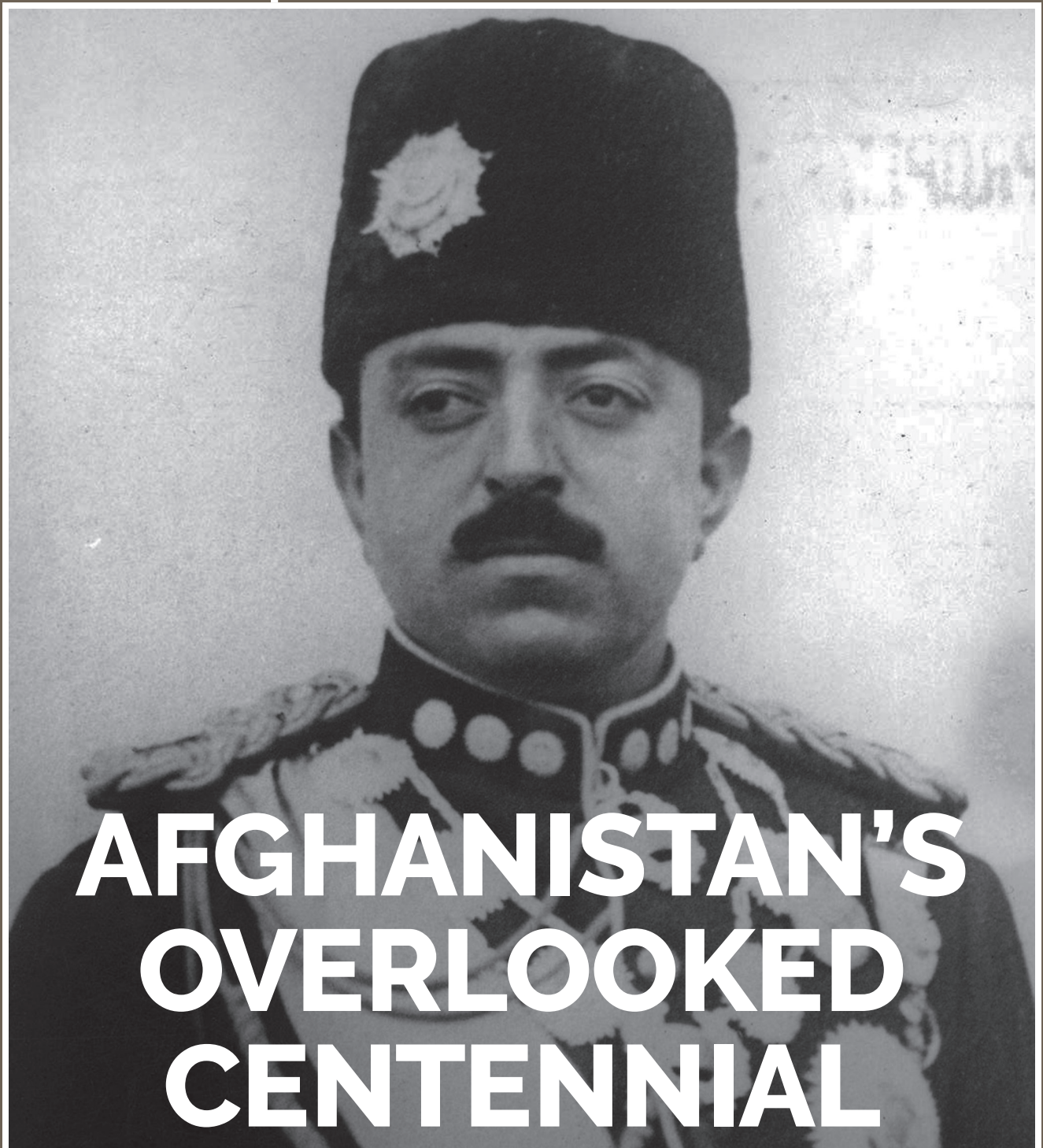


The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 57: 8
November 2019



AFGHANISTAN'S OVERLOOKED CENTENNIAL

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Information about the 2020 annual meeting
is available online at historians.org/annual-meeting.

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ON THE COVER

The year 1919 is well known as a watershed in world history. There have been any number of centennial observations this year. But one that went largely unnoticed in US media was the anniversary of Afghanistan's independence from British rule, led in war and peace by King Amanullah (pictured). Brown University's Faiz Ahmed brings us the fascinating story, along with observations for today.

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ALLISON MILLER

TOWNHOUSE NOTES

History Has a Race Problem, and It's Existential

History, as a discipline, has a race problem. White people dominate the study of history, as students and as those who earn PhDs. According to federal government statistics, in the school year 2016–17 (the most recent for which we had data at press time) white students received 74 percent of all history bachelor's degrees, but only 56 percent of all US resident students enrolled in four-year colleges and universities were white. Additionally, as we pointed out last year, Asian American students, particularly women, have been deserting the major since the Great Recession. Although the share of majors who are Hispanic (as the government refers to them) has increased slightly, Black students were just 5 percent of all history majors: just over 1,300 students nationally.

But that doesn't mean students of color aren't studying history. Interdisciplinary majors—such as African American studies, gender studies, and ethnic studies—typically offer historical content. According to data from Humanities Indicators, history is among the worst-performing majors among students of color, while “cultural, ethnic, and gender studies” performs best. History also has one of the worst track records in failure rates among students of color in introductory courses. (Remedying this situation is one of the goals of the AHA's recently initiated History Gateways project.)

What's more, if you pay attention to job ads, you know that searches for historians sometimes include joint lines in interdisciplinary departments or programs. Depending on the institution's demographics, a single historian might teach a course in African American *history* to mostly white students and a course in African American *studies* to mostly Black students. Given all this, a student of color interested in history might decide not to enroll in straight history courses.

Our discipline gets bad press for supposedly moving away from political, diplomatic, and military history. To some historians, this is a dog whistle for studying white people. And there's reason for that. The subjects of these fields,

which deal explicitly with power, were traditionally white men, because that's who possessed power in the most obvious sense. The study of political, diplomatic, and military history is much more inclusive now. But the appetite for the study of powerful white men is still there, within and beyond the university.

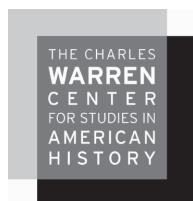
And appetites are crucial. As *Perspectives* reported last year, the number of history majors hasn't recovered from the 2008 recession. Disturbingly, some demographers now tell us that we're also in for a big drop in the number of college-age people in the coming years. We can't afford to lose student interest because we might not be able to sustain any further declines. Not only might the number of available tenure-track jobs wither again, it's possible that funding for contingent faculty jobs will dry up, too.

White students are our mainstay, at least for the foreseeable future. There are no reliable data to indicate that their interests tilt toward historical narratives that center on white people; the chances that white history majors will take only “white history” courses are slim, given widespread content requirements. But if interdisciplinary programs and departments end up absorbing students who would prefer to learn historical content about people of color in more inclusive contexts, the numbers problem we already have gets worse. And, more importantly, the ambitions we have to keep our discipline open to as many voices and hearts as possible become harder to fulfill.

History, thankfully, is everywhere, with new blogs and podcasts and books and movies coming out all the time with appeal to a general audience. We can take heart in this. But if history as a discipline is unwelcoming or irrelevant to any group of students (as well as the faculty we recruit to teach them), we deserve the crisis we have. **P**

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





2020-21 FELLOWSHIPS: RELIGION AND PUBLIC LIFE IN NORTH AMERICA, 16TH-C. – PRESENT

Harvard's Warren Center for Studies in American History invites applications to a workshop on Religion and Public Life North America, 16th Century to the Present. Contrary to predictions, religion remains a potent force in the U.S. Secularization, once imagined as the inevitable result of modernity, has not relegated religion to the realm of private life or reduced its influence in political, economic, and legal debates. In this workshop, we will examine the long historical relationship between religion and public life. We are especially interested in tracing the role of religion in shaping conversations about religious freedom, war, democracy, social reform, capitalism, and the common good. We will pay particular attention to change and development over time, especially in regard to our two key terms "religion" and "public," and therefore welcome proposals from historians working on all periods of American history.

Applicants may not be degree candidates and should have a Ph.D. or equivalent. (Typically these are faculty fellowships, though may be held by those without a tenure-track position. These fellowships do not carry health benefits.) Fellows have library privileges and an office which they must use for at least the 9-month academic year. Stipends: individually determined according to fellow needs and Center resources, up to \$66,500 (without benefits, noting that recent average stipends have been in the range of \$50,000). More information is at warrencenter.fas.harvard.edu. Apply no later than Dec. 13, 2019 at <https://academicpositions.harvard.edu/postings/9202>; recommendation letters are due Jan. 20, 2020. Decisions conveyed in early March.

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JOHN R. MCNEILL AND LAURA MCENANEY

SPARKING JOY AT THE ANNUAL MEETING

Our Common Identity as Teachers Will Build Us Up

Now that the AHA will no longer support job interviews at its annual meeting, that winter ritual will have a different feel to it. It will also have more available physical space in the hotels in which the annual meeting is held. The space reserved for interviews, the unlamented “pit,” will be no more. What should the AHA do with that space?

The leading idea at the moment is to devote it to sessions focused on professional development. Doctors, lawyers, and other professionals are often required to make sure their skills remain up to date by attending workshops specifically designed with that goal in mind. Perhaps the annual meeting can offer equivalent opportunities for historians. We all need to keep learning and keep refining our skills.

