

The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 56: 6
September 2018



**EVERY
HISTORIAN
COUNTS**

Office DEPOT
OfficeMax®
Taking care of business

AMER | CAN
H | STOR | CAL
ASSOCIATION

AHA Members **Save More!**



Exclusive **AHA** member benefits!



Up to **80% off** thousands of products



Delivery is on us. **Fast & FREE!** On qualifying online orders over \$50. Excludes furniture.



Order online at **officediscounts.org/historians**

Because you're a member of the American Historical Association you can save more when you shop at Office Depot / OfficeMax. Visit **officediscounts.org/historians** to shop online or print your free discount card.

For more information, visit: **officediscounts.org/historians**

FEATURE

EVERY HISTORIAN COUNTS29

A New AHA Database Analyzes Careers for PhDs

EMILY SWAFFORD AND DYLAN RUEDIGER



ON THE COVER

In June, the AHA launched Where Historians Work, an interactive database showing career outcomes for more than 8,000 history PhDs who received their degrees in 2004–13. The product of our Career Diversity for Historians initiative, the database is the fullest representation of its kind in any discipline.

3 | FROM THE EDITOR

Townhouse Notes
ALLISON MILLER

4 | LETTERS TO THE EDITOR

5 | FROM THE PRESIDENT

How Did You Choose Your Field?
MARY BETH NORTON

7 | FROM THE EXECUTIVE DIRECTOR

Hierarchy and Needs
JAMES GROSSMAN

10 | NEWS

Request Denied
SETH DENBO

Why Read *Why Learn History*
ELIZABETH ELLIOTT

Advocacy Briefs

17 | FROM THE RESEARCH DIVISION

Locked Out
BECKY NICOLAIDES

22 | FROM THE PROFESSIONAL DIVISION

Letters of Rec
SUZANNE MARCHAND

26 | VIEWPOINTS

Why I Am a Historian
LILLIAN GUERRA

33 | AHA ANNUAL MEETING

On to Chicago
The Business of Publishing Concerns
Us All
MICHAEL J. MCGANDY

40 | AHA ACTIVITIES

2018–19 NASA and Jameson
Fellowships Awarded
ELIZABETH ELLIOTT

A New Face at the AHA
ALLISON MILLER

Actions by the AHA Council

Donors to the Association

2018 AHA Election Results
LIZ TOWNSEND

50 | IN MEMORIAM

54 | AHA CAREER CENTER

News magazine 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*
ELYSE MARTIN

*Manager, Data Administration
and Integrity*
LIZ TOWNSEND

Editorial Assistant
ZOE JACKSON

AHA STAFF

Executive Director

JAMES R. GROSSMAN

Deputy Director

DANA L. SCHAFER

*Director of Scholarly
Communication and Digital
Initiatives*

SETH DENBO

*Director of Academic and
Professional Affairs*
EMILY SWAFFORD

Meetings Manager
DEBBIE ANN DOYLE

Accounting Manager
BETSY ORGODOL

Membership Manager
PAMELA SCOTT-PINKNEY

Assistant Membership Manager
MICHELLE HEWITT

Special Projects Coordinator
JULIA BROOKINS

*Coordinator, Career Diversity
for Historians and Institutional
Research*
DYLAN RUEDIGER

Program Associate
MEGAN R. CONNOR

Archives and Office Assistant
MATTHEW KEOUGH

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.

©2018 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

FAQs about Where Historians Work



In July, the AHA launched Where Historians Work, an interactive database showing career outcomes for history PhDs graduating in the years 2004–13. The response was so overwhelming that we decided to feature the *Perspectives* story announcing several initial findings on the cover of this issue.

Questions about Where Historians Work surfaced almost immediately. Most of them could be answered by reading the methodology section at historians.org/wherehistorianswork, but some of them are a bit tricky. So, to clear matters up, I consulted with my colleagues to help address a few of the most common questions, concerns, and complaints.

How can you get accurate results from a survey? Doesn't that methodology depend on a high response rate? Actually, Where Historians Work wasn't a survey at all! We took the names, universities, graduation years, and dissertation titles of PhDs listed in our own Directory of History Dissertations, which uses information provided by all PhD-granting institutions in the United States. We then found these graduates via publicly available sources, such as university websites and LinkedIn. To prevent institutional bias, we didn't ask departments for the career outcomes of their own graduates, nor did we make inquiries of individuals. (The final database doesn't include names.)

How did you decide which years to limit the data to? We knew we wanted a 10-year cohort, and we wanted to ensure that, when we started looking for graduates (in 2017), they had more or less settled into jobs. We also wanted to make sure we understood the impact of the 2008 recession on PhD career paths. So our endpoint is 2013, and counting back 10 years (inclusive) leads you to 2004.

Where are the data for jobs outside the professoriate? They're in the slide labeled Careers Beyond the Professoriate. You'll find that the most common job classification (we used the Department of Labor's Standard Occupational Classifications) is Education

Administrators, Postsecondary. Chief Executives, Editors, and Secondary School Teachers are also well represented. The most confusing category is probably Historians. Though the AHA would classify all individuals in the data set as historians, to the Department of Labor, Historians “research, analyze, interpret, and write about the past by studying historical documents and sources.” This is not the classification for professors; it denotes individuals who conduct historical research but are not classroom teachers.

Why didn't you include data on race and ethnicity? We'd like to have the data, but there are two problems. First, our dissertation directory (the starting point for our data collection) doesn't include that information. And second, accurate information would have been tricky to identify from publicly available sources. (While our directory doesn't include information on gender, either, we inferred gender identity from factors like the pronouns PhDs used for themselves.) Trying to discern race and ethnicity from, say, family name or appearance could produce wildly inaccurate results. More to the point, such methodology would be, frankly, racist.

You count “non-tenure-track” faculty, but shouldn't you note how many of them are adjuncts? The non-tenure-track category in Where Historians Work includes a variety of employment statuses, including visiting assistant professorships, teaching-oriented postdocs, full-time lecturers (some with long-term contracts), and part-time adjuncts. The database was created using only publicly available information, and the inconsistent titles of jobs used by different universities—as well as the privacy of employment contracts—made it impossible to determine the employment conditions of many individuals working off the tenure track.

Readers will no doubt have additional inquiries, and we'd love to hear them. Please play with the data, and let us know how you're using it in your professional life. **P**

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



TO THE EDITOR:

We write to comment on “The Real Academic World” (*Perspectives*, May 2018), which narrates the early career challenges of four recent doctoral students from the University of Texas at El Paso (UTEP), a very “real” world in its own right.

When four graduates of your PhD program with tenure-track positions report on their professional experiences in *Perspectives*, you know you have done something right. We could not be prouder of the accomplishments of our graduates. Though the Borderlands History PhD program at UTEP is a unique program at a unique institution, Drs. Nancy Aguirre, Cristóbal Borges, John Paul Nuño, and Jamie Starling offer excellent suggestions for departments across the country regarding how we prepare PhD students to teach history in diverse settings.

Like most programs, we require a course in history teaching and learning. But beyond that, teaching sits at the center of our training. Over a decade ago, at the prompting of our students, we replaced qualifying exams with a professional portfolio, which takes a holistic approach, requiring students to create syllabi and pedagogical statements, and reflect on their professional philosophies, as well as demonstrate knowledge of their fields.

Our students have also always been encouraged to teach. We have not, it is true, invited them to formally assist in graduate courses, perhaps on the assumption that the demands for student participation in their seminars conveyed the necessary skills. In this regard, Nuño’s remarks on teaching in a stand-alone MA program are instructive. While we have also found it difficult to create opportunities for students to teach upper-division undergraduate courses in history, our students have often taught such courses elsewhere on campus. We have sometimes facilitated those opportunities, but they have also frequently come from the kind of initiative by the students themselves that our four former students display.

We have also worked with El Paso Community College to expand teaching opportunities for our students, and a recent grant from the Mellon Foundation to fund the UTEP-EPCC Humanities Collaborative has created opportunities this year for students to teach at EPCC as Doctoral Fellows.

Finally, with the help of two AHA Career Diversity grants, we have become increasingly conscious of the need to prepare students to work outside of the academy, and we are working to develop internship opportunities and mentoring partnerships with regional teaching institutions, nonprofits, businesses, and government agencies.

We acknowledge that we cannot do it all, and that sometimes the career successes of our students indeed build on their experiences working for Apple, as Borges reveals, or simply their ability to think on their feet when faced with demands that neither we nor they anticipated. We hope that we learn from them both while they are students and after they graduate and move on to circumstances we may not share. By challenging us to keep looking ahead, their insights are critical to the future of our program and our field.

JEFFREY P. SHEPHERD

SAMUEL BRUNK

University of Texas at El Paso



TO THE EDITOR:

In May 2018’s *Perspectives on History*, it is reported that AHA president Mary Beth Norton, on behalf of the AHA, signed a letter opposing the citizenship question that is to be on the 2020 US Census.

This is a troubling example of political correctness trumping intellectual rigor.

Firstly, the purported undercount issue is speculative. It is irrational to base policy on speculation. Furthermore, these speculations are by social science experts, and that group has a poor record of reliable predictions.

Lastly, and most importantly, historians have a definitive need for the best population data available. This clearly would include identification of citizenship at the time of enumeration.

So, we have the remarkable case of the AHA arguing to suppress important historical information that will handicap future historians who will want to know as much as possible about the US population in 2020.

JOHN B. BUTE

Austin, TX

MARY BETH NORTON

HOW DID YOU CHOOSE YOUR FIELD?

More Results from a Thoroughly Unscientific Poll



This month's column follows last April's examination of responses to an email survey I sent to acquaintances several months ago, to get a sense of the shape of the discipline today. Here I report replies to my second question: how historians select a field to study—not a specific topic, but a general area. As I promised those who returned my survey, I will respond first.

Although I enrolled in courses on both European and American history as an undergraduate, I never seriously considered graduate work in any field other than US history. My application to graduate school projected a focus on 19th-century American intellectual history, reflecting the influence of several courses I had taken. During graduate work at Harvard, however, my interests changed to early America—but not because of the impact of Bernard Bailyn, whose brilliant teaching influenced many of my rough contemporaries. By chance, Bailyn was on leave my first year (when one enrolled in seminars), so my colonial history seminar was taught by Frederick Tolles, who came from Swarthmore to fill in for a semester.

During that course, I had what I often describe as a conversion experience. I recall sitting in my library carrel reading an obscure pamphlet that the Patriot agitator James Otis Jr. published in 1765, during the Stamp Act controversy. It was as though Otis reached out to me over the centuries and asked, “Why have you never focused on the fascinating 18th century before?” I had paid minimal heed to the colonial period, seeing it only as a prelude to the more interesting 19th century. But by the end of the semester, I had decided that my future lay with work in early America. The following fall, I introduced myself to Bailyn when he returned from leave and, as Tolles had advised, handed him a copy of my seminar paper to read. That was the beginning of a relationship that continues to this day.

Several of my respondents also attributed their choice of field to reading, but to secondary works in which they

found notable silences. “*Why* are there so few women?” one woman wondered of what she was reading. A man who studied “political history and the history of elites” as an undergraduate chose social history to “bring into focus the lives of ordinary Americans.” He was not the only one who wished to write “history from the bottom up” or who saw writing history as a contribution to the struggle for what he called “social justice.” (Some survey responses thus described motivations similar to those of Lillian Guerra, whose passionate essay about why she became a historian appears in this issue.) Further, people were puzzled by historical developments not sufficiently explained in their reading, like a Europeanist who found existing narratives of pre-World War II history and the rise of fascism “fascinating” in their “idiocy.”

“*Why* are there so few women?”
one historian wondered of
the secondary sources she
was reading.

A few attributed their choice of field to professors. One man termed his thesis adviser “an unusually creative and brilliant scholar” who had the “ability to consider historical processes on a capacious and global scale.” A woman commented that having “the benefit of a professor whose chief interest was women’s history” was transformative. For another woman, simply finding a professor who “had no ulterior motives and also took me seriously” was key; he was an early Americanist, so she became one too. A man whose original thesis adviser left for another campus latched on to a different professor, who encouraged him to think broadly.

Many Americanists wrote of a particular affinity for our national history, though in different ways. One said she



A historian's path to a field can be unpredictable.
Coggleswort00/Flickr/CC BY-NC-ND 2.0

chose US history because she “wanted to learn about what was close to me.” Another wrote that the subject “was immediately consequential to the lives of many people now living.” A historian urged by a professor to study women outside the United States instead opted for American women because of her own “lived experience” and her “growing personal interest in feminism.” The Civil War attracted one respondent for its “colorful characters”; urban history intrigued another who grew up near but not in a major city. One colonial historian told me, “I was the kid who wanted to visit (and indeed did visit) all the sites in Salem, Plymouth, St. Augustine, etc.” Another cited her childhood interest in her own family’s history, “for which I had an early and natural curiosity.” Still others listed courses that piqued their interest in specific issues: when she was a senior in college, one told me, an early American history class presented “the puzzle of how quite different people tried to understand (and take advantage of) one another.”

A class presented a historian with
“the puzzle of how quite different
people tried to understand (and
take advantage of) one another.”

Yet my non-North Americanist friends and colleagues often wanted to stay away from the United States, including physically. Trips abroad led some to European, South American, or Asian history. One remarked that studying the United States held little interest, so an adviser suggested investigating Asia. After examining various possibilities,

this friend “decided that one would never be bored if you were studying the history of South Asia.” A scholar of Chinese history wrote emphatically, “I study China because, growing up on a farm, I wanted to get as far away from rural Nebraska as I could” and “China was in the news.” A Latin Americanist began by wanting to learn Spanish well, choosing to study abroad, and then becoming intrigued by the South American country in which he was living.

The answers I did not fully anticipate (but surely should have) were from those who replied not by identifying a topical or chronological field, but by instead describing a particular approach or problem that intrigued them. “My work—my ‘field’—is varied,” wrote one woman, “but what seems to drive everything is an interest in how abstract ideas get translated into concrete everyday practices and the material world.” Likewise, one told me that despite the pursuit of “eclectic” topics, “cultural history has been the underlying constant.” Another respondent said, “I work on political history (broadly defined) with special attention to gender, race, and class. . . . These sub-fields tackle big questions about the distribution of power.” And several friends cited an interest in gendered analyses, not necessarily in a political context.

What I conclude from these answers is that historians’ choices of fields or topics to study are more personal and less able to be categorized than are their reasons for becoming historians in the first place. The only clear pattern appears to be some Americans’ explicit interest in our own national history—but they are offset by other Americans who knowingly chose not to follow that route. And the absence of a pattern seems to me all to the good. My colleagues have arrived at their intellectual destinations by following uniquely individual pathways. As did I.

Next month: how historians construct their scholarly networks. **P**

Mary Beth Norton is president of the AHA.

Norton photo courtesy Dan Waters.

JAMES GROSSMAN

HIERARCHY AND NEEDS

How to Dislodge Outdated Notions of Advising



Once upon a time, a PhD student had a *Doktorvater* (a synonym for dissertation director, translating, roughly, as “professor-father”). His role was clearly defined, intellectually magisterial, and blatantly hierarchical. He might make a set of archives or sources seem particularly attractive by providing a small subsidy or a note of introduction to the gatekeeper; he might assign a dissertation topic outright. Pathways to career success were generally narrow, sharply defined, and marked by footsteps to be followed. At the end, the successful initiate was appropriately placed, often through the *Doktorvater*’s personal or institutional connections.

That last stage went by the wayside nearly two generations ago, a casualty of long-overdue changes in rules, guidelines, mores, and procedures. Pieces of the rest survived, however, including the term “placement” and the narrow definition of success. By the time I entered graduate school in the mid-1970s, *Doktorvater* was seldom heard except from senior scholars of a certain intellectual tradition, a few students who perhaps wanted to be part of a disappearing world, and humorous references that often were less than complimentary. Yet less than an hour into my first seminar, the instructor informed the half dozen of us that our goal should be to replace him. Another senior faculty member blithely asked students querying about assistantships, “Who is your patron?”

These archaic norms and practices had staying power because intangible cultural assumptions persisted, even as the structures of the old world were re-forming. Indeed, patronage systems remain evident today, along with an academic ethos that generates among many students a sense of intellectual and institutional dependence on their dissertation director. A discipline that figured out a generation ago how to integrate the agency of even the most oppressed populations into our

histories refers, still, to “training,” “production” (even worse, “overproduction”), and “placement.” If the *Doktorvater* has slipped into retirement, his children seem to have difficulty abandoning terminology that signals his continuing presence, even if in the shadows.

Less than an hour into
my first seminar, the instructor
informed the half dozen of us
that our goal should be to
replace him.

I’ve been thinking about the implications of norms for PhD advising because of the AHA’s continuing efforts to broaden career horizons of doctoral students. Graduate faculty—especially those who have spent their professional lives in academia—have reasonably worried that they cannot responsibly advise students to prepare for work environments in which they as academics have no expertise. Students have shared with us the difficulties of approaching faculty to discuss pathways toward such work. Discomfort discourages open conversation, as neither party wants to broach the topic.

The solution is not straightforward. The current conversation on graduate education reform, an expansive terrain that stretches through the sound bites of Twitter, the maze of advice blogs, “quit lit,” pages of higher education journals, conferences, and books leaves no shortage of advice to both graduate advisers and their students. To some extent, the striking evolution in this reform and advice literature, and even guidelines from university graduate divisions, is a shift toward defining the adviser as a “mentor”—a broadly framed role

The UO Department of History welcomes its newest faculty members



Annelise Heinz
US Women, Gender,
and Sexuality



Vera Keller
Early Modern
Europe/Science



Allison Madar
Early America/
Legal History



Lindsey Mazurek
Ancient
Mediterranean World



Gabe Paquette
Iberian Atlantic/
Comparative Empires

These outstanding scholars join renowned graduate faculty members in our focal fields of study

African Diaspora

Carlos Aguirre
Leslie Alexander
Curtis Austin
Lindsay Braun
Charise Cheney
Melissa Graboyes
Allison Madar
Michelle McKinley
Brett Rushforth

North American West/ Borderlands

Steven Beda
Ocean Howell
Ryan Tucker Jones
Jeffrey Ostler
Brett Rushforth
Julie Weise
Marsha Weisiger

Women, Gender, and Sexuality

Bryna Goodman
Annelise Heinz
Ellen Herman
Allison Madar
Michelle McKinley
Julie Weise
Reuben Zahler

Environmental History

Steven Beda
Lindsay Braun
Mark Carey
Ocean Howell
Ryan Tucker Jones
Marsha Weisiger

Pacific World

Carlos Aguirre
Ina Asim
Mark Carey
Andrew Goble
Bryna Goodman
Jeffrey Hanes
Ryan Tucker Jones

Atlantic World

Leslie Alexander
Lindsay Braun
Vera Keller
Allison Madar
Michelle McKinley
Gabe Paquette
Brett Rushforth
Julie Weise

Indigenous People/ Native Americans

Robert Haskett
Ryan Tucker Jones
Jeffrey Ostler
Brett Rushforth
Marsha Weisiger

Latin America

Carlos Aguirre
Mark Carey
Robert Haskett
Michelle McKinley
Julie Weise
Reuben Zahler

Asia

Ina Asim
Andrew Goble
Bryna Goodman
Jeffrey Hanes
Arafaat Valiani

We also welcome applications from MA students in European History, the History of Science, and Russian/Soviet History.

history.uoregon.edu/graduate

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

perhaps characterized as a trusted older person who provides support, proactive guidance, and the wisdom of experience over a period of time.

Unlike the *Doktorvater*, or even the more modern and modestly construed “dissertation adviser,” the mentor does not necessarily occupy a singular role in one’s career. Over four decades, I’ve probably had five mentors, which might well be fortunate but not unusual: women and men who taught me things I needed to know at different career stages—all of them generous, patient, and wise.

But not wise about the same things. And I am realizing that might be one problem with some of the current discourse about “mentorship.” Much of what I read about what is expected of a graduate “mentor” might be setting the bar too high. I say this with some trepidation, aware of the danger of a bar set too low, considering how many PhD candidates head off to the archives without conversations about archival practices and procedures, networking with other researchers, or even the nuts and bolts of research on the road. All advisers can, and should, inform students about these and other aspects of working on a dissertation. I’m less certain that all historians can advise on such issues as career paths, especially beyond the professoriate, but also in the vastly differing academic settings in which students might eventually find themselves. Other areas readily come to mind as well: mental health, peer cultures, family issues that can arise from research travel imperatives, finances, navigating professionally useful social media, technology, and aspects of identity outside the adviser’s experience.

If experience is a central aspect of mentoring, how can a mentor feel comfortable when conversation stretches not only beyond experience but into an “outside world” that many academics find perplexing at best, of dubious moral and intellectual character at worst?

What the dissertation adviser can do is make it clear that these are important and legitimate concerns, but that for many aspects of career preparation, students can and should go elsewhere. PhD-granting institutions have resources for nearly everything. Scholarly societies can fill in some gaps (the AHA offers a Career Contacts program, a Career Fair at our annual meeting, and other networking resources). In some cases, the adviser will know where these resources might be. In other cases, someone else will know, and the AHA’s Career Diversity

initiative is funding experiments in how departments can help with this navigation without piling still more obligations onto faculty members whose customary work week already exceeds societal norms. Graduate students

Unlike the *Doktorvater* or the dissertation adviser, the mentor does not necessarily occupy a singular role in one’s career.

need mainly to rest assured that it is legitimate, reasonable, and wise to explore a wide range of resources beyond the home department or even university.

Narrowing the expectations of mentorship, therefore, with an emphasis on multiple sources of advice and support, can both enable more effective mentoring and enhance a student’s sense of agency. Well-mentored students learn the mysteries, methods, and pathways of the discipline. They earn degrees. And they navigate job markets. Let us begin finally letting go of references to students being trained, PhDs being produced, and protégés being placed. **P**

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

SETH DENBO

REQUEST DENIED

History Faces an Uncertain Future at the State Department

The Trump administration has a dismal record when it comes to transparency. Since the president's inauguration, several government agencies have stripped their websites of information that was previously available publicly. Data has been removed from the websites of the Environmental Protection Agency, the Department of Agriculture, and the Department of Education, among others. At the same time, the backlog of Freedom of Information Act requests has continued to grow. So historians were rightfully alarmed last December when the State Department Policy Planning Staff denied a request from State's Office of the Historian to renew the terms of three members of the Advisory Committee on Historical Diplomatic Documentation (known as the Historical Advisory Committee, or HAC).

