



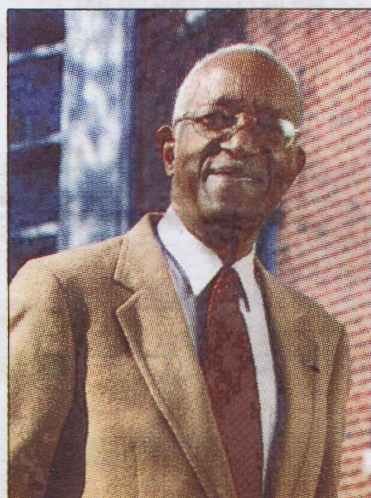
Newsletter

Volume 37, Number 2 • May 2009

In Memoriam

OAH Past President John Hope Franklin

William H. Chafe



Franklin

John Hope Franklin passed away on March 25, 2009 after a long battle with congestive heart failure. He was ninety-four years old.

John Hope, as he preferred to be called, was a beloved figure in the academy, as well as in the nation at large. A mentor and friend to generations of colleagues, he was above all a person who exemplified what it means to marry scholarship to a passion for justice.

John Hope lived through the tragedy of racial oppression that ruled America for most of the twentieth century. He witnessed his father's law office being burned down during the infamous Tulsa race riot of 1921. With his mother, he was forced as a child to move from a clean railroad car in the white section of the train to a dirty, smoke-filled car in the Jim Crow section. When he volunteered to serve his country in World War II as a soldier who could take shorthand, type, and use all the skills of his graduate training, he was told that the only position his country had for him was as a servant. "You're the wrong color," the recruitment officer said. Nothing disturbed him more than what happened to his brother, Buck, a school headmaster who was assigned menial kitchen duties when he joined the army in World War II. He came home a broken person, driven to commit suicide shortly after being demobilized.

But whatever his anger, John Hope never allowed resentment toward racism to hobble his determination to move forward. A proud graduate of all-black Fisk University, he moved on to Harvard (like his predecessor W.E.B. DuBois), published books and articles that earned him academic plaudits, and with the appearance of *From Slavery to Freedom* in 1947, transformed American scholarship by placing the story of African Americans at the heart of the nation's history. With his beloved wife Aurelia, he moved to teach at St. Augustine's in Raleigh and then North Carolina College for Negroes in Durham. He fell in love with the state, where Aurelia had been born.

After a short time, John Hope Franklin had become a scholar of national and international fame. Moving from Howard University in Washington, to Brooklyn College in New York, and then to the University of Chicago, he broke barriers everywhere he went—the first black person to give a paper at the Southern Historical Association in 1949 (in a wonderful act of collective rebellion with C. Vann Woodward, the program chair, and Howard Beale), then the first black president of the Southern Historical Association, then the first black president of both the Organization of American Historians and the American Historical Association. A pioneer in the growing international field of American Studies, John Hope revelled in traveling abroad with Aurelia, representing the Fulbright program in foreign lands. Yet prejudice was still there. When he and Aurelia took the ocean liner, *Ile de France*, out of New York in the mid-1950s to LeHavre, they were the first in line for dinner. The maitre d' took them to a table behind the kitchen door. "No, sir," John Hope told the maitre d' with characteristic dignity and pride, "we will take the table in the center of the room."

I first came to know John Hope Franklin as a friend at the National Humanities Center in Research Triangle Park in 1981, where we were both fellowship recipients. He came to my defense at a seminar when a group of conservative scholars attacked me for my advocacy of affirmative action. I felt rescued and affirmed. How wonderful, then, when Terry

From the OAH President

Planning Takes Center Stage

Elaine Tyler May

The annual conference in Seattle was a great success, reminding us that the OAH is thriving in the midst of challenging times. In spite of the dismal economy and the remoteness of the Pacific Northwest for many of our members who had to travel great distances to get there, attendance was better than expected. The rich program included many lively sessions, and Seattle was abuzz with historians meeting, greeting, and reconnecting in a beautiful and interesting city. Even the weather was good to us, providing a good bit of sunshine and blue skies that revealed stunning snow-covered mountains, along with Seattle's famous gentle rain.