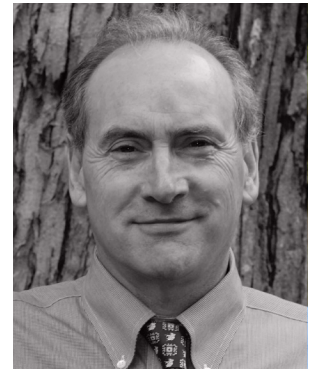
The AHA membership includes historians working in all kinds of settings. Professional development sessions of many different kinds might be welcome. But since such a large proportion of the AHA membership is composed of teachers, let’s begin there. Novice teachers often feel unsure of their command of their subject. Experienced teachers are often asked, or volunteer, to teach something new and unfamiliar. Everyone faces the challenge of keeping up with new technologies intended to improve teaching. And, of course, interpretations change and new research findings emerge, and teachers want to make sure they stay caught up with the latest scholarship.

As we reimagine the annual meeting as a professional development space, one of the challenges is to drill down into the different categories of “teachers” who are part of the AHA. There are teachers in training—graduate students in PhD programs who are already getting professional coaching at their institutions but want to get exposure to the larger landscape of higher ed. (For some grad students, teaching workshops at a national conference can offer a crucial supplement to the training their own

programs cannot or do not provide.) There are community college teachers who do critical work helping students bridge high school “social studies” and college “history.” There are adjunct professors whose challenges include

As we reimagine the annual meeting as a professional development space, one of the challenges is to drill down into the different categories of “teachers” who are part of the AHA.

learning a kind of academic code-switching as they commute from place to place (often in one day); they work everywhere in higher ed, from the community college to the research university. Adjuncts, too, have to develop a repertoire of effective teaching skills while trying to publish



Victoria Stewart and Thomas Gubbels at the K-16 Teaching Workshop at AHA19 in Chicago.

Marc Monaghan

so they can stay competitive for a job that will enable them to finally teach in one place.

Tenure-track faculty members must also forge a double identity as teacher-scholars, albeit with much more time and stability. Still, their teaching challenges can vary widely, depending on the sort of institution where they work. Do they have to develop a solid set of lectures fit for 300 students? Can they play a bit with that format by imagining a “think-pair-share” in a lecture hall with seats bolted to the floor? Or are they at a small college where there are high expectations for advising and mentoring undergraduate research? In this case, professors find themselves teaching from their office chairs, spending countless hours coaching novices in research and writing skills. Are these early career tenure-track faculty members teaching graduate students? If so, they have to think about

There are plenty of faculty members who never received teacher training but want to press the reset button on their teaching.

how to teach historians who lack advanced degrees but are already highly skilled—in other words, how to inhabit a teaching persona that signals expertise even if they are fresh out of graduate school themselves. Finally, there are plenty of mid-career or more advanced faculty members who never received teacher training but remain curious and open and want to press the reset button on their teaching.

K–12 teachers (who, lest anyone forget, often have master’s degrees or PhDs) are also part of the AHA’s professional community, and they, too, inhabit diverse and complex teaching institutions. Indeed, those of us in higher education can learn much from the way our K–12 colleagues work on their craft. Every K–12 teacher knows the abbreviation “PD,” because professional development is baked into their identity. It is an integral part of their socialization into the teaching profession, and most do PD year-round. They receive pay either for those hours or for substitutes, to free up their time. District support of and state funding for these efforts vary widely, and the AHA continues to endorse PD, which treats K–12 teachers like the professionals they are.

Our challenges can vary dramatically, but we still share an identity: we are all working teachers. We are trying to solve

beautifully complex puzzles about how humans learn. The AHA’s view is that much can be gained when teachers from various parts of the educational ecosystem learn together—or at least learn adjacent to one another. One benefit of rethinking the AHA annual meeting as a professional development space is that it can become a kind of teaching commons, a place where K–16 teachers can think—and talk together—about history education as a learning continuum.

The AHA wants to create a whole culture of continuing professional education that is responsive and inclusive.

We detail this list of teacher types to say we see you. And we want to hear from you too. Now that the annual meeting is changing, what can it offer the working teacher? We want to provide panels, workshops, and meetups that respond to what you need. But we want to do more than that. The AHA wants to create a whole culture of continuing professional education that is responsive and inclusive. We want to offer an annual meeting that will motivate you to put the AHA into your conference rotation and embolden you to ask your dean, principal, or department for support in money or time, at least when personal schedules and childcare arrangements can be flexible. (The AHA offers grants to offset some of the costs of attending the annual meeting.) Professional development is work. But it can also renew and energize us. It can spark joy—which would be an improvement on most job interviews. **P**

John R. McNeill is president of the AHA. Laura McEnaney is vice president of the AHA Teaching Division.

JAMES GROSSMAN

TIME, WORK, DISCIPLINE, AND THE ANNUAL MEETING

What the AHA Can and Can't Accommodate



To thousands of historians, “the AHA” refers less to an organization than to an annual conference, or as the 20 people who work for that organization refer to it, an “annual meeting.” Our formal, institutional vocabulary is fraught with meaning. The “annual meeting” of a membership organization is more than an academic conference that centers on four days of intense activity. Since the Association has dispensed with hosting job interviews, the academic job market will no longer be a major focus of the annual meeting (although memories of the stressful process will linger). Instead, there are issues both emerging and persistent, large and small, that frame and snake through a gathering that has institutional, intellectual, informational, and even informal purposes.

The foremost institutional imperative—and perhaps the most prosaic—of a membership association’s annual meeting is also among the most associated with unhappiness: time. The AHA works hard to create a welcoming, collegial, and collaborative environment; to negotiate the best deals for our members on things like hotel rates; and to generate more resources through our fundraising prowess. These factors are variable. But time is finite. Unfortunately, this often leads to competition among participants—including the unprofessional behavior of exceeding time at a podium.

The first competition takes place less publicly, as presenters jockey for preferred time slots. As we do every year, we asked speakers at the 2020 annual meeting to notify us of any serious scheduling conflicts that we should take into account before we made final assignments.

Out of 300 sessions, we received a scheduling request of some kind for 151.

What is to be done? The AHA tries to accommodate requests due to teaching schedules, family responsibilities, religious observance, and travel schedules, particularly for

attendees traveling from another country or from distant locations in the United States. We also accommodate ADA requests, such as not presenting early in the morning, if for ADA reasons it takes a presenter longer to prepare, or not presenting on two sessions in a row, if that would be an obstacle. If we can, we also take into account requests from those who have committed to attending another conference on the same weekend. We can avoid conflicts with meetings and luncheons, often organized by our affiliated societies, that take place simultaneously with sessions.

The AHA tries to accommodate teaching schedules, family responsibilities, religious observance, and travel schedules, as well as ADA-related requests.

We can almost always provide for requests that fall into these categories. When submitted along with a session proposal, these requests do not at all affect the chances of acceptance. There are major “pillars” of every annual meeting that are imperative and can’t easily be moved—such as the business meeting, awards ceremony, plenaries, and the presidential address—but when we know in advance about accommodation requests, these sessions too are likely to get fixed in place.

We cannot, however, so easily accommodate the most common request: “never on Sunday” (this year, actually a Monday because of the peculiar dynamics of our New York meetings). Although even the most intrepid researchers on our staff cannot locate a biblical injunction mandating the annual meeting be four days, we have not found a workable alternative. A few peer associations have begun to experiment with either eliminating day four or using that traditional travel day for workshops instead of a

complete half-day schedule. Absent an incredibly compelling event on the third evening or developing a menu of attractive workshops with substantial capacity, eliminating the fourth day runs the risk of simply pushing the problem back. Why not leave in the afternoon of the third day and save a hotel night? Even more important, the Program Committee's peer-review process would need an even sharper blade if we were to reduce the number of session slots. We continue to search for a solution and, in the meantime, have adopted a policy that anyone who has presented on the last day in the past two years will not be scheduled for this final day.


But there is also the problem of presenting on the first day. Many of our members prefer to avoid sessions during check-in time, too. Potential attendees might encounter transportation delays. Most people want days two and three, under the assumption that attendance peaks on those days. Not necessarily. Overall conference attendance is indeed highest, but day three is also the most competitive of the entire meeting, due to luncheons, the activities of affiliated societies, and other events.

It's impossible to satisfy everyone;
we annually receive complaints
from people about too many
attractive sessions in the same
time slot.

We still, however, can accommodate many, if not most, requests that come in early enough to be part of the initial scheduling puzzle. Once the proverbial Rube Goldberg machine is in place, however, changes are difficult—especially if fully half of all panelists make such requests. It's not always just a matter of switching one panel for another. A certain number of speakers are “protected” from day four because of the rotation policy. Since we permit individuals to present on two panels as long as the roles are different, and since some panelists are in official AHA meetings (Council, committees, focus groups, projects), not everyone can be easily switched from one time to another. Faith commitments on Saturday and Sunday are readily honored when we find out about them early, but they also yield another cohort of immovable sessions. We try to be sympathetic when told that travel schedules are awry because someone didn't realize the conference this year is Friday to Monday. Or that a child's birthday somehow slipped off the calendar this year. Or

that a last-minute family commitment leaves only four possible time slots. But there is a limit.

Once all of the renovation has taken place, the landscape also is more likely to have topical overlaps that we originally tried to avoid. We consider not only chronology and geography, but also topical focus, including methodology and pedagogical interest. In some fields (notably Latin American history), the embarrassment of riches is such that there inevitably will be multiple sessions in each slot. We also try to spread out those fields that have fewer sessions. As part of this process, the Program Committee looks over the schedule to spot conflicts in their specialties. But if there are more than 12 sessions on a topic, there will be overlap.

It's impossible to satisfy everyone; we annually receive complaints from people about too many attractive sessions in the same time slot. We have thus far avoided AHA president John McNeill's typically tongue-in-cheek solution to this dilemma: scheduling fewer interesting sessions. 

