

The newsmagazine of the American Historical Association

PERSPECTIVES ON HISTORY

Volume 59: 1
January 2021



Recently Published Online in *Perspectives Daily*



National Archives and Records Administration. 45499337. Public domain

Clerks Wearing Masks

E. Thomas Ewing and Jeffrey S. Reznick

Analyzing data and photographs from the 1918 influenza epidemic increased students' historical empathy and improved their ability to think historically about COVID-19.

Professional Skills, Historical Thinking: Using Microsoft Teams as an LMS

Shannon Bontrager

One historian explains how using Microsoft Teams reduced his grading load and improved student learning.

Remote Reflections: Adapting to the Research Conditions at Hand

Lauren Braun-Strumfels

After her term as a Fulbright Scholar was cut short, Lauren Braun-Strumfels found ways to continue a research agenda during a pandemic.

Plus Member Spotlights, Grants of the Week, and more!

historians.org/PerspectivesDaily

Grants for AHA members

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

Learn more at historians.org/grants.

The deadline for all research grant applications is February 15.

FEATURES

WORKING WITH DEATH.....15

The Experience of Feeling in the Archive

RUTH LAWLOR

TRUE CRIME MEETS HISTORY 18

Reflections from AHA20

R.E. FULTON

HISTORY ENROLLMENT EDGES SLIGHTLY LOWER21

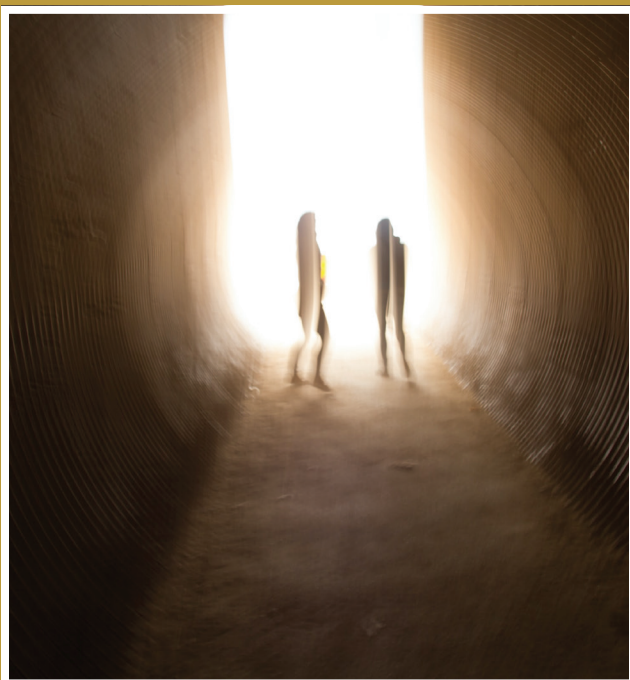
Wide Variation Characterizes 2019-20 Enrollment Numbers

JULIA BROOKINS

CORE OF THE MATTER..... 25

The Complex Roles of History Courses in General Education

NORM JONES



ON THE COVER

In “True Crime Meets History,” R.E. Fulton observes that “the people at the heart of histories of violence remain hard to conjure.” Conjuring the stories and humanity of victims of violence is the kind of difficult, emotional labor that Ruth Lawlor describes in “Working with Death.” Read together, Fulton’s and Lawlor’s articles grapple with important questions about privacy, dignity, and the nature of understanding that are applicable to historians working in many fields.

Timon Studler/Unsplash

3 | FROM THE EDITOR

Townhouse Notes
ASHLEY E. BOWEN

5 | FROM THE PRESIDENT

One for the History Books
JACQUELINE JONES

7 | FROM THE EXECUTIVE DIRECTOR

The Diffusion of Knowledge
JAMES GROSSMAN

10 | NEWS

Pressing Pause
LAURA ANSLEY

Advocacy Briefs
GABRIELLA VIRGINIA FOLSOM

28 | VIRTUAL AHA

Overview and Updates

32 | AHA ACTIVITIES

Norman Rockwell Meets *Peyton Place*
ASHLEY E. BOWEN

35 | IN MEMORIAM

36 | AHA CAREER CENTER

38 | EVERYTHING HAS A HISTORY

The Faema E61 Espresso Machine
JONATHAN MORRIS

News magazine of the

AMERICAN HISTORICAL ASSOCIATION

400 A Street, SE
Washington, DC 20003-3889

PHONE: 202.544.2422

FAX: 202.544.8307

EMAIL: perspectives@historians.org

WEB PAGE: historians.org/perspectives



PERSPECTIVES ON HISTORY

Editor

ASHLEY E. BOWEN

Managing Editor

LAURA ANSLEY

Editorial Assistant

KAREN LOU

Web and Social Media

Coordinator

ALEXANDRA F. LEVY

Manager, Data Administration

and Integrity

LIZ TOWNSEND

AHA STAFF

Executive Director

JAMES R. GROSSMAN

Deputy Director

DANA L. SCHAFFER

Director of Academic and

Professional Affairs

EMILY SWAFFORD

Director of Research and

Publications

SARAH JONES WEICKSEL

Meetings Manager

DEBBIE ANN DOYLE

Meetings and Executive Assistant

VICTOR MEDINA DEL TORO

Communications and Marketing

Manager

JEREMY C. YOUNG

Communications and Operations

Assistant

GABRIELLA VIRGINIA FOLSOM

Membership Manager

PAMELA SCOTT-PINKNEY

Assistant Membership Manager

MICHELLE HEWITT

Special Projects Coordinator

JULIA BROOKINS

Coordinator, Career Diversity for

Historians and Institutional

Research

DYLAN RUEDIGER

Program Associate

MEGAN R. CONNOR

Researcher

MELANIE A. PEINADO, HOPE

SHANNON

Accounting Manager

BETSY ORGODOL

Archives and Facilities

Administrator

MATTHEW KEOUGH

Perspectives on History (ISSN 1940-8048) is published nine times a year, monthly September through May, by the American Historical Association, 400 A St., SE, Washington, DC 20003-3889. 202.544.2422. Fax 202.544.8307. **World Wide Web:** www.historians.org/perspectives. **Email:** perspectives@historians.org (editorial issues) or ppinkney@historians.org (membership and subscription issues). *Perspectives on History* is distributed to members of the Association. Individual membership subscriptions include an amount of \$7.04 to cover the cost of *Perspectives on History*. Institutional subscriptions are also available. For details, contact the membership department of the AHA. Single copies of *Perspectives on History*—if available—can be obtained for \$8 each. Material from *Perspectives on History* may be published in *Perspectives Online* (ISSN: 1556-8563), published by the American Historical Association at www.historians.org/perspectives. For information about institutional subscriptions, see www.historians.org/members/subscriptions.htm.

Articles, letters to the editor, and other items intended for publication should preferably be submitted online at www.historians.org/perspectives/upload. They may also be sent as attachments to email messages addressed to perspectives@historians.org, or by regular mail (in which case, the hard copy text should be double-spaced). Manuscripts accepted for publication will be edited to conform to *Perspectives on History* style, space limitations, and other requirements. Prospective authors should consult the guidelines available at www.historians.org/perspectives/submissions.htm. Accuracy in editorial material is the responsibility of the author(s) and contributor(s). *Perspectives on History* and the American Historical Association disclaim responsibility for statements made by contributors.

Individual articles in *Perspectives on History* for which the American Historical Association holds the copyright may be reproduced for noncommercial use under Creative Commons license CC-BY-NC-ND 4.0. Attribution must include author name, article title, *Perspectives on History*, issue date, and a link to the online version of the article (which can be found at www.historians.org/perspectives). For more on the Creative Commons license, please visit <http://creativecommons.org/licenses/by-nc-nd/4.0>. This license does not apply to text or images reproduced here for which the AHA does not hold the copyright.

Periodicals class postage paid at Washington, DC, and at additional mailing offices.

©2021 American Historical Association.

Postmaster: Send change of address to *Perspectives on History*, Membership Department, AHA, 400 A St., SE, Washington, DC 20003-3889.

PUBLISHER'S STATEMENT

The American Historical Association is a nonprofit membership corporation founded in 1884 for the promotion of historical research, study, and education. The Association reserves the right to reject editorial material sent in for publication that is not consonant with the goals and purposes of the organization. The Association also assumes the right to judge the acceptability of all advertising copy and illustrations in advertisements published in Perspectives on History. Advertisers and advertising agencies assume all liability for advertising content and representation and will also be responsible for all claims against said publisher.



ASHLEY E. BOWEN

TOWNHOUSE NOTES

A False Dichotomy

Early in the pandemic, I read a tweet so true it stopped me mid-doomscroll: STEM fields might end the pandemic, but it is the humanities that will get us through it. I've since seen several variations on this idea, all of them spot-on. Rather than view the disciplines in opposition to each other, a straw figure if I ever saw one, maybe we can finally start discussing how having one without the other makes for a dark, dangerous world. We are better off for both STEM and the humanities.

Stay-at-home orders and the need to socially distance mean more Americans are turning to the arts and humanities, including history. In May 2020, the American Academy of Arts and Sciences' Humanities Indicators Project surveyed Americans about their engagement with the humanities during the pandemic. They found that, since pandemic-related shutdown orders began, over 70 percent of American adults watched shows with historical content at least sometimes, and just over half of adults conducted research on a historical topic of interest. While it is unclear exactly how people identified shows with historical content—*Ancient Aliens* is a different beast from *The Crown*—or what constitutes research, it is abundantly clear that the humanities have served a vital function during a sad, confusing time.

Historians did far more than simply offer soothing entertainment or intellectual distractions. Many, especially our colleagues working in the history of science and medicine, offered nuanced accounts of plagues in world history, changes in vaccine development over time, and the material culture of masks or disinfection. Their webinars, journal articles, op-eds, and virtual exhibits helped make sense of COVID's influence on our lives and cautioned against public health interventions that might perpetuate racism, classism, or other kinds of discrimination. The AHA has compiled much of this work in *A Bibliography of Historians' Responses to COVID-19*.

At the same time, practices and concepts from the sciences have dominated our lives for nearly a year. Some colleges have

turned their parking lots into COVID test sites. Live music and theater performances were forced to embrace advanced communication technologies or go dark while we wait for science to catch up with the crisis. And suddenly everyone claims to understand epidemiological concepts like *R* naught (the number of people that an infected person is likely to go on to infect). Basic scientific and data literacy feels more urgent and essential than ever, regardless of one's profession.

I am increasingly uncomfortable with the all-too-common distinction between “humanities people” and “science people.” Everyone's intellectual lives are made richer by advances in both fields—we see that time and again in this magazine. Some historians, like the forensic historians that R.E. Fulton mentions in this issue, have embraced new methodologies that draw on data sets and techniques from STEM fields. For most historians, these new methods are still novel. Using methods that we are almost all familiar with, many historians have explored *why* Americans might fail to comply with public health measures or have chronicled changing regulatory policies. Simultaneously, the growth of medical humanities and its recent inroads into medical education suggest that our colleagues in STEM also see the value in the kinds of questions history and the humanities train us to answer. Likewise, our experience of surviving a pandemic is made all the richer by advances in both the humanities and STEM. Binge watching *The Americans* certainly helped me cope with lockdown, and I'm using my skills as a historian of medicine to parse new technical reports from biotech firms like they're archival treasures.

This winter, much of the nation faced a holiday season spent in isolation after an enormous surge in virus cases. Science has told us what we need to do—wear masks, stay home—but it is the humanities, especially history, that will help us make sense of massive disruption to our own lives. **P**

Ashley E. Bowen is the editor of Perspectives on History. She tweets @AEBowenPhD.

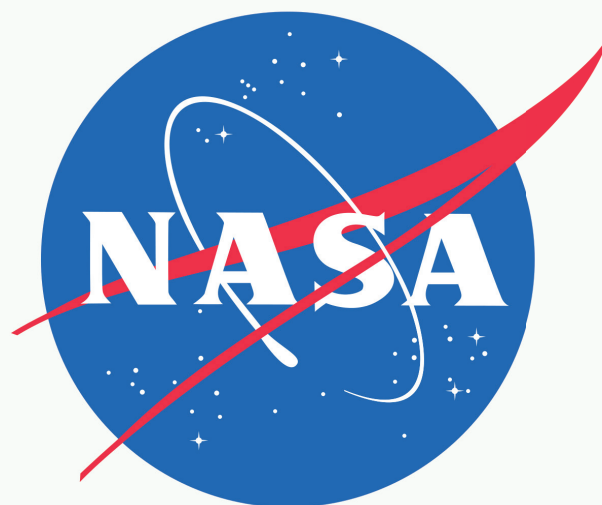


J. Franklin Jameson Fellowship

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



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



Fellowships in Aerospace History

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

JACQUELINE JONES

ONE FOR THE HISTORY BOOKS

The Historical Discipline Will Prevail over Current Challenges



Here, at the beginning of 2021, we are all conscious of living through a time that might be called “one for the history books.” Surely this pandemic is historic. But how has it affected the study and teaching of history? The effects have been uneven, to be sure, but the watchword for administrators and supervisors must be flexibility, as they remain sensitive to the multiple challenges faced by historians during this crisis. We can only hope that what we are enduring is a temporary state of affairs, and that the innovation, forbearance, and perseverance that will see us through this crisis will make the AHA, and the whole historical discipline, stronger in the process.

Some historians, particularly those in non-tenure-track and temporary positions, have borne the brunt of the pandemic more than others. Faced with diminishing resources, universities, colleges, community colleges, museums, libraries, and other nonprofit educational institutions have looked for ways to slash expenses—in some cases firing staff and untenured instructors, curtailing hiring, and eliminating departments and programs. The livelihoods of many historians are at stake.

Specific groups of graduate students have also had to contend with drastic obstacles to completing their work. Last spring, as usual, external funding agencies such as Fulbright and the Social Science Research Council, as well as departmental graduate programs, were supporting graduate students conducting historical research abroad. When the pandemic struck, some graduate students doing research abroad were ordered back to the United States. This order entailed considerable financial sacrifice on the part of students who had to break their apartment leases and then return home, only to find themselves without health insurance or a place to live. At the same time, some foreign students studying in the US returned to their home countries, many bearing the added expenses of lost security deposits and last-minute plane reservations. Meanwhile,

advanced graduate students faced the great unknown—the shape of the job markets (both academic and nonacademic alike) for this coming year and for the foreseeable future. But who can foresee the future?

The shuttering of libraries, museums, historical societies, and other kinds of archival repositories in the United States and around the world forced virtually all historians, regardless of their career stage or vocation, to place their research on hold, putting jobs, promotions, and publications at risk. Here, too, the effects were felt unevenly because one’s research focus played a large part in determining the impact of these closures. As a historian of the 19th-century US, I have had the advantage of tapping into multiple online resources while I wait for the archives to reopen. However, of course, not all historians can count on finding relevant resources online.

The livelihoods of many
historians are at stake.

Historians in the GLAM sector (those working in galleries, libraries, archives, and museums) must contend with budgetary constraints imposed by the loss of patrons and customers. At the same time, these professionals have shown enormous resourcefulness and creativity as they continue to serve their (remote) publics by tailoring online presentations to reflect current issues, providing scan-on-demand and interlibrary loan services, and using other methods to make at least part of their collections and exhibits accessible to their constituents.

