

The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

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February 2020





AHA Awards



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*New History PhDs Awarded Continue to Decline as Academic
Job Market Remains Flat*

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ON THE COVER

The first AHA annual meeting without a job center in over 60 years brought over 4,000 historians to midtown Manhattan for four days of scholarship, professional development, networking, and everything else that keeps “the AHA” so relevant. Coverage of the annual meeting in this issue includes panels on history for young audiences, constitutional separation of powers, graphic histories, and more. And definitely don’t miss the pictures of attendees’ history-related tattoos.

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LAURA ANSLEY

TOWNHOUSE NOTES

Reflections on My First Annual Meeting



Navigating the AHA annual meeting—with thousands of attendees; hundreds of sessions; dozens of breakfasts, luncheons, and receptions; even a film festival embedded in the program—is daunting for any first-time attendee, and I got to do it this year as an AHA staff member.

I attended a variety of conferences during graduate school, including some that were large (the Berkshire Conference of Women Historians), medium (American Association for the History of Medicine), and small (Pennsylvania Hospital's History of Women's Health Conference). Most opportunities to gather as historians happen in spaces specific to our research interests. But the AHA meeting lets attendees roam across time and geographic space. Want to attend a panel on Sesame Street in the 1970s? Thinking about how to use podcasts in your classroom? Ready to sign your first book contract and need to know the ins and outs? Interested in participating in a conversation about the job market and mental health? All of these topics were on the program at the 2020 AHA annual meeting in New York City.

I had the pleasure of leading the meeting orientation this year, alongside my colleague Emily Swafford. Emily has led Getting the Most Out of the Annual Meeting before, and she offered three main themes to the group: research, professional development, and networking. These helped me to orient myself to my first meeting, as I tried to balance these areas over my four days in NYC.

Research is perhaps the most obvious. I had the pleasure of attending panels on everything from Native nations in early America to 20th-century reproductive politics amid conservative backlash. A meeting of this size is a chance to hear about cutting-edge scholarship from both new and established scholars.

Before this trip, I was less aware of how much professional development the annual meeting offers. Teaching is a huge component of this, with sessions aimed at both K–12 and

postsecondary educators. The Teaching Resource Fair, the Digital Drop-In, and Virtual Reality for Historical Research and Pedagogy were all opportunities to discuss and learn about how we teach. The AHA Career Diversity initiative continues to push us to expand how we think about career pathways for historians, with sessions covering consulting, publishing, and careers for historians with master's degrees. The seventh annual Career Fair brought together historians working in government agencies, the military, nonprofits, business, publishing, independent scholars, K–12, and, of course, colleges and universities to speak with attendees. Whether you are thinking about a career in the academy or outside of it, the meeting offered a wide range of options.

Networking is the most intimidating aspect of a conference this big. With over 4,000 attendees, how do you get up the courage to approach anyone? But as Emily reminded us at the orientation, networking is just conversations, starting or nurturing relationships with other human beings. I was heartened that even as a first-time attendee, I saw many familiar faces. Professors from my undergraduate and graduate institutions, friends from grad school, people I'd met at other conferences, even historians I've interacted with only on Twitter—all were happy to talk. I ended up in one snowballing conversation when I encountered two friends from graduate school near the Hilton escalators. I got to hear about their new jobs, and they heard about mine. For nearly an hour, our gathering grew as more friends came down the escalators. We were joined by one of our professors who now lives on the West Coast, two scholars who had been postdocs on our campus, and an editor who has since moved on from our institution. It reminded me that I already have a network, and that network will only grow and deepen with every future trip to the AHA annual meeting. **P**


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

The History Department at the University of Wyoming is now accepting applications for our M.A. in history. We offer students fully-funded positions, substantial funding for research trips and travel to conferences, and professional development to help launch successful careers in history. Recent graduates have gone on to top Ph.D. programs and related graduate programs as well as to careers in public history and teaching.

UW has outstanding research resources on campus at the American Heritage Center archives and the Toppan Rare Books Library. Laramie is also close to regional research centers including the National Archives at Denver, the Wyoming State Archive, and the Buffalo Bill Center of the West.

The deadline for applications is March 1st. All applicants can receive a fee waiver by contacting the department at uwhistory@uwyo.edu.

uwyo.edu/history



Inaugural Eugen Weber Book Award

The UCLA Department of History is pleased to announce that

Christine Haynes,

Professor of History at the University of North Carolina Charlotte, has been awarded the inaugural **Weber Book Award**. A prize for the best book in modern French history (post 1815) over the previous two years, this award is named for the eminent French historian Eugen Weber (1925-2007) and brings a cash award of \$15,000.

Dr. Haynes' book *Our Friends the Enemies: The Occupation of France After Napoleon* (Harvard, 2018) is a highly original analysis of the occupation of France following the Napoleonic wars. Using a vast, multinational array of archival sources, it presents an unforgettable portrait of the actions and experiences of every layer of French society in defeat—from peasants and their families, to urban dwellers and officials, to Louis XVIII.

Honorable Mention was awarded to **James E. Connolly**, Lecturer in Modern French History in the French Department at University College London, for *The Experience of the Occupation in the Nord, 1914-1918: Living with the Enemy in First World War France* (Manchester University Press, 2018), a well-crafted study of the German occupation in the Nord during World War I.

For more information, visit <http://history.ucla.edu>.

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MARY LINDEMANN

APPLICATION AGONIES

It's Time to Simplify the Academic Hiring Process



The January issue of *Perspectives on History* contained a thought-provoking Viewpoints article from Professor Rebecca S. Wingo. In “The Job of the Academic Market,” the author calculated the amount of time she had spent job-hunting over three years on the academic job market. Her contribution raises several issues concerning the academic job market in the 21st century, a market that has undergone a series of changes, indeed, radical ones since the 1980s and especially in the last decade. While the most frequently discussed issue is the scarcity of tenure-track job offerings, particularly compared to the number of non-tenure-track, temporary, and adjunct positions, that is not what I wish to address here. (Those interested in these statistics should consult the AHA’s latest data on the academic job market in the 2020 jobs report.)

What particularly resonated with me was Professor Wingo’s estimation of the time spent and, even more emphatically, the escalating demands made on job applicants to provide ever more information in an application packet. When I first was applying for tenure-track jobs from 1980 to 1987, the process consisted of searching through the Job Bulletin and perusing paper publications, like the *Chronicle of Higher Education*. The internet, electronic listservs, and various H-Nets did not exist until the end of that decade, and even then they were limited in scope. One drafted an application letter and prepared a CV, stuffed them into an envelope, and then committed the whole to the mercies of the US Post Office. Virtually no one proffered much advice on how to craft these materials, and I shudder to think of the mistakes I made. One then arranged for letters of recommendation to arrive, one hoped, *sometime* before the deadline. I rarely received an acknowledgment that my application had arrived, was virtually never informed that any letter of recommendation had ever been sent or received, and, all too infrequently, did I learn I had been excluded except from the silence that reigned, often for months, until the

eventual announcement that Department X was delighted to welcome Dr. So-and-So to its faculty.

Even though the number of academic jobs, and the number of tenure-track jobs, has declined, at least in some ways the application process has improved. As Professor Wingo points out, the AHA can legitimately claim responsibility for part of that happier situation. The AHA’s Guidelines for First-Round Interviews recommend (it is well to remember that the AHA can only recommend, encourage, and urge) a series of improvements that, as Professor Wingo acknowledges, have alleviated some of the anxiety and trouble.

I greatly sympathize with complaints about the expectations of applicants that have reached truly ridiculous levels.

Despite these modifications, I greatly sympathize with complaints about the expectations of applicants that have, I believe, reached truly ridiculous levels. I know students whose dossiers must include not only the letter of application but supporting materials that include sample syllabi, a statement of teaching philosophy, a discussion of research aims, a position on diversity, an expression of commitment to civic engagement and community outreach, and, for religiously affiliated colleges and universities, a statement on how one will contribute to a particular religious climate on campus (and I am sure that this list is not exhaustive). Enough already. Besides the fact that so many of these statements read alike and reflect website recommendations, much of this information could be included in a reasonably long (albeit still no more than three-page) letter of application. Advisers can also address these issues in letters of recommendation. That may require more individualized letters of recommendation, but excuse me if my sympathies here lie with the

applicant and not the overworked faculty member. Faculty get paid to do these things; moreover, it is their responsibility. There are other ways in which faculty are overburdened in respect to the academic hiring, and I will return to those below.

On-campus interviews will probably never be standardized across the profession, nor perhaps should they be.

Technology has made parts of this process more convenient and speedier. The AHA Career Center, H-Net, and other job sites allow candidates to locate jobs far more readily than before and allow jobs to be advertised on a rolling basis. It is also easier to communicate with faculty, send materials, track progress, and get responses. All those are pluses. But we have also created a monster that at the same time vastly complicates the process of job applications for job seekers *and* faculty. Many, indeed most, colleges and universities now maintain their own application sites, which range from quite good to absolutely and utterly hideous, obscure, and by no means intuitive. Many schools have also outsourced background checks or have contracted for websites that do not allow for the easy transmission of written materials. The requirements for the submission of letters of recommendation vary widely; some accept pdfs, and others accept only Microsoft Word documents; still others require you to cut and paste the letter into a webpage, with word limits that you don't discover until you actually try to upload a letter. Argh. Websites sometimes "go rogue" as well, blithely informing candidates that they have been short-listed or rejected, either for the job they applied for or another one entirely. The older system of letter-in-envelope did not obviate all of these problems, but with the proliferation of requirements, the possibility that "mistakes will be made" is ever greater.

I also found Professor Wingo's recommendations for how departments conduct interviews, especially on-campus interviews, pertinent. The AHA has several guidelines and statements for best practices on the whole job-search process that make specific and strong recommendations. On-campus interviews will probably never be standardized across the profession, nor perhaps should they be. Institutions and their expectations vary widely, as do individual applicants' strengths and qualifications; just consider the differences between a school principally interested in research and one principally interested in

teaching, or a job in policy history compared to one in intellectual history. Nonetheless, interviews for the *same position* should be at least structurally alike. One might not go to the extreme of asking the same questions of each applicant, but one should use a standardized format for all. And I am in complete agreement that the on-campus interview should always be conducted with respect for the applicant at all stages in the process.

Still, applicants should remember that, for some matters, departments and search committees often have their hands tied. I have, for example, tried for years to be allowed to purchase airline tickets in advance so applicants are not paying out of pocket or to allow them a per diem during their visit. Nada. No receipts, no reimbursements. End of story. University administrations and, in the case of state universities, legislatures are a law unto themselves—and no AHA recommendations will alter that. Faculty should be more forceful in pushing these matters with campus administrations and human resources, but we can also be more considerate in small things. We can have search-committee members meet candidates at the airport and return them; provide clear and accurate itineraries in advance, complete with contact information; allow candidates sufficient "downtime" before presentations; and make sure candidates are informed of hiring timelines. But some matters, even that of timing notifications of when one is or is not being considered further, are often not in a department's control.

