posts (on blog.historians.org) or a resources page (on historians.org). Our goal is to help

departments seeking guidance on increasing enrollments.

As ever, we have much to learn from each other. The robust social media platform and web resources that the AHA staff have created provide excellent forums for these exchanges. I welcome your input and suggestions as well. Please e-mail me at llehfeldt@gmail.com. 

Elizabeth A. Lehfeldt is vice president, Teaching Division, at the AHA.

AMANDA PERRY AND THOMAS PATTESON

THINKING LOCALLY

Washington, DC, Grad Students Shape the Future

Last year, the National History Center (NHC) adopted DC History Grad, an organization we founded three years ago in an effort to create a supportive community of history graduate students in the Washington, DC, area. DC History Grad aims to build relationships among the many active history departments here, creating a venue for grad students to socialize, strategize about survival, plan for what comes next, and work together to improve our collective experience. We operate on a simple principle: holding regular events will help graduate students in DC meet, learn, network, and support each other.

Even with discrete scholarly pursuits, all grad students share some common concerns. As graduate education changes in new and exciting ways, we can play active roles in shaping it for ourselves. Traditional graduate education in history must adapt to meet the new needs of PhD students who won't enter the academy. It also needs to provide training in new skills for all students, whether they enter academe or not. Because graduate history programs at research universities are largely designed to reproduce R1 faculty, they often discourage students (implicitly or explicitly) from seeking experience superficially tangential to tenure-track job applications. Even when faculty encourage students to explore many options, they may be

ill-equipped to facilitate these endeavors, having little to no experience outside the academy themselves. Change is slow. That's why groups like DC History Grad can provide the support, advice, and connections departments lack, serving as an important supplement to a formal program.

Members of DC History Grad actively shape their own education and professionalization. We've held skill-building workshops, from Zotero tutorials to strategies for writing for a broader audience, and we also host occasional happy hours, encouraging new and visiting students to get involved and meet their peers. This academic year, we are planning events to help us develop the "Five Skills" the AHA's Career Diversity initiative identified—skills often not taught in grad school but essential to succeed in the academy and beyond. (For more information on the Five Skills and Career Diversity for Historians, see historians.org/fiveskills.)

The uncertainty about postgraduate careers adds stress to the already challenging mental burden of grad school. As coursework grinds on and the workload expands, even supportive family and friends may not fully understand the unique demands that come with earning a degree. It's natural, then, to turn toward other graduate students for support. But depending on the size of your field, your department, or your place in the program, you might

lack a strong group of fellow grads in whom you can confide. Moreover, departmental cultures vary widely, and some grad students might not feel comfortable going to new colleagues with failures *or* successes.

While many historians have acknowledged mental health issues both in the academy and in the discipline, as grad students we can do more to build and sustain support networks, helping change the culture. Though we aren't mental health professionals, broader networks do provide a foundation for intellectual security, offering new scholars a forum to exchange ideas and frustrations outside their departments (which can sometimes be unhealthily competitive).

**DC History Grad
can provide
support, advice, and
connections, serving
as an important
supplement to a
formal program.**

A thriving intellectual community benefits students. Conversations with other grads beyond your department and field can be enlightening, leaving you with new ideas about how to

approach your research or address challenging questions. Given the methodological pluralism of history, different departments can emphasize radically different approaches; an intellectual community like DC History Grad helps expand conceptualizations of what “doing history” looks like. This intradisciplinary exposure can lead to collaboration, as grads conceive and develop new projects together. Practically, grads can swap advice for archival research or tips about how to manage all that data. The camaraderie an extended community provides can help us better understand and manage challenges we all face. By building relationships across universities, we hope to create an open and engaged forum, encouraging collaboration on research, writing, and more.

In the coming years, we hope to expand the group both physically and virtually (for example, we plan to create a digital forum on our website, dchistorygrad.wordpress.com). Gaining support from the NHC is essential; by providing an institutional home for DC History Grad, the NHC ensures that the program will endure over the long run, after the two of us have moved on. The NHC also helps DC History Grad to establish liaisons with programs like Career Diversity and the many scholarly centers in DC. We hope that university departments will encourage students to attend events and get involved, recognizing the benefits the organization can provide.

An intellectual community like ours helps expand conceptualizations of what “doing history” looks like.



Laurentius de Voltolina's depiction of a university class in Bologna, 1530s.
Wikimedia Commons

We began DC History Grad to confront difficult issues and help address them outside of the classroom and the department. We hope that ultimately the group enhances the local community of graduate students, reducing the isolation that comes with field specialization. We can be the best advocates for actively shaping our own experiences, taking a leading role in preparing ourselves for the world that awaits us after coursework (and, of course, finishing that dissertation). Relationships with fellow grads can be the most rewarding aspect of your experience. Beyond the outlet for sizing up the academic job market or dealing with rejection, these friendships can be lasting avenues for feedback on works in progress, grant applications, and, yes, commiseration over the course of your career. **P**

Amanda Perry is a PhD candidate at the Catholic University of America. Her dissertation examines the social world of British imperial diplomacy in the Middle

East after the First World War. She currently serves as assistant director for the National History Center. Thomas Patteson is a PhD candidate at the Catholic University of America. His dissertation examines German-speaking European and American intellectuals in the 20th century who explored human interaction with the increasingly complex modern world.

STEVE HOCHSTADT

RECKONING WITH COLONIAL HISTORY

A Berlin Museum Faces the Future

Berlin could be called the city of painful memory. The admirable willingness of the Germans to take public responsibility for the traumas they caused during the World War II era has resulted in a capital city dotted with memorials to victims of the Holocaust. They range from Gunter Demnig's *Stolpersteine* (stumbling stones), hand-sized brass plaques inserted into the cobblestone sidewalks in front of the houses of Holocaust victims, to Peter Eisenman's monumental *Denkmal für die ermordeten Juden Europas* (Memorial to the Murdered Jews of Europe), covering five acres a few steps from the Brandenburg Gate.

Taking responsibility for a nation's historical deeds is a process, and this includes memorialization. In Berlin, the concept of Holocaust victim has expanded gradually from Jews to other social groups with less international recognition and resources. The 2005 dedication of the *Denkmal* (itself the product of a lengthy public discussion and design competition) was followed by the Memorial to Homosexuals persecuted under Nazism in 2008, the Memorial to the Sinti and Roma Victims of National Socialism in 2012, and in 2014 the monument to the approximately 300,000 disabled victims of the Nazis at Tiergartenstrasse 4 (the site of the building from which the so-called euthanasia program was directed).

Within the context of this more comprehensive acceptance of national responsibility, it's not surprising that national museums reflect this sensibility. In keeping with global trends in exhibit design and curation, the Deutsches Historisches Museum's recent *German Colonialism: Fragments of Its History and Present* (*Deutscher Kolonialismus: Fragmente seiner Geschichte und Gegenwart*) sought a wide audience, but it also embodied a specific attitude toward the past. In Germany's most important historical museum, expanded acceptance of responsibility for past crimes has clearly affected the public presentation of history, assisted by more inclusive museum practices and evolving models of historical interpretation. This history has contemporary relevance: Namibia—the former German South West Africa—and the German government are negotiating over Namibia's demands that the Germans apologize for committing genocide in 1904 and pay compensation.

From the first panels—accessible in several languages, including German, French, English, and *leicht Sprache* (simplified German), as well as Braille and sign language—it was clear that the exhibit's creators wanted to cast an unflinching gaze into the darkest corners of German colonial practices. German colonialism lasted only about 30 years, from 1884, when the German Empire joined in the “scramble for Africa,” to the end of World War I, when

Germany's enemies seized its colonies. Germany controlled Cameroon (now mainly Republic of Cameroon), German South West Africa, Togo, and German East Africa (now Burundi, Rwanda, and part of Tanzania), as well as a few Pacific islands known as German New Guinea.

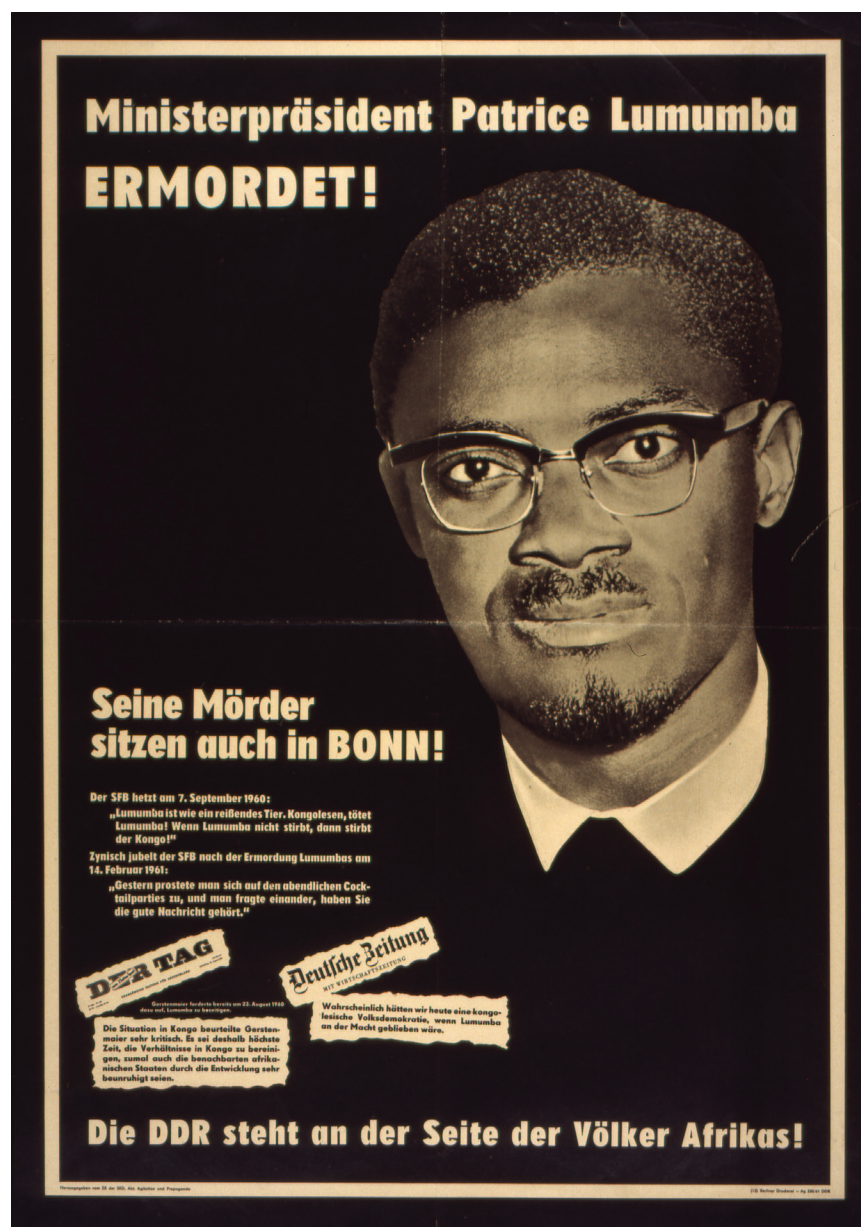
Integrating the story of colonialism into German memory and the German present required an effort to avoid adopting the attitudes of the colonizers.

As the exhibit text explained, *German Colonialism* offered an “alternative writing of history,” which reconsidered the role of colonialism in German memory and the German present, requiring an effort to avoid adopting the attitudes of the colonizers. Typically, of course, these are intrinsic to collections of objects brought back to Europe by imperial overlords. But in *German Colonialism*, a diorama presented a foreshortened colonial office, the floor scattered with objects. Museum exhibits usually transform such items into representative artifacts of native

cultures, but here they were colonial booty. As the text pronounced, “the colonizers were not interested in the history of the colonies” or their culture, except as exotic curiosities. The attempt to avoid reproducing the “colonial discourse” based on unequal and unjust power relationships extended to a quotation from Holocaust survivor Victor Klemperer: “Words can be like arsenic. They are swallowed unintentionally and seem to have no effect, but after some time the poisonous effect is there.”

Links between German colonialism and the Holocaust were unavoidable. The Herero and Nama peoples’ resistance to German conquest in South West Africa led to the 20th century’s first genocide, which the exhibit acknowledged by using the loaded word *Völkermord*. In fact, project director Dr. Arnulf Scriba told me that a German Foreign Office spokesman first employed that word in an official context only after it became known that the exhibit would apply the term. Although many people wrote letters expressing what Scriba called “colonial nostalgia” by arguing that German colonial history couldn’t include genocide, Scriba and his collaborators moved forward. The final exhibit also explicitly treated the so-called Maji Maji War, a rebellion in German East Africa in which about 180,000 Africans, but only 15 Germans, died. These official decisions encouraged the Namibian government to demand an apology and reparations, and could lead to other such demands in the future.

The brutality of German colonialism was a repeated theme of the exhibit. Phrases like “exploitative work relationships,” “racist ideology,” and “violent foreign domination” described everyday life in the colonies. And perhaps most to the point: “Colonial domination, as a foreign domination legitimated by racism, was characterized by



The exhibition *German Colonialism* contextualized the 1961 assassination of Patrice Lumumba. This poster was published by the government of East Germany. » Courtesy Deutsches Historisches Museum

a high level of violence.” If Germans were willing to enslave, brutalize, rob, and murder Africans to exploit their labor and resources, then resistance, including armed resistance, was justified. The exhibit extended this interpretation to the legacies of colonialism present many years after the Germans left Africa. Text and posters characterized the struggle of the South

West African Peoples Organization (SWAPO) against the Union of South Africa as a war of liberation for political self-determination. The struggle of SWAPO is situated together with the 1961 assassination of Patrice Lumumba, the first democratically elected prime minister of Congo, as causes of the anti-imperialist movements in both Germanys in the 1960s and 1970s.

German Colonialism was refreshingly frank in its analysis of racism, especially in the simple but strongly worded formulations in easy German. “Racism still exists today among Germans”; “It is important to know about colonialism, since one can then fight against racism”; “Germans stole many things from the colonies.” *Völkermord* was defined: “Germans wanted to kill all people in a group. Men, women and children.” Given the politically charged debates in the United States about how to publicly present the history of white relations with African Americans and Native Americans, the exhibit’s candor about racism could serve as an example to other program organizers.

Visitors’ written comments were mostly laudatory. Referring to the apparent rise of racial intolerance in the Atlantic world, one museum-goer wrote, “Especially in a time of AfD/Trump and Co., an important exhibit.” (The

Phrases like “racist ideology” and “violent foreign domination” described everyday life in Germany’s African colonies.

AfD, or Alternative für Deutschland, is a right-wing populist party promoting hard measures against immigrants and refugees.) The negative comments almost all complain that the exhibit does not go far enough in its critical stance toward colonialism. The historical perspective of the exhibit’s creators thus fit into the social context of Berlin’s museum-going public.

German Colonialism was an exceptional historical exhibit, but its inclusiveness, frankness, and reach into more modern

times represented a broader evolution in Berlin’s sites of memory. Traditional museum practices and perspectives change slowly. The inclusive innovations by the Deutsches Historisches Museum are costly, and thoughtful confrontation with the past can be painful. Dr. Scriba did not hope to change the world with this exhibit but, like Gunter Demnig, only to lay a stone on the path to historical illumination. **P**

Steve Hochstadt taught modern European history at Bates College and Illinois College from 1979 to 2016. His research has focused on migration in Germany and on the Holocaust. His books include Mobility and Modernity: Migration in Germany 1820–1989 (1999), which won the Allan Sharlin Prize of the Social Science History Association; Sources of the Holocaust (2004), a widely used documents collection; and Exodus to Shanghai: Stories of Escape from the Third Reich (2012), based on oral histories.

The Department of History at the University of North Carolina - Chapel Hill proudly announces its **new PhD program in African history**.

Applications for the first cohort of African history PhD students will be accepted
beginning in fall 2017 for admission in fall 2018.

