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PERSPECTIVES ON HISTORY

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FEATURES

ON THE COVER

Steampunk is easy to spot but hard to define, as Scott P. Marler writes in this month's cover story. Fantastical, sometimes twisted Victorian visions of the future as imagined in the present aren't a nostalgia trip—today's steampunks actively subvert 19th-century conventions of gender and race, and 21st-century technofuturism at the same time. *Illustration: Kathryn M. Weaver.*

TABLE OF CONTENTS

Newsmagazine of the

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ALLISON MILLER

TOWNHOUSE NOTES

Toxic Work Environments: The History of an Idea

"Toxic work environment" feels like a newfangled coinage for a transhistorical phenomenon: workplaces that don't function due to factors like rigid hierarchies, autocratic leadership, and prevalent harassment. Workers, supervisors, and executives can all be "toxic," as can interpersonal relationships, situations, and teams. And so, as a number of recent books and articles point out, can professors.

But the idea has a history, and it has a great deal to do with gender. When the term first emerged, it referred to a place suffused with literal toxins: cancer-causing chemicals, say, or infectious microbes, in places like factories, mines, or labs. But adding to its significance was the growing presence of women in the workforce. A 1978 amendment to Title VII barred discrimination against pregnant women, and what might be the first use of "toxic work environment" came in a 1980 law review article about the rights of pregnant women exposed to toxins at work.

"Toxic" first became the metaphor we know today a few years later, and it emerged from nursing—itself, of course, a heavily gendered occupation. Nursing was a massive profession, making it attractive to social psychologists and occupational health experts hungry for data. Nursing was an intense job, posing serious risks, like stress, injury, fatigue, substance abuse, and burnout. Research with nurses informed inquiry into the same problems for other professions.

Nurses' work environments were also prototypically toxic, not only in the literal sense but also in the metaphorical sense: they often featured top-down decision making, low morale, sexual harassment, unequal pay, and job insecurity. A 1989 guide to leadership in nursing counterposed toxic work environments against "nourishing" ones. The former included poorly articulated goals, a winner-take-all approach to conflicts, and a "one right way" attitude toward completing tasks. The latter required "clear and shared" values, well-defined roles, "active listening," and assertive communication.

This might sound familiar from departmental reviews, self-help articles, blog posts, and social media. But it's important to remember how very gendered the idea was at first, and not necessarily in the most progressive way. Because experts were concerned with such a highly feminized profession, initial thinking about workplace toxicity took stereotypically feminine traits for granted, even as it criticized them. The gender ideology female nurses were socialized to accept (and that they were expected to exhibit on the job) could cut both ways: the femininity nurses understood contributed to good working conditions, said the writers, but it also undermined them.

The assumption in the 1989 manual, which was written by women, was that nurses had to suppress some feminine traits and elevate others—or borrow from stereotypically masculine traits—to be good leaders. Nurses "often believe myths about assertiveness," such as those that "consider the assertive person to be self-centered, unfeminine, overly ambitious, or self-serving[.]" A nourishing work environment, despite the maternal name, wasn't purely feminine. Instead, a "balance of androgyny is essential . . . because it allows a person to be a leader who is direct and honest, to express feelings, and to deal with conflict while remaining nurturing and loving." It was a difficult needle for women leaders to thread, the authors admitted.

This genealogy, as academics would call it, hints that the leadership required to create work environments that aren't toxic might still rely on binary gender ideology, with that mid-spectrum androgyny hard to come by for leaders of any gender. Because of that history, the burden of implementing change may fall unevenly in a given workplace culture, on women or feminine people in particular, no matter the gender of the person in charge, and no matter how much things have changed in the decades since toxic work environments were first described. P

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

TO THE EDITOR

Speaking of surprise, as a longtime reader of *Perspectives* I was surprised when I read the following sentence in Emily Swafford and Dylan Ruediger's report "Every Historian Counts: A New AHA Database Analyzes Careers for PhDs" (September 2018): "The data . . . show that gender has *surprisingly* [italics mine] little impact on broad patterns of career outcomes for historians with PhDs." For decades past, one of the most informative features of *Perspectives* has been the annual report on the number of new PhDs and of those finding employment in the preceding year. And for at least two decades, if memory serves, the breakdown of this information by gender has shown small oscillations around nearly identical academic employment outcomes for new PhDs. More men than women continue to enroll in and complete PhD programs, but for those who finish, the proportion securing academic employment is roughly equal for both genders—as might be expected in a profession that has asserted its commitment to equal hiring practices for my entire, now-completed academic lifetime. AHA staff ought to know this.

After expressing their surprise at learning that career outcomes for women in the profession are not what they supposed, Swafford and Ruediger go on to say without a single bit of hard evidence that the status quo in the profession still disfavors women because of "such issues as compensation, tenure decisions, sexual harassment, parental leave policies, and more subtle forms of discrimination." Robert Townsend's 2010 report "What the Data Tells Us about Women Historians," available on the Association's website, reveals that in 2003, the most recent year for which data were then available, salaries for women at the assistant professor level were then 1.5 percent higher than for men, those at the associate and full professor levels between 1 and 2 percent lower. I also seem to recall but could not locate an especially detailed longitudinal study from not too long ago that found that female assistant professors were likely to gain tenure and move to the associate level slightly more rapidly than male.

Gathering data about the state of the profession has long been one of the most valuable services the AHA provides. As the Association continues to transform itself into an advocacy agency for identity politics, is it too much to hope that at least its fact-finding and data reporting resist this drift and rest on evidence, not presupposition and unwarranted editorializing?

PHILIP BENEDICT
University of Geneva (emeritus)
AHA Life Member

Allison Miller responds: I thank Philip Benedict for the chance to explicate more fully the data in "Every Historian Counts." A careful reading of the article reveals that the context of the quotation was not a discussion of only *academic employment but of* all *career paths history PhDs take. The article's very next sentence, in fact, reads, "Anecdotal evidence has long posited that women are more likely to be shunted out of the professoriate or into non-tenure-track positions, but Where Historians Work suggests otherwise." Indeed, the rest of the paragraph presents detailed evidence from the Where Historians Work database about gender and careers beyond the professoriate.*

Second, Dr. Benedict's reading of stories from the Perspectives *archive is selective. Robert Townsend's report of 2010, it is true, found that there was "very little difference between the average basic salaries for male and female historians at colleges and universities." But Townsend, in the next paragraph, writes that "when outside income is included, it becomes clear that men earn significantly more in outside income than their female counterparts." (It may be that Dr. Benedict and I differ on the definition of "compensation.") The longitudinal study Dr. Benedict could not locate is probably Townsend's "Gender and Success in Academia" (January 2013), which was a report of survey data. Here, Dr. Benedict's reading is also selective. Townsend's finding that female assistant professors rose in the ranks more quickly than men was limited to the youngest cohort surveyed. Townsend states very clearly of all the data, "Male respondents reported that they moved slightly faster from the assistant to the associate professor ranks than their female counterparts . . . but historians of both genders moved from associate to full professor at an identical average rate[.]"*

MARY BETH NORTON

A RESILIENT WOMAN

My mother, Mary Elizabeth Lunny Norton, died this past August, about a month before her 105th birthday. For years in my women's history course I used episodes from her life to illustrate aspects of modern American women's lives. I think it appropriate that I recount her life story in my final column as president of the American Historical Association, because our lives as professional women were both similar and dissimilar, in ways that illuminate recent changes in American women's experiences.

My maternal grandparents were both immigrants from Ireland, but they arrived in the United States under different circumstances. Margaret Jane (Jennie) Stephenson was brought by her parents from County Monaghan in 1879, when she was three. Her eventual husband, Richard Lunny, one of nine children, emigrated alone from County Fermanagh in 1890 at the age of 22, following an older brother. The two ended up in Ann Arbor, Michigan, where they married in 1912. My mother was born the next year.

The family struggled throughout my mother's childhood and youth. Richard was an uneducated laborer, partly disabled from a fall at work, but with a green thumb that he put to work by growing vegetables and berries that my mother peddled. Meanwhile, my grandmother took in boarders and the family also "flipped" houses—they lived in them, fixed them up, then sold them while buying another. There was no money for extras, including books; neighbors, recognizing that Mary loved to read, occasionally purchased books for her, some of which she treasured for the rest of her life.

She would never have been able to afford college had she not been able to live at home. Enrolled at the University of Michigan during the Depression, she majored in history, with a minor in classics; she loved Latin. She must have been a remarkable student, as she graduated Phi Beta Kappa with a straight-A average. Her highest aspiration was to become a high school teacher, and after graduation in 1935, she started

Mary E. Lunny on her 21st birthday, in 1934, in a photo taken by her future husband, Clark Norton.
Courtesy Mary Beth Norton

teaching in a nearby town, commuting home on weekends to help her father, a widower after her mother's death from cancer that year, and her younger sister. She also earned an MA in history at Michigan in the summers.

Meanwhile, in college she met the man she would marry, my father, Clark Norton. They were engaged for five years, since he could not support her on his teaching fellowship while he earned a PhD, and she would have lost her job had she married, because of the Depression-era state law that forbade married women to hold publicly funded jobs. They therefore married after he earned his degree. Their honeymoon was a drive to his first teaching job, at the University of Montana in

Missoula, where he taught multiple courses in a combined history-political science department. She spent many hours writing the lectures he would give a few days later; otherwise he could not have kept up with all the classes.

In 1942, they moved back to Michigan to be close to their families, and my younger brother and I were both born in Ann Arbor while my father taught political science at the university. In 1948, he moved to DePauw University in Greencastle, Indiana, where we were raised and where my mother became the quintessential 1950s housewife, participating in a sewing circle with other faculty wives, teaching Sunday school, and volunteering with the local League of Women Voters, of which she served as president for a time. (Born before American women had the right to vote, she voted regularly throughout her life, including in a primary just two months before her death, when she was in failing health.) After my brother entered junior high, she renewed her teaching credentials and again taught high school for a year

> I once asked her if she regretted not studying for a PhD. She replied that she wished one of her professors had suggested such an option.

but found the job unsatisfactory. Fortunately, a neighbor of ours was the chair of the classics department at DePauw and needed someone to teach introductory Latin. Knowing my mother's training in college, he hired her . . . and that was the beginning of a dramatic change in her life, as she then continued to teach Latin courses at DePauw.

A few years later my father, who had been active in Democratic Party politics in Indiana, was offered the position of legislative assistant to Birch Bayh, then in his second year in the US Senate. My parents accordingly moved to the Washington area. My father shopped my mother's résumé around to local colleges, and George Washington University hired her as a lecturer in the classics department. For the next 20 years, she taught a variety of courses there, primarily part time but occasionally full time. Starting with Latin language and literature (at both beginning and advanced levels), she moved on to teach courses on such subjects as classical civilization, Latin word origins, and women in antiquity, among others.

What that meant was that my mother and I became professional academics in the same years of the late 1960s (when I was in graduate school) and especially the 1970s. We both developed courses on women's history, and we once were invited to give a joint presentation at a college where a friend of mine was on the faculty, which we both greatly enjoyed. She won a Fulbright to study one summer at the American Academy in Rome; she wrote articles for various publications in the field of classics; and she compiled a comprehensive bibliography on classics teaching. She loved teaching at the university level, and her students adored her. When she retired, she was honored at a GWU commencement ceremony, which I think was unprecedented for a non-tenure-track lecturer. But she was always underpaid, like all adjuncts.

I once asked her if she regretted not studying for a PhD. She replied that she did not regret the life she had led but wished that one of her professors at Michigan in the 1930s had suggested such an option to her. When I was at my parents' house during one semester break in the 1970s, I found her crying while reading job ads for beginning classics professors. "I just wish someone had told me I had a choice," she told me. As the daughter of a poor immigrant family, earning a PhD was a goal she simply could not envision for herself. She thought that if someone had mentioned that idea to her, at least she could have considered it, whether she had followed up on the suggestion or not. I probably need not add that she and my father both encouraged me to earn a PhD, at a time in the mid-1960s when attitudes had changed only slightly from those she encountered, and that my own career path owes a great deal to that encouragement.

As a longtime professor of women's history, I think of my mother's life as emblematic of those of so many other women of her generation. She had a good life, one that began in poverty and ended as solidly middle class, but it was also one of missed opportunities. I think of the standout student she must have been in the 1930s and deeply resent the sexism that prevented her professors from urging her to continue her education. She remained intellectually alert and engaged till near the end of her life; even after she reached 100, she avidly surfed the web and kept in touch with friends and relatives via email. In 2017, she was one of the women featured in Sarah Bunin Benor and Tom Fields-Meyer's *We the Resilient: Wisdom for America from Women Born Before Suffrage* (Luminare Press). And that is the correct word to describe her: resilient.

Mary Beth Norton is president of the AHA.

JAMES GROSSMAN

THE AHA IS RENOVATING

Changes to the Townhouse Are Afoot

Because of *Perspectives* editor Allison Miller's popular column Townhouse Notes, readers of this magazine know that the AHA lives in a Washington, DC, townhouse—a double townhouse, to be precise. Lest anyone flash to images drawn from any chronicle of the Georgetown elite—or even the charming façade that heads Allison's monthly column—rest assured that AHA staff members do not labor in the lap of luxury. The AHA purchased one townhouse at 400 A Street SE in 1956 and combined it with the one next door in 1962; it is unclear who committed the sin of stripping the buildings of all vestiges of their 19th-century origins. The utilitarian result lives on, modified somewhat by additional work two decades ago.

The advantages to our rabbit warren are many. Nobody can accuse the AHA of following fashion; the cubicle craze blew right by us. Nearly all staff have privacy, doors they can close. Well, almost close in some cases. And herein lies one of the many minor irritations that our hardworking staff endures, from aging bathrooms to windows that don't quite seal to HVAC systems whose flaws leave some staff running fans in the summer and electric heaters in the winter. It's time to make the workplace more comfortable, more aesthetically appealing, and more efficient.

More important, however, are two major deficiencies, one an imperative and the other a desideratum. The AHA headquarters is not accessible to people who use wheelchairs or who can't climb stairs easily. All AHA members should have access to our headquarters. Our townhouse also lacks enough room to host meetings of our governing Council, program committee, and collaborators on special projects. In the space we now have, convening meetings of the full staff is at best a challenge, because not everyone can fit at our conference table. I've never been comfortable with a situation in which some people are at the table and others are on the periphery. As a place for staff and Association members to work, meet, and collaborate, our headquarters needs a more welcoming demeanor.

Renovation, however, is complicated on Capitol Hill. Befitting an association of historians, we're in a historic district. This means that creating an accessible entrance is a challenge, because the façade can't be changed, other than in the rear of the building, which is not an acceptable solution. Courtesy of our colleagues at the Dumbarton Oaks Research Library and Collection, we found the ideal architects, who are not only imaginative enough to solve that thorny dilemma, but also sensitive to the needs of a membership association committed as much to fiscal and environmental responsibility as workplace imperatives.

Our renovation will entail six main elements:

- Moving the main entrance, currently accessible only by a steep flight of metal stairs, to the ground floor, accessible by ramp.
- The creation of a meeting room on that ground floor, with a capacity of 25, including updated technology.
- The complete renovation of the ground floor to include a kitchen, two bathrooms (shower included), and two offices.
- Converting the second-floor kitchen to office space, with some modest reconfiguration of space (without moving walls).
- Cosmetic work (replacing carpets, repainting, repairing all windows and doors, etc.).
- Installing a solar roof and improving climate-control efficiency through insulation, modernized controls, etc.

And, of course, we will have a bicycle rack.

The AHA townhouse is getting a new look.

Renovation will take approximately six months. We will begin in mid-January 2019, relocating our operations temporarily to a co-working facility within two miles of our headquarters. Each member of the AHA staff was offered the choice of working at home, at the relocation site, or some combination of the two. We look forward to learning about new approaches to work, space, and networking that are central aspects of these spaces, but in the end, we are dedicated to our perhaps old-fashioned commitment to the combination of community and privacy that characterizes our time at the townhouse.

The AHA Council has approved a budget of $700,000, coming from a combination of savings, investment earnings (yes, we reduced our proportion of assets in equities in January in anticipation of this expenditure), and fundraising. We have already received pledges and donations for more than 10 percent of the total and will be asking first our Council and then the general membership to pitch in. Given the modest cost and the time frame, we have chosen not to hire a fundraising consultant or conduct a glossy capital campaign with goals, thermometers, or festive galas; our members' resources are better spent on the work itself. We hope that our members, colleagues, and friends will respond to a solicitation that sets out the proposition plainly, clearly, and perhaps even with a bit of historical context. P

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

KRITIKA AGARWAL

MIDWESTERN HISTORY IS ON THE MAP

Scholars Revive a Dormant Field

Once the dust had settled on Donald Trump's election as the 45th president of the United States, pundits and politicians across the country began to wonder: What happened in the Midwest? As David Plouffe, manager of Barack Obama's 2008 campaign, wrote in the *New York Times*, Trump "ended up winning 306 electoral votes and, most important, did it by breaking into the Upper Midwest, leaving the blue Big Ten firewall in ruins. What happened?" Long derided as "flyover country," the Midwest was front and center.

Free the Midwest: Claes Oldenburg's *Free Stamp* sculpture in downtown Cleveland.
Brandon C/Flickr/CC BY-NC 2.0

"All of a sudden," says Jon Lauck, professor of history at the University of South Dakota and past president of the Midwestern History Association (MHA), "people wanted to know why these swing counties around Milwaukee" and states like "Michigan, Wisconsin, Ohio, Iowa . . . went for Trump." But for Lauck and other historians of the Midwest, the 2016 election was hardly surprising. The Midwest, a growing group of scholars says, is an enormously important region—historically, politically, socially, and culturally. And "if you understood that history," says Edward Frantz (Univ. of Indianapolis), "you would not have been as shocked in early November 2016 as many of the people elsewhere were."

