

*The newsmagazine of the American Historical Association*

# PERSPECTIVES ON HISTORY

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February 2019

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THE ANNUAL MEETING YEARBOOK



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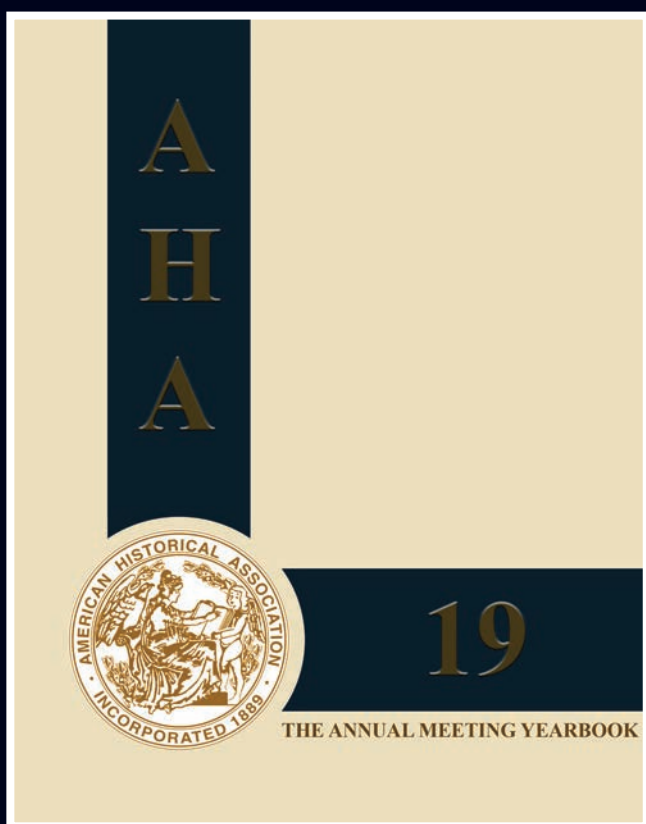
KRIKA AGARWAL, ALLISON MILLER AND ELIZABETH POORMAN

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DYLAN RUEDIGER



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AHA annual meetings are like homecomings for historians, minus the parade and the band. For four days, historians mingle and socialize, catch up with old friends and make new ones, change ideas and outfits, and celebrate all that is best about the discipline and the profession. Historians, this year's *Perspectives* annual meeting issue, the AHA19 Yearbook, is dedicated to you.

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ALLISON MILLER

## TOWNHOUSE NOTES

*Pay for Things You Read*

Mark Zuckerberg must have sensed a decisive win during Senate hearings last April the minute Orrin Hatch asked him how he turned a profit while keeping Facebook free. “Senator, we run ads,” Zuckerberg said, before issuing a cocky smirk. The remark (and the smirk) went viral, with Hatch and Co. mocked for their ignorance: doesn’t everybody know that advertising subsidizes ventures like Facebook, that being exposed to ads is the price we “pay” so we can access content without a credit card? That’s Capitalism 101!

Actually, I don’t know if it *is* true that everyone knows that. Ads are such an ingrained part of American reading life that we accept their presence in our media without question. As Julia Guarneri shows in her wonderful recent book *Newsprint Metropolis* (which just won an AHA prize), our big-city newspapers grew fat with fresh sections in the late 19th century because publishers needed to accommodate advertisers’ demands for particular *types* of news. Department stores wanted their ads to be seen by women shoppers, for example, so papers designed “woman’s page” sections to accommodate them. In the same way, advertising brought us the color comic strip, photography, the sports page, the advice column, the celebrity profile, the “local color” feature. As much as a daily paper helped give readers a sense of belonging to a place through what today we call content (including civic journalism), the ads also told readers who they were. Subscriptions and newsstand sales were once vital to the paper’s circulation, but soon ads brought in the lion’s share of the revenue.

Advertising still subsidizes our reading today, but in the past several years publications have seen the revenue they have traditionally counted on siphoned off to “content distributors,” especially Google and Facebook. American readers still participate in the same invisible bargain: we agree to be exposed to ads in exchange for inexpensive or “free” content provided by publishers. Now, however, a

new set of entities is profiting from our attention. And I don’t think you need to be an Orrin Hatch to be unaware of that.

The invisible bargain between readers, publishers, and advertisers makes it seem as though content accessible without paying a direct fee is free. It is not. It’s true that our online world includes no end of professional (or professional-quality) writing that isn’t paywalled or otherwise monetized. But the operating expenses of the outlets that publish it are usually underwritten in some other way. *Perspectives*, for example, always has a few paid ads, but it’s almost entirely subsidized by the AHA. A well-regarded blog might be unable to pay any of its staff or writers, passing its personnel costs along to staff members’ full-time employers, while fundraising to cover operating costs. In other words, someone always pays for “free.”

This month’s wonkery is not coming from any great love for ads. Rather, people need to be paid. Writers, editors, developers, designers, photographers, fact checkers, and (yes) interns: they all need to be paid. You simply cannot have a free and independent press without participating in some transaction that in the end goes to outlets that produce what you read.

Historians and our colleagues in journalism might be sometime rivals, but both groups have concern for transparency in public discourse and a commitment to the accuracy of the public record. It’s my hope that we can help materially sustain a professional fourth estate, for our own interests and for the good of the future. **P**

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





## TO THE EDITOR

I write in response to “The History BA since the Great Recession,” by Benjamin Schmidt (December 2018). As a historian and a father of two teenagers, I was surprised that Schmidt considered only future or present factors in students’ choice to major in history. While those are important, they seem less so at the type of universities where the greatest downward trends are seen: “private, not-for-profit” institutions. Since these are the type of places to which my children aspire, I looked to the ways that history is taught in our typical high school, and especially in its AP courses. It is my impression that the history pipeline and students’ consideration of their past experiences when arriving at college further contribute to the decline in majors.

Typically, those private, not-for-profit schools recruit high achievers, but current curricula are not designed to lead such students to the humanities. Witness the complaints by admissions officers in the Harvard court battle about the lack of applicants who excel in that area. Indeed, looking at my daughters’ peers, I can see that high-achieving students—whether by choice or by design—are increasingly pushed toward the STEM fields. State requirements for history education have been reduced in recent years, too, leaving students with the obligation to complete only two years of coursework (at least in Michigan).

Those students who do continue to study history after their requirements are fulfilled, such as my children, take the AP

courses their schools offer—if only to keep up with their hyper-competitive peers. Here again we see problems for future majors: it is little wonder that the type of students who strive to master the absurdly vast curriculum for AP World History or the minutiae demanded in AP European History desist in their studies. I would, too, if I had to cram my mind full of trivial details and make forced comparisons of disparate periods, civilizations, and individuals so that I could do well on a timed test. AP coursework therefore also bears the blame for our downturn: it does not inspire interest in history; it reduces vast segments of the past to a high-stakes version of an online trivia game; it so homogenizes different eras for the sake of comparison so as to render them indistinct.

For me, the worst part of this pipeline problem is that I cannot fix it, not even in my own home. In my World History and European History classes, I can adapt my syllabi to my interests and those of my students. But for my daughters, I have to toe the AP line, even when it is manifestly wrong. And so I help them study, angry at the damage that the AP curriculum is doing to the subject that I love, but remaining silent about my objections to its form and content. The last thing I would want to do is to jeopardize their chances of getting into an elite college . . .

LIAM MATTHEW BROCKEY  
*Michigan State University*

## CORRECTION

In “The History BA since the Great Recession” (December 2018), the x-axis of a graph labeled “Change in history majors, 2011–2017” showed the change in the share of history BAs by reported race, not the change in number. *Perspectives* regrets the error.



JOHN R. MCNEILL

## THE LOAD OUT AND THE EXHIBIT HALL

*The Best Part of the Annual Meeting?*



Historians of a certain age may remember Jackson Browne singing “Load Out,” from his album *Running on Empty* (1977). The song, fused with a cover of Maurice Williams and the Zodiacs’ ethereal “Stay” (1960), is his paean to the roadies who made his concerts possible by wheeling and carrying cases, amps, and trusses: “They’re the first to come and last to leave/ Working for that minimum wage.”

Late Sunday morning at the annual meeting of the AHA, in the cavernous Exhibit Hall, you can see publishers, editors, assistant editors, sales reps, and marketing staff wheeling and carrying boxes, bags, and posters. They’re the first to come and the last to leave the book exhibit, although they usually earn a bit more than the minimum wage. By Sunday, they’re running on empty. You might see the most influential editors—whose judgments help to define fields of history and govern who gets published and who doesn’t—on hands and knees with tape and scissors or insecurely upright, staggering beneath a load of cardboard boxes. If not, you’ll surely see the assistants hard at it. An enormous amount of labor goes into putting on the book exhibit—my favorite part of the annual meeting.

For those who have yet to make it to an AHA annual meeting, or have made it but skipped the book exhibit, here's what you're missing.

This year, in Chicago, over 80 exhibitors put on a show for us. They shipped tens of thousands of books to hotels, carried or rolled them to the Exhibit Hall, unpacked them, put them on display, let us browse them for four days, sold a few, and then packed them up again, rolled or carried boxes of them from the Exhibit Hall, and shipped them to

the press’s warehouse or home office, or perhaps to the next conference venue.

For those who have yet to make it to an AHA annual meeting, or have made it but skipped the book exhibit, here’s what you’re missing. First of all, the tens of thousands of books, arranged in booths set up by each press. Most historians love books. While some of us may prefer to peruse titles online, thousands of us—to judge by the battalions of browsers at any AHA book exhibit—enjoy the look and heft of hard copies. Nowhere in the world can you browse as many new history books as efficiently as at the AHA annual meeting. Every field, every subfield, every patch of the discipline is represented somewhere in the offerings. On top of that, you can usually find someone on the staff of the press within two steps of you—someone who knows something about any book that might catch your eye.

Second, the books are for sale at reduced prices. Most of the presses allow a convention discount that lasts for several weeks after the annual meetings. So if you want to order the books after you get home rather than pay your airline for overweight baggage, you can. If you stay until Sunday morning, you can bargain as if in a Turkish bazaar, and you have leverage: the press personnel don’t want to pack up and ship any more books than they have to that afternoon. They might let you lug books home instead for dimes on the dollar. My shelves hold dozens of books acquired this way.

Beyond the books, the Exhibit Hall contains a parliament (the collective noun for wise owls) of editors. I like to chat with them and ask what their press has that’s new in my areas of interest. They always know. I frequently learn of new books that I should read that way. I take a photo of the ones I think I might want to seek out or even buy when I get home.



Nothing beats browsing books at the annual meeting.

Marc Monaghan

The editors come to the AHA annual meeting not just to sell books. If you are browsing quietly, you are likely to overhear conversations between authors and editors, or between would-be authors and editors. Many a book deal has its

If you stay until Sunday morning,  
you can bargain as if in a Turkish  
bazaar, and you have leverage.

origins in such informal discussions. If you want to find the right publisher for your book, one way to do it is to make your pitch to press personnel right there in the book exhibit. An editor might suggest stepping over to a table and set of chairs. You might be invited to send a prospectus or some chapters to the press. Of course, an editor might tell you, politely, that your book isn't quite right for the press. That's something none of us likes to hear. But within a few paces, there are many more editors and many more presses. You can take no for an answer and swiftly move on to the next possibility. Along the way, you can refine your sense of what editors think makes a good book, one they want to publish.