Program features:

- Dynamic, attentive faculty in African history and related fields
- Outstanding opportunities for comparative study
- Extensive additional resources through UNC’s Title VI African Studies Center

Core faculty:

- Lisa A. Lindsay—Nigeria, Atlantic world
- Emily Burrill — Mali, women and gender
- Lauren Jarvis — South Africa, religion

PhD students in African history will join a dynamic, successful graduate program notable for the diversity of its subject fields, theoretical approaches, and thematic areas of historical investigation, as well as its vibrant sense of community.
For more information, see [http:// history.unc.edu/graduate-program/](http://history.unc.edu/graduate-program/)



Introducing Interfolio's Dossier

The hub for historians to manage their academic job search.

- ✓ Create a free Dossier for life with all your academic materials
- ✓ Prepare collections for faculty jobs, grants, and fellowships
- ✓ Request, receive, and send reusable confidential letters
- ✓ Search for your next academic opportunity
- ✓ Apply for free to Interfolio-hosted positions
- ✓ Access Interfolio support, Monday - Friday
- ✓ Send 50 deliveries for one flat fee

As an AHA member, you receive a 10% discount on the \$48 annual individual subscription. Department chairs can provide subscriptions for all their graduate students at a discount, as well.

Visit historians.org/MyAHA to receive your 10% off member benefit.

www.interfolio.com



ANDREW M. KOKE

VIRTUAL REALITY AND THE CLASSROOM

How Historians Can Respond

Google's VR platform
Cardboard, introduced
in 2014.

*Othree/Wikimedia
Commons/CC BY 2.0*



STUDENTS AROUND THE WORLD have sought to learn about World War I on its centennial, but it's often hard to convey the enormity of the event. The UK, for example, can provide funding for only two students from each school to travel to France to see the Thiepval Memorial to the Missing of the Somme. But British history classes recently found that touring the memorial and surrounding lands using immersive virtual reality (VR) technology helped students understand how vast the carnage of that 1916 battle was. Entire classrooms now strap on VR devices and observe infantrymen moving across fields. Students travel through trenches, traverse the scarred land, and watch historical footage while listening to historian Peter Barton contextualize the experience in his rich baritone. The tour complements a traditional curriculum to provide a fuller understanding of the material. Does it replace a visit to the battlefield? No. But since most students do not have access to the site, this experience can have a significant impact on learning, engaging students' curiosity.¹

VR clearly has great potential for the teaching of history, and the technology is advancing rapidly. It began a golden age in 2016: head-mounted displays became affordable, and corporations directed billions toward VR development. Amazon is hiring VR experts to change the way we shop online; researchers have suggested that VR storytelling alters how juries vote; VR journalism is winning film festivals; and doctors have discovered that VR helps with dementia. Also in 2016, Google unveiled Expeditions, a VR experience for elementary and junior high classrooms. Expeditions allows teachers to take their students on virtual trips to the Great Barrier Reef, the Great Wall of China, the International Space Station, the human respiratory system, and other remarkable places. Using a small viewing device, students connect a cell phone to their teacher's guiding computer and experience a series of 360-degree photographs in high resolution. They look up, down, and around, marveling at the experience. And teachers overwhelmingly report that their students become immersed in the subject matter, driven to learn more.²

It is only a matter of time until VR history becomes even better, changing from static images to even more compelling interactive video and locations. In December 2016, I finished filming *The American Revolution*, a high school history course that permits such interactivity. Working with a new VR education curriculum company, I delivered a series of 40 mini-lecture modules captured in high definition, 360-degree video. These eight-minute lectures were shot in front of a green screen, which will allow the producer to place me

anywhere: in Boston Harbor as colonists throw tea off ships, in Independence Hall, on the deck of a British ship of the line—or in a traditional lecture hall.

Just as historians need a strong voice in textbook creation, we will also need to push to influence VR production.

Not only will students learn in exotic locales, they will also experience something new. When my lecture comes to the Boston Massacre, for example, they can look around and see themselves in 18th-century Boston, on King Street, in front of the Old State House, with a crowd of Bostonians on one side and British regulars on the other. At Concord, students will be at the bridge and, if they want, can try to load an 18th-century musket and fire it, playing a mini-game that will test their nerves and help them realize how profoundly brave the Continental Militia was.

The decisions involved in the design and building of this high school course may foreshadow changes coming to higher education, especially the history classroom. Having worked on a VR course, I've reflected on its potential for history education as well as its possible pitfalls.

First, I can understand the criticism that VR courses will largely be edutainment. My course, for example, will include at least two games: the bridge-and-musket game and another set in Independence Hall, where students will work through a hidden-object puzzle game with the Declaration of Independence. These games are optional experiences designed to encourage students to think about how it felt to be in battle in that time and to evaluate the importance of a document. They are entertaining, but they are also supplemental; the course still focuses firmly on history education. *The American Revolution* is perhaps the first VR high school history course, without any competition from other publishers or curriculum companies. Increasing emphasis on entertainment seems inevitable as more publishers get into the act, pushing to increase the entertainment value of courses in order to attract more customers. So just as historians need a strong voice in textbook creation, we will also need to influence VR production. This might be difficult, for while we are known to be writers and can have a direct hand in textbook creation, I suspect that few of us are 3-D digital artists.

A second pressing issue, related to the question of edutainment, is veracity and being as faithful to the past as possible. Movies, novels, reenactments, games, and other forms of popular culture related to history tend to value entertainment over historical accuracy. My course contains VR portions that include entertainment, and my role was to act as a consultant, providing expertise to rein in some of the designers' more fanciful notions. With no 3-D art experience or affinity, I could not create the experience myself, but I advised by providing images and ideas, based on my own research. In the mini-game at Concord, Old North Bridge is based on a 3-D artist's interpretation of sketches and paintings of the battle, all made well after the fact. The experience is therefore many steps removed from what things really may have looked like to a participant, but it certainly feels real. In VR, with your eyes and ears fooled, it feels like you are there.

We train our students to suspend their credulity when it comes to sources, to be skeptical. But VR feels real to them.

This raises a third issue with the course: experiencing is believing. This technology is transportive and engrossing. Even when looking for the mistakes, I forget that I am really in my living room: my eyes and ears are completely fooled. And fuller immersion is coming, with companies today working on VR haptics (devices that let you touch and manipulate virtual objects). One of the things we strive to teach our students is that history is never simply what happened; rather, history is what people say happened, which can be an entirely different thing. We train our students to suspend their credulity when it comes to sources, to be skeptical. VR makes this more complex, because VR feels real. It is called virtual *reality* appropriately, and feeling that something is real makes it believable and seem true. But in most VR applications, students will not experience what happened but rather what an artist imagines happened. We might need to reinvent critical thinking with our students so that even when an experience feels real, they continue to be skeptical. A new type of digital literacy is emerging with VR.

Finally, our students will likely come to expect such historical experiences. Some of today's grade school students are engaging with VR now in their classrooms. How much more will they expect by the time they are in college? This situation becomes more complex when we think about literacy.

Without going into too much social theory, our students are coming to us with a dearth of significant reading expertise, patience, and attention. The digital platform, useful in many regards, stunts literacy by favoring shortened, pithy reading over deeper, substantial reading, and it certainly favors watching video over reading of any kind. The historical imagination, formerly stimulated by careful reading and the occasional film, may find its greatest muse in coming years in the virtual experiences of the student. Why read about ancient Rome when you could virtually walk the city in Bernard Frischer's Rome Reborn project?³

The virtual reality genie is out of the bottle—and what a genie it is, able to make some wishes come true. From my experience with VR content creation, I see the technology being quite transformative when it comes to education, permitting greater access to the humanity of the past and giving a sense of what things might have been like. But I also think historians have a responsibility to be involved in the creation of such content, because it is certainly among the most persuasive storytelling mediums I have experienced. We care deeply about how the past is interpreted, and we have expertise to lend to these ventures. We can learn more about how VR experiences are created and what they might mean for teaching, for students will turn to us to help them make sense of it all. **P**

Andrew M. Koke received his PhD in American and Atlantic history in 2013. He is on the faculty at Indiana University Bloomington.

NOTES

1. To see the one-minute introduction of the VR Somme experience, go to <https://www.youtube.com/watch?v=ryqxtzjflNs>.
2. One compelling report with attached video is provided by Bill Ferriter, "Tool Review: #GoogleExpeditions Virtual Reality App," March 9, 2016, <http://www.teachingquality.org/content/blogs/bill-ferriter/tool-review-googleexpeditions-virtual-reality-app>.
3. Bernard Frischer, "Rome Reborn VR," June 16, 2016, <https://www.youtube.com/watch?v=Jlj9i8sJ9tE>.

ROBERT B. TOWNSEND

HISTORIANS AND THE TECHNOLOGIES OF RESEARCH



Age generally wasn't a factor in historians' use of technology.
dschap/Pixabay

AS LARA PUTNAM OBSERVED IN the *American Historical Review* last year, historians over age 40 have experienced a revolution in the way they do their work, thanks to the introduction of seemingly mundane digital tools (including online search tools and bibliographies as well as digital cameras).¹ While research and writing practices have changed, Putnam notes that only a small portion of the professoriate is using digital tools to open up new areas and new forms of research. A recent survey of history department faculty backs up those assertions: even as historians seek and assemble their information in new ways, their work is still largely limited to traditional documentary evidence.

The survey was sent to a sample of historians listed in the AHA's *Directory of History Departments* in fall 2015; 1,266 historians responded. The responses represent a cross-section of faculty (cutting across all generations, ranks, and specializations) at four-year institutions. To track changes in the use of particular technologies for research and teaching, the survey largely replicated a set of questions sent to historians in 2010, providing two data points five years apart.²

The Technologies of History Research

In keeping with Putnam's observations, some tools are nearly ubiquitous—almost all historians use library-supported databases, online archives, and digital cameras (fig. 1). The increase after 2010 was largely due to a modest generational shift: almost every historian under age 56 reported using these tools.

But these were the only three categories in which more than 80 percent of surveyed historians reported that they used particular tools for research. Beyond these, there was a sharp drop-off in the adoption of other software and tools. Half of the respondents who had engaged in active research were using spreadsheet software, but fewer than 40 percent of historians reported using the other tool types surveyed, including citation software, databases, and image-editing software.

EDITOR'S NOTE

This article is the first of a two-part series analyzing historians' use of digital technologies in their research. As digital tools proliferate in our discipline, it's important to gauge which of them we use and why, what kind of support we receive from our institutions to do so, and what sorts of tools might most benefit historical research in coming years. The second article in the series will explore attitudes toward various forms of publication.

While the survey did not ask about the benefits of using particular software or tools, some respondents were voluble about the matter. One observed, "What I'm using now works quite well for my current needs, and I continue to learn new tricks with current software."

A small portion of the respondents indicated that they used a more advanced digital tool, such as text-mining software, geographical information systems, computer-aided design, or statistical analysis software. In all, less than one in five reported using one of these types of software, and in almost all cases, they were using just one of the tool types offered. As a handful of respondents observed, their "use of software is problem-driven," which seemed to reflect a key criterion for tool adoption more generally, even among those expressing reluctance about learning and using new technologies. The vast majority of historians adopt digital tools when they find that there is no other way to resolve an issue in their research.

The survey responses provided
some evidence for a lack of
institutional support for acquiring
digital tools.

Conventional wisdom tends to highlight two problems about the use of digital tools—a lack of institutional support for acquiring new tools and providing training in their use, and more senior historians' reluctance to adopt them.³ The survey responses provided some evidence for the former but very little for the latter. When viewed by institution, almost a third of the faculty at elite private colleges and universities were using at least one type of advanced tool, as compared to less than 20 percent of the faculty at other types of institutions. In other words, the lack of institutional resources has a more significant impact on the adoption of advanced digital tools than does a "Luddite" tendency in the professoriate. (Faculty at two-year institutions were not included in the survey due to low representation in the AHA's *Directory of History Departments*.)

While the institutional differences were clear, the differences among the age cohorts were relatively narrow: around 20 percent in each cohort from age 36 to 75 were using one or more advanced digital tools. The exception was among the youngest cohort, aged 26 to 35, where 23 percent of the respondents were using an advanced software tool. This cohort also tended to use a larger than average number of these digital tools.

Between the 2010 and 2015 surveys, there was also a small but significant increase in the shares of faculty in each age cohort who were using one of the more advanced software tools. In the 2010 survey, 13 percent of the respondents were using at least one of the advanced tools, with the older faculty more likely than their younger counterparts to use them. While the younger cohorts are now more likely to use the tools, faculty members in the older cohorts were also more likely to be using the tools than their counterparts five years earlier.

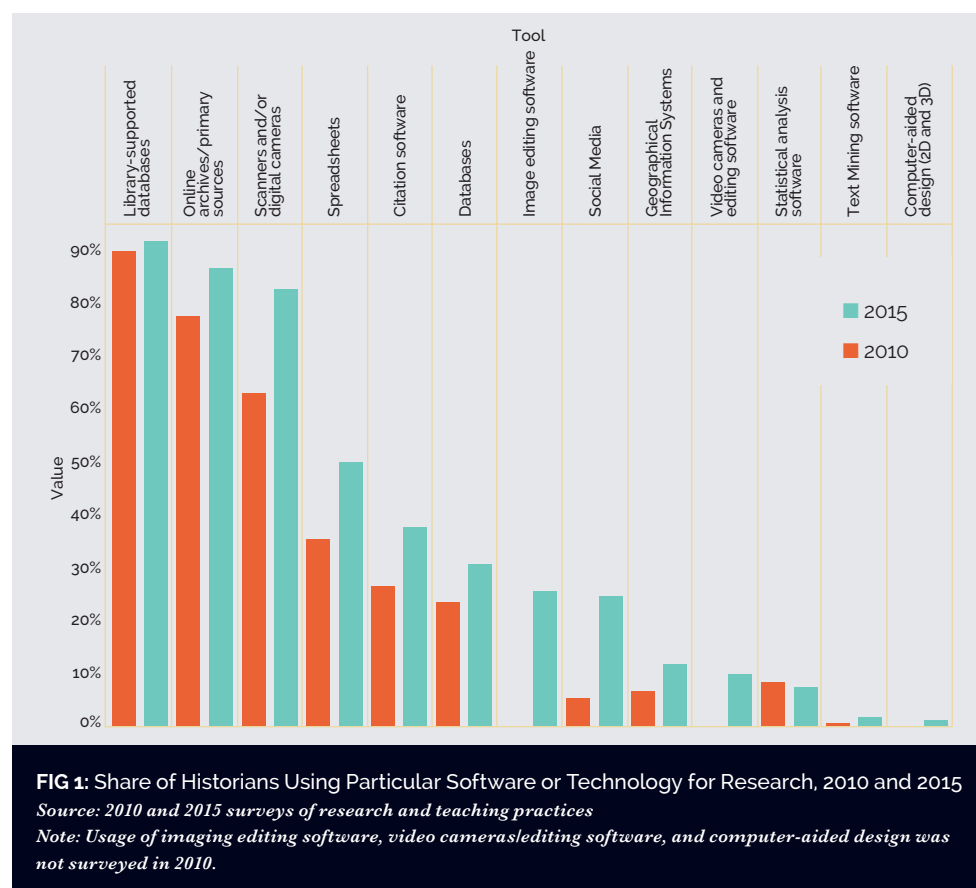
There was only one tool—statistical analysis software—that older historians (age 56 and above) were more likely to use than their younger colleagues, by a difference of 12 percent to 5 percent. However, 58 percent of young and middle-aged historians reported using spreadsheet software, as compared to 40 percent of their older colleagues.

Impediments to Tool Adoption

Despite the range of tools being used in the discipline, only a few historians said they quickly adopted new software and other digital tools into their research. Almost half reported that they integrate such tools into their work only “after it has been tried by others for a time,” and nearly a quarter responded that they adopt such tools either “only when required” or “never.” Only 16 percent said they adopted such tools either “as soon as it becomes available” or “after reading a review.”