Teachers at all levels have had to adapt to online teaching programs that upend the dynamics of face-to-face learning and discussion. For many history instructors, last summer was a “lost summer” rather than a time, as usual, devoted to recharging one’s batteries, doing research, or following other pursuits. Just getting up to speed on the technicalities

of managing breakout sessions, online exams and quizzes, and oral and visual presentations proved labor intensive and time consuming. The remote classroom remains fraught, and the problems go beyond frozen screens, unreliable internet connections, and the occasional “Zoom bomb.” Many faculty members and students alike are caring for ill family members, monitoring their children’s schooling, and dealing with the consequences of a struggling economy.

In the meantime, the venues we count on for mutual support are less predictable, to say the least. For AHA members who look forward not only to hearing panels and attending workshops but also socializing and exchanging ideas informally with each other, the cancellation of the 2021 annual meeting came as one more blow to cherished annual rituals and routines. Virtual AHA replaces at least some of these opportunities, and I, for one, am grateful not to miss them completely this year.

Empathy, borne of humanistic inquiry generally, is essential in dealing with a whole host of contemporary challenges.

Even in well-resourced university departments and public history sites, administrators have had to expend a tremendous amount of energy managing course enrollments, facilitating technical expertise among their colleagues, pushing back against higher-ups who insist upon a certain mode of teaching for all, and facilitating the transition between in-person and remote learning, making the process as smooth as possible for faculty, staff, and students. Managing the logistics of the situation can be frustrating and exhausting; this is the stuff of sleepless nights and early-morning headaches—a far cry from the more high-minded pursuits of, say, arranging intellectual exchanges in the form of guest lectures and so forth. Budgetary considerations loom large—for example, whether to extend the fellowships of current graduate students rather than admitting a new cohort. At the same time, some chairs are in a position to extend the timelines for promotion, alter the requirements for travel funds and graduate fellowships, defer undergraduate scholarships, and consider student-generated teaching evaluations with an eye toward the realities of the remote classroom. As the AHA noted in its *Statement on Historical Research during COVID-19*, that flexibility is critical in this ongoing crisis.

In her last column as AHA president, my predecessor, Mary Lindemann, outlined the many ways that the AHA is seeking to advocate for all historians, providing the information and support they need to continue to do their work and do it well. For example, the AHA’s Career Diversity initiative is more critical than ever, guiding graduate students and others who might want to pursue careers outside of teaching or the academy. The AHA is also sponsoring webinars, compiling bibliographies, and curating resources to help historians teach remotely. The Association also provides talking points on the value of the study of history, points to be deployed in discussions with money-conscious deans and provosts.

There is a terrible irony in cutting back on the resources available to historians and students of history at a time when people are clamoring to learn about the past, about how we came to the point where we are today. Indeed, one of our discipline’s great strengths is that it develops the quality of empathy in those who study it—an understanding of people who lived before us in other places and under different conditions. That empathy, borne of humanistic inquiry generally, is essential in dealing with a whole host of contemporary challenges. For these reasons and others, we must continue to make the case that an understanding of history is essential if we are going to withstand the tests posed by the present and devise strategies that can shape the future.

If we understand and confront the tremendous challenges facing practitioners of the discipline in their roles as researchers, teachers, writers, administrators, and students, we can better help historians meet those challenges. We all hope that future history books will record the fact that the historical profession sought to take the measure of the great pandemic of 2020–21 and ultimately prevailed over it. **P**

Jacqueline Jones is president of AHA.

JAMES GROSSMAN

THE DIFFUSION OF KNOWLEDGE

Toward a Wider Definition of Scholarship



In 1846, the United States Congress established the Smithsonian Institution, dedicated to “the increase and diffusion of knowledge,” using both the bequest and the language from British scientist James Smithson’s will. Higher education differs from the Smithsonian, which combines cutting-edge research with a network of museums staffed in part by scholars and freely accessible to the public. And yet we might wonder why so many academic historians and colleagues in other disciplines remain unable or unwilling to recognize (at least institutionally) the equivalence of the dual mandates that guide one of our nation’s most revered research institutions: increase *and* diffusion.

The nub of the issue lies in the term “diffusion,” which implies considerable breadth of dissemination. In most history departments, “scholarship” has traditionally encompassed books, journal articles and book chapters, and papers at conferences. The weight and significance of these vary considerably by institution. The most valued coin of the realm remains not just the book, but—especially for early and mid-career scholars—a particular kind of book known only in academia and scholarly publishing as a “monograph.” This approach to publication might be considered dissemination in the narrowest sense, but it is hardly “diffusion.”

Moreover, there are all kinds of books that *don’t count*, or at least usually don’t count for much in academia: textbooks, official histories, anthologies (except for one’s own essential essay within that anthology), translations, reference books, and much other serious historical work not deemed “creating new knowledge.” History departments are not the only parties to make this fine distinction: the *American Historical Review* has drawn similar boundaries in its review policies.

Some books count, but not for everyone, usually depending on career stage but also on institutional context. Although

it is largely a myth that publishing with a commercial versus a university press matters (as long as there has been peer review), make sure to include the historiography. It is risky, for example, for a tenure or promotion file to rest on experimental scholarship, such as Theodore Rosengarten’s classic *All God’s Dangers: The Life of Nate Shaw*, or on work that resembles the brilliant synthetic scholarship of Richard Hofstadter. Wait until later; synthesis awaits seniority.

Beyond conventional publication, various other modes of historical work elicit appreciation or applause but are too often dismissed as mere popularization, and hence a distraction from “real scholarship.” These endeavors include but are not limited to op-eds, blog posts, magazine articles, museum exhibitions, public lectures, congressional testimony, oral history projects, expert witness testimony, media appearances, and podcasts. Some of these could lie within the blurry boundaries that encompass public history, and hence worthy enhancements to a CV, but inadequate as central qualifications for promotion without also the requisite standard monograph and traditional scholarly articles.

The nub of the issue lies in the term “diffusion,” which implies considerable breadth of dissemination.

The AHA, in collaboration with the Organization of American Historians and the National Council for Public History, has already approved a report recommending full academic recognition of “publicly engaged and collaborative scholarship,” but within a separate frame as public history, rather than on the same plane as more traditional modes of creating and disseminating useful knowledge. I am thinking in this column more along the

lines of the AHA's guide to considering digital scholarship in professional evaluation and the scholarship of teaching and learning in history. In each of these cases, the Association has promoted broadening our notions of what constitutes legitimate and valuable scholarship. Indeed, the considerable efforts of the AHA and the Modern Language Association to legitimate digital scholarship suggests that it's easier to convince some of our colleagues to value new methods than to validate work many historians have been doing for a long time.

For many of our colleagues, the obstacles to further expanding these boundaries lie in defining and evaluating quality. This is not unreasonable; metrics are indeed essential to evaluation. Some op-eds could not have been written without the author's training as a historian; others fall into the category of informed punditry or commentary whose content and method bears little relationship to historical method or expertise. Some might be historical and qualify as scholarship but are poorly executed. Still, there is no reason such work cannot be peer reviewed after publication as part of a promotion process. This principle would extend to any format that creates a product, whether written or preserved in other media. A history department can readily adapt its standards of quality and quantity to any mode of diffusing knowledge, just as we have different criteria for evaluating books, articles, and digital scholarship.

Where we speak and publish shapes our public footprint.

This change won't be easy, given the wide range of media through which historians can now share what we've learned from primary and secondary sources, and from the historical thinking skills that guide our interaction with a wider variety of sources than were available to our predecessors. What will we gain in return for all that effort and for the willingness to show that we can, in fact, change?

First (though not necessarily foremost): we increase our chances of surviving, even prospering, in an environment of declining resources. Like scholars in other disciplines, historians depend on public support, whether as employees of public institutions, recipients of federal research funds, or faculty at private institutions that allocate resources according to enrollments and majors. If legislatures, public officials, governing boards, and students don't learn from us why history and historical thinking are essential

elements of education and public culture, those resources will not be forthcoming. Evidence-based narrative and argument are cardinal aspects of our professional tool kit. We can and should make these arguments as historians, invoking our methodologies and the particular contributions they allow us to make. If this work is to be done well, our colleagues who shoulder it should be given appropriate professional credit. To deny the value of such work *as scholarship* is to consign it to second-class status within our community and leave it to others less steeped in our values and epistemologies to do in our stead.

We will also increase our influence on public policy. If we believe that historical thinking and knowledge should inform public policy, then we need to make our work accessible to policymakers and influencers. That means writing briefing papers and op-eds, testifying before Congress, and expanding our media presence across a wide range of platforms, even in the most local venues. Where we speak and publish—far more than whether our scholarly journals charge for subscriptions—shapes our public footprint.

In addition to diversifying our audience, we will diversify ourselves. As we broaden the terrain of our work, we correspondingly widen the appeal of our discipline to individuals interested in history but also committed to influence beyond the academy, whether from within the professoriate or beyond. As we widen the aperture of professional success by legitimating multiple modes of scholarship, we diversify the criteria for predicting which applicants for graduate admission are likely to succeed. And, in step, we reconsider how to prepare graduate students for the many ways of *being* historians.

Finally, we will be better historians. A multimodal discipline is not merely a space where scholars work along different pathways. Instead, just as multimodal transportation policies emphasize the links between different ways of getting from place to place, historians can benefit from interaction among scholarly practices in different publication venues. The challenge is to shift from a hierarchy of publication practice to an emphasis on creativity and quality regardless of how scholars choose to make their work public. With additional options for publication, we can bring new imagination to what we do, as well as how we do it. **P**

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

Now Available

Careers for History Majors

A new publication from the American Historical Association

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

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

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

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

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

Contributors

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

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

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

AMERICAN
HISTORICAL
ASSOCIATION

PRESSING PAUSE

Graduate Admissions during a Pandemic

Overlooked in many of the conversations about COVID-19 and higher education has been graduate education. Like their undergraduate counterparts, graduate students too faced remote instruction after campuses shut down. Like faculty, they also had to deal with research, teaching, and completing other work assignments remotely. With travel all but impossible and research libraries and archives nearly universally closed, the pandemic risked adding semesters, or even years, to PhD students' expected time to completion.

As the pandemic continued through the summer and early autumn, graduate programs had to decide what their plans were for admitting new MA and PhD students for the 2021–22 academic year. With application deadlines approaching, faculty in history departments with graduate programs were forced to have these discussions quickly, without knowledge of how long the crisis may last, how budgets might be cut, or how enrollments might be affected. By mid-September, multiple programs had announced their plans to freeze graduate admissions for one year so they could prioritize their current students. Most of these early announcements came from elite PhD programs, including Brown University, Columbia

University, Cornell University, New York University, the University of Pennsylvania, and the University of North Carolina at Chapel Hill (UNC). A number of public state universities followed, including the University of Maryland, Michigan State University, and the University of Minnesota.

Perspectives spoke with a number of department chairs and directors of graduate studies about the issue. Linford Fisher (Brown Univ.) explained that their department had two main priorities: “First, to reserve financial resources for current graduate students, particularly those who are now in years four and above, and second, to provide more time, emotional energy, and nonfinancial resources to better care for all current students.” Brown has a new graduate student union (GLO), which had an impact on these decisions too. As Fisher said, “The GLO contract appeared to put additional pressure on the university to step up, in particular with regard to providing a full year COVID extension for all advanced students (versus a one-semester extension that was originally floated).”

At Columbia, the history department's admissions pause was mandated by the graduate school. Department chair Adam Kosto said that “all departments offering five-year fellowships were given a choice between a full pause for one year, or a slightly lower total

number of admits spread over the two years.” The history department chose the full pause. Although the graduate school guaranteed teaching appointments or other funded assignments in 2020–21 for all students in the sixth and seventh year, all history students already had other sources of funding. Students did benefit from the doubling of their childcare stipend, and going forward, the graduate school is guaranteeing through 2025 teaching appointments or other funded assignments for any students who are not otherwise funded in year six.

With deadlines approaching, departments were forced to have these discussions quickly.

UNC was one of the first public universities to announce a pause. The history department determined that COVID would necessitate extending the funding for current students, which they will finance in part by not admitting a cohort in 2021. And from a program perspective, department chair Lisa Lindsay said that it allows for exciting opportunities. “This year of pause gives us some breathing space and time to make decisions about the graduate program in ways that can be much more deliberate.” For UNC, “it's an

opportunity to think about what we want the graduate program to look like, how it can be more structurally responsible, more intellectually exciting, and keep up with trends in the field as a whole, and to move forward on good footing.”

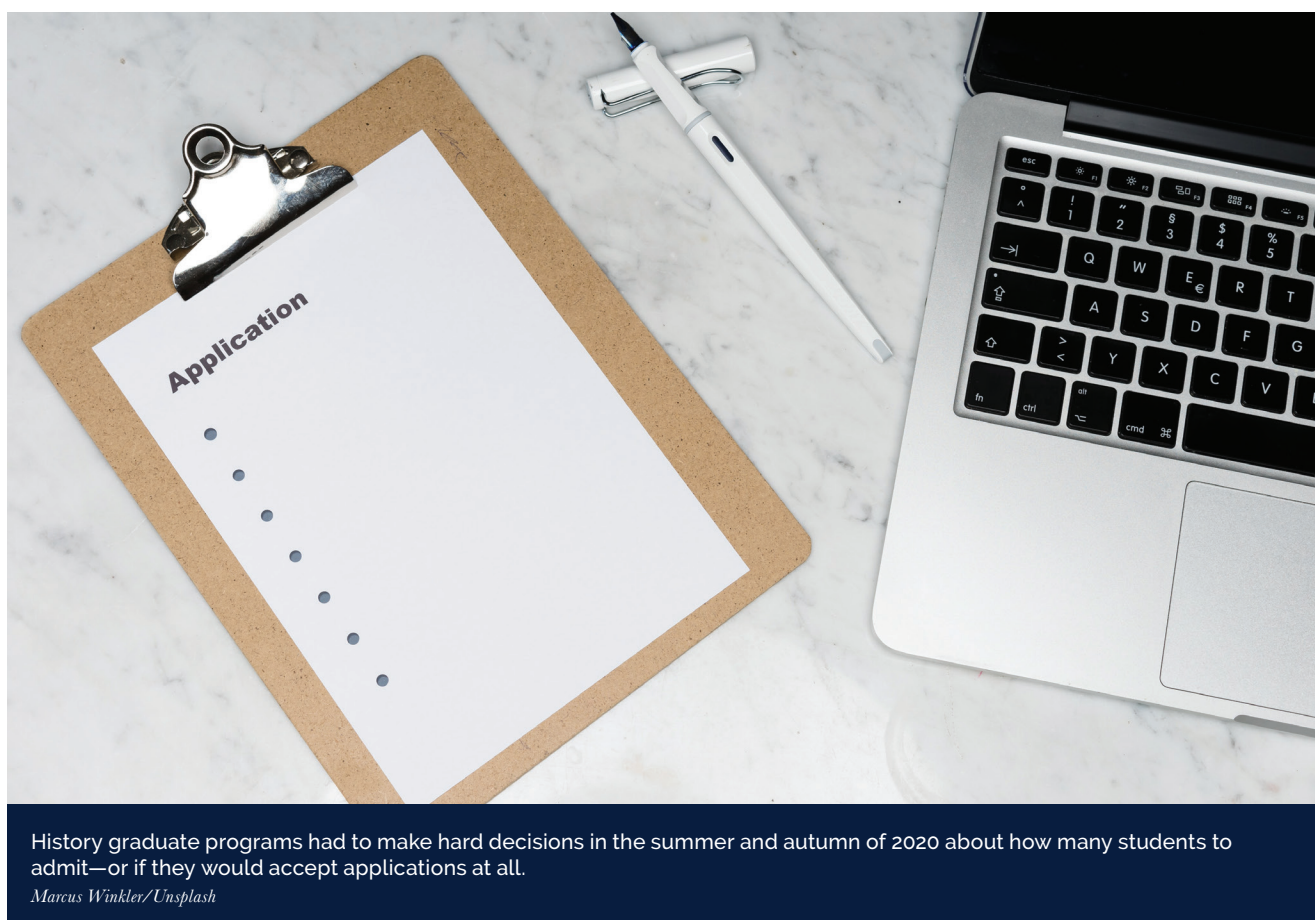
In the wake of these early announcements, the AHA convened a virtual conversation for history department chairs and directors of graduate studies to discuss the issue in late September. Representatives from nearly 30 institutions shared their concerns about how suspending admissions or reducing cohort size could affect their graduate programs in both the short and long term. Some departments were considering offering additional funding to all current students; others were prioritizing the students who are close to finishing and will be entering a

dismal academic job market during an economic recession. But the biggest concern among the group in attendance was “clawback”: If the graduate program did not use the allocated funding for admitting graduate students, would the university reduce graduate cohorts in future years? Would the university allow money to be reallocated to current students?