Finally, applicants should remember that most departments want applicants to do a good job, are rooting for them, and are sincerely interested in identifying the best candidate for their position. Faculty try to assure that interviewees come away with good impressions of them throughout the process. But no matter how fair and transparent the system is, only one person will get the job, and not everyone will walk away satisfied that they have been fairly treated. Sadly, not all will have experienced the consideration and respect, and even kindness, they deserve and that is more than just "merely unfortunate." It is unacceptable, as well as shortsighted. **P**

Mary Lindemann is president of the AHA.

JAMES GROSSMAN

LOOKING BACK AND AHEAD

An Executive Director Summary



AHA staff moved out of our offices at 400 A Street SE during the third week of January 2019. Because our architects had already figured out how to satisfy the Americans with Disabilities Act *and* our Neighborhood Preservation requirements—not an easy task—we had reasonable hopes that that we might happily return to our offices in June. We didn’t. Issues surfaced and multiplied. The federal shutdown in January had downstream effects on city government operations in Washington, DC, which apparently slowed the permit process; a gas pipe needed to be moved; our insurance company decided that an engineer ought to open a wall before certifying that our plan would not result in a building collapse. These issues—or versions of them—will be familiar to anyone who has undergone a major renovation. Finally, with two acceptable bids, we chose the contractor whose schedule showed completion before the end of October 2019.

We now expect to be back in our offices at the end of January 2020; by the time this piece is in print, I hope to have returned to 400 A Street SE through a new entrance whose imaginatively conceived ramp will finally make the building accessible to all of our members. Just inside that door will be a room large enough to accommodate Council and committee meetings, with the whole staff able to convene around a single table, or share lunch at smaller tables scattered just outside the new kitchen. After a full year in a “co-working” office space, with many of our colleagues working at home, we look forward to re-inhabiting a headquarters that combines the virtues of private office space with the informal interaction that brings us together as a community.

A much larger community is equally important to our less-permanent site: the AHA annual meeting. The challenge we have set ourselves—to imagine, implement, and sustain a new kind of annual meeting—must rest, as AHA president Mary Lindemann reminded last month in these pages, on a “deep commitment to creating and sustaining

community.” The AHA skated for years operating an annual meeting that could depend on, at minimum, a thousand attendees whose departments paid their way as members of hiring committees. Add job applicants to that list, and nearly half of the annual meeting’s attendees were present for reasons that had little to do with being members of a community of scholars.

Should we resign ourselves to a smaller meeting? Or rethink the event itself, reimagining it as a community in which historians consider broader and more diverse contours of professional development and intellectual debate?

Now that the AHA has stepped back from providing a formal venue for job interviews, many of the long-standing reasons for attending the annual meeting are gone. At the same time, higher education institutions have cut back on discretionary travel budgets; climate change has prompted scholars to reconsider the carbon footprint created by long-distance travel; and digital technologies have enabled an ever-increasing set of communication options. In this context, we must ask whether the annual meeting is becoming an anachronism. Should we resign ourselves to a smaller meeting? Or rethink the event itself, reimagining it as a community in which historians consider broader and more diverse contours of professional development and intellectual debate? As Professor Lindemann’s inaugural presidential column in *Perspectives* argues, “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.”

To some extent, this might be described as an “internal” challenge. Still, we should at least *ask* whether our annual meeting can attract nonprofessional audiences and how that might enhance our community of historians. Certainly we can attract more students, who comprised over one-fifth of our annual meeting attendees this year. Many attendees noticed a different energy and tone: students at the meeting were not anxiety-ridden job applicants but valued participants in a community of scholars.

Running through all of this work is the AHA's commitment to the value of historical thinking to public culture and public policy.

But there are external challenges as well. How do we convince students, parents, and employers that history majors graduate with what is often referred to as “useful knowledge”? We can, and should, critically engage the extent to which “useful” too often degenerates into salary metrics. But “engage” should matter as much as “critically.” Our students do well. We need to do a better job of documenting their achievements and shaping the narrative of which they are a crucial part. The AHA's Tuning initiative focused on this aspect of history education, and we have now published a capstone to an aspect of that work: *Careers for History Majors* is available free on our website and for purchase in print.

The major is not the only ship on which the discipline sails. We see more students enrolling in introductory courses, regardless of major. Our annual Texas Conference on Introductory History Courses is inspiring comparable gatherings elsewhere, most likely beginning with Utah in 2020. A new AHA initiative, History Gateways, brings together historians at diverse two- and four-year institutions to systematically reconsider the structure and content of introductory, college-level history courses to better serve students from all backgrounds.

How we teach, and how our students learn, depends in part on what ideas about history they have in the first place. Indeed, this is true whether we teach history in classrooms, national parks, museums, or elsewhere. Historians need to

know what our constituencies think history is, and how they encounter it. In collaboration with FDU Poll at Fairleigh Dickinson University and the National Endowment for the Humanities, the AHA will administer a national survey of Americans to assess perceptions of and engagement with history. We hope to have results by the fall and will post the raw data on our website.

Running through all of this work is the AHA's commitment to the value of historical thinking to public culture and public policy. Through the National History Center's Congressional Briefings and aspects of our Career Diversity initiative, in *Perspectives* and in messaging to members, the AHA emphasizes that historians belong everywhere. Everything has a history, and all decisions benefit from historical perspective.

Hence the broad scope of the AHA's initiatives, programs, annual meeting, and publications. The association limits its *advocacy*, however, to “the rights and careers of individual historians, historical practice in diverse venues, or the role of history in public culture” (*Guiding Principles on Taking a Public Stance*). Even within that relatively narrow scope, this activity has been increasing dramatically, culminating in a record 24 public statements during 2019.

On the other hand, our role in providing an *arena* for discussion of historical issues, questions, problems, and conundrums has few boundaries. Effective and inclusive community requires work, communication, and space for disagreement. I've often cited historian Elsa Barkley Brown's argument that the work required to encompass a diversity of perspectives and an ethos of inclusion can be the very essence of community itself. If the AHA's work doesn't inspire disagreement and debate, we probably aren't doing anything interesting. And if our publications and conferences don't attract and inspire diversity of perspectives, then our discipline isn't doing its work.

Annual meeting proposals are due February 15; we welcome proposals on the many controversial issues that lie outside the scope of AHA advocacy but within the arena of historical debate. We especially welcome formats that facilitate discussion. Use your imagination and feel free to contact us if you have questions. **P**

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

DEVON REICH

ADVOCACY BRIEFS

Supporting Historians & Higher Education

The American Historical Association's busiest year of advocacy work culminated with efforts to promote professional equality in the history discipline, championing rights to affordable education and to greater equality for career historians inside and outside of academia, and the right to unionize.

Comment Opposing NLRB Rule Change Regarding Graduate Students & Unions

The American Historical Association expressed opposition to the National Labor Relations Board's proposed rule change to the 1935 National Labor Relations Act. The amendment would diminish the right of graduate students and teaching and research assistants at private universities to organize unions.

Letter of Support for Title VI College Affordability Act

The AHA and a coalition of 30 other organizations offered their ardent support for reauthorization of the College Affordability Act, a federally funded Title VI–International Education program. They urged the US House Committee on Education and Labor and the Subcommittee on Higher Education and Workforce Investment to extend its bipartisan backing of the initiative.

AHA Resolution Supporting Scholars Off the University Tenure Track

On December 10, the Association adopted a resolution in support of scholars off the higher education tenure track. The AHA Council declared its continued commitment to support, encourage, and engage the thousands of history scholars currently working off the higher education tenure track in a diverse array of settings.

Devon Reich is operations and marketing assistant at the AHA.

CORRECTION

In “Awards, Prizes, and Honors to Be Conferred at the 134th Annual Meeting” (December 2019), the description of Nan Enstad’s *Cigarettes, Inc.: An Intimate History of Corporate Imperialism* (Univ. of Chicago Press, 2018) was incorrect. The correct description follows:

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. Jim Crow segregation created a network of white male corporate actors from the US Upper South that then oversaw the simultaneous expansion of the corporation in both the US and in China, linking the techniques and practices of racial segregation to corporate imperialism. This rich study of US managers, many from the rural South, and their Chinese colleagues radically rethinks the history of global capitalism.

AHA20

An Annual Meeting Sampler

PHOTOGRAPHS BY MARC MONAGHAN (UNLESS OTHERWISE NOTED)



The registration and info desks at the Hilton stayed busy throughout the weekend.

IT WOULD BE impossible to summarize all the events that took place in New York City the first weekend of January at the AHA's 134th annual meeting. From panels to plenaries to receptions, we can only provide a short flyover of a few of the weekend's events. We hope you enjoy this sampler.

—*Laura Ansley and Elyse Martin*

HANDS-ON HISTORY

At “History for Young Audiences,” helping children to see themselves in the past was the theme of the day. Whether that is having students dress up as theologians, as Sean Gilmartin has; developing American Girl novels for an ever-more-diverse readership (including boys!), as Tessa Croker does; or finding ways to get students to see themselves in a museum exhibit, as Joanna Steinberg must, the audience of adults, children, and even a Samantha doll came away with a sense of the way many educators are approaching history education creatively in the 21st century.

Engaging today's youth and convincing them of the significance of history is a challenging endeavor. Patrick Riccards offered data from the Woodrow Wilson National Fellowship Foundation's recent national survey of high school students, which found that students saw history as the second-least-interesting subject and the second-least-relevant subject (after the arts) to their futures. These data have pushed Riccards and his colleagues to consider new methods to make American history more interesting and relevant. A focus on social media, and how young people use it, is one important area of study, Riccards said.

High school teachers face these questions every day. Sean Gilmartin (Achievement First) has used techniques such as project-based learning, museum visits, and historical performances to help his students connect with the past. But, like Riccards, he has found that educators have to meet students where they are. Rather than showing entire documentaries, Gilmartin intersperses shorter film clips with class discussion, an easier way for young people to understand and digest course material when they are accustomed to watching short YouTube videos.

Museums must interest visitors of all ages. So Joanna Steinberg (Museum of the City of New York) has to ask, “Is it possible for five- and six-year-olds to comprehend an exhibit on New York City labor activism?” It turns out that

kindergarteners are experts on right and wrong, and they quickly understand why labor movements fight for better pay and working conditions. Steinberg noted that role-playing is one way to engage kids at the museum. By placing themselves in the shoes of people in the past—such as reenacting photos of Dr. Martin Luther King Jr. leading a march or standing on a soapbox to discuss a topic of great importance to them—young visitors more easily see the importance of these events and understand the lives of those involved in social movements.