Given the range of tools on the survey, this is a rather crude measure, as respondents might offer different responses for

One survey respondent observed, “Even as a relatively young scholar, I find new technologies to be intimidating.”



software or tools they value. But the overall response indicates high levels of caution. On this measure there was relatively little difference between the age cohorts among historians.

The primary barrier to the adoption of technology tools appeared to be competing demands on time. Almost 60 percent cited lack of time to learn new programs and new technologies as the primary reason for slow adoption. Slightly more than a third blamed a perceived lack of utility to their research as a reason for slowly adopting new software. As one respondent observed, “I generally like the way that I do things and don’t want to potentially invest a lot of time learning something that isn’t as good as what I currently do.”

Despite the increase in the shares of faculty using advanced software tools noted above, the percentage of historians who indicated they were generally resistant to new technologies (and declared they would never adopt them or do so only when required) was higher in 2015 than in 2010—even among historians under the age of 55, where the share rose from 15 percent to 22 percent. One of the early career respondents observed, “Even as a relatively young scholar, I find new technologies to be intimidating.”

Continued on 54

SUSAN L. COLLINS

DATA MANAGEMENT PLANS FOR HISTORIANS

How to Document and Protect Your Research

To safeguard research materials, consider all forms of storage.

*Rob Pongsajapan/Flickr/
CC BY 2.0*



SEVERAL NATIONAL GRANT-FUNDING agencies currently require applicants to submit data management plans (DMPs) in their applications. These plans ensure that researchers are prepared to preserve and share federally funded data and research. So to help researchers with this portion of their grant applications, many academic librarians are being trained in data management planning. As I go through the training process and learn more about DMPs, I see elements of these plans that can be of help to anyone in the research process. While DMPs for historians may not strictly include numerical data, the principles are still of use for anyone managing large amounts of information. Proper information management ensures research integrity and reproducibility; it also increases research efficiency, saving time and effort in the long run. I have, therefore, started talking to incoming history graduate students about data management planning.

Documentation

First, document your work. In the sciences, this might be addressed by the lab notebook. For historians, much of this translates into the familiar research log. Research logs keep track of what you plan to do and what was done. But perhaps do even more. Define what the project is about and the resources (databases, archives, books, etc.) you plan to consult and when you plan to consult them. Map out your research strategies. Are you using sensitive records or human subjects in your research? You may need to go before an institutional review board and/or undertake special training. Be prepared to cite your material correctly, completely, and accurately from the beginning, perhaps using a citation management tool like Mendeley or Zotero. Decide what citation method you will use before you start your project so there is no need to spend time shifting from one method to another midstream.

After using an archive, note the name and contact information of the archivist, what record group you consulted, when, what folders you used, and any other information you might need to cite your work. Indicate whether you took notes on paper or on your computer, and where those notes are stored. If you have made reproductions, indicate whether they are images, PDFs, photocopies, or another format, and where you have stored them. The archive itself may limit the way in which you take notes and make copies.

When using databases, note the date you searched the database and, most importantly, the search strategy used. An easy way to do this is to take screen shots of the search screen with your search term typed in. Simply copy and paste into a text document. Free software such as Jing (Jing.com) makes

this easy. If you are using data, use metadata to describe the dataset, based on standards for your particular subject area. Speaking of software, it is best if all this information is stored on proprietary free software. That makes the information accessible to anyone in the future.

File Naming Conventions

Next, consider file naming conventions. How will you name your files so that they make sense to you (or anyone else) in 3, 5, 10 years? Even if you are now writing your dissertation, some of the materials you collect might be useful for another project in a few years. Perhaps you will be challenged on some of your source material. It might be best, therefore, that files are saved not as Chapter2.txt or version3.txt but using a more meaningful and descriptive file name. Best practices for file naming include using underscores instead of spaces, avoiding special characters, using at most 25 characters, and including a date. It would be helpful to include your file naming conventions in your research log. If you are using data, use the file naming conventions within your discipline. For example, the Data Documentation Initiative (DDI) works to create standards for describing social science data.

How will you name your files so that they make sense to you (or anyone else) in 3, 5, 10 years?

Security and Backup

Security and backup are essential and basic, but when I mention these to students, I often get doleful looks. You want your files (paper or electronic) to be physically secure. Limit access to the room or computer they are on. If you are working with confidential files, keep confidential information off the Internet by using computers not connected to it. Let only trusted individuals troubleshoot computer problems. Keep virus protection up to date, and don't send confidential information via e-mail. If you must send confidential information, use encryption.

As for backups, use the rule of three: three copies of your work, be it data, text, images, or another format. Do you really want to be on the last draft of your dissertation and have your computer or briefcase stolen, or your flash drive go through the wash or be lost, and have no backup? Have at least two physical backups—external hard drives, a flash

drive, a personal or work hard drive, a university or departmental server. Then store a version in a cloud. Many universities offer some form of cloud storage. If you work solely with paper notes or note cards, consider photocopying or scanning them and keeping the copies in a different physical place from where you usually work. Paper backups can be stored in the freezer. Heat resistant to some degree (though the door can open if it falls through a floor), freezers are, however, not burglar proof.

No longer asking, "Did I search that database with these terms?" or worrying about losing a flash drive can save time and relieve stress.

Preservation and Publication

Finally, there is preservation and publication. After the project is completed, where and how will you keep your notes and files, and for how long? Data can be stored on the many discipline-oriented data repositories; perhaps your university has a data archives. Otherwise, cloud storage may be a viable solution. Decisions should be noted in your research

log. Many universities offer institutional repositories for storing completed and/or published work. These repositories are usually indexed by Google and other search engines so your work is discoverable. Negotiating with a publisher for the rights to post pre-publication or post-publication copies of your work is important for any scholar, but especially the independent one. Consider adding your work to other repositories, such as ResearchGate or ORCID, for increased discoverability. An ORCID record will also provide you with a unique identifier, important if you have not been consistent with your name on works or if you plan to apply for grants.

None of these ideas is unique, but together they present a cohesive, documented plan for research of any type. Being methodical in your work habits is as important as the work itself. No longer asking, "Did I search that database with these terms?" or worrying about losing a flash drive with the sole copy of your work can save time and relieve stress. Documenting your work well can reduce any charges of research impropriety. Data management planning should be an essential part of any research process, and one that I encourage historians at all levels to adopt. **P**

Susan L. Collins is a senior librarian with responsibilities to the Department of History at Carnegie Mellon University.



Protecting documents and notes should be a priority for historians.
Depositphotos

CHRIS MYERS ASCH AND GEORGE DEREK MUSGROVE

BEYOND THE MONUMENTS

Race and American Democracy in the Nation's Capital

From schoolchildren to historians, visitors to Washington, DC, are drawn to the Capitol, the Lincoln Memorial, and other marble monuments to American freedom. These shining symbols of our democracy reflect our nation as we aspire for it to be. But they tell us little about who we are, to say nothing of the city in which they are located. Venturing beyond Washington's monumental core to explore DC and its neighborhoods, you'll see that no city better captures the ongoing tensions between America's expansive democratic hopes and its enduring racial realities. We've arranged four "stops" in an imagined itinerary to tell the city's story through space and time. This is not a walking tour as such, but a visit to any of these areas will help you understand the city and its struggles for racial justice and democracy.

Stop 1: Old Town Alexandria (c. 1800–62)

Today, Alexandria is in Virginia, but in 1800 it was part of the original 10-mile square that became the seat of the federal government. In the 1820s and 30s, Alexandria was home to several slave-trading firms, including Franklin & Armfield, the nation's largest and most profitable. Its three-story office stood at 1315 Duke Street and served as the nerve center of a massive operation that sold more than 1,000 enslaved people annually.

Early Washington benefited immensely from slavery and the slave trade. Enslaved people worked on every major public construction project, they waited on the men who ran the

nation, and they were bought and sold within sight of the Capitol. Even as slavery itself waned in Washington—by 1830 free black people were a majority of the city's black population—the nation's capital became America's largest slave-trading city.

Abolitionists made Washington their top priority. The nation's capital, they argued, should not be tainted by the sin



of slavery, and they deluged congressional mailrooms with thousands of petitions calling for an end to the slave trade in DC—Congress, not the local government, retained ultimate control over the city. As abolitionists gained strength, white Alexandrians engineered an 1846 vote for retrocession, whereby the area west of the Potomac was ceded back to Virginia, taking nearly a third of the District's land mass. When abolitionists won a ban on the slave trade in DC as part of the Compromise of 1850, the city's slave dealers simply crossed the Potomac and continued their business in Alexandria. Slavery itself remained alive in the truncated District until April 16, 1862, when Washington's enslaved people became the first in the nation to be legally emancipated.

Stop 2: LeDroit Park (c. 1865–1941)

Across the Potomac, north from downtown Washington, and across Florida Avenue (formerly Boundary Street) is the neighborhood of LeDroit Park, with Gothic-inspired cottages and elegant Italianate villas sitting back from narrow roads.

When abolitionists won a ban on the slave trade in DC as part of the Compromise of 1850, the city's slave dealers simply crossed the Potomac to Alexandria.

Now enveloped by the city, LeDroit Park was Washington's first post-Civil War residential suburb. The segregated enclave was at the forefront of massive demographic and spatial changes that reordered DC's racial geography in the late 19th and early 20th centuries. Because all city residents, black and white, had been disenfranchised in 1874, following a brief flowering of interracial democracy during Reconstruction, real estate developers, urban planners, and congressional leaders could act without local democratic accountability. The city became a "national show town" featuring a monumental core of federal buildings surrounded by neighborhoods increasingly segregated by race and class.

But the imposition of a new segregated order was never static or uncontested. By the mid-1890s, black residents began to trickle into LeDroit Park and white owners began

to trickle out; by World War I, the neighborhood was almost exclusively black. LeDroit Park became home to the city's best-known black leaders, including educator Anna Julia Cooper, poet Paul Laurence Dunbar, and activist Mary Church Terrell, whose crumbling home at 326 T Street NW is a National Historic Landmark but cries out for restoration.

Washington at the turn of the 20th century remained a magnet for black migration from the rural South. The city boasted the nation's largest black community (nearly 87,000 people, almost a third of the city's population) and offered relatively more opportunities for education and economic advancement than the rest of the South. Home to a small but influential black elite, a thriving black middle class, and strong black public schools, DC embodied the hopes of black America. Local NAACP leader Neval Thomas wrote, "The white man keeps the full weight of his superior numbers, oppressive spirit, and unjust monopoly of political power, hard pressed against this suffering, yet beautiful little world of striving, but we grow to fuller stature in spite of it all."

Stop 3: Southwest (c. 1874–1960)

Successful strivers have commanded historians' attention, but three-quarters of black Washingtonians were working people: domestics and hod carriers, janitors and nannies. Many lived in Southwest Washington. Dubbed "The Island" in the mid-19th century, Southwest historically has been isolated physically and culturally from the rest of the city, separated first by the infamous City Canal, then by a set of unsightly railroad tracks, and today by a confusing network of highways and exit ramps.

Southwest was the home of Perry Carson, a hulking former saloon keeper whose black working-class coalition dominated local Republican patronage politics and infuriated DC elites, black and white, in the decades after disenfranchisement.

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 call it)!

Home to 23,000 residents, Southwest remained a vibrant working-class community into the mid-20th century. Urban planners and city boosters, however, saw only “blight.” Working directly with unelected city commissioners and local business leaders, they made Southwest ground zero in a national movement for “urban renewal.”

Beginning in 1954, federal officials bulldozed all of Southwest between Interstate 395 and the waterfront, displacing essentially all the previous residents. Award-winning apartment complexes, such as Charles Goodman’s futuristic River Park development along 4th between N and O

Today the corner of 14th and U Streets is nearly unrecognizable to those who knew it a generation earlier.

Streets, rose atop the rubble of working-class row houses. The area’s demographics flipped. In 1950, Southwest had been 70 percent black and predominantly poor; by 1970 it was nearly 70 percent white and mostly middle-class. Ezekiah Cunningham, the 84-year-old owner of a small grocery store in Southwest since 1907, summed up urban renewal’s effects: “Well, it seems like they’re handin’ out a passel o’ joy and a passel o’ sorrow.”

Stop 4: 14th and U Streets NW (c. 1960–present)

Urban renewal helped catalyze an era of grassroots activism in the 1960s and 1970s. Much of this activism percolated around the intersection of 14th and U Streets NW, the bustling transit hub of a black commercial district that offered blocks of restaurants, theaters, and clubs that catered to black customers. In the 1960s, the area was home to organizations such as the Student Nonviolent Coordinating Committee, the Southern Christian Leadership Conference (SCLC), and Pride, Inc.

Increasingly impatient with the slow pace of liberal reform, many black DC residents raged against local authorities and the segregationists who oversaw the city in Congress. *Washington Post* reporter Ben Gilbert recalled that in 1967, “street disorders requiring police action became regular, almost weekly, occurrences.” The most destructive of these conflicts erupted in April 1968, after the assassination of Martin Luther King Jr. The riot, which began at this intersection,

claimed 12 lives, reduced the city’s black commercial districts to rubble, and required more than 13,000 federal troops to restore order.

White business owners and some middle-class African Americans fled, but a rich assortment of civil rights and Black Power organizations remained, joined by predominantly white New Left activists. They waged pitched battles against exploitative landlords, brutal cops, freeways, rats, and racism. And in 1973, they helped secure for the city the local self-government it had lacked since the end of Reconstruction.

Today the corner of 14th and U Streets is nearly unrecognizable to those who knew it during the heady, hopeful days of a generation earlier, when funk impresario George Clinton dubbed Washington the country’s preeminent “Chocolate City.” After two decades of gentrification, the area boasts high-end condos, upscale businesses, and a robust “foodie” scene. The old SCLC office on the northeast corner of the popular intersection is now occupied by a “boutique steakhouse” offering a \$52 rib eye and \$13 signature cocktails.

Like the rest of DC, the neighborhood is becoming younger, whiter, and wealthier. More than 70 percent black in the 1970s, Washington no longer has a black majority, and it faces gargantuan and growing racial disparities in wealth and employment—an Urban Institute study found that in 2014 white wealth in DC was 81 times greater than black wealth. Astronomical real estate values make it increasingly difficult for low-income residents to remain in the city.

These changes have rekindled questions of race, power, and accountability that have marked Washington since its inception. As you make your plans for January, we hope you will find time to visit the city beyond the monuments to explore how Washingtonians have grappled with the dilemma that is American democracy. **P**

Chris Myers Asch and George Derek Musgrove are the authors of Chocolate City: A History of Race and Democracy in the Nation’s Capital, due out from the University of North Carolina Press on November 6.

Call for Proposals for the 133rd Annual Meeting of the American Historical Association

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

All historians are welcome and encouraged to submit proposals. The AHA also invites historically focused proposals from colleagues in related disciplines and from AHA affiliated societies. The Program Committee will consider all proposals that advance the study, teaching, and public presentation of history.

The Association seeks submissions on the histories of all places, periods, people, and topics; on the uses of diverse sources and methods, including digital history; and on theory and the uses of history itself in a wide variety of venues.

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

Session Proposals

Sessions last for 90 minutes. Most sessions will be limited to four speakers plus a chair. The Program Committee will accept proposals for complete sessions only. We encourage organizers to build panels that bring together diverse perspectives.

Poster Proposals

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

The Program Committee welcomes proposals from all historians, whatever their institutional affiliation or status, and historians working outside the United States. With the exception of foreign scholars and those from other disciplines, all persons appearing on the program must be members of the AHA, although membership is *not* required to submit a proposal. All participants must register for the meeting when registration opens. The Association aspires to represent the full diversity of its membership at the annual meeting.

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

Electronic submission only, by midnight PST on February 15, 2018.

Questions?