Some universities have reduced cohort size instead of pausing completely. At Rutgers University, vice chair for graduate education Paul Hanebrink said, “There was a real concern in the department that, especially now when the core strengths of our program speak to issues of racial politics in the United States and the world and questions around gender, health, and the environment, standing down on admissions entirely was not the right

decision.” They ran the numbers and decided that for the next two years, Rutgers will reduce their PhD cohort from around 12 students per year to no more than five. With this decision, they will be able to grant a sixth year of fellowship funding to all students currently enrolled in years two through five. They hope these fellowships “will offset any delays to research due to the pandemic, because for many of them what they have lost is the ability to travel.”

Others have seen this as a year of opportunity, including the small PhD program at Case Western Reserve University. According to department chair Kenneth Ledford, Case typically has the funding for four students per year, primarily from endowed funds and dedicated annual gifts. Because of their funding source, pausing admissions does not have a financial



incentive. A stable budget also means that their department has been able to offer financial support to current students beyond the fifth year. But with so many other PhD programs pausing their admissions, Ledford said, “I plan to argue that this is an opportunity and to ask for five funding packages.” Though skeptical that he will succeed, Ledford is optimistic that the small program will be able to both support current students and continue admitting despite the pandemic.

The impact of these decisions on students was not taken lightly.

For the University of North Texas, pausing admissions did not seem to be an attractive or viable option. Michael Wise, director of graduate studies at UNT, said, “Training graduate students is one of our institutional priorities as a public R1 university, and it’s vital for us to keep a flow of new PhD students into our program in order to grow some new and unique initiatives that our graduate faculty have led in our department.” He went on to say, “Despite the budget cuts affecting our university, we are maintaining our levels of graduate student funding and support. Last year, we graduated 11 students in the history PhD program, and we will probably admit a similar number during this year’s admission cycle.” As a growing program, Wise says that they are fortunate that humanities PhD programs “remain one of our highest institutional priorities in light of this year’s crisis.”

The impact of these decisions on students was not taken lightly. Pausing or greatly reducing the size of new cohorts would have an inevitable impact on current students. With fewer students enrolled in coursework, individual class size would be smaller, and

departments may not be able to justify offering their usual range of courses. From a departmental culture standpoint, graduate students often form close bonds with members of other cohorts in the years immediately before and after them. While sharing classes or TA offices, these students can become informal mentors, guiding those behind them through master’s theses, teaching, or comprehensive exams. Lindsay explained, “There was worry that pausing admissions would compromise the intellectual vitality of the department. Having graduate students around is exciting for faculty, it sustains a strong culture, and not having a first-year cohort would affect the second- and third-year culture.” Finally, graduate programs that have gained some momentum in recent years in recruiting underrepresented and minority students expressed concern about how a pause in admissions could completely stall that progress.

Attendees at the AHA’s September meeting also recognized the moral and ethical stakes of graduate education in 2020. As the AHA has documented, the academic job market has remained sluggish since the 2008 recession. A new economic downturn will only exacerbate that trend. Facing such economic uncertainty, participants wondered if graduate programs should continue to admit PhD students at all. The COVID crisis prompted new discussions, or reignited long-simmering disagreements, in some programs about whether they should continue to have a PhD program. But for others, this crisis has made it clear that change is necessary and has led to long-avoided conversations about programmatic reform. At least one attendee pointed to the AHA’s Career Diversity initiative in helping their program think through how to reframe the purpose of the history PhD to better fit this era. As one participant from a state university

put it, “We don’t need to guarantee jobs, but we do need to understand the purposes of graduate school.”

By October, the picture became even clearer. The AHA queried the 311 MA- and PhD-granting institutions in the United States about their plans, and 41 responded. Among respondents at PhD-granting institutions, six programs had decided to suspend PhD admissions, with 30 continuing to accept PhD students. All 32 institutions that grant MAs will continue to accept students. Twenty-four institutions will provide funding extensions to current graduate students to offset the disruptions from the pandemic. A few also noted that while they do not have program-wide plans to distribute additional funding, they are working on an ad-hoc basis to provide extra support for students most affected, including those whose research plans were interrupted and international students who were blocked from entering the United States for the fall semester.

COVID-19 and the related economic crisis will undoubtedly continue to have an impact on graduate admissions. This may be an opportunity for needed change in many departments. A crisis may prove to be the shock to the system that upends priorities and long-standing practices. However, that possible outcome ignores that there is likely to be real fallout from decisions to shrink or eliminate cohorts, reallocate funds, or change priorities. There is no one right answer; much depends on the contexts a department operates within. However individual departments choose to proceed, it is reassuring to see that graduate education, as well as the financial and mental health of graduate students, continues to be a priority for so many universities. **P**

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

GABRIELLA VIRGINIA FOLSOM

ADVOCACY BRIEFS

AHA Advocates for Historians' Access to Archives and Records

The AHA is committed to defending practices that allow historians to conduct their research freely and to access records in archives at home and abroad. In November and December 2020, the AHA urged reconsideration of institutional policies that seek to unduly cut funding for historians and history departments, and opposed policies that undercut the invaluable work historians do.

AHA Sends Letter Opposing Cuts in NHPRC Funding

On November 16, the AHA sent a letter to the US Senate Subcommittee on Financial Services and General Government requesting that the subcommittee “reconsider its vote to eliminate funding for the National Historical Publications and Records Commission.” The AHA noted that “the NHPRC provides millions of Americans with ready digital access to materials essential to civic education and an understanding of the documentary basis of American history” and urged a funding level that will “enable the agency to sustain its work on behalf of the nation’s history and heritage.”

AHA Urges Reconsideration of History Program Closure at Guilford College

On November 19, the AHA sent a letter to the president and trustees of Guilford

College, noting with alarm “the dramatic restructuring of academic units and program prioritization announced by Guilford College on November 6, 2020, including the elimination of the history program.” The college plans to terminate one tenure-track and two tenured history faculty members “without adhering to its own contractual Faculty Handbook, not to mention generally accepted ethical guidelines.” The AHA urged administrators to reconsider these changes, which are “likely to have serious and deleterious consequences for the practice of historical work and hence the quality of undergraduate education at Guilford College.”

AHA Expresses Concern over Legislative Request to Monitor Teaching of 1619 Project and Critical Race Theory

On November 19, the AHA sent a letter to the Arkansas Division of Higher Education (ADHE) expressing “grave concern about a legislative request that has been circulated to academic units in the Arkansas university system.” The request sought to collect “data on the teaching of ‘The 1619 Project’ and ‘Critical Race Theory’ at public higher education institutions in Arkansas.” “Neither the legislature nor the ADHE,” writes the AHA, “should be monitoring what qualified scholars are assigning to their students, except as part of a bona fide review and assessment.”

AHA Issues Statement Concerning Access to French Archives

On November 23, in solidarity with the French Association of Archivists, the AHA issued a statement urging reconsideration of a policy change by the Secrétariat général de la défense et de la sécurité nationale that renders “some well-known sources, and many others yet to be analyzed, practically inaccessible, even to professional researchers.” The AHA stressed that “reading and interpreting these sources will be critical to the production of new historical scholarship in the future,” and noted that “Article L. 213-2 of the Code du patrimoine states that, after 50 years, almost all archival documents pertaining to the French state enter the public domain and should be made available without any conditions.” The AHA previously wrote to the French government about this issue in February 2020.

AHA Joins Lawsuit to Protect Historical Records

On December 1, the AHA joined the National Security Archive, the Society for Historians of American Foreign Relations, and Citizens for Responsibility and Ethics in Washington as plaintiffs in a lawsuit intended to prevent valuable historical records from being irretrievably lost. The plaintiffs seek to ensure that the current administration comply with, and the National Archives provide oversight for, the charge of the Presidential Records Act to preserve “complete copies”

of presidential records, including relevant metadata of digital materials.

AHA Endorses \$1 Billion Senate Bill for Civics Learning

On December 1, the AHA endorsed the Educating for Democracy Act of 2020, which would provide \$1 billion per year for the next five fiscal years to improve the teaching of history and civics in our nation's schools. This bipartisan bill "dramatically increases federal support for civics and history," according to the CivXNow coalition, and "would ensure an investment required to give youth in our country the civic education they need to become knowledgeable and skilled protectors of our constitutional democracy."

AHA Endorses Legislation Protecting Presidential Records

On December 17, the AHA endorsed the Promoting Accountability and Security

in Transition (PAST) Act, which would clarify and enhance existing law with regards to presidential transition and presidential records. "This vital legislation adds much-needed teeth to the Presidential Records Act," said AHA executive director James Grossman. "Presidential records are the most important and widely-used source for studying how the executive branch of our federal government works, how it has changed over time, and how it might evolve to serve the needs of a new era. Many records of the current administration, however, are currently at grave risk. The Presidential Records Act lacks essential protections for preserving complete electronic records and affords Congress and the Archivist inadequate oversight over presidential transitions, when important records are most at risk. A legislative solution is imperative: the courts have made clear that they cannot act to force compliance until changes are made to the law. The AHA applauds this legislation

for guaranteeing the preservation and accessibility of presidential records and furthering the transparency of our federal government—a requirement for a functioning, accountable constitutional republic and the protection of liberty."

AHA Encourages Microsoft to Allow Editing on Footnotes in Microsoft Word

On December 17, the AHA submitted a comment in support of a campaign to enable commenting on footnotes in Microsoft Word using the Review function. "Adding the ability to comment on footnotes," explained AHA executive director James Grossman, "would be of tremendous benefit to historians across the world." **P**

Gabriella Virginia Folsom is the communications and operations assistant at the AHA.



Welcome your students
into the historical
community—
for just \$30.

AHA member departments can buy
discounted memberships for
graduate and undergraduate students.

More information at
historians.org/student-membership

== EZPAY ==

Do you want to keep your inbox
free of renewal notices and avoid a
lapse in membership benefits?

**Sign up for EZPay when you
renew your membership online!**

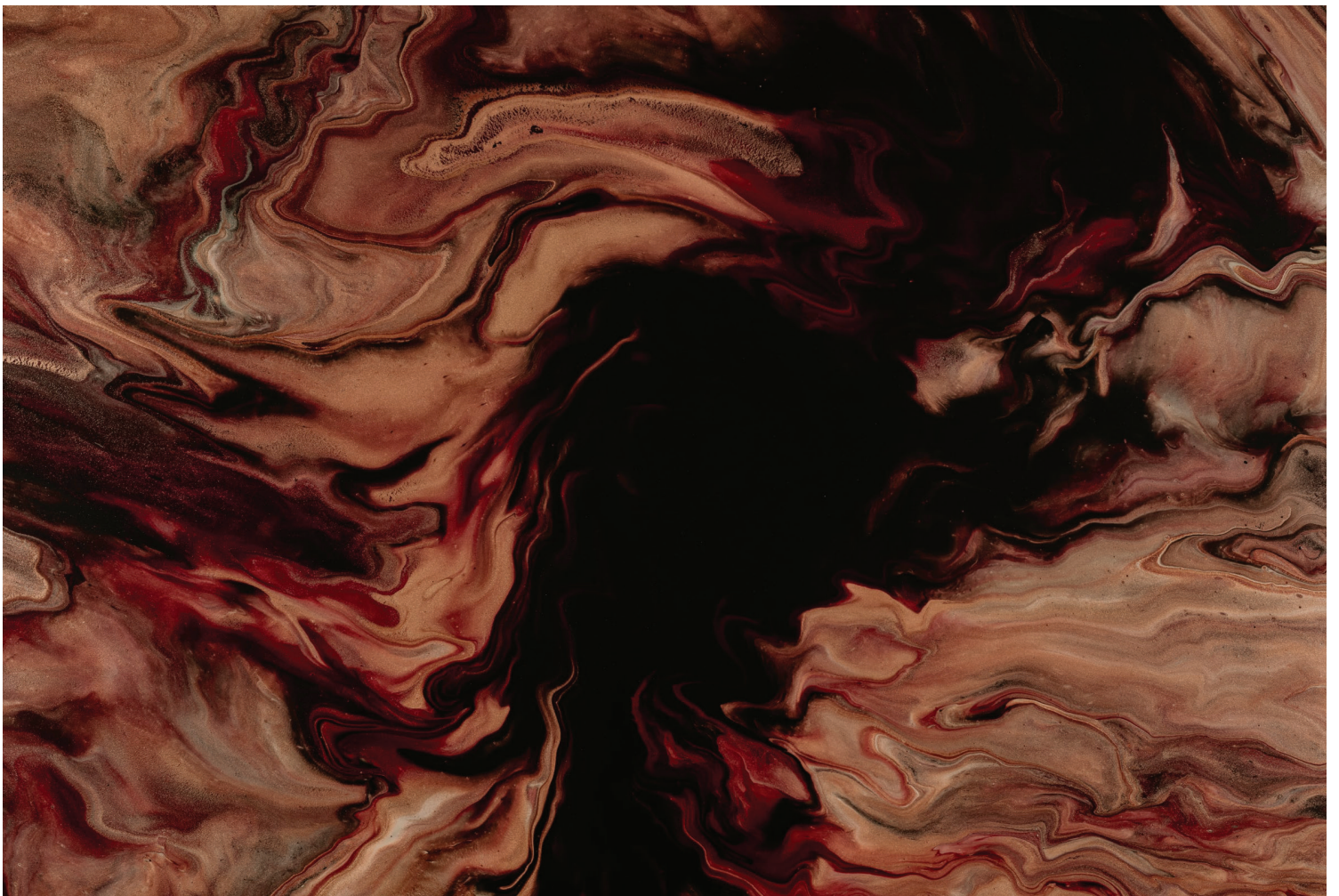
The AHA will automatically charge your
credit card, which is securely stored by
PayPal (not in the AHA's records).

Questions?
Email members@historians.org.

RUTH LAWLOR

WORKING WITH DEATH

The Experience of Feeling in the Archive



To write about violence is to do a particular kind of history: it is a physical and emotional endeavor, not merely an intellectual one.
Paweł Czerwinski/Unsplash

ALL HISTORIANS CONFRONT death. For most of us, the historical subjects we write about have expired long before we encounter them; like their lives, their deaths are facts of the past—an act completed, a chapter closed. Some deaths haunt the archive by their absence—the violence not recorded, the fates unknown—while others are replayed over and over again in spectacles of repeated humiliation. The structure of the archive can make it seem as though some lives in the past are spent merely dying. Such lives come briefly into archival view only in moments of violence, state surveillance, punishment, and death. Historians who write about these historical subjects take on a difficult labor. The archive they face is one of intense feeling and, often, trauma preserved and rearticulated in the present.

