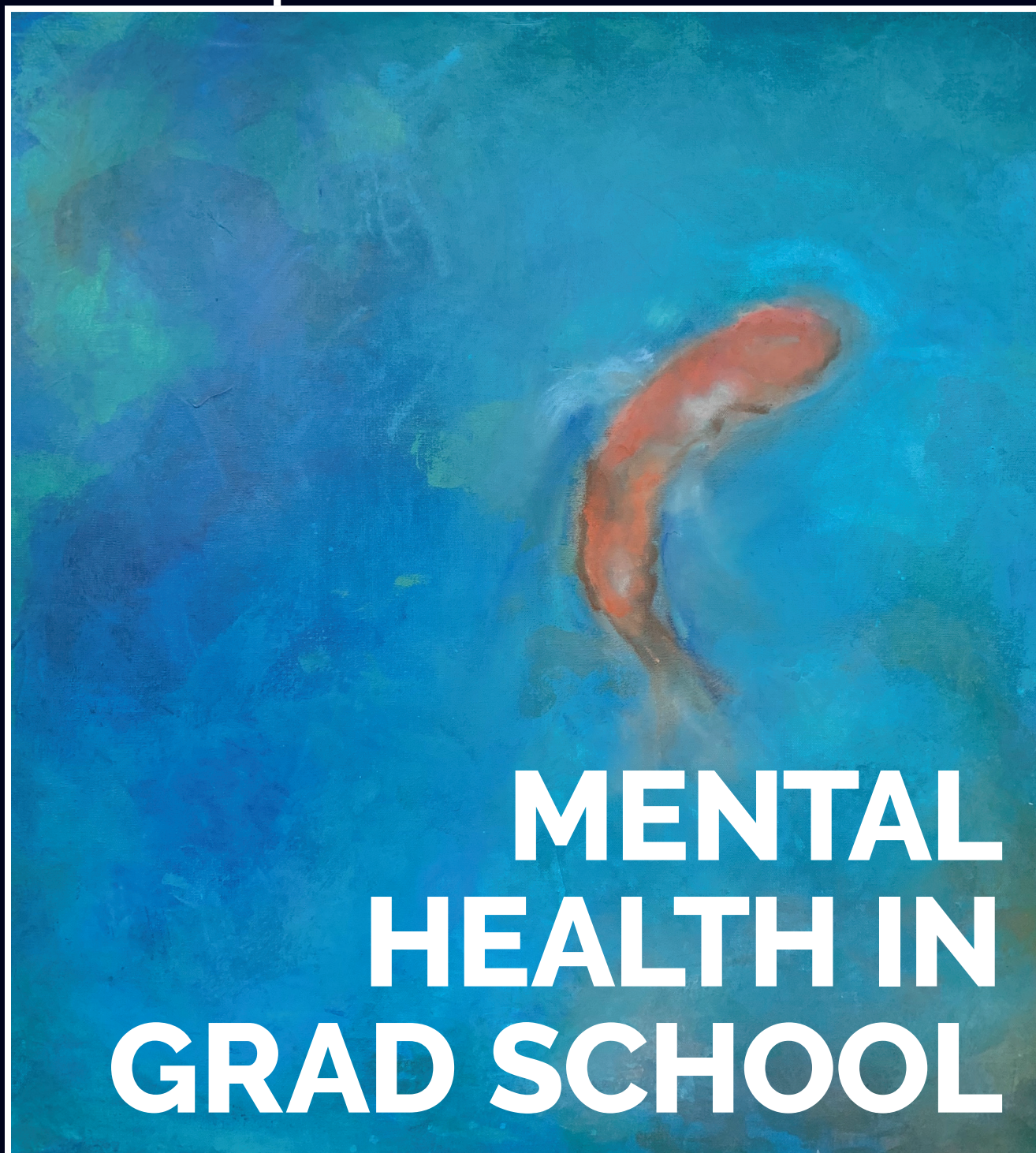


The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 57: 7
October 2019



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Information about the 2020 annual meeting
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ON THE COVER

Back in November 2017, *Perspectives* devoted an issue to the theme “Mental Health and Higher Ed,” with stories about managing mental health among faculty and students, both graduate and undergraduate. Conversations about mental health in the academy have only grown, and this month’s issue focuses more specifically on graduate education.

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SETH DENBO

TOWNHOUSE NOTES

Why We Need the National Archives More Than Ever

Editor's Note: This edition of Townhouse Notes is guest written by Seth Denbo. Allison Miller will be back next month.

Presidential records have burst into the news repeatedly in recent years. In 2018, *Politico* reported a story about White House records management staff spending their time reassembling letters, memos, and other documents that the president had ripped up after he was finished with them. This low-tech process involves long hours of work, piles of torn-up papers, and many rolls of tape. The staff even had to reassemble a torn-up letter from Senator Chuck Schumer so it could be sent to the National Archives and Records Administration (NARA) for archiving.

The federal government's records woes go beyond the current administration's practices or even presidential records. The massive backlog of Freedom of Information Act requests across many agencies highlights the scale of the problem. And presidential libraries too have raised concerns. When NARA announced that the Obama Library would be virtual, rather than housed in Chicago at the Obama Presidential Center, some historians grew concerned that historical research would be hampered without a central facility run by knowledgeable archivists.

Over the past few years, I've staffed the AHA's Research Division (which has responsibility for issues related to archives), been involved in setting up our new NARA advisory committee, and attended meetings on behalf of the AHA at the State Department and NARA. In talking to those involved in the complex and vital work of archiving presidential and other federal government records, I've learned about issues they face and, most importantly, how deeply committed many of them are to the work of records management. Without NARA and its skilled professional staff, access to the sources that historians require would be impossible. But the scale of NARA's work is vast. The digital age brings not only new challenges in terms of how records are created, preserved,

and discovered, but also an explosion in the number of records created by federal agencies. To give just one illustrative example, the Obama presidential records alone include over 300 million emails.

Much of what it comes down to, as with most things, is money. NARA's budget has not kept pace with the demands that modern records management puts on the agency. In 2019, NARA's operating budget was \$373 million, not even a drop in the proverbial bucket for an agency whose 3,000 employees deal with the records of the entire federal government. But while the budget process for 2020 is not yet complete, this number will likely decrease (currently the budget passed by the House cuts \$20 million, while the Senate's cuts \$10 million). This is the wrong direction.

As historians—whether or not our research takes us to a presidential library or other NARA reading room to do research—we understand the importance of records. This is why the Society for Historians of American Foreign Relations, along with several other groups, brought a lawsuit in May 2019 against the White House regarding “their failure to create and preserve records of the meetings and discussions the President and other senior White House staff have with foreign leaders.” On October 1, a federal judge ordered that the White House comply with the Presidential Records Act while the suit continues. Ultimately, NARA will assume responsibility for these materials.

NARA does vital work under increasingly difficult circumstances. Congress needs to know that we value that work, or it will never provide the necessary funds to ensure that NARA can fulfill its legal responsibilities as the “nation's record keeper.” Good history and good government both depend upon good record keeping. **P**

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





TO THE EDITOR

Regarding “Townhouse Notes: Meritocracy and the Job Application Arms Race” (March 2019): The job market for traditional academic positions is shrinking and ever more competitive. More than half of all college courses nationwide are taught by adjuncts, which is a shameful and corroding choice that institutions make. For those fortunate enough to have tenure-track jobs to apply for, however, and especially for applicants who make it onto short lists, I don’t think it is too much to ask to demonstrate depth of expertise in all three areas of professorial life—research, teaching, and service—so that schools can find the best candidate from the hundreds of applications they receive for each job.

At the institutions where I have taught, candidates from state universities often are the most competitive for job openings because their excellent research nicely supplements their demonstrated teaching ability across a number of fields. Candidates from elite programs have been generally far too specialized in their research and have too little teaching experience. PhD students in specialized programs should be knocking down the doors of nearby community colleges or teaching-focused universities, asking to teach a wide range of survey classes.

At Manhattan College, the hiring and tenure criteria are generally teaching first, then evidence of scholarship (which almost everyone can demonstrate adequately for our purposes) and then meaningful service to the department and the school. But many applications go on and on about scholarship and ignore what I need to see: syllabi for a broad range of courses, including surveys; a teaching philosophy that contains more than just platitudes; evidence of innovative assignments, engaged students, and clear grading feedback; and memorable teaching evaluations from professors and students.

We have even contemplated asking candidates to submit a recording of themselves teaching a class, as that is often the most important factor in who gets hired. Are they interactive? How do they get beyond lecturing and PowerPoint? Can they handle a class of 20 students instead of a large lecture hall? How do they gauge student understanding? What broad points are they making, and what close reading of evidence are they bringing?

Given that the vast majority of tenure-track jobs are not at research-intensive schools, PhD programs should train candidates to excel in teaching the broad surveys that many schools need. Evidence of this broad expertise is often the deciding factor—and one that works against the impressive but narrow training of most elite schools.

ADAM ARENSON
Manhattan College

Position at the NYU Tandon School of Engineering

The **Department of Technology, Culture, and Society** at the NYU Tandon School of Engineering invites applications for a full time, non-tenured, renewable faculty position as **Academic Director, Sustainable Urban Environments major** with a start date of September 1, 2020.

The successful candidate should have a PhD in a field that connects urban issues, environmental concerns and humanities/social science research. These areas include (but are not limited to) urban or environmental history and the environmental social sciences (psychology, sociology, anthropology, geography). Urban policy and planning and the design fields are also appropriate, especially if the prospect has a human behavior/user needs research orientation. Experience with curriculum design and academic experience is preferred.

You should submit: Cover letter, Current CV, Recent teaching evaluations, a teaching statement describing experience and teaching philosophy, Names and contact information for three references.

Please apply through: <https://apply.interfolio.com/65778>

JOHN R. MCNEILL

HISTORIANS GO TO THE MOVIES

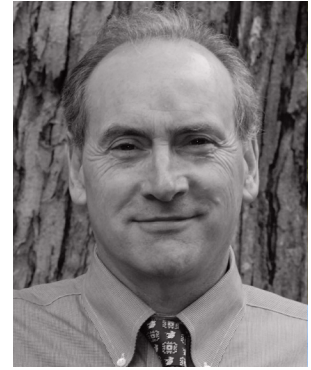
You will see this only in October, but I write it during the dog days of a steamy mid-Atlantic summer. So, even though the days are growing shorter and cooler now, this is a beach-reading version of the presidential column—and what better subject than the movies. Like many of you, I am a sucker for historical movies.

I love old sandals-and-togas epics, Mary Queen of Scots biopics, Vietnam War dramas, and everything in between. Part of my joy in watching these is as a killjoy, whispering to my long-suffering wife about the inaccuracy of the dialogue (people did not use “totally” as an intensifier in 1940) or the 21st-century coiffure on some 19th-century character.

The Theory of Everything (2014) is an enjoyable movie about the courtship and marriage of Jane Wilde Hawking and the physicist Stephen Hawking, much of which is set in Cambridge, UK, in 1963–64. In the film, the young Stephen Hawking is asked, “How are you?” To which he replies, “All good.”

No one in the UK in the 1960s would have said that. The London-Lund Corpus of Spoken English (1959–90) records zero instances of that usage. The British National Corpus includes 100 million words of written and spoken (British) English from the late 20th century. It too records zero instances. Routine answers to that routine question included: “I’m very well, thank you,” “all right, thanks,” “oh hello,” “fine, thank you,” or “how do you do.” The scriptwriter seems to have supposed that English as spoken in 2014 was the same as English spoken half a century before. (The movie also shows young Hawking riding a bicycle over wheelchair-accessible curbs, none of which—I’m pretty sure—existed in 1963 Cambridge.) The cars, clothing, and music, however, are perfect.

Only a killjoy like me would bring up trivial anachronistic dialogue in *The Theory of Everything* (or Warren Beatty’s



hairstyle in *Reds* and *Bonnie and Clyde*). Sometimes there is more to object to, as in recent films about Churchill. The filmmakers of *Darkest Hour* (2017), concerning the events of May and early June 1940, strive for and achieve authenticity in many respects. But in one scene, Churchill takes the London Underground to a cabinet meeting and is filled with resolve to resist Hitler by hearing a black Briton reciting Thomas Babington Macaulay’s 1842 poem about Horatius at the bridge. Not only did this not happen, it is not the sort of thing that would have happened, if for no other reason than that Churchill was not the sort of person who took the Tube anywhere. Other inaccuracies abound. The movie defames Neville Chamberlain, who was not plotting Churchill’s overthrow in May 1940. Elizabeth Layton was not yet Churchill’s secretary, nor did her brother die in the war. Why strive for verisimilitude, yet invent such fictions and pass them off as reality? Was there not enough drama in what did happen in those fateful weeks?

Part of my joy in watching these
is as a killjoy, whispering to my
long-suffering wife about
inaccuracies.

Some will say these count as trivial details and no one should care if they are right or wrong. (I care anyway. And when I get things wrong, I want to know it, so let me hear from you if I have.) Another Churchill movie includes falsifications that few historians could regard as trivial. In *Churchill* (2017), the British prime minister is presented as having objected strenuously to the D-Day landings as late as early June 1944 and as having opposed the Gallipoli campaign of 1915. These representations are wrong and far from trivial. And don’t get me started on Mel Gibson’s *The Patriot* (2003).

Karin Wulf recently pointed out that historical expertise is hard-won and that unwitting mistakes are all too easy to

make for experienced journalists. How true, and truer still for Hollywood scriptwriters. They have talents few historians possess, but they also lack skills that most historians have. If they wish to avoid blunders, they need historians. And they need historians with the relevant expertise. As Wulf notes, not every historian will know about everything. You wouldn't want to consult me about Churchill's habits (although they are easy enough to learn about) when there are serious experts around.

If moviemakers wish to avoid blunders, they need historians with relevant expertise.

I understand that movies are only movies and historical accuracy is not necessarily among moviemakers' primary goals. Telling a good story and making money take priority. But at the same time, scriptwriters and directors often seem to take great pains—or work with people who take great pains—to get certain details right. Clothing, guns, and cars are usually right in historical movies, although there are exceptions, like the ubiquity of cowboy hats in westerns

depicting 19th-century America. Cars are almost always period appropriate, which must take some doing for movies set in the 1920s that need a functioning Ford Model T or Stutz Bearcat. Why struggle to get some details right, yet not bother with dialogue or Churchill's policy positions?

