

*The newsmagazine of the American Historical Association*

# PERSPECTIVES ON HISTORY

Volume 59: 9  
December 2021





# 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 Lehfeltdt, 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](https://historians.org/booklets).  
For additional resources, visit [historians.org/whystudyhistory](https://historians.org/whystudyhistory).

AMERICAN  
HISTORICAL  
ASSOCIATION



## FEATURES

### GAPS, PLOTS, AND NARRATION.....9

*Adventures in Teaching with Historical Fiction*

JEFFREY WASSERSTROM

### SEEKING TRUTHS THROUGH FICTION.....12

*Historians on Writing Historical Genre Fiction*

ALIX E. HARROW, SUZANNE MARIE LITREL, AND LAURY SILVERS

### THE DINNER PARTY .....17

*Perspectives' First Piece of Fiction*

PRIYA CHHAYA



## ON THE COVER

This month, *Perspectives* is talking all things historical fiction. In Townhouse Notes, Laura Ansley argues that historical romance novels are an important way history reaches the public. Alix E. Harrow, Suzanne Marie Litrel, and Laury Silvers describe their own forays into writing historical fiction across genres. Jeffrey Wasserstrom offers many ways to use fiction in history classes. Gillian Frank dives into midcentury pulp novels. And we publish the first piece of fiction in *Perspectives'* nearly 60-year history by public historian Priya Chhaya. As the original cover art by Anne Lambelet encourages, we hope you find much to imagine in these stories rooted in history.

*Illustration: Anne Lambelet (annelambelet.com)*

### 3 | FROM THE EDITOR

Townhouse Notes  
LAURA ANSLEY

### 5 | FROM THE PRESIDENT

Another Digital Revolution  
JACQUELINE JONES

### 7 | NEWS

Advocacy Briefs  
REBECCA L. WEST

### 20 | AHA ANNUAL MEETING

Exploring Systemic Racism and the  
AHA  
ANGELA D. DILLARD AND KATHERINE L.  
FRENCH

Awards, Prizes, and Honors to Be  
Conferred at the 135th Annual  
Meeting  
REBECCA L. WEST

### 35 | AHA ACTIVITIES

When the Birds Go Silent  
MANUEL MARTINEZ ALVARENGA, MARLENA  
BOSWELL, ISTI BHATTACHARYA, MIGUEL  
CRUZ-DÍAZ, JUSTIN HAWKINS, BRIAN QUINN,  
AND THOMAS STEPHENS

### 37 | IN MEMORIAM

### 41 | AHA CAREER CENTER

### 44 | EVERYTHING HAS A HISTORY

The Abortionist  
GILLIAN FRANK



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](mailto:perspectives@historians.org)

WEB PAGE: [historians.org/perspectives](http://historians.org/perspectives)



## PERSPECTIVES ON HISTORY

### Editor

ASHLEY E. BOWEN

### Managing Editor

LAURA ANSLEY

### Research and Publications Assistant

ALANA VENABLE

### Digital Communications Coordinator

ALEXANDRA F. LEVY

### Manager, Data Administration and Integrity

LIZ TOWNSEND

## AHA STAFF

### Executive Director

JAMES R. GROSSMAN

### Deputy Director

DANA L. SCHAFER

### Special Projects Coordinator

JULIA BROOKINS

### Meetings Manager

DEBBIE ANN DOYLE

### Meetings and Virtual Events Assistant

LIESL M. GREIDER

### Assistant Membership Manager

MICHELLE HEWITT

### Archives and Facilities Administrator

MATTHEW KEOUGH

### Controller

BETSY ORGODOL

### Research Coordinator

MELANIE A. PEINADO

### Membership Manager

PAMELA SCOTT-PINKNEY

### Coordinator, Career Diversity for Historians

HOPE J. SHANNON

### Director of Academic and Professional Affairs

EMILY SWAFFORD

### Program Assistant

CLAIRE VANDERWOOD

### Director of Research and Publications

SARAH JONES WEICKSEL

### Operations and Communications Assistant

REBECCA L. WEST

### Communications and Marketing Manager

JEREMY C. YOUNG

*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](http://www.historians.org/perspectives). **Email:** [perspectives@historians.org](mailto:perspectives@historians.org) (editorial issues) or [ppinkney@historians.org](mailto: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](http://www.historians.org/perspectives). For information about institutional subscriptions, see [www.historians.org/members/subscriptions.htm](http://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](http://www.historians.org/perspectives/upload). They may also be sent as attachments to email messages addressed to [perspectives@historians.org](mailto: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](http://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](http://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.*





LAURA ANSLEY

## TOWNHOUSE NOTES

*Let's Talk about Romance Novels*

There is no “happily ever after” in history. Historians study the spectrum of human experience, but so much of history includes an undercurrent of sadness, even heartbreak. War, enslavement, genocide, pandemic—many of the most popular topics in history are those that at their core involve pain, violence, and death. And with history, there is no ending. Even when the book ends, there is something more that comes after.

But a happily ever after is a requirement in a romance novel. The HEA, as it's known among romance writers and readers, is one of two essential components to how the Romance Writers of America defines a romance; the other is that love must be central to the story.

Reading romance novels has become my favorite pandemic distraction. The criticism most often lobbed at the genre—that it's light, formulaic, predictable—makes it perfect for COVID-era reading. And as a historian, I have embraced the fun of historical romance novels. What? you may be thinking. Those books with Fabio on them? Well, yes. But the genre has come quite far since the derogatory label “bodice ripper” was coined. Authors and the stories they tell are much more diverse. Today, you can read about Beverly Jenkins's Black cowboys (and cowgirls) in the American West, Alyssa Cole's Civil War spies, and Courtney Milan's Chinese-descended duke in Victorian England. The women aren't just waiting around to be married. There are books about women scientists, suffragettes, and sex workers. Authors such as Cat Sebastian and KJ Charles offer LGBTQ+ stories set in the past. And it's not all dukes—though the genre includes exponentially more dukes than have existed in English history. From Joanna Shupe's self-made Gilded Age robber barons to Sarah MacLean's gangs in London's Covent Garden, you'll find stories now that take place far from the ballrooms and country estates.

To some, this might sound like absurd historical fantasy. And yet romance authors do research (both primary and

secondary) into their subjects. Many include an author's note or bibliography at the end to document their research and identify the factual precedents for their story. While reading a Beverly Jenkins novel set in the American West, I recognized exactly which scholarship she leaned on to write about racialized sexual violence after the Civil War. And trained scholars write in this genre: historian Katharine Brophy Dubois (Duke Univ.) uses the pen name Katharine Ashe, while Shakespeare scholar Mary Bly (Fordham Univ.) is the very popular Eloisa James.

When we list the ways that history reaches the public—popular nonfiction, documentaries, podcasts—the focus is often on the so-called “dad history.” Books on the Founding Fathers, American Civil War, and World War II that reach a popular audience sell far better than most historical monographs. And yet I propose that we think, too, about romance novels. Few would think of its readers as “history buffs,” but romance is a billion-dollar industry, and historical romance is one of its most popular subgenres. A dedicated Regency romance reader, for example, can tell you in detail about the courtship rituals, gaming clubs, fashions, and hobbies of both sexes in London during this era. And they recognize when an author has not done their research—an art historian friend was recently displeased to find stereoviews in a book set a decade before the camera was invented.

But historical romance novels, and romance more broadly, offer more than facts about the past. If you pick one up, you'll find relatable stories about people with rich emotional lives. These novels may include dangerous scenarios and life-threatening illness, and there will be major obstacles the couple must overcome to be together. But by the end, you know that the characters live happily ever after. When history is full of so much suffering, these books remind me that, across time and geographies, human connection remains one of the most important parts of our lives. **P**

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





## Recently Published Online in *Perspectives Daily*



Carlton Hamlin, Grambling State University

### Turning Sentiments into Action

Brian M. McGowan

One white faculty member at an HBCU has observed how other white historians and historical organizations dismiss these institutions.

### Essential Networks

Shawna Williams

Professional networks proved invaluable to one adjunct as she worked to secure additional courses, transition between institutions, and eventually find a full-time position.

### The Purpose of Purposeful Ignorance

R. Raoul Meyer

History starts with questions, and behind genuine questions is a humble acknowledgment of not knowing.

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

[historians.org/PerspectivesDaily](https://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](https://historians.org/grants).

The deadline for all research grant applications is February 15.



JACQUELINE JONES

## ANOTHER DIGITAL REVOLUTION

*Archival Research and Assistance in the Age of COVID*



When the COVID-19 pandemic hit, I wondered whether the book I was working on would ever see the light of day. I was several years into a major project, and I still had a long list of archival collections to consult. A history of Boston and Black labor during the Civil War era, the project explores not only the work of Black men and women in Boston but also how white and Black Bostonians who journeyed south after the war viewed the labor of formerly enslaved people. With the closing of libraries, archival collections, research centers, and state and city records offices, I feared I might have to put the whole project on hold indefinitely. At the same time, I was grateful that these closures would protect the health and safety of the men and women who staffed them.

The last 21 months or so have reminded me of the incredible generosity and resourcefulness of archivists and librarians, as well as the remarkable transformation of the historical enterprise due to digitization. Many scholars younger than I take for granted the abundance of online resources. However, I began rummaging around in the archives over a half century ago, when the time, travel, and financial costs of doing research were barriers to tackling many intriguing projects. With the digitization revolution, many books and articles that are being written today could not have been undertaken just a few years ago.

Catalogers' careful and often painstaking descriptions of archival collections posted online allowed me to target specific folders and even specific documents. I wrote to libraries and archival collections and requested a limited number of pdfs of the material. I was not the only person doing this, and the challenges I faced were minor compared to staff members contending with mountains of requests from scholars. After filing one request in April 2021, I received this response: "Please note that the library is currently operating under reduced capacity with three teams of 2–4 staff members working 1–2 half days per week. While our priority is to process requests for

digitization during our shifts, we currently have over 700 requests in our queue and it will take some time for us to respond to all of them." Patience rewarded, I did receive the material I needed.

I am grateful to the staffs of the Commonwealth of Massachusetts Archives, local historical societies, archives and special collections at colleges and universities, and research centers, all of whom answered my queries. Although not deemed "essential workers" in official government parlance, these professionals ventured back into the archives when it was still unsafe for the public to do so. Working remotely, the interlibrary loan librarians at the University of Texas at Austin were able to obtain scans for me of pamphlets, scholarly articles, and obscure reports.

The last 21 months have reminded me of the incredible generosity and resourcefulness of archivists and librarians.

Individual archivists went out of their way to locate material for me. In one case, I was trying to track down an August 1849 letter to Boston mayor John Prescott Bigelow. I had seen a reference to the letter—and a folder number within a box in a particular collection—in a footnote in a secondary work. I submitted a request through the Houghton Library website in January 2020 and received a response from reference assistant Emily Walhout the following month. She had been looking for the document in the place I cited, but it was not there. She offered to search by the names of the letter's signatories, which, unfortunately, I did not have. She wrote at that point, "I'm not quite ready to throw in the towel." In the fall of 2021, I received another email from Ms. Walhout. Now back on-site, she renewed her search, looking in an uncataloged

batch of Bigelow family manuscripts. Still no luck. I thanked her for wringing that particular towel dry; she went out of her way to try to track down a single document.

Along the lines of “necessity is the parental unit of invention,” after some digging, I discovered materials online that just a short time ago would have required a long, stomach-churning stint with a microfilm machine, including the records of the US Bureau of Refugees, Freedmen, and Abandoned Lands for Virginia and Washington, DC. The Boston City Council proceedings (approximately 700 handwritten pages for each relevant year) are all readily available online. HathiTrust is a remarkable repository of books, pamphlets, and other materials, including annual reports issued by Boston’s various administrative offices for this period.

### Not every historian can count on such resources at the touch of fingertips.

The evidentiary riches that unfolded before me while I was sitting at my kitchen table were largely a function of my research topic—the United States in the 19th century. Not every historian can count on such resources at the touch of fingertips. In terms of accessing digital collections that university and other libraries have subscribed to, independent scholars are at a distinct disadvantage here. However, I did find free and commercial sites (in addition to special-access-only sites) that provided relevant material for my project.

I invested in memberships to several newspaper and genealogical databases with costs beginning at a few dollars a month. The fully searchable newspapers allowed me to follow the careers of individuals over time. For example, together with birth, death, marriage, and legal records, newspapers enabled me to piece together the life and labors of Joseph F. Clash, a Black man who ran a popular dance hall in Boston in the 1850s and early 1860s. Clash advertised his hall in local papers, and he appeared frequently in court, alternately as a witness, plaintiff, or defendant in a number of sensational, violent cases. Reporters, police officers, and at least some of the city’s elite patronized his North End establishment (he baited city council members with discounted admission prices), despite its reputation for fights; stabbings; and the prevalence of pickpockets, con artists, and scammers. Buried in an 1857 issue of the *Boston Herald* was a glowing

description of the hall’s decorations, music, patrons, and refreshments (beer and mineral water, along with hard-boiled eggs, doughnuts, cake, mince pie, baked beans, cold chicken, lobster salad, and sausage).

The online availability of military records for Black men who served in the 54th and 55th Massachusetts regiments and the 5th Massachusetts Cavalry enabled me to cross-check their names and dates of service with information from censuses; demographic, Freedmen’s Bureau, and Freedman’s Bank information; newspapers; and pension applications (the last in the form of hard copies I requested from the National Archives). I followed one formerly enslaved Virginia man through his military service in Texas; back home after the war to work as a renter on a farm; to Massachusetts, where he moved with his family.

At times, the internet yielded astonishing surprises. I was interested in a will left by a Virginia planter who ordered that his enslaved workers be manumitted upon his death, but they did not receive the cash stipend stipulated in the will, and one of them sued on behalf of the whole group in 1855. The relevant legal documents are available on the Library of Virginia’s Virginia Memory website.

For me, doing research while staring at a computer screen does not compare—at least in visceral terms—to handling original documents in a hushed reading room. At the same time, my online sources allow me to check my work (reading my own penciled handwriting can be a problem), return to the material with fresh questions, and explore additional sources I did not feel the need to look at the first time around.

Historians and our colleagues in libraries and archives face multiple challenges on multiple fronts. So it’s good to stop for a moment and consider the profound ways that historical research has been furthered, enhanced, and strengthened by helpful and resourceful archivists and librarians and by the professionals who have edited and digitized archival collections, large and small. Only with their support was I able to complete this book, and my eyes are open now to new possibilities for future projects. **P**

*Jacqueline Jones is president of the AHA.*



REBECCA L. WEST

## ADVOCACY BRIEFS

*Highlighting the Importance of History in Civic Society*

**R**ecent AHA advocacy has addressed three different issue areas: the suppression of LGBTQ+ history, harassment and intimidation at academic conferences, and the importance of an accurate historical perspective in ongoing litigation surrounding the right to an abortion.

### AHA Sends Letter to Missouri Governor Urging Reinstatement of LGBTQ+ History Exhibition

On September 13, the AHA sent a letter to Missouri governor Mike Parson recommending “most emphatically” that he reconsider his “decision to remove the exhibition *Making History: Kansas City and the Rise of Gay Rights* from the Missouri State Museum.” “By excluding this high-quality, professionally researched and produced historical exhibition from the State Museum,” the AHA wrote,

“you articulate a vision of the state that we hope you do not intend: that LGBTQ+ Americans are not worthy of recognition or inclusion in the state of Missouri.”

### AHA Releases Statement on Threats to Academic Conferences

On September 14, the AHA released a statement condemning the harassment and intimidation of participants, organizers, and university sponsors of the virtual conference “Dismantling Global Hindutva: Multidisciplinary Perspectives.” “Conferences, both in person and across digital platforms, are critical to the exchange of ideas among historians and our colleagues in other disciplines,” the AHA wrote. “Disruptions to a conference represent an assault on the principle of academic freedom, and the AHA stands unequivocally with participants in this conference and its sponsors

in their right to exchange ideas without fear of threats and intimidation.” As of November 18, 40 organizations have signed on to this statement.