The region, as the website of the MHA will tell you, "has suffered from decades of neglect and inattention," both within and outside of academia. As the introduction of *Finding a New Midwestern History* (eds. Lauck, Joseph Hogan, and Gleaves Whitney, Univ. of Nebraska Press, 2018) states, "In comparison to such regions as the South, the Far West, and New England, the Midwest and its culture—the history of its people and places; its literature, music, and art; the complexity and richness of its landscapes—has been neglected." Yet Midwestern history isn't entirely new.

The earliest historian to pay attention to the region was none other than Frederick Jackson Turner, who in the late 19th century published several essays on "the Middle West." His work became foundational for a group of scholars whom Lauck dubs the Prairie Historians. Most

of them were born in the region; as Lauck writes, they "developed a pattern of thought and a network of personalities, affiliations, and institutions that congealed into an early twentieth-century movement to advance the cause of studying the history of the prairie Midwest." With an intense commitment to state and local history, the Prairie Historians focused on topics such as colonial settlement, the social and ethnic history of the Midwest, the development of American democracy and populism in the region, and agricultural and rural history.

In 1907, the Prairie Historians established the Mississippi Valley Historical Association (MVHA), a group that Lauck says challenged "the eastern-dominated" AHA, which "opposed" it. Nevertheless, the MVHA carried on, founding a journal in 1914—the *Mississippi Valley Historical Review*. By the 1950s, however, the Prairie Historians had largely disbanded; the *Mississippi Valley Historical Review* had evolved into the *Journal of American History* and the MVHA into the Organization of American Historians, dedicated to all of American history.

In *The Lost Region: Toward a Revival of Midwestern History* (2013), Lauck lays the cause of the Prairie Historians' waning influence at the feet of "new research agendas, declining budgets, and the retirement of an older generation of historians[.]" Lauck says that history departments in major Midwestern universities also "dropped the ball": unlike universities in the South that kept Southern history robust by hiring scholars in the field, Midwestern universities recruited no one to teach the region's history.

> The revival of interest in Midwestern history can be traced to a group of 30 historians informally convened in 2013.

Pamela Riney-Kehrberg (Iowa State Univ.), past president of the MHA, adds that the slump was also partially due to state and local history going out of fashion: "If you studied state history, it was seen as provincial, narrow, and not speaking to the big issues of our time." "In the middle of the 20th century," she explains, historians "shifted to a more . . . big-picture approach." As Frantz says, with the Cold War looming and foreign policy concerns dominant, an emphasis on the nation and nationalism "overshadowed" interest in the Midwest, which was "culturally seen as monolithic, plain, and not particularly interesting."

The recent revival of interest in Midwestern history can be traced to a group of 30 historians informally convened by Lauck at the Northern Great Plains History Conference in Hudson, Wisconsin, in 2013. Lauck was preparing for the release of *The Lost Region*, and the moment seemed ripe to revive scholarly interest in the Midwest. "Everyone agreed: there's no field; we need to do something about it," he says. In short order, the Midwestern History Working Group was born, and a year later, the MHA was formally established. Since then, the MHA has instituted a

scholarly journal—the *Middle West Review*—and organized three annual conferences, with a fourth on the way.

Yet despite renewed interest, identifying the field's central questions is still challenging. In 2015, the late Andrew Cayton, a historian and author of several books on the Midwest, wrote on H-Midwest, "Many scholars write books and articles set in a place we agree in general terms is Midwestern but few actually engage with what Midwestern might mean. What are the defining characteristics—or better, the central questions—of Midwestern Studies? Most scholars avoid this challenge[.]" Says Lauck, "I think unlike other fields like Southern history or Western history, which are very big, robust fields . . . we have a lot of basic spadework to do. There just has not been a lot of foundational work done on the field. And I think a lot of the basic questions that are asked and have been written about in other regions still need to be covered."

In fact, Midwestern history is still contending with many of the issues that plagued it during its decline. Stereotypes of the Midwest as a bland, featureless place persist, even though historians have been trying to make the case for the region's importance for years. Many scholars argue that the Midwest's distinctiveness from the East Coast, the South, and the West, and its resistance to coastal politics and culture, has allowed it to develop a regional identity of its own that has historically emphasized egalitarianism and uniquely democratic civil traditions. "The Midwest matters," writes Lauck in *The Lost Region*, "because it helps explain the course of foundational events in North America, the origins of the American Revolution, the political and social foundations of the American republic, the outcome of the Civil War, and the emergence of the United States as a world power that shaped global events."

The urban/rural divide in the region and debates about what the Midwest encompasses geographically and culturally have also made the region difficult to study, says Diane Mutti-Burke, director of the Center for Midwestern Studies at the University of Missouri–Kansas City. Chicago, for example, has gotten a lot of attention from historians, she says, but the experiences of people living there differ significantly from those of residents of, say, Sioux Center, Iowa. Frantz says, however, that as much as he appreciates these conversations about geography, one of the signs that the field has arrived is that people now spend less time arguing where the Midwest is and more on thinking about what happens there.

All this fuzziness about what Midwestern history is, however, means there is plenty of room for the field to grow. As Riney-Kehrberg says, "The Midwestern history group is perhaps a bit looser in terms of the whole range of things that people study." For Frantz, historians of the Midwest examine many of the same trends as other historians—"whether that's a struggle over identity, or power, or race, or political economy"—but "within a Midwestern context." And they usually do so, he adds, "with some recognition that the way that that unfolds in the region we call the Midwest makes it different from that which takes place in the East and the South and the West." So while many scholars are still interested in the same questions as the Prairie Historians were, the programs of the MHA annual meeting for the past couple of years demonstrate other wide-ranging interests: the history of Latinos, African Americans, and Native Americans in the Midwest; art, music, sports, and literature; and questions of race, gender, class, and identity—all rooted in a state and local context.

The experiences of people living in, say, Sioux Center, Iowa, differ significantly from those in Chicago.

In addition to the association and the journal, Lauck hopes that a series of new books will help further establish the field. "If you're going to get a field built up and have a base of knowledge," he says, "you need to have some foundational books for the field[.]" He points to several books, including *Finding a New Midwestern History*, that have come out recently from university presses in the Midwest. Hastings College Press has published two books in its Rediscovering the American Midwest series, with one more on the way. Lauck is also editing a book for Oxford University Press on the history of the region, for which he has lined up 40 contributors.

Given the flurry of activity, Lauck is optimistic about the field's future, despite the state of the humanities in the academy in general. "The story of the emergence of the association and the growing number of books being published about the region is a wonderful bright spot in the profession right now," says Lauck. "When I go to conferences and talk to historians, there's just like this overpowering mood of gloom and doom. It's demoralizing. . . . I think it was high time, past time for there to be a revival of interest in this region. And I think it's a great success story." P

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

The University of Texas at Austin
Department of History
2018-19

Institute for Historical Studies

Welcomes Residential Fellows, 2018-2019

Jeffrey Culang, Postdoctoral Fellow
Ph.D., CUNY Graduate Center , 2017

Wm. Matthew Kennedy, Postdoctoral Fellow
Ph.D., University of Sydney, 2017

Announces Fellowship Theme for 2019-20:
"Collectives and Commons: Global Histories, Emerging Futures"

Recent years have witnessed a global rise in new forms of socialism, new socialist ideas, and new types of collectives. As seemingly common resources like air and water, public spaces, even ideas, have become privatized, theorists and activists have sought to reclaim the "commons" and to rethink life *in common*. Rising social inequality makes the project especially urgent. Crises in health care, homelessness, food insecurity, and the unequally shared dangers of climate change produce new forms of precarity at every turn. In response, social activists have been experimenting with local and global forms of collective organization. At the same time, scholars in their more academic terms have been investigating the many varied histories of collectivity.

The Institute welcomes applications from scholars who are re-examining historical collectives, commons, non-capitalist forms of production, and socialisms in all their variety. What variants of non-individualist social cooperation and collectivist experimentation have been proposed in the past? What alternative forms of subjectivity and sociality did they produce? Of affect and aesthetics? How have they conceived in new ways the human-nature relationship in an effort to eliminate domination? Given that twentieth-century state socialism revealed a potential for coercion and violence, what historical variants with alternative visions of human cooperation and political organization have been attempted? What alternative conceptions of state sovereignty or of the law have been proposed? How have different cultural traditions led to different conceptualizations of collective social organization?

We invite proposals of historical projects that are engaging these and other questions pertaining to ideas and practices of collectives, commons, socialisms in all time periods and all parts of the world.

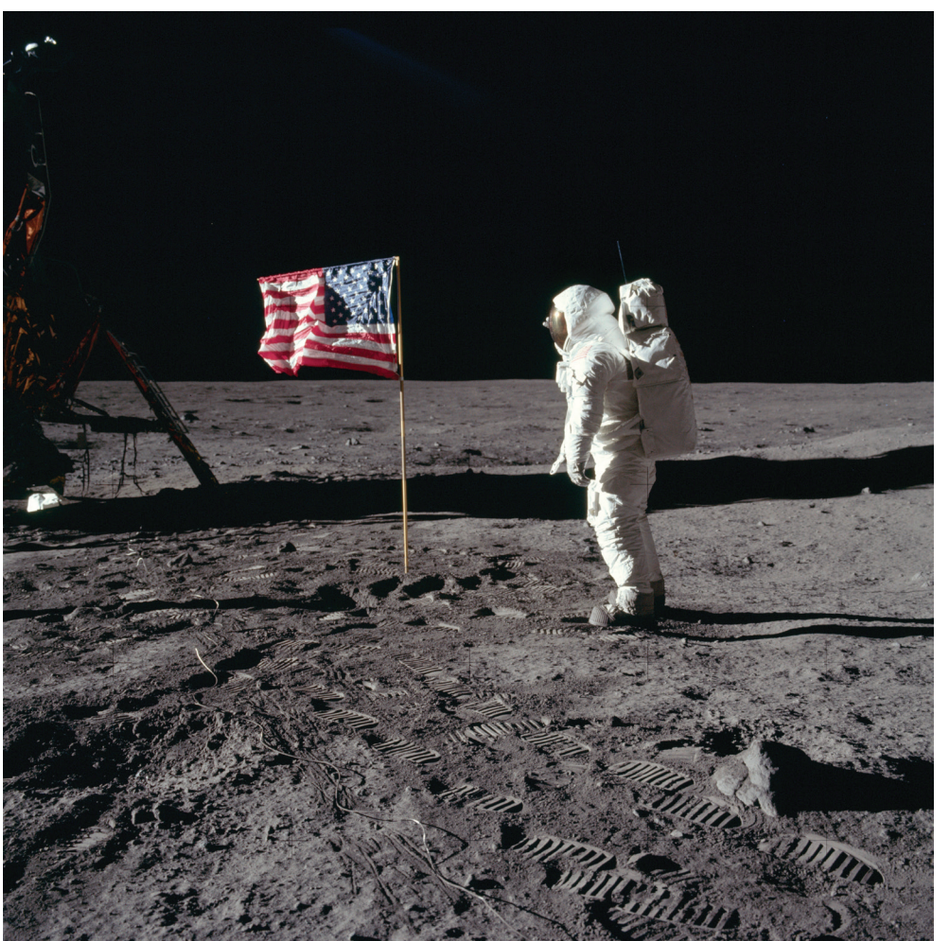
Details about this year's IHS workshops and conferences, residential fellowships at all ranks for 2018-19 and the new theme: liberalarts.utexas.edu/historicalstudies. The deadline for fellowship applications is January 15, 2019. For more information about the department, its faculty and graduate programs, visit: liberalarts.utexas.edu/history

Image: Garrison Hall's (formerly Recitation Building) north entrance, detail of sheet #13, University of Texas Buildings Collection, The Alexander Architectural Archive, The University of Texas Libraries, The University of Texas at Austin.

ZOË JACKSON

ONE SMALL STEP, 50 YEARS LATER

On July 20, 1969, Neil Armstrong became the first human to set foot on the moon. Over 500 million people witnessed the culmination of President John F. Kennedy's 1961 goal to send a man to the moon before the end of the decade. Apollo 11 was "the largest participated-in event in history" to that point, says Teasel Muir-Harmony, curator in the Space History Department at the Smithsonian National Air and Space Museum (NASM), breaking the broadcast record set by the Apollo 8 mission, the lunar orbital flight in 1968.



July 20, 2019, will mark 50 years since Neil Armstrong and Buzz Aldrin (above) became the first humans to land on the moon.
Neil A. Armstrong/NASA/Wikimedia Commons

Almost 50 years later, the event still resonates as a dramatic moment in history. But with the benefit of hindsight and the passage of time, space historians and the institutions they serve have begun to reevaluate the significance of the mission and Project Apollo as a whole. Informed by past scholarly works and established assessments of the moon landing and the development of space history as a field, several new publications, exhibits, and events are offering more comprehensive interpretations of the event, placing it in a wider historical and social context.

Roger Launius, former NASA chief historian and associate director for collections and curatorial affairs at NASM, says that the primary way the moon landing and the space race have been interpreted in pop culture, politics, and scholarship "is built around this exceptionalist narrative of Americans being somehow different

and better than everybody else." "We all waved the flag and were very excited in 1969 when this happened," he says. In his forthcoming book, *Apollo's Legacy: The Space Race in Perspective* (Smithsonian Books, May 2019), he presents several other perspectives on the Apollo program. Contrary to the view of the moon landing as a singular human accomplishment that is to be lauded no matter the cost, he notes that many saw and have come to see Project Apollo as being a "waste of money and effort." Scholars and politicians on the left, he points out, have criticized the program for wasting money that could have gone toward helping people, while those on the right have argued that the funding could have supported military spending instead.

> Events such as the moon landing, says Neufeld, often "tend to be viewed in a vacuum."

Muir-Harmony agrees. For most of the 1960s, she says, "more than half of Americans didn't think Project Apollo was worth the money." Instead, she says, they believed "that the US government should be spending its resources on other types of projects," like urban housing or education. Additionally, this mixed public opinion of Apollo within the country contrasts with the support it received internationally. Muir-Harmony says that this was due in part to the fact that residents of other countries didn't have to worry about their taxes going toward the program. In fact, Muir-Harmony says, the US government "proactively promoted and nurtured" a global audience for Project Apollo as an effort in public diplomacy.

Building on more recent scholarship, NASM is planning to replace its *Apollo to the Moon* exhibit—which first opened in 1976, just a few years after the moon landing—with *Destination Moon*, a new permanent exhibit scheduled to open in 2022. Michael Neufeld, senior curator in the Space History Department at NASM and lead curator on *Destination Moon*, says that the older exhibit "had lots of great artifacts, but it didn't explain very much . . . in part because it was yesterday's news. There was an assumption that people knew a lot about it." Since then, Neufeld says, a lot of new scholarly work has come out on Project Apollo, such as John

Logsdon's "pioneering work" on Kennedy's 1961 decision to commit to getting a man on the moon and Howard McCurdy's work examining space exploration in the American imagination. NASM, Neufeld adds, will draw on some of this work for *Destination Moon.*

Neufeld says that one of the museum's main goals has been to "broaden" the scope of the older *Apollo to the Moon*. Beyond updating "antiquated museum technology and methods," the new exhibit will be driven by the recognition that each year, a "larger and larger fraction" of museum visitors "weren't even born in '69 or have no recollection of it." NASM plans to use the new exhibit as an opportunity to "tell the entire story of lunar exploration," says Neufeld, "from ancient dreams to contemporary exploration." This will mean contextualizing the moon landing effectively. Neufeld says such events often "tend to be viewed in a vacuum, as if they aren't intertwined in the experience of the time." The curators, therefore, are hoping to incorporate aspects of that context, such as the Vietnam War and the Civil Rights Movement.

Muir-Harmony says that the exhibition will also include "more voices," inspired by research coming from fields such as gender history, social history, and art history. In her recently released book, *Apollo to the Moon: A History in 50 Objects*, Muir-Harmony highlights a urine collection device as an example of technology that was "designed for men's bodies," with the assumption that "only men were flying in space." The exhibition, says Neufeld, will also feature Neil Armstrong's spacesuit, presented in a "new conservationally correct case," the Apollo 11 command module, and the "giant" Saturn 5 engine. (The Armstrong suit had been on display in earlier versions of *Apollo to the Moon*, alongside Buzz Aldrin's spacesuit, but had been removed due to what Neufeld calls "microclimate problems.") Space art will also be highlighted in the exhibition: Neufeld says three murals will "frame the gallery space in a way that I think is going to be really spectacular."

In coordination with the new permanent gallery, and as part of the celebrations of the anniversary of the moon landing, a traveling exhibition featuring the Apollo 11 command module *Columbia*, organized by NASM and the Smithsonian Institution Traveling Exhibition Service, has been making its way to different cities across the United States since October 2017. *Destination Moon: The Apollo 11 Mission* has made stops in Houston, Saint Louis, and Pittsburgh and will move to the Museum of Flight in Seattle next April, where it will stay through the anniversary. Geoff Nunn, adjunct curator for space history at the Museum of Flight, says the museum is "pulling out all the stops to celebrate the 50th anniversary of the first moon landing." Nunn says that for its stop at the Museum of Flight, a new section added to the *Destination Moon* exhibit will highlight Seattle's contributions to the space race, including lunar orbiters built by the Boeing Company that "scouted the way to map the moon to figure out where to land." In addition to hosting the exhibition during the anniversary itself, Nunn says the museum has events planned throughout the summer to celebrate the anniversary. He says, "We're really looking to be the place to celebrate 50 years since Apollo 11."

> "The farther you get from the event, the easier it is to mythologize it," says Launius.

