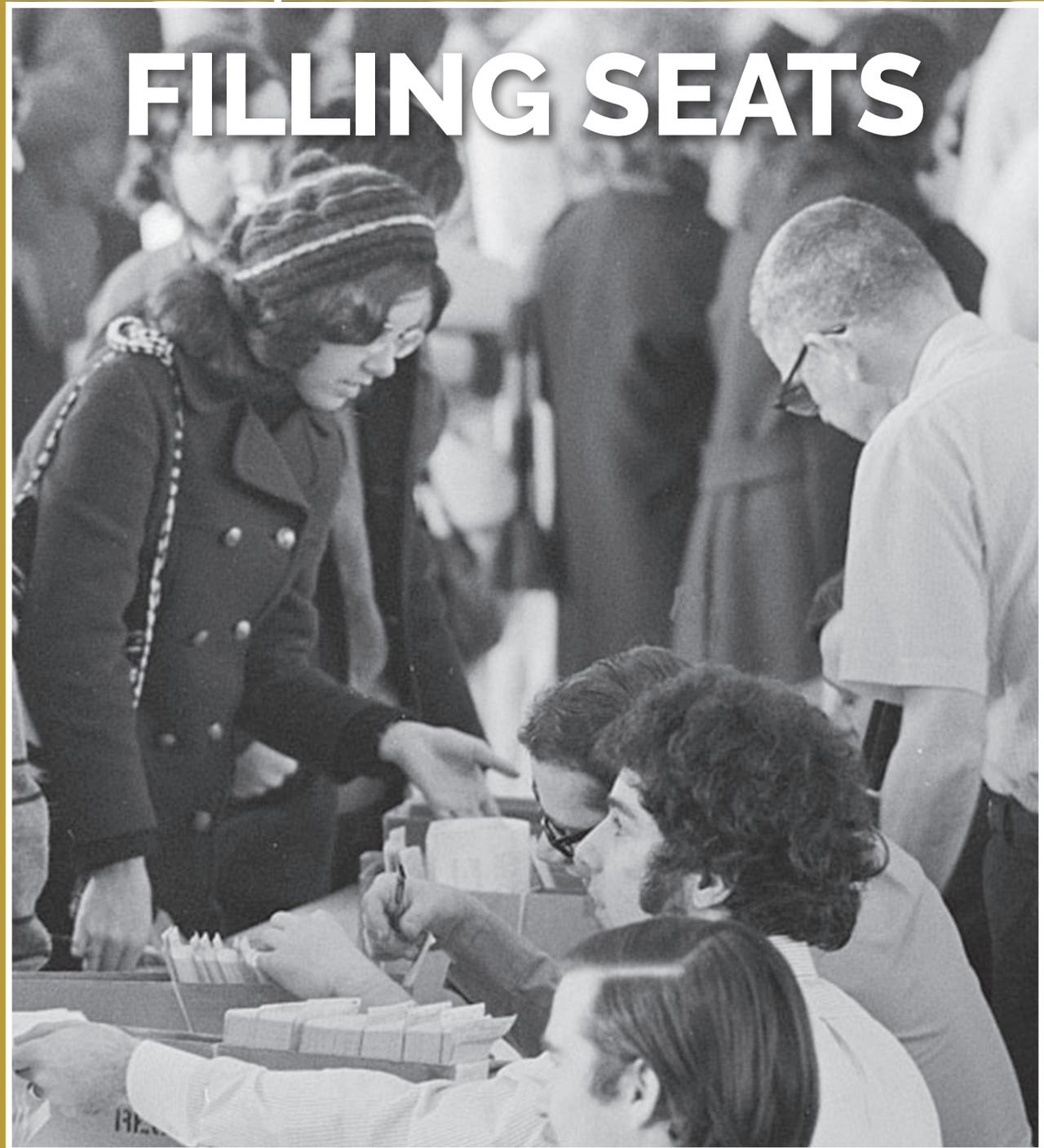


The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 58: 1
January 2020





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

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

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

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

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

Session Proposals

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

Poster Proposals

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

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

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

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

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

Contact annualmeeting@historians.org.

Questions about the content of proposals?

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

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JULIA BROOKINS AND EMILY SWAFFORD



ON THE COVER

Enrollments is one of the biggest challenges facing history departments, and higher education institutions at large, across the United States. How can departments reverse the downward trend over the last decade? What strategies will attract students to history courses? In this month's issue, we reveal the results of the 2019 history enrollments survey and discuss the myriad ways that departments are working to bolster course enrollments.

Library of Congress/Thomas J. O'Halloran. Image cropped.

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LAURA ANSLEY

TOWNHOUSE NOTES

New Year, Fresh Start

January 2020 marks a fresh start. It is a new year and a new decade. And at the AHA, it is a time of changes big and small.

For the last year, these Townhouse Notes have been written outside the townhouse. As many of our readers will remember, the AHA moved out of our offices at 400 A Street SE in January 2019 for a major renovation. We expected the construction would take six months; anyone with renovation experience can probably predict what happened next. Finally, after a long year in temporary office space in Washington, DC's Chinatown, the staff is moving back home. A new accessible entrance has been added, walls have been moved to accommodate meeting space for our staff and the historical community, the carpet and paint are refreshed, and solar panels reside on the roof. The newest hires, including myself, have never even stepped foot in the townhouse offices. But the entire Association staff is excited to move back into the townhouse after our return from the annual meeting in January. We look forward to sharing photos of our new digs in a future issue of *Perspectives*, and we welcome our members to visit the offices when you're in DC.

We will also return from the 2020 annual meeting in New York City with a new AHA Council. President Mary Lindemann and newly elected councilors Jacqueline Jones (Univ. of Texas at Austin, president-elect), Rita C-K Chin (Univ. of Michigan, vice president, Professional Division), Reginald K. Ellis (Florida A&M Univ., Professional Division), Sara Georgini (Massachusetts Historical Society, Research Division), and Shannon T. Bontrager (Georgia Highlands Coll., Cartersville, Teaching Division) will begin their three-year terms at the annual meeting. The Council works hard to govern the Association, ensuring that the AHA fulfills its mission to serve the discipline and members, providing members with data on the profession, and promoting scholarship and teaching excellence. Each new councilor brings unique experience and expertise to

the table. I look forward to seeing what this team achieves in 2020 and beyond.

January also marks a fresh start for *Perspectives on History*. It is time to find an editor who will lead *Perspectives* into the new decade. The editor of *Perspectives* fills a special role at the AHA. The editor must have publications experience—*Perspectives* is both a monthly magazine and an online publication, and understanding how to run both such formats is a plus. In the day-to-day, the editor spends much time doing, of course, editorial work. The editor plans issues, evaluates manuscript submissions with the editorial board, works with authors to craft their prose, and writes articles, including this very column. But the editor plays a larger role, too. In crafting the vision of *Perspectives*, this person helps shape the message of the AHA. The editor should have a finger on the pulse of “history,” in its many meanings. Our publication covers all aspects of the Association’s work, from teaching to research to professional issues. The new editor should know about how history is done and taught in settings across the historical profession—in education, museums, the government, and more.

The start of the year is a time of planning for the future and making resolutions. In this new year and decade, I have several hopes for our readers. Keep working hard in your classrooms, archives, museums, parks, and the many other places where historians work. We know this is a time of turmoil, and your expertise is needed. Keep writing op-eds, blogging, podcasting, and tweeting to bring that knowledge to the public. And above all, keep contributing to the discipline as colleagues and mentors. With kindness, good humor, and probably a lot of caffeine, we will make it through another busy year. Cheers! 

Laura Ansley is managing editor at the AHA. She tweets @lmansley.





TO THE EDITOR

I was glad that the AHA issued a statement on “Domestic Terrorism, Bigotry, and History” (September 2019). It is part of the history profession’s public role to act as a custodian of our country’s collective memory. The statement properly notes a “lack of public awareness of domestic terrorism’s place in American history,” and I strongly agree with the statement’s conclusion that “those [racist and xenophobic] aspects of the nation’s heritage should be exposed and overcome.”

To make this aspiration a reality, though, will require much greater public engagement by historians with the public. One indicator of how far we need to go in this regard is the lack of attention paid in the national media to the centenary of 1919’s “Red Summer.” It would hard to find a more compelling historical precedent to the wave of terrorism and hate crimes we are experiencing today.

Yet the story of the Red Summer, a wave of (usually) white-instigated racial violence that affected scores of cities and rural communities across the country, resulting in

hundreds of deaths (mostly African American) and the physical ravaging of black neighborhoods, has been largely passed over in silence. Very good academic monographs exist on these events, including their prewar and wartime antecedents and the terrible Tulsa massacre of 1921. This summer the community of Elaine, Arkansas, the site of one of the worst of the 1919 incidents, staged a thoughtful and comprehensive commemoration of what occurred one hundred years ago, but it received little attention outside of Arkansas.

I hope the AHA will go beyond statements of principle in its efforts to make the American public more aware of just how deeply embedded white racism is in our nation’s cultural fabric. Realizing the power of racism’s historical legacy will give all racial and ethnic groups in our country a more realistic sense of what we are up against—one step of many in an intentional process of reconciliation.

 RICHARD L. GAWTHROP
Franklin College (emeritus)

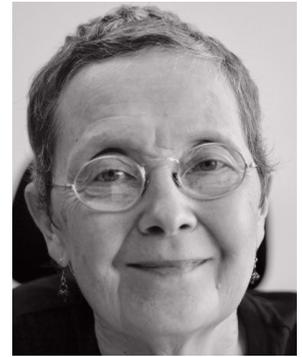
CORRECTION

In “Historians Go to the Movies” (October 2019), *The Patriot* was identified as being released in 2003. The film was released in 2000.

MARY LINDEMANN

CULTIVATING COMMUNITY

Finding Your Place within the Historical Profession



I have been thinking recently about the concept and reality of community, both within the AHA as an organization and among the historical profession in all its various forms and guises.