### AHA Signs Amicus Curiae Brief in *Dobbs v. Jackson Women’s Health Organization*

On September 20, the AHA, along with the Organization of American Historians, became a signatory to an amicus curiae brief in the Supreme Court case *Dobbs v. Jackson Women’s Health Organization*. This brief, based on decades of study and research by professional historians, aims to provide an accurate historical perspective as the court considers the state of Mississippi’s challenge to a woman’s right to abortion, a right that was affirmed by the court in *Roe v. Wade*. **P**

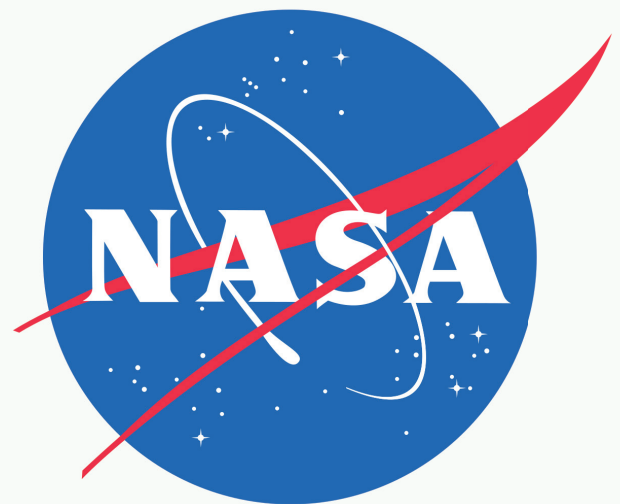
*Rebecca L. West is operations and marketing assistant at the AHA.*

## 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](https://historians.org/grants).**



## Fellowships in Aerospace History

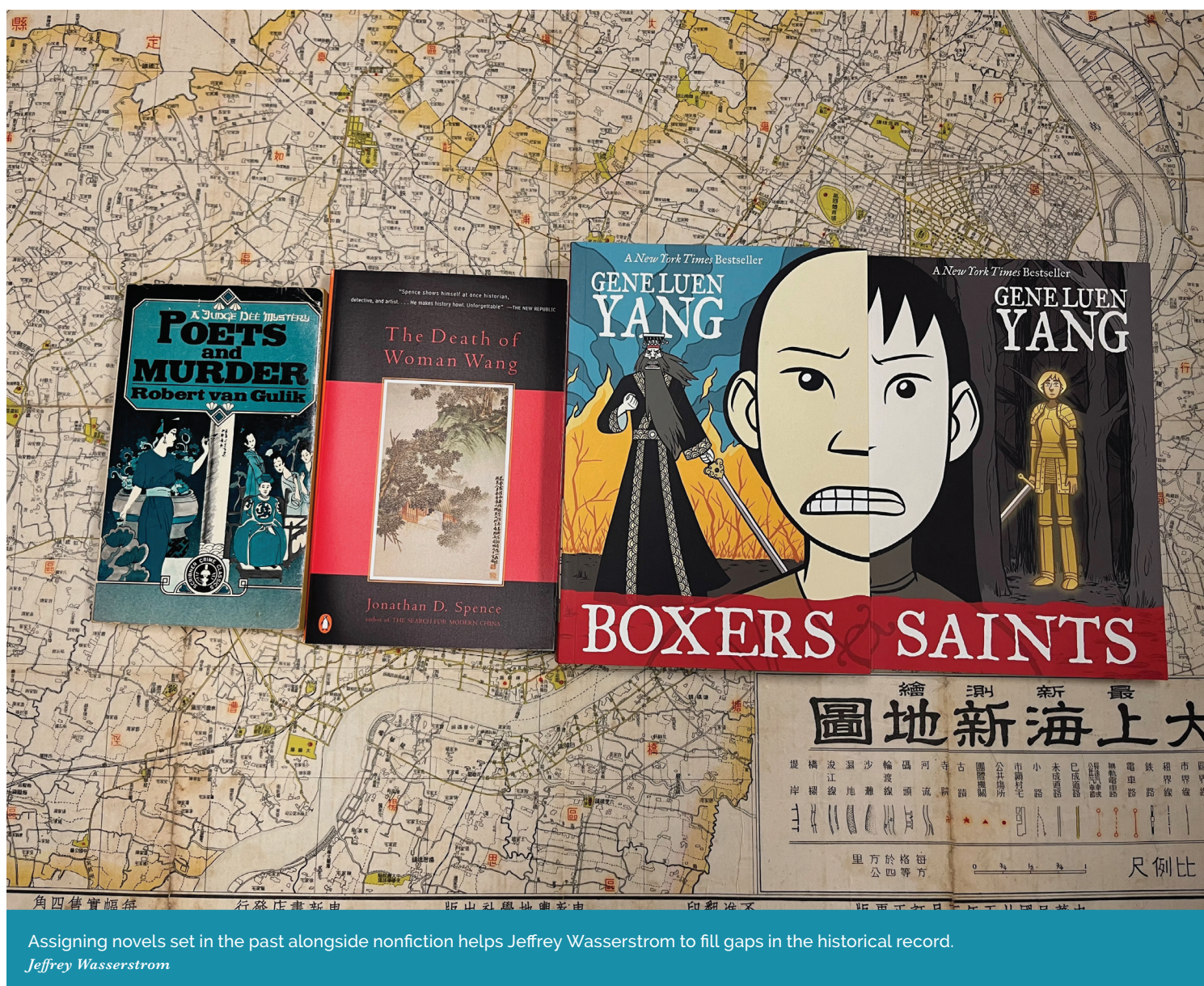
Apply for 6-9 months of research at NASA with a stipend of \$21,250.  
Preference given to early career historians.



JEFFREY WASSERSTROM

# GAPS, PLOTS, AND NARRATION

*Adventures in Teaching with Historical Fiction*



Assigning novels set in the past alongside nonfiction helps Jeffrey Wasserstrom to fill gaps in the historical record.  
Jeffrey Wasserstrom



**FIRST BECAME** interested in history at age 10, when my family spent a year in England. Fascinated by seeing old buildings and coins, I began reading novels about Britain's past. After returning to California, I turned to historical fiction about other places. In college, picking a class on ancient Greece was natural, since I loved Mary Renault's novels. I had a chance to go to China, so I thought I would learn a bit about the place and enrolled in a Chinese history class. The trip fell through, but I was hooked on Chinese history—partly because the professor assigned a historical mystery novel.

As historians, we are often asked how we became interested in history and our specific fields—in my case, Chinese studies. The preceding story is one of my responses. But as with all storytelling, I have highlighted some things and left others out.

Here is a different way I could tell the tale: I first became interested in history when I spent my fifth-grade year in England, and I became an avid player of *Diplomacy*, a game involving the period leading up to World War I. My fascination with the past was deepened by reading historical novels; watching films about historic events; and seeing plays set in the past, including one by Tom Stoppard featuring Lenin and James Joyce. I also watched television programs set in the past. I was addicted to *Time Tunnel*, a time-travel show, and *Kung Fu*, which focused on the life of a Shaolin monk in 1870s America with flashbacks to his earlier life in China. In my first Chinese history class in college, I was intrigued to encounter Daoist texts in a sourcebook that seemed familiar from my watching *Kung Fu*.

I assign fiction to draw attention to the way *all* creators of historical narratives make decisions about plotting that have consequences.

Both of these narratives are true, and taken together, they help explain my career path and why I've spent decades assigning historical fiction. I have had students read J. G. Ballard's autobiographical novel *Empire of the Sun* in classes on Shanghai and Gene Luen Yang's graphic novel *Boxers* in courses on the world in 1900. In a course on comparative revolutions, students read *The Underdogs*, a fictional account of the 1910 Mexican Revolution written by Mariano Azuela in 1915. In undergraduate seminars on historical

narrative, I use novels such as Laila Lalami's *The Moor's Account* and Janet Lewis's *The Wife of Martin Guerre*. And when I teamed up with literary specialist Deidre Lynch to co-teach an interdisciplinary graduate seminar on history and fiction, our syllabus included a Walter Scott saga and a novella featuring Cecil Rhodes and a time machine.

Why assign historical fiction? Sometimes I want to fill a gap. For example, the anti-Christian insurgents who missionaries dubbed "Boxers" were illiterate, and we do not have a record of a confession by a Boxer. If I assign only nonfiction, students will not get a story told from a Boxer's perspective. Yang's *Boxers* gives them one.

Sometimes, instead, I assign fiction to draw attention to the way *all* creators of historical narratives make decisions about plotting that have consequences. In nonfiction and fiction alike, it matters, for example, where one begins and ends, and I have found it easier to get students to appreciate this when I bring in novels and films. Consider again the Boxers: they murdered Chinese Christians and missionaries early in 1900, but foreign soldiers sent to China to suppress them later committed atrocities. When I show the 1963 film *55 Days at Peking*, I stress that the film ends before foreign soldiers leveled villages. I then refer to nonfiction books that do and do not, metaphorically, have the credits roll at the same point. We discuss the implications of the chronological choices involved.

When selecting fictional readings, I am generally drawn to authors who strive to do justice to the historical record and give voice to those left out of traditional top-down historical narratives. This explains why, as different as they are, I like *The Moor's Account* (whose protagonist is a real person mentioned in passing in standard narratives of an expedition) and *Boxers* (whose protagonist is a fictional Chinese boy who became part of an anti-Christian group in 1900). Each is boldly imaginative, but the authors did research much like historians do. When Lalami graciously guested in my class, she gave eloquent answers to questions on method. At the end of his book, Yang references key scholarly works that he used to research his graphic novel. (He also wrote a companion book to *Boxers* called *Saints*, which focuses on the very different experiences of a fictional Chinese Christian girl during 1900 and is also good for classroom use.)

Sometimes I find pedagogic uses for top-down tales and works that show little concern for the historical record. These novels and films are ones I teach largely to criticize them for the liberties they take and what they reveal about



the time they were created, and *55 Days at Peking* is a case in point. Not only does this film have white actors playing key Asian roles (as did *Kung Fu*) and focus on elite figures, but it includes plot moves lifted from old westerns and Fu Manchu films.

Selecting fiction for a course depends on the kind of class I'm teaching. In survey courses, it is sometimes incidental whether a work is fiction or nonfiction and, if fiction, whether it is about the author's present or past. Reading *The Underdogs* gives students a sense of events given short shrift in comparative works on revolutions. Had I discovered an engaging memoir written in 1910 about events as they took place, I may have chosen that instead. In Chinese history surveys, fiction can provide a window into a period before the author wrote it or to the era in which it was written. In other cases, though, I use memoirs or accessible academic histories written with flair (such as Jonathan Spence's *The Death of Woman Wang*) to achieve the same result. In courses specifically about historical narrative, by contrast, style and genre are crucial. One goal I have in these classes is to work with students on teasing out the differences among works of fiction and nonfiction and those that blur the line, as Spence does when he imagines a dream his title character had just before dying.

I think strategically about pairing fiction and nonfiction readings—but different courses lead to different pairings.

I also think strategically about pairing fiction and nonfiction readings—but different courses lead to different pairings. In a Shanghai course, I might pair *Empire of the Sun*, which is written from the perspective of a British boy who lives a privileged existence in the city and then faces hardship, with fiction by a Chinese writer that deals with the same period. Through these books, students get a sense of how different a single historical setting can look through the eyes of different observers. In a course on historical narrative, by contrast, I might pair *Empire of the Sun* with the author's autobiography, *Miracles of Life*. If I ever taught a French history class, I might assign either Lewis's *The Wife of Martin Guerre* or Natalie Zemon Davis's nonfiction work *The Return of Martin Guerre*. In a course on historical narrative, I once assigned both books and urged students to notice distinctions, like only Davis using phrases like "might have."

I have focused on what I hope students will learn from my use of historical fiction, but I have learned a lot myself from teaching novels. I once thought, for example, that a clear difference between novels and nonfiction works was that only the latter had footnotes. But when teaching a graduate seminar led me to read my first novel by Scott, I saw it had footnotes by the author. When I stress to students that it is wrong to refer, as some do, to all books as "novels," I do not mention footnotes. Instead, I focus on a concept I first came to appreciate while co-teaching that same class: the "unreliable narrator." Fiction often has narrators we clearly should not trust. Historians strive to be narrators who readers can trust, even when experimenting. *The Death of Woman Wang*'s dream section has a fictional feel, but Spence sets it off in italics, a signal to readers that he is venturing into speculations.

I have learned not only from teaching historical fiction but also from trying here to explain my relationship to it. And doing so has left me with new questions to ponder. Why, I wonder now, looking back at the two stories I began with, each striving to present my personal history in the guise of a reliable narrator, have I assigned novels and films but never any of the plays or television shows that early on sparked my interest in history? Perhaps being assigned Tom Stoppard's *Travesties* or episodes of *Time Tunnel* would play the same role in inspiring a first-year student to major in history that being assigned a Judge Dee mystery did for me at age 18. **P**

*Jeffrey Wasserstrom is Chancellor's Professor of History at the University of California, Irvine. He tweets @jwassers.*



ALIX E. HARROW, SUZANNE MARIE LITREL, AND LAURY SILVERS

# SEEKING TRUTHS THROUGH FICTION

*Historians on Writing Historical Genre Fiction*



There's much to enjoy in genre fiction—and readers can find historical stories in all of them, from mystery to fantasy to romance.  
*Anne Lambelet (annelambelet.com)*



**HISTORIANS JUMPING GENRES** need not confine themselves to writing traditional historical fiction. Their training and diverse interests lead them to working in all genres, from fantasy to mystery, and to categories such as young adult. *Perspectives* invited three historians who have published novels to explain how they found their way to genre fiction.

## TELLING THE TRUTH, SLANTWISE

I grew up on stories, especially ones with magic. Before I could reliably point to Kentucky on a map, my mother's bookshelves had given me a geography of make-believe: Narnia and Neverland, Middle-earth and Earthsea. I went to more than one midnight book release and played *The Legend of Zelda* on at least three consoles. In second grade, I carried around Edith Hamilton's *Mythology*, and in middle school, I wrote an aggressively awful fantasy novel full of prophecies and unpronounceable names.

But by the time I left for college, I'd decided, with the crippling self-seriousness of adolescence, that I'd grown out of magic. I was always more of a Wendy than a Peter ("one of the kind who likes to grow up"), and the entire fantasy genre suddenly struck me as childish, an extended game of pretend for people who couldn't face the real world. My mom gave me a brand-new set of my favorite space opera paperbacks as a going-away present. I hid them in the back of my dorm closet.

I majored in history. It was the anti-fantasy, I thought, a serious project of examining the world as it really was. Also, there were no math prerequisites, and a senior in my dorm told me it was "more reading than I could possibly imagine" in a badly misjudged effort to scare me off.

I turned out to be a somewhat erratic historian but a good enough writer to cover the gaps. I tended to skate over the actual labor of historical study: names and dates, material facts, the granular minutiae of the past. But I liked what historians *did* with those details. I liked the process by which disparate threads became a vast tapestry, a depiction of a time and place none of us had ever seen, and I very much liked arguing about the accuracy of that depiction. My professors called it the *historical narrative*; now I think of it as a story.

I hadn't tried to make up stories of my own since middle school—very few people are as brave at 20 as they were at 12—but in graduate school, I did the next best thing: I

studied them. I built an MA thesis around late 19th- and early 20th-century British children's literature. It felt like pulling off a low-stakes heist. I could indulge in pure fantasy but still have all those serious, important conversations I wanted to have (or at least be seen to have) about power and gender and environment. I could talk about the truth using nothing but lies. I could grow up but still go back to Neverland—at least for a visit.

I should have known I'd never be content with just a visit. One night in January—there is no month longer than a January in Vermont during your second year of grad school—I brought home an extra book from the library. It had nothing to do with my research—it was just a silly paperback fantasy I'd read as a kid. I didn't remember much of the plot (wizard school? dragons?), but I remembered the soaring, lifting feeling it had left in my chest, and I missed it badly.

I could grow up but still go back to  
Neverland—at least for a visit.

So I reread *A Wizard of Earthsea*. And then *The Tombs of Atuan* and *The Farthest Shore*. They were, in fact, about wizards and dragons, and they did give me that familiar, nostalgic, almost melancholic ache in my chest. But they weren't *all*.

Ursula K. Le Guin was an academic before she was an author. Her Wikipedia page has all the most coveted keywords, the ones synonymous with sober, successful scholarship—Harvard, Phi Beta Kappa, Fulbright. But when she published *Earthsea* in 1968, it was largely ignored by sober scholars of the world, dismissed as children's fantasy.

Which, of course, it is. But it's also smart as hell. It's about power and gender, environment and empathy. It's a story about a world that never was, and it's a reflection on the world as it actually is. It's the truth but told slant. Reading *Earthsea* that January was the first time I understood fantasy and history not as opposites but as different approaches to the same frustrating, humbling, infinite work: making sense of the world, explaining it to ourselves. Telling stories.

I didn't do anything dramatic, like quit school or write an instant *New York Times* best seller. But I felt a subtle shift in my trajectory, like a compass needle sliding away from true north. I started reading fantasy again, not for comfort or escapism but to learn.

Since then, I've written a dozen short stories, a couple of novellas, and two novels. They're shelved differently in every bookstore I've seen so far: historical fiction, science fiction



and fantasy, young adult, sometimes simply “fiction.” They range from fairy-tale retellings to epistolary adventure novels. But all of them are basically just lies assembled into stories. All of them are trying to tell the truth slantwise. And all of them, of course, have magic.

*Alix E. Harrow is the Hugo Award-winning author of The Ten Thousand Doors of January, The Once and Future Witches, and A Spindle Splintered. She tweets @AlixEHarrow.*

## TIME-TRAVELING TALES FOR TEENS

As a teen, I disliked history. A lot. At my international school in São Paulo, Brazil, our World Civilizations teacher read to us from a textbook on European history. That made no sense. Neither did the fact that we copied prewritten notes from the blackboard and couldn’t ask questions. History was for bores, I decided then—those who memorized information about the dead and cared little for the living. I couldn’t imagine ever wanting to study, teach, or write about the past.

Historical fiction, on the other hand, offered an exciting escape from my tedious 10th-grade present. It also provided the unexpected bonus of exam prep. Long before my decidedly uncool teens, books had been my friends—but never more so than in World Civ. “We’ll start at the beginning, with the Greeks,” our teacher announced. I tuned out almost immediately but connected some of what he wrote to what I had read in Mary Renault’s *The Persian Boy*. As I took notes, I thought about Alexander’s true love, the Macedonian’s route to India, his disappointment with war-weary men, and his last laboring breaths. The story Renault wrote lent context, a place to park the facts my teacher shared. I could “remember” where I’d been with Alexander, even during exams.

Years later, I found my way to teaching 9th and 10th grade and realized that stories—real or imagined—encouraged my own students too. A few years in, I was assigned to teach AP World History. The course was known among high school teachers for its vast curriculum and subpar exam results, forcing me to retool my style. I began layering memoir and fiction into lessons to kick-start student engagement. Mindful of our 39-minute class periods, I chose pointed excerpts from memoirs and fiction that intersected with course content. These included scenes of China’s Cultural Revolution from Da Chen’s *Colors of the Mountain*. What emboldened a child to taunt and throw rocks at a former landlord—his own grandfather? We debated “turning points,” animated

by Orson Scott Card’s *Pastwatch: The Redemption of Christopher Columbus*. Would preventing Columbus’s return voyage hold off European conquest in the Americas and impede the transatlantic slave trade? Such discussion helped plunge my students into the past. I stocked relevant fiction in my classroom, with more available in the school library, for extra-credit “book chats.” These made for rich reflection, spurring me and my students to further investigation. They did well on their AP exams, later confirming that stories helped them get past test anxiety and right into the essays.