My killjoy attitude has limits. I am unperturbed that fictional characters might be portrayed in historically implausible ways, say in a movie version of a Victor Hugo novel. Nor am I offended by the wild anachronisms of rock-and-roll soundtracks in movies set in medieval times, or John Wayne's drawl as the voice of Genghis Khan—I am agreeably amused. Such movies are not asking to be taken seriously as a representation of the past. But I do wish movies that purport to portray historical events and personages would give the same attention to everything that they seem to give to cars and clothes. The historical expertise to do so is available in the membership of the AHA. Why not hire historians to get more things right? For better or worse, it would be cheaper than hiring functional Stutz Bearcats. **P**

John R. McNeill is president of the AHA.

Billington Visiting Professorship in U.S. History

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JAMES GROSSMAN

THE MEGAPHONE AT 400 A STREET SE

Historians' Voice in Public Culture

The American Historical Association has issued 23 letters and statements in 2019, and signed onto three *amicus curiae* briefs—more than in any previous year. Historians, ever observant and aware of change over time, have noticed, and asked what led to the upsurge. How do we decide when to speak, and what to say? And why spend time and energy on activity that might be dismissed as merely political, or marginal to the AHA's mission?

As we've emphasized in recent initiatives on history education, the starting point for effective work is often a reflection on purpose. Like everything else, the AHA's mission has a history, beginning with incorporation by congressional charter in 1889, "for the promotion of historical studies, the collection and preservation of historical manuscripts, and for kindred purposes in the interest of American history, and of history in America." The Association no longer collects or preserves manuscripts, and has translated that clause into work that supports such activity. Currently, the AHA promotes historical work and thinking by providing leadership to the discipline on such issues as professional standards, academic freedom, access to archives, history education, and the centrality of history to public culture. These issues provide a framework for determining when we have a responsibility to speak.

So, how does it actually work?

Requests for AHA commentary come from members, Council, committees, staff, even prompts from peer associations. We are particularly attentive to members' queries, all of which receive individual responses. Every suggestion generates an exploration of the circumstances, generally beginning with a conversation between the executive director and the president or the vice president for the relevant AHA division, often with preliminary staff discussion. Unless it clearly falls outside the boundaries of the AHA's *Guiding Principles on Taking a Public Stance*, the first

question is whether the issue lies within the purview of the Professional, Teaching, or Research Division of the Council. An *amicus* brief relating to reclassification of confidential records would go first to the Research Division; an academic freedom issue relating to a historian's social media post, to the Professional Division. In collaboration with AHA staff, the relevant division ascertains the facts as best it can and decides whether to recommend intervention. That final determination is made by the Council, taking into consideration the guiding principles, facts, and occasionally precedent.

How do we decide when to speak, and what to say? And why spend time and energy on activity that might be dismissed as merely political, or marginal to the AHA's mission?

This chronology can vary. If an issue doesn't fall clearly within a divisional purview, then it goes directly to the Council, with research led by staff or a Council member, who often consult former AHA officers with the necessary subject expertise. When time is of the essence—if we learn at the last minute, for instance, that a state university system is about to eliminate history from its general education framework—divisions can be bypassed. For the most extreme deadlines, the Council's executive committee can exercise full authority.

Whatever the pathway of decision making, and even when time is tight, the AHA always begins by confirming the facts and establishing relevant context. When facts are murky, we reply to the request with a set of questions intended to help us locate the information necessary to proceed. Even more frequently, the context is



complicated—hardly surprising to an organization of historians. An archivist thousands of miles away is fired for granting access to scholars whom the authorities don't like. Surely the AHA must object. A bit of consultation yields context: the archive is owned by the national security apparatus; the archivist is a member of a hypernationalist, anti-Semitic political fringe. The AHA takes a pass.

I would like to see our advocacy documents have an even more direct function, one that requires the assistance of AHA members and readers of *Perspectives on History*.

Facts and context provide a foundation for whatever letter or statement the Council approves. These are typically short, often a paragraph or two, and never more than two pages. Authorship is generally collaborative, with the initial draft drawing on the email conversation that began the process as well as the information provided by field specialists consulted during it. Occasionally, one of these colleagues will draft a specific paragraph. In most cases, conversation leads to knowledgeable members of the Council and a staff member generating a draft together. Each stage of discussion generates revision. One reason the AHA has developed a reputation for the quality of its letters and statements is the readiness of the small drafting committee to seek criticism and incorporate multiple perspectives. We have found that the quest for consensus leads not to squishy prose or lowest-common-denominator reasoning. Instead, it enforces precision, evidence-based argument, and breadth of perspective. We especially strive for text that is discipline-specific. Our recent statement on domestic terrorism, endorsed by 49 peer associations, is notable both for its historical analysis and for the influence of historical thinking on its structure, argument, and vocabulary.

We write our statements that way because the centrality of historical thinking to all aspects of public culture and policy is why we are speaking out in the first place. Our statements that bear no relationship to policy or culture—statements on history education, on research, professional issues, or academic freedom—are important precisely because *history* is important. We must know and teach history if we are to use history. So one substantial category of advocacy must lie in that area of promoting historical work, historical

thinking, and historical literacy, which traditionally have constituted the bulk of our activity in the public sphere. And, as historians, we should call out egregious and unethical invocations of “history” that undermine democratic practices and peaceful congregation.

I would like to see our advocacy documents have an even more direct function, one that requires the assistance of AHA members and readers of *Perspectives on History*. Conversation following recent statements suggested the possibility of their utility in classrooms, religious institutions, and other relevant arenas of dialogue and exchange. The AHA's statement on Confederate monuments was invoked in city council meetings, discussed in high school and community college classrooms, and quoted by journalists. We welcome such use. We publicized the link to the domestic terrorism statement to history teachers with a suggestion that the text might be used in their classrooms to frame and encourage talk about the uses of history. We also sent it to religious institutions and have heard of it stimulating interesting discussion elsewhere.

Perhaps we can do this with more of our advocacy documents. Two recent examples: A brief letter defending academic freedom thousands of miles away might interest those who study that country. A commentary on a National Labor Relations Board proposal related to graduate student unionization might be useful at next year's orientation or a department meeting. We'll work harder to publicize these documents in the right places, and we need you to think about using them or recommending them to colleagues.

The current moment presents an unusual landscape of responsibility, perhaps emphasized by the close proximity of the US Capitol and Supreme Court to my residence and workplace. Like the media, the infrastructure of scholarship is a bulwark of a free society. I have not been among those who see fascism creeping into our political processes, but I do see something happening that differs from anything I've seen before. If a clear and present danger does exist—and I recognize the legitimacy and imperative of debate here—then we must recognize the obligations of institutions of civil society when the rule of law itself comes under threat from those sworn to enforce it. Under such circumstances, the AHA has a responsibility to participate beyond its normal conventions. **P**

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

ETHAN EHRENHAFT

HIGH SCHOOL STUDENTS LOBBY CONGRESS—AND WIN

An AP Government Class Helps Families of Civil Rights Murder Victims

Della McDuffie's official death certificate states that she died in 1953 from a cerebral hemorrhage, caused by a condition preceding her death. The night of her death, the sheriff of Wilcox County, Alabama, raided the café she owned with her husband. An elderly and disabled African American woman, she was unable to flee during the turmoil. The FBI declined to pursue an investigation—even after her husband died the next year under mysterious circumstances. According to NAACP legal records, however, Della McDuffie was beaten to death.

Since 2006, the FBI has identified over 100 unsolved murder cases from the civil rights era, most involving African Americans allegedly slain at the hands of hate groups. Under the Emmett Till Act of 2007, the FBI and Department of Justice (DOJ) began reopening these cases. As of June 2019, the DOJ has fully investigated 116 cases, closing 104 of them without prosecution or referral to

states. Only two have been federally prosecuted.

While discussing the Civil Rights Movement in the fall of 2015, Stuart Wexler's AP Government students at Hightstown (New Jersey) High School became frustrated over the lack of publicly available information regarding cold cases. After experiencing the inefficient process of requesting documents through the Freedom of Information Act, the students began drafting a bill closely modeled on the JFK Records Act but designed to address civil rights cold cases.

On January 8, 2019, nearly four years of relentless phone calls, draft edits, and lobbying trips to Washington, DC, paid off when President Trump signed the Civil Rights Cold Case Records Collection Act into law. With Trump's signature, congressional historians believe, the Hightstown students are likely the first high schoolers to write a law passed by Congress and signed by a president.

Oslene Johnson, a rising sophomore studying public

policy at American University, was initially apprehensive about undertaking such a daunting project. "When [we] started on this I'd just turned 16," she says. "We'd never seen congressional text before. We had no idea what

shedding a light on racial terrorism from the 1950s and 1960s can help combat these more recent manifestations. The Civil Rights Cold Case Records Collection will serve as a database of cold case records that federal

Stuart Wexler's AP Government class at Hightstown High School became frustrated over the lack of publicly available information regarding cold cases.

that was supposed to look like." Looking back through the lens of subsequent events, Johnson sees the project as critical to civic life—and to history. "I'm [now] 20 and I'm able to see parallels from decades before I was born," she says.

Wexler and his students began work on the bill not long after the massacre of nine worshippers at a historic African American church in Charleston, South Carolina, and continued their efforts under the shadow of the deadly Unite the Right rally in Charlottesville, Virginia. They hope that

agencies, including DOJ, are required to turn over. Housed at the National Archives, the collection will also be digitized for the public to view online.

Four Years of Work

As the bill took shape, the class (plus other interested Hightstown students) poured themselves into the project, with groups devoted to reworking language, contacting civil rights attorneys, and performing lobbying and media outreach. All the while, they balanced work on the bill with their lives as high schoolers. "We just kept going,

blindly so,” Johnson remembers. “We had no precedent for a class doing this . . . [and] the entire time you’re still thinking about the AP test.”

The students lacked the funds and resources of a professional lobbying firm. One challenge, says 2017 Hightstown graduate Lydia Francoeur,

[congressional] staffers understood that we actually knew our stuff and that we had an effective solution for a legitimate issue, that [stigma] usually went away.”

“Getting people to take you seriously is the most difficult thing,” confirms Tejan Patel, a senior at Hightstown who

or they would just stare at their phones.”

It helped that the students approached legislators with a strategy tailored to their districts. The students compiled a massive list of cold cases sorted by congressional district, using any reliable public and private sources they could find. Often, Francoeur remembers, “congressmen didn’t even know that they had had civil rights cold cases in their district and they were taken aback.”

In March 2018, students Prarthana Singh and Anna Trancozo traveled with Wexler to a Civil Rights and Restorative Justice (CRRJ) Project conference in Selma, Alabama,

to present on their experience and to talk to veterans of the Civil Rights Movement. There Trancozo met Della McDuffie’s granddaughter, who wants to ensure the public knows her grandmother did not die of an illness.

Indeed, students say, their primary motivation to pass the bill was to help the victims’ families, who still lacked answers as to how their loved ones had died almost 50 years earlier. “While some people might not see releasing information as justice, for the people whose families were affected, it is justice for them. Making sure the facts are straight and out to the public gives them that sense of closure,” says Trancozo.

“Getting people to take you seriously is the most difficult thing,” confirms Tejan Patel.

“was trying to overcome that perspective that young people can’t really be interested in politics and make meaningful change. But the second we started talking and the

traveled with classmates to lobby Congress in Washington in July 2018. “There were many times when I walked into an office and a staffer would ask me how old I was



Students from Hightstown High School in New Jersey visit Washington, DC, to advocate for their bill.
Courtesy Stuart Wexler.

"I think these cases, besides bringing some answers to a community of people and to the country about a dark chapter in our history, can get us to remember that this is not new and that we didn't handle it well at the time. . . . We could have difficulty moving forward and addressing this stuff now because we never really addressed it back then," says Wexler, who has written a book on the history of radical Christian terrorism in the United States.

An Uphill Battle

Representative Bobby Rush (D-IL) introduced the bill in the House in March 2017, and Senator Doug Jones (D-AL) brought it to the Senate in July 2018. The bill passed the Senate via a unanimous voice vote on December 17, 2018, and then passed the House with a vote of 376 to 6 on December 21.

There were still more lessons to come. The act was passed with no appropriations attached, and so, since January, the students' time has been largely spent lobbying Congress yet again, now to provide funding. On June 11, 2019, the House Appropriations Committee passed a FY 2020 Financial Services and General Government Funding Bill. The House FY20 bill includes \$4.1 million to implement the Civil Rights Cold Case Records Collection Act of 2018. The Senate bill only provides \$1 million for the initiative. The difference will

have to be ironed out when Congress finally passes an FY20 federal budget.

The students have also been pressuring Trump to appoint members to the five-person review board established by the law to review cold cases and determine if their public release requires a delay. After signing the bill, Trump signaled hesitancy at granting the board powers to release such sensitive documents, particularly if they are covered by executive privilege. The class has been doing everything they can to get the president's attention, from a continuous barrage of tweets to a face-to-face meeting with a staffer of Trump ally Representative Mark Meadows (R-NC) this summer.

In making appointments to the review board, the president may consider individuals recommended by the American Historical Association, the Organization of American Historians, the Society of American Archivists, and the American Bar Association for the first four positions. The president also has the authority to appoint a fifth person. The board must include at least one professional historian and an attorney. Trump received the fourth list of nominees in late July, according to Wexler.

"It's only been a couple of weeks where the [appointees] could even be put in, but we're hoping that [the administration is] aware of the

time factor," said Wexler in August. As victims, witnesses, and suspects age, there is a time limit on resolving many of these cases. Wexler stressed that he hopes this factor "encourages the president, especially in an atmosphere where we could use a story or two about bipartisan progress on issues related to race."

The class wrote the bill with historians in mind, according to Lydia Francoeur, as the students saw that "they were the ones who were looking into these cases and solving them."

The class wrote the bill with historians in mind, according to Francoeur. The students saw that historians "were the ones who were looking into these cases and solving them." She hopes the law gives historians the tools they need to pursue such efforts and encourages them to further advocate on behalf of the act. "People, especially those who have studied history their whole lives, have no excuse to ignore the tragedies of this country's past. We owe it to ourselves as Americans to try and help each other heal," says Johnson.

Looking Ahead

Johnson and many of her classmates have continued to work on the bill in whatever capacity they can. One GroupMe chat to coordinate

alumni still has over 60 members. When asked what advice they would give to those who wish to embark on a similar project or advocacy campaign, the Hightstown students gave a near-unanimous answer: you need stubborn persistence and passion for a cause you believe in. They pointed to a group of students

in Tennessee who are currently writing a bill aimed at tackling cold cases under that state's jurisdiction.

