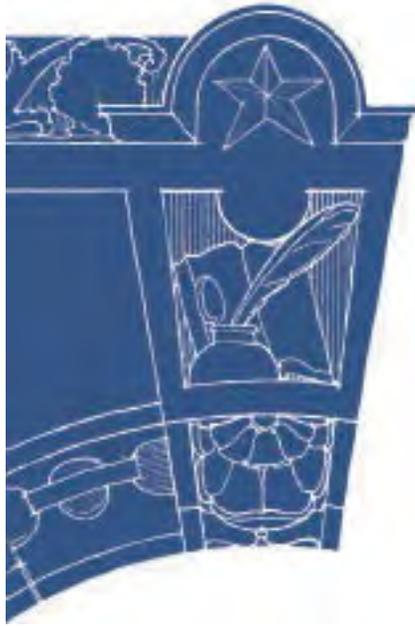


Perspectives on History

The Newsmagazine of the American Historical Association | 52: 9 | December 2014





The University of Texas at Austin Department of History 2014-15

Recruitment of Faculty

We continue to search for outstanding senior faculty from the senior associate level through chairs in a wide range of fields as well as junior faculty.

Institute for Historical Studies

Welcomes Residential Fellows, 2014-2015

Michitake Aso, State University of New York, Albany
Emma Flatt, University of North Carolina, Chapel Hill
Mary K. Gayne, James Madison University
Kristin Wintersteen, University of Houston

Announces IHS Theme for 2015-16, "Histories of Darkness and Light"

There are many associations with darkness and light in all cultures, yet their historic origins, implications, and evolution are less well known. The association of darkness with racial and ethnic prejudice is perhaps the most obvious, but its negative connotations are equally prominent in religion (the darkness of the universe before God created light in Genesis; the darkness of Hell; the witches' Sabbath); astronomy (black holes); psychology (fear of the night, seasonal affective disorder; the dark side of personalities); anthropology (the use of black in funeral rituals); and medical science (the loss of consciousness and death). Conversely, light has often served both as a metaphor for virtue, success ("light years ahead"), and historical progress ("the Enlightenment"), and as a catalyst for social and cultural transformation (electrification). The Institute for Historical Studies' theme for 2015-16 seeks to track the histories of darkness and light across time and cultures. The institute welcomes applicants from all fields of history as well as historically-minded scholars whose work can reveal the worlds imagined, created, or destroyed by the histories of darkness and light.

For details about this year's IHS workshops and conferences, residential fellowships at all ranks for 2015-16 and the new theme, see: www.utexas.edu/cola/insts/historicalstudies. The deadline for fellowship applications is January 15, 2015.

For more information about the department, its faculty and graduate programs, see:
www.utexas.edu/cola/depts/history

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On the Cover



The Alchemist's Experiment Takes Fire (1687). Hendrick Heerschop, Dutch. Oil on canvas laid down on board.

Science, technology, engineering, and mathematics rarely move in a simple line from one success to another. Thinking historically about STEM can help illuminate the course these disciplines take, including experiments gone awry. In this issue, we offer two historians' views on what history can bring to the STEM disciplines, and vice versa.

Image courtesy of the Chemical Heritage Foundation Collections. Gift of Fisher Scientific International. Photograph by Gregory Tobias.

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Photo by Bill Sewell

The AHA Taxonomy Project, Part 2

The Members Speak, and the President Thanks Them

Jan Goldstein

In my September column, graced with a James Gillray cartoon of Napoleon and Pitt hungrily carving up the world, I wrote about the difficulties of the enterprise of taxonomy in general and the particular difficulties encountered by the ad hoc subcommittee that revised the AHA taxonomy last spring. (The subcommittee is composed of Council members Farina Mir, Andrew Rotter, and myself.) Both preceding and accompanying that column was an invitation to AHA members to use the member forum of AHA Communities to comment publicly on the draft of the new taxonomy. Although we didn't bill it as such, our invitation doubled as an experiment: we wanted to test whether the crowdsourcing possibilities offered by digital technology could effectively provide the AHA with member input into its work. Following the time-honored procedures of the predigital age, the new taxonomy had already received the preliminary scrutiny of the AHA Council—the members' elected representatives—at its face-to-face meeting in June 2014. Could an online forum capture the views of the membership directly at this juncture and thus add a new layer of democratic participation in AHA business?

Many of us on the Council were frankly nervous about “taking the taxonomy to the people” at all and especially about soliciting our constituents' opinions in a digital medium. Our own, small-scale discussion of the details of the taxonomy had revealed differences of opinion at every turn; well aware that the Internet tends to discourage subtlety, magnify disagreement, and bring out the less polite aspects of participants' personalities, we imagined far worse in an online conversation among a vastly larger group of historians. Grumbings about opening a can of worms were heard. But we nonetheless opted to enter the digital age in this area of

AHA governance. Now that the experiment has concluded, I am happy to report that none of our worst fears materialized, and the experiment was, quite simply, a success.

The member forum was open for comments about the draft taxonomy from August 18 through September 30. During that six-week period, 54 individual AHA members, some writing two or three times, made 64 substantive comments or suggestions. A full 38 of those responses appeared on August 18, the day the draft taxonomy was released, leading to expectations of an avalanche of opinion. But activity tapered off sharply after a few days. These statistics tell only a part of the story; in fact, they miss the most striking part: the tone and content of the responses. None were impolite, and many respondents went out of their way to thank the AHA taxonomists for

their labors. Thoughtful, nuanced remarks and well-reasoned proposals were the rule. In fact, the AHA membership could be said to have instantiated the ideal type of the online discussion forum. The taxonomy subcommittee has not yet finished its consideration of the suggestions concerning the geographical/temporal fields. But our discussion of the thematic categories has yielded 14 changes, including new freestanding categories and additions to clusters of categories—all to be included in a newly revised draft on which the Council will vote in January. We regard that as a significant harvest, with more fruit still to come.

Overwhelmingly, members asked for increased specificity. They wanted to alert us to the existence of flourishing subfields—usually the ones they participated in—that



A consequential taxonomy in action. In the early 1940s the federal government sent a checklist to American scientists asking them to identify all their areas of specialized knowledge; the data gathered were then fed into this card-sorting machine to determine the individuals who were best equipped to aid the war effort. Photo: Library of Congress Prints & Photographs Division.

had escaped our notice. A couple of voices were, however, raised on behalf of the diametrically opposite position. Members of this persuasion—whom we might call holists—contended that the discipline of history was already excessively fragmented, awash in inward-turning specialties that rarely communicated with one another or with the broad, nonacademic public. They called for the AHA to buck this trend, not ratify and abet it with a splintered taxonomy.

In a partial reply to the holists, it is worth pointing out that, while the AHA taxonomy is an obvious field day for splitters, it also caters to lumpers. Members may select its general headings as well as its specific sub-headings when they name their teaching and research fields. Thus if a member regards early modern Europe, taken as a whole, as an apt description of her research interests, she can choose “Early Modern Europe, 1500–1800” rather than, say, “German Lands, 1500–1800.” If another member teaches the entire history of China, he can opt for “China” *tout court* over “Late Imperial China, 1368–1912.” Although it is the sheer abundance of specialized labels that first meets the eye, the taxonomy also offers their general counterparts, sprinkled throughout the listings, as equally valid options.

The holists also implicitly raised the issue of the purpose of the taxonomy: Shouldn't it be harnessed, they suggested, to shape the broad contours of the American historical profession? Members with other interests at stake posed that larger question explicitly. What was the purpose of the taxonomy, anyway? How could one evaluate it without knowing what it was meant to do? In this line of questioning, the ad hoc subcommittee recognized a real gap in our initial presentation of our work, one requiring ex post facto attention.

While the subject of taxonomy can generate ruminations of a lofty, epistemological sort, the purposes of the AHA taxonomy are actually far more modest, down-to-earth, and practical. Most basically, the taxonomy functions as a way for the Association to learn something about its members, both as scholars (we are each asked to choose three research fields) and as teachers (we are likewise asked to choose three teaching fields). The taxonomy also informs the Association about overall trends in the profession—which fields are large and popular, which are waxing, which are waning—thus helping it better serve the membership. The concrete applications of the information produced by the taxonomy are quite mundane: the Association can

generate field-specific lists for such purposes as sending topically based material about the annual meeting or requests for contributions to specialized book prize funds.

The taxonomy also sends an implicit signal to the Association's members. If they find a set of categories in which they can easily recognize themselves, they are much more likely to feel comfortable in their capacity as members and to regard the AHA as representing them. If, on the other hand, their chief self-labels, or something reasonably approximating them, are absent, their sense of belonging will be correspondingly attenuated. Clearly, it is the first, welcoming signal that the Association wishes to send.

Because historians' research and teaching interests are always in flux, the taxonomy needs periodic updating to mirror the membership accurately. With respect to such changes, the Association is alternately reactive and proactive. We want to “keep up with” changes that have occurred since the last revision—for example, adding the now well-established field of Late Antiquity to the European categories. But we also want to gently nudge the profession toward changes that seem to be on the horizon—for example, the placement of North Africa not only in the Middle East but also in Africa as an object of study relevant to historians of both geographical areas. While the subcommittee embraced that nudging strategy, we do not see the taxonomy as a major arena of policy making. If, for example, some members want to move the profession toward greater engagement with the general public—a laudable aim, in my view—there are better ways to argue that case than to contest the degree of specificity of the taxonomy.

Since all taxonomies are artificial constructions, and since they serve a legitimating function (either deliberate or unwitting) with respect to the objects they include, they are bound to be controversial. That is why the AHA asked for member feedback. We want to stress, however, that the legitimating function of the AHA taxonomy is weak and informal. The taxonomy is not widely promulgated; AHA members need not fear, as did one respondent this summer, that historians working in fields not explicitly listed will be automatically penalized in fellowship and grant competitions.

Continued on page 8

The Presidential Address at the Annual Meeting

“Toward an Empirical History of Moral Thinking: The Case of Racial Theory in Mid-19th-Century France”

Saturday, January 3, 2015, 5:00–6:30 p.m., New York Hilton Trianon Ballroom

The relationship of historians to the moral implications of the subjects they study has always been a thorny one. In her presidential address at the annual meeting, Jan Goldstein will suggest that, between the extremes of pronouncing moral judgments on past events and taking refuge in the position that moral criteria invariably shift over time and shouldn't concern us per se as historians, there is a place for a specifically historical inquiry that she calls the empirical history of moral thinking. Through its identification, in empirical terms, of the parameters of moral judgment on certain topics at certain historical moments, such an approach might, while avoiding both blame and exoneration, restore intelligibility to the morally freighted actions of people in the past. To test this approach, Goldstein, an intellectual historian, will apply it to the vogue of racial theorizing among intellectuals in mid-19th-century France. Her cast of characters will include the members of the Paris Ethnological Society of the 1840s and, for the period just after the decisive rupture of the Revolution of 1848, Alexis de Tocqueville, Arthur de Gobineau, and Ernest Renan.



Member Participation and the AHA

James Grossman

On November 3 an AHA member submitted a petition for a resolution to be considered at the Association's business meeting on January 4. The deadline of November 1 specified by the bylaws had been extended by two days because November 1 fell on a Saturday. After consultation with the AHA's parliamentarian, the Association's president determined that the petition failed to meet two of the requirements stated in the bylaws. An insufficient number of AHA members in good standing had signed the petition, and the resolution as written went beyond matters "of concern to the Association, to the profession of history, or to the academic profession."

AHA staff remain neutral on the content of resolutions that are under consideration for the business meeting. Rather than offer opinions on the substance of resolutions submitted for consideration at the business meeting, their role is to supply resources that speak to the technical matters of submission. The content of resolutions is a matter for the members to debate once the president, in consultation with the parliamentarian, has determined whether the proposal conforms to the requirements of the bylaws. The role of AHA staff is to facilitate submission of such petitions, as we are a membership organization that depends on participation for our vitality. In this spirit, AHA staff provided guidance to the organizer of the petition. The president, after explaining the reasons for her decision, reminded the petitioner that the Association's parliamentarian is available to all AHA members "for advice in interpreting the provisions of the AHA constitution and bylaws relevant to the submission of petitions."

The guidance provided by staff, and the president's reference to the availability of the parliamentarian, underscore the AHA's commitment to participation by the membership. Perhaps sometimes the rules

seem more like hoops than pathways, but the bar is quite low: 50 members (out of more than 13,000) must sign on, and the resolution must be relevant to our work.

Submission of a petition, like other forms of member participation, reminds us of the larger questions relating to what it means for the AHA to be a membership association, rather than the kind of non-profit organization that is more common on the landscape, such as a museum, health clinic, or community center. These organizations rely on their boards of directors to select leaders, a self-perpetuating process that involves no broader constituency.

Two factors, intervening over the course of two generations, have dramatically altered this terrain: democratization and the Internet.

Membership organizations, by contrast, are creatures of their members: we rely on members for governance, financial support, and participation in the activities that support our mission.

For many years, the opportunities for member participation in the AHA were obvious and unchanging. Keeping up with scholarship through the *American Historical Review* and the annual meeting stood at the top of the list, with the former the chief incentive to membership for many scholars. Participation generally meant presenting a research paper at the annual meeting or voting in elections for officers, as little actual business took place at the business meeting during the annual conference.

Two factors, intervening over the course of two generations, have dramatically altered

this terrain: democratization and the Internet. The first expanded *who* could participate, and the second *how* people participate.

Anyone who compares an AHA ballot from a half century ago to a ballot today will quickly appreciate the expanded circle of association leadership. Women, virtually excluded from leadership for much of the AHA's first 80 years, currently hold 13 of the Association's 24 elected positions. More fields are represented, along with early-career scholars, high school teachers, and community college faculty. Racial and ethnic diversity has increased dramatically, although it often remains inadequate, as does the range of institutions from which our leadership is drawn. A vastly expanded roster of committees and initiatives—most recently Tuning—has drawn in an even wider and more extensive circle of active members.

I direct attention to these accomplishments not to suggest that we have done enough. Democratization is a process, and it must be ongoing to maintain and increase the vitality of the AHA. Moreover, the diversification of candidates nominated for leadership positions has not increased participation in AHA elections. Only a quarter of the membership participates in our elections. We can draw solace from the fact that this is about average for associations, but only if we are willing to accept that low bar. Diversification is a hollow achievement if it is not embraced by the membership.

The annual meeting program showcases another arena of diversification. Approximately one-third of the membership—along with nonmembers—participate in the annual meeting. This form of participation, which requires more commitment than voting, brings members into contact with one another. Once upon a time, the meeting's sessions focused almost exclusively on research; hence the placement

of the conference under the jurisdiction of the AHA's Research Division. Even a quick glance at recent programs, however, points to a far broader agenda, and this year is no different. The annual meeting is a cornucopia of scholarship, teaching, and professional activity. A majority of proposals submitted to the program committee still focus on research. But attendance is generally higher at sessions that offer professional development of one kind or another. Outside of sessions, the conference's main activity (aside from eating) is networking, which includes conversations about teaching, research, employment issues, and just about everything else relevant to the work of historians.

This networking has decisively broadened its locale; hence the second shift in terrain. Historians can now use a wide variety of

social media to interact with one another. The AHA is committed to complementing its broadening of *who* participates with expanding *how* we participate. AHA Communities, a section of our website that is accessible through the Collaborate button on the home page, offers opportunities to organize and participate in conversations on topics selected by members. *Perspectives on History's* online version welcomes commentary by readers, as does the Association's blog, *AHA Today*. These spaces are complemented by our Facebook, LinkedIn, and Pinterest pages, a Twitter feed, and a YouTube channel.

I welcome all AHA members (and our colleagues whom I hope will become members) to explore these resources and participate in the conversations they make possible. Join one of the communities featured on

our website at communities.historians.org. Or form your own. Come to the business meeting in New York on January 4. Nominate a colleague for a committee (send all nominations to stune@historians.org). Submit a proposal for our 2016 annual meeting in Atlanta (www.historians.org/annual-meeting/future-meetings/submit-a-proposal). Any member should feel free to contact me at any time. As a community of scholars and teachers, we depend on one another to provide the vitality that makes it possible to learn from one another and enhance our contribution to scholarship and public culture.

James Grossman is executive director of the AHA. Follow him at @JimGrossmanAHA or e-mail him at jgrossman@historians.org.

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Continued from page 6

In my September column, I included the Gillray cartoon to represent what our taxonomy is not—that is, the work of voracious, imperialist ideologues. My inclusion of an image in this column has a similar reverse logic. The card-sorting machine photographed by the US Office of War Information in the early 1940s was applying an eminently consequential taxonomy. The government had sent a disciplinary checklist to all the scientists in the country, requesting them to choose the subjects in which they possessed expertise; once entered on punch cards, this data enabled the machine to identify the scientists best suited for the war-related tasks at hand (for a discussion of this wartime taxonomic initiative, see the essay by Beatrice Cherrier at bit.ly/1tTpU8t). By contrast, the AHA taxonomy is relatively inconsequential; it will not recruit you for a life-altering mission. But it does allow the Association and its members to picture our profession in all its myriad variety and helps the Association respond to the needs of its diverse constituents.

Because this is my last column as AHA president, I would like to close with a second evocation of the model online conversation to which the taxonomy project gave rise. The point is obvious: this Association has a wonderful membership.

Jan Goldstein is president of the AHA.

Pathogens of the Caribbean

The Prequel

J. R. McNeill

As this is my last column as an AHA vice president, it is high time I performed a public service. Here it is. Historians, look at the fine print before you sign.

One afternoon while I was struggling to grade midterm exams in my office, the phone rang. “Rob Bucks” (I use a pseudonym not to protect the innocent, but to protect me from the wrath of a militantly litigious desperado) introduced himself in staccato sentences. He said he was a Hollywood producer and wanted to “make a major motion picture out of *Mosquito Empires*.” We historians often joke about the movie rights to our books, but Rob Bucks’s ambition struck me as among the most implausible things an adult had ever said to me, as it concerned a book I had recently published that deals with yellow fever and malaria in Caribbean history, and is chockablock with depressing stories of masses of nameless people suffering and dying young in doomed settlement schemes and military operations. So I asked Rob Bucks if he had read my book. He responded with practiced evasion: “I love history. I read history all the time.”

After he offered further assurances of his deep interest in my work, I asked him if he was aware that there was nothing resembling romance in my book, and the only intimations of sex involved obscure species of mosquitoes. He was undeterred and replied, in his characteristically familiar way, as if we had been friends since grade school, “John, John, I can help you with that.” He invited me to write a “skeleton screenplay, 100 scenes for 100 minutes that will fire up the brains of a billion teenagers around the world.” I felt both flattered and bewildered, and told him I would think about it and get back to him. Riding my bike home that evening I did some mental arithmetic and estimated that indeed there are nearly a billion teenagers in the world. I also settled on a title for my major motion picture: *Pathogens of the Caribbean*. Should I ask for



Douglas Fairbanks in *The Black Pirate* (1926).

In a world where buccaneering movie producers would mercilessly plunder the intellectual property of historians, luck, sloth, and timidity proved more helpful than swordplay against Hollywood’s predatory promises.

a percentage of the gross, or take a lump sum? Could we get Johnny Depp to play a lethal virus?

At dinner I told this story to the teenagers I know best. They reflexively performed Internet research and ascertained that Rob Bucks had indeed produced some movies, including one that featured actors known to all my kids. His most recent effort, however, had flopped ignominiously. But my teenagers’ brains were all fired up, eager to see my book translated to the silver screen, perhaps with roles for them, if only as extras.

As happens so often, I disappointed them. After brief reflection, I concluded I did not know how to write a screenplay, skeletal or fleshy, and would do it badly if I tried. Seemingly endless streams of student essays called out for my attention, and various editors were waiting—patiently and impatiently—for me to deliver essays of my own.

Two weeks after passing on this opportunity of a lifetime, I had dinner with another historian (“Professor Jones,” to protect the innocent), who had given a talk on my campus about his latest, much-admired book. I began to regale him with the story you have just read, but did not get far before he interrupted and said, “Wait, it’s not Rob Bucks, is it?” I soon learned from Professor Jones that my book and I were not alone in meriting a phone call from the movie producer. My friend had received the same pitch, not long before his book appeared, but unlike me, he had followed through, made a deal, and written up something for Rob Bucks. Then, when the book came out, Jones continued, Rob Bucks sued him for some version of infringement upon intellectual property.

I was more alarmed than Professor Jones, who told me his agent was handling the

matter. He seemed miraculously unruffled, while I tried to imagine what I would do if sued for publishing my own book. Through a combination of laziness and reflexive devotion to routine duties, I had unknowingly dodged a legal bullet that would have hit me hard, with no agent to absorb the impact for me.

When I look back on the affair, I marvel at Rob Bucks's business model. Only a desperate man out of good ideas (indeed, out of moderately bad ideas) would hatch a plan to recoup his fortunes by suing academic historians. In the annals

of American entrepreneurship, this must rank among the least promising schemes ever concocted. For a movie producer, presumably accustomed to deals involving millions of dollars, this was passing strange. He could sue the entire membership of the AHA, win all his suits, and still walk away with only chump change. In the process, however, Rob Bucks could financially ruin almost any historian who signed a contract that, buried in the fine print, turned over some form of intellectual property rights to the producer. Perhaps historians were only the tip of Rob Bucks's iceberg, and he was

also trying to induce academic economists and engineers into movie deals. That might be more lucrative, if any could be found who thought their latest paper would make a great movie.

So, my fellow historians, if the phone rings and your caller claims to be a movie producer, beware. If you want to see your book as a major motion picture (and who doesn't?), read the fine print before signing your deal. Or get an agent first.

J. R. McNeill is the AHA's vice president, Research Division.



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Controversy Surrounds Department of Defense Commemorative Website

Emily Swafford

The Vietnam War and the stories that surround it have been controversial from nearly the moment American servicemen and women set foot in Vietnam. It is perhaps unsurprising that any move to commemorate the war has spawned protest, but the divisiveness engendered by the controversy points to a larger debate in the interpretation of the history of war in America. In 2008, the Department of Defense was authorized by Congress to “conduct a program to commemorate the 50th anniversary of the Vietnam War.” As part of these efforts, the Department of Defense created a website announcing the commemoration and highlighting events around the country. But the website has also drawn criticism from some veterans groups and historians, who worry that the commemoration efforts in general and the website in particular constitute an effort to take control of the narrative of the war and whitewash its history.

The controversy hinges on the idea of commemoration, which to critics of the war implies praise, validation, and legitimation of the military actions in Vietnam. The explicit purposes of the commemoration authorized by Congress were “to thank and honor veterans of the Vietnam War . . . for their service and sacrifice,” “to highlight the advances in technology, science, and

medicine related to military research,” and to recognize contributions and sacrifices on the home front and by US allies.¹ According to the Vietnam Peace Commemoration Committee, the programs designed by the Department of Defense do not provide an “opportunity to hear, recognize and perhaps reconcile or heal the lasting wounds of that era.”² Rather, as Marilyn Young, renowned historian of the Vietnam era and an organizing member of the Vietnam Peace Commemoration Committee, expressed it in a phone interview, “The Pentagon is trying to make a bad war good. It not only can’t be done, but it shouldn’t be done.”

One of the most controversial features of the website is an interactive time line.³ Visitors to the site can flip through the pages of the time line, which is set up like a book, to find out what was going on in the conflict during specific years. The entries are often perfunctory and do not link to more information, and the events selected (and excluded) have drawn some criticism. In some ways, the selection of events that are included on the time line reflects the limited scope of the congressional authorization—not to tell the definitive story of the Vietnam War, but to tell the story of military operations, with a specific focus on the sacrifices of Americans and their allies and the technological and medical advances born of war. Yet

the criticisms of the time line also reflect the broader difficulty of trying to tell a divisive story without a broad and inclusive context.