Made up of scholars of US foreign relations, the HAC

advises the State Department Office of the Historian on aspects of declassifying and publishing diplomatic papers and documents, most crucially the *Foreign Relations of the United States (FRUS)* series—by law, one of the major responsibilities of the Historian's Office. First published in 1861, the *FRUS* series now includes more than 480 individual volumes of government documents related to the history of American foreign policy and diplomatic relations. The HAC, in the wording of a 1991 statute that formalized the body, “advise[s] and make[s] recommendations to the Historian concerning all aspects of preparation and publication of the *FRUS* series.” It monitors the compilation and editorial processes of the series and advises on any problems brought to its attention. Because HAC's involvement helps ensure transparency during the production process, interference by political appointees is cause for concern.

When the HAC was first informed in December about the refusal of its request to renew three members,



Until recently, the State Department approved renewal requests from the Historical Advisory Committee as a matter of course. *AgnosticPreachersKid/Wikimedia Commons/CC BY-SA 3.0*

AHA delegate and chair Richard Immerman, professor and emeritus director of the Center for the Study of Force and Diplomacy at Temple University, request-

for the denial . . . were offered,” he told *Perspectives*. That, and the lack of any forthcoming information, said Immerman, were “unprecedented.”

The denial and the lack of any forthcoming information, according to committee chair Richard Immerman, were “unprecedented.”

ed an explanation through the acting assistant secretary for public affairs, Susan Stevenson. But “no reasons

In recent memory at least, the leadership of the State Department always approved such renewal

requests as a matter of course. As a body with statutory responsibility to oversee the work of the Historian's Office, HAC requires autonomy to be effective in its role. Concerned that the most recent denial was politically motivated, HAC member Robert J. McMahon, who represents the Society for Historians of American Foreign Relations (SHAFR), resigned from his post earlier this year. The State Department leadership's involvement in the renewal process, says Immerman, raises concerns, about "not only the HAC's effectiveness but also its independence."

The HAC comprises nine scholars, six of whom represent major associations with an interest in the history of American foreign relations. The associations include the AHA, the American Political Science Association (APSA), the Society of American Archivists (SAA), SHAFR, the Organization of American Historians, and the American Society of International Law (ASIL). Three other committee members serve at large and are chosen by the Historian's Office. The three who were told last December that their services would no longer be required were James McAllister, representing the APSA, and Thomas Zeiler

and Katherine A. S. Sibley, both at-large members.

The original objective of the *FRUS* series was to fulfill congressional demands for documentation of executive branch activities. Transparency and oversight were imperative from the very beginning. Over time, *FRUS* has become less about the immediate needs of government and more about historical accuracy and long-term accountability. As former director of the Historian's Office Stephen P. Randolph wrote in the foreword to *Toward "Thorough, Accurate, and Reliable": A History of the Foreign Relations of the United States Series* (2015),

"The series's longevity testifies to the power of the ideal it represents and upholds—of the need for transparency and accountability in a democratic system."

The creation of the HAC sprang from the 1955 publication of a *FRUS* volume on the 1945 Yalta Conference. The volume attracted international attention, and the controversy surrounding its publication—the *New York Times* included its publication date among its list of the 50 most important dates of 1955—led the State Department to constitute the HAC and to allow scholars oversight of it.

Almost from the beginning, the State Department's leadership was concerned that the HAC would interfere with foreign policy by pushing for publishing diplomatic papers as quickly as possible. In recent years, HAC's existence has been less contentious. Randolph, who served from 2012 to 2017, found the HAC beneficial to the work of the Historian's Office. In a phone interview, Randolph emphasized the HAC's dual mandate of "assessing and validating" work on the *FRUS* volumes and providing oversight of declassification processes. As Historian, he often looked to HAC for "advice, both formal and informal," and characterized his relationship with its members as "solid and effective." Committee members, in his words, are "committed to the series and the work of the committee."



2019-20 FELLOWSHIPS: PAST, PRESENT, AND FUTURE OF ETHNIC STUDIES

Harvard's Warren Center for Studies in American History invites scholars to apply to this workshop thinking through 50 years of Ethnic Studies and the field's possible future. We seek applications confronting inequalities and power through intersecting analytical paradigms of race, indigeneity, gender, sexuality, class, and citizenship. We are especially interested in proposals that explicitly address issues of methodologies, interdisciplinarity, and the state of the field. The workshop will examine how Ethnic Studies scholarship built frameworks to critically examine racism, colonialism, imperialism, immigration, and slavery. We will discuss how such frameworks remain useful and relevant, and also interrogate limitations and contradictions, and explore new possibilities and directions within the field Ethnic Studies.

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 \$63,500 (without benefits, noting that recent average stipends have been in the range of \$50,000). More information is at warrencenter.fas.harvard.edu. Apply no later than December 15, 2018 at <https://academicpositions.harvard.edu/postings/8348>; recommendation letters are due January 10, 2019. 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

According to statute, HAC members should hold three-year staggered terms, and three of the nine members should be replaced each year. Over the years, however, this pattern eroded because of the realities of publishing *FRUS*. Randolph explained to *Perspectives* that due to the complexity of the process involved in publishing *FRUS*, extended service on the HAC was incredibly beneficial to the Historian's Office. During Randolph's tenure as Historian, no requests for renewal were denied, and HAC membership was stable. Immerman, for example, has served on the committee since 2009. In fact, many HAC members have served longer than their original appointed terms and have been reappointed several times. Trudy Peterson, former acting archivist of the United States and SAA's representative on the HAC, said in an email that she thinks "rotation of members is important." Because of irregular renewals in the past, however, the terms of eight of the nine current members, including all three at-large members, face expiration during a single 12-month period.

In a letter to Stevenson, now principal deputy assistant secretary of the Bureau for Public Affairs, Immerman argued that losing so many members in such a short time would be harmful to the committee's ability to carry out its responsibilities. To ensure continuity and maintenance of a high level of

expertise, Immerman asked the State Department leadership to work toward re-establishing the legislatively mandated process. The HAC's "effectiveness," he wrote, "depends on experience and expertise, which the loss of such a high percentage of our membership would dangerously degrade. It took each of us years to learn what was necessary to fulfill our responsibilities."

Out of concern for retaining the combined expertise of the committee's members and continuity, the HAC and Immerman proposed a staggered rotation that would create an orderly turnover of members starting in September 2018. After negotiation, the State Department Policy Planning Staff agreed to follow this recommendation. As a result, over the next two years all current HAC members will rotate off and be replaced. Associations represented on the HAC will each submit three names for consideration. The Historian's Office, in consultation with HAC, will likewise recommend three names for new at-large members. This arrangement, says Immerman, will "ensure sufficient continuity of experience and expertise. Because the learning curve is so steep, for the HAC to be at all effective it requires that continuity."

In addition to the three members who will be rotating off as part of the organized transfer of responsibilities, the HAC will lose another

member this September: McMahon, who had served on the committee since 2003, resigned in June, in response to the rejection of the renewal requests and subsequent lack of explanation. McMahon explained to *Perspectives* that he could not continue to

to stagger replacements. HAC member Mary Dudziak, a legal historian who represents ASIL, said in an email that she "supports the leadership of the HAC." Through reasoned argument and open dialogue, the committee members were

Robert McMahon, who had served on the committee since 2003, resigned in June.

serve on the committee in good faith in light of recent events. He subsequently shared a letter he recently sent to the president of SHAFR stating his view that the denial of renewal requests was a result of "politicizing a committee of non-partisan, academic experts."

Why the Policy Planning Staff took the unprecedented decision to deny the renewal request remains unclear. An official at the State Department told *Perspectives* that the end of the terms of the three members whose appointments were not renewed was "consistent with . . . statute." The official also stated that the department was working "hand in hand" with the HAC and Immerman "to listen to and satisfy the requests of the Committee on how to move forward in regularly renewing the membership, as was the law's intent."

Immerman expressed satisfaction with the agreement

able to convince the politically appointed leadership of the HAC's importance and the need for its independence. An orderly transition will allow continuity, but with the entire body set for replacement over the next two years, concerns remain about the collective loss of expertise. With openness increasingly under threat, the committee's continued input into *FRUS* will, members hope, ensure transparency in this one very important area of government activity. **P**

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

ELIZABETH ELLIOTT

WHY READ *WHY LEARN HISTORY*

(When It's Already Summarized in This Article)?

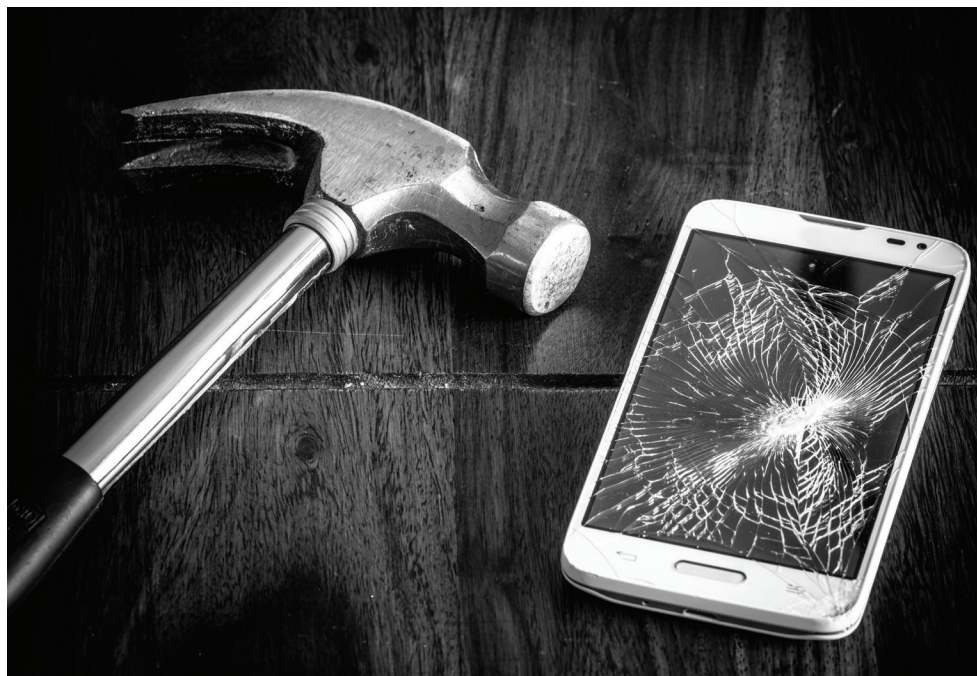
Many people equate “historical knowledge” with nothing more than facts, names, and dates. So if a five-inch handheld device can tell you faster than you can recall when Jamestown was founded or what the Code of Hammurabi is, what's the point of studying history at all? This question—a logical one for those who've sat through one too many bad history classes—frames Stanford educator Sam Wineburg's forthcoming book from the University of Chicago Press, *Why Learn History (When It's Already on Your Phone)*. (Editor's note: AHA executive director James Grossman contributed a blurb for the book.) As Wineburg explains to *Perspectives*, “The idea that history has a way of thinking, and that it can be profoundly useful for approaching everyday life, is something that is in the awareness of some excellent instructors, but escapes many teachers of history.”

Of course, *Perspectives* readers might say that they can easily respond to Wineburg's question. After all, advancing the value of historical thinking is one of the AHA's principal charges. But Wineburg's mission is not simply to help teachers in their classrooms or to advocate for history. It is to sound alarm bells about the profound information confusion brought on by the Internet in today's society. Gesturing to his smartphone,

Wineburg tells *Perspectives*, “This device is in many ways more powerful than any library we have had from 1900 to 1970.” The problem, though, is that this library lacks any semblance of gatekeeping. He urges teachers—and those who are training future educators—to ditch the “read-the-chapter-and-answer-the-questions-in-the-back pedagogy” that has stifled critical thinking for decades. Instead, he asks

teachers to give students the tools they need to sort out fact from fiction in the digital age.

Today's students might be “digital natives,” but that doesn't make them responsible consumers of digital information. Between January 2015 and June 2016, Wineburg's research team evaluated thousands of American students' ability to judge web sources. What they found was “bleak,” writes Wineburg.



Taking the hammer to students' smartphones won't help. Wineburg instead urges history teachers to do what they can to improve digital media literacy.

Eighty-two percent of students “couldn’t distinguish between an ad and a news story,” and less than 10 percent of college students could identify partisan leanings on websites. Even more disturbing was the finding that teachers, too, sometimes unintentionally directed students to faulty or biased online resources. In one instance, California middle school teachers handed out a document for an assignment that came from an anti-Semitic, Holocaust-denying Australian website.

In his book, Wineburg lays the blame for this sorry state of affairs on the standard American educational system, which

semi-encouraging notes—students today are no less intelligent than their grandparents were, he writes. Despite popular and often politicized claims that US history education has declined from a past golden age, Wineburg cites evidence that standardized history test results have remained steady over the last century. Kids from the “Greatest Generation” confused 1492 and 1776 in the same way that their modern-day counterparts do. Wineburg argues that this “kids these days” mentality simply distracts us from the real problem. He writes, “Test results over the last hundred years point to a peculiar American neurosis: each gen-

employ reasoned skepticism when evaluating sources. And standard-issue history textbooks don’t provide these skills, either. Burdened under the yoke of Scantrons, wasted tax dollars, and turgid textbooks, the vast majority of students are ill-prepared, he writes, to face the challenges of the digital age.

In the meantime, “the Internet has obliterated authority,” Wineburg thunders in his book’s introduction. Anyone with an Internet connection can write “history,” publish it on the web, and claim it as fact, no submission or peer-review process necessary. Wineburg challenges educators to think about how their instruction needs to change in order to meet these challenges. “Historians by and large still treat the world like a print world,” he comments. “My response to them would be—do you still wait in line at the bank to go deposit your checks? Do you still have a thick stack of maps in your glove compartment that you would take to an unknown destination? And if you do, I can bet that the notes for your lectures are dog-eared yellow.”

The book describes a recent research project that sheds light on how far behind historians actually are. Wineburg convened history PhDs and professional fact-checkers (such as those employed by newspapers) to evaluate the credibility of information found on the pages of two organizations’ websites: the American College of

Pediatricians and the American Academy of Pediatrics. His team observed that historians read the websites “vertically,” staying on the page for the entirety of the exercise as if it were a lone print source. Many of the historians deemed the American College site more trustworthy, reasoning that it contained references to credible professional journals. Seemingly lost on them was the notion that in the absence of print oversights and safeguards like peer review, these references could have been completely falsified. On the other hand, the professional fact-checkers worked “laterally,” opening up multiple browsers immediately to cross-reference other sites with the originals. They correctly discerned that the American College of Pediatricians was a reactionary splinter group of doctors who opposed adoption by same-sex couples, and who had been accused in the past of distorting published research findings.

Confronting the reality that even professional historians can make mistakes reading sources on the internet, *Why Learn History* provides clear advice to history teachers about what they can do to improve digital media literacy. First, Wineburg says, show students “how the game is played.” Instead of giving students the old “read the textbook” spiel, he advises teachers to use the textbook as a springboard for introducing alternative viewpoints. He asks them to give students exercises that involve mining and evaluating web

Today’s students might be “digital natives,” but that doesn’t make them responsible consumers of digital information.

he says has been “stuck in the past” for decades, neglecting to teach foundational skills that would help students confront these problems. He attacks resources and institutions that have long been popular among many history educators—standardized testing, the Department of Education’s Teaching American History initiative, and Howard Zinn’s *A People’s History of the United States*—as having “relegate[d] students to roles as absorbers, not analysts of information.”

Wineburg does more than just eviscerate modern instruction, however; he also offers some

eration’s obsession with testing its young, only to discover—and rediscover—their ‘shameful’ ignorance.”

According to Wineburg, the issue is not that students are ignorant of names and dates. In fact, as he points out, even the most accomplished specialists in the discipline could flunk a multiple-choice test on an area of history they are unfamiliar with. It’s more of a tragedy, he argues, that students are made to memorize facts instead of learning the critical-thinking skills that equip their minds to discern context, sniff out biases, and

sources like fact-checkers do—teaching them to read laterally, not vertically. And he urges teachers, at the end of the day, to make sure to assess student progress in order to figure out what’s working and what’s not. Wineburg himself is starting a new project that encourages this model. Over the next two years, along with his team at the Stanford History Education Group, he plans to develop educational materials and professional development resources aimed at helping students navigate digital information.

But teachers can’t help their students spot flawed or fake information in cyberspace if they aren’t being taught how to do it themselves, Wineburg

says. He notes that historians, graduate programs, and professional organizations have woefully undervalued the scholarship of teaching and learning. “We are not preparing the majority of graduate students for their primary mission,” Wineburg says, “which is not as the authors of historical monographs, but as teachers in community colleges, at second- and third-tier institutions, at a whole variety of places where one must develop expertise in the classroom.”

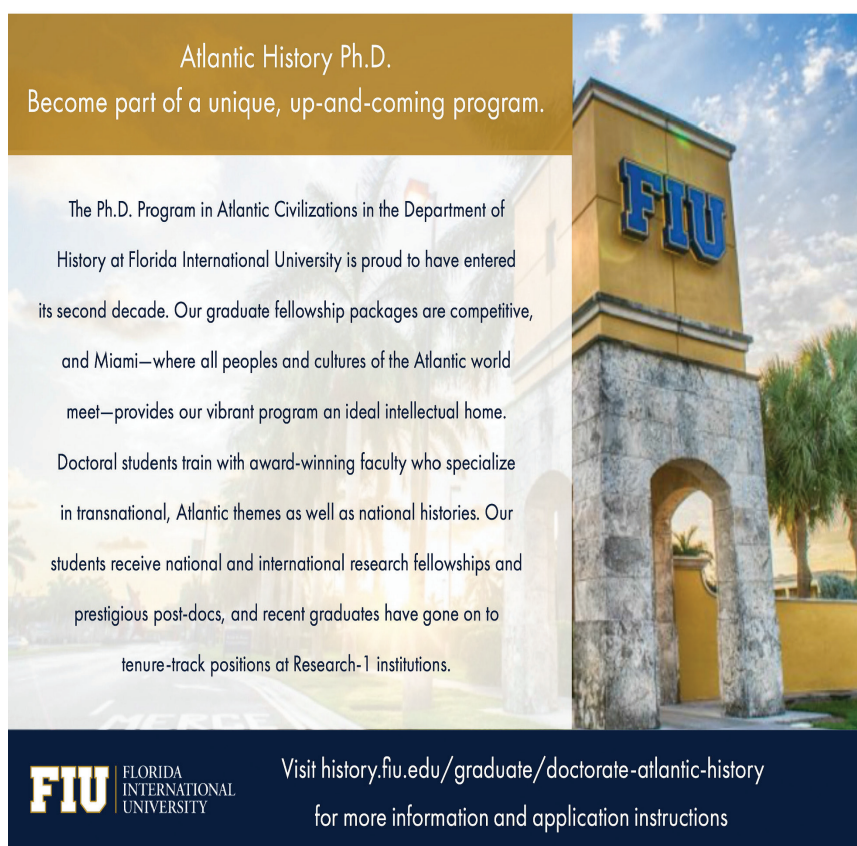
Wineburg also laments the ways in which history education is lagging far behind the sciences. He points to one of his colleagues at Stanford, physicist Carl Wieman, who pioneered the integration of

student response systems called “clickers” in science classrooms. Wineburg finds it absurd that he has had to explain to audiences of historians what clickers are, despite the fact that the technology has revolutionized teaching in introductory science classrooms at state universities. He tells *Perspectives*, “I cannot give you an example more chilling about how history as a profession is stuck in a procrustean bed and practically unable to move.”

Despite these sobering revelations, *Why Learn History* signals that improvement is well within reach. Says Wineburg, “I think that historians have a crucial role in helping young people navigate the shoals of unreliable, solid, false, true,

dependable, and rickety information that confront us. The connections between the historical thinking that we’ve developed in print sources, and the kind of historical thinking that we need to engage in digital sources, those connections are inchoate but are begging to be developed.” Wineburg emphasizes that it is educators and educators alone who have the power to right past wrongs. After all, publishers, editors, and librarians are no longer the shepherds of information. “The future of the past may be on our screens,” *Why Learn History* concludes. “But its fate rests in our hands.” **P**

Elizabeth Elliott is awards coordinator at the AHA.



Atlantic History Ph.D.
Become part of a unique, up-and-coming program.

The Ph.D. Program in Atlantic Civilizations in the Department of History at Florida International University is proud to have entered its second decade. Our graduate fellowship packages are competitive, and Miami—where all peoples and cultures of the Atlantic world meet—provides our vibrant program an ideal intellectual home. Doctoral students train with award-winning faculty who specialize in transnational, Atlantic themes as well as national histories. Our students receive national and international research fellowships and prestigious post-docs, and recent graduates have gone on to tenure-track positions at Research-1 institutions.

FIU FLORIDA INTERNATIONAL UNIVERSITY

Visit history.fiu.edu/graduate/doctorate-atlantic-history for more information and application instructions

ADVOCACY BRIEFS

AHA Defends World History

The American Historical Association promotes broad historical research and teaching. Over the summer, we joined several coalitions to encourage inclusive historical perspectives and protect critical resources bolstering history education.

Defining World History

In June, the AHA sent a letter to the College Board urging it to reconsider revisions that would limit the Advanced Placement World History exam to “content only from c. 1450 to the present.” The AHA expressed concern that the change would “reduce the teaching of precolonial histories at the high school level” and risk “creating a Western-centric perspective at a time when history as a discipline and world history as a field have sought to restore as many voices as possible to the historical record and the classroom.” Read the letter at historians.org/ap-letter.

Advancing Federal Support for History beyond US Borders

Last spring, the AHA signed two letters to advocate for



Cliff Palace at the Mesa Verde National Park, a World Heritage site (1891)
Gustaf Nordenskiöld/Wikimedia Commons

greater federal support for critical programs that advance broad-based history. The AHA joined the American Academy of Arts & Sciences and dozens of other organizations and individuals in a statement that called on “leaders in American business, government and education” to “support a greater national effort to strengthen non-English language education so that Americans can more effectively participate in

a global society.” Read the letter at historians.org/language-education.