Other observations of the anniversary are taking place across the United States, including at the Kennedy Space Center in Florida and the US Space & Rocket Center in Huntsville, Alabama. The NASA History Division is also organizing events, including a scholarly workshop on the legacies of Apollo with the NASM Space History Department. And the AHA's 2019 annual meeting in Chicago will include sessions on Project Apollo, including "Rethinking Apollo: Technopolitics, Globality, and the Space Age" (January 3, 3:30–5:00 p.m.) and "50 Years since Tranquility Base: Looking Back, and Ahead, from the Golden Anniversary of the First Moon Landing" (January 4, 1:30–3:00 p.m.).

Launius notes that the 50th anniversary of a major event is generally "one of the big ones, because that's the last point where you're actually going to have significant participants still alive." He expects that the next year will see "celebrations and commemorations" and news articles that "dredge up various details about the Apollo program." He also anticipates renewal of claims that the moon landing was a hoax. "The farther you get from the event, the easier it is to mythologize it," he explains. There are now "fewer and fewer people who have firsthand knowledge of what took place," he says. "There should be some sort of celebration." Both Apollo 11 and Apollo 8 are the types of events, he adds, that people remember forever—"where you were, what you were doing when you heard about it, and how it affected you." P

Zoë Jackson is editorial assistant at the AHA.

ZITA CRISTINA NUNES

CATALOGING BLACK KNOWLEDGE

How Dorothy Porter Assembled and Organized a Premier Africana Research Collection

Dorothy Porter in 1939, at her desk in the Carnegie Library at Howard University.
Moorland-Spingarn Research Center, Manuscript Division, Howard University.

IN A 1995 interview with Linton Weeks of the *Washington Post*,[1] the Howard University librarian, collector, and self-described "bibliomaniac" Dorothy Porter (1905–95) reflected on the focus of her 43-year career: "The only rewarding thing for me is to bring to light information that no one knows. What's the point of rehashing the same old thing?" For Porter, this mission involved not only collecting and preserving a wide range of materials related to the global Black experience, but also addressing how these works demanded new and specific qualitative and quantitative approaches in order to collect, assess, and catalog them.

> Porter developed relationships with other book lovers and remained alert to any opportunity to acquire material.

As some librarians today contemplate ways to decolonize libraries—for example, to make them less reflective of Eurocentric ways of organizing knowledge—it is instructive to look to Porter as a progenitor of the movement. Starting with little, she used her tenacious curiosity to build one of the world's leading repositories for Black history and culture: Howard's Moorland-Spingarn Research Center. But she also brought critical acumen to bear on the way the center's materials were cataloged, rejecting commonly taught methods as too reflective of the way whites thought of the world.

Working without a large budget, Porter used unconventional means to build the research center. She developed relationships with other book lovers and remained alert to any opportunity to acquire material. As Porter told Avril Johnson Madison in an oral history interview, "I think one of the best things I could have done was to become friends with book dealers. . . . I had no money, but I became friendly with them. I got their catalogs, and I remember many of them giving me books, you see. I appealed to publishers, 'We have no money, but will you give us this book?'"[2]

Porter's network extended to Brazil, England, France, Mexico—anywhere that she or one of her friends, including Alain Locke, Rayford Logan, Dorothy Peterson, Langston Hughes, and Amy Spingarn, would travel. She also introduced to Howard leading figures like the historian Edison Carneiro of Brazil and pan-Africanist philosophers and statesmen Kwame Nkrumah and Eric Williams. As early as 1930, when she was appointed, Porter insisted that bringing Africana scholars and their works to campus was crucial not only to counter Eurocentric notions about Blacks but also because, as she told Madison, "at that time . . . students weren't interested in their African heritage. They weren't interested in Africa or the Caribbean. They were really more interested in being like the white person."[3]

Howard's initial collections, which focused mainly on slavery and abolitionism, were substantially expanded through the 1915 gift of over 3,000 items from the personal library of the Reverend Jesse E. Moorland, a Howard alumnus and secretary of the Washington, DC, branch of the YMCA. In 1946, the university acquired the private library of Arthur B. Spingarn, a lawyer and longtime chair of the NAACP's legal committee, as well as a confirmed bibliophile. He was particularly interested in the global Black experience, and his collection included works by and about Black people in the Caribbean and South and Central America; rare materials in Latin from the early modern period; and works in Portuguese, Spanish, French, German, and many African languages, including Swahili, Kikuyu, Zulu, Yoruba, Vai, Ewe, Luganda, Ga, Sotho, Amharic, Hausa, Xhosa, and Luo. These two acquisitions formed the backbone of the Moorland-Spingarn collections.

Porter was concerned about assigning value to the materials she collected—their intellectual and political value, certainly, but also their monetary value, since at the time other libraries had no expertise in pricing works by Black authors. When Spingarn agreed to sell his collection to Howard, the university's treasurer insisted that it be appraised externally. Since he did not want to rely on her assessment, Porter explained in her oral history, she turned to the Library of Congress's appraiser. The appraiser took one look and said, "I cannot evaluate the collection. I do not know anything about black books. Will you write the report? . . . I'll send it back to the treasurer." The treasurer, thinking it the work of a white colleague, accepted it.[4]

This was not the only time that Porter had to create a workaround for a collection so as not to reimpose stereotyped ideas of Black culture and Black scholarship. As Thomas C. Battle writes in a 1988 essay on the history of the Moorland-Spingarn Research Center,[5] the breadth of the two collections showed the Howard librarians that "no American library had a suitable classification scheme for Black materials." An "initial development of a satisfactory classification scheme," writes Battle, was first undertaken by four women on the staff of the Howard University Library: Lula V. Allen, Edith Brown, Lula E. Conner, and Rosa C. Hershaw. The idea was to prioritize the scholarly and intellectual significance and coherence of materials that had been

marginalized by Eurocentric conceptions of knowledge and knowledge production. These women paved the way for Dorothy Porter's new system, which departed from the prevailing catalog classifications in important ways.

All of the libraries that Porter consulted for guidance relied on the Dewey Decimal Classification. "Now in [that] system, they had one number—326—that meant slavery, and they had one other number—325, as I recall it—that meant colonization," she explained in her oral history. In many "white libraries," she continued, "every book, whether it was a book of poems by James Weldon Johnson, who everyone knew was a black poet, went under 325. And that was stupid to me."[6]

Consequently, instead of using the Dewey system, Porter classified works by genre and author to highlight the foundational role of Black people in all subject areas, which she identified as art, anthropology, communications, demography, economics, education, geography, history, health, international relations, linguistics, literature, medicine, music, political science, sociology, sports, and religion.[7] This Africana approach to cataloging was very much in line with the priorities of the Harlem Renaissance, as described by Howard University professor Alain Locke in his period-defining essay of 1925, "Enter the New Negro." Heralding the death of the "Old Negro" as an object of study and a problem for whites to manage, Locke proclaimed, "It is time to scrap the fictions, garret the bogeys and settle down to a realistic facing of facts."[8] Scholarship from a Black perspective, Locke argued, would combat racist stereotypes and false narratives while celebrating the advent of Black self-representation in art and politics. Porter's classification system challenged racism where it was produced by centering work by and about Black people within scholarly conversations around the world.

The multi-lingual Porter, furthermore, anticipated an important current direction in African American and African Diaspora studies: analyzing global circuits and historical entanglements and seeking to recover understudied archives throughout the world. In Porter's spirit, this current work combats the effects of segmenting research on Black people along lines of nation and language, and it fights the gatekeeping function of many colonial archives. The results of Porter's ambitions include rare and unusual items. The Howard music collections contain compositions by the likes of Antônio Carlos Gomes and José Mauricio Nunes Garcia of Brazil; Justin Elie of Haiti; Amadeo Roldán of Cuba; and Joseph Bologne, Chevalier de Saint-Georges of Guadeloupe. The linguistics subject area includes a character chart created by Thomas Narven Lewis, a Liberian medical doctor, who adapted the basic script of the Bassa language into one that could be accommodated by a printing machine. (This project threatened British authorities in Liberia, who had authorized only the English language to be taught in an attempt to quell anti-colonial activism.) Among the works available in African languages is the rare *Otieno Jarieko*, an illustrated book on sustainable agriculture by Barack H. Obama, father of the former US president.

Instead of using the Dewey system, Porter classified works to highlight the foundational role of Black people in all subject areas.

Porter must be acknowledged for her efforts to address the marginalization of writing by and about Black people through her revision of the Dewey system as well as for her promotion of those writings though a collection at an institution dedicated to highlighting its value by showing the centrality of that knowledge to all fields. Porter's groundbreaking work provides a crucial backdrop for the work of contemporary scholars who explore the aftereffects of the segregation of knowledge through projects that decolonize, repatriate, and redefine historical archives. P

Zita Cristina Nunes, associate professor of English and comparative literature at the University of Maryland, is the author of Cannibal Democracy *and the principal investigator on a digital project on the Black press in Portuguese, supported by a three-year NEH grant.*

NOTES

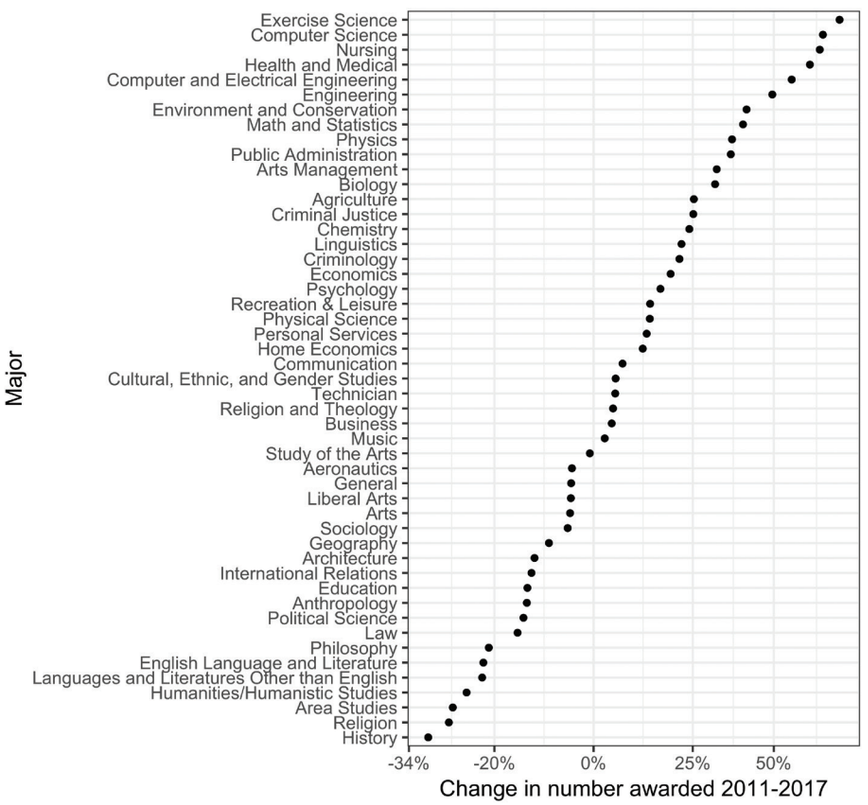
1. "The Undimmed Light of Black History," *Washington Post*, November 15, 1995.
2. Dorothy Porter Oral History, Oral History Collection, Moorland-Spingarn Research Center, Howard University, 18.
3. Ibid., 14.
4. Ibid., 28.
5. *Library Quarterly* 58, no. 2 (April 1988): 143–63.
6. Dorothy Porter Oral History, 25.
7. Glenn O. Phillips, "The Caribbean Collection at the Moorland-Spingarn Research Center, Howard University," *Latin American Research Review* 15, no. 2 (1980): 162–78.
8. Alain Locke, "Enter the New Negro," *Survey Graphic*, March 1925, http://nationalhumanitiescenter.org/pds/maai3/migrations/text8/lockenewnegro.pdf.

BENJAMIN M. SCHMIDT

THE HISTORY BA SINCE THE GREAT RECESSION

The 2018 AHA Majors Report

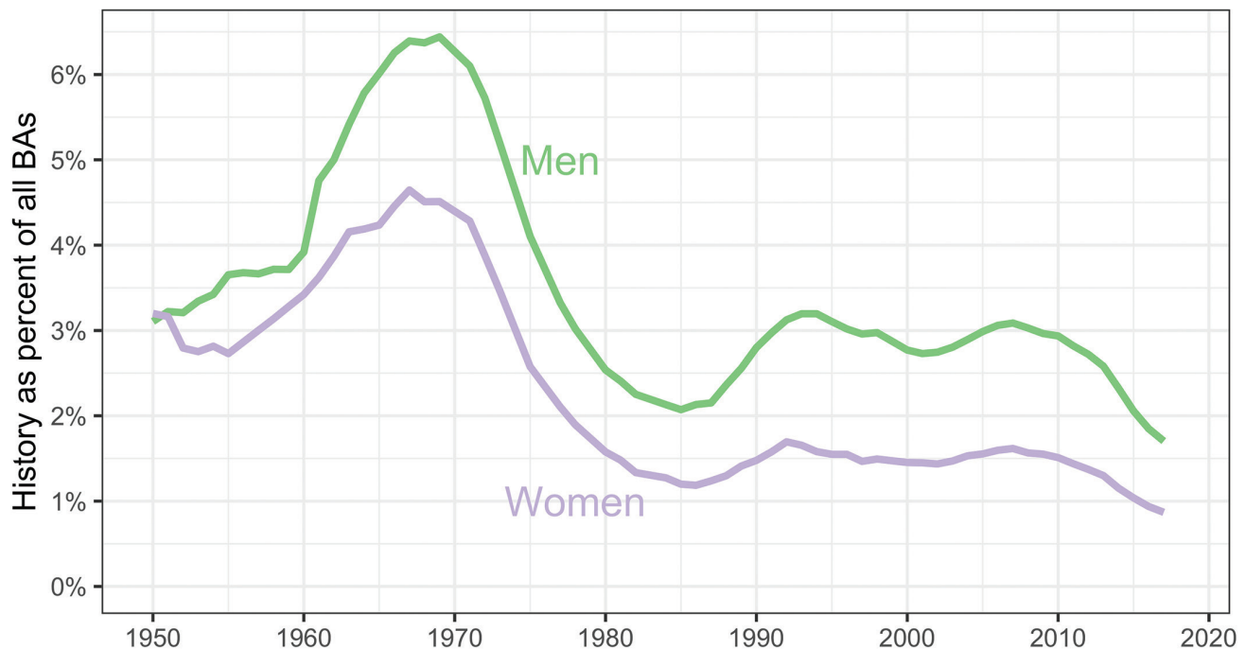
SINCE THE ECONOMIC crisis of 2008, the pattern of undergraduate majors has been shifting across American higher education. Of all the major disciplines, history has seen the steepest declines in the number of bachelor's degrees awarded. In 2008, the National Center for Education Statistics reported 34,642 majors in history; in 2017, the most recent year for which data are available, the number was 24,266. Between 2016 and 2017, the number of history majors fell by over 1,500. Even as university enrollments have grown, history has seen its raw numbers erode heavily. The drops have been especially heavy since 2011–12, the first years for which students who saw the financial crisis in action could easily change their majors; of all the fields I've looked at (Fig. 1), history has fallen more than any other in the last six years.



Sources: NCES IPEDS data; taxonomy adapted from American Academy of Arts and Sciences.

Fig. 1: Change in degrees, 2011-2017.

This represents a long-term low for the history major. National data on the numbers of degrees awarded in different disciplines generally start around 1966, but years ago, while working for the American Academy of Arts and Sciences' Humanities Indicators project, I collected data on a number of humanities majors going back to the 1950s. While the 66 percent drop in history's share from 1969 to 1985 remains the most bruising period in the discipline's



Sources: IPEDS & HEGIS datasets and printed Dept. of Ed. bulletins
Collated by Benjamin M. Schmidt for the American Academy of Arts and Sciences, 2004.

Fig. 2: History's share of all US Bachelor's degrees since 1950.

history, that drop followed a period of rapid expansion in share connected to the boom in higher education of the 1960s. The drop in the last decade has put us below the discipline's previous low point in the 1980s (Fig. 2).

Share can be a misleading metric. Higher education as a whole has drawn in new groups of students in the past half century, so historians sometimes assume that we must not be losing after taking these statistics into account. But even considering history degrees as a percentage of *all* college-age

> The drop in history's share of undergraduate majors in the last decade has put us below the discipline's previous low point in the 1980s.

adults in the United States, the current level of 5.3 degrees per 1,000 23-year-olds sits well below the peaks in 1971 (11.8 per 1,000) and 1993 (7.6 per 1,000), though above the mid-80s trough. Since older students and international students have become more common, this probably underestimates our slide within the core college-going population. Setting ratios aside altogether, the raw number of BAs in history awarded in 2017 was smaller than in any year since 1991, and lower than each year between 1965 and 1977.

Demographic Trends

The decline in history has struck all demographic groups, but some patterns do emerge (Fig. 3). The most pronounced losses have been among Asian American students, who were already underrepresented in history departments relative to their share of all students. The drop among white students, who make up 71 percent of history degrees and 58 percent of all BAs, is a bit lower. Hispanic students, who are represented among history majors at the same rate they attend college, mirror the overall trend. African American and American Indian/Alaska Native students—two other groups that are underrepresented in history relative to other majors—have seen the smallest declines.