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

Massachusetts Historical Society FELLOWSHIPS 2020-2021

MHS-NEH Long-term Fellowships made possible by an award from the National Endowment for the Humanities, an independent federal agency. Deadline: **Jan. 15, 2020**

New England Regional Fellowship Consortium awards fund research among 30 participating institutions. Deadline: **Feb. 1, 2020**

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MHS Short-term Fellowships fund research in the MHS collections. Deadline: **Mar. 1, 2020**

www.masshist.org/research/fellowships/
or fellowships@masshist.org

according to the HAC report, all administrations from Reagan's onward contributed to an "explosion" of classified foreign-relations documents. And because the review process pertains to documents about foreign relations created in all federal government entities, the Office of the Historian needs to hunt those down for review, too.

More and more time, money, expertise, and labor must be devoted to declassification.

All this means that more and more time, money, expertise, and labor must be devoted to declassification. And, it seems to the HAC, no satisfactory way to review these records within the 30-year statutory time frame is on the horizon.

Problems Publishing Documents

In December 2017, the HAC was dealt a blow when an extraordinary order came from State Department leadership: it denied the Office of the Historian's request to renew the terms of three HAC members, and it asked the office to nominate potential replacements for all of the members. This surprise "unsettled" the HAC and the Office of the Historian, says the report, and "diverted the time and energy of both." Compromises in the appointments structure were eventually reached. But by the time the State

Department selected replacements for the vacated HAC seats, it was only a week before the committee's August 2018 meeting. The new appointees hadn't even received security clearances by the time the committee met for the last time that year, in December. Without a security clearance, it's impossible to monitor the

declassification process, as members of the HAC are legally required to do, or even to participate in discussions that refer to classified documents.

The HAC must also make sure declassified documents are published in the Foreign Relations of the United States series, better known as FRUS—an all-but-requisite first stop for most historians of US foreign relations, as it stretches back to the Lincoln administration. In 2018, the Office of the Historian published six FRUS volumes, a remarkable accomplishment, according to the report, given the difficulties that the HAC and the Office of the Historian faced. One of the volumes was the first of a planned three dealing with Afghanistan between 1977 and 1980—a certain boon to historians of the late Cold War. The Office of the Historian also aided scholars of the future by finishing the

digitization process of all previously published FRUS volumes.

But the HAC report also expresses committee members' frustration with a slowdown in the production of FRUS volumes: the six in 2018 fell short of the average of eight over the previous several years. Even more worrisome, the report estimates that FRUS production will decline significantly to just two volumes in 2019. Given that the HAC is already having problems meeting the 30-year requirement, this will amount to a problem complying with the foreign relations statute, given that the Office of the Historian estimates that publishing eight to ten volumes per year will be necessary to satisfy the law. That first volume on Afghanistan, for example, might be the only one published for the foreseeable future, contrary to both the law and to the Office of the Historian's public mission.

The experts at the Office of the Historian who compile FRUS might also face difficulties as classified documents from the country's presidential libraries are all moved to a branch of the National Records and Archives Administration (NARA) located in a remote facility in College Park, Maryland, known as NARA II. Centralizing records is supposed to aid in declassification, but the HAC worries that many reviewers with expertise on a particular

president won't relocate to the Washington, DC, area. And that expertise, built up through years of experience, won't simply materialize with the move.

Interagency Roadblocks

What's more, declassifying foreign-relations documents isn't solely the concern of the State Department. Often multiple government entities have what's known as an "equity" in a document—some kind of stake in its contents, which gives them a say in its declassification. Foreign relations documents don't necessarily originate in the State Department, either; the Office of the Historian has to track them down across the federal government, and the HAC monitors this process.

This means that there can be multiple levels of approval required before a document is able to be declassified, with or without redactions. Additionally, government entities have their own declassification work to do: there are "mandatory declassification reviews" for their own documents, as well as Freedom of Information Act (FOIA) requests to comply with. Under a shorter timeline by law, these reviews typically take precedence over HAC requests.

Nonetheless, this year's HAC report, like last year's, commends some agencies' efforts. It singles out for "plaudits"

the reviewers at the National Security Council, and it praises those at the Department of Energy, who work under significant legal “burdens” (such as “ambiguous guidelines”) in declassifying nuclear-related records. The CIA, too, has recovered from “stumbles” in previous years, devoting more resources to an office dedicated to document review. One “joint historian” from the Office of the Historian is attached to this office, working intimately with CIA reviewers and others, though not reviewing any classified CIA documents themselves.

The report expresses committee members' frustration with a slowdown in the production of FRUS volumes.

But the HAC report is withering in its critique of the Department of Defense, which “performed so negligently and so egregiously violated” legal mandates in 2018 “that it more than offset the commendable efforts of other agencies and departments.” The Defense Department was the major culprit for the slowdown in production of the FRUS series, declining in many instances to respond to HAC requests for document review within the time limits mandated by statute, and even categorically denying declassification of hundreds of documents that the Office of the Historian had

cleared—“an unprecedented number that reflected an inadequate understanding of the declassification guidelines.” Although the Defense Department has lately picked up the pace, “it has made no progress” with the redaction process, which would allow the HAC to “certify” that FRUS is “thorough, accurate, and reliable” in time to satisfy the 30-year requirement. What might help, the report says, is an arrangement with the Defense Department similar to what the Office of the Historian has with the CIA.

A Department of Defense spokesman said in an email that the department had no comment on the HAC report itself. “The Department of Defense will work directly with the Department of State as needed,” he said.

Potential Solutions?

Another model of cooperation between agencies is the National Declassification Center, an entity within NARA that works with the State Department. Earning the HAC’s “congratulations,” the NDC helped NARA reduce its backlog of work significantly in 2018 by

“process[ing] hundreds of thousands of pages.”

Here again, however, the HAC report points out that despite the best of intentions and the NDC’s admirable pace of work, the prospects for the reviewing and transferring of classified documents from the State Department to NARA is worrisome. “The HAC is not sanguine about the capacity” of the relevant government agencies “to manage records in the electronic age that is now upon us.” The year 2018, reported an office within the State Department, was “the tipping point when the dominance of paper records passed to electronic records.” The HAC looks warily to the future, not only because there aren’t enough reviewers to keep up with the explosion of documents, but also because the technologies for records management that the HAC has considered (like artificial intelligence) are problematic.

Given all this, what does the HAC think should happen? Besides encouraging the Defense Department to set up an office that can work with the Office of the Historian on FRUS in a timely manner, the report recommends that NARA work with the relevant office in the State Department to strategize transparently about how best to use evolving technology in records management. Finally, the HAC report says that NARA needs to be more

open in its plans for “consolidating all classified documents” from presidential libraries at NARA II.

The implications of the declassification work performed at the Office of the Historian, under the advisory oversight of the HAC, are substantial, and not just for historians who consult FRUS. Transparency is essential for a functioning democracy. FOIA requests are only the best-known way that classified documents become available to the public. The foreign relations statute ensures that historians, as represented by the HAC and the many credentialed professionals at the Office of the Historian, have a say in the declassification process, and in upholding the higher principle behind keeping that process ongoing and vigorous. **P**

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

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DEVON REICH

ADVOCACY BRIEFS

AHA Safeguards History in Diverse Venues

The AHA has spent September and October following several developing situations in legal courts, in the federal government, and at universities around the world. As an organization committed to defending the position of history in civic life, the Association maintains its commitment to taking public stances and urging actions on issues that threaten historians, the broader humanities coalition, academic freedom, and the role of history in public culture.

Joint Letter Regarding Teaching Evaluations

The AHA lent its support to the American Sociological Association's Statement on Teaching Evaluations as a signatory. While students do have a right to influence their classroom learning experience, studies have shown that student evaluations of instructors (SEIs) are highly susceptible to bias, particularly against women and minorities, and weakly correlated with other measures of teaching effectiveness and learning outcomes. The statement strongly discourages the use of SEIs as the primary factor in faculty hiring and decisions of tenure and promotion, instead recommending other best practices for incorporating student feedback.

Amicus Brief in *Pitch v. United States*

In September, the Association signed on to an amicus brief in *Pitch v. United States*

in support of the court's original position to release grand jury records from a 1946 court case. Though grand jury records are usually kept under seal forever, the AHA agrees that these records relating to the Moore's Ford Lynching in Walton County, Georgia, one of the last known mass lynchings in American history, can be released as a matter of unique historical significance.

Joint Letter to United States Department of Education

In September, the Association added its name to a letter from the Middle East Studies Association in response to the US Department of Education's rebuke of the Duke-UNC Consortium for Middle East Studies for conducting activities "unauthorized" under Title VI funding. The alarming position of the federal agency not only marks a fundamental misunderstanding of the purpose of university instruction in foreign languages and international cultures, it also constitutes an unprecedented intervention in academic curricula and the autonomy of higher education.

Amicus Brief in *Department of Homeland Security v. Regents of the University of California*

In collaboration with the Korematsu Center for Law and Equality (Seattle Univ.), the Organization of American Historians, and several other individual historians, the AHA backed an amicus

curiae brief supporting the respondents in *Department of Homeland Security v. Regents of the University of California*. The filing explains the relationship between the history of anti-Mexican and Latinx racism and the use of related racist code words in the decision to rescind the Deferred Action for Childhood Arrivals program. The AHA considers it imperative for the court to be aware of the historical context of current efforts to vilify an entire racial group.

Letter Defending Emeritus Professor in India

In October, President John R. McNeill wrote to Vice Chancellor Mamidala Jagadesh Kumar of Jawaharlal Nehru University in New Delhi to protest the university's decision to review, and potentially rescind, Romila Thapar's status as emeritus professor. McNeill highlighted her contributions to the field and her impressive record of achievements, including receiving the Association's Honorary Foreign Member award in 2009. **P**

Devon Reich is operations and marketing assistant at the AHA.