The AHA also recently signed on to a letter calling for additional funding for the National Park Service’s Office of International Affairs to “ensure that the United States can robustly engage in and support the World Heritage program.” Read the letter at historians.org/world-heritage.

Honoring Significant Figures in History

In June 2018, AHA executive director Jim Grossman sent a letter to US senators Dean Heller and Jon Tester endorsing the awarding of a Congressional Medal of Honor to 226 American women who served in France in the US Army Signal Corps during World War I. Read the letter at historians.org/medal-of-honor. **P**

BECKY NICOLAIDES

LOCKED OUT

Research Access as a Challenge for the Discipline

Julie Des Jardins became an independent scholar after leaving a tenured faculty position at Baruch College, CUNY, in 2014. While she worried about re-inventing herself professionally outside of academia, another challenge quickly surfaced: how to access research materials without a university affiliation. She was in the midst of two new book projects and was committed to continuing the work. Archival sources were a cinch, but walls arose around scholarly journals, dissertations, digitized newspapers, and books that were housed only in university libraries.

Des Jardins went knocking at a university near her home but was denied access to the library. She explored alumni privileges at her alma mater—200 miles away—but learned that it grants access to most digital resources only in person. She tried her local library, hoping to peruse the historic *New York Times* database, but learned that only library staff could access it directly. When her family moved to Northern California, she was shut out again. As she reflected, “I emailed a former colleague and asked if she wouldn’t mind downloading the academic review of my recent book, since I could not access these reviews myself. It seems like a ridiculous problem,

but it is very real to those of us who continue to be historians after we leave the university.”

Des Jardins’s story reflects a growing challenge across the historical profession: gaining access to research materials for scholarship and teaching. The problem has grown as the nature of information has changed, from a democratic public resource during the heyday of the public library movement of the early 20th century to the increasing commercialization of knowledge by the new millennium. As Bernard Reilly of the Center for Research Libraries put it, “Now most of the world’s knowledge is hosted not by libraries, but by corporations like Elsevier, JSTOR, ProQuest, the *New York Times*, and Bloomberg. That created an enormous shift in the way knowledge is accessed that puts universities in a fairly strong position to serve well their faculty and employees, but not serve well the rest of the citizenry.” The result is a scholarly landscape defined by new forms of inequality, opening up access in some ways but closing it off in others. For those excluded, these changes are creating “a real moment of crisis,” as Reilly put it.

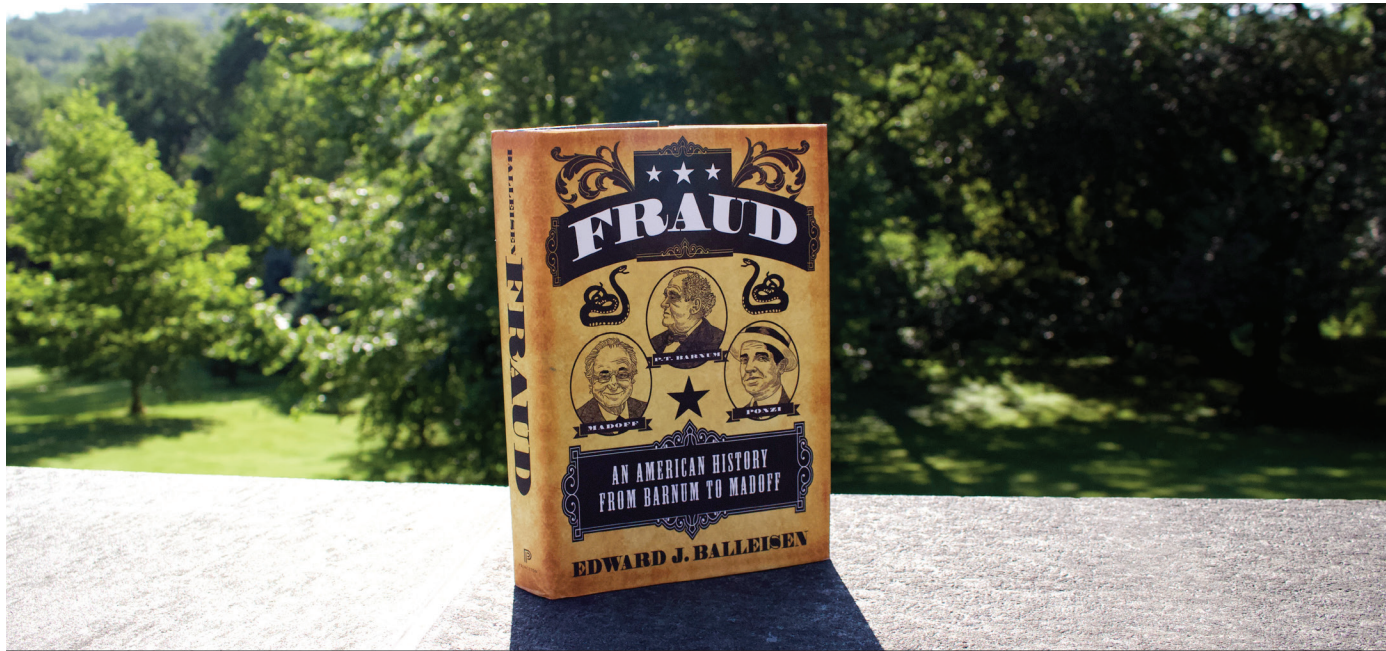
The problem affects not only independent scholars like Des Jardins but also historians working outside of well-funded universities, including faculty at smaller, under-resourced schools, and public historians. Xia Shi, an

assistant professor of Chinese history at a small public liberal arts college in Sarasota, Florida, struggles with a lack of access to crucial historical databases in her field. Her college has almost no subscriptions to any Asian studies databases, making it exceedingly difficult to carry out research, to publish in a timely way on the tenure clock, and even to teach adequately. Her students writing theses—a condition of graduation—mostly have to rely on English-language secondary sources and end up chang-

Many commercial databases and other resources are not accessible to unaffiliated scholars—even if they are willing to pay.

ing topics often partly because of the research barriers. Even keeping course syllabi up to date with the latest material becomes a challenge.

Many historians are accustomed to using digitized primary and secondary sources provided by companies such as EBSCO, ProQuest, LexisNexis, and ABC-CLIO, or nonprofit providers including JSTOR and Project Muse. Most of these database companies rely



The Ralph Gomory Prize

The 2018 Ralph Gomory Prize of the Business History Conference has been awarded to Edward J. Balleisen of Duke University for his book, *Fraud: An American History from Barnum to Madoff* (Princeton University Press, 2017) at the Business History Conference annual meeting in Baltimore, Maryland, April 7, 2018.

The Ralph Gomory Prize for Business History (made possible by the Alfred P. Sloan Foundation) recognizes historical work on the effect business enterprises have on the economic conditions of a country in which they operate. A \$5,000 prize is awarded annually. Eligible books are written in English and published two years (2017 or 2018 copyright) prior to the award. The 2019 Prize will be presented at the annual meeting of the Business History Conference to be held in Cartagena, Colombia, March 14-16, 2019.

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

The submission deadline is November 30, 2018.



www.thebhc.org



Unevenly distributed access to research resources imperils historical scholarship.

exclusively on institution-to-institution contracts with universities, which make them available only to faculty, students, and staff, who may use the resources remotely or in person. While a small number of database companies offer individual subscriptions and some open access sources exist, many resources are not accessible to unaffiliated scholars—even if they are willing to pay. An advanced graduate student on the brink of graduation voiced fears of this research abyss. This student contacted the AHA after learning they would lose university library access upon graduation and feared this would “greatly impinge” on revision of the dissertation into a book if an academic job was not immediately forthcoming. Like other historians, this student relied on access to resources while writing their dissertation, but the realities of the job market for history PhDs threatened the future

of their work, and perhaps their ability to be competitive for an academic job.

The AHA Research Division has been exploring this problem to gauge its extent; to understand the contrasting perspectives and roles of users, libraries, and commercial database companies; and to explore possible moves toward more equitable research access. We have made progress on the first two steps, to help lay the groundwork for pursuing realistic solutions to these challenges.

In September 2017, the AHA launched a survey on accessing digital resources for historical research. It was distributed by the AHA and the National Coalition of Independent Scholars, and shared widely on social media. The survey drew 1,081 responses; 72 percent were AHA members. Of all

respondents, 52 percent were from higher education (including full-time and contingent faculty), 19 percent were independent scholars, and the remainder were public historians, K–12 educators, and employees of government agencies or nonprofits. Twenty-eight people self-identified as retirees.

The results highlighted growing disparities within the profession. Scholars lacking adequate research access find themselves at a severe disadvantage in their ability to produce first-rate work, excel as teachers, and advance their careers.

Faculty at a range of institutions—including smaller, under-resourced colleges and universities, two-year colleges, rural colleges, and institutions overseas—described the difficulty



Hagley Museum and Library and the Business History Conference are pleased to announce the 2018 winner of the Hagley Prize: *Matatu: A History of Popular Transportation in Nairobi* (The University of Chicago Press, 2017) by Kenda Mutongi of Williams College. Hagley Museum and Library and the Business History Conference jointly offer the Hagley Prize awarded to the best book in Business History (broadly defined). The prize consists of a medallion and \$2,500, and was awarded at the Business History Conference annual meeting held in Baltimore, Maryland, April 7, 2018.



The prize committee encourages the submission of books from all methodological perspectives. It is particularly interested in innovative studies that have the potential to expand the boundaries of the discipline. Scholars, publishers, and other interested parties may submit nominations. Eligible books can have either an American or an international focus. They must be written in English and be published during the two years (2017 or 2018 copyright) prior to the award.



Four copies of a book must accompany a nomination and be submitted to the prize coordinator, Carol Ressler Lockman, Hagley Museum and Library, PO Box 3630, 298 Buck Road, Wilmington, DE 19807-0630. **The deadline for nominations is November 30, 2018.** The 2019 Hagley Prize will be presented at the annual meeting of the Business History Conference in Cartagena, Colombia, March 16, 2019.

WILMINGTON, DELAWARE • (302) 658-2400 • WWW.HAGLEY.ORG

that a lack of access posed to both teaching and scholarship. Some lamented that their students could not access key primary sources, limiting their ability to produce research papers. Others felt that they were not up to date on the latest scholarship because they could not access it, leaving syllabi out of date. Many noted that strapped library budgets mean that there are fewer resources, yet faculty are still expected to produce first-rate scholarship and excel in teaching. For contingent faculty, uneven research access reflects another aspect

"I emailed a former colleague and asked if she wouldn't mind downloading the academic review of my recent book, since I could not access these reviews myself."

of their job insecurity—the fear that they will be totally cut off from research materials because of the unpredictability of their employment. If they lose their job, they lose access.

Another group of respondents in higher education was graduate students. Many shared the fear—often accurate—that they would lose full library access once they received their PhD. Alumni library privileges generally offer only truncated versions of commercial databases, such as ProQuest, due to contracts negotiated between libraries and the database companies.


Historians working outside of the academy face the challenge of lacking university credentials. Independent

scholars repeated a common refrain: it is nearly impossible to do scholarship without a university affiliation that allows entrée into research libraries. In recent years, moreover, regional programs for independent scholars at UCLA and Stanford have been severely curtailed, cutting off library access these institutions once granted.¹ Public historians in many sectors are similarly excluded, inhibiting their ability to conduct work-related research. Testimonials from museum professionals, employees at the National Park Service and nonprofits, and K–12 educators described similar difficulties.

The survey also asked about workarounds. To the question "Have you ever used someone else's account or given someone else your account information to access a research database?" 44 percent (395 people) answered yes. Respondents described leaning on friends and colleagues to retrieve material or borrow passwords. Many disclosed the discomfort of these requests, putting both parties in awkward, risky positions. Other survey takers traveled long distances (typically one- to two-hour drives) to access electronic databases in person at a university library. Finally, some said that the barriers made them simply give up trying to get the research resources they need. They resigned themselves to using subpar resources for both scholarship and teaching, forcing them to do subpar work. Some gave up on scholarship altogether.

Librarians share their own frustrations about these trends. They are caught between their commitment to open, accessible resources, their own limited budgets, and the trends toward commercialized information. Virginia Steele, university librarian at UCLA, acknowledged the "multiple players" involved, each with differing needs. "We need to find a

model that works all the way around," which might involve establishing pilot programs and working with scholarly societies like the AHA, the American Sociological Association, and others.

The growing disparities revealed in this survey—between wealthy and under-resourced institutions, ladder-rank and contingent faculty, and those inside and outside of the academy—convey a troubling trend across the profession. With the rise of career diversity among historians, these gaps are likely to widen in the coming years. The AHA Research Division is working on this issue to better understand the contrasting perspectives of stakeholders involved and ultimately to work with universities, libraries, content providers, and other scholarly societies to explore pathways toward leveling the playing field for all scholars. The ultimate aim in this effort is to enable all types of historical scholarship to thrive, both inside and outside the academy. 

Becky Nicolaidis is a councilor for the AHA's Research Division.

NOTE

- 1 Kathleen Sheldon, with Sandra Trudgen Dawson, "Independent Scholars, Feminist Research, and Diminishing Support," *CCWH (Coordinating Council for Women in History) Newsletter* 46, no. 4 (December 2016): 7–8.

SUZANNE MARCHAND

LETTERS OF REC

An Ancient Genre in Need of a Modern Upgrade

Now that high season for letters of recommendation is upon us—even though, like American basketball and football, there really is no off-season anymore—it might be time to reflect on the endurance and the recent transformations of this well-worn, though not well-loved, genre.

The profession depends on these letters: they help us vet undergrads for grad admission, assess applicants for grants, and, most importantly, evaluate job candidates. In the age of what Jerry Z. Muller has called “the tyranny of metrics,”¹ letters provide crucial, qualitative evaluations we ought to honor and cherish. But in the current job market, many of us are asked to write—and to read!—more letters than ever before, and our prose seems to get ever more formulaic. The electronic obstacle course we must negotiate to submit or access letters simply adds to the frustration of the exercise. Can we salvage the usefulness of the genre?

The letter of recommendation was already a recognizable genre in ancient Greece and was sufficiently entrenched by Cicero’s time to earn an explicit technical designation as *litterae commendaticiae*, which we might translate as letters of commendation, usually for a younger client seeking favor from a new patron. For Cicero, these letters

were understood not to compel but to request favor for the individual commended and “to conjure up the atmosphere [the letter’s] very existence implied: a free exchange of favors among friends.”² As Roger Rees argues, these ancient letters tended to glorify the

author rather than the applicant—so much so that Cicero and Pliny collected and circulated the letters they had written—and to emphasize the cementing or extending of patronage networks rather than the actual merits of the candidate.³ You know *I* am



How can we rescue the meaningfulness of the letter of recommendation?

SPECIAL OFFER for AHA MEMBERS

History lives at JSTOR

AHA members save 50% on JPASS

Explore the JSTOR digital library of 2,000 journals
spanning more than 300 years with JPASS.

Historians.org/MyAHA



JSTOR

Even in antiquity, letter writers worried about undermining their own credibility by asking for too many favors for too many virtuous young men.

trustworthy; therefore, my clients will be worthy of your trust as well.

Even in antiquity, letter writers worried about deploying hackneyed phrases and undermining their own credibility by asking for too many favors or commending too many virtuous young men. In 45 BCE, Cicero openly expressed to a potential patron his fear that “because I am *most particularly* recommending so many people to you, I may be suspected of making all of my recommendations equally strong as a sort of bid for popularity[.]”⁴ Like Cicero, we are still both trying to praise our “clients” and to retain our professional dignity, to obtain employment for our students, but also to help our colleagues hire wisely. Although we may have added new standards for merit and means of assessing it, we still live in the shadow of these generic constraints.

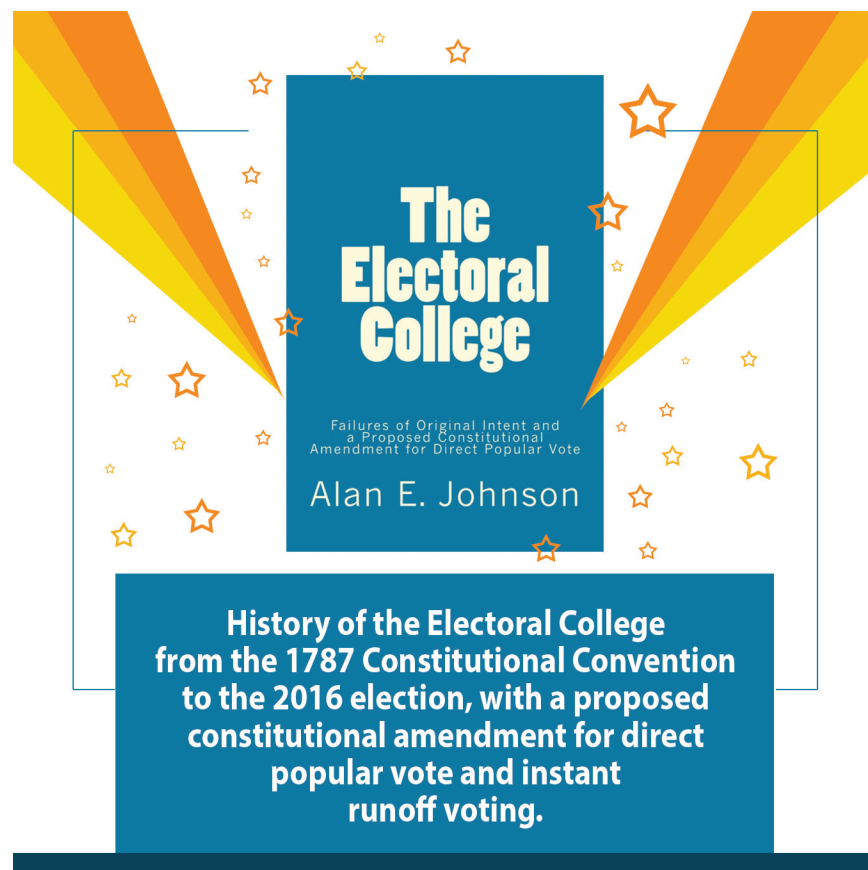
Some things have certainly changed. By the 19th century, the focus had shifted from the merits of the author to those of the candidate and, in the last century, to the latter’s accomplishments rather than his (it usually was his) character. More recently, what has changed is surely the volume of letters one writes, as well as the expected length of our encomia. As English professor Margaret Ferguson suggested in 2012, the letters seem to be getting longer as

the academic job market gets worse; in English, the norm seems now to be 3–4 single-spaced pages rather than the earlier 1.5–2 pages.⁵ The MLA guidelines, in fact, now explicitly recommend 2–3 pages; I have seen letters that run to 8! We have also become ever so clever in recognizing damning phrases such as “rather quiet in seminar” or “improving rapidly in his writing.”

Letters have grown so bathetic that in the last job searches I chaired, I confess, I hardly looked at the letters for the general pool of candidates (over 150 in each search, many of them, apparently, “our best student ever”). I confess, too, that I took most seriously the letters written by people I knew or whose work I esteem. I did not wish to do the persons I already respected favors, but knowing them and/or their scholarship simply offered more context in which to understand the praise

being given (just as the recipients of Cicero’s letters knew what exactly to make of his rhetoric). Failing to read everything was wrong of me, I fully admit, but I am quite certain that this is a general, if not universal, practice these days, especially with so many applicants who are fully worthy of obtaining a place in our “households.” It is at least a trifle *more* democratic than one of the other regularly practiced alternatives: examining *only* the author’s letterhead.

If the scale of searches, the length of letters, and the fear of damning with faint praise is making letters of rec less meaningful or valuable, I would also argue that the many different electronic formats we must use to submit these letters are adversely affecting the profession in a different way: by asking us to be experts not in history, but in data management and computing skills.



Every letter seems to need to be submitted through some unique system, often with login and password protections; one has to convert, scan, download, upload. Of course, none of us would want to go back to typing our own letters, one by one. But the very

Letters have grown
so bathetic that in the
last job searches I
chaired, I confess, I
hardly looked at the
letters for the general
pool of candidates.

presumption that electronic systems make all of this simpler has perhaps actually enabled the world we have now, where everyone asks for and expects long letters, tailored to each occasion, sent yesterday. Actually, job applicants face much greater challenges in negotiating these electronic obstacle courses, but that is a different subject, on which someone with more experience ought to write a separate *Perspectives* piece, if not a *Washington Post* exposé.

So, as Lenin asked, what is to be done, if we are going to rescue the meaningfulness of the letter of recommendation? Here are a few ideas. As for the author, it is helpful if a recommender gives just a small amount of relevant information to provide the sort of quasi-Ciceronian trust suggested above and to create the context we need to trust writers we don't know: why exactly is the author the right person to describe the candidate's individual worthiness? We don't need Ciceronian self-promotion, but it is remarkable to me how few recommenders introduce themselves with

helpful, specific context, along the lines of: "As an author of many books and articles about women in the American West and supervisor of 10 dissertations in the last 10 years, I can testify . . ." Equally valuable might be: "As a dedicated teacher of non-traditional students, with 15 years of experience in understanding how to make European history come alive in the classroom, I can testify . . ." Letters can tell us things that candidates can't say themselves, such as that they managed to complete an excellent dissertation despite weak funding, an absent supervisor, or the added burden of caring for young children or an ailing parent. Everyone can count items on the CV; we can say something—specific!—about the *quality* of our students' research, presentations, teaching, and publications. We can discuss the courses each applicant is each best suited to teach or what sort of administrative tasks an individual could perform with success, even panache. And we can retain our dignity by not praising what is not praiseworthy or not relevant to the hiring institution's needs.

