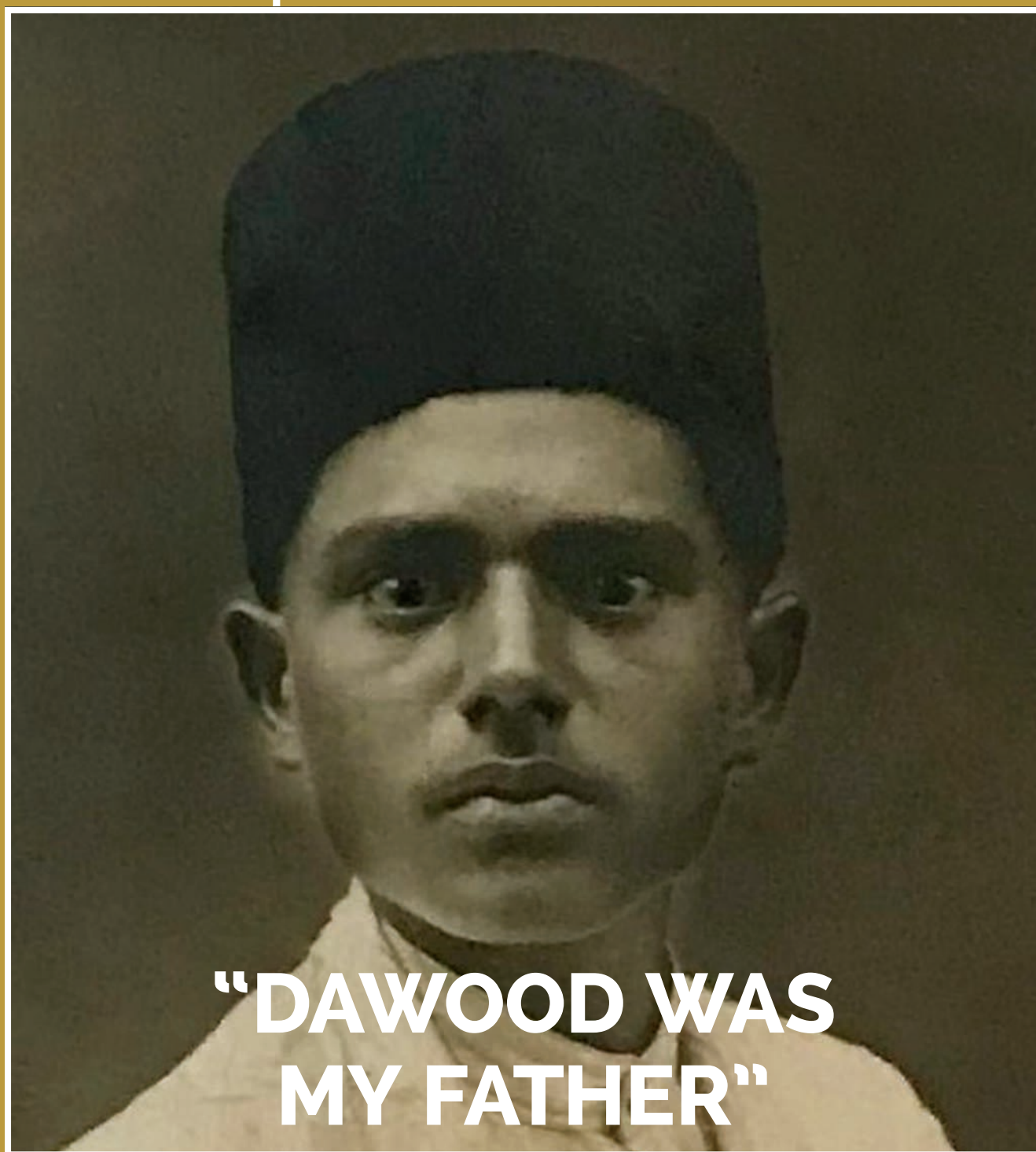


The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 57: 1
January 2019



**"DAWOOD WAS
MY FATHER"**



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)

FEATURES

JOY RIDERS..... 15

The Stories and Steeds of a Father and Son

MUSTAFAH DHADA

HISTORY ENROLLMENTS STABLE IN 2017–18..... 18

AHA Survey Shows How Departments Are Fighting Declines

JULIA BROOKINS

POLICY BRIEFINGS IN THE HISTORY CLASSROOM..... 22

A Pedagogical Experiment

DANE KENNEDY



ON THE COVER

Almost every historian can spin a tale about how they came to understand themselves in relation to time and place. In Mustafah Dhada's case, it happened at the knee of Dawood, his father and an esteemed mechanic born in Gujarat in 1916. Our cover image is a detail of Dawood's British Indian passport, issued when he was 14, before he followed his uncle to East Africa. *Image courtesy Mustafah Dhada.*

3 | FROM THE EDITOR

Townhouse Notes
ALLISON MILLER

4 | LETTERS TO THE EDITOR

5 | FROM THE PRESIDENT

What I Wish I'd Known Then
JOHN R. MCNEILL

8 | NEWS

Remembering Birdland, a Jazz Icon
ELYSE MARTIN

Texas Revises History Education,
Again
KRITIKA AGARWAL

26 | AHA ACTIVITIES

Embracing Fearlessness
ALLISON MILLER

29 | IN MEMORIAM

33 | AHA CAREER CENTER

News magazine of the

AMERICAN HISTORICAL ASSOCIATION

400 A Street, SE
Washington, DC 20003-3889

PHONE: 202.544.2422

FAX: 202.544.8307

E-MAIL: perspectives@historians.org

WEB PAGE: historians.org/perspectives



PERSPECTIVES ON HISTORY

Editor

ALLISON MILLER

Managing Editor

KRITIKA AGARWAL

*Associate Editor, Web Content
and Social Media*
ELYSE MARTIN

*Manager, Data Administration
and Integrity*
LIZ TOWNSEND

Editorial Assistant
ZOË JACKSON

AHA STAFF

Executive Director

JAMES R. GROSSMAN

Deputy Director

DANA L. SCHAFFER

*Director of Scholarly
Communication and Digital
Initiatives*

SETH DENBO

*Director of Academic and
Professional Affairs*

EMILY SWAFFORD

Meetings Manager

DEBBIE ANN DOYLE

Marketing Manager

KATIE KAEFER

Accounting Manager

BETSY ORGODOL

Membership Manager

PAMELA SCOTT-PINKNEY

Assistant Membership Manager

MICHELLE HEWITT

Special Projects Coordinator

JULIA BROOKINS

*Coordinator, Career Diversity
for Historians and Institutional
Research*

DYLAN RUEDIGER

Program Associate

MEGAN R. CONNOR

Archives and Office Assistant

MATTHEW KEOUGH

Meetings and Executive Assistant

VICTOR MEDINA DEL TORO

Operations and Marketing Assistant

DEVON REICH

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

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

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

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

©2019 American Historical Association.

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

PUBLISHER'S STATEMENT

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



ALLISON MILLER

TOWNHOUSE NOTES

Is the Joy of Teaching Fake News?



There's surely a social science dissertation in how discussions of teaching were affected by social media after its explosive growth in the first decade of the 21st century. In the academic social media landscape of 2019, teaching seems like something historians are delighted to do, aside from its attendant administrative headaches: grading, wrestling with learning management systems, and the like. Although recent articles in higher education publications have addressed teaching burnout, there does seem to be pressure to be positive about teaching on social media, especially regarding students, because when messages of frustration do appear, they can feel desperate.

Sometimes there's a zero-sum game at work: you might feel comfortable posting negative thoughts about teaching only when personal circumstances are bad enough to outweigh a standard level of dissatisfaction. But these circumstances ought to be virtuous and due to forces beyond your control: taking care of a sick parent serves a higher purpose and increases stress; finding your students emotionally stifling is, well, maybe your fault.

Added to that is the fact that teachers are under surveillance on social media. Unless a user modifies their Twitter settings, tweets are public. Facebook can seem a bit more intimate, but is it reasonable to expect a new faculty member to decline a friend request from a department chair? So there's an additional incentive to post only positive thoughts or images of students beaming as they unveil their group projects: folks with power will monitor your attitude toward your job and evidence that you succeed in the classroom. In marketing, this is called content curation. And now that scholars are supposed to develop personal brands, staying on-message on social media is imperative.

If this amounts to self-censorship, it's probably a necessary corrective to earlier tendencies to ridicule students on

social media (and, a few years earlier, on academic blogs). That was never OK. Some academic blogs of the late 1990s and early 2000s trafficked in snark, such as *Rate Your Students* (2005–10), a sensibility that ultimately permitted toxicity to suffuse the blogosphere. I would venture that this ambience was transferred to social media once academics discovered Facebook, which allowed users to post photos more seamlessly. The practice of uploading images of bluebook blunders with angry annotations became common. It was never clear whether this was a violation of the Family Educational Rights and Privacy Act of 1974, but it always showed a lack of respect for students. It could also be destructive, because students could sometimes identify themselves in your posts, no matter how you scrubbed the details.

But do the cumulative effects of self-curation inhibit honesty about professional problems related to teaching? For the past few years, we've been hearing from psychologists about the negative impact on self-esteem that social media use can pose. When everyone curates their feeds and timelines to be positive about their jobs, that can make expressing dissatisfaction taboo, probably outside of cyberspace, too.

Teaching is highly stressful, and a few people have told me they don't feel safe sharing their frustration and anxiety about this part of their jobs—not with colleagues, and certainly not on social media, where missionary zeal about teaching can feel ubiquitous. I hope this is not always the situation teachers face. I admit that I have no way of being certain about whether this feeling that talking about teaching dissatisfaction is silently forbidden has increased recently. I leave that to the writer of that future dissertation. **P**

Allison Miller is editor of Perspectives.



TO THE EDITOR

I was both surprised and pleased to see “Townhouse Notes: Reading the Rose Report in 2018” (*Perspectives*, October 2018), about the 1970 Report of the American Historical Association Committee on the Status of Women. As a member of the committee, I worked hard on that report with the capable assistance of Judy Zimmer, subsequently a graduate student in religion. We suspected that the women history PhDs of the 1920s were often employed either in women’s colleges or small liberal arts colleges. At the time of the report, I was an associate professor at Barnard College on a one-year leave at Princeton, advising on its newly adopted coeducation. What became immediately clear to us on the committee was that while the most prestigious universities in the United States typically had had extremely few—if any—regular women faculty during most of their histories, other institutions had, in fact, hired them. But with the tremendous expansion of college and university faculty after World War II, men got most of the new appointments, including the presidencies of some women’s colleges.

As a Columbia PhD in 1964, I had great difficulty finding an initial academic appointment. However, I benefitted enormously when my husband, then teaching Russian history at Indiana University, was offered a position at Johns Hopkins. To keep him at Indiana, his dean prevailed upon the dean of the School of Education at Indiana to offer me a job teaching the history of education. Previously, the School of Education had turned me down because I was “too liberal artsy.” When my husband moved to Columbia in 1965, I was extremely fortunate to get the job at Barnard. I had received either no replies or rejections from applications to two dozen or so New York-area colleges and universities.

Willie Lee Rose was a wonderful person whom I admired enormously. We had grand times together on the committee and looked forward to many more before her illness captured her.

 PATRICIA ALBJERG GRAHAM
Harvard University (emerita)

FAU
DEPARTMENT OF
HISTORY
Dorothy F. Schmidt
College of Arts and Letters
Florida Atlantic University

Alan B. and Charna Larkin SYMPOSIUM ON THE AMERICAN PRESIDENCY



Presents

ORIGINS OF THE AMERICAN PRESIDENCY

Scholars from all over the country present the latest research on the American Presidency

KEYNOTE ADDRESS:

The American Presidency and the Age of Enlightenment

Caroline Winterer, Stanford University

February 20-21, 2019

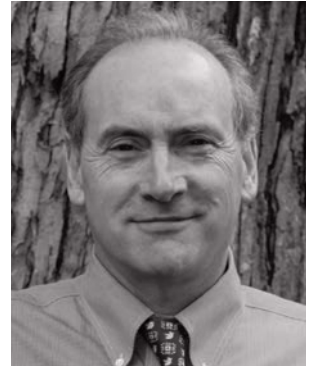
Florida Atlantic University

For more information, visit www.fau.edu/larkin or contact: Stephen D. Engle • engle@fau.edu • 561-297-2444

JOHN R. MCNEILL

WHAT I WISH I'D KNOWN THEN

Advice for Early Career Historians



Following in the footsteps of Mary Beth Norton as AHA president, and *Perspectives* columnist, is a daunting prospect. Among her columns were three that assembled information from a “thoroughly unscientific” survey about how historians chose fields and formed networks, and why they became historians in the first place. In this spirit, I have conducted an equally unscientific survey of historians, asking six of them what they know now that they wish they’d known when they were starting out. They had a lot to say. One began his response with “Oh, where to begin?”