In October, I attended the initial organizational meeting of the program committee for the 2021 annual meeting. Committee members come from everywhere with a historical mission: community colleges, liberal arts colleges, R1 research universities, K–12 education, public history, and independent scholars. All were enthusiastically engaged in the task of drafting a program for the Seattle meeting that not only would be intellectually stimulating and professionally useful, but also would represent and attract historians of every ilk.

This approach to building community is not active on only this one committee. Built into the very governing structure of the AHA lies a deep commitment to creating and sustaining community. The AHA serves as the umbrella organization for all historians, no matter their interests, place, or status, and the Association works hard to ensure that all members have the opportunity to become involved in its committees and programs. Virtually every aspect of the AHA endeavors to connect with all historians everywhere and be sensitive to their disparate needs. Even more important, the AHA serves as a sounding board for their various concerns.

As I reflected on that October meeting, I remembered how satisfying the whole experience was. Twelve members of the committee, including the chair, co-chair, executive director, and other AHA staff, worked for an entire day to begin blocking out the next annual meeting program. The experience reminded me just how productive such face-to-face meetings can be. For several hours, we debated structures; tossed around ideas; accepted, tabled, and rejected proposals. Much work remains to be done, of course, but I left the meeting exhilarated by the

possibilities—if somewhat daunted by the labor still lying ahead!—and with a deep sense of accomplishment gained from spending hours talking about *ideas*. Certainly, we might have met on Zoom or Skype, done business using Slack or another online platform, and swapped plans on Google Docs. And we will probably do all of that over the next year. Yet I seriously doubt that we would be as far along as we are now or have planned better without having sat down and thrashed things out around a conference table.

At the same time, and while thinking about community within the AHA's many committees, I began to wonder how we could replicate this experience and serve to develop robust ties across the range of historians and historical interests at the annual meeting itself. What can be done to inspire us to talk more about ideas? How does this alchemy work, and can we patent the recipe? What makes a meeting, or a conference, a good place to construct community? And in a digital age, is the in-person conference a dinosaur doomed to extinction?

What can be done to inspire us to talk more about ideas? What makes a meeting, or a conference, a good place to construct community?

Over the last 20 years or so, I regularly have attended the annual meeting of the German Studies Association (GSA) in October. I first went as a graduate student and was rather depressed by the dominance of papers on the Third Reich, World War II, and modern, even contemporary, literature. Had nothing happened of worth before 1870–71, I wondered? Or, on a more personal note, would anyone be interested in my own work on the 17th and 18th centuries?

But such first impressions deceived, and I quickly discovered that I had a whole lot more in common with historians of the modern world than I had anticipated. Moreover, I soon connected with a group of other early modernists who felt equally lost. Finding my intellectual soul mates was not, however, what has made the conference so valuable to me over the years. I also came to know—and appreciate—the contributions of a far wider range of historians, literary scholars, political scientists, musicologists, art historians, and, to break the thematic thread, medievalists. If at times the connections among us seem tenuous, in retrospect I recognize that my professional life, and particularly my intellectual life, would have been far poorer without contacts originally formed at that medium-sized conference.

At the latest GSA in Portland, Oregon, I enjoyed meeting new people and seeing old friends. But, in anticipation of becoming AHA president, I decided to go to a few other conferences and speak with people outside German studies (though still within my comfort zone of European and Atlantic history). Attending such “extra” events was not possible when I was a graduate student and a very junior faculty member, but has become financially easier nowadays. This freedom has allowed me to meet many new people, engage new ideas, and, yes, just sit and shoot the bull, complain, and exchange gossip.

Sheer serendipity often generates the most productive and intellectually exciting encounters and the most fruitful exchanges on matters of professionalization, teaching, and outreach.

Such a traditionally constructed conference is, of course, a fleeting experience. We come, we listen, and we depart. Are there new alternatives, ones that might engage a broader audience?

Recently there has been a great deal of enthusiasm expressed for creating virtual panels, obviating the necessity of congregating in a single physical space. I admit that there are often very good reasons for believing that virtual presentations—videoconferencing, for instance—are the brave new world of the future, as well as being more inclusive. No doubt exists that conference-going is an expensive exercise whose burden falls most heavily on

those financially or socially least able to bear it: those whose institutions provide little or no funding and cover no travel expenses, parents of young children, adults with aged parents or partners in need of care, or the disabled. Moreover, in an era of climate crisis, flying hundreds or thousands of participants from one place to another contributes to humankind’s carbon footprint.

It is also true, however, that one does not have to go to multiple conferences to have or even promote a career. And the virtues of the virtual conference are not unalloyed; there are significant drawbacks. At the last conference I attended, on several occasions the lively discussion begun in the panel spilled out of the room to be continued in corridors, in lobbies, around coffee urns, and during meals. It is difficult for me to envision how such intellectual ferment could so effervesce at a virtual conference. Sheer serendipity often generates the most productive and intellectually exciting encounters and the most fruitful exchanges on matters of professionalization, teaching, and outreach. These connections come not only from the people you already know, but also from the strangers you encounter. I am surely not alone in returning from each conference with scribbled notes to follow up with new acquaintances. These new colleagues often prove to be those with whom I subsequently have the most stimulating interactions, precisely because they were the least anticipated.

Although this may read as a paean to the traditional conference form, I firmly believe that in both scholarly and professional terms, it too has its weaknesses. Conferences remain critical, or so we always say, for networking, which can be intellectually exciting and professionally expedient. But without the hard work of researching, writing, and communicating (with books, blogs, articles, civic engagement, outreach, and instruction), networks alone mean little. We can create community in many ways: around a table, on panels, and sitting in audiences. We can sustain community in multiple ways, some face-to-face and some across the ether; we need not chose just one. Yet, however done, the construction of community is an intellectual, not only a professionalizing or social, endeavor. **P**

Mary Lindemann is president of the AHA.

JAMES GROSSMAN AND BECKY NICOLAIDES

RESEARCH ACCESS AND SCHOLARLY EQUITY



Access to research materials—both print and digital—is crucial for any historian engaged in scholarship and teaching. For historians working outside of well-resourced colleges and universities, gaining access to these materials has become increasingly difficult, particularly with the increasing breadth and depth of commercial databases often accessible only to scholars affiliated with a well-resourced university.

This trend is an often-overlooked aspect of the changing landscape of historical research. More and more research material has been digitized by commercial database companies, who then control its dissemination. These firms rely on institution-to-institution contracts with large, well-funded university libraries. Historians working within these universities have full access, while those on the outside are excluded, placing them at a severe disadvantage in their ability to produce first-rate scholarship and excel as teachers. For a complex set of reasons, providers rarely offer individual subscriptions to scholarly databases. At the same time, contracts with vendors often make it difficult (or even impossible) for libraries to grant access to individuals outside these institutions. These structural barriers create difficult challenges for many historians.

The AHA's 2017 survey on this issue captured the breadth of the problem. Unequal access affects historians working in a wide variety of contexts, including full-time faculty at institutions unable to afford subscriptions, part-time and irregularly employed historians, independent scholars, job candidates, and historians employed outside of higher education. Faculty with inadequate access cannot keep up with the latest scholarship for teaching and have circumscribed access to the primary sources that enliven a classroom and stand at the center of highly regarded history pedagogy. This is not only a matter of academic careers or the pursuit of what we customarily refer to as “producing new knowledge”; it is also a matter of equity in higher education. Unequal

access for faculty means unequal educational opportunity for students.

For contingent faculty, uneven research access reflects another aspect of job insecurity—if they lose their job, they lose access. Many independent scholars, museum professionals, public historians, and K–12 educators share the common status of nonaffiliation with a university, which excludes them from remote access to important databases. Recent degree recipients are cut off from library access upon graduation, impeding their ability to continue research and publication to better situate them in job markets or continue their research activity regardless of where they are employed. These inequities are likely to widen in the coming years, given the growing inequality of resources among higher education institutions and the increasing recognition of the professional legitimacy of historians working across a wider spectrum of occupations.

Unequal access affects historians working in a wide variety of contexts.

As part of the AHA's Career Diversity initiative, we have pressed history departments to articulate the purpose of their PhD program. It has been gratifying to see an expansion—however gradual—beyond what we first heard, overwhelmingly: “The purpose of our PhD program is to train the next generation of producers of new knowledge.” This formulation, however, remains either at the core or in a prominent place, even as dissemination and public culture draw increasing attention. Any PhD program that centers “training the producers of new knowledge” ought to consider its ethical obligation to provide those scholars with the requisite means, since only a small proportion (roughly 15–20 percent, on average) are likely to land in institutions that can provide access to necessary resources.

This formulation, obviously, does not include master's degree alumni. The AHA is well aware that the considerably larger number of MA recipients relative to PhDs generates problems of greater complexity and scale. But the existence of a more difficult challenge shouldn't deter us from moving forward. We need to explore solutions for all historians who need affordable access to digital resources.

There has been some progress. Conversations have begun among the variety of stakeholders, including vendors, libraries, researchers, and others. We will explore, for example, potential roles for public libraries or research consortia. But we also hope our own community might take some steps in addition to the resource page for independent scholars that we are developing for the AHA website.

The AHA encourages history departments to provide full library access to their own scholar alumni and to unaffiliated historians in their regions. History departments and academic units can play a positive role by supporting the scholarship of their alumni and by bringing more unaffiliated scholars into their orbit. Providing these historians a university affiliation—whether as a visiting scholar or by whatever means is feasible—will help close the gap between those with and without adequate research access. These actions will enable every historian to fully realize their potential as scholars and contributors to our discipline. **P**

James Grossman is executive director of the AHA. He tweets @JimGrossmanAHA. Becky Nicolaides is a councilor for the AHA Research Division. She tweets @BeckyNic7.

Nominate an Outstanding Teacher or Mentor for an AHA Award

The Eugene Asher Award for distinguished postsecondary history teaching.