Even if you aren't trying to pitch a book project, and your bookshelves are already overstuffed or your chances of reading anything new hovers close to zero, the Exhibit

Hall might still be worth a visit. Veterans of the venue know that if your timing is good, there might be free food and drink, and there's always an array of publisher swag—pens, tote bags, even lip balm, often useful in January. One year a publisher was giving away flash drives. (I still have mine.)

At next year's AHA annual meeting, to be held in New York City, a smorgasbord of delights and possible opportunities awaits at the book exhibit. Dashing in and out might not fully suffice. As Jackson Browne, echoing Maurice Williams, would advise: "Stay, just a little bit longer." **P**

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



JAMES GROSSMAN

## A TRIBUTE TO DICK BROWN



Dick Brown passed away on January 16. Known to those not acquainted with him personally as Richard H. Brown, Dick was once a historian of what in the mid-20th century was known as Jacksonian democracy. He won a prize for his dissertation on Martin Van Buren. After an initial stint on the faculty of the University of Massachusetts Amherst, he moved to Northern Illinois University, where he earned tenure. Had he stayed, this 20th-century social historian probably would never have heard of him. *The Hero and the People: The Meaning of Jacksonian Democracy* (1964) might well have been on a reading list for my graduate school qualifying exam; if so, it was one of those that I chose to ignore.

Dick didn't stay long at Northern Illinois. Perhaps DeKalb was less than comfortable for a gay man in the early 1960s. But he also had something else in mind: while at UMass, he had become interested in how students learn history. During a two-year leave from Northern Illinois and for five years after that, he directed what was commonly called the Amherst Project, formally the Committee on the Study of History. Reading the project's final report nearly a half century later, I am not surprised that former AHA vice president William Weber called the initiative "unprecedented" in its collaborative culture, approach to student learning, and reconsideration of the relationship between coverage, narrative, and primary sources in high school history education. Apparently unnoticed, including by Weber, the report even mentioned the importance of assessment, a term that would remain taboo for a few decades and still raises eyebrows among our colleagues.

The Amherst crew was hardly the first to identify the problem: the failures of high school history education had formed the focus of a series of AHA reports dating back to 1892. In his famous elevation of "everyman" to the role of historian in 1931, Carl Becker had pointed to the potential of primary sources and historical inquiry to democratize

historical work, but as with the reports, there was little thought to translating rhetoric into pedagogy. Dick and his colleagues did have ideas, which he articulated in 1966: "If the goal of formal education is to equip one to educate himself through life—and who would dispute that that is its goal?—it makes infinitely more sense to train the student to be a sophisticated and careful inquirer than it does to fill him full of facts."

Placing "inquiry" and students at the center of history education was, at the time, revolutionary.

Placing "inquiry" and students at the center of history education was, at the time, revolutionary. Bob Bain, a keynote speaker at dozens of conferences devoted to these ideas, observes that the Amherst Project "changed ways of thinking of what was possible. [Brown] influenced me long before I met him." Sam Wineburg, author of the prize-winning *Historical Thinking and Other Unnatural Acts* (2001), and probably the leading figure in what has come to be called the scholarship of history teaching and learning, describes the Amherst Project as "not only ahead of its time. It was visionary. . . . I consider my own work to be an extended footnote on what Dick Brown saw long before the rest of us."

Dick walked away from tenure in 1966. He chose to remain at the Newberry Library, where he had brought the Amherst Project two years earlier, having been given office space and a telephone by another visionary, Lawrence W. (Bill) Towner, the library's director. In today's parlance, Dick had opted for a career path beyond the professoriate. He told a colleague at the time that he was by nature "a gambler." Later he would annually introduce himself to the Newberry's Fellows Seminar as "a hustler."

The Amherst Project closed in 1971. Towner knew better than to let Dick walk away, and by 1973 his portfolio included research programs for undergraduates and Chicago-area high school students, supervision of research centers, a pair of major publications, and subsequently oversight of fellowships. In the words of my former Newberry colleague Fred Hoxie, “Bill Towner used to say that when he arrived, the staff would open the doors of the library every morning and no one came in. . . . Working at Bill Towner’s side, Dick invented the modern Newberry.” They envisioned what Dick often referred to as a “research library on the street”: a vastly expanded fellowship program, new research centers, exhibitions, adult seminars, and “public events from concerts by the Newberry Consort to public lectures. . . . He helped break down barriers separating academic scholars and public researchers. . . . The humanities belonged to everyone.”

The primary requirement for a good grant proposal is not facility with formats and formulas, but rather a good idea.

I met Dick in 1989, probably initially in my job interview to direct one of those research centers at the Newberry. He gave me a chance—perhaps because he was a gambler—and taught me how to work beyond the professoriate; we were both taking a risk. I’m not sure I became a hustler, but I learned things I hadn’t learned in graduate school, much of it now embodied in the work of the AHA.

The first thing Dick taught me was how to write grant proposals. The primary requirement for a good proposal is not facility with formats and formulas, but rather a good idea. I co-authored successive drafts of my first proposal, a collaboration with a scholar outside the Newberry whom we had recruited because he knew more about our good idea than we did, and Dick patiently scribbled in the margins. When our program officer at the National Endowment for the Humanities (NEH) returned a draft with comments that our lead scholar and I thought were off the mark, Dick reminded us who had sat in on scores of proposal reviews and who hadn’t. So “iconography” became “stories.”

I also learned what it meant to be part of a community of scholars. Newberry academic staff were expected to remain active scholars, but to a considerable extent we

were responsible for supporting and enhancing the work of our colleagues. It didn’t matter whose idea a project might have been initially; the final product would look completely different and might have someone else’s name at the top, if that person turned out to be the most qualified scholar to play that role. And when someone else had a good idea, we could help move that idea toward a project that could be articulated and implemented—at the Newberry or elsewhere within our far-flung community. When William Ferris, founder of the University of Mississippi’s Center for Southern Culture (and later chairman of the NEH) credits Dick as “the wellspring of our Center,” he is referring to Dick’s untiring support in its conceptualization and planning—and of course helping to write the grant proposal.

This generosity was not limited to people with whom Dick agreed. Our role was to support first-rate scholarship, regardless of interpretive perspective. Advisory committees for projects always included people likely to disagree with one another on significant issues. Invitation to serve on peer-review panels for fellowship competitions required no particular perspective, other than respect for primary sources and the value of a research library; what mattered was readiness to appreciate work with which one disagreed, and to be appropriately critical of work with which one agreed. Dick taught me to tilt toward applicants whose proposals indicated intent to use the Newberry’s collections in order to learn and rethink, rather than to provide evidence for what they already knew.

In September’s column, I noted that I was fortunate enough to have mentors, “all of them generous, patient, and wise.” Dick Brown was all of this and more. **P**

*James Grossman is executive director of the AHA. He tweets @JimGrossmanAHA. This essay draws on published sources, personal recollection, and recent communications from Bob Bain, William Ferris, Fred Hoxie, David Spadafora, and Sam Wineburg.*

ELYSE MARTIN

# DORM ESSENTIALS

*A History of American College Residence Halls*

When art historian Carla Yanni was assistant vice president for undergraduate education at Rutgers University's New Brunswick, New Jersey, campus, she would often hear fellow administrators mocking their midcentury predecessors for building the "River Dorms"—three modernist student residence halls overlooking the Raritan River. "As if the people who built them must have been complete idiots," she jokes. "So I used to think, 'Now, you are well-meaning college administrators in the present, and weren't the people in 1955 also well-meaning college administrators, and wouldn't we like to know how those buildings got to be there?'"

Yanni's curiosity led her to investigate the architectural history of the college dormitory, which in some ways mirrors the history of higher education itself. Her new book, *Living on Campus: An Architectural History of the American Dormitory* (Univ. of

Minnesota Press), details the history of undergraduate college dormitories, from the first purposefully built lodgings in colonial America to dorm takeovers during the student protests of 1968. As Yanni writes, "Residence halls are not mute containers for the temporary storage of youthful bodies and emergent minds"; they

Harvard University was at first a single, multipurpose building, with classrooms right next to sleeping rooms.

reveal and "constitute historical evidence of the educational ideals of the people who built them." At a time when college marketing departments try to attract students by highlighting luxurious dorms as much as small class sizes or winning sports teams, it can be instructive to look back on this staple of the American undergraduate experience.

The first US colleges were sponsored by Protestant denominations and tended

to be isolated, in rural locations or small towns, to distance students from the corrupting influence of the city. Isolation, Yanni says, allowed an institution to "imprint its specific morality upon its followers." Dormitories were necessary when local rooming houses lacked enough berths for students, but they also fit

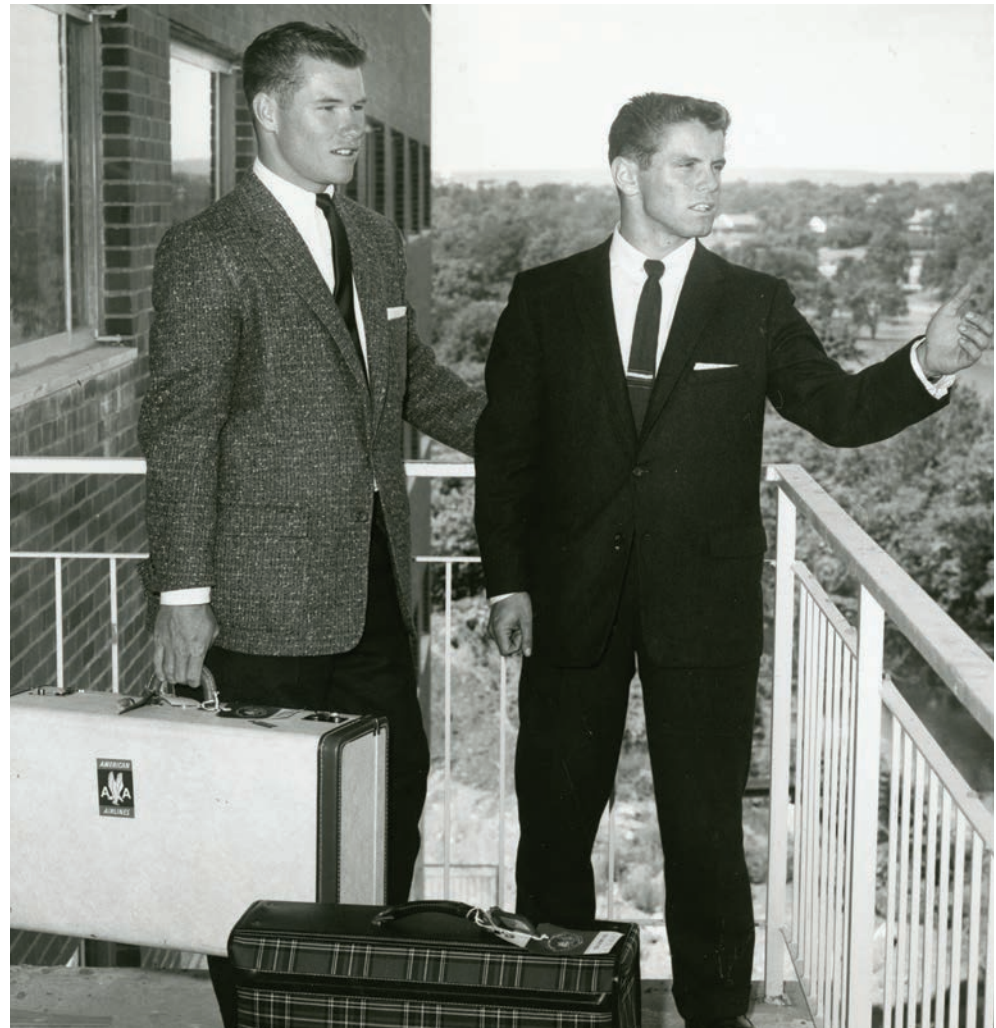
thought this provided "an advantage to Learning" because "the multitude of persons cohabiting for scholastic communion" away from the rest of the world would serve to create America's first crop of Puritan ministers.