In the course of my research, I reckon constantly with this archive of feeling. In 2016, I spent a summer in the National Archives in Washington, DC, researching the experiences of women who had been raped by American GIs in World War II. In many of the books I had read about these women, rape was the center-point of their lives; nothing before this moment mattered, and nothing after it was ever told. I thought I could go beyond such portrayals to find these women's "voices," to glimpse their lives beyond what had happened to them. Yet combing through the mostly legal documents of the US Army in Europe made clear the monumental challenge of this approach. The women I encountered in these records spoke only about rape; official documents and reports left them little room to articulate anything other than the facts of the violence that had befallen them. There were no "voices" here at all.

I hoped that these women's complex histories would become clearer in local archives in the European cities where they had lived. In September 2017, I visited the Archives of the Prefecture of Police in Paris, and it was there that I found a document that seemed like it might yield something different. I began reading about Henriette, a young woman who came to Paris in November 1944. I learned that she had family in the city but broke off ties with them soon after her arrival. In October 1945, an American soldier solicited her for sex, then assaulted her with a knife, leaving her for dead.

Henriette lived. She told her story to the police from her hospital bed; her fight for her life had produced the record I now held in my hand. She tried to explain what had happened to her: "I was probably dealing with a madman," she said. I turned these pages quickly, desperate to know more about this young woman's life. She pleaded with the police not to tell her relatives about her ordeal. What would be-

come of her? What was life like after such hideous encounters with violence?

The historian Arlette Farge, in her meditation on 18th-century police records, talks about what happens when the trail goes cold. All historians face this problem at one time or another. Traces of the past disappear as our subjects wander in and out of archival view. But Henriette disappeared because, four days after her assault, she died. She was 20 years old.

In the archive, we work with death all the time, whether we realize it or not; most of our historical subjects are already dead. But it feels different to relive that death with them, to be present for it. To witness their final exit from life and, often, from the archival record, not because they vanished into the vast landscape of history, but because they have been wrenched from it. On the page in front of me, I read the words, over and over: "*Mlle . . . (Henriette) est décédée . . . le 14 Octobre 1945.*" And then nothing. Though time stretched out between my life and hers, emotions rushed to fill that temporal distance. Her loss stayed with me. For a long time, I stared at the blank page at the end of the police report, a space in which her future might have been inscribed.

I reckon constantly with this archive of feeling.

This was not the first time that I had felt such a loss, one that is more than the simple, frustrating disappearance of a useful source. It is the accumulated weight of violence that presses on some lives more than others and makes their pasts unknowable in the present. During an earlier research trip, I had examined court records in the National Personnel and Records Center in St. Louis, Missouri—all the same brown color, fragile to the touch, hiding their secrets in dense and clinical jargon. And yet: I turned a page and recoiled. There was a photograph. A woman lay dead in the middle of a dark road. She was prone, one hand by her side, the other tucked beneath her body—but her face was obscured. Someone had drawn a white chalk line around her body to mark its position on the road. It now entered the historical record as evidence of a terrible crime. Behind her, a young man in an ambulance watched over the scene. In the distance, the faint lettering of the Castle and Ball Hotel was visible through the darkness. England. 1943.

In a second photograph, only the woman was visible. Her skirt was pushed up toward her waist. Streams of blood flowed from her body, snaking out in tributaries across the road,

toward the camera. Her hair partly covered her battered face, stark white against the blackness of her clothes, the road, the sky.

Amidst bureaucracy lie the visceral vestiges of the past. In St. Louis, almost all of the photos have been removed from files like this one. But sometimes photos are missed; mistakes happen. Or maybe these photos were left deliberately, in defiance of the brutal banality of the paper archive.

Such an archive blurs temporal boundaries. Distance collapses under the weight of this contact—accidental, nonconsensual, obscene—between the living and the dead. We are voyeurs, as Susan Sontag wrote: no one gave us permission to witness this pain.

Amidst bureaucracy lie the visceral vestiges of the past.

I found it hard to unsee what I had seen. Written words, wrenched from their context, reordered by the judicial process, can escape their confines and enter the realm of the imagination. Many of the women in my archive, itself shaped and constrained by legal demands, told stories of strange men who came into their towns at night, pounded on the doors, forced their way into bedrooms. Alone on all of my research trips, isolated in unfamiliar places, I started to imagine that I saw those soldiers too, and found my thoughts turbulent and troubled. It was a distressing reminder that the work we do carries a psychological burden of its own.

The court file had announced the death of Cynthia, “a human being.” Her friend, who was with her that night, was raped, but survived. She was Muriel, “a female person.” A high-ranking general wrote to the young woman who had lived, and the father of the woman who had not, to apologize for what had happened to them. “Words are always insufficient,” he said.

I had forgotten those words, coming across them again only by chance. But the photo had remained with me. “Photographs are a species of alchemy,” Sontag wrote, “for all that they are prized as a transparent account of reality.” This is a particular, and peculiar, rendition of reality, one in which bodies are removed from contexts, from lives, from history. The raped woman is always a victim in such archives, her past life erased, the details now wedged into the court record to illustrate the context of her suffering. These women’s lives seem inexorably to spiral toward this moment of

violation and death. Such photographs are excessive in the violence they depict and insufficient in what they can tell us about the past.

To write about such violence is to do a particular kind of history: it is a physical and emotional endeavor, not merely an intellectual one. It is a political effort that, for those who labor in the most extreme of these archives of violence and silence—the archives of slavery, genocide, mass death, forced disappearance—“obliterates the possibility of objectivity,” as the historian Marisa Fuentes has written. For others, who narrate not from a place of silence but, as the scholar Jinah Kim suggests, from the crowd of “spectral beings” that violence leaves behind, we must pay attention both to what is said and to what is unsaid in our texts: the ways that race and gender, status and power, dictate whose stories can be told and whose histories are privileged. We must recognize the archive as a place of feeling while refusing the temptation to allow the depiction of spectacular and intimate violence to stand in for explanation or analysis. We must see the photograph, and the words—we must glimpse each life—and look also for what lies beyond them. This is work that requires constant effort. **P**

Ruth Lawlor is a junior research fellow in history at Queens’ College, University of Cambridge. She tweets @lawlor_ruth.

R.E. FULTON

TRUE CRIME MEETS HISTORY

Reflections from AHA20



At AHA20, R.E. Fulton observed that the people at the heart of histories of violence remain hard to conjure. Their stories end with the sense that there is something there that cannot be accessed through traditional historical methods.

Timon Studler/Unsplash

WENT TO the 2020 AHA annual meeting looking for true crime stories. What I found was an important, emerging set of questions about the nature of privacy and the affordances of new forensic histories that pushed me to reflect on the roots of my own scholarly enterprise.

I'm a historian of murder—I write in particular about women who killed men in the 19th century; shout-out to Lizzie Borden—but true crime is, unfortunately for me, not a very popular mode of historical analysis. I'm also a medical historian, but I'm less interested in viruses and pathogens than I am in how human action produces pain and injury within bodies. I am especially fascinated by the role that violence, both interpersonal and state-sanctioned, plays in the history of women's health. Heading to AHA20 with my eye out for medical histories with the flavor of true crime, I found instead a rich network of scholars asking questions about violence, gender, privacy, the state, and the construction, uses, and abuses of knowledge about women's bodies.

AHA20 helped me think in new ways about writing the history of murder by focusing on the nature of privacy.

Seeking out murder-adjacent medical histories led me in directions I hadn't anticipated. Alicia Gutierrez-Romine (La Sierra Univ.), in a panel titled *Public Health Innovation in Times of Crisis*, presented on "Tijuana abortions," tracing the practices of women evading US criminal law by seeking abortions south of the border and the role these operations played in the decriminalization of abortion in California in the late 1960s. In another panel, *Disability, Gender, and the Great Depression in the United States*, Susan Schweik (Univ. of California, Berkeley) discussed the complicated position of institutionalized women in experiments at the Glenwood State Institution for Feeble-Minded Children in Iowa. Bianca Premo (Florida International Univ.) captured the interplay of these questions in her paper on the case of Lina Medina, who is claimed as the youngest documented mother ever to give birth, during the session *Proof: Technology, Knowledge, and the Body in Early 20th-Century Latin America*. In concert, these papers helped me think in new ways about writing the history of murder by focusing on the nature of privacy.

In her work on so-called Tijuana abortions, Gutierrez-Romine traces the 1969 decriminalization of abortion in California to the practice of American women

crossing the US–Mexico border to obtain cheaper abortions outside of US jurisdiction. During the mid-20th-century period of criminalization, hospitals on the US side of the border began observing "Monday morning line-ups": women who received their paychecks on Friday, crossed the border on Saturday for operations, often at the hands of untrained surgeons, and returned at the close of the weekend with serious medical complications. As those emergency room lines grew longer, lawmakers' discourse surrounding abortion turned to questions of legal liability for physicians in the United States who performed abortion procedures to protect their patients against the dangers of medical tourism. The landmark *People v. Belous* decision in the California Supreme Court addressed these concerns by decriminalizing abortion in 1969—a path to legalization, as Gutierrez-Romine observed, started by the anonymous women whose presence in emergency rooms and on operating tables necessitated the change in the law.

Schweik presents a similar narrative in the case of the women of Iowa's Glenwood State Institution for the "feeble-minded" who became participants—not subjects—in a study of intelligence that destabilized eugenicist concepts of intelligence. In the 1939 Skeels-Dye experiment, women incarcerated in Glenwood, many of whom had been committed involuntarily in a eugenicist effort to control their reproduction through hospitalization and sterilization, cared for children two to three years of age who had been removed from a nearby orphanage after scoring low on IQ tests. The children, subjected to the same tests after years of care from the women of Glenwood and again throughout adulthood, not only scored higher in IQ points but evidenced what the study's authors considered markers of success: high rates of both employment and marriage coupled with low rates of institutionalization and criminal activity. Through these results, the women of Glenwood dealt a heavy blow to eugenicist notions of intelligence as "fixed"—but, as Schweik noted, researchers both at the time and since ignored the role and experience of the women at the heart of the study. Like many of the true crime stories I study, this narrative features violence (in this case, the violence of eugenicist thought) followed by silence: all we really know about these women is that an overwhelming majority were white, many had been separated involuntarily from their own children, and all were poor.

Premo, in contrast, studies a female subject to whom she can put a name and a face. Her name is Lina Medina, and in 1939, she gave birth at age five by caesarian section, making her the youngest documented mother to ever give birth. Yet despite the specifics we know about the case, Premo presented

to her audience the difficulty of telling a clear narrative in the face of continuing arguments that Medina's case was a hoax. The story appeared in both medical journals and popular press accounts in Peru and the United States. Some attempted to describe Medina's pregnancy at age five as normal; others portrayed her as a medical miracle (or, less generously, a "freak," as she was described by the press at the time). But Peruvian papers never printed photographic evidence of Medina's condition, and only a single photograph exists of the young mother during her pregnancy. Premo showed this photograph, but with significant censoring: it is a nude photograph of a five-year-old girl whose pregnancy, if true, could only be the result of sexual violence, most likely perpetrated by her father. It is this specter of violence, as much as a lack of documentary evidence, that makes it difficult to discern the facts in the case. Medina is still alive but has resisted the attempts of journalists and researchers to get her to speak on the case, and ethical considerations prevent us from breaching the wall of silence she has built.

In each of these histories, the people at the heart of the story remain hard to conjure. They are victims of violence at the hands of doctors, institutions, and family members. They are women, they are disabled, they are colonial subjects, they are brown, they are poor: all of which means varying layered degrees of invisibility. At the same time, they are the primary actors driving the narrative of change. Each of these stories ends with a sense of promising ambiguity—the sense that there is *something there*, we just can't access it through traditional historical methods.

This archive problem is, of course, not a new discovery: it's become commonplace to acknowledge the "silences" or "absences" of women's history, to talk about "voice," "agency," and the lack thereof. That silence often gets redoubled in histories that feature crime or violence, where practical and ethical concerns mingle for both historical actors and historical researchers.

Maybe the solution to this dilemma lies in the methods proposed by tech-driven, STEM-oriented historical research techniques employed by scholars of the Anthropocene. "Forensic history," as these methods were called in a panel chaired by Kate Brown (Massachusetts Institute of Technology), offers historians the opportunity to understand early modern peasants through their dental remains or enslaved Africans in the US South through traces of DNA on their pipes. Is there a feminist forensic history that could refocus our work away from textual sources and toward other forms of knowledge more closely tied to bodily experience?

And if these methods can indeed put us closer to historical truth about victims of violence, those insights may prove materially useful in the present. I was excited to hear, during the *Female Killers in the 20th Century* session, that Carolyn Ramsey (Univ. of Colorado Law School) is working on a book about domestic violence in the pre-1970s United States. I hope that the further scholars like Ramsey can trace the origins of the specific entanglement of cultural ideology and legal inadequacies that lead to intimate partner violence, the greater our ability will be to unravel the vast social web that has trapped women in the cycle of abuse since long before Lenore Walker coined the term in the 1970s. History alone can't solve our problems, but it often gives us insights on how to start.

Is there a feminist forensic history that could refocus our work toward forms of knowledge more closely tied to the bodily experience?

Yet my journey at AHA20 holds another lesson, I think. Like all people who seek out true crime stories, I'm constantly interrogating my own motives. As a historian, I spend my time looking for stories of dramatic, violent personal tragedy, but that's not what I found at AHA20. Bouncing between sessions on histories I thought of as more or less distant from my own interests, I considered the broader forms of tragedy and violence that drew me to those seemingly unrelated panels. I began reflecting on questions of privacy and methodology I hadn't even realized I was trying to answer. I didn't find what I was looking for at the AHA annual meeting—and I think I am all the better for it. **P**

R.E. Fulton is a historian of medicine, gender, and crime holding a master's in American history from the University of Rochester. They tweet @rebfulton.

JULIA BROOKINS

HISTORY ENROLLMENT EDGES SLIGHTLY LOWER

Wide Variation Characterizes 2019–20 Enrollment Numbers



History students at the Tuskegee Institute in 1902.

Frances Benjamin Johnston/Library of Congress

UNDERGRADUATE HISTORY ENROLLMENT trends at colleges and universities in the United States and Canada continue to range widely from one institution to another, but there have been only small changes to the overall number of students taking history courses in recent years. In the latest AHA Enrollment Survey, conducted between May and September 2020, respondents from 113 institutions provided information about enrollments for the past four academic years. The total number of undergraduate history enrollments represented in these survey responses declined by 1.36 percent: from 338,150 in 2016–17 to 333,568 in 2019–20 (Fig. 1).

Of course, the year that just concluded was deeply unusual. Though the data presented here include spring 2020, most students attending college in March remained enrolled through the end of the spring term, so the bulk of pandemic-related disruptions are not yet visible in the numbers. We expect to see the changes to higher education wrought by the coronavirus pandemic reflected in next year's responses.

Some readers surveying our data from the pre-pandemic past—especially those who have been following the dramatic slide in the number of history majors for many years—might be heartened to find here a change of only 1 percent. After rising 1.26 percent two years ago, enrollment fell 1.26 percent the next year, then fell again 1.35 percent. But a closer look suggests trouble ahead. While enrollments add up pretty closely for 2018–19 and 2019–20, examining responses by institution type reveals more significant declines in almost all categories, with broader declines

offset by relative stability at research universities, which tend to be larger and are overrepresented in number among AHA survey respondents. Across the 23 baccalaureate colleges that participated, for example, enrollment declined more than 6 percent in the last year, following two years of declines totaling less than one-half of 1 percent.