FAIZ AHMED

LEARNING FROM AFGHANISTAN'S INDEPENDENCE

Afghans Liberated Themselves in 1919. Their Achievements Offer Us Lessons Today.



King Amanullah of Afghanistan, photographed before 1930.
Wikimedia Commons/Public Domain. Image cropped.

ON AUGUST 19, 2019, Afghanistan marked the 100th anniversary of its independence from Great Britain. Historic as that milestone was for Afghans, it scarcely received mention in the American press. As international media coverage on Afghanistan remains fixated on a handful of repetitive themes—a projected US withdrawal from the country, the fate of ongoing peace talks with the Taliban, and the state of the Afghan army—the advent of a centennial invites us to consider how Afghanistan's history can inform a present fraught with uncertainty.

By and large, presentations of Afghan history remain tethered to the past four decades of conflict and great-power politics. In bestselling works like Steve Coll's *Ghost Wars* and Ahmed Rashid's *Taliban*, and Hollywood films like *Rambo III* and *Charlie Wilson's War*, Afghans are all too often relegated to the sidelines in supporting roles. Even for the well-read in Middle East or South Asian history, Afghanistan can be peripheral and tragic—a war-torn wasteland of painful memories and superpower blunders, from the Soviet invasion of 1979, to the CIA's covert arming of militant Islamists in the 1980s, to international abandonment after the fall of the Berlin Wall. Even as Afghanistan is the theater of the longest war in US history, Americans have an abysmally low awareness of its history and cultures. In 2002, only 17 percent of young adults in the United States could identify Afghanistan on a map. Despite over 2,300 US lives lost and \$760 billion spent in Afghanistan since 2001, there is little sign of improvement in that regard.

Although bearing countless more losses, Afghans have achieved a great deal since the tumultuous events of autumn 2001. One of the best known is the constitution ratified by the UN-endorsed provisional government in Kabul in 2004. While Afghanistan's 2004 charter remains a source of both celebration and controversy, many observers assume it was the first to be authored by Afghans, the first inclusive political vision to appear in their modern history. But it was not the first—not by about 100 years.

To understand the roots and ramifications of Afghanistan's actual first constitution, promulgated on April 9, 1923, it is necessary to grasp the historical context surrounding Afghanistan's independence. That story begins in the spring of 1919, when a newly crowned king in Kabul, Amanullah Khan, led a motley crew of irregular troops and tribal levies against the British Raj's imperial army. This was a militant jihad, but not of the extremist variety we have become accustomed to hearing about. King Amanullah, rather, had markedly defensive and nationalistic goals in mind.

When the 26-year-old Amanullah ascended the Kabul throne in February 1919, Great Britain retained control over Afghanistan's foreign affairs, rendering the country a British protectorate. King Amanullah focused on securing the state's absolute sovereignty, unqualified by colonial control or encroachment. Although the British wielded superior firepower, the overstretched imperial army was still reeling from World War I. Afghan fighters, meanwhile, commanded knowledge of the terrain and the support of the local populace. The new Royal Air Force unleashed lethal air strikes—among the first in world history—and inflicted heavy casualties on Afghan forces and civilians, but the guerrilla tactics of cross-border insurgents wore the British forces down.

From Constantinople to Calcutta,
Afghanistan's independence
represented the triumph of an
Asian Muslim state against the
world's premier imperial power.

And so in Afghanistan, not for the first or last time, the smaller party prevailed. In light of the British Empire's vastly disproportionate military and economic strength, Amanullah claimed victory when landmark Anglo-Afghan peace negotiations were announced. Following the Treaty of Rawalpindi, the king declared August 19, 1919, to be Afghanistan's first independence day. Such symbolism, he thought, was necessary not only to unite his multiethnic country, but also to put it on the map for other audiences and purposes. From Constantinople to Calcutta, Afghanistan's independence represented the triumph of an Asian Muslim state against the world's premier imperial power at a time when European colonies and protectorates outnumbered independent countries in the Global South.

But the most striking achievements were yet to come. Having secured Afghanistan's sovereignty abroad, Amanullah launched an ambitious state-building program to expand public services under a centralized, constitutional monarchy. He recruited a skilled team of Afghan, Turkish, and Indian Muslim jurists to establish, in his own words, a "rule of law" in the country. The result of their work was an extraordinary body of legal literature in supposedly the most lawless of places.

Numbering some 70 original codes and regulations, the range of documents produced by Amanullah's law commission—still visible in Afghanistan's National Archives in Kabul and New York University's Afghanistan Digital Library

today—embraced the spectrum of modern governance. Together they defined the powers of the monarch, the duties of officials, and the rights of citizens within an Islamic idiom familiar to Afghans. As carefully enshrined in the Basic Code of 1923, the country's first constitution, Afghanistan's government was to rule in accordance with "the actual living conditions of the people, the exigencies of the time, and careful attention to the requirements of the Sharia."

Amanullah Khan's war of liberation and reign stand out for institution building and reform led by Afghans themselves.

Among Amanullah's other reforms were the opening of schools for girls, teacher colleges for both sexes, stronger legal protections for non-Muslims, the banning of slavery, and the criminalization of animal cruelty. Afghanistan's first fully sovereign government also supported study abroad for Afghans, improved communications and infrastructure, and—galvanized by Amanullah's wife, Queen Soraya, and sister, Princess Kobra—campaigns for the empowerment of women. The government also launched archaeological initiatives to protect the country's now world-renowned ancient heritage.

A century later, what can we learn from Afghanistan's first independence day and the milestones that followed? History cannot and should not be reduced to crude policy recommendations, but it can remind us of general principles to follow a way. Four in particular come to mind.

First, the resounding unity displayed in Amanullah's early reign underscores the necessity of absolute external independence and a collaborative culture of internal governance. As in the past, Afghans will not support a government they see as propped up by foreign actors, whether superpowers like the British Empire, the USSR, or the United States, or a neighboring player, be it Pakistan or India. Nor have regimes promoting top-down revolution—of any ideological stripe—fared well. Afghans are united in looking for a free and representative government they can call their own.

Second, Afghans were anything but latecomers to modern statecraft and governance. Kabul's long-standing connections to inter-Asian, inter-Muslim networks of scholarship and juristic expertise in the region challenge models of reform that have elevated British, then Soviet, and now American legal cultures to tutorial roles, through civilizing missions and military might. After securing Afghanistan's independence,

Amanullah's greatest success was assembling a highly skilled team of Muslim scholars and professionals to produce specific tasks, chief among them Afghanistan's first national constitution. Their contributions catapulted Afghanistan to become the first Islamic state to be a proud member—not a pariah—of the nascent international community after World War I. Perhaps, by understanding how Amanullah and his diverse team of jurists succeeded in crafting a sovereign nation-state within Islamic frameworks and international norms of legality 100 years ago, US policy makers could have saved themselves from a host of simplistic fallacies bedeviling post-9/11 policy in the Middle East, including regime change as "mission accomplished" in Iraq, and at the root of it in Afghanistan: a country without laws or history.

Third, although Afghanistan is landlocked, it is not an island. An instrumental part of Amanullah's early success was a commitment to multilateralism, especially with neighboring countries. No states were more influential in Afghanistan's early constitutional history than the Ottoman Empire, pre-Partition India, and Qajar Persia. As in 1919, it is simply impossible today to imagine a peaceful Afghanistan without sincere cooperation between its neighbors, most of all Pakistan and India, but also Iran, China, the Central Asian Republics, Turkey, and the Gulf Cooperation Council. The failure of these states to work out their differences constructively vis-à-vis a fully sovereign Afghanistan could spell catastrophe for the region, and much of the world, again.

Lastly, for too long Afghanistan's history has been distorted by romantic caricatures, especially to a militarized tune. *Alexander's Last Stand*. *Graveyard of Empires*. *Russian Vietnam*—these epithets reflect a modicum of truth, but none do justice to this remarkable country's past and the possibilities for its future. Afghan monarchs, including Amanullah, had their shortcomings. Yet, a century later, Amanullah Khan's war of liberation and reign stand out for institution building and reform led by Afghans themselves. That process laid the foundations for an independent, nonaligned government that witnessed nearly five decades of peace until the Soviet invasion. Since then, Afghans have suffered 40 years of immense trauma. But that cannot erase their century of accomplishments, nor does it define what they can achieve in the future. That, above all, deserves to be the legacy of Afghanistan's independence in 1919. ■

Faiz Ahmed is associate professor of history at Brown University and the author of Afghanistan Rising: Islamic Law and Statecraft between the Ottoman and British Empires (Harvard Univ. Press, 2017), which was awarded the AHA's 2018 John F. Richards Prize and will be the subject of a roundtable at the 2020 AHA annual meeting.

ELYA JUN ZHANG

HOW TO PUT A FACE ON HISTORY

Using Photoshop to Connect with the Distant Past



University of Rochester student T. E. Scheuerman titled her "face" class project "Our Sister Painter."
T. E. Scheuerman/Courtesy Elya Jun Zhang. Used with permission of the artist. Image cropped.

SPRING SEMESTER, ANOTHER 20 to 30 students in the room, here we go again—HIS142: Traditional China.

The faces are new each year, but the composition of the crowd is familiar. At the University of Rochester, where I teach, students in history courses come from a broad range of majors, including biology, chemistry, economics, electrical engineering, political science, art history, English, and, of course, history. They come to this class to gain a deeper knowledge of a current global superpower, to fulfill cluster requirements in the social sciences, or to gain insights on specific topics, like the Mongols, the Silk Road, and the eastern “isms” (Confucianism, Buddhism, Daoism).

By and large, though, they don’t intend to major in history. Yet if I make this class memorable, a good number of them might decide to take more history courses. Traditional China is only one among the large pool of regional or thematic courses that my home department provides: the Atlantic, the Caribbean, knights, Stalinism, disease, world wars, Native Americans, the African diaspora, and more. Undergraduates at Rochester usually make sure that every course they take counts toward at least one degree. That’s why each additional history course they take could be the tipping point that prompts them to pursue a history minor or even to double-major in history.