Part of the long-term pattern for history has come from the relatively steep decline in women's interest. As Heidi Tworek

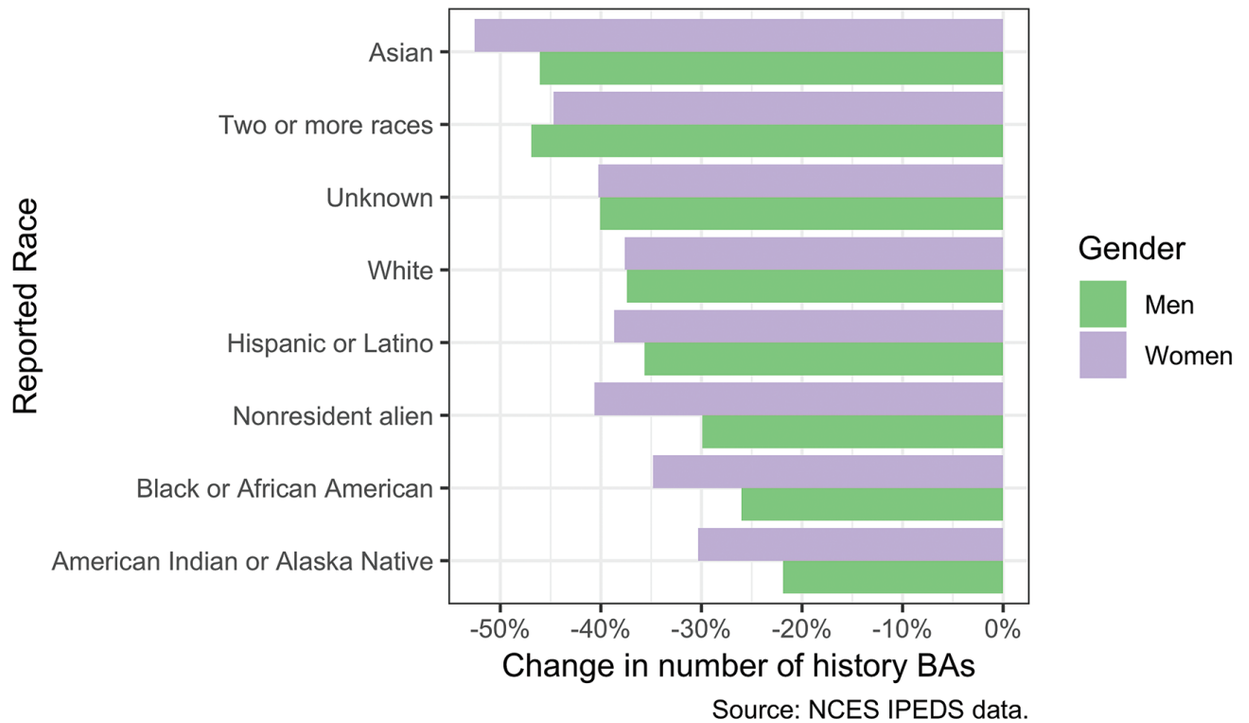


Fig. 3: Change in history majors, 2011-2017.

explored in a 2013 *Atlantic* article, this trend emerged in the 1970s: pre-professional majors became more welcoming of women, so they were less inclined to major in liberal arts disciplines. Except among white and multi-racial students, the rate of decline has been notably greater among women than among men; there were fewer than half as many Asian American women majoring in history in 2017 as there were in 2011. One result of this shift seems to be that women are now slightly more underrepresented among history majors (40.5 percent vs. 42.5 percent of all degrees, as opposed to about 57 percent of BAs in all fields) than they were in the mid-2000s. (A note on categories: unlike some other statistical series, the Department of Education considers gender to be strictly binary and "Hispanic" to be a race akin to "Asian" or "White"; it removes race from foreign alien status for reporting purposes.)

While these declines have taken place at institutions of every type, the declines have been particularly strong in percentages at schools where history has been a popular major (Fig. 4). In the broadest terms, as the chart below shows, history has decreased the most at research universities (RI and RII in the old Carnegie classification). Both private and public universities have seen drops, but the declines have been especially steep at private, non-for-profit institutions. (For-profits remain unimportant enough in the history universe that I haven't included them.)

> The most pronounced losses have been among Asian Americans, who were already underrepresented in history departments.

This means that each department is facing its own constellation of factors that may make the decline more or less severe. To try to disentangle the role of various factors, I ran a linear regression to predict the decline in history degrees between two five-year periods: 2003–07 and 2013–17. Among the factors that best predict heavier declines are a school being a research university, having a large number of Asian American or international students, and being privately controlled/having high tuition. Lighter declines, conversely, are associated with having more African American, multi-racial, or Hispanic students; being a Historically Black

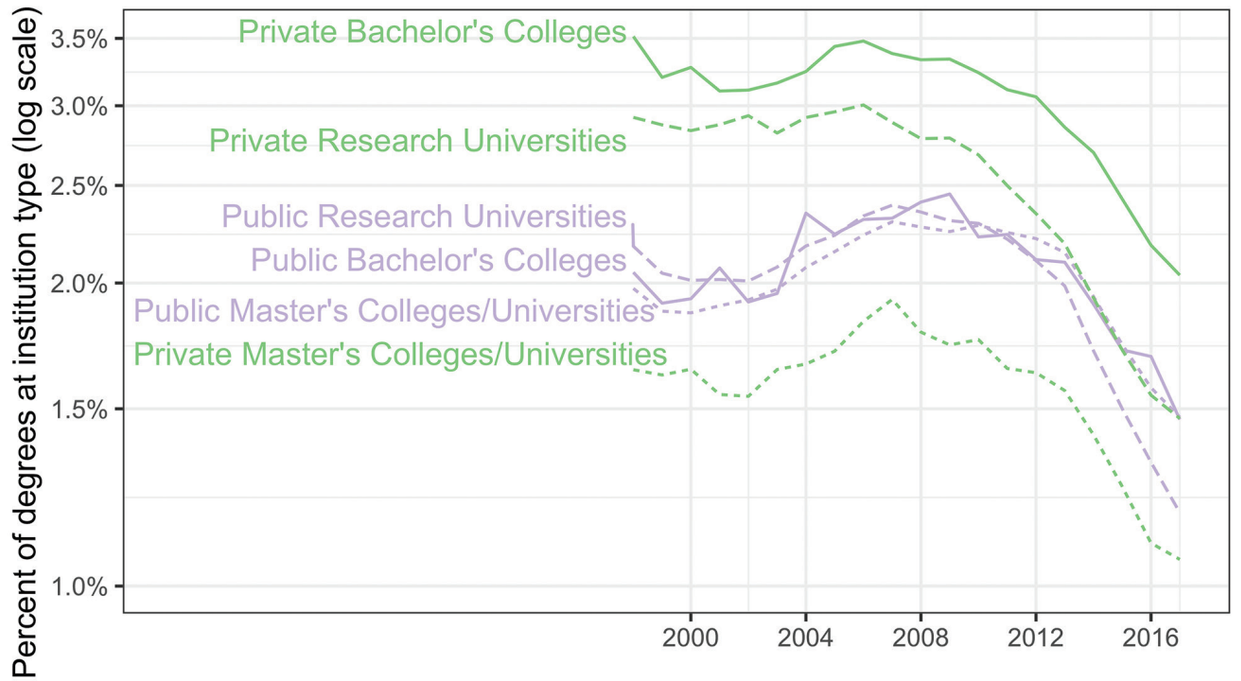


Fig. 4: History degree share by institution class, 1998-2017.

College or University, even accounting for the higher share of African American students at those schools; and (as a control) having an overall growth in the student body. Schools in the Midwest seem to have experienced the greatest declines; those in New England and throughout the South, the least.

Why has the number of degrees fallen so rapidly? The timing of the trend strongly suggests that students have changed their expectations of college majors in the aftermath of the economic shifts of 2008. That the declines have continued among students who entered college well into the economic recovery shows that the shifts are not just a temporary response to a missing job market; instead, there seems to have been a longer-term rethinking of what majors can do for students. The fields that have fallen almost as much as history since 2008 tend to share methodologies or subject areas with our discipline; they include most of the other humanities and many of the more qualitatively inclined social sciences, including political science, anthropology, and sociology.

In many cases, this anxiety over career prospects for history majors is probably misguided, since we know that students with history BAs disperse into a wide variety of careers. The increasingly common practice of lumping a wide variety of disparate fields together as STEM is probably giving students and their parents excessive expectations about the earning potential conferred by many science and technology degrees. While engineers in their 20s can indeed make salaries that would make most full professors of history jealous, science, technology, and math majors are much more of a mixed bag. Extensive data recently released out of the University of Texas system do show history majors making less than most science fields after controlling for the university they attended. But they appear to make more than many other fields, including English, psychology, sociology, and even a number of biology-adjacent majors (such as zoology, ecology, and neurobiology, though traditional biology majors make somewhat more). Over the next few years,

The timing of the trend suggests that students have changed their expectations of college majors in the aftermath of the recession.

"accountability" measures like this, largely put into motion shortly after the recession, will become more widespread. While humanists are often skeptical of measuring a major through debt, salaries, or employment after graduation, other fields that have *not* already seen extensive declines probably have more to fear from an honest accounting of salaries than we do.

I focus on economic factors because the timing of the decline in history numbers so strongly correlates with student decision making around the economic crisis, but students obviously think about more than potential earnings when they choose a major. It's understandable that many, both inside and outside the profession, want to explore more complex reasons for the declines or to use it as an occasion to argue for some particular vision of what undergraduate history study should be. But it is worth reemphasizing that history's share of majors was rising just a decade ago; an explanation for trends since then should focus on things that have actually changed.

> The shifts are not just a temporary response to a missing job market; there seems to have been a longer-term rethinking of what majors can do for students.

Future Trends

Optimists may look at the last year's line in these charts and note that the rate of decline appears to have slowed. It is reasonable to hope that the trends of the last decade will eventually bottom out, perhaps even in the next year or two. At this point, though, it would take several unprecedented years of growth in history majors to return to mid-2000s numbers; departments should not expect a rapid rebound. While there are anecdotal accounts of students seeking out history in the current political climate, leading indicators of student interest are at best mixed; most notably, the AHA's survey of course enrollments in a number of departments for the 2016–17 academic year found continued declines in credit hours. (Editor's note: results of the AHA enrollments survey for 2017–18 will be published in the January issue of *Perspectives*.)

Those enrollment numbers suggest one possible long-term trend: that history departments will become more oriented toward introductory-level courses. Although I am not aware of good data on credit hours for the critical period 2010–12, it seems that the declines in enrollments since then may have been gentler than the drops in majors. Students still take history courses—but more often, apparently, as electives, as requirements for other majors, or as general education requirements. If major numbers do not recover, each of these areas will become more important. One common plan, for joint or hybrid majors, is peripherally tracked in the Integrated Postsecondary Education Data System (IPEDS, from the National Center for Education Statistics) through reporting of second majors. These numbers capture students who major in fields like "Political science and history" where any other field might occupy the first position. They do not seem to offer great consolation; history's share of second majors mirrors its overall trend in the last decade.

Ultimately, whether through majors or course enrollments, the long-term state of the discipline will rest on how it adapts to a cohort of students—and their parents—who are much less receptive to arguments for the liberal arts than previous generations have been. Many departments and organizations have worked out useful ways to articulate the purpose of the major. These are undoubtedly helping attract and retain students today. (The institutions that made up AHA's Tuning project, an initiative to this end, are among those on the front lines; the first set of Tuning departments reported marginally better enrollments from 2014 to 2017, though not so strongly that I am confident in their statistical significance.) As the 2008 crisis moves farther into the past, we should attempt to identify departments that have had the most notable successes.

Benjamin M. Schmidt is assistant professor of history at Northeastern University and core faculty at the NuLab for Texts, Maps, and Networks.

SCOTT P. MARLER

Steampunk for Historians

It's About Time

MOST PEOPLE recognize the distinctive visual iconography of steampunk, which has made steady inroads into film, television, and music videos since the late 1990s. Gears, goggles, vests, corsets—these and many other modified and imagined brass gadgets are among the sepia-toned hallmarks of what some have called "neo-Victorian futurism."

But steampunk also has a wider countercultural presence. Steampunk literature has grown so vast that it has developed its own subgenres, from alternate histories and social commentary to graphic novels and erotica. There are steampunk bands, and steampunk conventions draw thousands of people annually to far-flung cultural centers such as Atlanta and Seattle, as well as to less likely locales such as Bloomington, Indiana, and Lafayette, Louisiana. Steampunk also has an international footprint—the French, in particular, have a thriving steampunk community, including a theme park in Nantes. Steampunk can figure as literary trope, DIY craft, or mainstream fashion. Moreover, besides its striking visual characteristics, we might also consider steampunk a novel and popular way of "doing" history.

Defining steampunk is difficult, however, eluding even committed practitioners. To some, it is primarily an underground movement, perhaps with anarchist leanings (hence, the "punk" in steampunk). Detractors often dismiss it as an ephemeral consumer trend. American studies scholar Rebecca Onion has referred to steampunk as a "multitextual aesthetic," an empty mold into which any number of things can be poured, depending on the purposes and ideologies of those who employ it. For many of its subcultural advocates, steampunk's shrewd juxtapositions of disparate historical contexts with speculative or adapted technologies serve as "ethical spectacles" that represent resistance and transgression in the present. In this way, studded leather corsets worn on the outside of steampunk women's clothing become weaponized assertions of self-assured sexuality even as they also allude subversively to the garment's literal imprisonment of bourgeois women's bodies during the 19th century.[1]

Steampunk has its critics, ironically including some of its literary paragons. This adds to the problem of defining the movement satisfactorily. Even William Gibson—co-author of *The Difference Engine* (1990), a dystopian alternate transnational history of the Victorian era—has evinced skepticism about the nature of the genre. "Steampunk strikes me as the least angry quasi-bohemian manifestation I've ever seen," he has said. "There's no scary steampunk."[2] Yet Gibson's novel, widely acknowledged as a foundational steampunk text, ends with a mechanical (not digital) computer achieving sinister sentience as a social panopticon. Similarly, China Miéville's *Perdido Street Station* (2000), which many consider to be the quintessential steampunk novel, takes place in the horrifying Dickensian city of New Crobuzon, a thinly

> Those who sneer at steampunk often emphasize the moment when the corporate mainstream temporarily commodified the movement's aesthetic.

disguised 19th-century London. However, Miéville himself insists he had only a vague notion of what steampunk was when he wrote it, and he politely distances himself from its categorization as such.

Kathryn M. Weaver.

Steampunk's lengthy history might help to characterize it. Jules Verne and H. G. Wells are commonly cited as its earliest progenitors, but its name comes from a letter that novelist K. W. Jeter wrote to *Locus* in 1987. This demarcates the "first wave" of American steampunk. During the 1990s, it remained a tiny fanboy culture based mainly in science fiction and graphic novels. The far more interesting "second wave" of steampunk, especially the emergence of a countercultural community, began around 2006—perhaps not coincidentally, soon after the appearance of the iPhone, a now-ubiquitous device that typifies the opaque, inaccessible, and depersonalized nature of today's consumer technologies. By 2013, an IBM study based on quantitative and demographic analysis of social media posited that steampunk was the "next big thing." Around the same time, pop star Justin Bieber co-opted steampunk style for a Christmas music video, and a national Prada campaign featured celebrities like Willem Dafoe in steampunk-inspired garb. Those who sneer at steampunk often flatten out its history and emphasize this moment, when the corporate mainstream temporarily rebranded the movement and commodified its aesthetic. But this attempted "conquest of cool" did not last long.

In "second wave" steampunk, its literary manifestations (such as Cherie Priest's popular Clockwork Century series) became less important than the artisanal ethos that is the backbone of the movement today. Far more than a niche genre of science fiction, steampunk is now a decidedly material culture. Its fashions echo Romanticism's late 19th-century heirs, the unconventional dandy aesthetes epitomized by Oscar Wilde (a socialist who once quipped that "the one duty we owe to history is to rewrite it"). Self-fashioning cosplay and the corollary creation of steampunk personas ("steamsonas") constitute the core of the subculture's performative nature. In Diana M. Pho's words, steampunks use elaborate costumes, prosthetics, and other accessories to become "performing cyborgs"—beings whose lived aesthetics literally embody political critiques. Pho herself, Jaymee Goh, and Steampunk Emma Goldman (Miriam Roček) are a few of the women, often predominant in steampunk communities,

The Grand Elephant at the steampunk park Les Machines de L'île, Nantes, France.
jeff/Flickr/CC BY-NC-SA 2.0

Jaymee Goh and Diana M. Pho at the Steampunk World's Fair.
Margaret Killjoy/Flickr/CC BY-NC-SA 2.0

who have actively embraced these performative aspects of steampunk's "ideology of style" in oppositional public contexts like Occupy Wall Street.[3]

Along with clothing, thousands of second-wave "makers" around the world (as evidenced on Etsy.com) create jewelry, accoutrements, and a wide variety of gadgets, especially through the antiquing—or "modding" (modifying)—of disposable, mass-produced goods, such as Jake von Slatt's famous steampunked desktop computer. Objects like these highlight how steampunk's relationship to the postindustrial world exhibits some parallels with the politically tinged Arts and Crafts movement's relationship to the Industrial Revolution. But, as the founders of *Steampunk Magazine* insisted, this DIY ethos is not a "reactionary, dressed up nostalgia." It is instead a form of protest against the closed nature of dominant postindustrial technologies with cold, sterile designs that evade nonspecialist comprehension and that decidedly exclude tinkering.

> Studded leather corsets worn on the outside of steampunk women's clothing become weaponized assertions of self-assured sexuality.