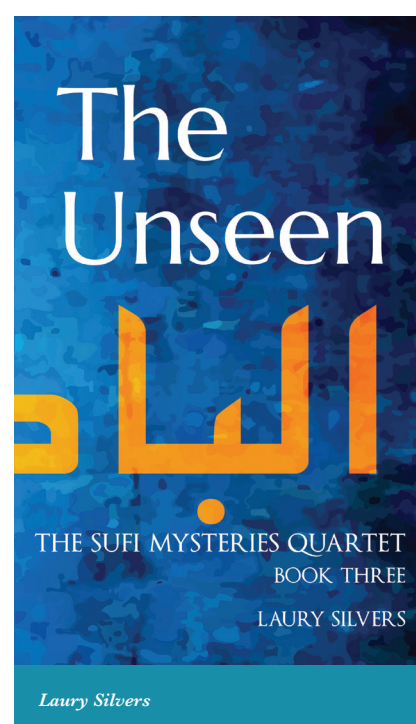
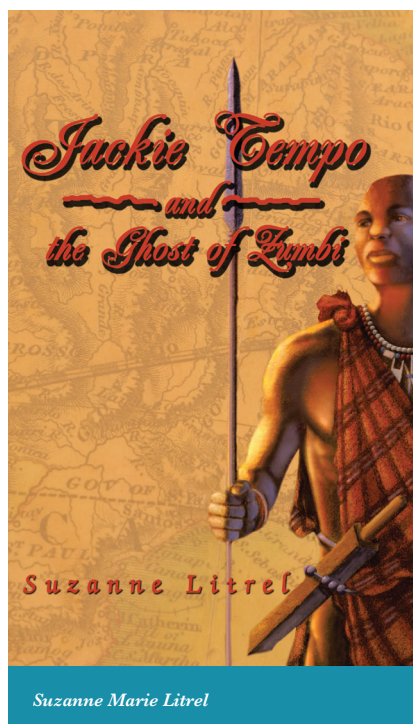
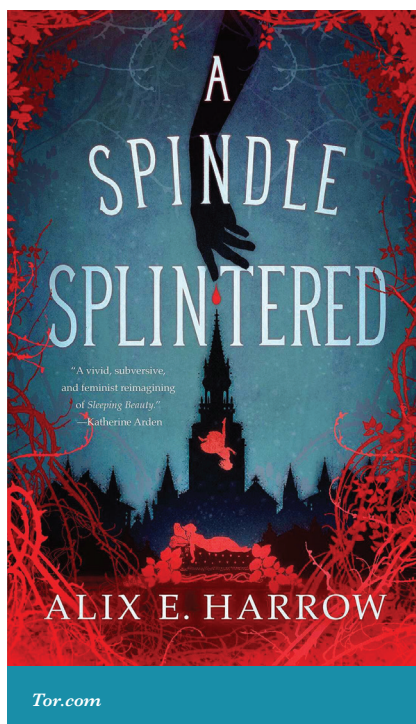
But what, I wondered, could help *future* high schoolers build historical context they would need? At home, my elementary-age son was drawn to Mary Pope Osborne’s Magic Tree House books. In creating a series that led students through history, Osborne encouraged readers to connect to classroom studies. I wanted to do the same for teens, with the intention of layering in more complex themes and content for their studies. I decided to give novel writing a try.

By my second year of teaching AP World History, my son was in middle school. I wrote at a middle school level but with high school content in mind. I wanted to create an easy, quick read that would provide AP World History students content, context, or both. I began with less-familiar “tricky” topics that teachers tended to skirt but that were deeply embedded in the curriculum. Drawing from my years in Singapore, Brazil, and Taiwan, as well as my graduate work in Chinese studies, I created Jackie Tempo, a time-traveling teen who struggled in both history class and in life.

### Jackie Tempo has steered readers to new adventures in teaching and learning far beyond the classroom

Jackie learns that books can take readers out of time and place—in her case, to Ming China, colonial Brazil, and 10th-century Dar al-Islam. She finds a magical tome that opens temporal gates and her own worldview. With it, Jackie tracks her missing parents across the centuries. She meets characters long gone and gets caught up in their hopes and fears. Hers is an improbable, dizzying journey, and for educators and historians, it’s a story of time travel perhaps not unlike our own.

Teachers and students have called me Jackie, and this isn’t far from the truth. *Jackie Tempo and the Emperor’s Seal* includes scenes from my postgrad backpacking trip through China; *Jackie Tempo and the Ghost of Zumbi* partially reflects my encounters and experiences in Brazil. After an enriching field trip to a mosque, one 9th grader reflected on his initial



hesitation to visit. This prompted me to highlight Abbasid-era culture and exchange in *Jackie Tempo and the House of Wisdom*. Some characters developed as I was writing, but I also introduced my own friends and mentors to readers. As they did for me, librarians and teachers offer Jackie refuge among books and an appreciation of past and present.

My readers have shared that the Jackie Tempo books steered them to new adventures in teaching and learning far beyond the classroom. At one author visit, a 9th-grade student who read *The Emperor's Seal* for his English and social studies classes exclaimed, "I felt like I was actually in China!" In 2019, an early modernist told me she had read *The Emperor's Seal* when she was unexpectedly assigned to teach a modern world survey. She had needed a crash course on 16th-century China, and she told me that it helped. And research for the next book prompted me to stop imagining overlooked voices and listen for them myself; I returned to graduate school and earned a PhD in history.

As a disaffected teen, I wanted out of my World Civ class. Historical fiction pointed the way. For some young readers, it shades in unfamiliar landscapes, adding texture to classroom studies. The genre personalizes the past for both students and the instructors who would take them there. After all, isn't history—time travel—more fun when we have trusty companions by our side?

*Suzanne Marie Litrel is the author of the Jackie Tempo novels and an educational consultant. She tweets @slitrel.*

## SEX & THE MEDIEVAL MUSLIM WOMAN

Umberto Eco quipped that in every instance when critics accused him of anachronism in *The Name of the Rose*, he was quoting 14th-century texts. I get it. As a retired scholar of early medieval mystic Islam now writing historical mysteries set in 10th-century Baghdad, I, too, face ironic claims of anachronism in my Sufi Mysteries Quartet.

Most concerns arise over the women portrayed in my novels, especially Saliha, a free-spirited, sexy woman unwilling to let men control her. In our present era in which many assume that Muslim women desperately need saving, Saliha comes as a surprise. But as a specialist on women in this period, I can assure my readers that she is not a figment of my contemporary imagination.

I turned to writing mysteries after leaving the academy. I may have been done with academia, but I was not done doing history. The murder at the heart of each book arises from a historical question, and each red herring is a point of discussion on that question. The detailed personal story arcs, the sociopolitical settings, and even lushly described walks across Baghdad are parts of a larger argument I am making about the time and place. In short, I am grinding axes all over these books. I am saying straight-out what I could only hem and

haw about in scholarly papers. And much of what I wanted to say was frank talk about the lives of early Muslim women.

All my characters are constructed on figures from the past. Using research in social history, I flesh out hints of women's lives that come to us through mediated and often meager primary sources, and I bring them to life in my novels. For instance, in Ibn al-Jawzī's *Ṣifāt al-ṣafwa*, a male transmitter describes a woman who starved herself for God as having once been "a fattened camel ready for sacrifice." A woman denying men her body to sacrifice it for God got me thinking about women with the upper hand on male desire: not just ascetics but also those women who reveled in their alluring flesh, married or unmarried, noblewomen or washerwomen.

I may have been done with  
academia, but I was not done  
doing history.

I remembered Aisha bint Talha, the niece of one of the Prophet's wives, who became the basis for Saliha's character. Shocking stories of her behavior and beauty were widely shared. She refused to segregate herself from men and readily took part in their conversations. Aisha was fun loving, wild tempered, and hot blooded. She refused to cover her face, declaring that the world should know her superiority. This noblewoman was nothing but trouble for her husbands, and they thought she was worth it. In those early reports, she reads like a woman out of a noir movie. I could see Robert Mitchum leaning in to light her cigarette.

And so Aisha bint Talha became Saliha, written as an impoverished woman who escaped to Baghdad from a brutal marriage. A woman done with men except in the bedroom. Men want to protect her, and her refusal to marry spurs a story arc exploring medieval Muslim masculinities spanning three books. Saliha is her own woman, a loyal friend to amateur detective Zaytuna and a lover to Tein, a detective with the Grave Crimes Squad. She works hard, has ambition, and is good in a scrap when a case demands it.

Saliha spurns Tein's pleas to marry, instead insisting on meeting him for trysts in the hidden doorways of ruined alleys. Women who worked in markets or fields or in the homes of the wealthy had few restrictions on their movements. A widow and a washerwoman like Saliha had opportunities to meet and flirt with men and even find a spot for a clandestine meeting. Unbelievable to some of my readers, yet these meetings happened. Sources such as marketplace

inspector's manuals and the observations of poets, scholars, and intellectuals like the famed al-Jāhīz confirm these brief liaisons and even longer encounters.

But how realistic is Saliha's insistence on sexual consent? Because married and enslaved women had no social or legal expectation of consent, a few (male) historians argue they did not consider forced sex as a violation. Yet medieval male transmitters passed on reports of free mystic women refusing to marry for this very reason. One account in al-Sulami's *Dhikr an-niswa al-muta'abbidat al-sūfiyyāt* describes a free married mystic woman speaking about forced sex in desperate terms, as a violation of her right to intimacy with God. A jurist's account reveals that an enslaved woman brought her owner to court on charges of sexual brutality. My second novel in the series, *The Jealous*, addresses these very matters.

The historical axe I'm grinding with Saliha's character is not to prove there were sexy, independent sidekicks back in the day. Maybe there were, but that is not my point. I am telling the story of a woman who refused to be controlled by men, with all the attendant risks, and, through her character, opening a door to the lives of urban medieval women of her class.

It is a maxim of historical fiction that the author must not "do history," as it takes away from the story itself, but I have pinned my hopes on Eco's example. It is possible to educate pleasurable through narrative. I think I succeeded. Well, at least, my novels are taught in university classrooms. Not the same as being an internationally renowned scholar and best-selling author, but it feels pretty darn good. And concerns about anachronisms? They educate too. Surprising readers with medieval Muslim women who demand a say over their bodies may open the reader up to new paths of thought about the Muslim past and the present. **P**

*Laury Silvers is a retired historian of early Islam and Sufism and the author of the Sufi Mysteries Quartet. She tweets @waraqamusa.*



PRIYA CHHAYA

# THE DINNER PARTY

Perspectives' *First Piece of Fiction*



If you could invite six people from history to a dinner party, who—and how—would you choose?  
Steve Snodgrass/Flickr/CC BY 2.0

**THE LETTER SLIPPED** through the mail slot of her townhouse. It must have been hand delivered; the white envelope had no stamp and no return address, just her name in gold embossing. When she pulled out the single sheet of paper inside, her eyes narrowed with confusion.

Dear—

We are impressed by your work as a historian and have selected you to host The Dinner Party. No expense will be spared. You may invite six people, living or dead, who represent the whole of American history. Please submit your names in the enclosed card no later than April 23, along with your three preferred dates.

Sincerely,  
The Archivist

Today was April 1. It had to be a prank.

On April 5, another letter arrived, this time with a URL. At first, she tried to ignore it, placing it with the first letter on top of a pile of discarded mail. But within minutes, she had her laptop open, the web page loading.

Like the card itself, the site was austere, a white background with simple lettering. The website, however, had a list of dates and locations going back nearly 100 years. She clicked on a link from 1928, leading to a list that included the still alive—at the time—Sergeant Alvin York and Standard Oil's John D. Rockefeller, along with George Washington. Her list would have included Dr. Susan La Flesche Picotte or Bhagat Singh Thind.

Scrolling down, she went to 1943. Invitees included Presidents Lincoln and Wilson, and Charles Lindbergh. Why didn't any of these lists include activists like Jane Addams or journalists like Ida B. Wells and Jovita Idar?

She didn't believe that magic existed. Bringing dead people back to life? That was not possible, and yet . . . Opening another tab, she searched for "The Dinner Party." She came upon the infamous 1970s Judy Chicago installation that looked to tell women's stories at the Brooklyn Museum. But nothing about mysterious dinners thrown by historians. She then lost 30 minutes reading a Reddit thread about reanimation of the dead.

She clicked back to The Dinner Party website. As her eyes tracked over the screen, she noticed a tiny mark in the corner. When she selected it, a log-in prompt popped up, with two words at the top of the window: "The Archive." The

cursor blinked once, twice, three times. This was ridiculous. She closed her computer.

On April 10, another card arrived. This time, it listed a username and the words "six people." She tried again to log in to The Archive, with immediate success.

As with the main screen, there were the individual dates and lists. But each entry also included attachments. There were scans of newspaper articles and, in later years, audio and video files. She rubbed her eyes. Yup, there was a photograph of W. E. B. DuBois sitting at a table with . . . was that John Glenn and Amelia Earhart? She checked the photo and confirmed it had been taken in 1973.

She wasn't really going to consider this as real, right? On April 15, she got a replica of the April 1 letter with the handwritten annotation "This is real."

Since it was a Saturday morning, and procrastination wasn't her favorite thing, she sat down at her coffee table, opened her notebook to a fresh page, and wrote the numbers one through six. Now that she was taking this seriously, a new set of questions came up.

## Bringing dead people back to life? That was not possible, and yet . . .

Why just *American* history? And if you accepted the premise of the question and thought of American history proportionally, then her first four invitees needed to encompass critical figures in Indigenous history prior to contact. But then who? Indigenous people were not a monolith, and then that left two people for the next 400-plus years.

At one time in her life, this list would have been ignorantly easier: Thomas Jefferson, Susan B. Anthony, Harriet Tubman, Sacagawea, Theodore Roosevelt, and Martin Luther King Jr. Today, she knew how limited that list was.

Her thoughts paused at the sound of someone coming up her walk. Jumping to her feet, she was nearly down her front hall when another card floated through the mail slot. Yanking open the door, she yelled, "Aha!"—only to find an empty front stoop, clear sidewalks, and a quiet street. The card included another reminder. Pushy.

When she went out with her friends on April 16, she put the question to them. Bobby went with music history, rattling off a list of musicians who represented hip-hop in the United States.



Rebekah and Jeremy identified people (not only Americans) who contributed to inflection points of colonialism and capitalism. Sara and Sarah debated the way artists inspired by the past wrote or painted the violence and inequities they observed.

Yanking open the door, she yelled, "Aha!"—only to find an empty front stoop.

All were valid choices. She sighed, went home, and found herself still staring at the blank sheet of paper at 4:00 a.m. At 10:00 a.m., she awoke with a start, amazed at the complete list before her.

- Effia or Esi, *Homegoing*
- Edwin Black, *There, There*
- Eliza, *Daughter of Fortune*
- Gogol, *The Namesake*
- Layla Amin, *Internment*
- Francie Nolan, *A Tree Grows in Brooklyn*

The list was imperfect. So many silences, so many missing stories, but still . . . this could work. The card never said the people had to be *real*. Sometimes novels told you more about a moment than someone who lived in that time. After all, context and repercussions mattered.

On April 18, there was a bland voice mail on her phone: “Ms. \_\_\_\_\_. This is a reminder to complete your dinner party guest list in five days. Remember—they *must* represent the entirety of United States history.”

She huffed and was more than a little creeped out. What if she didn't accept the premise of the question? Why did there have to be only six people telling the whole American history? Weren't all our stories connected?

And really, what did she have to lose by not following the rules? She grinned and wrote out six words instead:

“It’s time for a bigger table.” 

*Priya Chhaya is associate director of content at the National Trust for Historic Preservation. She tweets @priyastoric.*



Judy Chicago's *The Dinner Party*  
Kevin Case/Flickr/CC BY-NC-SA 2.0



## EXPLORING SYSTEMIC RACISM AND THE AHA

*A University of Michigan History Lab Collaboration*

Black Lives Matter and other global movements for racial justice have forced a reconsideration of how institutions and organizations understand their histories. The next essential step is to use that historical knowledge of past engagements with systemic forms of racism and discrimination to imagine a different kind of future.

The AHA is no stranger to this landscape. Through advocacy statements, letters, amicus curiae briefs, and lawsuits, the Association has addressed access to historical sources, academic freedom, and the politicization of school history curricula, among other issues. In January 2021, the AHA announced the Racist Histories and the American Historical Association project, “an initiative to document and reckon with the Association’s role in the dissemination and legitimization of racist historical scholarship that has had a deep and lasting influence on public culture.” As Sarah Weicksel and James Grossman wrote in *Perspectives*, “By undertaking this project, the AHA seeks to understand and document the complexity of its role in the evolution and persistence of American racism in order for the organization, and for historians, to use our knowledge and professional resources to chart pathways to a more just and equitable future.”

As part of this process, the AHA invited the University of Michigan (UM) Department of History to partner in an investigation of the Association’s record of discrimination, exclusion, and marginalization. We leaped at the chance to use our History Lab model for this “client-based” project. History Labs are project-based courses, often developed with community partners, designed to engage students in collaborative research projects with public-facing results. They seek to mobilize historical research in ways that help students deploy these skills outside the academy. This initiative began in the undergraduate curriculum and is part of our strategy for rethinking both graduate education and career diversity. The result of the AHA’s invitation was the spring 2021 graduate course *Inside the AHA: Race and the Institutional Histories of the American Historical*

Association. The Association provided a project brief and asked us to write a research-driven report for the AHA Council that would inform the larger Racist Histories and the AHA project. Our students will present some of their findings at the 2022 AHA annual meeting.