For example, in addition to military actions in Vietnam and selected events in the domestic United States, the time line includes an entry for every Medal of Honor awarded during the conflict, the highest award given to military personnel. On the one hand, including Medal of Honor recipients fulfills the directive to “thank and honor the veterans.” On the other hand, as Mark Boulton, author of *Failing Our Veterans: The G.I. Bill and the Vietnam Generation* (NYU Press, 2014), points out in an e-mail, “those stories might have more impact as a separate section which highlights heroism rather than being interspersed throughout the narrative time line.” Further, the category of Medal of Honor recipient is not as objective as it might first appear. The condition that it be awarded for action during engagement with the enemy precludes the eligibility of many categories of service personnel, including all women, and narrows the story of military service that it can tell. Such categorizations, observes Kara Dixon Vuic, author of *Officer, Nurse, Woman: The Army Nurse Corps in the Vietnam War* (Johns Hopkins University Press, 2010), reproduce the idea that “woman” was synonymous with “nurse” during the conflict and prevent a larger



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In the United States, remembering the Vietnam War is a fraught process. The first memorial to be installed on the National Mall in Washington, DC, the Vietnam Veterans Memorial, was dedicated in 1982. Some veterans found the wall too abstract, so the Three Servicemen Statue was commissioned; it was completed in 1984. In 1993, more than a decade after the first memorial opened, the Vietnam Women's Memorial was dedicated on the mall.

engagement with the history of women and of gender in the US military. In point of fact, 25 to 30 percent of nurses during the height of the conflict were men. Further, while they were engaged in cutting-edge medical procedures and humanitarian work, nurses also encountered other less savory parts of the conflict—treating adult Vietnamese patients (both allied and enemy), caring for victims of vehicle crashes and venereal disease, and helping to run the free drug-treatment program provided by the army. While the website notes that the Vietnam War did see an opening of the ranks for women, it has “no discussion of women pushing for this for decades,” Vuic said in an interview. The emphasis on valor obscures a broader investigation of military service.

People on both sides of the debate—the authors of the Department of Defense website and those who are protesting it—show signs of being willing to listen to each other. An early draft of the time line characterized the unprovoked murder of Vietnamese civilians by American soldiers at My Lai as an “incident.” The time line has since been amended to say that a division of American troops “killed hundreds of Vietnamese citizens,” though the word “massacre” still does not appear. Dialogues on polarizing issues relating to the Vietnam War will continue next year. A wide spectrum of views on these issues will be

represented at an upcoming conference on the history and legacy of the war, cosponsored by New York University and by the Kroc Institute for International Peace Studies at the University of Notre Dame. The conference will be held at NYU’s Washington, DC, campus on April 30 and May 1, 2015.

The controversy over the Department of Defense website is a microcosm of a larger debate: how to tell the story of the US military within a broader history of the United States and its role in the world. Official histories have been written by the US military since the American Civil War, and the historian’s role in the US military was codified further during World War II. This type of focused history, written by the armed forces for the armed forces, is vital, says William Hammond, the former chief of the General Histories Branch of the Center of Military History and author of *Reporting Vietnam: Media and the Military at War* (University Press of Kansas, 1998). “The army learns from its history,” Hammond said in a phone interview. “It has no memory without its historians.” It is of note that the Department of Defense website has an odd relationship to this tradition of institutional history. The website does not aim to present a definitive history of the Vietnam War, or even an official one. Yet many historians, including those protesting the website, would argue

that the history of the US military cannot be told in isolation. As Mark Boulton observes, the website might be construed as “a limited effort to focus on combat engagements, acts of valor, and societal advances made as a result of the war, but the complexity and divisiveness of the Vietnam era is not represented.” Further, Boulton writes that the lack of “political and cultural context” prevents us from grappling with “some vitally important historical lessons to come out of the Vietnam era, such as the role of protest movements or the brutalizing nature of modern warfare on victims and participants.” In other words, telling the history of the Vietnam War may not be possible without telling the history of the Vietnam era.

The Vietnam War Commemoration website seems to be a locus of irresolvable conflict between those who believe a narrow military history of the conflict is possible and those who insist on the need for broader context. According to the Standards for Museum Exhibits Dealing with Historical Subjects adopted more than a decade ago by the AHA Council, along with the governing bodies of the Organization of American Historians, the Society for History in the Federal Government, and the National Council on Public History, a controversial exhibit should adhere to this point: “The public should be able to see that history is a changing process of interpretation and reinterpretation formed through gathering and reviewing evidence, drawing conclusions, and presenting the conclusions in text or exhibit format.” The controversy around the website reminds us that this process of interpretation and reinterpretation is often quite contested.

Emily Swafford is the AHA’s programs manager.

Notes

1. *The United States of America: Vietnam War Commemoration*, “Commemoration Objectives: In Accordance with Public Law 110-181 SEC.598,” http://www.vietnamwar50th.com/about/Commemoration_Objectives/.
2. “Signers of the Letter from the Vietnam Peace Commemoration Committee,” *Viet Nam Today*, October 2, 2014, <http://borderconflict.blogspot.com/2014/10/signers-of-letter-from-vietnam-peace.html>.
3. *The United States of America: Vietnam War Commemoration*, “Interactive Timeline,” <http://www.vietnamwar50th.com/timeline/>.

129TH ANNUAL MEETING

It’s Not Too Late to Sign Up for NYC Tours Organized by the Local Arrangements Committee

The Local Arrangements Committee has organized 28 tours highlighting the historical resources of New York City. Tickets are still available for most tours. See the AHA website for details and ticket prices.

Preregistration for tours is highly recommended. Tour participants must be registered for the AHA annual meeting. If you are already registered for the meeting, you can add a tour ticket to your existing registration by logging in to the registration resource center or calling (508) 743-0510. Tour tickets are nonrefundable and cannot be exchanged.

All tour groups will meet in the New York Hilton Midtown’s Americas Hall I. Tours may travel by bus, by subway, or on foot. Fares and admission fees are included in the price of the tour. Accessible buses or alternate transportation for people with disabilities will be available on request. Contact aha@historians.org for additional information.

Beyond the “Seven Speak-Nots”

History Education in China

In 2012, when the Hong Kong government planned to implement “patriotic education classes,” thousands of students protested, and the plan was abandoned. Students in Hong Kong came out again in September of this year, this time for universal suffrage. “Students are seen as intellectuals in the making, and intellectuals are seen as having a particular role to serve as the conscience of the nation or the community,” University of California, Irvine, historian Jeffrey Wasserstrom told Zack Beauchamp in an interview for *Vox*.¹

Among the restrictions on intellectuals in China listed in this year’s Network of Concerned Historians report is a secret memorandum titled “Concerning the Situation in the Ideological Sphere,” which in “2013 banned teaching or discussing seven topics at universities, including ‘historical mistakes by the Communist Party’ (such as the Cultural Revolution of 1966–76 or the 1989 Tiananmen Square massacre). Other banned topics were Western constitutional democracy, universal values of human rights, freedom of the press, civil society, the privileged capitalist class, and judicial independence,” according to the report. The banned topics were dubbed the “Seven Speak-Nots” in human rights reports.

The Network of Concerned Historians report also discussed the detention of two professors: from July 2013 to January 2014, a professor of history and international relations was detained in Shanghai over his research on Sino-Japanese relations, and another historian was detained for 17 days in March 2014 for his research on Muslim minorities in China. The report also mentioned that an American professor with a valid visa was denied entry to China at the Beijing airport. Western newspapers covered the ban and detentions of scholars. Headlines in the *New York Times* included “China Takes Aim at Western Ideas” and “Look Who’s Afraid of Democracy.”

Ironically, the situation in China has improved in the last decade, three historians of China said. For example, the curriculum for middle school and high school history was



Elaine Mesker-Garcia, CC BY-NC-ND 2.0

Terra-cotta warriors created about 2,200 years ago to accompany the first Chinese emperor in the afterlife, on display in a special 2009 exhibit at the Houston Museum of Natural Science.

revised in the 1990s and again in the early 2000s, giving cities and provinces choices in which textbooks to use. The high-school textbooks are divided into three parts dealing with political history, economic history, and cultural history. One of the textbooks that schools can choose to assign is titled *Democratic Thought and Practices in Modern Societies*. The curriculum focuses on developing student abilities in three areas: knowledge and skills; process and methodology; and emotion and values. This new curriculum was inspired by the 1996 American history curriculum developed at UCLA. According to Biao Yang, associate professor of history at East China Normal University in Shanghai, the history curriculum was changed so that it no longer asked “how” but rather “why.”

Di Wang, professor of history at Texas A&M University, also spoke of the change in the history curriculum as a positive development, especially for its inclusion of cultural history, which was not part of the previous curriculum. At the college level, professors design their own courses, but all college students are required to take a course on Chinese history

Shatha Almutawa

using the textbook *A Brief History of Modern China*. This is the government’s “official” history of China—and to some students, it is the history that tries to prove the legitimacy of the Communist Party of China. Students also critiqued the course as not reflecting new scholarship, which shows their awareness of other narratives about China’s history.

Wang noted that areas outside of Chinese history, such as the history of ancient Egypt, medieval Europe, and early America, are approached as they might be in the West. Additionally, students have access to many books about areas of Western history that are considered problematic by the government, so even if students are not taught about democracy in school, for example, they might read about it outside of class.

The subjects that are hotly debated—and which have been taken out of the curriculum—are those relating to national heroes, class struggle, and Sino-Japanese relations. But these topics are discussed in academic circles, if not in the public sphere as well. Most recently, Wang Weiguang, president of the Academy of Social Sciences, published an article about class struggle that caused a stir in China.

Rana Mitter, professor of the history and politics of modern China at the University of Oxford, also said that access to archives and documents has improved in the past 30 years. There are certain topics that are difficult to write about in China—for example, the history of the Communist Party—but more and more topics that used to be taboo are now mainstream. “China has developed a more open public sphere as part of the process of globalization,” Mitter told me in a phone interview. “China is much more in the world, and the world is much more in China.”

Shatha Almutawa is associate editor of Perspectives on History.

Note

1. Zack Beauchamp, “The Hidden History of Protest in China and Hong Kong,” *Vox*, September 29, 2014.

The Earnings Potential of History Majors

New Studies Detail the Gender Gap, Long-Term Prospects, and the Impact of Graduate Degrees

Allen Mikaelian

The release of new data from the US Census Bureau's American Community Survey (ACS) has prompted fresh analyses of a question often asked of the AHA: What are the career outcomes of history majors?

The American Academy of Arts and Sciences' Humanities Indicators project recently used the American Community Survey data to explore how the choice of discipline affects the earnings of full-time workers, and how much impact an advanced degree has on those earnings (bit.ly/1tGsiPS and bit.ly/10FdCpv). Those with US history bachelor's degrees (and no advanced degree) had slightly higher salaries than the median for all fields, and

they had the highest salary of all holders of degrees in the humanities fields tracked by the project. But women who held history degrees lagged the furthest behind their counterparts.

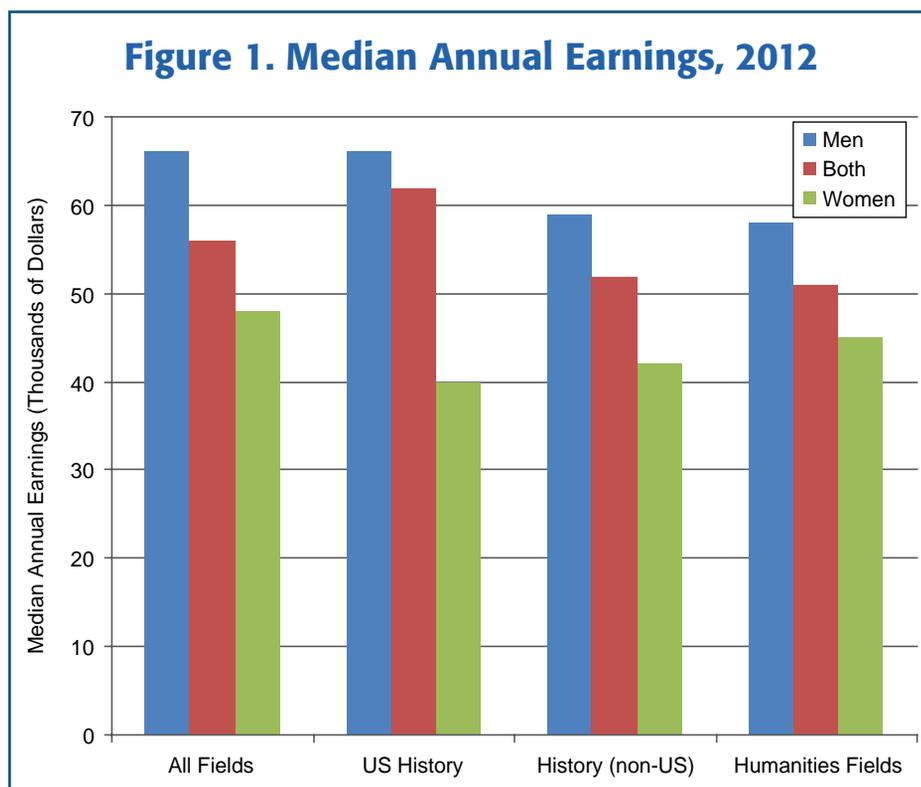
With a median annual salary of \$51,000, workers with a bachelor's degree in the humanities and no advanced degree were below the median annual salary of \$56,000 calculated for all fields. Full-time workers who held a terminal bachelor's degree in US history boasted a median annual salary of \$62,000, but those who claimed the less-specific major of "history" (not specifying the US) and had no advanced degree were below the median for all fields, with an annual salary of \$52,000 (fig. 1).

The Brookings Institution's Hamilton Project analyzed the ACS data with an eye toward both median annual earnings over the course of a career and lifetime earnings. Their interactive charts (hamiltonproject.org/earnings_by_major) show history majors slightly below the median for all majors for most of their careers. Likely this is due to the fact that the project does not separate US history from the more generic "history" category. History majors' earnings seem to peak about 22 years into their careers, while the peak for all majors happens about five years later. There is a wide gap of about \$10,000 between the median annual salary for history majors and the median for all majors at about 25 years into their careers.

Include graduate degrees in this comparison, however, and history graduates are above the median for all disciplines, with peak annual earnings of \$86,000 at about 34 years into their careers. And the Humanities Indicators' analysis found that the benefits of an advanced degree were especially noticeable for the generalized "history" category: an advanced degree gave these workers a 53 percent earnings boost—a larger lift than any discipline other than "area, ethnic, and civilization studies."

The Humanities Indicators also found, however, a wide disparity between the outcomes for men and women, and this was especially true for history majors without an advanced degree. Women who specified US history faced a 39 percent earnings gap, and women holding a general history degree had a 28 percent gap. The earnings gap for all humanities disciplines was 21 percent. This is not encouraging news for those concerned about the disproportionately low participation of women in the history major.

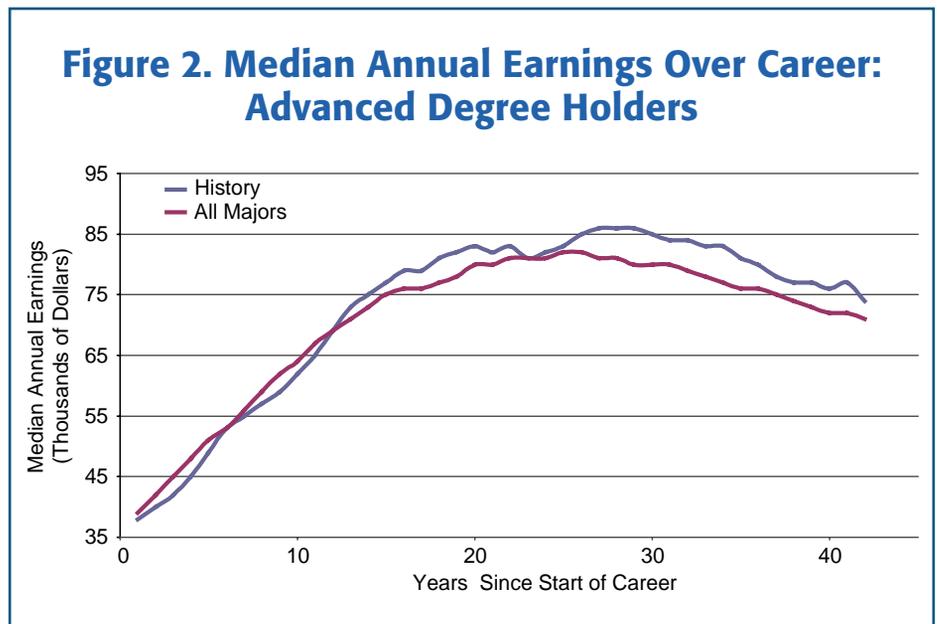
These two recent reports add to previous studies that also used the American Community Survey, like the report *Hard*



US history majors had slightly higher median salaries than the median for all bachelor's degrees. But this was not the case when we consider women's earnings separately. This chart includes only those with a terminal bachelor's degree who are full-time workers. Source: Humanities Indicators (bit.ly/1tGsiPS)

Times: College Majors, Unemployment, and Earnings from Georgetown University's Center on Education and the Workforce. The 2013 release, which used ACS data from 2010–11, found that recent history graduates were facing a 9.5 percent unemployment rate. This was higher than foreign-language majors (8.1 percent) but not as high as anthropology majors (12.6 percent). The report is especially useful, however, in the way it distinguished early-career unemployment from the unemployment rates faced by experienced workers and graduate degree holders. In those years of generally high unemployment, history had one of the lower unemployment rates (5.8 percent) among humanities disciplines when it came to experienced college graduates, and there was an even lower unemployment rate (3.7 percent) among graduate degree holders.

In short, the material benefits of a history degree seem to come later in life, and graduate degrees are especially helpful. While history has recently appeared on lists of low-paying majors, usually based on crowdsourced information, and while these lists have sometimes



When we include those with graduate degrees, the median annual earnings of history majors rise above the median for all majors at 13 years into a career. This chart includes full-time workers only and is based on ACS data from 2011–12. Source: *The Hamilton Project at the Brookings Institution* (bit.ly/10FnAD)

gone viral, analyses based on the broad and authoritative American Community Survey paint a more complete and hopeful picture. While no one should expect to be catapulted into wealth because of a degree

in history, neither is the degree a certain path to penury and underemployment.

Allen Mikaelian is the editor of Perspectives on History.



berkshire conference
OF WOMEN HISTORIANS

The Berkshire Conference
of Women Historians
**Congratulates the winners
of the 2013 Article and Book Prizes:**

For Best Article in the history of women, gender and/or sexuality:
Jaime Wadowiec
"Muslim Algerian Women and the Rights of Man: Islam and Gendered Citizenship in French Algeria at the End of Empire,"
French Historical Studies, vol. 36, no. 4 (Fall 2013): 649-676.

For Best Article in any field:
Molly Loberg
"The Streetscape of Economic Crisis: Commerce, Politics, and Urban Space in Interwar Berlin," *Journal of Modern History*,
Vol 85, no. 2 (June 2013): 364-402.

For Best First Book that deals with the history of women, gender and /or sexuality:
Camille Robcis
The Law of Kinship: Anthropology, Psychoanalysis, and the Family in Twentieth-Century France, Cornell University Press, 2013.

For Best First Book in any field of history:
Teresa Barnett
Sacred Relics: Pieces of the Past in Nineteenth-Century America, University of Chicago Press, 2013.

Nominations for the 2014 Article and Book Prizes Accepted until January 2015.

Visit
www.berksconference.org

History Coalition Update

Progress on Adjunct Faculty Assistance, New Outreach Efforts

Lee White

Despite the election-year lull in congressional activity, the National Coalition for History has been busy with activities supporting an important bill that will bring real, material benefits to adjunct faculty and a marketing campaign to raise the visibility of the coalition's efforts and the history community generally.

NCH Supports Fairness for Adjunct Faculty

Senator Dick Durbin (D-IL) recently introduced S. 2712, the Adjunct Faculty Loan Fairness Act of 2014. The bill would allow part-time faculty—who are often paid low wages with few benefits—to participate in the federal student loan forgiveness program for public servants. NCH has sent a letter to Senator Durbin, reproduced here, supporting passage of the legislation.

Many NCH organizations that include adjunct faculty among their members have been attempting to improve their working conditions. Both the American Historical Association and the Organization of American Historians have issued statements supporting S. 2712.

According to the Department of Education, the Public Service Loan Forgiveness (PSLF) program “is intended to encourage individuals to enter and continue to work full-time in public service jobs. Under this program, [graduates] may qualify for forgiveness of the remaining balance due on [their] William D. Ford Federal Direct Loan Program (Direct Loan Program) loans after . . . having made 120 qualifying payments” on those loans while employed full-time by certain public service employers.

According to a press release from Senator Durbin's office, “Although many educators may also qualify—including full-time faculty at public universities



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October 24, 2014

The Honorable Richard Durbin
United States Senate
717 Hart Senate Office Building
Washington, DC 20510

Dear Senator Durbin:

The National Coalition for History (NCH) would like to thank you for introducing S. 2712, the “Adjunct Faculty Loan Fairness Act of 2014.” NCH is a consortium of over 55 diverse organizations representing historians, archivists, researchers, educators, students, genealogists, preservationists, political scientists, museum professionals and other stakeholders. Many of our member organizations represent those who teach at institutions of higher education as adjunct faculty.

More than half of all faculty at public and non-profit colleges and universities work on a part-time basis and most have advanced degrees. Many of them have substantial student debt accumulated during the many years of preparation for such positions. Unfortunately, they are currently ineligible for participation in the Public Service Loan Forgiveness (PSLF) Program.

At a time when tenure-track positions are declining, reliance upon adjunct faculty is increasing. Adjunct faculty are underpaid, lack job security and rarely receive basic employee benefits such as health care coverage and vacation and sick leave. They perform many of the same tasks as those of tenured professors without being adequately compensated for their time and talents.

We thank you for recognizing the important role adjunct faculty play in the field of higher education and that they are in every sense of the word “public servants.” We agree that they should be eligible for student loan forgiveness in the same manner as those currently covered by the PSLF Program.

The National Coalition for History strongly supports S. 2712 and we urge your colleagues in the Senate to enact the bill.

Sincerely,

Lee White
Executive Director

and some part-time faculty at community colleges—other faculty members who only work part-time may not be eligible for the program.” The legislation would add

teaching as an adjunct faculty member at colleges and universities to a list of other professions that currently qualify for loan forgiveness, including public health, law

enforcement, the military, and public education.

Thousands of faculty at public and non-profit colleges and universities work on a part-time basis, and most have advanced degrees. Many of them have accumulated substantial student debt during their many years of preparation for such positions. Unfortunately, they are currently ineligible for participation in the PSLF program.

At a time when tenure-track positions are declining, reliance upon adjunct faculty is increasing. Adjunct faculty are underpaid, lack job security, and rarely receive basic employee benefits such as health care coverage, vacation, and sick leave. They undertake many of the tasks performed by tenured professors without being adequately compensated for their time and talent.

It is not likely the Senate will take action on the bill late in the session. However, the NCH is planning to send a letter to all senators urging them to become co-sponsors when the bill is reintroduced when the 114th Congress convenes in January.

NCH Launches Marketing Campaign

In October, the National Coalition for History published an infographic touting our accomplishments and organizational mission. The infographic provides a snapshot of our advocacy efforts to better inform our membership and promote NCH to potential new members. The release of the infographic marks the beginning of a concerted outreach campaign geared toward motivating like-minded groups involved in history advocacy to join the coalition and encouraging groups whose memberships in NCH have lapsed to return to the fold. You can view the infographic on the NCH website: historycoalition.org/brochure.

At part of our effort to reach both our existing members and other organizations whose mission statements resonate with our agenda, we highlighted a range of NCH's advocacy victories, striving to include a multitude of interests. The brochure highlights issues that have been important for our community in such diverse areas as

K-12 education, historic preservation, and the expedited declassification and processing of records to make them available to the public as soon as possible. During the final weeks of 2014, NCH will be taking preliminary steps leading to the creation of a Senate History Caucus to complement our House History Caucus.

NCH Welcomes New Members

The NCH continued to grow in 2014. This summer we welcomed the Records Preservation and Access Committee (RPAC) to the coalition. RPAC is comprised of the National Genealogical Society (NGS), the Federation of Genealogical Societies (FGS), and the International Association of Jewish Genealogical Societies (IAJGS). FGS represents hundreds of genealogical societies, and NGS and IAJGS represent over 9,000 genealogists. As some of the most frequent users of archival records, genealogists add a large, politically active constituency to NCH.

We know that many of you belong to other professional organizations in addition to the AHA. We encourage you to share our link with the leadership and members of those groups to demonstrate the value of belonging to NCH. For a list of the current members of the National Coalition for History, visit historycoalition.org/about/current-member-organizations.

The infographic is NCH's initial rollout of a new marketing and branding strategy that will grow to include a redesigned website, an updated logo, and more active social media channels. You should expect to see these updates over the next six months, but we will keep you aware of new material as it becomes available.