My sources are a freelance editor and sometime community college professor in the Pacific Northwest; a senior professor at a public institution in Texas; an associate professor in the Cal State system; an assistant professor in a public university in the upper South; an adjunct professor in the Midwest; and a senior professor at a small private university in Florida. Three are women, three are men.

In graduate school, I almost never sought advice, thinking (as I recall) that asking would signal some deficiency on my part.

The most common theme among the six is that they wish they had asked for more help from experienced people. The Texas professor, despite starting grad school at age 32, now thinks he was “alarmingly naïve in retrospect.” He wishes he had been “less shy about . . . asking mentors for assistance in shaping search strategies (applications, interviews, and all that). For some reason, I thought I was supposed to navigate all that on my own.” The adjunct wishes he “had known how many of my colleagues had solutions to my pedagogical questions. . . . Early career historians are often hired on a contingent basis (adjunct,

fixed-term, emergency replacement) and feel that discussing pedagogical struggles may signal to their colleagues that they can’t hack it.” I feel much the same way. In graduate school, I almost never sought advice, thinking (as I recall) that asking would indicate some deficiency on my part. It was only once I had a job that I felt comfortable asking my elders for their wisdom. That was foolish.

I did not apply for grants to support my dissertation research. I believe I was unaware that such grants could be had.

The six historians I surveyed are all experienced teachers. Two said every grad student should try to teach at a community college to get what one of them called “real-world” experience. Universities with history PhD programs are not a representative sample of likely future employment, so it helps to work in other environments. Specific regrets about teaching included not realizing that students don’t love history as much as you do and that you have to meet them more than halfway. Most felt that their graduate school educations had not prepared them properly, maybe not at all, for the challenges that came with teaching large numbers of students with abilities, interests, and levels of curiosity that ran the gamut.

In my case, I had taught geography and economics in a Greek high school, which helped. When I began teaching American college students, I thought I was a good teacher, with course evaluations to prove it. But in truth, I had been a young teacher and popular because I was young. I knew the music my students listened to and the movies they watched, and caught the pop culture references they made. But before long I was closer in age to their parents than to



John McNeill discusses indigenous Hawaiian medicine with Kealoha Fox at the AHA18 poster session.

Marc Monaghan.

my students, and I had to do things differently. If I had foreseen this properly, I would have prepared for it better. That was foolish.

My respondents also thought they made rookie mistakes as young researchers and writers. One wrote that she wished she had known that *everyone* needs an editor. Another regretted that she did not know how important it is to apply for research grants. One “really wished” she’d done a postdoc and kept up her foreign languages. As I look back, my two greatest blunders in research came in grad school, and both resulted from my youthful fear of asking for guidance. I did not apply for grants to support my dissertation research. I believe I was unaware that such grants could be had—despite the fact that my father was an academic historian. I tried to live on a graduate student’s slender stipend for seven months’ work in Spanish archives, skipping the coffee and camaraderie that bolstered most researchers. Toward the end, I had to borrow money from a sympathetic archivist. I could have learned about research grants by asking, but I didn’t. That was foolish.

My second blunder was choosing a comparative history topic for my dissertation, which meant that I did not fit snugly into any established categories in the academic job market. I think that is part of the reason that I struggled for three years after I finished to find a job. That was not foolish. I think research in comparative history is

wonderful—but not a good career move for someone just starting out, then or now.

Some of the most useful things my respondents had to say concerned life in general as a historian. One wrote that working in a restaurant and learning to be patient with the foibles of the human race was good preparation for life at her institution. Another emphasized how tough a healthy work/life balance can be when there is always more work one could do, and often more one must do. He stressed how important it is to recognize that all one’s colleagues are struggling to navigate that as well, and to connect (and commiserate) over that. The history profession can be lonely if you let it. Its demands can wreck marriages and split families. You have to learn, and the earlier the better, to put limits around the expectations you place on yourself and reserve time for merely human activities, ideally with family and friends.

For my part, I agree about restaurant work. I think I learned more about people and American society in three months in a Delaware restaurant when I was 19 than in my lengthy (and valuable) formal education. A healthy work/life balance is something I’m still striving for. I expect to achieve it immediately following my tenure as AHA president. **P**

John R. McNeill is president of the AHA.

Guittard Book Award for Historical Scholarship



The Department of History at Baylor University is pleased to announce the annual Guittard Book Award for a distinguished work of original scholarship in any area of history, written by a current or emeritus member of the faculty of the Baylor Department of History or by any graduate holding a degree in history from Baylor University.

The award was established in 2013 to accomplish a three-fold purpose. First, it recognizes the legacy of Dr. Francis Gevrier Guittard, who taught at Baylor University from 1902 until his death in 1950, serving as department chair from 1910 until 1948. Second, it seeks to recognize and celebrate the high quality of published scholarship in the field of history produced by faculty and graduates of the Department of History. Third, it acknowledges the ongoing support of the Guittard family to the Guittard History Fellowship Fund and to the Department of History at Baylor.

The Guittard Book Award is to be awarded annually to a member of the faculty or to a graduate of the Department of History at Baylor University as follows:

- One person will be recognized each year as the recipient of the Guittard Book Award. In a rare situation, two historians may receive the award. If no entry is deemed worthy in a given year, the award will not be made.
- A special committee of three credentialed historians will select the award recipient. No members of Baylor's History faculty shall serve as voting members on the committee, the intent being to ensure the impartiality of the committee and the integrity of the selection process. The Chair of the Department of History at Baylor University coordinates the special committee and serves as an ex officio, non-voting member.
- Books published between January 1, 2018 and December 31, 2018 are eligible for the 2018 award. Complimentary copies of books under consideration for the award must be provided for distribution to each of the committee members.
- Entries must be postmarked before or on April 1, 2019 to be considered for the 2018 award. Nominations for the award may be made by the author, a publisher, or a third party. Regardless, committee members must receive complimentary copies.

The Guittard Book Award will be presented annually at a time determined by the Chair of History at Baylor. It will be accompanied by an award certificate and a prize of \$1,000. Award winners shall be honored by a plaque displayed in the office of the Department of History or other location as determined by the Chair of History.

For further details, contact:

Barry Hankins, **Ph.D.**
Professor and Chair
Department of History
Baylor University
Waco, TX 76798-7306
Barry_Hankins@Baylor.edu
254-710-2667

Guittard Book Award Committee Members for 2018:

Bruce Brasington, **Ph.D.**
Professor of History
West Texas A&M University

Rick Kennedy, **Ph.D.**
Professor of History
Point Loma Nazarene University

John David Smith, **Ph.D.**
Charles H. Stone Distinguished Professor of
American History
University of North Carolina at Charlotte

REMEMBERING BIRDLAND, A JAZZ ICON

Though there have been many famous New York City jazz clubs, Birdland reigned supreme from 1949 to 1965.

Admittedly, at its inception, it didn't have much competition. As Leo T. Sullivan, a Toronto-based jazz saxophonist, recounts in his new book *Birdland, The Jazz Corner of the World: An Illustrated Tribute, 1949–1965* (Schiffer Books, 2018), “There weren't any true jazz clubs to be found.” The great jazz clubs of the 1930s and '40s had mostly gone out of business, and as Sullivan writes, “The 52nd Street scene, which was once considered the main drag of the jazz world,” featured “girlie shows with bizarre variety acts, such as ‘Camille’s Six Foot Sex—the King Size Glamour Girl.’”

It was promoter Monte Kay who decided that New York needed a Midtown club open to all jazz enthusiasts. Those who didn't drink or those under the drinking age would have their own section to the right of the bar and be able to listen to the music for the price of admission. For

the others, there was a well-stocked bar, and for the musicians, there would once

again be a dedicated space in Midtown to both practice and play jazz.

Kay and disc jockey “Symphony Sid” Torrin decided to name the nightclub after jazz

saxophonist Charlie Parker, nicknamed “Yardbird” or simply “Bird,” who, as

Sullivan writes, “had become the symbol of everything modern in jazz” in the late 1940s. Bird had no part in founding the club but appears to have approved of the name, as he became a regular performer there. Though brothers Irving and Morris Levy ended up taking over the club from Kay (Torrin remained, to help run and

Unlike many other jazz clubs of the time, Birdland was not segregated.



Singer Pearl Bailey arrives at Birdland for a 1950 performance.
Michael Cuscuna/Mosaic Records

broadcast the live shows), the name proved an apt choice. Within its first 10 years, it had attracted 2 million visitors and become so popular a cultural symbol that Jack Kerouac portrayed the club in *On the Road*. As Sullivan phrases it, Birdland became “the one place that every jazz musician had to play.”

“There’d be up to four bills a night,” Sullivan says. “I mean, triple bills, double bills, going to all hours of the morning.” As Sullivan recounts in the book, audiences would descend into the basement club to find themselves in “a smoky, dimly lit room that opened up with a long bar against the left wall, where you could sit or stand while listening to the jazz entertainment. Many famous jazz musicians and celebrities would usually congregate there to gossip and catch the jazz acts.”

Even unexpected celebrities, like classical composer Igor Stravinsky, visited the club, causing an unusual but inspired musical synthesis one evening in 1951 when Bird met “Firebird.” Sullivan writes that the trumpeter for the Charlie Parker quintet, Red Rodney, “told Parker of Stravinsky’s presence,” and Parker then inserted a few lines from Stravinsky’s *Firebird Suite* in his solo chorus, “causing Stravinsky to roar with delight.” “He went ballistic,” Sullivan says. “I think his drink splashed all over the place, he was so happy that [Parker] had noticed

and was that astute to be able to understand” how to meld the two styles of music so seamlessly and instantaneously.

Birdland was in Midtown Manhattan and, unlike many of the other clubs of the time, was not segregated. “That’s one of the biggest things about Birdland,” says Sullivan. “People of all races and walks of life could get together and they didn’t care about anything, just the music.”

As a professional jazz saxophonist himself, Sullivan frequently heard about Birdland from the musicians with whom he performed. “They would always talk about

Birdland,” he recalls. “Anybody who became anybody in jazz all cut their teeth at Birdland . . . and if you wanted to be anybody in

During a lull in his performance schedule, Sullivan began creating websites about famous jazz musicians he admired or had collabo-

Within its first 10 years, the club
had attracted 2 million visitors.

jazz, they’d have jam sessions on Monday nights there, and you’d go. It was the typical day off for the entertainers, and they’d play until dawn. . . . It was a chance for musicians to get together and meet new faces, and . . . make new music. And because of that, new bands would be formed, just by hanging out at those Monday-evening jam sessions.”

rated with, in order to preserve their legacies. He created over 60 sites before deciding to dedicate a website solely to Birdland. An editor at Schiffer Books, Bob Biondi, saw the website and asked Sullivan to write a book on the club. Sullivan leaped at the chance to turn his website into an illustrated tribute to such an important place in jazz history, and to



Miles Davis (left) and John Coltrane play together one evening in October 1955.
Michael Randolph Images

showcase not only the biographies he had created over the years, but photos by famed jazz photographer Marcel Fleiss and his own collection of Birdland memorabilia.

Sullivan's personal favorite is an autographed menu, which features all the performers during one evening in 1952: Dizzy Gillespie, George Shearing, Al McKibbin, Oscar Peterson, Chuck Wayne, Milt Jackson, Joe Carroll, and Art Blakey. "The amalgamation of all those famous musicians in that one little location," Sullivan says, "that's something that you'll never see again."

A number of jazz greats recorded albums live at Birdland, like the Art Blakey Quintet's *A Night at Birdland, Vol. 1*. This recording, Sullivan notes in the book, "made jazz history by being the first of its kind ever to be recorded at a live venue, using a major record label's equipment." Sullivan also recommends John Coltrane's *Live at Birdland*, recorded on two nights in 1963.

Birdland closed down in 1965 due to high overhead and increasing rent on Broadway. Twenty years later, John R. Valenti opened a new version of the club on the Upper West Side, and then moved it again in 1996, back to Midtown. The club is still open, offering four or five different acts each evening.

Sullivan, however, still longs for the heyday of the original Birdland. As he says, "I'd give anything to get in a time

machine now and go back to the '40s, '50s, or '60s, just for a night, and catch all the great acts, all in one little location."

Elyse Martin is associate editor, web content and social media, at the AHA. She tweets @champs_elyse. **P**

at the JAZZ CORNER of the World

BIRDLAND

• B'WAY at 52nd
NEW YORK
JU 6-1368

PROUDLY PRESENTS

FOR **2 BIG WEEKS!**

"the Count of Swing"...