The class has inspired an even younger audience as well. One of Wexler's former students, now a teacher at the elementary school he himself attended, showed a video about the Hightstown class's accomplishment to her own students. After the presentation, one enthusiastic kid stated, "One of these days, I'm going to change the world like they did." **P**

Ethan Ehrenhaft is a Washington, DC, native and senior history major at Davidson College in North Carolina. He is co-editor in chief of The Davidsonian, the college's student-run newspaper.

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ERIN LEIGH INAMA, SARAH STOLLER, AND JAMES VERNON

THE ELEPHANT IN THE ROOM

Career Diversity and the Crisis of Grad Student Mental Health



Mental health became a major focus of a career diversity initiative on the UC Berkeley campus.

Charlie Nguyen/Flickr/CC BY 2.0

RECENT DEBATES ABOUT career diversity and its role in the restructuring of the historical profession have resonated with us at the University of California, Berkeley. Although we work in a top-ranked graduate program in history, within the past five years less than 40 percent of our PhD alumni have secured tenure-track positions. So, with a grant from the AHA in 2018, we spent a year developing and implementing a career diversity initiative with the aim of embedding it within the graduate program.

But in our efforts, we began to observe something unanticipated but obvious. Mental health was the elephant in the room. At every professional development workshop and focus group we ran, the conversation quickly turned from careers for historians to questions of mental health. Whether our subject was the creation of online profiles, networking and informational interviews, the mechanics of assembling CVs and résumés, or the broader issues of work-life balance, we ended up addressing the challenges of depression and anxiety. Often in our discussions we confronted the obstacle that a sense of powerlessness and inadequacy poses to taking forward action when it comes to career transitions. And those were the conversations we had with the handful of students prepared to show up for these events in the first place.

Fortunately, the past few years have seen an increased awareness of mental health issues on campus, including an acknowledgment of the mental health crisis among graduate students. There is now plenty of evidence of the scale of this crisis. A study at Berkeley five years ago, in the midst of continuing deterioration of the academic job market and the escalation of living costs, discovered that 64 percent of graduate students in the humanities were depressed. A recent survey in our own department asked students to rate their experience of stress and anxiety on a scale of 1 to 7 (with 7 being the worst) and found that the average response was between 5 and 6.

There are of course various explanations for this crisis. Yet graduate programs do appear to propagate unpromising conditions for mental health, inasmuch as they promote a culture that measures PhDs' success solely in terms of whether they eventually become tenured academics. Despite tacit awareness of the elephant in the room—at least from what some of our students tell us—it is clear that indifference, and in some instances outright hostility, to career diversity runs deep among graduate students as much as faculty.

The resistance spans a wide spectrum and has diverse origins. Some graduate students are concerned with the labor politics of career diversity. They lament the way in which

these initiatives can be used to justify the super-size model of graduate admissions and the consequent “overproduction” of PhDs. As the number of tenure-track academic positions has fallen, a huge reservoir of surplus academic labor appears to enable casualization and the erosion of tenured positions. Furthermore, career diversity programming also seems to ask students—already enduring economic precarity in the pursuit of academic careers—to spend more of their unpaid time training themselves for futures beyond PhD degree requirements. The imperative to develop skills that will enable them to recast their academic experience as relevant and useful outside of the academy presents as yet more work.

While faculty are often invested in maintaining larger graduate programs—either to outsource the instruction of undergraduates or to enhance their own reputations and network—their views on career diversity often mirror those of graduate students. Whether overtly or implicitly, faculty convey that they have neither the time nor the knowledge to train graduate students for careers outside of the academy. They also concur that graduate students lack the time necessary to think in multiple directions about careers.

Graduate students and faculty
elevate academic labor over
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thinking in other professions.

At worst, both graduate students and faculty elevate the value of academic labor over other forms of work and devalue the relevance of humanistic thinking in other professions and sectors. In the words of one of our colleagues, “graduate school should not be the world’s most expensive Silicon Valley job placement program.”

If anything, however, our work in career diversity programming has starkly revealed ways that the very structure and culture of graduate education fails to promote the best interests of our students, including their mental health.

Graduate education is infamously based on a model of mentoring in which asymmetries of power can lead to neglect and abuse. Many students and some faculty experience a sense of inadequacy and imposter syndrome that can be heightened in the competitive environment fostered by academia. The isolation, loneliness, and itinerant nature of so much academic research and writing in the humanities, to say nothing of the sheer length of PhD programs, can leave

students feeling stranded in an enduring period of misery. Many graduate students feel unprepared and ill-equipped to bear the additional burden of mentoring and advising undergraduates, responsibilities that fall disproportionately on women instructors and those from underrepresented communities. And, of course, anxiety and depression are also fueled by inadequate stipends that force students further into debt, food insecurity, and even homelessness, as well as the quest for other forms of casual and inadequately paid work.

The myth of the academy as a meritocracy that rewards the smartest and most talented often generates anxiety and depression.

The pernicious myth of the academy as a meritocracy that inevitably rewards the smartest and most talented often generates anxiety and depression. Those faculty who managed to secure tenured positions, even under radically different conditions, emphasize that students must possess a vocational dedication to their studies if they are to succeed, as they themselves did. Despite the barrage of data on the collapse of tenure-track lines, graduate students tend to begin their studies believing that if they are bright enough and work hard enough, they too will be an exception. This singular focus on academic work reinforces an ever-more-competitive work culture that glamorizes busyness, suffering, and sacrifice—a phenomenon invigorated by social media. In this context, the exploration of other passions, let alone alternative career paths, denotes a lack of commitment or even failure.

We have also found that many grad students continue to experience the possibility of leaving the academy with a profound sense of betrayal. The genre of “quit lit” that we all have become familiar with over the past decade has found new echoes on Twitter. For many, the transition into nonacademic careers is experienced not merely as a disappointment, but as a form of deceit on the part of mentors and an academic system in which they have, essentially, come of age. So, to compound depression and anxiety, many graduate students are angry at what they fairly perceive as the failure of the academy.

It has then become easy to forget that even before the implosion of the academic job market after the financial crisis of 2007–08, some 30 to 40 percent of Berkeley’s history PhD alumni went on to careers outside the academy. Certainly, some did so because they could not find tenure-track positions, but others chose to leave the academy because they

discovered that they did not enjoy academic work, because they wanted to stick to a particular geographic region, or simply because they wanted to do something new. Almost all of the PhD alumni working outside the academy with whom we have been in touch this year have been delighted that their achievements, to say nothing of their existence, are finally being recognized by our department. Many have expressed frustration with the way that their career choices were regarded previously. Despite often being both happier and better paid outside of the academy, many of these alumni have long been burdened with a sense of failure and negative judgment for pursuing ambitions beyond the professoriate.

In this context, we believe that career diversity initiatives offer students one lifeline out of the mental health crisis that pervades the academy. These programs encourage students to regain their sense of agency, to wrest back some control over their quest for work after the PhD, and to cultivate professional relationships and identities that will see the majority through the inevitable transition to careers outside the academy.

Why then are faculty and graduate students so reluctant to accept career diversity initiatives? Reimagining the PhD and exploring careers beyond the academy require both faculty and graduate students to step outside of their meritocratic fantasies, their narratives of success and failure, as well as the institutional hierarchies, that structure academic life. If envisioning diverse career paths for history PhDs is foremost an act of imagination, it is one that is sorely needed. So long as interesting, meaningful work for humanists is an either/or proposition, and a matter of in-or-out of the “hallowed halls” of the academy, we will be doing a profound disservice to graduate students and to the profession.

While there remains a stigma around mental illness, there is increasing recognition of it as a problem within graduate programs. Growing awareness of anxiety and depression alone is not enough to address the challenges graduate students face in the contemporary academy. Instead, we must advocate for sufficient stipends, resources, and infrastructures of care for students, and responsible and collective forms of advising and mentoring, in the context of right-sized degree programs. Only then will we be able to address the elephant in the room. **P**

Erin Leigh Inama is an adviser in the history department at UC Berkeley whose portfolio includes graduate admissions and career development and diversity. Sarah Stoller is finishing her PhD at UC Berkeley and served as Berkeley’s AHA Career Diversity Fellow in 2018–19. James Vernon is a professor of history at UC Berkeley and was the faculty coordinator for the AHA Career Diversity initiative.

BENJAMIN LINZY

THE PHONE CALL WE ALL DREAD

How One PhD Student Dealt with Trauma during His Studies



Based on his experience, Benjamin Linzy offers insights on how students can seek help during stressful situations and how faculty, in turn, can provide support.

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ON MAY 14, 2018, I got the phone call we all dread—my mother was in the hospital, unresponsive, and not expected to pull through. I quickly informed my boss, went home to pack, and began the eight-hour drive to Kentucky. It was an inauspicious end to my first year as a doctoral student at Marquette University.

Two weeks before, I'd received a similar call. At the time, I was finishing up coursework and preparing to administer the final exam in the course for which I served as a teaching assistant. I spoke with my professors, received extensions on my assignments, and let my supervising professor know that I would most likely miss the final. Thankfully, soon after I arrived at the hospital, my mother recovered. I returned to Marquette, finished my coursework, and administered and graded the finals. The second time, however, my mother never regained consciousness and passed away four days later.

Graduate school is challenging under the best of circumstances; the added strain of illness or sudden loss only makes things harder. Certainly, tragedy can strike any student at any time, but a variety of factors place certain students at higher exposure for these family-related stressors. Many nontraditional students have family members who face the care issues associated with aging, or they have started their own families and have spouses and children they are now responsible for. Some students have both elderly parents and young infants. Add the insecurity of coming from a disadvantaged background, and the difficulty in overcoming a tragic event increases exponentially. In many ways, I was lucky. The timing of my mother's death—at the end of the academic year—allowed me time to settle her estate and deal with other issues associated with her passing. That summer, however, held more tragedy for me—my stepfather also passed away a few months later.

I would be lying if I said that all of this did not impact my performance the following academic year. To stay occupied, I threw myself into coursework and attempted to make up for the summer of lost qualifying exam preparation, but despite these efforts, I often found myself listless and unmotivated. I'm not sure I would have been able to continue my studies without taking a break had it not been for Marquette's graduate student community and faculty. They offered support in crucial ways—assignment extensions, covering discussion sections, and comradery—that was crucial in fulfilling my duties as a teaching assistant but also in staying on track toward candidacy. Based on my experience, I offer here some insights on how students can seek help during such stressful situations and how faculty, in turn, can provide support.

For Students

Be forthcoming with your professors. This sounds simple, but it can be challenging. During my junior year at Murray State University, my mother experienced a cognitive break due to her chronic illness and had to undergo rehabilitation in a temporary convalescent facility. Even though she was in a 24/7 care facility, I found juggling her care needs, working, and commuting to campus for a full course load very stressful. My performance suffered, and I came close to dropping out. Thankfully, my undergraduate mentor, David Pizzo, approached me when he noticed that I was struggling. After I confided in him, Pizzo helped me communicate with other professors and come up with a revised assignment schedule that allowed me to continue. I learned that faculty can be flexible as long as they know what is going on. Since then, I began every semester by letting my professors know about my mother's disability and what I would need to do in case of an emergency.

Graduate school is challenging
under the best of circumstances;
the added strain of illness
or sudden loss only makes
things harder.

Everyone's situation is different, but it never hurts to be proactive. Whether it's a divorce, a death in the family, serious illness, or a loved one's upcoming surgery, let the relevant faculty and administrators know. You don't have to provide a lot of details, but keep at least your adviser and director of graduate studies in the loop.

Open up to fellow students in your department. Marquette has a History Graduate Student Organization that facilitates professional development and coordinates social activities for students. Graduate students in history also share an open-air mezzanine as our office space. Taken together, this equates to students spending a lot of time together. The advantage of such close working conditions is that you get to know your fellow students exceptionally well. Not only are you taking courses together, but you are working and relaxing with the same group of people. Eventually, you develop relationships that are beyond that of cohort mates or coworkers. Your department may not be arranged similarly, but it is vital that we seek out opportunities to make connections with our colleagues, who can provide meaningful support in a variety of ways. Their texts, emails, and phone calls helped me get

through some tough times, and they stood ready to fill in for me, if needed. During my first semester, students came together to help out a doctoral candidate who needed surgery. His adviser reached out to the graduate community, and we covered his discussion sections and proctored his tests. Students who've completed coursework often begin to lose contact with other students. Cultivating relationships with your colleagues, especially those with whom you share an adviser, can go a long way in maintaining a support system within your department.

Everyone's situation is different, but it never hurts to be proactive.

Take advantage of your university's support services. Most universities have counseling services on campus that are available to both undergraduate and graduate students. These services are staffed with professional counselors who can provide a variety of services in a private and confidential setting. Take advantage of these services, and do not discount them as being merely oriented toward undergraduates.

For Faculty

Pay attention to your students' performance. It's no secret that faculty are already being pulled in several directions. Between research, teaching, and service, they have many commitments vying for their limited time. On top of this, their knowledge of and familiarity with the graduate students in their classes can vary depending on a number of factors. However, faculty should be vigilant for changes in students' behavior and performance—even first-year students with whom they have limited contact—as they are often warning signs. The intimate nature of the graduate classroom can make observing these changes easier. In my case, if my undergraduate mentor had not noticed a decline in my performance, I likely would not have finished my bachelor's degree. Faculty who see something amiss should reach out to the student in whatever way feels comfortable to them, whether it is speaking with the student after class or asking them via email to stop by during office hours.

Be genuine in your approach. On my first day back on campus last fall, I found a card from Phillip Naylor, a history professor at Marquette, on my desk. He expressed condolences and offered words of support. This small gesture meant a lot to me and helped ease my transition back into academic life. It made me feel like I was a part of the department and had a home at Marquette—a grounding I sorely needed. Dr. Naylor was not the only Marquette professor to reach out to me and provide support. What mattered was the authenticity of the faculty's approach. Give students space to open up when they're ready. And some students—especially those going through trauma—prefer “normal” conversations at times to not feel like they're burdening others with their problems. Allowing students the space to open up about what their issue is can be vital in establishing trust.

