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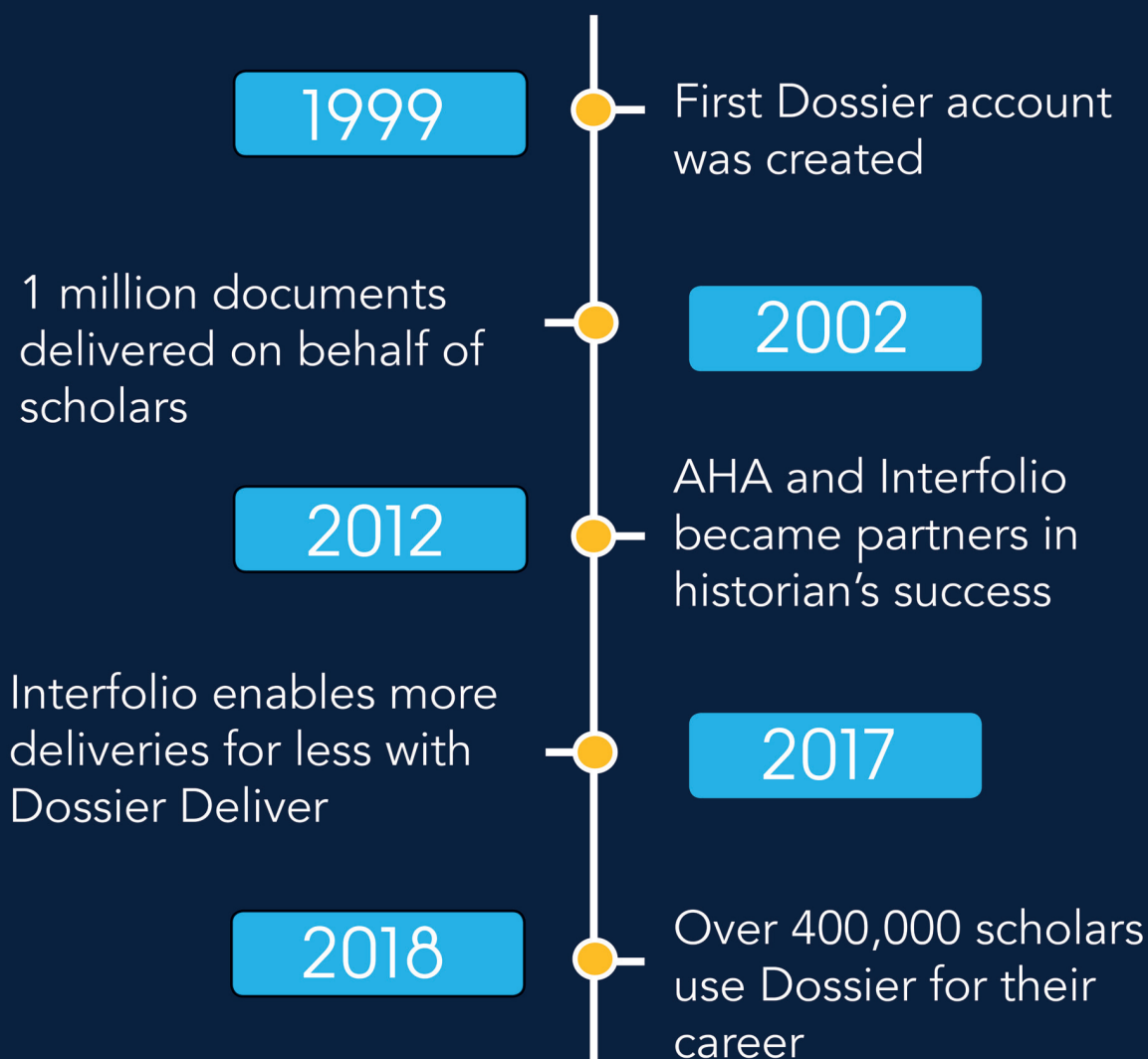
# PERSPECTIVES ON HISTORY

Volume 56: 7  
October 2018



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THOUGHT IT WAS  
SAFE TO SUBMIT  
AN ARTICLE**

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ALLISON MILLER

## TOWNHOUSE NOTES

*Reading the Rose Report in 2018*

The recent death of Willie Lee Rose, a historian of the southern United States, led some in the AHA townhouse to pass around a copy of the 1970 Report of the American Historical Association Committee on the Status of Women, better known as the Rose Report. Nicknamed for the committee's chairman—Rose had no truck with “chairwoman” or even “chair”—it makes for gripping reading. With the AHA's summary of the findings of this year's survey on sexual harassment appearing in this issue (the full report will be online at [historians.org/sexualharassmentreport](http://historians.org/sexualharassmentreport)), it's worth rereading the Rose Report, not necessarily to praise the discipline for progress but to listen for any echoes that are still audible.

The starkest finding of the Rose Report wasn't about the prevalence of sexual harassment; that term was still a few years away from being coined. What most concerned the committee was the very presence of women in the professoriate—or, more accurately, the decline in their ranks. Not surprisingly, the top 10 graduate-degree-granting departments hired very few women PhDs: “between 98 and 99 percent” of faculty members in these departments were men, with “the women serving primarily in the lower ranks.” And 5 of these 10 departments employed no women at any level.

“Most startling” to the committee, however, was the “progressive deterioration” of women's status in coeducational liberal arts colleges. In the 10 years from 1959–60 to 1968–69, the number of women at the rank of full professor in these institutions declined, from 16 percent of the total to nearly 0: “only one woman full professor remained, and she retired the following year.” Although the number of women assistant professors was rising, there had also been a decline in women at the rank of associate professor.

Undeniably, women had always earned many fewer history PhDs than men had. But they had found positions in the professoriate in greater numbers during the 1920s and '30s. This generation of women historians was retiring

throughout the 1960s, a wave that was not replaced in the 1940s and '50s.

It's a familiar story to historians of the 20th-century United States: in postwar ideology, middle-class women who had jobs were misfits, especially if they were married and had children. Men somehow deserved jobs—they were family breadwinners, they were better qualified, and women only toyed at careers before they became pregnant and left the workforce of their own natural inclinations.

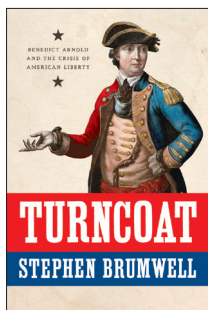
Citing recent social science studies, the Rose Report demolished these ideas. Women academics were just as qualified, and those who were married and worked full time published more than men and unmarried women did. But while married academic women didn't retreat to “pure domesticity,” “their very eagerness to work has made [them] vulnerable to exploitation.” Wanting to work and needing to earn money led women to “accept irregular and part-time positions” that in turn justified their exclusion from professional “rewards and preferment.”

A great deal has changed since 1970. According to AHA research, there is no disparity today in the gender breakdown of PhDs finding academic employment. Women are prominent in the Association's leadership. But as of August 2018, AHA membership skewed soundly toward men—58.4 percent, compared to 41.5 percent women. (Some members are gender non-conforming, while others preferred not to identify their gender.)

As we try to avoid whiggish history—in which things get better and better—so we should avoid seeing women's progress in the discipline as irreversible. As former AHA assistant director Noralee Frankel pointed out in 2010: “The gains for women that we take for granted can be lost.” One of the legacies of the Rose Report is that if things have gotten better for women in history—and in the AHA—it's because women themselves have made them so. **P**

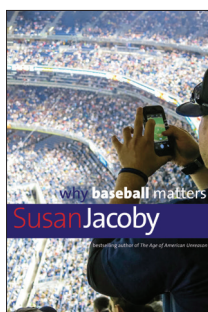
*Allison Miller is editor of Perspectives. She tweets @Cliopticon.*





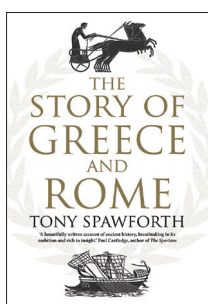
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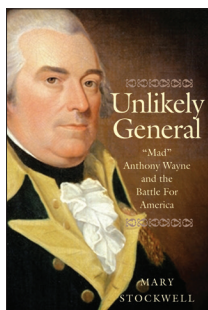
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MARY BETH NORTON

## HOW DID YOU FORM YOUR NETWORK?

*The Final Question from a Thoroughly Unscientific Poll*



All of us need colleagues for collaborations and conversations, but such colleagues rarely reside in our own departments, because universities usually do not have more than one or, at most, two specialists in any given field. The acknowledgments sections of books let authors thank many but commonly do not explain how the author met or came to know them. Academic networks are important, but the process by which they grow can be mysterious.

I first began to ponder the topic at a relatively early stage of my career, when a sociology graduate student at Cornell interviewed me for her dissertation, a study of academic network formation. I realized I had met many of those I regarded as my most important colleagues at libraries or archives while researching my dissertation or engaged in subsequent work on related topics. Some of those people are still among my closest academic acquaintances, but I would add to the list others I have met more recently, primarily at conferences and especially through the Berkshire Conference of Women Historians—not the large triennial conferences but gatherings of the smaller sponsoring organization.

In light of those patterns in my own life, I wondered about others' experiences and any changes over time that might have influenced their network formation. With increasing amounts of material online, do historians continue to meet at libraries and archives? With more historians employed at institutions that have reduced support for conference travel, can they still attend such meetings as those that proved important to me? And so, in the last question in the unscientific survey I recently conducted, I asked acquaintances to tell me about the formation of their networks.

One spoke for many when he wrote, "Grad school was hugely important to me." Older and younger scholars, men and women alike, offered similar accounts. Some had met their spouses in graduate school and collaborated during their careers. Several senior scholars commented that their

networks had evolved as their careers changed. One woman tellingly described the process serially: "early career: grad school friends, the cohort of assistant professors I started with at two different jobs," she wrote. Her mid-career contacts remained the same, plus others she met through conferences, research fellowships, and "other professional situations." Now, she said, her "grad school and early career cohort [is still] very important," but so are younger colleagues encountered first through social media.

For some, networks included advisers, former undergraduate professors, or additional senior mentors. Some older members of my personal network said former graduate students played

As departments reduce the number of admitted graduate students, those students' networks may be stunted even before they have a chance to develop.

key roles in their networks, keeping them in touch with recent scholarship outside their specialization. As one man said, "Personal connections through my former students have, on the whole, been the most important in replacing contacts eroded by retirements, by changes in professional identity, and—of late, all too often—by death."

Second only to graduate school in the initiation of personal networks were friendships forged at conferences. Some respondents mentioned the annual meetings of the AHA or other associations. Smaller conferences—some organized regionally, some topically, some attended by the same people year after year—were significant, too. As one acquaintance said, "Some of my closest friends come from grad school, but I'd say that the greater number by far have developed from

experiences at conferences.” Others agreed: “conferences, definitely, and in some measure, social media”; “about 9 or 10 [of a network of 20] I met at various conferences, from major to small and cozy . . . especially repeat conferences.”

As I did, some listed meetings at archives and libraries, especially in the context of long-term residential research endeavors. One woman wrote that “the most fruitful times for building these relationships were months-long or full-year stretches when I was on fellowships.” Surely because of the early modernists in my own network, several responses singled out the Newberry or Huntington Libraries or the McNeil Center in Philadelphia as key places where networks were created or solidified.

Some respondents listed collaborators, whether from their own or different institutions, from other humanistic or social-science disciplines as key members of their networks. This was especially true of historians in fields that stretched across disciplines or had relatively few historians as members. One created several “mini-networks” in different areas as her interests evolved. And one who changed her scholarly emphasis several times said, “Every time I shifted topics . . . I had to shift people for support,” and in return, “I always offer to share materials with people, and to read their work.”

Some meetings that led to the creation of networks were by chance, but others were deliberate. Occasionally, my acquaintances contacted people whose work they admired. “I cold-called a couple of people who have become close friends,” one told me. Others got in touch with favorable reviewers of their books or articles or emailed people whose work seemed especially relevant to their own, leading to ongoing relationships. A man summarized his network this way: “My most important professional contacts have come about through a combination of personal relations, web presence, and my initiative to contact scholars whose work interested me.” He and the few others who also mentioned social media in their replies were among my younger friends, whereas one of the oldest described himself as “old-fashioned,” saying that he did not devote much time to reading blogs or using “social media at all.”

Two observations unique to women deserve separate attention. Two women, both finding themselves intellectually isolated, deliberately sought activity in organizations—in one case, a group related to her field; in the other, groups of female historians. No men revealed adopting a similar strategy. And two other women, having listed the information about their networks, found themselves brought up short by the same revelation: “My most important professional relationships are

all with other women!” wrote one. “I see that all but one of these ‘close’ network friends is female,” noted the other. I see neither of these patterns as entirely the result of chance.

A friend who began her career as an adjunct had an especially pertinent comment: “Finding networks outside my university was the essential step that enabled me to pursue significant research without support from my institution. . . .

“My most important professional contacts have come about through a combination of personal relations, web presence, and my initiative to contact scholars.”

When evaluations for continued employment focus only on teaching, it’s people outside the home institution who can provide recognition for research, encouragement for publication, and recommendations for grants and fellowships.” For her, “specialized conferences” proved the key to making those contacts—in particular, collaborations she pursued with full professors, which she described as “a lifeline for adjuncts, new faculty, and graduate students.” She concluded with the hope that universities and the AHA would begin to place more value on collaboration.

I draw the following conclusions from these accounts. First, graduate school contacts remain important to one’s endeavors throughout a career. As departments reduce the number of admitted students, such networks may be stunted even before they have a chance to develop fully. Second, time away from one’s home institution, at libraries or research centers, or even at short conferences, is critical in bringing historians in touch with each other; financial support for travel, from whatever source it might come, is crucial. Third, historians have found very clever means of creating their own scholarly networks and will surely continue to do so.

In completing this series of three columns, I thank the colleagues who took the time to reply to my queries, always thoughtfully and sometimes at length. Several remarked that they had enjoyed thinking about these questions, many for the first time. I know I certainly enjoyed thinking about their answers and contemplating what they might mean for the historical profession—past, present, and future. **P**

*Mary Beth Norton is president of the AHA.*

# RESULTS OF THE 2018 AHA SURVEY ON SEXUAL HARASSMENT



*The executive director's column this month will yield to a report that has just been completed, the dissemination of which is a high priority for the Association. The AHA surveyed attendees at its last five annual meetings about sexual harassment they witnessed or experienced. The full report will be posted at [historians.org/sexualharassmentreport](https://historians.org/sexualharassmentreport). A summary appears below. The text represents a collaborative effort, and we are grateful to Susan Kent (chair, AHA Committee on Gender Equity) and Kevin Boyle (AHA vice president, Professional Division) for their hard work.*

*Mary Beth Norton, president*

*James Grossman, executive director*

Like other scholarly associations, the AHA has long recognized the importance of combating sexual harassment in our ranks, but recent events have brought those concerns even more to the forefront than previously. Accusations of misconduct against prominent men in and out of academe and the development of the #MeToo movement, along with requests from our members, led the Council of the Association to consider updating and revising our sexual harassment policies. In addition to placing the topic on the agenda of the January 2018 Council meeting and sponsoring a late-breaking session to discuss sexual harassment at the annual meeting, the Council decided to survey AHA members about personal experiences at the last five annual meetings. We focused on those venues on the advice of our general counsel, because we have legal control over such settings.