My approach to creating memorable classes is to let students take ownership of their learning through individualized challenges, many with a digital focus. In courses of all sizes and levels, I include a “mechanism” to nudge students to jump an extra creative hoop between their reading and writing assignments. Discovering digital tools particularly appeals to them. For instance, students in my upper-level spatial history courses learn to use basic ArcGIS software to translate their research findings into professional-looking maps, which then serve as visual scaffolding for their final papers. And students in my modern history surveys formally debate current dilemmas in class and share their arguments and evidence online.

But for my premodern history surveys, like Traditional China, I use Photoshop to have students insert their own faces, literally, into the distant past of a distant land. This is an effective way to teach historical empathy, one of the most important competencies our discipline can impart. Our creative project, “Once upon a Time in China,” has students use both texts and digitally remixed images to conjure up their own Chinese “person,” making history come to life. Most of the grade for the project depends on a solid biographical essay detailing this fictional person’s occupation, personality, exploits, dilemmas,

and the fabric of their larger historical world. Before any words appear on paper, however, students must create the face of their “person” by inserting a picture of their own face into a Chinese-style traditional painting.

This aspect of the assignment requires a solid plan to enable even the least tech-savvy students to create with confidence. They need to find quality background images and learn the basic skills of graphic design. I was fortunate to have the help of Joe Easterly, my university’s digital scholarship librarian. Two vast online databases—the Metropolitan Museum of Art’s Open Access Artworks collection and Artstor—became our main sources. There are around 1,700 images of genuine Chinese-style paintings in the Met’s publicly accessible collection, and students can register for a free account with Artstor Digital Library, a nonprofit organization, to use their images for educational purposes. (University libraries often have Artstor accounts of their own.)

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Joe and I selected Photoshop for its straightforward logic (treating each image as an editable layer) and availability (already installed on every public computer on campus). In an hour-long test tutorial session, two other librarians and I, despite lacking previous Photoshop experience, all picked up enough fundamentals to create personalized images. The students proved to be fast learners: we had reserved two class sessions for student tutorials, but more than half of the class completed multiple “snapshots of time” to choose from before the tutorials ended.

After creating their remixed images, students wrote vigorous biographical essays. Their “personae” came from every century of 3,000 years of premodern Chinese history, with fictional lives carefully correlating with actual historical events. Students’ interests in other fields also came in handy. An art history student dreamed up a convincing “hidden” female painter in 18th-century China, based on the existence of several famous Jesuit paintings from the imperial Qing court collection. (The artist’s identity is ambiguous.) A Navy ROTC student charted a Ming Chinese sailor’s accidental shipwreck in Kenya, making good use of her notes from a marine navigation class.

Interestingly, students also seemed to inject real-life predicaments into the fictional figures, whose faces, of course, were theirs. Originally, I thought that ambitious young adults, given an opportunity to freely insert themselves into the past of a distant land, would naturally want to be powerful leaders. But essay after essay proved me wrong: students were interested in the humbler, more complicated side of history. There was a farm boy who traveled with Daoist monks for the 30 best years of his life, only to realize that the quest for immortality is an illusion; a servant friend of Marco Polo who was the true author of the explorer's famous travelogue but died young and anonymous; a Manchu princess who was forced to separate from both her parents and her Han Chinese husband during the bloody Ming-Qing dynastic transition; a merchant who amassed wealth from war but saw his idealistic son run to battle and die; a young man with homosexual inclinations who failed both his Confucian-official father and the rebel leader to whom he had sworn loyalty.

An art history student dreamed up a convincing "hidden" female painter in 18th-century China, based on the existence of several famous Jesuit paintings.

These historical "personae" were not heroes; they were displaced, isolated, and misunderstood in their lifetimes. Perhaps they reflect the thoughts of people who came of age during a financial crisis and now face a world dominated by political and environmental crises. These students seem to understand that contemporary conditions, like the partisan divide, racial conflicts, and social tensions created by mass migration, are not unique to our times. Their fictional figures also struggled with intractable dilemmas: whether to run north or south during the 3rd-century Period of Disunity, whether to be radical or conservative in the 11th-century Green Sprout Reform, or whether to seek pleasure or redemption under the 17th-century "barbarian" minority rule.

This wary streak of realism, reinforced by spotting one's own face in the historical mirror, is probably exactly what is needed for imparting historical empathy, which lies in our ability to understand why someone in the past felt and acted in a certain way, given the context of the world in which they lived. Teachers have always tried to help students personally relate to historical information, transforming dry-as-dust facts into genuine knowledge, but this can be a struggle in

teaching ancient and medieval subjects, so far distant from students' experiences. With this project, however, students excitedly jumped into the past after one Photoshop tutorial. Using their imagination and their own faces to complement the facts and narratives they knew, the students became more rigorous historians themselves. The past was still distant, but they were eager to develop their skills in empathy to bridge the gap between then and now.

The students' creations are displayed on our course website under six categories: art, business, government, war, traveler, and drifter. I hope the division can give readers a nuanced sense of the tones that each fictional-historical figure adheres to. For interested readers, the website also contains an assignment instruction sheet and a step-by-step Photoshop tutorial that we composed to guide students through the "Once upon a Time in China" project. There are still anachronistic errors in the biographical essays—we wish we could have had another three weeks in the semester to fine-tune the details. But these students' genuine urge to create and take their history learning personally is a precious thing that I, as a teacher, cherish.

But did I accomplish my original purpose of making a basic survey course closer to the students' hearts, so that they would linger longer in history courses in general? Where is the smoking gun to prove it? I inquired at the Office of the Registrar, where our students' four years of study were boiled down to a simple list of abridged course titles and numbers. Using three years of Traditional China rosters—2015, 2016, and 2018—the Registrar staff looked into 58 students' enrollment records to see if they had taken more history courses afterward, and found that 59 percent (34 out of 58) of my students had. When the freshmen and sophomores were examined as a separate group, the result was similar: 62 percent (16 out of 26) of the underclassmen dabbled in history courses again after Traditional China.

Maybe the project was the tipping point, maybe not. And maybe these 58 students already intended to take more history courses. But it's possible that coordinating thoughtful, individualized assignments that students can make relevant to themselves is a good way to hold their interest in history beyond a single course.

Now I really look forward to next spring's new faces in Traditional China, and the fresh "faces" they put on history. **P**

Elya Jun Zhang is assistant professor of history at the University of Rochester. Visit her website at <http://zhang.digitalscholar.rochester.edu/home/>.

AHA CAREER CONTACTS



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

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

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

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

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

JOHN R. MCNEILL

ABSTRACT OF THE PRESIDENTIAL ADDRESS AT THE 2020 ANNUAL MEETING

“Peak Document and the Future of Historical Research”

Among the ongoing revolutions in historical research is the flood of new information about the human past that comes not from written documents but from the natural sciences. What might this mean for the profession of history, our research and interpretations of the past, and our training and hiring practices? Which fields of history will be most, and least, affected? How can historians avoid the perils, without ignoring the promise, of using data from genetics, the paleosciences, and elsewhere? **P**

The presidential address will take place on Saturday, January 4, 2020, from 5:30 p.m. to 6:30 p.m. in the New York Hilton’s Trianon Ballroom.

John R. McNeill is president of the AHA.



Norman Ross prepares the fossil of a young dinosaur, about seven or eight million years old, for exhibition in 1921.
National Photo Company Collection/Library of Congress. Image cropped.

Hotel and Rate Information

	SINGLE	DOUBLE	TRIPLE	QUADRUPLE
New York Hilton 01 1335 Avenue of the Americas (hdqtrs.)	\$185	\$185	\$225	\$245
Sheraton New York 02 811 7th Ave. 53rd St. (co-hdqtrs.)	\$178	\$198	\$228	\$258

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



Dates and Deadlines

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.

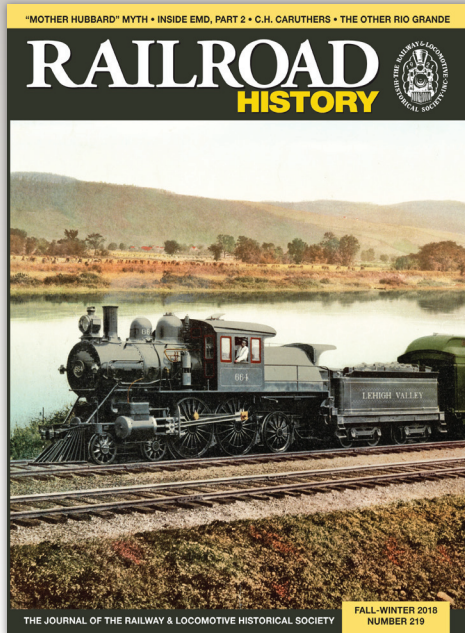
	MEMBER		NON-MEMBER	
	PREREGISTRATION	AFTER DEC. 13	PREREGISTRATION	AFTER DEC. 13
Attendee	\$183	\$220	\$298	\$358
Speaker	\$183	\$220	\$183	\$220
Student	\$84	\$101	\$128	\$155
Unemployed/Underemployed	\$45	\$56	\$140	\$168
Retired	\$87	\$106	\$149	\$180
K-12 Teacher	\$65	\$78	\$125	\$150
Bring your 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 R&LHS Scholarship Program



Founded in 1921, the Railway & Locomotive Historical Society is North America's oldest organization focusing on railroad history. Its purpose is to promote research, writing, and public knowledge about all aspects of railroading, including its development, operations, motive power, and workforce, as well as the industry's political, economic, and cultural impact.