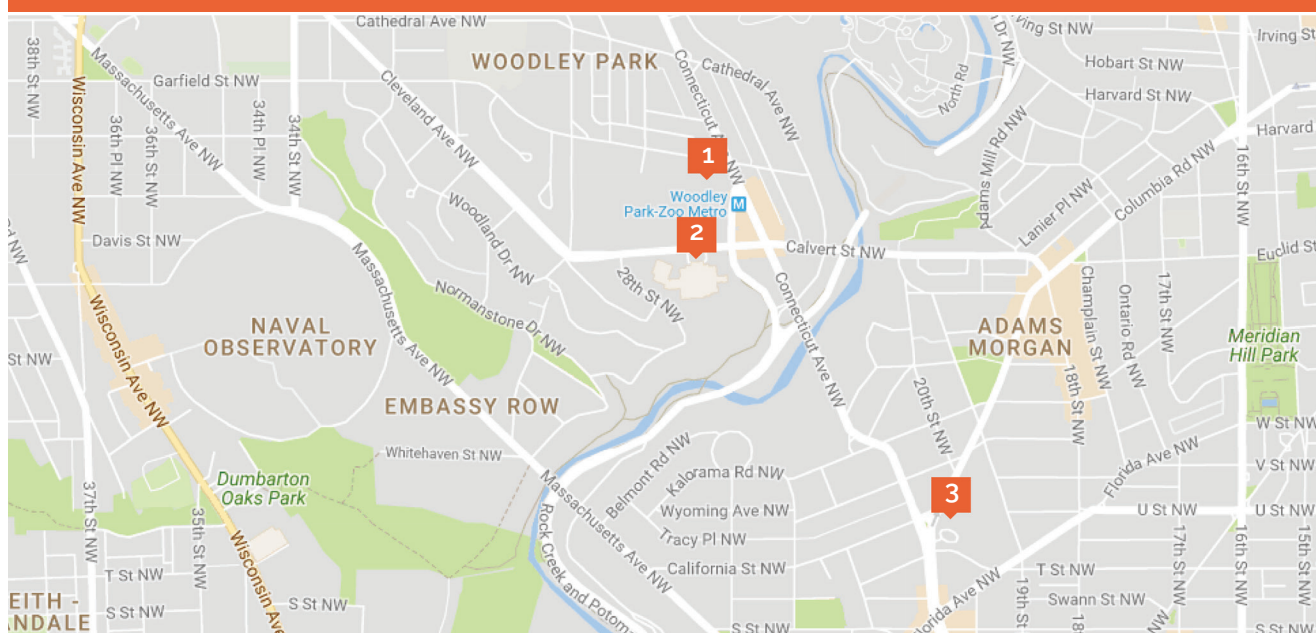
- Please review the annual meeting guidelines and more information at historians.org/annual-meeting/submit-a-proposal before applying.
- Send questions about policies, modes of presentation, and the electronic submission process to annualmeeting@historians.org.
- Questions about the content of proposals should be directed to Program Committee chair Claire Bond Potter (potter@newschool.edu) and co-chair Brian W. Ogilvie (ogilvie@history.umass.edu).

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

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.

Meeting Registration

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

	Member		Non-Member	
	PREREGISTRATION	AFTER DEC. 15	PREREGISTRATION	AFTER DEC. 15
Attendee	\$170	\$201	\$246	\$277
Speaker	\$170	\$201	\$170	\$201
Student	\$80	\$94	\$122	\$136
Unemployed/Underemployed	\$72	\$86	\$120	\$134
Retired	\$83	\$98	\$142	\$157
K–12 Teacher	\$40	\$45	\$45	\$50
Bring your Graduate/ Undergraduate/K–12 student discount	For members only. Member rate plus \$10 per student (\$20 onsite). Bring as many high school, undergraduate, and pre-candidacy graduate students as you want for only \$10 each!			

Advance registration must be completed by midnight EST on December 15, 2017. Thereafter, onsite rates will apply.

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

Special note for speakers: All US-based historians presenting on AHA sessions must be AHA members, and all participants must register.

"LOYALTIES"

The Theme of the 133rd Annual Meeting

Loyalty and disloyalty are forms of human attachment often associated with the history of politics. Yet loyalties function on multiple levels. Individually, or in groups, humans commit themselves to communities, loved ones, principles, a leader, a nation, a religion, an ideology, or an identity. Loyalties stabilize human society, undergird political and social hierarchies, promote courage and cowardice, disguise ethical lapses, and generate revolutions. The determination to maintain old loyalties or devise new ones can become a foundation for building nations, waging war, transforming and imagining new forms of human community, or defending institutions that maintain traditional ways of life.

Loyalties require communication, ritual, and imagery. They can be hegemonic or the outcome of powerful shifts in popular consciousness. Loyalties can also be disseminated through the propagation of ideas, or take the form of nostalgia, distracting from contemporary problems or complexities. Whether social, cultural, religious, economic, or political, loyalties can conceive a path to a utopian future, identifying those who are an impediment to that future as disloyal or as permanently loyal to an outsider group. Divided loyalties might also pose a problem: At what point, for example, can loyalty to party, faith, or community overwhelm loyalty to the nation?

We are interested in proposals that compare questions of conflicting or changing loyalties across time, space, and human experience—whether religious, ethnic, gendered, national, or otherwise—and how they have shaped trajectories of change. After a revolution, opponents of the new regime are often faced with a choice between swearing allegiance—thus betraying the values and leaders to whom they had promised loyalty—and imprisonment, exile, or execution. In contrast to such formal public dilemmas, loyalties that regulate private life can involve forms of expectation and obedience that are often unspoken, generationally specific, or resisted as archaic.

2019 PROGRAM COMMITTEE

Claire Bond Potter, The New School, 2019 chair
Brian W. Ogilvie, Univ. of Massachusetts Amherst,
2019 co-chair
Emily Clark, Tulane Univ.
Evan N. Dawley, Goucher Coll.
Ada Ferrer, New York Univ.
Durba Ghosh, Cornell Univ.
Julie A. Golia, Brooklyn Historical Society
David N. Myers, Univ. of California, Los Angeles
Kenneth A. Osgood, Colorado Sch. of Mines
Amy Godfrey Powers, Waubensee Community Coll.
Liz Robbins, Chicago Public Schools
Mark D. Sheftall, Bucknell Univ.
Timothy J. Smit, Eastern Kentucky Univ.
Thabiti Willis, Carleton Coll.

Loyalties can encompass a wide range of human attachments that might be based on politics, family, ethnicity, race, religion, class, clan, culture, partisanship, economics, nation, region, ties to the military, marriage, sex, and gender. Proposed panels might address the relationship among loyalties, and between loyalty and disloyalty. Disloyalty might take many forms: for example, revolution, treason, promise breaking, rejection of faith or national language, outmigration, or sexual infidelity. Furthermore, the determination to live outside of, or break from, family, religion, race, country, and community, while often raising questions of law, also inevitably positions these acts as *simultaneously* loyal and disloyal. Loyalty to self or principle might trigger fulfillment, and at the same time, accusations of disloyalty may result in shame, ostracism, or even death. Disloyalty to one's own principles might be a necessary compromise to acting on loyalty to something larger than the self: beloved others, country, or co-religionists.

Continued on 55

JOE GARDELLA

WHEN HISTORIANS WEIGH IN

Sessions on Public Engagement at the 2018 Annual Meeting

Historians frequently use their expertise to provide much-needed historical context and analysis of issues important to the public. While some do interviews with the media and write op-eds, historians engage with the public in other venues, too—museums and historic sites, government agencies, and school board meetings, among others. At the 2018 annual meeting in Washington, DC, scholars from across the discipline will explore the many ways historians participate in, as well as shape, public conversations about the past.

Not surprisingly, given contemporary debates and the meeting's theme, "Race, Ethnicity, and Nationalism in Global Perspective," multiple sessions will focus on race and American identity. **The Struggle to Commemorate Reconstruction in National Parks** will address responsible ways of presenting history in public spaces. Since 2000, historians have worked with former Secretary of the Interior Bruce Babbitt and the National Park Service to tell the story of Reconstruction in a national park. In January 2017, President Barack Obama issued a proclamation creating a national monument dedicated to telling the story of Reconstruction through the history of Beaufort County, South Carolina. This roundtable will bring together leading figures in the Beaufort initiative to discuss what historians interested in public memory and park sites can learn from their efforts.

Nearly a year into operation, lines outside the Smithsonian National Museum of African American History and Culture are just as long as they were on opening day, and tickets to the museum remain a hot commodity in DC. In the session **A People's Journey: Exploring African American Experiences in a National Museum on a World Stage**, members of the museum's curatorial department will detail how they developed the museum's stories and collections to explore race in a national and international context.

Two related sessions consider how presidential plantations address the topic of slavery: **Returning the Landscape of Slavery to Presidential Plantations** and **Public**

History and Public Memory: Talking about Slavery at Presidential Plantations. Staff from George Washington's Mount Vernon, Jefferson's Monticello, and Madison's Montpelier will discuss how each organization originally approached the presentation of slavery, how their strategies have changed over time, and how they've each dealt with hero-worship at founding-era sites. The AHA encourages interested members to visit the sites themselves, as all are within driving distance of DC.

The AHA weighs in on debates about the past when called upon, as when we backed scholars of Chicana/o history who called attention to serious flaws in a textbook on Mexican American history being considered by the Texas State Board of Education. Partly as a result of historians' efforts, the textbook was rejected for classroom use. **The Culture Wars of the Texas K-12 Schoolbooks** will document the themes that have emerged from the ongoing fight to ensure that Chicana/o history is taught in a fair and accurate manner.

Public engagement is vital as the global community continues to reevaluate the importance of history to contemporary politics.

The National Park Service's LGBTQ America Theme Study: A Roundtable and **Queering the Museum: New Directions in Curating LGBTQ History and Art Exhibitions** will explore how historians have shaped the interpretation of LGBTQ history through historic preservation and museum exhibits. Nicholas Syrett (Univ. of Kansas), co-chair of the Committee on LGBT History, an AHA affiliate, will moderate a conversation with four historians who consulted on and wrote chapters for the National Park Service's 2016 theme study documenting LGBTQ history in the United States. The study was

designed to identify landmarks of America's queer past that have already been preserved and start conversations about what other sites might be commemorated. The second session will focus specifically on the representation of LGBTQ histories and communities in museum exhibitions.

Other sessions will focus on how public debates play out on college and university campuses. In **Free Speech on Campus**, historians, deans, and university presidents will discuss navigating campus controversies over free speech. **Public History in Contentious Times: The Crowdsourced Syllabus** will bring together the co-curators of four crowdsourced syllabi developed to provide historical context to current events: the Trump Syllabus 2.0, the Immigration Syllabus, the Standing Rock Syllabus, and the New Fascism Syllabus. They will discuss the processes by which they created the syllabi and their impact, as well as limitations inherent in the format.

Although many historians relish commenting on contemporary politics, Moshik Temkin (Harvard Univ.), in a recent

New York Times op-ed titled "Historians Shouldn't Be Pundits," argued that historians should exercise more caution when it comes to public engagement. Temkin will join fellow historians with multiple perspectives on the issue in **Commentary, Not Punditry: Historians, Politics, and the Media**, a roundtable session.

Other sessions on the program will explore historians' contributions to public conversations surrounding foreign policy, national identity, politics, the environment, and the role of the humanities in the 21st century. There will be sessions featuring historians who've been active through social media as well as others who write popular history or hold careers in public policy. Public engagement is vital as the global community continues to reevaluate the importance of history to contemporary politics. The annual meeting will bring historians together to discuss many ways to be part of that conversation. **P**

Joe Gardella is meetings and executive assistant at the AHA.



AMERICAN HISTORICAL ASSOCIATION

Looking for an Edge?

Check out *AHA Today* (blog.historians.org) for a 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!

DYLAN RUEDIGER

LIFE AFTER PHD

Making Sense of the Data on Where Historians Work

As part of its Career Diversity initiative, a multi-year project to help PhD programs better prepare their graduate students for a range of career options, the AHA is gathering data to understand where historians actually work. With an improved statistical sense of the employment outcomes of history PhDs, we're seeing a crucial, and durable, pattern emerge: since the mid-1990s, most historians have found employment within higher education, but a significant minority have built careers beyond it. This pattern is challenging us to rethink our notions of who historians are and driving our evolving understanding of how PhD programs can better prepare students for professional lives.

The numbers are clear. Seventy-five percent of the 4,200 PhDs we have tracked to date are employed as teachers, staff, or administrators at postsecondary institutions—a number that confirms the importance of colleges and universities as the core habitat of historians. Nevertheless, a full quarter of history PhDs work outside the academy, where they find employment in a staggering variety of fields with no apparent center of gravity. Our current data—available as part of an interactive database called *Where Historians Work*, at historians.org/careerdiversity—includes PhDs from 2004 to 2013, but earlier datasets suggest that this split has been roughly stable since the mid-1990s, despite well-publicized changes in the nature of academic employment.¹

That so many historians work inside the academy highlights the continuing importance of the academic job market as a barometer of the health of the profession. But even the academic job market is considerably more diverse than it sometimes appears. Of the approximately 50 percent of history PhDs who eventually accept tenure-track appointments, only a fraction do so at the largest research universities. Most end up in teaching-centered positions at liberal arts colleges, regional public universities, and community colleges. This is the true bedrock of our profession, and while progress is being made, relatively few PhD programs are preparing their students to excel as educators across the full spectrum of American higher education.

The next wave of the AHA's Career Diversity initiative, launched this January with the generous support of a \$1.5 million grant from the Andrew W. Mellon Foundation, builds on the recognition that preparing historians to teach in the 21st-century university is an essential part of career preparation. The initiative encourages departments to provide more structured pedagogical experiences and meaningful exposure to the scholarship on teaching and learning. This emphasis on pedagogy reflects our ongoing support of historians in all careers and recognizes that teaching is central to historical thinking.

Nothing in the data suggests the secret existence of an employment field that could readily absorb hundreds of history PhDs.

Yet we must also attend to the quarter of history PhDs who work beyond, sometimes well beyond, the academy. Their careers vary tremendously and resist grouping into broad categories, a difficulty that reflects the challenges and opportunities involved in encouraging history PhDs to think expansively about their career horizons. The range of options makes clear a significant challenge to career diversity initiatives. Nothing in the data suggests the secret existence of an employment field that could readily absorb hundreds of history PhDs. Certainly, the types of nonacademic jobs that are most closely related to professional work as a historian, including those in museums, archives, libraries, and others that might be classified as public history, employ only very modest numbers of history PhDs, perhaps 2 percent or so. There is little reason to expect a substantial increase in the number of PhDs working in these kinds of jobs, which often require additional credentials from graduate programs, and face

Coming to
Washington, DC,
for research?

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



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

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

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

AHA

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

supply and demand issues similar to those of the tenure-track market.

The good news, though, is the same as the bad news. Historians are everywhere. If that fact is in some ways a sobering reminder that there is no simple solution to the state of the academic job market, it is also a clear sign for hope. Just as biological diversity is a sign of a healthy ecosystem, the diverse careers of historians should be taken as a sign of the health of the discipline and the value of a history PhD. The many careers of historians substantiate one common argument for the value of a humanities degree—that it is a gateway into many careers rather than a ticket to a single occupation. The data bear this out.

Historians work beyond the academy as financial analysts, curators, directors of nonprofits, program managers, marketing managers, and secondary school teachers. They also work as farmers, clergy, soldiers, and software developers. In any given occupation their numbers are small, but historians working in jobs represented by fewer than 20 historians comprise almost 10 percent of history PhDs and over 130 categories of jobs.

One of the fruits of our effort to quantify the careers of historians is that it makes these people visible and in the process challenges us to stretch our definition of the community of historians in ways that will include them. While some of these people may no longer consider themselves historians, our anecdotal experiences talking with PhDs working beyond the professoriate suggest that a great many of them use the skills and perspectives they learned in graduate school on a daily basis and identify, personally if not professionally, with the discipline. The AHA has long advocated for an expansive conception of the historical community. Nevertheless, in a time when the humanities are embattled, our growing recognition of the diversity of historians' careers suggests that we can do even more to define the community of historians based on what we share rather than how we differ.