We can also request or even demand concision, adopting Guido Ruggiero's 2007 advice to write "scholarly haikus" rather than hagiographies.⁶ Universities advertising jobs could ask for letters of no more than two pages, and search committees could announce publicly that they would stop reading at the end of the second page. We could consider asking for letters only for candidates for the long short-list. We could counsel our advisees not to apply for jobs that they have absolutely no chance of getting. We could listen to Cicero's warnings about not lowering one's dignity by engaging in too much vague bathos or recommending too many persons. We need letters, as the ancients did, to "introduce" us to new people whose talents we should appreciate and to give us context to

understand how their talents might or might not fit the needs of our faculties or, in the case of undergrads, our educational communities. In the era of metrics, we desperately need to hold on to and enhance our qualitative sources of information. We cannot, and should not, do without letters of recommendation. We just have to figure out how to make them count. **P**

Suzanne Marchand is a councilor for the AHA Professional Division. She would like to thank Roger Rees for the inspiration to include the ancients in this essay, and Kevin Boyle and James Grossman for comments on its original draft.

NOTES

- 1 Jerry Z. Muller, *The Tyranny of Metrics* (Princeton: Princeton Univ. Press, 2018).
- 2 Hannah M. Cotton, "Mirificum Genus Commendationis: Cicero and the Latin Letter of Recommendation," in *The American Journal of Philology* 106, no. 3 (Autumn 1985): 330–31.
- 3 See R. D. Rees, "Letters of Recommendation and the Rhetoric of Praise," in *Ancient Letters: Classical and Late Antique Epistolography*, eds. Ruth Morello and A. D. Morrison (New York: Oxford Univ. Press, 2007): 149–68.
- 4 Cicero to Acilianus, in *The Letters to His Friends*, vol. 3 (Loeb Classical Library; Cicero, vol. 27), trans. W. Glynn Williams (Cambridge, MA: Harvard Univ. Press, 1972), 101.
- 5 Margaret Ferguson, "The Letter of Recommendation as Strange Work," in *Proceedings of the Modern Language Association* 127, no. 4 (October 2012): 957.
- 6 Guido Ruggiero, "Letters of Recommendation: Haikus or Hagiographies?" *Perspectives on History*, October 2007, <https://www.historians.org/publications-and-directories/perspectives-on-history/october-2007/letters-of-recommendation-haikus-or-hagiographies>.

LILLIAN GUERRA

WHY I AM A HISTORIAN

A Response to Mary Beth Norton

Recently, I picked up the April 2018 edition of *Perspectives* to engage in a bit of what history nerds like me consider pleasure reading. An article titled “Why Are You a Historian?” by AHA president Mary Beth Norton caught my eye. Intended as a light, thought-provoking piece, the essay was based on a “thoroughly unscientific poll” she had largely conducted among scholars of her own fields of women’s and early American history. But her respondents’ reasons struck me as thoroughly disappointing and probably the product of color and class privilege as well as the power of choice that such privilege often confers.

Most respondents noted that they had “loved history” since childhood or credited relatives who had shared intimate histories. Many said they had encountered a teacher who got them “hooked,” while others decided to become historians because, as Norton wrote, “they were dissatisfied with other academic fields.” In short, personal satisfaction emerged in virtually all of these accounts, not the knowledge of injustice, of political hypocrisy, of noble struggles against imperialism—like that of our own American Revolution. Social concerns, I think, propel most historians into the profession.

According to Norton, two scholars “cited parents active in leftist politics” in explaining why they became historians. For me, studying history was never a choice, in the same way that becoming a historian wasn’t simply a professional option: it was a route to social change. When I was a kid, my own “otherness” compelled me to study history. When I grew up, I decided that becoming a historian was the best way someone like me could change the world.

Nonetheless, my Cuban-exile parents were about as far from being “active in leftist politics” as you could get. This was especially true of my Republican-voting, Nixon-defending, card-carrying NRA member dad. In 1973, he moved us from New York to the tiny town of Marion, Kansas. Growing up Cuban there, I had mostly Spanish-speaking parents whose once radical revolutionary politics had soured into right-wing Reaganism long before Ronald Reagan was elected president. Over the course of my childhood, studying history was something I did to explain Big Questions, starting with who I was and why so many other people wanted to dismiss my family and me on what I increasingly recognized were racial, cultural, linguistic, ethnic, and other grounds. Knowledge of history formed the center of who I was: it filled in gaps, straightened out paradoxes, served as a salve for the cuts

and scrapes I acquired from tussles with ignorance or flat-out racism.

From the time I was five, I sought lessons in history from every adult I could corner, from Mr. Good, a guitar-playing hippie who doubled as our beloved school custodian, to Father Pathe, my Irish-born, no-nonsense parish priest. I came to perceive the Cold War politics that marked me long before I could name them. In my

Knowledge of history
served as a salve for
the cuts and scrapes
I acquired from
tussles with
ignorance or flat-out
racism.

parents’ eyes, that “with us or against us” binary made the Vietnam War protesters on TV, the free-loving John Lennon, and the efforts of Jimmy Carter to promote foreign policy based on human rights into “dangerous Communist influences.” It also made my mother tear up as she read us letters from our relatives in Cuba and my father leave the room because he could not bear the pain of listening, let alone reading them too.

History was how I grasped for straws of cultural and racial dignity when fellow second-graders denigrated my slightly flatter, decidedly non-Anglo nose, relatively hairy limbs, and propensity to tan a dark brown rather than bake into a bright, bubbly red in the Kansas summer sun. This was evidence of my “monkey ancestors in Cuba,” said other children (who have grown up into such nice people that it would now embarrass me to name names). *Why did they think being blond was better?* I wondered.

On such occasions, I knew that history could answer the Big Questions for which prejudice and rebuke offered no convincing substitute. Even neighbors and teachers sometimes remarked that we would never truly be as American as their families—whom they proudly proclaimed “pioneers.” I needed to study history to understand my own family’s response to these rebukes.

One case stands out. In the fall of first grade, my teacher announced that neither my sister nor I could ride on the children’s float in the Old Settlers’ Day parade because Cuban immigrants simply did not qualify as Old Settlers. These were the years of the “West fest” in popular culture. *Little House on the Prairie* (based on Laura Ingalls Wilder’s books of the 1930s) and the miniseries *How the West Was Won* dominated the airwaves. Western romance-style clothing by Gunne Sax competed with Calvin Klein for adolescent girls’ unflinching devotion, and John Wayne denounced the chain-smoking habits of Marlboro men as we counted the days before they would all die.

As I walked home the week before Old Settlers Day, I struggled to make sense of my genetic inadequacy for the children’s float. When my father



The future historian Lillian Guerra in first grade.
Courtesy Lillian Guerra

came home, I burst into tears. Putting me on his lap, he said, “*Chica, ¿pa’a qué tu quieres montarte en esa cosa? Al final, lo único que esa gente quiere celebrar es haber descendido de un montón de asesinos de indios.* (Honey, why do you want to ride on that thing? At the end of the day, all those people want to celebrate is the fact that they descended from a bunch of Indian-killers.)” When I giggled, he whispered, “*Si le digas a tu madre que te dije eso, te mato* (If you tell your mother what I said, I’ll have to kill you).” Of course, all decent, God-fearing Cuban parents issue

such warnings; it’s a custom as old and as Cuban as cursing. Too late! My mother had overheard and warned my father to remember he *was* the town doctor: my blabbing our beliefs around my friends might cost him some of his patients.

Four years later, I talked about this view of Old Settlers Day with Mrs. Case, my fifth-grade teacher, while the rest of the kids went to physical education class and I sat at my desk, nursing a cold. The wife of a World War II veteran who had been

stationed in Japan, Mrs. Case organized an annual Japanese culture day in her classroom, complete with the most exotic dish you could find on the Plains: homemade sushi. Earlier that morning, Mrs. Case called on me to pronounce “in correct Spanish” the names of all the conquistadors we were studying. Still caught in the afterglow of my unusually supportive friends’ *oohs* and *ahs*, I trusted her enough to confide that my dad said celebrating Old Settlers Day was really celebrating the murder of the Indians. *Is my dad right?* “Darn straight he is,” replied Mrs. Case, without missing a beat. “Your dad is Cuban. There are no Indians in Cuba just

When I started teaching, I found that at least some other historians had become historians for the same reasons I had.

like there are hardly any Indians in Kansas anymore. We killed them and the buffalo too because we wanted their land, we thought they were savages, and we had might—not right—on our side.”

Like Norton’s respondents, I became a historian because I had inspiring teachers and politically conscious parents who shared intimate stories with me. Yet marginality compelled me to listen. It also made me recognize the urgency vested in knowing how to respond, often just inside my own head, to the myriad ways in which people who have benefited from the accumulation of historical injustices done to “others” sought to

assert their power and their justifications for that power over me.

When I started teaching, I quickly found confirmation that at least some other historians had become historians for the same reasons I had. At Bates College, the chair of my department, Professor Steve Hochstadt, proudly hung a sign over his door that read: “Changing the World, One Student at a Time.” When I approach a lecture, a discussion, an advising meeting, or a paper I have to grade, I never forget how I felt when I saw that sign or what I learned from it.

I “do history” because witnessing racism—overt, embedded, and glossed as cultural or national “pride”—forced me to. In history and in real life, I saw that the primary obstacle to historical change in the service of human transformation, redemption, elevation, and rectification was not passivity but apathy. Passivity requires withdrawing from the opportunity to act; apathy requires recognition of the need to act and the decision to refrain from doing so. We historians change the world because in our research and writing, we serve as witnesses to the forgotten, erased, denied, unknown, silenced, and sometimes seemingly insignificant people, events, perspectives, and emotions of the past.

We change ourselves in the process of bearing witness to the past, revealing it and debating it with others. We also recognize the value of change itself by asking and answering Big Questions. Why is Haiti so poor? Why is there still a monarchy in England? Why did we elect Barack Obama? Why did we elect Donald Trump? Why are women still paid less than men for doing the same job? Why do so many Americans believe that their right to guns defines what makes them “free”?

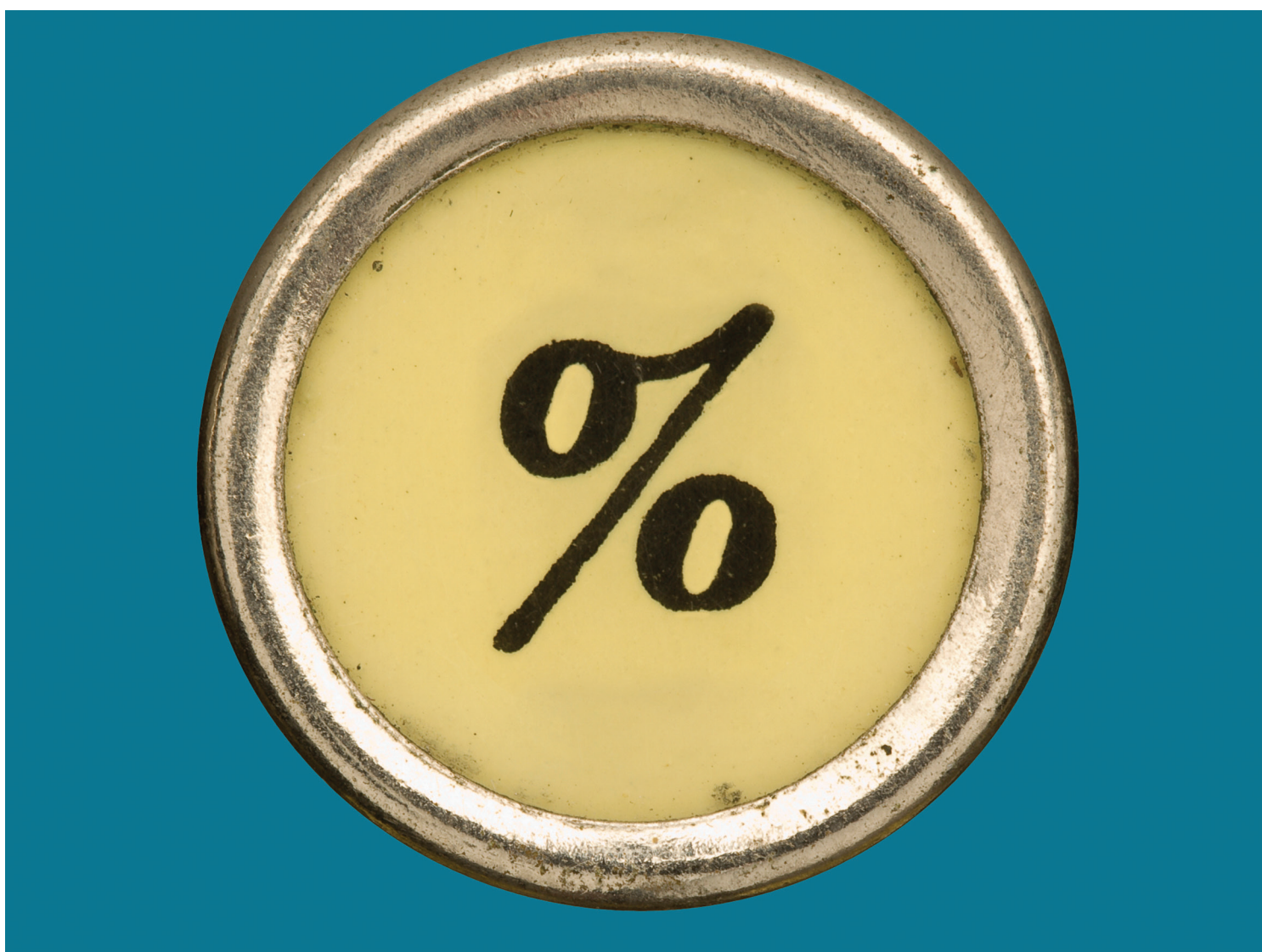
I believe most historians—including those who answered President Norton’s query—became historians for the same reason I did, even if their personal experiences or day-to-day lives lead them to see their roles in a different way: we are historians out of a consciousness of our intellectual necessity and the belief that creating and sharing historical knowledge changes contemporary attitudes as well as human destiny. These days we need to *say* this more often than we do; our increasing marginality from the center of public discourse compels us to do so. **P**

Lillian Guerra is professor of Cuban and Caribbean history at the University of Florida. She thanks the UF chapter of Phi Alpha Theta for inspiring this essay.

EMILY SWAFFORD AND DYLAN RUEDIGER

EVERY HISTORIAN COUNTS

A New AHA Database Analyzes Careers for PhDs



WORRIES ABOUT employment opportunities for history PhDs aren't new. Much ink has been spilled, often in the AHA's own publications, bemoaning declining career prospects (read: tenure-track jobs) for history PhDs and auguring ill for the discipline. Moreover, it's long been clear to the AHA that addressing the concerns of new and recent PhDs is imperative for all of us, not just professionally but ethically. After years of graduate study, often accompanied by opportunity and financial costs, new PhDs should not feel they must choose between the values that brought them to doctoral programs and reasonable compensation.

As historians, we know that context matters and that transparency in evidence lends nuance to any conversation. And often transparency requires data, publicly accessible and clearly presented. Until relatively recently, many graduate programs declined to track where their alumni ended up. Those that did often counted only those who secured academic employment, compounding the invisibility of careers outside the professoriate and reinforcing the idea that PhDs who did not become professors were failures. Though this perception is changing, it persists in our community, not only among students but among faculty, who are responsible for making sure they earn their degrees in the first place. Keeping track only of those graduates “placed” into academic careers is akin to saying the others don't count.

This is where the AHA is poised to help. We don't control the number of academic jobs posted or the number of PhDs awarded. But we do believe that every person with a history PhD *counts*, no matter what career path they follow.

In June, we released the final version of Where Historians Work (historians.org/wherehistorianswork), an interactive database that shows current employment data for *all* history PhDs earned in 2004–13—more than 8,500 of them—from every PhD-granting program in the United States. Where Historians Work allows users to see broad trends in PhD employment and to assess how such factors as gender, field of study, and degree-granting institution influence career outcomes. This tool helps answer long-standing questions about the discipline and, we hope, will prompt new conversations about where historical work happens, what it means to “do” history, and ultimately what it means to be a historian.

Where Historians Work is now the fullest picture of PhD careers in any discipline and attests to the wide variety of careers historians settle in to—on and off the tenure track, within and beyond the professoriate. The database's interactive features allow users to talk about both the wide “diaspora” of historians and the minute patterns that shape individual stories. We hope to hear about users' discoveries, but we also want to share a few of our own findings.

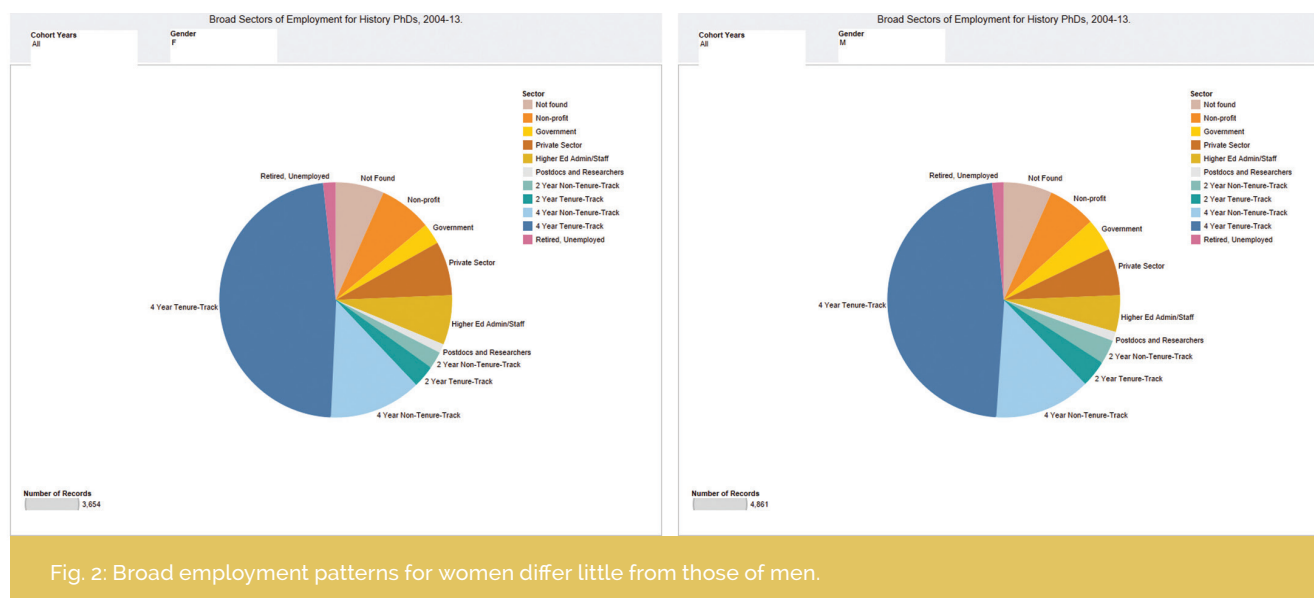
When You Earned Your Degree Is Important

It's well known that the onset of the Great Recession in 2008 was disastrous for the academic job market, but its full effects on the career paths of history PhDs have been unclear. The 10-year cohort represented in Where Historians Work is split evenly by the Great Recession, which we can now see significantly changed the landscape of academic

Historians in the Postsecondary Faculty			
PhD-Granting Department	Gender	Specialization	
All	All	All	
Tenure Track	Associate's Colleges		6%
	Baccalaureate Colleges		12%
	Doctoral Universities: Moderate Research Activity		5%
	Doctoral Universities: Higher Research Activity		9%
	Doctoral Universities: Highest Research Activity		19%
	Master's Colleges		23%
	Special Focus Schools		2%
Non-Tenure Track	Associate's Colleges		5%
	Baccalaureate Colleges		2%
	Doctoral Universities: Moderate Research Activity		2%
	Doctoral Universities: Higher Research Activity		3%
	Doctoral Universities: Highest Research Activity		7%
	Master's Colleges		6%
	Special Focus Schools		1%

Includes only the 5162 PhDs working as Faculty at Postsecondary Institutions inside the US. Sample sizes for narrow searches may not be statistically significant.

Fig. 1: Where Historians Work allows users to select individual or multiple departments to analyze the kinds of academic jobs their PhDs find.



employment. Before and after the recession, roughly the same percentage of PhDs found work as faculty, but the academic jobs for those who graduated after 2008 were more likely to be off the tenure track. In 2017, when we gathered our data, about 55 percent of the 2004–08 cohort were working on the tenure track (at both 4-year and 2-year schools), and about 12 percent were in non-tenure-track jobs. But for those earning their degrees in 2009–13, about 46 percent were working on the tenure track, while about 20 percent were in non-tenure-track jobs. This long-term trend highlights the importance of advocating for stable, well-compensated employment for non-tenure-track historians in addition to pushing for the creation of tenure-track lines.

But So Is Your Program

Where Historians Work allows users to select single or multiple departments to compare the broad employment outcomes of programs' graduates over time (fig. 1). It is no revelation that graduates of certain institutions stand a greater chance of finding tenure-track positions, particularly at research universities, but employment rates across sectors vary by department, too. These findings confirm previous research from the AHA (in *The Many Careers of History PhDs*) and additional studies. But Where Historians Work also lets users explore the career paths of graduates of particular PhD programs. This level of detail is granular enough to let students and faculty in specific departments define success by metrics appropriate to a program's purpose and goals, but it also creates a holistic picture of what history PhDs actually do. These data encourage transparency in

our discipline on many scales: among departments, within departments, even between students and advisers.

Women Have Achieved Parity—in Numbers

The data in *Where Historians Work* show that gender has surprisingly little impact on broad patterns of career outcomes for historians with PhDs (fig. 2). Anecdotal evidence has long posited that women are more likely to be shunted out of the professoriate or into non-tenure-track positions, but *Where Historians Work* suggests otherwise. In the entire data set, PhDs were employed beyond the professoriate at a rate of 23.4 percent, on the tenure track at 50.8 percent, and in non-tenure-track positions at 16.2 percent. For women, those rates were 24.4 percent, 50.6 percent, and 15.3 percent, respectively. For men, the rates were 22.7 percent, 50.9 percent, and 16.8 percent. Additionally, gender seems to make a negligible impact on employment outside the professoriate. Employment rates in the nonprofit, government, private, and higher education administrative sectors show almost no variation by gender.

This does not mean that gender plays no role in the professional experiences of women. Such issues as compensation, tenure decisions, sexual harassment, parental leave policies, and more subtle forms of discrimination held back women historians for years before #MeToo and certainly will continue to do so as long as the status quo holds. But across sectors in our data set, men and women secured their positions at approximately the same rates. Parity may yet lead to equity.