The longer you are in the academy, the likelihood of students experiencing life-changing events will continue to rise. It is incumbent on all stakeholders—students, colleagues, and faculty—to work together so that the academic community can provide the support that students of diverse backgrounds need to finish their degrees. **P**

Benjamin Linzy is a PhD candidate in American history at Marquette University. He studies the policing and suppression of dissident movements in the early 20th century.

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STUDENTS THINK CRITICALLY BY ACTING LOCALLY

An Unlikely Source of Local Policy Knowledge, History Undergraduates Take the Lead with a Unique Curriculum

Editor's Note: A version of this essay was previously published at the National History Center blog.

On a May night in downtown York, Pennsylvania, two blocks from City Hall, I sat quietly as seven of my York College of Pennsylvania undergraduate students addressed politicians and community leaders on the histories of poverty in our community and of past policy responses that had attempted (and often failed) to alleviate this deep-rooted problem. Speaking for 90 minutes on sub-topics they had researched over the course of a semester, these students together unfolded several key facets of the history of poverty policy in York. The audience responded with rapt attention, as student research informed and energized attendees, including the mayor, the city council president, the local constituent services director for the area's US representative, and the CEO of York County's official Community Action Agency. Following their prepared remarks, students handled difficult, thought-provoking audience questions with comfort and skill. Each student stood a little taller later that night as they mingled with local policy makers and college faculty. In the process, they celebrated their hard work—work that might tangibly contribute to a community in which they now felt increasingly invested.

The group had traveled quite a distance from our first meeting in January. At the outset, the students had little idea where they would direct their energies and widely varying experiences with history research, policy analysis, and local community engagement. Guiding these students from that starting point to the final briefing event was perhaps the most demanding and fulfilling teaching experience of my nine years at York College. In this new Policy and History in York course, modeled on the National History Center's congressional briefings, I challenged students to conduct the research necessary to become experts on the history of federal, state, and local policies that have affected our community. Then they would work as a team to build and present a shared briefing for local decision makers.

I conceived of this course for two main reasons. The first was in response to the all too ubiquitous questioning, including in higher education itself, of the relevance of historical research. Here was a course in which students would show peers, faculty, and the broader community how historical research could be brought to bear to contextualize current challenges.

Guiding these students was perhaps the most demanding and fulfilling teaching experience of my nine years at York College.

Another impetus was York College's growing commitment to integrating student learning with community engagement. The main campus sits one and a half miles south of its new downtown Center for Community Engagement, with most academic and residential buildings just over the city line on the former grounds of a suburban country club. For many years, York College, and the majority of its student body, was deeply disconnected from the nearby urban center. A majority-minority deindustrialized city (one where a majority of residents now are from minority populations) with a rising poverty rate thrice the national average, York City sits at the center of a county along the Mason-Dixon line, about 50 miles north of Baltimore and 100 miles west of Philadelphia. With about 45,000 residents, York houses about one-tenth of the county's population but more than one-third of its poor. Like in so many larger, better-known Rust Belt communities, the city is still struggling to confront the ongoing legacies of a difficult history of racism, job loss, and disinvestment. But York's diversity, community spirit, and public and philanthropic support are encouraging revitalization and community-building efforts too, and many of these are tied directly to understanding and facing York's past. I want my students and myself to be part of that process, and I was fortunate to be able to draw upon the resources and energies of the

college's aforementioned community engagement center and affiliated Arthur J. Glatfelter Institute for Public Policy, both of which embody a recently revised college mission to embrace community partnerships.

To best pursue these learning outcomes, I designed my new course entirely around the historical policy briefing as the final product (unlike some examples elsewhere in which the policy briefing concept has been built into existing courses). The course was cross-listed in political science (which was facilitated by my multidisciplinary Department of History and Political Science) and attracted a mix of junior and senior history and political science majors, plus a few others. The rigor of the class and its unfamiliar format meant that only seven students remained by semester's end. This small class size ultimately offered opportunity, though. Even as it reduced the range of material their research could cover, it became logistically feasible for all seven students to publicly present their own original research at the final briefing.

At the start of the course, students had little notion of what to expect. They began learning the local history of York through

a series of short journal articles published by the local historical society. They then explored policy challenges facing York today by hearing from community stakeholders representing local institutions such as the YWCA, NAACP, County Planning Commission, and Pennsylvania Immigrant Resource Center. A majority of the class was most interested in a presentation by the CEO of the York Community Progress Council, the War on Poverty-era Community Action Program that remains the central federal poverty-fighting agency in the county. After her presentation, the students voted to focus on the local history of policies designed to address poverty. Their individual research projects analyzed the long history of the county almshouse, the local politics of national minimum wage policy, housing discrimination, the history of community welfare organizations like the United Way and the Community Action Programs initiated under the War on Poverty, educational inequalities, the local course of deindustrialization, and the demographics and geography of poverty within specific census tracts over the last half century.

Students often found conducting such research challenging. Many initially gravitated toward more readily accessible



York's diversity, community spirit, and public and philanthropic support are encouraging revitalization and community-building efforts too, and many of these are tied directly to understanding and facing York's past.

Doug Kerr/Wikimedia Commons/CC BY-SA 2.0

national source material. But through a combination of their own dedication and regular coaching from me and each other, students identified an array of locally relevant primary sources, including archival sources at the York History Center's library and at the York County Archives, repositories of local organizational records, published books, census data, archived web pages recording policy stances of prominent local politicians, congressional sources documenting the actions of York County's federal representatives, and especially historical York newspaper sources. With this research, students each wrote a research paper from which they drew in crafting their presentations.

Students in the course gained hands-on experience in primary research, preparing and presenting a professional briefing, and engaging the community where they live and learn.

Over the course of a month, the students and I worked together to revise their 15-minute presentations into a focused, cohesive hour-long briefing in which each student spoke for 6 to 10 minutes. This was an arduous and sometimes tense process, as students rehearsed full presentations three times in front their peers, with three rounds of substantial revisions. When the evening of the briefing arrived, students were eager and anxious, but their preparation shone through, and each rose to the challenge to offer their best work yet. The result was the tremendous success described above. One student reflected that the stakeholders' enthusiastic response, including numerous requests for copies of the presentation slides, confirmed that the students had achieved their goals in researching, packaging, and disseminating relevant history for local policy leaders.

This course was an invaluable learning experience that I look forward to repeating. Though it was certainly more work to execute than a standard upper-level history course, I received immense, and necessary, support from my institution, especially from the college's Center for Community Engagement and its dean, Dr. Dominic DelliCarpini, who advocated for a critical one-course reduction from my normal four-course teaching load and provided financial resources, physical space, critical guidance, and help connecting with local policy makers, NGO directors, businesspeople, educators, and philanthropists. I would be happy to

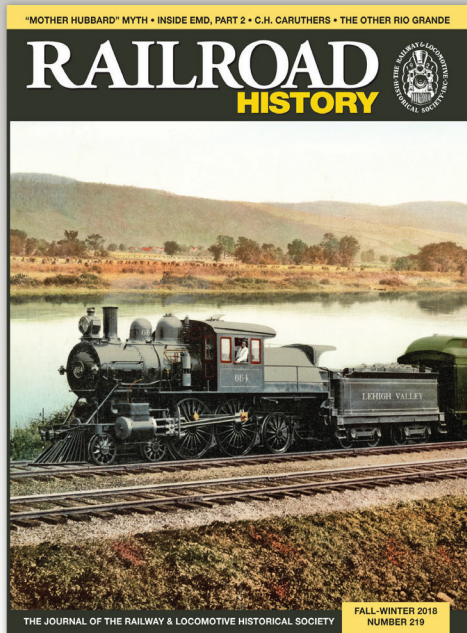
communicate with faculty who hope to develop or adapt similar courses at other institutions that will support this kind of student-led history research-based community engagement.

At the upcoming American Historical Association annual meeting, I am excited that two students from the class will be joining me for a workshop titled "Teaching History's Relevance to Policy: Applying the History and Policy Education Program to the Classroom and the Community." York College senior Jordan King and 2019 graduate Cody Little will share their research and perspectives on the course. Together the three of us will reflect upon the benefits and challenges of this kind of community-oriented, project-based learning. We will also consider ways future iterations of the course might be improved. Our hope is that attendees interested in implementing a similar course at their institutions can learn from our experiences as instructor and students.

Not only did this opportunity stimulate my creativity as a teacher and historian; more importantly, students in the course gained hands-on experience conceptualizing and conducting purposeful primary research, preparing and presenting a professional briefing, and engaging the community where they live and learn. In the process, they illuminated lessons from York's past to help local policymakers better understand and grapple with the challenges of its present. **P**

Corey M. Brooks, associate professor of history at York College of Pennsylvania, is the author of Liberty Power: Antislavery Third Parties and the Transformation of American Politics. He taught Policy and History in York in the spring 2019 semester.

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The AHA offers complimentary sign-interpreting service upon request to our attendees.

Please notify the AHA of the sessions you plan to attend and register for the meeting by Nov. 1, 2019. This service is also available upon request for the Presidential Address and Business Meeting.

Requests should be submitted to Debbie Doyle (ddoyle@historians.org) by Nov. 1, 2019

Dates and Deadlines

November 1	Program mailed to members.
December 10	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
December 13	Last day for preregistration pricing.
December 13	Deadline to submit registration refund requests.
January 3, 2020	Annual meeting opens at 11 a.m. at the New York Hilton and Sheraton New York. Note that the 2020 meeting takes place from Friday, January 3, through Monday, January 6.

Meeting Registration

Take advantage of reduced rates by preregistering for the conference. Make sure your membership is up to date so you can enjoy member pricing at each level. Register online at historians.org/annual-meeting.

	MEMBER		NON-MEMBER	
	PREREGISTRATION	AFTER DEC. 13	PREREGISTRATION	AFTER DEC. 13
Attendee	\$183	\$220	\$298	\$358
Speaker	\$183	\$220	\$183	\$220
Student	\$84	\$101	\$128	\$155
Unemployed/Underemployed	\$45	\$56	\$140	\$168
Retired	\$87	\$106	\$149	\$180
K-12 Teacher	\$65	\$78	\$125	\$150
Bring your Graduate/ Undergraduate/K-12 student discount	For members only. Member rate plus \$15 per student (\$30 onsite). Bring as many high school, undergraduate, and pre-candidacy graduate students as you want for only \$15 each!			

Advance registration must be completed by midnight EST on December 13, 2019. Thereafter, onsite rates will apply.

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

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

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



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

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

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

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

The deadline for all grant applications is November 1.
Visit historians.org/grants#annual-meeting to learn more.

The Department of History and Art History at George Mason University celebrates the following career placements of this year's graduates from our History Ph.D. Program:

Erin Bush, Assistant Professor, U.S. and Digital History,
University of North Georgia

Joshua Catalano, Assistant Professor, Digital and Public History,
Clemson University

Eric Gonzaba, Assistant Professor, U.S. History,
California State University at Fullerton

Amanda Regan, Digital Humanities Postdoctoral Fellow,
Southern Methodist University



ALEX LICHTENSTEIN

GOING NUCLEAR

In the October Issue of the American Historical Review

I think it would be fair to call the October *American Historical Review* the “Nuclear Issue.” The lead article, “Anticipating Armageddon: Nuclear Risk and the Neoliberal Sensibility in Thatcher’s Britain,” by **Ellen Boucher** (Amherst Coll.), re-examines popular anxieties about nuclear annihilation in late Cold War Britain. Rather than understanding this moment as one defined by “fear,” Boucher shifts our attention to discussions of “risk.” In Thatcherite Britain, she argues, the British state and public sought to cope with the potential threat of nuclear war by seeking ways to manage—and privatize—risk, often in concert with neoliberal ideals of self-reliance and state abdication from the public sphere. If Thatcher famously proclaimed, “There is no such thing as society,” the possible vaporization of this nonexistent construct in a nuclear blast accordingly became a matter for individual rather than collective apprehension.

Boucher’s concern with preparing for nuclear warfare as a form of risk management dovetails nicely with two other features, both of which address the history of civilian nuclear disasters. In response to the recent widely watched HBO miniseries *Chernobyl*, three scholars of nuclear disaster offer their evaluation of this made-for-TV history of the 1986 Soviet nuclear accident. **Kate Brown** (MIT), **Yuliya Komska** (Dartmouth Coll.), and **Alex Wellerstein** (Stevens Inst. of Technology) all find *Chernobyl*’s much-vaunted claims to historical accuracy severely overblown, even while they consider the important role televisual culture plays in shaping historical consciousness of recent events. Supplementing this, our regular “History Unclassified” section includes an account of the 2011 earthquake-induced Fukushima nuclear disaster written not by a historian, but by physicist and materials scientist **Harry Bernas** (Centre National de la Recherche Scientifique). In his highly personal essay, “The Trail from Fukushima,” Bernas argues that the meltdown was less an “unexpected catastrophe” than a result of all-too-predictable human fallibility and hubris rooted in history.

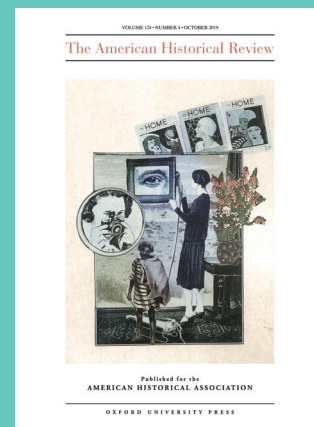
October’s roundtable, “Rethinking Domesticity,” also touches on the “nuclear,” albeit in the sphere of the modern

familial home rather than the physics laboratory. Conceived by **Annelise Heinz** (Univ. of Oregon) and **Elizabeth LaCouture** (Univ. of Hong Kong), and honed at workshops at the AHA annual meeting and the Berkshire Conference, the seven essays in the roundtable seek, in the conveners’ words, “to unsettle the historiographical legacy of domesticity as a category of analysis.” This effort brings together scholars of gender, the domestic sphere, and the family working across a wide array of fields in the 18th through 20th centuries. **Kathryn Kish Sklar** (Binghamton Univ., SUNY) introduces the roundtable with an essay that revisits her own classic work on Catharine Beecher and the “cult of domesticity” through the lens of imperial expansion and postcolonial categories of analysis applied to settler societies—relatively undeveloped fields in women’s history when she first published her Beecher biography over four decades ago.

Three scholars all find *Chernobyl*’s much-vaunted claims to historical accuracy severely overblown.