As steampunk evolved through the 2000s, its politics and vision of history did, too. In a widely circulated 2010 blog entry, science-fiction author Charles Stross wisecracked that steampunk "is nothing more than what happens when goths discover brown"—a memorable turn of phrase—but also railed against what he called "the totalitarian urge embedded in the steampunk nostalgia trip." Yet when he wrote, Stross was surely aware that steampunk had been maturing into a subculture with a more explicitly progressive political edge than ever before. Especially since the radical collective Catastrophone Orchestra founded *Steampunk Magazine* in 2007, steampunk had increasingly accentuated its multicultural, postcolonial, and anticonsumerist dimensions. So although there are certainly some apolitical "fellow travelers," steampunks are not Victorian equivalents to Civil War reenactors. Instead, it is more accurate—and even definitional—to regard steampunks as reimagining the past and its speculations about possible futures in order to envision a different present and better future from today's perspective. Even John Clute, the eminent literary critic of speculative fiction who expressed reservations about the genre and its associated subculture, acknowledged these complexities when he wrote that "the link between steampunk and history is a dialectic; it *repudiates*."[4]

This subtlety may be lost on historians. Steampunk's obviously Victorian visual cues superficially evoke the era's imperialism, racism, and sexism, as well as an arguably naïve fascination with technology. Some historians, then, might also infer in steampunk an innately positivist conception of history. But this would elide the degree to which its most committed practitioners consider it a form of technological disruption and political protest. Questioning "Progress," especially as subsumed under the supposedly neutral umbrella of science and technology, is

precisely what the editors of *Steampunk Magazine* had in mind when they declared in their inaugural issue that they were "colonizing the past so we can dream the future." Even Verne and Wells, despite their racist and imperialist trappings, crafted cautionary tales about the hubris of technological mastery. Moreover, criticisms of steampunks' ostensible positivism also brush over their highly intentional juxtapositions of sartorial "chronotopes"—symbolic representations of time and space used to craft alternate identities in the context of their communities and in disputatious engagement with the world around them.

From pachucos and beatniks to punk rock and goth, 20th-century subcultures offered many opportunities to narrate history from the margins. But in 21st-century hypercapitalism, with the dominance of internet-based global media, such phenomena have become shorter-lived and their trajectories more diffuse. While it is difficult to know whether steampunk has already crested as a subcul-

> Steampunk's relationship to the postindustrial world exhibits some parallels with the Arts and Crafts movement's relationship to the Industrial Revolution.

ture, it has certainly demonstrated long-term mutability and persistence. It will probably continue to suggest many questions in various scholarly and political contexts—for literary critics, for feminists, and for postcolonial and queer theorists, among others. But historians should also take steampunk more seriously than they have thus far. If nothing else, it may help them evaluate the late Hayden White's lament that, under postmodern conditions, "a virtual past is the best we can hope for."[5]

Scott P. Marler is associate professor of history at the University of Memphis, where he works on the history of capitalism. He also occasionally moonlights as Bartleby the Mad Abolitionist.

Jake von Slatt's "modded" desktop computer.
Jack von Slatt/Flickr/CC BY-SA 2.0

NOTES

1. Rebecca Onion, "Reclaiming the Machine: An Introductory Look at Steampunk in Everyday Practice," *Neo-Victorian Studies* 1, no. 1 (2008): 138–63.

2. William Gibson, quoted in James H. Carrott and Brian David Johnson, *Vintage Tomorrows* (Sebastopol, CA, 2013), 219.

3. Diana M. Pho, "Objectified and Politicized: The Dynamics of Ideology and Consumerism in Steampunk Subculture," in *Steaming into a Victorian Future*, ed. Julie Anne Taddeo and Cynthia J. Miller (Lanham, MD, 2013), 188; Christine Ferguson, "Surface Tensions: Steampunk, Subculture, and the Ideology of Style," *Neo-Victorian Studies* 4, no. 2 (2011): 66–90. See also the pioneering website created and curated by Pho, *Beyond Victoriana: A Multicultural Perspective on Steampunk*, *https://beyondvictoriana.com/*.

4. Charles Stross, "The Hard Edge of Empire," *Charlie's Diary* (blog), *http://www.antipope.org/charlie/blog-static/2010/10/the-hard-edge-of-empire.html*; John Clute, *Strange Horizons*, January 7, 2013, *http://strangehorizons.com/non-fiction/columns/Scores-22*.

5. Hayden White, *The Fiction of Narrative: Essays on History, Literature, and Theory, 1957–2007* (Baltimore, MD, 2010), 308.

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 before applying.
- Send questions about policies, modes of presentation, and the electronic submission process to annualmeeting@historians.org.
- Questions about the content of proposals should be directed to Program Committee chair Joshua L. Reid (jlreid@u.washington.edu) and co-chair Sarah Elizabeth Shurts (sshurts@bergen.edu)

SUE DOSCIENCE

HISTORIAN HOROSCOPE

Your AHA Annual Meeting Forecast!

We don't believe in astrology either, but we can't resist a good personality diagnostic. And no, this column won't become a regular *Perspectives* feature.

Aries (March 21–April 19)

The stars say: Ruled by warlike Mars, you use your talents in military history, the history of imperialism, or the history of state formation, with a sideline in quoting Nietzsche. In the classroom, you're known as a passionate (some would say scenery-chewing) teacher. Luckily, you've tamed your instinct to monopolize meetings and fume when the votes don't go your way.

In the archives: You demand to see unprocessed collections. You've got to be first!

Your annual meeting forecast: You'll be tempted to stump an annoying panelist with an aggressive question.

Taurus (April 20–May 20)

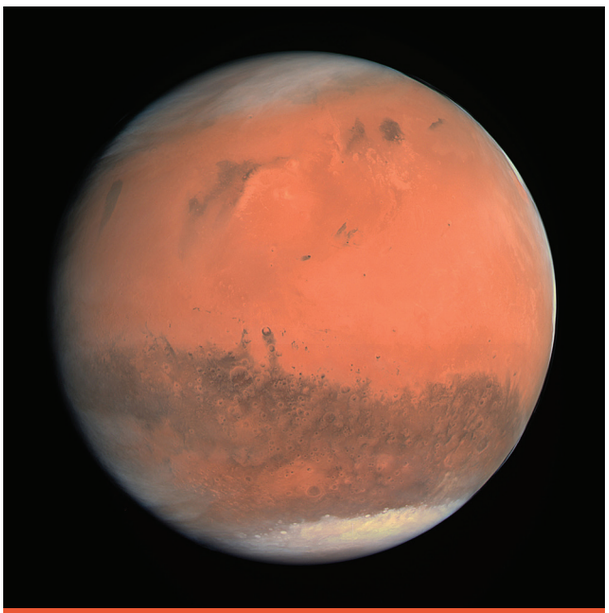
The stars say: You show up and get the job done, and you're admired for rising above workplace toxicity and politics. Your ruling planet, sensual Venus, decrees that your research involve material culture, animal history, or the history of consumption. Students appreciate your fair grading rubric (self-devised, of course) and the fact that you don't spill coffee on their exams.

In the archives: You remember to bring a sweater.

Your annual meeting forecast: You'll tour a historic mansion and ask how much the workers who built it were paid.

Gemini (May 21–June 20)

The stars say: They should call you the alt-rogue-historian for your quirky blog, snow globe collection, and obscure tattoos. Students line up for your office hours, if only to glimpse your office, which is stuffed with gewgaws from your travels. With messenger Mercury as your ruling planet, you obviously study the history of media, popular culture, or migration.



This is the planet Mars. It tells Aries what to do, apparently.
ESA & MPS for OSIRIS Team MPS/UPD/LAM/IAA/RSSD/INTA/UPM/DASP/IDA/Wikimedia Commons/CC BY-SA 3.0 IGO

In the archives: You take pictures of everything, because it's all so interesting!

Your annual meeting forecast: All the digital history sessions. All. Of. Them.

Cancer (June 21–July 22)

The stars say: Hard on the outside but soft on the inside, Moon-ruled Cancers make ace researchers of domesticity, food, or palace intrigue. You get to know your students individually, because you want them to do great things (and they do). If an administrative role comes knocking, make sure

everyone knows they'll have to submit to *your* vision—it's for the best.

In the archives: By your last day, you know all your fellow researchers' projects.

Your annual meeting forecast: You'll bring doughnuts to the interview suite. Anyone going to eat the bear claw?

Leo (July 23–August 22)

The stars say: It's no surprise, since you're ruled by the sun, that you're one hot historian: your research in big history, global history, or environmental history will spawn a journal or three, which you'll edit simultaneously. No matter your position in the hierarchy, you've secretly named your own chair. Your lectures leave students rapt—Leos inspire!

In the archives: You want the most famous collection. It's been picked clean, but your analysis will be brilliant!

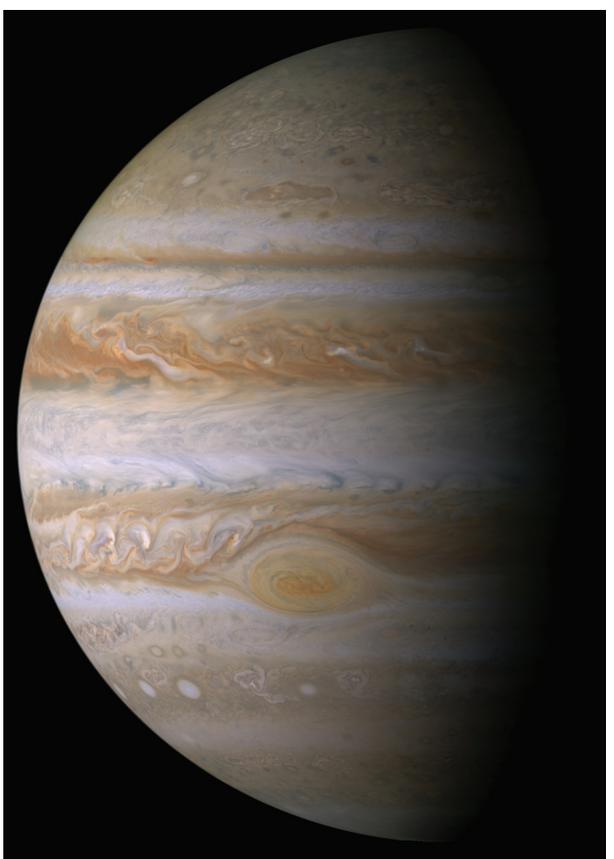
Your annual meeting forecast: It's standing room only at your session, and a pithy remark of yours goes viral on Twitter.

Virgo (August 23–September 22)

The stars say: With your high standards, knack for clarity, and steel-trap memory, you're an in-demand peer reviewer. Your planetary ruler, precise Mercury, commands you to study the history of technology, science, or economics. Since you can't imagine a world without exams, your expertise in pedagogical research helps you devise the best assessments.

In the archives: You're there first thing in the morning, after you've gotten a workout in.

NASA calls this star cluster Pismis 24. We just call it part of the constellation Scorpius.
NASA, ESA and Jesús Maíz Apellániz (Instituto de Astrofísica de Andalucía, Spain). Acknowledgement: Davide De Martin (ESA/Hubble)/Wikimedia Commons



By Jove, it looks like Jupiter is lording it over Sagittarius again.
NASA/JPL/Space Science Institute/Wikimedia Commons

Your annual meeting forecast: Since you speak in complete paragraphs, you'll wow an acquisitions editor.

Libra (September 23–October 22)

The stars say: Genuinely interested in all angles of any debate and being fair in the end, you lean toward legal history, social history, and borderlands history—anything that lets you juxtapose different voices. Libra-led class discussions are always full of light-bulb moments for students, because empathetic Venus makes Libras great listeners and critical thinkers.

In the archives: You're going to donate your oral history recordings to a community museum.

Your annual meeting forecast: You'll de-escalate an incipient bar fight between empiricists and theorists.

Scorpio (October 23–November 21)

The stars say: You sport elbow patches of black leather, and your office looks like a satellite branch of the Bodleian. Trained in religious history, the history of sexuality, or ancient history, you once considered becoming a blacksmith, like your ruler, Pluto. Because you're a demanding teacher, you're the one students remember. Your digressive endnotes launch dissertations.

In the archives: You once found a strange object in an unmarked folder that wasn't listed on the finding aid.

Your annual meeting forecast: You'll find another historian who can trace their academic lineage back to Herodotus.

Sagittarius (November 22–December 21)

The stars say: Your curiosity is as expansive as your ruling planet, Jupiter, so you've naturally got a touch of scholarly wanderlust—think maritime history, cultural history, or urban history. Your flair for writing leads to success on op-ed pages. As the only one of your colleagues who listens to the same music as your students, exercise caution using their slang in meetings!

In the archives: You taught yourself the basics of a language to fill out the visa paperwork. Now you're fluent!

Your annual meeting forecast: You'll go to research sessions that are nowhere near your own specialty.

Capricorn (December 22–January 19)

The stars say: Your advising gives students confidence to take on massive challenges, whether it's an ambitious dissertation or National History Day. Like authoritative Saturn, you aim to know what makes the world go round, so you prefer diplomatic history, labor history, or the history of capitalism. But hey, share the wealth with all those prizes you keep winning!

In the archives: You're nonstop, thanks to all your productivity apps. Bring on the boxes!

Your annual meeting forecast: You love that new business card smell. It's time to find more collaborators!

Aquarius (January 20–February 18)

The stars say: The Aquarian teacher is famous for squeezing Paulo Freire and bell hooks into the graduate pedagogy seminar. Under rebellious Uranus, you drift toward interdisciplinarity, queer history, and theory, and every now and then you quake that your pathbreaking publications in "studies" journals won't get you tenure. At least you can blow off steam on Twitter!

In the archives: Derrida caught archive fever from *you*.

Your annual meeting forecast: You'll Instagram the hotel lobby: Louis XIV by way of Breuer. Interesting.

Pisces (February 19–March 20)

The stars say: With ocean-deep Neptune as your ruler, you float toward book history, medieval history, or the history of emotions. Students fascinate you—you're always learning from them, even when they mess up. New methodologies don't scare you, but you have a soft spot for outmoded tech, like that replica Gutenberg press you've been building in your "spare time."

In the archives: You bring your laptop and camera but get distracted by the sheer aura of your documents.

Your annual meeting forecast: You'll seek out sessions in rooms that are too big and treat grad students to coffee.

Hotel and Rate Information

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

Rates are subject to hotel occupancy tax and will be honored three days before and three days after the official meeting dates of January 3–6 based on availability. Free bus transportation will connect the meeting hotels. Information on booking a room at the discounted rate is available at historians.org/annual-meeting.

Dates and Deadlines

DECEMBER 11	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
DECEMBER 14	Last day for preregistration pricing.
DECEMBER 14	Deadline to submit registration and Job Center refund requests.
JANUARY 3, 2019	Annual meeting opens at 11 a.m. at the Hilton Chicago and Palmer House Hilton.

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.

Meeting Registration

	MEMBER		NON-MEMBER	
	PREREGISTRATION	AFTER DEC. 14	PREREGISTRATION	AFTER DEC. 14
Attendee	$179	$215	$291	$349
Speaker	$179	$215	$179	$215
Student	$82	$99	$125	$151
Unemployed/Underemployed/ Job Candidate	$50	$60	$137	$164
Retired	$85	$103	$145	$176
K–12 Teacher	$50	$60	$114	$120
Bring your Graduate/Undergraduate/K–12 student discount	**For members only.** Member rate plus $10 per student ($20 onsite). Bring as many high school, undergraduate, and pre-candidacy graduate students as you want for only $10 each!			

Advance registration must be completed by midnight EST on December 14, 2018. Thereafter, onsite rates will apply.

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

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

AWARDS, PRIZES, AND HONORS TO BE CONFERRED AT THE 133RD ANNUAL MEETING

The following is a list of recipients of the various awards, prizes, and honors that will be presented during the 133rd annual meeting of the American Historical Association on Thursday, January 3, 2019, in the State Ballroom of the Palmer House Hilton in Chicago, Illinois.

2018 Awards for Scholarly and Professional Distinction

Eugene Asher Distinguished Teaching Award

Catherine Denial, Knox College

Catherine Denial embodies the spirit of this award. Her students praise her as an engaging, creative, and supportive instructor who has guided many of them to professional success in the academy. She is a prolific contributor to larger conversations about history and pedagogy, taking part in roundtables and workshops addressing both the purpose of a historical education and how to teach successfully in the classroom. Finally, Denial has been instrumental in curriculum revision and has had a significant pedagogical impact on organizations and students.

Beveridge Family Teaching Prize

California Department of Education and the California History–Social Science Project, University of California, Davis

The California History–Social Science Project and the California Department of Education together made a forceful impact on history education when they reengineered history standards in the K–12 arena in California by writing and implementing the state's K–12 History–Social Science Framework. The framework showcases inquiry-based learning throughout the grades, and its creation promoted significant public dialogue. Since adoption of the standards, the group has trained over 5,000 educators statewide on implementation, helping ensure that every student in California receives a quality education in history.

Equity Award (Individual)

Tiffany George Butler Packer, Florida A&M University

Tiffany Packer's history project K(no)w Justice, K(no)w Peace (KJKP) reminds its audience of the humanity of victims of state violence and demonstrates the impacts of historical interpretation in public settings. The only exhibit of its kind, KJKP is visited by thousands and engages college students as curators and as leaders; they facilitate local panel discussions on police brutality and its effects on communities of color.

Herbert Feis Award in Public History

Joan Neuberger, University of Texas at Austin

As the driving force behind multiple noteworthy online history projects such as the Not Even Past website, the Thinking in Public project database, and the *15 Minute History* podcast, Joan Neuberger's scholarship harnesses the possibilities of the latest digital platforms for public engagement. Each year her work touches tens of thousands of people, both inside and outside the

academy. In addition, she is an enthusiastic mentor and editor for other historians writing for a general audience.

Nancy Lyman Roelker Mentorship Award

Jorge Cañizares-Esguerra, University of Texas at Austin

Jorge Cañizares-Esguerra, affectionately known by his first name to his students, came to academia after a lengthy first career in medicine. As a respected professor, scholar, and fierce champion of students, he redefines the word "mentor." In his 15 years at UT Austin, he has built a cohort of graduate students from around the globe. A colleague once said of him, "Every door he unlocks, he holds open for his students." Called a "force of nature" by others in his department, he inspires passion for history with his favorite academic question, "So what?"