Field Specialization Matters

As the AHA encourages PhDs to consider a broad range of careers, we often hear that there are fewer options beyond the academy for historians who don't specialize in the United States (or a few other fields). Superficially, the data seem to indicate that there are many more jobs beyond the professoriate for Americanists: 28 percent of US historians (and 26 percent of historians of science) work outside the academy, compared to just 10 percent of historians of the Middle East or Asia, and 13 percent of Africanists. These numbers, however, are closely tied to how many tenure-track jobs are available in different fields: approximately 7 in 10 historians specializing in the Middle East, Asia, or Africa are employed in tenure-track positions at 4-year institutions, compared to only 4 in 10 US historians. This suggests that field of study made a difference in tenure-track prospects in 2004–13 and that far fewer historians in these fields decided to pursue other opportunities.

Faculty Jobs Vary

Job candidates are supposed to tailor cover letters to fit an institution, not just because institutions differ but because the jobs do, too. In like fashion, *Where Historians Work* emphasizes that jobs within the professoriate are highly varied. Like all the other jobs cataloged in *Where Historians Work*, the graduates of different programs find jobs teaching at different rates.

Despite ongoing erosions in academic hiring, two-thirds of history PhDs become faculty at postsecondary institutions. Yet less than 20 percent of them work on the tenure track at R1 universities, the job most have been prepared to do—and to want. *Where Historians Work*, however, shows that most faculty work at institutions that have teaching, not research, as their core mission. If one purpose of history PhD programs is to prepare future generations of faculty, our data suggests that learning to teach ought to be an essential component of graduate education; learning to think of oneself as being a teacher is important as well.

PhDs Have Agency, Too

Where Historians Work documents outcomes but nevertheless raises important questions about the motivations of the 8,515 individuals who compose the data set. One of the best ways to see this is through the geographical dispersion of history PhDs (fig. 3). Nationally, history PhDs are distributed in roughly the same way as the rest of the population. Yet graduates of many programs remain clustered in the cities or regions where they earned their degree, while other programs' graduates seem to scatter. *Where Historians Work* cannot tell

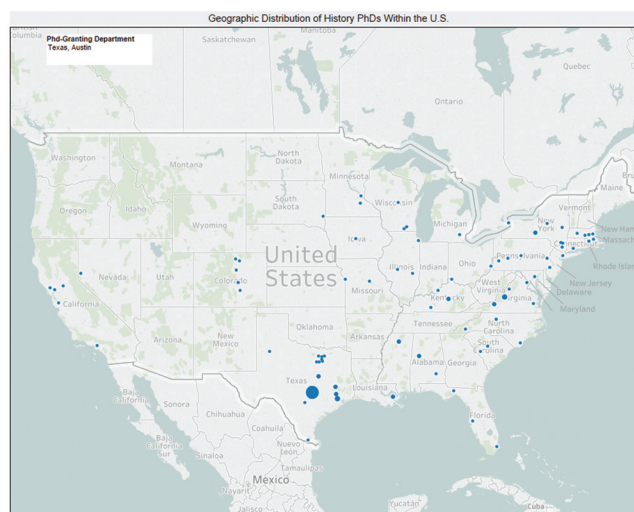


Fig. 3: As with many programs, PhDs from the University of Texas at Austin find jobs across the country but seem to concentrate in their home state.

us why this is so, but it suggests that students make decisions about which doctoral programs to attend and which job markets to enter based on factors that may include regional or family ties. Geographical data may also indicate that today's PhDs are not necessarily heeding the "be ready to move anywhere" dictum and are instead making decisions based at least in part on where they want to live.

Conclusions

Where Historians Work tells many stories. In addition to the clear decline of tenure-track job lines, it provides evidence that there are, in fact, many doors open to historians. These stories are familiar ones, but we can now see them in the context of national data and in relation to the smaller-scale stories that programs, people, and professions have to tell.

Seeking quantitative data on the career landscape of history PhDs signals a commitment to the importance of rigorous historical thinking. The AHA is dedicated to the promotion of history and historical thinking in all areas of life, including the discipline in all its forms and historians in all their variety. Now that we can enumerate a fuller array of outcomes, we should be able to ask better questions about how *all* PhDs are prepared for the work they will do. **P**

Emily Swafford is director of academic and professional affairs at the AHA. Dylan Ruediger is the AHA's coordinator, Career Diversity for Historians and institutional research.

ON TO CHICAGO

The 2019 Annual Meeting at a Glance

The 133rd annual meeting of the American Historical Association will be held January 3–6, 2019, in Chicago. The online **program** will be posted on the AHA website in mid-September, and members can look forward to receiving the printed program in mid-November. A meeting app will also be available for smartphones and tablets. Annual meeting sessions and events are scheduled at the Hilton Chicago and the Palmer House Hilton. Free bus transportation will connect the meeting hotels.

Preregistration begins in mid-September. The lower pre-registration rates will be in effect through December 14; after that, the higher on-site rates apply. Registration will be available online from September 12 until the end of the meeting, and in person beginning at 11:00 a.m. January 3 at the Hilton Chicago's Stevens B.

Admission to the Exhibit Hall and Job Center requires a 2019 meeting registration badge.

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

The last day to make or change reservations through the housing service is December 11, 2018. After that date, rooms will be available at the AHA's convention rates on a space-available basis, and all reservations, changes, and cancellations must be made directly with the hotels. Hotel no-show policies will apply for reservations not canceled at least 72 hours before the first night's stay.

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

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

Resolutions for the **business meeting** must be submitted to the executive director by November 1, 2018, to allow time for publication. They must be in proper parliamentary form; must be signed by at least 100 members of the Association in good standing; must not be more than 300 words in length, including any introductory material; and must deal with a matter of concern to the Association, to the discipline of history, or to the academic profession. Resolutions submitted by the deadline, and meeting the criteria for consideration, will be published in the December 2018 issue of *Perspectives on History*. For complete information about business resolutions, please consult the AHA Bylaws at historians.org/constitution.

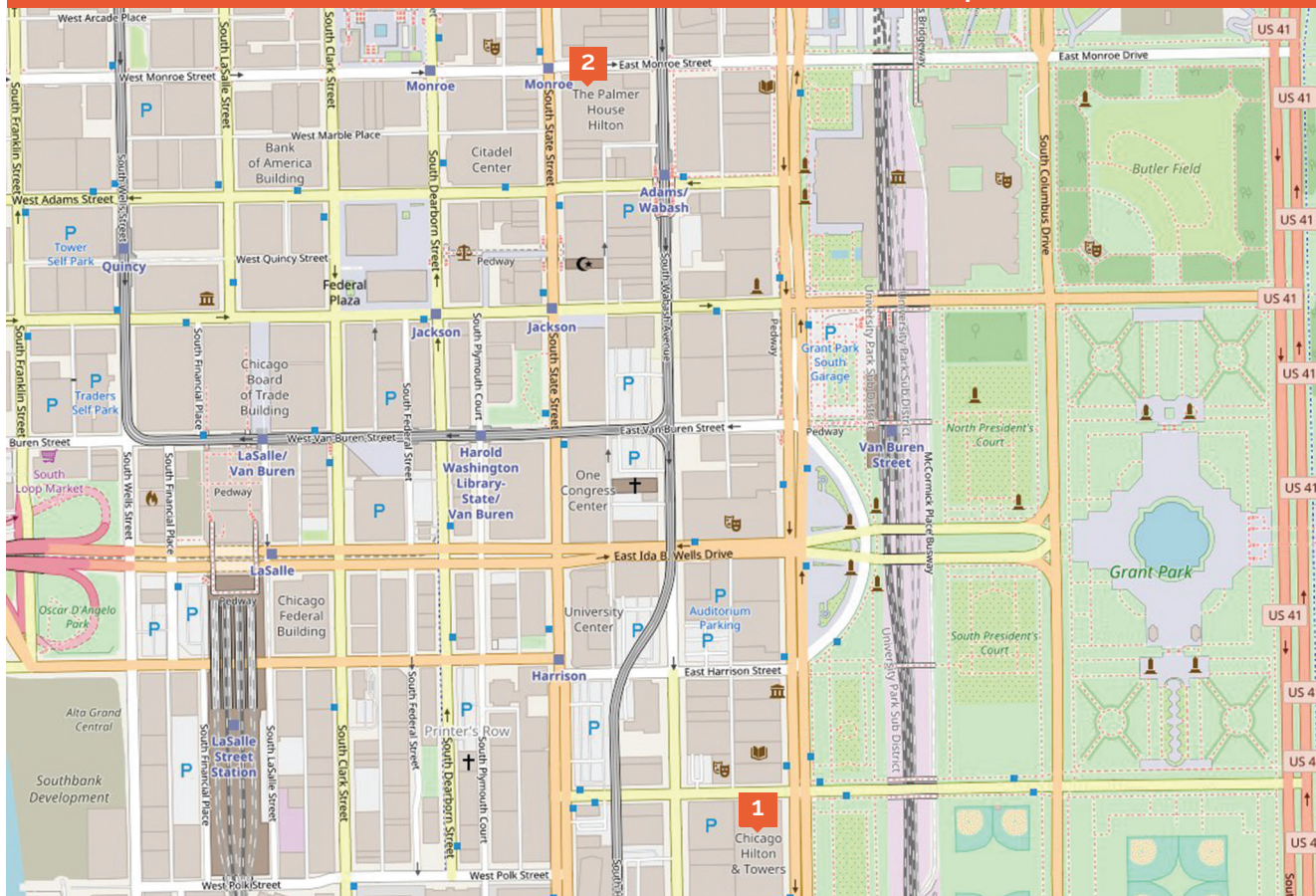
Refund policy: Advance registrants who are unable to attend the meeting may request a refund of their registration fee. Refund requests must be emailed to borgodol@historians.org by December 14, 2018, and will incur a \$20 fee. *Refunds will not be processed after that date.* **P**

Hotel and Rate Information

	SINGLE	DOUBLE	TRIPLE	QUADRUPLE
Hilton Chicago 720 S. Michigan Ave. (hdqtrs.)	\$129	\$129	\$154	\$179
Palmer House Hilton 17 E. Monroe St. (co-hdqtrs.)	\$129	\$129	\$154	\$179

Rates are subject to hotel occupancy tax and will be honored three days before and three days after the official meeting dates of January 3—6 based on availability. Free bus transportation will connect the 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** Hilton Chicago
720 S. Michigan Ave.
- 2** Palmer House Hilton
17 E. Monroe St.

ASL Interpretation at the 2019 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, 2018. 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, 2018.

Dates and Deadlines	
SEPTEMBER 12	Preregistration opens.
SEPTEMBER 12	Housing opens.
SEPTEMBER 30	Deadline to submit membership dues and address changes in order to receive the program in the mail.
OCTOBER 15	Interviewing institutions can download Job Center reservation forms at historians.org/jobcenter .
NOVEMBER 1	Program mailed to members.
DECEMBER 11	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
DECEMBER 14	Last day for preregistration pricing.
DECEMBER 14	Deadline to submit registration and Job Center refund requests.
JANUARY 3, 2019	Annual meeting opens at 11 a.m. at the Hilton Chicago and Palmer House 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.

	Members		Non-Members	
	PREREGISTRATION	AFTER DEC. 14	PREREGISTRATION	AFTER DEC. 14
Attendee	\$179	\$215	\$291	\$349
Speaker	\$179	\$215	\$179	\$215
Student	\$82	\$99	\$125	\$151
Unemployed/Underemployed/ Job Candidate	\$50	\$60	\$137	\$164
Retired	\$85	\$103	\$145	\$176
K-12 Teacher	\$50	\$60	\$114	\$120
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 14, 2018. 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. **P**

MICHAEL J. MCGANDY

THE BUSINESS OF PUBLISHING CONCERNS US ALL

I was, I must confess, an anti-AHA annual meeting dogmatist. With more than a decade of practice, I had made an art of cynical takes on the January event. So when it turned out that I needed to cede to a colleague my travel budget line for the 2018 meeting in Washington, DC, I reveled in the possibility of staying home and tracking events via Twitter while I made progress with a pile of book proposals. Despite my best intentions, though, not attending the four-day gathering turned out to be a revelation. Not only did I miss the annual meeting—so many friends, colleagues, and authors—I realized that I was missing out on much more.

Before that moment, I used to gripe about the annual meeting with the best of them. It was too big in size, too diffuse in its program, and too much about hiring. Like many, I scoffed at the typical AHA conversation in which the person with whom I was speaking kept an eye on the flow of people in the room, just in case a better schmoozing opportunity was to be had. And as an editor, I too was always on to the next meeting with an author, for another distracted 15-minute summation of the fruit of years of work or a plan for years of work to come.

The annual meeting struck me as offering little of substance to compensate attendees for the expenditure of so much time, energy, and money. I particularly bemoaned the fact that, because of the structure and culture of the meeting, I found it hard to engage scholars regarding trends in their fields and about the work of their colleagues. Even my best conversations at the annual gathering tend to be discrete—about a single book project or plan for research—rather than integrated in and reflective of a community of inquirers.

This critical take is, I think, accurate, as far as it goes. But what I realized last year was that I was looking at the whole event in the wrong way. Like any good dogmatist, I was systematically ignoring what was evident to others: the valuable

conversations on offer in the Exhibit Hall and all over the conference hotels.

The challenge to my outlook came in a tweet. While following the #AHA18 hashtag, I read Audra Wolfe (tweeting as @ColdWarScience) providing an account of her conversations and how she was going to get in touch with the key people who, for her, set the agenda for writing in the discipline.

I could tell that Wolfe, who I consider a professional friend and a great publishing consultant (she is the founder of The Outside Reader), was not just having a productive annual

Editors always get invited to give talks on how to get published. But few scholars ask us about the business of publishing and what it means for the business of the academy.

meeting with the requisite set of 20 or so appointments. She was having fun making connections and talking about trends in scholarly communication. She was intent on learning from *and* contributing to the conversation. I could tell she was making a difference. Back in Ithaca, I was not. In that moment, I realized I was missing out, and suddenly I regretted not being in DC.

The big annual meeting is, I now understand, the place for big conversations. There will still be panels with three presenters and a commentator; and, for us editors, there will always be book projects to discover. Those smaller



The AHA18 Exhibit Hall, in Washington, DC.
Marc Monaghan

discussions, though, take place in the context of talks among the leaders who shape academic and public history. For all of us attending the annual meeting, it is those more expansive, systematic, and influential conversations that we should aspire to join.

When I get to Chicago on January 2, 2019, my agenda will be to focus on just the sort of things that Wolfe highlighted and that AHA executive director James Grossman and the Association's staff are bringing to the fore (see Grossman's "Mysteries of the AHA Annual Meeting" in the May 2018 *Perspectives*). Here is a sketch of my plan:

- Talk more about *writing*: What is good writing in history? What sort of writing is rewarded in the profession? What kinds of and venues for writing help scholars contribute to public history?
- Engage more on the standards of *hiring*, *tenure*, and *promotion*: Where do books fit into these processes, and how

could they be developed to help scholars? Do department processes support or impede the making of excellent books?

- Advocate more for *funding* for university presses: What are new funding source possibilities? How can the AHA and other professional organizations support presses so we can keep doing our work with scholars? What are books worth?
- Do more to highlight options for *diverse careers* in history: What is the full set of possibilities? Where does writing books fit into the varied demands of the range of careers that historians seek?

All of these topics are important to scholars of history. All are also integral to my work as an acquisitions editor.

A key part of what editors do is position themselves and their authors within a set of relevant institutions, standards, processes, and budgets. This is the business and administrative

side of the job, and this range of issues highlights the big-picture considerations that frame one's work on individual book projects. Every editor has an important perspective on these matters and lots of firsthand experience of how policy (and sometimes a lack of policy) on, say, funding books or careers beyond the professoriate can directly affect a book, a scholar's career, and the public impact (including book sales) of his or her research. On such matters, acquiring editors and other publishing professionals who work directly with authors know a lot more than press directors and other administrators concerned with scholarly communication.

The business of publishing also has an impact on and is influenced by the business of academe. It is that interchange that I want to talk about at the annual meeting. For me and for other editors, it would be a matter of bringing a robust conversation, already well underway among all publishing professionals, to a larger and closely associated community.

Publishing professionals address these matters (and more) informally when we gather with scholars at academic meetings, and we do so more formally at events, including our annual meeting in June, sponsored by the Association of University Presses. Despite well-attended publishing roundtables at academic conferences, we don't address these topics in the company of scholars often enough. Acquisitions editors always get invited to give talks on how to write a book proposal and get published. But few scholars ask acquisitions editors to talk about the business of publishing and what it means for the business of the academy; and it is almost unheard of for scholars to invite a publicist or a managing editor to address historians on that or any subject. Frankly, I think most scholars just want us to take care of their individual books when our services are needed (the basic appeal of the standard publishing talk), and would rather not integrate the world of publishing into their worlds of scholarship and teaching.

The truth is that we are already fundamentally integrated. So many of the answers to pressing issues about tenure and promotion, say, or supporting nonacademic careers for historians necessarily involve the cooperation and support of university presses. It just happens that publishing professionals—including acquisitions editors, marketers, and manuscript editors—seem sidelined in the big discussions about developing the academy in general and the profession of history in particular. We need more conversation partners from the publishing world, and top-down communication with press directors speaking exclusively on structural matters is not sufficient to figure out how we can address, for

instance, needed changes in tenure standards and the promotion of nonacademic careers.

Now that I am newly enthusiastic about the annual meeting and eager to see how it continues to develop, I want more

Publishing professionals have to recognize our responsibilities in the community of scholars and not just leave structural issues to press directors.

publishing professionals, with diverse forms of expertise and of all levels of seniority, to contribute to the big conversations that are at the heart of the meeting. I encourage acquisitions editors, marketing staff, and independent publishing consultants at the Chicago conference to attend key panels and speak from the floor. I also ask AHA staff to continue to reach out to publishing professionals and invite them to join public roundtables.

The important conversations to come are premised on community, and publishing professionals need to be welcomed in by the scholars, even as all publishing professionals must recognize our responsibilities in this community.

As I often say at the outset of any talk I give to scholars about publishing: We are all in this together. **P**

Michael J. McGandy is senior editor and editorial director of the Three Hills imprint at Cornell University Press.

SPECIAL OFFER

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



AMERICAN
HISTORICAL
ASSOCIATION

133rd ANNUAL MEETING

CHICAGO • ILLINOIS
JANUARY 3-6, 2019

BENEFIT TO STUDENTS

- Networking at special receptions and meetings for graduate students, undergraduate 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.

Information about the 2019 annual meeting is available online at **historians.org/annual-meeting**

ELIZABETH ELLIOTT

2018–19 NASA AND JAMESON FELLOWSHIPS AWARDED

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

The Jameson Fellowship, sponsored jointly by the AHA and the John W. Kluge Center at the Library of Congress, is offered annually to an outstanding scholar of American history who has received the PhD within the last seven years. The fellow is awarded \$5,000 to spend two to three months in full-time residence at the Library of Congress. The 2018–19 recipient is Frank Cirillo, the Bernard and Irene Schwartz Postdoctoral Fellow at the New-York Historical Society and the New School.

Cirillo's work challenges dominant scholarly trends about American abolitionism and emancipation. As a Jameson Fellow, he will revise his dissertation, “‘The Day of Sainthood Has Passed’: Abolitionists and the Golden Moment of the

Frank Cirillo's work challenges dominant scholarly trends about American abolitionism and emancipation.

Civil War,” defended last year at the University of Virginia. The dissertation focuses on a debate among 10 abolitionists over whether the Civil War, despite its violence, represented the ultimate moment of moral redemption for the Union. Cirillo argues that the actions of certain abolitionists during the war—from registering doubt over Lincoln's commitment to emancipation, to intervening in politics to fulfill antislavery goals—help explain both the achievements of the Civil War and many of Reconstruction's eventual shortcomings.

Cirillo will use the library's manuscripts to expand on three themes in his dissertation: the origins of antislavery moral



Frank Cirillo is winner of the 2018–19 J. Franklin Jameson Fellowship in American History.
Shane Lin

nationalism, the role of women and gender in wartime abolitionism, and the ways in which abolitionists and politicians forged wartime alliances. He also plans to use the final weeks of the fellowship to research a second project on post-war abolitionist memory. Cirillo plans to draw on the papers of several key abolitionists, including Frederick Douglass, Lewis Tappan, Elizur Wright, Theodore Parker, Susan B. Anthony, Elizabeth Cady Stanton, Abby Kelley Foster, and Lydia Maria Child for his research.

The Fellowship in Aerospace History funds six to nine months of advanced research on any aspect of aerospace history. The \$21,250 stipend is supported by the National Aeronautics and Space Administration (NASA). This year's fellowship has been awarded to Lisa Ruth Rand, Mellon Postdoctoral Fellow at the University of Wisconsin–Madison Institute for Research in the Humanities.

Rand earned a PhD in the history and sociology of science in 2016 from the University of Pennsylvania, where she developed an interest in the history of “space junk,” or technological waste by-products moving within Earth’s orbital landscape. She plans to use the fellowship to support a book proposal she says will be “the first work of historical scholarship to focus on the environmental history of orbital space itself.” Invoking the history of science, politics, and archaeology, Rand argues that the rise in popular awareness of space junk at the beginning of the Space Age paralleled and informed the ascent of mainstream environmentalism. For the first time, politicians, scientists, activists, and ordinary people began to view outer space as a vulnerable natural environment that could be changed or harmed by satellite and rocket debris.

Rand plans to bolster specific chapters of her manuscript with trips to archives at the NASA History Office, the American Association for the Advancement of Science, and the National Academy of Sciences. She aims to complete her book manuscript and submit a journal article on high-altitude nuclear tests by the end of her term. Rand hopes that her research will inform space policy analysts confronting political and environmental issues related to the phenomenon of orbital waste.



Lisa Ruth Rand is winner of the 2018–19 Fellowship in Aerospace History.

Jared Jackson

Congratulations to Cirillo and Rand for their successful proposals. **P**

Elizabeth Elliott is awards coordinator at the AHA.

