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PERSPECTIVES ON HISTORY

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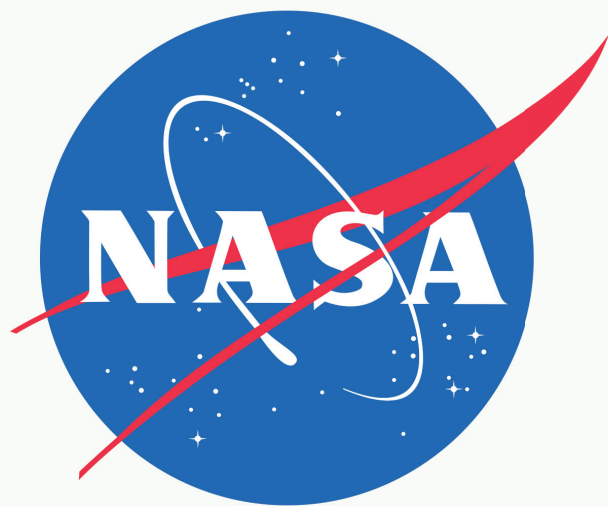
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ON THE COVER

The definition of “archive” is constantly evolving. In a graduate seminar bringing together students from the University of Minnesota Twin Cities, Ruhr-University Bochum, and the University of Helsinki, MJ Maynes and Leslie Morris asked students to expand their ideas of what an archive can look like. And a campus controversy over building names gave the conversation true weight.

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ALLISON MILLER

TOWNHOUSE NOTES

An Editor's Farewell

This is the third draft of this column. It may be that my writer's block has been due to the turmoil in our world, and in mine. It's hard to write soberly when humanity is in the process of vaporizing its only home, when lawmakers are questioning diplomats about whether foreign aid can be leveraged to benefit the president personally, and when this column will be my last.

When my stepfather was on his deathbed in a hospital in Virginia, he was asked a few questions each morning, as people who are very sick often are: Do you know your name? Do you know where you are? Who is the president? It was 2013, and one day he answered the last question with "Barack Obama, and that's a good thing, because it means my children will always have health care." Since then I've wondered about how those who are dying see the world they're leaving—is it getting better or worse?—and what my stepdad, a lifelong Republican who broke ranks to vote blue in his last years, would have thought had he passed away today.

David died thinking that good was coming. His lifetime in history, as a part of history, ended on a net positive. That's only tragic, or ironic, if you consider it from the point of view of the rest of us, all of us, who survived him and who lived to see deep changes in the political party he was devoted to, the wildlife he cared for, and the coastal wetlands he loved. His lifetime in history was not mine, and not any of the rest of ours. Our histories aren't over, though we might depart tomorrow—that is, before we can reasonably take our farewells with the same confidence that David did, that our children will live into a brighter future.

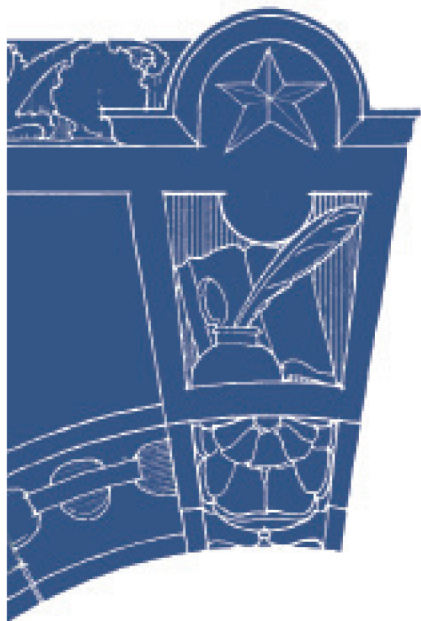
I'm not dying, though my farewell as editor is seasoned with confidence: in the future of *Perspectives*, of the Association that's nurtured my talents for more than four years, and of the AHA staff members, present and future, who I know will plot courses for the magazine that I never dreamed of. But I worry about what's to come for the

discipline of history itself. It's become harder over the past four years to be a historian, period. I don't only mean the state of the academic job market, budget cuts, and the proportion of history students taught by adjuncts; I also mean the morale-sapping ridicule of humanities and social science disciplines by pundits, politicians, and too many administrators and people in STEM fields. It's hard for me to believe the value of history needs to be articulated again and again and again—that the purpose of an education in history isn't to gain the ability to recapitulate patriotic facts and dates—but here we are.

On the other hand, if history does teach us one thing—if it's taught me one thing—it's that nothing can be taken for granted. Our successes as human beings are fragile, but our failures can be too: things that get interpreted as failures for many years can look much different even further down the line. My valedictory wish is that we hold fast to our successes but also not hide our failures. The worst we can do for the future, for the historians who come after us, is to live imagining only success, or feeling only failure. Our legacies are and must be complex, though we surrender them to the living when we leave. That complexity, though, is what makes us who we are, and what makes our future ours, as long as we do live. To our future, for the future. **P**

Allison Miller edited Perspectives on History from June 2015 to December 2019. She tweets @Cliopticon.





The University of Texas at Austin Department of History 2019-20

Institute for Historical Studies

Welcomes Residential Fellows, 2019-2020

José Carlos de la Puente Luna, Research Fellow
Associate Professor of History, Texas State University

Leone Musgrave, Postdoctoral Research Fellow
Ph.D., Indiana University, 2017

Announces Fellowship Theme for 2020-21: “Climate in Context: Historical Precedents and the Unprecedented”

The present climate crisis seems to confront us with a rupture with the past. What can historians offer in the face of scientists' predictions of unprecedented warming and the breakdown of the planetary systems that have sustained civilizations? As anthropogenic climate change subverts the traditional timescale of historical consciousness, do old distinctions between human history and natural history collapse? Does this situation call for new forms of historical writing, or are traditional approaches as relevant as ever? For its 2020-21 theme, the Institute for Historical Studies calls for projects that grapple with the challenges that climate change presents to the discipline of history.

Taking the category of “climate” in broad terms, we seek scholars whose work explores the historical and historiographic complexities of environmental breakdown. How have history and our understanding of the past shaped social responses—or failures to respond—to environmental concerns? How might social, political, economic, or cultural crises have unexpected historical connections to environmental change? Might we find precedents for the “unprecedented” by uncovering and analyzing the historical roots and analogues of contemporary climate change? For example, how have people understood, adapted to, and recovered from climate events and other environmental disruptions across different time periods and places around the world? Can history offer an alternative to visions of the future that appear to be determined by prevailing climate models, and help provide us with new ways of understanding human agency, adaptability, and resilience? We invite proposals of historical projects that engage these and other questions, in all time periods and all parts of the world.

Details about this year's IHS workshops and conferences, residential fellowships at all ranks for 2020-21 and the new theme: liberalarts.utexas.edu/historicalstudies. The deadline for fellowship applications is January 15, 2020.

Information about the Department of History, its faculty and graduate programs:
liberalarts.utexas.edu/history

JOHN R. MCNEILL

SPEAKING UP

The Historian's Place in Tumultuous Times

This column is my last, my swan song as AHA president. In January 2020, I will pass the gavel to my successor, Professor Mary Lindemann, a specialist in early modern European history and the history of medicine. But as I reflect on my year as president, it is clear that 2019 has been an interesting one for presidents here in Washington, DC.

For my part, the most interesting developments have been the exponential increase in calls for the AHA to take a stand. As James Grossman noted in the October issue of *Perspectives*, hardly a week went by in 2019 without someone urging the AHA to express concern (or more) at the mistreatment of historians in this or that country; or to decry new restrictions on research access here or there; or to sign onto an amicus curiae brief for this or that lawsuit; or sign onto a letter of protest; or in some other way express either support for or condemnation of something somewhere. Often these urgings involved matters of direct interest to historians and the AHA. Sometimes the connection was much looser. Much thought, research, and discussion went into decisions about what to do and what not to do. I hope the AHA did the right thing more often than not.

These cases have been interesting, if often disturbing. Many parts of the world seem to be sliding in an illiberal, authoritarian direction. Intellectuals, historians included, seem more often to be targets of authorities bent on censorship or intimidation. While journalists feel the impact of this illiberal turn more sharply than historians, it has reached our ranks too, at least overseas.

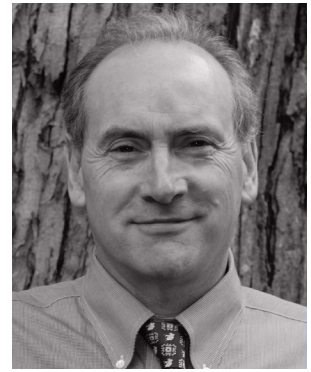
Now, this sense of mine might be mistaken: it could merely be that more cases of maltreatment of historians have been brought to the notice of the AHA but that the number of such cases is not actually increasing. Or perhaps both could be happening at once. In any case, as one of those tasked with shaping the Association's reaction, I have the

feeling that the political winds have brought chillier times for historians around the world. And it feels as if the AHA is spending more of its time and energy in a reactive mode, trying to keep up with what it is asked to respond to. I imagine officers of the AHA felt similar pressures during the period 1967–74, when the war in Vietnam and the draft riled and roiled American society, college campuses, and the AHA membership.

All this makes me wonder what obligations—if any—tumultuous times place upon historians. Should we go about our business as usual, without altering our habits and routines? Or should we use our expertise and our platforms (such as they are) to speak up? My first answer to that question is that no one, including an AHA president, should tell historians what to do. We should all decide for ourselves how to conduct ourselves in turbulent times—as in placid ones.

As one of those tasked with shaping the Association's reaction, it feels that the political winds have brought chillier times for historians around the world.

But my answer does not stop there, for I think that historians have useful perspectives that are too rarely expressed in public settings. For instance, who better to say whether or not the behavior of a different, and more consequential, president here in Washington is unprecedented in the annals of presidential history? Who better to judge whether the current illiberal drift represents a return of fascism? (I am pleased to note that the annual meeting will devote a plenary debate to that question.) Who better to point out instances when political factions concoct and conscript distorted versions of history to serve their agendas?



I am always pleased to see historians rising to the challenge and weighing in on such matters—as many are already doing. Americanists, especially political historians, can put the current dramas in Washington in perspective better than anyone else. Modern Europeanists, Latin Americanists, even perhaps historians of the late Roman Republic are also equipped to illuminate aspects of our current travails.

Blogging, tweeting, podcasting, writing for the local newspaper, speaking up at events in our communities—there are many avenues that are open to historians.

As AHA president, I have shied away from using my columns to reflect on current politics at home or abroad. I have found it quite enough to try to keep pace with the many requests for AHA endorsement of this or that protest or case. In any event, the AHA is not a political organization, and its presidents, in my view, ought to avoid taking positions that might jeopardize its apolitical standing, even in tumultuous times. Professor Lindemann may or may not see matters differently. In all likelihood, with a presidential election due in November 2020, her watch will see more acute division—and more riling and roiling—in American society than mine. I wish her the best of luck.