The Beveridge Family Teaching Prize for distinguished K–12 history teaching.

The Nancy Lyman Roelker Mentorship Award for teachers of history who taught, guided, and inspired their students in a way that changed their lives.

Equity Awards for individuals and institutions that have achieved excellence in recruiting and retaining underrepresented racial and ethnic groups into the history profession.

Nominations due May 15.

historians.org/prizes

ELYSE MARTIN

“A GREAT TRADITION THAT WAS NOT OURS”

Oxford’s First Generation of Women Graduates Find a Place in the World

Mo Moulton (Univ. of Birmingham) picked up Dorothy L. Sayers’s mystery novel *Gaudy Night* “on a whim,” they told *Perspectives*. “I found myself taken with this portrait she created in this ostensibly cozy mystery novel of a women’s college in the . . . late 1920s, early 1930s,” and how it portrayed a “powerful community of fully realized, dimensional female scholars.” The novel is set in the fictional Oxford college of Shrewsbury, drawing on Sayers’s own experience at the real women’s college of Somerville at Oxford.

Moulton found themselves fascinated by the networks of female academic friendships at the heart of the novel, and became curious about the real Somerville College. “At first I thought it was going to be a fun little reading expedition,” they said. “I’d read a biography of Dorothy L. Sayers to find out about these women and then move on, and instead it raised nagging questions—who were these

women? And why didn’t the biographies of Dorothy L. Sayers mention them?”

The more Moulton investigated the tight-knit group of friends Dorothy L. Sayers made at Somerville College, the more they seemed like an ideal sample group for a study of the first female graduates of Oxford University. In their first year at Oxford, Sayers and her friends established a literary workshopping group called the Mutual Admiration Society (MAS for short), and kept in touch with the other members throughout the rest of their lives, creating an accessible archive of letters and shared creative work. This name, as Moulton writes in *The Mutual Admiration Society: How Dorothy L. Sayers and Her Oxford Circle Remade the World for Women* (Basic Books, 2019), “both captures the spirit of the group and misrepresents it.” The members did collaborate on projects and support each other’s literary endeavors, but they were also often at odds with each other. But at the heart of the group was the wish to offer and receive serious criticism on their work. Moulton focuses on four main members of this group:

- Dorothy L. Sayers, the most famous member: an advertising copywriter, a celebrated detective novelist, playwright, theologian, and translator of Dante;
- Muriel St. Clare Byrne, a playwright and a historian of the Tudor era known for editing the vast Lisle Papers, one of the most important primary sources for life at the court of Henry VIII;

These four women began their studies at Somerville College in 1912 and entered the workforce during World War I. However, they didn’t receive their diplomas until 1920. Though many women-only colleges in the UK had begun granting degrees to graduates in the 19th century, says Moulton, female students at Oxford colleges “got pieces of paper that said so-and-so has completed the examinations, and the residence

The tight-knit group of friends Dorothy L. Sayers made at Somerville College seemed like an ideal sample group for a study of the first female graduates of Oxford University.

- Dorothea Rowe, an English teacher and founder of the Bournemouth Little Theatre Club, an important amateur theatrical society; and
- Charis Barnett Frankenburg, a midwife and birth control advocate who wrote several advice manuals on parenting before becoming a local magistrate.

requirements, and all the requirements that would entitle her to a degree. They just had certificates that proved that they had done all of the work.” This meant that they could not call themselves Oxford graduates. They were merely students of Somerville College.

This distinction left lasting impressions on the Mutual

Admiration Society. In 1934, at a speech at Somerville, Sayers characterized her time at Oxford as “the simulacrum of a great tradition that was not ours.” She and her fellow female students had hoped “that by assiduous make-believe we might somehow end by making the belief come true.” For five years after “graduation,” they existed in this state of limbo, as former attendees of Oxford without being actual graduates.

Then, in 1919, British Parliament passed the Sex Disqualification Removal Act, allowing the members of the Mutual Admiration Society and many other female students of Oxford colleges to receive the diplomas they’d longed for. This act, according to the copy in the National Archives, outlawed discrimination on the basis of sex in “admission to any incorporated society” as well as “holding any civil or judicial office,” or “assuming or carrying on any civil profession or vocation.” “That legislation,” Moulton told *Perspectives*, “became the reason that people at Oxford University used to justify making the switch.” (This did not apply to female students at Cambridge University; women did not receive Cambridge degrees until 1947.) In the same 1934 speech at Somerville, Sayers recalled receiving her degree as “the queerest ceremony of degree-taking that can ever have been held in any university.” A vast number of female former students of Oxford, of all ages and graduation years, returned to pay their fees and

received their degrees, academic caps, gowns, and hoods, and the right “to be addressed for the first—and for many of us the last—time by the title *Domina*.”

The titles bestowed on this new generation of Oxford graduates seem to have meant a great deal to Sayers. In *Gaudy Night*, her heroine Harriet Vane has a master of arts degree from the fictional Shrewsbury College, and her love interest Lord Peter Wimsey proposes by asking, “*Placetne, magistra?*” or “Does it please you, mistress?” *Magistra*

was the appropriate Latin title for a female master of arts.

Once these female Oxford graduates received their degrees and were released into the wilds of 1920s Britain, society didn’t know what to do with them or how to integrate them. As Moulton phrases it in the book, the members of the MAS were “on the front lines of the struggle for independence . . . they faced a job market that actively favored men returning from the war,” and they had two paths open to them: teaching or marriage. “Nearly every MAS

member taught secondary school at some point,” Moulton added. The only exception was Charis Frankenburg (née Barnett), who instead became a nurse in France thanks to the outbreak of World War I.

The members of MAS struggled to find jobs, independent lodgings, and markets for their literary work. And they struggled too with the expectation that they should marry. Nurse Charis went on dates with men she characterized as “on leave from the front anxious for companions for dinners and theatres,” and when she did marry, she approached motherhood with the same medical eye as she did her war work. She ended up writing *Common Sense in the Nursery* and several other advice manuals on childhood development, later translating this into work in a birth-control clinic in Manchester.

Sayers, on the other hand, had a more fraught relationship with marriage and motherhood. She had an affair with a married man that resulted in a then-scandalous pregnancy out of wedlock. A cousin raised the child, and Sayers kept it such a secret that it is unclear if even the members of MAS knew about it at the time.

Two members of the group never married. Dorothea Rowe was an educator “in an era,” as Moulton writes, “when teachers were usually barred from marriage.” Whether out of professional



The Mutual Admiration Society would have spent time at the Somerville College Library, built in 1903; it was the first library for women at the University of Oxford.

Wikimedia Commons/Aivin Gast/CC BY-SA 4.0

obligation or personal inclination, Rowe stayed single.

So did Muriel St. Clare Byrne . . . albeit for other rea-

different ways, were engaged in the project of trying to write for a broad audience, trying to mix popular genres like detective fiction and ad-

There was a tension for all members of the MAS over reconciling high art and mass culture.

sons. Moulton discovered Byrne had kept “letters from her lifelong partner, Marjorie Barber, and also another lover who she was with in the 1930s and 1940s, Susan Collis.” The letters from Susan had been gathered together in a large envelope marked, “To be burned unread.” Moulton says that “throughout the letters themselves, there are discussions of their relationships, their feelings.” “There’s this kind of tango they do around writing stuff that’s explicitly about a romantic relationship between two women, and it’s clear that they feel pressure to be discreet and keep this secret. It’s also clear that these letters meant a lot to both of them.” The letters don’t match the postmarks of the envelopes Moulton found them in, which suggests to Moulton that these letters were “an archive of love letters” that Muriel re-read throughout the course of her life.

There was likewise a tension, for all members of the MAS, over reconciling high art and mass culture. As Moulton told *Perspectives*, “All of them, in

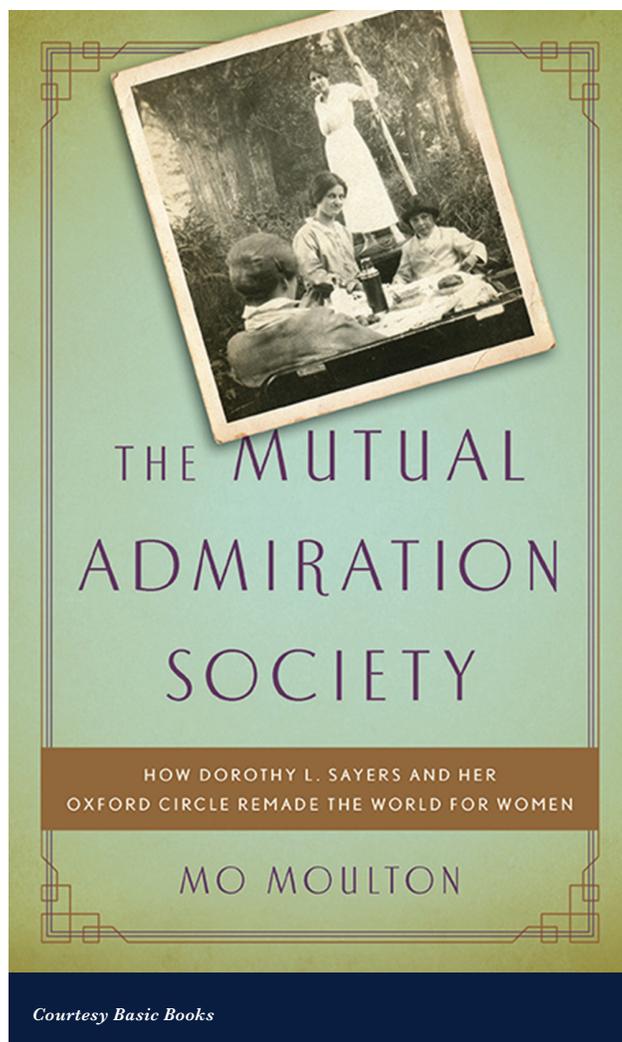
vice manuals with serious ideas.” In her amateur theater, Rowe produced one of the first modern-dress productions of Richard Brinsley Sheridan’s

The School for Scandal. Frankenburg’s advice manuals, though engaging with serious academic debates on childhood psychology and development, were meant for trade presses and working-class readers. Byrne wrote general nonfiction books on the Tudor era, as well as producing a serious scholarly edition of the Lisle papers. Sayers wrote detective novels, but also translated Dante. All four MAS members were determined, as Moulton writes, to bring “the critical training they had received at Somerville” to their creative and intellectual

endeavors, and to bring the difficult intellectual concepts they wrestled with to “the ordinary person through clear writing and popular culture.”