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

CHILD-CARE GRANTS: Up to \$250 to assist AHA members who have child-care costs during the meeting

JERRY BENTLEY WORLD HISTORY TRAVEL GRANTS: Between \$200 and \$400 to support graduate students who include world history among their major or minor fields

AMERICAN
HISTORICAL
ASSOCIATION

133rd ANNUAL MEETING

CHICAGO • ILLINOIS
JANUARY 3-6, 2019

AHA COUNCIL ANNUAL MEETING TRAVEL GRANTS: Between \$200 and \$400 to support graduate students in any major or minor field

DOROTHY ROSENBERG PHI BETA KAPPA TRAVEL GRANTS: Up to \$400 to support graduate students in any major or minor field

The deadline for all grant applications is November 1.
Visit historians.org/amfunding to learn more.



**Providing Leadership in Critical Moments:
Response to the Violence at Charlottesville**

In August 2017, the AHA released a statement affirming the importance of historical context in debates about Confederate monuments, which has been invoked in classrooms and public meetings across the United States. The AHA also created a resource page with dozens of interviews, op-eds, and other media conversations featuring AHA members, Council, and staff.

Bringing Historical Thinking to Public Policy

- Led an international scholarly denunciation of the Polish law criminalizing references to Polish complicity in Nazi war crimes
- Added late-breaking sessions to the annual meeting program to create space for historical discussions of current affairs
- Organized congressional briefings to provide historical insight on public policy issues including civil-military relations, automation, and the Higher Education Act

Advocating for the Humanities

- Mobilized members to protect funding for the NEH and other federal humanities programs
- Held a plenary on The State and Future of the Humanities featuring William D. Adams, Earl Lewis, and Claire Potter
- AHA executive director Jim Grossman elected president of the National Humanities Alliance

Spurring Change in Graduate Curriculum with Career Diversity for Historians

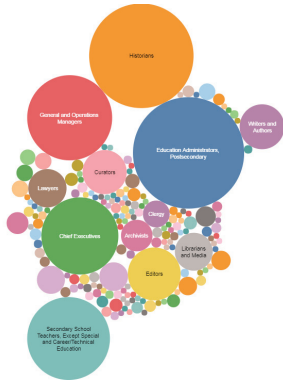
- Convened a series of Faculty Institutes to discuss strategies for integrating Career Diversity into doctoral education with participants from 36 institutions
- Awarded 20 Career Diversity Implementation Grants to incorporate broad-based professional development into departmental culture and doctoral curriculum

Connect with us

historians.org
@AHAhistorians
facebook.com/AHAhistorians

The *American Historical Review* launched a series of podcasts to connect articles from the journal to important issues of the day.





Using Data to Address Challenges Facing the Discipline

- Released a complete version of *Where Historians Work*, an interactive data set charting the career outcomes of 8,000 history PhDs from 2004-13
- Formulated policies and procedures to address sexual harassment at the annual meeting, drawing on a survey of recent attendees
- Reported data on history majors and course enrollments in *Perspectives on History* to provide evidentiary foundation for continuing conversations
- Used career outcomes data for history BA and PhD recipients to promote transparency

Sharing Leadership Strategies

- Organized our first Department Chairs' Workshop for participants to collaboratively explore discipline-centered issues relating to campus-based work

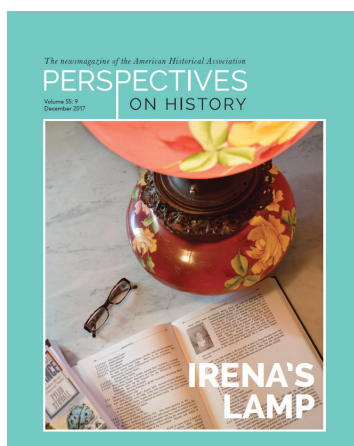
Representing the Diversity of the Discipline

- Added new genres to *AHR* reviews, including films and graphic novels
- Collaborated with American Philosophical Association to explore how the work of scholarly societies can benefit from greater engagement with HBCU faculty
- Held an inaugural poster session featuring undergraduate students



Supporting the Education and Careers of History Graduate Students

- Subsidized annual meeting attendance for 77 graduate students
- Started a new blog series focused on issues relevant to graduate students
- Mobilized to protect graduate student stipends from unwarranted taxation



Support the AHA
historians.org/members
historians.org/donate

ALLISON MILLER

A NEW FACE AT THE AHA

Meet Megan Connor

In her very first year at the University of Mary Washington, new AHA program associate Megan R. Connor declared her major: history. “I’ve always been into it,” Connor told *Perspectives*. “My family’s from the UK, and anytime we’d visit my dad’s parents, we’d drive right by Stonehenge.”

At school, Connor found herself drawn to the study of women. “In all my history classes, no matter what the subject matter was, I would try to find an opportunity to write about women, to take a gendered perspective,” she says. For her senior thesis, she built on work she’d done her junior year to write about 17th-century midwifery manuals, inspired by a growing interest in the intersection of women’s work and women’s bodies, as well as by a cousin who was a midwife. Connor analyzed two translated manuals, one from France, the other from German Poland, and was impressed by their sophistication. “Anytime I’d do a presentation on my thesis, people would comment on the accuracy of the images,” she said. “The way they present the anatomy is fascinating, since [the midwives] didn’t have the technology that we do today.”

Quickly amassing enough credits to complete her history major early, Connor realized in her junior year she could declare a second major: women’s studies. She first asked the women’s studies department chair whether this was a good idea. “She said, ‘I’ve been waiting for you to do this,’” Connor remembers. With that, she became Mary Washington’s first history/women’s studies double major.

She was plainly on her way to bigger things, so instead of piling on additional credits, Connor started an internship at the Feminist Majority Foundation in her senior year. Feminism, she says, “was something I picked up in high school. The internet is a wonderful place.” After she graduated, the foundation hired her full time as assistant to the president. Her job included development administration and serving as internship coordinator, and she gained experience with publications administration at *Mx* magazine.

Born and raised in Virginia, Connor praises the commonwealth’s “different pockets of diversity,” whether in terms of the people who call it home or its very landscape. “There’s the Tidewater, the beaches, and the coastline,” she says, “then 90 miles west is full-on mountains. . . . You’re not sure you’re in the same state when you’re driving across it.” On the other hand, she says, “The state has a lot to reconcile about the past.” The fatal violence of white supremacists in Charlottesville last year, Connor says, was “hard to process. It was tough. But I was really impressed by the students and the people in the area who went out and showed solidarity [against racism] even though they were completely outnumbered.”



Megan R. Connor

In her new role at the AHA as program associate, Connor looks forward to working on grant management, project management, and other Association initiatives. She’s never been to an AHA annual meeting before but is excitedly anticipating Chicago—even in January. **P**

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

ACTIONS BY THE AHA COUNCIL

January to June 2018

Through email conversation from January 12, 2018, to May 10, 2018, and at meetings on June 2 and 3, 2018, the Council of the American Historical Association took the following actions:

- Approved signing on to a letter from the National Coalition for History to Secretary of the Department of the Interior Ryan Zinke protesting the administration's failure to acknowledge the concerns of the National Park System Advisory Board and to inform new Department of the Interior officials about the board's past work.
- Approved a statement condemning Polish legislation criminalizing public discussion of Polish complicity in Nazi war crimes.
- Appointed Elaine Carey (Purdue Univ. Northwest) to serve as co-chair of the Local Arrangements Committee for the 2019 annual meeting in Chicago.
- Issued a letter of concern from President Mary Beth Norton to administrators at the University of Wisconsin-Stevens Point regarding the announced plan to eliminate many humanities majors, including history.
- Signed on to a letter from the Coalition for International Education to the US House and Senate Appropriations Committees urging them to reject the Trump administration's FY19 proposal to eliminate funding for the US Department of Education's International Education and Foreign Language Studies programs.
- Authorized Mary Beth Norton, as a representative of the AHA, to sign on to a letter organized by 2020 Census Counts protesting the potential inclusion of a citizenship question on the 2020 US census.
- Appointed Craig Perrier (Fairfax County, Virginia, Public Schools) as Councilor, Teaching Division, to complete the term of Matt Cone, who had resigned from the AHA Council for personal reasons.
- Approved signing on to a letter from the United States National Committee of the International Council on Monuments and Sites (US/ICOMOS) to Representatives Ken Calvert (R-Calif.) and Betty McCollum (D-Minn.) requesting additional funding for the National Park Service Office of International Affairs on behalf of its efforts for World Heritage site designation and preservation.
- Approved the minutes of the January 2018 Council meeting.
- Approved the interim minutes of the Council from January through May 2018.
- Approved the dissolution of the Archives Wiki Advisory Board.
- Approved the AHA Privacy Policy.
- Approved the nominations of the 2018 Awards for Scholarly Distinction (to be announced in December 2018).
- Approved the AHA Sexual Harassment Policy pending consultation with the AHA general counsel.
- Directed staff to include the Guidelines for the Hiring Process, the Statement of Standards of Professional Conduct, and the AHA Sexual Harassment Policy in annual meeting registration materials and to distribute them to departments advertising with the AHA and/or reserving space for interviews at the annual meeting. The AHA expects departments to send the guidelines and statement to all job candidates invited for an interview (whether in person or via electronic means) and to distribute the AHA Sexual Harassment Policy if the interview will be conducted at the AHA annual meeting.

- Approved an Ad Hoc Advisory Committee on Equity and Inclusion and the *AHR*, which will advise the *American Historical Review* editor on the best ways to pursue the mandate that “the *AHR* must take concrete steps to ensure that journal practices and content better reflect the diverse nature of the historical profession, and be open to the many voices that constitute historical scholarship and professional dialogue today.” The Advisory Committee will serve from August 2018 through August 2021 and will consist of two members of the *AHR* Board of Editors, one member of the Research Division, and one additional member of Council. Committee members can continue to serve even after the expiration of their elected and/or nominated Council positions.
- Approved the addition of up to two additional editors to the *AHR* Board of Editors in order to diversify coverage by specialty and field and alleviate the workload of the current board.
- Approved the following nominations to the *AHR* Board of Editors for three-year terms beginning July 1, 2018: Jordanna Bailkin (Univ. of Washington); Wen-Hsin Yeh (Univ. of California, Berkeley); Johann Neem (Univ. of Western Washington); Carla Pestana (Univ. of California, Los Angeles); and Nicholas Paul (Fordham Univ.).
- Approved the AHA’s participation in the program committee and sponsorship of the keynote speaker at the International Federation for Public History conference in Berlin in 2020.
- Approved the capital and operating budgets for FY 2019, which include a major renovation to AHA headquarters.
- Approved the Statement on Employing International Faculty.
- Approved changes to the “Shared Values of Historians” section of the Statement on Standards of Professional Conduct to better reflect an appreciation for the varying backgrounds historians bring to the discipline and how this variety influences the way historians approach scholarship.
- Approved revisions to the Guidelines for the Preparation, Evaluation, and Selection of History Textbooks.
- Approved revisions to the Statement on Dual Enrollment/Concurrent Enrollment to specify that colleges and universities must appoint a full-time history faculty member who has departmental responsibility for overseeing local/regional dual and concurrent enrollment programs in history.
- Approved the following statement: “The AHA strongly supports the right of international history students to pursue skills-based employment in the US and encourages university administrators to make such opportunities known.”
- Approved the affiliation of the Colonial Society of Massachusetts.
- Rescinded the affiliations of the American Association for History and Computing, the Public Works Historical Society, and the Study Group on International Labor History.
- Approved changes to Section 4.2.e of the Annual Meeting Guidelines to strengthen the language about diversity on sessions at the annual meeting.
- Approved the Council Committee on the Annual Meeting’s recommendation to begin contracting space for the 2026 meeting in Chicago and for the 2027 annual meeting in Washington, DC.

DONORS TO THE ASSOCIATION

July 1, 2017–June 30, 2018

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

\$1,000 and Above

Peter Baldwin
James R. Grossman
Barton C. Hacker
David A. Hollinger
Kenneth W. Levy-Church
Mary Lindemann
Edmund P. Russell III
Margaret Vining
Harry M. Walsh

\$250 to \$999

Donald H. Akenson
Virginia D. Anderson
Suzanne Wilson Barnett
David A. Bell
Richard J. M. Blackett
Robert A. Blackey
Bradford B. Blaine
Ann M. Blair
Elizabeth A. R. Brown
Stanford Maxwell Brown
Peter M. Buzanski
John Walter Caldwell Jr.
Roger P. Chickering
Malcolm C. Clark
Lisa Forman Cody
Edward D. Cohn
Thomas S. Colahan
William J. Cronon
Helen Delpar
Leila T. Fawaz

Paula S. Fichtner
Evelyn Brooks
Higginbotham
Jacqueline Jones
Stanley N. Katz
Donald R. Kelley
Paul W. Knoll
Gloria L. Main
Maeva Marcus
Barbara Metcalf
Michele Mitchell
John M. Murrin
Mary Beth Norton
Alice M. O'Connor
Ynez V. O'Neill
Valerie Paley
Eugenia M. Palmegiano
James M. Rosenheim
Teofilo F. Ruiz
Vicki L. Ruiz
Scott A. Sandage
Stanlee Schaffer
James Sidbury
Bonnie G. Smith
Dale C. Smith
David Spadafora
Thomas J. Sugrue
Eric A. Swanson
James H. Sweet
Robert B. Townsend
Peter L. Viscusi
James J. Ward
Susan W. Ware

Christine D. Worobec

\$150 to \$249

Kristin L. Ahlberg
Walter L. Arnstein
Susannah F. Baxendale
Kathleen Bergan Schmidt
Albert J. Beveridge III
John Bezis-Selfa
Charlene Bangs Bickford
Jeffrey A. Bowman
Howard Brick
Rand Burnette
John C. Cairns
J. R. Christianson
Kathleen M. Comerford
David T. Courtwright
István Deák
Leonard Dinnerstein
Michael D'Innocenzo
Donald B. Epstein
Ena L. Farley
Mary O. Furner
Timothy J. Gilfoyle
Charles W. Hayford
Jacob Judd
Lesley A. Kawaguchi
Sally Gregory Kohlstedt
Benjamin N. Lawrance
Joseph O. Losos
Charles S. Maier
Patrick Manning
Suzanne Lynn Marchand

Edna Greene Medford
Maureen C. Miller
Barbara Molony
David S. Newbury
Becky M. Nicolaides
Brian W. Ogilvie
Robert D. Parmet
Carole R. Rogel
Andrew Jon Rotter
Alan B. Spitzer
Zoe A. Swecker
Carole M. Watson
James J. Weingartner
Steven C. Wheatley
Charles E. Williams
Phyllis Bannan Woodworth

\$100 to \$149

Jeremy I. Adelman
Ann T. Allen
Charles H. Ambler
Douglas M. Arnold
Bernard Bailyn
Redmond J. Barnett
Daniel A. Baugh
John J. Baughman
Ross W. Beales Jr.
Herman L. Bennett
Mary Elizabeth Berry
Thomas N. Bisson
David W. Blight
Melissa K. Bokovoy
Dain E. Borges

Jonathan Charles Brown	Roger J. Fechner	Ronald Lee Lansverk	Dorothy Ross
W. Elliot Brownlee	Sharla M. Fett	Catherine Grollman	Brenda J. Santos
Antoinette M. Burton	Robert Forster	Lauritsen	Katrin Schultheiss
John S. Bushnell	Daniel M. Fox	Melvyn P. Leffler	Lois G. Schwoerer
Jon Butler	Laura Levine Frader	Vernon L. Lidtke	William H. Sewell
Una M. Cadegan	Zephyr L. Frank	Elissa Lines	Gerald E. Shenk
Elaine K. Carey	John B. Freed	Jonathan Lurie	Michael S. Sherry
Charles D. Cashdollar	Dario Gaggio	Maxine N. Lurie	Jerome Shindelman
Raphael Cassimere Jr.	Alice L. George	Christopher H. Lutz	Kathryn Kish Sklar
Philander D. Chase	J. Philip Gleason	Rachel Pearl Maines	Charles D. Smith Jr.
William R. Childs	Jan E. Goldstein	Matthew Mancini	Sarah B. Snyder
Clifford E. Clark	Luis E. González-Vales	Gerald E. Markowitz	Douglas O. Sofer
Ira Cohen	Leonard A. Gordon	Marlene J. Mayo	Gabrielle M. Spiegel
Lizabeth Cohen	Henry F. Graff	John R. McNeill	Howard Spodek
Frank F. Conlon	Sharon Harley	Joanne Meyerowitz	Jeffrey L. Sturchio
Giles Constable	Donna T. Harsch	Kristie Miller	David Suisman
Ronald E. Coons	Ellis W. Hawley	Kathryn T. Morse	Vincent B. Thompson
Sandi E. Cooper	Jo N. Hays	Tania Munz	Barbara L. Tischler
Nancy F. Cott	Manuel Herrera	Susan Naquin	Nancy J. Tomes
James E. Cracraft	Paul E. Hoffman	Mary Nolan	Steven C. Topik
Roger M. Dahl	Lois Horton	William L. North	Andres Vaart
Despina O. Danos	Lynn A. Hunt	Karen Offen	Frank A. Warren
Gerald A. Danzer	John Mark Hutchinson	Lorena Oropeza	Paul B. Wehn
Sheri I. David	Anne Hyde	J. B. Owens	Lynn Weiner
James J. Divita	Dorothy V. Jones	William Brown Patterson	Lora Wildenthal
Ellen C. Dubois	Norman L. Jones	Samuel C. Pearson	Allan M. Winkler
Mary L. Dudziak	Dane K. Kennedy	Peter C. Perdue	Karin A. Wulf
Colleen A. Dunlavy	Alice Kessler-Harris	Jon A. Peterson	John W. Yarbrough
Audray A. Edward	Jeffrey C. Kinkley	G. Kurt Piehler	Peter J. Yearwood
Mary Elliott Esq.	John T. Kneebone	Rebecca Jo Plant	Tsing Yuan
Carroll L. Engelhardt	Diane P. Koenker	Joseph P. Reidy	Charles A. Zappia
Elizabeth York Enstam	Uldis Kruze	Malcolm Richardson	Frank J. Zaremba
Steven J. Ericson	Rebecca Kugel	Elaine Rock	Russ Zguta
Marc Falcone	Jane G. Landers	John D. Rogers	William K. Ziegenhorn
Edward L. Farmer	Victoria Langland	Paul M. Romney	

This list aggregates donations received between July 1, 2017, and June 30, 2018. The American Historical Association is grateful to its 636 donors. Because of space restrictions, we can list only donors who have contributed \$100 or more. Please visit historians.org/donate for a complete list of our generous donors.

2018 AHA ELECTION RESULTS

COMPILED BY LIZ TOWNSEND

William Deverell (Univ. of Southern California), chair of the Nominating Committee, announces the following results of the 2018 balloting for officers and committee members of the American Historical Association. The committee wishes to thank all candidates who stood for election; their willingness to serve is much appreciated.

President

John R. McNeill, Georgetown University

President-elect

Mary Lindemann, University of Miami

Vice President, Teaching

Laura McEnaney, Whittier College

Councilor, Profession

Nerina Rustomji, St. John's University, New York

Councilor, Research

Christopher R. Boyer, University of Illinois at Chicago

Councilor, Teaching

Alexandra Hui, Mississippi State University

Nominating Committee

Slot 1: Daniel Greene, Northwestern University and guest curator, US Holocaust Memorial Museum

Slot 2: Karin Wulf, Omohundro Institute of Early American History & Culture, College of William & Mary

Slot 3: Akiko Takenaka, University of Kentucky

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

Grants for AHA members

The AHA is pleased to support the study and exploration of history through our annual research grants program.

Learn more at historians.org/grants.

The deadline for all research grant applications is February 15.



Clifford Adelman

1942–2018

Education
Researcher

Clifford Adelman, a leading researcher on the conditions of US and global higher education, died on May 3, 2018, at the age of 75. Adelman's work combined comprehensive, data-based analysis with a meticulous eye for the language of research arguments, setting the stage for efforts such as the American Historical Association's Tuning project, an initiative that helped transform disciplinary approaches to teaching and learning.

An undergraduate English major at Brown University from 1960 to 1964, Cliff earned a master's in the same field in 1968 at the University of Chicago. He then completed his doctorate in 1976 at Chicago's History of Culture program. Cliff taught at Roosevelt University, the City College of the City University of New York, and Yale University, followed by an appointment as associate dean at William Paterson College of New Jersey. He then moved to the US Department of Education, where, from 1979 to 2006, he rose to the rank of senior research analyst, examining data on institutional and student trends and producing over a dozen major studies. Remaining in Washington, DC, Cliff worked with the Institute for Higher Education Policy (IHEP) from 2006 to 2017. As senior associate, Cliff extended research into educational innovations and debates both at home and abroad. For his contributions to higher education studies, he received the 2001 Special Merit Award from the Association for the Study of Higher Education and the 2005 Sydney Suslow Award of the Association for Institutional Research.

Over nearly four decades of research, Cliff offered reflective approaches to accountability, rigorous examinations of assessment, an informed commitment to equitable educational opportunities, and a comparative, international perspective on teaching and learning. Suspicious of conventional wisdom and shallow thinking (which Cliff often considered the same thing) and committed to the detailed examination of available data, his studies held true to the principle he stated in a 1999 report, *Answers in the Toolbox*: "a fierce empiricism will validate common sense."

His work in the Department of Education addressed questions about degree completion, student mobility, remediation programs, transcripts, and the contributions of community colleges. At IHEP, Cliff's attention took a global turn with influential reports on the transformation of university systems across Europe through the Bologna Project. The program, launched by 29 ministries in 1999, sought to break down walls dividing European university systems and create more harmonious, comparable approaches to curricula, credits, degrees, and transferability. Universities responded in 2000 with Tuning, a faculty-led process to design degree programs through shared sets of learning outcomes in different fields. Discipline experts worked to create a common understanding of what students should know, understand, and be able to do in a completed program of study. Faculty engaged with policymakers, employers, and the public on the work of higher education. And participants helped students understand the knowledge *and* the transferable skills developed through study in a discipline. In a 2008 report, Cliff described the Bologna program as "the most far-reaching and ambitious reform of higher education ever undertaken." He believed that "the core features of the Bologna Process have sufficient momentum to become the dominant global higher education model within the next two decades. We had better listen up."