And I hope that historians will more often enter the lists, offering their wisdom and perspectives on the election, its candidates, and its issues. I hope they will, more frequently than ever, illuminate questions of domestic and foreign policy. Blogging, tweeting, podcasting, writing for the local newspaper, speaking up at events in our communities—there are many avenues that are open to us. The odds are against getting an op-ed into a national newspaper, but historians have succeeded there too, and will do so again. There is no risk of a surplus of long-term or comparative perspective in current political discourses. I encourage you to weigh in as historians.

In my first column, about the struggles historians have maintaining a healthy work/life balance, I wrote that as soon as my term as president is up, I would practice what I preach and devote more time to life and less to work. Life in an open society, as I see it, includes the possibility, maybe even the responsibility, to take part in public

debates. So when my term of office is up (I assure you I have no intention of imitating China's president and overseeing constitutional changes allowing me to be president for life), I intend to practice what I preach and return to my former habit of writing very occasional pieces for my local newspaper. I'll have a bit more time for such things. Over to you, Mary. **P**

John R. McNeill is president of the AHA.

JAMES GROSSMAN

REVISING REVISITED

Words Matter When It Comes to Career Diversity



The late historian James Horton had a knack for provocative vocabulary in public history spaces. When queried about “those revisionist historians” who supposedly invented facts and changed narratives to fit ideological or political agendas, Jim looked his questioner in the eye: “Revisionism happens because new evidence is available and new questions are asked. Would you go to a heart surgeon who isn’t reading revisionist medicine?”

I thought of Professor Horton’s advice recently when I came across a popular and reputable daily history bulletin. Noting the coming anniversary of a Civil War battle, the text made reference to the Confederate and Union armies. Jim had stopped referring to the “Union” army sometime in the 1980s; from then on, it was always “the army of the United States of America” or, simply, “the US Army.” The terminology matters if a historian wants to communicate unambiguously that the Civil War was not a series of battles between two equivalent forces—Union and Confederacy—but a rebellion against the government of the United States to preserve the right of some humans to own the bodies, labor, and progeny of other humans. The terminology matters because vocabulary that suggests otherwise reinforces conventional imagery of heroic cavaliers, gracious hostesses, and the tragedy of fraternal conflict. Subtleties of historiographical disputation are not always irrelevant to public culture and policy.

Historians need to write and speak carefully. A single word or phrase, a particularly evocative metaphor, can undermine a nuanced argument pointing in a very different direction. On a recent visit to Pearl Harbor, I noticed references to a “sneak attack”—something attributed to stereotyped Japanese combatants—rather than the “surprise attack” respected in military circles as part of a fight among equals. Though the dramatic near-destruction of the US Pacific fleet constituted a main

thread in film and exhibit interpretation on site, I could not find the word “defeat.” Destruction, yes; “defeat,” no. But defeat it surely was.

Words matter. At the AHA, we’ve been thinking about the words historians use to communicate with each other. Our work in an area we now call “career diversity” began with the imperative of redefining what we mean by professional “success.” Tenure-track “placements” had long constituted the yardstick of a PhD program’s quality and stature. Only rarely did other employment even appear on a department’s annual alumni listing. A bank executive or an influential political figure was regarded as a “failed fellowship award,” a recent retiree from the world of graduate-education funding told me: neither had pursued a career “producing new knowledge.” Yet nearly one-fourth of all history PhD recipients in our initial counting were employed beyond the professoriate. Some had never aspired to the professoriate, and probably more had left that path reluctantly; we learned quickly that many had shaped successful careers in places they wanted to live, and continued to identify as historians. In the face of new evidence, we had to revise. To redefine success.

At the heart of redefining success
is a question of agency.

Redefinition is one thing; eliminating terms from conventional discourse is another. The AHA rejected the conventional term “alt-ac” (shorthand for “alternative academic”) early on, recognizing that the term implies that a PhD recipient must somehow be “ac” (academic) to be respectable, and that academic employment beyond the professoriate is “alternative” (marginal, a substitute). Meanwhile, conversation carried on about “overproduction” of PhDs, along with references to “placement” and assumptions that “the job market” meant—naturally—the academic market.

Our conversations about doctoral education eventually strikingly resembled historiographical developments during my formative years learning to be a historian. At the heart of redefining success is a question of *agency*. Since the 1970s, as historians gradually figured out that everyone had agency, we continued to strip it away from our own students via the vocabulary that said *they were produced*; *they were placed*. Like cobblers who go shoeless, we have denied our own community the lessons of our craft.

If we are to legitimate the work of historians as teachers, then we must not communicate to our students through the terms we use that teaching is a burden.

In the hope of stimulating a broader reconsideration of disciplinary and institutional culture, we at the AHA have revised our vocabulary. In this spirit, I offer a short glossary of words for you to reconsider. We no longer use the following:

Production of PhDs: We began by suggesting that the term “overproduction” be replaced with “underutilization” in order to better emphasize that the problem we face is not too many people receiving PhD degrees in history, but our own reluctance to prepare them for a wide array of career paths. A degree with a single pathway is a vocational degree; the PhD, by contrast, should open a cornucopia of opportunities. A member of our staff completing her dissertation during the course of these conversations pushed us further still, pointing out that PhDs, like all degrees, “are not *produced*. They are *earned*.” The AHA no longer refers to “PhD production.”

Placement: This is a hard one to jettison. It is pervasive, commonplace, and baked into our graduate programs by preceding still other terms, from “officers” to “data.” But changing—*revising*—this term is essential. Nobody is “placed” anymore; indeed, I wonder how many history PhD recipients have been “placed” in nearly two generations. “Placed” implies an outcome divorced from an individual student’s agency or desire. It makes a person’s career contingent on the influence and care of a mentor. “Placement record” reflects primarily on the program, not the student who worked to earn the degree and attain the position. Altogether, the concept flattens the diversity of historians’ values, interests, and goals, suggesting that the

plethora of what historians can do and contribute can be measured by one rubric. We must find new and better terminology to describe occupational outcomes of a program; participating departments in AHA Career Diversity, for example, have begun to replace their “placement officer” with a “career development officer.” Words matter.

Teaching Load: Most historians (holding both MA and PhD degrees) working in higher education are primarily teachers. Many have a meaningful research agenda and publish important work. But the bulk of their time is devoted to teaching, and many see it as their primary disciplinary expression. If we are to legitimate the work of historians as teachers, then we must not communicate to our students through the terms we use that teaching is a burden. Like all other aspects of a job, it is a responsibility. We can write all we want about the joy of teaching. AHA presidents can proclaim, “We shall gladly teach.” But if we refer to a “teaching load,” the message is clear: teaching is a burden that we shoulder so that we can do the research that makes someone a historian: “my own work.”

A mere three terms, I know. Still, to some readers, official proclamations of appropriate vocabulary will raise the specter of “Newspeak,” a term coined by George Orwell seven decades ago. But 1984 has come and gone. And we have learned from our colleagues in literary studies how language can shape reality—for better and for worse. With new evidence comes new questions. So let’s think a bit harder about the words we use in preparing the next generation of historians. Perhaps we’ll even manage to stop “training” them. **P**

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

ELYSE MARTIN

BURIED TREASURES

Researching the History of the Time Capsule

While working on his first book, *Untime-ly Ruins: An Archaeology of American Urban Modernity, 1819–1919* (Univ. of Chicago Press, 2009), Nick Yablon (Univ. of Iowa) came across a postapocalyptic novel published in 1911 called *Darkness and Dawn*. This book “had a number of references to time capsules,” Yablon told *Perspectives*. “They were all used in diverse ways to reconstruct the events of the past and provide tools for survival in this kind of postapocalyptic wasteland. I was fascinated by these references and started to wonder when this tradition of the time capsule began.”

In his new book, *Remembrance of Things Present: The Invention of the Time Capsule* (Univ. of Chicago Press, 2019), Yablon traces the time capsule back to 1876, as “a spate of such timed devices, programmed to be opened a hundred years later, were launched in Washington, DC, Chicago, San Francisco, Boston, Amherst,

and Ramapo, New York.” The centennial celebration of independence seems to have caused citizens of the United States to focus on the future, rather than the past. Yablon reads this as an assertion of “historical continuity into the future,” proof not only of the dominant belief in American progress, but deep, even buried anxieties about the continued existence of civilization. After the high cost of the Civil War, and amid increasing unrest because of labor issues, Americans worried about “potential threats to civilization” that could rob them of the future they hoped to see. There was also doubt at the time about the efficacy of traditional public attempts at preserving historical memory, such as libraries. The rapid industrialization of cities such as Chicago, for example, led to the 1871 Great Chicago fire and the destruction of many of Chicago’s paper archives.

Yablon argues that the time capsule also served “to foster national identity,” by means of creating a sense of a shared past, emphasizing the shared rituals of the present (such as reading newspapers, many of

which were included in early time capsules), and creating a shared future. As he writes, “Through the ceremonial sealing of relics in a time vessel, citizens expressed solidarity with their successors and affirmed faith in the nation’s endurance.” The popularity of these early time capsules can therefore be read as a conscious attempt to create a coherent national identity that defies temporal constraints.

there because there may be instances I’m not aware of, and I am defining this, the time capsule, of course, very narrowly.” In his book, he defines the time capsule as “an intentional deposit with a preconceived target date,” at which point it would be opened. Most other intentionally buried artifacts are not intended to be dug up again. The objects in ancient Egyptian tombs, for example,

The popularity of early time capsules can be read as a conscious attempt to create a coherent national identity.

Though Yablon is wary of calling the time capsule a uniquely American phenomenon, the earliest time capsule outside of the United States appears to be the 1907 Paris Opera capsule . . . which happened to be created by American Alfred Clark of the Gramophone Record Company. “It seems as though [creating time capsules] wasn’t practiced beyond the US until well into the twentieth century,” Yablon told *Perspectives*, “though I want to hedge my claims

were placed there to assist the tomb’s inhabitant in the afterlife, not as a message in a bottle to future generations as what life was like under the reign of, say, Tutankhamun. Likewise, the post-revolution American fad of the cornerstone ceremony, or “the depositing of symbolic artifacts and documents in the first stone of a building or monument, usually in the presence of Masonic officials,” doesn’t count. Though these deposits were an effort to preserve ephemera from a specific

point in time, they cannot be opened without destroying part of the building.

Yablon also discovered that few other scholars had looked into time capsules. Though no archive is neutral, and all are constructed around the priorities, narratives, and ideologies of those who purchase and organize the materials, time capsules are archives that deliberately call attention to the processes of selection and preservation and the ideologies that inspired both. Many early-20th-century time capsules, such as the 1907 Paris Opera capsule or the

famous 1939 Westinghouse time capsule, were created by companies that wanted to call attention to their products not just as a critical part of the present, but as a valuable resource for the future. Likewise, many time capsules included material objects like clothing and photographs, which, in the early 19th century, “violated the emerging tenets of academic history,” as Yablon phrases it in his book, and were not then considered appropriate avenues of scholarly inquiry. “I think for that reason historians have avoided using [time capsules],” Yablon told *Perspectives*, “if they knew

about them at all, because of this notion that we are meant to be using untended archival material . . . not intended sources, deliberately constructed collections for future historians.”

historians hindered Yablon’s understanding rather than aided it—such as when Yablon came across phonography cylinders from 1901. “Researchers couldn’t directly use those wax cylin-

Sometimes the diversity of media materials that time capsule contributors thought would be useful for future historians hindered Yablon's understanding.