But that's not to say that students agreed with the earliest stated purposes of dormitories. Benjamin Franklin, for example, was less interested in the moral or pedagogical benefits of his collegiate years than in socializing with other members of his class in order to find friends, business partners, and future brothers-in-law. In the absence of dormitories and sufficient rooms in private houses, students often took it upon themselves to create their own communal spaces: the first "purpose-built" fraternity houses. The first, the Zeta Psi house at the University of California, Berkeley, was merely a structure funded by alumni in the 1870s. As fraternities grew along with colleges, Yanni writes, each alumni group wanted "its younger brothers to occupy a house

that was an ‘architectural ornament’—a sign of the fraternity’s wealth and a demonstration of the brothers’ contribution to the college.” This gave rise to the fraternity mansion, a design exemplified by the late 19th-century Psi Upsilon House at the University of Michigan. This new emphasis on wealth meant that fraternities were often expensive and exclusive. But exclusivity was, in many ways, already built into the American collegiate experience.

Dorms initially were almost always segregated. “College life introduced men to other men like themselves,” Yanni writes. But when men who weren’t members of the white Protestant elite became students, most institutions shunted them into separate housing. The Harvard Indian College, for example, was built in 1655 so that white students wouldn’t have to live with Native students.

This trend continued when white women of the middle and upper classes began to earn undergraduate degrees, in the mid-19th century, at both private women’s colleges and large land-grant universities. These students were expected to become homemakers, wives, and mothers, so their dormitories reflected the ideology of domesticity: they were not boarding houses but “cottages” to fit them for the roles they were expected to fulfill. This reflected a



Move-in day in 1955 at the River Dorms, Rutgers College (now University), Kelly and Gruzen, architects.

*Buildings and Grounds, Box 9, Special Collections and University Archives, Rutgers/Courtesy Carla Yanni.*

common educational philosophy of the time: as Charles F. Thwing, president of Western Reserve University in Cleveland, said in 1895, “all that learning and culture can offer” to women is “for the betterment of the home,” and to create fit helpmeets for male undergraduates.

Yanni says that she was surprised to discover that this idea had influenced the plans for buildings constructed as late as the

1910s. When she was doing archival research about the University of Michigan’s Martha Cook Building, she discovered that “the donor wanted the women’s dormitory to civilize the young men.” He thought that young women’s university experience should be like a “charm school,” says Yanni, and the architecture of the dorms “perfectly aligns” with that goal. The multitude of lavishly decorated reception rooms and the large dining

hall taking up the first floor of the dormitory suggest that once women came down from their rooms, they were to focus on socializing, rather than studying.

Yanni ran into difficulties when researching what the expansion of American higher education to people of color meant for college residential living. “It’s very easy to find out who the first African American graduate of a university was,” she says, “but it’s many days in



the archives if you [want to] find out if that person was allowed to live on campus.” Some of the earliest archival traces on the subject come from white students, alumni, faculty, and administrators objecting to having students of color living in residential facilities. Yanni points to the work of education historian Cally L. Waite on Oberlin College, which was founded in 1833 and admitted black students beginning two years later. By looking at community and student newspapers from the 19th century, Waite showed that African American and white students were living together in Oberlin dorms: in the 1880s, a long controversy erupted when a white matron, at the behest of white students, pushed their black classmates to a separate table at Ladies Hall, a women’s dorm.

Throughout *Living on Campus*, Yanni engages with the concept of “environmental determinism”—a Victorian, quasi-utopian idea that environment shapes personal character, and that purposefully built, orderly buildings are essential to molding, in this case, undergraduate students into ideal citizens. By the 1920s and ’30s, dormitories had become crucibles in which deans and other university administrators, acting in loco parentis, transfigured children into adults. Administrators, writes Yanni, came to see dormitories as “an integral

part of the educational pathway.” All students would, ideally, live on campus to get the full benefit of the collegiate experience.

But thanks to the GI Bill after World War II, a new influx of students challenged this emphasis on campus living; there simply wasn’t enough space to house all of them. This led to the growth of the type of modernist high-rises that Yanni’s colleagues so lamented. These cookie-cutter dorms were relatively quick and inexpensive to build. As Yanni writes, however, “modernist architecture was, by its very nature, rigid and repetitive” and quickly “became a metaphor for the misery that dorm dwellers felt about their lives as subjugated students.” These residence halls made students feel anonymous, more products than people, a feeling at odds with what Yanni terms “the calls for radical change being heard in the 1960s.”

“Students rejected in loco parentis,” writes Yanni. “They did not need caretaking. They were adults who wanted to be treated as such.” This radicalism manifested itself in the students’ living arrangements: integrated dormitories and projects like Kresge College at the University of California, Santa Cruz, which tried to imitate the “urbanism of an Italian hill town.” The residential area, built around

the site’s redwoods, included not just dormitories but cafés, laundrettes, meeting spaces, and classrooms in what were termed “living-learning units.” Some of these units had no interior walls at all, as residents themselves were supposed to divide up the space based on communal agreement.

## The college dorm still acts as a space for students to transition into adulthood.

Despite these radical building plans of the 1960s, Yanni observes, the dorms of today still mimic many of the same core features of dorms of the past. Today’s students come from increasingly diverse ethnic and socio-economic backgrounds, but like their early forebears, they often share rooms along long corridors, in buildings that house many of their fellow students. The college dorm still acts as a space to transition into adulthood.

This offers an explanation for a recent trend in student affairs: the construction and promotion of what Yanni terms “ever more elaborate residence halls, some of which resemble five-star hotels,” in an “amenities arms race.” Americans have come to accept dormitories as an essential and integral part of the undergraduate experience, one that should help students achieve academic excellence and

fulfill their demands for apartment-like and therefore independent adult living, while also providing opportunities for meaningful interaction. “Dormitories are a measure of the fact that Americans value higher education for networking as much as for higher education,” says Yanni.

Like all buildings, she adds, college residences also “carry the weight of social values, because unlike writing a poem or even painting a painting, it requires an enormous amount of capital to build a building.” Or, to put it another way, dormitories “don’t just happen.” Remember that on your next stroll across campus. **P**

*Elyse Martin is associate editor, web content and social media, at the AHA. She tweets @champs\_elyse.*

## ONLINE EDUCATION 2.0

*In the UC System, Students Are the Focus*

Online courses are no longer considered a futurist fantasy or a harbinger of doom. But educators and institutions are still concerned about student engagement and retention in online courses (just as they are about face-to-face ones). It's becoming clear that since online courses are different animals from those taught solely in person, faculty must develop them deliberately, with institutional support. This has been the approach of the University of California (UC) system since at least 2013. The system's efforts were explored in an AHA19 roundtable chaired by Steven Mintz, professor of history at the University of Texas at Austin and former executive director of the UT system's Institute for Transformational Learning.

At the session, called "How Online Teaching Can Enrich Research, Improve Teaching, and Increase Enrollments: The University of California Experience,"



Online courses have no front or back rows.

*AndreyPopov/Depositphotos*

Mintz opened with a parable. "When inventors were trying to invent flight," he said, "they tried to imitate birds" by constructing flapping wings. "It was only when they broke away from that model that it was possible for human beings to fly." He continued, "[O]nline education is . . . in that same moment. There are people who are trying to simply imitate what we do in the classroom. . . . And it's not surprising that under those

circumstances, a lot of students flail and flounder." He ended with a plea: "We need to do something new."

Many members of the audience had experience teaching online and were looking for new ideas. Panelists included Ava Arndt, an instructional designer in the UC Office of the President; Juliette Levy, an associate professor of history at UC Riverside; William Worger, a professor of history at

UCLA; and Gemma Repiso Puigdellíura, a graduate student in the Department of Spanish and Portuguese at UCLA. Online courses created by UC faculty and instructional designers have helped improve access and increase interactions between students and professors. As Mintz put it, this success happened because these educators considered "what a more learner-centric educational experience ought to be like."



An endeavor that emerged in 2013 from the UC Office of the President, known as the Innovative Learning Technology Initiative (ILTI), has helped put this idea into practice throughout the university system. ILTI provides resources—notably funding, time, and the assistance of instructional designers—for faculty members at UC institutions to develop online courses. According to 2018 data from the UC Offices of the Registrars, 220 of the system’s 470 undergraduate online courses have been developed with assistance from ILTI; its program director, Ellen Osmundson, said in an email interview that over 120,000 undergraduates have taken online courses developed with ILTI support. And, since the UC system allows faculty to choose to open their online courses to students from all other UC campuses, online education could potentially help increase history enrollments system-wide. (There are currently 10 history courses listed on the UC cross-campus enrollment site.) Osmundson estimates that over 10,000 students have enrolled in history courses developed with ILTI.

Levy teaches three of those online history courses developed with ILTI: World History: The 20th Century, Introduction to Latin American History, and The Historian’s Workshop, a methods course. Some of the courses’ elements would be familiar to faculty at other

institutions who teach online. Many UC online courses, including Levy’s and most of those created with ILTI instructional designers, use the popular learning-management system Canvas. Other elements might not be as widespread. For one of her courses, Levy recorded lectures as podcasts, so students can listen when it’s convenient for them and not necessarily be glued to a screen. She said in an email interview that she aims to move her other classes from video to podcast lectures as well.

From working with the instructional designer on her first course, Levy says, she knew she would have to “replace the routine of going to

class with the routine of submission” for her students. While students in a face-to-face course are required to show up to a classroom at certain days and times of the

also learned that she didn’t need to “organize [her students’] time for them.” At first, she distributed deadlines for different assignments throughout the week,

Since online courses are different animals from those taught solely in person, faculty must develop them deliberately, with institutional support.

week, students in an online course do not have that structure. Levy has her students submit the same kinds of assignments every week, so they know what is expected of them. Through her experience teaching online, she

but she “learned very quickly that that’s a lot of hubris on our part as instructors who think that we know the life of the students and what the students need.” Now, her assignments are due at the end of the week, so students



Some online courses in the UC system are available to students at any UC campus, including UCLA. (Pictured: Royce Hall.)