Institutions, organizations, and foundations followed Cliff's advice, launching experiments in Tuning through state and regional higher ed systems—and, in 2012, through the American Historical Association. Cliff's next major project from 2011, the *Degree Qualifications Profile* (co-authored with Peter Ewell, Carol Geary Schneider, and Paul Gaston), examined the core outcomes that should shape not only majors but entire degrees at the associate's, bachelor's, and master's levels.

Paul Gaston, co-author of the *DQP*, described Cliff's mind as "frightening in its range and depth. I don't recall his ever having said, 'I don't know anything about that.' Whatever the subject, Cliff would know something—often a lot—about it." Erudite, informed, passionate, and provocative, Cliff was an intellectual force of nature in US academic reform.

Daniel J. McInerney
Utah State University



Georg G. Iggers

1926–2017

Historian of
Historiography; AHA
50-Year Member

Georg G. Iggers died on November 26, 2017, in Williamsville, New York, shortly before his 91st birthday. He was known worldwide as a distinguished historian of historiography. Together with his wife and literary historian Wilma (Abeles) Iggers, he also engaged throughout his life in civil rights causes.

Born on December 7, 1926, into a Jewish family in Hamburg, Germany, Iggers emigrated to the United States in 1938. He received his bachelor's degree from the University of Richmond in 1944 and a master's from the University of Chicago in 1945, followed by studies at the New School for Social Research in 1945–46. In 1951, Iggers completed his PhD thesis, "The Social Philosophy of the Saint-Simonians, 1824–1832," at Chicago. From 1948 to 1950, he taught at the University of Akron, then became an assistant professor at Philander Smith College in Little Rock, Arkansas. In 1957, Iggers moved on to Dillard University in New Orleans, where he eventually became a full professor.

At Philander Smith and Dillard, both historically black institutions, Georg and Wilma Iggers joined the Civil Rights Movement. For several years, Georg chaired the education committee and the executive committee of the Little Rock chapter of the National Association for the Advancement of Colored People. From 1963 to 1965, he taught at Chicago's Roosevelt University. He then moved to the history department at the State University of New York at Buffalo. SUNY Buffalo remained his academic home, and in 1978 he was named distinguished professor.

Iggers's first monograph, *The Cult of Authority: The Political Philosophy of the Saint-Simonians* (1958), analyzed the technocratic ideas of the followers of Henri Comte de Saint-Simon in France in the 1820s and 1830s. Iggers's subsequent scholarly work focused on the transformations of historical thinking and of history as a discipline. *The German Conception of History: The National Tradition of Historical Thought from Herder to the Present* (1968) provided a powerful critique of illiberal

ideas that fueled, in Iggers's understanding, the concept of historicism. This landmark study was widely read as a contribution to explaining a German-peculiar path ("Sonderweg") into the 20th century.

Iggers revisited the history of historiography in comparative and increasingly global perspectives in his books *New Directions in European Historiography* (1975), *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* (1997), and *A Global History of Modern Historiography*, co-authored with Q. Edward Wang (2008).

Iggers's commitment to connecting scholars beyond ideological borders was as much personal as academic. During the Cold War, he established student exchanges between SUNY Buffalo and both the West German Technical University (TU) of Darmstadt and the East German Academy of Science. He featured research on social history by several East German historians in *Ein anderer historischer Blick: Beispiele ostdeutscher Sozialgeschichte* (1991). Iggers stayed particularly close to Germany's Max Planck Institute for History in Göttingen, a city that became a second home for him and Wilma.

The accolades that honored Iggers's scholarly work and his efforts to promote intercultural dialogue included fellowships from the Guggenheim Foundation, the National Endowment for the Humanities, and the Fulbright Commission, in addition to the Alexander von Humboldt Foundation's Research Prize (1995–96) and no less than three honorary doctorates. From 1995 to 2000, Iggers served as president of the Commission for the History of Historiography of the Comité international des sciences historiques, and co-edited the journal *Storia della Storiografia*. The Federal Republic of Germany awarded him the Cross of Merit First Class in 2007.

Until the end of his life, Iggers cultivated friendships with students and scholars of different backgrounds, from China to Germany to Latin America. His and Wilma's joint autobiography, *Two Lives in Uncertain Times: Facing the Challenges of the Twentieth Century as Scholars and Citizens* (2006), provides a lasting testament to the multiple identities Iggers lived as a German Jew, scholar, civil rights activist, and intercultural mediator. He is survived by Wilma, their three sons, and several grandchildren and great-grandchildren.

Andreas W. Daum
SUNY Buffalo



Sally Marks

1931–2018

Diplomatic Historian;
AHA Member
since 1969

Sally Marks, one of the most influential historians of inter-war diplomacy, died on January 13, 2018, in Bethlehem, Pennsylvania. For more than 30 years, Sally produced an impressive record of meticulously researched, elegantly written books, articles, and papers on the Paris Peace Settlement and its aftermath, challenging venerable myths and bringing clarity to major international issues.

Born in New Haven, Connecticut, on January 18, 1931, Sally graduated with honors from Wellesley College. After working in the US Defense Department, she received her MA from the University of North Carolina at Chapel Hill and her PhD in international history from the London School of Economics. She spent most of her career at Rhode Island College in Providence, where she taught a range of courses and dazzled her students with her wit and wisdom while encouraging them to broaden their horizons. Sally was awarded fellowships from the Woodrow Wilson Foundation and the American Council of Learned Societies, and received the senior scholar award of Phi Alpha Theta.

In the early 1970s, after diplomatic archival restrictions were lifted in the United States and western Europe, Sally became one of the pioneers in reexamining the 1919 Treaty of Versailles and its breakdown in the 1920s. In “The Myths of Reparations” (1978), she tackled the intricacies of inter-Allied diplomacy and Germany’s success in reducing its payments, decisively refuting John Maynard Keynes’s assertion that the treatment of the defeated Reich was punitive.

In her George Louis Beer Prize-winning book *Innocent Abroad: Belgium at the Paris Peace Conference* (1981) and in a series of masterful articles, Sally not only elucidated the treaty makers’ personalities and private negotiations, but also explained the daunting conditions under which they operated in 1919: a haphazard conference structure, demanding and impatient supplicants, an aroused Allied public, and the discordant aims of the Big Three—all compounded by the

Soviet menace and a Germany unwilling to acknowledge its defeat.

In tackling the aftermath of World War I, Sally produced two major texts: *The Illusion of Peace: International Relations in Europe, 1919–1933* (1976, 2nd ed. 2003) and *The Ebbing of European Ascendancy: An International History of the World, 1914–1945* (2002). Additionally, she authored pathbreaking articles analyzing the victors’ failure to band together after the peace conference and either reconcile Germany or enforce the tattered treaty. Indeed, Sally’s longtime focus on Belgium gave her a privileged perspective on the Great Powers’ inter-war decision making, and her biography of Paul Hymans (2010) was a striking depiction of small-state assertiveness.

In order to pursue full-time research, Sally took early retirement in 1988, and as an independent scholar she continued to publish, contribute to national and international gatherings, and serve on editorial boards and AHA committees. She also generously read drafts of her colleagues’ work, and wherever she traveled, she inspired colleagues as well as young historians. Among her notable appearances was a March 2008 presentation, “Reflections on the Balance of Power,” at the Mershon Center for International Security Studies of the Ohio State University, where a large audience of faculty members and graduate students were enriched by her erudite, lucid, and witty remarks.

Sally was also an active participant and leader in community organizations, which included the Rhode Island Historical Society, the Providence Committee on Foreign Relations, Rhode Island Common Cause, and the Providence branches of the American Association of University Professors and the American Association of University Women. An accomplished gardener and gourmet cook, Sally relished dance performances and the theater as well as her favorite mystery novels.

In the mid-1990s Sally was afflicted with myalgic encephalomyelitis/chronic fatigue syndrome, which forced her to curtail her travel and public appearances. More recently, an eye ailment prevented her from driving. Despite these challenges, Sally worked until the end of her life, sustained by her personal strength, courage, and good humor, along with her devotion to her family and friends and to her profession. Sally’s former students and colleagues have been honored to know this brilliant and compassionate historian.

Carole Fink
The Ohio State University (emerita)



Hayden V. White

1928–2018

Intellectual Historian,
Theorist

Courtesy of Margaret Brose

Hayden V. White, a leading intellectual and theoretical historian whose magnum opus *Metahistory* (1974) helped pioneer the linguistic turn in modern historiography, died on March 5, 2018, at his home in Santa Cruz, California. He was 89 years old.

White was born on July 12, 1928, in the town of Martin, Tennessee. He spent his early years in Tennessee; then his father moved to Detroit in search of jobs in the auto industry. Young Hayden spent much of his childhood going back and forth between the two areas. He joined the Navy at the end of World War II, and after his service enrolled in Wayne State University on the GI Bill, earning a BA in history in 1951. From there he went to the University of Michigan, earning a doctorate in medieval history in 1956.

Although trained as a medievalist, during his long and illustrious career White focused on modern European intellectual history and historical theory. He quickly gained renown as a scholar who viewed history as an art as much as a science, arguing that writing history was a matter of crafting narratives as much as assembling facts. His 1966 essay “The Burden of History” interpreted history as storytelling, contending that without attending to the craft of writing the discipline would fail to keep up intellectually with other scholarly fields. White developed this line of thinking in full force in *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. At a time when intellectuals like Michel Foucault and Jacques Derrida were challenging ideas of scholarly objectivity, *Metahistory* argued that history was above all writing, that its form was vital to its content. In the preface to the book’s 40th-anniversary edition, White wrote:

After long reflection, it struck me that none of the historians of historiography that I knew had taken seriously the fact that historiography was first, necessarily, and most obviously *writing*, which is to say, inscription, of words or signs incised or laid upon a medium and which, by that process of inscription,

are endowed with a power both material and spiritual, a power to at once “fix” things in time and seemingly reveal their meaning for their own time and for our own.

Metahistory proved to be both controversial and highly influential. Its focus on historical writing as in effect literature appealed strongly not only to literary scholars and others interested in textual analysis, but also to the burgeoning field of cultural history. It became a fundamental text in the linguistic turn.

White taught at several institutions during his career, including Wayne State, the University of Rochester, Wesleyan University, Stanford University, UC Berkeley, and UCLA. In 1972, while at UCLA, he successfully sued the Los Angeles Police Department to stop it from planting police spies in university classrooms, arguing that it violated academic freedom. Perhaps his most famous, and certainly most enduring, university affiliation, however, was with the University of California, Santa Cruz. In 1978, White was hired, along with historian of anthropology James Clifford, as a faculty member in the History of Consciousness Board. A unique intellectual program, History of Consciousness dated from the birth of UC Santa Cruz in 1965 and emphasized a commitment to interdisciplinary research and teaching. Over the years, it attracted a constellation of leading cultural theorists, including Donna Haraway, Teresa de Lauretis, and Angela Davis. Although, not surprisingly, White did not always agree with all of his colleagues, he nonetheless thrived in this intense, innovative intellectual atmosphere.

To the end of his life, White remained academically and intellectually engaged, a venerable mandarin who was also friendly, witty, and personable. As the accolades mounted, he continued to enjoy old colleagues and new, debates about many kinds of ideas and issues, and the enduring pleasures of the life of the mind. He leaves behind him not only family, friends, and colleagues, but also a vibrant legacy about the ways historians tell stories about the past.

Tyler Stovall
University of California, Santa Cruz

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.



UNIVERSITY OF BRITISH COLUMBIA

Vancouver, BC

Capitalism before 1800. The Department of History, University of British Columbia (Vancouver) invites applications for a tenure-track appointment at the rank of assistant professor in the history of capitalism before 1800, with an expected start date of 1 July 2019. Thematic and geographic specialty is open. The successful candidate will show outstanding potential as an innovative scholar and researcher, as evidenced by their record of intellectual engagement, published work, and/or work in progress. A strong commitment to teaching excellence at both the graduate and undergraduate level is also required. The successful candidate would be expected to offer courses at both the graduate and undergraduate level within their area of specialization, as well as teaching lower division surveys, including HIST 108, The Global History of Capitalism. Candidates must have a PhD or will have a PhD in hand by July 1, 2019. Applicants should apply only through the UBC faculty careers website, <http://www.facultycareers.ubc.ca/30300>. Applicants should upload (in the following order, and not exceeding 12 megabytes per attachment): a cover letter or letter of application, a CV, up to three article-length samples of scholarship (including published articles, unpublished papers, or book/dissertation chapters), and evidence of teaching

effectiveness. Applicants should also arrange to have three signed and confidential letters of reference sent by email to Ms. Janet Mui, hist.recruitment@ubc.ca, or by mail to Ms. Janet Mui, Capitalism Search, Dept. of History, University of British Columbia, 1297-1873 East Mall, Vancouver, BC V6T 1Z1, Canada. All materials should be received by October 15, 2018. Applicants with questions about the position are welcome to contact the search chair, Dr. Joy Dixon, by email at Joy.Dixon@ubc.ca. This position is subject to final budgetary approval. Salary is competitive and commensurate with qualifications and experience. Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the BC Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Métis, Inuit, or Indigenous person. All qualified candidates are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority.



UNITED STATES CALIFORNIA

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Los Angeles, CA

Central and/or Eastern/Southeastern Europe. The UCLA

Department of History invites applications for a tenure-track position at the rank of assistant professor in 19th- and 20th-century central and/or eastern/southeastern European history. The department welcomes applications considering any theme or methodological approach within those geographical and chronological parameters. Appointment will begin on July 1, 2019. All candidates should have completed their PhD in history no later than June 30, 2019. The deadline for receiving applications and required documents is November 1, 2018. 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/JPF03831> to upload their information for this position. This position is subject to final administrative approval. Documents should include a letter of application, CV, writing sample, sample syllabi, and three letters of recommendation. A statement addressing the applicant's contributions to equity, diversity, and inclusion is also required. Please visit the UCLA Equity, Diversity and Inclusion website for Sample Guidance for Candidates on the Statement of Contributions to Equity, Diversity, and Inclusion: <https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/sample-guidance/>. 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: UC Nondiscrimination & Affirmative Action Policy.

East Africa/Indian Ocean. The Department of History at UCLA invites applications for a tenure-track position at the rank of assistant professor in the field of East African history, with preference for a candidate with expertise in Indian Ocean history. Ability to teach a pre-1800 survey course on Africa would be an added strength. We value rigorously grounded and conceptually innovative research, informed by training and/or competency in at least one East African language. The appointment will begin July 1, 2019. All candidates should have completed their PhD in history, or a related field, by that time. The deadline for receiving applications and required documents is October 15, 2018. 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/JPF03879> to upload their information for this position. This position is subject to final administrative approval. Documents should include a letter of application; CV; writing sample; sample syllabi; and three letters of recommendation. A statement addressing the applicant's contributions to equity, diversity, and inclusion is also required. Please visit the UCLA Equity, Diversity and Inclusion website for Sample Guidance for Candidates on

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.

the Statement of Contributions to Equity, Diversity, and Inclusion: <https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/sample-guidance/>. 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: UC Nondiscrimination & Affirmative Action Policy.

STANFORD UNIVERSITY

Stanford, CA

20th-Century African American. The Department of History at Stanford University seeks an outstanding senior scholar for a tenured professorship (associate or full) in 20th-century African American history with a specialization in the modern civil rights movement. This scholar also will serve as the faculty director of the Martin Luther King Jr. Research and Education Institute for a renewable five-year term. The successful applicant will be expected to play a meaningful role in a department committed to dynamic teaching and to maintain a vibrant and productive scholarly research agenda. This scholar will provide intellectual, strategic and visionary leadership for the Institute. We welcome applications from scholars who are pursuing a wide range of projects that represent the broad diversity of the field of modern African American and civil rights history. The position will be entirely located in the History Department. The scholar will split time between teaching and research (50%) and directing the Institute (50%). If the scholar chooses not to renew the directorship position after five years, the scholar's teaching and research obligations will be to the History Department at 100%. The university views filling this position as an important step in a process to build our program in African American Studies. The successful candidate should bring a dynamic vision and leadership ability to Stanford. Recognizing the crucial benefits that diversity contributes to our intellectual vitality, the university has embarked on significant initiatives to diversify its faculty, student body, and curriculum. We encourage applications from dedicated scholars

eager to contribute to this mission. Review of applications will begin on October 1, 2018, and will continue until the position is filled. Application materials must be submitted online via <https://academicjobsonline.org/ajo/jobs/11499>. Please submit a statement of interest that includes a description of academic background and teaching experience, CV, research statement of no more than three pages, and the names of three recommenders. Please direct questions to Allyson Hobbs at ahobbs@stanford.edu. Stanford 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, protected veteran status, or any other characteristic protected by law. Stanford also welcomes applications from others who would bring additional dimensions to the University's research, teaching and clinical missions.

Modern Middle East and North Africa.

The Department of History at Stanford University seeks to appoint a tenure-track assistant professor in the modern history of the Middle East and North Africa, with an emphasis on the Arab world from the late 19th century to the contemporary era. Applicants will be expected to teach courses at both the graduate and undergraduate levels. We particularly encourage applicants who are able to bring their work and interests into a wide conversation amongst both specialists and non-specialists across the university. Application materials must be submitted online at <https://academicjobsonline.org/ajo/jobs/11423>. For full consideration, applications must be received by September 15, 2018. The appointment will begin on September 1, 2019. PhD must be in hand by the appointment start date. The search committee will conduct preliminary interviews at the Annual Meeting of the Middle East Studies Association in San Antonio, November 15-18, 2018. Please submit the following materials: cover letter addressing research and teaching, CV, one writing sample, and three letters of recommendation. Stanford 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, protected veteran status, or any other characteristic protected by law. Stanford also welcomes applications from others who would bring additional dimensions to

the University's research, teaching and clinical missions.



YALE UNIVERSITY

New Haven, CT

Modern Europe. The Yale University Department of History intends to make one or more senior appointments in modern European history since 1750, in any field or region excluding Russia, beginning July 1, 2019. Applications are welcome from scholars at the level of advanced associate or full professor who have demonstrated exceptional scholarship and teaching as well as leadership in their field and the profession. Yale University is an AA/EOE. Yale values diversity among its students, staff, and faculty and strongly welcomes applications from women, underrepresented minorities, protected veterans, and persons with disabilities. All applicants should submit a letter of application, CV, and statement of research and teaching interests to <https://apply.interfolio.com/51553>. Letters of reference are not required at this initial stage. Please contact Denise Scott (denise.scott@yale.edu) with questions about the application process. The review of applications will begin October 31, 2018, and continue until a suitable candidate is found.



UNIVERSITY OF DELAWARE

Newark, DE

Chair. The Department of History invites applications and nominations for the position of department chair, beginning fall semester 2019. Department chairs at the University of Delaware serve five-year terms with the possibility of renewal. The chair will lead a department of 30 full-time faculty with approximately 300 undergraduate majors as well as a graduate program that averages fifty masters and doctoral students. Alongside executive duties, the chair will support faculty in their research and teaching needs and represent the department's interests to the administration and the wider community. Candidates should be scholars with successful records in academic and administrative leadership. A PhD and the rank of full professor are

required. We encourage applications from all candidates with a record of outstanding scholarly achievement, regardless of geographical or methodological focus. Centrally located in the New York-Washington research corridor, the University of Delaware is one of the nation's oldest institutions of higher education. Combining tradition with innovation, the university provides the department with a supportive environment for research and teaching. The faculty is a productive group of engaged teacher-scholars with international reputations. The department's traditional strengths lie in US history, material culture, history education, and the history of technology and capitalism, but it supports a broad research program that also includes European and world history. As one of the university's leading departments for graduate studies, the department hosts its own doctoral program in US and non-US history, while also partnering with the Winterthur Museum and the Hagley Museum and Library to offer renowned programs in American Civilization and the Hagley Program. The department also houses the Museum Studies Program, which serves both graduate and undergraduate students throughout the College of Arts and Sciences and has a national reputation for its public service. The department embraces the university's larger mission of interdisciplinary study through campus-wide initiatives in material culture, digital humanities, and African American public humanities. The department looks for dynamic leadership in the future to build on a long history of sound administration and collegiality. Using the Interfolio online system at UD (<https://apply.interfolio.com/52948>), applicants are asked to create and upload a single document that includes a cover letter, a CV, and the names and contact information for three references. Review of applications will begin on receipt and continue until the position is filled. Please direct questions to History Chair Search Committee chair Dr. Lu Ann De Cunzio at decunzio@udel.edu. The University of Delaware recognizes and values the importance of diversity and inclusion in enriching the experience of its employees and in supporting its academic mission. We are committed to attracting and retaining employees with varying identities and backgrounds, and we strongly encourage applications from educators from underrepresented groups. UD provides

equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.