Sometimes the diversity of media materials that time capsule contributors thought would be useful for future

ders,” he told *Perspectives*. “They were quite fragile.” Archivists had to carefully extract the music for anyone



"Mosher's Memorial Offering to Chicago." Detail from backmark of a Charles D. Mosher's memorial photograph. Chicago History Museum/CC0.

who wished to hear them. Wax cylinders weren't the only unusual items Yablon came across in his research. San Francisco-based dentist Henry D. Cogswell's 1879 time capsule—which Cogswell called a “great Antiquarian Postoffice [sic]”—included “a box of breath sweeteners, a mechanical pencil, a souvenir pen and bud vase from the Centennial Exposition, a silk bookmark, a wooden puzzle, a paper-weight . . . and, presumably Cogswell's own contribution, some false teeth.” In an interview with *Perspectives*, Yablon said that, while researching the book, he also came across a piece of “corn on the cob in an Oklahoma time capsule [from] 1913.” (“It was in fairly good condition,” Yablon added.)

Ironically, it can be difficult for historians to find time capsules. Though the materials were assembled for future historians to use, once a time capsule is opened, the materials are often divided up into different departments or collections in museums, libraries, or historical societies. As Yablon told *Perspectives*, “I found a couple of collections where the contents of the time capsules weren't kept in one box or one collection. The photographs were dispersed with the photographic collections of the society, and the material artifacts were rehoused in the material section.” He also ran into trouble trying to find out which items had been in time capsules by looking at catalog

records. “You have to do a lot of creative searching to even find a time capsule,” says Yablon, “because before 1938 they weren't called time capsules. That was a term coined by Westinghouse.”

Sometimes the method of keeping the time capsules safe against the threatened apocalypse likewise backfired. Though Yablon told *Perspectives* he had good luck with materials from earlier time capsules, he credits that to the fact that early time capsules weren't buried underground, as is the contemporary trend. Burial “is the worst thing you can do with a time capsule,” Yablon says. “Water seeps into it. The container erodes and decays.”

conservation of the life endangered by the present, mirroring the apocalyptic concerns of the 1910s that first drew Yablon to the topic. Yablon worries, however, that projects like these, “might encourage public complacency or a sense of having done enough for posterity and thus thwart efforts to tackle climate change itself.”

Other contemporary time capsules speak more to Yablon's concerns and seem to wish to instill a sense of posteritism, a word invented by Louis Ehrich in his 1901 address when burying a “century chest” in Colorado Springs. Ehrich defined posteritism as “a sacred regard for the highest welfare of posterity.” Artist Katie

“There are still possibilities in this idea of a time capsule,” says Yablon, “that artists and environmentalists could promote a certain duty to prosperity and so on. There's still a lot of use in time capsules, I believe.” **P**

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

Burial “is the worst thing you can do with a time capsule,” Yablon says.

The most famous contemporary time capsule, the Time Capsule Program of Japan's National Institute for Environmental Studies, is buried underground—in a manner of speaking. As Yablon writes, “specimens (or DNA samples of) plants and animals that are endangered by climate change, pollution, biotech monoculture, and human activities” were buried “sixty-five feet into the Antarctic ice to help scientists in the year 3000 research climate change or resuscitate species.” This Time Capsule Program's focus is less on curation of the past than

Paterson's 2014 Future Library is a project very much in line with this idea. The Future Library, writes Yablon, “consists of unread book manuscripts submitted by one author each year” as well as “a thousand trees in a nearby forest (on inalienable public land) to supply the paper for these publications” in 2114—thus neatly avoiding the problems of preservation and transmission Yablon found with wax cylinders or buried items and instilling in generations of eager readers the necessity of ecological and not just material preservation.

Join the Conversation at AHA Communities



communities.historians.org

AHA Communities is an online platform for communication and collaboration. Historians can join ongoing discussions on teaching and learning, remaking graduate education, and the annual meeting, or launch their own forum, blog, or project space.

AMERICAN
HISTORICAL
ASSOCIATION

MJ MAYNES AND LESLIE MORRIS

INTERROGATING THE ARCHIVE

Campus Controversy Becomes Part of International Graduate Seminar



Students in the "Interrogating the Archive" seminar rethought exactly what constitutes an archive.
Wikimedia Commons/CC BY 3.0. Image cropped.

IN APRIL 2019, the University of Minnesota's Board of Regents held a special meeting to discuss a task force report on institutional history and campus building names. The report, which drew upon official university archives and other sources of historical evidence, recommended renaming four campus buildings named after administrators who had engaged in discriminatory practices. The ensuing debate—like many recent debates over memorialization—brought questions about archives and historical evidence from the classroom into the public spotlight.

The meeting was tense from the beginning. And the tension only increased as it became clear that the only voices on the agenda were the regents', the loudest of whom opposed the report's recommendations. The regents threatened to arrest John Wright, an African American faculty member and adviser to the task force, after he stood and waited silently to be recognized to speak. Finally, after continued audience pressure and protest, they allowed him to speak. His speech brought questions about preserving historical knowledge and bringing it to the fore: "The single best source of information on African American life on this campus, on the policies of the university administration, on positions of the regents, and so forth," Wright noted, "is not in the university archives. It's in the archives of the black press."

We watched the Board of Regents meeting, first in person and then later on video, with fellow faculty and students enrolled in an interdisciplinary graduate seminar on "Interrogating the Archive: Preserving and Interpreting Knowledge of the Past." With support from Minnesota's Center for German and European Studies, the seminar brought together three campuses: the University of Minnesota Twin Cities, Ruhr-University Bochum, and the University of Helsinki. The seminar group included four professors—the two of us, along with Juhana Aunesluoma in Helsinki and Hilde Hoffmann in Bochum—and 33 students from a dozen disciplines. In fall 2018, we convened weekly by video. We explored questions about which events and perspectives on the past do and don't get preserved in official archives, and how more diverse perspectives are revealed by expanding "the archive" to include less-official sources such as personal memories, "counter-archives" like the RomArchiv on gypsy history, and even sound recordings. We had scheduled a follow-up "in-person" UMN workshop in April 2019; the Board of Regents' meeting, with its focus on contentious interpretations of the University's past and its archives, offered a learning opportunity too good to pass up.

The controversy at UMN had begun with a 2017 university library exhibition, "A Campus Divided: Progressives,

Anti-Communists, Racism, and Anti-Semitism at the University of Minnesota, 1930–1942," which documented institutional discrimination, political surveillance, and student activism at the university. Under pressure from students, university president Eric Kaler appointed a task force to investigate this history. The task force, composed of university professors and students, issued its report in February 2019. In March, some members of the Board of Regents responded to its recommendation to rename four buildings by accusing the task force of "academic dishonesty." Then the Board called a special April meeting to discuss the report and act on its recommendations.

Given the close connections with our seminar's themes, it seemed like a good idea to take the students—both Minnesotans and visitors—to witness at least part of the Regents' meeting, especially since Leslie Morris had herself been a task force member. We observed the first hour of discussion, and later in the day, over dinner, we all watched the video of the rest of the long session. We saw the audience members' protest and the confrontation between them and the Regents. Following Wright's speech, we watched the Regents vote 10-1 against renaming the buildings.

We explored questions about which events and perspectives on the past do and don't get preserved in official archives, and how more diverse perspectives are revealed by expanding "the archive" to include less-official sources.

In response to questions posed after the workshop, students made direct connections between our seminar and what we had witnessed. The selectivity of knowledge stored in official archives and the relationship between interpreting the past and holding institutional power had been central issues in our seminar readings and discussions. Many students saw these issues come to life at the meeting. In the words of George Dalbo, a Minnesota student, the meeting showed that: "Archiving and archives are not neutral. Indeed, archiving and archives are political in nature. Archiving and archives privilege certain types of information over others."

Minnesota student Sarah Pawlicki made similar observations. In the Regents' debates, Pawlicki noted, "We were witnessing

attempts to preserve exclusiveness—via racism, anti-Semitism, and anti-Communism—in order to preserve an unjust, racist status quo. . . . In the [Regents'] calls to memorialize bigots for the sake of 'historical context,' I see attempts to control the narrative by simultaneously declaring that history matters tremendously, and that it also doesn't matter at all—that preserving this much-vaunted 'historical context' at any cost is seen as a worthy goal, while simultaneously denying the effects this very history has on marginalized communities today."

The very buildings in question were also archives.

The students from Europe also saw what transpired at the meeting as a fight for institutional control over historical memory, even if the particular power relations were unfamiliar. Claire Gilray, a Helsinki student, was struck by the Regents' lack of accountability: "My mind was blown by bearing witness to the institutional power relations in the regents' meeting. . . . The idea of political actors on whatever level making decisions about the university, despite what those who actually work at or study at the university would prefer, was a completely foreign concept to me."

Students also noted that documentation was introduced from a variety of types of formal and informal "archives," such as the university archive and the press, that helped illustrate the seminar's deliberately expansive notion of the archive. Scott Memmel, a Minnesota journalism student, noted that the task force "had used newspaper articles in the *Minnesota Daily*, the *Minneapolis Star*, and the *Minneapolis Tribune*, among others, as evidence in their report to the Board of Regents." This evidence went beyond that stored in the official institutional archives.

Other students noted the role of what might be termed "counter-archives," especially the Black press of the 1920s and 1930s, which, as Wright stated at the meeting, covered and criticized patterns of segregation at and beyond the university. As Dalbo said, "It is not just the question of what information is archived, but also which archives we continue to legitimize, privilege, and access. Not only did Professor Wright highlight the existence of a counter-public discourse and an alternative archive in the Black community and press, but he also became the embodiment of this archive. . . . In the end, it seems that this archive was seen as less legitimate than what was understood as the official archive by the majority of the Board of Regents."

Several students underscored how the very buildings in question were also archives whose forms and names

materialized the politics of historical memory. For Gilray, the focus on campus buildings "brought to mind our seminar discussions on the city as an archive—in this case, the university campus as an archive—and how the physical presence of archives, including how buildings are named and who they are named after, shape and influence the present." Dalbo added, "The building names follow and present a narrative of the history that simultaneously honors some and erases other people(s) within the history."

Some students noticed the politics of archiving during the historical processes they were witnessing. Referring to blacked-out sections of the official meeting video, Bochum student Max Neumann pointed out, "When we met to socialize and gathered around the laptop to watch the rest of the meeting, we noticed the camera cutting out the events when things seemed to escalate, leading to the speech of Professor John Wright. It was interesting to be confronted with what seemed to be a kind of censorship in a situation where it would be of high importance to be able to retrace every step of the procedure. Again, a perfect transition to our topic of creating and negotiating memory and archive." Jana Gierden, a student from Germany studying at Minnesota, who had been active in the student renaming movement even before she took the seminar, thought it would be "worth mentioning" that the Regents' threat to arrest Professor John Wright and the audience members' solidarity were *not* included in the official video recording of the meeting.

On a slightly more hopeful note, several students alluded to the possibility of "changing the narrative" through public debates over knowledges of the past. In the words of Bochum student Theresa Solbach, while "the buildings on campus can be understood as archives, with their names representing a dominant narrative, the debates and protests in April showed that even seemingly dominant narratives can be contested and are thus subject to change."