Moulton, inspired by her subjects, decided to write their book for a trade press instead of an academic press. “It felt important to me,” they said, “to carry that idea forward into my actual writing of the book as well.” To those academics likewise hoping to write for a trade press, Moulton’s top piece of advice is to start small. They began with a series of pieces for the online publication *The Toast* on the historical context of the TV show *Downton Abbey*. Pop culture—whether period dramas or detective stories—can offer a way into more complex understandings of history for the ordinary person. The MAS, as Moulton characterizes it, insisted that “the biggest ideas were property of every human being.” These women’s own difficulties in being recognized for the scholars they were made them determined “to put the tools of learning, which they had won for themselves with such difficulty at Somerville, into everyone’s hands.” **P**

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



Courtesy Basic Books

AMERICAN HISTORICAL ASSOCIATION

Teaching Resources

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- Social Science Laboratories via the Web
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- Teaching World War One History through Food
- The Triangle Shirtwaist Fire
- and much more.

Approaches to Teaching

The links to resources including in this section will help you think about new ways of approaching teaching. Information on recent AHA initiatives on teaching like History Gateways, Tuning the History Major, and Briding Cultures, are also included.

What you'll find:

- Mock Policy Briefing Program
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REBECCA S. WINGO

THE JOB OF THE ACADEMIC MARKET

This is the season of the academic job market. The crisp autumn air carries the familiar scent of anxiety, desperation, and rotten leaves. Job applicants are excited about potentially putting down roots after the transient years of grad school and job-hopping. Faculty advisers are dreading the number of letters they have to write but crossing their fingers (and toes) that their talented students will finally be rewarded. Cheryl Foster, Rebecca Millsop, and Doug Reed recently published about the invisible labor of letter writers. I, for one, have a lot of favors to repay my unwavering team of faculty cheerleaders.

But there's another person's invisible labor we need to discuss: that of the applicant.

I offer only one story of the academic job market. It is a marketplace of a variety of stories and ugly clichés. I was told a number of times that after two years without a permanent gig, I would “go stale.” Apparently, mental acuity expires. (Thank goodness, no one checked my “best by” date.)

In my final semester on the market, I spent 40 percent of my time traveling for interviews. I was home only four days a week for three months straight. I simultaneously worked full-time as a post-doc, teaching one class and consulting on digital projects. It was a sweet gig,

with research time—enough that I finished my first co-authored book and began assembling a symposium on digital community engagement designed to circulate the first drafts for an edited volume. All this manic scholarly activity made me a competitive candidate. And so I was gone 40 percent of the time.

But traveling for interviews is only part of the time spent doing the job of the academic market. In a rare moment for a historian, I did the math: I added up the average amount of time I spent on applications and interviews over the three years I actively pursued jobs in academia.

Market Math:

Job applications: 57

- Hours per application: 4 hours
- Total workdays spent on applications: 28.5 days

First-round interviews: 28

- Hours preparing per interview: 2 hours
- Hours per interview: 1 hour
- Total workdays spent on first-round interviews: 10.5 days

On-campus interviews: 18

- Hours preparing per interview: 6 hours
- Travel per interview: 3 days
- Total workdays spent on on-campus interviews: 67.5 days

I spent 4.5 full work days on every on-campus interview. Over three years, I dedicated 106.5 workdays to

getting a job—while working another job. That averages 35.5 workdays per year, or over 7 work weeks. That's nearly two months of unpaid labor per year. My reward was more labor, and the promise of a retirement fund.

Of course, my math is bunk—but not because I'm a historian. Rather, because my numbers reflect the myth of a 40-hour work week. This is an impossibility for candidates on the market, and it leaves little time for self-care.

However, my math is missing some figures. It doesn't include the hours I pored over H-Net's job feed or Vitae's database. It doesn't include the hours of additional service I performed to expand my networks and make myself more marketable. It doesn't include the time I spent crafting emails to my letter writers detailing the pertinent information about the job, due dates, and suggested areas of emphasis. Nor does it include the unrewarded hours that my letter writers spent tailoring their letters to each job.

Traveling for interviews is only part of the time spent doing the job of the academic market.

I recognize that my numbers, especially the high on-campus interview rate, are not representative of everyone's story. A friend of mine applied to 242 jobs over two years with no on-campus interviews before he left academia for the private sector. Two others applied for 25 and 50 jobs, respectively, and received positions their first year out (lucky ducks). By my third year, historian Erin Bartram's "quit lit" essay had taken Twitter by storm. Year three was going to be my last.

But how different really is my experience compared to my predecessors? I asked ten senior and mid-career colleagues hired before the recession of the early 2000s about their experiences. The general consensus is that the market has always sucked, the economy has always affected the market, and success boils down to chance. Still, there are three anecdotal distinctions.

First, the way people applied to jobs, especially in the 1970s and '80s, deviated from the current standard. One colleague took a job at a highly regarded research institution years before she even finished her dissertation. One time, her adviser nominated her for a job, and she received an offer—without even applying. While such experiences are enviable, HR practices have certainly leveled the field in this regard.

Second, the volume of pre-2000 applications was quite low in comparison. Among the colleagues I spoke with, the median number of applications was 20 total in the first two years on the market. The highest was 50, and the lowest was 5, both from applicants active in the mid-1990s. The ease with which my colleagues were able to respond to my request and isolate the two-year period immediately after graduating demonstrates that



When Rebecca Wingo added up the time it took her to apply for academic jobs, she found that she had dedicated 106.5 workdays to getting a job—while working another.

Pixabay/ArtsyBee

we've always been doing the market math, at least for ourselves.

Third, the pre-2000 market required fewer materials, typically only a cover letter, CV, and recommendations. The standard among my own landfill of applications additionally included a teaching statement, evidence of teaching effectiveness (including sample syllabi), and a research statement. Digital and public history jobs also required an annotation of projects.

I understand that extra materials help bring top candidates to the fore, but the time it takes to create these materials is underappreciated, especially by committees comprised of people who never had to create those materials

themselves. And might I just add that asking junior scholars to submit sample syllabi emphasizing their most innovative activities, readings, and techniques feels and looks a lot like extraction and free labor.

There is reason to believe that the process will change. The AHA recently amended their Guidelines for First Round Interviews after discontinuing the conference-based Job Center (though not the AHA Career Center—continue to go there for job listings). These guidelines are a mixture of advice for search committees and candidates, chief among them transparency and consistency. The revisions reflect #MeToo concerns in the academy (i.e., don't use hotel rooms to

interview candidates) and specifically link to the AHA's Statement on Standards of Professional Conduct.

The guidelines also adjust for letter labor by recommending that committees request references and additional materials only from candidates who pass the initial screening. The Modern Language Association has adopted similar recommendations. Though job candidates benefit significantly from these guidelines and the leadership of the AHA, many of these recommendations center the search committee, not the job seeker.

What would a more humane academic job market experience look like if we centered the applicant? What about second-round interviews? Here are my additional recommendations:

- Initial screenings should require only a cover letter, CV, and list of potential references. This is already in the amended guidelines, but it needs reinforcement. Your top 20 candidates will rise to the top of the pile. I promise.
- Additional materials adhere to standard formats that the applicants need only to modify: teaching, diversity, and research statements; evidence of teaching effectiveness; and annotations of digital/public projects.
- Similarly, on-campus interviews adhere to standard formats: teaching demonstration; research talk; standard interviews or meet-and-greets with admin, faculty, staff, and students; and meals that are social rather than probing. It is inappropriate for faculty members who cannot attend the candidate's talk to ask for the CliffsNotes over dinner.
- On-campus interviews should include plenty of bathroom breaks and time to prepare for the next activity.

What would a more humane academic job market experience look like if we centered the applicant?

- Coffee. Lots of coffee. (See previous point.)
- Offer your on-campus candidates a per diem if possible. Not only will they receive reimbursement quicker, but a per diem frees them from the requirement to submit receipts for potentially embarrassing food habits. I rarely submitted my airport food receipts on the off chance that the committee would notice that I have the stress-eating habits of a child (Skittles and Coca-Cola).
- Reject your candidates. Job candidates are under a lot of stress. Hearing they are no longer in the running allows them to put their Zillow energy elsewhere. I received only 14 of 53 rejections. Only a handful of those were from places where I visited campus.
- Reject your candidates with compassion. I received one rejection email on Christmas Eve. a) Have a heart. b) Stop working and eat some cookies.
- We operate in a small world, and future in-person encounters will occur. The onus is on the committee members, not the candidate, to break the ice.

The academic job market is a fickle beast. I failed every job search until the year I received four offers.

I am a success story, but only because the academy emphasizes one kind of success: replication. My success came

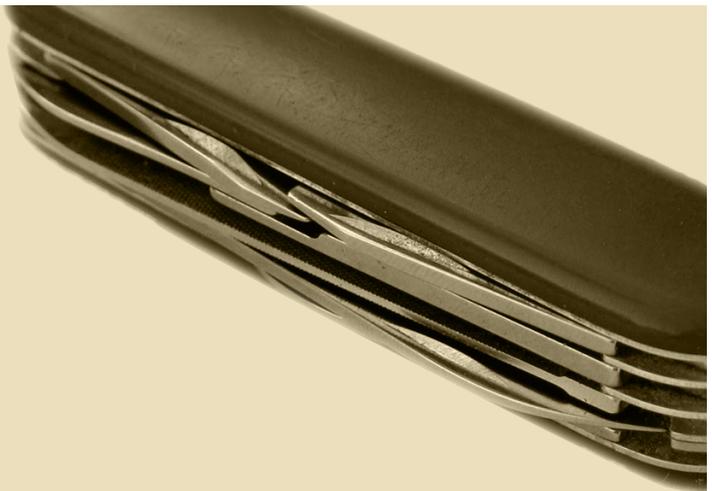
at a price to my time, my relationships, and my wallet. It also came at all the associated costs: anxiety, health, imposter syndrome, self-care, work-life balance . . . and survivor's guilt.