At American Girl, “We talk a lot about how we can hide vitamins in the chocolate cake,” says Croker.

Tessa Croker (American Girl) said that the doll and publishing company thinks a lot about how to get historical messages into kids' fun: “We talk a lot about how we can hide vitamins in the chocolate cake. At American Girl, we believe we can tell challenging stories to young children. How can I distill history to what an eight-year-old child can understand?” Cathy Gorn (National History Day) knows that children can handle those complicated subjects and that finding a good entry point is important for keeping them engaged. NHD students are often most interested in individuals and their



Attendee Ernestine Schaffer (Janney Elementary School) poses with her American Girl dolls, Elizabeth and Blair.
Dana Schaffer

lives. Through active learning—picking a topic, researching, taking notes, visiting archives and historical sites—NHD competitors learn how to tell a story and make an argument about the past through those individuals.

Across such varied experiences, the panel made it clear: getting kids interested in history means meeting them where they are. Whether using social media, tying the past to current events, or visiting places where history happened, kids will latch on and find something to be excited about. You just have to guide them there.

—LA

INKED ON THE BODY

Historians don't just ink historical facts onto book pages. Many have tattoos commemorating major events in their historical practice, from what first got them interested in history to books they themselves wrote. Attendees at the Reception for History Bloggers and #Twitterstorians shared their tats with *Perspectives*.

I Dream a World tops a stack of books on the arm of Amira Rose Davis (Penn State Univ.), commemorating her entrée into black women's history. "I was six and assigned to do a research report on a black woman in the book"—a photo essay on 85 black women who changed America—"and I

chose Althea Gibson," said Davis. "Now I study black women in sports, including two or three of the women who were in that original book that I read when I was six."

Amber Nickell (Purdue Univ.) got tattoos of two quotations—"For most of history Anonymous was a woman" (Virginia Woolf) and "History is a relentless master" (John F. Kennedy)—on her inner wrists when she was accepted to graduate school. "I wanted them to face toward me," she said, "so that I would always be reminded of what I was doing."



Amber Nickell

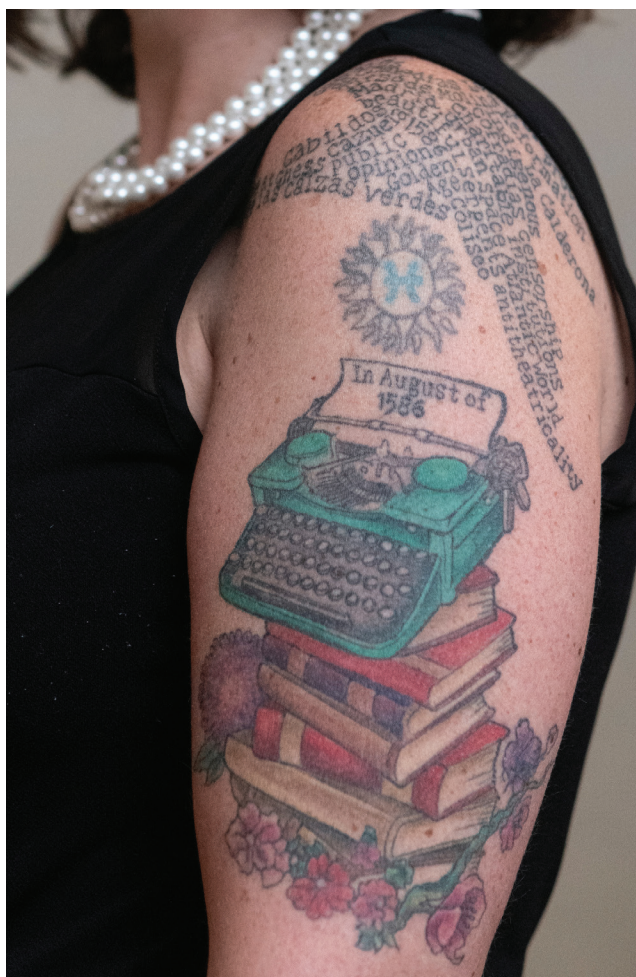


Amira Rose Davis

The tattoo on the forearm of Lashona Slaughter Wilson (Georgia State Univ.) comes from the "Witchfinder General" Matthew Hopkins's 1647 pamphlet, *The Discovery of Witches*. Vinegar Tom is a "half-goat, half-dog" familiar that a witch said "came and made a pact with her, so she could have magic," said Wilson. She got the tattoo as she started her dissertation on *Daemonologie*, a book by England's King James I, which Hopkins drew on as a source when writing his pamphlet.



Lashona Slaughter Wilson



Ray Ball



Kevin Gannon

After her second book came out, Ray Ball (Univ. of Alaska Anchorage) commemorated it with a typewriter, with the first words of the first chapter of her book, and a bird made out of words, designed by a former student. “All of the words in my bird are things that are significant to that monograph,” said Ball. “Some of them are titles of plays, like *A Game at Chess* or Tirso de Molina’s *Don Gil de las calzas verdes*. Some are significant places or particular people.”

Kevin Gannon (Grand View Univ.), who tweets as @TheTattooedProf, has history at his fingertips—almost literally. On the 10th anniversary of his dissertation defense, he got Greek letters that spell *historico*, or “historian,” inked on his fingers—“as one does in our field, I’m sure,” he joked to *Perspectives*. The owls on the back of each hand also hold significance. On the left is the owl of Athens, “to represent classical history,” and on the right, Gannon said, is “a cyber-punk owl. I do a lot of work with technology and digital spaces, so I wanted something that spoke to both—you know, a foot in each place.”

—*EM*

HISTORY IN THE HEADLINES

At recent meetings, late-breaking sessions, intended to make space on the meeting program for issues and controversies that occur after the February proposal deadline, have covered recent developments in Catalanian independence, the North Korean nuclear crisis, and Elizabeth Warren's claims of Native ancestry. In 2020, we held the first late-breaking plenary. Convening experts on the presidency, Congress, and the courts, "Constitutional Separation of Powers: Why the Past Matters" addressed the Trump administration, impeachment, and even President Trump's declaration that very day that his tweets should serve as sufficient communication with Congress.

Plenary chair Jeremi Suri (Univ. of Texas at Austin) reminded the audience that context, definitions, and the effects of those definitions matter. As Annette Gordon-Reed (Harvard Univ.) noted, America's founding fathers didn't know what a president could do or how much power a president could actually have. The founders also didn't plan for political parties. Of James Madison, who helped start the two-party system, Akhil Reed Amar (Yale

Univ.) quipped, “If he were alive today, he would be Karl Rove.” The party system has not remained static, even though the same parties have reigned in the United States since the 1850s and 60s, and those parties have helped to shape our understanding of the three branches of government.

Gordon-Reed pointed to the many echoes of slavery that affect our politics and government today, whereas for Maggie Blackhawk (Univ. of Pennsylvania), Native histories are key to understanding the foundations of today’s political moment. Many battles over the separation of powers were fought during the period of Indian removal, westward expansion, and manifest destiny. In conquering a continental empire starting in the 1830s and 40s, the federal government set legal precedent for issues that still plague the United States today, such as executive war powers without a congressional declaration and unlimited plenary executive powers. Near constant wars with Native nations preceded today’s decades of war in the 21st-century Middle East; the reservation system was legal precedent for, first, Japanese internment during World War II and, now, detention of immigrants at the Mexican border.

In contrast, congressional historian Julian Zelizer (Princeton Univ.) argued that the expansion of executive power was the central theme of the 20th century. Focusing on congressional history inevitably leads you to “find those

moments where there *are* clashes between the branches,” bringing that delicate balance of power to the forefront of the story. Amar and Gordon-Reed discussed how the massive powers that the 20th-century military-industrial complex brought to the presidency has altered people’s view of the role. It used to take time to ramp up to war; now the United States has a massive standing army posted all over the globe. “When someone has the capacity to destroy the earth or wreak incredible havoc over the world, then people feel that the leader should have the power to make those decisions,” Gordon-Reed says. “People accept what they wouldn’t have before.”

Historians must interrogate
whether these precedents
from the past would be good
practice today.

But what about when one branch goes too far? Impeachment was clearly on the panel’s mind as they discussed oversight of the executive. Zelizer underscored how Congress’s power often comes down to the purse strings, and that they remain essential to the president’s legislative agenda. And they can make noise, as Democrats did in starting to reverse Iraq policy late in the George W. Bush administration and as the Tea Party did under Obama.



Jeremi Suri, Maggie Blackhawk, Julian Zelizer, Annette Gordon-Reed, and Akhil Reed Amar at the Late-Breaking Plenary.

Each panelist had a view of the contemporary significance of these histories. Blackhawk argued that historians must interrogate whether these precedents from the past would be good practice today. We need to have a conversation about why laws employed to create Native reservations and Japanese internment camps are being cited to justify policies today. To Amar, knowing about this history is essential to being an informed voter. As Suri closed the plenary, “The history of the separation of powers shows that institutional history matters, and that the balance between institutions is significant,” an important takeaway in a presidential election year.

—LA

COMICS IN THE CLASSROOM

“Creating Graphic Histories” made it worth sticking around the meeting until the very end. The panelists, who all wear multiple hats—public historian and librarian,

social studies teacher and comics advocate, historian and graphic history author, museum exhibit developer and cartoonist, and writer and illustrator of history books—came together to ask, “How do you do good history and good comics at the same time?” They covered a lot of ground in 90 minutes, exploring how to find comics for classroom use, techniques for teaching with comics, and how to go about turning your own research into graphic nonfiction.

How do you do good history and good comics at the same time?

While working at the New York Public Library, Amie Wright (Concordia Univ.) teamed up with Joe Schmidt (NYC Dept. of Education) to bring comics and graphic formats into the classroom. New York City was the first large school district in the United States to adopt *March*, Congressman John Lewis’s graphic memoir, in the curriculum. Now the second-most-read nonfiction graphic text in US schools, its success has been a factor in the recent growth of nonfiction comics. Wright offered suggestions for publishers, as well as hashtags and websites where you can start looking for good comics,



Trevor Getz flips through a comic.

including the new “Graphic History Reviews” published in the *AHR*.

Trevor Getz (San Francisco State Univ.), author of *Abina and the Important Men* (Oxford Univ. Press, 2011), is a longtime comics lover. As he reminded the audience, writing a book in this format must be a true partnership with an artist. “Historians must abandon the idea that all the explanatory

work will be done in the text,” he explained. Artist Liz Clarke pushed him to research new areas that would never have been necessary in a typical monograph. What did people wear? How close would they have stood to one another? Were there sewers along the streets? These kinds of questions—and not just what happened there—were essential when thinking about how the setting would have looked.

OMG!!! It's History!
I LOVE history! It tells the
best stories, + I LOVE stories!
HEY - if we worked together, we
could tell even
BETTER
stories!