As these students' reflections make clear, witnessing this debate over the university's past offered an occasion to make connections between the seminar and ongoing concerns. By putting the public spotlight on a variety of forms of archiving the past—ranging from official university records to the Black press to the very building in which we were meeting—the renaming debate served as a clear case study of "Interrogating the Archive." **P**

MJ Maynes is a professor of history at the University of Minnesota. Leslie Morris is a professor of German at the University of Minnesota.

SARAH MULHALL ADELMAN, JOSEPH M. ADELMAN, LORI GEMEINER BIHLER,
MARIA ALESSANDRA BOLLETTINO, AND STEFAN PAPAIOANNOU

HISTORY FACULTY COLLABORATE ON ONLINE MODULES

Students Learn Essential Skills from Coordinated Department Resources



Online modules do not replace our work in the classroom but rather serve as a springboard for and supplement to it.

Joseph M. Adelman

INTRODUCTORY COLLEGE HISTORY courses must address a critical, if sometimes conflicting, set of priorities. We want to introduce majors to the work of the discipline and prepare them for upper-level work. At the same time, we hope to instill specific lessons and skills in a mostly general education audience of nonmajors, most of whom are taking their first and (despite our best efforts) last college-level history course. And, of course, we also have historical content to cover. That's a lot for a single semester, and all the more so because students arrive in our classrooms with varying skill levels. Some have worked extensively with primary sources in high school, but others can't define the term. Some have been introduced to historiography and the concept of history as a conversation and debate, and others think they're going to spend fifteen weeks memorizing names, dates, and places. How can we get all of these students on the same page, ready for the work they will do, and still have time to explore conversations about the past?

In the Framingham State University history department, we have become converts to the use of online modules to introduce and reinforce historical thinking and writing skills. With funding and support from the university's Center for Academic Success and Achievement, we worked in collaboration with one another and our university's Education Technology Office to create a set of online modules that reside on the university's learning management system (such as Blackboard or Canvas). Each module comprises a 20- to 30-minute presentation, narrated by one of us, with an accompanying slideshow. A brief multiple-choice quiz accompanies each module, which faculty can choose to use to assess student engagement with the modules and to further discussion of history skills. These modules have helped us make great strides in bringing students up to speed on how to do work in history courses and have also helped us create a unified message as a department. They do not replace our work in the classroom but rather serve as a springboard for and supplement to it.

The six modules cover a variety of vital historical thinking and writing skills:

- Introduction to History: What Is It, Why Study It, and How to Succeed in Class
- How to Read a Primary Source
- Understanding Secondary Sources
- Writing an Effective History Paper
- Writing about History . . . in Your Own Words: or, "What Is Plagiarism and How to Avoid It"
- Citing Sources Using the *Chicago Manual of Style*

In developing these new online modules, a single faculty member took the lead to draft a script and slideshow for each module, and then we (the authors, plus our colleague Bridgette Sheridan) worked together to revise and refine them all. This stage provided one of the unexpected benefits of the project. We learned a considerable amount about our colleagues' pedagogy and terminology, and our discussions have helped us align and improve our collective presentation of these concepts, both in the modules and in our classrooms.

The modules have helped us make great strides in bringing students up to speed on how to do work in history courses and have helped us create a unified message as a department.

For several years, our department tried teaching similar lessons during in-person sessions, but both students and faculty struggled to fit these workshops into their busy schedules. Additionally, scheduling sessions for the start of the "spring" semester in New England often led to snow-related headaches. Placing these workshops online offered numerous advantages over the in-person iterations. First and foremost, it's now much easier for students to complete the workshops, especially at a campus with a large number of students who commute, work, or have other commitments off campus. The completion rate increased significantly compared to an earlier in-person version of the workshops (from 65–75% to 80–90%). Even better, students have found the online modules more helpful than their predecessors did the live workshops. In end-of-semester surveys, they report much higher satisfaction with the modules and report that the modules clearly connect to course materials. The modules also provide much better service to our online students, a significant number of whom rarely, if ever, come to campus and for whom an in-person workshop was simply a nonstarter.

The flexibility offered by online modules also makes them more useful and relevant for students. Faculty members can choose which modules to include in each course and introduce skills at a point appropriate to their course syllabus. Some of us, for example, begin our introductory courses with more primary sources and introduce secondary sources at mid-semester. Some emphasize writing assignments to a greater degree. We have variable policies about which citation style students should employ. Now we can place a module at the point where it makes the most sense, rather than

introducing everything to students all at once regardless of how an individual course operates. And we can use only those modules relevant to the course—most of us, in fact, do not assign all six in any one course. Because the modules are always available, students can also return to relevant presentations when they need to. For example, students seem to do repeat work with the modules on writing papers and on citation (each averages over two views per student), and we as faculty are able to refer students to modules that might help them individually.

Collaboration has been an especially helpful part of the process because it prompted us to have focused conversations about pedagogy and skills.

We expected or hoped for those results, but the modules have also worked in unanticipated ways. Though we designed them for an audience of students taking their first-ever history course, many of us make the modules available as an option in upper-level courses for majors, and those students also report using modules at a high rate for skills reinforcement (again, the *Chicago Manual* presentation is very popular). We can also reinforce very specific points during upper-level classes by queueing short clips during class sessions for discussion or elaboration, without requiring that they watch the whole thing again. In this way, we reinforce that we expect students to build upon and revisit these concepts across their college careers—and that all history faculty are in agreement. To our delight, the modules have also proven helpful in enabling transfer students, those returning from a leave of absence, and others who have been away from history coursework for some time to reengage with the discipline and its practices.

Based on our experience, we'd encourage other departments to explore the creation of online modules to address common skills. Collaboration has been an especially helpful part of the process because it prompted us to have focused conversations about pedagogy and skills. It also helped us standardize our language and the language in the modules to prepare our majors and other students for additional coursework. For departments that choose to pursue similar modules, we have found that they are most effective with specific direct tie-ins and follow-ups in class sessions. Among our faculty, typical tie-ins include reviewing the results of assessment quizzes with students during class, rewatching

clips for skills that have proven difficult for a group of students to master, and referencing one or more modules in an assignment prompt.

We've also learned about several limitations of this model. In the first version of the modules, the software application did not permit as much interactive learning as we would like. Recent changes to the software now permit us to embed questions within the videos. We are now exploring this option in the hope that it will encourage students to be more attentive to the tutorials themselves. Through the fall 2018 semester, only about half of students watched the modules all the way through (though that includes the upper-level students who were more likely to drop in for refreshers). An interactive module would be considerably more useful by engaging students in what they are learning and assessing their progress as they go along. And of course, doing these modules does not eliminate the need for in-class work to review and reinforce these lessons.

That said, we encourage faculty in other departments to consider using brief, skills-based online workshops for introductory courses and as a supplemental resource for upper-division courses. The workshops serve as a way to bring students up to a basic level of proficiency, regardless of their high school history experience. For larger departments, and especially those with significant turnover in instructors, these modules offer the opportunity to provide a consistent language among faculty, as well as creating meaningful collaboration and a recalibration of department objectives. Having that common set of terms and thinking can help an onboarding faculty member catch up quickly with the norms and expectations of the department. And the collaborative process has value on its own. This work has greatly enriched the conversations in our department about teaching introductory courses in a variety of ways beyond these modules. **P**

Sarah Mulhall Adelman, Joseph M. Adelman, Lori Gemeiner Bihler, Maria Alessandra Bollettino, and Stefan Papaioannou are associate professors of history at Framingham State University, whose areas of research are family and childhood in the United States, early American politics and communication, Jewish immigration, war and slavery in the Atlantic world, and the early twentieth-century Balkans, respectively.



The NEH-Hagley Fellowship on Business, Culture, and Society

The NEH-Hagley Fellowship on Business, Culture, and Society supports residencies at the Hagley Library in Wilmington, Delaware for junior and senior scholars whose projects make use of Hagley's substantial research collections. Scholars must have completed all requirements for their doctoral degrees by the February 15 application deadline. In accordance with NEH requirements, these fellowships are restricted to United States citizens or to foreign nationals who have been living in the United States for at least three years. These fellowships are made possible by support from the National Endowment for the Humanities.

Fellowships may be four to twelve months in length, and will provide a monthly stipend of \$5,000 and complimentary lodging in housing on Hagley's property. Scholars receive office space, Internet access, Inter-Library Loan privileges, and the full benefits of visiting scholars, including special access to Hagley's research collections. They are expected to be in regular and continuous residence and to participate in the Center's scholarly programs. They must devote full time to their study and may not accept teaching assignments or undertake any other major activities during their residency. Fellows may hold other major fellowships or grants during fellowship tenure, in addition to sabbaticals and supplemental grants from their own institutions, but only those that do not interfere with their residency at Hagley. Other NEH-funded grants may be held serially, but not concurrently.

APPLICATION PROCEDURE FOR THE NEH-HAGLEY FELLOWSHIP ON BUSINESS, CULTURE, AND SOCIETY

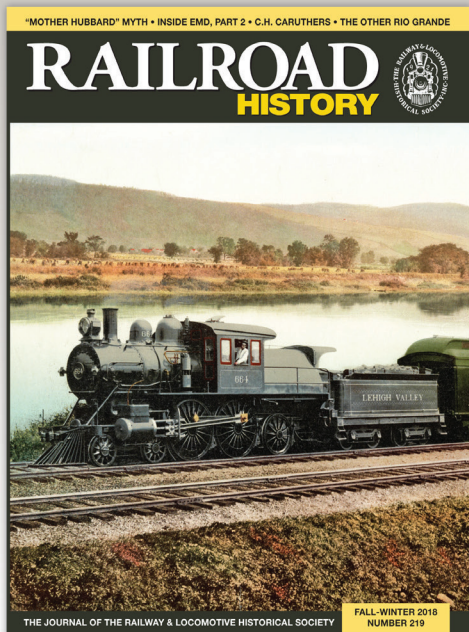
Deadline: February 15

Requirements for application:

- Current curriculum vitae.
- A 3,000-word explanation of the project and its contributions to pertinent scholarship.
- A statement of no more than 500 words explaining how residency at Hagley would advance the project, particularly the relevance of our research collections.
- A statement indicating the preferred duration of the fellowship.

Please apply online at <https://www.hagley.org/neh-hagley-postdoctoral-fellowship-business-culture-and-society>. Applicants also should arrange for two letters of recommendation to arrive separately by the application deadline. These should be sent directly to Carol Lockman at clockman@hagley.org. Questions regarding this fellowship may be sent to Carol Lockman as well.

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.



AWARDS, PRIZES, AND HONORS TO BE CONFERRED AT THE 134TH ANNUAL MEETING

The following is a list of recipients of the various awards, prizes, and honors that will be presented during the 134th annual meeting of the American Historical Association on Friday, January 3, 2020, in the Metropolitan Ballroom East of the Sheraton New York in New York City.