The data also serve as a powerful reminder of the importance of varied approaches to Career Diversity. We have learned that historians succeed beyond the professoriate most readily when they have cultivated five essential skills generally not included in PhD education (see historians.org/fiveskills for details). But we also know that there is no blueprint for departments to better prepare PhD candidates for the many job markets in which historians compete. Here again, we should look at this as an opportunity for faculty from individual departments to make conscious, and deliberately idiosyncratic, decisions about how to integrate purpose and design into their programs.

It is broadly fair to say that, until now, the vast majority of PhD programs in the discipline had the same, often unarticulated goal: to produce faculty at research universities. Programs measured their success or failure on this scale. Research is, and should be, at the core of the PhD: it is an essential skill of professors and—as the American Council of Learned Societies has learned through its Public Fellows program—of many PhDs working outside academia. Yet the newly visible community of historians suggests an opportunity for departments to rethink the purpose of their programs in more expansive ways by asking critical questions about who they are, where they are, and what they are trying to do. What might emerge from doing so are new metrics of success and more distinctive graduate programs in history, better—or at least more explicitly—calibrated to the regional economy, to a department's strengths and expertise, to the careers of its typical and extraordinary alumni, and, perhaps, to specific segments of the many careers of historians. Done right, this will enrich the value of the degree, providing new ways for programs to build reputations and options for incoming graduate students. **P**

Dylan Ruediger is coordinator, Career Diversity for Historians, at the AHA. He tweets @dylan_ruediger.

NOTE

1. L. Maren Wood and Robert B. Townsend, "The Many Careers of Historians: A Study of Job Outcomes," A Report to the American Historical Association (historians.org/Documents/Many_Careers_of_History_PhDs_Final.pdf), and Linda Ingram and Prudence Brown, "Humanities Doctorates in the United States, 1995 Profile," National Research Council (nap.edu/read/5840).

IN THE OCTOBER ISSUE OF THE *AMERICAN HISTORICAL REVIEW*

The October issue of the *American Historical Review* features five full-length articles, spanning the globe from the 17th century to the post–World War II period.

The issue opens with **Macabe Keliher**'s essay "The Problem of Imperial Relatives in Early Modern Empires and the Making of Qing China." Keliher (West Virginia Univ.) uses a case study of the Manchus' effort to impose imperial power during the early Qing era of the 17th century to examine problems relatives posed for dynastic rule. Kin could offer crucial support for a dynasty, Keliher argues, and yet they also created internal rivalries and even potential challenges to the throne. Hong Taiji—the Manchu ruler who consolidated the Qing dynasty—relied on his relatives for political and military support, but at the same time felt threatened and constrained by them. To placate them, Taiji gave his family administrative positions, but also imposed legal and ritualistic restraints to integrate them into the imperial bureaucracy. This neutralized the Manchu relatives as a threat to the ruler. Instead, they constituted a service elite and facilitated the conquest and rule of a vast multiethnic empire. Although Keliher researched and wrote this article before Trump's inauguration, its implications have a chilling resonance for our contemporary moment.

Keliher's piece is followed by a very different account of the interplay of monarchy and empire during the 17th century: **Holly Brewer**'s "Slavery, Sovereignty, and 'Inheritable Blood': Reconsidering John Locke and the Origins of American Slavery." In this contribution to the intellectual history of the Atlantic world, Brewer (Univ. of Maryland) contextualizes Locke's engagement with the problem of slavery in the British Empire. Historians have chided Locke, a crucial figure of the Enlightenment and the origins of modern democratic ideals, for his apparent commitment to human bondage. Brewer argues instead that Locke's ideas about slavery should be understood in the context of the legal framework written, approved, and rationalized in hierarchical political contexts by the Stuart kings Charles II and his brother James II. These monarchs drew on feudal ideas

about sovereignty, oligarchy, hereditary lordship, and slavery, adapting them to the new necessities of Atlantic slavery in a moment of imperial expansion. Brewer concludes that in his role as a member of the Board of Trade in the 1690s, Locke in fact helped reform Virginia laws and government, and objected to royal land grants rewarding those who purchased "negro servants."

The third article in the October issue, "On the Origin of Theories: Charles Darwin's Vocabulary of Method," also considers intellectual history, but with a foray into cognitive science. In this essay, **Henry Cowles** (Yale Univ.) revisits Darwin's theory of evolution to demonstrate how "vocabularies of method" can overdetermine theoretical conclusions. Darwin's scientific method of testing hypotheses against evidence inadvertently served as a metaphor for his description of the natural world. Moreover, as Cowles puts it, "naturalization of a vocabulary of method helped pave the way for applications of evolutionary theory," not only to the natural world but to the working of cognitive processes themselves. Attention to this dynamic, he suggests, has implications for "new directions for the study of cognitive history and the power of language to transform the historical imagination."

From there, the issue moves into the military history of the Austro-Hungarian empire during the Great War. In "How to Break a State: The Habsburg Monarchy's Internal War, 1914–1918," **John Deak** (Univ. of Notre Dame) and **Jonathan Gumz** (Univ. of Birmingham) argue that as it entered the First World War, the Habsburg Empire was in fact quite stable. The stresses of wartime, however, eroded civil-military relations to the point that "the Habsburg Army declared its own internal war against the Habsburg civilian state." Wartime exigencies allowed the army to undermine the rule of law, Deak and Gumz contend, and to arrogate to itself the task of managing the civilian populace under a "state of exception." Rather than suffering from pre-existing weaknesses, they conclude, the rapid collapse of a stable constitutionalist state undermined by a military empowered

in wartime was symptomatic of the general political crisis that faced Europe during the first half of the 20th century.

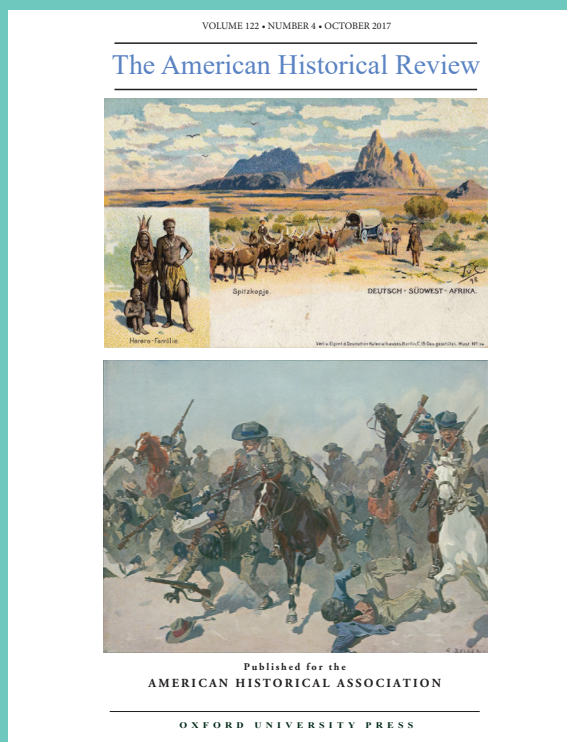
The October issue closes with “American Danger’: United States Empire, Eurafrica, and the Territorialization of Industrial Capitalism, 1870–1950,” by **Sven Beckert** (Harvard Univ.). During the last third of the 19th century, Beckert shows, a debate emerged in western European countries on what they called the “American danger.” In the face of the rapid rise of the United States as the world’s dominant economy, some European observers attributed their nations’ declining competitiveness to the territorial advantages enjoyed by their new economic rival. They envied the US capacity to integrate a dynamic industrial sector with raw materials, agricultural commodities, markets, and labor into a geographically contiguous national economy. In response, European statesmen, capitalists, and intellectuals advocated for territorial rearrangements of various European economies, a discussion that began as early as the 1870s and persisted through the aftermath of World War II. In an attempt to overcome perceived European territorial disadvantages, Beckert argues, they looked to African colonialism, violent territorial expansion within Europe itself, and, eventually, European integration. Beckert shows that these successive efforts to territorialize capitalist economies, usually understood

as discrete historical processes, instead constitute a single long moment in the history of capitalism, reflecting the unsettling effects on European powers of the rise of the United States.

The issue’s “Communications” section contains an important exchange. It is no secret that our April 2017 issue featured strong letters denouncing a book review written by Raymond Wolters for advancing what one letter writer called “racist theories about educational achievement.” Robert Schneider, editor at the time the review (February 2017) and subsequent letters (April 2017) were published, found merit in the critics’ reading of Wolters’s review, apologized for running it, and commissioned another review of the book. That new review also appears in the October 2017 issue. I share with Rob the conviction that engaging with such matters honestly, rather than sweeping them under the rug, remains the best practice. A robust letters section advances open discussion of difficult issues, and we welcome it. It is our long-standing, stated policy to allow authors to reply to critical letters. For this reason, in the October issue we allow Professor Wolters the opportunity to respond to his many critics. Since, in his letter, Professor Wolters also criticizes the AHA’s editorial practices, I exercise as editor my own “right of response” to Wolters. As readers

Continued on 55

In “American Danger’: United States Empire, Eurafrica, and the Territorialization of Industrial Capitalism, 1870–1950,” Sven Beckert argues that during the last third of the 19th century, western European countries attributed the rise of the United States as the world’s dominant economy to the geographic advantages it enjoyed. Taking western continental expansion in North America as a model, Europeans looked to colonial conquest in Africa as a way to overcome perceived European territorial disadvantages. This 1898 German colonial postcard from the series “German Protected Areas” suggests the resonance between images of the US West and German colonialism in South West Africa (today’s Namibia). The postcard portrays a largely “empty land,” populated only by an ethnographically misleading depiction of Herero “savages.” In fact, by the time this card was produced, many Herero would not have dressed this way. Carl Becker’s popular illustration of the German colonial army, the Schutztruppe (“Protection Force”), on the other hand, depicts the Battle of Uitkomst, where mounted troops carried out merciless violence against the Herero, who rose against the Germans in 1904. It is a potent reminder that colonial powers in Africa faced resistance similar to that mounted against western expansion by Native Americans in the United States. Carl Becker, “Combat at Uitkomst,” in Friedrich Freiherr von Dincklage-Campe, *Deutsche Reiter in Südwest: Selbsterlebnisse aus den Kämpfen in Deutsch-Südwestafrika* (Berlin, 1908), between 40 and 41.



NOMINATIONS INVITED FOR AHA OFFICES, TERMS BEGINNING JANUARY 2019

Under the AHA constitution and bylaws (Article VIII, Section 1; Article IX; and Bylaws 11 and 12), the executive director invites all members of the Association to submit to him, on or before January 7, 2018, recommendations for the following offices:

President-elect

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

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

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

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

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

Members of the Council and elective committees *as of January 7, 2018*, are listed below. Positions being replaced in the June 1–July 15, 2018, elections are in **bold**.

Unless otherwise indicated, terms expire in January in the listed year.

Presidents

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

2020 Mary Beth Norton, Cornell Univ. (early Anglo-American gender and politics)

2021 John R. McNeill, Georgetown Univ. (environmental, world)

Professional Division

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

2020 Kevin Boyle, vice president, Northwestern Univ. (20th-century US)

2020 Suzanne L. Marchand, councilor, Louisiana State Univ. (German theology/philology/history, 19th-century art and archaeology)

2021 Mary Elliott, councilor, National Museum of African American History and Culture (African American, migration and community development)

Research Division

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

2020 Becky M. Nicolaides, councilor, independent scholar (history of American suburbs)

2021 Sophia Rosenfeld, vice president, Univ. of Pennsylvania (Enlightenment, Age of Revolutions, political thought, historical methods)

2021 Melissa K. Bokovoy, councilor, University of New Mexico (Yugoslavia and memory, collectivization and eastern Europe)

Teaching Division

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

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

2020 Carlos A. Contreras, councilor, Grossmont Coll. (Mexico, US-Latin American relations)

2021 Matthew Cone, councilor, Carrboro High School (race and the justice system, economic development)

At Large

2021 Sarah Mellors, Univ. of California, Irvine (modern China, gender and sexuality, medicine, world)

Committee on Committees

7/2019 Antoinette M. Burton, Univ. of Illinois, Urbana-Champaign (British empire, world)

7/2020 Kaya Şahin, Indiana Univ. (early modern Ottoman history)

7/2021 Madeline Y. Hsu, Univ. of Texas, Austin (migration and transnationalism, international, Asian American studies, modern China)

7/2021 Jennifer L. Palmer, Univ. of Georgia (18th-century French slavery/race/gender)

Nominating Committee

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

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

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

2020 Purnima Dhavan, Univ. of Washington (Mughal literary cultures, early modern information networks)

2020 Laurent Dubois, Duke Univ. (Haitian Revolution, Afro-Atlantic religion and cultural, Caribbean)

2020 Susannah R. Ottaway, Carleton Coll. (British social, European family)

2021 Kathleen Brosnan, Univ. of Oklahoma (environmental, transnational history of wine)

2021 Gabriel Paquette, Johns Hopkins Univ. (Spain and Portugal and their colonies, comparative imperial)

2021 Carin Berkowitz, Chemical Heritage Foundation (modern British and American medical sciences and visual culture)

Suggestions should be submitted by e-mail to executive director James Grossman at jgrossman@historians.org. Please specify academic or other position and field of the individual, and include a brief statement of his or her qualifications for the position. Refer to the Statement on Diversity

in AHA Nominations and Appointments (historians.org/ahadiversity), which was drafted in the hope that it will encourage members to suggest more individuals from diverse backgrounds for both appointments and nominations. All suggestions received will be forwarded to the Nominating Committee for consideration at its meeting on February 9 and 10, 2018.

Schedule for Nominations and Elections of AHA Officers

January 7, 2018	Deadline for suggestions to executive director.
February 9–10, 2018	Nominating Committee meets to determine slate.
March–April 2018	Slate published on <i>AHA Today</i> and in <i>Perspectives on History</i> .
June 1, 2018	Ballot e-mailed to AHA members.
July 15, 2018	Deadline for return of ballots.
August–September 2018	Results announced on <i>AHA Today</i> and in <i>Perspectives on History</i> .
January 5, 2019	Results announced at business meeting during 133rd annual meeting in Chicago.
January 6, 2019	Individuals begin terms of office.

AHA STATEMENT ON CONFEDERATE MONUMENTS

The American Historical Association welcomes the emerging national debate about Confederate monuments. Much of this public statuary was erected without such conversations, and without any public decision-making process. Across the country, communities face decisions about the disposition of monuments and memorials, and commemoration through naming of public spaces and buildings. These decisions require not only attention to historical facts, including the circumstances under which monuments were built and spaces named, but also an understanding of what history is and why it matters to public culture.

To remove a monument, or to change the name of a school or street, is not to erase history.

President Donald Trump was correct in his tweet of August 16: “You can’t change history, but you can learn from it.” That is a good beginning, because to learn from history, one must first learn what actually happened in the past. Debates over removal of monuments should consider chronology and other evidence that provide context for why an individual or event has been commemorated. Knowledge of such facts enables debate that learns “from history.”

Equally important is awareness of what we mean by “history.” History comprises both facts and interpretations of those facts. To remove a monument, or to change the name of a school or street, is not to erase history, but rather to alter or call attention to a previous interpretation of history. A monument is not history itself; a monument commemorates an aspect of history, representing a moment in the past when a public or private decision defined who would be honored in a community’s public spaces.