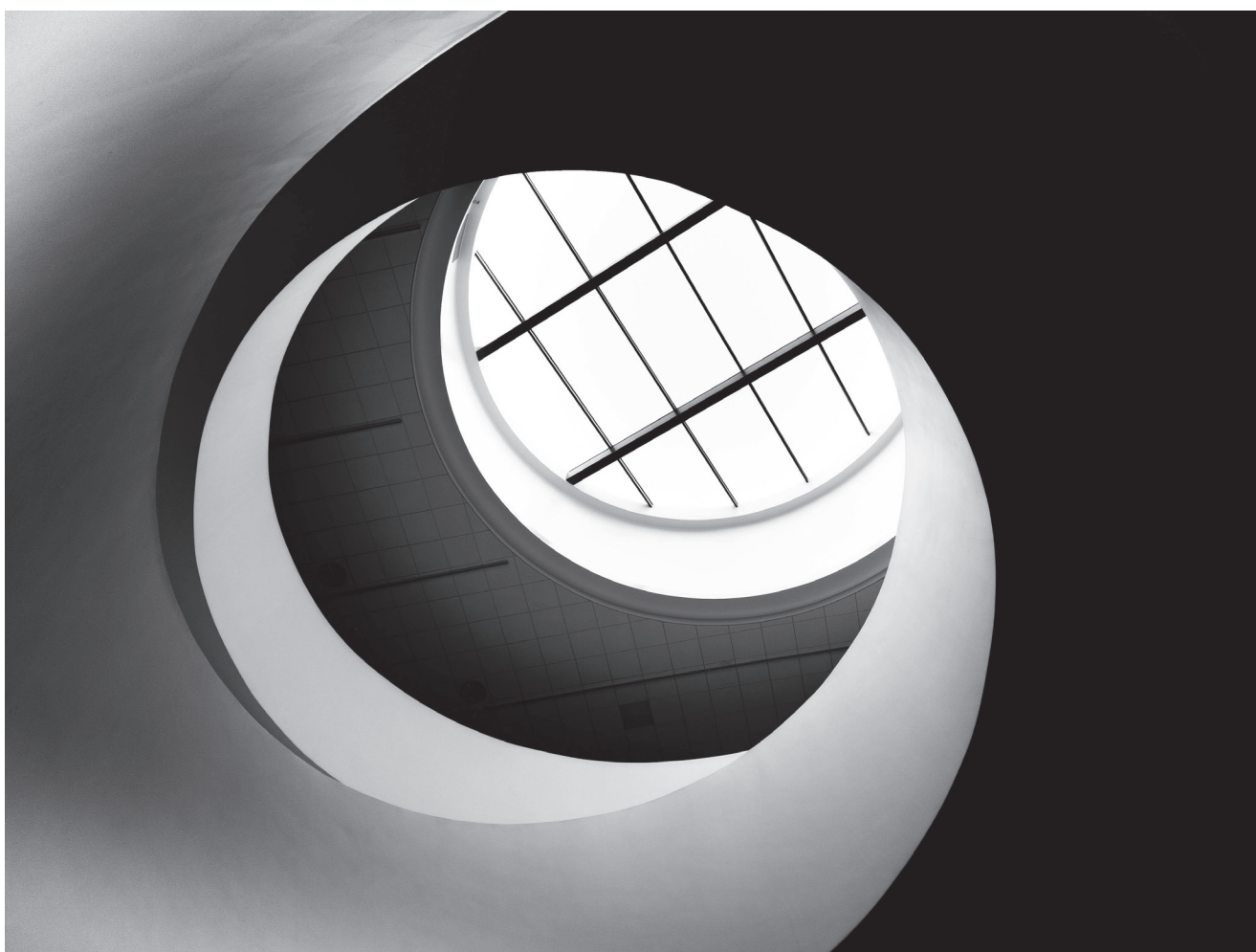
History Labs are project-based courses designed to engage students in collaborative research projects with public-facing results.

We chose to focus on 1884 to 1976, from the AHA’s founding to when John Hope Franklin served as its first African American president. In preparation, we hired two graduate students to build bibliographies on topics around which we might structure the syllabus, readings, and project timelines. These topics included the rise of history as a discipline; African American, Native American, and women’s histories; empire, race, and nation; Indian boarding schools; slavery and Reconstruction; and individual figures, particularly Frederick Jackson Turner, Woodrow Wilson, Anna Julia Cooper, Carter G. Woodson, Angie Debo, and William Archibald Dunning. We chose core readings to give students a common background and dedicated the first few sessions to best practices in doing collaborative and client-based research. With periodic consultations with AHA staff, including project director Weicksel and research coordinator Melanie Peinado, the team explored these topics and discussed what sources and insights the AHA could provide as we moved forward. We also studied institutional history projects at Brown University, Georgetown University, and Johns Hopkins University. COVID-19 meant we could not travel to archival depositories and the AHA staff could not retrieve AHA archival records from the Library of Congress. But we made ample use of the AHA’s digitized records, including annual reports and meeting programs.

With her expertise in African American history, Angela Dillard provided the historical context and specific knowledge of racist historiographical narratives that shaped American history. As a medieval historian interested in the leadership of local institutions, Katherine French is used to looking at a group's leaders and memberships over time to understand what attributes enabled individuals to become leaders and what qualities groups valued. French led our team in tracking information about AHA leadership and the annual meetings. The class collectively documented information about the education, employment, and fields of expertise of AHA presidents and elected Council members. We tracked annual meeting locations to see whether host cities had Jim Crow laws, and we documented the consequential obstacles to participation that this presented for people of color. We examined programs to learn which meetings included papers on African American and

Indigenous history. This data provided not only evidence for what kinds of scholars and schools dominated AHA leadership but also a way of understanding what professional history meant to the Association. Reading against the grain and including the election of the first woman to the Council (Lucy Salmon in 1916) and the first woman president (Nellie Neilson in 1943), we documented the absence and lost participation by historians of color and those working at small schools or normal schools or outside the academy.

The leadership profile grounded our investigation. We explored questions of absence, loss, and marginalization with three case studies. The first asked what the AHA would have looked like from the perspective of Anna Julia Cooper, the first African American woman to earn a doctorate in history. The second focused on Carter G. Woodson, widely regarded as the "father" of Black history, who founded the



Digging into the AHA's history sheds light on how the Association's leadership, annual meetings, and priorities affected underrepresented historians and histories.

*Mike Hindle/Unsplash*

Association for the Study of African American Life and History (ASALH) in 1915, and ASALH's complicated relationship with the AHA. The third examined scholars doing Indigenous history, their institutions, and their circumstances. This last case study included a number of women historians, both white and Indigenous. The highly gendered nature of the field and the relationships of women historians (including Angie Debo and Annie Heloise Abel) to men who held power in the AHA and the academy (such as Frederick Jackson Turner and Edward Everett Dale) were rich sources of unexpected and intersectional insight. These case studies provided us with ways to think about the AHA from the perspectives of the excluded and the marginalized.

Each student took charge of one theme and produced a recommendation for our final report.


The remainder of our collaborative work was structured by three broad themes outlined in our syllabus. Each student took charge of one theme and produced a recommendation for our final report. While the themes started out as separate and distinct, the students' findings quickly overlapped and influenced one another's research.

Our first theme was the AHA's role in the rise of the history profession in the United States. Stephanie Yoon, a first-year graduate student studying medieval history, the history of medicine, and Native American history, identified key issues motivating the AHA's founders. She documented which topics constituted acceptable historical topics and who got to be counted as a historian. Combining insights from the case study on Debo and Abel with additional archival research in AHA records encouraged her to track presentations on Native American history at the AHA annual meeting. At the same time, she tracked scholarship and book reviews on Native American history, particularly by women, whose careers and scholarship typically fell outside the AHA's recognition.

While Turner featured in Yoon's analysis, his frontier thesis was the center of our second theme. Bethany Donovan, a fourth-year PhD student who is writing a dissertation on counterfeiting, falsity, and manufacturing in medieval London, followed Turner's multifaceted involvement with the AHA and the councillors and presidents in his network of colleagues and graduate students. Donovan also explored the ways that his narrative drove conceptualizations of

American history and westward expansion that justified settler colonialism and US imperialism. Often working in tandem with Yoon, Donovan's research also emphasized the occlusion of Native Americans and women in historical narratives, overlapping with and bolstering our first theme about the rise of the discipline.

Our third theme focused on the Dunning School—a subject already familiar to Matthew Carlos Stehney. A first-year graduate student specializing in US social and economic history, race, and power, Stehney used our data to illustrate the institutional and scholarly dominance of William Archibald Dunning (AHA president in 1913) and his influence over the study of slavery and Reconstruction. Drawing from the case study on Carter and the ASALH, Stehney highlighted the anti-Dunningite scholarship of W. E. B. Du Bois and how, despite these counternarratives, the Dunning School came to represent the quasi-official historical position of the AHA. This was true, too, he found, of the *American Historical Review*—whose institutional history is part of the broader Racist Histories and the AHA project.

What we present here is only the tip of our research iceberg, and we look forward to sharing more during our annual meeting session. Our students gained valuable experience in the rigors of collaborative research and writing. There were also lessons in working with clients and in the production and presentation of a final product—on deadline—that meets the needs of an institutional partner, while also reflecting our best efforts as scholars. Despite the seminar's success, we remain chastened by the limits of what can be accomplished in a single semester. Future research should explore the occlusion of scholars from additional demographic backgrounds, including Asian American, Latinx, and LGBTQ+ identities. A key takeaway for us, and for UM's History Labs in general, is that the skills of a historian are not solely dependent on prior historical knowledge. Our team came away convinced of the transferability of historical research methods in direct and concrete ways as we drew on our own fields and areas of expertise to explore patterns of discrimination and marginalization within the history of the AHA and across the historical profession. 

*Angela D. Dillard is Richard A. Meisler Collegiate Professor of Afroamerican and African Studies and chair of the history department at the University of Michigan; she tweets @adillard4. Katherine L. French is J. Frederick Hoffman Professor of History at the University of Michigan; she tweets @KitFrench1348.*



REBECCA L. WEST

## AWARDS, PRIZES, AND HONORS TO BE CONFERRED AT THE 135TH ANNUAL MEETING

The following is a list of recipients of the various awards, prizes, and honors that will be presented during the 135th annual meeting of the American Historical Association on Thursday, January 6, 2022, in Mardi Gras Ballroom E of the New Orleans Marriott.

### 2021 AWARDS FOR SCHOLARLY AND PROFESSIONAL DISTINCTION

#### AWARDS FOR SCHOLARLY DISTINCTION

**Darlene Clark Hine**, Michigan State University and Northwestern University



Darlene Clark Hine, John A. Hannah Distinguished Professor of History at Michigan State University and Board of Trustees Emeritus Professor of African American Studies and History at Northwestern University, is a distinguished scholar of African American and women's history. Her wide-ranging work in these fields has been transformational.

She has published several monographs and edited several volumes, including *Black Victory: The Rise and Fall of the White Primary in Texas* (1979; second ed., 2003); *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890–1950* (1989); and *The State of Afro-American History, Past, Present and Future* (1989). She coordinated a major project, *Black Women in the Middle West*, that documented the lives of women via archival materials and oral histories.

From 1985 to 2004, Clark Hine taught at Michigan State University, where she founded the Comparative Black History PhD program. Of special note are the many ways that she has encouraged the development of African American history, introduced audiences outside the academy to the field, and supported younger scholars.

Clark Hine has received many honors for her scholarship and for her leadership in the field of African American history. On July 28, 2014, President Barack Obama presented her with a 2013 National Humanities Medal for her contributions to Black women's history. She has also served as the head of the Organization of American Historians (2001–02) and the Southern Historical Association (2002–03). She was elected to the American Academy of Arts and Sciences in 2006 and she has received honorary doctorates from several colleges and universities in recognition of her distinguished work.

**Teofilo Ruiz**, University of California, Los Angeles



Teofilo Ruiz is Distinguished Research Professor Emeritus at the University of California, Los Angeles (UCLA), where he held positions in both the Department of History and the Department of Spanish and Portuguese.

Ruiz's career trajectory has been nothing short of extraordinary. He grew up in Cuba, where, as a teenager, he supported the Cuban Revolution. After witnessing certain policies from the revolutionary government, Ruiz protested and was jailed. He left for Miami in 1961 and eventually moved to New York, where he supported himself driving taxis. He went to night school at the tuition-free City College of New York, where he nurtured an interest in medieval history. He eventually went on for an MA at New York University and a PhD at Princeton University, completing his PhD in 1974. Ruiz spent his entire 46-year career teaching in public universities: Brooklyn College and the Graduate Center, CUNY (1974–98) and UCLA (1998–2020).

Ruiz is the author of 15 books on medieval and early modern Spain, including *Crisis and Continuity: Land and Town in Late Medieval Castile* (1994), winner of the AHA's Premio del Rey. Ruiz's research interests stretch across a range of innovative topics, including terror, festivals, food, clothing, and

poverty. Though he has made groundbreaking contributions to traditional questions of kingship and Christian/Muslim relations in Castile, his research has never lost focus on common folk and the marginalized—women, criminals, slaves, Roma, and Jews. Examining everyday people and everyday life, Ruiz, perhaps more than any other scholar, bridges the divide between “medieval” and “early modern” Spanish histories, concentrating on the *longue durée* and destabilizing the popular obsession with 1492 as a watershed moment. In addition to his many works on Spanish history, Ruiz has also made important interventions in (re)-theorizing Braudel’s Mediterranean world, especially in its orientation to new Atlantic histories. Among his many academic accolades, Ruiz is a member of the Société nationale des Antiquaires de France, the Society of Fellows of the Medieval Academy of America, and the American Academy of Arts and Sciences.

In addition to his pathbreaking research and writing, Ruiz is a legendary teacher. Former undergraduate students hail his lectures for their breadth, passion, and wit. His ability to convey a sense of wonder about the beauty and vulgarity of history inspired thousands of students over the course of his career. In 1995, the Carnegie Foundation awarded him its national College Professor of the Year. The CUNY system celebrated this achievement by posting placards of Ruiz all over the NYC subway system, briefly making him, as one colleague wryly put it, the most recognizable medievalist on the planet. Complementing Ruiz’s “rock star” persona as a lecturer is a deep commitment to mentorship. Former graduate students and colleagues laud his conviviality, his self-sacrifice, and his efforts in building scholarly communities. For his combined contributions to scholarship and teaching, President Barack Obama awarded Ruiz the National Humanities Medal in 2012.

**Peter N. Stearns**, George Mason University



Peter N. Stearns is University Professor of history and provost emeritus at George Mason University. He previously taught at Carnegie Mellon University, where he was chair of the Department of History (1986–92), Heinz Professor (1974–2000), and dean of the College of Humanities and Social Sciences (1992–2000). He has also taught at Harvard University, the University of Chicago, and Rutgers University.

To say that Stearns’s scholarly production is prodigious vastly understates the number and range of his publications;

he has written over 100 books and innumerable articles. His 1997 *Fat History: Bodies and Beauty in the Modern West* was a finalist for 1998 Los Angeles Book of the Year. He has won numerous awards for scholarship, including a John Simon Guggenheim Fellowship and several Social Science Research Fellowships. Besides his scholarly contributions, he has been repeatedly recognized for superior teaching. Perhaps his best-known contribution to scholarship was his founding of the *Journal of Social History* in 1967, of which he served as editor-in-chief for 47 years. His influence in defining the field of social history in the United States and beyond cannot be overestimated; especially in its early years, he was social history’s most prominent advocate and proponent in the United States.

Stearns’s interests in European social history and the history of emotions—he almost singlehandedly crafted the historical field of emotionology—have expanded over the decades to include an astonishing array of scholarly pursuits and areas of expertise. He has authored several influential and widely used textbooks in world history, served as the general editor of the multivolume *Encyclopedia of European Social History*, and published extensively on the histories of sexuality, childhood, death, human rights, and the Industrial Revolution. Many of these works have been translated into several languages. Recently he advanced a series of cogent arguments for *Why Study History?* in a 2020 co-authored volume. Stearns’s reputation is truly international in scope, and he has been honored for those many accomplishments by numerous foreign universities. Often underappreciated in an assessment of scholarship is what a person has done to promote the careers and scholarship of others; in this regard, he has few equals.

## HONORARY FOREIGN MEMBER

**Mahesh Rangarajan**, Krea University, India



Mahesh Rangarajan is vice chancellor of Krea University in India. He previously served as director of the Nehru Memorial Museum and Library in New Delhi (2011–15) and was a professor of history and environmental studies at Ashoka University (2016–21). An enormously productive scholar, he has also been an exemplary member of the scholarly community, collaborating with other historians and providing help and guidance to foreign researchers working in or on India.

Rangarajan’s scholarship is characterized by its broad range and creativity. An environmental historian, he is the author

of (among other works) *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860–1914* (1996); *India's Wildlife History: An Introduction* (2001); and *Nature and Nation: Essays on Environmental History* (2015). He is also editor or co-editor of a number of volumes, including *Environmental Issues in India: A Reader* (2007); *As If Nature Existed: Ecological Economics Meets Environmental History and Environmental Economics* (2011); *At Nature's Edge: The Global Present and Long Term History* (2018); and a two-volume history of the Indian environment (2012).