Lee White is executive director of the National Coalition for History.

Follow at @HistCoalition or visit historycoalition.org.

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The
**Latin American
History Program**
in the
Department of History
at **Indiana University**
congratulate its recent doctorates
on the publication of their books



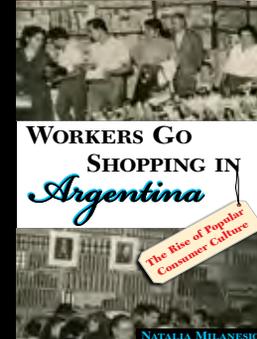
Sebastián Carassai
University of Buenos Aires

The Argentine Silent Majority: Middle Classes, Politics, Violence, and Memory in the Seventies, Duke University Press, 2014.



Valeria Manzano
Instituto de Estudios Sociales / Universidad de San Martín

The Age of Youth in Argentina: Culture, Politics & Sexuality from Perón to Videla, University of North Carolina Press, 2014.



Natalia Milanesio
University of Houston

Workers Go Shopping in Argentina: The Rise of Popular Consumer Culture, University of New Mexico Press, 2013.



David Diaz Arias
University of Costa Rica

La historiografía costarricense en la primera década del siglo XXI, Editorial de la Universidad de Costa Rica, 2014.

Crisis Social y Memorias en Lucha: Guerra Civil en Costa Rica, forthcoming, 2014.

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What's in the December AHR?

Robert A. Schneider

When members open their December 2014 issue of the *American Historical Review*, they will find two articles, one on human rights and indentured labor, the other on science and modern enchantment, along with an *AHR* Roundtable, “History Meets Biology,” consisting of 10 essays. There are also five featured reviews, along with our usual extensive book review section.

In “Indian Indentured Labor and the History of International Rights Regimes,” Rachel Sturman examines the British imperial system of Indian indentured labor, established in the aftermath of the abolition of slavery. It is, she asserts, a prime context in which modern state agencies both articulated and sought to implement a system of labor regulation, one with potentially transnational or global reach. Her work here speaks primarily to two scholarly fields. Studies of the history of international labor rights typically focus exclusively on the struggles of European activists (trade unionists, socialists, and social workers) to achieve legal recognition of workers’ right to minimum conditions of safety and welfare. Sturman suggests that including the imperial history of indenture within a genealogy of international labor rights illuminates the ways in which a welfare orientation also emerged through expansive forms of state power seeking to regulate—but not to dismantle—a coercive labor regime. At the same time, the piece is in step with recent scholarship on the history of indenture that has moved beyond a preoccupation with how it essentially reproduced the conditions of slavery. Instead, Sturman develops recent arguments regarding modern forms of state sovereignty, showing how a critique of the indenture system gave rise to the idea that humanitarian violations could be addressed with pragmatic and minute regulations of the conditions of life and work. Ironically, she asserts, the anti-indenture movement

that eventually succeeded in abolishing the system, which was led by Indian nationalists in the early 20th century, ultimately moved away from a more searching, overarching critique of what constituted legitimate and humane forms of labor.

In “Seeing Things: Science, the Fourth Dimension, and Modern Enchantment,” Christopher White follows in the footsteps of recent scholars who have begun to re-examine the link between religious doubt and modernity. He examines how scientific modernity sometimes fostered unexpected forms of religious belief and enchantment by looking at mystics, mathematicians, and religious believers who borrowed the idea that the universe incorporated a higher “fourth dimension.” The article focuses on the life of the British mathematician Charles H. Hinton to illustrate how people moved from uncertainty to more affirmative philosophical and religious positions. As Hinton saw older sources of certainty collapse, he developed a new system for reeducating the senses that allowed people to see into the boundaries of existence and beyond these boundaries into a higher dimension of reality. Hinton and others popularized these ideas, and many intellectuals, artists, writers, and religious seekers used them to recover an imaginative sense for the supernatural. Though cagey scientists complained that cranks and visionaries were misusing scientific ideas, even they were sometimes excited by the freedoms that the fourth dimension made possible. In the end, the idea of the fourth dimension did imaginative work for a range of people who felt that scientific materialism had imprisoned them in ironclad spaces devoid of human feeling, imaginative freedom, or spiritual transcendence.

The Roundtable in this issue—developed through the combined efforts of the *AHR* editors, former Board of Editors members Philip Ethington and Daniel Lord Smail,

and the authors—explores the possibilities opened for historians by recent developments in biology, especially human biology, for the study of history, environmental history, health history, and the coevolution of humans and other species. As laid out in the introduction, today’s biologists are attentive to the plasticity of the human mind and body, and to the power of historical circumstances to alter the physical, mental, and behavioral qualities of individuals in ways that cannot be predicted or determined by genes alone. Human history and “natural” history are thus intertwined. Neither can be understood without the other.

In the first essay, “The Nurture of Nature: Genetics, Epigenetics, and Environment in Human Biohistory,” John L. Brooke and Clark Spencer Larsen assert that appreciating humanity as a biological species requires that historians come to an understanding of human genetic history. Stressing the distinctions between genetic code imprinted on DNA and the epigenetic chemical regulation of that code, they propose that our biological makeup is both relatively fixed and dramatically malleable. There is indeed a wide range of “plasticity” within the genetic inheritance: human bodies have responded to the stresses of work, climate, and malnutrition by developing a range of forms. Dietary and psychological stress from famine, social stratification, and slavery, for example, must have had powerful intergenerational effects on historical populations. Substantiating such arguments, the authors assert, is a critical agenda for a new biohistory.

“Coevolution” refers to the process by which two populations shape each other’s traits. In “Coevolutionary History,” Edmund Russell adds a historical component to this concept. Coevolution, he argues, helped spawn the agricultural revolution, increase human power, and usher in the Industrial

Revolution. The resulting increase in food supply made an explosion in human populations possible; human numbers have multiplied sevenfold over the past 200 years.

Historians and social scientists have discovered recurring patterns in homicide trends among unrelated adults in the early-modern and modern world that correspond broadly with the success or failure of efforts at nation building. In “Emotions, Facultative Adaptation, and the History of Homicide,” Randolph Roth acknowledges that these patterns can be explained using the methods employed by social and cultural historians. But he argues that a more complete explanation will depend on integrating those explanations with biological explanations, which indicate that humans, like all social animals, respond physiologically to changes in their social environment.

Kyle Harper, in “The Sentimental Family: A Biohistorical Perspective,” explores how the biological study of human behavior can help answer questions that historians have traditionally asked about the family and its reproduction. The hormonal mediation of human behavior should be of particular relevance to historians, who are interested in the ways environment shapes human behavior. The study of classic phenomena, like the rise of the sentimental family in the modern period, might be reconsidered from a perspective that does not preempt the possibility of engagement with biology. Ultimately, a paradigm open to biological concepts may offer critical insights for biologists, whose contemporary subjects are the product of history.

Is human social behavior shaped by specific biologically inherited traits? This is the question posed by Walter Scheidel in “Evolutionary Psychology and the Historian.”

Scheidel focuses on the avoidance of procreative sexual relations with close relatives as a promising example of an evolved mechanism that meets this stringent criterion. Research has focused on “natural experiments,” in which unrelated individuals were raised in kin-like conditions, and the effects of those conditions on sexual attraction and mating preferences. The evidence strongly suggests the existence of evolved avoidance behavior, which illustrates how human behavioral plasticity is constrained by human biology.

Historians have long been allergic to psychological explanations. As Lynn Hunt notes in “The Self and Its History,” this resistance developed in part in reaction to right-wing uses of crowd psychology in the late 19th and early 20th centuries to denigrate popular movements. Despite many reasons for caution, however, a dialogue with neuroscience offers the prospect of new approaches to such perennially vexed issues as agency, experience, action, and identity. The historical study of emotions converges in interesting ways with neuroscientific emphasis on the role of emotions in reasoning and the development of the self.

The climate crisis, in altering our view of the future, alters our ideas of the past and the role of the human subjects within it. So asserts Julia Adeney Thomas in “History and Biology in the Anthropocene: Problems of Scale, Problems of Value.” Facing this predicament together, biologists and historians can learn from one another in ways that will stretch our disciplinary boundaries. But consilience is neither possible nor desirable, Thomas insists. In the end, she concludes, what is most threatened on our rapidly warming planet is not our fragile

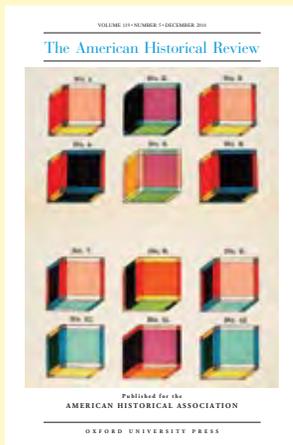
physical bodies but our even frailer hopes for decency, justice, playfulness, and beauty.

The Roundtable concludes with two comments, one by a scientist, the other by a historian. In “Historical Inquiry as a Distributed, Nomothetic, Evolutionary Discipline,” Norman MacLeod, a paleontologist, argues for closer collaboration between the disciplines of biology and history, not only because recent advances in scientific fields that investigate aspects of evolutionary processes have shed light on human history, human biology, and human psychology that is of interest to historians, but also because the study of human history forms the end point of a conceptual continuum that unites all historical studies in a seamless and mutually reinforcing manner.

The last word is given to Michael D. Gordin, a historian of science. In “Evidence and the Instability of Biology,” he explores what the changeable, unstable nature of contemporary biological knowledge implies for how historians might use such evidence as a reliable foundation. His essay concludes by underscoring the difficulty for outsiders in determining the “consensus” view in a particular scientific field.

February’s issue will include the Presidential Address that Jan Goldstein will deliver at the annual meeting; articles on human-animal relations in early Latin America, American genocide, and Benjamin Franklin’s *The Way to Wealth*; and another edition of the *AHR* Conversation on how historians today understand historical change and transitions.

Robert A. Schneider is editor of the American Historical Review.



Views of the Tesseract.” From C. Howard Hinton, *The Fourth Dimension* (London, 1904). The word “tesseract,” defined by Merriam-Webster as “the four-dimensional analogue of a cube,” was coined in 1880 by British mathematician Charles Howard Hinton. After experiencing a paralyzing crisis of anxiety and doubt, Hinton constructed sets of marked and colored wooden cubes and memorized them in different configurations in order to establish a range of things he could know with certainty. He stacked these cubes into composite blocks, memorized all the edges, points, and sides of the cubes in a block, then rotated the block and memorized all the locations again. In the process, Hinton came to believe it was possible not just to develop accurate perceptions of objects in the world but also to see beyond our three-dimensional world into a higher dimension. In “Seeing Things: Science, the Fourth Dimension, and Modern Enchantment,” Christopher White shows how Hinton and other fourth-dimensional enthusiasts used scientific concepts to see beyond scientific materialism and develop new forms of religious enchantment and wonder.

Roger Chartier Selected as Honorary Foreign Member for 2014

Jan Goldstein

At its January 2014 meeting, the AHA Council chose Roger Chartier of the Collège de France as the Association's Honorary Foreign Member for 2014. In a year when the theme of the annual meeting is "History and the Other Disciplines," it is especially appropriate that Chartier receive this award, for he is well known as a disciplinary boundary crosser. Not only a historian—and in fact a pioneer of the field of cultural history—he also incorporates literary studies and the sociology of culture, as well as the theories of Norbert Elias and Michel Foucault into his work. In addition, Chartier amply fulfills the requirements that the HFM be a scholar of great distinction and one who has "notably aided the work of American historians."

Since 2007 Chartier has been a professor at the Collège de France, the pinnacle of French academia. He holds a chair—which he named himself, in accordance with the traditions of that institution—in Writing and Culture of Early Modern Europe. For roughly two decades prior to that appointment, he taught at the École des Hautes Études en Sciences Sociales in Paris, where American graduate students became a frequent presence at his seminar. In deciding to honor him, the AHA is hardly alone. Among his many previous honors are the Grand Prix d'Histoire of the Académie Française, corresponding membership in the British Academy, and honorary degrees from the Carlos III University of Madrid and the University of Santiago (Chile).

Chartier is the author or coauthor of more than a dozen books, most of which have been translated into a wide variety of languages, testifying to their international dissemination. His first book, a 1976 study of French education from the 16th century to the Revolution written collaboratively with two colleagues, placed him squarely in the camp of the celebrated *Annales* school: it sought quantitative data, which it presented in charts and graphs; it paid atten-



Roger Chartier

tion to the lived realities of schooling rather than to abstract philosophies of education; and it traced its subject over the *longue durée* of three centuries. In his subsequent work, Chartier both continued and significantly reoriented *Annaliste* historiography, supplementing its stress on statistics and other objective indicators with a new emphasis on the importance of reading and interpretation. Put differently, Chartier conceived of cultural history as a bridge between social and intellectual history. In his large body of innovative work, he has taken up such topics as publishing houses and printing, the history of the book, the history of letter writing and of private life more generally, and, most recently, playwriting in early modern France, England, and Spain. The book he composed to mark the bicentennial of the French Revolution, characteristically entitled *The Cultural Origins of the French*

Revolution (1st French ed. 1990) and translated into some eight European and Asian languages, can perhaps be regarded as representative of his approach. Rejecting the widespread hypothesis that the abstract content of the works of such *philosophes* as Voltaire and Rousseau radicalized the French population and prepared it to make a revolution, Chartier insisted that the messages readers took away from such textual encounters were too various and indeterminate to support such an assertion. Instead, he contended, historians should focus on the plethora of books—regarded as material objects—that were both available to the 18th-century French public and integrated into everyday life through new reading practices that sometimes amounted to a mania for reading. It was these material and practical circumstances, then, that served to persuade French men and women

that the traditional authorities were being contested from multiple directions and might no longer be owed obedience.

Roger Chartier's interactions with American historians began early in his career. A fellowship at the Davis Center for Historical Studies at Princeton in 1976 was followed by visiting appointments at the Newberry Library in Chicago, the Folger Institute in Washington, DC, and the history departments of Yale, UC Berkeley, and Cornell during the 1980s. As Chartier began collaborative relationships with US colleagues, he also, as a function of his irrepressibly generous personality, reached out to their students. Soon he was inviting them to visit him when they came to Paris and to sit in on his weekly seminar at the EHESS. He gave them research tips

and indispensable guidance in orienting themselves to a foreign academic culture; he met with many of them on a regular basis and read drafts of their dissertation chapters. Since 2001 he has cemented his American ties still further as Annenberg Visiting Professor of History at the University of Pennsylvania. One American historian of France, writing in support of Chartier's nomination as the AHA Honorary Foreign Member, described him as "an active, generous mediator between the French and American historical professions." Another broadened that description, calling him "a modern-day Erasmus: he speaks many languages, travels widely, possesses boundless curiosity, and believes that intellectual exchange is the engine of progress." American historians are

fortunate that the United States has been, along with Spain, Portugal, Brazil, and Argentina, among the favorite travel destinations of this modern-day Erasmus.

Roger Chartier will attend this year's annual meeting. In addition to receiving his award at the awards ceremony (Friday, January 2, 7:30–8:30 p.m.), he will participate as a panelist at the session "Historians as Public Intellectuals in Comparative National Perspective" (Saturday, January 3, 10:30 a.m.–noon) and chair the session "Reassessing the Influence of Classic Theory on Historical Practice: Foucault" (Sunday, January 4, 11:30 a.m.–1:30 p.m.).

Jan Goldstein is president of the AHA.

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AHA Welcomes New Staff Member

The AHA is delighted to welcome its new associate editor of web and social media, Stephanie Kingsley. Originally from Atlanta, Georgia, Stephanie first took an interest in history in high school, when she started researching genealogy and collecting antique books found in her grandparents' attics. This passion has only grown over time, and Stephanie sees her work at the AHA as the culmination of those early hobbies.

Stephanie completed her AB in English and Spanish at the University of Georgia, along with a minor in film studies. After two years of typing beautifully punctuated closed captioning for a Charlotte-area television network, she began work on her master's in English literature at the University of Virginia.

Graduate studies at UVA were a turning point for Stephanie. She studied American literature (particularly 19th-century novels) and discovered the fascinating disciplines of bibliography and textual studies. She spent a significant portion of her time in graduate school pouring over holdings at the Albert and Shirley Small Special Collections Library. She wrote on such treasures as the ninth-edition Bay Psalm Book. (This book contains the first musical notation printed in New England; the Small Library holds one of only two surviving copies.) She also examined manuscripts of novels by James Fenimore Cooper and typescripts of works by Virginia author Ellen Glasgow. For her thesis, supervised by English professor David Vander Meulen, Stephanie prepared a critical edition of a chapter from Cooper's 1840 historical novel, *Mercedes of Castile*. She worked for a year at Rare Book School, an organization in Charlottesville, Virginia, that hosts summer courses on book history. There she improved her bibliographical skills and learned about archival practices; a fellowship with RBS enabled her to transform her thesis project into an interactive digital edition.



Credit: Marty Moore

Stephanie Kingsley

Studies in book history soon led Stephanie to participate in more historical archival projects. She spent a semester working at Documents Compass, a nonprofit organization affiliated with the Virginia Foundation for the Humanities, which helps scholars prepare digital editions. Stephanie worked specifically on *People of the Founding Era*; this project organizes biographical records of founding-era people in a searchable database and reveals networks between them—networks commonly called “prosopographies” in humanities scholarship. Stephanie researched communities of slaves who built, lived, and worked at the University of Virginia campus from the beginning of its construction in 1817 through the end of the Civil War. She also worked for a brief period doing research and managing social media at the Papers of George Washington, an organization

that produces documentary editions of Washington's correspondence. Both of these projects fueled her interest in history beyond the history of the book.

The University of Virginia also introduced Stephanie to the field of digital humanities. In addition to book history, Stephanie set out to learn as much about this burgeoning new discipline as possible in her two years at UVA. During that time, she worked on digital prosopography (*People of the Founding Era* and Professor Alison Booth's *Collective Biographies of Women*), conducted digital textual editing projects, and was a Praxis Fellow in the UVA Scholars' Lab.

The Praxis Program is a yearlong fellowship that trains humanities graduate students in collaboratively planning, designing, developing, and managing a digital project. Scholars' Lab faculty and staff instruct fellows in wireframing, programming languages, and project management. Stephanie served as her cohort's project manager; she prioritized, coordinated with different members of the team, publicized the group's progress via the blog and social media, and acted as the primary spokesperson for the project.

In her new role as the AHA's web and social media editor, Stephanie will manage content for the blog *AHA Today* and for the association's website. She will also let our members and readers know about exciting developments at the AHA through social media. Stephanie plans to blog and tweet from symposiums, exhibits, lectures, and other historical and cultural events in the DC area. She sees her profession as using digital means to pay homage to the past, and she plans to continue inhaling the smell of physical books while tinkering on the computer. This is a lifelong mission, and Stephanie looks forward to continuing it with the AHA.



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Nominations Invited

Members are invited to submit nominations for the Troyer Steele Anderson Prize for service to the Association. Nominations must include the candidate's CV and three letters of recommendation indicating the nature of the candidate's service to the AHA.

Please mail nominations to Sharon K. Tune, Anderson Prize Entry, AHA, 400 A Street S.E., Washington, DC 20003-3889. AHA divisions and committees will also be invited to submit nominations.

The Professional Division of the AHA will evaluate candidates and recommend an individual to the Council as the recipient of the award. The winner will be announced at a subsequent annual meeting.

Doing History Digitally

Taking Advantage of Training Opportunities to Learn New Methods and Approaches

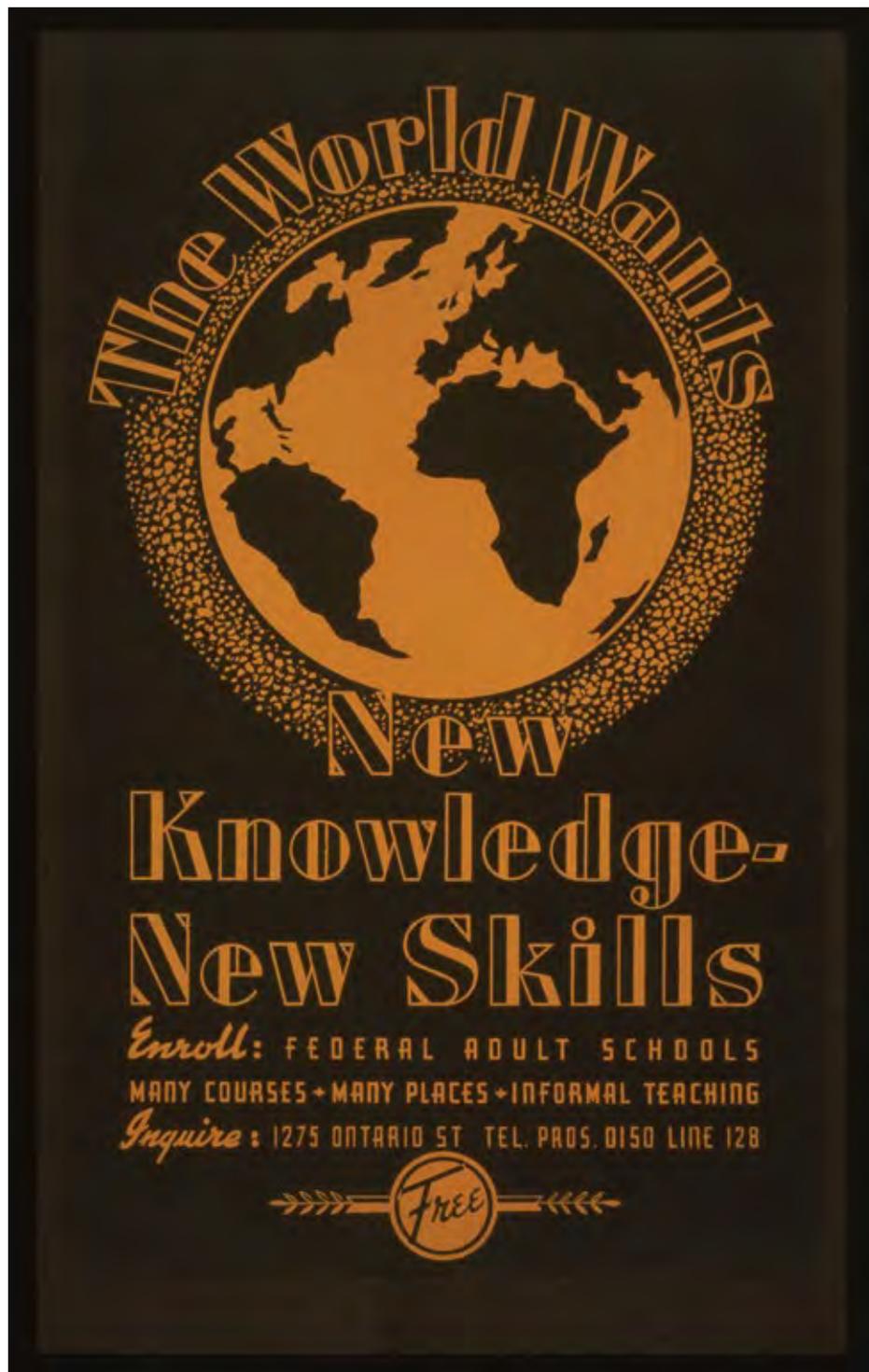
Seth Denbo

Military historians are blessed. The object of their study, in the course of its daily existence, creates vast storehouses bursting with archival materials. The richness of these resources provides ample fodder. Historians feeding at these troughs obtain material that allows for everything from incredibly detailed explications of battle tactics and maneuvers to cultural narratives of the everyday lives of personnel and their families.

Such riches also come with hurdles; archival abundance can overwhelm. The disciplinary need for a comprehensive investigation of the sources is often rendered impractical or even impossible. So, in the best traditions of the discipline, we find ways around this problem. We sample (sometimes systematically, sometimes not) or narrowly define our topic to create a manageable task that can still answer our questions and stand up to scrutiny.

An emerging solution to the problem of abundance is to use computational tools and methodologies for processing and analyzing sources. While for several decades historians have used databases to manage sources and even help with interpretation, the proliferation of digital sources and the sophistication of tools and methods have, over the past decade, led to a growing interest in digital history. This in turn has led to the possibility of utilizing primary source archives that are far larger than had previously been possible. The historian faced with processing a research archive that would take lifetimes to read can now enlist the help of these machines that have become such a ubiquitous part of our lives.