Essays by LaCouture, **Abigail McGowan** (Univ. of Vermont), and **Victoria Haskins** (Univ. of Newcastle) do much the same thing for 19th-century China, colonial India, and indigenous peoples in the United States and Australia. LaCouture, for example, describes how the very concept of “domesticity” does little to illuminate the historical reality of women and the household during China’s encounters with modernity. She concludes, “The history of translating ‘domesticity’ into Chinese . . . reveals that Euro-American historiographical terms that were once thought to be universal map poorly onto other places and suggests that we need more inclusive frames for comparative gender history.” McGowan, in her gendered analysis of the material possessions and social arrangement of space inside aspirant bourgeois homes in late colonial India, shows how the creation of physical domestic interiors deployed caste hierarchies to articulate definitions of proper home life in a colonial context. And Haskins, comparing the fates of indigenous young women placed in white

Collage no. 3 from the 1987–88 art installation *Margaret and Sidney Go to the Pictures*, by Australian artist Valerie Tring. As reproduced on a promotional postcard, the artwork challenges the viewer to reflect upon the historical dynamics of modernity, colonialism, and power that continue to play out in domestic space. The contributors to the roundtable in this issue, “Rethinking Domesticity,” similarly challenge readers to interrogate domesticity as both a historical and historiographical construct. The essays unsettle the notion that “modern” ideas about home life were static and easily translated, or that they affected individuals in consistent ways. The roundtable discussion seeks to reinvent, reimagine, and reclaim domesticity as a historical lens that reveals the intersections of empire, race, nationalism, citizenship, gender, class, and everyday life.



homes as servants in the United States and Australia, shows how state intervention not only helped to define domesticity, but could be integral to the formation of the modern settler colonial nation in its claims to civilizing authority. Yet Haskins also notes that colonial domesticity could have multiple effects. By demanding demonstrations of domesticity from female employers of domestic labor, the settler state sought to “perfect” white, simultaneously “domesticating” both colonized and colonizer.

In a more traditionally “metropolitan” vein, the essays by Heinz and **Julie Hardwick** (Univ. of Texas, Austin) reflect the historical narrative that typically frames the rise and fall of domesticity, from early industrialization to postindustrial Europe and the United States. In her essay on Old Regime France, Hardwick describes the emergent domestic regime as “fractured.” By focusing on a single Lyonnaise household, Hardwick shows how domestic life and gender relations were both inextricably tied to the perils and promises of commerce for individual households in an unpredictable global economy and yet profoundly shaped by local familial practice. For her part, Heinz critically examines the role of the leisure-time “women’s” game mahjong as a crucial element in the making and marking of domestic space in mid-century Jewish American middle-class households. Commonly derided as an element of hegemonic domesticity, the ritualized playing of mahjong, Heinz suggests, could also represent a temporary reallocation of household labor and the understanding of domestic space.

The roundtable concludes with a comment by **Antoinette Burton** (Univ. of Illinois, Urbana-Champaign), a scholar who has done as much as anyone to re-center gendered histories around questions of empire and colonial ideology. In her remarks, Burton emphasizes the unsettled and unsettling character of domesticity and challenges facile definitions of its global history. Fruitfully, she refuses to approach the six

accompanying essays in their fixed order (nor have they been described that way here), instead prompting ways of reading the essays in pairs, backward and forward in time, and together as a kind of prospective course syllabus.

“History Unclassified” has become such a successful feature of the *AHR* that Bernas’s essay on Fukushima is one of two in this section in the October issue. It is accompanied by **Charles Francis**’s account of queer “archive activism” in his essay “Freedom Summer ‘Homos’: An Archive Story.” Francis, president of the Mattachine Society of Washington, DC, describes the organization’s successful effort to document how the infamous Mississippi State Sovereignty Commission harnessed homophobia to crush gay civil rights activists during Freedom Summer 1964. Bringing together oral histories of openly gay African American activists and straight Student Nonviolent Coordinating Committee organizers, informant reports, and the papers of segregationist Mississippi Governor Paul Johnson Jr., the essay shows how the Sovereignty Commission outed the students and faculty of historically black Rust College as “homos” and “queer” in an effort to smear President Ernest Andrew Smith, a supporter of Freedom Summer.

As always, research articles, roundtables, and “unclassified” essays are accompanied by a robust reviews section. In addition to the regular book reviews, the October *AHR* includes 10 featured reviews, including a close look by civil rights historian **John Dittmer** (DePauw Univ.) at a pair of recent books on civil rights photography in Mississippi. In a new determination to attend to matters of pedagogy as well as scholarship, the issue also offers a cluster of reviews of titles in the Bedford Series in Culture and History, document collections designed for classroom use. **P**

Alex Lichtenstein is editor of the American Historical Review.

LIZ TOWNSEND

NOMINATIONS INVITED FOR AHA OFFICES, TERMS BEGINNING JANUARY 2021

Under the AHA constitution and bylaws (Article VIII, Section 1; Article IX; and Bylaws 11 and 12), the executive director invites all members of the Association to submit to him, on or before January 6, 2020, recommendations for the following offices:

President-elect

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

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

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

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

Councilor, At Large, one position (no divisional responsibilities; a graduate student enrolled in a

history program and advanced to candidacy; will represent the interests of graduate students in Council, play a leadership role in organizing participation of graduate students in AHA activities, and disseminate information about AHA activities and initiatives to graduate students in history)

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

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

Members of the Council and elective committees *as of January 6, 2020*, are listed below. Positions being replaced in the June 1–July 15, 2020, elections are in **bold**.

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



Warren K. Leffler/Library of Congress

Presidents

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

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

2023 Jacqueline Jones, Univ. of Texas at Austin (US labor/African American/southern/women)

Professional Division

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

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

2023 Rita C-K Chin, vice president, Univ. of Michigan (post-1945 Europe, immigration and displacement, race/ethnicity/gender)

2023 Reginald K. Ellis, councilor, Florida A&M Univ. (US since 1865, African American history)

Research Division

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

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

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

2023 Sara Georgini, councilor, Massachusetts Historical Society (early American history, religion and culture, public history)

Teaching Division

2021 Craig Perrier, Fairfax County Public Schools (nationalism and education, US foreign policy with Brazil)

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

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

2023 Shannon T. Bontrager, councilor, Georgia Highlands Coll., Cartersville (commemorations and public memory, death and burial of military dead)

At Large

2021 Sarah Mellors, Missouri State Univ. (modern China, gender and sexuality, medicine, world)

Nominating Committee

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

2021 Gabriel Paquette, Univ. of Oregon (Spain and Portugal and their colonies, comparative imperial)

2021 Carin Berkowitz, New Jersey Council for the Humanities (modern British and American medical sciences and visual culture)

2022 Daniel Greene, Newberry Library (public history/museums, Holocaust/American response)

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

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

2023 Fahad Ahmad Bishara, Univ. of Virginia (Indian Ocean economic and legal, Islamic law and capitalism)

2023 Carla G. Pestana, Univ. of California, Los Angeles (early America, Atlantic world)

2023 John Thabiti Willis, Carleton Coll. (religious encounters, African and diaspora religions)

Committee on Committees

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

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

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

7/2022 Raúl A. Ramos, Univ. of Houston (19th-century US-Mexico border, transnational identity construction)

Suggestions should be submitted by email to executive director James Grossman at jgrossman@historians.org. Please specify the academic or other position and the field of the individual, and include a brief statement of their qualifications for the position. Refer to the *Statement on Diversity in AHA Nominations and Appointments* (historians.org/ahadiversity), which was drafted in the hope that it will encourage members to suggest more individuals from diverse backgrounds for both appointments and nominations. All suggestions received will be forwarded to the Nominating Committee for consideration at its meeting on February 7, 2020.

Schedule for Nominations and Elections of AHA Officers

January 6, 2020	Deadline to make suggestions to executive director.
February 7, 2020	Nominating Committee meets to determine slate.
March–April 2020	Slate published on <i>Perspectives Daily</i> and in <i>Perspectives on History</i> .
June 1, 2020	Link to ballot emailed to AHA members.
July 15, 2020	Final deadline to record votes.
August–September 2020	Results announced on <i>Perspectives Daily</i> and in <i>Perspectives on History</i> . Committee on Committees elected member begins term of office immediately.
January 9, 2021	Results announced at business meeting during 135th annual meeting in Seattle.
January 10, 2021	Individuals begin terms of office.

AMERICAN HISTORICAL ASSOCIATION

New on historians.org

AHA routinely publishes new resources to help historians in their research, work as teachers, and their professional lives. Recent additions include:

AHA GUIDE TO LIGHTNING ROUNDS

This year's annual meeting includes lightning rounds for digital history projects, dissertations, and early career scholars. This guide gives background on the format and tips for crafting an engaging lightning round presentation.

More at historians.org/lightning.

RESOURCES FOR UNDERGRADUATES ATTENDING THE ANNUAL MEETING

We have compiled a number of resources to help undergraduates in all aspects of attending the meeting, from FAQs to specific sessions that might be of interest. Check these pages in the coming months for more resources to help undergraduates get the most out of the annual meeting.

Learn more at historians.org/AM-undergrads.



Elizabeth Balanoff

1926–2019

Historian of US labor
and social history

Elizabeth “Betty” Balanoff, professor emerita of history at Roosevelt University, died after a long illness on May 28, 2019, in Chicago. She was 92. Born in the small town of Salisbury, Missouri, to Adelaide and Harold Brummall, she studied biology as a pre-med student at the University of Missouri, transferring to the University of Chicago in 1945 to pursue a growing interest in the social sciences. In 1947, she volunteered for the aldermanic campaign of James Balanoff Jr. She married him, thus becoming connected to a family well known for progressive activism in the Midwest. James was a steelworker who served as president of Local 1010 of the United Steelworkers, her son Thomas is president of Local 1 of the Service Employees International Union Illinois Council, and her sister-in-law Miriam Balanoff served as a state legislator and judge. Their activism informed her contributions to the history of the American labor movement.

While raising four young children, Balanoff worked part-time until 1963 as a market research interviewer. She lived in Gary and Hammond, Indiana, for most of her adult life, but commuted to Chicago to pursue a master’s degree in history at Roosevelt University, earning her degree in 1964. She then returned to the University of Chicago for a PhD, where she studied with John Hope Franklin and wrote her dissertation on the history of African Americans in Gary. Her doctorate was awarded in 1974.

In 1966, she began a long career at Roosevelt University, starting as an adjunct instructor and then moving to a full-time position as an assistant professor; she was promoted to full professor in 1981. For 25 years, she taught American history to generations of students, many of whom later became accomplished historians. She was a pioneer in the teaching of African American history, Native American history, women’s history, immigration history, and labor history. She also taught the first courses at Roosevelt in the history of childhood and the family; her class in labor history was the first open to undergraduates at a Chicago university. In

1976, she participated in a faculty exchange, lecturing at trade union colleges in Moscow and Leningrad. She was a kind, generous, and accomplished teacher.

Balanoff is best known for the Labor Oral History Project. Initially funded by an NEH grant, the endeavor saw her interviewing over 70 labor leaders and rank-and-file union members from 1970 to 1985, creating a valuable resource that is among the most requested items in the Roosevelt University archives. Among those interviewed were Mollie Levitas of the Chicago Federation of Labor, Lillian Herstein of the Chicago Teachers Union, Addie Wyatt of the United Food and Commercial Workers, and Irving Abrams and Fred Thompson of the Industrial Workers of the World. The Illinois State Library funded a project in 2001 to digitize the transcripts, which are now available online.

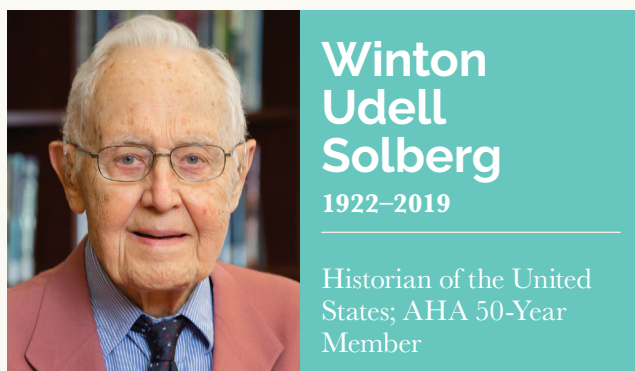
Balanoff’s interviews have been cited in numerous books and articles on labor history. She also presented workshops on oral history methods to groups such as the Society of American Archivists and the Western Association of Women’s Historians, and at many other professional associations, colleges and universities, and public libraries. Her pioneering work preserving the stories of labor union activists was recognized with awards from the Working Women’s History Project and the Illinois Labor History Society.

Betty Balanoff advocated for social justice throughout her life. She supported the Civil Rights Movement and worked for the election of Richard Hatcher, the first African American mayor of Gary. After retiring in 1991, she pursued another of her passions, environmental justice. She cofounded the Coalition for a Clean Environment in Northwest Indiana and was a leader of Northwest Indiana Residents for Clean Air. She also served on the Hammond Public Library Board for seven years.

She is survived by four children, seven grandchildren, and nine great-grandchildren. Roosevelt University has established a teaching award in her name.

Lynn Y. Weiner
Roosevelt University

Photo: Courtesy Roosevelt University Archives



Professor Winton Udell Solberg of the University of Illinois at Urbana-Champaign died on July 10, 2019. An intellectual and cultural historian, he was also a celebrated teacher at both the undergraduate and graduate levels. Solberg was born on a farm near Aberdeen, South Dakota, in 1922, the son of the local sheriff. When his father died in an accident, his mother took over as sheriff and raised her three sons in the midst of the Depression. This tough experience shaped him.

Solberg was one of the last of the World War II generation of historians at war. He graduated with honors from the University of South Dakota and immediately entered the Army. He landed at Omaha Beach in September 1944, entered combat near Aachen, Germany, soon after, and fought in the Battle of the Bulge. Remaining in Germany after the war, he was struck by the deprivation he found there. The war experience turned his attention to history, and his later reflections on the war also made him skeptical of much of American foreign policy and wary of war rhetoric. Returning to service during the Korean War, he served as an instructor at West Point and retired from the Army Reserves as a lieutenant colonel in 1982.

After earning his MA and PhD on the GI Bill at Harvard University, Solberg taught at Yale University and Macalester College before joining the Illinois faculty in 1961. At Illinois, he taught courses on cultural and intellectual history. A world traveler, he taught as a visiting professor in India, Italy, Japan, and Russia.