Foreign scholars have benefited immensely from Rangarajan's outstanding leadership of the Nehru Memorial Museum. In that post, he was instrumental in opening collections to researchers from all over the world, and in preserving priceless correspondence and archives related to 20th-century India. He is among the most distinguished historians of India of his generation, the leading environmental historian of India at work in the field today, and one of that country's most prominent intellectuals.

#### JOHN LEWIS AWARD FOR HISTORY AND SOCIAL JUSTICE

**Mary Frances Berry**, University of Pennsylvania



Mary Frances Berry has a decades-long career as a tireless researcher, teacher, scholar, and civic activist who has advanced social justice through public service, academic leadership, and groundbreaking historical scholarship on the relationship between law and racism in America.

Born and raised in Nashville during the height of Jim Crow, Berry started college at Fisk University before she moved to Howard University, from which she graduated with a BA in history. After earning an MA at Howard, Berry enrolled in the University of Michigan, from which she earned both a PhD in history and a JD in law, a combination that fueled her lifelong scholarly work on race, law, and constitutional history.

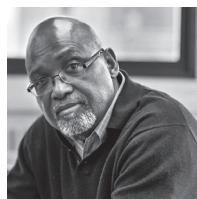
The author of 12 books and the recipient of nearly three dozen honorary degrees, Berry pioneered several areas of academic and civic life. She was the first African American female provost of a major research university (Univ. of Maryland, College Park); she went from that role to become the first to head a major research university (Univ. of Colorado Boulder). Before fully settling into that role, she was tapped to become an assistant secretary

of health, education, and welfare in the Carter administration. From there she would go on to serve on the United States Commission on Civil Rights (1980–2004), a body she ultimately chaired (1993–2004). While a member of the commission, she led the fight to end apartheid in South Africa.

Over the course of nearly five decades, Berry has led and through her scholarship, publications, activism, and leadership she has changed the world, making it better for all.

#### JOHN LEWIS AWARD FOR PUBLIC SERVICE TO THE DISCIPLINE OF HISTORY

**Sam Pollard**, New York University



Currently professor of TV and film studies in the Tisch School of the Arts at New York University, Sam Pollard is an award-winning filmmaker and gifted storyteller. Drawing upon his outstanding skills as editor, producer, director, and screenwriter, he has crafted documentaries that have enriched our understanding of multiple historical narratives, particularly those dealing with African American history.

In 1987, Pollard joined Henry Hampton's Blackside production team and contributed to the second series of the award-winning documentary *Eyes on the Prize*, winning an Emmy for Outstanding Individual Achievement in a Craft: Writers. He also received an Academy Award nomination for Best Documentary with Spike Lee for their film *4 Little Girls* about the September 15, 1963, bombing of the 16th Street Baptist Church in Birmingham, Alabama. He edited other films in collaboration with Lee: *When the Levees Broke: A Requiem in Four Acts* (about Hurricane Katrina) and its sequel *If God is Willing and da Creek Don't Rise*. Among his other films are *Goin' Back to T-Town*, which looks at life in the segregated Black community of Tulsa, Oklahoma, in the 1920s and 1930s, and *MLK/FBI*, which chronicles the FBI harassment and surveillance of Martin Luther King from 1963 to 1968.

Pollard uses the medium of film to bring together a wide range of historical sources—contemporary news footage and music, still images, material from archival sources, clips from old movies, interviews with participants, and insights from academics and journalists. He brings to film-making a keen sense of the historian's responsibility—to confront the past head on, in the process overturning stereotypes and preconceived notions if necessary. His documentary films



have brought history to a wide and appreciative audience in the United States and throughout the world.

#### **EUGENE ASHER DISTINGUISHED TEACHING AWARD**

**April Masten**, Stony Brook University, State University of New York



April Masten's teaching shows creative approaches to incorporating kinesthetic and transdisciplinary learning in a history classroom. Her commitment to innovative teaching methods over many years make her particularly fitting for the Asher Award. Learning historical dances and the contexts in which they occurred has clearly been powerful for Masten's students. The Asher Award asks for a recipient to advocate for history education, and Masten's unique approaches in the classroom have shown students how dynamic studying history can be.

#### **BEVERIDGE FAMILY TEACHING PRIZE**

**Joseph Schmidt**, New York City Department of Education



Joseph Schmidt's commitment to culturally responsive, relevant, and inclusive history education spans from the classroom to the administrator's office and beyond. Schmidt's innovations and interventions in New York City public schools are deep and broad and have clearly impacted teachers, students, and policy makers over the span of his career. His involvement in the Passport to Social Studies curriculum has reached well beyond the Harlem public school where he began his career as an educator. He is well deserving of this honor.

#### **EQUITY AWARD (INDIVIDUAL)**

**Crystal R. Sanders**, Penn State University



The AHA Committee on Minority Historians is pleased to award the 2021 Individual Equity Award to Crystal R. Sanders, associate professor of history at Penn State University. While an assistant professor in 2016, Sanders created, supervised, and recruited for the Emerging Scholars Program, a summer program for undergraduate students from historically underrepresented backgrounds to demystify graduate school and

promote the profession through workshops and simulated doctoral seminars. As of the summer of 2020, at least nine former African American and Latinx program participants are in graduate school. From 2018 to 2020, Sanders served as director of Penn State's Africana Research Center, where she oversaw a successful post-doctoral program that prepared recent PhD graduates for future faculty positions. While both programs were active, she created and ran the Midcareer Faculty Advancement Program, a resource to assist underrepresented associate professors in advancing to full professorships. These programs represent only a glimpse into Sanders's sustained efforts in diversifying the profession and the academy.

#### **EQUITY AWARD (INSTITUTIONAL)**

**Northeastern State University**, Department of History



The AHA Committee on Minority Historians is pleased to award the 2021 Institutional Equity Award to the Department of History at Northeastern State University, located in Tahlequah, Oklahoma, the seat of the Cherokee Nation of Oklahoma and the United Keetoowah Band of Cherokee Indians. Northeastern State's history department actively recruits and supports Indigenous students, creating a sustained pipeline for Indigenous students to enter the profession as social studies teachers, public historians, and graduate students who are welcomed back to campus as internship supervisors, History Day judges, and guest speakers. With a full third of recent history and social studies education graduates identifying as Indigenous, the department's faculty have demonstrated a sustained commitment to secure and sustain diversity in the discipline.

#### **HERBERT FEIS AWARD IN PUBLIC HISTORY**

**Theodore Karamanski**, Loyola University Chicago



Theodore Karamanski is a pioneer in public history as a member of what might be called the founding generation of the field. He is an institution builder, having helped define and promote ethical public history on an international scale. Karamanski's scholarship is wide-ranging, but regardless of the topic, from maritime history to Midwestern studies, Native American history to the history of landscape preservation, he engages wide and diverse audiences in the practice of public history.

**NANCY LYMAN ROELKER MENTORSHIP AWARD****Herrick Eaton Chapman**, New York University

For over four decades, Herrick Eaton Chapman has inspired, guided, and nurtured the next generation of historians of modern France. The nomination letters highlight his broad-minded, patient, compassionate, selfless, timely, empowering, and forthright mentoring. They also speak to his “firm, unwavering commitment to his students’ long-term success” and his “lifelong delight in the pursuit of knowledge as a mutually supportive enterprise.”

**2021 AWARDS FOR PUBLICATIONS****HERBERT BAXTER ADAMS PRIZE IN EUROPEAN HISTORY****Stefan J. Link**, Dartmouth College

*Forging Global Fordism: Nazi Germany, Soviet Russia, and the Contest over the Industrial Order* (Princeton Univ. Press, 2020)

In *Forging Global Fordism*, Stefan J. Link undertakes a revisionist history of Fordism in interwar Europe. Gracefully written and masterfully drawing on intellectual, economic, and business history methodologies, the book foregrounds Henry Ford’s antiliberal vision of modernity and explains why and how Fordism was embraced by Nazi Germany and the Soviet Union, despite fears of “Americanism.” The result is a reconfigured history of the global 1930s and Europe’s role in shaping the postwar order.

**GEORGE LOUIS BEER PRIZE IN EUROPEAN INTERNATIONAL HISTORY****Francine Hirsch**, University of Wisconsin–Madison

*Soviet Judgment at Nuremberg: A New History of the International Military Tribunal after World War II* (Oxford Univ. Press, 2020)

Francine Hirsch’s eloquent, impeccably researched history of the International Military Tribunal at Nuremberg recasts our understanding of postwar international law by highlighting key Soviet contributions. Her definitive study places European events firmly in an international context, presenting all four powers—American, French, British, and Soviet—as they cooperated and competed in their reckoning with Nazi crimes. This international history will become the standard account not just of Soviet involvement but of the trial as a whole.

**JERRY BENTLEY PRIZE IN WORLD HISTORY****Chris Otter**, Ohio State University

*Diet for a Large Planet: Industrial Britain, Food Systems, and World Ecology* (Univ. of Chicago Press, 2020)

Erudite and compellingly told, *Diet for a Large Planet* offers a history of changes to Britain’s culture of food production and consumption since the late 18th century, revealing the global implications of the agro-ecological effects of industrialization. Moving beyond polemical critiques of agribusiness and unhealthy diets, Chris Otter demonstrates the pre-1945 capitalist and imperialist roots of systems of biology, agriculture, politics, economics, and popular culture that have evolved into major global environmental and health challenges in the present day.

**ALBERT J. BEVERIDGE AWARD IN AMERICAN HISTORY****Thavolia Glymph**, Duke University

*The Women’s Fight: The Civil War’s Battles for Home, Freedom, and Nation* (Univ. of North Carolina Press, 2020)

*The Women’s Fight* is a stunning, nuanced reinterpretation of the US Civil War that centers women as active agents who engaged with, and often challenged, existing racial, economic, and regional structures. Drawing heavily on previously untapped women’s writings and remembrances, Thavolia Glymph demonstrates for the first time that women from virtually every social class, race, and region were central participants in the demise of the Confederacy and the restructuring of the Union.

**JAMES HENRY BREASTED PRIZE IN ANCIENT HISTORY****Simon Martin**, University of Pennsylvania Museum

*Ancient Maya Politics: A Political Anthropology of the Classic Period 150–900 CE* (Cambridge Univ. Press, 2020)

Employing both new epigraphic and material evidence, as well as applying theories from anthropology, political science, and comparative history, Simon Martin’s *Ancient Maya Politics* superbly demonstrates that an abundance of Mayan polities could co-exist for hundreds of years without destroying each other. They existed within a hegemonic system, in which all states subscribed to a shared moral order and endeavored to claim dominance, not through the acquisition of territory, but rather by amassing client kingdoms.

#### RAYMOND J. CUNNINGHAM PRIZE FOR UNDERGRADUATE JOURNAL ARTICLE

**Ann Tran**, University of Southern California (BA 2020, Texas Christian University)

“A Bloody Solidarity: Nguyen Thai Binh and the Vietnamese Antiwar Movement in the Long Sixties,” *The Boller Review: A TCU Journal of Undergraduate Research and Creativity* 5 (2020)

Faculty adviser: **Kara Dixon Vuic**, Texas Christian University

Ann Tran focuses on the life, death, and anti-Vietnam War activism of Nguyen Thai Binh to illuminate how Vietnamese student activists studying in the United States were radicalized and ultimately challenged the war’s brutal militarism. Tran reveals how the legacy of Binh’s murder inspired a pan-Asian and multicultural coalition to memorialize him and champion his fight against the war and racism. The impressive research and nuanced reading of sources make the scholarship outstanding, with clear historiographical contributions.

#### JOHN H. DUNNING PRIZE IN AMERICAN HISTORY

**Bathsheba Demuth**, Brown University

*Floating Coast: An Environmental History of the Bering Strait* (W.W. Norton, 2019)

Lyrical, analytical, and stunningly original, *Floating Coast* interrogates the economy and ecology of the Bering Strait. Drawing on Iñupiat, Yupik, and Chukchi testimonies as well as Russian- and English-language sources, Bathsheba Demuth describes the cycle of energy transfers in Beringia, placing a region often considered marginal at the center of histories of capitalism and communism. This eloquent and moving meditation on the past has haunting implications for the environmental challenges of the present.

#### JOHN K. FAIRBANK PRIZE IN EAST ASIAN HISTORY

**Eric Schluessel**, George Washington University

*Land of Strangers: The Civilizing Project in Qing Central Asia* (Columbia Univ. Press, 2020)

*Land of Strangers* is a moving account of late Qing efforts to assimilate the “Muslimans,” or Uyghurs, in China’s newly established Xinjiang province. Shifting deftly between theoretical analysis and individual narratives, Eric Schluessel analyzes the resulting translation, entanglement, and

estrangement across cultural boundaries in the oasis of Turpan. Schluessel’s rich exploration of political philosophy, burial practices, sexual enslavement, and history writing under Confucian-inflected colonialism challenges our understanding of China as well as Central Asia.

#### MORRIS D. FORKOSCH PRIZE IN BRITISH HISTORY

**Jeffrey R. Collins**, Queen’s University, Canada

*In the Shadow of Leviathan: John Locke and the Politics of Conscience* (Cambridge Univ. Press, 2020)

In a remarkable work of intellectual history, Jeffrey R. Collins uncovers John Locke’s deep engagement with the ideas of Thomas Hobbes. Drawing on meticulous archival research, *In the Shadow of Leviathan* demonstrates that Locke’s notion of religious freedom as an inalienable right arose from his grappling with Hobbes’s claim that toleration is a “gift of sovereignty.” In making this case, Collins transforms our understanding of the relationship between emerging liberalism and religion in postrevolutionary England.

#### LEO GERSHOY AWARD IN WESTERN EUROPEAN HISTORY

**Susan North**, Victoria and Albert Museum

*Sweet and Clean? Bodies and Clothes in Early Modern England* (Oxford Univ. Press, 2020)

*Sweet and Clean?* makes visible a hidden history of hygiene, revealing just how important cleanliness and washing were for early modern English people. In an ambitiously interdisciplinary study, demonstrating the value of material studies for histories of social experience, Susan North weaves together medical and moral advice literature and histories of disease, consumption, daily life, and clothing, elucidating the practices through which people, regardless of economic means, sought to achieve the state of being *Sweet and Clean*.

#### WILLIAM AND EDWYNA GILBERT AWARD FOR THE BEST ARTICLE ON TEACHING HISTORY

**Jill E. Kelly**, Southern Methodist University, and **Omar Badsha**, South African History Online

“Teaching South African History in the Digital Age: Collaboration, Pedagogy, and Popularizing History,” *History in Africa* 47 (2020)

Using innovative, collaborative methods, this article presents the results of a five-year partnership between North



American universities and the South African nonprofit South African History Online to build a digital encyclopedia of primary sources and original research in South African history. Jill E. Kelly and Omar Badsha provide a reflective, tangible pedagogical model of North-South collaboration by giving North American students a meaningful task and the opportunity to learn from researchers in South Africa.

#### CLARENCE H. HARING PRIZE IN LATIN AMERICAN HISTORY

**Laura Fahrenkrog Cianelli**, Universidad Adolfo Ibáñez

*Los “indios cantores” del Paraguay: Prácticas musicales y dinámicas de movilidad en Asunción colonial (siglos XVI–XVIII)* (Sb editorial, 2020)

In this exploration of *indios cantores* who held and disseminated important musical and cultural knowledge in colonial Paraguay, Laura Fahrenkrog Cianelli has produced a creatively framed, deeply researched, and beautifully written feat of historical scholarship. The author compellingly demonstrates that *indios cantores* were multifaceted actors whose labor and mobility were instrumental in centering Asunción in a vast and connected hinterland. The book's significance extends beyond its geographic boundaries by contributing to our understanding of ethnomusicology, missions, and urban formation.

#### J. FRANKLIN JAMESON AWARD IN HISTORICAL EDITING

**Hani Khafipour**, University of Southern California

*The Empires of the Near East and India: Source Studies of the Safavid, Ottoman, and Mughal Literate Communities* (Columbia Univ. Press, 2019)

This ambitious collection illuminates the Safavid, Ottoman, and Mughal Empires in the early modern world. Hani Khafipour and contributors provide clear guidance to a broad range of literate historical sources, from royal edicts to poetry, which were translated into English from four languages. This extraordinary work advances a synergistic understanding of a complex historical field while rendering that field accessible to new audiences of students and scholars.

#### FRIEDRICH KATZ PRIZE IN LATIN AMERICAN HISTORY

**Larissa Brewer-García**, University of Chicago

*Beyond Babel: Translations of Blackness in Colonial Peru and New Granada* (Cambridge Univ. Press, 2020)

An astonishing achievement of historical excavation and analysis, *Beyond Babel* reveals how acts of religious translation functioned as origin sites for the creation of new discourses of Blackness and Black subjectivity among Afro-Latin Americans. Gorgeously written and subtly argued, Larissa Brewer-García demonstrates how Black translators shaped notions of beautiful and virtuous Blackness to elevate prominent as well as previously neglected texts to new authoritative heights of intellectual and literary consequence.

#### JOAN KELLY MEMORIAL PRIZE IN WOMEN'S HISTORY

**Thavolia Glymph**, Duke University

*The Women's Fight: The Civil War's Battles for Home, Freedom, and Nation* (Univ. of North Carolina Press, 2020)

Sophisticated and painstaking in its research and analysis, *The Women's Fight* dramatically recasts the meaning, texture, and outcome of the American Civil War. In this wide-ranging study of women's lives, labors, politics, and aspirations, Thavolia Glymph demonstrates how an intersectional methodology transforms our understandings of home, freedom, national belonging, and women's relationships with one another. Glymph's sweeping scope and inventive research, presented in gorgeous prose, are sure to make *The Women's Fight* a touchstone in the histories of the 19th-century United States, women and gender, war, and American life.