Thanks, comics! I like
you, too. Working together
sounds... interesting. But
what about my
footnotes?

can
history +
comics
work
together?
find out at....

CREATING GRAPHIC HISTORIES

an AHA workshop + collaboratorium

with AMIE WRIGHT + TREVOR GETZ + B. ERIN COLE + HISTORIANS + CARTOONISTS!

CONCORDIA UNIVERSITY SAN FRANCISCO STATE UNIVERSITY MINNESOTA HISTORICAL SOCIETY

JANUARY 6
11 A.M. HILTON

NEED INFO??

tgetz@sfsu.edu
@TrevorGetz4

BEC '19

B. Erin Cole promoted the “Creating Graphic Histories” session with her own artwork.
B. Erin Cole

In her day job, B. Erin Cole develops museum exhibits at the Minnesota Historical Society. But she also is a cartoonist, drawing comics about her life and work as an urban historian. Both Cole and writer/illustrator Aubrey Nolan discussed the choices artists must make in translating a story into images. How do you decide on black-and-white images versus color? In Cole's ongoing project about traumatic brain injury, only the main character appears in color (pink) for greater impact. Can archival material be incorporated into the text? For an upcoming anthology on woman suffrage, Nolan worked from archival photos to help create a comic on Elizabeth Cady Stanton, balancing inspiration from those images with her own style. The use of purple and yellow as the main colors was dictated by the suffrage movement's own color choices.

Thinking about writing a graphic history? Cole said reading lots of comics will help you figure out "illustration styles that you like, that will fit with what you want to do emotionally and intellectually . . . and give you a common language with the artists." Getz recommended finding an artist first. Only

with an artist on board (and after getting a small grant) was he able to get a book contract for *Abina*—underscoring the equal importance of text and illustrations. Wright reminded the audience that shorter pieces, rather than book-length projects, are also an option. And Schmidt underscored that you should always think about your intended audience. Do you want your work to be read by tweens, teens, or adults? Publishers are looking for more and more graphic nonfiction, and thinking through these questions will help you make your best pitch.

—LA

ON TO SEATTLE

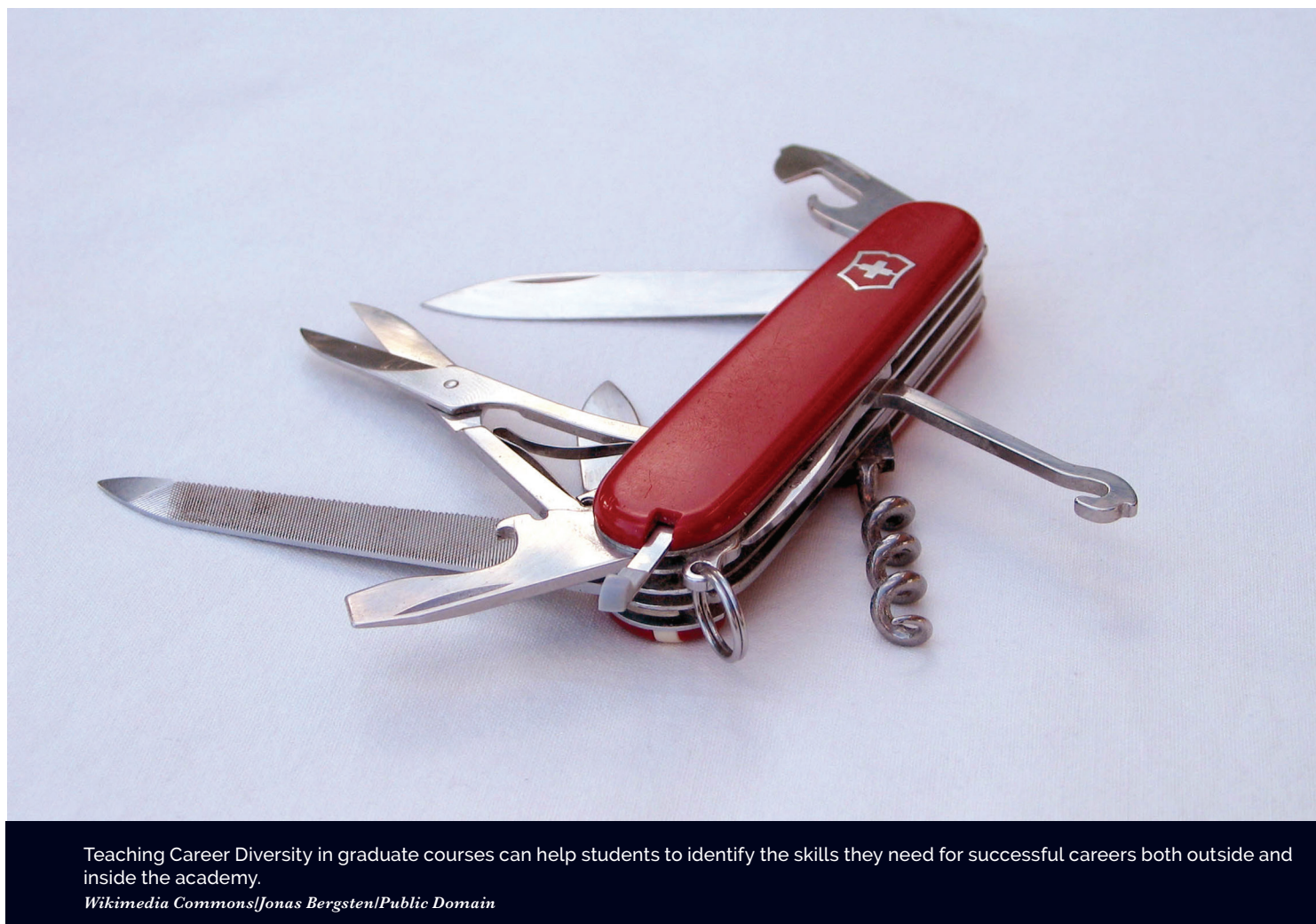
The 135th annual meeting will be held January 7–10, 2021 in Seattle, Washington. Proposals for sessions that advance the study, teaching, and public presentation of history are due February 15, 2020. We hope that you will submit a proposal, and that you will join us next year. **P**



2019 AHA president John R. McNeill speaks at the Awards Ceremony.

AMANDA I. SELIGMAN

GROWING INTO TEACHING CAREER DIVERSITY FOR HISTORIANS



Teaching Career Diversity in graduate courses can help students to identify the skills they need for successful careers both outside and inside the academy.

Wikimedia Commons/Jonas Bergsten/Public Domain

IN JANUARY 2019, I sat in session after session at the AHA annual meeting growing increasingly confident about my teaching plans for the upcoming semester. A colleague had launched Professional and Pedagogical Issues in History as a graduate-level methods class at the University of Wisconsin–Milwaukee (UWM) a decade earlier. As I reconceptualized the course after her retirement, I decided to build it around the AHA’s Career Diversity initiative.

Incorporating Career Diversity into our history curriculum seemed the right thing to do—it would equip both master’s and doctoral students with the substantive, ethical, methodological, and personal frameworks they need to build their niches as historians. As a lifelong inhabitant of the academy, I was no expert on professional development. But I was determined to figure out what my students needed in order to launch successful careers as historians.

I revisited Susan Basalla and Maggie DeBelius’s classic *So What Are You Going to Do with That?* And Joseph Fruscione and Kelly J. Baker’s *Succeeding Outside the Academy* fell into my hands at a critical moment in planning. I stepped up my Twitter reading to allow serendipity to enhance my knowledge. And, crucially, at recent AHA annual meetings, I attended sessions about careers for historians outside the academy. Conversations in and around those presentations shaped the class. As I informally workshopped my plans at the 2019 annual meeting, I felt like I had synthesized the fundamental insights my students would need to prepare for an array of career options.

Instructors at the AHA Career Diversity pilot sites around the United States were structuring syllabi for their professionalization courses similarly. Almost everyone used the AHA Career Diversity Five Skills—communication, collaboration, quantitative literacy, intellectual self-confidence, and digital literacy—as a scaffold for organizing guest speakers and readings. They all investigated a broad range of career paths for historians and validated the attractiveness of nonacademic careers. After a Five Skills introductory unit, I scheduled modules on teaching, publication, grants, CVs and résumés, and ethics. Students read memoirs and career-pathway essays by historians working in a variety of professions. As I finalized my syllabus, I built the following major assumptions into my pedagogy.

My central goal was to help students learn how to find what I call #BestFitCareers. In contrast to #alt-ac, “postacademic,” and “nonacademic” jobs, #BestFitCareers affirms that students should actively consider and prepare for the work they are personally most suited to, whether within or beyond

the academy. Career Diversity is a solid framework for describing the spectrum of work that humanists actually do and is an appropriate initiative for organizations like the AHA and graduate departments. But students need individual pathways, not an institutional framework; they are responsible for their own careers, not for the whole profession. My goal was for the students to realistically understand themselves and their options, and to deliberately prepare for new or continuing careers that made sense for their lives.

At a minimum, faculty should encourage graduate students to cultivate interests and opportunities beyond their coursework. Hobbies, volunteer positions, internships, community service, and jobs can all lead to careers. Such activities support students’ mental health, nourish valuable skills and habits, and build important networks outside the closed circuit of the academy.

#BestFitCareers affirms that students should actively consider and prepare for the work they are personally most suited to, whether within or beyond the academy.

I took a deliberately broad view of who counts as a historian. Leaving the academy doesn’t mean forsaking your training. One assignment asked students to write about a working historian whose career path they aspired to. We considered people with PhDs who work as professors as historians. But we also recognized people with advanced coursework in history who don’t have history anywhere in their job description, and people who do historical work without formal academic credentials.

The course also helped students practice communicating history to audiences who don’t read traditional academic prose. Students in a previous graduate course embraced the chance to “remix” their research papers in public-facing formats such as Twitter threads, memes, and videos. The new course culminated in a “professionalizing project” that charged students to execute a project that would help their anticipated career. Students opted to write syllabi, a grant application, and a National Historic Register nomination. One future librarian planned a summer reading project for youth at a public library. Everyone wrote a process paper and presented their work to the class.

It is crucial to recognize that historians who work beyond the university are ambassadors for our field and the academy.

What they will say about their graduate experiences depends on whether they felt personally valued. A tactful, thoughtful professor can support graduate students, whatever their professional aspirations, while maintaining high intellectual standards. Building relationships premised on student dignity is especially important at public universities. Many of our students are also voters—and sometimes our representatives in government. Their memories of their own educations shape funding and leadership decisions that determine university working and learning conditions.

Students need to prepare for careers continuously throughout their formal education, so they gain a rich understanding of their own interests, skills, and options.