The bulk of pandemic-related disruptions are not yet visible in the numbers.

While this survey is open to any history unit (or joint unit that includes history), responses came from 107 four-year institutions in the United States and six Canadian universities. To display the Carnegie classifications here, the six Canadian universities are grouped separately. While imperfect, the AHA vantage point can help to discern patterns both in the external, structural changes that are affecting history programs and in the actions undertaken by faculty, staff, students, and alumni who are working to fend off more severe declines.

Within the apparent stability of the new totals were huge variations between campuses and annual declines in all but one institutional category: Very High Research Doctoral Universities. This institution type is the largest category in our survey responses, and the stability of history programs within it has largely offset bigger percentage changes on many smaller campuses. In the past year, declines led advances by three to two:

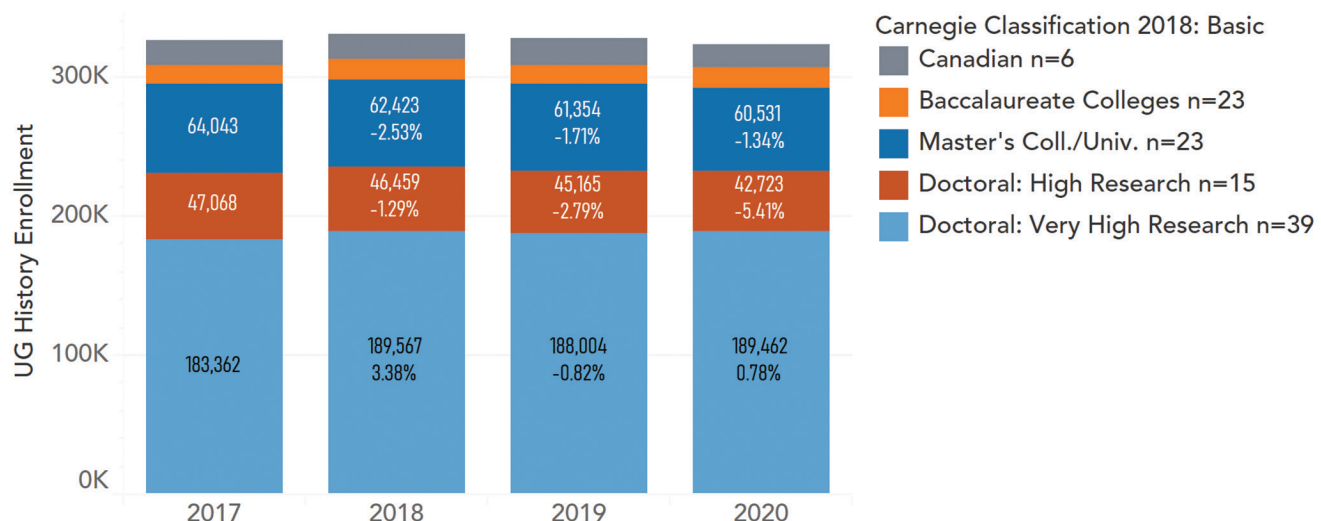


Fig. 1: Undergraduate history enrollment by institution type (n = 113)

67 responding institutions saw declines in enrollment since last year, 45 saw increases, and one had level enrollment. Over the past four years, history enrollments have fallen at some institutions (even a few large ones) by totals of 30 percent or even 53 percent; at others, enrollment has risen by up to 53 percent.

Even among the 15 High Research and 39 Very High Research Universities, we can see a difference in the fortunes of history at public versus private institutions. At the 13 private research institutions, history enrollments were up 3.47 percent last year and 0.4 percent the previous year; at the 41 public research institutions (a much larger group), enrollment was down around 1 percent last year, after falling 1.4 percent the year before (Fig. 2).

The general enrollment trend in history, as in most fields, is composed of smaller, sometimes unrelated trends that have an impact on how difficult a given intervention might be: the number of history majors and minors; students enrolling to fulfill general education requirements or taking courses to meet the requirements of other majors (education, for example, or a global studies program); and students choosing to take history courses as electives. The

numerical significance of each stream of potential students will vary by department. Chairs, faculty members, and advisers have only so much capacity to pursue recruitment strategies and will report mixed success depending on the quality of the data used to develop a strategy and on the elasticity of student demand for history courses. A session on recruitment at the 2020 AHA annual meeting (described by Rachel Feinmark in the April 2020 issue of *Perspectives on History*) found that a common thread among different successful enrollment initiatives was the investment of time and care in building a strong sense of disciplinary community and belonging for students in history.

There were huge variations between campuses and annual declines in all but one institutional category.

Some more curricular-focused approaches might include offering popular courses more consistently, developing courses or tracks that appeal to students in popular majors (such as business, health sciences, law, and criminal justice),

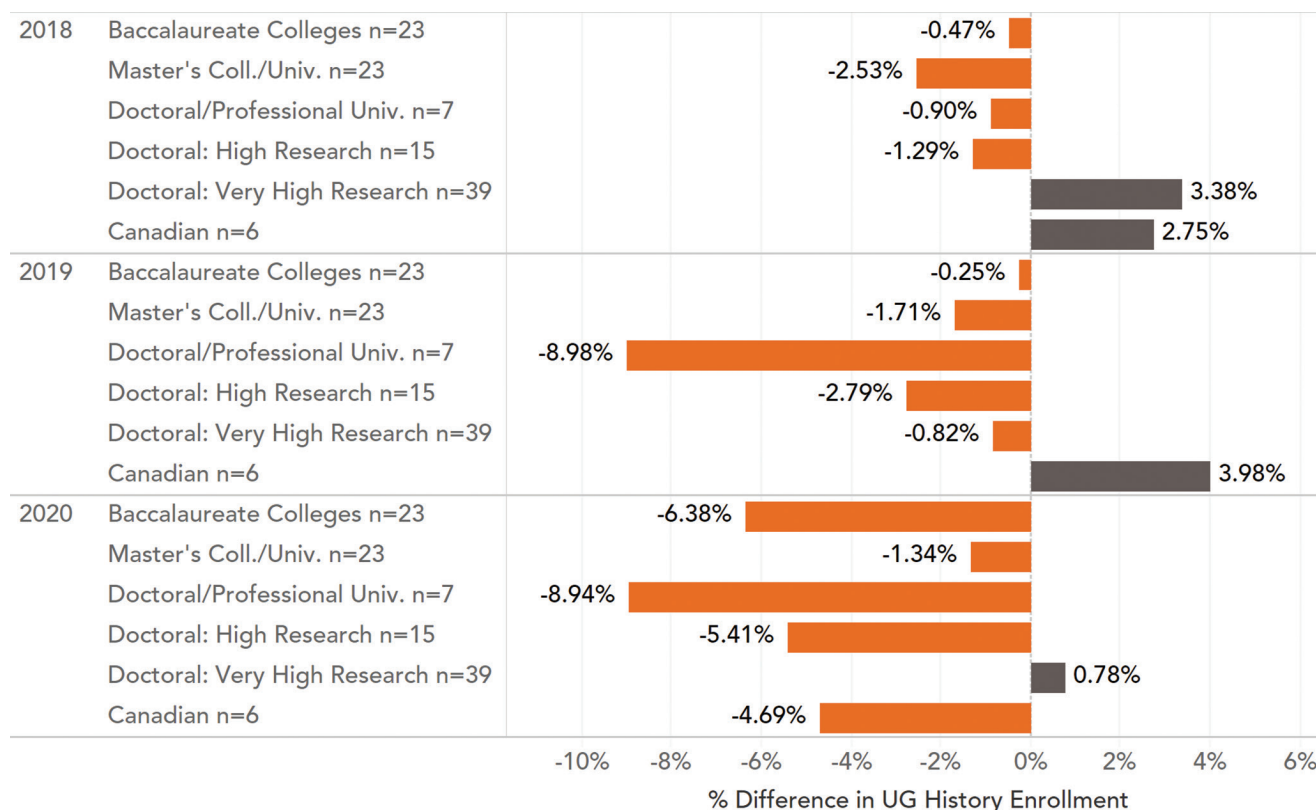


Fig. 2: Change from previous year by institution type (US) or country

and identifying students who are not thriving in their chosen majors but harbor a love of history. One institution that has tried working on several fronts reports:

Our enrollments have been increasing over the last several years (10 percent increase from 2019 to 2020). Why? In part, to be honest, because of the arrival in 2016 of a German historian who teaches a course on Hitler's Germany (he pulled 100 students last time—10 percent of our yearly enrollment). But, in part, we've been marketing a bit more aggressively and trying to offer new courses on topics of more interest to students [and cutting some surveys].

Systematic research on key variables driving enrollment changes remains scarce.

The mix of tactics looks different elsewhere:

In fall of 2017, we introduced a new Law, History, and Society major that is administered by the History Department. It has proven to be very popular and our numbers of majors have grown steadily. We now have 79 LHS majors, in addition to 100 History majors and 64 Economics and History majors. We also boosted enrollment in our minor by revising the requirements in 2017 to allow students to read deeply and broadly with greater choice, while adding a methods class. Finally, we found that teaching introductory writing courses in the History Department and reserving seats in our most popular lecture classes for first- and second-year students have been effective recruitment measures.

In some cases, the reasons for positive change remain unclear:

As the figures earlier demonstrated, our undergraduate enrollments have continued to increase over the last five years. This has occurred while we could easily have experienced a decline in overall enrollment. We have lost many faculty to retirement, have been obeying austerity measures and experienced decreasing institutional support for the Humanities and Humanistic Social Sciences. Our number of majors have stayed steady but not increased. We have been working on increasing our underrepresented minority students both in our major and in our students taking courses,

but this too has remained relatively constant over the last five years.

Conversations with department chairs suggest that enrollment concerns are a top priority for many history departments, and the AHA's virtual chairs seminars have proven a fertile ground for chairs to share enrollment strategies. Still, systematic research on key variables driving enrollment changes remains scarce. While respondents share their sense of what might be causing their enrollment numbers to rise or fall in a given year or over time, survey responses reveal little evidence of institutions or academic units working to discover the underlying patterns of those enrollment choices via systematic inquiry.

Certainly the impressions of faculty and staff members with deep experience in course offerings, instructional staffing, class scheduling, and registration numbers are a starting point. Many departments have implemented strategies to recruit and retain more history majors or to market individual courses with a presumed popular appeal. But if respondents with access to local data and help from staff in institutional research or college-wide advising came up with a set of questions about what variables encourage students to enroll in history courses—and were empowered to collect the relevant data to answer them—the entire history community would benefit. **P**

Julia Brookins is special projects coordinator at the AHA.

NORM JONES

CORE OF THE MATTER

The Complex Roles of History Courses in General Education



The place of history in general education has changed substantially over the course of the 20th century.

Warren K. Leffler/Library of Congress

IN THE BEGINNING, there was the curricular core, and the core included history. My land-grant institution, founded in 1889, required History 1: Europe and History 2: The United States among classes all students took until 1915. By then “career education” had begun eating into the old core, and our current general education was born. Ever since, historians have been defending the distinct place of history in general education curricula. The importance of general education to history enrollments makes it crucial that we understand the changing general education landscape and can articulate the value of historical study for students within that framework.

When the AHA’s Teaching Division began looking closely at the issue of declining enrollments, many historians reported a sense that changes to general education requirements were driving enrollment declines at their institutions. So when the AHA revived its undergraduate history enrollment survey in 2016, it asked respondents (usually a chair or other department administrator) whether there had been recent changes to the general education curriculum, and what place history held in any institutional requirements. Over the five years the survey has run, there have been 487 responses to the prompt “Describe briefly history’s current role in the required general education program for your institution, if any.”

Schools use history reflexively, according to their curricular customs.

The answers paint a picture of how history is used in a wide range of general education programs. Respondents include large two-year schools like Bergen Community College and Salt Lake Community College, liberal arts schools like Kenyon College, religious institutions of all sizes such as Brigham Young University and the Catholic University of America, land grants such as Texas A&M University, techs like Massachusetts Institute of Technology and Virginia Tech, elite private schools like Harvard University, and multicampus systems such as the California State University. Geographically, every region of the United States has been represented, along with a few Canadian schools.

Having worked with general education programs across the country, I used the survey to discover the place of history in general education. The departmental responses to the AHA’s questionnaire reveal history’s multiple roles in general education and history’s many services to nonmajors. Unsurprisingly, history is all over the place, though there are

general patterns. These patterns show us that history’s function in curricula is poorly defined. History seems to belong to all sorts of categories at once—humanities, social sciences, globalization, diversity, critical thinking, writing intensive, core subjects, noncore subjects, preparation for citizenship, something students can avoid, and more. It appears that schools use history reflexively, according to their curricular customs. There are multiple models of general education, each using history in different ways.

In the core model, the oldest form of general education, history is usually required as a distinct, didactic part of a college education. Like classical languages, history was thought to prepare students for life in the educated elite. Which field of history, of course, varies from campus to campus, but it is assumed to be foundational. In these cases, history does not have to define itself, since it is assumed that some is good for everyone. American and world histories are the main credit producers, mandated in many schools. However, many core programs allow choice between several history courses without specifying content. All histories are equal to all other histories: just take one; all are good for you.

The most common general education models use “distribution” systems. These became especially popular in the 1960s and 1970s as prescriptive curricula went out of fashion. In these, students choose from a menu of courses within breadth areas, such as “humanities” or “social sciences.” Here, history is classified equally as either a humanities discipline or a social science discipline. This division is an artifact of the old debates over history’s purpose. Does history civilize or does it predict human behavior? This cleavage in definition continues, according to local custom. For instance, in the Utah System of Higher Education’s eight schools, history is a humanities subject in four and a social science in the other four. Historians do not care, since they do what historians do no matter how their classes are categorized, but when it comes to general education enrollments, it matters deeply.

In many places, the humanities are conflated with the arts and seen as teaching self-understanding, empathy, and expression through textual analysis. This cultural literacy goal is fulfilled by history or any other equivalent discipline, such as literature. On the positive side, being in the humanities often brings higher enrollments because there are fewer humanities disciplines, but all are treated as equals—one or two generic humanities classes will give the student all the exposure to the humanities that is needed. There is seldom an institutional distinction made between various humanities disciplines.

When it is considered a social science, history is equivalent to political science, economics, psychology, and other subjects confusingly lumped in the human sciences. There, history often has lower enrollments because of majors like business and education that require economics or psychology for a social science. At many campuses, students may graduate without a single history course, taking other social sciences. As in the humanities, there is no distinction between the methods and outcomes of history and the other social sciences. One is as good as another.

Where it is a generic, history is just a choice among many. In distribution systems, however, history often has a niche as part of the so-called “education for citizenship,” especially in state systems. During the early Cold War, many states introduced a distinct requirement of US history and sometimes state history. This is a significant source of history enrollments in states like California, Texas, Tennessee, and Utah, but what is taught in such citizenship courses may vary a great deal. History often creates its own smorgasbord within this requirement, treating everything from the US pre- and post-Civil War, the history of a state, and the histories of particular minorities, such as Mexican American history in Texas, as equivalents when it comes to meeting the general education expectations. Some states also mandate American Institutions courses without naming which courses fulfill the mandate, so history competes with political science, economics, and others for students.