Honorary Foreign Member

Betty Wood, Girton College, University of Cambridge

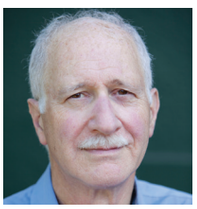
Betty Wood is reader emerita, faculty of history, at the University of Cambridge, and life fellow, Girton College, Cambridge. She studied at Keele University and the University of London before earning her PhD at the University of Pennsylvania in 1975. She was one of the founders of the British Group of Early American Historians (BGEAH), which is credited with jump-starting the study of early America in the United Kingdom. Wood taught generations of undergraduate and graduate students, supervising 19 PhD students who now teach on both sides of the Atlantic. The writer of one letter of nomination remarked, "No scholar has done more to develop and sustain the study of early American history in the United Kingdom."

In addition to her scholarship and teaching, Wood has generously assisted Americans researching and studying in Britain, especially graduate students. She established connections between the BGEAH and continental European scholars of early American history, making for major international linkages, most notably with various universities in Paris. Fittingly, as a pioneer in Atlantic history, she helped bring together historians of the Caribbean and Louisiana and those of Britain, South Carolina, and Georgia.

Her own scholarship on aspects of slavery in the colonial South, especially in Georgia, has been widely praised. She is well known for books and articles on enslaved and indentured women, and her book *Come Shouting to Zion* (1998), co-authored with Sylvia Frey, is widely recognized as a preeminent work in the religious history of African Americans in the 18th century.

Awards for Scholarly Distinction

Martin E. Jay, University of California, Berkeley



Martin Jay, Sidney Hellman Ehrman Professor of History emeritus at the University of California, Berkeley, has, in the course of his long career, transformed the study of French and German intellectual history and critical theory. His work is known to historians around the globe, and his scholarship from the 1970s onward is still widely read for its extraordinary erudition, its methodological innovativeness, and its clarity of exposition.

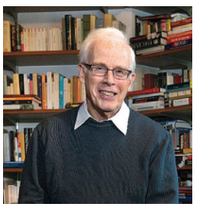
In 1971, the same year that he received his PhD at Harvard, Jay began teaching at Berkeley. Over the next four-plus decades, most of them spent at Berkeley, Jay produced no fewer than nine books (some translated into as many as ten languages), five edited volumes, and more than a hundred articles. Many of these books, starting with the trailblazing and now-classic monograph *The Dialectical Imagination: A History of the Frankfurt School and the Institute for Social Research, 1923–1950* (1973) and, most recently, *Kracauer l'Exilé* (2014), have made the writers and ideas associated with the Frankfurt School intelligible and, indeed, central to the work of historians and humanists more broadly.

Other books have, with extraordinary learnedness, traced centuries of thinking about key concepts, such as experience (*Songs of Experience: Modern American and European Variations on a Universal Theme*, 2004), lying (*The Virtues of Mendacity: On Lying in Politics*, 2010), and reason (*Reason after Its Eclipse: On Late Critical Theory*, 2017), and introduced cutting-edge ways of practicing intellectual history, as in his *Force Fields: Between Intellectual History and Cultural Critique* (1993) and *Cultural Semantics: Keywords of Our Time* (1998). Still others, including the influential *Downcast Eyes: The Denigration of Vision in Twentieth-Century French Thought* (1993) and several edited volumes, have established Jay as a leading figure in the field of visual history and theory as well.

This wealth of scholarship has led to Jay receiving major awards, visiting professorships, and invitations to lecture all

over the world. He has trained many of the leading intellectual and modern European historians teaching today, as well as shaped the work of generations of Berkeley graduate students in many other disciplines, from comparative literature to film studies. He was also instrumental in developing Berkeley's interdisciplinary program in critical theory. Jay was honored by his former students with a Festschrift, *The Modernist Imagination: Intellectual History and Critical Theory*, in 2009. In his scholarship and teaching, Jay has, in effect, reshaped the concerns and practices of historians across many fields.

Charles S. Maier, Harvard University



Throughout his career, Charles S. Maier, Leverett Saltonstall Professor of History at Harvard University, has blazed trails in European and global history through works of ambition and erudition. His books, articles, chapters, and edited or co-edited volumes (more than 100 in all) have tackled comparative political economy, modern states, empires, collective memory, and contemporary history.

Maier received his AB (1960) and PhD (1967) from Harvard University, where he then taught history until 1975. Between 1975 and 1980, he held positions at the University of Bielefeld and Duke University. In 1981, Maier returned to Harvard, where he held several positions, including the directorship of the Minda de Gunzburg Center for European Studies. He has held research fellowships from the Woodrow Wilson Center, the Guggenheim Foundation, the MacArthur Foundation, and the Humboldt Foundation, and has served as an important conduit between historians in the United States, Europe, and Latin America.

As a scholar whose career has spanned the closing decades of the Cold War and the long aftermath of its demise, Maier has brought clarity to our understanding of the world we have inherited and now inhabit. From his first forays into European comparative political economy after World War I to scholarship on "German exceptionalism" to more recent accomplishments in the history of empire and territoriality, Maier's publications have been driven by debates relevant not only to his field but to the entire discipline.

Maier's influence can be felt today through the work of dozens of historians who claim him as adviser and mentor; their topics of interest include welfare, labor relations, universities, old communists, and international relations. Maier currently co-directs the Initiative on Global History at the Weatherhead Center for International Affairs, an important source of intellectual support and funding for students and postdoctoral fellows.

Nell Irvin Painter, Princeton University

At each juncture of Nell Irvin Painter's career, she has written disruptive books with lasting legacies. She pioneered methods to recover black lives and built on that work to reinterpret historical subfields.

Her first book, *Exodusters: Black Migration to Kansas after Reconstruction* (1976), explores migration as a political strategy and recovered what the *American Historical Review* called "a genuine folk movement . . . undeservedly ignored." In *The Narrative of Hosea Hudson: The Life and Times of a Black Radical* (1979), Painter and co-author Hudson revealed a hidden history of southern black radicalism that upended genealogies of black resistance. *Southern History across the Color Line* (2002) made it impossible to write southern history limited to white southerners. *Standing at Armageddon: A Grassroots History of the Progressive Era* (1987) reinterpreted the period by moving the focus from expert elites to grassroots activists.

Thus, Painter realigned social history to include African Americans, labor history to include southern communists, southern history to include African Americans as omnipresent actors, and Progressive Era history to focus on the working class and African Americans.

Her astonishingly bold and theoretical *Sojourner Truth: A Life, A Symbol* (1996) is a meticulous biography, but it is more. Painter integrates fresh conceptions of womanhood, historical memory, slavery, and freedom to speak broadly to major issues in the 19th century. Her latest historical work, *A History of White People* (2010), is a sweeping analysis of the construction of whiteness over time and place.

An inspiring mentor, Painter changed the worldviews and historical aspirations of her PhD students. They all benefited from her knack of teaching students to rethink what they thought they knew. She also taught them to be fearless.

Painter's virtuosity and her lasting impact on many fields is an extraordinary legacy. She has remained active in a broad range of professional associations. Her meticulous research and eloquent writing are models for historical works. Her curiosity exemplifies the excitement of discovery that is at the heart of our profession.

2018 Awards for Publications

Herbert Baxter Adams Prize in European History

Hussein Fancy, University of Michigan

The Mercenary Mediterranean: Sovereignty, Religion, and Violence in the Medieval Crown of Aragon (Univ. of Chicago Press, 2016)

Hussein Fancy's *The Mercenary Mediterranean* elegantly traverses the religious, linguistic, and political boundaries of the medieval Mediterranean, focusing on Muslim cavalry—jenets—recruited by the Christian kings of Aragon. Employing an extraordinary range of sources, Fancy excavates the jenets' identities, motivations, and religious commitments, arguing for their critical importance to medieval and contemporary debates about faith, violence, and politics. This masterful study underscores the relevance of medieval history to issues of tolerance in Iberia today.

George Louis Beer Prize in European International History

Corey Ross, University of Birmingham

Ecology and Power in the Age of Empire: Europe and the Transformation of the Tropical World (Oxford Univ. Press, 2017)

Ecology and Power is a remarkably ambitious and timely exploration of 19th- and 20th-century colonial environmental history in Africa and Asia. Corey Ross reconstructs the ecological impact of colonial policies through richly detailed studies of commodities such as cocoa, rubber, copper, and tin. Drawing on social, economic, and environmental history methodologies and colonial and postcolonial narratives, *Ecology and Power* offers nuanced assessments of the extent of colonial exploitation, the persistence of indigenous knowledge, and the role of contingency.

Jerry Bentley Prize in World History

Erika Rappaport, University of California, Santa Barbara

A Thirst for Empire: How Tea Shaped the Modern World (Princeton Univ. Press, 2017)

This magisterial study goes far beyond standard commodity histories, integrating tea into the major global story of the modern world: empire and its demise. Erika Rappaport investigates the intertwined natures of empire and capitalism, exploring mass consumer behavior enabled first by governments and then by international businesses and advertising agencies. The book's source base, chronology, and geographical coverage are breathtaking in scope and richly demonstrate how tea, its growers, and its consumers have shaped the world.

Albert J. Beveridge Award in American History

Camilla Townsend, Rutgers University

Annals of Native America: How the Nahuas of Colonial Mexico Kept Their History Alive (Oxford Univ. Press, 2016)

In this masterful study, Camilla Townsend makes the ancient histories of the Nahuas accessible to contemporary readers. Contributing to a long historiography on post-conquest indigenous-language literature, Townsend resurrects historical annals written in the 16th and 17th centuries, includes extensive translated excerpts, and analyzes the Native intellectuals who produced these works and their motivations and methods. Townsend demonstrates how Nahuatl annals preserved indigenous knowledge while responding to colonial processes reshaping Mexican communities.

Paul Birdsall Prize in European Military and Strategic History

Tarak Barkawi, London School of Economics

Soldiers of Empire: Indian and British Armies in World War II (Cambridge Univ. Press, 2017)

Tarak Barkawi's *Soldiers of Empire* examines the composition, training, combat performance, and politics of the British Indian Army in the Second World War. This thought-provoking and elegantly written study blends history and sociology to ask fundamental questions about empires, military cohesion, and the relationship between war and social change. Barkawi's work is theoretically rich and based on empirical data from a wealth of sources. Lucid and informative, this book pushes us toward a global history of war.

James Henry Breasted Prize in Ancient History

Jeremy Hartnett, Wabash College

The Roman Street: Urban Life and Society in Pompeii, Herculaneum, and Rome (Cambridge Univ. Press, 2017)

The Roman Street represents the social and cultural history of urban spaces long neglected in scholarly discussion. Jeremy Hartnett deploys material and textual evidence alongside urban theory and comparison to modern analogues to repopulate the streets of ancient cities. His argument, at once

pathbreaking and accessible, reveals the "empty" spaces between buildings as filled with the voices, bodies, and interactions of the people of Pompeii, Herculaneum, and Rome.

Albert B. Corey Prize in Canadian-American Relations or History

Ann M. Little, Colorado State University

The Many Captivities of Esther Wheelwright (Yale Univ. Press, 2016)

In a large pool of excellent submissions, Ann Little's *The Many Captivities of Esther Wheelwright* stood out for its narrative grace and methodological innovation. Little makes a signal contribution to the history of early America by tracing border crossings involving indigenous nations and what would become Canada and the United States from heretofore unexplored perspectives of communities of women.

Raymond J. Cunningham Prize for Undergraduate Journal Article

Heath Rojas, Stanford University (BA, 2018)

"A Model of Revolutionary Regicide: The Role of Seventeenth-Century English History in the Trial of King Louis XVI," *Herodotus* (Spring 2018)

Faculty adviser: **Keith M. Baker**, Stanford University

In "A Model of Revolutionary Regicide," Heath Rojas argues that French revolutionaries of the early 1790s looked to the outcomes of English history, especially the beheading of Charles I and the Glorious Revolution, for guidance in determining what trying and executing Louis XVI would portend for France's political future. Steeped in primary sources and deeply engaged with historiography, Rojas's essay offers a persuasive and original perspective on the French Revolution.

John K. Fairbank Prize in East Asian History

Thomas S. Mullaney, Stanford University

The Chinese Typewriter: A History (MIT Press, 2017)

In this ambitious work, Thomas Mullaney takes readers on a rollicking ride as he surveys the transnational quest to invent a typewriter for the Chinese language. Along the way, he explores the nature and taxonomies of languages and the politics and economics of technological change. What counts as a "modern" writing system, he demonstrates, has been shaped by Orientalist thinking as well as by technological contingency. Sweeping, sophisticated, detailed, significant: this is a great book.

Morris D. Forkosch Prize in British History

Paul Ocobock, University of Notre Dame

An Uncertain Age: The Politics of Manhood in Kenya (Ohio Univ. Press, 2017)

Paul Ocobock's ingenious study foregrounds age, gender, and generation to understand the political machinations and lived experiences of late imperialism and decolonization. Working with archives and oral testimony from two continents, Ocobock shows how the "elder state" deployed youth for the purposes of governance, only to have it turned against itself in the Mau Mau Rebellion. Ocobock makes a familiar story new and offers portable tools for the work of historians across ages and spaces.

Leo Gershoy Award in Western European History

James Delbourgo, Rutgers University

Collecting the World: Hans Sloane and the Origins of the British Museum (Belknap Press, 2017)

James Delbourgo's thoroughly researched, beautifully illustrated, and engagingly readable *Collecting the World* is much more than a biography of the physician and avid collector Hans Sloane (1660–1753). Delbourgo traces with clarity and shrewdness the connections between Sloane's collections, his global networks of imperial inquiry and acquisition, and his indebtedness to knowledge and wealth derived from the enslaved. This incisive study offers fresh and richly textured insights into the roots of the British Museum and Enlightenment knowledge.

William and Edwyna Gilbert Award for Articles on Teaching History

Leah Shopkow, Indiana University Bloomington

"How Many Sources Do I Need?" *The History Teacher* 50, no. 2 (February 2017), 169–200.

Leah Shopkow's article identifies a common problem of practice in history classrooms and describes how she shifted her instruction in order to improve the research and writing of her students. Through her iterative interventions, Shopkow explicitly introduced students to assessing current historiography, selecting evidence, and making an argument. In the article, she includes not only her classroom-based research but also the assignment and rubrics she created.

Friedrich Katz Prize in Latin American History

Lisa Sousa, Occidental College

The Woman Who Turned Into a Jaguar, and Other Narratives of Native Women in Archives of Colonial Mexico (Stanford Univ. Press, 2017)

Lisa Sousa's *longue durée* history of Mexica, Mixtec, Mixte, and Zapotec women has marvelous sources, brilliant and sophisticated analysis, excellent writing, and evident historiographical significance. A unique contribution to indigenous history and gender relations in Latin America, the book demonstrates that women exercised high degrees of freedom in their everyday lives and control over familial relations and their household economy from the 1500s to the 1800s. Sousa offers a methodological model for writing the history of subaltern people.

Joan Kelly Memorial Prize in Women's History

Tera W. Hunter, Princeton University

Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century (Belknap Press, 2017)

Tera Hunter's extraordinary history of African American marriage in the United States through slavery and emancipation analyzes the struggles of men and women to define a relationship over which they had almost no control. The book places the marriages of enslaved and free African Americans during the long 19th century at the center of the construction of citizenship and the nation. Hunter's compelling analysis and exceptional research make this a signal contribution to the historical literature on race relations and gender in the United States.

Martin A. Klein Prize in African History

Kenda Mutongi, Williams College

Matatu: A History of Popular Transportation in Nairobi (Univ. of Chicago Press, 2017)

Methodologically innovative and a joy to read, Kenda Mutongi's *Matatu* takes a unique ethnographic approach to reconstructing the history of Nairobi's privately owned urban transport from the 1960s to the present. An interdisciplinary work that mixes examinations of business, urban style, political power, mobility, gender, identity, and postcolonial intrigue, *Matatu* is distinguished by the rigor and breadth of its research, its contributions to African and global history, and the wit and imagination with which it was conceived and executed.

Littleton-Griswold Prize in US Legal History

Tera W. Hunter, Princeton University

Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century (Belknap Press, 2017)

Tera Hunter's *Bound in Wedlock* explores marriage and family in African American life through the lens of American legal history. Hunter illustrates how shifting legal meanings of marriage, race, gender, and sexuality shaped ideas about law, labor, citizenship, and national identity before and after the Civil War. Deeply researched and elegantly written, this book traces the entanglements of slavery, racism, and law in the most intimate human relationships and is sure to engage wide audiences across scholarly fields.

J. Russell Major Prize in French History

Peter Sahlins, University of California, Berkeley

1668: The Year of the Animal in France (Zone Books, 2017)

Peter Sahlins offers a compelling new reading of French absolutism through the changing perception of animals. Under Louis XIV, allegorical depictions as well as unusual experiments (animal-human blood transfusions, animal physiognomy) civilized royal power by devalorizing animals. As classical naturalism displaced the moral and symbolic entwining of humans and animals, the new Cartesian beast-machine also debased the human. "The year 1688," Sahlins concludes, "marks a moment when animals became animality, and human nature became, once again, bestial."

Helen & Howard R. Marraro Prize in Italian History

Axel Körner, University College London

America in Italy: The United States in the Political Thought and Imagination of the Risorgimento, 1763–1865 (Princeton Univ. Press, 2017)

Italian thinkers and artists of the 18th and 19th centuries perceived America to be a land where barbarism and civilization walked hand in hand. In his imaginatively conceived and wide-ranging interpretation of Italy's multifarious cultural and intellectual responses to the American experiment as it progressed from the period of the Revolution to the Civil War, Axel Körner surveys the work of some of Italy's most famous artists and thinkers. He also introduces English-speaking readers to some lesser-known figures, who by the dint of his discerning research have been given the historical prominence they merit.