Count Basie
AND HIS 16 PIECE ORCHESTRA

FEATURING

BILL COKER	WENDELL CULLEY	FREDDIE GREEN
BILL HUGHES	RENNALDO JONES	ED JONES
CHARLES FOWLKES	SONNY PAYNE	FRANK FOSTER
JOE NEWMAN	BENNIE POWELL	MARSHALL ROYAL
FRANK WESS	JOE WILDER	ERNIE WILKINS

Plus
"PRES"
LESTER YOUNG
AND HIS QUINTET

LISTEN TO THE BIRDLAND SHOW NIGHTLY OVER WINS 1010 ON
YOUR DIAL - 9-10:45 P.M. - Sponsored by CRAWFORD CLOTHES

Don't Forget OUR MONDAY NITE JAM SESSIONS

A 1955 handbill advertises live shows for audiences and jam sessions for musicians.
Tad Hershorn/from the archive at the Rutgers Institute of Jazz Studies

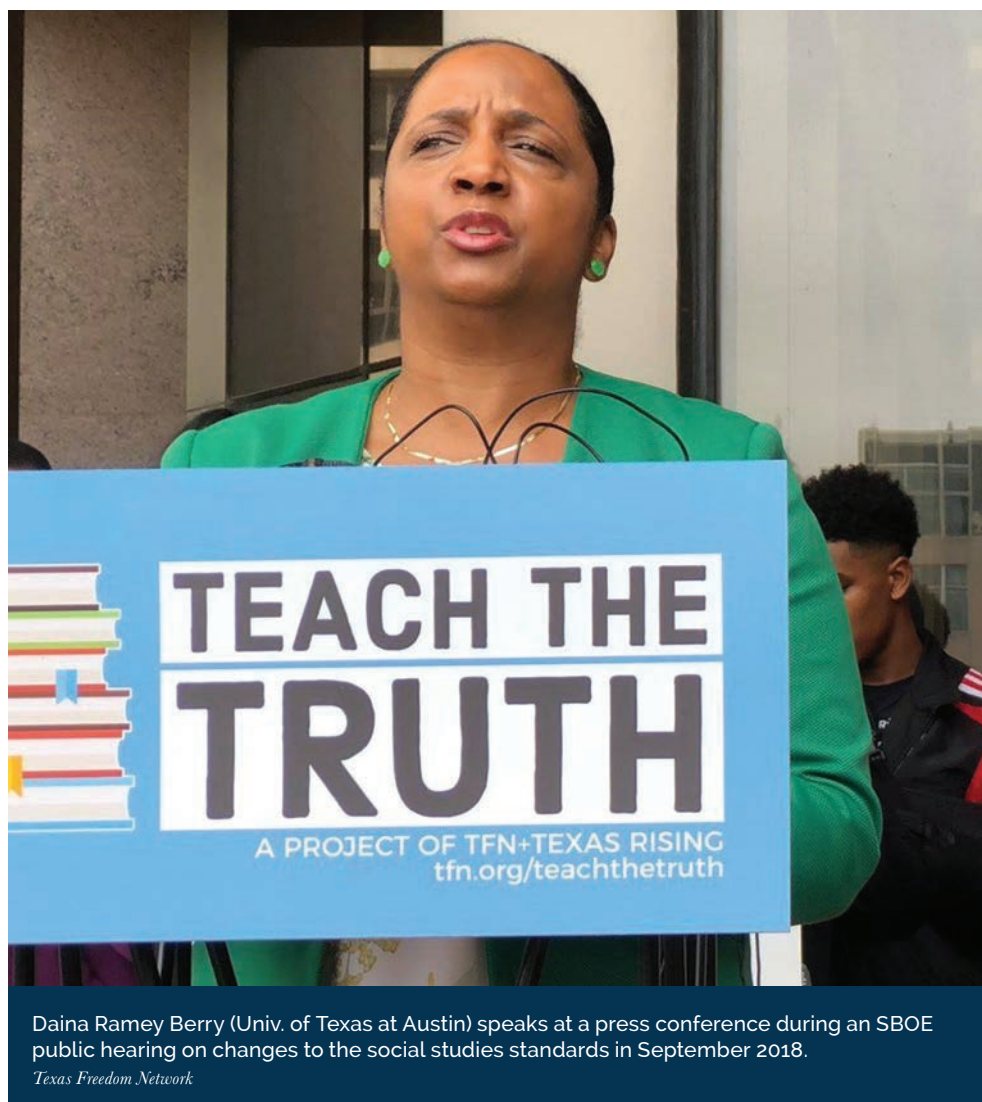
KRITIKA AGARWAL

TEXAS REVISES HISTORY EDUCATION, AGAIN

How a “Good Faith” Process Became Political

The Texas State Board of Education (SBOE) is no stranger to controversy. In 2016, *Perspectives* reported on the dispute over a Mexican American studies textbook submitted to the board for approval. And in September 2018, the SBOE once again made national headlines for its proposals to “streamline,” or to revise and review, the state’s social studies standards.

Outraged stories from liberal outlets emphasized the recommendations to remove Helen Keller and Hillary Clinton from the standards, to downplay the role of slavery as the central cause of the Civil War, and to leave in references to Moses as an individual “whose principles of laws and government institutions informed the American founding documents.” But indignation came from the right, too. Texas’s own Republican governor, Greg Abbott, reflecting conservative concerns about the proposed removal of the word “heroic” to describe the defenders of the



Daina Ramey Berry (Univ. of Texas at Austin) speaks at a press conference during an SBOE public hearing on changes to the social studies standards in September 2018.

Texas Freedom Network

Alamo, tweeted: “This politically correct nonsense is why I’ll always fight to honor the Alamo defenders’ sacrifice. . . . This is not debatable to me.”

What got lost in the headlines and the tweets, however, was why the SBOE was undertaking the streamlining process to begin with. A political body whose members

are elected, usually along party lines, from 15 single-member districts across the state, the SBOE sets curriculum standards and reviews and adopts textbooks

based on those standards for Texas public schools. While the cultural maelstrom focused on the ideological underpinnings of the proposed changes, the process itself was a product of one of the most difficult conversations that history educators tussle with: what should students learn when they study history?

The cultural maelstrom focused on ideology, but the process itself came from a difficult conversation among history educators: what should students learn?

The curriculum standards in Texas, also known as the Texas Essential Knowledge and Skills (TEKS), were first instituted in 1997, according to Dan Quinn, the communications director of the Texas Freedom Network, a nonpartisan organization that supports public education. Since then, the SBOE has undertaken several revisions of the standards, with the last major overhaul taking place in 2010.

On the surface, the process of revising the standards is relatively straightforward: the SBOE convenes curriculum teams, or “work groups,” comprising scholars, educators, and citizens from around the state to review the existing standards and suggest changes. The SBOE then holds public hearings

on the recommended changes and later votes on them. The process is profoundly political, since board members are elected and Texas is a majority-Republican state; the SBOE is currently composed of 10 Republicans and 5 Democrats. Notably, few of them have any background in the field of education.

In 2010, says Quinn, once the local curriculum teams sent their draft changes to the standards up to the SBOE, “politics took over.” “Board members,” he recalls, “submitted hundreds of amendments to change the draft standards,” many of which were later adopted by the full board. According to a February 2018 report from the Texas Freedom Network Education Fund, authored by four scholars (including two historians), the 2010 amendments were based largely on the board members’ “own personal beliefs and pet causes,” many of which had no basis in existing scholarly consensus.

The resulting standards were so flawed that even the conservative Thomas B. Fordham Institute blasted them. The institute’s scorching

2011 review of state US history standards characterized the Texas standards as “a politicized distortion of history.” Among other things, noted the report, the standards offered an “uncritical celebration of ‘the free enterprise system and its benefits,’” completely overlooked Native Americans, downplayed slavery, barely mentioned the Black Codes or Jim Crow, and dismissed the separation of church and state as a constitutional principle.

But beyond politics, the 2010 process created problems for teachers in the classroom. The standards posed an instructional challenge because, says Quinn, they became “long and unwieldy.” Ron Francis, a seventh-grade social studies teacher at Highland Park Middle School in suburban Dallas, notes, for example, that because the standards are so long and are arranged chronologically, “teachers [often] have problems getting to the standards that are at the end of the course.” Additionally, Texas students are tested in the core subject areas of reading, writing, mathematics, science, and social studies, from third grade through high school graduation, as part of the state’s academic assessment program. (Texas does not participate in the national Common Core standards.) These standardized tests, according to Trinidad Gonzales, a historian at South Texas College and a past AHA Teaching Division

councilor, “essentially just ask questions directly from the standards. If it says that you should know historical figures x, y, z, then the instructor . . . will basically teach x, y, and z. So what you have is a very test-driven, assessment-dictating curriculum.”

On paper, teachers do have the flexibility to teach content that is not included in the standards. “But the reality,” says Gonzales, “is that you’re trying to get the students to pass the exam.” And a passing score is required to move on to the next grade level or to graduate. Chances are, he says, “If it’s not in the TEKS, it’s not going to get taught.”

The goal of the 2018 streamlining process, then, was “to delete, combine, clarify and narrow the scope of the standards,” according to a June 2018 press release from the Texas Education Agency (TEA), which includes the SBOE. (The press release is no longer available online.) Streamlining would purportedly save class time and give teachers greater flexibility by eliminating or reducing what students could expect to see on the assessment test. Work groups were asked only to revise existing standards, not add new ones. And the SBOE did not seek updated textbooks.

The work groups’ imperative was to reduce instructional time, not impose a political point of view. Eliminating

the World War II Women Airforce Service Pilots and the Navajo Code Talkers from the standards, the work groups estimated, would lead to a 30-minute reduction in instructional time; so would removing Billy Graham, Barry Goldwater, and Hillary Clinton. To consider which historical figures ought to be retained or eliminated, work groups drew up a rubric, awarding points based on an individual's impact and sphere of influence, and whether the figure represented a diverse perspective or culture. Helen Keller, who scored 7 out of 20, was eliminated to save 40 minutes of instructional time. Misty Matthews, a teacher from Round Rock, Texas, who served on one of the work groups, told the *Dallas Morning News* that "there were hundreds of people" students had to learn about. "Our task was to simplify. . . . We tried to make it as objective as possible."

While TEA curriculum teams have attracted criticism in the past for having an ideological bent or for lacking expertise in curriculum development, both Quinn and Gonzales believe that the 2018 work groups operated in good faith. "In the streamlining process," says Quinn, "we think the TEA did a really good job of making sure that these folks were actual educators—curriculum specialists who knew the field and how to teach. And frankly, . . . we saw really no problem with an effort to

politicize the curriculum teams this time."

But given the flaws of the 2010 standards, as well as some of the recommendations made by the work groups themselves, it was impossible for the 2018 streamlining process not to be interpreted politically. Many

While state curriculum teams have attracted criticism in the past, experts believe that the 2018 work groups operated in good faith.

outside groups saw it as an opportunity to raise existing concerns about historical inaccuracies in the standards. Nearly 200 scholars, for example, signed a letter asking the SBOE to change standards that pertained to "issues of slavery, the Civil War, and the Civil Rights era." Disability rights activists advocated that Hellen Keller be kept, and several local and national organizations protested what they perceived as a pro-Israel bias in the standards.

These types of recurring public controversies, write Lendol Calder and Tracy Steffes in "Measuring College Learning in History," a 2016 white paper issued by the Social Science Research Council, "show that Americans continue to disagree" over the aims of history instruction, "especially the key goals, content, and narratives to teach in K–12 schools." Increasingly, Calder and

Steffes write, college-level instruction has shifted to emphasize "habits of mind of historical thinking." But K–12 education measures learning as "students' ability to remember and reproduce an authorized, unchanging canon of important facts and stories." (The AHA's History Discipline Core, meant to

guide college curriculum, steers clear of outlining specific content that history students should know.)

What's happening in Texas, says Gonzales, is a "classic content-versus-skills debate"—teachers would like more class time focusing on teaching such skills as historical thinking, but there is little consensus on how to assess them. Content knowledge, conversely, is easily measured and therefore remains in place, despite its many flaws. Most teachers inevitably find themselves teaching to the test. But as Calder and Steffes write, "The problem with including content knowledge as a goal for assessment is the question of *which* knowledge to test." This is one reason why it has become impossible in Texas to separate politics from history education.

In November, after multiple public hearings and several

amendments, the SBOE voted to streamline the standards. The revisions keep Keller, Clinton, and Moses, but continue to list sectionalism and states' rights as contributing causes of the Civil War. Those seeking better accuracy or a trimmer set of standards will have to wait until the next round of revisions, which are still five years down the road. If things are to change, both Quinn and Gonzales say, more historians should get involved in the process of setting standards at the state level. Academics, says Gonzales, aren't as involved in the process because often there's nothing in it for them to gain professionally.

For now, instead of seeking a greater shift to skills from content in the Texas curriculum, activists, academics, and teachers in the state continue to focus on making the standards more accurate. "I think streamlining is a good idea," says Francis, adding that "we need a better integration of content and process." Yet in a "post-truth" era where "facts are possibly matters of opinion," he says, the need for accuracy in content ought to take precedence. **P**

Kritika Agarwal is managing editor of Perspectives. She tweets @kritikaldesi. Perspectives thanks Julia Brookins, AHA special projects coordinator, and Elizabeth Lehfelddt, vice president of the AHA's Teaching Division, for their assistance with this story.



AHA Awards



Know a great historian who deserves to be recognized?