I know we can do better. I will keep pushing to end historical malpractice by steering recruitment and interviewing toward a more humane system. Will you? 

Rebecca S. Wingo is assistant professor of history and director of public history at the University of Cincinnati. She tweets @rebeccawingo.



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RITA CHIN

RETHINKING HOW WE TRAIN HISTORIANS

University of Michigan and the USHMM Collaborate on a Pedagogical Experiment



Graduate students from the University of Michigan visit the United States Holocaust Memorial Museum in Washington, DC.

Courtesy Chloe Thompson

HISTORY IS OFTEN seen as a lonely discipline. And this idea contains a kernel of truth: when historians have the chance to research and write, they primarily do so alone. But this image hardly corresponds to the lived experience of academic historians, who today are required to work in collaborative contexts like graduate student training, departmental service, fellowship award decisions, faculty governance, and conference program committees. Despite this disconnect, most doctoral programs continue to train students as if their careers will hew to the lone scholar model.

But what would it look like, my colleagues at the University of Michigan and I wondered, if we took a different approach? What if we designed a graduate course that accounted for the conditions of the job market and history as a discipline? What if we taught students how to undertake the work of historical scholarship in a collaborative manner that more closely resembles the way labor is organized in today's society, both inside and outside of academia?

Finding answers to these questions was among the most challenging tasks of the faculty and graduate student working group that I led for the U-M history department. Our purpose was to develop priorities and initiatives around what the AHA calls “career diversity.” This effort strives to provide history graduate students with crucial skills—such as communication, collaboration, digital literacy, quantitative literacy, and intellectual self-confidence—that will help them compete for academic jobs as well as expand their career opportunities. Our group understood career diversity as a moral imperative for our department and our discipline. And we hoped that our recommendations and experimental programs might transform the way we train graduate students in history at the University of Michigan.

So, how would we teach collaboration in a discipline that measures success on the basis of single-authored articles and books, hidebound by a template of solitary reading and writing? We started with the idea of a team-based project that would show students how to approach historical research, analysis, and writing collectively. We knew that students generally choose courses with the goal of deepening their intellectual expertise. It would be no easy task to identify common research topics that satisfied all members of a student team. But what if we let an outside institution determine the intellectual content of the project?

Jeffrey Veidlinger, a faculty member in our group, knew that the United States Holocaust Memorial Museum (USHMM) was seeking help with *Experiencing History: Holocaust Sources in Context*, a digital learning tool geared toward the college

classroom and featuring primary sources. Intrigued at the collaborative possibility, we proposed a graduate research seminar in which teams of students would curate new primary-source collections for the *Experiencing History* platform.

How would we teach collaboration in a discipline that measures success on the basis of single-authored articles and books, hidebound by a template of solitary reading and writing?

Working with the *Experiencing History* team of Leah Wolfson, Emil Kerenji, and J. Luke Ryder in January 2019, Veidlinger and I launched a pilot research seminar (dubbed a graduate HistoryLab) in partnership with the USHMM. Ten students enrolled, including historians of Europe and the United States and a few literature students; only two arrived with formal training in Holocaust history. With the *Experiencing History* team, we identified two broad collection areas, “American Support for Nazism” and “Appeal of Fascism in Europe.” The course began with a few weeks of collective reading and discussion in the manner of a traditional graduate course. But unlike any other offering in our curriculum, our two teams of students were simultaneously developing proposals to define the specific scope and key themes for their collections. By the third week, they presented this material to our *Experiencing History* partners, and after a month, they pitched their proposals to the USHMM stakeholders, a group that included the museum’s directors of applied research, academic programs, educational initiatives, and digital media. With the stakeholders’ approval secured, team members embarked on a primary source hunt that would illustrate the key themes of their collections. Class meetings frequently included *Experiencing History* experts attending by video call, and involved intense back-and-forth on each group’s work. Every student was expected to defend their team’s choice of sources and collectively authored descriptions of the documents—to each other, the other team, two faculty instructors, and the museum staff.

In mid-March, we took a class field trip to Washington, DC. The teams presented their projects to the USHMM stakeholders, laying out their refined collection descriptions and sample document write-ups. They met with the *Experiencing History* experts, toured the museum’s exhibitions, and used the museum archives. Back in Ann Arbor, students finalized

their choice of documents, wrote item descriptions, and drafted introductory essays for each collection as a whole. The students took their work into the field: they cajoled U-M undergraduates into reading the introductory essays and responding to a survey to assess how effectively the teams had communicated the collection themes.

In 14 weeks, our graduate students developed two bodies of Holocaust sources, from concept to fully curated collections, and “product tested” them with the target audience. The museum professionals made final editorial decisions. But after a semester’s worth of labor, two new collections researched and curated by our students—“Nazi Ideals and American Society” and “Everyday Encounters with Fascism”—went live on the *Experiencing History* digital platform. The pilot proved so successful the museum has agreed to reprise the course with U-M in 2020.

The experience of teaching collaborative research was a revelation on many levels. Our initial motivation grew out of a serious reckoning with the academic job market and a commitment to equipping graduate students to compete effectively in multiple job sectors. We wanted to provide them with the hands-on experience of collaboration—perhaps the defining feature of the contemporary workplace, but one that the solitary discipline of history all but ignores. Our experiment realized this goal resoundingly: students organized meetings apart from class time; determined a division of labor for each task; developed a system to track progress; wrote documents collectively; prepared presentations and assigned speaking roles; provided feedback on sources and writing; addressed disagreements and conflict; and shared responsibility for the products their team created. “This course helped me develop my collaborative research skills,” reported Slavic languages and literature graduate student Michael Martin. “I had no idea how the fundamental aspects of research, such as defining a research question or establishing a justification for material we had gathered, could be complicated by working with other people.”

As part of our effort to help students imagine careers beyond the professoriate, we also wanted to expose them to an institution outside the academy that explicitly values and relies upon historical expertise. Here, the USHMM proved an ideal partner because its mission is grounded in historical research that aims to reach the general public. During the semester, students had to communicate with multiple audiences—from specialists in Holocaust history to college students (the key targets of *Experiencing History*)—and to modulate their message accordingly. But collaborating with an institutional partner introduced other experiences

unfamiliar in an academic setting: a work schedule with deadlines of one week instead of an entire semester; an expectation of brevity, with source descriptions of no more than 300 words; a need to apply research, analysis, and synthesis skills to unfamiliar topics. Above all, students relished the prospect of creating historical work that exists out in the world and will be used by thousands of students and instructors around the globe. Émilie Duranceau, a history PhD student focusing on Germany and Nazi racial law, assessed the course’s value as “an incredible opportunity” that resulted in “an end product online, accessible for all to see and use.”

Students, faculty, and the museum team all gained insights through the process of collective discussion and critique.

But if our original goal had been to broaden students’ career horizons, this pilot also produced some unexpected lessons. History graduate student Lediona Shahollari, a Balkan expert, pointed out that the HistoryLab helped sharpen her “analytical, research, and writing skills” more generally. “The professors and fellow graduate students [became] both colleagues and mentors,” helping her “navigate issues that commonly emerge with the process of research.” Indeed, as the name promised, our classroom functioned as a kind of a laboratory, in which the normal dynamics of faculty-as-experts and students-as-learners were scrambled. Students, faculty, and the *Experiencing History* team all gained insights into the collections’ key issues from each other through the process of collective discussion and critique.

This collaborative opportunity, moreover, provided a platform for us faculty instructors to model, perform, and reflect upon the real work of “doing” history—weighing the interpretive value of one document over another, making sense of a source in relation to other research, developing convincing interpretations. Rather than expecting students to infer the logics and skills embedded in historical scholarship, this experiment allowed us to walk our students through much of the research process step-by-step. For me, this was the biggest takeaway of our course: we were not just offering students a gimmicky opportunity to expand their career horizons or learn new skills for multiple job markets; we were actually teaching them how to be *better*, more self-conscious—and less isolated—scholars of history. **P**

Rita Chin is professor of history at the University of Michigan.

JULIA BROOKINS AND EMILY SWAFFORD

HISTORY ENROLLMENTS HOLD STEADY AS DEPARTMENT EFFORTS INTENSIFY

Results of the 2019 AHA Enrollment Survey



A lot is riding on what academic slang calls "butts in seats."

Library of Congress/Thomas J. O'Halloran. Image cropped.

ASK ANY DEPARTMENT chair, and most faculty, what the most vexing data point during the academic year is and the most likely answer would be “enrollments.” In a data-obsessed age when it seems everything is tracked and analyzed, few data points matter as much in higher education as enrollments. For many institutions, department funding is tied directly to enrollment numbers. Courses that don’t meet minimum enrollment requirements are canceled, snarling the distribution of teaching responsibilities among faculty and narrowing the intellectual range in the curriculum. Fluctuations in enrollments and majors—a close relative of enrollments data—are cited as reasons to create or cancel tenure lines. A lot is riding on what academic slang calls “butts in seats.”

For the past several years, the AHA has conducted an optional annual enrollments survey of history departments.

The inquiry, which asks participating departments to report enrollments for each of the previous four years, is the only available source that collects history-specific enrollments data from individual institutions. While not statistically representative of higher education as a whole, these data capture broad national trends. With the data’s limitations firmly in mind, we’re parsing this year’s survey in the context of wider efforts across the discipline and across the landscape of higher education to better articulate the value of studying history and the humanities.