Because the American Political Science Association (APSA) had recently polled its own members about sexual harassment, with APSA's permission the AHA decided to adapt its survey instrument for our use, while retaining the same categories to produce comparable results. The survey was sent to 12,735 AHA members who had attended one or more of the past five conventions. AHA members interested in making comparisons can access the APSA results at its website, <https://www.apsanet.org/>.

Respondents to the survey totaled 1,656: 58.5 percent were women; 40 percent men; and less than 1 percent gender non-conforming. Eighty-two percent were white; nearly 6 percent Latino or Hispanic; 3.5 percent African American or Afro-Caribbean; 3.5 percent Asian; under 1 percent Native American; and another 1 percent Middle Eastern or Arab American. Three percent of the pool described themselves as "other," while just over 4 percent chose not to identify their race or ethnicity. Tenured professors comprised 46 percent of the respondents; untenured professors made up 18 percent; graduate students, 10 percent; non-tenure-track faculty and independent scholars, 10 percent; and a wide array of K–12 teachers, retired professors, and library, archive, and museum professionals made up the rest.

The survey posed a number of substantive questions about experiences of sexism members had encountered at AHA annual meetings in the past five years. Nearly 28 percent of the 1,656 respondents report being put down or condescended to at an AHA conference at least once. Almost 15 percent had heard sexist comments uttered in their presence; 10 percent had been the object of behavior that made them uncomfortable, such as leering, staring, or ogling.

A second set of questions queried members about behaviors that amounted specifically to sexual harassment. Seventy-seven respondents—5 percent of the total—had received unwanted attempts to establish a romantic sexual relationship at least once. Slightly more than 1.25 percent had felt bribed to engage in sexual behavior with some sort of reward or special treatment; nearly 1 percent reported being threatened with retaliation for not being "sexually cooperative"; and fully 5 percent had experienced being touched in a way that made them uncomfortable. Even though relatively few respondents recounted such offensive behaviors, the Association regards these reports as revealing unacceptable and unprofessional conduct unworthy of members of the historical profession.

Qualitative responses to open-ended questions yielded a mix of results. Many people commented that matters had improved dramatically over the course of their careers, although many women believed that their older age accounted for a decrease in unwanted sexual attention. A great many respondents noted that while they themselves had not been sexually harassed, they had either witnessed such behavior or had heard credible reports of it.

Accounts of general sexism, as distinct from specific episodes of sexual harassment, animated many comments. “The put-downs usually involve male scholars not tak[ing] women’s work or work on women’s history as seriously as their own work,” noted one member, a problem that ranged across age and academic rank. “Some male job candidates have been condescending to me, assuming I was a secretary instead of a professor on a search committee,” wrote another member. “Mostly, that’s bad for them, though, since that eliminated them from consideration. If they can’t deal with a woman on a committee, they really shouldn’t be grading women in the classroom.”

Two respondents described a panel session in which a historian claimed that the women who participated in anti-Vietnam War protests were “easy.” “It was an erroneous and sexist assertion,” one of them said. “But it wasn’t harassment. I wouldn’t think the AHA should do anything, but it was unfortunate that the chairs of the session didn’t acknowledge one of the people in the audience who voiced disagreement and allow for a reply. The statement just hung there and the conversation went on. I think this is more typical of the way sexism goes down in the profession.”


The survey also asked members to recommend ways that the AHA could make its annual meeting more inclusive, more welcoming, and safer with regard to sexual harassment. Almost a third of all respondents offered advice. The most frequent comment concerned the continued use of hotel rooms and suites as interview sites. Despite the AHA’s efforts to reduce the incidence of this practice, it still exists and creates uncomfortable situations for people in vulnerable positions. Respondents urged greater efforts to end the use of hotel rooms and suites by making more professional spaces available for interviews. Some advised the AHA to abandon the use of hotels altogether for its annual meetings—to look to college campuses or convention centers instead. Others urged the elimination of job interviews at the annual meeting so as to cut down on the potential vulnerability of young scholars to unwanted sexual advances. They noted that the use of digital interview tools would make it possible for search committees to skip AHA interviews. Because of such

continuing concerns expressed in the survey, the AHA Professional Division will place the issue of interviews at the annual meeting on the agenda for its next meeting.

The second most frequent comments called for more gender balance on panels. Program committees have made great strides in this direction, but respondents expressed a desire for more to be done.

Many respondents urged that the AHA develop a code of conduct of professional behavior to include in all registration materials. Members would be expected to conform to the principles established as a condition of their attendance at the annual meeting. Along these lines, some respondents also endorsed the creation of a reporting apparatus where violations of professional conduct could be registered. Most of all, these commentators urged that AHA guidelines be enforced with some kind of sanction for those who do not comply. (At its June 2018 meeting, the AHA Council put such a policy into place.)

Many respondents remarked on the role of alcohol in producing situations that lead to sexual harassment; they recommended that networking venues be broadened out from evening “smokers” and other events serving alcohol. More breakfast or luncheon opportunities, they noted, would make it possible for members to meet and talk with one another without the presence of alcohol. (These are expensive to organize, though we can explore possibilities for more “brown bag” lunches in which members supply their own food. Other associations have had good experiences facilitating networking with “dine-around” dinner programs.)

Finally, a great many respondents believe the AHA is doing a good job in attempting to deal with problems that exist within our society generally. The survey itself, many noted, constitutes a promising start to a long-term process of monitoring progress and reporting results. 

KRITIKA AGARWAL

## A WAY FORWARD

*The Society of American Archivists Endorses Protocols for Native American Materials*

Cheers erupted in the packed room as soon as Amy Cooper Cary (Marquette Univ.) said the words that had been a long time in coming: “The council endorsed the Protocols for Native American Archival Materials.” For the Native American Archive Section of the Society of American Archivists (SAA), gathered in Washington, DC, for the society’s annual meeting this August, the SAA council member’s announcement was a welcome development.

“This is a very important moment for our section,” said its chair, Ricardo L. Punzalan (Univ. of Maryland). Intended “to guide libraries and archives in engaging in culturally responsive care of Native American archival material and in providing culturally appropriate service to communities,” the protocols originated in 2006 at a convening of 19 archivists, librarians, museum professionals, and scholars. The group, 15 of them Native

American, First Nation, or Aboriginal, gathered in Flagstaff, Arizona, for a conversation about best practices for the management and care of Native American archival materials held at non-tribal repositories. The group was convened by Karen J. Underhill, the head of the Special Collections and Archives at the Northern Arizona University Cline Library at the time, now retired.

Underhill’s introduction to the issue came in the early 1990s, when Leigh Kuwan-wisiwma of the Hopi Cultural Preservation Office approached the Cline Library to ask it to stop providing reproductions of images of the Hopi snake dance to researchers. For the Cline Library staff, and for Underhill, the conversation was life-changing.

As Jennifer O’Neal (Univ. of Oregon), a historian, archivist, and member of the Confederate Tribes of Grand Ronde in Oregon, explains, many Native American archives and collections are geographically far from the communities



Larry Aitken, tribal historian of the Leech Lake Band of Ojibwe, performs a pipe ceremony at the American Philosophical Society to mark the opening of a conference. Aitken helped the society adapt and implement the Protocols for Native American Archival Materials. *Frank Margeson/APS*

that the materials come from or document. Very few non-tribal institutions holding Native American archival materials have formal or

ongoing relationships with the source communities. As she says, “Many of these collections had come into these repositories through no

knowledge of the tribal communities, taken them far from the tribal communities . . . and also usually without consent of those communities.” “The knowledge embedded in those materials,” as Punzalan explains, can be very important to the communities. “They need it for establishing sovereignty over land, managing natural resources, relearning endangered languages, kids in school learning traditional lifeways, you name it.”

**“Many of these collections had come into these repositories through no knowledge of the tribal communities . . . and also usually without consent of those communities.”**

As Underhill became more attuned to these problems, she attended a panel at the SAA on the Aboriginal and Torres Strait Islander Protocols for Libraries, Archives, and Information Services, published in 1995 by the Australian Library and Information Association. Those protocols recognized the Aboriginal and Torres Strait Islander peoples “as the owners of their knowledge,” and addressed issues of how they were represented in libraries and archives, as well as the barriers they faced in accessing information about their communities at these institutions. The protocols called on libraries

and archives to involve Aboriginal and Torres Strait Islander peoples in the “governance, management, and operation” of their institutions. The presentation stayed with her: “I just thought, wow, look what they’re doing in Australia. Why can’t we do that here?”

In 2006, Underhill took action. She wrote grant proposals and soon brought together the group—now known as the First Archivist

Indian archival material” to improve existing relationships or to develop new ones with the communities represented in that material. The protocols encourage institutions to consult with native communities about access to and use of culturally sensitive materials and ask for reciprocal education, training, and information sharing, including repatriation of materials, should communities deem it necessary.

Protocols in hand, says O’Neal, members of the group “began to take them out to various organizations for their implementation or endorsement.” For its part, the SAA, the largest professional organization in the United States for archivists, created a task force to seek its members’ opinions on the protocols. But the resulting report exposed deep divides in the SAA.

The chair of the SAA’s Reference, Access, and Outreach Section, for example, expressed concern that implementation of the protocols would “have a chilling effect on repositories’ willingness to acquire Native American holdings.” Many members saw the protocols’ call for institutions to begin relationships with native communities, to establish co-custody or shared stewardship of materials, as cost-prohibitive and onerous. Others challenged the protocols’ core premise—that native nations are sovereign governments. Some

archivists argued that indigenous communities are “dependent” legal entities with no laws or rights that US archival institutions could be asked to respect.

O’Neal was involved with the Native American Archive Section and the endorsement efforts at the SAA. She says some members were concerned that the protocols were “calling into question many foundational principles of archives and archival management.” The call to return unethically acquired materials to their source communities, she says, “upset” many people. As Punzalan put it, there was an “epistemological clash” between two types of knowledge systems within the SAA: a Western notion of archival management that seeks to provide researchers with mostly unrestricted access to materials, versus an indigenous view that some knowledge deserves protection and restriction based on a community’s history, tradition, and culture.

After the 2008 task force report, the SAA decided to continue dialogue about the protocols in lieu of endorsing them. It held forums at its annual meetings from 2009 to 2011, after which the issue dropped from its council’s agenda. O’Neal, who had been involved in the forums and wrote the final report on the 2011 meeting, decided to take her energies elsewhere. It was very “unhealthy,” she says,

“to have to continually defend your traditional ways, your ethics, and protocols that should be followed for your collections. And we did that for five or six years.”

In 2007, a group of indigenous archival professionals who’d come together to create the National Conference of Tribal Archives, Libraries, and Museums—the predecessor of the Association of Tribal Archives, Libraries, and Museums (ATALM)—endorsed the protocols. Individual libraries and archives around the country took note and began changing their policies and procedures regarding the management of their Native American holdings—including the Cline Library, the National Anthropological Archives, the National Museum of the American Indian, the American Folklife Center at the Library of Congress, and the American Philosophical Society (APS) Library.


The APS, which created its own protocols based on the Protocols for Native American Archival Materials, now works with over 80 indigenous communities to identify culturally sensitive materials, develop best practices regarding accessibility and use, and share knowledge about existing collections. For example, when library staff couldn’t determine whether materials from the Eastern Band of Cherokee written in Cherokee syllabary were culturally sensitive or not, they worked with the tribe’s

Cultural Resources Department to convene a group of elders with authority within the community to evaluate sources. Researchers can view culturally sensitive materials on site but must request permission to copy them or reproduce them in their own work. Since implementing the protocols, the APS has seen an increase in the number of users from indigenous communities requesting materials from its collections. Adopting the protocols, says Brian Carpenter, curator of Native American materials at the APS, helped the library refocus its attention away from native peoples as “subject matter” and toward constituents and researchers.

Similarly, at Washington State University (WSU), a team of scholars collaborat-

respect and trust for indigenous knowledge, the system was used to build the Plateau Peoples’ Web Portal, a collaboration between more than half a dozen native tribes and WSU.

Considering the protocols’ influence since 2006, O’Neal says that while she appreciates the SAA’s 2018 endorsement, it shows how “far behind the organization is in doing this work.” For Punzalan, however, the endorsement is a meaningful “symbolic gesture.” “This is *the* professional league of archivists,” he says, and the document will serve as “an important guidance for our membership.” Both were gratified by the apology that accompanied the SAA’s endorsement. The SAA council acknowledged, “Many of the original criticisms of the

Punzalan hopes that the SAA’s endorsement will result in tangible changes at institutions that hold archival materials. “You always hear this a lot from people: ‘I abide by the spirit of the protocols,’” he says. “But I think that’s easier said than done sometimes.” The success of the protocols at institutions such as the APS, Punzalan says, shows that implementation is possible. The protocols bring together indigenous communities, archival institutions, archivists, and researchers. “And in the long run,” he says, “I think that’s beneficial.” 

*Kritika Agarwal is managing editor of Perspectives. She tweets @kritikaladesi.*

**The protocols encourage institutions to consult with native communities about access to and use of culturally sensitive materials and ask for reciprocal education, training, and information sharing.**

ed with local indigenous communities to create Mukurtu, a content management system that allows indigenous communities to control access to their digital cultural heritage. Mindful of the protocols’ ethos of

Protocols were based in the language of cultural insensitivity and white supremacy,” and regretted that the “SAA did not take action to endorse the Protocols sooner and engage in more appropriate discussion.”

ZOË JACKSON

# AUDIO FOR THE AGES

*A New Database Archives Podcasting Culture*

Jeremy Morris (Univ. of Wisconsin–Madison), founder of PodcastRE, had a twofold interest in podcasts in the mid-aughts. One was professional—his graduate degree was in music and music technologies, and he co-wrote an early scholarly article on podcasting. The other was *Midnight Poutine*—a blog highlighting culture and arts in Montreal that Morris wrote for frequently. As part of his work on the blog, Morris helped transition one of its segments on upcoming music performances in the city into a podcast. “Instead of just telling people what’s going on, we played them some songs of the bands coming into town,” Morris says. “So I ended up hosting that podcast for about five or six years while I was doing my PhD there.”

Morris’s personal and professional interest in podcasting continued when he moved to UW–Madison in 2012. His attempts to study early podcasts, however,



*Serial*, a popular podcast from 2014, ushered in what many call the Golden Age of Podcasting. PodcastRE will enable scholars to find podcasts, including *Serial*, in one comprehensive database. Casey Fiesler/Wikimedia Commons/CC BY 2.0

soon hit a roadblock. Morris realized that many older podcasts were difficult or even impossible to track down. Some fan communities saved earlier shows, but as Morris says, “There was no centralized location to go and find these things.” Around the same time as Morris struggled with the problem of lost and disappearing shows, *Serial*—a multi-episode podcast investigating a 1999 murder—was setting new records in downloads. With *Serial*’s popularity in 2014,

Morris knew that “there are going to be people who are going to want to study this, who are going to want

The release of *Serial*, according to popular media that covered the show’s meteoric rise, ushered in the Golden

“Podcasting has actually gone through several golden ages.”

to write about different shows.” The realization led Morris to found PodcastRE (podcastre.org), short for Podcast Research, a “searchable, researchable archive of podcasting culture.”

Age of Podcasting. According to Morris, however, “Podcasting has actually gone through several golden ages.” Since the mid-2000s, he notes, there has been a steady, if not particularly dramatic, increase in listeners each year.

The “hype around podcasting waxes and wanes over time,” he explains, and journalists have used the term “golden age” to describe the popularity of podcasting as a genre at various points in history. “I’m more interested in the ways that different periods of audio production get framed discursively as worth being paid attention to,” he says, adding that PodcastRE will allow users to study the “inflection points” in podcast history when the form “somehow re-emerges as ‘exciting’ and ‘new’ again.”