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

Nominations are due May 15, 2019

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

MUSTAFAH DHADA

JOY RIDERS

The Stories and Steeds of a Father and Son



Dawood's British Indian passport.
Courtesy Mustafah Dhada

DAWOOD WAS BORN in 1916, in Kuvadva, in Kathiawar peninsula, India, three and a half hours' walk northeast of Rajkot, which was then a bucolic town of 29,000 people nestled on the banks of the Aji and Nyari Rivers. Today, Kuvadva and Rajkot are practically one large industrial city in the state of Gujarat. The two rivers are trickles in places. Two nearby dams harvest their waters to meet the needs of the region.

Dawood, his three brothers, his parents, and his paternal uncle and aunt were pilgrims. "We were originally Brahman Khatri from Mohenjodaro, Sindh. Sometime after we converted, Sindh experienced famine, and so we moved east, to Kathiawar," he said to me one day when I asked where he had come from. A decade into his life, Dawood's family fell on hard times again. They parceled out the kids to live with relatives and friends. One, a gifted banjo and accordion player, left to pursue higher education in Mumbai, the only one to do so. The other two, barely 10, were put to work, one in a textile mill and the other at a restaurant. Having lost nearly all—land, house, and cattle—to predatory lenders, Dawood's father became a street vendor of hand-rolled cigarettes.

Dawood worked through what he and others had already done to repair the car, why he had failed, and what he needed to do next.

His uncle's family members, however, had taken a different route. They migrated to Mozambique, where it was said one could make a fortune if one worked hard in the retail business. Dawood followed in his uncle's footsteps. It is unclear if this was his decision or his family's. Judging by the first British Indian passport he got from the Rajkot Civil Service, Indian Empire, he accompanied his uncle, Umar Jiwa, as a minor of 14 and, according to him, was instructed to send money home for the family to survive. Dawood did just that.

At that time, the Peninsular & Oriental Steam Navigation Company had ocean liners going from India to ports along the East African coast. Dawood took one of these ships, and upon arrival at the port of Beira, he went directly to Buzi, where a job was waiting for him. Once there, he was put to work right away, first as a commercial salesman and then as a supplier of wholesale goods for a network of retailers in the district of Sofala. He remitted part of his

salary to support his family in Rajkot and barely survived with what was left of his paycheck. Circumstances changed after he married and had two kids. He was then forced to look for a better-paying job. It is not clear when that happened. What is certain is that after some eight years of marriage, he found a job as a mechanic for a fleet of cars operated by Companhia Colonial do Buzi, the local sugar concession company.

I was nine then. He would invite me to his personal "garage." It wasn't a garage, really! It was a rectangle, big enough for a small truck to park next to the house. A papaya tree framed the garage at one end and a rough-hewn wood pillar, propping up the zinc roof of the verandah, marked the other. The rest of the space bled into the dirt road that led to the mangrove swamp, abundant with crocodiles and coconut trees.

I would lean against the pillar, resting my butt on the square cement base, elbows on my bare knees, the palms of my hands holding my head up by the cheeks, and wait for orders. "Spanner," he would yell. I would rush to give it to him from the nearby toolbox. Between orders, he kept humming a commentary of sorts. "Now let me see why you are sick. I see. Your plugs are full of soot. What else? Hello! What we have here? A damaged carburetor! Hunh! It needs some major adjustment. Aha! Busted gasket and oil spill. Oh. This one will need a rebore."

Once the car was repaired, he would start it or ask me to do it. The engine would ignite. Sometimes a repaired car would misfire, but in the end, all would come alive. He would slam the front bonnet shut and get into the cabin. On some occasions, he would invite me to get in. With the car in neutral, he would accelerate to get the RPM going. He would smile at the dashboard if he was happy with the sound—grin even, if elated with his handiwork. At idle, the car seats would rumble. That motion he loved most. He then floored the gas pedal, straining his left ear to the steering wheel to better gauge the quality of the engine roar. It is time to test-drive this steed, he would say, his head turned to me with his ear still to the steering wheel.

Sometimes, his handiwork would fall short of expectations. The car would spurt oil, spew smoke, and die. He would turn his back on the car and come and sit on the concrete steps near me to regroup, talking loudly to himself. Of course, I understood nothing of what he said or the disappointment he felt at the time. All I got was that he still had a problem on his hands, and if invited, I was in for another session of spanner handling and a new set of

commentaries strewn with expletives and hammer throws at the offending mechanical beasts.

While he sat and worked through what he and others had already done to repair the car, why he had failed, and what he needed to do next, I was off with the car on imaginary trips. Every rev to diagnose what was wrong was a rev closer to my first destination. Pedal to the metal, I hopped in and out to visit people and places too far to walk. I always stopped first to see the village storyteller to replay her last chapter, before she revealed her next installment at the weekly gatherings at her house. Next came the shoemaker, whose son was about to enter the priesthood. Then came the bakery to smell the bread ovens, then the sugarcane fields to pick a stalk to chew and suck.

I would be soaked in sugar and dripping with memories. It was time to see the jacaranda trees in full bloom lining the gravel road to the hospital. Zoom, zoom, zoom, off I went. Here the trick was to lie under the trees and look up at the sky through the green leaves and purple fragrant blossoms. I would then dash at breakneck speed, twisting and turning along the curves of an unbridled mind to visit the local church, where I drew crucifixes for the school, and then head to visit the muezzin of the mosque to listen him recite the Qur'an. Hell, I even visited the tall palm tree near the mosque abutting our yard. A large mamba sat curled up at the bottom of its girth. I never quite managed to talk it out of its burrow. Invariably, Dawood would hit the brakes. "Where are you? I asked you for a pair of bull-nosed pliers." I never told him that I had stolen his jalopy to visit people, places, and prickly snakes in my imagined landscapes.

After a year, I left the village. I didn't see him again until 1971, when I returned from monasteries in Asia, where I had spent most of the intervening years. Dawood and his wife had moved to Lusaka, Zambia. He was working at Star Motors on Cairo Road, a real garage, and he had his own repair bay. Mercedes-Benz was his specialty now, he said. "Oh! Come and have a listen to what a really good car sounds like." By then, he was the proud owner of a second-hand 250 SE Mercedes-Benz and the preferred mechanic for the diplomatic community in Lusaka. He was given the honorific Madhala, Old Man!

Twenty-two years after I saw Dawood in Lusaka, I got a call telling me he had passed away. Memories of him and his life flooded, and then faded, as the years went on. I felt his presence, though, even more strongly once I sat down to write my last monograph. I too began my project as he

had done his, by analyzing the problems resolved so far, before identifying the issues left unaddressed, which ulti-

I had stolen my father's jalopy to
visit people, places, and prickly
snakes in my imagined landscapes.

mately led me to devise methods to tackle these, with data parts new and old. The resulting narrative, like his repaired cars, was road worthy: solid enough to advance the scholarly narrative and safe enough to take you to places real and imagined.

Twenty-two years after Dawood died, I got a Porsche 997.2 Sports Carrera Convertible: 3.8-liter direct fuel-injected engine, stick-shift manual, in gunmetal gray with black interior. A new pair of bespoke gloves arrived three months later, and one day a pair of finely designed matte black and red canisters from Japan were waiting in the mail, one for coffee and one for water, one to match the interior, the other to match the red brake calipers, both with gunmetal tops to match the body paint. My life was complete now. I was a historian inspired by Dawood and others, with a thoroughbred steed, ready for drives on California highways.

Dawood was my father! **P**

Mustafah Dhada is a professor of African history at California State University, Bakersfield. He is the winner of the AHA's 2017 Martin A. Klein Prize in African History for The Portuguese Massacre of Wiriyaumu in Colonial Mozambique, 1964–2013 (Bloomsbury).

JULIA BROOKINS

HISTORY ENROLLMENTS STABLE IN 2017–18

AHA Survey Shows How Departments Are Fighting Declines



There's (somewhat) good news about history enrollments this year.

kastoldepositphotos

AFTER YEARS OF declines, undergraduate enrollments in history courses held steady in the last academic year. Last summer, the AHA conducted its third annual survey of history departments and joint academic units, and received 120 complete responses for the past four academic years, the most recent of which was 2017–18. The responses suggest that the overall number of undergraduate students enrolled in history courses changed little from 2016–17. Enrollments slipped down less than 0.5 percent at US institutions. When Canadian institutions are included in the total, enrollments were almost identical (up less than 0.01 percent).

This year, the AHA received complete enrollment data on the past four years from 120 respondents: 110 four-year institutions and 6 two-year institutions in the US, and 4 four-year institutions in Canada (Fig. 1). Among institutions responding to this year's survey, the total student enrollment in history courses declined 1.6 percent from the academic year 2014–15 to 2015–16, and another 1.2 percent in 2016–17. The number then flattened out in 2017–18.

For the four-year period covered in this most recent survey, the aggregate decline was 2.7 percent: a loss of 10,215 student enrollments within these 120 institutions. The aggregate decline among the US-only group over these four years

was 3.1 percent. This marks an improvement from the 7.7 percent total decline we reported last year for 2013–14 through 2016–17.

Because different institutions respond to the survey each year, longer-term trends are impossible to quantify. Only a handful of two-year institutions provided enrollment data, making it difficult to draw conclusions about trends affecting community colleges. But the number and variety of responding institutions do present a robust and, likely, representative sample for four-year colleges and universities.

Any sign of stabilization should be encouraging to historians at a broad range of institutions.

The improvements are clear across the four institution types best represented in the survey responses (Fig. 2). The year-to-year change was negative for three out of four groups in 2015–16 and 2016–17, but positive for these groups in 2017–18.

Any sign of stabilization should be encouraging to historians at a broad range of institutions. The number reporting

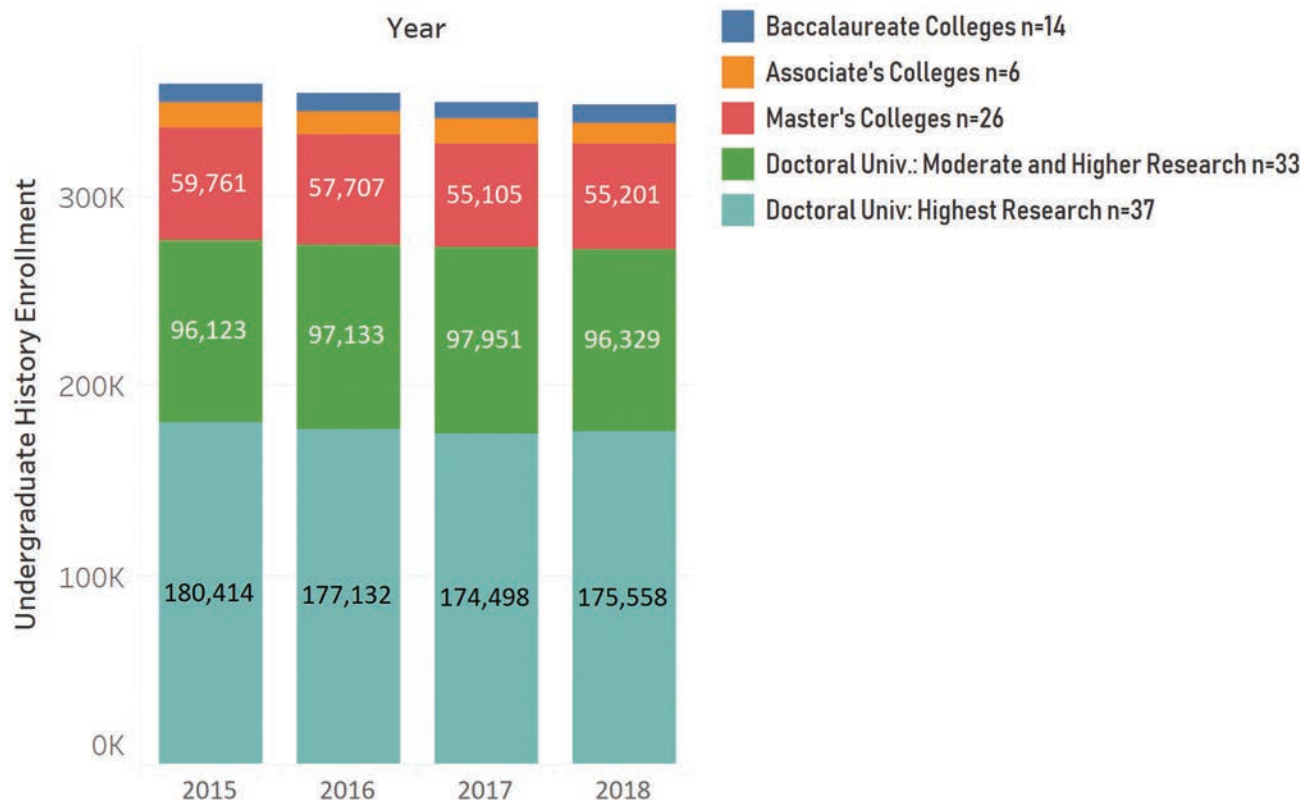


Fig. 1: Total undergraduate enrollment in history courses, by institution type.

declines was about equal to the number reporting otherwise: undergraduate enrollment was flat or positive at 59 and negative at 61. And, as in previous years, experiences at individual institutions varied dramatically. Some small departments experienced vast changes in enrollment, down or up more than 30 percent since 2014–15. Changes were less dramatic at most larger departments due to larger undergraduate enrollments.