Undergraduate enrollment in history courses remained relatively stable in 2018–19, with a total decline of 1.1 percent from 2017–18 levels across the 104 US institutions that provided data to the AHA (Fig. 1). When responses from two Canadian institutions are included, the dip was just 0.8 percent overall. The four-year trends reported in our

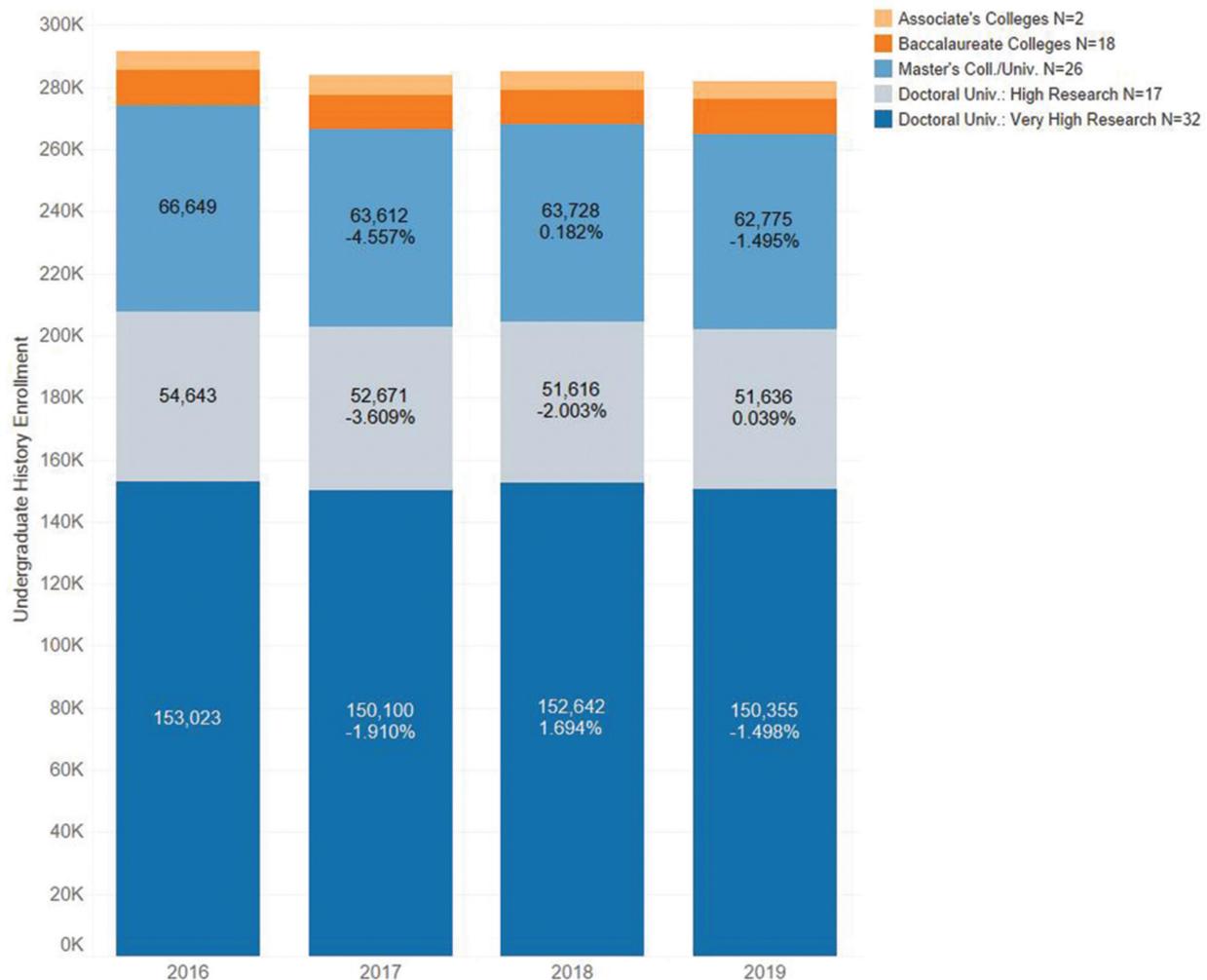


Fig. 1: Total enrollment change by year (US only).

2019 survey show a decline of 3.3 percent since the 2015–16 academic year. The modest change from 2017–18 reinforces the flattening trend we observed last year and is slightly lower than national declines in total undergraduate enrollment, according to recent data from the National Student Clearinghouse Research Center.¹ Our enrollment survey corroborates a sense reported at many departments that the years of free-falling undergraduate enrollment may be behind them.

Nevertheless, many faculty and administrators remain uneasy about the long-term downward slide of enrollments in history and other humanities disciplines. This is not a new area of concern, and much ink has already been spilled on these trends in the pages of *Perspectives on History* and other industry publications. The conventional wisdom on causation is well-known: the steady climb in tuition prices and the shock of the 2008–09 recession both drove students to “safe” majors that provided a clear first job after graduation; changes in general education requirements often have a negative impact on enrollments, for history and humanities departments in particular; and it is hard not to interpret declining enrollments as part of a larger devaluing of humanistic inquiry and expertise in American culture.

These and other pressure points were cited by respondents to the AHA’s 2019 survey, and it is clear that enrollments remain a major challenge for a discipline still struggling to recover from changes in higher education since the 2008–09 recession and from overall declines in national undergraduate enrollment. When asked to describe current conditions and recent changes in their enrollments or majors, institutions where enrollments have continued to decline cited several factors for the downward trend. Declining numbers

of majors or overall enrollment decreases had predictably negative effects on department numbers. Respondents also cited structural conditions as causes for declines, such as state cuts to elementary and secondary education (and therefore fewer teacher-education students), the need to compete for students within revised general education requirements, students’ preference for subjects with clear pathways to employment, or a general institutional emphasis on science, technology, and health programs.

Undergraduate enrollment in history courses remained relatively stable in 2018–19.

Nonetheless, the AHA’s survey continues to identify strategies faculty can use, in conjunction with administrative partners, to address the lackluster trends. Respondents with stable or increasing enrollments described several concrete strategies to attract students. These included offering more online courses, hiring charismatic junior faculty members to teach new courses that students find exciting, and expanding departmental recruitment activities. In addition, successfully recruiting majors and minors, as might be expected, had a positive effect on overall enrollment.

Participants at the AHA’s annual Chairs’ Workshop regularly rank enrollments as one of the most important topics facing the discipline and use the workshop to share strategies to better market history courses to students, parents, administrators and colleagues in other disciplines. At this year’s workshop, chairs swapped stories of hosting regular “History Nights,” where faculty were invited to present talks relating their expertise to current events, or history students presented

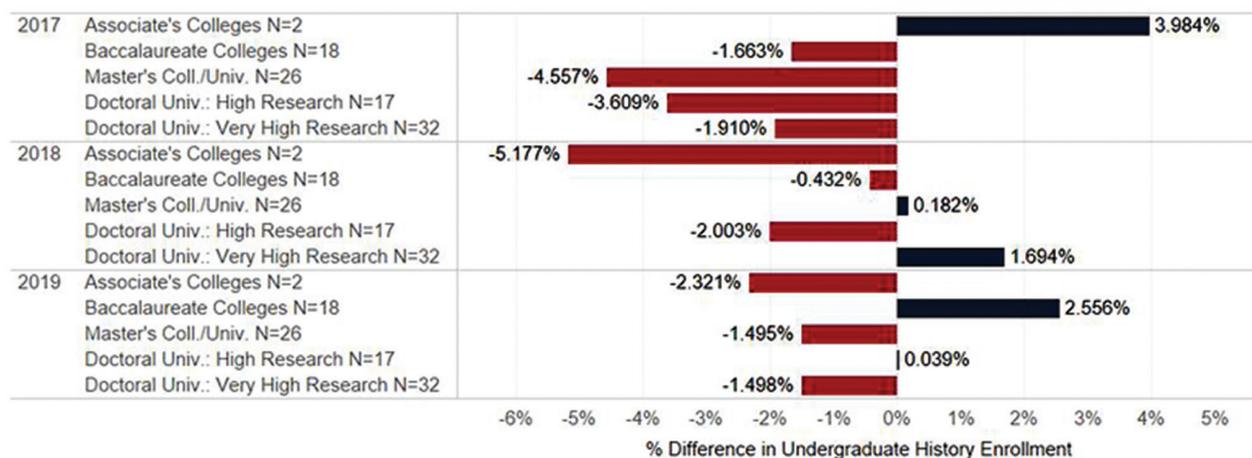


Fig. 2: Change in enrollment from previous year, by institution type (US only, N = 104).

their capstone projects to a community audience. In addition to boosting enrollments, chairs reported that these activities also contributed to a sense of community within the department, as well as demonstrating the value of studying history.

Beyond its Chairs' Workshop, the AHA has for many years endeavored to help departments increase their enrollments. In 2018, the AHA annual meeting featured a series of roundtables devoted to faculty strategies to increase enrollments.² In January, the AHA will release a Department Toolkit, an online collection of resources produced primarily by the AHA and designed to help make the case for the value of studying history. In addition to tools designed to bolster enrollments and majors, and (dare we say it) to address graduates' starting salaries, the resources in the Department Toolkit argue for the value of historical thinking in the broadest terms.

Responses to the 2019 survey show large differences in the trajectory of enrollments at specific institutions.

Strategies to market history courses vary, necessarily, by institutional circumstance. As in previous years, responses to the 2019 survey show large differences in the trajectory of enrollments at specific institutions. Fifty-five institutions reported stable or increasing undergraduate history enrollments, while 51 had declines. When responses are combined by basic Carnegie institutional type, only baccalaureate colleges and high-research doctoral universities were in positive territory over the past year (Fig. 2). The news might not be all bad, though: a recent report by the Community College Research Center points to an increase in humanities enrollments at community colleges, of which only two are represented in the AHA survey respondents.³ (Though one must always be wary of a direct comparison of data at two-year and four-year colleges.⁴) These divergent trends underscore the impact that department reforms and recruitment efforts, as well as local conditions, may be having on particular programs.