As the spring semester unfolded, in-class conversations pushed me to new understandings about Career Diversity. My original insights weren't overturned, but my students brought additional ideas that I will incorporate into the course's next iteration—and my own life.

Master's students in the course clarified how exclusively the existing conversation about Career Diversity focuses on doctoral students. Students pursuing a terminal master's degree do not default to the assumption that they should become professors. They, too, deserve the opportunity to think deeply about potential career paths.

Students often arrive at UWM with significant work experience. In contrast to many graduate programs, UWM routinely recruits students in their 30s, 40s, and 50s. Many have left previous jobs and careers for graduate study in history; others continue in those positions while enrolled. They don't need exercises on "how to write a résumé and cover letter," or readings that affirm their transferrable skills—they already have that knowledge. Instead, they need to learn how to move into specific arenas. At an institution like UWM, teaching our many nontraditional students to plan their options is more important than teaching the basics of job hunting, which for many is remedial work.

The course also forced me to grapple with what the PhD teaches and how it prepares a candidate for a profession. What the PhD provides is disciplinary knowledge and demonstration of research ability. But every student—both prospective professors and those headed beyond the academy—needs to wrap a program of professional development around the core of

their studies. For some, working as a teaching assistant is an appropriate part of career preparation. But for students who plan to deploy their skills outside the classroom, other forms of career development may offer better training and remuneration, as well as more flexible schedules. Furthermore, students need to prepare for careers continuously throughout their formal education, so they gain as rich an understanding of their own interests, skills, and options as of their research subjects.

Over the course of the semester, it also slowly dawned on me that Career Diversity isn't just for students; it's for faculty too. The academy needs better on-ramps and off-ramps. Trapping faculty in one career is just as unconscionable as locking students out of the professoriate. People with advanced academic training should be able to move among professions for short or long stretches. Both individuals and institutions can be enriched by the fresh perspectives of experience cultivated elsewhere.

In fact, #BestFitCareers transformed how I think about my own career. Overall, I've been satisfied with my career and still turn to my research and teaching with enthusiasm. But the last decade of austerity in Wisconsin's public higher education system combined with declining public appreciation for history and the humanities have worn on me. Teaching Career Diversity showed me that decisions I made 20 years ago do not have to govern the rest of my working life. I drafted my first résumé since college the same week my students refined theirs. The process helped me recognize how many transferrable skills I've accumulated through teaching, research, writing, and service. I'm taking baby steps toward networking outside the academy and paying attention to the alternatives. I can see now how I could transition to a new career, should the day come. In the meantime, thanks to embracing Career Diversity, I feel like I'm choosing to continue as a professor every day instead of being stuck because I can't do anything else.

Teaching Career Diversity undid my ancient assumption that a PhD in the humanities should lead to a professorship. Faculty jobs traditionally combine teaching, research, and service. But the skills and interests that make this triad of duties enticing also prepare PhDs for other attractive possibilities. Historians working outside the classroom do all of these things too, in balances that PhDs might prefer to faculty obligations. The next time I teach #BestFitCareers, I will return to the classroom invigorated by the knowledge that the students and I share a common project: figuring out what's next for all of us. ■

Amanda I. Seligman is professor of history and urban studies at the University of Wisconsin–Milwaukee.

DYLAN RUEDIGER

THE 2020 AHA JOBS REPORT

New History PhDs Awarded Continue to Decline as Academic Job Market Remains Flat



The seventh annual Career Fair at the AHA annual meeting reflected continued interest in career diversity.

Marc Monaghan

EVERY WINTER, THE AHA publishes our analysis of the academic job market for historians, based on advertisements placed on the AHA Career Center and (for the past several years) the H-Net Job Guide. Together, these sites provide a reasonably comprehensive picture of national hiring trends for tenure-track faculty positions, postdocs, and full-time non-tenure-track positions. As our work on Career Diversity has made clear, the academic job market is one among many: it has no monopoly on interesting, remunerative careers that make good use of historical expertise. Nevertheless, most historians are employed in academia, and the health of the academic job market is an important indicator of the discipline's place inside the nation's colleges and universities. Like the humanities generally, history has seen decreased enrollments and a decline in the number of majors since the recession of 2008–09. This long-term trend might have finally bottomed out, thanks to the creativity and determination of faculty who are reinvigorating history courses, and departments willing to put student interests and outcomes at the center of their curricula. Meanwhile, departments have responded to years of difficult academic hiring cycles by shrinking the size of their doctoral programs.

We may have reached a point of stability in the academic job market: during the 2018–19 hiring cycle, the AHA Career Center hosted advertisements for 538 full-time positions, a 1.8 percent decline from 2017–18. A decline in ads for positions beyond the professoriate dropped from 59 to 51, accounting for most of that decrease; by contrast, advertisements for academic positions remained virtually unchanged. Tenure-track jobs declined from 320 to 318, postdoctoral fellowships rose from 78 to 79, and non-tenure-track positions increased from 91 to 92. Jobs open to historians placed on H-Net declined by 9.3 percent. Together, the two leading job boards indicate a modest 2.9 percent decline in tenure-track positions and a 5 percent decline in contingent faculty positions compared to 2017–18.

The ongoing sluggishness of academic hiring exists within the context of demographic changes transforming higher education as a whole. The number of students enrolled in colleges and universities has declined for eight consecutive years, with two million fewer students enrolled in colleges and universities

than in 2011.¹ While projections vary, studies suggest this trend will continue due to increasing costs of higher education and shrinking populations of high school graduates, particularly in the Midwest and Northeast.² History majors and enrollments have declined even faster than overall undergraduate enrollment, as general education requirements have shifted and data showing positive career outcomes for history majors have been ignored. Academic hiring doesn't directly follow these trends, but faculty consistently report feeling that their ability to make the case for replacing or adding tenure lines hinges on the number of students enrolling in history courses or, in some cases, the number of majors.

The ongoing sluggishness of academic hiring exists within the context of demographic changes transforming higher education as a whole.

The AHA's Career Diversity for Historians initiative has changed the language and conceptual framework of our annual jobs report, helping us to articulate the limits of treating two job boards as exhaustive indices of the opportunities available to history PhDs. Historians interested in learning about positions available beyond the professoriate would be well served to keep an eye on the #HistoryJobs hashtag on Twitter, which catalogs a broader group of job postings of interest to historians.

Declining Numbers of PhDs Awarded

History PhDs who graduated in the past decade encountered fewer opportunities and more competition on the academic job market than any cohort of PhDs since the 1970s, when departments significantly cut admissions to their doctoral programs. Over the past decade, members of our community have called for similar steps. In fact, PhD programs have quietly been shrinking for some time, a trend that continued last year. In 2018, 1,003 students earned history PhDs, a decline of over 5 percent from 2017, when 1,058 history PhDs were awarded.³ This is no blip: the annual number of new history PhDs has declined 15.4

Job Board	Contingent Faculty	Tenure-Track	Postdocs and Fellows	Beyond Professoriate
AHA	92	316	79	51
HNET	100	183	137	66
Combined Total	192	499	216	117

Fig. 1: Number of unique advertisements for full-time positions.

percent overall since 2014, numbers that reflect programmatic decisions made five to seven years earlier. Whatever its meaning for job seekers, the shrinking size of PhD programs is a lagging indicator of a discipline with a diminished footprint inside American colleges and universities. It also reveals that departments are not complacently carrying on with business as usual but making hard decisions about how many students to admit and how best to prepare those they have.

The Shape of the Faculty Job Market

Though they tell us little about career opportunities beyond the professoriate, advertisements on the AHA Career Center and H-Net are rich primary sources for understanding hiring patterns within higher education. This year's hiring cycle reflects a profession stuck in neutral, with little change in the total number and type of positions advertised or the characteristics of those hired.

In 2018–19, the two job boards advertised a total of 691 faculty positions open to historians, 499 of them on the

Rank of Advertised Hire	
Assistant	64%
Assistant or Associate	9%
Associate	1%
Associate or Full	10%
Full and/or Dean	6%
Open	9%

Fig. 3: Percentage of tenure-track positions by academic rank.

tenure track. As always, the majority (64 percent) of tenure-track positions were intended for assistant professors. An additional 18 percent either were open-rank hires or indicated a willingness to hire at the assistant or associate level.

Each year, the AHA asks advertisers basic questions about their hiring process. From that survey, we compiled data on 53 newly hired assistant professors, who all shared one salient trait: they had graduated recently. Half (49 percent) were hired one year or less after receiving their PhDs; two-thirds had earned their

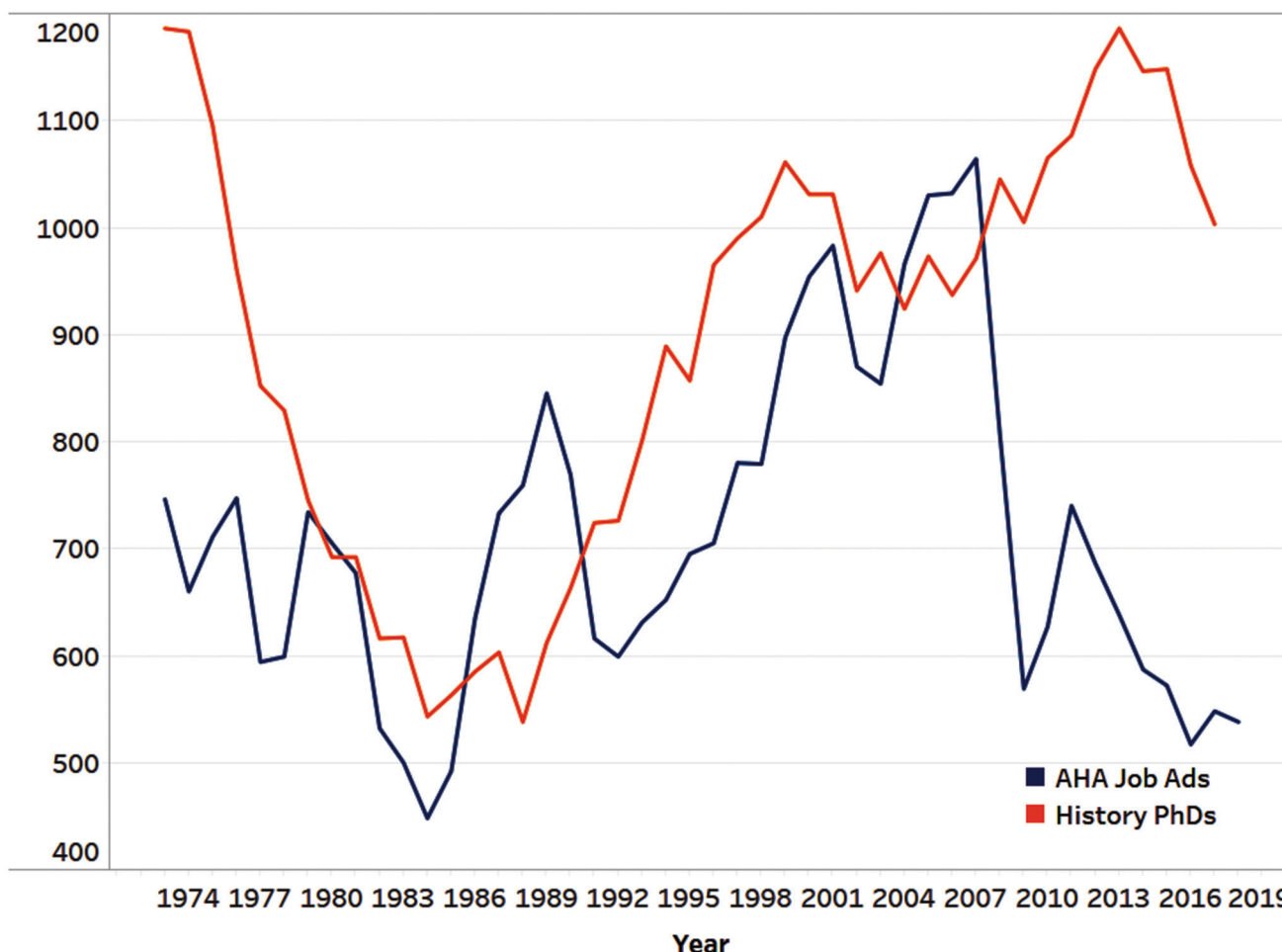


Fig. 2: Advertised job openings and new history PhDs awarded.