MASSACHUSETTS

MASSACHUSETTS HISTORICAL SOCIETY

Boston, MA

Director of Research. The director of research is the society's main point of contact with academia and other scholars. The director manages all aspects of the society's research programs, including fellowships, seminars, and conferences. This position is also responsible for overseeing the editing of the *Massachusetts Historical Review* and *Sibley's Harvard Graduates*, and overseeing any relevant special projects the Society undertakes. The director's work helps strengthen the society's position as a research center for American history. Maintains an extensive network of academics and scholars, professional association members, and seminar participants that can be tapped when MHS projects require outside participation. Responsibility for overseeing development and publication of two MHS serials, *Massachusetts Historical Review* and *Sibley's Harvard Graduates*, as well as the launch of the Colonial Collegians database. Oversees several fellowship programs: MHS-NEH (National Endowment for the Humanities) long-term fellowships, the Loring Fellowship on the Civil War (a collaboration with the Boston Athenaeum), and 20 short-term fellowships. Oversees the daily administration of the New England Regional Fellowship Consortium, based at the society. As a key member of the MHS steering committees, organizes five MHS seminar series with more than 30 sessions annually. Plans, executes and manages MHS scholarly conferences; participation in editing collections of essays largely based on conference content. Occupies a key position bridging the fields of academic and public history in the service of the Society's mission. Oversees the marketing of programs and fellowships in coordination with the director of communications and social media team. Raises funds

through foundations, government grants, and individual donors to fund programs and fellowships in coordination with the VP of development. Oversees scholarly special projects, including developing project concepts, recruiting staff, writing content and/or acquiring material, and extensive editing as well as overall project management. Develops and administers department budget. Oversees management and administration of the MHS alumni association of fellows. Keeps up with scholarly literature across relevant fields. Requires attendance at evening and weekend events sponsored by the MHS or related to the work of the Society. Minimum of 5 years' experience in professional positions requiring significant interaction with scholars, at least equivalent to associate professor. Breadth of scholarly knowledge and interest beyond a single historical subfield. Demonstrated appreciation for the role of public history. Establishing a deep and broad network of scholars. Demonstrated success organizing scholarly seminars and/or conferences. Experience in organizing and promoting scholarly programs. Successful fundraising through foundations, government grants and individual donors. Must have a track record of scholarly publication. Please send letter of interest and CV/resume to jobs@masshist.org. Letters and inquiries should be to the attention of the Director of Research Search Committee. Applications will be received until the position is filled.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Cambridge, MA

China. The History Faculty at Massachusetts Institute of Technology invites applications for a full-time, tenure-track historian at the rank of assistant professor to teach in any field of Chinese history effective July 1, 2019. Candidates must have completed the PhD in history, or expect to do so by September 1, 2019. They should provide evidence of innovation and excellence in research, as demonstrated by their published contributions or potential contributions to scholarship in the field as well as a strong commitment to teaching. Apply online via <http://academicjobsonline.org/ajo/jobs/11279> with a letter of application, CV, writing sample and three confidential letters of reference to Chinese History Search, c/o Ms. Mabel Sorett, History Faculty,

Massachusetts Institute of Technology, Building E51-255, 77 Massachusetts Ave., Cambridge, MA 02139-4307. Email: mchin@mit.edu. Complete applications must be received by October 10, 2018. MIT is an AA/EOE and strongly encourages applications from women, minorities, veterans, and individuals with disabilities.

Latin American Studies. The Global Studies and Languages Faculty at Massachusetts Institute of Technology invites applications for a full-time faculty in Latin American Studies to teach in any period or discipline, effective July 1, 2019. The position is open at the rank of assistant professor or associate professor. Candidates must have completed a PhD in Latin American studies or a related field, or expect to have done so, by September 1, 2019. Candidates should provide evidence of innovation and excellence in research, as demonstrated by their published contributions or potential contributions to scholarship in the field as well as a strong commitment to and demonstrated excellence in teaching. The position requires teaching upper-level content courses in Spanish, in addition to teaching subjects in English. Native or near-native fluency in Spanish and English is required. Please submit letter of application, CV, two writing samples of published or publication-ready scholarship (no longer than 30 pages each, one in English and one in Spanish), and two syllabi of undergraduate courses that you would be interested in teaching (one syllabus in English for a course taught in English and one syllabus in Spanish for a course taught in Spanish). Apply online via <https://academicjobsonline.org/ajo/jobs/11319>. Complete applications must be received by October 10, 2018. Please send questions to gsl-search@mit.edu. After the initial review of applications, semi-finalists will be asked to provide three letters of recommendation. MIT is an EOE. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin.

MOUNT HOLYOKE COLLEGE

South Hadley, MA

South Asia since 1500. The Department of History (<https://www.mtholyoke.edu/acad/history>) invites

applications for a tenure-track position as assistant professor of history, centered on South Asia since 1500. Possible research fields include empire, diasporas, gender, caste and religion, the circulation of people, goods, and ideas, and postcolonial societies. A PhD in history is required by the time of appointment. Applicants should submit a cover letter, CV, graduate transcripts, two syllabuses (survey and seminar), an article-length writing sample, and statements concerning research interests, teaching philosophy, and the mentoring of a diverse student body. Applicants should also arrange to have three letters of reference submitted on their behalf; electronic prompts to referees will be generated automatically after the completed application has been submitted. Instructions are online at <http://jobs.mtholyoke.edu>. The search committee will begin reviewing applications on September 15, 2018. Mount Holyoke supports faculty scholarship through research funds, travel support, and sabbaticals, and a 2-2 teaching load. Mount Holyoke also offers a comprehensive faculty mentoring program as well as a teaching and learning initiative, and invests in faculty across the career span. The successful candidate should be able to demonstrate excellence in teaching at the undergraduate level and in mentoring students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation, and religion.

CLARK UNIVERSITY

Worcester, MA

Endowed Chair, 20th-Century Jewish. The Department of History at Clark University invites applications for the endowed Michael and Lisa Leffell Chair in 20th-Century Jewish History. Specialization in the Soviet Union, Eastern Europe, the Near or Middle East, and/or the transnational movement of peoples and cultures between these regions are especially welcome. The candidate's research and teaching should complement and not duplicate department strengths. Evidence of excellent scholarship and a strong commitment to undergraduate teaching as well as a willingness to mentor graduate students are required. The candidate should have the ability to teach broad survey courses as well as upper level courses in their area of

specialization. The appointment will be a tenure-track position at the rank of assistant or associate professor, to begin in fall 2019. The Leffell Chair is also expected to contribute to the Jewish Studies program and the Strassler Center for Holocaust and Genocide Studies. PhD required by the time of appointment. Please send a letter of application including a statement of research and teaching interests, CV, and three letters of reference to Prof. Thomas Kuehne, Chair; Leffell Chair Search at LeffellChairSearch@clarku.edu. Inquiries regarding this position should be directed to the same address. Review of applications will begin on September 15, 2018, and will continue until the position is filled. AA/EOE. Clark University embraces equal opportunity and affirmative action as core values: we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees and our community. This commitment applies to every aspect of education, services, and employment policies and practices at Clark. Our commitment to diversity informs our efforts in recruitment, hiring and retention. All positions at Clark share in the responsibility for building a community that values diversity and the uniqueness of others by exhibiting integrity and respect in interacting with all members of the Clark community to create an atmosphere of fairness and belonging. We strongly encourage members from historically underrepresented communities, inclusive of all women, to apply.



MICHIGAN

UNIVERSITY OF MICHIGAN AT ANN ARBOR
Ann Arbor, MI

Gender and Health. The University of Michigan's Departments of Women's Studies and History seek qualified applicants for a jointly-appointed assistant professor tenure-track, or at the rank of associate or full professor with tenure, in the history of gender and health. We seek candidates with scholarly expertise and teaching experience and interests in the history of gender and health in non-US locations such as East Asia, Mexico, Central America, or Africa. The ideal candidate will have demonstrated an ability to implement a multidisciplinary approach that includes history and women's/gender/feminist studies. Related interests may

include science, technology, and society studies; sexuality studies; ethnic and/or area studies; environmental history; health care; or intersectionality. This is a university-year appointment with an expected start date of September 1, 2019. Interested applicants are required to hold a PhD degree prior to the appointment in women's studies, history or related disciplines. Applicants must demonstrate evidence of excellence in both teaching and research. Candidates should submit a digital application dossier via email attachment (in PDF format) to WS-History-Search2018@umich.edu. Applicants should provide cover letter addressed to Chair of the History of Gender and Health Search Committee; CV; statement of current and future research plans; writing sample (no more than 25 pages); statement of teaching philosophy and experience (or a teaching portfolio containing such a statement); and evidence of teaching excellence (i.e., student evaluations of teaching, course syllabi, teaching awards that can be part of a teaching portfolio). In addition, candidates should provide three letters of recommendation, which should be sent directly to WS-History-Search2018@umich.edu from the signer's (or credentialing service's) institutional email address. Deadline to apply for full consideration for the position is October 1, 2018. The search committee will begin reviewing applications on October 8, 2018, and will continue until an appointment is made. Women and minorities are encouraged to apply. The University of Michigan is supportive of the needs of dual career couples and is an AA/EOE.



MISSISSIPPI

MISSISSIPPI STATE UNIVERSITY
Mississippi State, MS

US Religious. The Mississippi State University Department of History invites applications for a tenure-track appointment in US religious history, beginning August 16, 2019. Teaching responsibilities are two courses per semester. Offerings include a turn in the US history survey and undergraduate and graduate courses in the area of expertise. Of particular importance is demonstrated ability to contribute to an anticipated new graduate specialty that joins ideas of identity—race, gender, class, and the South—together. See <https://www.history.msstate.edu/news/when-three-four/> for

further details. A PhD in US religious history at the time of appointment is required. Evidence of successful teaching and publications are preferred. Salary is commensurate with qualifications. The Department of History at Mississippi State University is the editorial home of both *Environmental History* and the History of Science Society publications. All applicants must apply online at <http://explore.msujobs.msstate.edu> and attach a cover letter, current CV, and research and teaching statements. Have three letters of recommendation sent to Prof. Alan I Marcus, Professor and Head, PO Box H, Mississippi State, MS 39762 or at aimarcus@history.msstate.edu. To guarantee consideration, applications must be received by November 3, 2018. 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. Website: <http://history.msstate.edu>.

US South. Assistant professor. The Mississippi State University Department of History invites applications for a tenure-track appointment in US Southern history, beginning August 16, 2019. Teaching responsibilities are two courses per semester. Offerings include a turn in the US history survey and undergraduate and graduate courses in the area of expertise. Of particular importance is demonstrated ability to contribute to an anticipated new graduate specialty that joins ideas of identity—race, gender, class, and the South—together. See <https://www.history.msstate.edu/news/when-three-four/> for further details. A PhD in US Southern history at the time of appointment is required. Evidence of successful teaching and publications are preferred. Salary is commensurate with qualifications. The Department of History at Mississippi State University is the editorial home of both *Environmental History* and the History of Science Society publications. All applicants must apply online at <http://explore.msu-jobs.msstate.edu> and attach a cover

letter, current CV, and research and teaching statements. Have three letters of recommendation sent to Prof. Alan I Marcus, Professor and Head, PO Box H, Mississippi State, MS 39762 or at aimarcus@history.msstate.edu. To guarantee consideration, applications must be received by October 16, 2018. 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. Website: <http://history.msstate.edu>.



NEBRASKA

UNIVERSITY OF NEBRASKA-LINCOLN
Lincoln, NE

Endowed Professor, History of Medicine. The Department of History at the University of Nebraska-Lincoln seeks candidates for a new, endowed professorship in the history of medicine at the associate or full professor rank. The successful candidate will serve as the Wilson Professor in the History of Medicine and as the director of the University of Nebraska-Lincoln's Humanities in Medicine program. Scholars from any subfield and any period in the history of medicine broadly are welcome to apply. The position requires a PhD, a demonstrated track record of excellent scholarship and teaching, as well as interest in leading an academic program. The position begins in August 2019. To be considered for the position, applicants must complete the Faculty/Administrative Information Form at <http://employment.unl.edu>, requisition F_150262, and upload a letter of application, CV, and writing samples, and have three confidential letters of reference sent to Prof. David Cahan, Chair, Search Committee, Dept. of History, University of Nebraska-Lincoln, 612 Oldfather Hall, Lincoln, NE 68588-0327 or via email to dcahan2@unl.edu. Review of applications will begin on September 7, 2018, and

will continue until the position is filled. For further information contact David Cahan at dcahan2@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/noticenondiscrimination>. *Statement required by AHA Council: The administration of this institution is on the AAUP censure list. Please refer to <http://aaup.org/AAUP/about/censuredadmins>.*



NEW YORK

UNIVERSITY AT BUFFALO (SUNY)

Buffalo, NY

Slavery and African Diaspora in North America to 1865.

The History Department at the University at Buffalo, The State University of New York, invites applications for a position in the history of slavery and the African diaspora in North America to 1865. The appointment, to begin August 2019, will be made at the rank of associate professor or advanced assistant professor (tenure-track). Ability to teach the first half of the US survey is essential; desirable is the ability to contribute to the department's North and South Atlantic PhD field and/or its concentration in medicine, disability, and science. A strong scholarly record and commitment to teaching are expected. PhD required. Standard duties for academic-year (10-month) faculty include teaching two courses per semester (including undergraduate courses and graduate seminars), advising and mentoring graduate students, maintaining a strong research program, and providing service to the department and university. Submit letter of application, CV, chapter- or article-length writing sample, and contact information for three references by November 1, 2018, to <http://www.ubjobs.buffalo.edu/postings/14637>. Questions may be directed to the search committee chair, Erik Seeman, at seeman@buffalo.edu. For more information about the Department of History, visit <http://arts-sciences.buffalo.edu/history.html>. UB is an AA/EOE and welcomes all to apply including veterans and individuals with disabilities. *Statement required by AHA Council: The administration of this institution is on the AAUP censure list. Please refer to <http://aaup.org/AAUP/about/censuredadmins>.*

COLUMBIA UNIVERSITY

New York, NY

Rome. The Department of History at Columbia University seeks to hire a scholar at the rank of tenure-track assistant professor in the field of Roman history to begin 1 July 2019. The successful candidate will be expected to offer graduate and undergraduate seminars, broad survey classes on Roman history, and teach in the college's Core Curriculum. The successful applicant will show evidence of innovative scholarship and experience with teaching and advising, and have the PhD in hand by 1 July 2019. Applications should include a letter of interest, CV, writing sample and three letters of reference and must be made online via Columbia University's Recruitment of Academic Personnel System (RAPS) at <http://academicjobs.columbia.edu/applicants/Central?quickFind=66782>. Review of applications will begin on 30 September 2018 and will continue until the position is filled. Columbia University is an AA/EOE. The university is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.



PENNSYLVANIA

UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

19th-Century United States.

The University of Pennsylvania History Department seeks to make a tenured appointment in 19th-century US history. This appointment will be made at the level of associate or full professor. The successful candidate will have a record of significant research, influential publications, and effective teaching. We welcome applicants working in a variety of subfields, but seek candidates committed to enhancing our department's educational and scholarly mission, and willing to work with colleagues in all historical fields. Candidates should apply online at <http://facultysearches.provost.upenn.edu/postings/1353>. Please attach a letter of application, CV, research and teaching statements. The department will begin reviewing applications on 15 October 2018 and will continue until the position is

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

Modern Central Europe, 1800-Present.

The Department of History at the University of Pennsylvania invites applications for a full-time, tenure-track assistant professorship in modern central European history, 1800-present, broadly construed to include national and/or transnational approaches. Teaching portfolio will include major themes in modern German history in addition to the candidate's own areas of specialization. Receipt of the PhD is expected by the time of appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/1394>. 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 1 November 2018 and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in Chicago. 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.

Fellowship, The Jewish Home.

Application deadline: October 31, 2018. The Herbert D. Katz Center at The University of Pennsylvania is now accepting applications for the 2019-20 academic year on the theme of "The Jewish Home: Dwelling on the Domestic, the Familial, and the Lived-In." The Katz Center will devote our 2019-20 fellowship year to the home—to what happens inside

Jewish homes and what connects those homes to life outside. We invite applications from scholars in any academic field who are seeking to advance research that will shed light on this most formative and intimate of contexts for Jewish life, including the very definition of home. As an object of inquiry, the home has not one door but many. We are planning a year that will look into the Jewish home across many different thresholds/entryways and look back out from the home into the broader world. Relevant topics may include the history of domestic architecture and material culture, anthropological research into kinship, parenting, gender roles, and master-servant relationships; literary instantiations of the home as an object of memory and imagination; representations of Jewish domesticity in the visual arts, including theater, film, and television; the analysis of Jewish law as it relates to family life and sex; the economics of consumption and display; the ritual study of the life cycle as it plays out in domestic contexts; and urban studies that approach the home as part of neighborhoods or larger social contexts, among others. Eligible projects may be focused on the home in any period of Jewish history, extending from the four room houses of Iron Age Canaan to contemporary Jewish retirement communities. The year is also open to projects that may not be focused on the home per se but are helpful for understanding it, such as research on the history of privacy or the anthropology of childhood. The center's goal is to support individual projects, but it also seeks to develop an intellectually diverse cohort which means the ideal applicant will be one willing to learn from and work with scholars from other disciplines or focused on other periods. The Katz Center invites applications from scholars in the humanities, social sciences, and the arts at all levels. Applicants must hold a PhD or expect to receive their degree no later than August 2019. An additional opportunity for 2019-20: Israel Institute Fellowship. With funding from the Israel Institute and in partnership with Penn's Jewish Studies Program, the Katz Center is offering a teaching fellowship in 2019-20. Full details are available on our website. Application deadline: October 31, 2018. Announcement of fellowship recipients: March 31, 2019. Commencement of fellowship period: Variable, from September 2019 to May 2020. Duration of fellowship period: One semester (fall or spring) or full academic year. Please visit <http://katz.sas.upenn.edu>

for more information about the Katz Center's fellowship program and to access the online application portal.

VILLANOVA UNIVERSITY

Villanova, PA

Ancient Greece and Rome. The Department of History at Villanova University invites applications for a tenure-track position at the rank of assistant professor in the history of ancient Greece and Rome with an ability to teach courses on cross-cultural interactions in the ancient world for the period 400 BCE to 500 CE. The position begins August 2019. The successful applicant will teach courses at the undergraduate and graduate level in her/his areas of specialization and also teach a thematically-based core history course of his/her creation. An ability to contribute to Villanova's first-year Augustine and Culture Seminar is a plus. Teaching load 3-2. Villanova is a Catholic university sponsored by the Augustinian order. The university is located in the ethnically and culturally diverse Philadelphia metro region. Diversity and inclusion have been and will continue to be an integral component of Villanova University's mission. The University is an AA/EOE and seeks candidates who understand, respect and can contribute to the University's mission and values. For more information please see <http://www.villanova.edu/arts/history/>. PhD required at the time the position commences. The application deadline is November 1, 2018. Selected candidates will be interviewed at the AHA annual meeting. Applications must be submitted online at <https://jobs.villanova.edu> and will include cover letter of interest; complete CV; statement of teaching philosophy; dissertation abstract and one article or chapter-length writing sample; unofficial undergraduate and graduate transcripts (official transcripts required if you are chosen for interview); contact information for three references who will receive a secure email link to upload their recommendations; and statement of contribution to the university's mission (finalists only).



SOUTHERN METHODIST UNIVERSITY

Dallas, TX

China. The Clements Department of History in Dedman College of Humanities and Sciences at Southern

Methodist University seeks a tenure-track assistant professor in the history of China, beginning fall 2019. Chronological and thematic specialization is open, and we especially encourage applicants whose research and teaching interests may complement areas of existing departmental strength in social, cultural, and political history; borderlands; comparative and transnational history; and digital humanities. The successful candidate will be expected to teach broad surveys in Chinese and East Asian history, thematic courses or regional surveys grounded in his or her areas of expertise, and appropriate classes in our graduate program. PhD required by August 15, 2019; teaching experience desirable; salary competitive. Employment eligibility verification required upon appointment. For full consideration, applications must be received by October 26, 2018, but the committee will continue to accept applications until the position is filled. Preliminary interviews will be conducted via Skype in early-mid December. Send letter of application, CV, a writing sample (maximum 50 pages), and three letters of recommendation to Prof. Andrew R. Graybill, chair, via our website: <http://www.smu.edu/Dedman/Academics/Departments/History/Employment/HistoryFacultyPosition>. The History Department will notify all applicants of its employment decision after the position is filled. For more information about the History Department at SMU, please visit our website at <http://www.smu.edu/history>. SMU will not discriminate in any program or activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information, veteran status, sexual orientation, or gender identity and expression. The Executive Director for Access and Equity/Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. Hiring is contingent upon successful completion of a background check.



VIRGINIA MILITARY INSTITUTE

Lexington, VA

International. The Virginia Military Institute seeks a tenure-track assistant professor of international

history with a non-United States focus, beginning in August 2019. Candidates should be well prepared to teach at least two upper-division courses on a non-United States subject. Applications by candidates also capable of teaching an upper-division course in environmental history, history of technology, or comparative history of religion are especially welcome. Other teaching responsibilities include both halves of VMI's Core Curriculum course in world history. Teaching load: 3 courses per semester; enrollments are capped at 22 students or less per section. VMI is a public, four-year, undergraduate military college of approximately 1,700 students, about half of whom accept commissions in the armed forces upon graduation. Teaching excellence in a liberal arts setting is our first priority. Faculty members who are United States citizens wear uniforms and adhere to military customs, but military experience among the faculty is neither required nor expected. For more information about VMI and the Department of History, please visit our web site at <http://www.vmi.edu>. Minimum requirements include an earned PhD in history by May 2019. Teaching experience is essential. The most attractive applicants will have a genuine interest in being part of a vibrant teaching department that is responsible for a required two-semester core curriculum World History course. We expect our faculty members to continue demonstrating active research interests in their topical specialty, to include working in relevant foreign languages. Preliminary Skype interviews with long-list candidates will precede fuller interviews at the AHA annual meeting in Chicago. Applicants must complete an online state application and submit letters of interest, curricula vitae, and unofficial transcripts of all graduate course work online to <http://virginiajobs.peopleadmin.com/postings/119934>. In addition to the materials submitted online, applicants should have three letters of recommendation (including comments on teaching) and samples of scholarship not readily available in electronic format sent directly to Search Committee, Dept. of History, Virginia Military Institute, Lexington, VA 24450. Please do not mail hard copies of letters of interest, curricula vitae, or application forms directly to the department. Applications will be accepted until 5:00 PM, 5 October 2018. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, VMI encourages

women, minorities, disabled individuals and veterans to apply. American Corps, Peace Corps, and other national service alumni are also encouraged to apply.



AHA CAREER CONTACTS

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

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

Jonathan Sureau, CC BY-NC-ND 2.0, flic.kr/p/fdp8i6

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

For more information and to sign up, visit www.historians.org/aha-career-contacts.
Questions and feedback about the program should be directed to Dylan Ruediger, Career Diversity Coordinator, druediger@historians.org

Want the best of *Perspectives on History* delivered to your inbox?

Sign up for our biweekly email newsletter at bit.ly/POHnewsletter



Pedro Ribeiro Simões (CC BY 2.0)

Interfolio's Dossier Deliver

The hub for historians to manage their academic career.



- ✓ Create a free Dossier to store all your academic materials
- ✓ Prepare collections for academic jobs, grants, and fellowships
- ✓ Request, receive, and send reusable confidential letters
- ✓ Receive a quality-check on your letters of recommendation
- ✓ Share your materials for feedback, before you apply
- ✓ Send 50 deliveries for one flat fee
- ✓ Access Interfolio support, Monday - Friday

As an AHA member, you receive a 10% discount on a \$48 annual individual subscription.

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

www.interfolio.com/dossier