Sometimes these citizenship courses spill into another general education goal, preparing students for life in diverse communities. The AHA survey revealed that some schools are dropping American history in their general education frameworks in favor of generic diversity education that can be met by courses not offered by history departments. In many places, American history is being replaced by a range of courses that introduce cultural and global studies and diversity. The definition of diversity varies enormously, campus to campus, but the general idea is to introduce students to an understanding of the “other” and prepare them for life in plural societies.

Another general education pattern has history departments participating in “threads” or “clusters” that map skills across groups of related courses that students are required to take. Overlapping goals, content, and skills, such as research and writing, create a coherent mini-core while providing students with choice. The thematic clusters often include history courses, united under titles like Humanity and Culture, Social Thought and Tradition, or Civilizations.

More complicated general education programs sort courses by student outcomes and goals rather than content or discipline. These may appear labyrinthine to outside and inside observers, requiring departments to code their courses according to complex rubrics. At one major land grant, students choose four courses from five rubrics: Historical Analysis; Knowledge, Cognition and Moral Reasoning; Literature and the Arts; and Social and Behavioral Analysis. This means that students need not take any history courses at all. Or they might take several. At another land grant, history meets the “social scientific thought” requirement, the “historical reasoning” requirement, and the “writing” requirement, but history is not required of anyone. The designations are generally earned course by course, so history per se is not assumed to do anything.

It will help to have a clearly
articulated explanation for what
history does for students.

Additionally, history teaching is valued in places ungoverned by history departments. The need for historical content and method gives historians an important role in interdisciplinary curricula. Many departments report that their faculty are teaching in honors programs, first-year experiences, and other interdisciplinary spaces. There, the skills of historians are valued, but their courses do not give history credit. At one SUNY campus, history professors teach in the first-year writing seminar and the interdisciplinary humanities course.

I suspect readers of *Perspectives* have by now found their general education experience within one or more of these models. The good news is that history is in demand for many different reasons, but why it is in demand is less certain.

As the AHA continues to think about gateway courses and history’s place in the larger curriculum, it will help to have a clearly articulated explanation for what history does for students in the rest of their studies, their future professions, and their civic lives. History deserves an essential place in the curriculum, but we need to work less from our inherited roles and more from our strengths as a discipline. The AHA’s Discipline Core is an excellent place to start. If your school is thinking of “reforming” general education, you need to be ready to articulate what history’s role in the curriculum should be. **P**

Norm Jones is emeritus professor of history at Utah State University and an advisor to the AHA’s History Gateways initiative.

Virtual | AHA

Virtual AHA is a series of online opportunities to bring together communities of historians, build professional relationships, discuss scholarship, and engage in professional and career development. A service to our members as they navigate the current emergency, Virtual AHA provides a forum for discussing common issues, building research networks, and broadening and maintaining our professional community in dire circumstances. It also provides resources for online teaching and other professional and career development. We are creating various kinds of content to help historians connect, while helping us learn more about what our members want and need.

Virtual AHA runs through June 2021. Virtual AHA incorporates the AHA Colloquium, our name for content drawn from the canceled 2021 annual meeting. It also includes an online teaching forum, career development workshops, a series of History Behind the Headlines webinars, National History Center programming, and more. These programs are free, and AHA membership is not required to register. Many of the webinars will be available for later viewing on the AHA's YouTube channel.

See historians.org/VirtualAHA for details. Download the Virtual AHA app at guidebook.com/g/virtualaha for the latest schedule updates and links.

Virtual Exhibit Hall

The AHA Virtual Exhibit Hall will be available online through June 2021. The Virtual Exhibit Hall provides an opportunity to learn about the latest historical scholarship, take advantage of publisher discounts, and network with editors and press staff. If you normally look forward to the exhibits at the annual meeting, the Virtual Exhibit Hall offers a similar experience from the comfort of your home. Best of all, no name badge is necessary: the Exhibit Hall is free and open to the public. Check it out at historians.org/ExhibitHall.

Programming Content Streams

- **AHA Colloquium:** Bringing together communities of historians who ordinarily meet face-to-face at our annual meeting through web-based programming. Visit historians.org/Colloquium for a full list of staff- and participant-produced content.
- **History Behind the Headlines:** Featuring prominent historians discussing the histories behind current events and the importance of history and historical thinking to public policy and culture.
- **Online Teaching Forum:** Helping historians plan for teaching in online and hybrid environments.
- **Virtual Career Development:** Emphasizing career exploration and skill development for graduate students and early career historians.
- **Virtual Seminars for Department Chairs:** Supporting department chairs through the transitions and uncertainties resulting from COVID-19. Webinars will be small-group discussions (capped at 10 participants) facilitated by an experienced department chair.
- **National History Center Congressional Briefings:** Briefings by leading historians on past events and policies that shape the issues facing Congress today.
- **Washington History Seminar:** Facilitating understanding of contemporary affairs in light of historical knowledge from a variety of perspectives. A joint venture of the National History Center of the AHA and the History and Public Policy Program of the Woodrow Wilson International Center for Scholars.

Upcoming Events

Visit historians.org/VirtualAHA for details on these and other events that will be scheduled between now and January.

January 6	AHA Colloquium— <i>Presidential Address: Slow History</i>
January 7	AHA Colloquium— <i>Virtual Assignment Charrette Teaching Workshop</i>
January 7	AHA Colloquium— <i>Plenary: Erasing History</i>
January 7	AHA Colloquium— <i>Online Learning via the Digital Humanities, the Online Classroom, and the Hybrid Classroom</i>
January 8	AHA Colloquium— <i>Late-Breaking Plenary: The International Implications of the US Election</i>
January 8	AHA Colloquium— <i>Cocktails and Coffee with the Committee on Minority Historians</i>
January 9	AHA Colloquium— <i>Committee on LGBTQ Status in the Profession Open Forum and Coffee</i>
January 12	AHA Colloquium— <i>New Military History</i>
January 14	AHA Colloquium— <i>Fugitivity</i>
January 15	AHA Colloquium— <i>Fine Tuning Program Outcomes: A Curriculum Mapping Workshop</i>
January 19	AHA Colloquium— <i>The Public and the Historical Enterprise: What Do They Know? What Do They Do?</i>
January 20–22	AHA Colloquium— <i>Don't Panic! The Futures of History from the Liberal Arts College Perspective (three-event series)</i>
January 21	AHA Colloquium— <i>History PhDs in the World of Entrepreneurship</i>
January 26	AHA Colloquium— <i>Beyond Conflict: Archive and Ethics in the Middle East</i>
January 29	History Behind the Headlines— <i>Preserving Records: Archives and Presidential Transitions</i>

In Case You Missed It

The following recordings are available on the AHA's YouTube channel:

Online Teaching Forum

- Teaching History This Fall: Strategies and Tools for Learning and Equity
- Dual and Concurrent Enrollment in History: Strengthening Programs and Learning
- History Gateways: “Many Thousands Failed” in 2020: A Conversation with Drew Koch
- History TAs in the Time of COVID
- Deep Thoughts: Metacognition and Teaching History

Career Development

- What Is Grad School Really Like?
- Careers for Historians in the Tech Industry
- Making the Most of Your Postdoc

AHA Colloquium

- Doing Research during COVID-19
- The Crisis of Democracy

History Behind the Headlines


- Presidential Debates in Historical Perspective
- Historians Reflect on the 2020 Election

Washington History Seminar

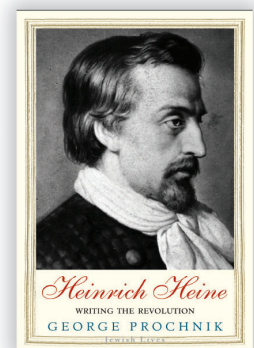
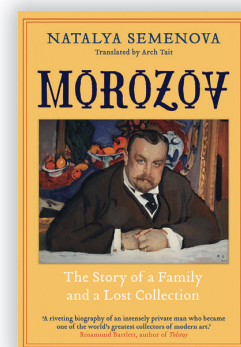
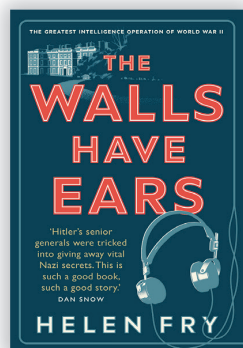
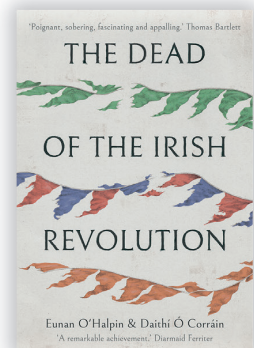
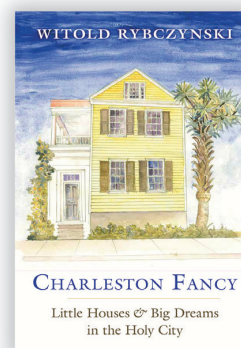
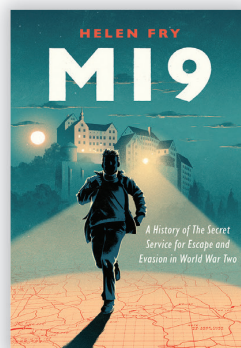
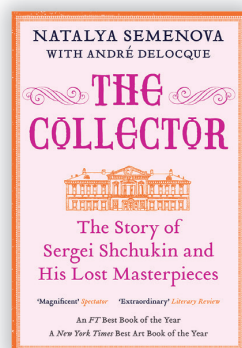
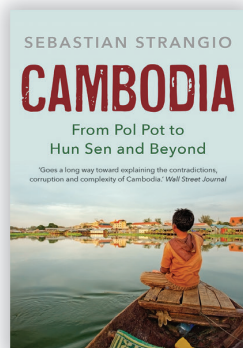
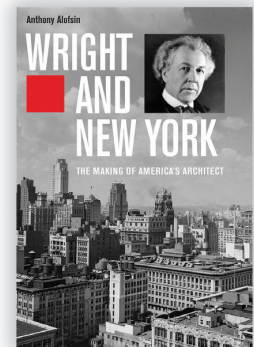
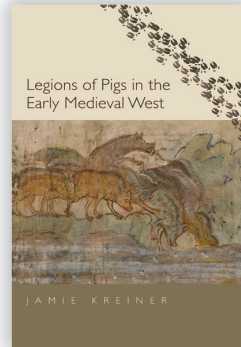
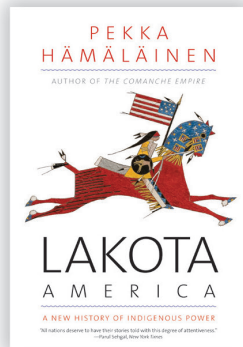
- Recordings are available on the National History Center's YouTube channel.

Further Information about the AHA Colloquium for Those Accepted for the 2021 Program

People originally scheduled to be on the 2021 program have a variety of options for sharing their work. We are looking forward to working with participants on creative new ways to share their work. Keep an eye on historians.org/VirtualAHA for regular updates.

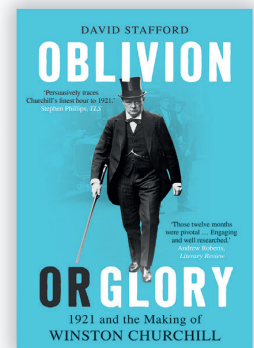
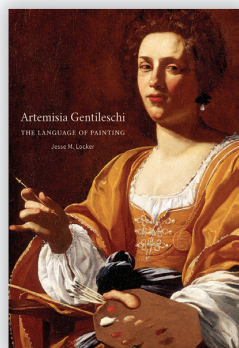
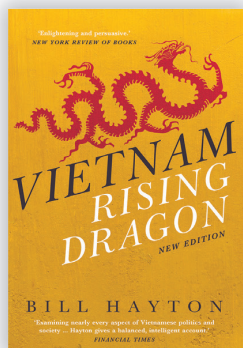
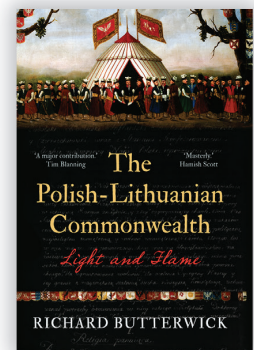
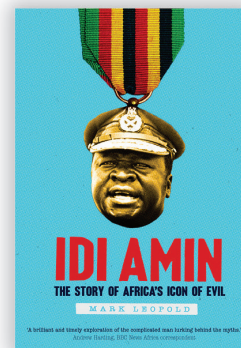
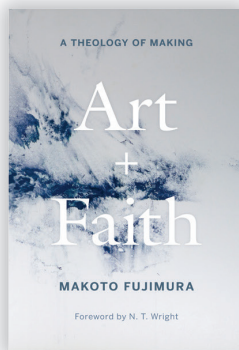
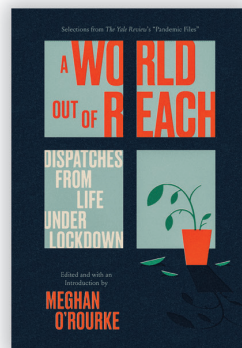
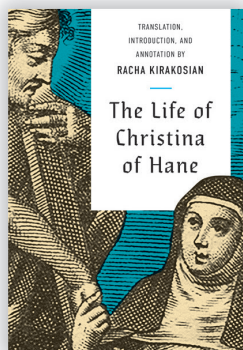
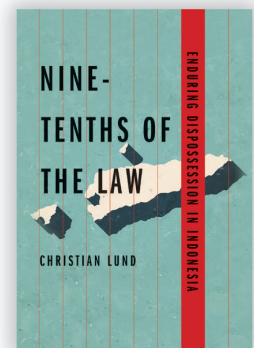
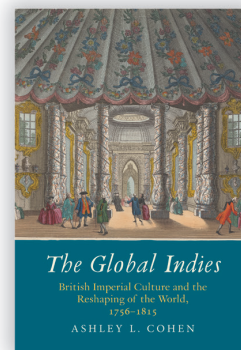
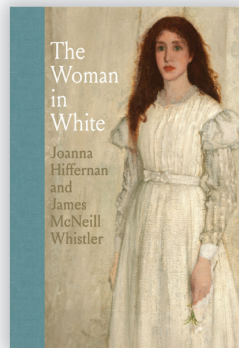
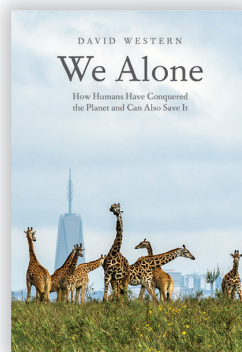
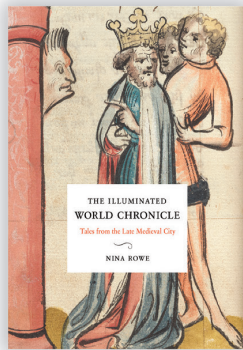
A PDF program documenting all sessions accepted by the AHA Program Committee and the affiliated societies was posted at historians.org/program in early November so that participants can validate their expected participation for their CVs. Anyone who was expecting to deliver a prepared presentation will have the opportunity to post written remarks on the AHA website. 

Yale UNIVERSITY PRESS



yalebooks.com

Yale UNIVERSITY PRESS



Go to [YaleBooks.com/AHA 2021](https://YaleBooks.com/AHA2021) for 30% off these and other Yale Press books in History

yalebooks.com

ASHLEY E. BOWEN

NORMAN ROCKWELL MEETS PEYTON PLACE

An Interview with New AHA President Jacqueline Jones

Jacqueline Jones (Univ. of Texas at Austin) steps into the role of AHA president at a moment when history as a discipline has been front and center in American discourse. Jones, who earned her PhD from the University of Wisconsin–Madison in 1976, became interested in the intersection of identity and history as a child growing up in a small town in Delaware. The village, which Jones describes as a cross between Norman Rockwell and *Peyton Place*, fostered Jones’s early interest in “how people identify themselves.” This central question became the starting point for a distinguished career in labor history.