But many historians with an interest in exploring the possibilities have little idea where to begin or even what the possibilities offered by digital tools might be. A recent workshop—held in October at Northeastern University—aimed to begin to address this problem among military historians in particular. One



A 1937 poster for free adult education classes. Credit: Work Projects Administration Poster Collection, Library of Congress.

of the organizers of the event, Abby Mullen, a historian of the early-19th-century US navy, succinctly summed up the problem faced by historians working in this field: “Military history is very data driven, and the military keeps a lot of records” (bit.ly/1xdI45W).

The organizers focused on two methods—digital network analysis and mapping—because of their appropriateness to approaches taken and sources used by military and diplomatic historians. Alex Mikaberidze, associate professor of history at Louisiana State University in Shreveport, attended the event and found it very valuable. Having “long nurtured projects” he thought “would be great in a digital medium,” he also felt that “bringing them to fruition would be too challenging since they would require a special set of skills and knowledge.”

This is a common concern among scholars in the humanities, but workshops such as Digital Methods for Military History can help, by providing introductions and experience using digital tools. These kinds of events can help conquer learning curves that present otherwise insurmountable barriers for the uninitiated historian. Another workshop with aims similar to that of the Northeastern event was held this past August at the Roy Rosenzweig Center for History and New Media at George Mason University. The Rosenzweig Center—one of the top digital history centers—brought together 23 mid-career American historians for Doing Digital History (bit.ly/1tDZiqG), a two-week long institute “designed to introduce historians already established in their subject areas, to digital humanities scholarship, methods, and tools relevant to their own research and teaching.”

Attendees at Doing Digital History wrote publicly shortly after the event about their experiences and the ways in which they planned to put what they had learned into practice. Their plans speak to the power of a well-run institute to revitalize scholarly practice and encourage new ways of doing things. Resolutions included building digital projects, proposing departmental digital competency requirements for students, adding digital assignments to syllabi, using visualization tools to explore historical events, and many more (read more responses at bit.ly/1tDZzK4).

The National Endowment for the Humanities funded both of these events. Through grants that are specifically intended for setting

Summer Institutes on Digital Tools and Methods

Individual workshops such as the ones mentioned in this article are an excellent way to gain training in the use of digital tools. Institutes are another important feature of the digital humanities landscape. Often a week or two in length, they offer a variety of courses on a diverse range of subjects. The most venerable of these, the Digital Humanities Summer Institute (DHSI), has been running since 2001. Based at the University of Victoria, DHSI features 40 different weeklong courses on a huge range of topics geared toward everyone from absolute beginners to experienced users of digital tools and methods. Historians will find many of these courses very relevant to their work. Another institute with a growing reputation is the Humanities Intensive Learning and Teaching Institute, which will be hosted by Indiana University–Purdue University Indianapolis this summer. If your travel budget will take you as far as Europe, there are also institutes at Oxford and Leipzig. The Rare Book School, based at the University of Virginia, also offers several digitally focused courses. Depending on your budget, interests, and level of expertise, you will probably find something for you among the offerings of this diverse group of institutes.

Links to Summer Institute Websites

- ◆ Digital Humanities at Oxford Summer School (Oxford, England): digital.humanities.ox.ac.uk/dhoxss/
- ◆ Digital Humanities Summer Institute (Victoria, BC): www.dhsi.org/
- ◆ Humanities Intensive Learning and Teaching Institute (Indianapolis): www.dhtraining.org/
- ◆ Leipzig Institute: www.culingtec.uni-leipzig.de/ESU_C_T/
- ◆ Rare Book School (Charlottesville, VA, and elsewhere): www.rarebookschool.org/

up institutes, the NEH—in particular, its Office of Digital Humanities—has been working to ensure that ample opportunities exist for training in the use of digital methods for research and teaching. Historians can take advantage of the opportunities to introduce themselves to concepts, methods, and techniques. Whether you want to learn to use digital tools in the classroom, manage your professional web presence, or even get started with research approaches such as Geographic Information Systems or text mining, there are institutes that you will benefit from.

The best of these institutes and workshops combine several different techniques for introducing historians and humanists to the methodologies appropriate for their work. Look for workshops that provide hands-on opportunities. You should be prepared to

dive in and start using digital tools. Getting your hands dirty with uses of your computer beyond e-mail, word processing, and searching the web is the best way to learn the possibilities that are offered and make it all seem less intimidating.

Acquiring skills in the use of digital tools and methods can demystify the digital realm, allow you to engage students in new ways, add additional tools to your analytical arsenal, and present your scholarship in media you’d never considered. So seek out general or specific training in digital historical methods. You, your students, and your research will all benefit.

Seth Denbo is the AHA’s director of scholarly communication and digital initiatives. Follow him at @seth_denbo.

The AP US History Wars

Is a Peace Process Possible?

Jonathan Burack

The History Wars are back. At issue is the new framework for the Advanced Placement US history program. One recent skirmish pitted conservatives on the Jefferson County, Colorado, school board against a vocal group of teachers and students in their school district. If the heated rhetoric is typical of what is to come, we are in for a lot more fireworks that will be of little value to teachers, students, the public, or the Advanced Placement program itself.

This is sad, because valid criticisms of the new AP framework do exist. The danger is that they will be drowned out by ignorant ranting versus defensive indignation. Conservatives see the new framework as an ideologically driven left-wing assault on any notion of American exceptionalism. The framework's defenders depict critics as ignorant right-wingers calling for patriotic storytelling and consensus history. In response, the AP program may feel smugly content to dig in its heels and ignore the real problems it needs to confront.

At issue is the framework's Concept Outline, which spells out concepts and trends AP teachers are expected to cover. It replaces a shorter AP chronological listing of events with a longer outline describing broad trends and patterns. Factual details are left to teachers to supply. Will this promote more in-depth learning, or does it subtly shoehorn ideological bias into the curriculum? That's the question at the heart of this debate. While many attacks from the right have been exaggerated, legitimate problems with bias in the framework do exist. The AP program would be wise to address them—and in doing so, it could well improve its guidelines substantially.

Stanley Kurtz is one conservative critic whose views are quite ominous in tone. At first, Kurtz focused on the backgrounds and political leanings of the AP framework's creators, accusing them of internationalizing US history in order to weaken any



Photo: Amy Aletheia Cahill (bit.ly/13AKYqv), CC BY-SA 2.0

Supporters of the Jefferson County, Colorado, School Board stage a counterprotest to “stop APUSH,” October 2014.

sense of American identity and loyalty (bit.ly/13pnZyH). Later he made broad charges about the framework itself, claiming it would straitjacket teachers, rendering them no longer “free to present US history from a variety of perspectives” (bit.ly/1vpzeh0).

Aside from exaggerating the framework's likely impact, this attack fails to recognize its admirable promotion of historical thinking skills—the discussing and weighing of alternate interpretations of the past, investigating sources through close reading, contextualizing sources, analyzing source reliability, and corroborating sources. The framework stresses these heavily, though not in the outline Kurtz dwells on.

Unlike Kurtz, Ronald Radosh focuses on the framework's substance—in meticulous detail, and especially when it comes to its treatment of the 20th century (bit.ly/1vpzrRq). His criticisms merit close attention. He makes the case that the framework's outline often encourages a single, selective interpretation of many issues about which historians themselves disagree. Its tepid but positive language regarding the New Deal, for example, glides

over deep divides among historians about that era. Its description of the Progressive movement avoids mention of its ambiguities and negative aspects, such as the nativism or racism of many of its proponents.

We might also consider other eras that Radosh does not address. The framework's descriptions of post-Civil War industrial capitalism are uniformly bleak. The 1865–98 section contains a “Key Concept” which tells us that a tiny few in the cities enjoyed lives of “conspicuous consumption” while others lived in “relative poverty.” This view is not qualified in any real way elsewhere in the section. Here, one might ask: Was there not also a growing middle class in America's cities living comfortably, but not conspicuously or extravagantly? Were there no businessmen who lived modestly and paid decent wages—and who did not adhere to Social Darwinism? Were *all* workers impoverished, relative to the small group of “conspicuous consumers” at the top? Real wages in general rose modestly in industrializing societies from 1850 to 1900. Was this not a radical change in human history, one also worth exploring? Plenty

of socialists themselves acknowledge this phenomenon as one reason America never developed a strong socialist alternative to capitalism.

Along with his criticisms, Radosh hints at a solution—one thoroughly consistent with the AP’s own recommended approach to teaching history. Radosh advocates for understanding history as a contested field, where competing interpretations clash and students need to evaluate and compare them. Far from calling for a single, feel-good consensus narrative, Radosh and other critics like him want AP to live up to its own vision of history as something contested by encouraging teachers to teach the controversies.

For example, why not make clear in the framework’s outline that there are varying assessments of Ronald Reagan’s role in ending the Cold War? This would not be difficult to do. Compare the following approaches:

AP’s current version: President Reagan, who initially rejected detente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

My alternative version: President Reagan spoke out forcefully against the Soviet system and promoted a military buildup to more firmly confront Soviet military power. Once the Soviets appointed reform-minded leader Mikhail Gorbachev, Reagan worked with him cooperatively to achieve arms reductions and to support his efforts to reform Soviet society. Historians still vigorously debate Reagan’s role in containing Soviet power. Some see him as needlessly confrontational. Others view his strong stance as a key factor in ending the Cold War.

As Radosh indicates, this balanced approach occasionally can be found in the framework—for instance, in a lengthy essay assignment on the New Deal. If the College Board wants to avoid a culture war showdown, it should look to incorporate into the framework some of the multiple perspectives it

wants students to analyze. To its credit, the College Board does seem open to making such changes (wapo.st/13pon02). This is a hopeful sign.

For Nicholas Gallagher, the framework’s bias is not as big an issue as its flawed approach to the problem of breadth versus in-depth investigation (bit.ly/1vpA0dQ). The AP history programs have always sought to balance detailed, content-rich coverage with a stress on discussion, interpretation, close reading of sources, and historical thinking skills. It’s hard to do both at once, especially considering how little US history students get before they arrive in the AP class. The survey pressures often crowd out historical thinking. The new framework tries to get around this by stressing broad, conceptual themes instead of detailed factual content. In doing so, Gallagher fears it will fail to develop the rich content background students need if their interpreting is to go beyond expressing half-understood generalities.

Many on the right are taken aback by the outline’s failure to mention Ben Franklin or James Madison. In fact, it also fails to mention Martin Luther King Jr. This relentless depersonalizing of history does have a rationale. Still, we may wonder whether the result really is history, as opposed to a kind of sociology of the past. How the outline gets through its section on World War II without a mention of FDR, Churchill, Hitler, or Stalin is somewhat of a wonder. The College Board does expect teachers to include such figures as each teacher sees fit. That’s fine. Yet

if the framework’s depersonalized approach dominates, it may still make it hard to convey any sense of human agency in history, or of the drama and challenges central individuals in the past had to confront.

Gallagher’s concerns should give pause to those battling over AP’s ideology, including those AP authors themselves who seek an international reframing of American history. They may all be living in a fantasy world. Kids encouraged by the framework’s conceptual survey to skate across the surface of US history are likely to assimilate details they pick up into their own ideological perspectives, even as teachers bring theirs to bear in often half-thought-out ways. My guess is that the AP approach will lead to very little effective propagandizing of students—or consciousness-raising, depending on how you view it.

Unless the College Board responds to these legitimate criticisms more effectively, we are likely to see more incidents like the one in Jefferson County, Colorado. Even worse, many states and local systems may simply respond to this new round in the history wars by abandoning the battle entirely. That is, to avoid such dramatic clashes, they could decide to further reduce history in the curriculum or eliminate it entirely, including their AP history programs. Such an outcome would be tragic. If the AP program engages with critics in a meaningful way, it is a tragedy that can yet be avoided.

Jonathan Burack is a former teacher who has been producing history curriculum materials for K–12 schools for more than 30 years.

More Viewpoints on the US AP History Revisions

The AHA’s official statement in support of the revised US AP History exam is at bit.ly/11igVDd.

See also:

James R. Grossman, “The New History Wars,” *New York Times*, September 1, 2014, nyti.ms/1utk0IU.

Brenda Santos, “Embracing the Challenge of the New AP US History Exam,” *Perspectives on History* (September 2014), bit.ly/1poDhHf.

Lee White, “Historical Organizations React to the AP US History Debate,” *Perspectives on History* (October 2014), bit.ly/1une2fa.

James Grossman, “The ‘Proper Study of History’: What the Public Thinks about Historical Thinking,” *Perspectives on History* (October 2014), bit.ly/1xNtNv0.

THEMAS Is WWRN*

Why STEM Students Need an H

Peter A. Coclanis

Should we be concerned that there's no *h* in STEM? That history is missing out on the shift in student interest in recent years toward scientific and technical fields? I think so, and in this little essay I shall attempt to demonstrate why and how history can add value to the curricula followed by students majoring in mathematics, engineering, chemistry, and comp sci.

Acronyms such as STEM seem to have become more common lately, perhaps because of the popularity of texting and the rise of so-called SMS language. Some acronyms are obscure to all but the cognoscenti, but others, like the acronym BRIC, make it into the mainstream. Ever since Jim O'Neill, then at Goldman Sachs, came up with the term in 2001 to refer to Brazil, Russia, India, and China, then all rapidly growing, the economic world has been saddled with that acronym, to which a number of analogous acronyms have since been added, albeit to less fanfare. Thus, we find that other economies have been grouped as the MISTs (Mexico, Indonesia, South Korea, and Turkey), MINTs (Mexico, Indonesia, Nigeria, and Turkey), and PIGS (Portugal, Italy/Ireland, Greece, and Spain).

It's easy to see why acronyms arise and have staying power. They are useful as mnemonics, are often clever, and, yes, in today's world, they can help people keep within their allotted 160-character limits when text messaging and 140-character limits when tweeting. Sometimes acronyms can also punctuate a point. A great example of such punctuation, from the world of public health: the field widely known as WaSH, standing for water, sanitation, and hygiene.

Over the course of the past decade or so, everyone in the world of teaching, whether in K–12 or in higher education, has become familiar, perhaps too familiar, with one particular acronym: STEM. This acronym—which stands, of course, for science, technology, engineering, and math—seems to have originated in internal National Science Foundation documents in the early 1990s, but began to



Lessons of history for STEM students, from a set of prints likely produced by the Japanese Department of Education, 1873. Here, James Watt does research for his steam engine, persevering even as his aunt berates him for his folly. Read more at the Public Domain Review: bit.ly/1nlqWqJ.

be used widely at the beginning of the next decade. Since its public debut, the acronym has become increasingly widespread and, more often than not, has been used as a prod,

if not a bludgeon, to get American educators and students to focus more on individual disciplines under the STEM umbrella and over time even to embrace an integrated STEM

curriculum. Why? Perhaps in part because of what might be called “the joy of STEM,” but mainly for more instrumental purposes relating to workforce development and the enhancement of our global competitiveness.

Even as committed STEMers became more and more successful in promoting their agenda, some brave and creative insiders, especially one named Georgette Yakman, began to push for a broader approach that Yakman called STEAM (Science, Technology, Engineering, the Arts, and Math). She believed that incorporating the arts and design into the mix would at once enhance the STEM curriculum, improve pedagogy, contribute to workforce development, and allow students to have more fun. Yakman’s STEAM-powered K–12 curriculum has gathered a lot of traction worldwide over the last five or six years, and others—most notably John Maeda, graphic designer and former president of the Rhode Island School of Design—have successfully extended the STEAM concept into curricular design in higher education.

If the emphasis on STEM was, on balance, a salutary development, and if powering over to STEAM was a better development still, the historian in me would like to push us a bit further and to incorporate my own discipline, history, into the curricular reform remix. Try as I might, though, I can’t seem to extend the STEM-STEAM chain via an appropriate acronymic link, so I’m rearranging the letters and calling for an approach called THEMAS (Technology, History, Engineering, Math, the Arts, and Science). In this approach, time and context matter, and historical processes and patterns are analyzed and factored into STEMy-STEAMy thinking, providing the opportunity for students to self-consciously and explicitly consider “lessons learned” from the past. Here, one can do no better than to invoke Mark Twain, who (supposedly) pointed out that “history doesn’t repeat itself, but it does rhyme.”

To cut to the chase: the STEM/STEAM disciplines obviously all have disciplinary histories and are all embedded in bigger historical plots, and it is intellectually unjustifiable, pedagogically unwise, and in the long run probably economically inefficient to attempt either to STEM global competition or to STEAM ahead without knowing whence you came. As proponents of path dependence—the idea that choices are limited by past decisions—have long argued, history matters, often a lot, and its significance and

potential to add value, including instrumental value, are not to be pooh-poohed or ignored.

Even “mere” disciplinary history has something to offer those studying STEM. Wouldn’t STEM students benefit from knowing about the mathematical contributions of George Boole and Évariste Galois? Wouldn’t it behoove chemical engineers to know something about how the first synthetic polymers were invented? The place of Faraday and Ohm in developing the intellectual underpinnings for electrical engineering? Something about the 19th-century communications revolution ushered in by the telegraph, “the Victorian Internet”? And, even in our own era, the story of Alan Emtage, the African American from Barbados, who is generally credited with developing the first pre-web Internet search engine, Archie, in Montreal in 1989? As for STEAMers, wouldn’t they benefit from knowing something about the history of design, whether about William Morris and the arts and crafts movement, or other movements such as De Stijl and the Bauhaus, and about people such as William Fetter, the Boeing designer, who coined the term *computer graphics*?

And, I should add, such history should not be seen as a frill or add-on, or even as something whose high opportunity costs outweigh its benefits. Quite the contrary, I submit. It is not merely plausible, but likely that students can do STEM/STEAM work more effectively if they incorporate into their intellectual tool kits both historical content and, more important, an appreciation of history as a “way of knowing.” Moreover, historical thinking won’t be obsolete before students have drawn their first paychecks, unlike the knowledge gleaned from sweating over an incremental quantum of highly specialized technical knowledge regarding a particular method, highly calibrated process, or small-bore application. Besides, “thinking in time”—the words form the title of a (once) well-known 1986 book by Richard E. Neustadt and Ernest R. May of Harvard—can help STEM/STEAMers with entrepreneurial bents to make better business decisions by enhancing perspective, providing discipline, reducing errors caused by bad analogizing, and, not least, by reining in hubris.

Thus, my call for THEMAS. To be sure, STEM and STEAM people are not totally resistant to the H word, and both Yakman and RISD offer modest places for it in their STEAM curricula. But I am calling here for both acronymic and substantive equality. I’m also leaving the door open for my friends

and colleagues in the humanities and social sciences to join the discussion and, if so inclined, to create their own acronyms and to make cases for their own disciplines as well.

Regarding the last point: it is quite beyond me how on earth ardent STEM/STEAM advocates can believe that their preferred curricula can prosper without their students knowing—at a bare minimum—how to read deeply and write good prose, without mastering the basic principles of economics, and without understanding something about logic, human psychology, ethics, and geographical/spatial thinking. Is one more engineering course relating to materials management in construction or ASIC verification more worthwhile for a budding engineer than a course or two on the history of technology? Or, going to bat for my friends in English departments, a course on Shakespeare? It’s hard to believe so. Indeed, regarding history, I would go even further and argue that every STEM/STEAM department should not only offer historically oriented courses but also employ trained professional historians.

Why? For starters, to deepen students’ understanding of their own STEM/STEAM disciplines, to broaden both their analytical frames and their skills sets, to provide them with additional cultural capital, and ultimately to enhance their long-term career viability in the global labor markets in which they will likely be competing for the rest of their working lives. To be sure, there are plenty of good reasons for college students today to major in STEM disciplines and to segue into STEM careers. That said, it would be a mistake to discount too heavily the future value of “investments” in history specifically and the humanities generally. Most STEMers will find the skills they learn in history to be useful as they progress in their careers, and in time many will work with (or for) historians and other humanists. As an added bonus—hardly an incidental one—history and the humanities, as William Deresiewicz has recently argued, can help to guide one toward a meaningful life.

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**WWRN is a little-used—actually never before used—acronym standing for “What We Really Need.”*

Genetics as a Historicist Discipline

A New Player in Disease History

Monica H. Green

Historians in Lab Coats”—that’s the new epithet for the molecular biologists who have taken the limelight in the field of disease history.¹ This role is not limited to just recent disease history, where, for example, genetics is playing a major role in tracking the evolution and pathogen mutation in still-unfolding epidemics, such as HIV/AIDS, cholera, or Ebola. The most notable work, rather, has focused on my period, the Middle Ages. True, this research is usually still heralded in the “Science” section of major newspapers, rather than the “Culture” section, where historical studies (assuming they are reviewed at all) would normally appear. But the fact that history has come to be defined by breakthroughs made by scientists, rather than historians as traditionally defined, signals a sea change. One particular breakthrough in 2011 actually elicited an editorial in the *New York Times*,² which celebrated the complete sequencing of the bubonic plague bacterium from 14th-century remains in London, an achievement that finally closed decades of debate about what “really” caused the Black Death.

Welcoming a new player onto the field of historical research is not something we traditionally trained historians always do gracefully. But I would argue that we should embrace our new sister discipline. Despite the hype in the popular press, the molecular genetics work that has contributed so substantively to the history of plague and several other disease histories hasn’t pushed us off the playing field. It has an inherent limit: genetics tells us only the story of the pathogen.³ It does not tell us how, in the case of plague, a single-celled organism came to be dispersed over half the globe in the medieval period (and around the whole globe by the beginning of the 20th century). It does not tell us about all the animal species—not simply rats, but also marmots and gerbils and maybe camels and



Credit: M. H. Green

Human remains from the East Smithfield Black Death Cemetery in London. DNA fragments from this cemetery were used to reconstruct the genome of Yersinia pestis in 2011.

storks—that helped transmit the organism thousands of miles from its place of origin. Least of all does it tell us how people reacted to such massive devastation, or why they looked to the stars, or local minority groups, in their search for explanations or objects of blame.

I have just finished editing a collection of essays unlike anything I ever imagined possible. The essays constitute the inaugural issue of a new journal, *The Medieval Globe*, and are devoted to the topic of the Black Death.⁴ The collection brings together an interdisciplinary team of scholars: archeologists, microbiologists (one of whom has expertise in biosecurity), a biological anthropologist, and historians with geographical specialties ranging across Afroeurasia. Our agenda has been straightforward: to ask how the new genetics understanding of *Yersinia pestis*, the causative organism of

plague, can alter the way we understand the history of one of the worst pandemics in human history.

The reason for letting the work of molecular geneticists drive our research questions about the Black Death is simple: we historians invited them in. Geneticists have taken the lead in plague narratives because they were attempting to solve a problem that had proved unsolvable by traditional (document-based) historical methods. For a variety of reasons, the 1970s and ’80s engendered new questions about whether the Black Death (usually dated 1347–53) had really been caused by *Yersinia pestis*, the same bacterium identified as the cause of plague in 1894 during an outbreak in Hong Kong that, in spreading globally, would become known as the Third Plague Pandemic. But few people prior to the late 19th century saw bacteria, and none saw viruses. They saw (or

conceived of) disturbances of the humors or *qi* or some other construct to explain the physiology of disease. Hence, our written historical sources would never give us a definitive answer to the question: What was the disease?

The development of ancient DNA (aDNA) technologies and analytics has broken through the 19th-century barrier because they can now retrieve bacterial (and even viral) fossils. As with plague (*Yersinia pestis*), whole genomes have now been sequenced from historical remains for the 1918–19 strain of influenza virus, leprosy (*Mycobacterium leprae*), cholera (*Vibrio cholerae*), and tuberculosis (*Mycobacterium tuberculosis* complex).⁵

The particular relevance of genetics for the narrative of disease history, however, goes beyond simply confirming the presence of particular pathogens at certain times and places in the past. More profoundly, the new molecular genetics creates an evolutionary history of the pathogen: it shows the historical relationships between different strains, it suggests a general chronology of development, and, most useful to us historians, it grounds those evolutionary narratives in *geographical space*. Most genetics work on *Yersinia pestis* has not been done on historical remains (which continue to be rare, subject to fortuitous retrievals by archeologists) but on modern samples of the organism. These can document only strains that have survived to modern times. Nevertheless, their spatial distribution contributes to a “story” of how the organism has moved around and developed. The new genetics allows the creation, even if only in a tentative way, of a unified history of plague: one that covers nearly the whole of Eurasia and even incorporates Africa; one that looks across a wide variety of species and environments that may have proved hosts to plague; and one that connects a broad chronological expanse, from the 13th century to the present day.