Eric Hoyt (Univ. of Wisconsin–Madison), the lead software developer and analytics project lead for PodcastRE, connects the current moment in podcasting with earlier years of other media forms such as film, radio, and television: “These media forms that at a certain time seem ubiquitous, saturating the environments that we live in, can . . . become quite difficult to track down over time.” PodcastRE, he says, “seemed like a great project to try to systematically preserve this form of media—podcasting—as it was being created.”

On PodcastRE’s website, users can enter keywords and search for podcasts or specific episodes. Clicking on a resulting episode brings up information about the show, which could include the provided description, the podcast’s logo, title, date, episode length, and, best of all, the episode audio,

streaming from wherever the podcast holds its files. Some episodes include transcriptions, provided by the now shut-down Audiosearch.ch.

PodcastRE began when Morris and a research assistant started collecting podcasts informally in 2013 and 2014. In 2015, they finally set up a web interface and searchable database. Over the years, Morris says, a “rotating crew of people” worked on the project, but he especially credits Peter Sengstock, the lead tech specialist on PodcastRE, with “creating the infrastructure and overseeing its migration to a much more robust platform.” Hoyt officially joined Morris on the project around 2015.

The challenges to developing and populating a digital archive like PodcastRE are plenty. The “ultimate goal of the project was to create a database that could make audio usable and study-able like you do with library search catalogs,” says Morris. To achieve this goal, PodcastRE relies on metadata, or the basic information about the podcast (like title, genre, and run time) embedded in the episode file. Unfortunately, metadata can vary depending on how and where podcasts are accessed; an audio file downloaded directly from its source, for example, could provide different information than an episode obtained through subscription using a digital service, such as iTunes.

There are also challenges with versioning and changing audio files. The original airing of *Serial*, for example, featured an ad for MailChimp, a “strange, funny little piece of audio,” says Morris, that eventually “became part of the lore of the podcast.” But dynamic

“vulnerable” because they are not produced by major broadcasters.

But much of the labor that goes into collecting lesser-known podcasts is manual. The team at PodcastRE uses researcher networks and search sites like Podcasts in

## There’s more to podcasting than *Serial*, says Eric Hoyt.

advertising, which allows podcasts to air new ads in old episodes depending on sponsors, meant that someone listening to the episode at a later date might hear a different ad and, therefore, a different version of the episode.

One final and omnipresent challenge is deciding what will actually go into the archive. “It’s tempting, because audio files are so small, to think that you can just grab everything,” says Morris. But that’s easier said than done. It’s relatively simple, for example, to write a script that captures the top 100 shows in iTunes. But, asks Morris, “how do you create strategies and technologies that help you capture some of the things that are not in the obvious aggregate spots where other podcasts are showing up?” Morris says the team is working on scripts to read weekly podcast newsletters, where people recommend their favorite shows, in order to discover less popular podcasts. Many of these, he says, are inherently more

Color, a directory of podcasts by people of color, to identify shows worth saving. Hoyt says that without preserving a range of podcasts, there’s a “risk of losing . . . a sense of the diversity and scale” of the podcasting world. There’s more to podcasting than *Serial*, and it’s crucial, says Hoyt, that “more than just the canon gets saved.”

The site as it stands is basic, but Hoyt and Morris have grand plans for analyzing the podcast metadata and sound files and making analytical tools available to researchers, including one that would allow users to search for trends across the archive using metadata. Morris says he also imagines “collections”—sets of podcasts built around specific topical issues. Also in the works is an audio clip tool that would allow users to store key moments in the podcast they’re researching and come back to them later.

In 2017, the NEH awarded a Digital Humanities Advance

Grant, in partnership with the Institute of Museum and Library Services, to the Board of Regents of the University of Wisconsin System, with Morris and Hoyt as project directors, for “Investigating the Golden Age of Podcasting through Metadata and Sound.” The NEH funding will allow Hoyt and Morris to “develop data analysis and visualization tools to really explore the collection at scale,” says Hoyt.

Hoyt and Morris are also working to preserve copies of all shows the archive currently links to so that researchers can access and study the files even when the shows are no longer available. Support from UW–Madison has allowed them

to create a data preservation infrastructure for the podcast files. Hoyt notes that they are “following the best practices for preservation,” including storing data files on campus and writing the files to Linear Tape Open, a technology for storing data on tape. “It never ceases to strike Jeremy and me as highly ironic that one of the best ways to save born-digital objects is to actually put them on tape,” says Hoyt.

The need for a resource like PodcastRE comes out of a recognition that podcasts can be a valuable source of information for scholars. “There have been some pretty big things that have happened in our culture coinciding with this Golden Age of

Podcasting, involving politics and cultural shifts,” says Hoyt. Future historians interested in understanding US electoral politics in 2016, for example, says Morris, will be able to use PodcastRE to find a set of audio texts related to the issue. Saving these podcasts will also be valuable for, as the PodcastRE website notes, what they tell us “about audio’s longer history, about who has the right to communicate and by what means.” As the website warns, even with the reach of podcasts in the present moment, “if we’re not making efforts to preserve and analyze these resources now, we’ll find ourselves in the same dilemma as many radio, film, or television historians now find themselves:

writing, researching, and thinking about a past they can’t fully see or hear.”

The significance of doing this project at this time is not lost on Hoyt and Morris. “I’m friends with a lot of people who study early cinema, and I feel like we’re at that moment in podcasting where it’s almost like the nickelodeon era, and you can tell there’s something really exciting and fascinating happening,” says Hoyt. “And we’re trying to go around and capture that, and hopefully we’re capturing the right thing.” **P**

*Zoë Jackson is editorial assistant at the AHA.*

The Center for the History of Business, Technology, and Society invites applications for its 2019-20 NEH-Hagley Fellowship on Business, Culture, and Society. Recent PhD recipients as well as advanced scholars are eligible to apply. Two fellowships are available, one of four months and one for eight months. The fellowships provide a monthly stipend of \$4,200 and include complimentary lodging in the scholar's housing on Hagley's property. In accordance with NEH requirements, these postdoctoral fellowships are restricted to United States citizens or to foreign nationals who have been living in the United States for at least three years. All requirements for the doctorate must be completed by the application deadline. These fellowships are made possible by support from the National Endowment for the Humanities.

Applications materials must be received by December 1; go to <https://www.hagley.org/neh-hagley-postdoctoral-fellowship-business-culture-and-society> for specific requirements. Questions regarding this fellowship may be sent to Roger Horowitz, Director, Center for the History of Business, Technology, and Society, [rhorowitz@Hagley.org](mailto:rhorowitz@Hagley.org).



Hagley is the pre-eminent research library in the United States on business and its impact on the world. It holds over eight miles of manuscript materials, more than 300,000 published sources, and visual items in excess of 3 million. For more information on Hagley's research collections go to <https://www.hagley.org/research>.

## ADVOCACY BRIEFS

### *AHA Urges Preservation and Transparency at NARA and Beyond*

**T**he American Historical Association advocates for transparency in the collection and management of governmental records. With reports that Immigration and Customs Enforcement (ICE) and the US Border Patrol were seeking permission to destroy records, the AHA moved swiftly to oppose the threats. The Association also affirmed its opposition to the inclusion of a citizenship question on the 2020 US Census.

#### **Opposing Threatened Destruction of Immigration Records**

In July, the AHA initiated an exchange with the National Archives and Records Administration (NARA) and the archivist of the United States over the proposed destruction of US Border Patrol and ICE immigration records, strenuously urging the archives to “deny any request for authorization to permit ICE or the Border Patrol to destroy records related to individuals in their custody.” Within a matter of weeks, NARA responded that ICE will be required to amend the proposed records schedule and to reply to public commentary via public notice in the Federal Register.

The AHA will be notified as NARA moves through the review process. The Association joined the National Coalition for History in calling on Congress to ensure that agencies are held accountable for any potential violation of the Federal Records Act.

#### **Letter Concerning Scholarly Standards at Texas Historical Commission**

AHA executive director James Grossman issued a letter of concern to the Texas Historical Commission in late August over its unexplained delay in installing a historical marker to commemorate the “Porvenir Massacre” of January 1918. The AHA learned that, following three years of professional scholarship to generate the marker’s narrative, the Presidio County Historical Commission (PCHC) objected to its final production. The AHA urged the PCHC to present its concerns openly for professional investigation.

#### **Continuing Opposition to the US Census Citizenship Question**

The AHA reaffirmed president Mary Beth Norton’s letter of March 23 protesting the adoption of a citizenship identification question on the 2020 Census. In August, the

AHA joined the efforts of over 25 research organizations in urging the Department of Commerce to remove such a question from the upcoming census, citing concerns over the adverse implications the query would pose for the future accuracy and holistic integrity of critical demographic data.

#### **Endorsing Changes to the National Currency**

In August, the AHA sent a letter to Secretary of the

Treasury Steven Mnuchin, endorsing the adoption of Harriet Tubman’s image on the \$20 Federal Reserve Note. Citing the “deep influence of everyday portrayals of the nation’s past,” and invoking Tubman’s resonant legacy of courageous patriotism, the AHA argued that Harriet Tubman’s inclusion on the currency would be an appropriate symbol of the “ideas and values” embodied in her life and work. **P**

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DEBJANI BHATTACHARYYA WITH SETH DENBO

# WHEN A JOURNAL IS A SCAM

*How Some Publications Prey on Scholarship as Public Good*



**RECEIVE A CERTAIN** kind of email mostly in the wee hours of the morning. Often, when I open my inbox, the first few are invitations from journals focusing on everything from computational science to atmospheric pressure. (I'm not an expert in either of those fields.) Sometimes I get requests from within my discipline—history—though in this shadowy academic marketplace my field is called humanities and social sciences; I suppose we are interdisciplinary enough.

By now, reader, you've probably realized that what I am describing is not unique but something most of us get on a regular basis: invitations to write, review, and serve on the editorial boards of a range of journals whose names we have never heard before but that nonetheless promise to review our article within the miraculous time frame of three to four days and to publish within two to four weeks.

To explore the extent of the issue, the AHA conducted a survey of members about experiences with journals, solicitation of articles, and other related issues. Over 80 percent of

Predatory journals are often characterized by dishonest publishing practices, including phantom editorial boards or even fake names.

respondents had received unsolicited invitations from journals to submit articles, with almost 20 percent receiving emails of this kind more than once a week. In most cases, these appeals don't come from reputable journals; they fall into a category now commonly known as "predatory." Regular solicitations of this kind have emerged as a reality of the modern academic marketplace.

The University of Colorado Denver librarian Jeffrey Beall coined the term "predatory journal" in 2010 to identify journals with low or no standards, published as mere profit-making ventures. While there is no hard-and-fast consensus about what makes a journal or publisher predatory, scholarly communication experts generally agree that journals with a business model that requires authors to pay to publish, that provide little or no peer review or editing, and that put out a low-quality final product fit into this category. They are often characterized by dishonest publishing practices, including phantom editorial boards or even fake names. They often prey on graduate students and junior scholars who,

hungry for a publication and tempted by the promise of a speedy turnaround, might be unaware that such practices exist. The victim's scholarship—which could help them get jobs, contribute to knowledge, and engage wider publics—is lost. Ultimately, these journals steal scholarly work and charge us hefty fees for doing so.

In the sciences, this problem has grown large enough that it has come to the attention of funding bodies. To protect the integrity of the medical and scientific studies it funds, the National Institutes of Health recently issued a warning against publishing scientific research results in disreputable journals. While many predatory journals are transparently fake, some have a veneer of legitimacy, effectively compounding the deception. A 2015 study in the *Journal of the Association for Information Science and Technology* found that predatory journals "published articles by inexperienced authors." Some respondents to the AHA survey also believe that early career scholars are more vulnerable than established professors to this unscrupulous world of publishing. While only a handful indicated that they followed up on a solicitation from such a journal, a higher percentage had served on committees that reviewed CVs listing articles in predatory journals. Since such publications almost never confer an advantage in job applications or count toward tenure or promotion, combating this problem is a concern for all scholars. Yet more than three quarters of respondents reported never receiving mentorship or advice on evaluating the reputation of a journal. At a time when many are actively working to ensure that humanistic knowledge is relevant and valued by the wider society, ensuring that everyone in our discipline knows how to avoid such traps is more vital than ever.

As teachers, advisers, mentors, and scholars, we should be helping to combat the widening net of predatory journals by providing guidance to our colleagues and students. Until early 2017, Beall maintained a public list of over 1,000 journals that he identified as predatory. He also provided useful criteria for categorizing journals as predatory and help in figuring out whether a journal was credible. While Beall's list was a helpful tool, scholars need to make judgments, appraise the value of publishing in a given venue, and take advice from experts and colleagues instead of merely consulting a list. University libraries often have scholarly communication experts who know how to assess a journal's reputation and can offer advice when a judgment is necessary. Libraries also maintain websites with information on predatory publishers and publications. The "Think.Check.Submit" campaign, run by a consortium of publishers and scholarly communication

organizations, encourages scholars and researchers to ask a series of questions when considering publishing an article.

But the matter may be more complex than simply making every AHA member and historian better informed about the parallel world of predatory publishing. To understand and effectively combat exploitative publishers, we need to examine the existing conditions of our profession that create the space for these journals to proliferate. This requires taking a step back to ask how historians disseminate their work to specialist and nonspecialist audiences and where these journals try to intervene to make their profit.

Publishing in peer-reviewed venues remains vital to building scholarly reputations and advancing careers in our discipline. While universities and academic institutions are increasingly recognizing the importance of engaging a broader readership in nontraditional publishing formats, the gold standard for jobs, grants, promotion, and tenure continues to be measured through peer-reviewed journals and books. The pressure to get them out, and quickly, is only increasing.

For early career scholars, the pressure to publish is particularly acute. Guidance from advisers and mentors is vital.

We operate in a quantifiable and measurable world, and numbers sometimes speak too much and too loudly, especially when it comes to jobs, tenure, and departmental accreditation.

For early career scholars this pressure is particularly acute and can sometimes lead to unwise decisions. Guidance from advisers and mentors is vital to ensuring that scholarly effort is not wasted. In a personal communication, historian of economics Mary Morgan (London School of Economics) said she advises her students to aim to publish an article or two in thematic journals before their first book. This puts an early career scholar in conversation with academics beyond their regional expertise. So, for instance, a Latin Americanist working on the intersection of economic and environmental history might aim to publish in an economic history journal and an environmental history journal that are widely read. This not only helps young scholars establish themselves in a wider network of interlocutors, it also facilitates an opening up of the dissertation's narrow focus to cast a wider canvas.

Historian Jeremy Adelman (Princeton Univ.) advises his graduate students to publish one article in the final stages of their writing. He reasons that the sooner we are introduced to peer review of our scholarship, the stronger our projects become. Mentors and graduate advisers who always offer critical and helpful feedback for the project are also people who have seen the project take shape for five to six years. "A fresh pair of eyes on a piece or argument before defense always makes for a strong dissertation and therefore a better book," observes Adelman.

Apart from warning our students and colleagues about predatory journals, there is a larger question we as a profession need to answer. How do we create conditions where we can prioritize the twin imperatives behind publishing our work: to be heard and to listen? These things take time. It takes time to write out early ideas, have them read by a fresh pair of eyes, be exposed to new literature, rethink the argument, and then revise and rewrite. In an ideal world, each article would be an invitation to a dialogue about a question and ultimately an attempt to create a public good. And yet, all of this must happen within a very truncated time frame given the "publish or perish" atmosphere. How do we as a profession acknowledge the realities of this mandate, while still guaranteeing the quality of peer-reviewed scholarship?