Understanding the specific historical context of Confederate monuments in America is imperative to informed public debate. Historians who specialize in this period have done careful and nuanced research to understand and explain this context. Drawing on their expertise enables us to assess the original intentions of those who erected the monuments, and how the monuments have functioned as symbols over time. The bulk of the monument building took place not in the immediate aftermath of the Civil War but from the close of the 19th century into the second decade of the 20th. Commemorating not just the Confederacy but also the “Redemption” of the South after Reconstruction, this enterprise was part and parcel of the initiation of legally mandated segregation and widespread disenfranchisement across the South. Memorials to the Confederacy were intended, in part, to obscure the terrorism required to overthrow Reconstruction, and to intimidate African Americans politically and isolate them from the mainstream of public life. A reprise of commemoration during the mid-20th century coincided with the Civil Rights Movement and included a wave of renaming and the popularization of the Confederate flag as a political symbol. Events in Charlottesville and elsewhere indicate that these symbols of white supremacy are still being invoked for similar purposes.

To remove such monuments is neither to “change” history nor “erase” it. What changes with such removals is what American communities decide is worthy of civic honor. Historians and others will continue to disagree about the meanings and implications of events and the appropriate commemoration of those events. The AHA encourages such discussions in publications, in other venues of scholarship and teaching, and more broadly in public culture; historical scholarship itself is a conversation rooted in evidence and disciplinary standards. We urge communities faced with decisions about monuments to draw on the expertise of historians both for understanding the facts and chronology underlying such monuments and for deriving interpretive conclusions based on evidence. Indeed, any governmental unit, at any level, may request from the AHA a historian to provide consultation. We expect to be able to fill any such request.

We also encourage communities to remember that all memorials remain artifacts of their time and place. They should be preserved, just like any other historical document, whether in a museum or some other appropriate venue. Prior to removal they should be photographed and measured in their original contexts. These documents should accompany the memorials as part of the historical record. Americans can also learn from other countries' approaches to these difficult issues, such as Coronation Park in Delhi, India, and Memento Park in Budapest, Hungary.

Decisions to remove memorials to Confederate generals and officials who have no other major historical accomplishment does not necessarily create a slippery slope toward removing the nation's founders, former presidents, or other historical figures whose flaws have received substantial publicity in recent years. George Washington owned enslaved people, but the Washington Monument exists because of

his contributions to the building of a nation. There is no logical equivalence between the builders and protectors of a nation—however imperfect—and the men who sought to sunder that nation in the name of slavery. There will be, and should be, debate about other people and events honored in our civic spaces. And precedents do matter. But so does historical specificity, and in this case the invocation of flawed analogies should not derail legitimate policy conversation.

Nearly all monuments to the Confederacy and its leaders were erected without anything resembling a democratic process. Regardless of their representation in the actual population in any given constituency, African Americans had no voice and no opportunity to raise questions about the purposes or likely impact of the honor accorded to the builders of the Confederate States of America. The American Historical Association recommends that it's time to reconsider these decisions. **P**



In May 2017, white supremacists rallied in Charlottesville, Virginia, to protest the removal of this statue of Robert E. Lee.
Wikimedia Commons

THE PERSONAL IS HISTORICAL

From page 5

It is fascinating, for example, to compare how we remember not just specific events in our past but the more general feeling of an era to its portrayal by both primary and secondary sources. I can compare historical descriptions of America during the baby boom years with my own memories of living on a block where virtually every household had at least two kids, where half the population of my small suburban town was in grades K–12, and where as a consequence “playdates” simply meant running next door. It is also important to analyze why I remember such themes as significant, especially in the context of contemporary American childhood (and, for that matter, parenthood).

For historians of the modern world, treating our own lives as a historical canvas means learning to construct a dialogue between our personal and professional lives, and therefore to emphasize the importance of studying history at both micro and macro levels. It constitutes a major challenge, but also a major opportunity, for us and our students. **P**

Tyler Stovall is president of the AHA.

ADVOCACY BRIEFS

From page 17

United States David Ferriero to express concern about the impact of the change and the way it was announced. Grossman noted that “historical research should not be a privilege limited to those who do not have obligations during what are still conventional week-day working hours.” Additionally, Grossman took issue with the short

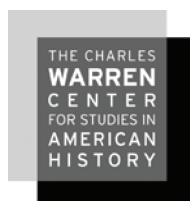
notice of this change, given the advance plans many researchers make to conduct research at NARA.

David Ferriero responded to the AHA, citing limited resources and staffing as the reason for the change. He noted that NARA will offset the elimination of Saturday hours “by increasing the hours we are open Monday to Friday and adding an additional pull time.” Future questions about this change should be directed to NARA’s chief operating officer, William J. Bosanko (william.bosanko@nara.gov). The AHA will continue working to address the elimination of Saturday hours. **P**

RESEARCH TECHNOLOGIES

From page 32

Historians cited a range of institutional factors as impediments. Some noted a lack of financial support for the software,



2018-19 FELLOWSHIPS: U.S. POWER IN THE GLOBAL ARENA

Harvard’s Warren Center for Studies in American History invites applications for a workshop on U.S. Power in the Global Arena. The history of U.S. foreign relations has recently been invigorated by other fields’ insights & approaches, and incorporating previously sidelined actors, regions, and themes. As headlines remind, U.S. projections of the power remain crucial. To contend with the impacts of U.S. power, history is indispensable. Our goal is to take stock of recent developments in the historiography of U.S. power, including manifestations diplomatic, military, economic, and cultural. High politics and state relations will be a concern, with consideration also given to international organizations and non-state actors. The varied manifestations of U.S. power are intertwined with cultural assumptions, social movements, and intellectual currents, as well as with political and strategic calculations. We invite thinking about the multiple contexts, domestic and international, of U.S. foreign relations.

Applicants may not be degree candidates and should have a Ph.D. or equivalent. (Typically these are faculty fellowships, though may be held by those without a tenure-track position. These fellowships do not carry health benefits.) Fellows have library privileges and an office which they must use for at least the 9-month academic year. Stipends: individually determined according to fellow needs and Center resources, up to \$62,000, without benefits. More information is at warrencenter.fas.harvard.edu. Apply by Dec. 15, 2017 at <https://academicpositions.harvard.edu/postings/7711>; recommendation letters are due January 11, 2018. Decisions conveyed in early March.

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

others noted limited or poor training opportunities, and still others cited a lack of credit for doing any form of digital work.

The overall takeaway is twofold: historians' adoption of digital technologies has been gradual, but this has as much to do with a lack of resources and awareness of how technologies can help in their research as stereotypical fustiness and fear. **P**

Robert B. Townsend oversees the Washington, DC, office of the American Academy of Arts and Sciences and the Humanities Indicators (www.HumanitiesIndicators.org). An earlier version of this analysis was presented at the March 2016 conference "Crossroads: The Future of Graduate History Education."

NOTES

1. Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," *American Historical Review* 121, no. 2 (April 2016): 377–402.
2. For information on the earlier survey, see Robert B. Townsend, "How Is New Media Reshaping the Work of Historians?" *Perspectives on History*, November 2010.
3. See, for instance, Jennifer Rutner and Roger C. Schonfeld, "Supporting the Changing Research Practices of Historians" (New York: Ithaka S+R, 2012).

IN THE AHR

From page 49

will see, he attempts to defend his use of the term "sociobiology" in his review. I retort that he entirely misses the point: as our readers correctly objected, his review—and now his letter—represent nothing more than an effort to dress up racist views in supposedly respectable intellectual garb.

Finally, the October issue marks a welcome restoration of long-term editorial stability to the journal. I served as interim editor for a year in 2015–16; former editor Robert Schneider then graciously returned for another interim year in 2016–17. I now have the pleasure of commencing a four-year term as editor, during which I hope to initiate some innovations (such as the return of film reviews to the journal's pages). We also welcome a new reviews editor, Leone Musgrave. Kon Dierks will continue for another year as associate editor. This team intends to sustain the high degree of excellence bequeathed to us by Schneider's decade-plus tenure as editor, for which we salute him. **P**

*Alex Lichtenstein is editor of the American Historical Review. His new book, co-authored with his brother, photojournalist Andrew Lichtenstein, is *Marked, Unmarked, Remembered: A Geography of American Memory* (2017).*

"LOYALTIES"

From page 42

We look forward to a rich and varied set of proposals that will explore these issues. Proposals will be neither advantaged nor disadvantaged, however, by their relationship to the theme. The Program Committee will evaluate all proposals based on their individual strengths. **P**

Mary Beth Norton (Cornell Univ.) is president-elect of the AHA; she will preside over the 133rd annual meeting. Claire Bond Potter (The New School) is the chair of the 2019 Program Committee, and Brian W. Ogilvie (Univ. of Massachusetts Amherst) is the co-chair.



BAYLOR
UNIVERSITY

*Guittard Book Award
for Historical
Scholarship*

Dr. Andrea L. Turpin, Baylor University
***A New Moral Vision: Gender, Religion, and the Changing
Purposes of American Higher Education, 1837-1917***
Cornell University Press, 2016



John C. Burnham

1929–2017

Historian of American
Psychology and Psychiatry

*Courtesy The Ohio State
University Photo Archives*

John Chynoweth Burnham, professor of history at Ohio State University (OSU) from 1963 to 2002, died on May 12, 2017. Best known for his work in the history of science and medicine and described as “the dean” of his fields by historian Dorothy Ross, John had a reach that far exceeded his fields of scholarly expertise.

John was born on July 14, 1929, in Boulder, Colorado. After graduating from West Seattle High School in Washington state (he was proud of his excellent urban public-school education), he accepted a scholarship to Stanford University, where he took his bachelor’s degree. He went “east,” as he put it, to the University of Wisconsin for his master’s degree, after which he returned to Stanford for his PhD (1958). John always talked more about his teachers than his schools. After he informed his seminar students that the course descended directly from Frederick Jackson Turner, he went through the lineage of his teachers and theirs. He taught students never to stop asking questions and searching for answers, and he expected deep research, concise writing, and historiographical significance.

John’s own work regularly disrupted traditional historiography, and altogether, he created and enjoyed an enviable career that extended far beyond his retirement. He spent most of his academic career at OSU, but he also taught and held prestigious research fellowships at the universities of Sydney, Cambridge, Chicago, and Melbourne; Stanford and Johns Hopkins universities; Bowdoin College; and numerous other institutions. He was president of the American Association for the History of Medicine (AAHM) from 1990 to 1992 and edited the *Journal of the History of the Behavioral Sciences* from 1997 to 2000. He lectured internationally, and scholars have published anthologies and held special conferences to celebrate the significance of his pioneering work to their fields. John published 10 monographs and nearly a hundred articles over the course of his career. His last book, *Health Care in America* (2015), is a masterful history of medical practice in the United States that stands as a fitting culmination of his scholarship.

John was deadly serious about his work and historical scholarship generally. He did not suffer fools gladly, and he had a tough, often unreadable shell. He was also kind, generous, and concerned about other people’s happiness. Susan Reverby described him as “an early supporter of young scholars within the AAHM and wherever we turned up to give papers if he was at the same meetings.” James Gilliam, who studied Chinese history at OSU, was John’s teaching assistant during the early 1980s and said that John was “as much or more responsible for my earning my PhD as anyone on my committee.” John and his wife of 59 years, Marjorie Spencer Burnham, always hosted newcomers to the history department soon after their arrival. In 2001, Marjorie founded a history of medicine lecture series for the OSU Medical Heritage Center and the history department. They were also instrumental in the funding of an endowed lectureship in the medical school. When two colleagues died, John located their manuscripts and found people to finish them; both books won prizes.

As serious as John was about scholarship, he had a wicked and deadpan sense of humor. He could appreciate being the subject of the joke himself. After he told me about the fabulous prize his book *After Freud Left* (2012) had just won, I asked, “Which prize?” He answered that it was for the cover. (The designer really was brilliant.) Although it might not have been a joke (one could not always tell with John), when it came time to talk with one of his children about sex, John presented him with a two-volume work on sex education and insisted that he would answer any questions his son had once he finished reading it.

John will long be remembered not only for his contributions to the history of medicine, psychology, psychiatry, science, technology, and culture, but also for all the ways he supported his university, his profession, and countless individuals in and outside the profession.

Stephanie J. Shaw
Ohio State University



David H. Culbert

1943–2017

Historian of Media

Courtesy Louisiana State University

David H. Culbert, a leader in the field of media history and a longtime faculty member at Louisiana State University (LSU), died May 20, 2017, while in Italy with his wife, Lubna.

Born on July 7, 1943, in Texas, David grew up in Arlington, Virginia, and attended Oberlin College, where he received a BA in history and an MA in organ performance. He would go on to have almost a dual career, serving for 30 years as organist and choir master at St. James Episcopal Church in Baton Rouge. He chose history as his primary professional focus, however, and received his PhD from Northwestern University in 1970. After a year at Yale, he came to LSU, where he worked his way through the ranks and, in recognition of his scholarly accomplishments and contributions to the department, in 2005 became the inaugural John L. Loos Professor of History. He had visiting fellowships at the Woodrow Wilson International Center for Scholars and Yale's National Humanities Institute, and he held a fellowship from the Kellogg Foundation.

David's first book, *News for Everyman: Radio and Foreign Affairs in Thirties America* (1976), combined interests in media, politics, and diplomacy; throughout his career, his fascination with the interplay among them shaped his scholarship. Perhaps his greatest scholarly contribution came through the unselfish role of editor. Serving as editor-in-chief, he worked with others to publish the five-volume *Film and Propaganda in America: A Documentary History* (1990–93). He also edited *Information Control and Propaganda: Records of the Office of War Information* (1987). With John Chambers, David edited the anthology *World War II, Film, and History* (1996); with Nicholas Cull and David Welch, he brought out *The Encyclopedia of Propaganda and Mass Persuasion, 1500–2000* (2003).

Most important, from 1992 to 2012 David edited the *Historical Journal of Film, Radio, and Television*, an interdisciplinary journal published by the International Association for Media and History. An active member of the association from its earliest days, he served as its president from 1987

to 1989. The association honored his service as editor by naming after him its journal's award for the best article by a senior scholar.

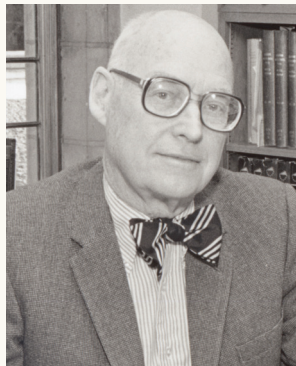
A scholar of enormous energy, David was the first chair of the Organization of American Historians' Erik Bar-nouw Award Committee and twice chaired the AHA's John O'Connor Award Committee, both awards for historical films. He published a steady stream of articles and essays in collections, many of which focused on American movies during World War II or the use of film in Nazi Germany. The latter included articles on Leni Riefenstahl, whom he interviewed twice.

David also employed films to explain history. With Peter Rollins, he made a documentary, *Television's Vietnam: The Impact of Visual Images* (1982 and 1985), a version of which was shown at the White House and broadcast on PBS. He served as associate producer and director of historical research on the Ken Burns documentary *Huey Long* (1986), for which he located much of the film's archival footage. In subsequent years, David consulted on a host of other documentaries.

David incorporated film into his teaching, pioneering its classroom use in LSU's history department. Students responded to his infectious and expansive intellectual curiosity, his seemingly exhaustive command of historical detail, and his wry, often irreverent sense of humor. Undergraduate and graduate students alike remembered the time he devoted to them. He had numerous students who wrote theses or dissertations on 20th-century political and diplomatic topics as well as on media history. At the time of his far-too-early death, one PhD student had just defended her dissertation and three others had begun work on theirs. They and other LSU students will miss his influence.

Through his legacy of research and teaching, David Culbert's scholarship on the history of film and propaganda will remain important for years to come.

Gaines M. Foster
Louisiana State University



Charles Coulston Gillispie

1918–2015

Historian of Science

Courtesy Princeton University

Charles Coulston Gillispie, the Dayton-Stockton Professor of History emeritus at Princeton University, passed away on October 6, 2015, at the age of 97. He taught the first course in the history of science at the university and, in 1960, founded the Program in History of Science, of which he was a long-term director. He also served a term as history department chair.