#### MARTIN A. KLEIN PRIZE IN AFRICAN HISTORY

**Jacob Dlamini**, Princeton University

*Safari Nation: A Social History of the Kruger National Park* (Ohio Univ. Press, 2020)

*Safari Nation* is an exemplary study of migration, labor, and the struggle for justice in colonial and apartheid South Africa. Jacob Dlamini's rich narrative, rendered through engaging, highly accessible prose, centers Africans as conservationists who transformed South Africa's natural and political landscape. At once a political, social, and economic history of Kruger Park and the Africans who worked within and traversed through it, this groundbreaking work by an immensely talented historian broadens our understanding of the myriad strategies Africans employed to live with and, ultimately, undermine white rule.

#### WALDO G. LELAND PRIZE FOR HISTORICAL REFERENCE TOOL

**Thomas Spear**, University of Wisconsin–Madison

*The Oxford Encyclopedia of African Historiography: Methods and Sources* (Oxford Univ. Press, 2019)

An extraordinary achievement of interdisciplinary innovation, international collaboration, temporal depth, and ecological breadth, the *Oxford Encyclopedia of African Historiography* surveys, assesses, and models pathbreaking methods for the understanding of human and nonhuman history throughout and beyond the African continent. From anthropology and archaeobotany in the Bantu-speaking regions to digital resources and oral histories among the Zulu, this expansive, well-indexed, and pedagogically inspiring volume showcases sophisticated and cutting-edge contributions from multidisciplinary, transgeographical Africanist scholarship past and present.

#### LITTLETON-GRISWOLD PRIZE IN US LEGAL HISTORY

**Douglas J. Flowe**, Washington University in St. Louis

*Uncontrollable Blackness: African American Men and Criminality in Jim Crow New York* (Univ. of North Carolina Press, 2020)

*Uncontrollable Blackness* is an original and sensitive exploration of the lives of nonelite African American men as they intersected with the criminal justice system in Jim Crow New York. Using newspaper reports, legal archives, and prison records, Douglas J. Flowe traces how his subjects understood, navigated, resisted, and deployed criminalization. In drawing links among masculinity, crime, class, and race, Flowe makes a powerful case for the political and cultural meaningfulness of criminality.

#### J. RUSSELL MAJOR PRIZE IN FRENCH HISTORY

**Nimisha Barton**, University of California, Irvine

*Reproductive Citizens: Gender, Immigration, and the State in Modern France* (Cornell Univ. Press, 2020)

Combining case studies with a broader story about citizenship and the Third Republic, Nimisha Barton's excellent book argues that gender, family, and marital status all powerfully shaped immigrants' interactions with the interwar welfare state. *Reproductive Citizens* highlights the experiences of those who navigated official bureaucracy, showing how immigrant women worked in concert with republican desires to populate the nation. Beautifully written and richly researched, the book offers a sweeping and innovative perspective on French immigration.

#### HELEN & HOWARD R. MARRARO PRIZE IN ITALIAN HISTORY

**Victoria de Grazia**, Columbia University

*The Perfect Fascist: A Story of Love, Power, and Morality in Mussolini's Italy* (Belknap Press of Harvard Univ. Press, 2020)

With *The Perfect Fascist*, Victoria de Grazia has delivered the consummate biography. No one has so vividly conveyed the mixture of conviction and opportunism that attracted men like Attilio Teruzzi to Mussolini's regime, or the contradictions between public and private that lurked beneath the surface. De Grazia's compelling prose brings to life an individual, a relationship, and an epoch, and, like the very best history writing, something timeless about what it is to be human.

#### GEORGE L. MOSSE PRIZE IN EUROPEAN INTELLECTUAL AND CULTURAL HISTORY

**Magda Teter**, Fordham University

*Blood Libel: On the Trail of an Antisemitic Myth* (Harvard Univ. Press, 2020)

Based on a rich collection of archival and printed sources in 10 different languages, *Blood Libel* is a chilling study of the rise and spread across Europe of the spurious claim that Jews were ritually killing Christian children. Magda Teter innovatively tracks how these stories circulated through both formal media and informal communication channels. In the end, Teter reveals how single-minded individuals, equivocating institutions, and uncritical audiences created the environment for calumny to flourish.

#### JOHN E. O'CONNOR FILM AWARD (DOCUMENTARY)

**Patrick Sammon** and **Bennett Singer**, producers and directors

*CURED* (Story Center Films, 2020)

*CURED* shows how the struggle in the streets met the struggle within psychiatry in the long fight for LGBTQ+ rights. It offers a compelling narrative of the activism that led to the removal of homosexuality from the Diagnostic and Statistical Manual of Mental Disorders through stories of individuals personally affected by the notion that homosexuality is a mental illness. This is a timely film about how change happens in society and in science and medicine.

#### EUGENIA M. PALMEGIANO PRIZE IN THE HISTORY OF JOURNALISM

**Vanessa Freije**, University of Washington–Seattle

*Citizens of Scandal: Journalism, Secrecy, and the Politics of Reckoning in Mexico* (Duke Univ. Press, 2020)

This extensively researched book shows how a diverse set of political scandals allowed the Mexican media to carve a new role for themselves from the 1960s to the 1980s and thereby helped undermine Mexico's longstanding one-party political system. Vanessa Freije recognizes that the journalists she highlights were not saints and that they sometimes relied on racial stereotypes or reflected narrow political interests. Freije's careful analysis and her clear prose make the significance of the story she tells clear, even to readers with no background in modern Mexican history.

#### JAMES A. RAWLEY PRIZE IN ATLANTIC HISTORY

**Allison Margaret Bigelow**, University of Virginia

*Mining Language: Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World* (Omohundro Inst. of Early American History and Culture and Univ. of North Carolina Press, 2020)

This innovative study of the technical and scientific vocabularies that miners developed in the Americas features the four main metals—gold, iron, copper, and silver—of imperial endeavors. Ranging across the Americas during the 16th and 17th centuries, *Mining Language* deftly demonstrates that colonial mining methods had Indigenous and African roots. Primarily a literary scholar, Allison Margaret Bigelow is fully committed to interdisciplinary work. Her pioneering linguistic and visual analyses uncover a world of incorporation and erasure.

#### JOHN F. RICHARDS PRIZE IN SOUTH ASIAN HISTORY

**Nira Wickramasinghe**, Leiden University

*Slave in a Palanquin: Colonial Servitude and Resistance in Sri Lanka* (Columbia Univ. Press, 2020)

A meditation on unfreedom in freedom, this richly textured work retrieves the hidden histories of enslaved men and women who resisted subordination after the abolition of slavery in early 19th-century Sri Lanka. Nira Wickramasinghe tells the story of Asian slaves, omitted from most conventional accounts of slavery, through an imaginative reading of diverse sources and engagement with broader imperial narratives and transoceanic networks. The book is a welcome corrective and a compelling read.

#### DOROTHY ROSENBERG PRIZE IN HISTORY OF THE JEWISH DIASPORA

**Devi Mays**, University of Michigan

*Forging Ties, Forging Passports: Migration and the Modern Sephardi Diaspora* (Stanford Univ. Press, 2020)

Connecting the seemingly separate lives of 20th-century Sephardi Ladino-speakers in Mexico and ex-Ottoman lands, Devi Mays's meticulously researched book unearths complex networks of Jewish migration and reconstructs the world of Sephardi migrants, their families, and perceptions of Jewishness. A celebration of hypermobility that disrupts nationality and citizenship, it is also an account of its demise in an age of firm state borders, legal boundaries, and reified national identities—an exemplary work of global and Jewish history.

#### ROY ROSENZWEIG PRIZE FOR INNOVATION IN DIGITAL HISTORY

**Robert Lee**, University of Cambridge; **Tristan Ahtone**, *Grist*; **Margaret Pearce**, Studio 1:1; **Kalen Goodluck**; **Geoff McGhee**; and **Cody Leff**


"Land-Grab Universities" (*High Country News*, 2020)

"Land-Grab Universities" uses historical datasets and geographic visualizations to highlight the debts American land grant universities owe to Indigenous peoples. In doing so, it has caught the attention of students, faculty, and administrators and has catalyzed additional research into this subject as well as the beginnings of efforts toward outreach and restitution to the Indigenous peoples whose lands were taken at their founding. It is an exemplar of the best traditions of open access digital scholarship.

#### WESLEY-LOGAN PRIZE IN AFRICAN DIASPORA HISTORY

**Jessica Marie Johnson**, Johns Hopkins University

*Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (Univ. of Pennsylvania Press, 2020)

*Wicked Flesh* is a beautifully rendered study of slavery, kinship, and intimacy across the Black Atlantic. Jessica Marie Johnson moves us from the west coast of Africa to the Americas, using life histories that deeply engage Diaspora studies and Black feminist theory. *Wicked Flesh* shows how Black women used kinship to challenge and reshape the terms of their enslavement and chart new territories of freedom. 

*Teofilo Ruiz's image courtesy Scarlett Freund; Peter Stearns's image courtesy Creative Services/George Mason University; Mahesh Rangarajan's image courtesy Krea University; Mary Frances Berry's image courtesy Elyse Couvillion; Herrick Eaton Chapman's image courtesy Tony Rinaldo Photography.*

*Rebecca L. West is the operations and communications assistant at the AHA.*



## Hotel and Rate Information

		SINGLE	DOUBLE	TRIPLE	QUADRUPLE
1	<b>New Orleans Marriott (hdqtrs.)</b> 555 Canal St.	\$179	\$199	\$219	\$239
2	<b>Sheraton New Orleans (co-hdqtrs.)</b> 500 Canal St.	\$179	\$199	\$219	\$239
3	<b>JW Marriott New Orleans</b> 614 Canal St.	\$184	\$204	\$224	\$244
4	<b>Hotel Monteleone</b> 214 Royal St.	\$169	\$169	\$199	\$209

Rates are subject to hotel occupancy tax and will be honored three days before and three days after the official meeting dates of January 6–9 based on availability. Information on booking a room at the discounted rate is available at [historians.org/hotels](http://historians.org/hotels).



## Annual Meeting Update

While the situation regarding the pandemic continues to evolve, we expect that it will be safe for most participants to attend the meeting in person, and that the majority of sessions will take place in the conference hotels as planned. To ensure safety, attendees must show photo or paper verification that they are vaccinated against COVID-19. Masks will be required in the meeting space. The city of New Orleans is well vaccinated and has stringent safety measures in place; visit [historians.org/health-and-safety](https://historians.org/health-and-safety) for the latest health and safety information.

Historians unable to attend in person may consider attending some panels rescheduled online, most likely between February 21 and 27. Details will be posted on the website as we finalize our plans.

## Dates and Deadlines

<b>DECEMBER 10</b>	Last day to make hotel reservations through the housing service. Subsequent reservations taken on a space-available basis at the convention rate.
<b>DECEMBER 15</b>	Last day for preregistration pricing.
<b>DECEMBER 15</b>	Deadline to submit registration refund requests.
<b>JANUARY 6, 2022</b>	Annual meeting opens at 11:00 a.m. at the New Orleans Marriott and Sheraton New Orleans. Exhibit Hall opens Friday, January 7, 2022, at 9:00 a.m.

## Meeting Registration

Take advantage of reduced rates by preregistering for the conference. Make sure your membership is up to date so you can enjoy member pricing at each level. Register online at [historians.org/myaha](https://historians.org/myaha).

	MEMBER		NONMEMBER	
	PREREGISTRATION	AFTER DEC. 15	PREREGISTRATION	AFTER DEC. 15
Attendee	\$183	\$220	\$298	\$358
Speaker	\$183	\$220	\$183	\$220
Student	\$84	\$101	\$128	\$155
Un-/Underemployed	\$45	\$56	\$140	\$168
Retired	\$87	\$106	\$149	\$180
K-12 Teacher	\$65	\$78	\$125	\$150
Bring your Graduate/ Undergraduate/K-12 student discount	<b>For members only.</b> Add students to your registration for only \$15 each (\$30 onsite). Bring as many high school, undergraduate, and graduate students as you want for only \$15 each!			

Advance registration must be completed by midnight EST on December 15, 2021. Thereafter, onsite rates will apply. Everyone attending the meeting is expected to register. Admission to the Exhibit Hall requires a registration badge. **Special note for speakers:** All US-based historians presenting on AHA sessions must be AHA members, and all participants must register.

## SPECIAL OFFER

AHA members can bring students to #AHA22 for only \$15 each



AMERICAN  
HISTORICAL  
ASSOCIATION

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

### BENEFIT TO STUDENTS

- Networking at special receptions and meetings for graduate students, undergraduate students, minority historians, and more
- Panel and poster presentations on every field and specialization
- Workshops for teaching and career development
- Exhibit Hall filled with the latest books, journals, databases, and digital tools

**Share all that the annual meeting has to offer with your high school, undergraduate, or graduate students!**

Registered attendees who are AHA members can register their students for only \$15 each (\$30 after December 15). This special pricing will be available with registration, beginning in mid-September. There is no limit on the number of students you can bring.

Information about the 2022 annual meeting is available online at **[historians.org/annual-meeting](https://historians.org/annual-meeting)**.



MANUEL MARTINEZ ALVARENGA, MARLENA BOSWELL, ISTI BHATTACHARYA,  
MIGUEL CRUZ-DÍAZ, JUSTIN HAWKINS, BRIAN QUINN, AND THOMAS STEPHENS

## WHEN THE BIRDS GO SILENT

*In the December Issue of the American Historical Review*

The December 2021 issue of the *American Historical Review* takes readers from sensory histories of wildlife conservation to transnational Black agrarianism and to the journal's first experiment in open peer review.

In “Listening to Extinction: Early Conservation Radio Sounds and the Silences of the Species,” **Alexandra Hui** (Mississippi State Univ.) examines how 1930s radio programs in the United States used nature sounds to inform the public about wildlife extinction while simultaneously giving listeners new understandings of their natural environment. Positioning her work at the intersection of environmental history and sensory studies, Hui innovatively explores the role of hearing in the histories of human interactions with nature. She writes, “Recorded sounds were not intended to be specific; they were understood to represent the entire species. The subsequent potential silences of these sounds then meant more than the loss of an individual; listeners could hear future extinction.”

Three articles on Africa develop new conceptualizations of space and time to reframe older historical problems. In “The Only Industry That Can Make Us Hold Our Own: Black Agrarianism in South Africa from a Transatlantic Perspective, ca. 1910–1930,” **Julia Tischler** (Univ. of Basel) argues for the deep imprint of Black agrarianism on Black internationalism, progressivism, and antiracism. Employing a transatlantic lens, Tischler reconsiders the alleged conservatism of the Tuskegee Institute by showing how its ideas were transformed in a South African context, while at the same time highlighting the ways that segregationist ideas spread similarly among whites in the American South and South Africa. “Agricultural progressivism,” Tischler argues, “was a platform on which to build a Pan-African tradition of science and progress—a mutual vision of modern rural culture, travelling back and forth over the Atlantic, decidedly Black and, at the same time, a product of intellectual fusion and appropriation.”

**Lasse Heerten** (Ruhr-Univ. Bochum), in “Biafras of the Mind: French Postcolonial Humanitarianism in Global Conceptual History,” examines French humanitarian responses to the crisis in the famine-ridden Republic of Biafra during the Nigerian Civil War (1967–70) to offer a new conceptual approach to the history of humanitarianism. Arguing that previous historiographies have been concerned with “doing history backwards,” he focuses on a multitude of temporal experiences. “Writing such histories in the plural can help us move beyond stories of the origins of our present,” Heerten writes, “and at the same time develop a better understanding of the contemporary era’s specific conditions.”

The silences meant more than the  
loss of an individual; listeners  
could hear future extinction.

In “Africa’s Revolutionary Nineteenth Century and the Idea of the Scramble,” **Richard Reid** (Univ. of Oxford) reconsiders Euro-centric notions of the Scramble for Africa. Africans, as he writes, had, “over a somewhat longer *durée* than is normally applied, a more prominent role in what are conventionally regarded the imperial and global forces for change.” In proposing this more Africa-centric assessment of the continent’s violent partition, Reid foregrounds the development of African politics, economics, and culture during the long 19th century. He suggests that these revolutionary changes across the continent did not vanish with colonization; rather, they fundamentally shaped its contours.

**Joseph L. Locke** (Univ. of Houston–Victoria) and **Ben Wright** (Univ. of Texas at Dallas), in “History Can Be Open Source: Democratic Dreams and the Rise of Digital History,” argue for the co-existence of transparency alongside formal academic peer review. In a first for the *AHR*,

From February to July in 1935, an ornithological expedition jointly sponsored by Albert Brand, Cornell University, and the American Museum of Natural History made its way across the United States to collect “the voices of vanishing birds.” The ornithologists filmed and recorded more than 100 species, including the last verified documentation of the ivory-billed woodpecker. This photo shows the sound recording of a golden eagle in its nest. As Alexandra Hui demonstrates in her essay about the role of radio in the development of the American public’s association of silence with extinction, the collection of disappearing animal sounds was intertwined with public conservation programs from the start, bound together by sound and silence. “Hunting with a Mike,” Albert Rich Brand Papers, #21-18-899. Division of Rare and Manuscript Collections, Cornell University Library, Ithaca, New York.



their article underwent an open peer review that put into practice the authors’ call for expanding access and knowledge generation through digital history. The article and its open review process offer a way to test in real time propositions about the democratization of scholarship, the feasibility of open source as a part of digital history, and the trajectory of digital humanities and digital history within the academy. “History *can* be open source,” they write, “but the pursuit of democracy requires throwing off shackles more burdensome than copyright restrictions.”