Solberg continued to write until the age of 96. His scholarship crossed centuries and genres. Some work focused on the constitutional history of the early American republic. He was perhaps best known for his work on Puritanism, including *Redeem the Time: The Puritan Sabbath in Early America* (1977) and *Cotton Mather, the Christian Philosopher, and the Classics* (1987). Over the course of his career, he produced a series of studies dealing with the history of his university: *The*

University of Illinois, 1867–1894: An Intellectual and Cultural History (1968); *The University of Illinois, 1894–1904: The Shaping of the University* (2000); *Reforming Medical Education: The University of Illinois College of Medicine, 1880–1920* (2009); and *Creating the Big Ten: Courage, Corruption, and Commercialism* (2018). A final volume in this series is in preparation, thanks to the help of his friend and former doctoral student David Hoeveler. *Arctic Mirage: The 1913–1920 Expedition in Search of Crocker Land* was in press when he died.

As a teacher, Solberg inspired generations of undergraduates and mentored numerous graduate students. Historian James Banner, an undergraduate student of his at Yale in the mid-1950s, remembers him as “a man and teacher of commanding presence—with a deep resonant voice, exemplary rectitude, empathetic and often brilliant classroom skills, and an engaging wit and laugh.”

A New Deal-style liberal, Solberg could be critical of more radical students and faculty. My first discussion with him turned to the New Left and the anti-war movement on campus, and it quickly became apparent that our views were quite different. Despite this, he was always friendly and supportive of my work. He was outspoken and firm in his opinions, but David Hoeveler remembers him as “above all, open-minded.”

Solberg was a major presence at Illinois and beyond, serving as department chair, senator and secretary of the University Senates Conference, vice president of the American Association of University Professors (AAUP), and president of the AAUP’s Urbana chapter. Long after retirement, he could be seen riding around campus, usually to the library, on his well-worn bike.

Solberg married Constance Walton on November 8, 1952, in New York; they were married for 53 years. He was preceded in death by Connie and his brothers Elmo and Lincoln, and he is survived by three children: Gail of Florence, Italy; Andrew of Washington, DC; and Kristin of Urbana, Illinois; as well as eight grandchildren.

James R. Barrett
University of Illinois at Urbana-Champaign

AHA CAREER CENTER

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

Find more job ads at careers.historians.org.

CANADA



QUEBEC

MCGILL UNIVERSITY

Montreal, QC

Africa. The Department of History and Classical Studies at McGill University invites applications for a tenure-track position in African history at the rank of assistant professor, effective 1 August 2020. The successful applicant is expected to hold a PhD in history or a related field at the time of appointment. The time period and specialization are open. Knowledge of an African language would be an asset. In addition to an innovative research portfolio, the successful candidate is expected to show promise of excellence in teaching and will teach at all levels of the undergraduate and graduate program. Salary will be negotiable and commensurate with qualifications and experience. Applications should be submitted electronically, including a cover letter, CV, and three letters of reference uploaded by the referees, at <https://academicjobsonline.org/ajob/jobs/14511>. Enquiries may be directed to Prof. Jason Opal, Department Chair (jason.opal@mcgill.ca) or to Professor Brian Lewis, the chair of the search committee (brian.lewis@mcgill.ca). The deadline for applications is 1 November 2019. McGill University is committed to equity and diversity within its community and values academic rigour and excellence. We welcome and encourage applications from racialized persons/visible minorities, women, Indigenous persons, persons with disabilities, ethnic minorities,

and persons of minority sexual orientations and gender identities, as well as from all qualified candidates with the skills and knowledge to engage productively with diverse communities. At McGill, research that reflects diverse intellectual traditions, methodologies, and modes of dissemination and translation is valued and encouraged. Candidates are invited to demonstrate their research impact both within and across academic disciplines and in other sectors, such as government, communities, or industry. McGill further recognizes and fairly considers the impact of leaves (e.g., family care or health-related) that may contribute to career interruptions or slowdowns. Candidates are encouraged to signal any leave that affected productivity, may have had an effect on their career path. This information will be considered to ensure the equitable assessment of the candidate's record. McGill implements an employment equity program and encourages members of designated equity groups to self-identify. It further seeks to ensure the equitable treatment and full inclusion of persons with disabilities by striving for the implementation of universal design principles transversally, across all facets of the University community, and through accommodation policies and procedures (<https://www.mcgill.ca/hr/benefits/disabilities>). Persons with disabilities who anticipate needing accommodations for any part of the application process may contact, in confidence, accessibilityrequest.hr@mcgill.ca or phone at 514-398-2477. All qualified applicants are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadians and permanent residents will be given priority.

McGill University is an English-language institution, but a working knowledge of French is an asset.

UNITED STATES



CALIFORNIA

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Bakersfield, CA

African American. The History Department at California State University, Bakersfield, seeks to fill a tenure-track assistant professor position in African American history. A secondary field in gender history is desirable. In addition to teaching courses in one's area of specialty, candidates are expected to teach US survey courses, undergraduate and graduate methods courses, and graduate seminars. Normal teaching load is four courses per term, with an anticipated reduction to 3 courses per term in the first two years. PhD required at time of appointment, August 2020. Applicants should submit e-copies of a cover letter and CV. Letters of recommendation and a teaching portfolio will be solicited from candidates at a later date. Review of applications begins on October 30, 2019. A detailed vacancy announcement, requirements, qualifications, and application procedures may be found at <http://www.csub.edu/history>, or by contacting Dr. Douglas Dodd, Dept. of History, California State University, 10 HOB, 9001 Stockdale Hwy., Bakersfield, CA, 93311-1022. 661-654-6815. Email: ddodd@csb.edu. California State University, Bakersfield, is a Hispanic-Serving Institution and an

EOE. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, marital status, disability, genetic information, or covered veterans' status.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Los Angeles, CA

Henry J. Bruman Endowed Chair in German History. The UCLA History Department seeks a senior historian of early modern or modern German-speaking central Europe. We are searching for a scholar with a distinguished research and publication record, who is also a leader in the field as well as a dedicated teacher and mentor. A PhD in history or related field is required. The department welcomes candidates whose experience in teaching, research or community service has prepared them to contribute to our commitment to diversity and excellence. All qualified applicants are encouraged to apply online at <https://recruit.apo.ucla.edu/JPF04767> to upload their information for this position. This position is subject to final administrative approval. Documents should include a letter of application, a CV, and the name and contact information of three scholars who might be contacted for a letter of reference. A statement addressing the applicant's past and/or potential contributions to equity, diversity, and inclusion is also required. Please visit the UCLA Equity, Diversity and Inclusion website for Sample Guidance for Candidates on the Statement of Contributions to Equity, Diversity, and Inclusion:

AD POLICY STATEMENT

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

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

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

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

<https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/sample-guidance/>. The University of California is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination & Affirmative Action Policy.

SAN DIEGO STATE UNIVERSITY

San Diego, CA

Modern US Military. The Department of History seeks to hire a tenured associate or full professor in modern US military history to serve as the first USS Midway Chair. It is expected that candidates will have expertise in the field of US military history since 1900, with substantial emphasis on the period since 1940 and the role of the American military as an instrument of state power around the world. The department welcomes applications from scholars whose work will advance research, teaching, and public engagement in the areas of modern military, naval, and maritime history; the histories of war, statecraft, and national security policy; military technology; war and society; military combat operations; military humanitarian operations; postwar reconciliation; the lives of combatants, veterans, and survivors; and public memory. The USS Midway Chair will be expected to assume leadership responsibilities in SDSU's Center for Military History and to develop and maintain collaborative relationships with campus and external partners, such as the Barron Veterans Center and the USS Midway Museum and Institute for Teachers. Candidates are expected to demonstrate a record of scholarly publication and teaching excellence appropriate to their rank; a commitment to teaching a diverse student population; excellence in teaching undergraduate and graduate courses in the area of specialization, as well as general education surveys; and a readiness to advise MA theses and exams. PhD in history required. This position benefits from a named endowment that provides renewable funding to support the individual chair and to advance the research and teaching profile of the Department as a whole.

Rank and salary commensurate with experience and professional accomplishments. SDSU is a large, diverse, urban university and Hispanic-Serving Institution with a commitment to diversity, equity, and inclusive excellence. Our campus community is diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. We strive to build and sustain a welcoming environment for all. SDSU is seeking applicants with demonstrated experience in and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups. To ensure full consideration, please apply via Interfolio at <https://apply.interfolio.com/64834> by October 31, 2019. The screening of applications will begin on November 1 and continue until the position is filled. The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position. SDSU is a Title IX/EOE and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

Santa Barbara, CA

Middle Period China. The Department of History at the University of California, Santa Barbara invites applications for a tenure-track assistant professorship in Middle Period Chinese history, c. 618-1644, to begin July 1, 2020, pending administrative approval. We welcome applications from scholars who research any aspect of Middle Period Chinese history. We are especially interested in candidates

whose work connects with other scholars in the department and who can help build the diversity and excellence of the department's intellectual community through research, teaching, and service. The successful candidate will teach HIST 2A: World History, Prehistory to 1000 CE or HIST 2B: World History, 1000 CE-1700 CE and contribute to the department's lower-division, upper-division, and graduate curriculum. Familiarity with digital methods is preferred but not required. For more information about our department, please visit our website at <http://www.history.ucsb.edu/>. To qualify, applicants must at a minimum have completed all requirements for a PhD in history or related field (or equivalent degree) except the dissertation (or equivalent) at the time of application. PhD is required by the time of appointment. Applicants should submit a cover letter discussing current and future research and teaching interests; a CV; one writing sample; and arrange to have three letters of recommendation sent to the Search Committee through UC Recruit (<https://recruit.ap.ucsb.edu/JPF01583>). We also strongly encourage candidates to submit an optional statement of diversity. These statements, if submitted, will be reviewed for evidence of teaching, research, professional and/or public service contributions that promote diversity and equal opportunity, such as effective strategies used for the educational advancement of students in various underrepresented groups; demonstrated contributions to the advancement of equitable access and diversity in education; and contributions furthering diversity and equal opportunity in higher education through participation in such activities as recruitment, retention, and mentoring of scholars and students. At a later date, semi-finalists will be asked to provide a syllabus for an undergraduate course of their specialty and an undergraduate course for a more general audience, and a second writing sample. This position is open until filled. Primary consideration will be given to complete applications received by November 1, 2019. Address inquiries to Professor Kate McDonald, Middle Period China History Search Committee Chair, at kmcdonald@history.ucsb.edu. The University of California at Santa Barbara is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.



GEORGIA

EMORY UNIVERSITY

Atlanta, GA

Sub-Saharan Africa. The Department of History at Emory University is seeking applications for the position of tenure-track assistant professor or associate professor in sub-Saharan African history. All regions and time periods will be considered. Applicants will be expected to teach courses at both the undergraduate and graduate levels and to participate in the activities of the Institute of African Studies. Please submit a letter of application, CV, and one short (chapter- or article-length) writing sample. Emory University is committed to student and faculty diversity, equity, and inclusion. In your cover letter or in a separate statement, please reflect upon your experience and vision regarding the teaching and mentorship of students from diverse backgrounds. Review of materials will begin September 15, 2019. The appointment will begin on September 1, 2020. PhD must be in hand by the appointment start date. Inquiries can be directed to the search committee chair, Clifton Crais, at ccrais@emory.edu. Emory is using Interfolio's Faculty Search to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials, including confidential letters of recommendation, free of charge. Apply to <https://apply.interfolio.com/65056>. Emory University is an AA/EOE. It welcomes nominations of, and applications from, women, members of minority groups, protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research and teaching missions.



ILLINOIS

UNIVERSITY OF CHICAGO

Chicago, IL

Slavery and Emancipation. The Department of History at the University of Chicago invites applications for a tenured appointment (associate or full professor) in the histories of slavery, emancipation, and the afterlives of slavery to begin on or after July 1, 2020. We seek applications from historians of Africa, the Atlantic world, the Caribbean, Latin America, North America, and the United

States. We especially welcome candidates working on Afro-descendent slavery, and from scholars of race, ethnicity, empire, migration, gender, and sexuality, but will consider scholars from any subspecialty related to the search's core themes and scope. This search is part of a larger cluster hiring initiative in this field that will lead to multiple appointments. Among the goals of the search is increasing the diversity of the faculty in the Department of History, and we therefore welcome applicants who are from groups that are historically underrepresented in the academy. Applicants must apply online at the University of Chicago's Academic Recruitment job board at <http://apply.interfolio.com/65473> and include a cover letter, a CV, a research statement, a teaching statement, an article or chapter-length writing sample, and names of three potential referees. Consideration of applications will begin on September 1, 2019, and will continue until the position is filled or the search is closed; early submission is encouraged. The University of Chicago is an AA/disabled/veterans/EOE and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the University's Notice of Nondiscrimination at https://www.uchicago.edu/about/non_discrimination_statement/. Job seekers in need of a reasonable accommodation to complete the application process should call 773-702-1032 or email equalopportunity@uchicago.edu with their request.



IOWA

CORNELL COLLEGE

Mount Vernon, IA

Modern Europe/World. Cornell College, a private undergraduate liberal arts college located in Mount Vernon, Iowa, invites applications for a full-time, tenure-track assistant professor in the fields of modern European and transnational, global, or world history. We seek a broadly trained historian of modern Europe with additional expertise in a second geographical area, such as Asia, Africa, the Middle East, or Latin America, who will teach in the history department while contributing to an interdisciplinary major in international

relations. Responsibilities will include teaching six courses a year, including a survey of modern European history, an introductory course in a second geographical area (such as Asia, Africa, the Middle East, or Latin America), an upper-division course in the history of international relations, and other lower- and upper-division courses in the successful candidate's areas of expertise. PhD in history by September 2020 required. Prospective applicants should be creative teachers and researchers eager to work closely with students in a small college setting. We are particularly interested in candidates able to teach topics such as diplomatic history, the history of warfare, transnational migration, borderlands studies, or environmental issues. Interest in digital humanities is also welcome. The appointment will begin in the fall of 2020. Interested applicants should submit to <https://cornellcollege.applicantpro.com/jobs/1183901.html> the following application materials: letter of application/cover letter; CV; teaching statement, describing teaching interests, experience, and philosophy, including examples of individual commitment to diversity in the classroom / campus community; three (3) letters of recommendation from professional references sent via email to employment@cornellcollege.edu; and graduate transcripts (official transcripts are needed prior to employment). Applications will be reviewed starting November 15, 2019, and continue until the position is filled. For more information about the Department of History, please visit <http://www.cornellcollege.edu/history>. Direct questions to M. Philip Lucas, Chair, Dept. of History. Cornell is an EOE and encourages applications from underrepresented groups. Cornell complies with Iowa's smoke-free air act. Cornell utilizes E-Verify and requires the satisfactory completion of a background check.