Efforts to address enrollment declines often start with introductory courses.

A few larger institutions reporting annual enrollments of more than 3,000 did change by large margins over the reporting period. Of the 15 that have increased enrollment by 15 percent or more since 2015–16, 6 were large enough to have enrollments of 3,000 or more in 2018. But 28 experienced declines of more than 15 percent over the past four years; 8 of them had more than 3,000 undergraduate enrollments in 2018.

Taking Positive Steps

Qualitative responses to the survey show that historians at many institutions are taking action to increase undergraduate recruitment and retention in courses, minors, and majors. They often start with introductory courses, where the largest number of students encounter history. As in previous years,

variables like general education requirements, the demography of the institution's student population and region, and career prospects in fields traditionally associated with a history major (like law and teaching) strongly influence how many students take history courses. But historians still have agency.

Those departments reporting success seem to share an approach that focuses on student interests and goals. Respondents described efforts to “meet students where they are” by asking whether course topics and content were appealing to students and making revisions when necessary.

“We are fortunate that we touch every student at the university” because of a required course, one respondent explained. “Focusing our efforts there [has] enabled us to not only increase our enrollment in undergraduate courses while university enrollment has been flat, but to increase the number of our history majors.” Another institution saw a 40 percent increase in student credit hours in 2017–18 over the previous year, “following an aggressive recruiting push and the decision to [offer] a certain number of classes online and to revamp some existing course[s] to make them more appealing (we hope).”

Historians say their curricular work, including strategic reflection on the pathways that non-history students take to their degrees, is increasingly important. Students (and faculty) can have more choices under revamped general education requirements. Newer programs, often designed around skills-based learning outcomes or broadly conceived ways of thinking, allow historians to develop innovative courses for

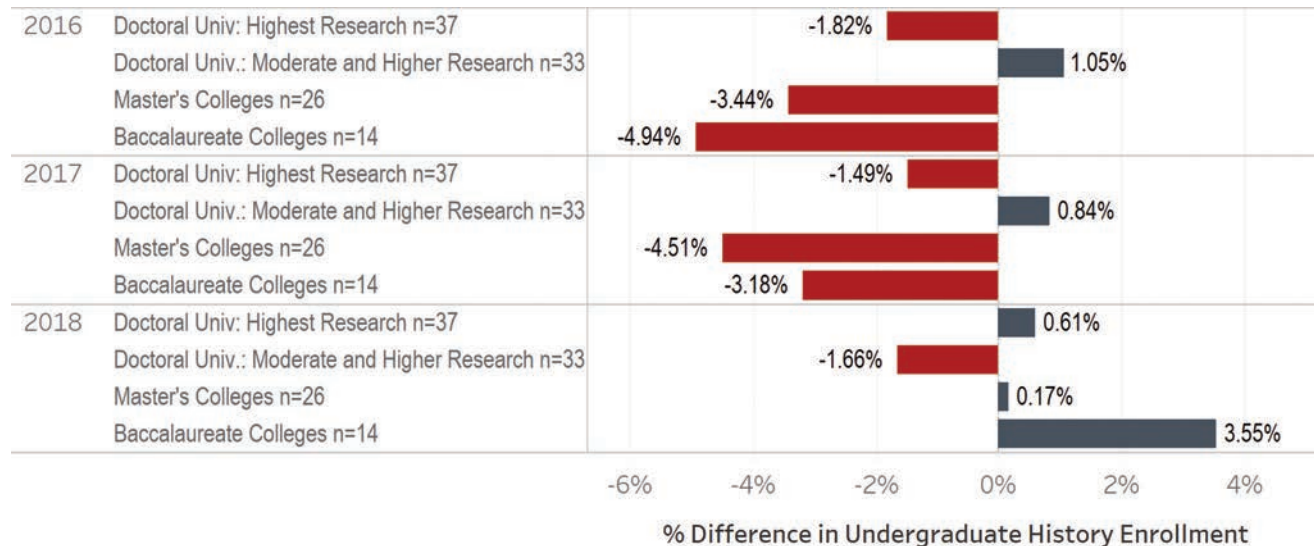


Fig. 2: Rates of undergraduate enrollment change, by year and institution type.

all students. One respondent hoped that a new general education program would allow history to contribute to “a wider variety of required course categories to attract students, who discover new connections between History and a range of different disciplines and thematic programs.”

The flip side of these opportunities, however, is increased competition from courses offered by non-historians. As one respondent reported, general education reforms meant that “academic units competed with one another for undergraduate seats. This also means that fewer of those students who think they do not like history find their way into our classes to be persuaded otherwise.”

Critics regularly say that students are fleeing history because they are put off by the supposedly liberal political agenda of history faculty, as expressed in the topics of the courses they teach. Data in a 2014 analysis in *Perspectives* cast doubt on this connection, and this year’s qualitative responses again show that historians in resilient departments have broad professional interests.¹ Political economy and warfare coexist with immigration and gender; it is not an either/or choice. One respondent said, “We have designed courses that appeal to the interests of students (WWI, WWII, history of science, history of food, history of sexuality), and this has brought enrollments back up. Critical [to these efforts] has been designing courses that appeal to women students, since they make up 60 percent of our campus student body but 40 percent of history majors.”

Students might also be looking for different course formats. “We are considering dropping the traditional survey courses, whose enrollments have plummeted,” reported one institution. “We are also going to be talking about adding a general introductory course (along the lines of Yale’s The World [circa] Year x or Michigan’s History 101).” Another department has felt the pinch most in advanced seminars: “We don’t have as many majors as we used to, and even though we’ve integrated the upper-level courses into the general education curriculum whenever possible, we struggle to attract non-majors. It’s not uncommon for a faculty member to have to cancel a seminar and replace it with a survey or some equivalent administrative task[.] . . . Attracting more majors and more actively promoting our classes and the major as a whole is our strategy for dealing with the problem, but progress has been slow.”

Departments that continue to struggle with maintaining enrollments seem to lack an active, holistic strategy supported by faculty, even when undergraduates must take an introductory course. Enrollments fall in the context of budget

cuts and an anemic academic job market. The risks of low morale and worsening working conditions are serious. “Enrollment is slowly declining, especially in upper division courses,” said one respondent. “We flourish because we teach a required course, but half of our faculty is NTT [non tenure-track] and are devoted to teaching this course. Our major is not growing, and neither is our TT/T [tenure-track and tenured] faculty. This threatens the viability of our graduate program and causes service to become a bigger burden for TT/T faculty.”

This year’s qualitative responses show that historians in resilient departments have broad professional interests.

The recession of 2008 led to changes in K–12 education policy and cuts to funding earmarked for hiring and training teachers. The number of students intent on becoming history educators thus declined sharply. These factors continue to shake some departments, especially at regional comprehensive institutions. One respondent wrote, “Most of our majors and minors traditionally were in teacher education. Because there are so few of those students currently, we have struggled to find new ways to garner majors and minors. In 2005, we had over 500 majors. As of spring 2018, we had 126.”

Although such large-scale changes can make individual historians feel powerless, the AHA continues to advocate for quality history education at all levels and will continue to initiate and support professional development through its programming and publications. Additionally, the AHA’s new History Gateways project focuses on rethinking a wide range of introductory courses, including general education courses, to advance learning at what is often historians’ first and only point of contact with students. While this year’s news about enrollments is heartening, we should not assume that we have done all we can to address the downward trend of previous years. The AHA will therefore continue to survey departments about enrollments and share with *Perspectives* readers strategies that work. **P**

Julia Brookins is special projects coordinator at the AHA.

NOTE

1. Allen Mikaelian, “Department Specializations and the History Major: What We Learned from the AHA’s 2014–15 Directory,” *Perspectives on History*, October 2014.

DANE KENNEDY

POLICY BRIEFINGS IN THE HISTORY CLASSROOM

A Pedagogical Experiment



A British squadron sails from Hong Kong to attack Amoy or Xiamen in China, 1841. Rundle Burges Watson
Wikimedia Commons

HOW DO WE help students understand that history has relevance to their lives? This is an enduring challenge: every generation of students—indeed, every cohort—is shaped by its own distinct array of experiences. In order to make history meaningful to them, we need to connect it to their interests and concerns, finding new ways to make our classrooms places where the past informs the present. It was in this spirit that I decided to update one of my courses last spring. I did so by adapting the History and Policy Education Program (HPEP) offered by the National History Center, which I direct. The program offers a curricular model that history faculty can use to connect their course content to contemporary policy concerns.

The original idea for HPEP came from the center's Congressional Briefings program, which brings historians to Capitol Hill to inform congressional staff members and other policy makers about the historical contexts of the issues they face. In HPEP, students prepare briefings that highlight how the history they are studying can help illuminate current issues. They might present these briefings to fellow students, to departmental or college groups in forums, or even to invited local officials, representatives from NGOs, and the like at public events. The program has been tried out by faculty members at several institutions, including Jessica Roney of Temple University, whose students produced a briefing on the history of poverty in Philadelphia, and Caroline Sherman and Amanda Moniz, whose Catholic University students teamed up for a briefing on religious liberty in the age of revolutions.

It wasn't necessary for me to radically revamp my Victorian Britain course.

I decided to test the program in my course on Victorian Britain. It may seem counterintuitive to take a subject that seems so remote in time and place from the lives of contemporary American students to serve as the vehicle for an initiative designed to help them gain greater awareness of the relevance of history. But if we are to take seriously our disciplinary commitment to the principle that the past provides insights into the present, then the aims of the program should be attainable with almost any historical subject.

It wasn't necessary for me to radically revamp my Victorian Britain course, which I've taught for several decades. I made room in the schedule for two new assignments—the group briefing itself and an accompanying individual paper—but

otherwise maintained much of the existing structure and content of the course. Yet the new HPEP-inspired assignments gave a whole new sense of purpose and energy to the classroom.

With 40 students in the class, it didn't seem feasible for all of them to take active roles in a single group briefing. Teams of 10 provided everyone more of an opportunity to participate and pursue topics that interested them. I proposed eight possible briefing topics for the students to consider, and they made their choices through preferential voting. The topics chosen were rich vs. poor, science vs. religion, women's rights, and military interventions overseas. Each of these issues preoccupied the Victorians, and each preoccupies our own society. The division between rich and poor manifested itself in Victorian society in terms of class struggles in the workplace, the political arena, and more. Today, we face the growing gulf between the "one percent" and everyone else. For the Victorians, the clash between science and religion arose most famously over the issue of Charles Darwin's theory of natural selection; evolution remains one of a number of issues that divide scientific and religious groups today. The feminist campaign came into its own in the Victorian era, and the struggle for women's rights persists to the present, with the #MeToo movement appearing as its latest iteration. And the countless military interventions the Victorians conducted across their empire have plenty of echoes in contemporary American policy, not least in the ongoing war in Afghanistan. The purpose of the briefings, then, was both to explain how the Victorians grappled with these issues and to consider how they persist in our own time.

The ground rules for the four groups were as follows: (1) a 20-minute presentation, followed by a 10-minute question-and-answer session; (2) an accompanying PowerPoint slide show; (3) a one-page briefing paper that summarized the group's main findings; and (4) a social media campaign (Twitter, Facebook Live, and so on) to disseminate those findings. It was entirely up to the team members to determine who would carry out which tasks, how they would structure their presentation, and what its content would be. I set aside two and a half class days for the groups to meet independently to plan their projects, divvy up responsibilities, and practice their presentations. Students also met outside class hours. The final two days of class were devoted entirely to the briefings, which I filmed with the students' permission. Clips from those presentations can be viewed at nationalhistorycenter.org/victorian-britain-then-and-now/.

The other assignment was more conventional, though crucial to the briefings' success. In order to ensure that all

students brought some historically relevant expertise to their group projects, each was required to research and write a paper on a topic related to the subject of their briefing. I prepared lists of potential paper topics, but also encouraged students to pursue ideas that interested them. As is always the case, some students were more skilled, motivated, and resourceful in carrying out this assignment than others, but it ensured that every student contributed a historical perspective to the issues addressed in the group briefing.

The briefing program is attractive for a variety of reasons. For starters, its collaborative character appeals to many among the current generation of students, whose schooling has encouraged group work. Evaluating such work can prove challenging for grizzled history teachers of my generation, but that simply suggests that we may have need for remedial education. Another attraction of the briefing program is that it allows students to play to their different strengths and skills. Some enjoy speaking in front of an audience; others prefer to design a PowerPoint presentation or to live-tweet or make other behind-the-scenes contributions. Whatever those contributions might be, they are there to be viewed and judged not merely by the instructor, but by their peers, and possibly by others. This can be a powerful incentive to prepare and perform well. Finally, the program encourages students to become more self-reliant and take ownership of their education. They find they are no longer simply consumers of knowledge, but contributors to its creation and dissemination.