Unfortunately, the number of departments responding to the 2019 survey was lower than in previous years. While the number of responses from universities offering master's degrees was stable, and responses from baccalaureate colleges grew slightly, 21 fewer doctoral institutions provided data than last year, dropping from 70 to 49 institutions. Only two two-year colleges provided data, despite direct outreach to contacts at roughly 90 history and humanities programs.

Despite this, respondents were still broadly representative of the higher education landscape as a whole. Together, they include over 1,100,000 undergraduate student enrollments over the past four years.

Moving forward, the AHA expects to offer an even more comprehensive picture of history enrollments at member departments. The association has begun asking for undergraduate enrollment data as part of program information for its annual institutional directory. This should mean less extra work for department faculty or staff who compile and report the data, and will increase the number of departments providing data, giving us an even larger window on trends in college history learning. In the meantime, the AHA will continue to conduct the annual enrollment survey and report on the findings, as well as continue to convene discussions on what departments can do to address the situation at their home institution and participate in the larger conversations on the value of history and higher education. **P**

Julia Brookins is special projects coordinator at the AHA. Emily Swafford is director of academic and professional affairs at the AHA. She tweets @elswafford.

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GOING WHERE THE ARCHIVES LEAD

An Interview with New AHA President Mary Lindemann

Mary Lindemann takes the presidential gavel at the AHA annual meeting in New York City this January. A historian of early modern Germany, Lindemann was the first person on her mother's side of the family to graduate from high school and the first in her family to earn bachelor's and graduate degrees. Since earning her PhD from the University of Cincinnati in 1980, she has taught at Carnegie Mellon University and the University of Miami, where she is currently professor of history and chair of the history department.

Her award-winning books on medicine, law, and politics and numerous fellowships mark her as one of the top experts in her field. Her books include *Patriots and Paupers: Hamburg, 1712–1830* (1990); *Health and Healing in Eighteenth-Century Germany* (1996); *Medicine and Society in Early Modern Europe* (1999); *Liaisons dangereuses: Sex, Law, and Diplomacy in the Age of Frederick the Great* (2006); and *The Merchant Republics: Amsterdam, Antwerp, and Hamburg, 1648–1790* (2015), along with several edited collections. She has also served as president of the German Studies Association and co-editor of *Early Modern Women: An Interdisciplinary Journal*.

Lindemann spoke with *Perspectives* in November 2019 about her career and her plans for her tenure as AHA president.

How did you first become interested in history?

I had a good history teacher in high school, which is not the response I normally get from my students, who usually say they hated history in high school. I don't remember specifics, but I have a very pleasant, warm memory of that class. Then at the University of Cincinnati, perhaps because I couldn't do calculus, I tried a couple of things and did history courses as a part of distribution requirements. I had good history professors there—I went to the same place for my bachelor's, master's, and doctoral degrees—and one of them, the undergraduate professor I had in renaissance history, Guido Ruggiero, was still around when I was in graduate school. He stayed with me all through my graduate program. He was

not my adviser, but he was the person who first made me understand what it was to be a professional historian.

What drew you to working on Germany?

People often ask me if I got interested in German history because of my German name and ancestry. After having said no for many years, I realized that there were some influences. I grew up in a very Germanic town—Cincinnati, Ohio, has a very strong German heritage, and I think now it probably did strongly influence me. The other factor was academic. I took a readings class on early modern German history with only four students, who were all very animated, and we read a lot of interesting things. The German department at Cincinnati was also excellent, and I took a German literature course with Guy Stern that was just astonishing. The combination of the German history and literature professors I had made the difference.

I got a job working in a *konditorei*,
in a bakery behind the counter.
That's where my German
improved tremendously.

Early in your career, you spent time researching in Hamburg and Wolfenbüttel, Germany. How did living abroad impact your studies and your career?

When I arrived in Germany, my language skills were just adequate. I could make myself understood. But when I ran out of money from my research stipend, I got a job working in a *konditorei*, in a bakery behind the counter. That's where my German improved tremendously, because customers don't care if you understand. They're ordering their chocolate cake, and you have to learn how to respond and respond quickly. I also taught English to Russians in Hamburg, which meant that I was able to stay for two years and continue to improve my German. Working meant that it took me longer to do my research, but it was worth it.

Spending so much time living in Germany was absolutely invaluable. Working these jobs gave me a vision of the world that most academics don't get in another country, and it gave me a better feel for Germany and the Germans. I think this is a critical experience for anyone who wants to do research outside of the United States—or, for that matter, in a different part of the US. I bet Idaho would have been just as different to me from Ohio as Germany, except for the language. Those two years in Hamburg and then another two on a postdoc transformed my life; that sounds trite, but it is true.

Your books reflect diverse interests—medicine, trade, politics, war. What drew you to these topics?

My first book, *Patriots and Paupers*, was based on my dissertation and included medical relief as an essential part of poor relief. I had taken graduate courses in the history of medicine, and I thought, “Hmm, this is interesting. Maybe I should pursue the poor-relief angle in a different way.” I looked around Germany for postdoctoral fellowships, and I received one at the Herzog August Library in Wolfenbüttel to do research on medicine and medical care, which led to my second book, *Health and Healing in Eighteenth-Century Germany*.

My next book involved a cause célèbre in Hamburg that I originally encountered during my dissertation research. Through pure luck, I ordered up the papers for a case that appeared interesting, and a foot-high file was soon plopped on my desk. And that research, much later, became *Liaisons dangereuses*. As I turned to a new comparative project on urban crime, I realized I wasn't looking at crime so much as merchant republics, which resulted in my fourth book.

You can see how it's all connected. I don't define myself as a political historian or a medical historian, or as any particular “type” of historian at all. I just go where my archival nose leads me at any particular moment. Right now, I'm doing something with an environmental aspect. After I finished *The Merchant Republics*, I wanted to do another big German archival project. I became focused on how Brandenburg-Prussia rebuilt after the Thirty Years War, and the documents led me to look at not only political and social redevelopment, but also landscape redevelopment; that second aspect is now taking over a lot of the current project.

Who have been your mentors over your career?

At Cincinnati, I have already mentioned Guy Stern and Guido Ruggiero. I met two people in Wolfenbüttel who had



AHA president Mary Lindemann (right) speaks with Renate Bridenthal at the 2019 AHA Committee on Gender Equity breakfast.
Marc Monaghan

a tremendous influence on me through their sheer generosity. I met Natalie Zemon Davis at a conference there. We sat and talked during the conference, and later on, she wrote letters for me—it was very nice and gave me a good idea of what mentoring an early career scholar was all about. Michael MacDonald did virtually the same thing after we met there.

There are others who have been extraordinarily kind and helpful, often people who reviewed my manuscripts for publishers. They identified themselves at the time or later on, and people like Mack Walker, Geoff Eley, Jo Whaley, and Richard Evans were extremely helpful. There are other friends I know I can trust to say, “Lindemann, this is really not good work. Do it again,” and vice versa. It’s become a wide circle.

Graduate students ask how they can repay us as mentors, and they can't—but they can pay it forward.

And now that I’m something of an ancient historian myself (though I don’t do Greece or Rome!), I’ve become a mentor for others. And though it’s not the direction we normally think mentoring goes, by some strange alchemy, they’ve become mentors for me too. I can turn to them for information and assistance. Graduate students ask how they can repay us as mentors, and they can’t—but they can pay it forward.

Do you remember attending your first AHA annual meeting?

At Cincinnati, we had a job search, and I was a graduate student member of the committee, and they paid to fly us to the annual meeting in Atlanta in 1975. The book exhibit sent me into a tizzy of greed and also generated considerable fear—how many books are there to read? I remember my early conferences as alienating experiences. I found it very hard to talk to people and network. But I gradually came around to the knowledge that the best way to develop those networks is to sit at a panel and talk to people afterward. I remember purposely going to a lot of panels at my first AHA on subjects about which I knew virtually nothing. And that was fun!

What goals do you have for your year as president?

Not to embarrass myself too much! Seriously, I want to feel that I’ve contributed something to the AHA—not only in terms of professionalization and administration, but also intellectually. I’m not sure how I’ll achieve that, perhaps

through setting up panels at the 2021 annual meeting. I’d like to mix and match scholars with big reputations with others possessing great expertise but who have never had a platform to share it.

I also hope I can make some contribution in helping the AHA and the profession rethink the academic job market. Right now, we all know the AHA no longer sponsors interviews, but as John McNeill wrote recently, the landscape has become ever less easy to negotiate. For all the good and bad, the annual meeting was a temporal anchor for the market. Now I have students being offered jobs in October and wishing they had the opportunity to consider other jobs before accepting. And that can be tremendously unfair. They should have a chance to make an informed choice. My sympathies are with the job candidates, and I think we do the profession, the departments, and ourselves a disservice by trying to get candidates to make quick decisions they and we may regret. With graduate applications, we agree now that prospective students don’t need to make a decision before April 15. Is there some way to do that with job offers? You’re never going to lasso all of them, but in the interest of fairness, we can do better. **P**

This interview has been edited for clarity and length.

Laura Ansley is managing editor at the AHA. She tweets @lmansley.