2019 AWARDS FOR SCHOLARLY AND PROFESSIONAL DISTINCTION

Eugene Asher Distinguished Teaching Award

Trevor Getz, San Francisco State University



Trevor Getz is an outstanding history educator and advocate. His colleagues and former students praise his dynamic and innovative teaching and the appreciation for history he inspires. Getz has authored curriculum materials and provided workshops

and trainings for high school and college history instructors, including an innovative graphic history of the colonial Gold Coast. He is leading History for the 21st Century, an effort to reconceive introductory history courses and provide supporting materials.

Beveridge Family Teaching Prize

John Hopper, Granada Public Schools, Colorado



John Hopper is an outstanding history teacher who has had a transformative impact on his students and community. Colleagues and students attest to his innovative and dynamic teaching, including his use of distance learning to include students from remote rural

areas. Most impressively, Hopper has guided students for over two decades in the impressive and award-winning work of unearthing, preserving, and sharing the history of the Amache Japanese Internment Camp in Grenada.

Equity Award (Individual)

Calvin White Jr., University of Arkansas



At the University of Arkansas, there is a “Calvin White pipeline” of students who follow Dr. White from course to course—all African and African American studies courses are cross-listed with history—and in the last decade, more than 50 AAST students have dou-

ble-majored or -minored in history. This pipeline has introduced African American history to hundreds of students, while also creating a more inclusive university; many history majors have gone on to pursue MAs or PhDs in history as well.

Equity Award (Institution)

Howard University, Department of History



Few departments in the United States rival Howard’s success in developing black intellectuals. In the last 10 years alone, the Department of History has produced 55 black PhDs and nearly 20 black MAs. No

single department in the country has such a record of producing historians from underrepresented groups in the last decade. Moreover, the department has developed a cadre of black public historians who are engaged in interpretation at museums and archives throughout the nation.

Herbert Feis Award in Public History

Refusing to Forget



Sonia Hernandez (Texas A&M Univ.), **Trinidad Gonzales** (South Texas Coll.), **John Morán González** (Univ. of Texas at Austin), **Benjamin Johnson** (Loyola Univ. Chicago), and **Monica Muñoz Martinez** (Brown Univ.)

The Refusing to Forget project brings awareness to the history of state-sanctioned violence against ethnic Mexicans in Texas during the 1910s. To date, it has produced the first major museum exhibit on the subject, secured four state historical markers, and developed public programming that included lesson plans, lectures, poetry readings, art exhibitions, and conferences. The project opened up an important conversation about civil rights and state violence in Texas, and serves as a model of public history in practice.

Nancy Lyman Roelker Mentorship Award

Stephen J. Sullivan, Sacred Heart Academy, Hempstead, NY



Stephen J. Sullivan has made a difference in his students' lives. His 30-plus-year teaching career "has never been about showcasing what he knows," but is aimed at inspiring and exciting students about history. They recall how "Sully" led the class in singing "John

Brown's Body," used an "outrageous analogy," or impersonated a historical figure. Mostly, they remember that he taught them how to think and write about history in order to grasp its significance.

Honorary Foreign Member

Ramachandra Guha, India



Ramachandra Guha, an independent scholar based in Bangalore, India, and author of some 20 books, has made landmark contributions in environmental history, sports history, biography, and Indian history generally. His first book, *The Unquiet Woods: Ecological*

Change and Peasant Resistance in the Himalaya (1989), marked the beginning of environmental history in South Asia and was the first work to articulate connections between colonialism and ecological decline in South Asia. His co-authored book *This Fissured Land: An Ecological History of India* (1992) is a foundational synthesis of environmental history in South Asia, and his *Global Environmentalism* (2000) drew attention to the variety among environmental movements around the world.

His *A Corner of a Foreign Field: The Indian History of a British Sport* (2002) opened up an entirely new field of historical inquiry by identifying the cricket field as a lens for social history in India. He published several other works on cricket history. Guha displayed a rare ability to communicate rigorous historical research engagingly to a wide audience in *India after Gandhi: The History of the World's Largest Democracy* (2007).

This monumental history of postindependence India sought to explain its durable democracy and won awards in India and around the world. His two volumes on the life and career of Gandhi and his circle—*Gandhi before India* (2013) and *Gandhi, 1914–1948: The Years That Changed the World* (2018)—deploy new archival materials to paint the richest portrait yet of one of world history's iconic figures.

Guha's illustrious career includes teaching engagements at Yale, Stanford, UC Berkeley, Oslo, and London School of Economics. He has won multiple honors and prizes, including the Fukuoka Prize (2015), for outstanding academic contributions to the world's understanding of Asia. For decades, he has extended collegial assistance to many US-based environmental historians and historians of India.

Awards for Scholarly Distinction

Mary Elizabeth Berry, University of California, Berkeley



Mary Elizabeth Berry, Class of 1944 Professor of History emerita at the University of California, Berkeley, helped shape the fields of premodern Japanese political, social, and cultural history.

Her first book, *Hideyoshi* (1982), was a nuanced study of how the Japanese warlord Toyotomi Hideyoshi managed to combine the use of compromise and violence to achieve peace and a durable balance of power among hundreds of fractious factions in Japan's Warring States period (c. 1467–1590).

In *The Culture of Civil War in Kyoto* (1994), Berry turned to the toll war took on those who lived in the imperial capital of Kyoto during the Warring States period. Using a wealth of documentary and visual sources to support a deep and almost anthropological analysis of behavior and motives, Berry showed how war disrupted communal structures and social life, but also how new forms of cultural expression—most notably those of popular protest and display—emerged from upheaval.

In *Japan in Print: Information and Nation in the Early Modern Period* (2006), Berry explored the dynamics of Japan's burgeoning print culture in the 17th through the early 19th century. She showed, again by focusing closely on lived and narrated experience, how the cultural connections fostered by the spread of literacy and printed materials created meaningful forms of cultural integration before the nation state.

Berry was the first woman to chair the Department of History at Berkeley, and she chaired three other departments

there as well. Her professional achievements were recognized by her election as president of the Association for Asian Studies in 2004–05 and as a member of the American Academy of Arts and Sciences in 2009.

Evelyn S. Rawski, University of Pittsburgh



The scholarship of Evelyn Sakakida Rawski, Distinguished University Professor emerita in the Department of History of the University of Pittsburgh, spans the cultural, social, and political history of China and the Qing (1644–1911) empire. She has contributed notably to the major thematic innovations and revisions of the China field since the 1970s.

Her earliest books, *Agricultural Change and the Peasant Economy of South China* (1972) and *Education and Popular Literacy in Ch'ing China* (1979), mark the advent of a “China-centered” historiographical trend—one that moved away from earlier emphasis on relations with and comparisons to the West to questions of Chinese history from a Chinese perspective. A further group of important co-edited volumes helped broaden the purview of Qing cultural history to include study of death rituals and music.

In another cycle of scholarship, drawing on Manchu-language documents from the Qing archives, Rawski portrayed the Qing as a distinctive multinational empire in its own right, rather than another in a succession of Chinese, or Sinicized, dynasties. Her presidential address to the Association for Asian Studies in 1996 and her meticulous study *The Last Emperors* (1998) helped establish the “New Qing History,” once controversial but now widely accepted among scholars working in the West—and many in China as well. This represents a fundamental revision in Chinese and Qing history.

In *Early Modern China and Northeast Asia: Cross-Border Perspectives* (2015), Rawski promoted another historiographical turn, building on the New Qing History, featuring comparative studies of the Qing and other Eurasian empires and, more broadly, reconsiderations of imperial China’s place in the world.

2019 AWARDS FOR PUBLICATIONS

Herbert Baxter Adams Prize in European History

Mar Hicks, Illinois Institute of Technology

Programmed Inequality: How Britain Discarded Women Technologists and Lost Its Edge in Computing (MIT Press, 2018)

Mar Hicks’s *Programmed Inequality* explores the entangled histories of gender and technological development in the British computing industry. Hicks meticulously shows how the British government’s stubborn investment in heteronormative ideals for the labor force fed systematic discrimination against the women who made up the majority of skilled computing workers and hastened the sector’s decline. Grounded in deep archival and ethnographic work, it advances critical debates about labor, gender, and (supposed) meritocracy.

George Louis Beer Prize in European International History

Quinn Slobodian, Wellesley College

Globalists: The End of Empire and the Birth of Neoliberalism (Harvard Univ. Press, 2018)

Globalists, a persuasive and clearly argued study of globalization, pushes our understanding of the “birth of neoliberalism” into unexpectedly new territories and directions. It examines attempts after World War I to regulate the world economy to make it safe for capitalism by co-opting tools of governance and thwarting democracy through global institutions. The book is notable for its originality and assured ability to deploy archival research in order to place pertinent intellectual histories in their networked institutional settings.

Jerry Bentley Prize in World History

Priya Satia, Stanford University

Empire of Guns: The Violent Making of the Industrial Revolution (Penguin and Stanford Univ. Press, 2018)

In analyzing the place of gun manufacturing in industrialization, Priya Satia’s *Empire of Guns* makes an expansive, multilayered argument with far-reaching contemporary implications. Starting with an English Quaker gun-manufacturing family, Satia uses an ever-broadening circle of archival sites to show the important role of the state and its imperial aims in the violent beginning of industrialization. She compels us to see world history’s unique ability to reckon with the moral and social implications of global economic change.

Albert J. Beveridge Award in American History

Nan Enstad, University of Wisconsin–Madison

Cigarettes, Inc.: An Intimate History of Corporate Imperialism (Univ. of Chicago Press, 2018)

Nan Enstad’s reconstruction of US tobacco’s early 20th-century global expansion offers powerful insights on corporate

personhood, disruptive innovation, and transnational cultures of capitalism. Parallel readings of Chinese and American sources reveal that Chinese management, innovative and deeply knowledgeable about local markets, not the efficient superiority of US corporations, drove the success of American cigarettes. This rich study of US managers, many from the rural South, and their Chinese colleagues radically rethinks the history of global capitalism.

James Henry Breasted Prize in Ancient History

Jack Tannous, Princeton University

The Making of the Medieval Middle East: Religion, Society, and Simple Believers (Princeton Univ. Press, 2018)

In emphasizing the interactions of non-Muslim communities and their Muslim conquerors, Jack Tannous offers a compelling corrective to widespread scholarly emphasis on Islamic sources for the first centuries of the Islamic era. His trans-confessional history explores the role of non-Muslims, especially non-elites, as Christians remained in Syria, Palestine, Iraq, and Egypt. Tannous's balanced narrative, grounded in diverse sources, frames a new historiographical model for the medieval Middle East.

Raymond J. Cunningham Prize for Undergraduate Journal Article

Lena Giger, Stanford University (BA, 2019)

"The Right to Participate and the Right to Compete: Stanford Women's Athletics, 1956–1995," *Herodotus* (Spring 2019)

Faculty adviser: **Estelle Freedman**, Stanford University

This article on women's participation in college athletics is written with verve and clearly argued. It makes excellent use of the Stanford archives, especially oral histories, without losing sight of the national context. Admirably, Lena Giger explores complex change over time and avoids a simple progress narrative, investigating three periods and characterizing each to demonstrate how participation, tension, and then competition won out in women's athletics. Giger shows how generational divides, and ideas about competition versus participation, made the implementation of Title IX difficult. The detailed analysis of Stanford's programs is convincing enough to make it more widely applicable.