Student learning was enhanced, I believe, in several distinct ways. First, students had to work collaboratively to shape their project's overall scope and goals. Second, they had to gather the information and insights that the team members had acquired in their individual papers and integrate them into the group project. Third, they had to identify and develop a common theme and cohesive structure for that project. Fourth, they had to figure out how to communicate what they had learned through a range of methods (written, oral, visual, and via the Internet). And, of course, they had to think seriously about how the historical issues they examined are echoed in our own time. Most of them did so in thoughtful and nuanced ways.

Let me take as an example the briefing on rich vs. poor. The student presenters focused on the spatial inequality in industrial cities between working-class slums and middle-class suburbs; the social inequality experienced by domestic servants in the homes of the well-to-do; the educational inequality that determined occupational opportunities; and the workplace inequality that spurred the labor movement.

On each point, students drew comparisons to their own society (McMansions and the subprime mortgage crisis as manifestations of modern spatial divisions, for example). They concluded by observing that current debates about how to overcome poverty—individual responsibility vs. social welfare—reproduce arguments made by the Victorians themselves.

The program encourages students to take ownership of their own education.

I don't want to suggest that that this experiment was an unmitigated success. It was not. I realize in retrospect that I should have set an earlier due date for the research paper, which would have given students more time to assimilate their individual research findings into the group presentations. It also became evident that one of the four groups had failed to fully grasp the purpose of the project, a problem I might have forestalled if I had set aside time for a preview session. And, predictably, some groups were more sophisticated and successful than others at drawing connections (and contrasts) between the Victorians' concerns and those that preoccupy us. Still, HPEP worked far better than I expected. I came to the end of the academic year enthused and inspired by what had taken place in the classroom, confident that many of my students set off that summer with a heightened appreciation of how history can enhance their understanding of the world they confront and hope to change. **P**

Dane Kennedy is director of the National History Center and professor of history and international affairs at George Washington University.

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

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



EMBRACING FEARLESSNESS

An Interview with New AHA President John R. McNeill

When current AHA president Mary Beth Norton turns over the Association gavel to him at the 2019 annual meeting in Chicago, Georgetown University historian John R. McNeill will begin his year-long tenure as president of the AHA. A pioneer in environmental and global history and the recipient of a raft of fellowships and prizes, he is the author of *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620–1914*, which won the AHA's 2010 Albert J. Beveridge Award, and, most recently, co-author (with Peter Engelke) of *The Great Acceleration: An Environmental History of the Anthropocene since 1945*. Serving as a historian on the multidisciplinary Anthropocene Working Group, McNeill has even contributed to our understanding of geologic

time and, in a broader sense, to the urgency with which we must consider the fate of the planet we call home.

McNeill is a third-generation academic historian. His father was William H. McNeill of the University of Chicago, who was also elected AHA president, serving in 1985. And his grandfather, John T. McNeill, was an esteemed church historian and authority on John Calvin.

Cerebral yet down to earth, McNeill is known in the AHA headquarters for dropping by one hot day last summer to talk with staff members in an aloha shirt. Still savoring a student's successful dissertation defense earlier in the day,



John McNeill at the 2018 AHA annual meeting, in Washington, DC. *Marc Monaghan*

he spoke with *Perspectives* at length about inspiration, mentorship, and how global forces shape historical inquiry.

You've written about mosquitos, but I'd like to know how you got bitten by the history bug.

I was bitten by the history bug, I would say, during my undergraduate years, but it took some time. I was originally mainly interested in mathematics and physics, and I was briefly a mathematics major, until the professor who, in my freshman year, told me that I absolutely had to be a math major, at the end of my sophomore year told me that I should probably reconsider. And he was right!

So in my junior and senior year, I was doing mostly anthropology and history. I believe in the fall of my senior year, I decided to apply to history graduate school, for want of a better idea.

Was your career choice influenced by your father?

Certainly, in ways that are not always that easy for me to recognize—that is to say, he neither encouraged nor discouraged my migration into the field of history. He would answer questions if I *asked* them, but he would not offer advice or opinions.

If I were to indulge, and I will do this only reluctantly, in self-examination, I would say that I could tell when I was 20, which is when I made this decision [to become a historian], that if I wanted to have a lot to talk about with my father in the years and decades to come, the only reliable way to do it was to become a historian.

Your father was also a veteran of World War II. And right now, we're seeing that generation of historians passing away. Do you have any thoughts about how that cohort of historians shaped history as a field of inquiry and what we might be losing now that they're leaving us?

In my father's case, the fact that he was a veteran of the US Army from 1941 to '46 was a huge influence on his mind. In much of his work, he took military [life] seriously, and I won't say necessarily sympathetically, but [with] a greater understanding than otherwise could have belonged to the subject. I think his experiences in the military, which took him to Hawaii, took him to the Caribbean, took him to North Africa, took him to Greece, helped him develop his global perspective.

And I would expect that there are or were hundreds, maybe more than hundreds, of historians in the US for whom military experience in World War II was also important, although probably in different ways. I would say that in several cases, [these] historians learned a language for military duty; they spent a lot of time, particularly after the war, as the US military occupations took shape, in one country and developed a basic familiarity and also an interest in, let us say, Japan. I think there's probably a dozen or more US historians of Japan whose lives took that particular trajectory.

Who were your first mentors?

In my undergraduate days, I would say the most important example for me was a professor at Swarthmore [College] named Paul Beik, who was a specialist in French history but also taught Russian history. I admired him lavishly for his manner, his very gentle soul, very encouraging soul, but also one with severe standards.

"I do try to encourage students to be fearless and to be ambitious in what they take on, to avoid writing the definitive work of trivial subjects."

When I got to graduate school [at Duke University], the most important figures for me were probably Charles Maier, who was at Duke between his [years] at Harvard, and John Cell. What was important for me about Maier was the depth of his engagement with 20th-century European history. I never took a class from John Cell, but he invited me to team-teach with him around my fourth year. It was a very interesting and intense experience for me. He was a specialist in British and British imperial history, but we were teaching about ancient China and pre-Columbian America—things that neither of us knew anything about.

That was a great experience for me. He legitimized exploration of fields that I had no credentials in, because *he* had no credentials in them, and yet we were teaching about these things. And that was a liberation for me. I have since taught several things that I know very little about. I tell my students it's a mutual voyage of discovery.

As regards to mentorship, I do try to encourage students doing senior theses, master's theses, and PhD theses to be fearless and to be ambitious in what they take on, to avoid writing—particularly PhD students—the definitive work of trivial subjects, which is an inclination that many scholars have.

What was your first AHA annual meeting like?

I actually went to one session of an AHA meeting when I was an undergraduate, because one of my professors was presenting a paper. I went only to this one session. I have to admit, I didn't find it terribly exciting.

Climate change "is likely to have an impact on historians' understanding of causation, by which I mean the array of forces that drive history."

My first one after that was probably, as it is for many, the occasion of my first job interviews. My experience of the AHA was colored by the fact that I had high-stress, hour-long engagements with total strangers, and my whole life and career seemed—*seemed*—to hinge on the outcomes of these. I know that one of those early ones was in Washington, held, as is often the case, in the two hotels in Woodley Park, because I remember vividly going to the wrong hotel for one of my interviews.

I vaguely, vaguely remember going to see some of the big-name historians in those days—Philip Curtin, Eugene Genovese—and one of the things I learned from that is that even the really big, famous, successful historians are just people like anybody else.

What goals should the AHA set for itself over the next year?

An AHA presidency lasts only one year, and it's very hard for any president to have much impact on any institution such as the AHA or any profession such as ours in the span of one year. And my observation from my three years as the vice president of the Research Division [2012 through 2014] suggests to me that whatever ambitions a given president might have for doing X, Y, or Z while in office for a year are likely to be overtaken by events. So the position turns out to be much more

reactive than one might imagine if one has not witnessed the Council and the AHA mothership in operation.

But if nothing unexpected were to come up in the year 2019, I think that the main agenda that I would like to see the AHA attend to is to broaden its activities and attention more than it has been able to do in years and decades past, so as to include historians operating in all kinds of institutional settings. The AHA just prepared this magnificent [database], *Where Historians Work*, [which] tells us in detail things that we knew in a fuzzy sort of way [about where history PhDs get jobs]. But the implication of that is that the AHA as a professional organization and as an institution needs to take account of these findings and attend to the interests—intellectual and professional interests—of all these historians in all these different settings. I have been a beneficiary of the AHA's focus on academia. And I don't for a moment suggest that the AHA neglect academia. But the fact of the matter is that historians are found in all different settings.

Given your expertise, how you think climate change will affect us in the future—"us" meaning historians—whether in the short term or long term?

Climate change is going to affect everybody. It already is affecting everybody to some extent, but some people around the world much more than others. Beyond that, I think it's already begun to affect historians by inviting them to take climate shifts and climate shocks more carefully into account when thinking about, teaching about, and writing about history.

I also think that it's likely to have an impact on historians' understanding of causation, by which I mean the array of forces that drive history in one direction or another. It is likely to broaden our sense of what the driving forces behind history are. I think it will likely have the effect of broadening our conception of what is relevant to the trajectory of history. History has always been shaped by the world in which historians currently operate, and insofar as climate looms larger in the world in which we operate, then it's going to loom larger in our understandings of the past. **P**

This interview has been edited for clarity and length.

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



Antonio Calabria

1941–2018

Historian of Early
Modern Europe

Professor Antonio Calabria died at his home in San Antonio, Texas, in early October 2018.

Antonio Vittorio Calabria was born in Asmara, Eritrea, on July 17, 1941. His parents, originally from Sicily, had been settled there under Mussolini. During the war, his father was captured by the British in Egypt. Antonio's first memories included his mother's and his evacuation by the Red Cross, which carried them on a ship with other refugees around the Cape of Good Hope, back to Italy. There they were confined in a camp for displaced persons in the North before making their way back to Messina, where they were joined by Antonio's father shortly after the war. In 1953, Antonio and his mother migrated to Providence, Rhode Island, to join his father, who had crossed over before them in search of work.

Calabria earned a scholarship to study at Brown University, where, under the influence of William F. Church, a leading scholar of French absolutism, his interests turned to historical studies. After a Fulbright year in France, Calabria went on to the University of California, Berkeley, where he studied with Gene Brucker. He received his doctorate in 1978, then joined the faculty of history at the University of Texas at San Antonio in 1980. He served there until his retirement in 2012.

A specialist in early modern European history, Calabria played a significant role in bringing attention to the history of southern Italy in the 16th and 17th centuries, at a time when the field was dominated by a focus on Florence, Venice, and Rome.

His book *The Cost of Empire: The Finances of the Kingdom of Naples in the Time of Spanish Rule* (1991)—winner of the AHA's Helen and Howard R. Marraro Prize—offered a close study of the ways in which Spain exploited Neapolitan resources in the late 16th and early 17th centuries. Mustering evidence from the State Archives in Naples as well as those of the

Spanish crown in Simancas, Spain, Calabria demonstrated that Naples in this era was largely the victim of a Habsburg imperial system that essentially sucked the lifeblood out of the Neapolitan economy in order to support its military undertakings in Lombardy and Germany. *The Cost of Empire* proved to be a major contribution to the literature of the crisis of the 17th century.

Also important on this front was “*Good Government*” in *Spanish Naples* (1990), a volume of essays Calabria co-edited with John A. Marino. What made this publication especially important was its politics of translation. Calabria and Marino presented several of the leading historians of early modern Italy in English for the first time, with the goal of disrupting the traditional Anglo-American assumptions about the centrality of Florence or the Renaissance for our understanding of early modern Italy. “Our knowledge of the Italian Renaissance,” the editors wrote, “should not be skewed by the cultural imperialism of Florentine and Venetian Studies, by an Anglo-American historiography mesmerized by an idealized republican liberty and innovative merchant capitalism, by the military and diplomatic emergences spawned by the French invasions, or by the derogatory incantation of ‘decadence’ maligning foreign rule.”

Despite his focus on economic history in his research, Calabria was committed in his teaching to introducing students to intellectual and cultural history. He gave particular emphasis at the undergraduate level to teaching largely canonical primary sources, from St. Augustine's *Confessions* to Machiavelli's *The Prince*. An entertaining lecturer, he brought many of the authors he taught to life through his intimate knowledge of their worlds. At the graduate level, he focused on many of the major historiographical texts of the 20th century, especially those by Marc Bloch and Fernand Braudel. He was rigorous in his expectations but greatly enjoyed his students and their interests in the broad themes he covered in his classes.

Calabria did much to foster connections between US and Italian scholars, several of whom visited him in San Antonio. In his home—chock-full of books—he enjoyed the company of a favorite cat or dog. His friends recall his irreverent sense of humor, his enthusiasm for the latest book, and his love for economy and precision in language.

John Jeffries Martin
Duke University



Robert H. Ferrell

1921–2018

Historian of the United States; AHA Member since 1948

When he retired from teaching in 1988, Robert H. Ferrell held the elite rank of distinguished professor of history at Indiana University. He was an internationally recognized and much-admired scholar and teacher of US foreign relations and the American presidency, especially the life of Harry S. Truman. He continued writing after he retired, so that by the time of his death, he was author or editor of more than 60 books of history, including several best-sellers. This notable career emanated from his service in the European theater of World War II.