PhD within the previous two years. Very few historians received tenure-track offers three to five years after graduation, but 13 percent of tenure-track openings for assistant professors went to applicants six or more years beyond their PhDs, which might reflect movement within the professoriate rather than new individuals entering tenure-track positions.

Whatever their background, new hires emerged from competitive applicant pools, with a median of 78 applicants and a mean of 93 per assistant-professor position for which we have data. Applicant pools were smaller, on average, this year than in 2017–18. We have less data on senior hires, which seem to attract fewer applicants. Tenured faculty looking to make a career change have scarcer opportunities than those looking to start assistant-professor positions: 35 percent of tenure-line positions sought senior faculty, many of them in open searches. Only 17 percent excluded assistant professors from applying. While considerations of the tenure-track market have focused mostly on early-career historians, comparatively privileged tenured faculty members have also experienced a decade of diminished opportunities for mid-career mobility.

While considerations of the tenure-track market have focused mostly on early-career historians, tenured faculty members have also experienced a decade of diminished opportunities for mid-career mobility.

Contingent positions—instructors, lecturers, clinical professors, and visiting appointments—made up 28 percent of full-time faculty positions advertised last year, unchanged from 2017–18. The part-time, term-to-term positions associated with the most exploitative forms of “adjuncting” are underrepresented here because few are advertised on national job boards. The full-time contingent positions advertised on the AHA Career Center or H-Net reflect a range of employment conditions and contract lengths. Most are one- or two-year visiting appointments, but roughly a quarter represent stable, long-term employment.

Last year, the AHA started tracking the Carnegie classification of institutions placing advertisements on the AHA Career Center or H-Net. For the second year in a row, research universities dominated academic hiring: 56 percent of all

tenure-track positions in 2018–19 were at research universities, as were 51 percent of full-time, non-tenure-track positions and two-thirds of all senior hires. These numbers stand unchanged from last year and at odds with the overall composition of history faculty, most of whom are employed at teaching institutions. The concentration of tenure-track positions at research universities, should it continue, clearly pertains to PhD candidates entering the academic job market. The AHA will continue to monitor the Carnegie classification of employers to better understand the employment prospects and disciplinary contours within American colleges and universities.

Conclusions

We are now entering our second decade of anemic academic hiring, during which thousands of early-career historians have experienced disappointment, anger, and despair at the limited number of entry points into stable faculty employment. Responding to this situation should prompt us to recognize the accomplishments of historians building careers and contributing to our community from outside the professoriate: we will need their help to demonstrate the value of historical thinking beyond the academy. But majors and undergraduate enrollments remain the foundation of the discipline within higher education, and improving the faculty market means strengthening that foundation. There are signs that years of declines in enrollments and majors may be leveling off, even beginning to rebound. But challenges to the discipline remain considerable: arguing for the value of that discipline is work we must do together. **P**

Dylan Ruediger is coordinator of Career Diversity for Historians and institutional research at the AHA. He tweets @dylan_ruediger.

NOTES

1. Michael T. Nietrzel, “College Enrollment Declines Again. It’s Down More than Two Million Students This Decade,” *Forbes*, December 16, 2019, <https://www.forbes.com/sites/michaelt Nietrzel/2019/12/16/college-enrollment-declines-again-its-down-more-than-two-million-students-in-this-decade/>.
2. Scott Jaschik, “Are Prospective Students About to Disappear?” *Inside Higher Ed*, January 8, 2018, <https://www.insidehighered.com/admissions/article/2018/01/08/new-book-argues-most-colleges-are-about-face-significant-decline>.
3. This year, the SED reclassified history of science PhDs, previously counted as history PhDs, as “other social science” degrees. To ensure continuity of reporting, we have included history of science PhDs in our tally. The author thanks Robert Townsend for clarification on this point.

ALEX LICHTENSTEIN

OFFSHORING MIGRATION POLICY

In the February Issue of the American Historical Review

As a wise man once said, “Everything has a history.” Although many of the human-rights abuses embedded in current immigration and refugee policies at the US–Mexico border appear to spring from the white nationalism of President Donald Trump and Stephen Miller, in fact the construction of Mexico as an immigration “buffer zone” draws on a deep well of prior practice. As **Ana Raquel Minian** (Stanford Univ.) shows in her article in the February issue, “Offshoring Migration Control: Guatemalan Transmigrants and the Construction of Mexico as a Buffer Zone,” during the 1980s US officials pressured Mexican authorities to limit that nation’s sovereign determination of immigration enforcement. In exchange for Mexican suppression of Central American migration at its southern border, US policy makers turned a blind eye to Mexican migration northward. The universalist idea that human rights fell under a transnational mandate, Minian shows, extended migratory controls beyond individual nation-states. Ironically, in Mexico and Central America, such erosion of sovereignty opened the door to increased human rights violations against those fleeing persecution. Today, a new generation escaping violence and poverty in Central America faces a similar situation as they travel through Mexico on their perilous journey to the US.

The February issue contains a second article on recent Latin American history, this one on the complex environmental history of an endangered Peruvian quadruped, the vicuña. By midcentury, this small Andean llama-like species faced extinction due to the value of its wool. As **Emily Wakild** (Boise State Univ.) explains in “Saving the Vicuña: The Political, Biophysical, and Cultural History of Wild Animal Conservation in Peru, 1964–2000,” the Peruvian government—despite significant regime shifts—initiated a series of conservation measures, including trade restrictions and a territorial reserve, that allowed the vicuña population to rebound. Wakild’s article argues that conservation reoriented cultural, biological, and economic relationships among people and wild animals. Affinities between Andean peoples and local fauna led to ethical claims of the animal’s value as

well as utilitarian arguments for its potential economic contribution to community development. Moreover, Wakild maintains, the vicuña themselves shaped the conservation programs with their biological habits. Attention to the measures to save the vicuña, she concludes, illuminates past environmental actions of politically volatile, economically marginalized, and socially divided nations.

Attention to the measures to save
the vicuña illuminates past
environmental actions of politically
volatile, economically marginalized,
and socially divided nations.

The potential historiographical gains made by increased attention to the natural world is, in fact, the subject of **John R. McNeill**’s (Georgetown Univ.) AHA Presidential Address from the 2020 annual meeting. In “Peak Document and the Future of History,” McNeill contemplates the flood of new information about the past disclosed by the natural sciences and archaeology rather than written documents. Appropriately enough for this address, McNeill’s contribution looks not only to the past but to the potential future of historical practice. He warns that, with each passing year, the proportion of our knowledge of the past that derives from the kinds of documents we have learned to read and interpret will shrink, and the proportion dependent on scientific evidence will mount. McNeill presents a series of pressing questions about how such evidence might reorient our interpretive paradigms and reconfigure graduate training. Intellectual excitement, he suggests, may tip toward the study of earlier centuries, where there is a cluster of information in nonwritten formats. Moreover, graduate training may need to accommodate techniques to understand this new evidence. McNeill finds a partial guide to our future as historians in the experience of precolonial Africanists, who are accustomed to research without written documents.

Catching a ride atop a freight train has become a common, albeit extremely dangerous, way for Central American migrants and refugees to cross Mexico in their desperate attempts to reach the United States. Countless migrants have lost limbs and even their lives to “La Bestia” (The Beast). In “Offshoring Migration Control: Guatemalan Transmigrants and the Construction of Mexico as a Buffer Zone,” Ana Raquel Minian details efforts by US officials in the 1980s to pressure Mexican policy makers into obstructing the movement of Central Americans heading for the US through Mexico. In return, Mexican workers would be allowed to continue crossing the border with impunity. By agreeing to enforce US immigration interests, Minian argues, Mexico’s leaders effectively surrendered their country’s sovereign right to determine who should be allowed to immigrate. Moreover, Minian asserts, shifting the responsibility for border control to the Mexican government, which has made little progress toward eliminating the human-smuggling business, led to greater violence against the migrants and opened the door to widespread human rights abuses. Image courtesy of Albergue de Migrantes “Hermanos en el Camino.”



Another article, **Sebastian Conrad**’s (Free Univ. of Berlin) “Greek in Their Own Way: Writing India and Japan into the World History of Architecture at the Turn of the Twentieth Century,” considers the transnational history of architecture and aesthetics. Conrad compares the careers of two architectural scholars—Itō Chūta in Japan and Rajendralal Mitra in Bengal—who challenged Eurocentric accounts of aesthetic modernity by insisting on the inclusion of Japanese and Indian building traditions in the world history of architecture. In distinctive fashion, they each mobilized the idea of classical Greece to create proto-national architectural traditions. Itō saw ancient Japanese buildings as directly influenced by Greek models, while Mitra posited Indian originality by rejecting any such connections. Yet both men deployed aesthetic references to “Greece” in order to place their native architecture on a world stage. While invoking a Eurocentric standard to battle Eurocentrism may sound paradoxical, Conrad demonstrates that a confluence of global forces went into the making of this late-Victorian moment of imperial global idealism. The proclaimed universalism of the aesthetic standards appealed to by Itō and Mitra do not represent a gradual spread and diffusion from a European center, Conrad insists. Rather, local intellectual elites constantly invented and co-produced such standards as they resonated both with global integration and the social dynamics of emergent national identity at the more local level.