MARYLAND

JOHNS HOPKINS UNIVERSITY

Baltimore, MD

Modern Life Sciences. The Department of the History of Science and Technology at The Johns Hopkins University invites applications for the position of tenure-track assistant professor in the history of the modern life sciences with the anticipated start date of July 1, 2020. The position is open to all areas of scholarship within

the history of modern life sciences in the 18th-21st centuries. Candidates should have a strong scholarly record and teaching experience, or show promise of excellence in both scholarship and teaching. The position involves undergraduate and graduate teaching, as well as supervision of graduate students at MA and PhD levels. Candidate must be able to teach our core undergraduate survey course in the history of modern science (18th-21st centuries) along with a parallel graduate reading course that prepares students for qualifying exams. A PhD is required, but we will accept applications from doctoral students expected to fulfill PhD degree requirements by September 1, 2020. The Department is committed to conducting a broad and inclusive search for a candidate who, through their research, teaching, and service, will contribute to the diversity and excellence of the academic community. Applications should include a cover letter; CV; a description of scholarly and teaching activity, and three letters of reference. All application material should be submitted online via Interfolio at <https://apply.interfolio.com/65504>. Review of applications will begin on October 15, 2019, and will continue until the position is filled. The Johns Hopkins University in Baltimore, Maryland, is an AA/EOE of women, minorities, protected veterans and individuals with disabilities and encourages applications from these and other protected group members. Consistent with the University's goals of achieving excellence in all areas, we will assess the comprehensive qualifications of each applicant.



MASSACHUSETTS

HARVARD UNIVERSITY

Cambridge, MA

Race/Ethnicity/Migration. The Faculty of Arts and Sciences at Harvard University seeks to appoint up to four professors who study race, ethnicity, and/or migration with focus on Asian American, Latinx, and/or Islam in America Studies. We seek candidates who work in one or more of these areas or who do comparative work across them. These positions may be offered at either the rank of tenured full professor or as tenure-track positions, and will be located in appropriate FAS departments and programs in the humanities and social sciences. Appointed faculty will teach and advise at the undergraduate and graduate levels. The appoint-

ments are expected to begin on July 1, 2020. Tenure-track applicants should apply at <http://academicpositions.harvard.edu/postings/9186>. Tenured-level applicants should apply at <http://academicpositions.harvard.edu/postings/9187>. PhD required. For tenure-track, demonstrated strong commitment to teaching and research and experience working with and teaching diverse students. For tenured-level, intellectual leadership in the field; potential for significant contributions to the Faculty, University, and wider scholarly community; demonstrated excellence in teaching and mentoring; and experience working with and teaching diverse students. Please submit the following materials through the ARIES portal (<http://academicpositions.harvard.edu>). Candidates are encouraged to apply by October 1, 2019; applications will be reviewed until the position is filled. Cover letter; CV; list of courses recently taught; research statement; teaching and mentorship statement; and a statement describing efforts to encourage diversity, inclusion, and belonging, including past, current, and anticipated future contributions in the areas of teaching and research. For tenure-track applicants only, names and contact information of three referees, who will be asked by a system-generated email to upload a letter of recommendation once the candidate's application has been submitted. Three letters of recommendation are required, and the application is considered complete only when at least three letters have been received. Contact Kimberly O'Hagan, Robinson Hall 200, 35 Quincy St., Cambridge, MA 02138. Email: ethnicsudiessearch@fas.harvard.edu. We are an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, gender identity, sexual orientation, pregnancy and pregnancy-related conditions or any other characteristic protected by law.

WILLIAMS COLLEGE

Williamstown, MA

Africa. The Department of History at Williams College seeks to make a tenure-track appointment at the rank of assistant professor in African history, to start July 1, 2020. The department welcomes applicants specializing in any region and period who are committed to a broad undergraduate curriculum in the history of Africa.

The candidate should be a dedicated scholar with a PhD in hand or expected by September 2020. The teaching load in the department is 2-2 plus a January-term course every other year, and faculty have considerable autonomy in developing the curriculum in their fields. Information about the department and current curriculum can be found at <https://history.williams.edu>. The History Department has demonstrated success in developing a diverse faculty, and we are especially interested in candidates from historically under-represented groups whose scholarship and/or teaching contribute to the breadth and excellence of our academic communities. Please send the following application materials to the department chair, Anne Reinhardt, via Interfolio at <http://apply.interfolio.com/66641>: a letter of application which includes a summary of current and future scholarship, teaching interests and experience, and ability to work effectively with a broadly diverse student population; a CV; separate one-paragraph descriptions of proposed courses (please include one survey and two specialized courses); and three letters of recommendation. The deadline for receipt of materials is Tuesday, October 1, 2019. All offers of employment are contingent on completion of a background check. Further information is available at <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy/>. Williams is a coeducational liberal arts college located in the Berkshires of western Massachusetts. The college has built its reputation on the teaching and scholarship of its faculty and on the academic excellence of its approximately 2000 students. Please visit the Williams website (<http://williams.edu>). Beyond meeting fully its legal obligations for nondiscrimination, Williams is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.

African American. The Department of History at Williams College seeks to make a tenure-track appointment at the rank of assistant professor in African American history (period open), to start July 1, 2020. The department is especially interested in applications from those whose research interests and/or teaching portfolio address African American history from diasporic, transnational, relational, or comparative perspectives. Possible fields include political economy, urban studies, environmen-

tal studies, and science and technology. The candidate should be a committed scholar with a PhD in hand or expected by September 2020. The teaching load in the department is 2-2 plus a January-term course every other year, and faculty have considerable autonomy in developing the curriculum in their fields. Information about the department and current curriculum can be found at <https://history.williams.edu>. The History Department has demonstrated success in developing a diverse faculty, and we are especially interested in candidates from historically under-represented groups and those whose scholarship and/or teaching contribute to the breadth and excellence of our academic communities. Please send the following application materials to the department chair, Anne Reinhardt, via Interfolio at <http://apply.interfolio.com/66643>: a letter of application which includes a summary of current and future scholarship, teaching interests and experience, and ability to work effectively with a broadly diverse student population; a CV; separate one-paragraph descriptions of proposed courses (please include one survey and two specialized courses); and three letters of recommendation. The deadline for receipt of materials is Tuesday, October 15, 2019. All offers of employment are contingent on completion of a background check. Further information is available at <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy/>. Williams is a coeducational liberal arts college located in the Berkshires of western Massachusetts. The college has built its reputation on the teaching and scholarship of its faculty and on the academic excellence of its approximately 2000 students. Please visit the Williams website (<http://williams.edu>). Beyond meeting fully its legal obligations for nondiscrimination, Williams is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.



UNIVERSITY OF MICHIGAN
Ann Arbor, MI

Bentley Professor of History. The University of Michigan Department of History is seeking to fill the A.M. and H.P. Bentley Chair, an

endowed chair for a distinguished historian with a demonstrated record of scholarly achievement, successful teaching, and strong graduate mentorship. Advanced associate or full professors are invited to apply. We are interested in innovative work in any field, with a preference for exceptional research, teaching, and scholarship that adds new dimensions to our department. Familiarity with digital methodologies, commitment to publicly oriented scholarship, and broad engagements with diversity work are all desired strengths. This is a university-year (9-month) appointment. The anticipated start date is September 1, 2020. Please send by email a letter of interest and a CV, along with evidence of teaching excellence, a statement of teaching philosophy and experience, and a statement of current and future research plans to Prof. James W. Cook, Chair, History Dept., University of Michigan, 1029 Tisch Hall, Ann Arbor, MI 48109-1003 at hist.bentley-chair@umich.edu. The search committee will begin considering applications on October 10, 2019. Women, underrepresented minorities, protected veterans, and persons with disabilities are strongly encouraged to apply. The University of Michigan is supportive of the needs of dual career couples and is an AA/EOE.



UNIVERSITY OF MINNESOTA
Minneapolis, MN

Postdoctoral Associate/Public History. The Department of History and the Heritage Studies and Public History Program, University of Minnesota, Twin Cities, invite applications for the position of postdoctoral associate (job code 9546) in the field of public history beginning in fall 2020 (August 31, 2020), renewable for one year, subject to satisfactory performance and continued availability of funding. Preference will be given to candidates whose research encompasses the global south and/or focuses on diasporic and/or Indigenous communities and who have experience with community engaged and collaborative research projects. The postdoctoral associate will teach two courses; one a graduate course, to be cross-listed with the Heritage Studies and Public History program, and one an undergraduate course. The associate will also have some responsibilities to assist the department in

developing undergraduate curriculum in public history and to participate in the intellectual life of the Heritage Studies and Public History program. We have a strong commitment to diversity. We encourage scholars from underrepresented groups to apply. We welcome experience working with diverse students, in multicultural environments, and interest in developing curricula related to diverse populations. Appointment will be 100% time over the nine-month academic year (late-August to late-May). Appointment will be at the rank of postdoctoral associate, depending on qualifications and experience, and consistent with collegiate and University policy. A completed PhD or foreign equivalent in history or in a related field with a focus on history, in hand before beginning the appointment (August 31, 2020), and a dissertation on a topic appropriate to the position are required. Candidates must demonstrate scholarly excellence with evidence of potential for scholarly distinction and an ability to teach at both the undergraduate and graduate levels. Candidates will be evaluated according to overall quality of their academic preparation and scholarly work, relevance of their scholarly research to the department's academic priorities and fields of inquiry, evidence of commitment to teaching and skills as a teacher, and strength of recommendations. Apply online at <https://hr.mymu.umn.edu/jobs/ext/332111>.



WASHINGTON UNIVERSITY IN ST. LOUIS
St. Louis, MO

Modern China. The Department of History seeks to hire an assistant professor of modern Chinese history. A PhD in hand by August 1, 2020 and evidence of scholarly potential are required. The successful candidate will prepare classes in her/his area of specialization, be active in research and publication, perform university service, and contribute to the community of East Asia specialists in related departments and programs. Diversity and inclusion are core values at Washington University, and the strong candidate will demonstrate the ability to create inclusive classrooms and environments in which a diverse array of students can learn and

thrive. Please send a letter of application, CV, and three letters of reference (under separate cover) via Interfolio at <https://apply.interfolio.com/66488>. Screening of applications will begin on October 18, 2019, and will continue until the search is closed. Washington University in St. Louis is committed to the principles and practices of equal employment opportunity and especially encourages applications by those underrepresented in their academic fields. It is the University's policy to recruit, hire, train, and promote persons in all job titles without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, protected veteran status, disability, or genetic information.



PRINCETON UNIVERSITY
Princeton, NJ

Europe. Tenure-track assistant professor. Anticipated start date, September 1, 2020. The Department of History at Princeton University invites applications from scholars who specialize in the history of Europe, including Europe's relations with the rest of the world, from the 16th century to c. 1900. We particularly encourage applications from candidates whose work will complement rather than duplicate the department's existing strength in British, Central European, and pre-1815 French history. We also encourage applications from specialists in Southern or Northern Europe, and from scholars working on transnational topics. Review of files will begin October 7, 2019, but applications will be considered until the department chooses to close the search. Applicants should provide a detailed letter of application, CV, and a two-page dissertation or book abstract. Applicants should also provide contact information for at least three referees as part of the online recommendation process. For candidates who do not yet have a PhD, the recommendation of the principal advisor must include precise information on the present status of the dissertation and the likelihood of completion by summer 2020. Please apply online at <https://www.princeton.edu/acad-positions/position/12741>. Princeton is especially interested in candidates who, through their research, teaching, and service,

will contribute to the diversity and excellence of the academic community. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy.

European Intellectual. Associate professor. Anticipated start date, September 1, 2020. The Department of History at Princeton University in conjunction with the University Center for Human Values invites applications from scholars who specialize in the intellectual history of Europe from the Renaissance to the present. The candidate should be prepared to offer a broad undergraduate course on European intellectual history, as well as upper level undergraduate courses and graduate seminars on specialized aspects of the field. The candidate's work should engage with the life of ideas and their implications for human values, whether political, social, economic, or cultural. Review of files will begin October 7, 2019, but applications will be considered until the Department, in conjunction with the University Center, chooses to close the search. Applicants should provide a detailed letter of application, CV, and two chapter- or article-length writing samples. Applicants should also provide contact information for at least three recommenders as part of the online application process. Please apply online at <https://www.princeton.edu/acad-positions/position/12721>. Princeton is especially interested in candidates who, through their research, teaching, and service, will contribute to the diversity and excellence of the academic community. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy.

US Legal. Associate or full professor. Anticipated start date September 1, 2020. The Department of History at Princeton University invites applications from scholars with a strong engagement with the history of American law and society. The time

period—from the colonial period to the present—and field of specialization are open, but the candidate should be prepared to offer an undergraduate survey on American legal history, as well as upper-level undergraduate courses and graduate seminars on specialized aspects of this field. Review of files will begin October 7, 2019, but applications will be considered until the department chooses to close the search. Applicants should provide a detailed letter of application, CV, book abstract(s) and chapter outline(s), and one chapter- or article-length writing sample. Applicants should also provide contact information for at least three potential recommenders as part of the online application process. Please apply online at <https://www.princeton.edu/acad-positions/position/12681>. Princeton is especially interested in candidates who, through their research, teaching, and service, will contribute to the diversity and excellence of the academic community. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. This position is subject to the University's background check policy.