As graduate students, contingent faculty, junior faculty, and even beyond on the promotion ladder, we are rightfully worried about the academic job market and the number of publications that will make our CVs stand out. Too often we forget that there are other reasons to get our work published: to create a public good or to engage in conversations with scholars working in similar themes in different areas and to learn from those conversations. As a dear friend in India wished me as I was coming to graduate school in the United States: "I wish you friends, cohorts, and interlocutors who will bring your early arguments to a crisis, so that you have a strong project." I have cherished that wish ever since. **P**

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*Helping Middle Schoolers Broaden Their Vision of History*

**WHAT DO WE MEAN BY "HISTORY"? IT'S COMPLICATED...**

**academic history**

"What happened?  
How do we know?  
Why did what happen, happen?"

**public history**

"How do we make history more accessible to everyone?"

**popular history**

"What do people tend to believe?  
What do people tend to enjoy?"

**HISTORICAL MEMORY**

"Where do we think we come from? Who do we think we are? Whose stories get told, and why?"

**THESE ARE QUESTIONS WITH A POLITICAL EDGE**

**BOOKS**  
**CLASSES**  
**MUSEUMS**  
**HISTORIC SITES**  
**HOLIDAYS**  
**REENACTMENTS**  
**JOURNALISM**  
**MOVIES**  
**TV/YOUTUBE**  
**DOCUMENTARIES**  
**PODCASTS**  
**HISTORICAL FICTION**  
**MUSICALS**  
**VIDEO GAMES**  
**AND MORE...**

**EVIDENCE IS ALSO PRESERVED VIA FAMILY & WHISPER NETWORKS**

**ARCHIVES PRESERVE CERTAIN FORMS OF EVIDENCE**

**THE PAST**

**...SO WHEN WE SAY WE STUDY "HISTORY" IN SCHOOL, ALL OF THIS IS FAIR GAME**

**• Things happen**  
**• Some (not all) evidence is left behind**

With the help of #twitterstorians, Gilbert revised her chart, designed to help middle schoolers comprehend the field of history. This version is a work in progress; further revisions could continue to help represent history's complexity. *Courtesy Lisa Gilbert*

"I WOULDN'T CARE if it was a fantasy universe," one of my eighth graders explained. "But they said it was Rome. So I think they have more responsibility that way."

My students were critically evaluating the trailer for the video game *Ryse: Son of Rome*, debating whether portrayals of the ancient world in popular media mattered or if it was all "just a game." They were animated as they critiqued the ways "civilized" Roman characters wore shining metal armor compared to enemy characters, whose clothing was made of fur and bone. As we talked, I wondered: My students were enjoying our discussion, but did they understand that what we were doing had a legitimate place in serious history education?

My approach to teaching history is rooted in a different professional path from that of many secondary school teachers. Nearly a decade in history museums had propelled me into a doctorate in social studies curriculum and instruction. As I moved through my program, I realized that this public history background made me particularly aware of how people found value in the ways they interacted with history in spaces beyond school—experiences like visiting historic sites, watching films set in historical time periods, and sharing family stories. Whereas most efforts at improving secondary history instruction focused on helping students mimic the work of academic historians, I realized that K–12 students also needed to learn how to engage the historical claims they will encounter in many parts of their lives.

After graduating, I found myself teaching at an independent school dedicated to a classical education aimed at imbuing students with "a desire to lift up the world with

Students' responses made it clear they were starting to perceive history in many places beyond the classroom.

beauty and intellect." As the eighth-grade ancient history survey curriculum moved toward a unit on Greco-Roman history, I paused. In our current cultural context, I felt it would be irresponsible to teach such a unit without reference to the ways emboldened white supremacist movements frequently draw on Greco-Roman imagery.

This point seemed particularly relevant for this school's students, who are required to take two years of Latin and

two years of Greek as a foundation for a deep engagement with classical literature. For these students especially, it seemed essential that they know how to articulate the value they found in classics in a way that explicitly rejected the field's co-optation by white supremacists. Therefore, to fulfill the school's mission, we could not content ourselves with staying safely in the past (as it were). We needed to talk directly about the reception of this history and the ways it is often activated for contemporary political aims.

With this in mind, I searched for materials that would be appropriate for my eighth-grade classroom. While academic publications represented a daunting reading level, the efforts historians had been making to communicate their research in the public sphere offered a more accessible set of texts. So we opened the unit with Rebecca Futo Kennedy's "We Condone It by Our Silence: Confronting Classics' Complicity in White Supremacy," which prompted a discussion of academe and how students might evaluate the colleges to which they would one day consider applying. Then we paired Sarah E. Bond's essay "Why We Need to Start Seeing the Classical World in Color" with coverage of its reception in *Inside Higher Education*, a duo that gave us a chance to learn more about contemporary outrage campaigns targeting professors who investigate the types of race and gender issues my students regularly found so compelling.

To add to our examination of representation started by the *Ryse: Son of Rome* trailer, we used Ben Davis's "The New White Nationalism's Sloppy Use of Art History, Decoded," as well as Mary Beard's public response to critiques of the BBC video showing an ancient Roman family with many skin tones. Overall, my goal was to help them understand the broader context of historical scholarship, how knowledge is produced, and how scholars debate with one another. Throughout, I hoped they would learn that history is an ongoing investigation rather than a recitation of unquestioned facts.

As we worked our way through these articles, I could sense that students were somewhat confused by this focus on contemporary scholarship and received history. Both cultural representations and their educational experiences elsewhere contributed to their shared, unconscious assumption that "studying history" meant "memorizing a historical narrative." While we hadn't abandoned the traditional textbook entirely, it was a little disorienting for them to see the things they enjoyed out of school, like musicals and video games, suddenly appear in their classroom. I knew I needed to make

my pedagogical reasoning explicit—we were likely seeing the very field of history differently.

So one morning I drew a chart that helped explain how I conceived of the field. My hope was to show how ideas about past events flow through the mediation of academic and public history to become beliefs that persist in our common historical memory. I also wanted students to understand that the questions of historical memory—which I identified as “Where do we think we come from? Who do we think we are?”—were fundamentally political questions. I drew a picture that was simplified but reasonably accurate. Then, because I regularly use Twitter as a way to make my teaching more transparent to parents (many of whom follow my account), I tweeted an image of the chart shortly before class started.

I wanted my students to articulate the value they found in classics in a way that rejected the field's co-optation by white supremacists.

In the next few days, I was astounded to see how far the tweet traveled. I frankly did not anticipate the interest my chart would garner, even meriting a volunteer translation into Spanish. Many responded with generous insights on further items that might be included, something that made me reflect on how collegial and supportive the history community on Twitter can be. Over winter break, I sifted through the many excellent suggestions #Twitterstorians had given me and revised the chart (page 19).

I then re-introduced the chart to my students. I asked them to compile lists of the ways history appeared in their lives. Their responses made it clear that they were starting to perceive history in many places beyond the classroom. They reasoned through portrayals they had seen in movies such as the recent release *Dunkirk* and reconsidered online debates they had participated in on sites like Reddit.

Most strikingly, though, they recounted family stories of relatives who witnessed revolutions and fled their home countries as refugees; as they put their family's story in the context of history, they seemed sensitized to a disconnect between popular portrayals and historical experiences.

But it was family stories that came through the strongest. A Jewish student who had relatives who were murdered in

concentration camps reflected, “In media, Jews are background characters who never fight back. The resistance fighters are very important to history and aren't commonly shown or talked about. Real Jews who lived in ghettos were rebellious, and many died trying to bring food to their communities or stand up to authorities.”

These personal connections matter. At the end of the year, it makes little difference to me whether my students will

I needed to make my reasoning explicit—my students and I were likely seeing the very field of history differently.

have memorized a series of dates and names, or whether they will be able to recount a textbook-driven historical narrative. What they need to learn by heart is something different. In a time when we can look up facts so easily online, recalling the information that appears readily beneath our searching fingertips is of little importance. Instead, as history teachers we can endeavor to dedicate our students' history education to developing the critical thinking skills needed to sort through landslides of information in a way that is consistent with the values that reside in their hearts. **P**

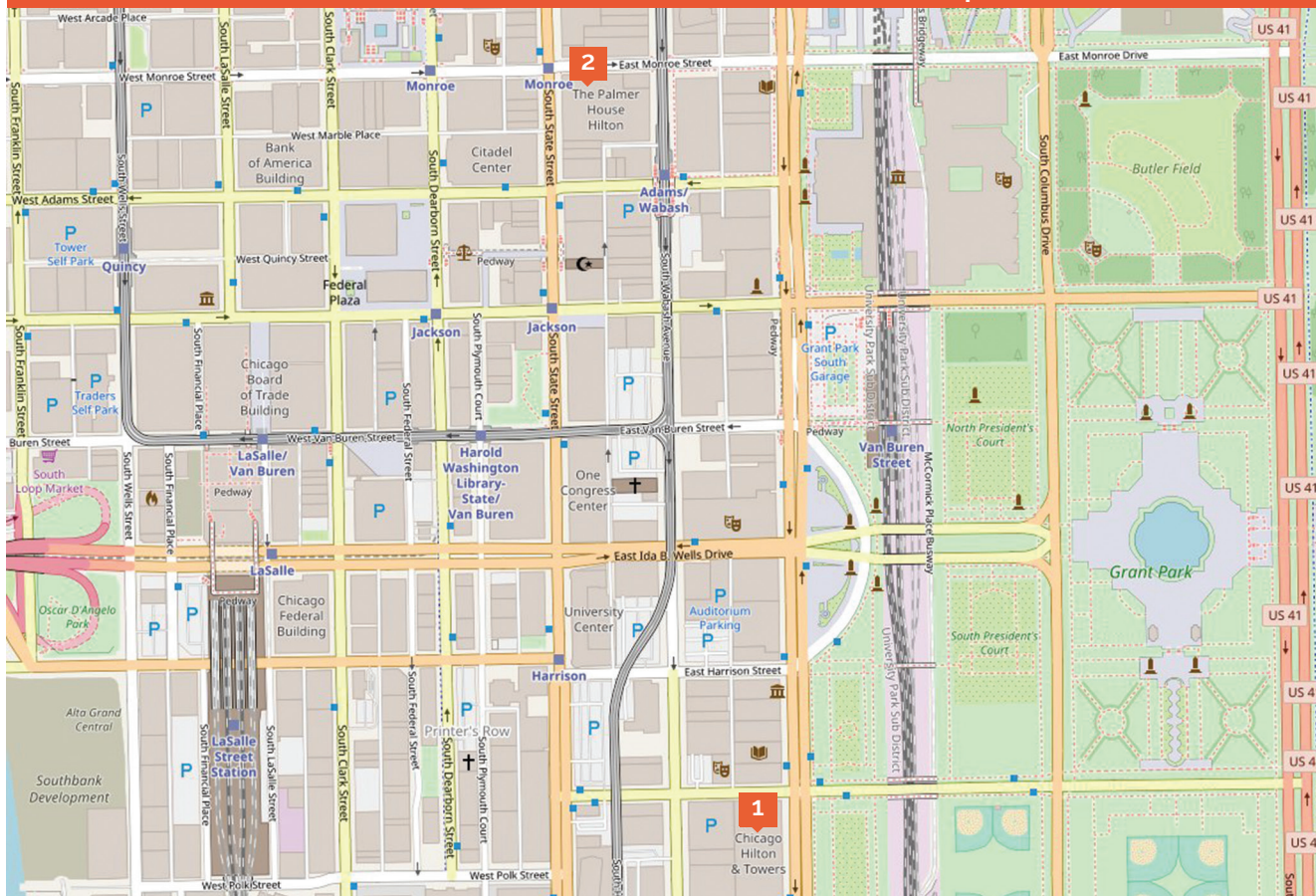
*Lisa Gilbert has taught in K–12 schools, universities, and museums in the United States and abroad. She holds a doctorate in curriculum and instruction focused on social studies education from Saint Louis University. She currently works as an adjunct instructor for the College of Education at the University of Missouri–Columbia.*

## Hotel and Rate Information

	SINGLE	DOUBLE	TRIPLE	QUADRUPLE
<b>Hilton Chicago</b> 720 S. Michigan Ave. (hdqtrs.)	\$129	\$129	\$154	\$179
<b>Palmer House Hilton</b> 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](http://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

<b>OCTOBER 15</b>	Interviewing institutions can download Job Center reservation forms at <a href="http://historians.org/jobcenter">historians.org/jobcenter</a> .
<b>NOVEMBER 1</b>	Program mailed to members.
<b>DECEMBER 11</b>	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
<b>DECEMBER 14</b>	Last day for preregistration pricing.
<b>DECEMBER 14</b>	Deadline to submit registration and Job Center refund requests.
<b>JANUARY 3, 2019</b>	Annual meeting opens at 11 a.m. at the Hilton Chicago and Palmer House Hilton.

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](http://historians.org/annual-meeting).

### Meeting Registration

	MEMBER		NON-MEMBER	
	PREREGISTRATION	AFTER DEC. 14	PREREGISTRATION	AFTER DEC. 14
Attendee	\$179	\$215	\$291	\$349
Speaker	\$179	\$215	\$179	\$215
Studentw	\$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/Under-graduate/K-12 student discount	<b>For members only.</b> 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**

## SPECIAL OFFER

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



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133rd ANNUAL MEETING

CHICAGO • ILLINOIS  
JANUARY 3-6, 2019

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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](http://historians.org/annual-meeting)**

JOHN R. MCNEILL

## NO THEME FOR THE 2020 ANNUAL MEETING

The 2020 annual meeting of the American Historical Association will have no theme, an absence for which there is ample historical precedent. For its first hundred or so annual meetings, beginning in 1884 in Saratoga, New York, the AHA did not bother with themes. They gradually took hold in the 1990s, if we can trust the admittedly incomplete archival record. For a while, themes were optional. The 1994, 1995, and 1998 meetings went themeless. The last year without a theme was 2003.

There is no theme this year partly because so many good themes have been taken. In 2007, in Atlanta, the AHA used “Practicing History in Unsettled Times.” Had the AHA known what was coming, it might have saved that one for later. The last time the AHA was held in New York City, 2015, the theme was “History and Other Disciplines,” which I like—but it’s been taken. Just last year, the AHA used up “Race, Ethnicity, and Nationalism in Global Perspective,” which would work well in any year. No doubt, however, a few good possible themes remain.

More fundamentally, I wonder what good it does to have a theme. Having served on the program committee for the 2012 meeting (“Communities and Networks”) and 2013 (“Lives, Places, Stories”), I developed the sense that too often people propose sessions under the false impression that their chances of acceptance rise if they twist their proposal to make it seem to fit the announced theme. I think I might have submitted one or two awkwardly contorted proposals back in the day (the first AHA for which I submitted a proposal was in 1985). In fact, AHA program committees *do not consider relevance to the theme* among the selection criteria when making their judgments. Next year, no one will be tempted to engage in misguided and pointless gymnastics to make a panel appear to fit a theme.