*Alfred Essa/Flickr/CC BY-SA 2.0*

have the “agency to decide when in that week they have time to do the work.”

when a student has submitted comments and to respond, thereby producing a

UC students can take online courses from any school in the UC system, so online history courses can potentially help increase enrollments system-wide.

At the annual meeting roundtable, panelists highlighted benefits of online teaching. Worger emphasized in the session that online courses could be much more accessible than traditional ones, whether in terms of distance and the cost of commuting to campus or for students with disabilities, who, for example, may not be able to listen and learn in a typical classroom. He also emphasized the potential for greater interaction between professors and students: “The student responses have been extraordinarily enthusiastic.”

Levy agreed. In a large face-to-face lecture, she says, her “relationship with the students is generally limited to the first couple of rows.” Online, there are no front rows—or back rows. Every week, she requires students to respond to the lecture. She then reviews the responses and provides her own responses to half of them, rotating her responses between students each week. The online platform makes it “easy” for her to know

“back channel to the formal conversation that’s happening in the lectures and in discussion sections.” Not having dedicated time for in-person lectures during the week and “invest[ing] a lot of time in creating the content” before the course starts allow Levy time to respond to her students each week, even with class sizes of more than 100 students.

The lessons these faculty members learned from online teaching also affect their face-to-face courses, especially the traditional format of the lecture. Jan Reiff, a professor of history at UCLA and special assistant to the executive vice chancellor/provost for online teaching and learning, said in an interview that lecturing is not always the most effective way to teach. Having taught different types of course formats, she now asks herself, “How do we make something that’s worked for a long time work even better, based on what we’ve learned from having to experiment with other models?” Levy says that now, in her in-person

lectures, she focuses on “guiding students through material and giving students a significant amount of choice over what material they would like to really dig into deeply, as opposed to feeling like I need to cover material for them.”

The panelists did offer observations they thought faculty preparing to teach online needed to be conscious of. Worger said that preparing for and teaching an online class required “vastly more time” than a traditional, in-person course. Arndt, the instructional designer, elaborated, saying that online courses require more time “up front before the course starts,” because ideally the course is fully constructed before the term begins. She also noted that UC faculty received funding to prepare their courses, including a teaching buyout for one quarter.

Some members of the audience who had experience teaching online expressed concern about DFW rates (the numbers of students who receive grades of D or F, or who withdraw from the course), but the panelists said they had not faced this problem personally. Worger noted that although “the assumption always is that online classes have huge dropout rates,” most of his students completed the class. Levy thought high DFW rates were “probably an architectural issue” and might relate to “how present the

faculty is in those classes.” For online courses in the UC system, faculty are “extremely present,” she said, and have “really great early-warning systems.” Professors are alerted the first time a student hasn’t checked in and can act immediately, for example.

Along with Reiff (who was not at the session), all the representatives of the UC system at the roundtable emphasized that online instruction naturally centers learning over teaching. When faculty members are working with instructional designers to redesign in-person courses for online learning, they should consider how each choice affects student learning—particularly how the faculty member can stay “engaged with the students at each step of the way,” says Reiff. Online teaching puts students and “pedagogy at the center of discussion,” says Levy, adding, “It’s been really great to be able to prioritize student learning as opposed to faculty lecturing or faculty workload.”

In any case, faculty members around the country who face the same challenges aren’t alone. As Mintz urged those attending the session: “Steal from the best.” **P**

*Zoë Jackson is editorial assistant at the AHA.*

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# THE AHA19 YEARBOOK



**F**OR HISTORIANS, the AHA annual meeting marks the end of the holiday season and the beginning of the new year—some would say like a family reunion (perhaps at one of those theme restaurants with jousting); others, like a cartoon rake to a cartoon face (complete with birdies circling the head). Little do the cities that host us the weekend after New Year’s Day suspect that we historians will contextualize, analyze, synthesize, and historicize everything from the cracks in their sidewalks to the spires of their skylines. Historians are ON IT. Bus tours? ON IT. Teaching workshops? ON those too. Roundtables and panels? Not only are we ON IT, we can increasingly tell you the difference between them. Cranky tweets, sponsored lanyards, reception cacophony, bewildering hotel layouts—stop us before we’re just too ON IT for our own good.

Regular *Perspectives* readers know that our February issues are dedicated to the annual meeting just concluded. In other years, we’ve brought you extended reflections by one author

at a time. This year, we’re inaugurating a new format, something like an “experimental” session that may or may not go down in flames: three of us relaunch our AHA19 apps to help you figure out what you missed in Chicago, and to help you remember what you witnessed.

—Kritika Agarwal, Allison Miller, and Elizabeth Poorman

## THE HOTEL HISTORIAN

Ken Price, the director of publicity at the Palmer House Hilton in Chicago and its “unofficial historian,” hated history for much of his life. “When I was in high school, when I was in college, and even when I was in law school, I hated history. . . . I *hated* it,” he says, slamming the table in the



Heidi Morefield had her hands full at the Graduate Student Reception.





Young historians got into the swim of the annual meeting at the Undergraduate Orientation.

hotel's Archive and Museum, where he's leading the Chicago mainstay's "History Is Hott" tour.

When he took the job 37 years ago, the Palmer House was well past its prime. Suburban growth and the creation of a pedestrian mall on State Street had emptied out the hotel's neighborhood of department stores and movie theaters, and its world-famous Empire Room, which had once seen the likes of Frank Sinatra, Ella Fitzgerald, and Eddy Duchin perform, was going dark.

What emerged from his research was the "blood and guts and DNA and personalities of the people" behind the Palmer House.

But Jim Sherrin, senior vice president for Hilton Hotels, who hired Price, had an idea for how to revitalize the hotel—through its history. So for the first eight months on his new job, Price scoured the hotel's past in libraries around Chicago. "I did all the books," he says. "But I also went behind the scenes—I went through the microfiche and the clippings and the blueprints[.] You had to get your fingers dusty. And I did that every weekend for eight months."

What emerged from his research was the "blood and guts and DNA and personalities of the people" behind the hotel. Like Potter Palmer, a dry goods merchant who built the first Palmer House for his young bride as a wedding present only to see it burn down 13 days later in the Great Chicago Fire of 1871. Or Bertha Honoré Palmer, who encouraged her husband to rebuild the hotel up from its ashes and helped

shape it and the city as a whole for years to come. The frescoes in the Palmer House lobby that attracted the admiring eyes of many AHA19 attendees were commissioned by Honoré Palmer. You may also thank her for the delectable Palmer House Brownie, which was created under her direction to be served at the World's Columbian Exposition. (She served as the president of the fair's Board of Lady Managers.)

So while it's well and good to be dazzled by the hotel's embellished peacock doors, frescoed ceilings, Tiffany lampshades and chandeliers, and wall décor, Price would rather have you remember the stories of the people who helped build the longest continually operating hotel in the United States. "What do you get if you take the 'h' and 'i' off of the word 'history?'" he asks. "Story. And what are stories usually about? People . . . the good, the bad, and the different."

—K.A.

## DISPATCHES FROM THE INFO DESK

It's surprisingly expensive for event sponsors to provide flashing neon signs to guide lost meeting attendees—their human equivalents can be compensated much more reasonably. That's why I was assigned to staff the Information Desk, an all-purpose concierge service for AHA19 attendees. Situated on the Hilton Chicago's Lobby Level, proximate to the shuttle pickup area and many of the hotel's



Nell Irvin Painter was awarded one of the AHA's Awards for Scholarly Distinction.





Educators huddled with John Bezis-Selfa (third from left) at the K-16 Assignments Charrette.

busiest session rooms, the Info Desk gave me a captain's view of the flow of the meeting.

Early into Day 1, I realized that this was going to be a bit of a “go right, go past this, go down a level, turn left” kind of



Alan Kraut introduced the Opening Plenary, “Displaced Persons: The Present Crisis and Its Histories.”

conference. Scores of historians approached our modest counter expecting to retrieve their badges. I steered them toward the “real” registration on the lower level, which I hoped they would find more imposing.

“This isn’t registration?” somebody asked. “Then what do *you* do?”

Well, for instance, direct you to Stevens B in the fewest number of words, which I’d figured out how to do by Friday. I also got good at explaining that you couldn’t get to the Boulevard Rooms via *that* escalator. “It’s because of the ‘68 riots,” I overheard an attendee say. “They made this hotel protest-proof by remodeling it as a labyrinth.”

Sounds and sights grew more familiar as the meeting went on. There was the melody of the hotel’s shoe shine attendant echoing over from Kitty O’Shea’s—*If they’re not shining like glass, it’s money-back guaranteed!* A whoosh of cold wind hit my side every 20 minutes when pilgrims from the Palmer House entered from the street. And I was apparently on the hotel’s payroll by this time, as voices shelled me on all sides with both meeting and guest-specific questions.

"I've lost my student."

"Can I switch to a king room?"

"I used to be a computer engineer, but I can't work out this map."

Early into Day 1, I realized that this was going to be a bit of a "go right, go past this, go down a level, turn left" kind of conference.

"Will the reception have food?"

On Saturday morning, conference fatigue caught up with me. An unbadged historian approached the desk. "Where is Stevens?"

"Professor Stevens?" I responded. "I can look them up in the app . . ."

The Local Arrangements Committee worker to my right piped up and saved the day.

"Registration is on the lower level."

Later on, an AHA staff member wandered over to check up on things. I was certain he was about to warn me that people on Twitter were infuriated about the Info Desk.

Instead, an apparent joke: "No fires? No riots?"

I surveyed the scene in front of me. By now, historians had commandeered the lobby chairs and sofas in my view, confiding and catching up with one another. I saw relaxed smiles and heard laughter. Nobody had asked for the Wi-Fi code or the shuttle schedule for many hours. Just when the meeting had finally hit its stride, it was almost time to go home.

"Nah," I replied. "I think we're OK."

—E.P



James Homsey (left) spoke with career adviser Courtney Wiersema at the AHA Career Fair.



# INTELLIGENCE COMMUNITY

This year, the associations American Historical and Modern Language convened in the same city on the same weekend, in hotels just blocks away from one another. With so many humanities scholars crammed into downtown Chicago, rumors naturally surfaced that they had been lured there to be decimated once and for all by a sneak attack from STEM-obsessed state legislatures and university presidents. (The reality, of course, was that their collective fist-shaking energy briefly levitated the Trump International Hotel and Tower Chicago, looming over both sets of proceedings from its perch on North Wabash Avenue.)

Historians and literary scholars were distinguishable by their badge lanyards, wrote one wag, though it hardly made a difference to the cross-disciplinary spies—a courageous band of specialists who prowled both conferences, on the lookout for inspiration to take back to their home institutions.