The Society publishes RAILROAD HISTORY, the oldest journal in the United States devoted to the subject, containing original scholarship that sets the standard in railroad historical research. Archives of RAILROAD HISTORY are available through JSTOR under "Transportation."

The Railway & Locomotive Historical Society is proud to sponsor scholarships to promote the professional, academic study of railroad history and operations.

Scholarships are available for both advanced undergraduate (junior and senior levels) and graduate study. Information and application instructions may be found on the Society's web site: rlhs.org.



Grants for AHA members

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

Learn more at historians.org/grants.

The deadline for all research grant applications is February 15.

MEGAN R. CONNOR

NEW FACES AT THE AHA

Meet Christopher Flanagan, Laura Ansley, and Rachel Wheatley

The AHA is excited to introduce three new staff members: Christopher Flanagan as the Mellon Postdoctoral Fellow for 2019–20; Laura Ansley as managing editor of the AHA; and Rachel Wheatley as assistant director of the National History Center.

The AHA welcomes **Christopher Flanagan** from all the way across the pond. Flanagan left his hometown of Liverpool, UK, to pursue a PhD in US history at the University of Notre Dame, where he received the 5 + 1 Postdoctoral Fellowship from the College of Arts and Letters and the Andrew W. Mellon Foundation. This funding provides a postdoctoral fellowship for students if they submit their dissertation within five years.

Flanagan's interest in US history began when he seized the rare opportunity to take an American history course while completing his bachelor's degree at Oxford University. "I was looking to get outside of European history," Flanagan tells *Perspectives*. His interest in American politics and culture only grew as he followed the 2008 presidential election.

Between his bachelor's and master's degrees at Oxford, Flanagan worked as a tax inspector for the British government. After completing his master's, he decided to move back into the world of being a historian. His PhD dissertation at Notre Dame focused on the US Constitution and subsequent American political ideas, incorporating research on geopolitics, foreign policy, and diplomacy in the late 18th century.

When asked what interested him in a fellowship at the AHA, Flanagan told *Perspectives*, "It's a great opportunity to do a variety of tasks." Flanagan is looking forward to assisting with the AHA's jobs report. "It'll give some perspective on the field and a sense of 'where do I fit in?'" he says. Flanagan is also excited to be in Washington, DC, at the center of American politics, and to learn more about how nonprofits and professional associations work.

When **Laura Ansley** saw the job posting for the managing editor position at the AHA, she thought, "That's the dream job." When asked what appealed to her about the position (outside of her interest in history), Ansley told *Perspectives*, "Managing processes is something I really enjoy in editing. I have a knack for that kind of organizational work."

Ansley's passion for history grew with her enthusiasm for reading, as she often found herself gravitating toward historical fiction while growing up. Ansley entered her undergraduate career at Case Western Reserve University with every intention of majoring in history, while also being on a pre-med track. She quickly found that she was most at home in her history courses. "I had a wonderful mentor, Dr. Renee Sentilles," Ansley tells *Perspectives*. "I took almost all of her women's and gender history classes." Ansley went on to complete her master's degree in history at the College of William and Mary, where she researched the history of sex education for girls between 1890 and 1920.

"I enjoy helping people
communicate their knowledge
and research in a clear and
understandable way,"
Ansley remarks.

During her master's program, Ansley worked as an editorial apprentice at the Omohundro Institute of Early American History & Culture, where she received "nitty gritty" training in editing and publishing, and it was there she realized that editing could be a possible career avenue. After leaving the William and Mary PhD program in 2016, she became a production editor at the American Society of Civil Engineers, where she worked in the journals program and oversaw the various stages of production. "I enjoy helping people



Christopher Flanagan is the Mellon Postdoctoral Fellow for 2019–20. *Notre Dame Graduate Career Services.*



Laura Ansley joins the AHA as managing editor. *Beth Wood.*



Rachel Wheatley is the new assistant director of the National History Center. *Courtesy Rachel Wheatley*

communicate their knowledge and research in a clear and understandable way,” Ansley remarks.

In her spare time, Ansley is the managing editor of *Nursing Clio*, a volunteer-run blog that covers the history of gender and medicine. She started as a writer, social media manager, and editor for the blog, and when the managing editor position opened up, her friends and colleagues told her, “There’s only one person for this job. You.”

Ansley is most looking forward to involving new writers in *Perspectives*, hoping to represent more of the AHA’s membership. You can follow her at @lmansley, where she often tweets about what she’s been reading.

As assistant director of the National History Center, **Rachel Wheatley** oversees the day-to-day operations at the center. When asked what she’s most looking forward to in her new position, Wheatley told *Perspectives*, “Planning congressional briefings—they’re a really cool way to use history to inform policy.”

Wheatley is currently an MA student at Georgetown University in the Global, International, and Comparative History Program, where she is studying American political history before the election of 1860 and pro-slavery ideology and secessionist movements. Before graduate school, Wheatley worked in grant administration positions at Brigham Young University and Georgetown, where she learned about grant and program management.

Wheatley minored in business management alongside her history major at BYU. “I was looking for something else to diversify my degree,” Wheatley says, “and a minor in business management offered additional practical skills.” Initially, the connection between her studies in history and business wasn’t obvious, but now in her daily work, “it’s very apparent that when you put them together, they work really well,” she says.

In her free time, Wheatley enjoys traveling and nurtures her love for skiing, which began at just eight years old. She’s always ready to share a fun fact about Abraham Lincoln whenever the opportunity presents itself. **P**

Megan R. Connor is program associate at the AHA.



Margaret Garb

1962–2018

US historian and prison education advocate

Margaret Garb, 56, professor of history and co-director of the Prison Education Project at Washington University in St. Louis, died on December 15, 2018, in St. Louis, Missouri, after living with cancer for many years.

Garb grew up in Buckingham Township, Pennsylvania, in a household where the abiding passion was justice: her mother was a reproductive rights activist, and her father served as Bucks County president judge and was deeply engaged with prison reform. Garb's education was broad and deep, eclectic in the best sense. After studying at Le Cordon Bleu in Paris, she attended the University of Vermont for a bachelor's degree in comparative religion. After graduation, she worked as a reporter in Chicago on the crime beat, later writing for publications such as the *New York Times* and *In These Times*. She would carry her journalist's ear for clear and concise expression into her historical writing, which was exceptional for its ability to translate the complexities of history, policy, and experience into dynamic and revelatory prose.

After earning her master's degree in history from the University of California, San Diego, and her doctorate from Columbia University, Garb joined the Washington University faculty in 2001. Her books *City of American Dreams: A History of Home Ownership and Housing Reform in Chicago, 1871–1919* (2005) and *Freedom's Ballot: African American Political Struggles in Chicago from Abolition to the Great Migration* (2014), both published by the University of Chicago Press, established her as a leading figure in the field of American urban history.

Set at the birth of modern urban industrial capitalism, Garb's scholarship took absolutely nothing at face value, as it relentlessly probed the elusive conditions that produce the urban world around us. *City of American Dreams* identified a crucial shift in the social function of property rights in urban housing, from immigrants' use of home ownership to augment household income and become American, to a

middle-class understanding of residential property as an income- and status-generating investment that depended upon the race and class of neighboring residents. Through the history of home ownership, Garb found a way to conceptualize the complex interactions of race and class that brought about the modern segregated city. *Freedom's Ballot* offered a long chronological view of the rise of black politics in Chicago from slavery through the 1920s, revealing a historic transition in black conceptions of representation, from *party* to *race*. At the time of her death, Garb was working on a third book, a history of poverty and work in the United States from the Civil War to the Reagan era.

Some of Garb's most important work occurred in the classroom, which she defined in an expansive, indeed, transformational way. She successfully fought for the establishment of the Prison Education Project at Washington University. Under her leadership, it became the only program of its kind in the United States to be fully funded by its university, and in spring 2019, the program graduated its first class of students in prison.

Teaching in the prison was profoundly meaningful to Garb. "As a teacher," she reflected, "I've spent years training and gaining certain kinds of skills. It seemed worthwhile to think about how to use those skills most effectively to improve the society we live in."

Garb's work with Washington University's Divided City Initiative, which she helped launch, culminated in an exhibit at the Missouri Historical Society on Mill Creek Valley, a St. Louis African American neighborhood that was erased by urban redevelopment and eminent domain in the late 1950s. She continued to publish incisive and moving essays in *In These Times*, including one on the social and racial determinants of cancer incidence and treatment in the United States that was informed by her personal experience as a cancer patient.

Garb is survived by her husband Mark Pegg, also a professor of history; daughter Eva Garb; and siblings Emily and Charles Garb.

Iver Bernstein
Washington University in St. Louis

Now Available

Careers for History Majors

A new publication from the American Historical Association

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

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Contributors

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

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

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UNITED STATES



GEORGIA

BERRY COLLEGE

Mount Berry, GA

Open. The Department of History at Berry College invites applications from exceptional instructors for a tenure-track assistant professorship, beginning in fall 2020. We seek to hire a colleague who is eager to engage with and mentor students, who shows scholarly promise, and who will promote the college's commitment to a diverse academic community. The appointment's specialization will complement the department's current offerings. We prefer applicants who can offer at least one non-western history course in either Asia, the Atlantic world, Latin America, or the Middle East. Qualification to teach environmental, legal, public, or digital history; history of science, medicine, business, or technology; historiography; or a similar topic a plus. The successful candidate will typically teach a three-course load each semester, including an upper-level History course and two foundations courses in either World or United States History. Opportunities exist for the appointee to develop new courses and to pursue interdisciplinary interests that enhance other college programs. Peer-reviewed publications are required for tenure. A PhD in history is required; evidence of strong teaching experience preferred. A willingness to work collaboratively with faculty and to mentor students from a range of disciplines, cultures, and academic backgrounds are essential. Candidates should submit a cover letter that

includes a statement on teaching philosophy (including comments on experience with and commitment to teaching a diverse student body) along with a CV, three letters of reference, and copies of transcripts (official or unofficial). Submit application materials to Dr. Laurence W. Marvin, Chair, History Search Committee, Dept. of History, Berry College, 495010 Mt. Berry Station, Mt. Berry, GA 30149-5010. Electronic submissions welcome; submit electronically as attachments to dfox@berry.edu. Review of applications will begin December 1, 2019.