John H. Dunning Prize in American History

Christina Snyder, Penn State University

Great Crossings: Indians, Settlers, and Slaves in the Age of Jackson (Oxford Univ. Press, 2017)

Great Crossings uses the rise and fall of the Choctaw Academy, a for-profit Indian school supervised by the US government, to illuminate the intersections of race, slavery, and empire in Jacksonian America. Christina Snyder reconstructs daily life at the academy, which made near-captives of its native students even as it functioned as a prison labor camp for enslaved African Americans, and describes how Choctaws and others dismantled the school and built their own institutions of learning. Deftly researched and vividly written, *Great Crossings* is a testament to intellectual freedom and the power of education.

John K. Fairbank Prize in East Asian History

Chris Courtney, Durham University

The Nature of Disaster in China: The 1931 Yangzi River Flood (Cambridge Univ. Press, 2018)

Chris Courtney brings the best insights of environmental history to bear on China's past. From his evocative portrait of the pre-hydraulic Middle Yangzi as an Asian Amazonia to his close analysis of the catastrophic 1931 Yangzi River flood, Courtney's work illuminates both the *longue durée* and the immediate moment. *The Nature of Disaster in China* interweaves human activity and the workings of nature into a haunting account of how disasters make history.

Morris D. Forkosch Prize in British History

Robert Saunders, Queen Mary University of London

Yes to Europe! The 1975 Referendum and Seventies Britain (Cambridge Univ. Press, 2018)

As the United Kingdom still reels from the aftereffects of the Brexit referendum of 2016, Robert Saunders offers an ambitious, comprehensive, and highly readable account of the 1975 referendum on membership in the European Economic Community. *Yes to Europe!* uses the politics of the referendum as a window onto the defining issues of postwar Britain, including decolonization, second-wave feminism, secularization, and Celtic nationalism. Moving between the high politics of party leadership and the popular politics of advertising, street signs, and sermons, this meticulously researched study illuminates the extraordinary field of forces impelling the United Kingdom toward and away from Europe.

Leo Gershoy Award in Western European History

Hugh Cagle, University of Utah

Assembling the Tropics: Science and Medicine in Portugal's Empire, 1450–1700 (Cambridge Univ. Press, 2018)

Hugh Cagle's original, erudite, and engrossing *Assembling the Tropics* explores how the varied environments of the Portuguese empire, from Goa to Brazil, challenged existing European paradigms of nature and disease, leading to the gradual emergence of the notion of "tropical medicine." Ambitious in scope, compellingly written, and thoughtfully attentive to the interplay between indigenous and European medical knowledge, this monograph significantly enriches our understanding of early modern medicine, environmental thought, and the Portuguese imperial encounter.

William and Edwyna Gilbert Award for Articles on Teaching History

Sam Wineburg, Stanford University; **Mark Smith**, Stanford History Education Group; and **Joel Breakstone**, Stanford University

"What Is Learned in College History Classes?" *Journal of American History* 104 (March 2018)

This article takes up the challenge of designing appropriate assessments for measuring student learning in college history classes. The authors present three sample assessment exercises on reading and interpreting sources, each of which could be adapted to other fields of history, along with an illuminating discussion of student responses. The assessments provide an opportunity to reevaluate how we engage history learners and teach skills of historical thinking within the classroom and beyond.

J. Franklin Jameson Award for Editing of Historical Sources

Bettine Birge, University of Southern California

Marriage and the Law in the Age of Khubilai Khan: Cases from the Yuan dianzhang (Harvard Univ. Press, 2017)

The massive compendium known as the Yuan dianzhang (Statutes and Precedents of the Yuan Dynasty) illuminates daily life and imperial governance in Yuan China with exceptional detail. Bettine Birge's *Marriage and the Law in the Age of Khubilai Khan* makes this vibrant source's central chapter on marriage accessible to nonspecialist readers for the first time. It is a brilliant work of translation and incisive historical commentary.

Friedrich Katz Prize in Latin American History

Michel Gobat, University of Pittsburgh

Empire by Invitation: William Walker and Manifest Destiny in Central America (Harvard Univ. Press, 2018)

Michel Gobat's beautifully written history of William Walker's project in Nicaragua offers an insightful and timely reframing of US imperialism in Latin America as intricately connected to hemispheric conversations about race and democratic ideals. The book's empirical depth, persuasive argumentation, and theoretical underpinnings testify to the potential of combining a commitment to archival research with a devotion to clear prose.

Joan Kelly Memorial Prize in Women's History

Nicole E. Barnes, Duke University

Intimate Communities: Wartime Healthcare and the Birth of Modern China, 1937–1945 (Univ. of California Press, 2018)

Intimate Communities is a pathbreaking book that shows how work on women and gender can reframe our understanding of history's defining metanarratives—in this case, the creation of modernity and the nation state in wartime China. It combines histories of emotion and of medicine to illustrate women's significance in cultivating a modern national community. Women's dual work as military and civilian nurses gave them unparalleled power to extend and maintain state control over the population while simultaneously "softening the disciplinary power of the state."

Martin A. Klein Prize in African History

Michael A. Gomez, New York University

African Dominion: A New History of Empire in Early and Medieval West Africa (Princeton Univ. Press, 2018)

In *African Dominion*, Michael Gomez upends dominant narratives of empire by moving West Africa to the center of world history. This new chronology of medieval West African state building also illuminates the categories through which individuals and groups understood themselves and others within these political, economic, and religious spaces. In so doing, Gomez's sweeping study enriches our understanding of ethnicity, race, gender, slavery, and their intersections. Historians will wrestle with the implications of this book for years to come.

Littleton-Griswold Prize in US Legal History

Martha S. Jones, Johns Hopkins University

Birthright Citizens: A History of Race and Rights in Antebellum America (Cambridge Univ. Press, 2018)

Martha Jones's *Birthright Citizens* examines the grassroots origins and racialized meanings of citizenship in the early 19th

century. Carefully documenting the everyday legal mobilization of ordinary people, Jones explains how free and formerly enslaved African Americans forged ideas about citizenship by claiming protections as rights-bearing individuals. Powerfully written and profoundly timely, *Birthright Citizens* reveals how precarious populations shaped their own citizenship rights. This essential contribution to American legal history sheds new light on debates over birthright citizenship and rights formation.

J. Russell Major Prize in French History

Venus Bivar, Washington University in St. Louis

Organic Resistance: The Struggle over Industrial Farming in Postwar France (Univ. of North Carolina Press, 2018)

Elegantly written and thoroughly researched in archival and print materials alike, Venus Bivar's *Organic Resistance* proves a startling claim: French organic farming and back-to-the-land culture has right-wing roots. Exploring the political economy of food production in highly original ways, Bivar disrupts nationalist self-understanding and historiographic common sense alike. Showing how resistance to modernization produced some of the seemingly most enduring and endearing qualities of "modern France," this book is a major contribution to the study of food systems, environmentalism, and global capitalism.

Helen & Howard R. Marraro Prize in Italian History

Helena K. Szépe, University of South Florida

Venice Illuminated: Power and Painting in Renaissance Manuscripts (Yale Univ. Press, 2018)

Helena Szépe ranges broadly across more than two centuries of Venetian art history and, with commanding scholarly authority, analyzes the vital connections between artists and their patrons in the genres of miniature and manuscript painting. Her visually stunning book is the fruit of a prodigious research undertaking that opens new and exciting ways of thinking about Venetian art and political office holding from the 14th to the 17th centuries.

George L. Mosse Prize in European Intellectual and Cultural History

Guy Beiner, Ben-Gurion University of the Negev

Forgetful Remembrance: Social Forgetting and Vernacular Historiography of a Rebellion in Ulster (Oxford Univ. Press, 2018)

Guy Beiner's *Forgetful Remembrance* demonstrates why historians should heed the voices of the defeated who transmitted

subversive and traumatic memories in private after their proscription in public. Transfigured and displaced, mnemonic traces of their trans-sectarian anti-colonial rebellion in 1798 survived underground for two centuries, surfacing at times to disrupt official politics. This carefully researched and elegantly written archaeology of memory highlights the practices of forgetting intrinsic to patterns of remembrance.

John E. O'Connor Film Award

Documentary: *Bisbee '17*

Robert Greene, director and editor; **Douglas Tirola**, **Susan Bedusa**, **Bennett Elliott**, producers (4th Row Films)

On July 12, 1917, some 2,000 deputized residents of Bisbee, Arizona, organized by the management of Phelps Dodge, the town's primary employer, rounded up 1,330 striking workers, union activists, and recent immigrants, and deported them to the New Mexico desert. Precisely 100 years later, Bisbee's citizens staged a re-enactment of those events. Dramatizing scenes based on the town's collective memory with surprising humor and suspense, the film simultaneously reminds us of the intertwined histories of immigration and labor and evokes the contemporary resonance of past conflicts.

Dramatic Feature: *Colette*

Wash Westmoreland, director; **Elizabeth Karlsen**, **Pamela Koffler**, **Michel Litvak**, **Christine Vachon**, producers (Killer Content, Number 9 Films)

This biopic of French novelist Sidonie-Gabrielle Colette (1873–1954) provides an origin story for the woman we know simply as "Colette." We follow the young Colette from her home in rural France to the salons of Paris as she becomes a ghostwriter for her husband's literary firm and then rebels against his attempts to control her and take credit for her work. Set at the fin de siècle, the film renders universal one woman's struggle to find her voice.

Eugenia M. Palmegiano Prize in the History of Journalism

Phoebe Musandu, Georgetown University, Qatar

Pressing Interests: The Agenda and Influence of a Colonial East African Newspaper Sector (McGill-Queen's Univ. Press, 2018)

Pressing Interests is a carefully researched and sophisticated study of the development of newspapers in colonial Kenya.

It is also an innovative case study of the multiple roles newspapers played in a multicultural colonial society. Sensitive to the internal differences among the diverse groups in the colony as well as to the conflicts between them, the book is an impressive contribution to the history of the press in Kenya and East Africa and to the understanding of the role newspapers and journalists played in the decolonization process.

James A. Rawley Prize in Atlantic History

Elena A. Schneider, University of California, Berkeley

The Occupation of Havana: War, Trade, and Slavery in the Atlantic World (Omohundro Institute of Early American History and Culture and Univ. of North Carolina Press, 2018)

This well-argued and elegant book models how to write the Atlantic history of a single event, in this instance, the British occupation of Havana during the Seven Years' War. Elena Schneider's analysis, both deep and wide-ranging, accommodates an array of historical actors and situates Cuba in Caribbean, Atlantic, and imperial contexts. Her *longue durée* perspective integrates military history, Atlantic history, and the history of enslaved people in what is sure to be a lasting interpretation of a pivotal moment.

John F. Richards Prize in South Asian History

Sebastian R. Prange, University of British Columbia

Monsoon Islam: Trade and Faith on the Medieval Malabar Coast (Cambridge Univ. Press, 2018)

Monsoon Islam evocatively brings to life the world of premodern and early modern Indian Ocean studies in a sweeping synthesis, blending new insights derived from an array of textual and material archives in multiple countries. Rich in details about the commercial-political networks of southern India and beyond, the book challenges a good deal of the existing scholarly conventional wisdom, and along the way considerably enhances our knowledge of the global history of Islam as well.