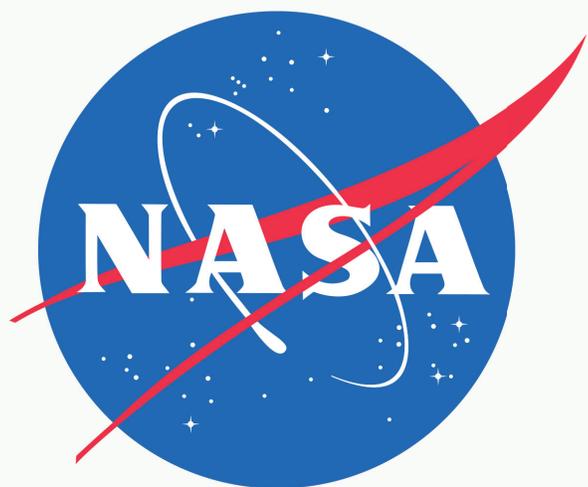
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Daniel H. Calhoun

1927–2019

Historian of America and education; AHA 50-Year Member

Daniel H. Calhoun, professor emeritus at the University of California, Davis, passed away on March 23, 2019, at the age of 91 in Santa Rosa, California. Calhoun taught at Davis from 1966 until his retirement in 1991.

Calhoun was born on November 24, 1927, in Brownsville, Tennessee, the youngest of four children. His father, James, was an educator who spent most of his career involved in Tennessee's Rosenwald Schools, and the family often lived on the school grounds. Calhoun's mother, Fern Model Calhoun, born and raised in Kansas, was a homemaker, painter, and poet.

Calhoun was educated at Peabody Demonstration High School in Nashville, before earning a BA in history from Yale University and a PhD in 1956 from Johns Hopkins University, where he studied with C. Vann Woodward. Calhoun's early interests were in education and the rise of professionalism in the United States. After temporary teaching posts at Princeton and Columbia Universities and six years in the history department at Harvard University, Calhoun joined the faculty at Davis in 1966, where he taught the history of 19th-century America and other subjects for 25 years.

Calhoun's range of scholarly interests comprised broad categories of the history and impact of education, systemically and practically: land, labor, race, and conflicts over power, particularly in rural areas. His publications included *The American Civil Engineer: Origins and Conflict* (1960); *Professional Lives in America: Structure and Aspiration, 1750–1850* (1965); *The Educating of Americans: A Documentary History* (1969); *The Intelligence of a People* (1973); and a host of articles and reviews. Calhoun received a number of fellowships, including a Guggenheim Award.

Fundamental to Calhoun's pursuit of knowledge was a quest for understanding historical change and social justice issues beyond traditional borders, whether national, transnational,

or intellectual. His intellectual eclecticism became even more intense in retirement. While at Davis and after, he wrote three yet-to-be published manuscripts as well as articles in the Spanish language, which he mastered in his retirement. Manuscripts from this period include *Working Views on the One-Party Road: Pittsburgh and San Francisco, 1860 and 1880* (1986); *Popular Challenge: Roads toward Civil War in North America* (1995); and *"The 47": American War in Mexico: An Interpretation for the 21st Century* (1998).

At Davis, Calhoun was known as a graduate mentor who accepted nothing less than the highest aspirations in his students, enthusiastically promoting his students' advancement, intellectual vision, and activism. He encouraged students to adopt diverse paradigms and to challenge basic assumptions within the historical canon. Calhoun willingly sponsored extra graduate seminars to engage nontraditional topics, events, and issues. He sometimes hosted evening gatherings in his home with freewheeling discussions on social theory, critical philosophy, the Frankfurt School, and forms of subjectivities and power relations not generally considered germane to American history. Many of his students choose careers in history, others in education and allied professions.

As a gay man during a time of rising homophobia, Calhoun distanced his personal life from his professional life. Yet he was connected to the Bay Area gay community, and after retirement, that relationship was more fully and openly celebrated. Calhoun traveled widely and spoke, read, and wrote in several languages. He maintained an abiding love of the outdoors and, as a Melville devotee, of the sea, sailing his own craft in the San Francisco Bay. He often sketched seascapes, which he paired with passages from Melville's *Moby-Dick*. Some of Daniel Calhoun's former students became close friends during his retirement years. Thus, to the continuing benefit of Daniel H. Calhoun's erudition, was added deep affection and the warm extension of his friendship.

Memorial gifts can be made to the Daniel H. Calhoun Dissertation Research Award online or via UC Davis Gift Administration, 202 Cousteau Place, Suite 185, Davis, CA 95618.

Margaret Washington
Cornell University

Jeffrey Kolnick
Southwestern Minnesota State University

Martin Bennett
Santa Rosa Junior College



Gabriel Jackson

1921–2019

Historian of Spain

Gabriel Jackson, one of the most prominent Hispanists and Hispanophiles in the United States, died on November 3, 2019, at the age of 98.

Jackson was born into a highly educated Jewish family in Mount Vernon, New York, in 1921. Gabe retained strong memories of the heated discussions at the dinner table between his Socialist father and Communist older brother when the Spanish Civil War erupted in 1936. He graduated from Harvard University in 1942 with a BA in history and literature; Perry Miller and F. O. Matthiessen were among his most influential teachers. After college, he spent several months in Mexico City living among Spanish Republican exiles. His subsequent four-year army service included stints as an aircraft mechanic, photo interpreter, and cartographer. From 1946 to 1949, he taught English, Spanish, and—as a talented amateur musician—flute at the Putney School in Vermont.

After earning an MA at Stanford in 1950 with a thesis on the educational program of the Second Spanish Republic from 1931–33, he began his doctoral studies at the University of Toulouse. In southern France, he again encountered a large population of Spanish exiles. He later described his years in Toulouse as perhaps the most intellectually stimulating of his career. Under the supervision of Jacques Godechot, a distinguished specialist of the French Revolution and a pioneer of Atlantic history, he finished a dissertation in 1952 on the work of Joaquín Costa, the turn-of-the-century Spanish regenerationist. As a Fulbright fellow and GI Bill recipient, Jackson then embarked upon primary research in Spain, which would result in his most important book, *The Spanish Republic and the Civil War, 1931–1939* (1965), a winner of the AHA's 1966 Herbert Baxter Adams Prize. The book remains a masterful work of narrative political history that provides a sympathetic, but not uncritical, portrait of Spain's embattled first democracy. It was published in Spain only after the death of dictator Francisco Franco. Jackson describes the research experiences that led to the creation of

this perceptive and judicious volume in his delightful *Historian's Quest* (1969).

Jackson overcame several incidents of McCarthyist harassment and served as assistant professor of history at Wellesley College from 1955 to 1960. From 1962 to 1965, he was associate professor of history at Knox College, and in 1965, he was appointed associate professor at University of California, San Diego. During his tenure in California, he wrote *The Making of Medieval Spain* (1972). He retired from UCSD in 1983.

After retirement, he lived primarily in Barcelona until his return to the United States during the last decade of his life. He became an important public intellectual in his adopted country, making regular contributions to its major daily, *El País*, and *Revista de Libros*, the Spanish equivalent to the *Times Literary Supplement*. He also produced the comprehensive *Civilization and Barbarity in Twentieth-Century Europe* (1999); a biography, *Mozart: Vida y ficción* (2004); and *Juan Negrín: Physiologist, Socialist, and Spanish Republican War Leader* (2010), a major and sympathetic portrait of the prime minister who ruled the increasingly desperate Second Republic in its final years.

His hospitality and generosity to younger scholars matched his intellectual acuity and deep culture.

Michael Seidman

University of North Carolina Wilmington

Photo: Courtesy S. Faber

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Global Public History. The Department of History, Faculty of Liberal Arts & Professional Studies, York University, invites applications for a tenure-track professional stream position at the rank of assistant professor in the field of global public history to commence July 1, 2020. Candidates are expected to have a record of accomplishment in the field of public history, broadly defined. Preference will be given to candidates with experience in significant digital history projects, museum curation and/or exhibition programming or other public history activities. Research specialization and periodization are open, although the Department has a preference for candidates whose research deals with Japan since 1600, modern Africa, South Asia, the Islamic world since 1800 or Europe since 1945. The successful candidate will be able to situate their research within the field of global history. Salary will be commensurate with qualifications and experience. All York University positions are subject to budgetary approval. York University has a policy on Accommodation in Employment for Person with Disabilities and is committed to working towards a barrier-free workplace and to expanding the accessibility of the workplace to persons with disabilities. Candidates who require accommodation during the selection process are invited to contact

Professor Thabit Abdullah, Chair of the Department at chairbis@yorku.ca. York University is an AA employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to women, members of visible minorities (racialized groups), Aboriginal (Indigenous) people and persons with disabilities, can be found at <http://acadjobs.info.yorku.ca/> or by calling the AA line at 416.736.5713. Applicants wishing to self-identify as part of York's University's Affirmative Action Program can do so by downloading, completing and submitting the form found at <http://acadjobs.info.yorku.ca/affirmative-action/self-identification-form/>. All qualified candidates are encouraged to apply; however, Canadian citizens, Permanent Residents and Indigenous peoples in Canada will be given priority. No application will be considered without a completed mandatory Work Status Declaration form which can be found at <http://acadjobs.info.yorku.ca/affirmative-action/work-authorization-form>. The deadline for receipt of completed applications is January 25, 2020. Applicants should submit a signed letter of application outlining their professional experience and research interests, an up-to-date CV, and a teaching dossier, and arrange for three confidential letters of recommendation to be sent directly to Professor Thabit Abdullah, Chair, Dept. of History, 2140 Vari Hall, Faculty of Liberal Arts and Professional Studies, York University, 4700 Keele St., North York, ON M3J 1P3, Canada. Required qualifications include a completed PhD in History or a related discipline, and an ongoing program of research in the area of specialization. Candidates are expected to demonstrate excellence or

the promise of excellence in teaching and in scholarly research, and to have produced publications appropriate to their stage of career. Candidates will be expected to teach a wide range of courses in public history and their period/region of research specialization at all levels according to their experience, expertise, and pedagogical interests, and to make major contributions to York's Cross-Disciplinary Certificate in Public History Program. The successful candidate will be suitable for prompt appointment to the Faculty of Graduate Studies. Pedagogical innovation in high priority areas such as experiential education and technology enhanced learning is preferred.

UNITED STATES



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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

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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

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