IOWA

DRAKE UNIVERSITY

Des Moines, IA

United States. The Department of History at Drake University seeks a dedicated teacher-scholar with expertise in the history of race in the United States to apply for a full-time tenure-track assistant professor position starting August 2020. The successful applicant will teach introductory and advanced-level undergraduate courses and advise/mentor students. Preference given to candidates with research and teaching interests in African American and/or Latinx history; further specialization and time period open. The teaching load is 3/3. PhD preferred, but candidates in final stages of completing the dissertation will be considered. Salary competitive with peer institutions and dependent on qualifications and experience. Drake University is dedicated to building a culturally diverse and pluralistic community committed to teaching and working in a multicul-

tural environment. Candidates must demonstrate ability to provide support to and work with individuals and groups from diverse socioeconomic, cultural, sexual orientation, disability and/or ethnic backgrounds. Preference will be given to candidates who can mentor African American and Latinx students and contribute to Drake University's commitment to diversity, equity, and inclusion. To apply, go to <https://drake.hiretouch.com/> and upload a letter of application, CV, a diversity statement, and any syllabi and teaching evaluations from the most recent teaching year. Finalists will be asked to send three confidential letters of recommendation separately to Karen MacKinnon, department assistant, by email, karen.mackinnon@drake.edu. Questions may be directed to Matthew Esposito, the search committee chair via email, matthew.esposito@drake.edu. Review of applicants will begin October 31, 2019, and continue until filled.



MAINE

COLBY COLLEGE

Waterville, ME

Atlantic World. The Department of History at Colby College invites applications for a tenure/tenure-track assistant or associate professor of the history of the Atlantic world, within a global context beginning September 1, 2020. The Department is a community of engaged teacher-scholars who teach a diverse array of courses deeply grounded in our research. We are searching for a teacher-scholar with a focus on the Atlantic World in

any era. The Department is open to expertise on all themes, including (but not exclusively) intellectual history, histories of race, gender, and sexuality, and histories of migration, trade, and empire. Reflecting the Department's increasing focus on global history, the candidate's research and teaching interests should speak to global contexts, positioning the worlds constituted around the Atlantic in comparative, transnational perspective. The successful candidate will also be expected to teach HI 276, Patterns and Processes in World History, on an occasional basis. Please submit a letter of interest, CV, three letters of recommendation, a statement of teaching philosophy, and a statement of research interests via Interfolio at <http://apply.interfolio.com/69612>. Review of applications will begin on November 15, 2019, and will continue until the position is filled. Questions about this search should be directed to historysearch@colby.edu. We are particularly interested in hearing from candidates who will bring to the classroom experiences, identities, ideas, and ways of engaging that will resonate with History's, and Colby's, increasingly diverse student body. We are searching for candidates with great potential to be innovative, effective, and inclusive teachers of history at Colby, who may be willing to make use of resources made available by the Colby Museum of Art, Special Collections, and the Mule Works Innovation Lab. In evaluating this potential, we will give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered. The Colby History Department is committed to professional development and the future advancement of all its members.

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.

UNIVERSITY OF MAINE

Orono, ME

Women/Gender/Sexuality.

The University of Maine invites applications for a tenure-track, academic-year, assistant professor in History and Women's, Gender, and Sexuality Studies (WGS) with a specialization in the modern transnational history of women. The candidate should specialize in one or more regions outside North America. Qualified scholars should focus on aspects of race, class, ethnicity, nationality, or citizenship and employ feminist approaches and methodologies. Annual teaching responsibilities ordinarily include four courses at the undergraduate and graduate level. This teaching load is evenly split between WGS and History. For WGS, courses would likely include WGS 101 as well as offerings in global gender politics, transnational feminisms, and the methodologies of women's studies and gender analysis. For History, the candidate would teach courses related to the global modern history of women and gender; transnational social history; and areas specific to their research geography. This person will also teach graduate courses and chair and serve on graduate committees. An interest and skill in facilitating dialogues across diverse perspectives is desired. The development of a productive research agenda, along with service to the History department, WGS program, college, and university will be expected. A successful application will show evidence of both scholarship and thoughtful approaches to teaching. A PhD in History, or a closely related field, by the time of appointment is required. The WGS Program offers an undergraduate major and minor, a graduate specialization, and a corresponding major in International Affairs. More information is available at <http://umaine.edu/wgs>. The History Department offers BA, MA, and PhD degrees. Further information can be found at <http://www.umaine.edu/history/>. To apply, submit a cover letter; CV; a statement of teaching philosophy; and the names of three references with contact information. Further materials, such as transcripts, writing samples, and letters of recommendation, may subsequently be requested. Materials must be submitted via HireTouch (<http://umaine.hiretouch.com>) "Apply For Position." You will need to create a profile and application. Incomplete applications cannot be considered. Appropriate background checks are required. Review of applications begins November 15,

2019. To ensure full consideration, applications should be submitted by that date. The anticipated start date for the position is September 1, 2020. For questions about the search, please contact WGS director Susan Gardner at susan.k.gardner@umaine.edu. The University of Maine System is an AA/EOE, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. Please contact the Director of Equal Opportunity, 101 N. Stevens Hall, Orono, ME 04469 at 207-581-1226 (voice), TTY 711 (Maine Relay System), or equal.opportunity@umaine.edu with questions or concerns. The University of Maine is a community of more than 11,200 undergraduate and graduate students, and 2,500 employees located on the Orono campus and throughout the state. UMaine is the state land and sea grant university and maintains a leadership role as the System's flagship university. As a result, it is dedicated to providing excellent teaching, research, and service at the university, state, and national levels. Further information about UMaine can be found at <https://umaine.edu/>. The University of Maine offers a wide range of benefits for employees including, but not limited to, tuition benefits (employee and dependent), comprehensive insurance coverage including medical, dental, vision, life insurance, and short and long term disability as well as retirement plan options. As a former NSF ADVANCE institution, the University of Maine is committed to diversity in our workforce and to dual-career couples. UMaine is located in beautiful Central Maine. Many employees report that a primary reason for choosing to come to UMaine is quality of life. Numerous cultural activities, excellent public schools, safe neighborhoods, high quality medical care, little traffic, and a reasonable cost of living make the greater Bangor area a wonderful place to live.



NEW HAMPSHIRE

UNIVERSITY OF NEW HAMPSHIRE

Durham, NH

19th-Century United States.

The Department of History at the University of New Hampshire is seeking applicants for the position of tenure-track assistant professor in the history of the United States between 1800 and 1877. Scholars of African-American history are of particular interest. The ability to teach the history of the US Civil War and Reconstruction is essential. Applicants will be expected to teach introductory, upper-division, and graduate courses in American history and one General Education survey per year. Applicants are expected to show promise of scholarly excellence as well as a commitment to teaching at every level, from introductory surveys to advanced undergraduate and graduate courses. The person hired should have a doctoral degree by the beginning of the appointment in August 2020. For more information on the History Department, visit <http://cola.unh.edu/history>. Screening of applications will begin November 1, 2019. Candidates should upload a letter of application, CV, and chapter-length writing sample to <http://jobs.usnh.edu/postings/33948>. In addition, please arrange for three confidential letters of reference to be submitted. The University of New Hampshire has a demonstrated commitment to diversity and social justice. UNH is an AA/EOE. The university prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. We encourage applications by women, minorities, and all underrepresented groups. The successful candidate must hold a commitment to promoting excellence in achieving ethnic, gender, and cultural diversity. The candidate will have demonstrated the ability to work with faculty, staff, students, and community groups of diverse academic, socioeconomic, cultural, sexual orientation, disability, and ethnic backgrounds. The University of New Hampshire is a major research institution, providing comprehensive, high-quality undergraduate and graduate programs of distinction. UNH is located in Durham on a 188-acre campus, 60 miles north of Boston and 8 miles from the Atlantic coast, and is convenient to New Hampshire's lakes and mountains. There is a student enrollment of 13,000 students, with a full-time faculty of over 600, offering 90 undergraduate and more than 70 graduate programs.



NEW JERSEY

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 re-

search, 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.



COLUMBIA UNIVERSITY New York, NY

Russia/Soviet Union. The Department of History at Columbia University invites applications for a tenured or tenure-track professorship in the field of 20th-century Russian and Soviet history. The search is open to all ranks—assistant, associate, and full professor. We are particularly interested in someone who is willing to push the boundaries of the Soviet field, whether by focusing on geographical regions (e.g. Central Asia, diaspora), broader chronologies (e.g. fin de siècle, WWI), or new methodological approaches (e.g. environmental history). The appointment is in the History Department, and will also involve close collaboration with the Harriman Institute for Russian, Eurasian, and East European Studies. Innovative scholarship is key to the position; the person will work extensively with PhD students in a growing program, and teach undergraduate and graduate courses in Russian history while also contributing to the general curriculum of the department and the Core curriculum of the College. PhD and record of excellence in scholarship and teaching required. Candidates for a position with tenure should be widely recognized for their distinction and professional accomplishment. Applicants should include a letter of application, research statement, CV, and the names of three referees to be submitted online via Columbia University's Recruitment of Academic Personnel System (<http://pa334.peopleadmin.com/postings/4073>). Review of applications will begin on October 21, 2019, and will continue until the position is filled. Columbia University is an AA/EOE. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and

staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.