In addition to these four article-length features, the February *AHR* offers the usual eclectic mix of shorter pieces. **Brett Edward Whalen** (Univ. of North Carolina) offers a timely reappraisal of Ernst H. Kantorowicz’s 1957 study *The King’s Two Bodies: A Study in Medieval Political Theology*. As Whalen relates, a growing awareness of where this important book

fits into the trajectory of Kantorowicz’s life and early career in 1920s and 1930s Germany has reshaped scholarly analyses of his famous work over the past several decades. Kantorowicz’s study of medieval political theology, Whalen observes, can be read as an oblique challenge to 20th-century theories about the theological origins of modern sovereignty.

Readers will also find a pair of contributions to our ongoing “History Unclassified” series, **Argyro Nicolaou**’s “Archive Fever: Literature, Illegibility, and Historical Method” and **Emily Callaci**’s “On Acknowledgments.” Both essays urge us to “read between the lines.” Nicolaou (Princeton Univ.), a filmmaker and scholar of modern Greek literary culture, uses a found fragment from the papers of the Greek Egyptian novelist Stratis Tsirkas (1911–1980) to explore the allure of illegibility in the archive. Adapting methods from literary analysis and visual art, Nicolaou attempts to decipher a hastily scribbled note on a 1929 film flyer advertising the screening of two Hollywood movies in Cairo. In her attempt to render this inscrutable text legible, she reconstructs the moment of the archival fragment’s production by imagining a technique called “reverse calligraphy.” Her sensory engagement with the archive’s materiality illuminates both Tsirkas’s complex political biography as an interwar Greco-Egyptian communist and the role of creative interpretation in historical inquiry. Callaci (Univ. of Wisconsin), whose essay the *AHR* has already made open online over the past few months, considers what readers might decode from a close scrutiny of the acknowledgments in academic books. She maintains that these intended expressions of gratitude help us map intellectual communities, yet they inadvertently reveal some of the processes of exclusion that shape academia. **P**

Alex Lichtenstein is editor of the American Historical Review.


AHA STAFF

ACTIONS BY THE AHA COUNCIL

June 2019 to January 2020

Through email conversation from June 10 to December 19, 2019, and at meetings on January 3 and 6, 2020, the Council of the American Historical Association took the following actions:

- Approved a letter to Jimmy Morales Cabrera, president of the Republic of Guatemala, urging continued access to materials in the Archivo Histórico de la Policía Nacional (AHPN). The agreement, concerning housing of the archive, expired on June 30, 2019, and the AHA urged officials to permit the archive to remain in its current location and to continue the program of lodging digitized copies with the government of Switzerland and the University of Texas at Austin.
- Approved letters to the corporate headquarters of Marriott, Hyatt, and Hilton praising their decision to not permit US Immigration and Customs Enforcement (ICE) to use their hotel rooms as temporary detention centers during the agency's raids on immigrant communities.
- Approved affiliate status for The HistoryMakers.
- Approved joining other ACLS associations in sending a letter to judges of the Constitutional Court of the Republic of Turkey expressing support for the right of scholars and academics to sign the Academics for Peace Petition.
- Approved signing onto an amicus brief in *Pitch v. United States* regarding the release of grand jury records from a 1946 court case about the Moore's Ford Lynching in Walton County, Georgia. Though grand jury records are usually kept under seal forever, the AHA supports the court's original position that these records can be released as a matter of exceptional historical significance, a precedent the government is working to overturn.
- Approved the *Statement on Domestic Terrorism, Bigotry, and History*.
- Approved signing onto a statement from the American Sociological Association regarding the use and weight of student evaluations of teaching performance with regards to tenure and promotion.
- Approved signing onto a letter from the Middle East Studies Association that registered alarm over the US Department of Education's position toward the Duke-UNC Consortium for Middle East Studies, an unprecedented intervention in academic curricula and the autonomy of higher education institutions.
- Approved joining the Korematsu Center for Law and Equality (Seattle Univ.), the Organization of American Historians, and numerous individual historians on an amicus brief supporting respondents in *Department of Homeland Security, et al. Petitioners v. Regents of the University of California, et al. Respondents*. The brief explains the relationship between the history of anti-Mexican and Latinx racism and the use of related racist code words in the decision to rescind the Deferred Action for Childhood Arrivals (DACA) program.
- Approved a letter to Vice Chancellor Mamidala Jagadesh Kumar of Jawaharlal Nehru University in New Delhi discouraging the review of Romila Thapar's status as emeritus professor. James Grossman noted that the letter gained considerable media attention in India.
- Approved the *AHA Resolution Supporting Scholars off the Higher Education Tenure Track*.
- Approved the terms of discussion for the 2020 AHA business meeting.
- Approved the minutes of the June 2019 Council meeting.
- Approved the interim minutes of the Council from June through December 2019.

- Approved the 2020 Committee appointments.
- Approved the *Statement on Research Access*.
- Approved revisions to the penultimate paragraph in the Association's *Guiding Principles on Taking a Public Stance* regarding amicus briefs and adopted *Policies and Procedures for Considering Amicus Brief Requests*.
- Approved *Improving the Status of Non-Tenure-Track Faculty: Recommendations for History Departments*.
- Approved extending eligibility for the AHA Council Annual Meeting Travel Grants to un-/underemployed historians beginning with the 2021 annual meeting.
- Selected the 2020 Honorary Foreign Member (to be announced in fall 2020).
- Appointed Mark Ravina (Univ. of Texas at Austin) as chair and Margaret Salazar-Porzio (National Museum of American History) as co-chair of the 2022 Program Committee.
- Approved changes to AHA Bylaws (4) Pursuant to Article IV, Section 6 to extend the search process for the *AHR* editor from 18 months to 24 months, and to expand the search committee from four to five members.
- Approved a proposal by the AHA Committee on LGBTQ Status in the Profession to create a spend-down fund to provide an annual \$500 grant to support research in LGBTQ history. The committee agreed to raise the \$12,500 to fund the grant until the account is depleted.
- Approved changes to the *Annual Meeting Guidelines* to clarify when advisers and students may appear on the same session, to clarify the process for sessions organized by AHA divisions and committees, and to clarify that presentations in languages other than English are permissible, with certain conditions.
- Referred the "Resolution Condemning Affiliations between ICE and Higher Education," which was adopted by a majority of the members present at the AHA business meeting, to the AHA general counsel for a legal opinion as specified in Article 7 of the AHA's Constitution. Council will veto the resolution if it requires the Association to support activities that violate federal, state, or local laws. If the general counsel indicates no legal concerns, Council will subsequently consider action on the resolution. If the general counsel recommends a veto due to legal concerns, Council will consider a new resolution at its June 2020 meeting on the issues raised in the petition that would conform to legal requirements and the mission of the AHA.
- Established an ad hoc committee to revisit the AHA's Constitution and Bylaws.
- Received the Fiscal Year 2018–19 Audit. 





Noel Ignatiev

1940–2019

Historian of Whiteness

Noel Ignatiev, a pioneering scholar of “whiteness,” died on November 9, 2019, in Tucson, Arizona. He was retired from teaching American history and literature at the Massachusetts College of Art and Design. He will be most remembered for his book *How the Irish Became White* (1995), as well as for his political activism, exemplified by his foundation of the journal *Race Traitor*.

Ignatiev was born on December 27, 1940, in Philadelphia to a family of working-class Russian Jewish immigrants. His neighborhood was predominantly black, an experience that, in addition to his parents’ communist convictions, instilled in him a lifelong commitment to radical politics and scholarship. After three years at the University of Pennsylvania, he dropped out to work in a factory and organize workers. He worked in factories in the Chicago and Gary, Indiana, area for 20 years, an experience that led him to conclude that the labor movement had no future in the United States and would never develop the radical politics he envisioned. Ignatiev was briefly a member of the Communist Party before participating in the Civil Rights Movement, Students for a Democratic Society, and the Sojourner Truth Organization. He abandoned Leninism in favor of the politics of the Trinidadian historian, cultural critic, and activist C. L. R. James.

Ignatiev completed a master’s degree in education at Harvard in 1985 before pursuing a doctorate in American studies under the supervision of Stephan Thernstrom. He earned his PhD in 1994; his dissertation was published as *How the Irish Became White*. In that book, Ignatiev argued that race is a social, not biological, category and that 19th-century Irish immigrants were not necessarily regarded as white when they arrived in the United States. Treated as an inferior race under British rule in Ireland, many Irish immigrants were sympathetic to the plight of black Americans. Ignatiev described how the Irish in America came to be accepted as white, arguing that the price they paid for this transformation was to adopt white attitudes toward blacks. He regarded

the incorporation of the Irish into whiteness as a tragedy and a missed opportunity for common struggle. He could have told a similar story about numerous immigrant groups who paid a similar price for admission to the white race, but he found the Irish example particularly instructive because of their history of radical resistance to oppression.

Ignatiev was an unsparing critic of what he saw as mainstream leftist historiography. He attacked scholars of the New Labor History for failing to address the role of race in dividing the American working class. Where other historians of the working class searched for a “usable past,” Ignatiev tackled what he believed to be the most important impediment to working-class solidarity, racial oppression. Although he shared many ideas with fellow labor activist and historian Theodore Allen, he and Allen had different theories about the origin of whiteness. Allen believed that whiteness was foisted on American workers by the ruling class. Ignatiev, while not denying that the ruling class exploited racial divisions, believed that the Irish had made a choice to become white “to secure an advantage in a competitive society.” The implication was that what was chosen could also be unchosen. By rejecting whiteness, workers and others could work to end racial oppression in American society. This position also distinguishes Ignatiev’s work from that of many others who pursue “whiteness studies.” Ignatiev did not aim to describe whiteness so much as to abolish it.

Ignatiev’s scholarship remained inseparable from his activism. In 1992, he and fellow activist John Garvey established the journal *Race Traitor* with the motto “Treason to Whiteness Is Loyalty to Humanity.” This faith in a shared human future animated Noel Ignatiev’s entire life.

Adam Sabra

University of California, Santa Barbara

Photo: Courtesy Pekah Pamella Wallace



David W. Miller

1940–2019

Historian of Ireland

In 1978, during the dark days of the Troubles in Northern Ireland, an American historian offered a radical reinterpretation of Ulster loyalist identity. Puzzled by the fact that many unionists simultaneously maintained both a fervent attachment to the Crown and practical defiance of successive British governments, David W. Miller challenged the axiomatic assumption that theirs was a form of British nationalism. Informed by the scholarship of Ernest Gellner and others, and based on primary sources from the 17th to the 20th centuries, Miller's *Queen's Rebels: Ulster Loyalism in Historical Perspective* (1978) argued that their various historical experiences with a range of ideas and beliefs, including Scottish covenanting, endowed Ulster Protestants with "a contractarian view of government." They saw themselves as engaged in a reciprocal relationship with the Crown, he argued, not a nationalist one with Britain. Such was the influence of Miller's book that when University College Dublin Press republished it in 2007 as part of its Classics of Irish History series, Miller was the only living author on the list.