Her scholarship has earned her many accolades and honors. Jones, the author of 10 books, has twice been a finalist for the Pulitzer Prize: first for *Labor of Love, Labor of Sorrow: Black Women, Work, and the Family from Slavery to the Present* (Basic Books, 1985) and then for *A Dreadful Deceit: The Myth of Race from the Colonial Era to Obama’s America* (Basic Books, 2013). Her most recent book, *Goddess of Anarchy: The Life and Times of Lucy Parsons, American Radical* (Basic Books) was published in 2017. She is currently working on a study of the Black laboring classes in Boston from 1850 to 1870.

Among other awards, Jones has won the Bancroft Prize in American History, the Taft Prize in Labor History, the Spruill Prize in Southern Women’s History, and the Brown Publication Prize in Black Women’s History. She was named a MacArthur Fellow in 1999 and is a member of the American Academy of Arts and Sciences. Jones served as the chair of the University of Texas at Austin history department from 2014 to 2020.

The AHA welcomes Jones as its 137th president during a virtual Council meeting in January 2021. *Perspectives* spoke to Jones in November 2020 about her career, her goals for her term as AHA president, and her time as a 4-H member.

What influenced your interest in history?

I grew up in a small town in Delaware, in a house next door to my grandparents. That all sounds rather Norman

Rockwellian, but in fact the village (population: 500) was cross-cut by all sorts of social divisions that, from a young age, I found alternately thrilling and terrifying. It was Rockwell with a dash of *Peyton Place*.

I am constantly amazed and impressed by the generosity of people in our profession.

Under the village’s seemingly placid surface were conflicts based on religious affiliation, race, age, class, and education. The village had four small but historic churches—three Methodist and one Presbyterian, two Black and two white. The Black kids in town were bused to a separate school several miles away. When I was growing up, age became a major conflict: rock and roll music provoked consternation among the town’s adults. Class and education divisions were easy to find, with recent arrivals from Appalachia pitted against long-term residents and salaried workers against farmers and wage employees, with college-educated folks in a distinct minority. The grown-ups gossiped about cases of domestic abuse and extramarital sex, and everybody seemed to know everybody else’s business. I was fascinated by the different ways people identified themselves, and I developed an abiding curiosity about the origins of the local public segregated schools; the white one I attended was integrated in 1955.

Did you enjoy history in high school, or did you find the discipline later?

Despite that interest in local history, I will admit that I was an indifferent student of history through high school. At the University of Delaware, I changed my major multiple times, finally landing on American studies because it allowed me to avoid focusing on any one topic. In my junior year, I took a course in African American history, and I finally got interested in

history. I wrote a senior thesis and found that I enjoyed doing research in the cramped quarters of the Delaware Historical Society, at that time a storefront on Market Street in Wilmington. I began to learn more about my hometown, which had its glory days in the late 18th century and then fell into a steep decline after the railroad bypassed it in the early 1800s.

You've written several award-winning books and are a prolific writer. What is your writing process like?

I am a firm believer in outlines, the longer and more detailed the better. I don't hesitate to send drafts to colleagues and friends for suggestions; their comments and criticism invariably help make my work better, and I am constantly amazed and impressed by the generosity of people in our profession.

Writing is just one part of your career. How do you integrate your teaching and research?

One of the most rewarding aspects of teaching for me is introducing students to documents I have found in the course of my research; they get excited about the material by

analyzing primary sources. A favorite assignment for undergraduates is the "document in socio-historical perspective." I provide a primary source, and in a few pages, the students summarize the document, analyze its purpose and the rhetoric used by the author, and then discuss its larger significance in the context of what we have discussed in class.

You teach in a state, Texas, that has a huge influence on the nation's history curriculum. How does your location impact your teaching?

Texas requires all students at publicly funded universities to take at least six credit hours of history to graduate. I have taught the second half of the American history survey, which in our department can have as many as 400 (in-person) students, and many more when taught remotely. Of course, teaching assistants are essential for this size class.

The Texas State Board of Education has developed what are called the Texas Essential Knowledge and Skills (TEKS), the state standards for what students should know in each subject and grade level. Those standards apply only to K–12, not the college level, so at the University of Texas at



The Old New Castle County Courthouse, built in 1732 and pictured here in 1936, is just one historic place in Jackie Jones's home county in Delaware.

W.S. Stewart/Library of Congress. Image cropped

Austin, my colleagues and I teach history the way we see fit, untethered by rigid metrics or state-imposed standards.

What goals do you have for your term as AHA president?

Because of the pandemic and, more generally, the economic and political turmoil around the world, more people than ever are interested in learning about history. The AHA must continue to cultivate and respond to this interest. When the times call for it, we can provide historical context for pressing issues of the day and correct widespread misapprehensions about the past.

Historians can provide context for pressing issues of the day and correct widespread misapprehensions about the past.

As I outlined in my column this month, the pandemic continues to disrupt historical work, and I hope that the AHA can help historians and the institutions they serve to work through these challenges in productive ways. I have appreciated Virtual AHA, the ongoing webinar series, which offers historians an opportunity to share ideas and innovative solutions to these problems. The Remote Teaching Resources, funded by an NEH CARES Grant, provides materials especially suited to the remote classroom. We should continue and enhance these efforts.

Finally, I am particularly pleased to be part of a new initiative that will focus on documenting and confronting the history of the AHA's role in legitimating and promoting racist scholarship and racism within the discipline of history.

What do you remember about attending your first AHA annual meeting?

I think the 1982 meeting in Washington, DC, was my first annual meeting—certainly, that was the first meeting at which I presented. Mostly, I remember feeling overwhelmed. I think I was presenting a paper based on research I did for my dissertation. I was nervous about my own panel, but also eager to attend others, and there were so many choices that I found the whole scene frustrating and exhilarating at the same time. Also, I quickly developed a habit of trying to read name tags without appearing to do so; I was star-struck by seeing many historians whom I admired for the first time. Perusing the book exhibits reminded me of that scene in the

movie *Moscow on the Hudson*, where Robin Williams's character goes into a grocery store and has a meltdown over the many different kinds of coffee he can choose from. (Williams babbled about coffee, I muttered, "Books, books, books.")

Tell us something quirky about yourself, unrelated to history. Any hidden talents or unique hobbies?

When I was in junior high and high school, I was a member of a local 4-H club. Though I didn't raise any farm animals, I exhibited my share of baked goods, homemade clothing, and vegetables at county and state fairs. During one food demonstration, I cut my finger with a paring knife and bled all over the salad; a large overhead mirror provided a good view for the audience and judges. One of the judges came over to me and handed me a Band-Aid. I put it on and finished the salad. However, that ended my career as a serious 4-H-er.

I did learn to sew, though! **P**

This interview has been edited for length and clarity.

Ashley E. Bowen is the editor of Perspectives on History. She tweets @AEBowenPhD.



*Guittard Book
Award for Historical
Scholarship*

Belief and Politics in Enlightenment France:

Essays in Honor of Dale K. Van Kley

Edited by Drs. Mita Choudhury, Vassar College,
and Daniel J. Watkins, Baylor University

Oxford University Studies in the Enlightenment
Liverpool University Press, 2019



Ellis W. Hawley

1929–2020

Historian of the United States; AHA 50-Year Member

Ellis Hawley, a much-admired historian of the 20th-century United States, died on September 15, 2020. He was a beloved faculty member, colleague, and mentor to a veritable army of junior colleagues and graduate students at the University of Iowa and around the country.

It is difficult to overstate the importance of the originality Hawley brought to the study of American political economy and political development. With his earliest work, *The New Deal and the Problem of Monopoly: A Study of Economic Ambivalence* (Princeton Univ. Press, 1966), he reshaped interpretation of the New Deal's often contradictory prescriptions for economic recovery and institutional reform. This led him to examine the origins and nature of Herbert Hoover's idea of the associative state—an approach to public policy that prescribed a new form of “private government” in which the state would manage and guide private actors by facilitating their self-organization rather than regulating markets directly. Hawley also emphasized the enduring influence of the Great War on domestic policy, and the impact Hoover's ideas had on American politics and public life. These insights are embodied in *The Great War and the Search for a Modern Order: A History of the American People and Their Institutions, 1917–1933* (Waveland Press, 1979) and in his contributions to *Herbert Hoover and the Crisis of Modern Capitalism* (Schenkman Publishing, 1973).

The interpretive originality of Hawley's work is most concisely and powerfully put forth in his influential essay “Herbert Hoover, the Commerce Secretariat, and the Vision of an ‘Associative State,’ 1921–1928” (*Journal of American History*, 1974). He argued that Hoover as secretary of commerce sought to reinvent the American state as an instrument for guiding business associations and trade groups toward a more cooperative and efficient “non-statist commonwealth.” The body of his scholarship has been both an inspiration to and critique of the new Hoover revisionism in recent decades. One of his last published works, “Herbert

Hoover and the Historians—Recent Developments: A Review Essay” (*Annals of Iowa*, 2018), engages the newest scholarship on Hoover and, with his characteristic modesty, understates his own place in the field. In an era when distrust of “big government” remains politically salient, Hawley's focus on Hoover's alternative to statism contributes to the continuing relevance of his work. In 1995, the Organization of American Historians established the annual Ellis W. Hawley Prize in his honor for “the best book-length historical study of the political economy, politics, or institutions of the United States in its domestic or international affairs from the American Civil War to the present.”

Born in Cambridge, Kansas, Hawley earned a bachelor's degree from Wichita State University, a master's from the University of Kansas, and, after two years of service as a second lieutenant in the US Army (1951–53), a PhD at the University of Wisconsin–Madison in 1959 under the guidance of Howard K. Beale. The abiding influence of his years at Madison and his work with Beale are discernible in his early scholarship on the New Deal and corporatism, and what might be termed a “Beardian” focus on the interplay of economic institutions and the state. From 1957 to 1968, he taught at North Texas State University, where he rose to full professor, before coming to the University of Iowa, by way of Ohio State University, in the fall of 1969. He served the balance of his long and much-celebrated career at Iowa, including a term as department chair from 1986 to 1989, and retired in 1994. At Iowa, he had a profound influence on generations of students who took his always-popular courses on the New Era/New Deal, on the rigorous graduate comprehensives fields he supervised, and, in particular, on the 19 students whose dissertations he directed to completion, at least 10 of which have been published as monographs.

Ellis Hawley was deeply revered by his colleagues and his students alike—for the brilliance of his scholarship, for his deep commitment to his department and its democratic culture, for the modesty of his bearing, and for the high ethical standard he always embodied in his personal and professional interactions. He leaves a rich legacy as a historian, teacher, and deeply humane person.

Shelton Stromquist
University of Iowa (emeritus)

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.



GEORGIA

EMORY UNIVERSITY

Atlanta, GA

Cahoon Family Chair in American History. The Department of History at Emory University is excited to announce the establishment of the Cahoon Family Chair in American History. We invite applications from scholars at the associate professor or full professor rank with research and teaching expertise in pre-20th-century Native American history. We are especially interested in applications from women, members of underrepresented groups, protected veterans, and individuals with disabilities, as well as others who would bring additional diversity to the university's research and teaching endeavors. Applicants will be expected to teach courses at both the undergraduate and graduate levels and to provide intellectual and programmatic leadership across the university and throughout the broader community. Applicants should submit a letter of application, a CV, and a statement explaining their experience and vision regarding the teaching and mentorship of students from diverse backgrounds. Review of applications will begin January 4, 2021. Full consideration will be given to applications received up to at least 30 days after review begins. The appointment will begin on September 1, 2021. Inquiries can be directed to Joseph Crespi, History Department Chair, at jrcrespi@emory.edu. Emory is using Interfolio's Faculty Search to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials free of

charge. Apply to <https://apply.interfolio.com/80156>. Emory University is an AA/EOE. Women, minorities, people with disabilities, and veterans are strongly encouraged to apply.



MAINE

COLBY COLLEGE

Waterville, ME

Tenure-Track Assistant or Associate Professor, History of the Atlantic World. The Department of History at Colby College invites applications for a tenure/tenure-track assistant or associate professor of the history of the Atlantic world, within a global context beginning September 1, 2021. The department is a community of engaged teacher-scholars who teach a diverse array of courses from surveys to specialized seminars grounded in our research. We are searching for a teacher-scholar with a focus on the Atlantic World, preferably in the early modern era. The department is open to expertise on all themes, including (but not exclusively) intellectual history, histories of race, gender, and sexuality, and histories of trans-Atlantic slavery, migration, trade, and empire. Reflecting the department's increasing focus on global history, the candidate's research and teaching interests should speak to global contexts, positioning the worlds constituted around the Atlantic in comparative perspective. The department is especially interested in scholars whose work is not focused on North America. The successful candidate will also be expected to teach HI 276, Patterns and Processes in World History. We are particularly interested in hearing from candidates who will

bring to the classroom experiences, identities, ideas, and ways of engaging that will resonate with History's, and Colby's, increasingly diverse student body. We are searching for candidates with great potential to be innovative, effective, and inclusive teachers of history at Colby, who may be willing to make use of resources made available by the Colby Museum of Art, Special Collections, and the Mule Works Innovation Lab. In evaluating this potential, we will give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered. The Colby History Department is committed to professional development and the future advancement of all its members. In evaluating this potential, we will give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered. Please submit a cover letter, CV, three confidential letters of recommendation, a representative sample of current scholarship, e.g., reprints of recently published work, and statements of teaching philosophy and research interests that demonstrates commitment to the value of diversity and to inclusive teaching via Interfolio at <https://apply.interfolio.com/81132>. Review of applications will begin on January 11, 2021, and will continue until the position is filled. Questions about this search should be directed to historysearch@colby.edu.

Tenure-Track Assistant Professor, East Asian History. The Department of History at Colby College invites applications for a tenure-track assistant professor of East Asian history, within a global context beginning September 1, 2021. The department

is a community of engaged teacher-scholars who teach a diverse array of courses from surveys to specialized seminars grounded in our research. We are searching for a teacher-scholar specialized in East Asian (China, Japan, or Korea) history, with a preferred focus on gender and sexuality or race. The successful candidate will be an enthusiastic and engaged teacher and a dedicated scholar, committed to their research. Reflecting the department's own increasing focus on global history, the candidate's research and teaching interests should speak to global contexts, positioning their research within comparative, transregional perspectives. The position is open to scholars of any historical period, with a preference for candidates who would be able to offer courses on both the early and modern eras. The successful candidate will also be expected to teach HI 276, Patterns and Processes in World History. We are particularly interested in hearing from candidates who will bring to the classroom experiences, identities, ideas, and ways of engaging that will resonate with the increasingly diverse student body at Colby and in the History Department. We are searching for candidates with great potential to be innovative, effective, and inclusive teachers of history at Colby, who may be willing to make use of resources made available by the Colby Museum of Art, Special Collections, and the Mule Works Innovation Lab. In evaluating this potential, we will give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered. The Colby History Department is committed to professional development and the future advancement of all its members. In evaluating this potential, we will

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.

give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered. Please submit a cover letter, CV, three confidential letters of recommendation, a representative sample of current scholarship, e.g., reprints of recently published work, and statements of teaching philosophy and research interests that demonstrates commitment to the value of diversity and to inclusive teaching via Interfolio at <http://apply.interfolio.com/81137>. Review of applications will begin on January 11 and will continue until the position is filled. Questions about this search should be directed to: historysearch@colby.edu.