Dorothy Rosenberg Prize in History of the Jewish Diaspora

James Loeffler, University of Virginia

Rooted Cosmopolitans: Jews and Human Rights in the Twentieth Century (Yale Univ. Press, 2018)

James Loeffler explores how the death of the Austro-Hungarian Empire and the emergence of ethno-national European states inspired Jewish jurists to conceptualize human

rights. The labors of five activist-intellectuals during World War II culminated in 1948 with the United Nations' Universal Declaration of Human Rights. Loeffler twins this history with Zionist history, mirrored in the UN's 1948 decision to sanction a Jewish state. Elegantly written and deeply researched, this book tells two histories as one.

Roy Rosenzweig Prize for Innovation in Digital History

American Panorama: An Atlas of United States History


Robert K. Nelson, Justin Madron, Nathaniel Ayers, and **Edward Ayers**, Digital Scholarship Lab, University of Richmond

American Panorama, an ever-expanding atlas of data-rich maps, experiments with what spatial visualization can reveal about topics including the discriminatory redlining of neighborhoods, urban renewal, and congressional elections. Each map makes explicit its context, sources, and methodological underpinnings while making historical arguments through interactive digital visualizations. A concern with transcultural history of current resonance helps American Panorama target a large audience beyond the academy.

Wesley-Logan Prize in African Diaspora History

Yuko Miki, Fordham University

Frontiers of Citizenship: A Black and Indigenous History of Postcolonial Brazil (Cambridge Univ. Press, 2018)

This brilliant, original, and deeply archival book shows how "the exclusion and inequality of indigenous and African-descended people became embedded in the very construction of an inclusive nationhood and citizenship" in postcolonial Brazil. A work of African diaspora, comparative indigenous, and borderland studies, it illuminates the origins of "racial democracy" and proffers a cutting-edge, transnational framework for appreciating race, citizenship, national identity, slavery, abolition, popular culture, and the meaning of freedom in postcolonial Latin America. 

Trevor Getz's image courtesy of Jessica Getz; John Hopper's image courtesy of Granada School District; Calvin White Jr.'s image courtesy of University of Arkansas; Mary Elizabeth Berry's image courtesy of D. Angelova.

Devon Reich is operations and marketing assistant at the AHA

Hotel and Rate Information

| | SINGLE | DOUBLE | TRIPLE | QUADRUPLE |
|---|--------|--------|--------|-----------|
| New York Hilton 1335 Avenue of the Americas (hdqtrs.) | \$185 | \$185 | \$225 | \$245 |
| Sheraton New York 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.

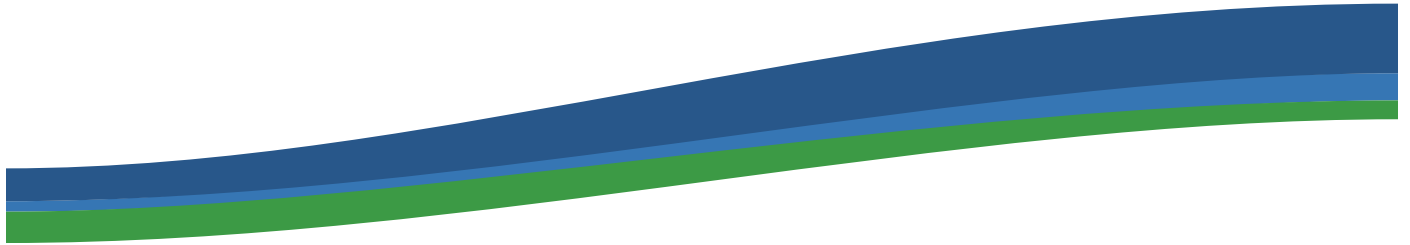
| | MEMBER | | NON-MEMBER | |
|---|---|---------------|-----------------|---------------|
| | PREREGISTRATION | AFTER DEC. 13 | PREREGISTRATION | AFTER DEC. 13 |
| Attendee | \$183 | \$220 | \$298 | \$358 |
| Speaker | \$183 | \$220 | \$183 | \$220 |
| Student | \$84 | \$101 | \$128 | \$155 |
| Unemployed/Underemployed | \$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.



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ALEX LICHTENSTEIN

DIGITIZING MIGRANT NETWORKS

In the December Issue of the AHR

I would be the first to admit that the promise of digital history has, at least in the pages of the *American Historical Review*, been long deferred. The December issue seeks to redress this by featuring an interactive article based on the analysis of a digital database of more than 15,000 mid-19th-century bank depositors whose assets were held by New York's Emigrant Savings Bank. In their article, "Networks and Opportunities: A Digital History of Ireland's Great Famine Refugees in New York," **Tyler Anbinder** (George Washington Univ.), **Cormac Ó Gráda** (Univ. Coll. Dublin), and **Simone Wegge** (Coll. of Staten Island, CUNY) scour these digitized records to show that even the most wretched of refugees fleeing the Great Irish Famine (1845–49) accumulated surprising savings and made strides up the American socioeconomic ladder. Digitized data rendered in highly localized maps of both Irish parishes and Manhattan wards allow the authors, and readers, to surmise why certain emigrants succeeded. Visualizing emigrant networks—by birthplace, New York residence, employment niche, and the acquisition of resources and skills—reveals the characteristics of successful famine refugees. The authors flesh out the life stories of many of the immigrants found in the database, using census records, ship manifests, and bank ledgers hyperlinked to the electronic version of the article. Part of a larger digital project on famine immigrants, "Moving Beyond 'From Rags to Riches,'" the electronic version of the article provides access to digitized bank ledgers, interactive maps, and supplementary documents, allowing readers to ask their own questions. For example, with a few clicks, readers can access the bank records of the more than two dozen saloonkeepers in the database, correlating their savings with place of birth, residence, date of emigration, and other data. The overall goal of the digital version of the article, then, is to give students and scholars the ability to do history rather than merely read it.

This innovative digital article is accompanied by some *AHR* perennials. Every December issue features an "AHR Conversation." At the suggestion of **Steven Conn** (Miami Univ., Ohio) and **Denise Ho** (Yale Univ.), the 2019 Conversation examines the role played by museums and the act of display

in the formation of public historical narratives in diverse national contexts. Joined by **Ana Lucia Araujo** (Howard Univ.), **Alice Conklin** (Ohio State Univ.), **Barbara Kirshenblatt-Gimblett** (New York Univ.), and **Samuel J. Redman** (Univ. of Massachusetts Amherst), the discussion addresses both scholarship on the history of museums and the contested politics of museum display. This comes at a heated moment, as scholars, curators, and states wrestle with problems of provenance, restitution, and the impetus to "decolonize" the imperial museum. Most broadly, the conversation considers some deceptively simple questions: What, exactly, are museums for? Who should the museum "speak"—and answer—to? What responsibility do museum professionals have when it comes to displaying—or smoothing over—a traumatic past? These matters cut to the heart of the underlying role of museums in collecting and organizing items that reflect the power relations embedded in their very acquisition. The conversation will continue with members of the audience at a panel at the AHA annual meeting in New York on Friday, January 3, from 3:30 to 5:00 p.m., with Araujo, Conn, Ho, Kirshenblatt-Gimblett, and Redman in attendance.

The overall goal of the digital version of the article is to give students and scholars the ability to do history rather than merely read it.

Readers intrigued by new developments in museum studies should turn to December's reviews section, where they'll find seven museum reviews, including a critical examination of the recently reconfigured Royal Museum for Central Africa in Tervuren, Belgium (which still appears to be haunted by King Leopold's ghost, despite the efforts to exorcise his coloniality). Other reviews consider the Namibian Independence Museum, São Paulo's immigration museum, an exhibit on "Queer Miami," the Museum of European and Mediterranean Civilizations in Marseilles, Lisbon's Museum of Resistance and Freedom, and the Maritime Museum of Denmark.

Newspapers, government documents, and even whole manuscript collections are often now available online. Digitization is certainly changing the way historians work, but can it make us better scholars? In "Networks and Opportunities: A Digital History of Ireland's Great Famine Refugees in New York," Tyler Anbinder, Cormac Ó Gráda, and Simone A. Wegge present evidence from the records of the Emigrant Savings Bank in New York City to argue that various kinds of networking played a key role in determining whether famine refugees thrived in New York or struggled to scrape by. In the online version of the essay, hyperlinks allow the reader to learn more about the places discussed in the article, scrutinize almost all of the primary sources cited in the notes, and even download the entire database. Pictured here is a detail from the authors' interactive map, which shows the locations of the homes of the bank's Irish-born customers in lower Manhattan.



Another regular *AHR* feature is the “reappraisal” essay. In the December issue, **T. J. Tallie** (Univ. of San Diego) revisits a groundbreaking work in African history, Keletso E. Atkins’s oft-cited *The Moon Is Dead! Give Us Our Money! The Cultural Origins of an African Work Ethic, Natal, South Africa, 1843–1900* (1993). As Tallie shows, Atkins’s foregrounding of southern African labor regimes as logically consistent, rational, and deserving of full consideration within a proto-capitalist colonial market had a significant impact on scholarship of the African encounter with colonial power, in South Africa and beyond. Tallie also highlights the significance of Atkins’s self-conscious approach as a black scholar writing to and for members of the diaspora.

Because 2019 marks the centenary of the Treaty of Versailles, the December issue devotes some attention to World War I.

December also brings two new contributions to our regular “History Unclassified” section. “In Living Color: Early ‘Impressions’ of Slavery and the Limits of Living History,” by **Drew Swanson** (Wright State Univ.), considers the trajectory of “living history” displays as a problematic mode of public displays of the history of American slavery at sites like Colonial Williamsburg. Swanson considers an earlier wave of living historical representations of slavery to suggest the challenges and hazards of embodied history, as historical attractions used the “authenticity” and “credibility” of formerly enslaved interpreters to advance an apologetic narrative of the slave South. Swanson’s essay is accompanied by **Nianshen Song’s** (Univ. of Maryland, Baltimore County) piece, “Steps in the Tumen River.” Here Song reflects on his field experiences—as a journalist and then a historian—along

the Tumen River, which forms the boundary between China and Korea. His observations trace contending historical memories of the Tumen border from the 17th century to the present. Song’s travels in this fluid region helped him rethink the meaning of state borders from the perspective of locals, trespassers, and the environment, challenging the popular notion that boundaries are naturally formed, static, and always clearly defined.

Finally, because 2019 marks the centenary of the Treaty of Versailles, the December issue devotes some attention to World War I. Ten scholars reflect in brief essays on the long-term consequences of the treaty’s mandate system, by which the territorial spoils of war were redistributed, dramatically reconfiguring the 20th-century geopolitics of anticolonial self-determination. How did this reshuffling of imperial power configure long-term struggles over minority rights, decolonization, and the shape of nation-states when the colonial era finally came to a close? These essays suggest that from Palestine, to Namibia, to Kurdistan, and beyond, the legacies of the mandatory moment remain pressing questions today. These reflections can be fruitfully read alongside a “review roundtable” focused on director Peter Jackson’s stunning, if controversial, documentary film about the war, *They Shall Not Grow Old* (2018). While the film applies unprecedented technical wizardry to the visual and audio archives of combat on the Western Front, it does so at the service of a very traditional interpretive scheme, one long surpassed by the historiography in the field. Considerations of the film’s achievements and limits by **Santanu Das** (Oxford Univ.), **Susan R. Grayzel** (Utah State Univ.), **Jessica Meyer** (Univ. of Leeds), and **Catherine Robson** (New York Univ.) address this paradox from a range of perspectives. **P**

Alex Lichtenstein is editor of the American Historical Review.