George L. Mosse Prize in European Intellectual and Cultural History

Yuri Slezkine, University of California, Berkeley

The House of Government: A Saga of the Russian Revolution (Princeton Univ. Press, 2017)

For Yuri Slezkine, the Bolsheviks were the People of the Books, a millenarian sect dedicated to literature no less than to Marxist theory. *The House of Government*, his enthralling saga of the Russian Revolution and its tragic aftermath, is itself a literary tour de force. Through deep research, persuasive analyses, and elegant prose, Slezkine conjures a microcosmic world—a unique residence complex and its revolutionary inhabitants—that expands to dramatize the fate of Soviet utopianism.

John E. O'Connor Film Award

Documentary: *Lorraine Hansberry: Sighted Eyes/Feeling Heart*

Tracy Heather Strain, director and producer; **Randall MacLowry**, producer (Lorraine Hansberry Documentary Project, LLC, 2017)

Lorraine Hansberry: Sighted Eyes/Feeling Heart presents the life and work of the author of the 1959 award-winning *A Raisin in the Sun*, the first play written by a black woman to be performed on Broadway. The film goes well beyond the play to contextualize it as part of Hansberry's family and its multi-generational struggle for racial justice, connecting her work as an artist and writer to her activism across a wide swath of issues, including class, sexuality, and human rights.

Eugenia M. Palmegiano Prize in the History of Journalism

Julia Guarneri, University of Cambridge

Newsprint Metropolis: City Papers and the Making of Modern Americans (Univ. of Chicago Press, 2017)

A vastly rewarding study of the relationship between newspapers and cities from 1880 to 1930, *Newsprint Metropolis* offers fresh insight into the American urban experience. Its analysis of journalistic practices in Philadelphia, New York, Chicago, and Milwaukee illuminates how newspapers—including the ethnic press—served and shaped their communities. Beautifully written and illustrated, the book pays special attention to "soft" features such as comic strips, advertisements, and advice columns in the construction of a cosmopolitan consciousness.

James A. Rawley Prize in Atlantic History

Padraic X. Scanlan, London School of Economics

Freedom's Debtors: British Antislavery in Sierra Leone in the Age of Revolution (Yale Univ. Press, 2017)

Freedom's Debtors is timely, original, and lucid. Its analysis of the political, economic, and cultural forces that shaped the development of Sierra Leone challenges celebratory narratives about the abolition of the slave trade and offers a new account of life in this British colony. Padraic Scanlan's attention to the agency of West Africans and to "British antislavery in practice" makes this work an important contribution to our understanding of the nature and locus of Atlantic history.

Premio del Rey

Michelle Armstrong-Partida, University of Texas at El Paso

Defiant Priests: Domestic Unions, Violence, and Clerical Masculinity in Fourteenth-Century Catalunya (Cornell Univ. Press, 2017)

This meticulously researched and documented book uses diocesan visitation records to show that a majority of parish priests in late medieval Catalonia cultivated marriage-like relationships and utilized violence to maintain authority in their communities. Grounded in the history of gender, violence, and the family, and in regional and church history, *Defiant Priests* challenges commonplace assumptions about clerics in post-Gregorian, post-Lateran IV Europe. Michelle Armstrong-Partida's evidence and conclusions will be important for Iberianists and medievalists of all stripes.

John F. Richards Prize in South Asian History

Faiz Ahmed, Brown University

Afghanistan Rising: Islamic Law and Statecraft between the Ottoman and British Empires (Harvard Univ. Press, 2017)

Afghanistan Rising restores a largely forgotten history of Muslim modernity that radiates from and converges in late 19th- and early 20th-century Kabul. Unparalleled archival research sustains Faiz Ahmed's story of diverse actors from Central, South, and West Asia who responded to Afghan rulers' novel efforts to build an independent Muslim constitutional monarchy. A powerful corrective to dominant narratives, *Afghanistan Rising* offers a compelling rethinking of the country's history and of broader Muslim legal and political modernity.

James Harvey Robinson Prize

Bethany Jay, Salem State University

Cynthia Lynn Lyerly, Boston College

Understanding and Teaching American Slavery (Univ. of Wisconsin Press, 2016)

Understanding and Teaching American Slavery, a readable, accessible, and thoughtful volume, serves as a superb resource for secondary school and university teachers. The most eminent historians in the field, public historians, curators, education specialists, and archaeologists provide critical overviews of the subject alongside fresh scholarly approaches and an impressive breadth of interdisciplinary ideas. The authors develop innovative pedagogical methods and examine useful primary sources, making this work a valuable contribution for those tasked with teaching this critically important subject.

Dorothy Rosenberg Prize in History of the Jewish Diaspora

Andrew Sloin, Baruch College, CUNY

The Jewish Revolution in Belorussia: Economy, Race, and Bolshevik Power (Indiana Univ. Press, 2017)

The Jewish Revolution in Belorussia offers a sophisticated analysis of the impact of the Bolshevik Revolution on Jewish society in a borderland defined by its ethnic heterogeneity. Focusing on the intersection of economy and identity formation, Andrew Sloin explores the internal contradictions of the Bolshevik project and the social and economic tensions that resulted from its "New Economic Policy," providing fertile ground for inter-ethnic tensions and growing anti-Semitism in the 1920s.

Roy Rosenzweig Prize for Innovation in Digital History

Virtual Angkor

Adam Clulow, Monash University, and **Tom Chandler**, Monash University

The *Virtual Angkor* project allows visitors to experience the Cambodian metropolis at its height during the 13th century via immersive virtual reality and 360-degree videos. The richly detailed 3D models and animated populations rival commercial videogaming technology but are situated within a rigorous historical context. With a visual, aural, and embodied argument that moves beyond textual exposition, the project showcases different ways of producing, presenting, and teaching history.

Wesley-Logan Prize in African Diaspora History

Monique A. Bedasse, Washington University in St. Louis

Jah Kingdom: Rastafarians, Tanzania, and Pan-Africanism in the Age of Decolonization (Univ. of North Carolina Press, 2017)

Monique Bedasse draws on her research across three continents and five countries to convincingly show how Tanzania emerged as a key site where Rastafarians produced, practiced, and transformed pan-Africanism and the diaspora community. Her term "trodding diaspora"—the key theoretical intervention of her book—draws from and expands on the Rastafarian term "trod," or to travel, to explore the distinct ways gender, race, citizenship, politics, and global blackness were produced, validated, and constrained within Tanzania from the 1960s through the 1970s. *Jah Kingdom* is an ambitious and imaginative book.

Catherine Denial's image courtesy Peter Bailley, Knox College; Tiffany George Butler Packer's image courtesy Tiffany Packer; Betty Wood's image courtesy Betty Wood; Martin E. Jay's image courtesy Rebecca Jay; Charles S. Maier's image courtesy Jim Harrison; Nell Irvin Painter's image courtesy Nell Irvin Painter, titled Princeton Self-Portrait.

ALEX LICHTENSTEIN

HISTORY OVER THE GENERATIONS

In the December Issue of the American Historical Review

The December issue of the *American Historical Review* reflects an ongoing effort to incorporate diverse forms of scholarly expression in our pages. This is the fifth issue of the year, and it includes only a single research article—on the "mobility politics" of the Third Reich. In addition, it includes a historiographic essay on the rapidly expanding literature in US queer history; a review essay focusing on a pair of pessimistic titles in "deep history"; a feature review considering six recent works in Palestinian history; a cluster of five reviews of graphic histories, a genre never before treated in the *AHR*'s pages; and **Jacqueline Jones**'s (Univ. of Texas at Austin) reappraisal of Gerda Lerner's 1967 classic of feminist historiography, *The Grimké Sisters from South Carolina: Pioneers for Women's Rights and Abolition.* Finally, the issue includes our regular December feature, the *AHR* Conversation.

> Regina Kunzel's timely historiographic essay explores dynamic new work in the field of LGBT/queer history.

The research article, **Andrew Denning**'s (Univ. of Kansas) "'Life Is Movement, Movement Is Life!': Mobility Politics and the Circulatory State in Nazi Germany," provocatively suggests that the culture of the Third Reich celebrated mobility as much as it cherished rootedness. As Denning notes, historians have long understood *rootedness*—an intimate bond between lands and peoples—as a hallmark of the Nazi regime and German racial thinking. At the same time, German ambitions to seize territories in eastern Europe and the USSR and the creation of a land-based empire are elements of what Zygmunt Bauman calls "heavy modernity," technocratic development linked to territorial acquisition. Closer attention to German engagements with mobility, Denning proposes, reveals how the material effects, embodied experiences, and discursive renderings of movement in Nazi Germany influenced both geopolitical calculations and everyday life. Denning contends that "mobility politics" lay at the foundation of power relations in the Third Reich and that the Nazis developed a set of institutions designed to manage the productive potential and disruptive danger of mobility.

If Denning's article seeks to challenge a common analytical frame, **Regina Kunzel** (Princeton Univ.) tracks the emergence of a bold new historiography in her comprehensive essay, "The Power of Queer History." From its initial engagement with questions about the emergence of sexual identity formation, community life, and social movement activism, Kunzel shows, LGBT/queer history has expanded to consider the ways in which sexual and gender nonconformity are imbricated in broad histories of power, politics, and the state. As David Minto's article in the October issue of the *AHR* ("Perversion by Penumbras: Wolfenden, *Griswold*, and the Transatlantic Trajectory of Sexual Privacy") suggests, rather than a bounded identity category, *queer* can operate as a powerful critical lens and mode of analysis, one that unsettles a range of taken-for-granted assumptions, institutions, and arrangements. Kunzel's timely essay explores dynamic new work in the field of LGBT/queer history, much of it focused on the modern United States, to illustrate the interplay of sexuality and power across a broad range of historical narratives and fields.

Kunzel's essay is paired with a very different kind of historiographic excavation. In "It's All Over Now, Baby Blue," geographer **Michael J. Watts** (Univ. of California, Berkeley) reviews in tandem two recent works in "deep history": James C. Scott's *Against the Grain: A Deep History of the Earliest States* (2017) and Walter Scheidel's *The Great Leveler: Violence and the History of Inequality from the Stone Age to the Twenty-First Century* (2017). Each book is civilizational in scope, covering millennia rather than centuries, and the two authors share an abiding pessimism about the trajectory of the Anthropocene.

Scott's message, Watts maintains, is an echo of Jared Diamond's famous assessment of the Neolithic Revolution—"the worst mistake in human history." In sharp contrast to the plenitude,

The headlight of a Volkswagen T2 bus evokes two features in the December issue. On the one hand, as the preeminent symbol of Hitler's ability to make car ownership a widespread aspiration of German citizens under the Third Reich, the VW lends credence to Andrew Denning's argument in his article "'Life Is Movement, Movement Is Life!'" that "mobility politics" were a central component of Nazism. At the same time, a generation later, the VW became attached to countercultural values aimed at rejecting the West's values of consumption, growth, and complacency. Such generational transformation is the topic of this year's *AHR* Conversation, "Each Generation Writes Its Own History of Generations." *Photo by Dennis Wong. Wikimedia Commons.*

freedoms, and relative equality of foraging lifestyles, the domestication of plants and animals and the birth of agrarian states brought a Hobbesian dystopia of drudgery, undernutrition, higher mortality rates, forced and enslaved labor, war, epidemics, and the threat of almost constant sociopolitical turbulence. In a similar register, Scheidel argues that human history provides all the necessary preconditions for systematic inequality, which have, in fact, now been fully globalized. Historically, Scheidel argues, any social leveling that has occurred had a common source in massive and violent disruptions of the prevailing political and economic order, typically by total war, state collapse, epidemics, or violent revolutionary transformation. Watts assesses these arguments, their similarities and points of departures and how they stand in relation to other accounts of historical inequality. This should make for sobering reading in an era of rampant social maldistribution and in the wake of the most recent report from the Intergovernmental Panel on Climate Change, which indicates that our current mode of civilization has likely entered its climatological endgame.

In this issue, we also continue to experiment with new kinds of featured reviews that push beyond the evaluation of one or two titles and instead point to the rich array of materials beyond the traditional monograph that might be of interest to historians. In the first category, anthropologist **Ilana Feldman** (George Washington Univ.) considers half a dozen recent titles in Palestinian history. These run the gamut from a study of Mandatory Palestine in the wake of World War I to a critical account of Palestinian life in the Gaza Strip under Israeli domination to histories and anthropologies of the Israeli Occupation of the West Bank to a personal rumination on the dilemmas of using Israeli law to defend Palestinian human rights. Feldman's essay demonstrates that a half century of occupation has generated a vibrant scholarly landscape that considers both the deeply destructive effects of Israeli actions on the everyday lives of Palestinians and the subjective experiences of those seeking to blunt the impact of persistent national oppression.

Continuing our new practice of reviewing non-monographic material, the December issue also boasts a cluster of five reviews of an exploding genre of historical writing: graphic books. Guest-edited by **Trevor R. Getz** (San Francisco State Univ.), this section includes reviews of graphic treatments of the American Civil War, Cuban revolutionary history, a plague of rats in colonial Vietnam, the Civil Rights Movement, and a forgotten 1956 massacre of Palestinians in Gaza, the latter rendered by the renowned narrative artist Joe Sacco. Reviewers appear divided on the utility of the format as a mode of history writing, but graphic histories constitute a genre that scholars will surely have to reckon with.

Finally, the annual *AHR* Conversation takes up the topic of "generations." I asked seven scholars—of early modern and modern Europe, of contemporary China, India, and Africa, of colonialism, and of indigenous history—to consider how useful the concept has been in structuring their approaches to the past, as well as in the historiography in their fields. The results prove revealing, as the protean concepts of age cohorts, generational experiences and sensibilities, and impositions of life-cycle categories appear to have wide resonance across time and space. I hope the discussion will suggest to readers how historians themselves navigate generational responsibilities—to the dead, to those not yet born, to the past, and, if such a thing remains possible in our age, to the future. Those who find such speculations of interest should join us in January at the AHA annual meeting for a panel discussion on the same topic, featuring four contributors to the Conversation: **Abosede George** (Barnard Coll. and Columbia Univ.), **Clive Glaser** (Univ. of the Witwatersrand), **Emily Marker** (Rutgers Univ.–Camden), and **Bernd Weisbrod** (Univ. of Göttingen). P

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

AHA STAFF

NEW FACE AT THE *AMERICAN HISTORICAL REVIEW*

Meet Nathan Draluck

Although Nathan Draluck, the new reviews editor at the *American Historical Review*, is the son of a typesetter who worked for decades in the printing and publishing industry, he didn't always think he'd end up in publishing as well. He got his start in the industry as a bindery worker at a small print shop in Miami, Florida—folding, stapling, cutting, and collating before going off to college at the University of Central Florida (UCF). There, following in the family's footsteps, he initially pursued a major in digital graphic design and computer science before his world—or rather, his worldview—was turned upside down.

A simple Introduction to Philosophy course changed everything for Nathan, and before he knew it, he had left behind the world of images to study the forms and the canon of Western philosophy. In college, Nathan also fell in love with the humanities and supplemented the depth of his philosophical study with the breadth of a diverse and rich survey of the humanities. He would go on to graduate from UCF with a bachelor's degree in philosophy and humanities.

> Nathan Draluck got his start in the publishing industry as a bindery worker at a small print shop in Miami.

After college, Nathan interned with the Florida Cultural Heritage Alliance and with the UCF School of Film and Digital Media. But philosophy called to him again, and he enrolled in the philosophy graduate program at the University of South Florida. He studied the history of philosophy and found that many of his philosophy professors identified as historians; from them, Nathan learned how important it is to situate concepts and to consider the history of ideas in their proper context. After spending some time in the classroom as a graduate teaching assistant and as an adjunct professor, Nathan was appointed as managing editor for *Perspectives on Science: Historical, Philosophical, Social*. Once again, Nathan's world was turned upside down—this time he discovered the vocation of editing as a fulfilling activity in which he could contribute to scholarship and showcase his skills.

Nathan Draluck is the *American Historical Review*'s new reviews editor.

With a master's degree in philosophy in hand, Nathan would go on to dedicate his professional life to all things editorial. He worked for a trade publisher as an editorial associate in 2014 and then transitioned into freelance work. Nathan specialized in nonfiction and scholarly editing, but working for an academic journal was his dream.

Nathan is pleased to join the *American Historical Review*, where he will serve the profession and the journal by maintaining its exemplary reviews section. He brings a blue-collar sensibility to the job of editing and hopes that his critical eye will ensure acute argumentation and fair reviews. P

KATHERINE GARLAND

A CAREER IN DEVELOPMENT

How a Public Historian Became a Fundraiser

Asking people for money probably isn't most people's first career goal. In fact, I cannot think of a single colleague of mine who dreamed of a fundraising career from childhood. Instead, we all come to it from circuitous paths—from marketing, business, or the arts. My story? I fell into fundraising from public history. And of everyone I know, my path was the most fortuitous: there is no better preparation for a career in fund development than public history.

Of course, I did not enter public history expecting to become a fundraiser. After graduating in 2015 from the University of Massachusetts Amherst with a master's degree in public history and a certificate in arts management, I went on the public history job market. To pay the bills, I took a part-time fundraising job at a personal care home. While there, I fell in love with fundraising, and my life changed forever.

Today I work for Girl Scouts in the Heart of Pennsylvania (GSHPA), raising money to support girls across the central and northeastern parts of the state. In my role as coordinator for strategic partnerships and donor relations, I write grant applications and annual appeals, facilitate programmatic partnerships with local businesses and organizations, and oversee our donor database. It's a big job, and one that I succeed at because of, not in spite of, my background in public history.

Applying for grants is, of course, a natural career path for a historian. Researching and writing a well-crafted argument about the past is not that different from researching and writing a well-crafted grant proposal asking for financial support for a cause. Every day at my job, I find myself grateful for my historical training, for having learned to conduct research thoroughly, structure arguments purposefully, and choose words carefully. But the similarities between public history and fund development don't end there.