Filling in all the still-blank spaces of chronology, geography, and host environments and landscapes demands the traditional skills of the historian, who can draw from a rich array of written sources and other products of human culture. It demands linguistic competence to read those sources in their original languages and cultural competence to “read” them for all their nuances

of contingent local meaning. Yes, we remain uniquely dependent on the geneticists for certain aspects of our interpretations. Although I have inspected human remains from the London Black Death Cemetery (see photo), I have never *seen* any of the molecular fossils scientists claim to have extracted from them. But after immersing myself in their published work for the past eight years, I understand why the geneticists are making the inferences they make. Taking their conclusions as working hypotheses, I and my colleagues have been able to put forward several robust hypotheses of our own, including how, when, and why plague emerged out of its evolutionary home in the Tibet-Qinghai Plateau in the 13th century. I have even tentatively postulated, on the basis of the genetics, that plague may have reached areas that have never been part of Black Death narratives before.

Our experience suggests, then, that the biological sciences can be usefully deployed to inform historical analysis. Molecular genetics has the power to reconstruct a history of material existence—in this case, of microbes—at a level that no other kind of historical source or method can reach. Moreover, in the case of an ecologically complex disease like plague, other fields—such as zoology, entomology, and bioarchaeology—have great potential to inform our work. And my experience suggests that, if introduced thoughtfully, such science can be deployed even in the undergraduate classroom. Being challenged in this way by a discipline so utterly different in its methods and questions from our own can make us better historians and highlight the unique contributions we make as humanists.

Monica H. Green is a historian of medieval medicine and global health. In 2009 and 2012, she ran a National Endowment for the

Humanities Summer Seminar in London, “Health and Disease in the Middle Ages”; participants wrestled with the problem of opening up dialogue between the humanities and the historicist sciences.

Notes

1. Lester K. Little, “Plague Historians in Lab Coats,” *Past and Present*, 213 (2011): 267–90.
2. “Why Has the Black Death Paled?” *New York Times*, October 25, 2011, <http://www.nytimes.com/2011/10/26/opinion/why-has-the-black-death-paled.html>.
3. There is also genetics work that looks at disease history from the perspective of human genetics, such as evolutionary responses to malaria, tuberculosis, and cholera. I am referring here only to work that focuses on the pathogenic organism of infectious diseases.
4. Monica H. Green, guest editor; Carol Symes, executive editor, “Pandemic Disease in the Medieval World: Rethinking the Black Death,” *The Medieval Globe* 1 (2014), <http://www.arc-humanities.org/inaugural-issue.html>. Open-access publication has been generously underwritten by the World History Center, University of Pittsburgh.
5. The key scientific studies on these organisms are: Kirsten I. Bos et al., “A Draft Genome of *Yersinia pestis* from Victims of the Black Death,” *Nature* 478 (October 27, 2011): 506–10; Jeffery K. Taubenberger et al., “Characterization of the 1918 Influenza Virus Polymerase Genes,” *Nature* 437 (2005): 889–93; Verena J. Schuenemann et al., “Genome-wide Comparison of Medieval and Modern *Mycobacterium leprae*,” *Science* 341 (July 12, 2013): 179–83; Alison M. Devault et al., “Second-Pandemic Strain of *Vibrio cholerae* from the Philadelphia Cholera Outbreak of 1849,” *New England Journal of Medicine* 370 (2014), 334–40; and Kristen I. Bos et al. “Pre-Columbian Mycobacterial Genomes Reveal Seals as a Source of New World Human Tuberculosis,” *Nature*, published online August 20, 2014, <http://dx.doi.org/10.1038/nature13591>.

The December issue of the *American Historical Review* features a roundtable entitled “History Meets Biology.” Authors of the roundtable articles are John L. Brooke, Clark Spencer Larsen, Edmund Russell, Randolph Roth, Kyle Harper, Walter Scheidel, Lynn Hunt, Julia Adeney Thomas, Norman MacLeod, and Michael D. Gordin. Read the 10 essays at www.historians.org/ahr.

Back to the Source

Teacher-Professor Collaborations, Primary Source Instruction, and the Amherst Project, 1960–1972

William Weber

Collaboration between historians in schools and colleges has increased steadily over the last five decades, suggesting that it is a good time for us to look back at the history of this activity. Projects have sprung up in many regions of the United States and have come together as a movement to raise the intellectual level of history education. One of the main goals is to teach historical thinking through use of primary sources and analytical methods. Another goal has been to develop training sessions to help teachers and professors apply such methods successfully. Activity on the local, state, and national levels has given a firm basis to the movement, making clear that collaborative projects show no sign of waning, even as funding declines.

The American Historical Association participated in national efforts to reform school curricula with, in 1892, the Committee of Ten and, in 1898, the Committee of Seven, whose reports delineated a mission for the Association to further history education. Though a flurry of interest in primary sources arose, the reports had limited impact on how history was actually taught.¹ A contributor to *History Teacher's Magazine*, published under the auspices of the Association in the 1910s, said that such “collateral readings” were given at only a few schools with advanced students.² In any event, deeper reshaping of history teaching had to come from the grassroots of America's schools and colleges.

In the 1960s, the Amherst Project started such an effort. Instructors from Amherst High School and Amherst College worked together to publish 70 teaching units of primary sources, most around 50 pages long, and held training sessions for such teaching around the country. The instructors who launched the Amherst Project had been socializing at the Lord Jeffrey Amherst Inn, debating why students disliked history

so much. They held a public meeting in 1960 at which a high school teacher insisted that vivid primary sources could get students actively engaged with historical topics. Finding that teachers needed further training to use such methods, the group asked the US Department of Education to support summer workshops where teachers learned to use primary sources through *inquiry*, a term that presaged *critical thinking*.

The leaders who guided the project in the next dozen years included a teacher from Amherst High School, two administrators of the college, and three faculty members (see sidebar). Most of the units were designed by teachers interested in experimenting with new methods. But the key leader, in both practical and intellectual terms, was Richard H. Brown, an assistant professor of history at the University of Massachusetts Amherst. Brown moved to Chicago in 1963, where he developed a second home for the project at the Newberry Library; he remained on staff there after the project ended.

The main theoretical influence on the Amherst Project came from Harvard psychologist Jerome Bruner, who claimed that any child possesses the intellectual intuition to be taught on a high academic plane. In *The Process of Education* (1960), he declared, “Good teaching that emphasizes the structure of a subject is probably even more valuable for the less able student than for the gifted one.” Richard Brown followed such thinking in his call for the project to make students “active inquirers by asking questions and pursuing their answers rather than . . . [having them] . . . master the answers of others.”³ One of Bruner's students, Rose Olver—the first woman granted tenure at Amherst College—took a central role in the national workshops.

What was extraordinary about the project's leadership historically was that the units came about through collaboration of

teachers and professors. Private foundation money and then government funds brought about summer sessions in which the college instructors worked with teachers in putting together booklets containing source materials from the library for units on particular topics. The subjects responded to contemporary issues but avoided controversial points of view; two examples were *Korea and the Limits of Limited War* and *Liberty & Law: The Nature of Individual Rights*. Some of the booklets were chosen for courses influenced by the New Social Studies, a movement that involved similar teaching methods.

The Civil Rights movement influenced the project's booklets extensively. Richard Brown worked closely with several schools attended principally by African American students. At Benjamin Cardozo High School in Washington, DC, for example, the units were used by Larry Cuban, now a leading historian of education based at Stanford University. Funds from the project paid two interns to help him produce a unit called *Social Relations, Pre-Civil War* (1965). A wide range of topics confronted race relations, including *The Negro in American Life* (1962) and *Black Freedom* (1969).

The training sessions, called *workshops for discovery learning*, were held in some 18 cities from Boston to Tulsa to Berkeley. The participants would observe a staff member leading a class of students discussing a set of sources, and then the teachers would themselves participate in a class discussion. At the end of the day everyone would analyze what had worked and what had not. Brown recounted to a contemporary that participants would find themselves “thinking we knew what styles of teaching would work and what wouldn't, only to find that it was more complicated than that.”

A member of the staff would then visit a participant's classes for discussion of the methods used. The Amherst Project Papers, held at Teachers College, Columbia, includes reports by staff members and teachers that illustrate the challenging process of learning to use primary sources in class. Robin McKeown, a staff member studying education at the University of California, Berkeley, reported to Brown in 1968 that a teacher in Oakland was "learning the philosophy of 'throwing the ball to the kids' and allowing them to grapple with it." On another occasion he reported that it was nice to see a teacher new to primary sources doing a good job with a class. McKeown's comments illustrate the realism with which leaders of the Amherst Project approached their work. He suggested that units should involve short documents that demand a basic reading level and are of particular interest to students. By this means, he stated, "there should be an opportunity to discuss the materials immediately after reading [since] discovery approaches or inquiry methods are considered as equally important with slow learners as with average."

National funding for education as a whole all but collapsed in the early 1970s, and disillusionment with new teaching methods became widespread. Yet the movement for reform of history education nonetheless survived those dark days.⁴ A cohort of activists continued to work within the AHA while developing collaborative programs between schools and colleges. Eugene L. Asher, for whom an AHA Teaching Prize is named, served as the leading spokesperson for history education.

A new generation of leaders, adhering to similar principles, emerged in the late 1980s and argued that reform of history teaching had to come from local collaboration between teachers and professors. The Document-Based Question of the Advanced Placement program, begun in 1973, gave national prominence to the new wave of history teaching. Primary sources became established as a major component of history curricula, manipulated through critical thinking, role-playing, or group work. A new set of programs were developed beginning in the late 1980s: the National Council for History Education, the National Standards for History in the Schools, the California History-Social Science Project, the

Founding Leaders of the Amherst Project

- ◆ Edmund Traverso (Amherst High School)
- ◆ Richard H. Brown (University of Massachusetts History Department; Newberry Library)
- ◆ Van R. Halsey (Amherst College Admissions Office)
- ◆ Peter Schrag (Amherst College Public Relations Office)
- ◆ George Rogers Taylor (Amherst College American Studies Department)
- ◆ Allen Guttman (Amherst College History Department)
- ◆ Rose Olver (Amherst College Psychology Department)

Gilder Lehrman Institute of American History, and partnerships funded by the Teaching American History Program.

These programs all followed the principle established by the Amherst Project that teachers need a particular kind of training to apply challenging methods successfully. The shift of the Amherst Project from producing lessons to giving teaching workshops proved to be a crucial turning point in the history of history education.

William Weber, professor of history emeritus at California State University, Long Beach, was the AHA's vice president, Teaching Division (2001–04), and has written books on musical life in 18th- and 19th-century Europe.

Notes

1. Robert Orrill and Linn Shapiro, "From Bold Beginnings to an Uncertain Future: The Discipline of History and History Education," *American Historical Review* 110 (June 2005): 727–51; Robert Townsend, *History's Babel: Scholarship and the Historical Enterprise in the United States, 1880–1940* (Chicago: University of Chicago Press, 2013).
2. H. Morse Stephens, "Courses in History in the Colleges," *History Teacher's Magazine* 3 (1913): 152.
3. "Proposal to the U.S. Office of Education for an Educational Personnel Development Grant," 1964, Papers of the American Historical Association, Library of Congress.
4. William Weber, "The Evolution of *The History Teacher* and the Reform of History Education," *The History Teacher* 45 (2012): 329–57.

The Core of the History Discipline



The AHA's Tuning project has produced the History Discipline Core, a statement of the central habits of mind, skills, and understandings that students achieve when they major in history. The current version of this document is available on the AHA website at historians.org/tuning

Rethinking Graduate Education in History

A Five-Year Assessment

Jonathan Rose

In 2009 Drew University embarked on an experiment, what we called “a 21st-century model for graduate education in history” (see the February 2009 issue of *Perspectives on History*). The Great Recession had barely begun, but it was already clear that doctoral programs in the humanities would have to adapt to hard new economic realities. We therefore thoroughly revamped our graduate program, rechristened it History and Culture, and set these goals: to accelerate the completion of degrees, to give our students broader interdisciplinary training, to prepare them for nonacademic as well as academic careers, and to promote less isolation and more community in graduate student life.

The History and Culture program is now five years old, and in that interval, like many other graduate programs, we have been buffeted by changing administrative pressures and priorities. One of our university presidents created the program. Under his successor, a university committee proposed to end the program to cut costs. That didn't happen, because we successfully argued that History and Culture in fact operated at a profit—and because our students conducted an impassioned letter-writing campaign. A third president, who has just taken over, aims to close a big deficit by attracting more students to all university programs, including ours.

So even in its launch phase, History and Culture weathered the storms of the post-2008 academic world. And while the program is too new for any final conclusions, we already have a sense of which of our experiments worked, and which didn't.

Time to Degree

History and Culture was designed to enable a full-time student, with no competing job responsibilities, to complete the MA and PhD in five years. Recently we awarded our first doctorate to a “mature”



Credit: Elena Cusmir

Drew University's Intellectual History Club, aka Derrida over Pizza.

student who, while holding a full-time job in high school administration, finished the degree in four and a half years. That individual was wonderfully motivated, no doubt, but his progress was speeded by streamlined program requirements.

For example, we eliminated the foreign language mandate for students specializing in the anglophone world. Timed, closed-book comprehensive examinations have been replaced with open-book historiographical “capstone essays” surveying broad areas of scholarly literature. Even if their first drafts are unsatisfactory, students can fairly quickly revise and resubmit.

In place of the traditional MA thesis, we now require a research tutorial in which the student writes a publishable research paper under the supervision of a faculty member. A 40-page paper can be produced more expeditiously than an 80-page thesis, and it gives the student something that can be published in a journal before he or she goes on the job market.

Interdisciplinarity

Although History and Culture grants degrees only in history, it has a very strong interdisciplinary emphasis. Doctoral students are required to take at least two courses taught by nonhistorians, and one of their three capstone essays must deal with an interdisciplinary field. Perhaps our most popular course is the interdisciplinary seminar, team-taught by one historian and one nonhistorian, addressing a common topic from diverse perspectives.

Half our faculty is drawn from departments other than history: English, anthropology, sociology, German, classics, political science, religion, art history, music, and archival studies. Thus a small liberal arts college is able to support what the AHA would define as a midsize graduate program. We can also produce dissertations exploring the border regions between disciplines, such as a reception history of Flannery O'Connor or a study of the artist-philosopher Asger Jorn and the Situationist movement.

Careers beyond the Academy

Fully a third of all history PhDs work in areas other than college-level teaching—mainly government, nonprofits, corporations, and K–12 education.¹ Driven by that realization, as well as by a conviction that historians should more directly address the larger public, History and Culture from the start explored ways to prepare its students for non-academic as well as academic work. In that sense Drew University pioneered what the AHA is now pursuing in its Career Diversity Initiative, enabling “historians to mobilize their graduate training for jobs that do not necessarily involve history work per se.”²

One effective innovation is our Writing as a Public Intellectual Workshop, a one-credit course required for all third-year doctoral students. Here they learn from a professional author how to write on intellectual topics for lay audiences.

We also experimented with a public humanities seminar, a course intended to introduce students to foundations, museums, and other cultural institutions. Frankly, it was not a success: you can't learn much about the world beyond the academy if you don't leave the classroom. We therefore redesigned that course as a public humanities internship, where students receive course credit for working with nonacademic organizations and producing papers related to their work. One student collaborated with the Irish Consulate in New York City to produce an exhibit and pamphlet chronicling the role of James Connolly (the legendary Irish firebrand) in the 1913 Paterson silk workers' strike. Another conducted research for a Food Justice Information Tool Kit, to be disseminated by the UN-affiliated Global Justice Office of the United Methodist Women.

In fact, the first full-time job placement for a History and Culture doctoral student was as the assistant director of professional development for the American Social History Project at the CUNY Graduate Center, where he develops teacher workshops and other public history programs. Another student is a Publicly Active Graduate Education (PAGE) fellow at Syracuse University's Imagining America Institute, which promotes engagement between scholars and local communities. A third student became one of the first resident experts on

Reddit's AskHistorians forum, which now fields hundreds of questions a day from lay readers. And a fourth, who describes himself as growing up in Harlem during the “crack era,” has been inspired to launch a Harlem community book club and two web radio series, devoted to “The World of Ideas” and “Religion and the Modern World.” This is exactly what we had in mind when we trained our students for “public humanities.”

Creating Community

Every graduate program must deal with the loneliness of the long-distance doctoral student. While their twentysomething peers enjoy the gregariousness of office work and urban single life, our students spend years alone in libraries and archives chasing footnotes. The problem becomes particularly acute when the structure created by course work comes to an end.

Drew University has not discovered a total solution to this anomie, but we have found that creating support groups for doctoral students can help maintain morale and forward momentum. Another positive social outlet created entirely by student initiative (no professors need apply) is our Intellectual History Club, affectionately known as Derrida over Pizza.

All third-year doctoral students must participate in organizing our annual Dean Hopper New Scholars Conference, which showcases research by graduate students and recent PhDs. This is almost entirely a student-run show, and that collaboration, perhaps more than anything else, creates a common bond and purpose among the organizers.

Making the Humanities Pay

Given falling enrollments in humanities courses (even at the Ivies), one might legitimately ask whether we should continue to maintain history graduate programs at their present level. We at Drew University have three answers to that very pressing question. First, as outlined above, we are training our doctoral students to do more than just teach in colleges.

Second, while there are now fewer American 18- to 21-year-olds who might enter college,³ there is still a vast pool of 22- to 90-year-olds who have bachelor's

degrees but want to pursue further study in the liberal arts. Continuing education in the humanities has huge potential for growth. Drew University has tapped into that market with its Arts and Letters program, which offers master's and doctoral degrees for anyone who is fascinated by liberal studies regardless of professional goals. Arts and Letters students frequently take History and Culture courses, alongside students who are preparing for academic careers. Thus they contribute to the fiscal viability of History and Culture, which actually earned a profit in AY 2012–13. And while Drew undergraduates are taking fewer humanities courses, these programs have allowed us to redeploy humanities faculty to graduate teaching.

Finally, we should deal with harsh economic realities by teaching doctoral students the broad range of skills necessary to survive in that climate. Let's conclude with a case in point. One of our students entered the History and Culture program when she already had a teaching post at another college. Her vice president of academic affairs warmly approved: “That is exactly the type of training I want all of our professors to receive so they are prepared for the multidisciplinary programs I seek to create here,” he told her. She was soon brought onto a committee to restructure the college's curriculum along interdisciplinary lines. More recently, to cut costs, that college dismissed a substantial fraction of its faculty—but she survived the cuts, though she had yet to gain tenure or complete her doctorate. As she concluded, “I attribute my good fortune to the History and Culture program,” which prepared her for a new and much tougher academic world.

Jonathan Rose directed Drew University's History and Culture program from 2011 to 2014. His most recent book is The Literary Churchill: Author, Reader, Actor (Yale University Press).

Notes

1. Robert B. Townsend, “The Ecology of the History Job: Shifting Realities in a Fluid Market,” *Perspectives on History* (December 2011).
2. Julia Brookins, “New AHA Initiatives Will Examine Teaching and Learning, Career Paths,” *Perspectives on History* (January 2013).
3. Eric Hoover, “Bracing for Demographic Shifts, Colleges Face Tough Trade-Offs,” *Chronicle of Higher Education*, January 19, 2014.

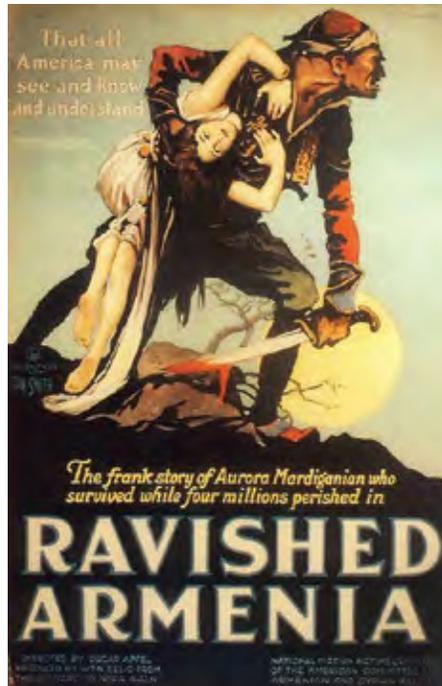
Facing “Muslims Killed Christians” and Other Challenges of Teaching the Middle East in Post-9/11 North America

Lerna Ekmekcioglu

Teaching the 1915 Armenian genocide in post-9/11 America is not an easy matter, and it should not be. Handled carelessly, it can turn into what it was not: Muslims gone wild. As a historian of the modern Middle East I cannot imagine a worse outcome, one that perpetuates the stereotypes against which our subfield is obliged to fight.

Taking the recent debate between Murat Yaşar and Alice Whealey in *Perspectives on History* as my starting point, I will offer some thoughts on how that exchange illuminates the unspoken challenges Middle East specialists face in today’s classroom. What happens when our historical actors act in a way that might appear to confirm students’—and American society’s—stereotypes of certain groups? How can we destabilize orientalizing, Islamophobic tendencies even when we speak of, for instance, violent events in which Muslims were the perpetrators and non-Muslims their victims?

In his September 2013 essay titled “Teaching Middle Eastern History in North America: Challenges and Prospects,” Murat Yaşar first defined a problem: students have stereotypical perceptions of Middle Eastern peoples (camel-riding bearded men, veiled women), and they imagine the region as a monolith that does not change. Given the fact that recent events such as the September 11 attacks and the Arab uprisings have propelled student interest, we have an opportunity, Yaşar maintains, to tackle the problem of stereotypes and turn political conflicts into teachable moments. One of the four major ways he tackles the issue is by highlighting historical cases, conditions, and events that delegitimize such prejudices. An example he uses is the Ottoman Empire’s *millet* system (Ottoman management of ethnoreligious diversity) which, as he puts it, shows the students “how an Islamic empire promoted



The poster of the 1919 US-made film *Ravished Armenia* that depicted the tragic experiences of the survivor Aurora Mardiganian. When covering the Armenian genocide, teachers can alert students to orientalist tropes in such representations (Turkish barbaric abduction of innocent Christian maidens) as well as the fact that abduction of Christian women constituted an integral part of the Ottoman Turkish campaign to eradicate Armenianness. Fine-tuning that balance is the challenge of teaching instances when “Muslims killed Christians.” See Lerna Ekmekcioglu, “A Climate for Abduction, A Climate for Redemption: The Politics of Inclusion during and after the Armenian Genocide,” *Comparative Studies in Society and History* 55, no. 3 (2013): 522–53.

religious tolerance and allowed many different cultures and languages to flourish under its rule, contrary to the widespread notion of Muslims being extremely intolerant of others.” Alice Whealey objected to this point in a December 2013 letter to the editor, “On Teaching Middle Eastern History.” Citing the evidence of the Christian intellectual and demographic decline under Ottoman rule in

Anatolia, she countered that “survival is not the same as flourishing” and in premodern empires the “extreme intolerance” that Yaşar found absent had not been needed to drastically reduce or even eliminate subordinate populations.¹

This is an important debate because it reflects an unstated tension in our discipline, one that is a consequence of how the trajectory of our subfield intersects with recent history, including but not limited to 9/11 and the history of United States wars and alliances in the Middle East. Rising Islamophobia bothers Middle East historians in different ways because we have a history of not only studying (and experiencing) the “region” and “Muslims” but also because of the Western (mis)representation of Islam, its people, and its geography. When we face post-9/11 American students, we feel obliged to “clean up” their minds because we know that those minds come equipped with “stuff” that needs to be unlearned. Unlearning is a defining praxis of our field.

I have also recognized a tendency toward the other extreme, which we might call Islamophilia. I might have erred on this other extreme myself. In my “Women and Gender in the Middle East” class, how many times did I find myself “defending” Islam against Ayaan Hirsi Ali or *Half the Sky*? It is an error easy to make because the worsening political situation on the ground can put a sound Middle East historian on the defensive. Yet this is a pedagogically futile tendency. Therefore we need to recognize it first and then find ways to avoid it. One of the many dangers of Islamophilia is that it can lead us, consciously or unconsciously, to overlook or elide historical events that might potentially (if treated uncritically) confirm stereotypes. The Armenian genocide provides an excellent example. It constitutes “extreme intolerance,” perpetrated by Ottoman Muslims against Ottoman

Christians. This disturbing truth need not be avoided. Rather, it contains a pedagogical solution to the problem identified by Yaşar.