Expanding on digital history in a History Unclassified essay, “Beyond 2020: Collecting Time Capsules in a Year of Pandemic” by **Adam Clulow** and **Daina Ramey Berry** (Univ. of Texas at Austin) documents the creation of a public and digital history project that moved beyond traditional tools of historical analysis as a way to create a shared community space for their university. The digital time capsules curated through this project, the authors write, “captured some of the raw emotion of a year in which society seemed to become unmoored from past certainties,” and they have become an invaluable teaching tool to reveal “how lived experiences both converged and split dramatically” during the pandemic.

History Unclassified in the December issue also explores Lula Livre, the launch of a massive letter-writing campaign in support of former Brazilian president Luiz Inácio Lula da Silva in the wake of his imprisonment after a controversial trial. In their essay “Lula’s Prison Letters and the Brazilian Presidential Papers: Archives, Readings, and Uses,” **Luciana Heymann** (Oswaldo Cruz Foundation) and **Alexandre Moreli** (Univ. of São Paulo, Brazil) illustrate how the Lula Livre campaign’s prison letters symbolize the importance of political correspondence from the most personal to the transnational. Lula is also the focus of a roundtable review on John D. French’s *Lula and His Politics of Cunning: From Metalworker to President of Brazil*. The reviewers

offer a reading of Lula and his legacies from perspectives that range from LGBTQ+ studies to racial politics.

Two extended reviews close out the December issue. A roundtable review of the collected essays in *Ambivalent: Photography and Visibility in African History* explores the use of photography as an instrument of state surveillance, a medium promoting cross-disciplinary conversations, and a methodological tool that intersects with oral traditions. As one contributor suggests, in “moving us outside the frame of the photograph itself, by refusing to accept the photograph as the last word, *Ambivalent*’s contributors bring photography into conversation with orality, travel writing, ritual, and politics, with new approaches to questions of race, gender, age, time, and postcolonial and decolonial histories.” In her reappraisal of Michael R. Marrus and Robert O. Paxton’s *Vichy France and the Jews*, **Julia S. Torrie** (St. Thomas Univ.) demonstrates how this foundational work has changed the way historians understand anti-Jewish persecution and the Holocaust in World War II-era France.

In March 2022, *AHR* readers can look forward to a completely redesigned print journal. The first redesign of the *AHR* in 50 years, we hope it will heighten intellectual pleasures for readers as they engage with its content. The March issue will also bring the first edition of the *AHR* History Lab, a new section in the middle of the journal designed to open up an innovative space for collaborative projects that rethink how we do history in the 21st century. **P**

*Manuel Martinez Alvarenga, Marlena Boswell, Isti Bhattacharya, Miguel Cruz-Díaz, Justin Hawkins, Brian Quinn, and Thomas Stephens are editorial assistants at the American Historical Review and graduate students at Indiana University Bloomington.*



## Sylvia R. Frey

1935–2021

Historian of Early America

Sylvia R. Frey, historian of the American Revolution and the Black Atlantic and professor emerita at Tulane University, died on June 23, 2021, at the age of 86. Over more than half a century, her scholarship uncovered and made visible the contributions of historical actors long ignored in the American national narrative. In the later stages of her career, she worked on projects that illuminated for a broad public the history behind contemporary injustices. When she retired, she became a civic activist. The impact of her brilliance and passion for justice was deep not only among her colleagues and students but in the many communities beyond the academy of which she was a part.

Sylvia Rae Frey was born to Helen Daigle Frey and John H. Frey on May 3, 1935, in Eunice, a town in the heart of the Acadian prairie in southwest Louisiana. She received her BA from the College of the Sacred Heart in Grand Coteau, Louisiana, in the early 1950s. There she was shaped by the institution's progressive decision to integrate a year before the *Brown v. Board of Education* decision and was profoundly influenced by the radicalism of Elizabeth Bentley, a former Communist and spy for the Soviet Union turned informer, who taught French at Sacred Heart.

After college, Frey taught high school briefly. She later recalled that she could suppress hate speech in her classroom but, with history textbooks that never mentioned race and class, she could not guide students toward a greater understanding of the issues that drove it. When she entered Tulane's PhD program in the early 1960s, she was disappointed to find that historical scholarship, too, failed to tell the stories of working people and those who were not white—until she read Jesse Lemisch's "Jack Tar in the Streets" (*William and Mary Quarterly*, 1968). Inspired by it, she wrote her dissertation on the common British soldiers in the American Revolution, which was published as her first book, *The British Soldier in America: A Social History of Military Life in the Revolutionary Period* (Univ. of Texas Press, 1981).

Frey joined Tulane's history department in 1969 and remained a member of its faculty until her retirement in 2004. Her tenure at Tulane was frequently punctuated by fellowships and visiting professorships that took her to places and institutions far beyond her native Louisiana, among them Princeton University, Rice University, the University of Richmond, the Smithsonian Institution, and the John Carter Brown Library. She was named the 1997–98 Pitt Professor of American History and Institutions at the University of Cambridge.

In her second book, *Water from the Rock: Black Resistance in a Revolutionary Age* (Princeton Univ. Press, 1991), Frey observed that "the revolutionary war in the South became a war about slavery, if not a war over slavery," an argument that has had a substantial impact on the way historians approach the relationship among the enslaved, slavery, and the American Revolution. *Water from the Rock* concludes with a consideration of the development of Black Christianity, a theme that Frey and Betty Wood pursued in their 1998 monograph, *Come Shouting to Zion: African American Protestantism in the American South and British Caribbean to 1830* (Univ. of North Carolina Press).

Frey became an active public historian in the latter part of her career, serving on the board of advisers for the PBS series *Liberty! The American Revolution* (1997) and *Africans in America* (1998). She was founding director of the Deep South Regional Humanities Center and served as national coordinator for UNESCO's Transatlantic Slave Trade Education Project. In 2016, she joined three other women to found Nola4Women, a visionary initiative that unites the fragmented efforts of multiple institutions and programs dedicated to serving New Orleans' vulnerable population of women and children.

Sylvia R. Frey was a generous colleague and mentor who combined a fierce, crusading intellect with a self-deprecating wit. Among her friends, and anyone in need, her tenderness was the quality that defined her. She is survived by a niece and two nephews and by the graduate students she taught.

Emily Clark  
Tulane University

*Photo: Paula Burch-Celentano, courtesy Tulane University*





## Arthur Mitzman

1931–2021

Historian of  
Germany and France;  
AHA Member

Arthur Mitzman, intellectual and cultural historian of late modern Germany and France, died at age 89 in Amsterdam, Netherlands.

Mitzman was born in Newark, New Jersey, in 1931 and raised in the Jewish neighborhood of Weequahic, in which Philip Roth, whose rooted novels Mitzman admired, was reared. Mitzman was a fine violinist who attended the Juilliard School of Music in the early 1950s, and he retained a loving knowledge of classical music until his death. After considering careers in music or psychiatry, he became increasingly attracted to the liberal arts and embarked on degrees in history and the social sciences. He received a BS in 1956 and an MA in 1959, both from Columbia University, with an MA thesis titled “The Failure of the Blum Experiment (1936–37).” In 1963, at Brandeis University, he completed his PhD with a dissertation titled “Sociology and Disenchantment in Imperial Germany: Tönnies, Sombart, Michels, and the Social Question,” under the direction of sociologist Lewis A. Coser. From 1965 to 1969, he was assistant professor at the University of Rochester; from 1970 to 1971, associate professor at Simon Fraser University; and from 1971 to 1997, full professor at the University of Amsterdam.

*The Iron Cage: An Historical Interpretation of Max Weber* (Knopf, 1970) reflected Mitzman’s interest in the cross-fertilization of psychology and history. He believed that the latter was the key to the understanding of the social sciences, literature, and even social psychology. *The Iron Cage* analyzed the connections among Weber’s conflicted personal life, his sociological theory, and dramatic changes in German society. *Sociology and Estrangement: Three Sociologists of Imperial Germany* (Knopf, 1973) continued to explore themes of the creative synthesis of personal and social conflict in the lives and work of Ferdinand Tönnies, Werner Sombart, and Robert Michels. Mitzman composed these original contributions to the history of German sociology in the clear and jargon-free prose advocated by his mentors, cultural historians Fritz Stern and Frank Manuel.

In the 1980s, Mitzman returned to French history with a series of articles that employed a psychohistorical approach to the understanding of Gustave Flaubert. His explorations into French culture culminated in *Michelet, Historian: Rebirth and Romanticism in Nineteenth-Century France* (Yale Univ. Press, 1990). His insights motivated Pierre Bourdieu to invite him to offer a series of lectures at the Collège de France, which were published as *Michelet ou la subversion du passé* (Boutique de l’Histoire, 1999).

Mitzman remained a critical leftist throughout his life. After his retirement, he became increasingly active in the ecological movement. In 1996–97, he organized with the help of colleagues an international conference, “European Left Alternatives to Neoliberalism.” In 2003, he published *Prometheus Revisited: The Quest for Global Justice in the Twenty-First Century* (Univ. of Massachusetts Press), which reinterpreted the Promethean myth from an environmentalist perspective that, he hoped, could provide the renewed and healthy forms of community that the triumph of narcissistic capitalism had destroyed. In many ways, his last book was a critique of his teacher, David Landes, whose *Unbound Prometheus* (Cambridge Univ. Press, 1969) explained and, as some would argue, celebrated the dynamism of advanced capitalist societies. Mitzman founded the activist network Concerned Citizens against Climate Change and managed its website until his death. He financed the establishment of the website with the funds awarded in 2007 by the Daniel Singer Prize for his essay “The Eco-Socialist Challenge.”

Mitzman’s knowledge of cultural history and social theory enabled his publications to place outstanding historians, sociologists, and artists in their historical contexts and to explain their contributions to historiography and literature. In addition to his pioneering perspectives on cultural history and psychohistory, he was remarkable in his ability to explore authoritatively two different nations and cultures. His cosmopolitanism led to an openness to new methods and students, who remember him as kind, approachable, and inspiring, with an interest in them and their work. His wife Marleen, his children Lee and Jon, his grandchildren Paul and Ella, and many friends and students will miss his illuminating warmth.

Michael Seidman  
University of North Carolina Wilmington

Photo courtesy Marleen Mitzman



## Gary B. Nash

1933–2021

**Historian of Early  
America; AHA  
Member**

A historian of early America and of race in the United States, Gary B. Nash's 33 books and many articles helped to redefine the field. In his textbook *Red, White, and Black: The Peoples of Early America* (Prentice Hall, 1974), now in its seventh edition, he described a colonial America in which diverse peoples met; in *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution* (Harvard Univ. Press, 1979), shifting urban radicalism in Boston, Philadelphia, and New York explained the lead-up to the American Revolution; and a host of books explored the history of race and the lives of African Americans. He also had an abiding interest in the Quakers, the topics of both his first book and his last. Gary's work brought attention to the struggles of ordinary people as they tried to create better lives, and he ranks among the most prolific historians of any generation.

Gary was one of the great treasures of the University of California, Los Angeles (UCLA), a faculty member from 1966 until his retirement in 1994. A mesmerizing lecturer, acknowledged with UCLA's Distinguished Teaching Award, he drew students from across majors to learn about early America and the history of race. In the aftermath of the Watts uprising, he created a class on racial attitudes in America that drew on the expertise of multiple faculty. As a graduate mentor, he was tough and supportive; students gathered monthly in his home to critique dissertation chapters and enjoy a potluck meal. He believed passionately in UCLA as a state school that opened its doors to all students and as a result abhorred recent reductions in the size of the graduate program.

He felt a profound obligation to speak to the wider public about the American past. Decades before the current discussions of critical race theory, Gary debated Lynne Cheney, then chair of the National Endowment for the Humanities, to bring a more honest, self-critical narrative of American history into schools, intent on enriching democracy rather than stifling it. In his retirement, he oversaw UCLA's

National Center for History in the Schools, which promoted the teaching of US and world history. He worked with teachers to create history education standards and curricular aids, hosting workshops and speaking around the country. He authored a textbook that told the history of the United States as a story of its diverse people (*The American People*, Harper & Row, 1986). Gary also contributed his expertise to the National Park Service, including its interpretation of revolutionary Philadelphia, the city of his birth.

Gary's commitment to a scholarship from below (as the New Left historians had it) was mirrored in his dedication to better society. In fact, he frequently spoke to his students and others of the role of education in bringing about racial justice. He took great pride in his role as chair of the defense committee when then governor Ronald Reagan tried to force UCLA to fire Angela Davis in 1969–70. FBI agents visited his office seeking information about which bank held the funds faculty had raised to pay Davis as a lecturer after her contract was terminated. In 1972, he allied with Hayden White on a lawsuit to prevent plainclothes police from infiltrating the UCLA campus. The California Supreme Court ruled unanimously in White's favor. Galvanized by racial injustice, he supported initiatives including Operation Bootstrap, which promoted Black entrepreneurship and community-based economic cooperation in South Los Angeles. He recalled that the group acquired several gas stations, launched a daishiki factory, produced a play by Edwin Baldwin called *A Glass House Shattered* at schools and churches all over California, founded a day care center, and held consciousness-raising sessions. In addition, Gary worked for fair housing in his Pacific Palisades neighborhood. Gary's legacy as a scholar-activist will be long lasting.

He leaves behind his wife of 40 years, Cindy Shelton; four children; nine grandchildren; and a vast network of friends and fellow scholars.

Robin D. G. Kelley  
*University of California, Los Angeles*

Carla Gardina Pestana  
*University of California, Los Angeles*

*Photo courtesy Carla Gardina Pestana*



## Roy Vernon Scott

1927–2021

Historian of the  
United States

Roy Vernon Scott, William L. Giles Distinguished Professor of History Emeritus at Mississippi State University, died on August 24, 2021, at age 93.

Born on December 26, 1927, he grew up on his family's farm in Greene County, Illinois, and he maintained a life-long interest in the price of soybeans and corn there. The agrarian life became such a vital part of his being that he dedicated much of his scholarship to understanding and explaining it. As a youth, he progressed from eight years in a one-room school through graduation from Greenfield High School. After two years serving in the US Air Force, he earned a BS from Iowa State University in 1952 and his MA and PhD from the University of Illinois in 1953 and 1957. In 1959, he married Jane Brayford, and they became the parents of three children.

In 1960, Scott began his 38-year tenure at Mississippi State, rising rapidly in the ranks from assistant to distinguished professor. The author or co-author of 11 books, more than 30 articles, and almost 100 book reviews, Scott believed that a historian was known by his publications. Among his books, *The Reluctant Farmer: The Rise of Agricultural Extension to 1914* (Univ. of Illinois Press, 1970); *The Great Northern Railway: A History* (co-authored with Ralph W. Hidy, Muriel E. Hidy, and Don L. Hofsommer, Univ. of Minnesota Press, 1988); and *From Prairie Farmer to Entrepreneur: The Transformation of Midwestern Agriculture* (with Dennis S. Nordin, Indiana Univ. Press, 2005) are his best known. He also wrote about the agrarian movement in Illinois, railroads, southern agriculture, Cully Cobb, Walmart, and the legendary Old Main dormitory at Mississippi State.

The recipient of numerous fellowships and awards, Scott was very active in professional historical societies. He served as president of the Agricultural History Society (1978–79) and the Mississippi Historical Society (1989–90). He was also affiliated with the AHA, the Organization of American

Historians, the Economic History Association, Phi Kappa Phi, and others.

A master teacher, Scott was revered and appreciated by several generations of undergraduate and graduate students. He sometimes mentored junior colleagues, and he shepherded his PhD students through the program and subsequent careers with efficiency, kindness, and loyalty that they always remember. Salty in language and often separating himself from the herd, he became an icon in the department for his courage, compassion, and erudition. On one occasion, during a PhD student's oral examination, a committee member asked a question that Scott knew the student could not answer. Scott quickly interjected, "Who the hell cares?"

A passionate fan of Mississippi State sports, in his later years he liked to sit on his front porch, listen to the Dawgs on a radio, puff on a fine cigar, and sip good bourbon. A displaced Yankee, Scott retained his love for Greene County and his ear for the music of bagpipes and "The Battle Hymn of the Republic."