Good public historians tell stories that tie facts together, breathing life into them, giving them meaning, and making them memorable. Good fundraisers do the same. I could

Katherine Garland (right) poses with her co-worker Lyndsey Mackie outside the Girl Scouts in the Heart of Pennsylvania office. *Julie Queen*

rattle off a number of facts about GSHPA—that we serve 17,500 girls, that 8,100 girls participated in STEM programming last year, and that more than 4,000 girls rely on financial assistance to participate in Girl Scouts annually. Numbers alone, however, are not especially compelling.

But eight-year-old Ashley's story is. Ashley's been through a lot in her short life. Her mother, father, and grandfather have all been incarcerated, and for a time she was living with her teenage aunt. Her life is difficult. But in the past two years, Ashley has found some stability thanks to Girl Scouts Beyond Bars, a unique program for girls whose mothers are incarcerated. In special troop meetings, Ashley and her mother do Girl Scouts together, learning to communicate with each other and rebuilding their relationship. Ashley also attends girl-only meetings, which give her a place to talk about her

situation with a supportive community of girls who understand.

When asked about her favorite memories during a troop meeting, Ashley listed "Girl Scouts and when my mom was happy." Girl Scouts is Ashley's safe space, and it is as meaningful to her as those distant memories from before her mother was incarcerated. Most people will remember Ashley's story for a lot longer than those statistics, making them more likely to give.

In addition to telling compelling stories, public historians are also adept at knowing their audience—they read the room and respond accordingly. Similarly, a good fundraiser always considers her audience when talking with donors. Girl Scout alumnae with happy childhood memories, STEM company executives interested in building a workforce of women, and community foundations concerned about their local town may all be interested in donating to Girl Scouts, but for vastly different reasons. Because of my background in public history, I can skillfully read a donor and alter my messaging. I share different stories, photos, and statistics with different donors, meeting them at their point of connection to Girl Scouts and helping them understand the power of their giving.

By far the most useful transferable skill I learned as a history student was historical empathy. As public historians, we see the world from a wide variety of perspectives, understanding that everyone's experience is unique and informed by their particular place in time and space. The empathy I developed as a historian profoundly influences the way I fundraise (and how I live my life in general). It helps me understand the needs of the girls I serve, enabling me to put myself in their shoes and understand the challenges they face. It prepares me both to speak on the girls' behalf and to better understand donors and their motivations for giving. Through storytelling, I can help donors empathize with a girl whose mother is incarcerated or a girl intimidated by boys in her science classes or a girl dealing with bullies at school. I help them see how their giving will make a difference.

Another guiding principle of public history is shared authority, the idea that public historians and community partners must collaborate. Shared authority encourages public history practitioners to be humble—working with, not for, the public. Good public historians seek out voices from underrepresented communities and elevate them, ensuring that all have space to share their stories. Similarly, nonprofit leaders must listen to the voices of their clients. One of the pillars of Girl Scouts is that our programming is girl-led. We regularly seek girls' input, ensuring that the programs we develop and fundraise for are what today's—and tomorrow's—girls want and need.

The empathy I developed as a historian profoundly influences the way I fundraise.

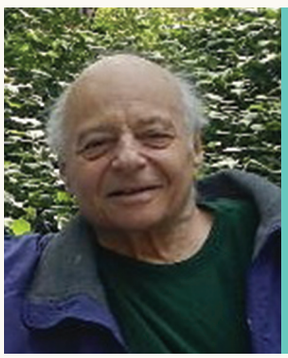
Additionally, good fundraisers must also see themselves as part of a larger community. Fundraising is all about building relationships, bringing together people of affluence and influence to solve large-scale problems. Individual nonprofits cannot apply Band-Aid solutions to problems; we must work collaboratively to address their root causes. At GSHPA, we strive to be humble and to recognize that we cannot solve gender inequality alone. Therefore, we work with other businesses and nonprofits, donors and volunteers, to create real and lasting change.

At its heart, this process requires community leaders and fundraisers to be historians. To work together to change the future, we must have a deep understanding of how the past has influenced our present. I cannot hope to speak eloquently about gender inequality today without a deep appreciation for gender history and an understanding of how earlier generations fought for equality. GSHPA's work (and my own) is part of a larger narrative.

I used to talk about my fundraising career like it was my Plan B. After all, I became a fundraiser only when I couldn't find a public history job. Despite working at a job I genuinely love, the story I told to others—and myself—was one of failure. No longer. I might not be where I thought I was going, but that's because I got lucky, not because I failed. In public history, I learned to write well, tell stories, read an audience, be empathetic, collaborate, and see myself as part of a larger historical narrative. All of these skills help me raise money and improve peoples' lives, and it is an incredible privilege to be able to use my history degrees in this way.

Think of how different our communities would be if we had more historians working as fundraisers and leading nonprofits. I'm a public historian fundraiser, and if you want to change the world, you should be one too. P

Katherine Garland is coordinator for strategic partnerships and donor relations for Girl Scouts in the Heart of Pennsylvania. She earned her bachelor's in history from Messiah College in 2012 and her master's in history from the University of Massachusetts Amherst in 2015.



Jesse Lemisch

1936–2018

Historian of the United States; AHA 50-Year Member

Jesse Lemisch died in New York City on August 25, 2018. Trained at Yale University as a historian of the American Revolution, his influence rippled beyond that specialty and across generations. His dissertation, "Jack Tar vs. John Bull: The Role of New York's Seamen in Precipitating the Revolution" (1962), challenged previous accounts of the war, demonstrated what careful attention to sources could reveal, and set a standard for writing "history from the bottom up." And his 1968 *William and Mary Quarterly* article, "Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America," inspired many historians to explore history through the eyes and ideas of a varied populace, making historiographical changes that are still underway.

Equally influential was his often abrasive but principled posture as a member of the profession. Charged with presentmindedness early in his career, he answered with piles of evidence that the disagreement was really about politics: his critics meant that he was too radical. By engaging them, he showed one way to challenge what he called "the shackles of consensus" that then dominated academic departments. Along with contemporaries like Staughton Lynd, Alfred Young, and Howard Zinn, he insisted that one's responsibilities as a citizen were not abandoned at the door marked "Historian Within."

He helped assemble a radical caucus within the Association that stood behind Lynd's run for AHA president in 1969, offered a resolution opposing the Vietnam War, and inspired a continuing radical presence within the historical profession. A critic, responding to his work, objected to "how far he and his ilk are estranged from civilization." For some historians, to be in his "ilk" was a badge of honor.

His was a welcome voice in 1969, when young women in graduate school (taught only by white men) imagined a future as historians. The authors of this remembrance, whom he introduced that year, both credit Lemisch with setting them on their lifelong paths, into women's history for Ellen and historical editing for Ann.

At the start of his career, he taught at Yale, the University of Chicago, and Northwestern University. Positions at Roosevelt University, SUNY Buffalo, and Baruch College followed, and he retired from John Jay College of Criminal Justice.

Lemisch helped to transform how money trickled to historians through the National Historical Publications Commission. In 1971, the *AHA Newsletter* (now *Perspectives on History*) published his essay "The American Revolution Bicentennial and the Papers of Great White Men: A Preliminary Critique of Current Documentary Publication Programs and Some Alternative Proposals," in which he pointed out that federal policy failed to reflect changes in historical scholarship. He was heard. By the late 1970s, new editors, with federal dollars, were assembling the papers of leaders who were not all white nor all male and reinventing models of editorial scholarship to include groups of actors, like the Black Abolitionists. Never one to let a liberal solution stand unchallenged, in 1975 Lemisch published "The Papers of a Few Great Black Men and a Few Great White Women."

One Lemisch legacy is preserved in Yale's Manuscripts and Archives department: the Bicentennial Schlock Collection. Before studies of historical memory were fashionable, he worked with students in 1976 to amass and curate for exhibition commercial products that alluded to 1776. In the words of the finding aid, the collection "ranges from paper plates and beer cans to a pair of stuffed mice." As Lemisch told the *New York Times*, "Nobody asked for Bicentennial schlock; nobody will take responsibility for it." But he preserved the evidence.

One of Lemisch's last clashes with professional power occurred in 2012, when he launched Occupy the AHA. Looking for a serious response to the weak academic job market for historians, he urged the Association to lobby for a new Federal Writers' Project. It was a leap too far for the profession, but a new generation of historians saw Jesse Lemisch in action.

No remembrance of him is complete without acknowledging his 50-year dedication to his partner, Naomi Weisstein, a distinguished experimental psychologist and pioneer of women's liberation. During her decades of suffering with chronic fatigue syndrome, he battled medical professionals and insurance companies to ensure her care. She died in 2015.

Ellen C. DuBois
UCLA (emerita)

Ann D. Gordon
Rutgers University (emerita)

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.

QATAR

CARNEGIE MELLON UNIVERSITY

Doha

Assistant Teaching Professor. The Department of History at Carnegie Mellon invites applications for a full-time (9-month) position as assistant teaching professor at Carnegie Mellon's Qatar campus beginning in fall 2019. While the field of specialization is open, we particularly invite candidates whose research covers the fields of American, Latin American, South Asian, East Asian, and/or gender/women's history. Teaching load is 2/2. A successful applicant will be expected to teach a variety of elective courses within their subject area, and may also be asked to teach global history courses depending on campus needs. The candidate will also be expected to work with other history faculty to teach and further develop the Carnegie Mellon Qatar history minor program. Carnegie Mellon's Qatar campus is a highly selective branch campus of Carnegie Mellon University. Requirements include a PhD in history. Serving a diverse student body since 2004, we offer undergraduate majors in Biological Sciences, Business Administration, Computational Biology, Computer Science, and Information Systems. Current enrollment is approximately 400 students representing 35 countries. For further information about the posting or the CMUQ campus, contact breilly2@qatar.cmu.edu. Assistant teaching professor is a non-tenure-track faculty career position with provision for renewal and promotion to associate teaching and full teaching professor. Full teaching professors must fulfill two criteria: (1) to be outstanding educators within Carnegie Mellon, for example, through excellence in classroom teaching, curricular development, program leadership, and student advising and mentoring; and (2) to be nationally or internationally known for contributions to education or to research. Assistant and associate teaching faculty must demonstrate that they will, in due course, fulfill these criteria. Salary is competitive and commensurate with an overseas posting.

UNITED STATES

CALIFORNIA

STANFORD UNIVERSITY

Stanford, CA

Feminist, Gender, and Sexuality Studies. Stanford University invites applications for an associate or full professor position affiliated with the Program in Feminist, Gender and Sexuality Studies (FGSS) and located within a humanities or social science department to begin September 1, 2019. The successful candidate will teach two of four courses within, and contribute to the leadership of, FGSS. We are particularly interested in candidates whose research and teaching consider the ways race, gender, class, and sexuality intersect and who have experience with interdisciplinary programs. Appointing departments include but are not limited to History, English, Philosophy, Political Science, and Sociology. Applicants must post a cover letter, a CV that includes a list of publications, a teaching statement, and a statement of current and future research interests. The committee will begin reading applications on November 30, 2018, but may consider files received after this date. Interested individuals should apply online to https://academicjobsonline.org/ajo/jobs/12392. Email inquiries and questions may be directed to Monica Moore (mpmoore@stanford.edu) or by mail to Faculty Search Program in Feminist, Gender, and Sexuality Studies, 450 Serra Mall, Bldg. 460 Stanford, CA 94305. 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.

GEORGIA

THE UNIVERSITY OF GEORGIA

Athens, GA

Carl and Sally Gable Distinguished Chair in Southern Colonial American History. The Department of History at the University of Georgia invites applications from senior scholars to fill the Carl and Sally Gable Distinguished Chair in Southern Colonial History beginning in August 2019. We seek an established scholar with an outstanding record of research and teaching. The search committee welcomes applicants who study the American Colonial South through 1825, defined broadly, both geographically and thematically. Candidates who work on the African Diaspora, Native Americans, borderlands, the southern colonies in relation to the Caribbean, gender, or other fields are encouraged to apply. The successful candidate will be expected to teach undergraduate and graduate students. The salary for this tenured position is competitive and the position carries with it a generous research support account and graduate student support. A PhD is required in history or a related field. To be eligible for tenure on appointment, candidates must be appointed as a full professor, have been tenured at a prior institution, and bring a demonstrably national reputation to the institution. Candidates must be approved for tenure upon appointment before hire. Applications should include a cover letter describing the candidate's teaching and research interests and a current CV. Letters of recommendation for shortlisted candidates will be requested at a later date. Applications should be submitted at http://www.ugajobsearch.com/postings/32303. Review of applications will begin on December 15, 2018, and continue until the position is filled. Inquiries should be addressed to Cindy Hahamovitch, Search Committee Chair, at cxhaha@uga.edu. The University of Georgia (UGA), a land-grant and sea-grant university with statewide commitments and responsibilities is the state's oldest, most comprehensive, and most diversified institution of higher education (http://www.uga.edu/). UGA is currently ranked among the top 20 public universities in *US News & World Report*. The University's main campus is located in Athens, approximately 65 miles northeast of Atlanta, with

extended campuses in Atlanta, Griffin, Gwinnett, and Tifton. UGA was founded in 1785 by the Georgia General Assembly as the first state-chartered University in the country. UGA employs approximately 1,800 full-time instructional faculty and more than 7,600 full-time staff. The University's enrollment exceeds 36,000 students including over 27,500 undergraduates and over 8,500 graduate and professional students. Academic programs reside in 17 schools and colleges, as well as a medical partnership with Augusta University housed on the UGA Health Sciences Campus in Athens. The Franklin College of Arts and Sciences, its many units, and the University of Georgia are committed to increasing the diversity of its faculty and students, and sustaining a work and learning environment that is inclusive. Women, minorities, and people with disabilities are encouraged to apply. Faculty members are expected to support the college's goals of creating and sustaining a diverse and inclusive learning environment. Georgia is well known for its quality of life in regard to both outdoor and urban activities (www.georgia.org). UGA is a land and sea grant institution located in Athens, 70 miles northeast of Atlanta, the state capital (www.visitathensga.com; www.uga.edu).

GEORGIA STATE UNIVERSITY

Atlanta, GA

Modern World. The History Department at Georgia State University invites applications for a lecturer position in modern world history (1500 CE to present) to begin fall 2019. GSU history lecturers are full time, non-tenure-track instructors who make vital contributions to the department's undergraduate teaching and programmatic mission, with opportunities for promotion in rank. A national leader in using innovation to drive student success, Georgia State enrolls and graduates one of the most diverse student bodies in the nation. The Department of History welcomes applicants who are committed to creative, engaging pedagogies, the scholarship of teaching and learning, and the development of learning opportunities beyond the classroom. The department seeks candidates with expertise and/or experience teaching modern world history (1500 CE to present). Because of our student body, the department encourages applicants with a passion for teaching and mentoring diverse student populations. Candidates should speak to this in their teaching statement. Lecturers normally teach four sections, with a single prep, of the modern world history survey per semester. An upper-level course in area of specialization may occasionally replace one section of the survey. Application materials should include a cover letter, CV, transcripts (unofficial transcripts are acceptable for initial review), relevant instructional materials or web link, a statement of teaching philosophy and interests, and evidence of instructional effectiveness. If the doctorate is not already in hand, please indicate expected date of graduation. Applicants should send letters and application materials to Chair, Modern World Search Committee, at ModernWorld@gsu.edu. Applications received by November 15, 2018, are assured full consideration; preliminary interviews will be conducted via Skype. The Department of History is committed to building its research and instructional excellence by increasing the diversity of its faculty and strongly encourages applications from individuals in underrepresented groups. Offer of employment conditional upon background verification. Please direct questions to Dr. Harcourt Fuller at hfuller@gsu.edu for the Modern World Search. Georgia State University is an EOE and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state, or local protected class.

KANSAS

JOHNSON COUNTY COMMUNITY COLLEGE

Overland Park, KS

World. Johnson County Community College is looking to fill a full-time faculty position in world history. JCCC is located in Overland Park, KS, the second largest city in the state of Kansas and part of the greater Kansas City Metro. The Kansas City Metro is known for its museums, restaurants, and music and art scenes. JCCC is similarly dedicated to creating and maintaining a rich cultural community, with an award-winning contemporary art museum and center for the performing arts located on campus. JCCC is looking for a diverse pool of applicants for a full-time faculty position in the History and Political Science department. Full-time faculty in this department, all of whom have doctorates in their fields, work to strike a balance between teaching and research and have strong professional connections with the state historical society, the University of Kansas, the South Asia Studies Center at UT Austin, and the East-West Center for the study and promotion of strong relationships between the United States, Asia, and the Pacific. We educate a large, diverse student body. Many of our 18,000 students are non-traditional, military veterans, immigrants, international, and first-generation college students. African American, Asian-American, and Hispanic student populations are also growing. JCCC is committed to increasing the diversity of our college community. The successful applicant for this job will teach the equivalent of 15 credit hours per semester in history. This person will perform other duties expected of full-time faculty, including maintaining scheduled office hours; developing and revising curriculum; developing and implementing course and program assessment of student learning outcomes; participating in department, division, and college meetings; serving on committees; and other duties as assigned. Teaching assignments could be any combination of face-to-face (day or evening), hybrid or online, and are subject to change as needed. Additional responsibilities: recruit for the program, with special emphasis on growing diversity, provide extra and co-curricular opportunities for history students, and participate in the planning and administration of all departmental functions. Requirements: PhD in history, strong teaching ability, expertise in a field of world history, demonstrated knowledge of and commitment to the teaching mission of a comprehensive community college, comfort with adopting and using new technologies, excellence in collaborating with faculty and students within and outside the discipline, and two years' documented successful teaching at the college level. Applications will be accepted until January 10, 2019. Apply at http://www.jccc.edu/about/leadership-governance/administration/human-resources/careers.html.

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