I agree with much of Yaşar's essay, except for the examination of the Ottoman *millet* system. What he misses is of critical importance: the hierarchical organization of religious groups (Muslim superiority, non-Muslim inferiority) and sexes (male supremacy, female subordination) remained at the core of this system. When we attribute an anachronistic, modern understanding of "tolerance" to Ottomans without properly historicizing Ottoman structures, we create a false moral benevolence. In reality, the *millet* system's construction of tolerance effectively meant "being tolerated despite one's defects"—in this case, lack of submission to the right faith. Moreover, there were concrete reasons for imposing tolerance. Toleration in a multi-religious empire afforded benefits such as the efficient regulation of different communities, sustained peace, and loyalty from non-Muslim populations, all enabling the state to better squeeze out resources from diverse communities.² Apparently, however, this explanation, which is now well-accepted by Ottomanists, has not yet made it to the mainstream of the field. After reading the treatment of Ottomans in William Cleveland and Martin Bunt's classic textbook—including a section on the *deushirme* system (the levy of Ottoman Christian boys for Islamization and future state service) that ends with a note that "the Ottoman slave system offered limitless opportunities to the young men who became part of it"—students cannot help but *admire* the Ottomans.³ This is not a good learning outcome. We don't have to like Ottomans or hate them. The way they were had consequences, and this is why we study them.

I do not know how Murat Yaşar treats instances of late-Ottoman sectarian violence, which culminated in genocide, but Cleveland and Bunt's book minimizes its scope and effects. The one-paragraph discussion of "the notorious operations against the Armenian community" begins with assertions that Armenians provoked the Ottoman state and ends by chastising the survivors who have been asking for accountability: "It would be pointless to enter the debate that rages today between members of the Armenian community in Europe and the United States who accuse the Ottomans of genocide and the Turkish government, which insists that the excesses have been over-

emphasized. Any episode in which as many as one million civilians may have lost their lives is an appalling one, whether it is calculated or the unintended result of internal security measures."⁴ I wonder whether the textbook would have covered the issue the same way had the Ottoman state not been Muslim.⁵ Framing this historical moment in terms of "accusations" and "debate," given the substantial scholarship on the genocide, does a disservice to students.

Teaching about moments when "Muslims killed Christians" can in fact offer excellent opportunities for training students in historical thinking, something without which they can't really question their and their society's biases about people whom they don't know and a place they have never visited. In my experience, the application of the five Cs of historical thinking—change over time, causality, context, complexity, and contingency—to the case of the Armenian genocide leads to effective results.⁶ If the reason for violence was "Islam" or the violent nature of the Middle Eastern people (such as "Turks"), why didn't Muslims kill non-Muslims earlier or force them to convert? Why weren't Ottoman Jews killed? Why were Ottoman Armenians, Ottoman Assyrians, and Ottoman Greeks—all non-Muslim, Christians—targeted for violence to different degrees in this period? How would this argument account for Muslims who refused to kill anyone? How about Muslims who were killed by other Muslims? Why were some Muslim groups (Turks, Kurds, Circassians) more involved in the violence than other communities of Muslims (such as Alevis and Arabs)? Why don't we think of the Holocaust as Christians killing Jews, but instead we talk of Nazis killing Jews and others? Why is the United States not pressured by "the international community" to apologize to the Native Americans and pay restitution, but Turkey is? Why don't we call slavery genocide? What is at stake in the Turkish state's rejection of the label "genocide"?

Not every class will have time to tackle all of these issues, but sometimes the questions themselves are enough to alert students to the important nuances. In the end, if they stop thinking of religion as a primordial category and instead think of it a response to contingency, and if they recognize how the intersection of synchronic and diachronic factors with some individual choice brought

about a catastrophic end to Christianity in Anatolia, I consider myself successful. Armenians were not killed solely because they were Christians, but they would not have been killed had they been Muslims or Jews. When and if students get this, I am relieved.

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Notes

1. Yaşar and Whealey continued to correspond on the *Perspectives* website.
2. Karen Barkey, *The Empire of Difference: The Ottomans in Comparative Perspectives* (Cambridge University Press, 2008), esp. chap. 4.
3. William Cleveland and Martin Bunt, *A History of the Modern Middle East* (Westview Press, 2009, 4th ed.), 46. This is one of the main textbooks used in North America to teach the modern Middle East. I don't deny that the *deushirme* offered opportunities to young men, but when this is emphasized at the expense of the violent nature of the practice, the issue becomes problematic.
4. *History of the Modern Middle East*, 151–52.
5. It has to be emphasized that an equally important reason why Middle Eastern history as practiced in the US continues to omit the Armenian genocide or minimizes its consequences pertains to the Turkish state's official approach to the topic, which is the refusal of defining "the 1915 deportation" as genocide. Moreover, since the early 1980s the Turkish state has spent intensive efforts to construct the issue in the US as a "debate" or "controversy." Jennifer M. Dixon, *Changing the State's Story: Continuity and Change in Official Narratives of Dark Pasts*, unpublished PhD dissertation, University of California, Berkeley (2011), 99–103, 146. The Turkish state and its supporters abroad have increasingly sought to penetrate academia with the approach that the Armenian genocide is a subject over which reasonable scholars can disagree on even basic facts and that those who disagree with "debating" are attempting to "close down the discussion." See Marc A. Mamigonian, "Academic Denial of the Armenian Genocide in American Scholarship: Denialism as Manufactured Controversy," *Genocide Studies International* 9, no. 1 (forthcoming).
6. Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" *Perspectives* 45, no. 1 (2007): 32–35.



Ted R. Bromund

From Academia to a Think Tank

Reflections on How to Be Lucky

Ted Bromund

I wanted to be a professor. It wasn't so much a goal as an assumption. My father was a professor, so for me, going to graduate school in history was less a conscious choice than it was a simple staying of the course. But I never got to be a tenure-track professor. Instead, I now work at The Heritage Foundation, a center for the study of public policy options. Or, as everyone calls it, a think tank.

My path to Heritage was fairly direct, but because graduate school was involved there was a lot of angst along the way. My career in academia flamed out partly because I was interested in an unfashionable field (contemporary British political history) and partly because I made myself unhirable by writing on an obscure topic (Britain's first application to the European Union's precursor). At heart, though, I wasn't driven to write books, and the academy likes book writers.

So after getting nothing more than a few feeble nibbles on the academic job market, I counted myself lucky to get a position lecturing in history and helping my adviser, Paul Kennedy, run his center on international security at Yale. I felt even luckier when my wife got a job as an assistant professor of classics at Yale. We were the cover kids for perhaps the only hopeful story *The Chronicle of Higher Education* has ever run about the job market (April 21, 2000). It still makes me smile.

Still, in retrospect, I was already heading out the academic door: teaching a 3-2 load while running a center that hosts a hundred events a year doesn't leave much time for research and writing. I also knew that—since this is Yale we're talking about—my wife might not get tenure, so I thought I'd likely follow her to her next job and go full-time into academic administration.

But in April 2004 my wife was diagnosed with cancer. She died in a month. After a few years of standing around being stunned, I decided I had to leave Yale. By then, I knew I had no shot on the academic job market: I'd written too little. So I started calling people. Friends from college, friends who'd been through the Yale program, friends from other graduate programs—anyone who was working outside the academy.

And I found I had a lot of friends. If you want to break out of the academic track, stay in touch with your friends. The AHA is developing virtual mentorship programs, but I see no value in those. You don't find mentors online. I was lucky that the senior faculty members I was working with—Kennedy, John Lewis Gaddis, and Charles Hill—supported students who left academia. But I was even luckier in my friends.

The point, obviously, isn't that your friends give you a job out of charity. But while the job search process in academia is somewhat transparent—read the ads in *Perspectives*, apply for the (vaguely) relevant positions, interview, and accept an offer—it's harder to find out about think tank openings, because recruitment is decentralized. Your friends are the network which beats that decentralization.

I ended up at Heritage for a few reasons. First, at Yale, I'd edged into blogging for *Commentary*, which gave me some practice writing for the fabled general reader about policy issues. Don't underestimate how desperate online publications are for content, especially in this bright new era when (wrongly) almost no one gets paid for their writing.

Second, I am a conservative, and that's what Heritage, which is proudly conservative, was looking for. And third, I was lucky that my ridiculous thesis turned out to be the perfect fit for a job focused partly

on defending British sovereignty from the European Union. Fit is everything in any job market, but finding where you fit takes time. I've called myself lucky a lot in this piece, but luck's just a synonym for buying a lot of lottery tickets. Most don't win, but a few do.

So what goes on at a think tank? Well, every think tank has a different internal culture and operating model. Most think tanks also have an ideological mission, as Heritage does, or at least a more subtle ideological affinity. Most of them also require you to help raise the funds that support your job; I'm lucky that Heritage is one of the few places that isn't like that.

So I write what I believe. I've never been told by a donor, or anyone acting for a donor, what to write. But every think tank has institutional priorities, and you have to both respond to breaking news and analyze broader issues. So your research program had better be partly shaped by the world, or you likely won't have a job for long.

About 70 percent of my time is research and writing (or procrastinating while I gird myself up to write). But it's not the kind of writing I was trained for. In academia, a 10,000-word journal article is run of the mill. In a think tank, it's *War and Peace*, and it'll be read about as avidly. Op-eds are 800 words. Talking points for an office on Capitol Hill are 600 words. Blogs are 400 words, or less.

And all of this has to be written at speed. You have to be an expert, but you also have to be able to communicate with people who aren't experts—you have to be relevant, broad as well as deep, and concise. Apart from that, the biggest challenge is drinking from the fire hose of current events: it's a busy world out there.

The rest of my time is spent on meetings and media work. In academia, if you write

a journal article, that is, in a sense, the end of the job. But in a think tank, writing's the least of it. You need to promote your ideas—with internal and external colleagues, the government, the press, and the public. Writing a piece and flinging it out the door won't get the job done.

Traditional graduate programs aren't good at any of this. They don't emphasize short, relevant writing. They promote narrowness. They don't encourage useful networking. Subtly or less so, they imply that time spent on writing for the public is time wasted. They don't do much teacher training, which has some transferability to public speaking and media work. And while I can't prove it, I share the sense that faculty today have fewer contacts outside academia than their colleagues in previous generations did.

So what could graduate schools themselves do better? Emphasize skills over knowledge. At a certain point, knowing how to know is more important than more knowing. Cut down the length of programs. It's hard to go to graduate school for a nonacademic job when time to degree is close to a decade. So: fewer classes, shorter theses, and better advising. Get students through as rapidly as

possible, while taking a sympathetic attitude toward internships or part-time employment along the way.

And stop calling it graduate school. It's always rankled me that business school is professional education, but graduate school is just the school you go to after college. If you're not doing it as a path to professional employment—in or out of academia—you're doing it wrong. Getting a PhD can be a reasonable choice even if you don't want to be a professor, if you have the right approach. But today's system will fight you almost every step of the way. What graduate school should give you is simple: research skills; depth of knowledge in a particular field, coupled with reasonable breadth; and as many relevant connections to as many kinds of employment as possible.

How optimistic am I that my ideas will be adopted? Not very. All the incentives run the wrong way. A fundamental reason, I fear, is that academia has defined itself as a world outside the world, a liberal grove that's above all a lifestyle choice. Expecting it to welcome the snake of reality into the academic Eden is like asking a gamekeeper to welcome poachers.

But it's happening anyhow, whether academia wants it to or not. It's happening, above all, because all those PhDs have to go somewhere. The irony is that most of the problems with graduate education in the United States—starting with the overproduction of PhDs into a saturated academic job market and continuing with the rise of the adjuncts and the approaching death of tenure, from the lack of interest in placement records and outreach beyond the academy to the dominance of politicized microspecialties—spring from a near-complete failure of professional responsibility on the part of the academy.

So the American academy is reaping what it has sowed. All it has to do to drive more of its graduates away is to keep on doing what it's done for the past 40 years. The alternative to the status quo, therefore, isn't nonacademic jobs. That's today's reality. The alternative is for the academy to stop relying on luck and instead make an effort to do preparation for nonacademic jobs right.

Ted R. Bromund is the senior research fellow in Anglo-American relations in the Margaret Thatcher Center for Freedom at The Heritage Foundation.



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How to Act Like a New Yorker

Valerie Paley

The 129th annual meeting will be held in New York City. This essay is excerpted from the supplement to the annual meeting program, which can be found online at historians.org/annual-meeting.

In August 1774, John Adams visited New York City and observed in his diary, “With all the opulence and splendor of this city, there is very little good breeding to be found.” New Yorkers, while respectful, simply were a tad uncouth. “At their entertainments there is no conversation that is agreeable; there is no modesty, no attention to one another,” the Bostonian sniffed. “They talk very loud, very fast, and altogether. If they ask you a question, before you can utter three words of your answer they will break out upon you again and talk away.”

Today’s New Yorkers should recognize something of themselves in these kindred spirits of the past. There is something arrogant and impatient in their DNA, a certain air of irreverence tempered by a pride in the city they call home. Indeed, in John Updike’s words, “The true New Yorker secretly believes that people living anywhere else have to be, in some sense, kidding.”

Not one to retreat from an argument, a native also will debate what exactly it means to be a “true” New Yorker. For the most part, the term applies to someone who was born and raised in one of the five boroughs, not somewhere else in New York state. Other “New Yorkers” who are merely transplants but have lived in the city long enough ultimately earn their bona fides not by knowing the names of little streets in the Village—“only NYU undergrads know such things”—but by knowing that the boutique at the corner was once a bodega that sold dime bags of pot from the stockroom in the back. (And they also know what the word “bodega” means.) Even though the metropolis is becoming less Manhattan-centric, if a New Yorker grabs a cab in an outer borough bound for midtown, he will say he is going



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Downtown Manhattan

to “the City”—never to “Manhattan.” And he will never, ever call it the Big Apple.

There are no hard-and-fast rules about what it takes to act like a New Yorker, but if annual meeting attendees want to give it a try, the following list might help.

1. Walk fast, with your head straight ahead or down. New Yorkers are always in a hurry, and they can get testy with those who get in their way. One is advised to “steer” on foot as one does behind the wheel of a car, staying to the right; everyone knows the left is the “passing” lane. (That goes for subway escalators as well.) Don’t look lost, even when you are, and if you happen to need to pull out a map or check your phone, do not halt foot traffic by stopping suddenly to consult it in the middle of a crowded street. For the same reason, do not slow down to look up at buildings or walk more than two abreast.

2. Don’t gawk or make eye contact. New Yorkers assume the attitude of having seen it all, perhaps because they have. Thus, they never gawk—at people having a fight, at crazy people, at strangely dressed people,

at celebrities. To a New Yorker, that would be rude, not to mention unnecessary.

3. When crossing the street, don’t obediently wait on the curb for the light to change. Safely step off the curb and watch for the light directing crossing car traffic to change from yellow to red, then immediately begin to navigate the intersection *before* the white light begins to flash for pedestrians. (But if you are pushing a stroller, it is probably better not to step off the curb, unless you really do want your child to play in traffic.)

4. Just raise your hand to hail a cab. No phoning ahead, no walking to designated intersections or taxi lines. But do not mindlessly flail at a yellow cab that doesn’t have its “taxi” light illuminated: if the light is not on, that means it’s not free. The exception is that off-duty taxis sometimes do stop for you, but don’t count on it. Avoid taking “gypsy cabs” at all costs, “cost” being the operative word, unless you’re in an area of the city where this is what the natives do. Drivers of these black cars will offer you a ride for

a negotiated fee; if it seems reasonable and there are no other transportation alternatives, go for it, but proceed at your own risk. The new green(ish) cabs, licensed by the Taxi and Limousine Commission, can pick up fares in northern Manhattan and the outer boroughs and take you anywhere, but cannot pick up below the Manhattan boundaries. Tips are de rigueur; 20 percent is becoming the norm. Always exit curbside to avoid getting hit by oncoming cars. And these days, watch for cyclists when you open the taxi door.

5. Avenue of the Americas? If you're staying at the Hilton, don't direct a cab driver to 1335 Avenue of the Americas, even if that's the address; it's at "53rd and Sixth." A New Yorker will know what you mean, and will never call Sixth Avenue the Avenue of the Americas. The rule of thumb is to describe an address by its cross street and avenue, in that order.

6. On the topic of streets and avenues, New Yorkers don't think "north" or "south"—they think "**uptown**" or "**downtown**." And while there is a definite East Side and West Side, New Yorkers are just as likely to say they are headed "crosstown."

7. Say things a particular way. The act of mispronouncing "Houston Street" gets New Yorkers' hackles up every time; it's "How-ston"—no relation to Sam Houston. A New Yorker's accent may bear the signs of what once was called a Brooklyn accent—the kind you've heard in the movies spoken by the actor playing the part of a cab driver, gangster, or "dumb blonde." It is a dialect sometimes called "Noo Yawk," and while some say it is dying, words once spoken only with a particular inflection have made it into the New Yorker's lexicon—whatever the accent. Think "schlep," "chutzpah," or "klutz," all borrowed from the Yiddish, or "moolah" and "joint" (as in a place or an establishment) from the Irish. And New Yorkers stand "on" line, not "in" line.

8. New Yorkers have a multitude of food choices in their city, but **the way someone eats pizza** is a dead giveaway about whether she is or is not a local. Order a "slice": that means a piece of pizza. (Unlike in some cities, in New York you don't have to order the whole pie.) Some pizzerias even sell slices for \$1 apiece. Fold it in half lengthwise and eat it with your hands, never with utensils, and often standing up. (Think John Travolta walking down the streets of Bay Ridge, Brooklyn, in the opening sequence of *Saturday Night Fever*.)

9. Take public transportation. It's the easiest, cheapest, and fastest way to get around, and the best way to get a feel for the city. New York is one place where it's actually cool to take public transportation. While proportionately few people have cars, just about everyone has a Metrocard (for both subways and buses). Buy one and anticipate using it more than once. Purchase a card in subway stations at manned ticket booths or from easy-to-use vending machines; a fare is \$2.50, and the minimum amount when you buy or refill the card is \$5. Buses are good for short distances or traveling crosstown, subways for just about everything else. (Incidentally, you can transfer for free from bus to subway and vice versa or from bus to bus within two hours of paying your fare.)

10. Observe subway etiquette. Wait for people to get off the train before getting on, and move all the way in. Have your Metrocard ready when approaching the turnstile, and observe how to swipe it correctly (and quickly). Wear your "subway face"—disinterested, tired, and a bit bored—and try to never look scared, particularly late at night.

11. Crime? What crime? Don't panic if you find yourself somewhere strange; some neighborhoods just look sketchy, but really aren't. At the time of writing, New York City's homicide rate was declining and on a track to break the new low set in 2013 (333 murders). But even though New York is by many accounts the safest large city in the nation, it still pays to be street-smart. Keep your eyes open!

12. Drink tap water. Unless they are someplace where a tap is not readily handy,

most New Yorkers drink water that comes out of their faucets, not out of a plastic bottle. The city's drinking water is among the best in the country, if not the world. More than 1 billion gallons of pure, fresh water reach 9 million consumers daily, delivered by gravity from reservoirs located 125 miles away. The water supply is regularly monitored for bacteria. Fun (and weird) fact: the water that comes out of NYC taps and courses through its toilets is from the same water source.

13. Avoid tourist traps. This is somewhat unfortunate if you are a tourist hoping to behave like a local: New Yorkers hate tourist traps, which they will visit only with out-of-town friends or family, or with their young children until they get jaded. Particularly around the holidays, New Yorkers will avoid Times Square (especially on New Year's Eve), Radio City Music Hall, and Rockefeller Center.

14. No matter what people say, New Yorkers can be nice. Naysayers often have sided with Thomas Jefferson (no friend to the urban landscape), who said, "New York, like London, seems to be a cloacina [cesspool] of all the depravities of human nature." Not so. New Yorkers can be unexpectedly pleasant, civilized, and delighted to represent their city, and they will be happy to give you directions, often served up with a salty opinion.

Valerie Paley is the N-YHS historian and vice president for scholarly programs at the New-York Historical Society. She is cochair of the AHA's Local Arrangements Committee.

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Exploring Career Horizons at AHA 2015

Liz Townsend and Emily Swafford

The AHA annual meeting offers a unique opportunity for job candidates, students, and early-career professionals to explore the wide variety of avenues to use their history training in fascinating and fulfilling ways. Far more than just interviewing at the Job Center, AHA 2015 attendees can visit the Career Fair, join sessions about career options, go to receptions for networking and meeting future colleagues, and much more. The meeting can be an important first step on the way to a history career.

At the AHA's second annual Career Fair—to be held on Sunday, January 4, from 1 p.m. to 5 p.m. in the Hilton's Americas Hall II—mentors representing various organizations will be available to talk to job candidates and students. While some mentors can speak about current or future jobs being offered in their organizations, most will be available to answer questions about how history training is used in their fields and the skills that are needed to succeed. It can be a chance for students to ask questions they may feel are awkward or inappropriate to ask their advisors or the faculty in their own departments. The Career Fair can also give them a view of fields they may not have considered.



The Career Fair is sponsored by the AHA's Career Diversity for Historians initiative as part of its efforts to broaden the career employment options for students of history. Some sessions of note for those interested in exploring careers beyond the academy are History in the Federal Government: Careers Serving Policy Makers and the Public (aha.confex.com/aha/2015/webprogram/Session12108.html), How Can I Be a Historian in This Job? (aha.confex.com/aha/2015/webprogram/Session12507.html), and Exploring Alternative Academic Careers: How Your History PhD Can Serve You in Diverse Careers Beyond Teaching in the Discipline (aha.confex.com/aha/2015/webprogram/Session11551.html).

Interviews will still take place at the Job Center in Americas Hall II and in rooms in various hotels. If notified by search committees, the Job Center will display the locations of all interviews being held during the

meeting, and a few schools will even accept CVs to arrange interviews on-site. Details about Job Center procedures can be found at www.historians.org/annual/jobs.

Other events, receptions, and sessions of interest to graduate students and early-career professionals can be found in various resources and guides on the AHA's website at www.historians.org/annual-meeting/resources-and-guides, and by searching in the online program at aha.confex.com/aha/2015/webprogram/start.html.

Liz Townsend is the AHA's coordinator, professional data and Job Center. This is her 17th year staffing the Job Center. Contact her by e-mail at ltownsend@historians.org for more information about volunteering as a Career Fair mentor. Emily Swafford is the AHA's programs manager and staff member for the Career Diversity for Historians initiative.

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For Job Seekers

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

On “Retirement as a Stage in the Academic Life Cycle”

To the Editor:

I read with great interest Jan Goldstein’s essay on retirement in the October 2014 issue of *Perspectives on History*. I recognized immediately a rare discussion of the subject that dare not speak its name, and was pleased to go back and read Caroline Bynum’s earlier foray into the topic (*Perspectives on History*, December 2012). In fact, I have been thinking about these issues for a few years—pretty much in isolation from like-minded colleagues—and welcomed the thoughtful invitation to a broader conversation.

This fall, I began a plan of half-time teaching for three years in order to create some space and time in which to look toward the future. I was intrigued by Goldstein’s descriptions of some of the experiments emerging around the country

to engage emeritus faculty. But, as I proceeded, I found myself feeling less, rather than more, enthusiastic about such possibilities. Reading the essay, in fact, clarified some of my tentative thinking about the next decade. In the end, I have decided to go in a somewhat different direction. Of course, these decisions are entirely personal and individual, but I’m a bit skeptical of the “keeping faculty in the family model.” Even in enviable circumstances, among valued colleagues, I have found departments to constitute a second dysfunctional family—one to be appreciated, but managed—and I don’t look forward to yet another. Instead, I have decided to volunteer with an interesting small organization that brings documentary films on contemporary issues and supporting curricula to high school and middle school classrooms, teaching visual literacy and encouraging social activism. While this

work connects to my intellectual interests, it involves a different kind of engagement and a new constituency—younger colleagues and a more diverse group of young people. I am really looking forward to seeing if, as I have more time to give to it, this affiliation will be stimulating and satisfying for me and useful to the organization.