David was born on July 9, 1940, in Coudersport, Pennsylvania, to Arthur C. and Kathryn Long Miller but grew up in Jackson, Mississippi. After high school, he studied English at Rice University, where he met his future wife, Margaret Vick Richardson. Racial segregation, which marred life in the Deep South at the time, deeply troubled the young couple, and they were both arrested at a civil rights demonstration at a Houston railroad station. After finishing his undergraduate degree, David completed a master's in English at the University of Wisconsin, where he developed a keen interest in Irish history. He then pursued a PhD in history at the University of Chicago under the supervision of Emmet Larkin. David earned his degree in 1968; his dissertation became the critically acclaimed monograph *Church, State, and Nation in Ireland, 1898–1921* (1973).

Miller blended his keen insights into religious practice and political expression with quantitative and spatial methods that were quite novel in Irish historiography. He challenged

colonial explanations of Irish development, for example, by using a variety of advanced social scientific and empirical models to identify "the hybrid forms of colonialism." In a 1978 article in *Past & Present*, he continued his inquiry into religion's persistent influence in Northern Ireland by demonstrating the role modernization played in shifting Presbyterian practice in the 19th century toward a conversionist evangelicalism, which heightened both religious solidarity and sectarian polarity. His scholarly generosity also had lasting impacts on Irish historiography. While still a graduate student, Miller shared statistical data with his mentor, Emmet Larkin, which supplied the clues to query the disparity in pre- and post-famine Mass attendance. This helped Larkin formulate his famous "devotional revolution" thesis, which was published in the *AHR* in June 1972. Miller himself would later publish on Catholic Mass attendance, demonstrating that the famine wiped out the social strata most resistant to the church's hierarchical discipline.

In 1967, David joined the history department of the newly constituted Carnegie Mellon University, where he taught until his retirement in 2012. During his career, which spanned over 40 years, he shaped the department's growth, curriculum, and development in a variety of positions, including director of graduate studies, associate chair, and chair of the Humanities and Social Science College Faculty. David took advantage of Carnegie Mellon's burgeoning reputation in computer science to develop the Great American History Machine, computer software that used US census and election data to approach historical questions empirically. He was known on campus for his signature aesthetic, which combined a handlebar mustache, suspenders, and New Balance shoes. Matters of faith were not merely historical questions for David. He was an active member of the Sixth Presbyterian Church in Pittsburgh, serving as an elder, singing in the choir, and serving meals at the local homeless shelter.

David W. Miller died on October 20, 2019, at the age of 79, after a long battle with Alzheimer's disease. He is survived by his wife Margaret Miller, daughter Roberta Miller, and granddaughter Abigail Miller-Peterson.

Cian T. McMahon
University of Nevada, Las Vegas

Jay R. Roszman
University College Cork

Photo: Courtesy Department of History, Carnegie Mellon University



James I. Robertson Jr.

1930–2019

Historian of the American Civil War

James I. “Bud” Robertson Jr., Alumni Distinguished Professor Emeritus of history and founding executive director of the Virginia Center for Civil War Studies at Virginia Tech, died on November 2, 2019, in Richmond, Virginia. A native of Danville, Virginia, Robertson earned a bachelor’s degree from Randolph-Macon College in 1955 and a PhD at Emory University in 1959, working under Southern historian Bell I. Wiley.

Robertson taught at the University of Iowa, George Washington University, and the University of Montana before joining Virginia Tech in 1967, where he worked for 44 years until his 2011 retirement. While his general expertise included southern and United States history, his specialty was the social history of the Civil War era. At Virginia Tech, he taught what is believed to be the nation’s only full-year course in Civil War history, often enrolling over 300 students. In all, more than 22,000 students took his Civil War classes over the course of his career. In 2003, he became executive director of the Virginia Center for Civil War Studies, a self-funded, nonpartisan center devoted to bringing the story of that era and its participants to the public via seminars, tours, publications, teachers’ workshops, and more. He held that position until his 2011 retirement.

Robertson’s published contributions to the field of Civil War history are many and varied. He was editor of the academic journal *Civil War History* in the 1950s, and in 1963 published his first book, *The Stonewall Brigade*. He wrote or edited more than 40 other books, as well as innumerable articles and reviews, over the ensuing half-century, concluding with his most recent work, *Robert E. Lee: A Reference Guide to His Life and Works* (2018). *Stonewall Jackson: The Man, the Soldier, the Legend* (1997) was a best-seller and won numerous accolades. He was a frequent consultant for television and film productions; his Jackson biography provided the basis for the 2003 feature film *Gods and Generals*, on which he also served as historical adviser.

In 1961, Robertson was appointed executive director of the US Civil War Centennial Commission. When he joined, the commission was embroiled in political controversy during the Civil Rights Movement and was at risk of collapsing from mismanagement. Working closely with Presidents Truman, Eisenhower, Kennedy, and Johnson, Robertson helped turn the observance around. In 1976, he was invited to direct the US Bicentennial Commission, but he declined.

In 2011, he accepted appointment as the only member of the Virginia Civil War Sesquicentennial Commission outside the state legislature. Largely thanks to his stewardship, Virginia led the nation in an ambitious commemoration through publications, symposia, and a traveling team who visited every county to scan Civil War documents brought out by private citizens. This project resulted in more than 10,000 items being made available to historians. With William C. Davis, he cowrote and cohosted a five-hour television documentary series, *Virginia in the Civil War: A Sesquicentennial Remembrance*, aired by the state’s Public Broadcasting Service stations. Every Virginia middle school and high school received a free DVD copy, and the film was nominated for a special local Emmy Award. Robertson also made time to serve on the boards of the Virginia Historical Society and the Museum of the Confederacy (now the American Civil War Museum) in Richmond. Robertson was an in-demand speaker on Civil War topics across the nation, delivering well over 1,000 talks and lectures to professional and lay audiences alike, including as a frequent lecturer on cruise boats plying American rivers and inland waterways.

In all of his efforts, he sought to bring the story of the Civil War and its people to Americans of today in a nonpartisan manner to enable future generations to grasp the continuing effects of that tragic era.

William C. Davis
Virginia Tech (retired)

Photo: Courtesy Virginia Tech

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.



FLORIDA

RANSOM EVERGLADES SCHOOL

Miami, FL

History and Social Sciences. Ransom Everglades School invites applications for full time, Upper School faculty members in the Humanities, beginning in August 2020. The newly created Humanities Department (combining History & Social Sciences and English) represents the school's commitment to interdisciplinary thinking and to Humanities as a core element of the curriculum. The department offers a four-year curriculum in English, required courses in history, and electives in government, philosophy, religion, economics, and area studies courses, including most Advanced Placement courses. The skills of analysis and synthesis, as well as effective communication in writing and in speech, are essential aspects of the department's curriculum and pedagogy. The department encourages the development of new courses and curriculum that emphasizes area studies and global perspectives, interdisciplinary approaches, and creative

application of technology. The department is especially eager to hire a faculty member who can contribute an expertise in digital humanities, and perhaps even develop elective courses in digital humanities. Members of the humanities department are expected to contribute to the department's ongoing discussions about interdisciplinary and project-based learning, innovative assessments, and help create opportunities for student research and experiential learning. Faculty members in the Humanities department may also be called upon by students to serve as faculty mentors for independent study projects and Dan Leslie Bowden Fellowships in the Humanities. Candidates must be comfortable helping advance the school's value for inquiry-based, student-centered learning and the school's ongoing commitment to diversity, equity, and inclusion. Ransom Everglades expects its faculty members to participate in department meetings, student activities, and otherwise be engaged in the life of the school. Based on education and experience, either World Civilizations or US History will likely comprise a part of the teaching assignment. Candidates with a background in digital humanities, non-Western cultures, and/or an interest in assisting with the Speech and Debate program will be

especially attractive. Applicants must have a master's degree in history, political science, area studies, economics, or a related field. Prior independent school teaching experience is preferred. Candidates should email a completed application (found on the school's website on the Employment page at <https://www.ransomeverglades.org/about/employment>), a cover letter, a CV, and unofficial transcript to careers@ransomeverglades.org. Finalists will be invited to campus for an in person interview and teaching demonstration, and will be asked to submit at least three references and/or letters of recommendation. For more information about Ransom Everglades School, see our web site at <http://www.ransomeverglades.org>.



NEW JERSEY

RUTGERS UNIVERSITY NEW BRUNSWICK

New Brunswick, NJ

Postdoctoral Fellowship/Race and Gender History. The Department of History at Rutgers University announces a postdoctoral fellowship

for scholars pursuing research in race and gender studies. The successful applicant must have the doctorate in hand at the time of application, be no more than six years beyond the PhD, and be able to teach history courses. The fellowship of \$60,000 is for one year and includes benefits and a \$5,000 research stipend. The recipient will teach at least one small course in the history department and participate in the seminar series at either the Rutgers Center for Historical Analysis, <https://rcha.rutgers.edu/future-project/description>, or the Institute for Research on Women, <https://irw.rutgers.edu/programs/seminar/465-2020-2021-irw-seminar-call>. Applications should be addressed to Prof. Deborah Gray White, Post-Doc Search Chair, and submitted electronically to <http://jobs.rutgers.edu/postings/106931>. Applications should include a letter of interest, CV, research proposal, writing sample, and at least three letters of reference. The deadline for applications is April 15, 2020.

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.

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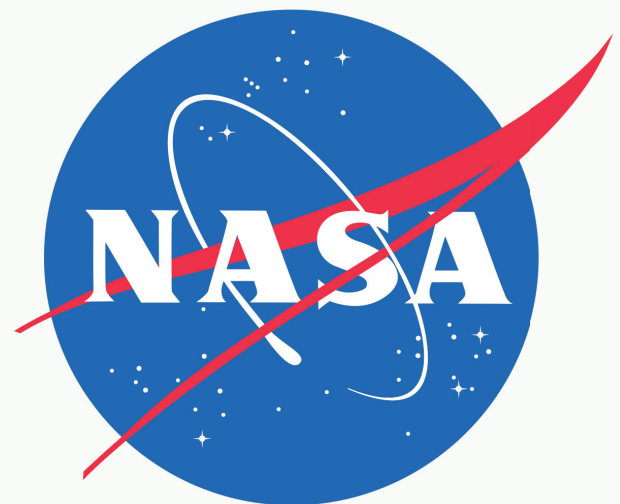
members@historians.org to learn how you can give the gift of AHA membership.

J. Franklin Jameson Fellowship

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



Applications due April 1.
Information at historians.org/grants.



Fellowships in Aerospace History

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