I hope that a themeless AHA will prove to be a maximally inclusive AHA. There will be no cluster of sessions devoted to “War and Peace” (2004) or “Uneven Developments”

(2008) or to anything else. No one will refrain from proposing a session because what they have in mind doesn’t seem to fit the theme (and no amount of contortion could change that). Practitioners of every variety of history should feel equally encouraged to try their luck. As a result, the assortment of topics represented by the sessions should be entirely random. The offerings in New York City in January 2020 should then represent a fuller array of all the approaches, methodologies, topics, and, yes, themes that historians nowadays find compelling. That might well include a few sessions

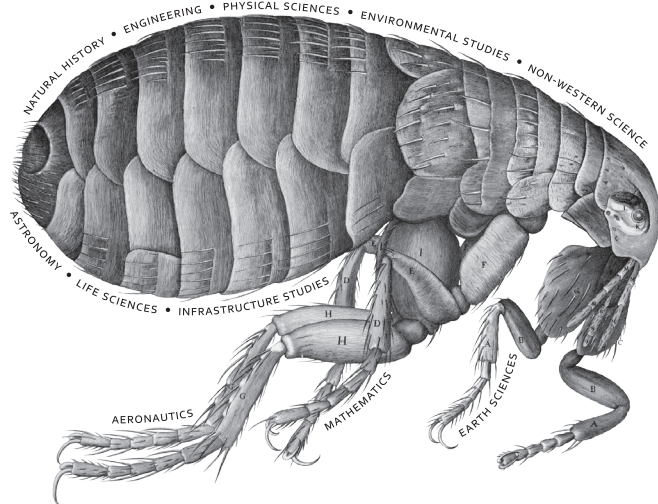
No one will be tempted to engage  
in misguided and pointless  
gymnastics to make a panel  
appear to fit a theme.

that would fit snugly under the rubric “War and Peace” or “Communities and Networks.” And maybe some that might have fit better with “Uneven Developments,” an admirably capacious theme because, after all, how many even developments are there in history? Maybe some would go better with “Oceans, Islands, and Continents” (2010) or “Archives and Artifacts” (2005).

Next year, as every year, the program committee will welcome all proposals and not consider relevance to a theme. For the first time since 2003, no historian will needlessly try to package a proposal to appear to fit a theme. Let a hundred flowers bloom. **P**

*John R. McNeill is president-elect of the AHA.*

# HOOKE(D) ON SCIENCE? SO ARE WE!



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ALEX LICHTENSTEIN

## ANTI-SEMITISM IN HISTORICAL PERSPECTIVE

*In the October Issue of the American Historical Review*

As the cover image on page 28 suggests, the October 2018 issue of the *American Historical Review* features an eight-part Roundtable on the vexed history of anti-Semitism. Initiated by **Jonathan Judaken** (Rhodes Coll.) in partnership with the International Consortium for Research on Antisemitism and Racism (ICRAR) at Birkbeck, University of London, the Roundtable reflects the ICRAR's ongoing effort to overcome the isolation and politicization of the study of anti-Semitism. This is necessarily a controversial topic, and the wide range of essays included in this issue is sure to generate heated debate. The Roundtable is accompanied by featured reviews of recent relevant monographs in Jewish history and an assessment of Warsaw's Museum of the History of Polish Jews. The latter is part of a special section of reviews in the October issue focusing on museums that contend with traumatic racial pasts, including the recently opened Legacy Museum and National Memorial for Peace and Justice in Montgomery, Alabama.

Judaken's introductory essay notes several impediments currently facing the historical study of the widespread hatred and fear of Jews—what he labels “Judeophobia.” He points to essentialist and teleological narratives that de-historicize anti-Semitism and set it apart from the study of other forms of racial hatred and discrimination. Judaken attributes this to the contemporary politics of Jewish national identity, rooted in the legacy of the Shoah and the Israeli-Palestinian conflict. Many of the seven essays that follow take up his call for new approaches to the periodization, comparison, and historical contextualization of Judeophobia. Others heed his suggestion that the study of anti-Semitism draw more effectively on work in critical social and literary theory, postcolonialism, and studies of race and gender.

**David Feldman** (Birkbeck, Univ. of London), **Ethan Katz** (Univ. of California, Berkeley), **Daniel Schroeter** (Univ. of Minnesota), and **Scott Ury** (Tel Aviv Univ.) contribute essays that historicize modern Judeophobia by putting it into dialogue with nationalism, Zionism, questions of minority rights, colonialism, and Judeophobia's ideological

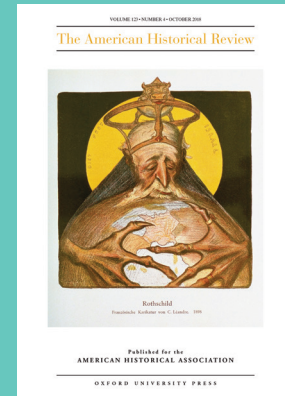
twin, Islamophobia. Feldman's essay, “Toward a History of the Term ‘Anti-Semitism,’” examines the evolution and meaning of the term itself in 20th-century Britain, showing how what was once regarded as a feature of modernity transmuted after 1948 into something understood as a continuous and ineradicable malaise. The key element in this transition, he maintains, was the creation of the Jewish state and the shifting relationship of Jews to state power, minority rights, and nationalism more generally.

The essays take up new approaches to the periodization, comparison, and historical contextualization of Judeophobia.

Katz probes another dimension in the shifting discourse of anti-Semitism, linking it directly to the entangled histories of Judeophobia and Islamophobia, most evident in French colonial North Africa, where Jews and Muslims lived side by side in a colonial setting. His contribution, “An Imperial Entanglement: Anti-Semitism, Islamophobia, and Colonialism,” offers a close reading of three historical texts focused on the Jewish position in the colonial Maghreb but also fully engaged with the question of Islam. Bringing colonial discussions of Jews and Muslims into a common analytical frame, Katz shows, offers a new perspective on their mutually constitutive relationship as marginalized groups in a social order subordinated to European powers.

In his contribution, “‘Islamic Anti-Semitism’ in Historical Discourse,” Schroeter addresses a similar set of questions, but from a postcolonial perspective. Schroeter contends that defenders of post-1967 Israel have created a myth of “Islamic anti-Semitism,” flattening the history of Muslim-Jewish relations. Their antagonists, in turn, tend to offer a muted account of anti-Semitism in the Muslim world.

A caricature by Charles Lucien Léandre, titled "Rothschild," from the front cover of the weekly *Le Rire*, April 16, 1898. It not only encapsulates the anti-Semitic iconography prevalent at the height of the Dreyfus Affair, it distills many classic Judeophobic stereotypes: the aged, hook-nosed banker is crowned by the golden calf, and his corpulent body has digested the whole world, which is grasped by his animal-like claws. It connotes Jewish materialism, malevolence, and corruption, since the Jews' only god is gold and their main desire is for world domination. Do such tropes signify differently in their context than caricatures of Muhammad do in the age of *Charlie Hebdo*? What is contextually specific about such images, and which aspects travel in time? Is this image anti-Semitic or better described as Judeophobic? Is this a visual form of hate speech, or does it express an ambivalent envy and fascination with the success of Jews in finance and their invisible power? These questions are interrogated in the Roundtable "Rethinking Anti-Semitism" in this issue.



Schroeter offers a more nuanced approach, breaking down recent historical discourses about Islamic Judeophobia into three phases. The first mirrors the eruption of the post-Occupation national conflict between Israelis and Palestinians; the second emphasizes religious radicalization, focusing on Islamic beliefs about Jews; the last, post-9/11 phase, he argues, posits an eternal enmity of Muslims against Jews, obscuring the changing nature of Muslim-Jewish conflict over time. Schroeter concludes that any evaluation of historical treatments of Judeophobia among Arabs and Muslims must consider the imprint of conflicting narratives about the Israel/Palestine conflict.

Finally, Ury's "Strange Bedfellows: Anti-Semitism, Zionism, and the Fate of 'the Jews'" examines how anti-Semitism and Zionism have confronted and influenced one another. The essay begins with a discussion of the central place of anti-Semitism in canonical Zionist texts. Early Zionists, Ury shows, portrayed anti-Semitism as a permanent, immovable force, making emigration to Palestine inevitable. The next generation of diaspora scholars, like Salon W. Baron and Hannah Arendt, focused instead on the actions that Jews undertook as historical actors in specific contexts. Despite their influence, the study of anti-Semitism over the past two generations has returned to a perspective that is strikingly similar to traditional Zionist interpretations, Ury concludes, emphasizing anti-Semitism's unique nature as "the longest hatred" and the recurrent abandonment of the Jews by their neighbors. Ury advocates a return to the contextual-comparative approach to the study of anti-Semitism as *part* of larger efforts to separate and insulate academic research on the topic from contemporary political considerations.

The remaining three essays apply interdisciplinary insights to the study of anti-Semitism. **Stefanie Schüler-Springorum**

(Technical Univ. of Berlin), in "Gender and the Politics of Anti-Semitism," focuses on the development of gendered anti-Semitic stereotypes in post-Enlightenment Germany. She argues that such caricatures of Jewish life coincided with the emergence of bourgeois gender roles and images of sexuality embraced by assimilationist middle-class Jewish families. Highly gendered Judeophobic imagery persistently blurred the line between the norms of masculine and feminine behavioral codes, she asserts; Jewish communities internalized this attack by blaming women for giving credence to anti-Jewish propaganda.

## Defenders of post-1967 Israel have created a myth of "Islamic anti-Semitism."

In "Literature and the Study of Anti-Semitism," **Maurice Samuels** (Yale Univ.) asks what historians of Judeophobia can learn from literary scholarship. Focusing mainly on New Historicist critical approaches to literary texts about Jews and Judaism, his essay examines anti-Semitic literature as a register of ideologies such as nationalism and liberalism. Drawing on recent studies of Shakespeare, George Eliot, Trollope, T. S. Eliot, Balzac, Céline, and other writers, the article locates in texts the "political unconscious" of the period that produced them. Samuels calls attention to narrative elements underpinning all forms of anti-Semitic discourse—literary and non-literary alike—suggesting that the literary dimension of texts can bring key aspects of anti-Semitic ideology to the fore.

Finally, in "Postcolonialism and the Study of Anti-Semitism," **Bryan Chetty** (Univ. of Reading) examines

writings by anticolonial theorists and camp survivors at the end of the World War II—most prominently, Jean Améry, Aimé Césaire, Frantz Fanon, Albert Memmi, Primo Levi, and Jean-Paul Sartre. All of these thinkers, he notes, made connections between the history of genocide in Europe and European colonialism. His essay compares this strand of comparative thought with postcolonial theorists of the 1970s and 1980s, who sharply differentiate the histories of fascism and colonialism. Returning to the work of Hannah Arendt on similar topics, Cheyette seeks a more open-minded sense of historical connectedness with regard to the histories of racism, fascism, colonialism, and anti-Semitism—very much the agenda of the Roundtable as a whole.

The Roundtable does not entirely crowd out our usual features, however. The October issue also showcases a major intervention in queer history by **David Minto** (Durham Univ.). Minto's article, "Perversion by Penumbras: Wolfenden, Griswold, and the Transatlantic Trajectory of Sexual Privacy," provides a queer, transnational account of the US Supreme Court's 1965 articulation in *Griswold* of a constitutional right to privacy. Historians of sexuality, Minto argues, have neglected an alternative source of the articulation of privacy law: Britain's 1957 Wolfenden Report on homosexual offenses and prostitution, which recommended the decriminalization of gay sex. The report's emphasis on a "realm of private morality and immorality," Minto argues, captured the attention of those seeking to overturn state sodomy laws in the United States and inspired transatlantic legal debate that helped to make a sexual-privacy right

conceptually legible and politically realizable. Minto spoke about his article with one of the readers of the initial submission, Julio Capó Jr. (Univ. of Massachusetts Amherst), on our podcast, *AHR Interview* (<https://soundcloud.com/aha-historians/sets/ahr-interview>).

Minto's article accompanies another one of our "Reappraisal" essays, this one focusing on a pioneer gay historian, John Boswell. As **Mathew Kuefler** (San Diego State Univ.) reminds us in his extended historiographic reflection, Boswell's *Christianity, Social Tolerance, and Homosexuality*, first published in 1980, sparked immediate controversy because of its claims about the general tolerance toward homoeroticism among ancient Romans, early Christians, and the peoples of the early and high Middle Ages. Boswell famously asserted that there were "gay persons" who lived in these societies of the distant past and formed part of vibrant historical "gay subcultures." As Kuefler notes, this book helped establish the field of LGBTQ history. Scholars after Boswell have challenged, refined, and expanded his ideas, but he remains the starting point for most explorations of queer desires in ancient and medieval history. Our December 2018 issue will feature a follow-up historiographic essay on more contemporary queer history by Regina Kunzel (Princeton Univ.). **P**

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

## NEW FACES AT THE AHR

After three years of patient service as associate editor, Konstantin Dierks has departed on a much-deserved sabbatical leave. The *AHR* is pleased to announce that as of August 1, the new associate editor is Michelle Moyd. An associate professor of African history at Indiana University and associate director of IU's Center for Research on Race and Ethnicity in Society, Moyd is the author of *Violent Intermediaries: African Soldiers, Conquest, and Everyday Colonialism in German East Africa* (2014). She brings a wide range of expertise to the journal's editorial team. In addition to writing about colonial East Africa, her work focuses on the African history of World War I, European-African interactions, humanitarianism, and global colonial/imperial military history.

Also joining the staff are three new graduate editorial assistants: Maggie Fitzgerald, Jacob (Jake) Hagstrom, and Omar Siddiqi. Fitzgerald is a first-year PhD student in African history. She plans to study cultural resistance to apartheid and the intellectual projects emerging in South Africa in the 1970s. She will primarily handle reviews of books focused on the fields of sub-Saharan Africa, comparative/world/transnational history, Latin America and the Caribbean, and Oceania and the Pacific Islands. Hagstrom is a PhD candidate in American history. He is currently writing a dissertation about irregular military conflict in the Atlantic world. He will work on reviews of books on Canada and United States in the 20th century. Siddiqi is also ABD in American history. He studies discourses of Islam in colonial and early America. He will be handling Canadian and American books focused on the 19th century. Along with the four other editorial assistants, the three new staff members will play an essential role in maintaining the journal's efforts to review as many books and other media as we can.

KEVIN BOYLE

## DEPARTMENTAL SERVICE WITH A SMILE . . . MAYBE!

### *The First AHA Chairs' Workshop*

The most important conversation I ever had with a department chair lasted a couple of minutes. I was in my second year as an assistant professor at the University of Massachusetts Amherst, with two kids under two at home, an old car that had an unfortunate tendency not to start, and a new mortgage my wife and I could barely afford. That winter, I went to the AHA's annual meeting. While I was there, I learned that two of my grad school friends had recently been denied tenure at their institutions. In the way of assistant professors everywhere, I came home terrified that I'd be next.

So the first chance I got, I marched in to see my chair, the great American labor historian Bruce Laurie. I sat down across from him, told him what had happened, and asked

A portion of the conversation  
revolved around the inordinate  
demands of the modern American  
workplace.

what my chances were. We don't hire people we can't tenure, he said. That was it: a conversation so quick and ephemeral Bruce probably forgot about it by dinnertime. I've remembered it ever since.

I thought about it again toward the end of the AHA's inaugural chairs' workshop, held on June 27 and 28, 2018, at the American Bar Foundation in downtown Chicago. The Association's staff had planned the workshop to fill a clear professional need. At some point in their careers, many historians serve as department chairs. Their colleges or universities might give them some training as they start the job and—if they're lucky—some updating as they move through their terms. No matter how thoughtful those programs might be, though,

they can't speak to the specific disciplinary issues history chairs face. The AHA can.