Perhaps, then, I would add to Goldstein’s model some version of encouraging academics to take their skills and interests a bit beyond the more “familiar” parameters. This may be easier in a large city, but I think there are more possibilities than most people imagine. And without a general discussion, each of us is left to work it out on her own. I am grateful to Goldstein’s prod to expand this conversation.

Ann-Louise Shapiro
The New School

Letters to the Editor Submission Guidelines

The American Historical Association welcomes letters to the editor responding to our print and digital publications, as well as communications that address issues relevant to the profession. Due to space considerations and in the interest of clarity, letters to the editor of *Perspectives on History* should be no more than 750 words. Letters may be edited for length, house style, and content.

Our full submission guidelines are at historians.org/perspectives/submissions.

NEH 2015 Seminar for College & University Teachers



America and China: 150 YEARS OF ASPIRATIONS & ENCOUNTERS

DIRECTED BY: Daniel Bays (Calvin College, emeritus) & Dong WANG (Research Associate, Fairbank Center, Harvard University)

Few would dispute the likelihood that the relationship between the United States and China will shape many important aspects of world history for the remainder of the twenty-first century. How did this situation come about? What do the two great countries want from each other in a changing world?

The 2015 NEH Summer Seminar at Calvin College, “America and China: 150 Years of Aspirations and Encounters,” aims to expose fourteen college and university faculty and two advanced graduate students—in history and other disciplines in the humanities and social sciences—to cutting-edge research issues and up-to-date scholarship on U.S.-China relations. The cadre of instructors for this seminar have more than 300 years of combined experience in U.S.-China relations. This 3 week seminar is tuition-free.

Participants receive \$2,700 stipends to help cover expenses.



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For more information, and to apply: www.calvin.edu/scs/neh2015

Susan Rita Schrepfer

1941–2014

US Environmental Historian

Susan Rita Schrepfer, professor of history at Rutgers–New Brunswick, died on March 3, 2014, after a long, courageous battle with pancreatic cancer. Born in San Francisco in 1941, Susan grew up in Gilroy, California, where she graduated from high school and worked as a farm laborer. She studied history at the University of California, Santa Barbara and received her AB in 1963. Susan earned an MA (1965) and a PhD (1971) in history at the University of California, Riverside.

After graduation, Susan worked as a researcher at the Forest History Society, then located in Santa Cruz, California. She plunged into the huge collection of business records of the US timber industry, personal papers of foresters and conservationists, hard-to-find Forest Service records, and long-out-of-print newspapers, and conducted interviews with some of her most important contemporaries in these areas. This research enabled her to acquire a better understanding of the disparate approaches to public forest management advocated by preservationists, scientists, and timber industry executives during the 19th and 20th centuries. The result was *A History of the Northeastern Forest Experiment Station* (GPO, 1974), coauthored with Edwin H. Larson and Elwood Maunder. Her research in forestry archives also helped Susan revise and publish her dissertation, *The Fight to Save the Redwoods* (University of Wisconsin Press, 1983), an incisive portrait of the growth of the environmental movement in the 20th century. The book won the Biennial Book Award for best book in environmental, conservation, and forest history, awarded by the Forest History Society in 1983.¹ In 2005 Susan published her third major scholarly work in environmental history, *Nature's Altars: Mountains, Gender, and American Environmentalism* (University Press of Kansas, 2005), which *Reviews in American History* called perhaps

“the best monograph in US environmental history yet to appear to use gender as its central category of analysis”; the review further praised the book’s “sophisticated argumentation wedded, uncommonly, to an engaging, lively, gripping read.”²

Susan arrived at the New Brunswick campus of Rutgers in 1974 as an assistant professor of history, working her way through the ranks to professor. During her 40-year career at Rutgers, she was a wonderful colleague, a warm and attentive mentor of graduate students, a deeply caring teacher, and a meticulous scholar.

Perhaps Susan’s most lasting legacy is the Rutgers Institute for High School Teachers, which she helped found in 1988 as part of the Rutgers Center for Historical Analysis. The institute allowed her to extend her commitment to teaching excellence to thousands of the state’s high school students. The institute operates as a collaborative effort among the state university’s history faculty and New Jersey’s school teachers, hosting seminars focusing on classroom learning in the social sciences and humanities, the use of primary documents as teaching tools, and the incorporation of the latest historical scholarship into lesson plans. Susan organized and publicized the seminars (20 or so a year), persuaded her colleagues at Rutgers and other universities around the state to participate (Who could say no to Susan?), and cajoled teachers to attend and school administrators to sponsor their teachers. Susan was still working and worrying about the institute until the week she passed away. It was for everyone who worked with her on this project a great pleasure and privilege.

Susan was a superlative mentor to her graduate students. She had a keen sense of intellect and generosity of spirit that enriched the research, pedagogy, and lives of her students and colleagues, and she challenged her students to think critically and creatively. She was always encouraging and warm. She offered insightful counsel, always with grace and wit. Her kindness and compassion for her graduate students were a model for us all. One of her students remarked, “Susan was more than a mentor to me. She was my friend during my graduate days, allowing

me to vent, supporting me through the research and writing of my dissertation, and giving wise counsel on issues we all face with work/life balance—especially child rearing. She allowed me to be me, and while she never judged and was always supportive, she was also ‘correcting’ me, making me a better person, more generous, more appreciative of life and of people, and she also made me a better historian and teacher.”

Her humor was present even in the face of terrible adversity. Shortly after she was diagnosed with pancreatic cancer, she e-mailed one of her students to say that her doctors had given her three months to live, noting wryly that she wanted to be at the student’s dissertation defense and asking if she could “please hurry it up.” The dissertation defense took place four months later. Thankfully for us all, she lived five and a half more years.

Susan was generous to scholars outside Rutgers as well. She spent many hours productively working with Jonathan and Maxine Lurie. With a keen eye for details and common sense, and with good humor, she was “the best copy editor they had ever known.” Susan’s kindness to colleagues, undergraduates, and graduate students was legendary.

As a scholar of the environment, Susan Schrepfer was in the forefront of her field. As a dedicated teacher at all levels, from high schools to graduate programs, she was a model for her peers. Even in her last years of impossible pain, Susan maintained her good cheer and deep regard for others. The department, the university, and the profession were enriched and uplifted by her presence.

Notes

1. Char Miller, “A Woman of the Woods: Susan R. Schrepfer, 1941–2014,” KCET, April 9, 2014, http://www.kcet.org/news/the_back_forty/commentary/susan-schrepfer-a-woman-of-the-woods.html.
2. Sackman, Douglas Cazaux, “Nature’s Altars: Mountains, Gender, and American Environmentalism,” *Reviews in American History* 34, no. 2 (2006): 208.

Peter Mickulas
Rutgers University Press

Perspectives as a Public Forum

Allen Mikaelian

In April 2013, I used this column to share a hope that our readers would talk to us. I noted that several public conversations concerning AHA projects or *Perspectives* articles had taken place away from the magazine, and wondered if such dialogues were becoming too fragmented to be useful. Too many discussions about what the Association was doing or what had been published in the magazine were taking place on blogs or under hashtags that we discovered only by accident.

Realizing that we might be partially responsible, we stopped requiring a member login to comment on *Perspectives* pages. We started picking up timely comments left on our website for the print version, and we started publishing responses to letters to the editor in the same month, so readers wouldn't have to wait 30 days or more to see the conversation continue. Our social media presence expanded dramatically during that time, and readers started realizing that if they ask a question or offer a suggestion in a place we can actually find, we will respond.

Jan Goldstein, in her presidential column in this issue, describes a wariness about opening up the taxonomy revision for comment. We were also wary about opening up *Perspectives'* message boards. However, like Goldstein, we've been impressed with the way readers have responded. We have had to delete only a handful of inappropriate and mean-spirited comments in the first year of this experiment. And we've seen certain articles spark great conversations—see the comments on Stephen Campbell's article on Wikipedia, for example (bit.ly/1jpDAml).

Even better, conversations have turned into new articles. In this issue, Lerna Ekmekcioglu works toward new understanding after reading a respectful debate that took place in these pages about how to teach Middle East history. Ekmekcioglu offers a way to further complicate the debate with historical thinking (while referencing yet another *Perspectives* article). Having worked with both authors in the original exchange,

I sense they will be pleased that their efforts have generated a thoughtful response, even if they don't completely agree.

This fall, the AHA and *Perspectives* used a decent amount of ink and burned a respectable number of pixels covering the Advanced Placement US history revision. We started back in the summer, working on an article by Brenda Santos that was written at a time when no one suspected the revision would become a political football (bit.ly/1poDhHf). After the topic emerged as a controversial one, the AHA issued a statement supporting the broader goals of the revision, and James Grossman, executive director of the AHA, penned an op-ed for the *New York Times* that was widely shared and discussed.

After all this, however, it seems there is still more to say, and I'm glad the discussion can continue in *Perspectives*. In this issue, Jonathan Burack levels a critique at the revision the AHA has publicly supported. Yes, we will gladly publish thoughtful essays that are far removed from the AHA's stated position, or contrary to that position. In fact we would like to see more of them.

Burack, like Ekmekcioglu, believes that one way to turn down the heat in an impassioned debate is to bring it back to historical thinking. Will the AP revision achieve its goal of deepening historical thinking among students? Brenda Santos's article enthusiastically answered in the affirmative. Burack, on the other hand, feels the revision doesn't do enough to encourage the exploration of alternative interpretations. This is a much more meaningful disagreement than the one over whether the revision is anti-American by virtue of including (some say emphasizing) dark trends in the nation's past.

From my vantage point as an editor who to some extent has to referee these exchanges, I'm amazed at the way historical thinking can radically shift a debate. Historical facts deployed by one side or the other don't often win arguments or even move them to a higher plane. But when parties in a disagreement consider their own positions and those

of others in light of change over time, causality, context, complexity, and contingency, things move along more respectfully, collaboratively, and purposefully. Debates that could easily descend into polemics become instead focused on problem solving, and the desire to win the battle can become replaced by a desire to continue the discussion.

So it should be no surprise that when we open up spaces for comment we get conversation. Still, we are consistently impressed with our readers, and hope that they will continue to view *Perspectives* as their own public forum.

Allen Mikaelian is the editor of Perspectives on History.

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FOREIGN

Canada

Modern Global/Transnational. The Department of History in the Faculty of Arts at the **University of Waterloo** in Ontario, Canada, is seeking an exceptional senior scholar with a world-class scholarly record in modern global/transnational history. The field and area of specialization are open. The successful applicant will be appointed to a tenured position as a full professor and will be subsequently nominated for a Tier 1 Canada Research Chair. The Canada Research Chairs program was established by the Government of Canada to foster internationally recognized research excellence. As stated in the program's Terms of Reference (<http://www.chairs-chaires.gc.ca>), "Tier 1 chairs, tenable for seven years and renewable are for outstanding researchers acknowledged by their peers as world leaders" in their fields. Nominations for Canada Research Chairs are subject to review by the CRC Secretariat, and appointment as a Canada Research Chair is conditional upon their approval. The position will commence on or before July 1, 2015. Beyond the normal faculty responsibilities of undergraduate and graduate teaching, service, and maintaining an original and innovative research program, the successful candidate will encourage collaboration with scholars from across campus in related areas, and will develop and refine national and international networks. The salary range for this position at the full professor rank is \$120,000-\$180,000. Consideration of applications will begin after January 15, 2015. Applications should be submitted through the university's Job Application System at <https://artsonline.uwaterloo.ca/OFAS/HIST>. All qualified candidates are encouraged to apply; however Canadian citizens and permanent residents will be given priority. The University of Waterloo respects, appreciates, and encourages diversity. We welcome applications from all qualified individuals, including women, members of visible minorities, Aboriginal peoples and persons with disabilities. More information about the History Department is available at <https://uwaterloo.ca/history/>. Further enquiries can be directed to the Search Committee Chair, Heather MacDougall at 519-888-4567, ext. 32903 or by e-mail to hmacdoug@uwaterloo.ca. Three reasons to apply: <https://uwaterloo.ca/watport/why-waterloo>.

NEW ENGLAND

Massachusetts

Lecturers. The Committee on Degrees in History and Literature at **Harvard University** seeks full-time and part-time lecturers beginning academic year 2015-16. Positions in American, modern European (including but not limited to British, French, and German), medieval, early modern European, Russian, Latin American, North and Sub-Saharan African, Middle Eastern, and South Asian history and literature. We are interested in

Ad Policy Statement

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 sex, race, color, national origin, sexual orientation, ideology, political affiliation, age, disability, or marital status to a specific job offer; or (2) contains wording requiring applicants to submit special materials for the sole purpose of identifying the applicant's sex, race, color, national origin, sexual orientation, ideology, political affiliation, veteran status, age, disability, or marital status.

The AHA does make an exception to these criteria in three unique cases: (1) open listings for minority vita banks that are clearly not linked with specific jobs, fields, or specializations; (2) ads that require religious identification or affiliation for consideration for the position, a preference that is allowed to religious institutions under federal law; and (3) fellowship advertisements.

The AHA retains the right to refuse or edit all discriminatory statements from copy submitted to the Association that is not consistent with these guidelines or with the principles of Title VII of the Civil Rights Act of 1964. The AHA accepts advertisements from academic institutions whose administrations are under censure by the American Association of University Professors (AAUP), but requires that this fact be clearly stated. Refer to www.aaup.org/our-programs/academic-freedom/censure-list for more information.

The AHA recommends that all employers adhere to the following guidelines: (1) All positions for historians should be advertised in the job ads section of *Perspectives* or the AHA website. If hiring institutions intend to interview at the AHA annual meeting, they should make every effort to advertise in the *Perspectives* issues for the fall months. (2) Advertisements for positions should contain specific information regarding qualifications and clear indication as to whether a position has actually been authorized or is contingent upon budgetary or other administrative considerations. (3) Candidates should seek interviews only for those jobs for which they are qualified, and under no circumstances should they misrepresent their training or their qualifications. To do otherwise is unprofessional and wastes the time and energy of everyone concerned. (4) All applications and inquiries for a position should be acknowledged promptly and courteously (within two weeks of receipt, if possible), and each applicant should be informed as to the initial action on the application or inquiry. No final decision should be made without considering all applications received before the closing date. (5) At all stages of a search, affirmative action/equal opportunity guidelines should be respected, as well as the professional and personal integrity of candidates and interviewers. (6) As candidates are eliminated, they should be notified promptly and courteously. Some hiring institutions notify all candidates when their search is completed. Unsuccessful candidates may wish to ask how their chances might have been improved. Hiring institutions often respond helpfully to such inquiries but they are not obliged to disclose the reasoning leading to their ultimate choices.

For further details on best practices in hiring and academic employment, see the AHA's Statement on Standards of Professional Conduct, www.historians.org/standards; Guidelines for the Hiring Process, www.historians.org/hiring; and Policy on Advertisements, www.historians.org/adpolicy.

candidates who bring comparative or transnational as well as interdisciplinary perspectives into their teaching and scholarship, and especially those with expertise in transatlantic and post-colonial studies. Minimum Requirements: strong interdisciplinary background; doctoral degree and teaching experience; ability to design and execute interdisciplinary tutorial programs for sophomores and juniors, as well as direct senior honors theses; ability to advise students on curricular matters, to evaluate examinations, essays and senior theses, and to conduct senior oral examinations. A doctorate in a related field ordinarily is required by the time the appointment begins. Lecturer positions are normally for three years, the second two years contingent upon a successful performance review in the first year. Harvard is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law. Application deadline is January 16, 2015. <http://academicpositions.harvard.edu/postings/5761>.

Modern Middle East. The Crown Center for Middle East Studies at **Brandeis University** in Waltham, Massachusetts, invites applications for an open-rank (tenured or tenure-track) faculty position in the modern Middle East. Applicants must have training, linguistic expertise, and research and teaching interests in the region. Priority will be given to scholars with expertise in one or more of the following three areas: Saudi Arabia and the Gulf States; Syria and Lebanon; Turkey. Applications in all fields of the social sciences are welcome with preference given to anthropology, sociology, political science, history, and Middle East studies. This is a joint position between the Crown Center and the candidate's relevant department. The successful applicant will hold a full-time appointment, half of it based in the Crown Center and half of it based in the candidate's discipline. At the Crown Center, the successful applicant will serve as a member of the Center's core research staff and take part in all Center activities. In the department of appointment, the candidate will teach one course per semester. Applications consisting of a letter of intent, a CV, a brief statement of research and teaching interests, a chapter or article length writing sample, and three letters of reference should be submitted

electronically at <https://academicjobsonline.org/ajob/jobs/4705>. Completed applications will be reviewed beginning October 31, 2014. Brandeis University is an EOE, committed to building a diverse intellectual community; we strongly encourage applications from women and minority candidates.

MID-ATLANTIC

Maryland, New Jersey, New York, Pennsylvania

Ancient Greece/Rome. The Department of History at the **United States Naval Academy** in Annapolis, Maryland, seeks a tenure-track assistant professor in the field of ancient Greek and/or Roman history, beginning August 2015. The successful candidate will be expected to teach the first half of the Naval Academy's core comparative civilization sequence, introductory courses on ancient Greece and Rome, and majors seminars in his or her specialty. The teaching load is 3-3. Evidence of a strong commitment to undergraduate teaching excellence, innovative research, and service is required. The successful candidate must have a PhD in history or classics (with a focus on historical study) in hand by August 1, 2015. The department as well seeks a teacher-scholar-mentor who is committed to inclusive pedagogy and whose experience and expertise will contribute to working effectively with a diverse student body and faculty. To apply and obtain additional information about this position, please visit <http://www.usna.edu/HRO/jobinfo/AsstProfGreek-Rome-2014.php>.

Britain/British Empire. The Department of History at the **United States Naval Academy** in Annapolis, Maryland, seeks an entry-level, tenure-track assistant professor in the history of Britain and the British Empire since 1750, beginning August 2015. The successful candidate will be expected to teach the second half of the Naval Academy's core civilization sequence (world history since 1750), introductory courses on the history of modern Britain and the British Empire, and majors seminars in his or her specialty. Evidence of a strong commitment to undergraduate teaching excellence, innovative research, and service is required. The teaching load is 3-3. The successful candidate must have a PhD in History in hand by August 1, 2015. The department as well seeks a teacher-scholar-mentor who is committed to inclusive pedagogy and whose experience and expertise will contribute to working effectively with a diverse student body and faculty. To apply and obtain additional information about this position, please visit <https://www.usna.edu/HRO/jobinfo/AsstProfBritain-BritishEmpire-2014.php>.

East Asian/Non-Western. Hood College in Frederick, Maryland, seeks a full-time, tenure-track assistant professor of history, with a specialty in East Asian history (China preferred), starting August 2015. The successful candidate will teach a variety of other non-western courses, with a secondary field in Africa, South Asia, or Latin America. Teaching excellence and strong scholarly potential required. Teaching load 3:3. Proficiency in the digital humanities would be a desirable plus. PhD in hand by July 2015. For fullest consideration, the deadline for receipt of applications is December 15, 2014. Qualified candidates are invited to apply online via our electronic application, https://re11.ultipro.com/HOO1003/JobBoard/JobDetails.aspx?__ID=-206F6A730EF07A5C, which requires the follow-

ing materials: cover letter, CV, and, if available, evidence of teaching effectiveness (e.g., syllabi or course evaluations). Please append, or include in your cover letter, a list of the courses you could teach and develop at Hood; or list teaching areas clearly in your CV. Three letters of recommendation should be submitted to the online application site or emailed to history@hood.edu; if electronic submission is not possible the letters of recommendation may be mailed to Dr. Emilie Amt, Search Committee Chair, Dept. of History, Hood College, 401 Rosemont Ave., Frederick, MD 21701. If you need assistance with the online application process, please email humanresources@hood.edu or call (301) 696-3592. Hood College is committed to diversity and subscribes to a policy of hiring only individuals legally eligible to work in the United States. EOE. For complete information on Hood College's nondiscrimination policy, please visit www.hood.edu/non-discrimination.

Postdoctoral Fellowships/Moralities/Laws/Histories. The **Rutgers School of Arts and Sciences** and The **Rutgers Center for Historical Analysis** in New Brunswick, New Jersey, invite applications from all disciplines for postdoctoral resident fellowships to be held during the academic year of 2015-16 from individuals working on topics related to Ethical Subjects: Moralities, Laws, Histories. How do domains of deliberation emerge as topics of ethical scrutiny, and people claim recognition as moral agents in the world? In the first year of a two-year seminar program, we explore how, why and with what consequences issues (e.g., the traffic in women or children's rights, exploitative labor, torture, the environment, or marriage) become a focus of ethico-political debate and regulation. Please visit <http://rcha.rutgers.edu/ethical-subjects/project-description> for more information on this program. Rutgers is an equal opportunity/affirmative action employer. The deadline for application is January 16, 2015. Applications consisting of a CV, a 3-5 page description of research project and its significance to the theme, and three letters of recommendations should be submitted electronically to <http://apply.interfolio.com/27514>. Applicants must have finished all requirements for PhD by July 1, 2015.

Postdoctoral Teaching Fellowships. The **Princeton Institute for International and Regional Studies** (PIIRS) invites applications for one to three postdoctoral teaching fellowships, beginning September 1, 2015. PIIRS postdoctoral teaching fellows will be in residence at PIIRS engaged in research while teaching up to two courses per academic year, subject to sufficient enrollments and approval from the dean of the faculty. Postdoctoral research associate appointments are for a term of one year, renewable up to three years, subject to available funding and performance; while teaching they would also carry the title of lecturer. Courses may be on the politics, history, economics, societies, or cultures of any of the following regions of the world: Africa; the Middle East; Russia, East Europe, and Eurasia; South Asia; or West Europe. (For more on PIIRS and its programs, go to <http://www.princeton.edu/piirs/>.) This position is subject to the University's background check policy. To apply for the position, please link to <https://jobs.princeton.edu>, position requisition number 1400693. Applications should include a cover letter; a current CV; a statement of research plans while at PIIRS; a teaching statement detailing the candidate's teaching experience, the proposed courses, and sample syllabi (if available); names and contact information from two

persons familiar with the candidate's scholarship and teaching; and one writing sample (article- or chapter-length). Application deadline: January 15, 2015, 11:59 p.m. EST. Questions about the application process for these positions may be directed to Susan Bindig at susanb@princeton.edu. Princeton University is an EOE and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Fellowships/America. Andrew W. Mellon Foundation Fellowships in American History at the **New-York Historical Society**. Two Andrew W. Mellon Foundation Fellowships will be awarded to candidates who have held a PhD in American history or a similar field for three to five years. Research projects may include the conversion of a dissertation into a publishable manuscript or the initiation of new research, based on the resources of the New-York Historical Society. The ten-month residency will carry a stipend of \$60,000, plus benefits. Deadline: January 5, 2015. Visit www.nyhistory.org/library/fellowships or e-mail fellowships@nyhistory.org for more information.

Latino Studies. The Department of Social and Cultural Analysis and the Department of Spanish and Portuguese at **New York University** seek a tenure-track assistant professor in Latino studies whose work actively engages Latin American studies. The appointment will begin on September 1, 2015, pending administrative and budgetary approval. We seek a wide-ranging scholar who brings a transnational or hemispheric perspective to the study of history, literature, or other cultural production, and who will enhance and complement programmatic strengths in both departments. Fluency in Spanish and/or Portuguese required. In addition to undergraduate teaching, the candidate hired will teach and advise graduate students. Review of applications will begin November 21, 2014. To apply, see the NYU Department of Social and Cultural Analysis website <http://sca.as.nyu.edu>. Instructions can be found under the homepage link "Employment Opportunities." EOE/Minorities/Females/Vet/Disabled

Department Head/Global Studies/Modern Languages. The College of Arts & Sciences at **Drexel University** seeks a Department Head to lead the establishment of a new Department of Global Studies and Modern Languages, starting September 2015. This Department will be positioned at the cutting-edge of global education and scholarship, emphasizing transnational processes and interactions, global structures of power, and the movement of ideas, people, commodities, technologies, and risks. The department will be rigorously multi- and trans-disciplinary, and will draw upon both multiple regional emphases as well as multilingual education. The new Department will consolidate a highly successful program in International Area Studies (IAS) and a Modern Languages Program. The new Head will oversee this integration creating joint appointments with faculty from a range of disciplines; hiring new, core faculty; and promoting and facilitating global research. Modern Languages currently offers minors in Arabic, Chinese, French, German, Greek, Italian, Japanese, Russian and Spanish, and the IAS major—organized around themed-based concentrations—has successfully attracted an increasing number of outstanding students. We expect this growth trend to continue under the leadership of the new department head. The

successful candidate will hold a Ph.D. in a relevant discipline in the humanities or social sciences, with a demonstrated dedication to global and transnational studies; have an outstanding record as a researcher, teacher, administrator, and mentor; and either hold the rank of Full Professor or be ready to achieve that rank. The Department Head will be essential in charting the future of the new Department and should demonstrate leadership abilities such as inspiring the creation of new programs, managing the needs of faculty, and overseeing curricular improvements. Drexel's outstanding faculty maintain a high research and publishing profile. Located in University City in Philadelphia, the University is a top-ranked academic research institution and one of the premier metropolitan private universities in the country. Drexel is particularly renowned for its innovative cooperative education program and Global Studies will emphasize the placement of majors in co-ops at international institutions and international locations, as well as study and research abroad. Applications, including a cover letter, curriculum vitae, and the names of five references should be submitted to www.drexeljobs.com/applicants/Central?quickFind=79213 or visit www.drexeljobs.com. Preference will be given to applications received on or before December 1st although we will continue to consider applications until the position is filled. Inquiries may be addressed to Dr. Mimi Sheller (mbs67@drexel.edu). Drexel University is an Equal Opportunity/Affirmative Action Employer. The College of Arts and Sciences is especially interested in qualified candidates who can contribute to the diversity and excellence of our academic community. For more information about Drexel University, please visit www.drexel.edu.