I met up with William Acree at the AHA Exhibit Hall on Saturday. An associate professor of Spanish at Washington University in St. Louis, Acree was wearing an AHA badge with its telltale blaze-orange lanyard—he'd registered with the historians, clearly, and was to present his research at a session that was listed in the AHA program. But Acree is

The different AHA and MLA lanyards hardly made a difference to the cross-disciplinary spies—a courageous band of specialists who prowled both conferences.

also a member of the MLA! Had they simply put him in disguise as a historian? Had a spy from another discipline been nabbed?

He laughed softly at the thought: “Cross-disciplinary spy—I like that.” Acree studies Latin American cultural history,



Book-hunting season was open at the Exhibit Hall.



"Linda's Diaspora" posed for posterity at the breakfast of the AHA Committee on Gender Equity. Front row, from left: Sharon Wood, Linda K. Kerber, Karissa Haugeberg, Sheila Skemp. Back row, from left: Michael Innis-Jiménez, Heather Kopelson, Kim Nielsen, Terry Snyder, Gail Bowman.



Catriona Miller (left) talked about her project on gender and class in Cambodia with Debjani Bhattacharyya at a poster session.



specifically forms of popular culture emanating from circus and popular theater in Argentina and Uruguay during the late 19th century. (His book *Staging Frontiers* is forthcoming from the University of New Mexico Press.) With interests like these, he is no stranger to blending undetected into different conferences.

Like most spies, Acree finds himself moving between spheres of knowledge. “I’m not very engaged in the world of cultural theory,” he said. “Lots of conversations at the MLA are connected to that world.” On the other hand, he observed, historians sometimes miss more ephemeral sources connected to cultural production, like the plays he studies. These sources “have their place in theater history,” he explained, “but that tradition comes out of performance studies and literary studies.”

I wondered whether, in his career of spying on historians, Acree had amassed evidence that we’re stodgy. Another laugh. “Some historians have given me the impression that they think they have a monopoly on the study of the past,” he offered. “But other fields have a lot to offer. I was grateful to my historian colleagues who asked me to be on the AHA panel with them. I don’t like to set limits on methodology.”

With that, he slipped back into the crowd.

—A.M.

## HASHTAG TRUTH

The final morning of AHA19 brought together, *in person*, three Twitterstorians—Monica Mercado (@monicalmercado), Claire Potter (@TenuredRadical), and Kevin Gannon (@TheTattooedProf)—for advice and insights on navigating social media as an academic. Livetweeters and lurkers alike listened in on hashtag #s242a.

Seth Denbo (@seth\_denbo), the AHA’s director of scholarly communication and digital initiatives, kicked things off by offering the group a provocation: “How do you stay out of trouble on social media?”

“The Internet already has a lot of white guys yelling. I don’t need to be another one!”

“I’m the goody two-shoes here,” protested Mercado, assistant professor of history at Colgate University. Mercado uses social media as a professional tool, tweeting about pedagogy and her subfields, and networking with her graduate school cohort. As someone who joined Twitter before entering the academic job market, she learned to be conscious of her precarity. She also observed that early-career historians like



Mary Beth Norton delivered the AHA Presidential Address.



Elizabeth Todd-Breland, Janette Gayle, and Darnella Davis (from left) at the Committee on Minority Historians reception.

her are often expected to “just know” social media’s mysteries. This can be a problem when younger faculty are expected to take on related administrative responsibilities, such as managing their department’s social media accounts.

Potter, a professor of history at the New School, is, as her handle implies, indeed tenured, a fact that has protected her online troublemaking from real-life fallout. “If I were a contingent faculty member, I would no longer be working, I can guarantee you,” she said, sharing tales of how she’s stirred up controversy with everyone from the alt-right to her own students. Recently, for example, her university’s walls were plastered with signs attacking her for a tweet that expressed sympathy for George W. Bush over the loss of his parents.

As for Gannon, a professor of history and director of the Center for Excellence in Teaching and Learning at Grand View University, he knows that he’s been spared much of the vicious trolling that women and people of color receive on social media. He says that he’s always careful to use his indoor voice on Twitter: “The Internet already has a lot of white guys yelling. I don’t need to be another one!”

Potter continued, “There’s a difference between doing something risky and doing something you should be embarrassed about. Think: is what you’re posting the kind of thing you’d say to someone’s face?”

For those who weren’t ready to start posting or gathering followers themselves, Gannon added simply, “It’s perfectly OK to be a spectator.” Other words of wisdom from the panel: *Let* social media be what you want it to be. *Ask* permission before posting an image or document from an archive. *Protect* the privacy of you and your followers. *Use* your power to block trolls.

Thankfully, no trolls entered either Stevens C3 or the #s242a hashtag screaming. “And to think,” tweeted Mercado as the session dispersed, “I worried we’d have nothing to talk about.” **P**

—E.P.



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## *Careers for History Majors*

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DYLAN RUEDIGER

# THE 2019 AHA JOBS REPORT

*A Closer Look at Faculty Hiring*



The number of academic job listings changed little from last year. But that's just a view from the distance.  
*Peter Miller/Flickr/CC BY-NC-ND 2.0*

**KEEPING TRACK OF** the career opportunities open to history PhDs is an important task, but one that gets difficult as we consider that for decades about a quarter of history PhDs have built careers outside the professoriate. Since the 1990s, the AHA has reported annually on career opportunities within the professoriate, using data from our AHA Career Center (sometimes known as the AHA jobs board) and, since last year, from H-Net's Job Guide as well. (We are grateful to our colleagues at H-Net for sharing their data.) Thus, our data for academic job postings are reasonably reliable. But finding comparable data on employment opportunities for history PhDs beyond faculty positions is next to impossible, in part because there is no national marketplace that can be tracked, and in part because the more we appreciate the diversity of employment that historians pursue, the more difficult it is to categorize precisely what jobs PhDs are qualified for and apply for.

Nevertheless, the largest employment category for history PhDs is college and university teachers, and that is the career choice many of them prefer. So this year, as part of our commitment to providing our discipline with useful data about history careers, we have decided to dig deeper into the academic job market—to use information that job ads furnish to the fullest extent we can—while we keep searching for ways to account for job types that are not well represented in the AHA Career Center or on H-Net. To that end, we are introducing several features to this year's Jobs Report, which we have designed to help our community better explore trends in highly diversified academic hiring (see “Gathering New Data,” below). Since these data are new, we should not infer that they represent trends that will continue for years into the future. The AHA will continue to gather these data to eventually characterize historical trends.

## The Basic Numbers

In 2017–18, the AHA Career Center hosted advertisements for 548 full-time openings for historians, an 8 percent increase from 2016–17. This is welcome news, though the overall number of positions does not indicate any sustained progress recovering from the 2008–09 recession.

Job growth occurred more or less evenly across the two major faculty categories represented in the AHA Career

Center. Tenure-track positions increased from 295 to 320, an 8 percent increase, while non-tenure-track faculty positions rose 7 percent. This broad-based but modest level of growth in advertisements is certainly better news than last year's steep declines. But a more comprehensive look at job postings suggests a largely static academic job market, particularly for faculty positions.

The increases on the AHA's job board were not matched by corresponding increases in the number of ads placed on H-Net. Last year, the advertisements placed in the AHA Career Center and the H-Net Job Guide totaled a combined 507 tenure-track positions open to historians; this year, the combined total was 515, an increase of only 1.6 percent. Positions beyond the professoriate likewise rose a modest 1.5 percent. Off the tenure track, faculty positions dropped 13 percent, from 231 to 201, while postdocs rose by a corresponding share. Overall, the number of unique faculty positions open to historians was essentially unchanged, increasing by just 2 positions. The total number of unique full-time positions advertised on both job boards inched up from 1,078 to 1,084, a barely discernable 0.5 percent increase. Seen from this larger perspective, faculty hiring in the discipline did little more than tread water.

The largest employment category for history PhDs is college and university teachers, and that is the career choice many of them prefer.

The combined number of tenure-track and non-tenure-track faculty positions (716) is higher overall than recent downward trends might predict. But like many aspects of “counting” careers, the factors affecting the “count” are more complicated than they appear. Approximately 200 of these faculty positions are outside the discipline but clearly open to historians with interdisciplinary interests or research agendas (such as, for example, some religious studies or area studies jobs). Although almost all of the 716 are full-time positions, several hundred are off the tenure track. Part-time, highly contingent adjunct positions are rarely advertised on national job boards, making part-time hiring all but invisible. The same might be true of full-time, non-tenure-track

Number of Unique Advertisements for Full-Time Positions

| Job Board   | Beyond Professoriate | Postdocs | Non-Tenure-Track Faculty | Tenure-Track Faculty |
|-------------|----------------------|----------|--------------------------|----------------------|
| AHA         | 59                   | 78       | 91                       | 320                  |
| H-NET       | 77                   | 154      | 110                      | 195                  |
| Grand Total | 136                  | 232      | 201                      | 515                  |

## Advertised Rank of Tenure-Track Searches

| Rank                   |     |
|------------------------|-----|
| Assistant              | 349 |
| Assistant or Associate | 40  |
| Associate              | 7   |
| Associate or Full      | 45  |
| Full and/or Dean       | 23  |
| Open                   | 51  |
| Grand Total            | 515 |

positions at the two-year colleges, regional public colleges and universities, and small private institutions that lack the budget or inclination to advertise nationally. For-profit institutions are virtually invisible. Without these data, we cannot fully understand this important sector of academic hiring or articulate the experience of history job seekers, beyond noting that approximately 16 percent of history PhDs are employed in non-tenure-track positions several years after graduation. On the other hand, the jobs we can track are a plausible representation of the number of full-time academic positions.

A comprehensive look at job postings suggests a largely static academic job market, particularly for faculty positions.

### Gathering New Data

It is possible to do still more with the data we have. Beyond tallying how many jobs were available last year, the AHA Career Center and the H-Net Job Guide are rich sources of data about the details of faculty hiring in the discipline, particularly on the tenure track, including information about the desired rank of new hires, advertisers' institution type, and desired research and teaching field.

Discussions of academic hiring cycles too often begin with the assumption that the number of faculty positions advertised in one year is a proxy for the number of positions open to new and recent PhDs. While this way of thinking is broadly true, a detailed breakdown of advertisements by desired rank shows that it has significant limits. While assistant-professor positions were the largest single category of tenure-track listings last year—totaling two-thirds of all

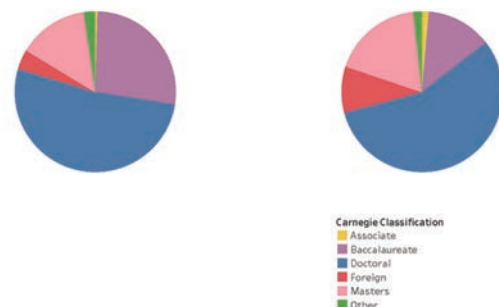
advertised tenure-track positions—another 51 searches were “open,” meaning that ABDs and early-career PhDs who applied competed in a pool that included established scholars.