RESOLUTIONS FOR CONSIDERATION AT THE JANUARY 2020 BUSINESS MEETING

Article VII of the AHA Constitution states that the Association's Council shall call a business meeting, open to all members of the Association in good standing, to convene at the time of the annual meeting. The business meeting of the 134th annual meeting is scheduled for Sunday, January 5, in the New York Hilton Mercury Ballroom, beginning at 5:15 p.m.

Bylaw 11(4), which provides procedures to carry out the business meeting, states that any member of the Association may present resolutions or other motions that introduce new business to the agenda of the annual business meeting. Such resolutions must

- be received in the office of the executive director not later than November 1 prior to the annual meeting, to allow time for publication;
- be in proper parliamentary form;
- be signed by at least 100 members of the Association in good standing;
- not be more than 300 words in length, including any introductory material; and
- deal with a matter of concern to the Association, to the profession of history, or to the academic profession.

Resolutions submitted by the deadline and meeting the criteria for consideration are published in the December issue of *Perspectives on History* and will be added to the business meeting agenda. The following four resolutions, each signed by at least 100 members of the AHA in good standing as of November 1, 2019, were submitted to the AHA executive director for consideration at the January 5, 2020, business meeting. A full list of signatories can be viewed online at historians.org/business-mtg-20.

Resolution on Supporting Scholars off the University Tenure Track

WHEREAS, the American Historical Association aims to embrace intellectual excellence in historical studies; and

WHEREAS, thousands of scholars earn doctorates in history, of which the majority never step on the tenure track; be it

Resolved, that the AHA should support, encourage, and engage the thousands of history scholars of all ages currently working off the university tenure track in a variety of professional settings. These historians should be welcomed into AHA leadership roles, sought out as members of prize and fellowship committees, and chosen as active participants in the review and editorial process of the Association's premier publications. Furthermore, their continued research efforts should be supported through, among other initiatives, increased access to scholarly resources (such as databases and online journals), specialized training, funding opportunities geared toward their research goals, and programs that promote collaborative research between scholars working inside and outside of university settings. The AHA should reach out and make all of its activities transparent and inclusive of historians regardless of employment status.

Resolution Condemning Affiliations between ICE and Higher Education

In light of the serious and systematic violation of human rights committed by both the US Immigration and Customs Enforcement (ICE) and the US Border Patrol (USBP) in recent years—and considering their presence on US university campuses for recruitment and research purposes—we resolve the following:

WHEREAS, several US universities have contracts with and host recruitment for the US Immigration and Customs Enforcement (ICE) and the US Border Patrol (USBP);

WHEREAS, ICE and USBP have been cited for numerous human rights abuses at the border and in detention facilities;

WHEREAS university contracts with ICE and USBP legitimate both agencies as a branch of government and potential employers; therefore, be it

Resolved, that the AHA urge university faculty, staff, and administrators to sever existing ties and forgo future contracts with ICE and USBP; and

Resolved, that the AHA support sanctuary movements on campuses that seek to protect immigrant students and workers.

Resolution on Protecting the Right to Education in Palestine-Israel

WHEREAS, members of the historical profession support the principles of the Universal Declaration of Human Rights, including universal access to higher education;

WHEREAS, Israel violates its obligation to these principles by refusing to allow students from Gaza to travel in order to pursue higher education abroad, and even at West Bank universities;

WHEREAS, members of the historical profession believe that the free exchange of ideas is facilitated by teaching, delivering lectures, and participating in conferences;

WHEREAS, Israel arbitrarily denies entry to foreign nationals, including US citizens, who seek to lecture, teach, and attend conferences at Palestinian universities, denying both faculty and students the rich experience enjoyed by their peers at other universities worldwide;

WHEREAS, members of the historical profession are dedicated to the documentation of human experience through the collection and preservation of historical information; and

WHEREAS, the Israeli Defense Forces bombed the Islamic University in Gaza, which houses the Oral History Center, on August 2, 2014; therefore, be it

Resolved, that the AHA condemns the acts of violence and intimidation by the State of Israel against Palestinian researchers and their archival collections, acts that can destroy Palestinians' sense of historical identity as well as the historical record itself; and

Resolved, that the AHA calls for an immediate halt to Israel's policy of denying entry to foreign nationals seeking to

promote educational development in the Occupied Palestinian Territories; and

Resolved, that the AHA calls on Israel to provide free access for Palestinian faculty and students alike to pursue their education wherever they choose.

Resolution on Academic Freedom of US Citizens Visiting Israel and Palestine


WHEREAS, members of the historical profession are committed to the principles of academic freedom, whose curtailment severely compromises education;

WHEREAS, members of the historical profession believe that the free exchange of ideas is facilitated by teaching, delivering lectures, and participating in conferences; and

WHEREAS, Israel arbitrarily limits the entry of foreign nationals who seek to lecture, teach, and attend conferences at Palestinian universities, denying both faculty and students the rich experience enjoyed by their peers at Israeli universities and other universities around the world; therefore, be it

Resolved, that the AHA calls for an immediate halt to Israel's policy of denying entry to foreign nationals seeking to promote educational development in the Occupied Palestinian Territories; and

Resolved, that the AHA demands that the US Department of State honor the academic freedom of US citizens by contesting Israel's denials of entry of US academics who have been invited to teach, confer, or do research at Palestinian universities.

Participation in the business meeting is restricted to members only. Please confirm in advance that your AHA membership is up-to-date by visiting [visiting historians.org/renew](https://visitinghistorians.org/renew). 

Now Available

Careers for History Majors

A new publication from the American Historical Association

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

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

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

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

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

Contributors

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

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

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

AMERICAN
HISTORICAL
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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.

Donate Today

Support the AHA as a trusted voice for history education, the professional work of historians, and the critical role of historical thinking in public life.

Visit
historians.org/donate

Or email info@historians.org to learn how your gift, pledge, or bequest can make a difference.

The American Historical Association is a 501(c)(3) nonprofit organization. All or part of your gift may be tax deductible as a charitable contribution.

AHA CAREER CENTER

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

Find more job ads at careers.historians.org.



CALIFORNIA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Los Angeles, CA

United States. The history department at California State University, Los Angeles invites applications for a tenure track assistant professorship in 19th-century US history. Areas of research specialty are open, but the department is particularly interested in candidates focused on one or more of the following topics in the 19th-century: race, ethnicity, empire, gender, sexuality, indigenous communities, and US/Mexico borderlands. Candidates must have earned a doctorate in History or a closely related field at the time of appointment (8/20/2020). Candidates should demonstrate evidence of successful teaching experience and scholarly activity. The successful candidate will work effectively, respectfully, and collaboratively in diverse, multicultural, and inclusive settings. In addition, the successful candidate will be ready to join faculty, staff, students, and administrators in our University's shared commitment to the principles of engagement, service, and the public good. California State University Los Angeles is the premier comprehensive public university in the heart of Los Angeles. Cal State LA is ranked number one in the US for the upward mobility of its students, and is dedicated to engagement, service, and the public good. We offer nationally recognized programs in science, the arts, business, criminal justice, engineering, nursing, education, ethnic studies, and the humanities. Our faculty have a strong

commitment to scholarship, research, creative pursuits, community engagement, and service. Please submit all application materials in a single PDF to history@calstatela.edu. Please type "HIST Tenure-Track Application" in the subject line. Application material must include cover letter specifically addressing minimum and preferred qualifications; CV; writing sample of article or chapter length; brief narrative statement describing your commitment to working effectively with faculty, staff, and students in a multicultural/multiethnic urban campus environment with a substantial population of first-generation students; list of three professional references; University Application for Employment Form, http://www.calstatela.edu/sites/default/files/groups/Human%20Resources%20Management/forms/empl_application_academic_2017_11_28.pdf. Review of applications will begin on December 1, 2019, and will continue until the position is filled. Cal State Los Angeles is a Title IX/EOE.



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.



TEXAS

UNIVERSITY OF HOUSTON

Houston, TX

Early American Revolutionary War Era. The Department of History at the University of Houston invites applications for a tenure-track assistant professorship in early American/Revolutionary War era history during the 18th century. Although all research areas will be seriously considered, candidates who have research interests that intersect with Atlantic, colonial, imperial, and Native American history are especially encouraged to apply. Teaching responsibilities include the US survey, and appropriate upper division and graduate courses. The standard teaching load is two courses per semester. The successful candidate will join a strong cohort of Americanists dedicated to excellence in teaching and scholarship in such areas including environmental, and urban development, borderlands, race, ethnicity, and gender, women and family, political, war, revolution and diplomacy and medicine, health and technology. We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence. The University of Houston is a Carnegie-designated Tier One Public Research University. Candidates should have completed

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.

the PhD by July 2020, and should have a professional dedication to teaching and in executing an active research agenda. Participation in departmental programs, service and governance are expected. Complete applications should include a letter of introduction, CV, a writing sample, and the names and contact information for three references. Applicants are encouraged to submit their application at <http://www.uh.edu/human-resources/careers/> by January 17, 2020, for full consideration. Questions regarding the application or position may be forwarded to Dr. Matthew Clavin at mjclavin@uh.edu. The University of Houston is responsive to the needs of dual career couples. The University of Houston is an AA/EOE and is strongly and actively committed to diversity within its community. Women, minorities, veterans, and persons with disabilities are encouraged to apply. Additionally, the University prohibits discrimination in employment on the basis of sexual orientation, gender identity or gender expression.

20th-Century Mexico. The History Department at the University of Houston seeks to appoint a colleague for a tenure-track position as an assistant professor specializing in 20th-century Mexican history. Teaching responsibilities include the Latin American history survey, upper division and graduate courses in Modern Latin American history. The standard teaching load is two courses per semester. Candidates should have completed the PhD in history by July 2020, and should have a professional dedication to teaching and to pursuing an active research agenda. Additionally, participation in departmental programs, service and governance are expected. The successful candidate will join a strong cohort of Latin Americanists dedicated to excellence in teaching and scholarship in areas such as, borderlands, empire, environmental, health and medicine, race and ethnicity, gender, women, family, and revolution and technology. We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence. The University of Houston is a Carnegie-designated Tier One Public Research University. Complete applications should include a letter of introduction, CV, a writing sample, and the names and contact information for three references. Applicants are encouraged to submit their applications

at <http://www.uh.edu/human-resources/careers/> by January 17, 2020, for full consideration. Questions regarding the application or position may be forwarded to Dr. Jose Angel Hernandez. The University of Houston is responsive to the needs of dual career couples. The University of Houston is an AA/EOE and is strongly and actively committed to diversity within its community. Women, minorities, veterans, and persons with disabilities are encouraged to apply. Additionally, the University prohibits discrimination in employment on the basis of sexual orientation, gender identity or gender expression.



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

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).