For a relatively modest fee meant to cover expenses, the Association provided the 39 participants with a two-night hotel stay, two days of meals, and a packed program of pressing issues. About half the time, the group met as a whole in the Bar Foundation's gorgeous fourth-floor conference room, overlooking Lake Michigan. For the other half, they split into discussion sections, some of them divided by topic, others by institutional type: one for chairs from PhD-granting schools, another for chairs from non-PhD public universities, the third for chairs from private undergraduate institutions. The AHA provided facilitators for all the sessions, most of them with years of departmental and often college-level leadership behind them. Never having been a chair, much less a dean, I didn't have any of my own experiences to offer. So I mostly sat in the back and listened.

What I heard were practical people grappling with the disciplinary challenges of our time. They worked through a powerful session on hiring and maintaining diverse faculties, led by Scripps College's Rita Roberts and the University of Wisconsin-Madison's James Sweet. They talked about how they might persuade their institutions to raise contingent faculty pay. They exchanged strategies for building a departmental donor base, broadening graduate students' career options, redefining pedagogy for the digital age, reversing declining undergraduate enrollments, and calming panicked parents sure that their history-major children would never get jobs.

The AHA provided insights and supporting material from its recent initiatives on the undergrad curriculum, career diversity, and sexual harassment. But the sessions' energy came from the participants' eagerness to share their experiences. When I called my wife at the end of the first day, I spent an inordinate amount of time telling her about

a fabulous idea for offsetting Advanced Placement's effect on enrollments. Case Western Reserve University's chair, Kenneth Ledford, had described it during one of the breakout sessions. The moment he put it on the table, I was determined to pick it up and carry it back to my department.

In between the practicalities, another theme emerged, becoming most explicit toward the end of the second day. The previous afternoon, AHA executive director Jim Grossman had given the participants the chance to list topics they wanted to discuss. Over coffee the next morning, they chose the four they thought most important. Those topics then became the subjects of the last breakouts. Some participants went to each of the sessions. But the vast majority chose the one focused on dealing with the stress of being a chair.

A portion of the subsequent conversation revolved around the inordinate demands of the modern American workplace: the distended workweek, the expectation of constant

incredibly delicate task dropped in his lap as one small part of his day.

The participants didn't spend the final breakout session complaining about those responsibilities. Instead, they traded tactics for dealing with the pressure, in the pattern the workshop had set. In that last exchange of advice—sleep more, exercise more, don't answer emails before the sun comes up, don't get defensive, default to generosity—they were also giving themselves the freedom to acknowledge to their colleagues the weight of the work they'd taken on, something I suspect most of them can't do inside their departments. By providing them with that opportunity, the AHA was acknowledging it, too. Probably the practicalities mattered more. But I like to think that the chairs came away from the workshop feeling that—for a little while, at least—they'd gotten their due. **P**

*Kevin Boyle is vice president, Professional Division of the AHA.*

#### NOTE

- 1 John Ziker, "The Long, Lonely Job of Homo academicus," *The Blue Review*, March 31, 2014, <https://theblureview.org/faculty-time-allocation/>; Lydia Saad, "The '40-Hour' Workweek Is Actually Longer—by Seven Hours," *Gallup.com*, August 29, 2014, <https://news.gallup.com/poll/175286/hour-workweek-actually-longer-seven-hours.aspx>.

Most historians don't have professional responsibility for other people beyond the commitments of the classroom. For chairs, that's the heart of the job.

communication, the blurring of the line between home and office even as employers proclaim their commitment to balancing the two. Those who joined the session had good reason to be concerned. Firm data is impossible to find, but a recent, suggestive study says that, on average, department chairs put in 60 hours of work a week, about 20 percent more than the already bloated figure for white-collar workers in general.<sup>1</sup>

But the greater burden seemed to come from another direction. Most historians don't have professional responsibility for other people beyond the passing commitments of the classroom. For chairs, that's the relentlessly demanding heart of the job. They have to manage the formal processes that shape their colleagues' careers—hiring, tenure, promotion, retirement—and handle the countless informal interactions that can mean far more than is apparent in the moment, among them interactions like mine in Bruce Laurie's office long ago, when he had only a couple of seconds to size up the fear behind my visit and to find the right words to ease it: an

JULIA BROOKINS

## REACHING OUT

### *The AHA Forges Collaboration with HBCU Faculty*

In June, more than 25 historians and philosophers from historically black colleges and universities (HBCUs) met with AHA and American Philosophical Association (APA) staff at three focus groups in New Orleans, Atlanta, and Washington, DC, as part of the “Extending the Reach of Scholarly Society Work to HBCU Faculty” project. These focus groups were supported by a grant from the Andrew W. Mellon Foundation for the AHA and APA to work toward deeper collaboration between scholarly societies and faculty members at HBCUs. Participants came from Hampton University, Jackson State University, Mississippi Valley State University, Morehouse College, Texas Southern University, Tuskegee University, the University of Arkansas at Pine Bluff, and Xavier University of Louisiana among others.

Participants discussed how philosophers and historians at HBCUs can improve the work of scholarly societies, and how societies can improve access to the resources and academic networks they provide. What do historians and philosophers at HBCUs need to succeed as individual scholars and as disciplinary professionals advancing their institutions’ missions to serve African American students and communities? What might scholarly societies do to help? And how might supporting HBCU faculty help the AHA and the APA better serve all of their members?

Members of the project steering committee, along with AHA and APA staff, listened as historians and philosophers discussed their experiences with intense teaching and service commitments, tightly constrained budgets, and growing demands for research productivity. Focus group participants expressed strong interest in professional development programming, such as the AHA’s Tuning project, that would strengthen their departments and programs and provide tools to advocate for their disciplines.

The focus group conversations addressed specific concerns about the financial and leadership challenges that some HBCU institutions face, as well as concerns common to higher education faculty across the United States—the erosion of

traditional investments in liberal arts education and skepticism regarding the value of humanities education. In the midst of these institutional pressures, what kind of support and professional development opportunities can member organizations like the AHA and APA offer?

Some concrete ideas and insights emerged, including supporting efforts to recruit students and to offer professional development opportunities for faculty on specific pedagogical strategies. Faculty were especially interested in improving learning for those students who are not well prepared for college-level academic work when they matriculate.

Faculty also noted that it is more expensive for them to attend national conferences as Associations seldom meet in the South where almost all HBCUs are located. There are also widespread perceptions that the organizations are exclusive or not welcoming of colleagues from non-elite colleges or universities. Many HBCU faculty members have never attended an AHA annual meeting or an APA division meeting.

Faculty also asked for greater collaboration across institutions, welcoming the chance to meet under the auspices of a scholarly society. Finally, faculty noted that many existing fellowships and other opportunities have requirements that are structured for scholars who operate with more teaching and financial flexibility than is typical at HBCUs.

The AHA and the APA will reflect on the lessons from these conversations and the responses to an online survey of HBCU faculty. The project will continue to generate ideas for closer connections between scholarly societies and HBCU historians and philosophers. The AHA and APA will communicate project findings and insights in a report, to be released next year. In addition, AHA and APA meetings in January 2019 will include activities related to the project. Work on the project will continue through March 2019. More information can be found at [historians.org/HBCU-faculty](http://historians.org/HBCU-faculty). **P**

*Julia Brookins is special projects coordinator at the AHA.*

LIZ TOWNSEND

# NOMINATIONS INVITED FOR AHA OFFICES, TERMS BEGINNING JANUARY 2020

Under the AHA constitution and bylaws (Article VIII, Section 1; Article IX; and Bylaws 11 and 12), the executive director invites all members of the Association to submit to him, on or before January 6, 2019, recommendations for the following offices:

## President-elect

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

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

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

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

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

**Committee on Committees**, one position (nominations for large number of Association committees, including book awards and prizes; member begins serving immediately after election)

Members of the Council and elective committees *as of January 6, 2019*, are listed below. Positions being replaced in the June 1–July 15, 2019, elections are in **bold**.

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

## Presidents

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

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

2022 Mary Lindemann, Univ. of Miami (early modern Europe, medicine)

## Professional Division

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

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

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

2022 Nerina Rustomji, councilor, St. John's Univ., New York (Middle East, Islamic world)

## Research Division

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

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

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

2022 Christopher R. Boyer, councilor, Univ. of Illinois at Chicago (environmental and social history of Mexico)

## Teaching Division

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

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

2022 Laura McEnaney, vice president, Whittier Coll. (World War II and postwar, working class/gender/race)

2022 Alexandra Hui, councilor, Mississippi State Univ. (European science and culture, modern Germany, sensory and environment)

## At Large

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

## Nominating Committee

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

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

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

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

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

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

2022 Daniel Greene, Northwestern Univ. and guest curator, US Holocaust Memorial Museum (public history/museums, Holocaust/American response)

2022 Akiko Takenaka, Univ. of Kentucky (Japanese war responsibility/reconciliation, cultural heritage, gender)

2022 Karin Wulf, Omohundro Inst. of Early American History & Culture, Coll. of William & Mary (early America, women and gender, family)

## Committee on Committees

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

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

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

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

Suggestions should be submitted by email to executive director James Grossman at [jgrossman@historians.org](mailto:jgrossman@historians.org). Please specify the academic or other position and the field of the individual, and include a brief statement of their qualifications for the position. Refer to the *Statement on Diversity in AHA Nominations and Appointments* ([historians.org/ahadiversity](http://historians.org/ahadiversity)), which was drafted in the hope that it will encourage members to suggest more individuals from diverse backgrounds for both appointments and nominations. All suggestions received will be forwarded to the Nominating Committee for consideration at its meeting on February 22 and 23, 2019.

## Schedule for Nominations and Elections of AHA Officers

January 6, 2019	Deadline to make suggestions to executive director.
February 22–23, 2019	Nominating Committee meets to determine slate.
March–April 2019	Slate published online and in <i>Perspectives on History</i> .
June 1, 2019	Ballot emailed to AHA members.
July 15, 2019	Deadline to return ballots.
August–September 2019	Results announced online and in <i>Perspectives on History</i> . Committee on Committees elected member begins term of office immediately.
January 5, 2020	Results announced at business meeting during 134th annual meeting in New York.
January 6, 2020	Individuals begin terms of office.



## Magda Ádám

1925–2017

Diplomatic Historian

Magda Ádám, one of Hungary's foremost diplomatic historians, died on January 27, 2017. Despite having experienced the past century's darkest times, she lived a remarkable life of courage, generosity, and professional accomplishment.

Magda was born in a large, close-knit Jewish family in the tiny village of Turi Remety in Subcarpathian Ruthenia, the legendary 4,500-square-mile region ruled by five different states in the 20th century. Her idyllic youth ended abruptly in the spring of 1944, after German troops invaded Hungary. Except for her brother, who had been conscripted into a labor unit, Magda and her entire family were deported to Auschwitz, and only she and two sisters survived captivity as slave laborers.

After liberation, Magda went to Budapest, where she married her childhood sweetheart, György Ádám. Like many returnees, she joined the Communist Party, which had promised protection in the new Hungary, but even before 1956, she had become disillusioned with Soviet control and repression.

Magda was trained at Loránd Eötvös University, where she received her MA and PhD in history. In 1955, she was appointed to the Institute of History of the Hungarian Academy of Sciences, where she remained until her retirement.

Magda's principal focus was on interwar east central Europe, which had been a highly sensitive subject in Hungary before 1956. Not only had the official government line been hostile toward the Western powers, but communist solidarity had restrained Hungarian scholars from critiquing their neighbors' policies toward each other.

By the time Magda entered the profession, equipped with six languages and a zest for archival research, the political atmosphere had grown less repressive. She quickly moved into the vanguard of Hungarian scholars of the Paris Peace Conference; British, French, and US diplomacy toward east central Europe; the Little Entente; and the minority problems in the region. Magda also braved the regime's lingering

ideological constraints by investigating Hungarian foreign policy in the interwar period, one that shifted between nationalist irredentism and pragmatism.

Scrupulous in evaluating evidence and the existing historiography, Magda became an exceptionally productive historian, producing eight books, among them *The Versailles System and Central Europe*; 15 edited volumes, including the magisterial 5-volume *Documents diplomatiques français sur l'histoire du bassin des carpathes*; and some 50 articles in Hungarian, French, German, and English on issues such as ethnicity and nationalism in the successor states, and the Munich Crisis and Hungary.

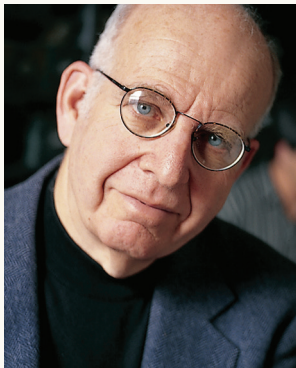
Behind her remarkable grasp of the essential details and the larger picture along with her clear and objective prose, there was Magda's passion for justice: to rehabilitate those who had been maligned by ideologically driven scholars and to revise those who had received undeserved praise based on political motives. Among her numerous scholarly honors were fellowships at St. Hilda's College, Oxford; the École Pratique des Haute Études in Paris; the Consiglio Nazionale della Ricerche in Rome; and the Woodrow Wilson International Center for Scholars in Washington, DC.

Magda was also a master teacher. Beginning in 1983, she began directing a small seminar for advanced students of the Loránd Eötvös University, which, according to one of them, opened them to international history, teaching them to analyze documents in their original language and context, scrutinize every diplomatic actor, recognize the interplay between strong and weak powers, and resist the allure of dogmas.

Magda Ádám was a deeply refined and elegant woman who was also an avid tennis player. Devoted to her family and her friends, she was a graceful conversationalist, displaying wit, wisdom, and compassion. An inveterate traveler, she also loved her large and comfortable apartment in the Buda hills, where she enjoyed preparing delicacies for her students and visitors. Magda's devotion to her country and its future were eloquently displayed in June 1989, when, at a conference dinner in Washington, she led a toast on the occasion of Imre Nagy's reburial in Budapest.

Magda is survived by her daughter, grandson, and three great-grandchildren. Her memory will also be cherished by her grateful former students and her friends and colleagues.

László Borhi  
Indiana University  
Carole Fink  
The Ohio State University



## Ira Berlin

1941–2018

Historian of Slavery  
and Freedom

*Courtesy of John T. Consoli*

A towering historian of the African American experience, Ira Berlin, distinguished university professor at the University of Maryland, passed away on June 5, 2018, at the age of 77. Stretching over five decades, Berlin's scholarship transformed understandings of African American history and made struggles over slavery and freedom central to North American history. Known for his generous and spirited camaraderie with faculty, staff, and students alike, Berlin made an inestimable impact through his scholarship and teaching and in service to his profession and university.

Born on May 27, 1941, Berlin grew up in the Bronx, the son of Louis and Sylvia Berlin. He attended the University of Wisconsin, receiving a BA in chemistry (1963), then a PhD in history (1970). His dissertation became his first book, *Slaves Without Masters: The Free Negro in the Antebellum South* (1974). It articulated themes that would remain central to his work: that African American history differed greatly depending on geography and economic status, and that understandings—and experiences—of freedom and slavery changed over time. In the early 1970s, he taught at Federal City College in Washington, DC (where his colleagues included C.L.R. James), before taking an appointment at the University of Maryland, College Park, in 1974. In 1976, Berlin founded the Freedmen and Southern Society Project, serving as its director until 1991. That project has analyzed, annotated, and published thousands of primary documents that profoundly reshaped interpretations of African American history during the Civil War and early Reconstruction.

*Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998) proved to be Berlin's most influential book, winning the Bancroft Prize, the Frederick Douglass Prize, and many others. This magisterial study demonstrated the complexity of slavery and the ways it, and constructions of race more broadly, changed over time as both slaves and masters shaped the institution. Berlin approached the history of slavery and emancipation as a labor historian—insisting often that slavery must be included as a central part

of American labor history—yet his capacious approach expanded to explore the history of culture, kinship, and social relations. He also grew increasingly interested in migration, as seen notably in his books *Generations of Captivity: A History of African-American Slaves* (2003; winner of the AHA's Albert J. Beveridge Award) and *The Making of African America: The Four Great Migrations* (2010).

Through his scholarship and teaching, Berlin shaped the intellectual development of many generations of scholars. As adviser or via the Freedmen and Southern Society Project, he mentored many of the most influential historians working in the United States today. He served the University of Maryland as dean of undergraduate studies and dean of the College of Arts and Humanities. In 2011, he co-founded at the University of Maryland (with the present author) the Center for Global Migration Studies, to advance knowledge of migration from a global perspective. Berlin's work on this center reflected his determination that historical knowledge be deployed to address contemporary social problems. In 2012, he observed that nowhere on campus was there a representation of the life of Frederick Douglass, whom Berlin characterized as “surely the most important person ever to walk the earth of our state.” Berlin began an initiative to honor Douglass, leading to the inauguration in 2015 of Frederick Douglass Square, a plaza featuring an inspiring statue of the fiery abolitionist as a young man. To Berlin's joy, the plaza immediately became the rallying place for Black Lives Matter protests on campus.

His friends, colleagues, and students remember Ira Berlin as a man with a capacious intellect, a warm heart, a fine sense of humor, tremendous energy, and an egalitarian spirit. His many collaborations speak to his love of intellectual community. Berlin's accomplishments led him to receive innumerable grants, honors, and awards. In 2002–3, he served as president of the Organization of American Historians, and in 2004, he was elected to membership in the American Academy of Arts and Sciences. In 2014, Harvard University awarded him the W.E.B. DuBois Medal. And in 2016, the American Historical Association presented Berlin with its Award for Scholarly Distinction.

Berlin is survived by his wife, Martha Chait Berlin; his son, Richard Berlin; his daughter, Lisa Berlin Wittenstein; and three grandchildren.

Julie Greene  
*University of Maryland, College Park*



## Arnold Hirsch

1950–2018

Historian of Urban America

*Courtesy of Al Kennedy*

Arnold Hirsch, professor emeritus at the University of New Orleans (UNO), passed away after a long struggle with Parkinson's disease at his home in Chicago on March 19, 2018.

Hirsch spent his entire academic career at UNO. Hired in 1979, he gained quick promotions with his pathbreaking research and great productivity. He served as chair of the department, was appointed University Research Professor in 1997, and was installed as the new Herman L. Midlo Endowed Chair in 2000. He also directed the Midlo Center for New Orleans Studies. Hirsch served as a visiting professor at the University of Michigan and Harvard University. He was a much-sought-after public intellectual and regularly commented in the national media on race and the American city, particularly after Hurricane Katrina.

Hirsch is remembered by his many students and colleagues at UNO for his collegiality and legendary dry wit. UNO historian John Fitzmorris III remarked, "A professor who invoked Mel Brooks was one to be cherished." One of his former students, Loyola University historian Eric Hardy, commented on Hirsch's great generosity and noted, "He was patient, encouraging, and practical, particularly when reminding his advisees about the goals and strategies of conducting research, what he called the 'detective work.'" Professor emeritus Warren Billings praised his unfailing collegiality: "He quickly established himself as a popular teacher and a diligent departmental citizen."

Hirsch was a Chicagoan through and through—he was born and raised there. He earned all of his degrees at the University of Illinois at Chicago. He wrote his dissertation under the direction of Gilbert Osofsky and Robert Remini; in 1983, it became *The Making of the Second Ghetto: Race and Housing in Chicago, 1940–1960*. The University of Chicago Press reissued this seminal book in 1998.

*The Making of the Second Ghetto* is justly seen as a classic in American urban history. Thomas J. Sugrue, now a leader in urban history at New York University, met Hirsch as a graduate student at Harvard, when Hirsch was a guest professor there. In a warm tribute to Hirsch, he noted that this book was groundbreaking in its analysis of the societal and institutional forces that produced racial segregation in Chicago's housing. Hirsch's research agenda was sparked by his personal experience with the Chicago riots following the assassination of Martin Luther King Jr. in 1968. Ta-Nehisi Coates, national correspondent for *The Atlantic*, concluded in a tribute to Hirsch: "If you want to understand modern Chicago, you can't do without Hirsch's work."

Hirsch continued to engage Chicago's urban politics and ethnic history throughout his academic career, contributing key entries to the *Encyclopedia of Chicago* as well as chapters on Mayor Martin Kennelly as a "mugwump" in the Chicago machine in *The Mayors* (1987) and "The Cook County Democratic Organization and the Dilemma of Race" in *Snowbelt Cities* (1990). He also engaged the literature on whiteness in immigration discourses in "E Pluribus Duo? Thoughts on 'Whiteness' and Chicago's 'New' Immigration as a Transient Third Tier," in a prizewinning article in the *Journal of American Ethnic History*.

Spending his academic life in New Orleans, Hirsch applied his lessons about the politics of race and segregation from Chicago to the Crescent City. With his colleague and mentor at UNO Joseph Logsdon (himself a Chicagoan), he co-edited another classic in urban history: *Creole New Orleans: Race and Americanization* (1992). With his essay "Harold and Dutch: A Comparative Look at the First Black Mayors of Chicago and New Orleans" (1997), he presented initial work on a book about "Dutch" Morial, the first black mayor of New Orleans, a project his health did not allow him to finish. Experiencing Hurricane Katrina in 2005, he contributed to a special issue in the *Journal of American History* (2007) the key essay "Fade to Black: Hurricane Katrina and the Disappearance of Creole New Orleans."

Arnold Hirsch's work on race relations and housing segregation in American cities after World War II defined the field and played a seminal role in urban history. Chicago and New Orleans were his premier "laboratories," but his work echoes far beyond these two cities.

Günter Bischof  
*University of New Orleans*

# 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](http://careers.historians.org).



## NEW YORK UNIVERSITY, ABU DHABI

Abu Dhabi

### Humanities Research Fellowships for the Study of the Arab World

The NYU Abu Dhabi Research Institute invites scholars who wish to contribute to the vibrant research culture of NYUAD's Saadiyat campus to apply for a residential fellowship, starting September 2019. The Institute welcomes applications from scholars working in all areas of the Humanities related to the study of the Arab world, its rich literature and history, its cultural and artistic heritage, and its manifold connections with other cultures. This includes, among others, (early) Islamic intellectual history and culture, any areas of particular relevance to the Gulf and MENASA regions, as well as projects thematically connected to existing research projects and initiatives at NYUAD's divisions of Arts & Humanities and Social Sciences (see <https://nyuad.nyu.edu/en/research.html>). Both distinguished scholars with an established reputation and promising young scholars who are in the beginning of their career can apply for a senior or postdoctoral research fellowship. The program awards one-year senior fellowships and one-/two-year postdoctoral fellowships. Each fellow receives a competitive stipend commensurate with experience, housing, health insurance, work/office space on campus, full access to NYUAD's library facilities (with close connections to NYU's main library in New York), research

allowance, an opportunity to host a small workshop funded by the Research Institute, and support for travel to and from Abu Dhabi. We expect successful candidates to commence their appointment on September 1, 2019, pending final budgetary and administrative approval. The fellowship program is hosted by the NYU Abu Dhabi Research Institute. For more information, please visit <https://nyuad.nyu.edu/en/research/centers-labs-and-projects/humanities-research-fellowship-program.html>. Applications are due November 1, 2018. For questions, please reach out to Alexandra Sandu (Assistant Director), [alexandra.sandu@nyu.edu](mailto:alexandra.sandu@nyu.edu).



## 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://equityucla.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 the UC Nondiscrimination & Affirmative Action Policy.

### CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

San Bernardino, CA

**Ancient/Late Antique/Medieval.** The Department of History at California State University-San

Bernardino (CSUSB) invites applications for a full-time, tenure track, assistant professor of ancient, late antique, or medieval history beginning September 2019. Our search encompasses all fields of antique or medieval European and Mediterranean history, c. 800 BCE and later, but preference will be given to candidates who examine ancient Rome and Greece and their connections with the Mediterranean world. California State University, San Bernardino is located in San Bernardino in the Inland Empire, 60 miles east of Los Angeles. CSUSB offers programs through the colleges of Arts and Letters, Business and Public Administration, Education, Natural Sciences, Social and Behavioral Sciences and operates a satellite campus in Palm Desert located in Coachella Valley. CSUSB serves approximately 20,700 students and offers 47 undergraduate, 35 graduate and one doctoral degree as well as 13 programs with national accreditation. CSUSB is designated as a Hispanic Serving Institution and is committed to creating a diverse and inclusive academic community and building a culturally diverse faculty. Qualified applicants with experience in ethnically diverse settings and/or who demonstrate a commitment to serving a diverse student population are strongly encouraged to apply. We are particularly interested in receiving applications from women and members of historically underrepresented groups. The successful candidate for this position is expected to teach and develop upper and lower division courses on the ancient and medieval world in their field of interest and be able to offer core undergraduate courses such as Ancient and Medieval Europe, History of Ancient Greece, History of Ancient Rome, and World

## 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](http://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](http://www.historians.org/standards); Guidelines for the Hiring Process, [www.historians.org/hiring](http://www.historians.org/hiring); and Policy on Advertisements, [www.historians.org/adpolicy](http://www.historians.org/adpolicy).

History to c. 1500. The Department of History offers courses across all areas of the world and temporal time periods. Courses are offered in the areas of African, Asian, European, Latin American, Middle Eastern, and United States history. Courses are often integrative and are constantly updated to reflect new areas of interest and faculty expertise. The department also houses the university's Egyptologist and welcomes a visiting Egyptologist for a term each year. The successful candidate's courses may help complement CSUSB's coming certificate on the study of Ancient Egypt. Salary will be commensurate with background and experience. CSUSB actively encourages qualified applicants to apply who demonstrate a commitment to serving a diverse student population and advancing student success through highly engaged, high impact educational practices. Please submit the name, telephone number and email address of three references and three confidential letters of recommendation from individuals qualified to comment, a writing sample, copies of syllabi of courses taught or proposed, and copies of all postsecondary degrees (official transcripts will be required prior to appointment). Letters of recommendation can be sent to [facultyrecruitment@csusb.edu](mailto:facultyrecruitment@csusb.edu). Also include a Diversity Statement detailing how your teaching and/or service and/or scholarship would support the success of students from racial, ethnic, and gender backgrounds that are underrepresented in your academic field. (Maximum 250 words). Formal review of applications will begin October 31, 2018, and continue until the position is filled. To find out more about the Department of History please visit <https://csbs.csusb.edu/history>. If you are interested in this opportunity, we invite you to apply at <https://www.governmentjobs.com/careers/csusb/jobs/2187171>. Salary is commensurate with experience. California State University, San Bernardino is an AA/EOE. We consider qualified applicants for employment without regard to race, religion, color, national origin, ancestry, age, sex, gender, gender identity, gender expression, sexual orientation, genetic information, medical condition, disability, marital status, or protected veteran status. Visit the Human Resources website at <https://www.csusb.edu/human-resources/employment> for additional policies for applicants. The successful candidate is expected to hold a PhD in History or related field by time of appointment, provide

evidence of effective teaching, high-quality scholarly research, and be able to provide service to the university and the community.

#### 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](mailto: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.



DELAWARE

#### 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](mailto: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.



#### AGNES SCOTT COLLEGE Decatur, GA

**Africa/African Diaspora.** The Agnes Scott College History Department invites applications for a tenure-track position at the assistant rank in the history of Africa or the African Diaspora. The 3/2 teaching load will include a survey of African history, an upper-level course in the history of the African Diaspora, courses in the candidate's specialty and a contribution to Summit, Agnes Scott's global learning and leadership development initiative for all students. PhD in history must be completed by the beginning of the appointment (August 2019). The successful candidate will possess teaching experience and a commitment to working with a socially and economically diverse student population. To apply, submit cover letter, CV, and three recent letters of recommendation by October 15, 2018, to [facultysearch@agnesscott.edu](mailto:facultysearch@agnesscott.edu) (please include "History

Search" in subject line) or to Mary Cain, Dept. of History, 141 E. College Ave., Decatur, GA 30030. Additional materials—including syllabi, teaching evaluations, writing sample, and graduate transcripts—will be solicited from selected applicants later in the search process.



#### HISTORIC NEW ORLEANS COLLECTION New Orleans, LA

**Dianne Woest Fellowship in the Arts and Humanities.** The Dianne Woest Fellowship in the Arts and Humanities supports scholarly research on the history and culture of Louisiana and the Gulf South. While THNOC resources should play a central role in the proposed research agenda, fellows are also encouraged to explore other research facilities in the Greater New Orleans area. The Woest Fellowship is open to doctoral candidates, academic and museum professionals, and independent scholars. US citizenship is not required, but applicants should be fluent in English. Fellows will be expected to acknowledge THNOC in any published work drawing on fellowship research. Applicants are considered without regard to race, color, religion, national origin, gender, age, disability, or any other protected status. The fellowship includes a stipend of \$4,000. Fellows may select their period(s) of residence, but all research must commence and conclude during the specified fellowship term (April 1, 2019–March 31, 2020). Applications for the 2019–20 Woest Fellowship are due November 15, 2018, to <https://www.hnoc.org/node/158>. Recipients will be announced February 1, 2019. Applicants are encouraged to familiarize themselves with THNOC's resources by visiting the Research page at <https://www.hnoc.org/node/26> and browsing our holdings via our online public access catalog. Fellowship applications may be downloaded from the website. For more information, consult our FAQ or email Jason Wiese at [jasonw@hnoc.org](mailto:jasonw@hnoc.org). The Historic New Orleans Collection gratefully acknowledges the generosity of Dianne Audrey Woest (1935–2003), a graduate of Southeastern Louisiana University, former president of the New Orleans Council for International Visitors, and true friend of the arts. Through a planned giving arrangement, Woest designated The

Collection as a beneficiary of her estate.



#### UNIVERSITY OF MARYLAND, COLLEGE PARK College Park, MD

**African American.** The Department of History at the University of Maryland seeks an assistant, associate, or full professor in the field of African American History. Applications from scholars in all areas of specialization from the colonial period to the present are welcome. A strong record of research and teaching is required. The successful candidate will actively research and publish, teach graduate and undergraduate history courses, mentor graduate students, serve on administrative committees, and participate fully as a faculty member in the department. For best consideration, applicants should submit a letter describing their scholarly and teaching interests and achievements, along with a CV, a writing sample (approximately 30 pages), and the names and contact information for three recommenders to <https://ejobs.umd.edu/postings/62668> by November 5, 2018. Recommenders will be invited to submit their letters of reference online. Interviews will be conducted at the annual meeting of the American Historical Association (Chicago, January 3–5, 2019). If you have questions about the position or the application process, please contact department coordinator Gail Russell ([gruss@umd.edu](mailto:gruss@umd.edu)), or Professor Michael Ross ([maross@umd.edu](mailto:maross@umd.edu)), chair of the search committee. The University of Maryland, College Park is an ADA/AA/EOE committed to diversity in its employment and educational programs, thereby creating a welcoming environment for everyone. We actively subscribe to a policy of equal employment opportunity, and will not discriminate against any employee or applicant because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, political affiliation, and gender identity or expression. Minorities and women are encouraged to apply. This search is contingent upon the availability of funds.