Assistant-professor positions are an essential barometer of the health of the academic job market. So, too, are mid-career positions, which attract applicants interested in pursuing new professional opportunities, moving to a new geographical location, or teaching at a different type of institution. Associate and full professors had only 166 openings to consider last year, many of which included administrative responsibilities, such as chairing a department or serving as a dean.

To better understand what types of academic institutions are hiring, we decided to add metadata about Carnegie classifications to this year's analysis of job ads. A full two-thirds of searches for senior positions took place at research universities, with over half at the nation's 130 “very high research activity” doctoral universities—the so-called R1 schools. Across all academic ranks, tenure-track hires were clustered heavily at research universities last year: research universities accounted for 56 percent of advertised tenure-track positions, with 37 percent of tenure-track positions posted by R1s.<sup>1</sup> Research universities listed the majority (52 percent) of searches for non-tenure-track appointments as well.

Although these proportions likely over-represent institutions with the resources and inclination to conduct national searches, they are strikingly at odds with long-term trends in faculty hiring. According to *Where Historians Work*, a recent AHA data project exploring the occupations of 8,500 individuals who earned PhDs over a 10-year period between 2004 and 2013, only 33 percent of all tenure-track faculty worked at research universities, and only 19 percent were employed at R1s. Likewise, only 12 percent of historians working as non-tenure-track faculty did so at research

Non-Tenure-Track Searches, by Carnegie Classification      Tenure-Track Searches, by Carnegie Classification





### Primary Field of Full-Time Positions

| Field                    | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|------|------|
| Africa                   | 30   | 26   | 30   | 14   | 19   |
| Asia                     | 51   | 53   | 51   | 44   | 31   |
| Cultural                 | 6    | 3    | 6    | 4    | 7    |
| Digital                  | 8    | 15   | 8    | 9    | 4    |
| Diplomatic/International | 3    | 9    | 3    | 6    | 6    |
| Environmental            | 11   | 12   | 11   | 4    | 5    |
| Europe                   | 66   | 87   | 66   | 55   | 57   |
| Intellectual             | 2    | 0    | 2    | 0    | 1    |
| Latin America            | 26   | 30   | 26   | 26   | 23   |
| Middle East/North Africa | 28   | 29   | 28   | 19   | 24   |
| Military                 | 2    | 5    | 2    | 5    | 6    |
| Multiple/Open            | 93   | 72   | 93   | 84   | 99   |
| Other                    | 46   | 55   | 46   | 34   | 47   |
| Political                | 2    | 3    | 2    | 7    | 6    |
| Religious                | 6    | 21   | 6    | 8    | 12   |
| Social                   | 1    | 1    | 1    | 1    | 1    |
| US/North America         | 150  | 128  | 150  | 138  | 149  |
| Women/Gender             | 6    | 6    | 6    | 6    | 10   |
| World/Global             | 35   | 32   | 35   | 35   | 41   |

universities. Knowing whether last year's numbers are a one-year blip or indicate a new trend in faculty hiring in the discipline will require several years of additional data. What we have learned is that adding a single new data point, Carnegie classification, to our reporting raises significant questions about what is driving change in the academic job market for historians. Our hope is that by continuing to track these data, we will gain the capacity to track the contours of this market for historians in new detail.

Hiring trends by field (available only for advertisements placed through the AHA Career Center) largely show a continuation of long-term trends, though hiring for Africanists and historians of Asia (which were relatively stable for a few years) show clear signs of cooling down, both in absolute numbers and as a percentage of advertised positions. In contrast, positions in US history—by far the largest geographical field—grew in absolute numbers, but held steady as the primary field of 27 percent of searches for full-time faculty. In a continuation of a long-term trend, 18 percent of positions were advertised as open or multiple-field hires. This share has remained relatively consistent since 2014.

Data about open positions invites the question of who finally gets hired. Our window into the hiring process is necessarily limited, but we do survey organizations that post on the AHA Career Center for basic, quantitative information about their searches, including the approximate number of applicants for each position, whether the search was successful, and a few characteristics of the individual who was hired. This year, 117 advertisers replied to our query, 61 of them regarding searches resulting in tenure-track assistant professor hires.

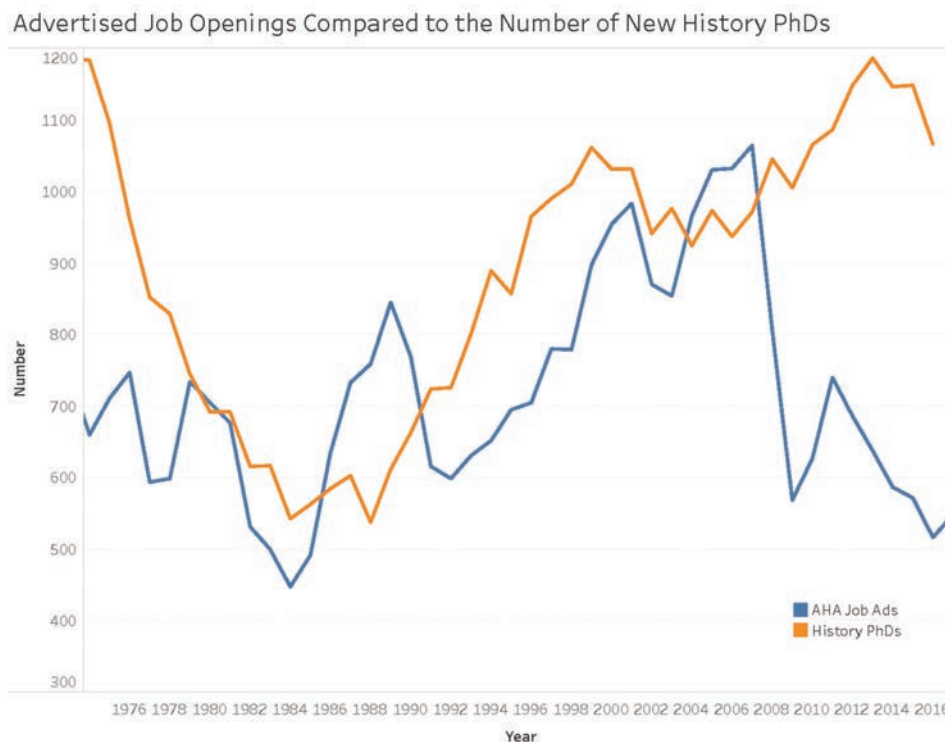
Unsurprisingly, these openings attracted high numbers of applicants: a median of 82 and a mean of 122 per position. The large gap between median and mean results from significant variation in the number of applicants, which ranged from as few as 12 to reports of almost 700. Eight advertisers reported receiving 200 or more applicants, compared to 12 reporting 50 or fewer. Overall, the mean of 122 is an increase from the average of 96 applicants for each entry-level tenure-track position we reported for the 2015–16 year and presumably reflects ongoing fallout from several years of weak academic hiring—and last year's historically low figures.

We cannot assume that the  
number of academic positions  
advertised in one year is a proxy  
for the number of positions open  
to new and recent PhDs.

Last year's faculty hiring favored very recent PhDs. Of the 52 assistant professor searches about which we have outcomes data, 54 percent of the jobs went to candidates who were fewer than two years removed from earning their PhD, and 12 percent of the jobs went to candidates who were still ABD at the time of hiring. The number of individuals hired before defending their dissertation has been trending upward since 2010–11. While 10 percent of these positions were filled by individuals who earned their degree five or more years ago, these numbers largely confirm anecdotal evidence that the faculty market sharply favors very recent PhDs.

Early-career PhDs are, however, continuing to find substantial employment in a sector of the contingent labor market that rarely receives as much attention as non-tenure-track faculty positions: the postdoctoral fellowship. Once scarce in the humanities, the postdoc has grown dramatically in numbers since the turn of the century and is now a substantial sector of the annual academic job market for humanists of all stripes. Together, the AHA and H-Net advertised approximately 230 postdocs last year, many of them open to scholars from across the humanities and/or social sciences.

The number of postdocs available in any given year is difficult to quantify. Ads often indicate that selection committees will make multiple appointments without specifying a number and rarely indicate what kind of disciplinary mix committees are looking for. Any count of them ultimately relies on subjective criteria. Moreover, the term itself can be



slippery. The job descriptions for most postdocs closely match the research-oriented work typically associated with them, but the term is also used to describe a wide range of campus roles. We defer to advertisers as to what constitutes a postdoc, but readers should be aware that some of these positions resemble a lecturer or visiting assistant professor position in their emphasis on teaching and/or service expectations.

## Conclusions

We are now 10 years into the post-recession economy, still looking uncertainly for a secure floor in faculty hiring. The contractions in the academic job market have caused significant pain and anxiety for a generation of history PhDs. Simultaneously, there has been a quiet decline in the number of new PhDs being awarded in our discipline, which dropped 7 percent last year (to 1,066, according to the Survey of Earned Doctorates) and has fallen 10 percent since 2014. In the current environment, discussion about program size and how best to professionalize students will undoubtedly continue, just as prospective graduate students will make decisions about whether to pursue a PhD in part based on the health of what remains the largest employment sector for historians, as well as the traditional career trajectory.

These are conversations worth having. But the past decade has also forced a recognition of the tremendous range of careers historians have long pursued in the shadows of a

disciplinary culture fixated on the professoriate. The demonstrable spread of historians across economic sectors needs to inform any conversation about the ideal number of PhDs that should be awarded and the purpose and value of the degree. The AHA's reporting on jobs has been shaped by these forces and conversations, both traditional and new, even as we continue to search for ways to better account for the full range of careers open to historians and to better understand the shifting landscape of employment within the professoriate. **P**

*Dylan Ruediger is coordinator of Career Diversity for Historians and institutional research at the AHA.*

## NOTE

1. This small group of universities (only 3 percent of institutions of higher education in the United States) enrolls 17 percent of the nation's college students. See "Enrollment by Carnegie Classification, Fall 2016," in *The Almanac of Higher Education 2018–19*, from *The Chronicle of Higher Education* (August 19, 2018).



ALEX LICHTENSTEIN

## GLOBAL DECOLONIZATION

*In the February Issue of the American Historical Review*

The February 2019 issue of the *American Historical Review* features a Forum titled “Indigenous Agency and Colonial Law,” which focuses on the Americas. As **Josh Reid** (Univ. of Washington) observes in his introduction to the pair of essays in the Forum, rather than existing as mere victims of colonial expansion, “Indigenous peoples have engaged in the law to advance their priorities and to maintain or restore some control over their lives.”

The first article in the Forum focuses on a legal case from 17th-century southern Mexico. In “A Court of Sticks and Branches: Indian Jurisdiction in Colonial Mexico and Beyond,” **Bianca Premo** (Florida International Univ.) and **Yanna Yannakakis** (Emory Univ.) examine the 1683 arrest and trial of a native man at a makeshift rural court. Close attention to this case, they contend, offers glimpses of how imperial law on the books animated local understandings of jurisdiction on the ground. The case, by translating local events and native practices for a Spanish judge, demonstrates how “Indian jurisdiction,” a unique source of native authority within the Spanish empire, could be produced through engagement with imperial legal practices.