The elder of two sons of Ernest Hugh Ferrell Sr.—a bank manager and veteran of World War I—and Edna Rentsch, Robert was born on May 8, 1921, in Cleveland. The family lived first in a suburb of Cleveland and then, after the Wall Street crash, in towns where Ernest worked to revive troubled banks for the federal Reconstruction Finance Corporation. Edna taught school. In Waterville, Ohio, where the family finally settled in the mid-1930s, Robert took piano lessons and, unlike many boys his age, came to love classical music and became a full-time church organist as a student. In the fall of 1939, he enrolled at nearby Bowling Green State University, majoring in education with a concentration in primary school music.

On December 7, 1941, the Imperial Japanese Navy interrupted Robert's respectable but unexceptional progress. Years later, he reflected on his naïveté: "It was 4:30 in the afternoon, and the church was getting dark, and my parents came to pick me up. And Dad said, 'The Japanese have bombed Pearl Harbor.' I didn't know where Pearl Harbor was." Sensing a duty, he enlisted in the US Army Air Corps the following July, and was assigned to the 9th Air Force service command. He entered the war in Cairo the following December, as a chaplain's assistant in its headquarters squadron. In the weeks after D-Day in Normandy, Ninth Air Force planes led the American tank formations that broke through German defenses; by that time, Ferrell had become a staff sergeant and chief records clerk, serving on airfields behind the combat zones.

By war's end, Ferrell, now 24 years old, had a new purpose. He completed his bachelor's in music education at Bowling Green in October 1945. But a year later, he earned a second bachelor's, in history. His primary activity now was to convey to others what had led to the wars of the 20th century. But he did not forsake music. He had played keyboard instruments for religious services in North Africa and for his own enjoyment in England and France, and would continue to refine his technique for the rest of his life.

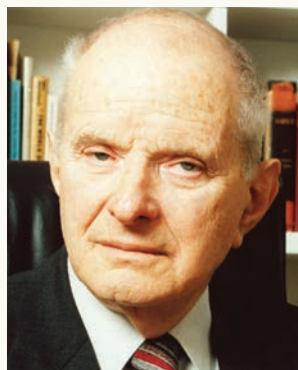
Admitted to Yale for advanced study, Ferrell received his master's degree in 1948 and proceeded for a PhD under the guidance of Pulitzer Prize-winning professor Samuel Flaggs Bemis. Ferrell wrote his dissertation on the Kellogg-Briand Pact, the 1928 agreement to outlaw war signed by the United States, France, Germany, and 12 other nations. This agreement had failed, and Ferrell determined to find out why. His thesis—a tightly written analytical narrative—received the university's prestigious John Addison Porter Prize in 1951. Yale University Press published *Peace in Their Time: The Origins of the Kellogg-Briand Pact* in 1952; it won the AHA's George Louis Beer Prize and remains in print.

After a year at Michigan State University, in 1952 he accepted a position as assistant professor at Indiana University in Bloomington. Four years later, he married Lila Sprout, whom he had met at Michigan State. Ferrell's ascent in the discipline helped Russian specialist Robert F. Byrnes build one of the premier departments and the editorial home for both the *Journal of American History* and the *American Historical Review*. In 1967, Ferrell joined with colleagues at other universities to establish the Society for Historians of American Foreign Relations (SHAFR). Four years later, he was elected its president. Soon after he retired, his former students instituted SHAFR's Robert H. Ferrell Book Prize. And in 2007, 17 of them published a Festschrift entitled *Presidents, Diplomats, and Other Mortals: Essays Honoring Robert H. Ferrell*.

Robert Hugh Ferrell died peacefully in Chelsea, Michigan, on August 8, 2018. His daughter Carolyn, her husband Lorin Burgess, and their children Amanda and Samantha survive him. Sadly, Lila had died 16 years earlier, after 45 years as his devoted partner.

William B. Pickett
Rose-Hulman Institute of Technology (emeritus)

Image: Courtesy Indiana University Archives



Walter Laqueur

1921–2018

Historian of Europe

Walter Laqueur, a historian who made major contributions to the history of the Holocaust, Europe during and after the Cold War, terrorism, the Soviet Union, and the conflict in the Middle East, died on September 30, 2018, at his home in Washington, DC. He was 97.

Walter Louis Laqueur was born into a Jewish family on May 26, 1921, in Breslau, Germany (now Wrocław, Poland). His father, Fritz, manufactured overalls. His mother, Elsa (Berliner) Laqueur, was a homemaker. Both were murdered in the Holocaust. In 1938, when he was 17, he fled just a few days before Kristallnacht, the November pogrom against Jews by uniformed Nazis and their civilian sympathizers. He found his way to Palestine, where in subsequent years he enrolled in the Hebrew University and covered the Middle East as a journalist. In 1955, he moved to London, where, together with George Mosse, he founded and then co-edited the *Journal of Contemporary History*, which remains a leading venue for scholarship in the field of European history. From 1965 to 1994, he was director of the Wiener Library for the Study of the Holocaust and Genocide, a leading archive in London.

Laqueur was a professor at Georgetown University and Brandeis University and a visiting professor at Harvard University, the University of Chicago, Tel Aviv University, and Johns Hopkins University. His longest institutional affiliation, however, was at the Center for Strategic and International Studies in Washington, DC, from 1969 to 2001. While there, he was also the editor of the *Washington Quarterly*, an international affairs journal under the auspices of George Washington University. For many years, Laqueur was both a prominent historian and an active participant in Washington policy debates.

Over a very long period, continuing to recent years, Laqueur published a remarkable number of important works that had an impact on academic scholarship and general audiences alike. They include *Communism and Nationalism in*

the Middle East (1956, 1961); *The Soviet Union and the Middle East* (1959); *Young Germany: A History of the German Youth Movement* (1962, 1984); *The Fate of the Revolution: Interpretations of Soviet History from 1917 to the Present* (1967, 1987); *Weimar: A Cultural History* (1974, 2011); *Europe since Hitler: The Rebirth of Europe* (1970, 1984); *Fascism: A Reader's Guide* (1976); and *Europe in Our Time: A History, 1945–1992* (1992). Laqueur's growing pessimism about Europe was evident in *The Political Psychology of Appeasement: Finlandization and Other Unpopular Essays* (1980, 2016); *A Continent Astray: Europe, 1970–1978* (1979); and *The Last Days of Europe: Epitaph for an Old Continent* (2007).

His *History of Terrorism* (1977, 2001) and *The Terrorism Reader: A Historical Anthology* (1987) were very important for stimulating historical research in that field. His *History of Zionism* (1977, 2001) remains a standard work. He made important contributions to the history of the Holocaust with *The Terrible Secret: Suppression of the Truth about Hitler's Final Solution* (1980, 2012) and his co-edited *Holocaust Encyclopedia* (2001). Laqueur's *The Changing Face of Anti-Semitism: From Ancient Times to the Present Day* (2006) integrated the “old” antisemitism with Christian and modern secular roots to that emerging from Islamist sources since World War II. Following the era of Glasnost in the 1980s, he published *The Long Road to Freedom: Russia and Glasnost* (1989) and *Stalin: The Glasnost Revelations* (1990). In 2015, at the age of 93, he published *Putinism: Russia and Its Future with the West*. In addition to these works, Laqueur published multiple volumes of essays that combined historical scholarship with analysis of ongoing events.

In Washington, a capital city famous for its short attention span, Walter Laqueur was that rare scholar and intellectual able at once to make contributions of an enduring nature to the discipline of history while also writing astutely about recent and sometimes ongoing events. Though the term is overused, there was a greatness about him, a greatness evident in his indomitable spirit and discipline when working on the most serious of topics, in the boldness and clarity of his writing, as well as in his warmth and enjoyment of conversation with colleagues across several generations. He left a precious scholarly legacy that will hopefully stimulate, provoke, and inspire historians in this country and around the world for many years to come.

Jeffrey Herf
University of Maryland, College Park

Image: ullstein bild/Getty Images



Edwin J. Perkins

1939–2018

Historian of American
Business; AHA Member
since 1971

Edwin J. Perkins, professor emeritus at the University of Southern California (USC), died unexpectedly on October 20, 2018, at the age of 79.

Perkins earned his BA from the College of William & Mary in 1961, his MBA from the University of Virginia in 1963, and his PhD from Johns Hopkins University in 1972 under the guidance of business historians Alfred D. Chandler Jr. and Louis Galambos. He joined the faculty at USC in 1973, retiring in 1997.

Steve Ross, his former colleague at USC, says that Perkins “was one of the few business historians who openly welcomed a partnership with a labor historian and a view toward writing business history with an understanding of labor issues.” Ross adds, “It’s tough to lose a friend, advisor, colleague, and general good guy. Our lives are all emptier—with fewer laughs—without Ed.”

When featured in *AHA Today*’s “AHA Member Spotlight” in 2016, Perkins noted that what he valued most about the history profession was the opportunity to pursue his “research interests and to train graduate students for equally successful careers.” He did both with a vengeance.

His first book, *Financing Anglo-American Trade: The House of Brown, 1800–1880* (1975), detailed the nation’s first major private international banking institution. It was followed by five others, including *The Economy of Colonial America* in 1980 and *American Public Finance and Financial Services, 1700–1815* in 1997. Perkins’s *Wall Street to Main Street: Charles Merrill and Middle-Class Investors* (1999) was perhaps his favorite, generating readership beyond the academy.

Besides doing his own research and writing, Perkins was a superb editor and worked many years as associate editor of the *Pacific Historical Review*.

Perkins will be best remembered for his tremendous passion for promoting the careers of his graduate students. Looking back on his life and career, he noted, “I am fondest of contributing to their success as teachers and scholars. They were in many respects family members.”

Stories of his encouragement and active mentoring are legion. Perkins combined constant prodding and unfiltered critique with thoughtful and effective strategies aimed at a primary goal: publication. He badgered all his graduates to get out their first book. He was terribly proud for a moment or two when this goal was achieved, but then immediately began chanting a new mantra: “Most don’t publish two books. They usually stop at one. But if they publish two, they go on to publish three or four or more.”

The students who benefited from the Perkins Treatment are part of a diverse group—in age, location, and career stage. Many have never met each other, but all have moved forward because of their connection with Ed. He was a cheerleader and a supremely knowledgeable guide to the field, eager to help new scholars navigate the tricky terrain of academia. A past president of the Business History Conference, Perkins enjoyed the conviviality of his colleagues and proudly introduced his students to valuable contacts in the field.

Blessed with a keen wit and zest for life, he thrived around people. The “Perkins Normal Mood,” noted Galambos, was “sassy and sharp and vigorous.” Perkins was an avid golfer and tennis player, threw wonderful wine and cheese parties, loved to talk and laugh, and was easygoing and optimistic.

He is survived by daughter Julia Calkins, son Braxton Perkins (Mary), six grandchildren, a sister, Agnes Gorham, and a brother, Bill Perkins.

Bill Friedrichs
Simpson College

Bob Harrison
Southern Oregon University

James Kraft
University of Hawai‘i

Karen Ward Mahar
Siena College

Nancy C. Unger
Santa Clara University

AHA CAREER CENTER

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

Find more job ads at careers.historians.org.