Postdoctoral Research Associate. The Niehaus Center for Globalization and Governance (NCGG) at Princeton University's Woodrow Wilson School of Public and International Affairs invite applications for a postdoctoral or more senior research associate position from individuals with a PhD or who expect to receive a PhD by September 1, 2020, for the 2020-21 academic year. These awards are designed to promote basic research in the broad areas of international and comparative political economy, international organization and global governance, and globalization. Research on the causes and consequences of globalization, the political economy of foreign trade, monetary and regulatory policies, the sources of international cooperation at the global and regional level, the domestic and international politics of economic development, the political economy of human security issues, the evolution and impact of international institutions, and the politics of international law and human rights policies is of relevance. Outstanding scholars anywhere in the world are

eligible to apply. The Center invites candidates with a background in political science, economics, modern history, sociology, anthropology, law, business, and other disciplines bearing on the study of globalization to apply. Selected candidates will be required to be in residence for the duration of the fellowship (September 1, 2020–July 1, 2021). Applicants should apply by Friday, November 29, 2019 (11:59 p.m. EST), for full consideration; however, posting will remain open until filled. All candidates must use the online application process to submit materials at <https://www.princeton.edu/acad-positions/position/12561>. Applicants are required to hold a PhD or who expect to receive a PhD by September 1, 2020, in one of the above-mentioned disciplines. To apply, please provide cover letter explaining the candidate's scholarly career; prospective or actual doctoral defense date, and academic interests; current CV including publications; 2,000-word description of the proposed research project, including its specific objectives, importance, and research design; one writing sample (limit of 100 pages); and contact information for three references, who will be asked to comment specifically on the applicant's qualifications for the proposed research project. Referees will be contacted directly by email with instructions for submitting a confidential recommendation on your behalf. Letters of reference are to be submitted by the end of business day on Thursday, December 5, 2019. Complete your application well before the deadline so that references can be submitted in a timely manner. Rank and salary will be contingent on qualifications. NCGG Fellows will receive applicable Princeton University benefits, a taxable moving allowance, and a \$5,000 research fund. Successful applicants will be notified of the outcome of their application in February 2020. These positions are subject to the University's background check policy. For more information about the Niehaus Center for Globalization and Governance fellowship program, please contact Patricia Trinity, Assistant Director at ptrinity@princeton.edu. Princeton University is an AA/EOE and all qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability status, protected veteran status, or any other characteristic protected by law.



BINGHAMTON UNIVERSITY, STATE UNIVERSITY OF NEW YORK

Binghamton, NY

Ottoman. The Department of History at Binghamton University, State University of New York, invites applications for a tenure-track assistant professorship in early modern Ottoman history (c. 1300–1800) beginning in Fall 2020. We seek applications from candidates whose research is grounded in Ottoman sources and archival materials, and especially encourage applications from scholars who take a trans-regional or trans-imperial perspective that incorporates the diverse religious groups, ethnicities, and regions that constitute the Ottoman world. Binghamton University has a strong international reputation in Ottoman and Turkish history. Furthermore, the Department of History, together with the Middle East and North Africa program, offers a wide range of undergraduate courses related to the fields of Ottoman, Middle East, Jewish, and Islamic history. The ideal candidate for this position, which is partly financed by the Institute of Turkish Studies, will enhance our undergraduate curriculum and provide expertise for the graduate history program that relates well to our other areas of strength beyond Ottoman and Middle East History, notably early modern Europe, medieval Europe, and global history. Candidates should have the PhD in hand or have completed all the requirements for the PhD by summer 2020. It is the policy of Binghamton University to provide for and promote equal opportunity employment, compensation, and other terms and conditions of employment without discrimination on the basis of age, race, color, religion, disability, national origin, gender, sexual orientation, veteran or military service member status, marital status, domestic violence victim status, genetic predisposition or carrier status, or arrest and/or criminal conviction record unless based upon a bona fide occupational qualification or other exception. Applicants will submit a letter of application, CV, research statement, sample course syllabi, academic writing sample (dissertation chapter or article), and three recommendation letters to <http://binghamton.interviewex>

change.com/jobofferdetails.jsp?JOBID=113830 by October 15, 2019. Candidates may include other materials they deem pertinent to the application. The committee will review applications for screening interview via Skype, and then bring a select number of finalists to campus in early December. Please direct any questions to the Chair of the Department of History, Dr. Kent Schull at kschull@binghamton.edu. Binghamton University is an AA/EOE. *The administration of this institution is on the AAUP censure list. Please refer to <http://aaup.org/AAUP/about/censuredadmins>.*



UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

Early North America/Director, McNeil Center. The University of Pennsylvania seeks an accomplished senior scholar and administrator to assume the directorship of the McNeil Center for Early American Studies. The McNeil Center is an interdisciplinary community of scholars who study the histories and cultures of North America in the Atlantic world before 1850. The Director must possess a proven ability to mentor pre- and postdoctoral fellows, to oversee a robust schedule of seminars and conferences, to supervise staff, manage a budget, and fundraise effectively. The Director will also serve as one of the editors of the Penn Press series in Early American Studies. She or he will hold an appointment as a tenured faculty member in the History Department and usually will be expected to teach one undergraduate or graduate course in colonial and early North American History each semester. The successful candidate will have a record of significant research, influential publications, and effective teaching. We seek candidates committed to enhancing the History Department and to sustaining and developing the McNeil Center as a premier scholarly institution. Candidates should apply online at <http://apply.interfolio.com/66469>. Please attach a letter of application, CV, and research and teaching statements. The department will begin reviewing applications on November 1, 2019, and will continue until the position is filled. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse

faculty (for more information, see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.



UNIVERSITY OF TEXAS, ARLINGTON

Arlington, TX

Europe 1400–Present. The Department of History at the University of Texas at Arlington (<http://www.uta.edu/history>) invites applicants for a full-time tenure-track position in European history, 1400–present (including Britain, excluding Eastern Europe and Russia) beginning August 2020. The successful candidate will commit to teaching both lower-division surveys in Western and/or World Civilization as well as upper-division courses in European history. The Department seeks scholars whose work involves transatlantic, transnational, or comparative perspectives and who are able to offer courses in one or more areas outside of Europe. We also welcome candidates possessing a secondary field (or demonstrated expertise) in digital humanities, oral history, public history, museum studies, or archival administration. The University of Texas at Arlington is a Carnegie Research-1 “highest research activity” institution. Guided by its Strategic Plan Bold Solutions | Global Impact, UTA fosters interdisciplinary research and teaching to enable the sustainable megacity of the future within four broad themes: health and the human condition, sustainable urban communities, global environmental impact, and data-driven discovery. UTA was cited by *US News & World Report* as having the second lowest average student debt among US universities in 2017. *US News & World Report* also ranks UTA fifth in the nation for undergraduate diversity. The University is a Hispanic-Serving Institution and is ranked as the top four-year college in Texas for veterans on *Military Times’* 2017 Best for Vets list. To apply go to <https://uta.peopleadmin.com/postings/9954> and submit the following materials: letter of interest, curriculum vitae, a statement of research plans, teaching experience, and the contact information for three professional references. We are deeply committed to increasing

diversity and applications from members of all underrepresented groups are encouraged. Applicants are expected to provide evidence of effective teaching, an ability to produce high-quality scholarly research, and a commitment to community service and outreach. Successful candidates are expected to demonstrate a commitment to diversity and equity in education through their scholarship, teaching, and/or service. Salary will be commensurate with background and experience. Following an initial assessment, applicants may be asked to forward a writing sample and representative syllabi of courses taught or proposed. Official transcripts will be required prior to appointment. An earned PhD by the time of appointment is preferred. Exceptional candidates at the rank of associate professor will be considered. Review of applications will begin November 1, 2019 and continue until the position is filled. UTA is an AA/EOE. Minorities, women, veterans and persons with disabilities are encouraged to apply. Additionally, the University prohibits discrimination in employment on the basis of sexual orientation. A criminal background check will be conducted on finalists. The UTA is a tobacco free campus.

BAYLOR UNIVERSITY

Waco, TX

African American. Baylor University is a private Christian university and a nationally ranked research institution, consistently listed with highest honors among the *Chronicle of Higher Education’s* “Great Colleges to Work For.” The University is recruiting new faculty with a deep commitment to excellence in teaching, research and scholarship. Baylor seeks faculty who share in our aspiration to become a tier one research institution while strengthening our distinctive Christian mission as described in our strategic vision, *Pro Futuris*, <http://www.baylor.edu/profuturis/> and academic strategic plan, *Illuminate*, <http://www.baylor.edu/illuminate>. As the world’s largest Baptist University, Baylor offers over 40 doctoral programs and has more than 17,000 students from all 50 states and more than 85 countries. Baylor seeks to fill the following faculty position in the department of history in the College of Arts & Sciences. Tracking ID#: BQ 125579. Candidates should possess an earned PhD in the appropriate field of study. You will be asked to

provide a letter of interest; CV; official transcripts showing highest degree conferred (if ABD, also submit official transcript of completed PhD hours), and a list of three references in the application process. The successful candidate will be able to demonstrate a research and teaching agenda appropriate for an R-1 institution and will be encouraged to seek external funding (which could include fellowships, grants, and other forms). Salary is commensurate with experience and qualifications. Applications will be submitted in Interfolio at <http://apply.interfolio.com/66326>. Materials may be submitted electronically to Rene_Coker-Prikryl@baylor.edu. To learn more about the above position, the College of Arts and Sciences, and Baylor University, please visit <http://baylor.edu/history>; <http://baylor.edu/artsandsciences>; or <http://www.baylor.edu/hr/facultypositions>. Baylor University is a private not-for-profit university affiliated with the Baptist General Convention of Texas. As an AA/EOE, Baylor is committed to compliance with all applicable anti-discrimination laws, including those regarding age, race, color, sex, national origin, marital status, pregnancy status, military service, genetic information, and disability. As a religious educational institution, Baylor is lawfully permitted to consider an applicant's religion as a selection criterion. Baylor encourages women, minorities, veterans, and individuals with disabilities to apply.



GEORGE MASON UNIVERSITY

Fairfax, VA

Public History. The George Mason University Department of History and Art History invites applications for a tenure-track assistant or associate professor of public history, content field open. The department is home to the award-winning Roy Rosenzweig Center for History and New Media and has highly ranked History PhD/MA and Art History MA programs. George Mason is a large public university located in the Washington DC suburbs, with easy access to museums, memorials, and archives in the nation's capital; this unique location affords faculty members the opportunity to engage in research at, and forge partnerships with, these institutions. Faculty members have affiliations with programs

across the university including African American Studies, Cultural Studies, Islamic Studies, Women and Gender Studies, the Honors College, and Global Affairs, as well as with the Smithsonian Institution. Our student population is among the most diverse in the nation, and we take seriously our mission to serve this population through programs in public and digital history and through our commitment to emphasizing the global connections that link different areas of historical study. We support faculty research and excellence in teaching. Candidates for this position will have experience in the development, implementation, and management of heritage site and/or museum exhibition programs, significant digital public history projects, or other public history efforts; grant-writing; teaching public history; as well as an active scholarly agenda in the field of public history, broadly defined. While we encourage applications from candidates with demonstrated digital humanities skills, they are not required for this position. The position carries a 2/2 teaching load and the successful candidate will contribute to the department's undergraduate and graduate public history concentrations both in the classroom and by expanding opportunities for student research and/or internships and community engagement. The candidate will have broad latitude in developing an array of undergraduate and graduate courses in public history according to their practical experience in the field and pedagogical/research interests, and will have the opportunity to mentor PhD/MA students. We seek a scholar of the highest caliber who is committed to supporting the diversity of George Mason University's student population and the national and global society in which we live. We strongly encourage applications from women, racial and ethnic minorities, and other individuals who are under-represented in the historical profession, across race, color, religion, national origin, sex, disability, veteran status, sexual orientation, gender identity, or any other legally protected basis. Candidates must have completed a PhD by August 2020. Teaching experience in public history and experience in the development, implementation, and management of heritage site and/or museum exhibition programs preferred. For full consideration, applicants must apply for position number F6547z at <http://jobs.gmu.edu/>; complete and submit the online application, a CV, and a one-page statement in which the applicant

describes how he or she will contribute to the university's mission as a diverse public university. Applicants must also arrange for three letters of reference to be sent electronically to Susie Leblanc, sleblanc@gmu.edu. Review of applications will begin after November 1, 2019, and will continue until the position is filled. Every applicant who applies by the full consideration date will be considered, including those that might require sponsorship. Questions about the position should be directed to Dr. Joseph Genetin-Pilawa, Search Committee Chair, at cgenetin@gmu.edu.

VIRGINIA MILITARY INSTITUTE

Lexington, VA

Ancient. The Virginia Military Institute seeks a beginning assistant professor who is an historian of the ancient world (to roughly 500 CE, but excluding China as a major field). Candidates should be prepared to offer a broad spectrum of upper-division courses. The most attractive candidates will demonstrate a genuine interest in becoming part of a vibrant, two-semester World History program. Teaching both halves of that core curriculum sequence is a requirement of the position. Experience teaching undergraduates is strongly preferred, but candidates should have an active research and publishing agenda as well. Minimal requirements include an earned PhD in history by May 2020. If the doctorate is not presently in hand, applicants should specifically address when the defense will be held and the dissertation completed. Initial interviews will be conducted via Skype. VMI is a public, four-year, undergraduate military college of approximately 1,700 students, about half of whom accept commissions in the armed forces upon graduation. Teaching excellence in a liberal arts setting is our first priority. Faculty members who are United States citizens wear uniforms and adhere to military customs, but military experience among the faculty is neither required nor expected. For more information about VMI and the Department of History, please visit our web site at <http://www.vmi.edu>. Applicants must complete an online state application and submit letters of interest, curricula vitae, and an unofficial transcript of all graduate course work online at <http://virginia.jobs.peopleadmin.com/postings/157454>. In addition to the

materials submitted online, applicants should have three letters of recommendation (including comments on teaching) and samples of scholarship not readily available in electronic format sent directly to Ancient History Search Committee, Dept. of History, Virginia Military Institute, Lexington, VA 24450. Please do not mail hard copies of letters of interest, CV, or application forms directly to the department. Applications will be accepted until 5:00 PM, November 1, 2019. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, VMI encourages women, minorities, disabled individuals and veterans to apply. AmeriCorps, Peace Corps and other national service alumni are also encouraged to apply. VMI will provide reasonable accommodation to qualified individuals with documented disabilities to ensure equal access and equal opportunities with regard to employment, educational opportunities, programs, and services.

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Call for Proposals for the 135th Annual Meeting of the American Historical Association

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

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

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

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

Session Proposals

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

Poster Proposals

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

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

Electronic submission only, by midnight PST on February 15, 2020

Before applying, please review the annual meeting guidelines and more information at historians.org/proposals.

Questions about policies, modes of presentation, and the electronic submission process?

Contact annualmeeting@historians.org.

Questions about the content of proposals?

Contact Program Committee chair Jared Poley, Georgia State University (jpoley@gsu.edu) and co-chair Lisa Brady, Boise State University (lisabrad@boisestate.edu).