Examining a very different time, place, and legal environment, **Miranda Johnson** (Univ. of Sydney) analyzes the 1962 case of a Yellowknife Dene duck hunter who insisted on his treaty right to hunt as he pleased in a northwestern Canadian borderlands region. In “The Case of the Million-Dollar Duck: A Hunter, His Treaty, and the Bending of the Settler Contract,” Johnson recovers Canada’s indigenous peoples’ strategies for making sovereignty claims prior to 1970s native activism. Such claims undermined settler states’ legal frameworks with what Johnson calls “treaty talk”: the vernacular stories, civic rituals, and political disputes concerning the promises Canadian authorities made to northern indigenous communities earlier in the 20th century. Treaty talk, she claims, could pose a significant challenge to settler law and led one judge to reinvent a Canadian myth of benevolent empire. As Reid says, both articles in the

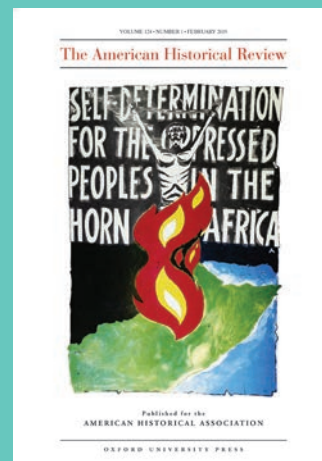
Forum should be understood as “part of the larger historiographical context of what was once identified as ‘new Indian history.’” Their appearance together conjoins the indigenous history of 20th-century North America and 17th-century Spanish America in an unusual and fruitful way.

Fortuitously, the AHA Presidential Address (always published in the February issue) affirms the methodology embodied in these two articles. In her address, **Mary Beth Norton** (Cornell Univ.) reexamines her own historical practice to shed light on how looking at old evidence in new ways can generate novel questions. Drawing on the poetry of Emily Dickinson, she calls this writing “history on the diagonal,” and promotes the historiographical innovations of women’s, gender, and African American history, particularly in revolutionary and antebellum America, as a model for breaking open fresh approaches to understanding the past. Norton offers a number of strategies for engaging this method, including “taking a body of evidence collected in the past for one purpose and commonly used to investigate that same purpose, but instead employing it creatively for another” and “developing new analytical categories that supersede and replace older ones.”

Two other articles round out the issue. “From Cross-Cultural Credit to Colonial Debt: British Expansion in Madras and Canton, 1750–1800,” by **Jessica Hanser** (Yale-NUS College), makes credit relationships on imperial margins central to understanding how empires expand. Hanser’s comparative analysis of simultaneous financial crises in Madras and Canton during the late 18th century shows how voluntary and (initially) mutually beneficial financial transactions could transmute into imperial domination, as initial generous credit became the vise of colonial debt. Her article demonstrates how a global network of British brokers and investors connecting Madras, Canton, and London used legal, diplomatic, and military means to enforce their contracts abroad. The article reveals the process by which shifting debt and credit relationships amplified imperial engagement and

"Self-Determination for the Oppressed Peoples in the Horn of Africa." Poster, Mogadishu, artist and date unknown. The Digital Somali Library, Indiana University. Visual, textual, and aural materials, including posters, pamphlets, and songs, circulated widely during the "long moment" of decolonization in Africa in the 1960s and 1970s. Often anonymously authored and shared through vast networks across colonial borders, these representations made claims to new forms of sovereignty through the reclamation of the visual language of the map and the redeployment of political rhetoric.

The Kenya–Somali frontier erupted into violent conflict in the mid-20th century at the time of decolonization. Somali political activists used such posters to implore viewers to reimagine the border as a space of belonging. As Julie MacArthur demonstrates in "Decolonizing Sovereignty: States of Exception along the Kenya–Somali Frontier," foregrounding the conceptual and rhetorical strategies of those living in borderlands challenges the uncritical dichotomy between territorial fixity and mobility, historicizes the discursive and practical content of sovereignty, and contributes to larger debates over the continuing global processes of decolonization. The conflict over the Kenya–Somali frontier reveals such borderlands as neither marginal nor exceptional, but rather as the core of postcolonial enactments of sovereignty.



reconfigured global and local relationships of power at a crucial moment in the British Empire's history in South Asia.

The final article in the February issue shifts attention to decolonization in 20th-century East Africa. In "Decolonizing Sovereignty: States of Exception along the Kenya–Somali Frontier," **Julie MacArthur** (Univ. of Toronto) shows how the borderland between Kenya and Somalia acted as a flash-point for broader debates over belonging, security, and territoriality. Somali partisans variously resisted, negotiated, and confounded frontier governance and became the alien "strangers" in colonial Kenya's racial order. Supporters of a "Greater Somalia" reconfigured diverse practices of mobility and kinship into an anticolonial rhetoric of trans-territorial statehood, even while Kenyan nationalists secured their own postcolonial vision by transforming Kenya's northern frontier into a stage for violent performances of state power. As MacArthur argues, the emerging conflict over Kenya's northern frontier in the 1960s was not merely a battle over territory or material resources, but over the very meaning of sovereignty, citizenship, and nationalism in a postcolonial order.

In addition to these six full-length articles, the February issue includes another contribution to our ongoing "Reappraisals" series, which examines classic historical works. The prize-winning historian of abolitionism **Manisha Sinha** (Univ. of Connecticut) revisits one of the signal works in that field, David Brion Davis's *The Problem of Slavery in the Age of Revolution, 1770–1823* (1975), in light of the recent scholarship on the history of slavery and capitalism. Her essay,

"The Problem of Abolition in the Age of Capitalism," places Davis's book in the context of his intellectual biography, the well-known trilogy *The Problem of Slavery*, and his larger corpus of work on slavery and antislavery. In particular, Sinha focuses on Davis's central argument about the relationship between abolition and the rise of capitalism, and the heated debates about capitalist hegemony, slave emancipation, and wage labor that his thesis continues to engender. It concludes by pointing to new directions in the history of abolition and exploring the impact of Davis's scholarship on his students, innovative historians of abolition in their own right.

Finally, as is our habit these days, we include five reviews of recent documentary films: an essay by **Mark Philip Bradley** (Univ. of Chicago) on the Ken Burns and Lynn Novick television documentary *The Vietnam War*, as well as appraisals of recent films about race and eugenics, Historically Black Colleges and Universities, the Chinese Exclusion Act, and Lorraine Hansberry. The authors of these reviews—**Molly Ladd-Taylor** (York Univ.), **Crystal A. deGregory** (Kentucky State Univ.), **Erin Chapman** (George Washington Univ.), and **Beth Lew-Williams** (Princeton Univ.)—offer deeply informed perspectives on the presentation of the past in this form. **P**

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

## AHA STAFF

## ACTIONS BY THE AHA COUNCIL

*June 2018 to January 2019*

Through email conversations from June 12, 2018, to December 28, 2018, and at meetings on January 3 and 6, 2019, the Council of the American Historical Association took the following actions:

- Approved sending a letter to the College Board urging reconsideration of its recent decision to revise the Advanced Placement World History exam to “assess content only from c. 1450 to the present.”
- Approved changes and clarifications to the Annual Meeting Media and Recording Policy.
- Approved sending a letter to US senators Dean Heller (R-NV) and Jon Tester (D-MT) in support of the World War Centennial Commission’s effort to award the Congressional Medal of Honor to 226 American women who served in the US Army Signal Corps during World War I.
- Endorsed a Dear Colleague letter from Rep. David Price (D-NC) and Rep. Chellie Pingree (D-ME) urging their colleagues to vote against the Grothman Amendment, which would reduce funding to the National Endowment for the Humanities by 15 percent.
- Approved signing on to a letter from the Consortium of Social Science Associations to Jennifer Jessup, departmental paperwork clearance officer at the Department of Commerce, opposing adding a citizenship question as part of the 2020 census.
- Approved a letter to the Archivist of the United States urging the archives to “deny any request for authorization to permit ICE or the Border Patrol to destroy records related to individuals in their custody.”
- Approved amendments, made in August and in November, to the AHA Sexual Harassment Policy.
- Approved a letter to the King of Saudi Arabia expressing concern regarding the detention of Dr. Hatoun al-Fassi, an associate professor of history at King Saud University, apparently because of her activism on behalf of women’s rights.
- Approved a letter to Rutgers University president Robert Barchi expressing concern about the university’s investigation of history professor James Livingston for comments he made outside of the context of his university employment.
- Approved a letter to Ayatollah Ali Khamenei, supreme leader of the Islamic Republic of Iran, calling for the immediate release of Xiyue Wang, a PhD student in the Princeton University Department of History, imprisoned on groundless charges of espionage.
- Appointed the following to the 2020 Annual Meeting Program Committee: Christine Abajian, G. W. Hewlett-Woodmere High School (world); Joel Blecher, George Washington Univ. (Middle East); Paul Deslandes, Univ. of Vermont (Europe, modern); C. Cymone Fourshey, Bucknell Univ. (Africa); David Greenberg, Rutgers Univ. (US political); Sana Haroon, Univ. of Massachusetts Boston (South Asia); Moramay López-Alonso, Rice Univ. (Latin America/Caribbean); Austin Mason, Carleton Coll. (Europe, medieval/early modern); Brett Walker, Montana State Univ. (China, Japan, Taiwan, East Asia); Jackie Whitt, Army War Coll. (United States, 20th century); Christine Worobec, Northern Illinois Univ. (Russia/eastern Europe); and Morgen Young, Historical Research Associates, Inc. (public history).
- Approved a proposal from the AHA’s Pacific Coast Branch (PCB) to award a life membership to the annual winner of the PCB’s Distinguished Service Award.