After taking his undergraduate degree in chemistry at Wesleyan University, he pursued postgraduate study there in the same field. He then served under General George Patton as an artillery captain in Europe during the Second World War. Upon the cessation of hostilities, he resumed his education, obtaining a PhD in English history at Harvard University. His first book, *Genesis and Geology*, was a revision of his dissertation. It remains a fundamental study of how the emergence of geology as a science in the 19th century affected the discourse on the age of the Earth. Though *Genesis* focused on England, it was 18th- and 19th-century France that commanded most of Gillispie's attention in the course of his career. He published an edition of Diderot's *Encyclopédie* (1959) and was the author of *The Edge of Objectivity: An Essay in the History of Scientific Ideas* (1960); *Lazare Carnot, Savant* (1971); *The Montgolfier Brothers and the Invention of Aviation* (1983); *Monuments of Egypt: The Napoleonic Expedition* (1987); and his multi-volume magnum opus, *Science and Polity in France* (1980–2004). He continued to publish important monographs until the year before he died, but perhaps the work that has had the greatest impact is the *Dictionary of Scientific Biography*, the standard reference work in the field, of which he was the editor-in-chief, and which was awarded the Dartmouth Medal of the American Library Association in 1981.

Ours is a global profession, and Gillispie relished recounting the careers of numerous PhD students from foreign lands who studied with him at Princeton and then returned to their native countries to establish or strengthen history of science programs there. Further extending his international influence were Gillispie's close professional ties to

France, where he taught a large cohort of graduate students over the course of many semesters as a visiting professor in Paris.

The history of science has become a flourishing academic enterprise due in large part to the impact of Charles Gillispie and his scholarly work. The numerous accolades he accumulated during his career testify to this fact. He was elected a fellow of the American Academy of Arts and Sciences, the American Philosophical Society, the American Association for the Advancement of Science, and the British Academy. Gillispie was also the recipient of the History of Science Society's George Sarton Medal for enduring scholarly achievement and the International Balzan Prize for History and Philosophy of Science.

A lasting memorial of his generosity and love for his field of study was the bequest to Princeton establishing, under his and his wife's name, the Charles C. and Emily R. Gillispie Chair in the History of Science and providing substantial endowment support for the Program in History of Science.

William Chester Jordan
Princeton University

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.

CANADA ONTARIO

YORK UNIVERSITY

Toronto, ON

United States. The Department of History, Faculty of Liberal Arts & Professional Studies, York University, invites applications for a tenure-stream position, at the rank of assistant professor, to commence July 1, 2018. The position is in the field of US history with specialization in black history since 1900. Applicants should submit a signed letter of application outlining their professional experience and research interests, an up-to-date CV, and a teaching dossier, and arrange for three confidential letters of recommendation to be sent directly to Prof. Thabit Abdullah, Chair, Dept. of History, 2140 Vari Hall, Faculty of Arts and Professional Studies, York University, 4700 Keele St., Toronto, ON M3J 1P3, Canada. E-mail: chairhis@yorku.ca (Subject line: "US Black History since 1900"). Applicants wishing to self-identify can do so by downloading, completing and submitting the forms found at <http://acadjobs.info.yorku.ca/>. Please select the "Affirmative Action" tab under which forms pertaining to citizenship and AA can be found. The deadline for applications is November 15, 2017. Salary will be commensurate with qualifications and experience. All York University positions are subject to budgetary approval. York University is an AA employer and strongly values diversity, including gender and sexual diversity, within its community. The AA program, which applies to aboriginal people, visible minorities, people with disabilities, and women, can be found

at <http://www.yorku.ca/acadjobs> or by calling the AA office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Required qualifications include a completed PhD in History or a related discipline, and an ongoing program of research in the area of specialization. Candidates are expected to demonstrate excellence or the promise of excellence in teaching and in scholarly research, and to have produced publications appropriate to their stage of career. Candidates will be expected to teach a wide range of courses in US history at all levels and to make a major contribution to the Graduate Program in History. The successful candidate is encouraged to join York University's Harriet Tubman Institute for Research on Africa and Its Diasporas. The successful candidate will be suitable for prompt appointment to the Faculty of Graduate Studies. Pedagogical innovation in high priority areas such as experiential education and technology enhanced learning is an asset.

UNITED STATES



CALIFORNIA

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Bakersfield, CA

Europe. Tenure-track professor in modern continental European history at California State University, Bakersfield. We seek candidates who can

place Europe within a transnational or global perspective that includes, but is not limited to, imperialism, transnationalism, citizenship, diasporas, and the Global South. A secondary field in the Middle East, Africa, digital history, or historical GIS (Geographic Information Systems) is most welcome. Candidates are expected to teach lower and upper-division departmental service courses, world history surveys, and graduate courses, as well as developing courses in cross-disciplinary studies and engaging in distance/online instruction. Service to the department, school, the university, and the profession is expected. Assistant professor position begins August 2018. PhD required at time of appointment. The complete application package must include cover letter, CV with evidence of a clear research program leading to publication, statement of teaching philosophy and teaching portfolio, and three letters of recommendation. Submit application to org-europeansearch@csu.edu. Detailed vacancy announcement, requirements, qualifications, and application procedures at https://www.csub.edu/facultyaffairs/_files/TT-Euro-Hist-2018.pdf or by contacting Dr. Cliona Murphy, cmurphy@csu.edu. CSUB is an EOE. Review begins November 15, 2017. Open until filled, but applications completed by November 15, 2017, will receive full-est consideration.

UNIVERSITY OF CALIFORNIA, SAN DIEGO

La Jolla, CA

Endowed Chair in Modern China. Associate or full professor:

The Department of History (<http://history.ucsd.edu>) at UC San Diego is pleased to announce a search for the Paul G. Pickowicz Endowed Chair in Modern Chinese History and concurrent tenured appointment at the full or associate professor level in the Department of History. We prefer candidates in all subfields of modern Chinese history, from circa 1890 to the present with a vision for the field, a long-term research agenda that also connects China with other departmental strengths, and a commitment to graduate education. Applications, including a cover letter; statement of research agenda, CV, and statement summarizing experience and leadership contributions in the arena of equity and diversity will be accepted electronically at <https://apol-recruit.ucsd.edu/apply/JPF01507>. Three letters of recommendation should be uploaded electronically by the letter writers. For further information please see <http://history.ucsd.edu/news-events/employment.html>. UCSD is an AA/EOE.

Endowed Chair in Studies in Ancient Jewish Civilizations.

Associate or full professor. The Department of History (<http://history.ucsd.edu>) at UC San Diego is pleased to announce a search for the Endowed Chair in Studies in Ancient Jewish Civilizations and concurrent tenured appointment at the full or associate level in the Department of History. Scholars whose research focuses on the Second Temple period, the Rabbinic period, and Jewish interactions with the Hellenic world are particularly encouraged to apply. The successful candidate will join UC San Diego's cohort of endowed chairs specializing in Greek history and

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.

Jewish studies and will help enhance the department's gathering strength in the history of the ancient Mediterranean. Review of applications will begin November 1, 2017, and continue until the position is filled. Applications, including a cover letter, statement of research agenda, CV, and a separate personal statement summarizing their efforts to foster equity and diversity will be accepted electronically at <http://apptrkr.com/1076891>. Three letters of recommendation should be uploaded electronically by the letter writers. For further information please see <http://history.ucsd.edu/news-events/employment.html>. UCSD is an AA/EOE.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Los Angeles, CA

Gender and Sexuality. The UCLA Department of History expects to make an appointment for a tenure-track position in the history of gender and sexuality, open to any field. Appointment will be at the rank of assistant professor and begin on July 1, 2018. All candidates should have completed their PhDs, in history or related field, no later than June 30, 2018. The deadline for receiving applications and required documents is November 1, 2017. Applications will be reviewed immediately thereafter. The department welcomes candidates whose experience in teaching, research or community service has prepared them to contribute to our commitment to diversity and excellence. All qualified applicants are encouraged to apply online at <https://recruit.apo.ucla.edu/apply/JPF03204> to upload their information for this position. Documents should include a letter of application, CV, writing sample, sample syllabi and three letters of recommendation. This position is subject to final administrative approval. The University of California is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see <https://www.chr.ucla.edu/hr-archive/uc-nondiscrimination-affirmative-action-policy-regarding-academic-staff-employment>.



NORTHWESTERN UNIVERSITY

Evanston, IL

Modern South Asia. Northwestern University seeks to appoint a tenure-track assistant professor of modern South Asian history. Candidates must have their PhD in hand before the start date of September 1, 2018. A letter of application, CV, writing sample (no longer than an article or dissertation chapter), and three letters of recommendation (sent separately) must be submitted electronically via the link on our departmental website at <http://www.history.northwestern.edu/> by October 15, 2017. AA/EOE. Northwestern University is an AA/EOE of all protected classes, including veterans and individuals with disabilities. Women, racial and ethnic minorities, individuals with disabilities, and veterans are encouraged to apply. Hiring is contingent upon eligibility to work in the United States. Address any questions about this position to Eric West at e-west@northwestern.edu.

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. 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: 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).

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Urbana, IL

Thomas M. Siebel Chair in the History of Science. The Department of History at the University of Illinois at Urbana-Champaign invites nominations and applications for a tenured position at the rank of full professor as Thomas M. Siebel Chair in the History of Science. Subfield and geographic area open. Successful candidate will be an accomplished scholar with a distinguished record of publications, an active research agenda, and enthusiasm for teaching. PhD in history or related field required. Target starting date is August 16, 2018. Salary is competitive. To apply, create your candidate profile through <https://jobs.illinois.edu> and upload your application materials: letter of application, CV, research statement, teaching materials, and contact information for three professional references. Letters of recommendation may be requested from referees electronically at a later date. To ensure full

consideration, all required application materials must be submitted by November 10, 2017. The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer. For questions and to submit nominations, please contact Prof. Jerry Dávila at jdavila@illinois.edu. For information about Illinois, visit our webpage at <http://www.history.illinois.edu>. The University of Illinois is an AA/EOE. Minorities, women, veterans and individuals with disabilities are encouraged to apply. For more information, visit <http://go.illinois.edu/EEO>. To learn more about the university's commitment to diversity, please visit <http://www.inclusiveillinois.illinois>.

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 the 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, 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, which 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 PhD 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, go to 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.

MASSACHUSETTS

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, Massachusetts, 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>.

MISSISSIPPI

MISSISSIPPI STATE UNIVERSITY

Mississippi State, MS

Africa/African Diaspora. The Mississippi State University Department of History invites applications for a tenure-track appointment in African or African diaspora history, beginning August 2018. Successful applicants must be able to participate in the department's specialties of international security/internal safety or agricultural, rural, and environmental history. Teaching responsibilities are two courses per semester. Offerings include undergraduate and graduate courses in the area of expertise. Demonstrated ability to contribute to the department's vibrant intellectual life is especially favored. A PhD in African or African diaspora history at the time of appointment is required. Expertise in African environmental, African diaspora, or imperialism/nationalism/anti-colonialism are preferred. Evidence of successful teaching and publications are also preferred. All applicants must apply online at <http://explore.msujobs.msstate.edu/cw/en-us/job/496068/> and attach a cover letter, current CV, and research and teaching statement. Have three letters of recommendation sent to Prof. Alan I Marcus, Professor and Head, PO Box H, Mississippi State, MS 39762. To guarantee consideration, applications must be received by November 10, 2017. Please include e-mail address to facilitate contact. MSU is an EOE, and all qualified applicants will receive consideration for employment without regard to race, color, religion, ethnicity, sex (including pregnancy and gender identity), national origin, disability status, age, sexual orientation, genetic information, protected veteran status, or any other characteristic protected by law. We always welcome nominations and applications from women, members of any minority group, and others who share our passion for building a diverse community that reflects the diversity in our student population.

NEBRASKA

UNIVERSITY OF NEBRASKA

Lincoln, NE

US Latina/o. The Department of History and the Institute for Ethnic

Studies at the University of Nebraska-Lincoln seek candidates for a tenure-track assistant professorship in US Latina/o history, to begin August 2018. This position is a joint appointment with the tenure home in the Department of History. PhD by August 2018 and ability to teach at the undergraduate and graduate levels required. We seek scholars working in any subfield and any period and are especially interested in immigration, transborder issues, and/or the Great Plains. Applicants must have ability to teach US Latino studies as well as undergraduate and graduate courses in History. Scholars who can contribute to the Department of History's digital history and digital humanities foci and/or History of the American West program are particularly encouraged to submit an application. To be considered for the position, applicants must complete the Faculty/Administrative Information Form at <http://employment.unl.edu>, requisition #F_170087, and upload a letter of application, CV, and writing samples, and have three confidential letters of reference sent to Prof. Jeanette Jones, Chair, Search Committee, Dept. of History, University of Nebraska, 612 Oldfather Hall, Lincoln, NE 68588-0327. Review of applications will begin on October 16, 2017, and will continue until the position is filled. For further information contact Jeanette Jones at jjones11@unl.edu. The University of Nebraska is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers. See <http://www.unl.edu/equity/notice-nondiscrimination>.

NEW JERSEY

RUTGERS UNIVERSITY

New Brunswick, NJ

Modern Latin America. The Department of History at Rutgers, the State University of New Jersey (New Brunswick, NJ) invites applications for a full-time, tenure-track position, beginning Fall 2018, open rank, in the area of modern Latin American history, excluding the Caribbean. PhD in history in the field of modern Latin America required. The successful applicant should have research interests that complement and relate to the department's strengths in gender and/or race. Applicants should have an outstanding research program, a strong teaching record, and a commitment to building the presence

of Latin American history at Rutgers. The successful applicant will teach in both the undergraduate and the graduate programs. Applicants should submit a cover letter detailing their research and teaching interests, a CV, a writing sample, and three letters of recommendation at <https://apply.interfolio.com/44065> to Prof. Camilla Townsend, Chair of the Latin American History Search Committee, Dept. of History, Rutgers University, 16 Seminary Pl., New Brunswick, NJ 08901. We will begin reviewing applications November 1, 2017, and will continue until the position is filled. Rutgers, the State University of New Jersey, is an AA/EOE. Qualified applicants will be considered for employment without regard to race, creed, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, genetic information, protected veteran status, military service, or any other category protected by law. As an institution, we value diversity of background and opinion, and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination, or any other terms or conditions of employment.

PRINCETON UNIVERSITY Princeton, NJ

American Revolutionary Era. Tenure-track assistant professor or recently tenured associate professor. Anticipated start date, September 1, 2018. The Department of History of Princeton University invites applications from scholars who specialize in the history of North America in the 18th century. Teaching responsibilities would include an undergraduate course focusing on the American Revolution, its causes, course, and effects, and a graduate course on the Revolutionary era from 1754 to 1815. Review of files will begin October 15, 2017, but applications will be considered until the position is filled. Applicants should provide a detailed letter of application, CV, and either a dissertation abstract, an outline of the dissertation chapters, and one complete chapter, or a table of contents, introduction, and one chapter from a first book. Applicants should also provide contact information for at least three recommenders as part of the online application process. For candidates who do not yet have a PhD,

the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2018. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy. Please apply online at <https://www.princeton.edu/acad-positions/position/2942>.

Contemporary India. Princeton University seeks qualified candidates for a tenured professorship in any discipline, including the arts, the humanities, the social sciences, engineering and the natural sciences. Candidates are required to have regional expertise on India, knowledge of relevant foreign languages, and experience managing a center or program. In addition to contributing to their respective disciplinary department and to the wider research community of the Princeton Institute for International and Regional Studies (PIIRS), they are expected to broaden Princeton's international networks and strengthen regional course offerings at the University. Field of specialization is open. Applicants should apply online at <https://puwebp.princeton.edu/AcadHire/apply/application.xhtml?listingId=3041>. Senior scholars should submit a brief letter of interest along with a curriculum vita and a list of references, but no publications, letters of recommendation or writing samples at this time. For fullest consideration, please apply by October 2, 2017. Further questions about this position may be directed to Susan Bindig at susanb@princeton.edu. This position is subject to the University's background check policy.