---

E. Stanly Godbold Jr.

*Mississippi State University (emeritus)*

*Photo courtesy Mississippi State University*



# 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](https://careers.historians.org).



## CALIFORNIA

### CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Sacramento, CA

#### Assistant Professor of Public History/APIDA History.

The History Department at California State University, Sacramento invites applications for a probationary, tenure-track assistant professorship in public history and Asian Pacific Islander Desi American history to begin fall 2022. Individuals who will have attained a PhD in history, public history, or a related field by August 15, 2022, are encouraged to apply. The Capital Campus Public History Program at Sacramento State is a longstanding and well-respected regional institution. Students can pursue an MA in public history, a PhD through a partnership with the University of California, Santa Barbara, or undergraduate coursework focused on public history skills and careers. The department has robust course offerings in theories and methods of public history as well as intensive internship experiences with our partners at the local, state, and federal level. Faculty and students have ample opportunity to work with our regional partners in community projects that prioritize the voices of under-represented groups in local and California history. Sacramento is the state capital of California and one of the most diverse cities in the nation, with a rich and ongoing history of migrations from Asian, Pacific Island, and South Asian countries. As the heart of the region's higher education

community, Sacramento State is an Asian American & Native American Pacific Islander-Serving Institution dedicated to access, academic excellence, and inclusion. We have a strong commitment to fostering the success of students at many stages of their life and academic journey, such as the Asian Pacific Islander American Research and Resource Center, the Full Circle Project, and first-generation student initiatives. The Asian Pacific Islander Desi American Faculty and Staff Association provides a forum for the inclusive community of Asian Pacific Islander Desi American faculty and staff across Sacramento State. Our department's majors reflect our campus community, with students from a diverse range of backgrounds, most working full-or part-time, and many of them the first in the family to pursue a college degree. The History Department seeks candidates with the ability to work with diverse students and colleagues. Applicants are requested to submit a diversity statement that demonstrates experience with or willingness to develop and incorporate effective teaching strategies for different types of learners; create an equitable and inclusive learning environment to support all student success; and advance the History Department's goal of promoting an anti-racist and anti-oppressive campus to recruit, retain, and mentor students. California State University, Sacramento is an AA/EOE and has a strong institutional commitment to the principle of diversity in all areas. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical

condition, marital status, veteran status, or disability. Candidate must furnish proof of eligibility to work in the US, California State University, Sacramento is a sponsoring agency (i.e., H-1-B Visa). For questions about the position or application procedure, contact the Department Chair, Dr. Jeffrey Wilson, by email at [jkwilson@csus.edu](mailto:jkwilson@csus.edu). Clery Act statistics available. The successful candidate will teach courses in public history and APIDA history. Our new colleague will offer undergraduate and graduate courses in public history and should have a strong interest in supervising graduate students. Candidates are expected to have demonstrable accomplishments in the field of public history, broadly defined (e.g., an exhibit, community-engaged project, management of an archival project). Successful candidates will also be prepared to design and offer courses in histories of the Asian American experience. Additional teaching requirements include undergraduate survey courses in US history, historical methods seminars, and undergraduate and graduate seminars. Additional position requirements include engaging in research and scholarly activity related to public history, engaging in research and scholarly activity related to APIDA history, supervising undergraduate and graduate research in public history and APIDA history, advising majors, serving on department, college, and university committees, and applying professional expertise to work with our regional APIDA community partners and build new relationships to the benefit of our campus and the greater Sacramento community, including a willingness to advance Sacramento State's Anchor University initiative. The PhD in history, public history, or

a related field must be completed by August 15, 2022. Review of applications will begin December 1, 2021; position open until filled. Applications are only accepted through the Sacramento State job website located at <https://careers.csus.edu/en-us/job/506025/tenure-track-faculty-public-history-apida-history>. Candidates must upload the following attachments with the electronic application: a cover letter addressing teaching and research; a CV, including contact information (phone and email) for 2 references; a teaching portfolio including syllabi and a statement of teaching philosophy; a diversity statement (see description above); two examples of scholarly work: one traditional piece of historical writing and one publicly engaged writing sample (e.g., an exhibit script, historic register nomination, grant application, finding guide, podcast, or blog post); and graduate transcripts (unofficial accepted, official required for interview). Candidates must also have two recent letters of recommendation sent to the search committee at [history@csus.edu](mailto:history@csus.edu).



## COLORADO

### UNIVERSITY OF COLORADO COLORADO SPRINGS

Colorado Springs, CO

#### Assistant Professor of 20th-Century History of the US in the World.

The History Department at the University of Colorado Colorado Springs (<https://history.uccs.edu>) invites applications for a tenure-track assistant professorship of US history, specializing in the 20th-century history of the US in the

#### 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](http://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](http://www.historians.org/standards); Guidelines for the Hiring Process, [www.historians.org/hiring](http://www.historians.org/hiring); and Policy on Advertisements, [www.historians.org/adpolicy](http://www.historians.org/adpolicy).

world to begin in August 2022. Open to all applicants but preferred subfields are military, economic, environmental, and/or Indigenous histories. Teaching load is 3/2, meaning that in regular fall and spring semesters, the faculty member will teach three (3- to 4-credit) courses one semester and two (3- to 4-credit) courses the other semester. Courses will be taught at both the undergraduate and graduate (MA) levels. Courses may be offered face-to-face or online/hybrid per needs of the department. ABDs may apply, but candidates must submit evidence of the receipt of the PhD degree by June 2022. Applications must be submitted at <https://cu.taleo.net/careersection/jobdetail.ftl?job=22732>. All applications received by December 20, 2021, will be guaranteed consideration. Semifinalist interviews via Zoom will commence after January 24, 2022.



## CONNECTICUT

### YALE UNIVERSITY

New Haven, CT

**Henry Chauncey Jr. '57 Postdoctoral Fellowship.** Yale University, International Security Studies/Brady-Johnson Program in Grand Strategy. The Chauncey Postdoctoral Fellowships are funded by the Brady-Johnson Program in Grand Strategy for one year and are renewable for one additional year. We seek to attract outstanding junior scholars from around the globe whose work addresses questions related to the history of global affairs, statecraft, and grand strategy, broadly defined. Postdoctoral fellows must have completed their PhD degree to begin the fellowship. They are expected to use their time at Yale to conduct original research and prepare manuscripts for publication. Fellows are expected to participate in the academic life and public activities of the Brady-Johnson Program in Grand Strategy and to International Security Studies. Postdoctoral fellows are required to remain in residence through the duration of their fellowship. Offices are located on Yale's campus. Recent PhD in relevant field must be in hand by September 1, 2022. A complete application consists of CV; a 100-word research proposal abstract; a 1000-word research proposal that addresses the applicant's current scholarship; a writing sample, e.g. a dissertation chapter or journal article; and two letters of recommendation. Applications are due through Interfolio by December 30, 2021, at <https://apply.interfolio.com/97842>.



## MAINE

### COLBY COLLEGE

Waterville, ME

#### Visiting Assistant Professor in Middle East/Islamic History.

The Department of History at Colby College invites applications for a one-year visiting assistant professorship in Middle East/Islamic history beginning September 1, 2022. The department is a community of engaged teacher-scholars who teach an array of courses from surveys to specialized seminars grounded in our research. We are searching for a teacher-scholar with a focus on Middle Eastern and Islamic history. The successful candidate will teach four courses. 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 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. We will give particular weight to candidates who have successfully designed and taught their own courses. Please submit a cover letter, CV, a statement of teaching philosophy, a statement of research interests, and three confidential letters of recommendation. The statement of teaching philosophy and the statement of research interests should demonstrate commitment to the values of diversity and inclusivity. Please submit applications via Interfolio at <http://apply.interfolio.com/95988>. Review of applications will begin on December 1, 2021, and will continue until the position is filled. PhD preferred, but ABD will be considered. The Colby History Department is committed to professional development and the future advancement of all its members.

#### Visiting Assistant Professor in Russian/Soviet History.

The Department of History at Colby College invites applications for a one-year visiting assistant professorship in Russian history beginning September 1, 2022. The department is a community of engaged teacher-scholars who teach an 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. The two other courses can be in the candidate's specialty. 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, 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. We will give particular weight to candidates who have successfully designed and taught their own courses. Please submit a cover letter, CV, a statement of teaching philosophy, a statement of research interests, and three confidential letters of recommendation. The statement of teaching philosophy and the statement of research interests should demonstrate commitment to the values of diversity and inclusivity. Please submit applications via Interfolio at <http://apply.interfolio.com/95990>. Review of applications will begin on December 1, 2021, and will continue until the position is filled. PhD preferred, but ABD will be considered. The Colby History Department is committed to professional development and the future advancement of all its members.



## NEVADA

### UNIVERSITY OF NEVADA, LAS VEGAS

Las Vegas, NV

#### Assistant Professor-in-Residence in History of the Ancient World.

The Department of History of the University of Nevada, Las Vegas, invites applications for an assistant professor-in-residence in ancient world history beginning August 2022. We welcome applications from candidates with any geographic, linguistic, or temporal area of interest in the ancient world. We anticipate that the successful candidate will teach existing courses on classical Greek and Roman civilization, as well as surveys in the world history sequence. The candidate should also be prepared to propose new courses on other regions and societies of the ancient world and on broader historical themes and methods in the candidate's area of specialization. We particularly encourage applications from candidates

whose interests and experiences would prepare them to teach on archaeology, digital methods, material culture, museology, textual analysis, or other areas that would complement our undergraduate and graduate programs, which include North American and comparative world history (BA and MA); public history (BA, MA); and cultural history (PhD). More information about the Department's programs, faculty, and students is available at <http://history.unlv.edu>. This position is a teaching-intensive, full-time, career-track appointment and offers an opportunity for a scholar with a primary interest in curriculum development and instruction. The position carries full status as a faculty member in the Department and the opportunity for appointment to the Graduate Faculty and promotion in rank. Promotion standards will prioritize instruction, curriculum development, student advising, and service related to instruction. As a faculty member in residence, the incumbent would typically be assigned to teach 12 credit hours per semester but may receive reassigned time with approval of the chair and dean. This position requires a PhD in history, classics, archaeology, Near East studies, or an allied discipline from a regionally accredited college or university (or the equivalent from an international institution), candidates who are in ABD status will be considered, PhD must be completed prior to state date. Demonstrated preparation to teach lower division and upper division courses, as described above. Preferred qualification experience teaching at the postsecondary level in one or more of the above-noted fields. Credentials must be obtained prior to the start of employment. Salary competitive with those at similarly situated institutions. Position is contingent upon funding. Submit a letter of interest; a detailed resume listing qualifications; a teaching statement highlighting the candidate's experience and commitment to teaching effectiveness in the discipline of history; and the names, addresses, and telephone numbers of at least three professional references who may be contacted (we will notify candidates prior to contacting references). Application materials should emphasize how the candidate will approach teaching ancient world history at a Minority-Serving Institution with a high proportion of nontraditional and first-generation college students. Applicants should fully describe their qualifications and experience, with specific reference to each of the minimum and preferred qualifications because this is the

information on which the initial review of materials will be based. Although this position will remain open until filled, review of candidates' materials will begin on December 1, 2021, and best consideration will be gained for materials submitted prior to that date. Materials should be addressed to Dr. Gregory Brown, Search Committee Chair, and are to be submitted online at <https://www.unlv.edu/jobs> as we do not accept emailed materials. For assistance with the application process, please contact UNLV Human Resources at (702) 895-3504 or [UNLVJobs@unlv.edu](mailto:UNLVJobs@unlv.edu). The successful candidate will demonstrate support for diversity, equity, and inclusiveness as well as participate in maintaining a respectful, positive work environment. UNLV is an AA/EOE committed to achieving excellence through diversity. All qualified applicants will receive consideration for employment without regard to, among other things, race, color, religion, sex, age, creed, national origin, veteran status, physical or mental

disability, sexual orientation, genetic information, gender identity, gender expression, or any other factor protected by anti-discrimination laws. The University of Nevada, Las Vegas employs only US citizens and noncitizens lawfully authorized to work in the United States. Women, underrepresented groups, individuals with disabilities, and veterans are encouraged to apply. Due to the current health and safety emergency declaration, anyone hired must receive a complete (and verified) COVID-19 vaccination series or an approved medical or religious waiver request as a term and condition of employment prior to any start date at any Nevada System of Higher Education (NSHE) institution.



**UNIVERSITY OF  
PENNSYLVANIA**

Philadelphia, PA

**Assistant Professor of Asian American History.** The Department of History at the University of Pennsylvania seeks to fill a tenure-track assistant professor position with a focus on Asian American history. This hire is part of a multi department, multi-position initiative in Asian American studies. We especially encourage applications from candidates with scholarly expertise in one or more of the following: diaspora and empire; a history of postwar migration from Asian countries; and/or Asian American experience in a multiracial context. The successful candidate for this position will present strong evidence of excellence in research and teaching, and is expected to have the PhD in hand by the start date (July 1, 2022). In addition to contributing to teaching at the undergraduate and graduate level and mentorship in the Department of History, the new faculty member is expected to play an active role in the Penn Asian American Studies Program (<https://asam.sas.upenn.edu/>).

Interested candidates should apply online at <http://apply.interfolio.com/94518>. Submit a letter of application, CV, research and teaching statements, and three confidential letters of recommendation. Review of applications will begin on December 27, 2021, and will continue until the position is filled. For questions, please contact the chair of the search committee, Professor Eiichiro Azuma at [eazuma@sas.upenn.edu](mailto:eazuma@sas.upenn.edu). The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a more diverse faculty (for more information, see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities/women/individuals with disabilities/protected veterans are encouraged to apply.

AMERICAN  
HISTORICAL  
ASSOCIATION

## Career Center

Visit [historians.org/careers](https://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.



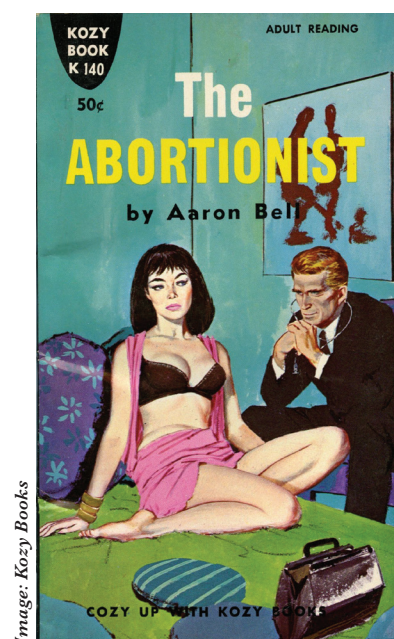
GILLIAN FRANK

## THE ABORTIONIST

A white woman sits on the edge of a bed. Her clothes hang off her body, revealing enough to tantalize but not be obscene. Her legs, slightly open, hint at past transgressions and future sex acts. Both her left knee and her eyes rest on a well-dressed white man hunched on a chair next to her. His angular face rests in a half smile as he stares at the woman. A stethoscope hangs from his neck, and his black medical bag is open at the end of the bed. He is the book's titular "Abortionist."

Published in 1961 by Kozy Books, Aaron Bell's *The Abortionist* was one of many low-priced paperbacks flooding newsstands across the United States and Canada. Typical of its genre, this 150-page, pocket-size novel cost 50 cents and was printed on cheap rough paper. Its sensual cover invited passersby to imagine illicit possibilities that were deliberately out of step with the era's norms. An irritant to antimut crusaders and other "upstanding" citizens who worried about the wide readership devouring this fare, these books featured "scandalous" topics ranging from suburban orgies, to sex work, to same-sex sexual desires. Often, the cover images depicting these possibilities were far more artful than the wooden prose and disjointed plots within.

As a historian of reproductive politics, I am especially interested in midcentury representations of abortion. In the early 1960s, audiences could find condemnations of abortion competing for space with increasingly sympathetic and nuanced treatments of abortion providers and seekers—depictions that spoke to the growing public fissures over sex and reproduction.



*The Abortionist* encapsulates these divides, oscillating between condemnation and compassion for abortion seekers while giving no quarter to abortion providers. The novel is set in a sleazy world where profit-motivated doctors exploit "women who desperately wanted to get rid of their indiscretions." The story charts the downward spiral and the eventual redemption of Dr. Dick Harrison (of course his name is Dick!) as he travels through the abortion underworld, abandons his abortion practice, and returns to the arms of a good woman. This heavy-handed conclusion is likely an attempt by the author and publisher to placate censors—real and imagined—by guiding the plot back to what they believed was the moral center of sexual expression: reproductive domesticity.

But the moral center was a rapidly moving target in 1961. That same year, *The Christian Century*, the leading magazine of mainline Protestantism, editorialized in favor of abortion reform. By 1962, an episode of the CBS legal drama *The Defenders* valorized a physician who performed illegal abortions. Although pulp novels were meant to be disposable cultural productions—cheaply made and quickly consumed—the rapidly shifting ground around abortion meant that when it was released, *The Abortionist* was a dirty snapshot of a disappearing world. What was sensual cover art in 1961, featuring the motel rooms where abortionists anonymously operated, would soon signify horror and violence as stories of abortion-seeking women dying on motel-room floors came to light. **P**

Gillian Frank co-hosts *Sexing History*, a podcast that explores how the history of sexuality shapes our present. He tweets @lgillianfrank1.

# Exhibiting America:

The Smithsonian's National History Museum, 1881-2018

David K. Allison and Hannah Peterson



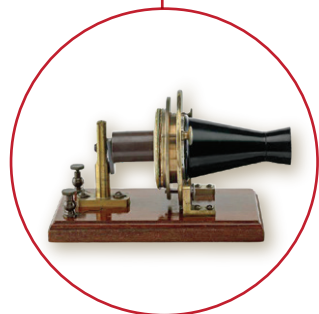
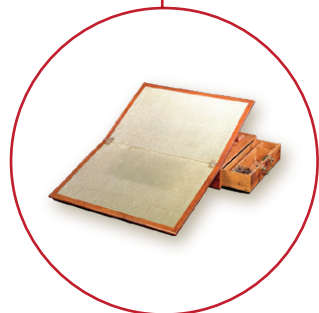
Exhibiting America explores the varied ways that the Smithsonian's National Museum of American History – under different names over the years – conveyed the story of America to millions of annual visitors in its first 137 years.



While NMAH's size and prominent location in the nation's capital have usually meant its leaders aspired to grand visions, often the realities of exhibition development have tempered and reshaped its exhibitions in unexpected and provocative ways. Exhibiting America takes readers through five distinct eras, describing and analyzing the museum's major exhibitions.

**To mark the start of a new era for the museum, Allison and Peterson offer reflections on trends and continuing challenges for the National Museum of American History.**

Download at: <https://doi.org/10.5479/si.13623881>







## Call for Proposals for the 136th 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, 2022

Before applying, please review the annual meeting guidelines and more information at [historians.org/proposals](https://historians.org/proposals).

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

Contact [annualmeeting@historians.org](mailto:annualmeeting@historians.org).

#### Questions about the content of proposals?

Contact Program Committee chair Akin Ogundiran, Univ. of North Carolina at Charlotte ([Ogundiran@uncc.edu](mailto:Ogundiran@uncc.edu)) and co-chair Molly Warsh, Univ. of Pittsburgh ([warsh@pitt.edu](mailto:warsh@pitt.edu)).