- Sent a letter to the Archivist of the United States, David Ferriero, expressing concern regarding the current records disposition request from the Department of the Interior.
- Approved minutes of the June 2018 Council meeting.
- Approved interim minutes of the Council from June through December 2018.
- Approved the 2019 committee appointments.
- Approved the dissolution of the Task Force on Intellectual Property.
- Approved changes to the membership of the Investment and Finance Committees.
- Selected the 2019 Honorary Foreign Member (to be announced in fall 2019).
- Approved reading the following statement at the AHA awards ceremony during the 2019 annual meeting: “One historian who cannot be with us tonight is Xiyue Wang, a PhD student at Princeton University. He is imprisoned in Teheran, convicted on what the AHA believes to be groundless charges of espionage. The AHA reiterates its support for Mr. Wang and once again calls on the Iranian authorities to release him from prison and allow him to resume his life and career.”
- Approved sending a letter of support for Ricardo Baldodano, a historian in Nicaragua who was arrested and detained in September 2018 for his protests against the regime of President Daniel Ortega.
- Established an ad hoc NARA Review Committee to assist the Association in its response to decisions and actions taken by the National Archives and Records Administration (NARA) and to serve as a resource to decision makers at NARA.
- Appointed five associate review editors for the *American Historical Review*: Bradley Davis, Eastern Connecticut State Univ. (Asian studies); Christina Snyder, Penn State Univ. (American history); Cristina Soriano, Villanova Univ. (Latin American history); Lorelle Semley, Coll. of the Holy Cross (West African history); and Michelle Tusan, Univ. of Nevada, Las Vegas (British history).
- Received the AHA FY 2017–18 audit.
- Approved changes to the Investment Committee Statement of Responsibilities, which would grant the committee oversight of an AHA Employee Group Retirement Contract.
- Approved the *Guidelines for the Incorporation of the Scholarship of Teaching and Learning in the Work of the History Profession*.
- Established an ad hoc Committee on the Scholarship of Teaching and Learning (SoTL) to develop ways of highlighting the work of SoTL and integrating it into the curriculum and teaching practices across the K–16 spectrum, in graduate programs, and beyond the classroom. This will include building deliberate connections between SoTL and the AHA’s Career Diversity initiative.
- Approved revisions to the AHA’s *Criteria for Standards in History/Social Studies/Social Sciences*.
- Approved changes to the AHA Bylaws, number 3, pursuant to Article IV, Section 5 (2), indicating that in the event the executive director is incapacitated, the deputy director or another appropriate member of the AHA staff designated by the president shall serve as acting executive director until the Council appoints a temporary or permanent executive director.
- Established an ad hoc committee to explore the history of the AHA with regard to racial discrimination.
- Approved changes to the *Statement on Standards of Professional Conduct*, Section 2: Shared Values of Historians, in order to clarify that the values of mutual respect and constructive criticism should extend to social media.
- Approved an addition to the *Guidelines for the Hiring Process* to encourage hiring institutions to request reference letters only from those candidates who have passed the initial screening.
- Appointed Jared Poley (Georgia State Univ.) as chair and Lisa Brady (Boise State Univ.) as co-chair of the 2021 Annual Meeting Program Committee. 





## Cindy R. Lobel

1970–2018

Historian of New York;  
AHA Member

The history community mourns the loss of Cindy R. Lobel, who died on October 2 at the age of 48. She was killed by an aggressive form of breast cancer, first diagnosed only a little over a year before her death. Lobel earned her BA from Tufts University in 1992 and her PhD from the Graduate Center, City University of New York, in 2002. She was associate professor of history at Lehman College, CUNY, where she primarily taught the history of New York City and state. She also taught at the CUNY Graduate Center in the master of arts in liberal studies program, where her lively seminar on New York studies was a popular course. Lobel's scholarship brought together urban history and food history in exciting new ways, and there is no doubt that she would have continued to contribute meaningfully to this intersection.

Her book *Urban Appetites: Food and Culture in Nineteenth-Century New York* (2014) displays a strong and forceful analytical voice. Lobel offers much new material on the growth and evolution of New York City into a metropolis, particularly with the interplay between urban growth and changing foodways. She convincingly demonstrates how this interplay shaped New York's 19th-century public culture in ways that are informative and of interest to all urban, social, and food historians. *Urban Appetites* received the 2013 Dixon Ryan Fox Manuscript Prize, awarded by the New York State Historical Association, and the 2014 Herbert H. Lehman Prize for Distinguished Scholarship, awarded by the New York Academy of History.

For historians of food in particular, *Urban Appetites* serves as an important model for how to take William Cronon's focus on the connections between metropolis and hinterlands to the table and even to the tongue. Building on the work of commodity historians, Lobel made an important contribution by considering the history of food as physical experience. Her work integrated material about sensations—the coolness of ice cream, the heat of kitchens—into her chronicle of food chains and urban life.

Lobel was a contributor to *Savoring Gotham: A Food Lover's Companion to New York City* (2015). Her articles appeared in the *Oxford Research Encyclopedia of American History*, *History Now*, *NYFoodstory*, *Journal of the Culinary Historians of New York*, *Winterthur Portfolio*, *Clio in the Classroom*, *Entertaining from Ancient Rome to the Super Bowl: An Encyclopedia*, *Common-Place*, *The Encyclopedia of New York State*, and *The Big Onion Guide to New York City*. At the time of her death, Lobel had two articles forthcoming: “Not So Mean Streets: Community and Activism in the Neighborhoods of Postwar New York,” in the *Journal of Urban History*, and “Food in the Nineteenth-Century American City,” in the *Oxford Encyclopedia of American Urban History*. She was a member of the American Historical Association, the Organization of American Historians, the Society for Historians of the Early American Republic, and the American Studies Association. She also served as membership secretary of the Urban History Association.

Lobel's careful attention to the details of how markets attract and redistribute goods helped her to construct narratives that convincingly connect past and present. She had lately turned her attention to considering the role of an individual in this dynamic as she planned a biography of the renowned 19th-century New York oyster purveyor Thomas Downing. She was also working on a project that used food history to reveal connections between North and South in the antebellum era. Her biography of Catherine Beecher for the *Lives of American Women* series is forthcoming. Lobel's well-honed research skills and appreciation for narrative made her as talented an editor as she was a writer. Many a manuscript will be the worse for the loss of her rigorous critique.

Family and friends are establishing a scholarship fund in her memory at Lehman College.

Megan J. Elias  
*Boston University*

Timothy Gilfoyle  
*Loyola University Chicago*

# AHA CAREER CENTER

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

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## UNITED STATES



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

**American Institute of Physics  
Endowed Professorship in the  
History of Natural Sciences.**  
The Department of History at the University of Maryland, College Park seeks an associate professor with tenure in the history of natural sciences.

Time period and geographical focus are open, with a preference for the time period after 1600. A strong record of publications, research, and teaching are required. The successful candidate will research and publish actively, teach graduate and undergraduate history courses, mentor graduate students, serve on administrative committees at the University of Maryland, and participate regularly as a faculty member in the Department of History. The successful candidate will also work with the Center for the History of Physics at the American Institute of Physics in College Park, Maryland, as part of their professorial activities. Candidates

who have experience working with a diverse range of faculty, staff, and students, and who can contribute to the climate of inclusivity are encouraged to identify their experiences in these areas. For best consideration, submit a letter of interest, three letters of recommendation, and writing sample (approximately 30 pages) to <https://ejobs.umd.edu/postings/65991> by February 18, 2019. The University of Maryland, College Park is an AA/EOE and complies with all applicable federal and state laws and regulations regarding nondiscrimination and affirmative action; all qualified applications will receive consideration for employment. The University is com-

mitted to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, national origin, physical or mental disability, protected veteran status, age, gender identity or expression, sexual orientation, creed, marital status, political affiliation, personal appearance, or on the basis of rights secured by the First Amendment, in all aspects of employment, educational programs and activities, and admissions. Minorities and women are encouraged to apply. This search is contingent upon the availability of funds.

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## AD POLICY STATEMENT

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

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

*The AHA retains the right to refuse or edit all discriminatory statements from copy submitted to the Association that is not consistent with these guidelines or with the principles of Title VII of the Civil Rights Act of 1964. The AHA accepts advertisements from academic institutions whose administrations are under censure by the American Association of University Professors (AAUP), but requires that this fact be clearly stated. Refer to [www.aaup.org/our-programs/academic-freedom/censure-list](https://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](https://www.historians.org/standards); Guidelines for the Hiring Process, [www.historians.org/hiring](https://www.historians.org/hiring); and Policy on Advertisements, [www.historians.org/adpolicy](https://www.historians.org/adpolicy).*

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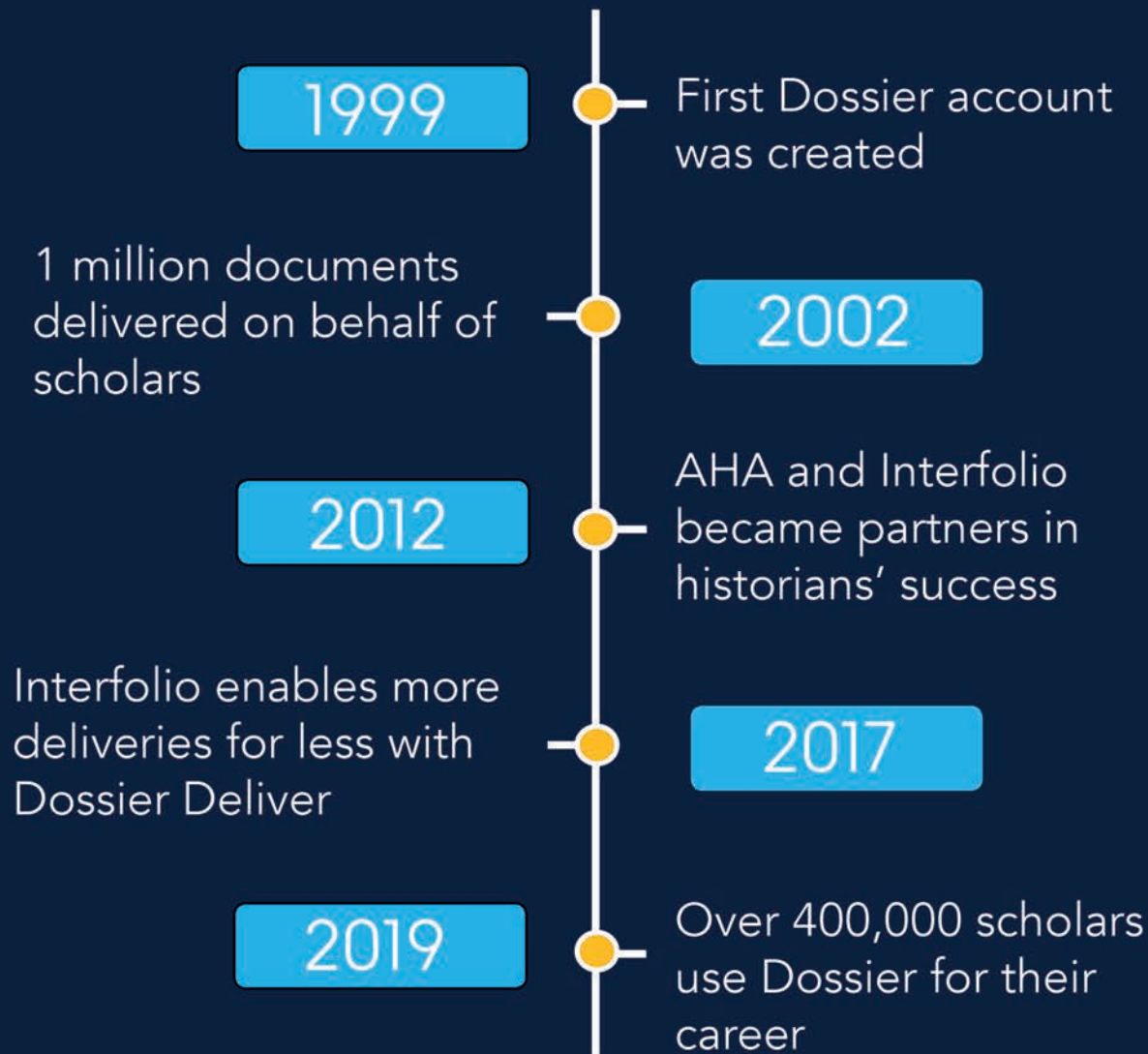
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