Economic. The History Department at the **University of Pennsylvania** in Philadelphia seeks an economic historian with primary research on topics post-1600 other than labor or banking systems, and with any non-US geographic focus. The successful candidate will have a record of significant research and publication and effective teaching, and will be appointed to an endowed chair at the level of full or associate professor. Leadership skills are important: the position will involve close engagement with the department's program in trans-regional history, the Wharton School, the Lauder Institute, and the Huntsman Program. Candidates should apply online at <http://facultysearches.provost.upenn.edu/postings/322>. Please attach a letter of application, CV, and research statement. The department will begin considering applications on December 15, 2014, and will continue until the position is filled. 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, and protected veterans are encouraged to apply.

Modern Western Europe. The Department of History at the **University of Pennsylvania** in Philadelphia invites applications for a full-time, tenure-track assistant professor in modern western Europe from 1789-1989, including Britain but excluding Germany. Field is open and we welcome national and transnational approaches. The candidate will participate in the undergraduate and graduate teaching mission of the department. Receipt of the PhD is expected by the time of

appointment. Submit applications online at <http://facultysearches.provost.upenn.edu/postings/266>. Include a letter of application, CV, writing sample, and the contact information of three individuals who will provide a letter of recommendation. Recommenders will be contacted by the university with instructions on how to submit a letter to the website. If the writing sample is part of a dissertation or larger project, include an abstract statement explaining the writing sample's relationship to the larger project. Review of applications will begin November 7, 2014, and continue until the position is filled. Preliminary interviews will take place at the AHA annual meeting in New York. The Department of History is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a 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, and protected veterans are encouraged to apply.

Africana Studies. The Department of Africana Studies at the **University of Pittsburgh** invites applications for two tenure stream assistant professor positions to begin in September 2015, subject to budgetary approval. A Ph.D. in Africana Studies is preferred. Degrees in humanities, behavioral, or social sciences will also be considered. Especially valued are scholars bringing primary and distinctive interests in Africana cultural/literary areas or in Africana research applications and methodology. Responsibilities will include the teaching of Introduction to Africana Studies, other courses in the existing curriculum, and courses in the candidate's area of specialization. Please send cover letter, curriculum vitae, official graduate transcripts, a sample of publications, and three letters of recommendation to Jerome Taylor, Chair, c/o: Patty Smith, Department of Africana Studies, University of Pittsburgh, 230 S. Bouquet St., 4140 Posvar Hall, Pittsburgh, Pennsylvania 15260. Review of applications will begin on October 1, 2014, and continue until the positions are filled. The University of Pittsburgh is an AA/EOE. Women and members of minority groups underrepresented in academia are especially encouraged to apply.

SOUTHEAST

Florida, Virginia

Library/Latin America and Caribbean. The George A. Smathers Libraries of the **University of Florida** in Gainesville is seeking a Latin American studies professional interested in managing the University of Florida's preeminent Latin American and Caribbean collection and unit operations. The head of the Latin American and Caribbean Collection (LACC) is a full-time, tenure-track library faculty position responsible for overall management and collection development of the LACC, as well as the allocation of resources, and supervision and management of staff. This position is also responsible for the selection of library materials, reference services, research consultations, and instruction in support of the Center for Latin American Studies. If interested, please find the full position vacancy announcement and application procedures at <http://www.uflib.ufl.edu/pers/FacultyPositions.html>.

Medieval Europe. **Florida State University** invites applications for a tenure-track assistant

professor position in medieval European history. The area of specialization is open. Successful candidates will be expected to work with the department's diverse undergraduate and graduate students and supervise PhD candidates. The appointment will begin in fall 2015; PhD must be in hand by start of appointment. Please submit a letter of application, CV, three letters of recommendation, and a short writing sample (chapter or article of no more than 40pps) online via Interfolio at apply.interfolio.com/27223. The closing date for receipt of applications is December 15, 2014. The search committee will conduct preliminary interviews via Skype. As an AA/EOE and a public records agency, Florida State University is committed to diversity in hiring. We strongly encourage applications from women and members of traditionally underrepresented groups. Questions about the search may be addressed to Charles Upchurch, Chair, Medieval Europe Search, Dept. of History, Florida State University, Tallahassee, FL 32306-2200. E-mail: cupchurch@fsu.edu.

Post-Classical Mediterranean. The College and Graduate School of Arts and Sciences of the **University of Virginia** in Charlottesville invites applications for a full-time, tenure-track position at the rank of assistant professor from scholars with a research focus on connective cultures in the post-Classical Mediterranean (4th to 10th century). Possible areas of study might include: the interaction of knowledge, people and practices; the social, political, and/or cultural history of one or more connective Mediterranean cultures or communities; minority, diasporic, or vocationally distinct social groups (e.g., merchants, scholars of science and medicine); interstitial and nomadic polities and cultures; translation; reappropriation of earlier cultural forms, materials, or technologies. Candidates must demonstrate excellence in scholarly research and an ongoing program of publication. They must also be committed to outstanding teaching at the undergraduate and graduate levels. PhD must be in hand by August 15, 2015. Possible home departments include, but are not limited to, Art, Classics, History, or Religious Studies. The appointee will also hold an initial two-year Mellon Fellowship in Comparative Cultures of the Pre-Modern World at the university's interdisciplinary Institute of Humanities and Global Cultures. Review of applications will begin on December 5, 2014. The position will remain open until filled. To apply, candidates must create a Candidate Profile through Jobs@UVA (<https://jobs.virginia.edu>) and submit the following electronically: a cover letter addressing research agenda and teaching interests, a CV, a writing sample not exceeding 60 pages, and names and contact information for three references. Search on posting number 0615096. Questions regarding the application process for Jobs@UVA should be directed to L. Kent Merritt, History Administrative Supervisor, Corcoran Department of History, lkm6h@virginia.edu. For additional information on this position contact Paul J.E. Kershaw, Chair, Search Committee, pjk3p@virginia.edu. The university will perform background checks including receipt of official transcripts from the institution granting the highest degree for all new faculty hires prior to making a final offer of employment. The University of Virginia is an AA/EOE. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

Israel Studies. The **University of Virginia's** interdisciplinary program in Jewish Studies invites applicants for a one-year non-tenure-track appointment

SOUTHWEST

Texas

Modern Arab. The Department of History at the **University of Houston** invites applications for the Arab-American Educational Foundation Professorship in Modern Arab History at the associate or full professor level. This is an endowed position that provides funds to be used by the chair to support research and programs related to Arab history. The salary will be commensurate with experience. The teaching load is two courses per semester. The chair will play an instrumental role in the development of Arab Studies at UH and will share his/her perspectives on Arab history with the local community. Candidates for the position should be working in the post 1798 time period. Applicants for this position should have native or near native proficiency in Arabic and English. The research specialization is open, and we welcome a wide range of subfields within modern Arab history. Responsibilities will include teaching graduate courses in Arab history, as well as undergraduate courses in the field. The successful candidate will have a distinguished record of publication and professional service commensurate with appointment to an endowed professorship. History Department website: <http://uh.edu/class/history>. To apply, please send a letter of application, CV, and three letters of recommendation to Prof. Thomas F. O'Brien, Chair, Modern Arab History Chair Search Committee, University of Houston, Dept. of History, 524 Agnes Arnold Hall, Houston, TX 77204-3003. The Search Committee will begin considering applications on December 1, 2014, and continue until the position is filled. The University of Houston is an AA/EOE. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

Rome/Digital Humanities. The History Department at the **University of Houston** is seeking a colleague for a tenure-track position as an assistant professor specializing in Roman History and Digital Humanities. Teaching responsibilities include an ancient civilizations survey and upper-division and graduate courses in Roman History to complement the department's offerings in Greek History. Additionally we would want this candidate to teach methodology courses in Digital Humanities. The teaching load is two courses per semester. Candidates should have completed the Ph.D. by July 2015, and should have a professional dedication to teaching and to pursuing an active research agenda. To apply, please send a letter of application, c.v., short writing sample, and three letters of recommendation to Prof. Frank Holt, Chair, Roman and Digital History Search Committee, University of Houston, Department of History, 524 Agnes Arnold Hall, Houston, Texas 77204-3003. The Search Committee will begin considering applications on December 1, 2014. The University of Houston is an Equal Opportunity/Affirmative Action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

ROCKY MOUNTAINS

Colorado

Visiting Professor. Distinguished scholars in History or Political Science are invited to apply for the Wayne N. Aspinall Chair at **Colorado Mesa**

as visiting faculty in Israel studies, anticipated to begin August 25, 2015. Field of specialization within Israel studies is open. Rank will be commensurate with rank at home institution. Duties include teaching two undergraduate courses per semester, delivering one public lecture, and service to the Jewish Studies Program, College of Arts & Sciences, and university. Review of applications will begin on November 1, 2014, and will continue until the position is filled. Applicants must hold a PhD and currently be employed at an institution of higher learning with an academic title at the time of appointment. To apply, please complete a Candidate Profile online through Jobs@UVa (<https://jobs.virginia.edu>), and apply to posting number 0614787. Please electronically attach the following: a current CV, cover letter, and name, e-mail, and phone information for three professional references. Please also attach a statement of teaching philosophy and a writing sample. Questions regarding this position should be directed to Gabriel Finder at gfinder@virginia.edu. The university will perform background checks on all new hires prior to making a final offer of employment. The University of Virginia is an AA/EOE. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

GREAT LAKES

Illinois, Indiana

History/Philosophy/Sociology of Science. The **University of Chicago's** Committee on Conceptual and Historical Studies of Science invites applications for a position as instructor beginning September 2015, with a two-year nonrenewable term. Applicants should have received a PhD within the last five years, and not already hold a tenure-track position. Expertise should be in the areas of history, philosophy, or sociology of science. Applications are welcome from all periods and areas of science, though we have a particular interest in philosophy of biology. Candidates must have a PhD in hand by April 2015. We anticipate interviewing at the History of Science Society Meeting (jointly with Philosophy of Science), Nov. 6-9, 2014. Review of applications will continue until the application deadline of December 15, 2014. Applicants must apply online on the University of Chicago's Academic Career Opportunities website at <http://tinyurl.com/qfm4a94>, and are required to include a cover letter, a CV, and a chapter-length writing sample. Three letters of recommendation are also required. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, protected veteran status or status as an individual with disability. The University of Chicago is an AA/Disabled/Veterans/EOE.

Jewish Studies. **Earlham College** in Richmond, Indiana, invites applications for a three-year appointment beginning fall 2015 for a chair in Jewish studies at the rank of assistant professor. The college seeks candidates committed to teaching excellence and liberal arts education. Academic responsibilities include teaching Jewish studies courses both at the introductory level as well as in the candidate's field of specialization and/or interests. Co-curricular responsibilities (one-third of the position) include coordinating religious activities and observances, engaging and providing support to Jewish students and faculty, participating in interfaith programming, and arranging for Jewish

speakers and cultural groups to visit campus. Terminal degree preferred. Applicants should send letter of application, CV, and three letters of reference to Cheri Gaddis, cherig@earlham.edu. Review of applications will begin on November 1, 2014, and continue until the position is filled. Earlham College is an EOE. Earlham utilizes E-Verify to confirm employment eligibility for all newly hired employees within the United States.

Colonial and Revolutionary America. The Department of History at **Purdue University** invites applicants for a tenure-track assistant professor in the field of colonial and revolutionary America to 1789 with a preference for political or cultural history. The PhD in History is required by the time of appointment. The successful candidate will develop and teach undergraduate and graduate courses in the history of colonial and revolutionary era America as well as both halves of the US survey. Please submit a letter of application, CV, and three letters of reference to committee chair, John L. Larson, at rgwin@purdue.edu. Electronic letters accepted on letterhead with signature or send paper copies to Department of History, Purdue University, 672 Oval Dr., UNIV 231, West Lafayette, IN 47907. Review of applications will begin on December 31, 2014, and continue until the position is filled. The committee anticipates preliminary interviewing of candidates by Skype or phone. A background check will be required for employment in this position. Purdue University is an AA/EOE fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply.

PLAINS STATES

North Dakota

Premodern Europe/World. The Department of History in the Division of Social Science at **Minot State University** invites applicants for a tenure-track assistant professor. Thematic specialization and geographic focus open, but candidates should be able to teach courses on medieval and early modern Europe as well as the ancient Mediterranean world. Experience with educational/digital technology and an outside field in one or more of the following areas is also desirable: Russia, India, China, or the Pacific Rim. The successful candidate will typically teach two upper-level courses in his or her specialty and two world civilization surveys each semester. Experience and commitment to high-quality teaching of first-year students and advanced majors is a priority. The candidate will join a dynamic department with approximately 70 majors, a record of excellence in teaching, and a commitment to active scholarship and community engagement. Benefits include health insurance, TIAA-CREF retirement, and a sabbatical program. PhD required by start of 2015-16 academic year. Review of applications will begin November 30, 2014, and will continue until position is filled. Candidates should submit a letter of application, CV, evidence of teaching effectiveness and a statement of research and teaching interests. In addition, please arrange for official transcripts and letters from three referees to be sent directly. For full application details see http://www.minotstateu.edu/hr/jobs_01.shtml. Submit materials to Dr. Daniel Ringrose, Dept. of History, Minot State University, 500 University Ave. W., Minot, ND 58707.

University. For a \$10,000 stipend, the visiting professor will spend three weeks on the Colorado Mesa University campus in late March-early April 2016, teach a one credit course, give a major public lecture, and make any other invited appearances. Applications must include a CV, a brief outline of a course proposal, and a topic for the major public lecture. Submit application by February 13, 2015, to Prof. Steven C. Schulte, Dept. of History, Colorado Mesa University, 1100 North Ave., Grand Junction, CO 81501. Feel free to direct any inquiries to Schulte@coloradomesa.edu or 970 248-1418.

WEST

California

Middle Eastern Studies. Humboldt State University in Arcata, California, is seeking candidates for an academic year tenure-track faculty position in Middle Eastern studies. The successful candidate will be assigned to one of three academic departments (Geography, History, or Politics) that best fit his/her disciplinary focus. Instructional assignments will include general education and major-specific courses on the Middle East and will also include other courses in the successful candidate's area of expertise. Starting August 2015. Job #7602. For more information about this position, please visit <http://apptrkr.com/525564>. First consideration will be given to completed applications received no later than November 3, 2014. Position is open until filled. Humboldt State University is a AA/Title IX/ADA/EOE.

United States. The History Department at **California State University, Bakersfield**, seeks to fill a tenure-track assistant professor position in United States history, with a specialization in colonial America or the early Republic. Candidates should be prepared to help develop and teach courses in cross-disciplinary studies and engage in distance/online instruction. Candidates qualified to teach African American, Atlantic World/transnational history, public history, or digital history courses preferred. In addition to teaching courses in one's area of specialty, teaching expectations include lower and upper-division departmental service courses, and graduate courses. Ph.D. required at time of appointment, September 2015. Applicants should submit hard copies of cover letter, curriculum vitae, statement of teaching philosophy and teaching portfolio, and letters from three references. Review of applications to begin January 15, 2015. Detailed vacancy announcement, requirements, qualifications, and application procedures at http://www.csub.edu/facultyAffairs/_files/TT-History-US-2015.pdf or by contacting Dr. Douglas Dodd, Department of History, 10 FT, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA, 93311-1022; 661-654-6815; ddodd@csb.edu. CSUB is an EO employer.

20th-Century United States. The Department of History at **California State University, Dominguez Hills** (CSUDH) is seeking applicants for a tenure-track position at the rank of assistant professor in 20th-century United States history to begin August 2015. The University seeks candidates who are committed to fostering excellence in teaching, scholarship and service. The ideal candidate will have the ability to teach lower-

division survey courses in United States history, upper-division courses in United States history from the progressive era to the present, California history, as well as core program courses in research and writing. Additional responsibilities include student advising and mentoring; curriculum and program development; participation in departmental, college, and university governance structures; and active involvement in research and scholarly activities. The position requires a PhD in United States history by the time of appointment, a strong commitment to teaching, and a promising research agenda. Primary consideration will be given to applicants with demonstrated research interests in California history and to those who can demonstrate a record of effective teaching and student mentoring in culturally diverse academic environments. Though the position will remain open until filled, a review of applications will begin December 1, 2014. Interested parties should apply online at <http://www.csudh.edu/employment/>. Please upload as one document: a letter of interest; a CV; and a list of three references. Qualified applicants may be asked to provide additional materials. In addition to the documents submitted online, candidates must arrange to have letters of recommendation from three references mailed directly to the following address: CSU Dominguez Hills, Chair, Search Committee, History Department, 1000 E. Victoria St., LCH A-342, Carson, CA 90747.

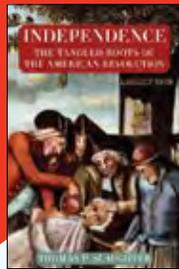
World/Global. The Department of History at **California State University, Los Angeles** invites applications for a tenure-track assistant professor position in world/global history, including emphasis on the Indian Ocean World and/or Southeast Asia, to begin fall 2015. Candidates must be qualified to teach upper-division and graduate-level courses in world/global history and have the ability to teach lower- and upper-division general education courses, including the world history survey. ABD or PhD in history required. A PhD from an accredited institution of higher education is required for retention beyond the initial appointment period. Candidates should demonstrate an ability and/or interest in working in a multi-ethnic, multicultural environment, as well as a commitment to engagement, service and the public good. Initial salary is commensurate with qualifications and experience. Title XI/ADA/EOE. Candidates who promote and enhance diversity are encouraged to apply. Send letter of application, CV, official graduate transcripts, three letters of recommendation, and writing sample by December 1, 2014, to Scott Wells, Chair, History Dept., California State University, Los Angeles, 5151 State University Dr., Los Angeles, CA 90032-8223.

Mediterranean Jewish Studies. The **UCLA Center for Jewish Studies** invites applications for the Viterbi Visiting Professorship in Mediterranean Jewish Studies during the 2015-16 academic year. Rank is open; however, preference will be given to junior scholars, including postdoctoral students. The duration of the appointment will depend on rank, and includes the prospect of a full-year postdoctoral appointment. The successful candidate will be in residence at UCLA during the tenure of the appointment and is expected to teach undergraduate and graduate courses in his/her field of expertise. The candidate's research could focus on any dimension of the experience of Jews, including their interaction with other peoples and cultures, in the Mediterranean basin. A letter of application, along with a CV, names of three recommenders,

proposed length of stay at UCLA, and a list of prospective course offerings, should be sent by email to Viterbi Professor Committee UCLA Center for Jewish Studies, cjs@humnet.ucla.edu. Review of applications will begin December 5, 2014, and candidates will be considered until the position is filled. For more information contact cjs@humnet.ucla.edu. The University of California is an AA/EOE. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see UC Nondiscrimination & Affirmative Action Policy (<http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct>).

Fellowship/Materialities/Texts/Images. The Research Division of The **Huntington Library, Art Collections, and Botanical Gardens** (The Huntington) and the Division of the Humanities and Social Sciences at the California Institute of Technology (Caltech) invite applications for a one-year fellowship under their joint research program, Materialities, Texts and Images (MTI), a description of which is available at <http://tinyurl.com/mlj2ox2>. The position is open to postdoctoral scholars and faculty without tenure and is tenable from September 1, 2015. Fellows are expected to conduct their own research at Caltech and at The Huntington; to participate in the MTI program's events; and to organize a 1- or 2-day workshop on a topic of their choice relevant to the MTI program. Interested candidates should submit a letter of application, CV, a two-page description of their research project, a plan of their proposed workshop, as well as three letters of recommendation by e-mail to mtifellow@hss.caltech.edu or mailed to MTI Fellow Search, Division of the Humanities and Social Sciences, MC 228-77, California Institute of Technology, Pasadena, CA 91125. Application deadline is January 1, 2015. Caltech is an EOE of Minorities/Females/Protected Vets/Disability.

United States. The History Department at **California State Polytechnic University, Pomona**, invites applications for a tenure-track position in US history from candidates who have a secondary teaching credential as well as a PhD in history, to begin fall 2015. The position involves supervision of student teachers, mentoring of pre-credential students, and teaching undergraduate courses. Candidates with expertise in 20th-century US or early California history are particularly encouraged to apply. PhD by September 1, 2015; teaching experience at the college and secondary level; evidence of scholarly promise. Applicants should submit a completed application form; a letter of interest that describes the candidate's teaching philosophy, teaching and research experience and interests, and that addresses the duties and qualifications articulated in the position description; CV; and transcripts to <https://class.csupomona.edu/apply-hst>. Three letters of reference, addressed to Dr. John Lloyd, Search Committee Chair, should be submitted to <https://class.csupomona.edu/apply-hst-letters>. Completed applications must be received by November 15, 2014. For questions: embaeza@csupomona.edu, 909.869.3860. Minorities/Females/Veterans/Disability/EOE. See full position announcement at <http://www.class.csupomona.edu/fs/jobs/hst.html>.



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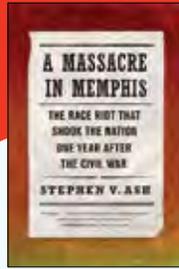
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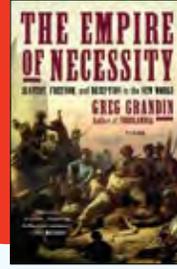
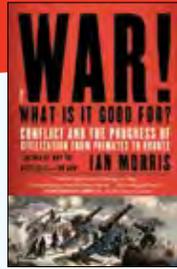
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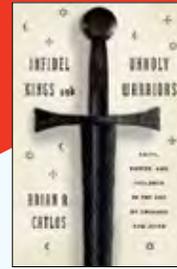
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The George C. Marshall Lecture on Military History

Sunday, January 4, 2015
5:30–7:00 p.m.

New York Hilton Midtown,
Rendezvous Trianon



Mark A. Stoler, professor emeritus of history, University of Vermont, and editor,
Papers of George Catlett Marshall

George C. Marshall and the “Europe First” Strategy, 1939–1951:
A Study in Diplomatic as Well as Military History

by Mark A. Stoler

Between 1939 and 1951, George C. Marshall served as US Army chief of staff, secretary of state, and secretary of defense. In these positions he played a major role in the creation, implementation, and defense of the multilateral “Europe First” global strategy that guided US foreign and military policies through World War II, the early Cold War years, and the Korean Conflict. This lecture will explore how and why he did so, with emphasis on the World War II decision to defeat Germany before Japan, the postwar European Recovery Program that bears Marshall’s name, and the relief of General Douglas MacArthur during the Korean War for his refusal to accept this grand strategy. In the process it will analyze the complex relationship that exists between diplomatic and military history.

Presiding: Gregory J. W. Urwin, Temple University, and president, Society for Military History,
and Rob Havers, president, George C. Marshall Foundation

A reception will follow beginning at 7:00 p.m.

Lecture sponsored by the Society for Military History and the George C. Marshall Foundation