UNITED STATES



CONNECTICUT

UNIVERSITY OF CONNECTICUT

Storrs, CT

Emiliana Pasca Noether Chair in Modern Italian History. The University of Connecticut's Department of History invites nominations and applications for the Emiliana Pasca Noether Chair in Modern Italian History. The position will commence in Fall 2019. The successful candidate will be appointed at the rank of full professor or associate professor and will be eligible for tenure upon appointment. The Chair carries with it support for research, conferences, colloquia, and other activities. Successful candidates will be expected to contribute to research and scholarship through high quality publications, participation in academic conferences, and involvement in research initiatives in their areas of expertise. They will be expected to be effective teachers of innovative courses at the undergraduate and graduate levels, supervise PhD students, mentor students in research and professional development, and participate in outreach and service activities. Successful candidates will also be expected to broaden participation among members of under-represented groups; demonstrate through their research, teaching, and/or public engagement the richness of diversity in the learning experience; integrate multicultural experiences into instructional methods and research tools; and contribute to the development of

pedagogical techniques designed to meet the needs of diverse learning styles and intellectual interests. The University is entering a transformational period of growth supported by the \$1.7B Next Generation Connecticut (<http://nextgenct.uconn.edu/>), the \$1B Bioscience Connecticut (<http://biosciencetct.uchc.edu/>) investments, and a bold new Academic Plan: Path to Excellence. We are pleased to continue these investments by inviting applications for this faculty position in the Department of History. Earned PhD or equivalent in history or a related discipline, with a specialization in Italian history or in European history including Italy. Equivalent foreign degrees are acceptable. We seek applications from distinguished scholars at the professor or associate professor level. The successful candidate will be expected to collaborate in our institution's commitment to graduate and undergraduate teaching, mentoring, program development, and promotion of diversity. Applicants should possess an excellent record of research, teaching performance, and involvement in undergraduate and/or graduate education appropriate for appointment to the rank of full or associate professor. We prefer applicants whose research interests complement and enhance the existing strengths in the department and who have demonstrated exceptional scholarly achievement. This is a full-time, 9-month position with an anticipated start date of August 23, 2019. The successful candidate's primary academic appointment will be at the Storrs campus with the possibility of teaching at one of UConn's regional campuses or through online instruction. Salary will be commensurate with qualifications and experience. Visit <https://hr.uconn.edu/jobs/> and click on "Endowed Chairs" to be redirected to Academic Jobs Online to complete your application (Search# 2019189). Please submit the following: a cover letter that addresses the criteria for the position, including a statement of commitment to diversity; CV; at least two representative syllabi; and the names and contact information of four references who have agreed to write in support of your application if requested. Screening of applicants will begin immediately, with full consideration given to applicants who apply by January 15, 2019, and will continue until the position is filled. Nominations and inquiries other than applications can be directed to the search committee chair, Prof. Charles B. Lansing, charles.lansing@uconn.edu. For more information on the UConn's Department of History, please visit <http://history.uconn.edu/>. Employment of the successful candidate will be contingent upon the successful completion of a pre-employment criminal background check. (Search #2019189) All employees are subject to adherence to the State Code of Ethics, which may be found at <http://www.ct.gov/ethics/site/default.asp>. The University of Connecticut is committed to building and supporting a multicultural and diverse community of students, faculty, and staff. The diversity of students, faculty, and staff continues to increase, as does the number of honors students, valedictorians and salutatorians who consistently make UConn their top choice. More than 100 research centers and institutes serve the University's teaching, research, diversity, and outreach missions, leading to UConn's ranking as one of the nation's top research universities. UConn's faculty and staff

are the critical link to fostering and expanding our vibrant, multicultural, and diverse community. As an AA/EOE, UConn encourages applications from women, veterans, people with disabilities, and members of traditionally underrepresented populations.



NEW YORK

GRADUATE CENTER OF THE CITY UNIVERSITY OF NEW YORK

New York, NY

Executive Director/American Social History Project and Center for Media & Learning. Job ID: 19667. Closing Date: Open until filled with review of applications to begin on January 21, 2019. The PhD Program in History at the Graduate Center of the City University of New York seeks an associate or full professor in US History whose primary responsibility will be to serve as executive director of the American Social History Project (ASHP) and the Center for Media and Learning (CML). The American Social History Project, created in 1981 and housed in the Center for Media and Learning, is an internationally recognized public history project devoted to fostering interest in the US past through scholarly and technologically innovative public engagement. The successful candidate will be dedicated to maintaining the excellence of the ASHP/CML and building upon it through new programming at the master's and doctoral levels, as well as through partnerships with other New York City cultural and educational institutions. S/he will also have an ac-

AD POLICY STATEMENT

Most job discrimination is illegal, and open hiring on the basis of merit depends on fair practice in recruitment, thereby ensuring that all professionally qualified persons may obtain appropriate opportunities. The AHA will not accept a job listing that (1) contains wording that either directly or indirectly links race, color, national origin, sex, gender, gender expression, gender identity, sexual orientation, marital status, ideology, political affiliation, age, or disability to a specific job offer; or (2) contains wording requiring applicants to submit special materials for the sole purpose of identifying the applicant's race, color, national origin, sex, gender, gender expression, sexual orientation, marital status, ideology, political affiliation, veteran status, age, or disability.

The AHA does make an exception to these criteria in three unique cases: (1) open listings for minority vita banks that are clearly not linked with specific jobs, fields, or specializations; (2) ads that require religious identification or affiliation for consideration for the position, a preference that is allowed to religious institutions under federal law; and (3) fellowship advertisements.

The AHA retains the right to refuse or edit all discriminatory statements from copy submitted to the Association that is not consistent with these guidelines or with the principles of Title VII of the Civil Rights Act of 1964. The AHA accepts advertisements from academic institutions whose administrations are under censure by the American Association of University Professors (AAUP), but requires that this fact be clearly stated. Refer to www.aaup.org/our-programs/academic-freedom/censure-list for more information.

For further details on best practices in hiring and academic employment, see the AHA's Statement on Standards of Professional Conduct, www.historians.org/standards; Guidelines for the Hiring Process, www.historians.org/hiring; and Policy on Advertisements, www.historians.org/adpolicy.

tive research agenda and a commitment to graduate teaching and advisement. To apply, go to <http://cuny.jobs/> and search for Job ID 19667. Click on “Apply Now”, which will bring you to the registration screen. If you are a new user, you must register to apply. If you already have a user ID, please use your existing ID to apply. Make sure to upload a cover letter, resume, and contact information for three (3) professional references (name, title, and organization). Please upload all documents in Word or PDF format as one file.



APPALACHIAN STATE UNIVERSITY

Boone, NC

History/Social Studies Education. Support the department’s program for history majors seeking licensure to teach social studies at the secondary level. Collaborate with the director and other department colleagues in development and delivery

of history/social studies education courses for majors in the program. Teach other courses, particularly in general education and in the candidate’s area of research specialization. Conduct field supervision of student teachers as their academic area consultant. Serve on committee assignments pertinent to the university’s teacher preparation program. Pursue a research and publication agenda in history, which can include work in social studies education. Appalachian State University’s History Department houses the largest program for the education of secondary history/social studies teachers in North Carolina. Our program’s mission is to prepare our majors to teach a robust, digitally-infused, and globally-minded history/social studies curriculum. The department offers three other undergraduate majors, a master’s degree program, and employs approximately 25 tenure-line faculty members. Additional information about the department, the university, and the surrounding area is located at <http://history.appstate.edu>. For information on our History Education Program visit <http://history.appstate.edu/historyeducation>. Appalachian State University, in North Carolina’s

Blue Ridge Mountains, prepares students to lead purposeful lives as global citizens who understand and engage their responsibilities in creating a sustainable future for all. The transformational Appalachian experience promotes a spirit of inclusion that brings people together in inspiring ways to acquire and create knowledge, to grow holistically, to act with passion and determination, and embrace diversity and difference. As one of 17 campuses in the University of North Carolina system, Appalachian enrolls about 19,000 students, has a low student-to-faculty ratio and offers more than 150 undergraduate and graduate majors. Applicants must email a complete application consisting of an application letter, CV, and three letters of recommendation at <https://hr.appstate.edu/employment/faculty-vacancies/1050>. PhD in history (research field is open), demonstrated experience in teaching history/social studies at the secondary level and/or developing curriculum work in the discipline, and an active research agenda in their field of study. Candidates who are ABD will be considered, but the position requires completion of all doctoral requirements by August 2019. Appala-

chian State University is an AA/EOE. The University does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. Appalachian State University is committed to developing and allocating resources to the fundamental task of creating a diverse campus culture. We value diversity as the expression of human similarities and differences, as well as the importance of a living and learning environment conducive to knowledge, respect, acceptance, understanding and global awareness. Learn more at <http://diversity.appstate.edu>. Individuals with disabilities may request accommodations in the application process by contacting Maranda Maxey, Director & ADA/504 Coordinator, at 828-262-3056 or maxey-mr@appstate.edu. Any offer of employment to a successful candidate will be conditioned upon the University’s receipt of a satisfactory criminal background report.

Grants for AHA members

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

Learn more at historians.org/grants.

The deadline for all research grant applications is February 15.

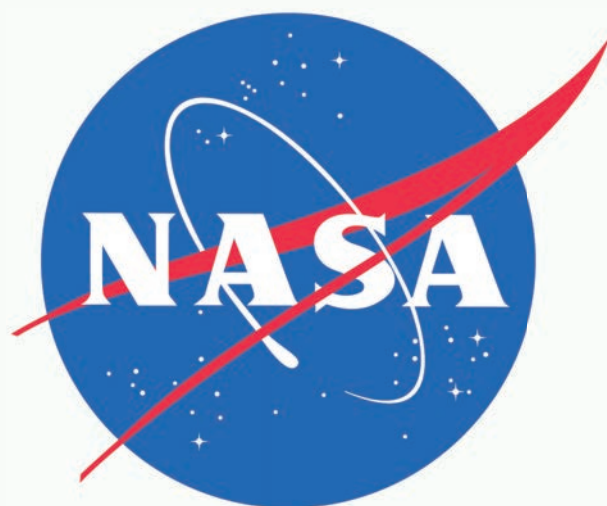
J. Franklin Jameson Fellowship

Apply for 2-3 months of research at the Library of Congress with a stipend of \$5,000. PhD must have been awarded within the past seven years.



Applications due April 1.

Information at historians.org/grants.



Fellowships in Aerospace History

Apply for 6-9 months of research at NASA with a stipend of \$21,250.
Preference given to early career historians.

Statement of Ownership, Management, and Circulation

Publication Title: *Perspectives on History*

Publication Number: ISSN 1940-8048

Date of Filing: September 28, 2018

Issue Frequency: September, October, November, December, January, February, March, April, May

Number of Issues Published Annually: Nine (9)

Annual Subscription Price: \$65 (for institutions)

Complete Mailing Address of Known Publication Office:

400 A St., SE, Washington, DC 20003-3889

Contact Person: Allison Miller (202) 544-2422 x 120

Complete Mailing Address of the Headquarters or

General Business Officer of Publisher: 400 A St., SE Washington, DC 20003-3889

Full Names and Complete Mailing Address of Publisher, Editor, and Managing Editor: Publisher: American Historical

Association, 400 A St., SE, Washington, DC 20003-3889;

Editor: Allison Miller, 400 A St., SE, Washington, DC 20003-

3889. Managing Editor: Kritika Agarwal, American Historical Association, 400 A St., SE, Washington, DC 20003-3889.

Owner: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and

addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If the publication is published by a nonprofit organization, its name and address must be stated.)

American Historical Association, 400 A St., SE, Washington, DC 20003-3889. The American Historical Association has no ownership. It is a nonprofit membership corporation created by an Act of Congress on January 4th, 1889, for the promotion of historical studies.

11. Known Bondholders, Mortgages, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities: NA

12. Tax Status (for completion by nonprofit organizations authorized to mail at special rates): The purpose, function, and nonprofit status of this organization, and the exempt status for federal income tax purposes: Has not changed during the preceding 12 months.

13. Publication Title: Perspectives on History

14. Issue Date for Circulation Data Below: May 1, 2018

Extent and Nature of Circulation	Average Number of Copies of Each Issue during Preceding 12 Months	Actual Number of Copies of Single Issue Published Nearest to Filing Date
a. Total Number Copies (Net press run)	12,182	12,114
b. Paid Circulation (By mail and outside the mail)		
1. Mailed Outside-County Paid subscriptions stated on PS Form 3541	10,673	10,642
2. Mailed In-County Paid subscriptions	0	0
3. Paid Distribution through dealers and carriers, street vendors, counter sales and other paid distribution outside USPS	548	566
4. Other classes mailed through the USPS	0	0
c. Total Paid Distribution	11,221	11,208
d. Free or Nominal Rate Distribution by Mail, and Outside the Mail		
1. Outside-county as stated on PS Form 3541		
2. In-county as stated on Form 3541		
3. Other classes mailed through the USPS		
4. Free or Nominal Rate Distribution outside the mail	150	150
e. Total Free or Nominal Rate Distribution	150	150
f. Total Distribution (Sum of 15c and 15e)	11,371	11,358
g. Copies Not Distributed	811	756
h. Total (Sum of 15f and 15g)	12,182	12,114
i. Percent Paid	99%	99%

Publication of Statement of Ownership: Will be printed in the January 2019 issue of this publication.

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subjected to criminal sanctions.

(Signed)

Allison Miller

Editor



AHA CAREER CONTACTS

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

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

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

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

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

Now Available

Careers for History Majors

A new publication from the American Historical Association

We must “uphold at every possible turn the inherent value of studying history.”

Elizabeth Lehfelddt, former Vice President, AHA Teaching Division, *Perspectives*

Careers for History Majors conveys the value of the undergraduate study of history through clear graphs and informal prose. Readers will find hard data, practical advice, and answers to common questions for students and their parents.

Contributors explore the breadth of career options available to history majors and provide tools to help students get the most out of their degree.

The booklet also includes the personal stories of history majors who work in a range of occupations, including data analysis, finance, and the law. You'll find out what employers want and learn about the personal transformations that many history majors experience.

Contributors

Loren Collins • John Fea • Anne Hyde • Sarah Olzawski • Johann Neem • Claire Potter • John Rowe • Sarah Shurts • Paul Sturtevant • Frank Valadez

Reinforcing the value and utility of a history BA, *Careers for History Majors* is perfect for directors of undergraduate studies, career center advisers, prospective majors, and their parents.

To order copies, visit historians.org/booklets.
For additional resources, visit historians.org/whystudyhistory.

AMERICAN
HISTORICAL
ASSOCIATION