Visiting Assistant Professor, Russian and Soviet History.

The History Department at Colby College invites applications for a one-year replacement position for a visiting assistant professor in Russian and Soviet history, to begin September 1, 2021. The department is a community of engaged teacher-scholars who teach a diverse array of courses from surveys to specialized seminars grounded in our research. We are searching for a teacher-scholar with a focus on Russian and/or Soviet history. The candidate will teach four courses including two survey courses (one in imperial Russian history, one in Soviet history). The two other courses might explore such themes as ethnicity, race, and nation; science, technology, and environment; sexuality and gender; or monarchy, autocracy, and authoritarianism. Ability to teach a topical intensive writing course for first-year students is an advantage. We are particularly interested in hearing from candidates who will bring to the classroom experiences, identities, ideas, and ways of engaging that will resonate with History's, and Colby's, increasingly diverse student body. We are searching for candidates with great potential to be innovative, effective, and inclusive teachers of history at Colby. In evaluating this potential, we will give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered if candidate will complete degree requirements before September 2021. The Colby History Department is committed to professional development and the future advancement of all its members. Please submit a cover letter, CV, three confidential letters of recommendation, and a statement of teaching philosophy and research interests that demonstrates commitment to the

value of diversity and to inclusive teaching via Interfolio at <http://apply.interfolio.com/79645>. Review of applications will begin on January 4, 2021, and will continue until the position is filled. Questions about this search should be directed to historysearch@colby.edu.

Visiting Assistant Professor, World History/Africa.

The History Department at Colby College invites applications for a one-year replacement position for a visiting assistant professor in world history with a regional specialization in Africa, to begin September 1, 2021. The department is a community of engaged teacher-scholars who teach a diverse array of courses from surveys to specialized seminars grounded in our research. The department is open to expertise on all themes, including (but not exclusively) intellectual history, histories of race, gender, and sexuality, and histories of migration, trade, and empire. Reflecting the department's increasing focus on global history, the candidate's research and teaching interests should speak to global contexts. The successful candidate will also be expected to teach HI 276, Patterns and Processes in World History. We are particularly interested in hearing from candidates who will bring to the classroom experiences, identities, ideas, and ways of engaging that will resonate with History's, and Colby's, increasingly diverse student body. We are searching for candidates with great potential to be innovative, effective, and inclusive teachers of history at Colby, who may be willing to make use of resources made available by the Colby Museum of Art, Special Collections, and the Mule Works Innovation Lab. In evaluating this potential, we will give particular weight to candidates who have successfully designed and taught their own courses. PhD preferred, but ABD will be considered. The Colby History Department is committed to professional development and the future advancement of all its members. Please submit a cover letter, CV, three confidential letters of recommendation, and a statement of teaching philosophy and research interests that demonstrates commitment to the value of diversity and to inclusive teaching via Interfolio at <http://apply.interfolio.com/79641>. Review of applications will begin on January 4, 2021, and will continue until the position is filled. Questions about this search should be directed to historysearch@colby.edu. Colby is a private, coeducational liberal arts college that admits students and makes employment decisions on the basis of

the individual's qualifications to contribute to Colby's educational objectives and institutional needs. Colby College does not discriminate on the basis of race, color, gender, sexual orientation, gender identity or expression, disability, religion, ancestry or national origin, age, marital status, genetic information, or veteran's status in employment or in our educational programs. Colby is an EOE, committed to excellence through diversity, and encourages applications from qualified persons of color, women, persons with disabilities, military veterans and members of other under-represented groups. Colby complies with Title IX, which prohibits discrimination on the basis of sex in an institution's education programs and activities. Questions regarding Title IX may be referred to Colby's Title IX coordinator or to the federal Office of Civil Rights. For more information about the College, please visit our website at <http://www.colby.edu/>.



UNIVERSITY OF MINNESOTA

Minneapolis, MN

Open Rank Professor of History, Universities and Power.

The Department of History at the University of Minnesota invites applications for an historian (open rank) who investigates how institutions, particularly institutions of higher education, affect their communities and regions in a variety of ways including the reproduction of social power and inequality. The successful candidate will conduct research on the history of the University of Minnesota in relation to communities and organizations within Minnesota, working in close collaboration with archivists at the University Libraries. We are especially interested in candidates with expertise in the history of institutions, including institutions of higher education, as well as their intersections with Indigenous, African American, and/or women's and gender history. The new hire will take a community-engaged approach to archival and interpretive work, involving students, alumni, and other stakeholders in a process of collaborative inquiry. In addition to developing undergraduate and graduate courses that align with the candidate's research expertise and serve the department's curriculum, the new hire will be asked to develop one or more dynamic courses on the history of the

University of Minnesota that will involve students in processes of research and interpretation and place the University in conversation with histories of higher education in the upper Midwest. The teaching responsibilities of the new colleague would be in both the Department of History and the program in Heritage Studies and Public History; the precise details to be determined by the colleague's expertise. The University Libraries is hiring an additional archivist to work in the University Archives; it is anticipated that this colleague will work closely with archivists in University Archives and with other curators in the department of Archives and Special Collections. We would encourage this colleague to explore the possibility of team-teaching with an archivist. The position would also be a welcome addition to the program in Heritage Studies and Public History. This colleague would mentor public historians in the Masters and PhD minor programs and would help integrate the history of the University into the array of diverse community-engaged public history projects that HSPH has developed in collaboration with the Minnesota Historical Society and other institutions. The colleague would also work with PhD students in the Department of History. The Department of History has a strong commitment to diversity. We encourage scholars from underrepresented groups to apply. We welcome experience working with diverse students, in multicultural environments, and interest in developing curricula related to diverse populations. Appointment will be 100% time over the nine-month academic year (late-August to late-May). The position will be open rank and open appointment type (tenure track, tenured, contract). The rank will depend on the qualifications and experience of the candidate, and consistent with collegiate and University policy. A completed PhD or foreign equivalent in history or in a related field with a focus on history, in hand before beginning the appointment (August 30, 2021), and scholarship on a topic appropriate to the position, broadly conceived, are required. Candidates must demonstrate scholarly excellence with evidence of potential for scholarly distinction and an ability to teach at both the undergraduate and graduate levels. Salary is competitive. Apply at <https://hr.myu.umn.edu/jobs/ext/338085>.

JONATHAN MORRIS

THE FAEMA E61 ESPRESSO MACHINE

Pushing one's way through a crowded bar to reach the counter and down a quick coffee before heading off to work is one of the everyday rituals of Italian life. Although it can feel like chaos, it is actually a highly choreographed performance, starring the barista, supported by a coffee machine capable of rapidly brewing cup after cup of espresso, freeing its operator to orchestrate the show going on around them. The coffee bar has been hailed as Italy's "minimum unit of civilization," where the chatter that constitutes the pulse of the community takes place.

Coffee entered Europe through Venice in the 1570s, and so-called "espresso" machines, using pressure to speed up the coffee brewing process, were first manufactured in Milan in 1905. The Italian coffee bar experience, however, was the product of the postwar "economic miracle" that transformed an agrarian country into an urban, industrial one. Underpinning this revolution was the appearance in 1961 of an espresso machine that redefined the beverage, the brewing technology, and, above all, the business model that it supported: the Faema E61.

This was the first commercially successful semi-automatic espresso machine. It took advantage of the country's electrification by replacing manually operated levers with an on/off switch controlling delivery. This activated an electrical volumetric pump that passed hot water through the coffee under a constant nine bars of pressure, now the standard parameter for Italian espresso. Previous machines used boilers to heat the water directly. The E61 drew cold water from an external source, passed it through a heat exchanger situated within its boiler, and deposited it into the brew head. Connected to the public water supply, the machine was capable of "continuous

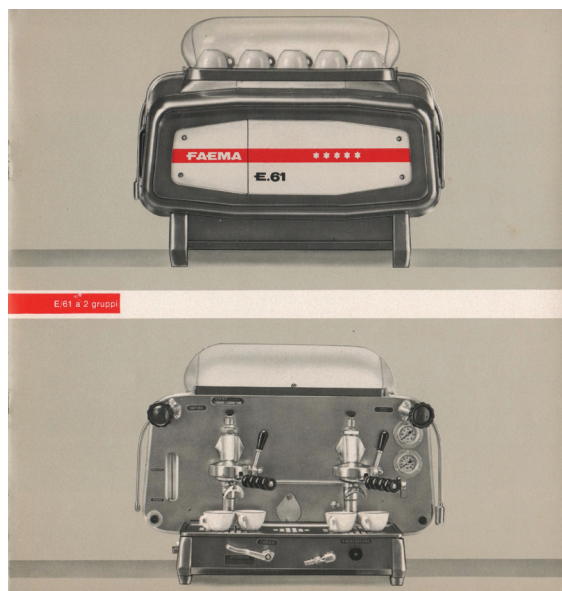
delivery" of coffees, without any interruptions to recharge the boiler.

The E61 was to espresso drinking what the Mini Cooper was to automobiles. The physically imposing machines of the first half of the century, featuring beautifully stylized casings wrapped around vertical boilers, were rendered outmoded by a squat little intruder fronted with a trendy piece of pop-art branding and a cute translucent plastic cup warmer cover sitting on top. The machine stood just 22 inches high because the boiler had been turned onto its side to allow the barista to chat over the top to the customer. By bending the steam wands at the ends of the machine toward them, baristas could perform all the elements of coffee preparation without needing to move from one spot.

The E61 was Italy's best-selling coffee machine of the 1960s, finding particular favor among proprietors of small establishments who worked alone. Faema moved into the production of all kinds of bar fixings and fittings but fell victim to overexpansion in the 1970s, enabling other manufacturers to share in the opportunities created by the later rise of the international coffee shop format embodied by Starbucks. It was the E61, however, that made possible the Italian espresso-downing ritual that is now being proposed for UNESCO listing as an element of the intangible cultural heritage of humanity. **P**

Jonathan Morris is professor of modern history at the University of Hertfordshire. He tweets @coffeehistoryjm.

Photo courtesy MUMAC Archive (Coffee Machine Museum by Gruppo Cimbali—Italy)





AMERICAN HISTORICAL ASSOCIATION

Looking for an Edge?

Learn about the **FIVE SKILLS** you can develop in graduate school to shape your career path — both within and beyond the professoriate.

Visit historians.org/fiveskills for information, helpful resources, and more!

AMERICAN HISTORICAL ASSOCIATION

Career Center

Visit historians.org/careers to find or post a job today!

For Job Seekers

FREE and Confidential Resume Posting

Upload your resume in seconds to reach employers, confidentially if you choose.

Job Search Control

Quickly and easily find relevant job listings and sign up for automatic email notification of new jobs that match your criteria.

Easy Job Application

Apply online and create a password protected account for managing your job search

Saved Job Capability

Save up to 100 jobs to a folder in your account so you can come back to apply when you're ready.

For Employers

Unmatched, Targeted Exposure for Postings

The AHA is the largest professional organization in the United States for historians.

Easy Online Job Management

Enter job descriptions; check the status, renew, or discontinue postings; make payments online.

Resume Database Access

Search the resume database and use an automatic notification system to receive emails when new resumes match your criteria.

Employment Branding Opportunities

Include information about your institution and a link to your website.

Statement of Ownership, Management, and Circulation

1. Publication Title: *Perspectives on History*
2. Publication Number: ISSN 1940-8048
3. Date of Filing: September 25, 2020
4. Issue Frequency: September, October, November, December, January, February, March, April, May
5. Number of Issues Published Annually: Nine (9)
6. Annual Subscription Price: \$65 (for institutions)
7. Complete Mailing Address of Known Publication Office:
400 A St., SE, Washington, DC 20003-3889
Contact Person: Ashley E. Bowen (202) 544-2422
8. Complete Mailing Address of the Headquarters or General Business Office of Publisher: 400 A St., SE Washington, DC 20003-3889
9. Full Names and Complete Mailing Address of Publisher, Editor, and Managing Editor: Publisher: American Historical Association, 400 A St., SE, Washington, DC 20003-3889; Editor: Ashley E. Bowen, 400 A St., SE, Washington, DC 20003-3889; Managing Editor: Laura Ansley, 400 A St., SE, Washington, DC 20003-3889.
10. Owner: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and
15. **Extent and Nature of Circulation**

addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If the publication is published by a nonprofit organization, its name and address must be stated.)

American Historical Association, 400 A St., SE, Washington, DC 20003-3889. The American Historical Association has no ownership. It is a nonprofit membership corporation created by an Act of Congress on January 4, 1889, for the promotion of historical studies.

11. Known Bondholders, Mortgages, and Other Security Holders Owning or Holding 1% or More of Total Amount of Bonds, Mortgages, or Other Securities: N/A
12. Tax Status (for completion by nonprofit organizations authorized to mail at special rates): The purpose, function, and nonprofit status of this organization, and the exempt status for federal income tax purposes: Has not changed during the preceding 12 months.
13. Publication Title: *Perspectives on History*
14. Issue Date for Circulation Data Below: May 1, 2020

	Average Number of Copies of Each Issue during Preceding 12 Months	Actual Number of Copies of Single Issue Published Nearest to Filing Date
a. Total Number Copies (Net press run)	9,779	9,058
b. Paid Circulation (By mail and outside the mail)		
1. Mailed Outside-County Paid subscriptions stated on PS Form 3541	8,446	8,026
2. Mailed In-County Paid subscriptions	0	0
3. Paid Distribution through dealers and carriers, street vendors, counter sales and other paid distribution outside USPS	520	487
4. Other classes mailed through the USPS	0	0
c. Total Paid Distribution	8,966	8,513
d. Free or Nominal Rate Distribution by Mail, and Outside the Mail		
1. Outside-county as stated on PS Form 3541		
2. In-county as stated on Form 3541		
3. Other classes mailed through the USPS		
4. Free or Nominal Rate Distribution outside the mail	150	150
e. Total Free or Nominal Rate Distribution	150	150
f. Total Distribution (Sum of 15c and 15e)	9,116	8,663
g. Copies Not Distributed	360	43
h. Total (Sum of 15f and 15g)	9,476	8,706
i. Percent Paid	98.3%	98.2%

16. **Publication of Statement of Ownership:** Will be printed in the January 2021 issue of this publication.
17. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subjected to criminal sanctions.

(Signed)

Ashley E. Bowen
Editor, *Perspectives on History*

Virtual | AHA

DON'T MISS OUR **VIRTUAL AHA** WEB CONTENT

- **AHA Colloquium**
(includes content from the canceled
2021 annual meeting)
- **History Behind the Headlines**
 - **Online Teaching Forum**
- **Virtual Career Development**
 - **National History Center
Congressional Briefings**
- **Washington History Seminar**
 - **Virtual Exhibit Hall**

& more

historians.org/VirtualAHA



AMERICAN
HISTORICAL
ASSOCIATION

135th ANNUAL MEETING
NEW ORLEANS
JANUARY 6-9, 2022

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

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

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

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

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

Session Proposals

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

Poster Proposals

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

.....

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

Electronic submission only, by midnight PST on February 15, 2021

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

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

Contact annualmeeting@historians.org.

Questions about the content of proposals?

Contact Program Committee chair Mark Ravina, University of Texas, Austin (ravinaaha2022@gmail.com)
and co-chair Margaret Salazar-Porzio, National Museum of American History (salazar-porzio@si.edu).