United States. The Department of History at Columbia University invites applications and nominations for a distinguished scholar at any rank, from tenure-track assistant professor through full professor with tenure, to fill the Robert Gardiner Professorship in United States history. The Professorship is named in honor of the late Robert D.L. Gardiner, in order to support the teaching of New York history (city or state). Candidates may specialize in any period and subfield. Teaching responsibilities will include undergraduate and graduate courses in History; Department faculty also normally contribute to the Core curriculum of the College. Review of applications will begin on November 1, 2019. Starting date may be as early as July 1, 2020. Applicants are encouraged to highlight how their teaching, research, or service would help further Columbia's mission of building a culturally diverse and inclusionary scholarly environment. PhD and a record of excellence in scholarship and teaching are required. Candidates for a position with tenure should be widely recognized for their distinction and professional accomplishment. All applications must be made through Columbia University's Recruitment of Academic Personnel System (RAPS): <http://pa334.peopleadmin.com/postings/4076>. Columbia University is an AA/EOE. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.

FORDHAM UNIVERSITY New York, NY

Contemporary Central America. The Department of History at Fordham University solicits applications for a full-time, tenure-track position at the rank of assistant professor in the history of post-1900 Central America, with scholars focusing on migration particularly encouraged to apply. The successful applicant will teach at the University's Lincoln Center campus and in the Graduate School of Arts and Sciences, and will participate in Fordham University's

vibrant Latin American and Latino Studies Institute. At Fordham, we firmly believe that cultural and intellectual diversity is central to the excellence of our academic program and our institutional vitality; we welcome applications from people of all backgrounds. Women, people of color, veterans, and people with disabilities are especially encouraged to apply. Questions should be directed to the Chair of the Search Committee, Professor W. David Myers, at dmyers@fordham.edu. Fordham is an independent, Catholic University in a Jesuit tradition that welcomes applications from all backgrounds. Fordham is an EOE. Applications should include a CV, three letters of recommendation, a writing sample of article length, and a teaching portfolio (with sample syllabi and a teaching statement). Candidates should submit applications to <http://apply.interfolio.com/68799> by December 1, 2019.

Medieval. The Department of History at Fordham University solicits applications for a full-time, tenure-track position at the rank of assistant professor in the history of high or late medieval Europe (ca. 1200-1500 CE) with an emphasis on gender and social history. The successful applicant will participate in Fordham University's interdisciplinary Center for Medieval Studies. At Fordham, we firmly believe that cultural and intellectual diversity is central to the excellence of our academic program and our institutional vitality; we welcome applications from people of all backgrounds. Women, people of color, veterans, and people with disabilities are especially encouraged to apply. Questions should be directed to the Chair of the Search Committee, Prof. Scott G. Bruce, at sbruce3@fordham.edu. Fordham is an independent, Catholic University in a Jesuit tradition that welcomes applications from all backgrounds. Fordham is an EOE. Applications should include a CV, three letters of recommendation, a writing sample of article length, and a teaching portfolio (with sample syllabi and a teaching statement). Candidates should submit applications to <http://apply.interfolio.com/68795> by November 15, 2019.

HUNTER COLLEGE, CUNY New York, NY

Precolonial/Colonial North America and Early United States. The Department of History at Hunter College invites applicants

for a full-time Doctoral Lecturer position in precolonial/colonial North America and early US history beginning fall semester 2020. This position carries a 24-credit workload with 21 credits (7 three-credit courses) for undergraduate teaching and 3 credits for student advising and engagement, along with other administrative duties. This position does not involve a research commitment. The main duties of the appointee will include teaching multiple sections each semester of the first half of the undergraduate US History survey course (the US from the Colonial Era to the Civil War). There may also be opportunities to teach upper-level undergraduate and MA courses in the candidate's area of specialty. We are particularly interested in candidates who can teach topical courses focused on the pre-colonial era to 1800. We also value candidates who can share successful strategies for increasing student engagement with the history major. The position includes service on programmatic, departmental, divisional, and college committees. Some evening or weekend responsibilities may be required. Reappointment to a sixth year comes with a Certificate of Continuous Employment, the equivalent of tenure. Applications must be submitted online by accessing the CUNY Portal on the City University of New York job website <http://www.cuny.edu/employment.html> and following the CUNY-first Job System Instructions. Current users of the site should access their established accounts; new users should follow the instructions to set up an account. To search for this vacancy, click on "Search Job Listings" and select "More Options." To search for CUNY jobs enter the job opening ID number. The required material for the application package must be uploaded as ONE file in .doc, .docx, .pdf, .rtf, or text format. Incomplete applications will not be considered. Candidates should submit a CV, cover letter, a sample syllabus, and evidence of a strong teaching record (e.g., teaching evaluations, teaching observation reports, and/or teaching letters). Candidates should also arrange for 3 letters of recommendation, which must evaluate their teaching skills, to be sent separately to hsearch@hunter.cuny.edu. Review of applications will begin November 15, 2019. CUNY encourages people with disabilities, minorities, veterans and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category,

including sexual orientation or gender identity. WWO/AA/Vet/Disability Employer.

NEW YORK UNIVERSITY

New York, NY

Europe 1780–1920. The Department of History at New York University seeks a historian of Europe, 1780–1920, with a specialization in gender, women, and/or sexuality. We invite applicants from any European national or imperial history except France or Russia. The successful candidate will be appointed at the rank of assistant professor effective September 1, 2020, subject to budgetary and administrative approval. Applicant should have a doctoral degree in hand before the start of employment. To apply through Interfolio (<https://apply.interfolio.com/67928>), please submit a letter of application, CV, writing sample (published article or book chapter), and three letters of recommendation. In addition to discussing research and teaching, letters of application may also want to explain how diversity and inclusion have figured in the candidate's past and present academic work (additional information can be found at <http://as.nyu.edu/departments/facultydiversity/recruitment/diversity-statements.html>). Application deadline is November 1, 2019. Please address any questions to the Assistant to the Chair of the Department of History (history.dept@nyu.edu). The Faculty of Arts and Science at NYU is at the heart of a leading research university that spans the globe. We seek scholars of the highest caliber, who embody the diversity of the United States as well as the 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 profession, across color, creed, race, ethnic and national origin, physical ability, gender and sexual identity, or any other legally protected basis. NYU affirms the value of differing perspectives on the world as we strive to build the strongest possible university with the widest reach. To learn more about the FAS commitment to diversity, equality, and inclusion, please see <http://as.nyu.edu/departments/facultydiversity.html>. AA/minorities/females/veterans/disabled/sexual orientation/gender identity/EOE.

Native American Studies. The Department of Social and Cultural

Analysis at New York University invites applications for an open rank search (tenure-track or tenured) in the field of Native American Studies. We especially welcome applications from scholars whose research relates to urban indigeneity, critical indigenism theory, settler colonialism, literature, indigenous resurgence and governance, queer studies, indigenous pedagogies, environmental studies, and/or language revitalization. We encourage applications from scholars who work in collaboration with First Nations or Native American nations and whose research engages with Indigenous communities. The Department of Social and Cultural Analysis is comprised of programs including American Studies, Gender and Sexuality Studies, Metropolitan Studies, Africana Studies, Latino Studies, and Asian/Pacific/American Studies. Applicants who can speak to one or more of these fields and have an interest in building Indigenous Studies curriculum/programming at NYU are encouraged to apply. Visit the SCA website at <http://as.nyu.edu/sca>. The appointment will begin on September 1, 2020, subject to budgetary and administrative approval. Applications must include a cover letter, CV, and a research statement. Entry-level applicants should provide names and contact information of three recommenders. PhD in hand by September 1, 2020, required. Because diversity and inclusion are an important part of the NYU mission, we request that you include a paragraph in your cover letter telling us how diversity and inclusion figure into your past, present, and future teaching, research, and community engagement. Applicants must apply through Interfolio at <http://apply.interfolio.com/69291>. Review of applications will begin on November 1, 2019. The Faculty of Arts and Science at NYU is at the heart of a leading research university that spans the globe. We seek scholars of the highest caliber who embody the diversity of the United States as well as the 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 profession, across color, creed, race, ethnic and national origin, physical ability, gender and sexual identity, or any other legally protected basis. NYU affirms the value of differing perspectives on the world as we strive to build the strongest possible university with the widest reach. To learn more about the FAS commitment to diversity, equality and

inclusion, please see <http://as.nyu.edu/departments/facultydiversity.html>. AA/minorities/females/veterans/disabled/sexual orientation/gender identity/EOE.



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.

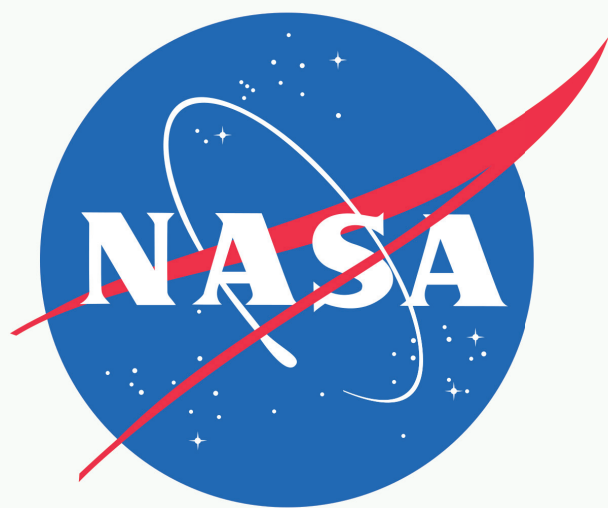
J. Franklin Jameson Fellowship

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



Applications due April 1.

Information at historians.org/grants.



Fellowships in Aerospace History

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

AMERICAN
HISTORICAL
ASSOCIATION

135th ANNUAL MEETING

SEATTLE

JANUARY 7-10, 2021



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.

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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).