Modern Continental Europe. Tenure-track assistant professor. Anticipated start date, September 1, 2018. The Department of History at Princeton University invites applications from scholars who specialize in the history of modern Europe, 1800 to the present. We particularly encourage applications from candidates whose expertise complements, rather than duplicates, the department's existing strengths in British, French, German, and Russian history. Teaching responsibilities include an undergraduate lecture course providing a survey on a select region

or regions of continental European history or Europe's interactions with the world from 1800 to the present as well as upper-level undergraduate courses and graduate seminars on specialized aspects of this history. Review of files will begin October 2, 2017, but applications will be considered until the department chooses to close the search. Candidates should send a dossier that includes a detailed cover letter, CV, and one-page dissertation or book abstract. Applicants should also provide contact information for at least three recommenders as part of the online application process. For candidates who do not yet have a PhD, the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2018. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy. Please apply online at <https://www.princeton.edu/acad-positions/position/2921>.



CORNELL UNIVERSITY Ithaca, NY

Islam in Modern Middle East and North Africa. The Department of Near Eastern Studies, College of Arts and Sciences, Cornell University, seeks to appoint a tenure track assistant professor who specializes in Islam in the modern Middle East and North Africa. We especially welcome candidates whose work is interdisciplinary, comparative, and expands the department's existing strengths. Discipline open. Interested candidates should submit a letter of application, CV, a representative writing sample, and three letters of recommendation electronically to <https://academicjobsonline.org/ajob/jobs/9624>. The deadline for applications is November 15, 2017. Incomplete or late applications will not be considered. Diversity and inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing affirmative action, equal opportunity, protected veterans, and individuals with disabilities.

Modern China. The Cornell University Department of History seeks a historian of modern China, with particular expertise in the late-Imperial and/or Republican periods, or post-1949. The appointment will be full-time, tenure track at the assistant professor level, to begin July 1, 2018. Applicants must be strong in both research and teaching and have the PhD in hand by July 1, 2018. We particularly invite applications from women and members of underrepresented minority groups. Please submit a letter of application, CV, and three letters of recommendation online to <https://academicjobsonline.org/ajob/jobs/9660>. The closing date for applications is November 1, 2017. Cornell University is an AA/EOE.

Modern European Jewish. The Department of History at Cornell University, in conjunction with the Jewish Studies Program, seeks applicants for the Laurie B. and Eric M. Roth Professorship of Modern European Jewish history, at the rank of associate or early full professor, with a preference for the history of Eastern and/or Central Europe. We seek candidates who are willing to contribute to the curricula and activities of both the department and the program, and whose research includes work in relevant Jewish languages. Teaching responsibilities will include surveys of Jewish history, courses in the broader history of the relevant region, and courses in the candidate's specific area of expertise. The appointment will commence on July 1, 2018. Please submit letter of application, CV, and three references by November 1, 2017, to <https://academicjobsonline.org/ajob/jobs/9584>. Cornell is an AA/EOE. Women and underrepresented minorities are strongly encouraged to apply.



KENYON COLLEGE Gambier, OH

East Asia. The History Department at Kenyon College, a highly selective, liberal arts college in central Ohio, invites applications for a tenure-track position in East Asian history, beginning July 1, 2018. Period and region of specialization within East Asia and East Asian languages of research are open. Candidates should be prepared to teach introductory surveys on modern and premodern East Asia, and upper-level seminars in their area

of expertise or interest. Other courses are open to the specific interests of the applicant. Specialists on China, Japan, or Korea who understand East Asia in a transnational context are especially welcome. The successful candidate will hold the James P. Storer Chair in Asian History, which includes funding for research and library acquisitions and the expectation of teaching four courses per year. In addition to maintaining an active research agenda and contributing to the curriculum of the History Department, the holder of the chair is also expected to promote awareness of East Asia across campus through engagement with students and faculty in the Asian and Middle East Studies Program, the International Studies Program, and other campus endeavors. The History Department is comprised of a dozen historians with diverse thematic and geographic specializations (including two other Asianists), and values both excellence in undergraduate education and high quality research. Candidates should have a record of excellent teaching and a PhD in hand or be near completion by the beginning of the appointment (July 2018). Applications should include a letter of application, a CV, graduate school transcript, teaching statement, three letters of recommendation, and a writing sample. Apply at <http://careers.kenyon.edu/cw/en-us/job/492464/>. Review of applications will begin on December 1, 2017, and will continue until the position is filled. Kenyon College is an EOE. It is the college's policy to evaluate qualified applicants without regard to race, color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical and/or mental disability, age, religion, medical condition, veteran status, marital status, or any other characteristic protected by institutional policy or state, local, or federal law. All questions should be directed to Prof. Stephen Volz, Chair, East Asia History Search (volzs@kenyon.edu).

THE COLLEGE OF WOOSTER

Wooster, OH

Early America. The Department of History at The College of Wooster (<http://www.wooster.edu>) invites applicants for a tenure-track position in early American history. We are particularly interested in receiving applications from candidates in

the fields of gender history, environmental history, and Native American history. The successful candidate will teach the US history survey and courses in their areas of specialization. They will also supervise undergraduate research in the college's required Independent Study Program and participate in the college's First-Year Seminar. PhD expected by August 2018. The college's student population is 19% domestic students of color and 10% international students. All applicants must demonstrate a promise of excellence in working with students from diverse backgrounds. Application deadline is October 6, 2017. A complete application will include a letter of application, a CV, copies of unofficial graduate transcripts, a diversity statement, a research statement, a teaching statement, and three confidential letters of recommendation. The diversity statement should detail how the applicant has engaged or expects to engage with issues of diversity in the classroom and the curriculum, as well as on campus, and in the broader community. The teaching statement must explicitly address the professor's role in a liberal arts institution; fostering and supporting diversity in the classroom; and mentoring undergraduate research. Candidates may also describe their plans for introductory- and upper-level courses that complement or expand our existing course offerings. Additional evidence of research and teaching interests is also welcome. Address all materials to Dr. Jeff Roche, Chair, Search Committee, Dept. of History, College of Wooster. All materials must be submitted at <https://apply.interfolio.com/43095>. The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The college values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of employing persons without regard to age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, gender identity and expression, or political affiliation. The College of Wooster is an AA/EOE. Employment is subject to federal laws requiring verification of identity and legal right to work in the United States as required by the Immigration Reform and Control Act. The College of Wooster is a drug-free workplace.



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 <https://academicjobsonline.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 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 <https://academicjobsonline.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.



LEHIGH UNIVERSITY

Bethlehem, PA

Islamic World. The Department of History and the Center for Global Islamic Studies at Lehigh University welcome applications for a tenure-track assistant professor with expertise in a particular region of the Islamic World combined with broad training in the history of Islam's transnational, cross-cultural, and global dimensions. This position carries a 2/2 teaching load of graduate (MA and PhD in history) and undergraduate courses. Candidates should be capable of teaching introductory level courses in both Islamic world history and a survey of global history. Thematic research fields are open, with a preference for any of the following: gender, intellectual and cultural life, imperialism, globalization, religion, science, environmental, or health and medicine. Fluency in relevant research languages, PhD by August 2018, and evidence of scholarly accomplishment or potential are required. To apply, please upload letter of application, CV, three letters of recommendation, and a writing sample to <https://academicjobsonline.org/ajo/jobs/9447>. All applications must be complete by October 10, 2017, for full consideration. Questions about the position should be directed to Prof. John Savage (jms8@lehigh.edu), Chair, History of Islamic World Search Committee. We are planning on conducting

Skype interviews in November and scheduling campus visits in January and early February 2018. The College of Arts and Sciences at Lehigh is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community. Lehigh University is an AA/EOE. Lehigh University is located on a scenic, 1,600-acre campus in historic Bethlehem, Pennsylvania, about one and a half hours from downtown New York City and Philadelphia. The Lehigh Valley is an attractive place to live and work with a reasonable cost of living and abundant cultural activities. Lehigh University offers excellent benefits including domestic partner benefits. More information about policies and benefits for Faculty at Lehigh can be found at <http://www.lehigh.edu/~inprv/faculty/worklifebalance.html>. History Department: <https://history.cas2.lehigh.edu/>. Center for Global Islamic Studies: <https://cgis.cas2.lehigh.edu/>.

UNIVERSITY OF PENNSYLVANIA Philadelphia, PA

Post-1945 United States. The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professor 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.

West Africa. The Department of Africana Studies at the University of Pennsylvania seeks a historian of West Africa at the rank of assistant, associate, or full professor. The successful candidate will be selected on the basis of superb scholarship and outstanding teaching and will join a department distinguished by a clear commitment to global black studies as an interdisciplinary endeavor. Candidates should apply online at <http://facultysearches.provost.upenn.edu/postings/1192>. Please attach a letter of application, CV, and research statement. Applications for an assistant professor position should also include the contact information of three individuals who have agreed to provide letters of recommendation. Recommenders will be contacted by the university with instructions on how to submit letters to the website. Review of applications will begin on October 16, 2017, and continue until the position is filled. The Department of Africana Studies 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.

GEORGE AND ANN RICHARDS CIVIL WAR ERA CENTER, PENN STATE UNIVERSITY University Park, PA

Postdoctoral Scholar, African American History. The Richards Civil War Era Center (<http://richardscenter.la.psu.edu/>) and the Africana Research Center (<http://arc.la.psu.edu/>) invite applications for a one-year postdoctoral scholar in African American history (#73737),

beginning July 1, 2018. All research interests spanning the origins of slavery through the Civil Rights Movement will receive favorable consideration. Proposals that mesh with the Richards Center's interests in slavery, abolition, and emancipation, as well as comparative or Atlantic history, are especially welcome. During their residency, the scholar will have no teaching or administrative responsibilities. He or she will be matched with a mentor, attend professional development sessions and other relevant events, and will be expected to take an active part in Penn State's community of Africana researchers. The scholar also will invite two senior scholars to campus to read and comment on the scholar's project. Successful applicants must have completed all requirements for the PhD within the previous four academic years. Salary/benefit package is competitive. To be considered for this position, submit complete application packets including a cover letter describing your research and goals for the scholarship year; a CV (6 page maximum), and a writing sample of no more than 30 double-spaced pages. Apply online at <https://psu.jobs/job/73737>. Review of materials will begin November 15, 2017, and continue until the position has been filled. Three letters of reference should be addressed to the attention of the ESSS Selection Committee and submitted as e-mail attachments to richardscenter@psu.edu. Please direct questions about the process via e-mail to richardscenter@psu.edu. For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report. Penn State is an AA/EOE, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.



ST. NORBERT COLLEGE De Pere, WI

Latin America. The History Discipline at St. Norbert College invites applications for a tenure-track

position in Latin American history at the rank of assistant professor. PhD in history is required. Start August 2018. Field of specialization in Latin American history open; secondary field in European or US history preferred. The successful candidate will contribute courses to both the history major (including introductory surveys and electives) and the college's Core Curriculum. Course load of three classes per semester. In addition to teaching, the responsibilities of this position include a program of scholarship, student advising, service on college committees, and other typical collegial duties. More information is available at the History page, in particular its relation to the mission of the college: <http://www.snc.edu/history/mission.html>. St. Norbert College, a Catholic institution rooted in the Norbertine tradition, welcomes applications from members of all backgrounds and faith traditions. The college's mission emphasizes the Norbertine vision of community and includes providing "an educational environment that fosters intellectual, spiritual and personal development." We seek those who will contribute to our mission and support our commitment to building a vibrant, diverse and spiritually engaged community (<http://www.snc.edu/mission/statement.html>). The Green Bay metropolitan area offers abundant opportunities for recreational and cultural endeavors, growing communities with modern and historical housing options, top tier schools, and world-class healthcare. Northeast Wisconsin is home to Fortune 500 companies, as well as thriving start-ups, and is served by its own international airport. Screening of applicants will begin November 1, 2017. Interviews will take place at the AHA annual meeting in Washington, DC, in January 2018. Submit application letter, CV, three letters of recommendation, teaching philosophy, and evidence of teaching effectiveness to Dr. Paul Johnson, Associate Dean of Humanities, St. Norbert College, 100 Grant St., De Pere, WI 54115-2099. Electronic submissions are preferred and can be sent to kelly.krummel@snc.edu, addressed to Dr. Paul Johnson. St. Norbert College is an EOE dedicated to enhancing the diversity and cultural competency of its students, faculty, staff and administration.



AHA member benefit

25% off a Yearly Combo Premium Package from [Wix.com](https://www.wix.com), the leading cloud-based web development platform that makes it simple to create a beautiful, professional, and functional web presence.



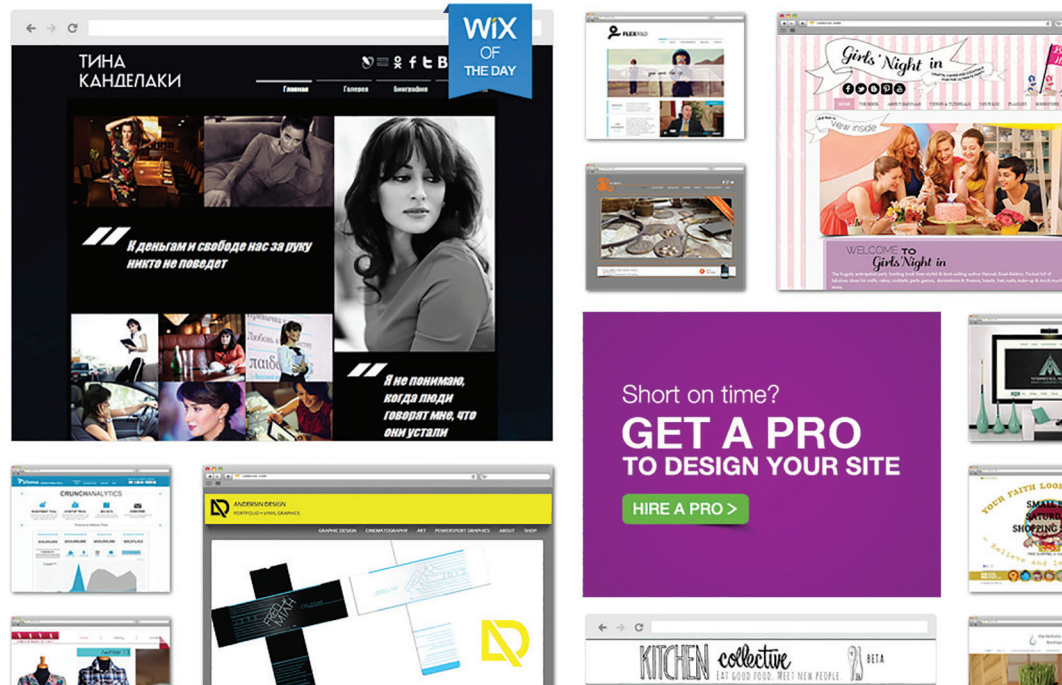
[My Sites](#) [Create](#) [Explore](#) [Subscriptions](#) [Support](#)

[English](#)

[Sign In](#)

Get Inspired

Explore examples of beautiful HTML5 sites published by our users
Don't have a website yet? [Create yours now](#)



AMERICAN
HISTORICAL
ASSOCIATION

Find it on historians.org/MyAHA

AMERICAN HISTORICAL ASSOCIATION

YEAR IN REVIEW 2016–17



PROMOTING THE VALUE OF HISTORICAL WORK

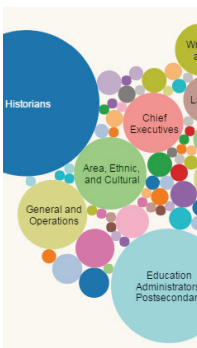
- Broadcast the career success of history majors using recent federal census data
- Convened annual meeting sessions aired nationally on C-SPAN
- Increased the presence of graduate students, early career scholars, and historians beyond the academy in AHA publications
- Informed the Washington policy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

historians.org | facebook.com/ahahistorians | @AHAhistorians | #Everythinghasahistory