#### BOSTON UNIVERSITY Boston, MA

**African American Studies/History.** The African American Studies Program at Boston University invites applications for a tenure-track, assistant professor position, beginning July 1, 2019, pending budgetary approval. This position will be joint between the Department of History and the African American Studies program, and we seek a colleague whose scholarship focuses on African American experiences, with a particular ability to teach courses on the modern United States. Areas of specialization are open. Boston University expects excellence in teaching and research and is committed to building a culturally diverse faculty and a multicultural learning environment. Candidates must have completed all requirements for the PhD by the date of appointment. Initial applications should be submitted to <https://academicjobsonline.org/ajob/jobs/11691> and include a cover letter describing your teaching and research interests and professional experience addressed to Professor Louis Chude-Sokei, Chair, Search Committee; CV; two samples of your scholarly writing; and three letters of reference, sent directly by your referees. Review of applications will begin October 5, 2018, and will continue until the position is filled. Preliminary interviews will be held via Skype. We are an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor. Women and minorities are especially encouraged to apply.

#### 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](mailto: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://academic.jobsonline.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](mailto: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.

### WILLIAMS COLLEGE

Williamstown, MA

**20th-Century African American.** The Department of History at Williams College seeks to make a tenure-track appointment at the rank of assistant professor in 20th-century African American history, to start July 1, 2019. The Department welcomes all areas of specialization, but is especially interested in applications from those whose research interests and/or teaching portfolio encompass the

Caribbean or interactions between North America and the Caribbean. The candidate should be a committed and imaginative scholar with a PhD in hand or expected by September 2019. The Department also expects the successful candidate to teach a survey of 20th-century African American history in addition to more specialized courses, and to participate in teaching the modern US history survey. The History Department has demonstrated success in developing a diverse faculty, and we are especially interested in candidates from underrepresented groups as well as individuals who have experience working with diverse student populations. Information about the department can be found at <https://history.williams.edu>. Please send the following application materials to the department chair, Anne Reinhardt, via Interfolio (<http://apply.interfolio.com/52760>): a letter of application which includes a summary of current and future scholarship, teaching interests and experience, and ability to work with a broadly diverse student population; a CV; a separate brief description of suggested courses; and three letters of recommendation. The deadline for receipt of materials is Friday, November 2, 2018. All offers of employment are contingent on completion of a background check. Further information is available at <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy/>. Williams is a coeducational liberal arts college located in the Berkshires of western Massachusetts. The college has built its reputation on the teaching and scholarship of its faculty and on the academic excellence of its approximately 2,000 students. Please visit the Williams website at <http://williams.edu>. Beyond meeting fully its legal obligations for non-discrimination, Williams is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.



### UNIVERSITY OF MINNESOTA, TWIN CITIES

Minneapolis, MN

**Comparative Genocide and International Human Rights.** The Department of History in the College of Liberal Arts, University of Minnesota, Twin Cities, invites applications for the position of tenure-track assistant professor of history in comparative genocide and

international human rights to begin in fall semester 2019 (August 26, 2019). We are especially interested in candidates working in 20th-century Europe who could teach courses on comparative genocides and comparative human rights, as well as our courses on the history of the Holocaust and the history of Nazi Germany. The department seeks scholars whose work engages with critical issues in this growing and vital field. We are particularly interested in scholars whose research has the potential to enter into conversation with other fields of history that are represented in the department, including but not limited to the social and cultural histories of race, gender and sexuality, indigeneity, colonialism, empire, historical memory, and migration. Candidates whose work is interdisciplinary are also strongly encouraged to apply, especially scholars who can engage with our programs at the University of Minnesota in Heritage Studies and Public History and/or Human Rights. The Department of History has a strong commitment to diversity. We encourage scholars from underrepresented groups to apply. We welcome experience working with diverse students, in multicultural environments, and interest in developing curricula related to diverse populations. Appointment will be 100% time over the nine-month academic year (late August to late May). Appointment will be at the rank of tenure-track assistant professor, depending on qualifications and experience, and consistent with collegiate and University policy. A completed PhD or foreign equivalent in history or in a related field with a focus on history, in hand before beginning the appointment (August 26, 2019), and a dissertation on a topic appropriate to the position are required. Candidates must demonstrate scholarly excellence with evidence of potential for scholarly distinction and an ability to teach at both the undergraduate and graduate levels. Salary is competitive. Candidates will be evaluated according to overall quality of their academic preparation and scholarly work, relevance of their scholarly research to the department's academic priorities and fields of inquiry, evidence of commitment to teaching and skills as a teacher, and strength of recommendations. Applications must be submitted online at the Application Page at <http://employment.umn.edu>. The posting number is 325877. The following materials must be attached to your online applications: letter of

application, CV, and a writing sample under 30 pages as a separate attachment in “My Activities.” Candidates advancing in consideration will be asked to provide a longer writing sample and three letters of recommendation. Additional materials may be requested from candidates at a later date. Questions may be directed to [histsrch@umn.edu](mailto:histsrch@umn.edu). The priority deadline for application materials is October 14, 2018. This position will remain open until filled.



## 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](mailto: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.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](mailto: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>.



## NEW JERSEY

### PRINCETON UNIVERSITY

Princeton, NJ

**Brazil.** Assistant professor, tenure track, or tenured associate professor. Anticipated start date: September 1, 2019. The Department of History at Princeton University invites applications from scholars who specialize in modern Brazilian history. The time period and field of specialization are open, but the search will prioritize scholars who enhance existing thematic strengths in the department, including but not limited to: environmental history, transnational history, political history, the trans-Atlantic slave trade, slavery and race, gender and sexuality, and post-emancipation society. The candidate should be prepared to offer an undergraduate lecture course on the history of Brazil, as well as upper level undergraduate courses and graduate seminars on specialized aspects of this history. Review of files will begin October 8, 2018. Applicants should provide a letter of application, curriculum vitae, research statement outlining the dissertation or book as well as future plans, and one chapter- or article-length writing sample. Applicants should also provide contact information for at least three recommenders as part of the online application process. For candidates who do not yet have a PhD, the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2019. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy. Please apply online at <https://www.princeton.edu/acad-positions/position/7841>.

### SHELBY CULLOM DAVIS CENTER FOR HISTORICAL STUDIES

Princeton, NJ

**Law and Legalities Fellowship.** During the 2019–20 academic year, the Shelby Cullom Davis Center for

Historical Studies will focus on the topic of “Law & Legalities.” This seminar will bring together visiting scholars working on law in societies around the world and throughout human history, on topics including (but not restricted to) state administration, gender and sexuality, race, religion, property, science, environment, technology, war, migration, commerce, medicine, disability, incarceration, and human rights. How have legal, illegal, quasilegal, and extra-legal forms of social order interacted in different periods and places? We will consider the historical possibilities and predicaments that have emerged within legal and juridical systems (both “hard” and “soft”), as well as the conflicts that have arisen from the overlapping jurisdictions of custom, community, religion, nation-state, empire, and international bodies. Fellowships are awarded to employed scholars who are expected to return to their position. Verification of employment and salary will be requested prior to approval by the Dean of the Faculty. PhD required. To apply for a visiting position, please visit <https://www.princeton.edu/acad-positions/position/7661>. The deadline for receipt of applications and letters of recommendation for fellowships is December 1, 2018, 11:59 p.m. EST. Applicants must apply online and submit a CV, cover letter, research proposal, abstract of proposal, and contact information for three references. Princeton University is an AA/EEOE and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, protected veteran status, or any other characteristic protected by law.



## NEW YORK

### COLUMBIA UNIVERSITY

New York, NY

**20th-Century US Political.** The Department of History at Columbia University seeks to hire a scholar at the rank of tenure-track assistant professor in the field of 20th-century US political history to begin July 1, 2019. The successful candidate will teach, in addition to areas of personal interest, core US history courses on such topics as the Progressive Era, the New Deal, postwar United States, and so forth. Advanced assistant professors will be considered. The successful applicant

will show evidence of innovative scholarship and experience with teaching and advising, and have the PhD in hand by July 1, 2019. Applications should include a letter of interest, CV, teaching statement, 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=66797>. Review of applications will begin on October 15, 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.

**US Latino/a.** The Department of History at Columbia University seeks to hire a scholar at the rank of tenure-track assistant professor in the field of US Latino/a History with a preference for Mexican-American/Chicano/a History to begin July 1, 2019. Candidates may specialize in any period. Teaching responsibilities will include graduate and undergraduate courses. The successful applicant will show evidence of innovative scholarship and experience with teaching and advising, and have the PhD in hand by July 1, 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=66792>. Review of applications will begin on October 15, 2018. Columbia University is an affirmative action, equal opportunity employer. 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.

## UNIVERSITY OF ROCHESTER

Rochester, NY

**Clark Chair in Early Modern European History.** The Department of History at the University of Rochester invites applications for the

Gladys I. and Franklin W. Clark Chair in History. Candidates should be in the field of early modern European history (broadly understood to mean the period from roughly 1600 to 1815 and all areas of Europe, including northern and western Europe, the Balkans, Mediterranean, Scandinavia, and eastern/central Europe). We are looking for an established, mid-career scholar at the associate or full professorial rank who will complement existing and developing strengths in our graduate and undergraduate programs. We welcome all approaches to historical study and encourage applications from those versed in interdisciplinary and digital methodologies. In general, we seek a recognized scholar who is eager to find creative ways to work with several different departments and participate in the University of Rochester's new Early Worlds Initiative as well as its burgeoning Humanities Center. The University of Rochester has a strong commitment to diversity and actively encourages applications from groups underrepresented in higher education. To apply, visit <http://www.roc.edu/faculty-recruiting> and submit a letter of application, CV, article-length writing sample, and the names and contact information for three references by November 1, 2018. Review of applications will begin on November 1 and continue until the position is filled. For more information about the position or the Department of History, please contact Stewart Weaver, Interim Chair, Department of History, University of Rochester ([stewart.weaver@rochester.edu](mailto:stewart.weaver@rochester.edu)). The University of Rochester, an EOE, has a strong commitment to diversity and actively encourages applications from candidates from groups underrepresented in higher education. Minorities/Females/Protected Veterans/Disabled/EOE.

## 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 October 15, 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 November 1, 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.

## 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).

## RHODE ISLAND

### BROWN UNIVERSITY

Providence, RI

**Rome and Latin Prose.** The Department of Classics at Brown

University has been authorized to announce a search for a full-time tenure-track assistant professorship in Roman history and Latin prose, to begin July 1, 2019. The Department invites applications for this position. In addition to the area/s of their own specific research interests, the successful candidate will be expected to contribute to the core areas of Roman history teaching, and will both complement and extend the research range of current Brown faculty. Evidence and promise of success in college-level teaching and in research are prerequisites for this position, as is the PhD, which must be in hand by July 1, 2019. This position carries a 2-2 teaching load with a full-salary, research leave prior to tenure review, and generous sabbatical policy for tenured faculty. Candidates should submit a letter of application, a CV, and a sample of scholarly writing (no more than 30 pages) to the Department's Interfolio site, <https://apply.interfolio.com/52711>, to which three letters of recommendation should also be sent directly by the applicants' recommenders. Applications received by November 1, 2018 will be assured of full consideration. The Department plans to contact shortlisted candidates in late November, 2018 in order to arrange preliminary interviews at the SCS/AIA annual meetings in San Diego (January 3-6, 2019). Inquiries about this position may be directed to [John\\_Bodel@brown.edu](mailto:John_Bodel@brown.edu). Brown University is committed to fostering a diverse and inclusive academic global community; as an AA/EOE, Brown considers applicants for employment without regard to, and does not discriminate on the basis of, gender, race, protected veteran status, disability, or any other legally protected status.



#### **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 nondiscrimination policies and may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, [accessequity@smu.edu](mailto:accessequity@smu.edu). Hiring is contingent upon successful completion of a background check.

#### **RICE UNIVERSITY** Houston, TX

**Medical Humanities.** The School of Humanities at Rice University in Houston, Texas, seeks applicants for an open-rank, tenured or tenure-track position as assistant, associate or full professor in medical humanities, focusing on US history of medicine, global health histories, or ethical issues in health, including research emphasizing race, gender, and sexuality. Appointment of the candidate will be in the relevant Humanities department. PhD in related field required at time of appointment. Applicants should be prepared to teach regularly

offered undergraduate and graduate courses in medical humanities, along with courses in their own field of expertise. The normal course load in the Humanities is 2:2. The application process is entirely web-based. Upload a letter of application, CV, a writing sample of ca. 25 pages, evidence of teaching excellence, and arrange to have three letters of recommendation sent (for tenured candidates: names of three referees) by November 1, 2018, to the attention of Prof. Kirsten Osherr, Search Committee Chair, Office of the Dean of Humanities. The RICEWorks link for applications is <http://jobs.rice.edu/postings/16254>. The Medical Humanities program was launched at Rice University in the fall of 2016 in response to student demand, faculty interest, and nationwide recognition that well-rounded students with humanities training bring valuable skills to health care and clinical research. The program takes a multidisciplinary approach to teaching and research on human experiences of health and illness. We aim to increase equity and inclusiveness through learning focused on social and cultural history, diversity, ethics, and health disparities. The School of Humanities has identified Medical Humanities as a strategic priority that advances the university's Vision for the Second Century (V2C2). Our program has strong collaborations with institutions in the Texas Medical Center, including the University of Texas Schools of Medicine and Public Health, Baylor College of Medicine, and numerous community organizations.



#### **UNIVERSITY OF WISCONSIN-MADISON** Madison, WI

**American Indian Studies.** The American Indian Studies Program and the Department of History at the University of Wisconsin-Madison invite applications for an Assistant Professor (tenure track) in North American Indian History. The appointment is split equally between both units, with a tenure home in History. This position is part of the Race, Ethnicity, and Indigeneity Studies Cohort, which was developed in order to advance innovative approaches to the study of racialization and the practice of social justice in the US. Candidates should have an interest in collaborating with the Cohort and with

colleagues in schools, centers, and training programs across campus. Faculty positions include a commitment to the important function of research, instruction, and outreach, as well as professional and university service as appropriate to faculty rank. The ideal candidate will actively engage in the intellectual life in both American Indian Studies and the Department of History and embrace the departmental and AIS program's commitments to under graduate and graduate education. We expect significant research and publication as well as departmental, AIS program, university, and community service as appropriate for career stage. The selected candidate will teach 4 courses per year: 2 in American Indian Studies and 2 in History. Applicants must hold a PhD in history or a related field by the start of the appointment. Must demonstrate potential for excellence in teaching and scholarly research. Apply at <http://jobs.hr.wisc.edu/cw/en-us/job/498751/assistant-professor-in-american-indian-studies-cohort-hire>. For full consideration, all materials must be received no later than midnight, November 1, 2018. Applications will be accepted until the position is filled.

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## Call for Proposals for the 134th Annual Meeting of the American Historical Association

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

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

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

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

### Session Proposals

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

### Poster Proposals

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

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

**Electronic submission only, by midnight PST on February 15, 2019**

### Questions?

- Please review the annual meeting guidelines and more information at [historians.org/annual-meeting/submit-a-proposal](http://historians.org/annual-meeting/submit-a-proposal) before applying.
- Send questions about policies, modes of presentation, and the electronic submission process to [annualmeeting@historians.org](mailto:annualmeeting@historians.org).
- Questions about the content of proposals should be directed to Program Committee chair Joshua L. Reid ([jlreid@u.washington.edu](mailto:jlreid@u.washington.edu)) and co-chair Sarah Elizabeth Shurts ([sshurts@bergen.edu](mailto:sshurts@bergen.edu))