May

Our organization is in the midst of major transitions. After ten years as executive director, Lee Formwalt will be leaving this summer. Lee guided the OAH through some very difficult times, including the relocation of two of our conferences, as well as some exciting times as we began to build the "big tent" to include a broader membership of history professionals in a wide range of fields. I want to take this opportunity to thank Lee for his leadership and for his enormous help to me as I came on board and learned the ins and outs of the OAH operation.

Other transitions reflect the broader changes in the nation and the world. There is no escaping the impact of the economic crisis. We need to think long and hard about ways to keep the OAH strong and vital with fewer resources. But there are opportunities as well. The new administration in Washington is friendly to our enterprise. Already we have seen the lifting of restrictions that will allow freer access and more transparency to official records. We will

See FRANKLIN / 10 ►

See MAY / 12 ►

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The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

A New Initiative for Part-Time and Adjunct Historians

Donald Rogers, Chair, Elizabeth Hohl, Arlene Lazarowitz, Howard Smead and Mark Spence, Members of the OAH Committee on Part-Time and Adjunct Employment

Last October, the OAH Executive Board reorganized the Committee on Part-Time and Adjunct Employment (CPAE) as a service committee to replace the now defunct Joint AHA-OAH CPAE founded in 2001. The new OAH CPAE marks the latest in a series of actions, which the OAH has taken over the past decade, that address the surge of contingent faculty employment. With today's recession intensifying pressures on colleges and universities to economize, the committee is seeking new initiatives to help historians come to terms with the seemingly unstoppable shift from tenured to adjunct faculty, and to ensure that adjunct historians receive the compensation, benefits, employment seniority, teaching conditions, collegiality, and career opportunities that they deserve as professionals.

Well-known changes in the academic workforce inspired the course of action that has led to the OAH's revitalized CPAE. As a typical report by the AAUP indicates, the academic labor force across disciplines has changed from nearly three-fifths full-time tenured or tenure-track faculty in the 1970s to almost two-thirds contingent and part-time faculty today. Indeed, nearly half of instructors in higher education today are employed part-time, and part-time lecturers teach nearly half of all undergraduate classes, although the reasons for part-time employment vary (1).

The OAH, the AHA, the AAUP, and other professional associations first recognized this enormous change in higher education in the 1990s. At the interdisciplinary Conference on the Growing Use of Part-Time and Adjunct Faculty held in Washington D.C. in 1997, the OAH and other groups viewed the erosion of the traditional academic workforce as a "crisis," and issued a grim report on working conditions faced by the growing ranks of part-time instructors. Observing their low salaries, insecure appointments, and frequent lack of the bare essentials of institutional support, like office space and computers, the report warned that adjuncts were being reduced to "a growing caste of 'untouchable' service workers." It recommended concerted action to limit the proportion of part-time faculty hired and encouraged the promulgation of "good practice" standards for those who were employed (2).

Historians followed suit. In 1998, the AHA Professional Division issued "Guidelines for the Employment of Part-Time and Temporary Faculty in History." In 1999, Professor David A. Berry published an important report in the *OAH Newsletter* on the rising use (and abuse) of adjunct faculty in community colleges. The OAH and AHA, meanwhile, participated in a widely reported survey by the Coalition on the Academic Workforce that documented the pervasive use of adjunct faculty and graduate students to teach undergraduate classes. In 2000, AHA President Eric Foner led his organization to create a permanent committee on part-time and adjunct faculty, and the OAH Executive Board, led by President David Montgomery, voted to

join forces. Their collaboration resulted in the establishment of the Joint AHA-OAH Committee on Part-Time and Adjunct Employment in January 2001 (3).

The Joint CPAE initially focused on two goals: halting the escalating use of part-time faculty and improving the job conditions of those hired. Toward these ends, the joint committee conducted a new survey in 2002 through questionnaires published in *AHA Perspectives* and the *OAH Newsletter*. They found, among other things, that part-time faculty were indeed proliferating and that most adjuncts accepted part-time jobs due to "an inability to find a full-time college or university position." To provide a forum and sense of community for adjunct historians, moreover, the joint committee established the listserv H-Adjunct in 2005 with Professors Howard Smead and Amy Kinsel as moderators. Most important, the joint committee headed by chairs Maxine Lurie and Juli Jones developed "Standards for Part-Time and Adjunct Faculty" that were approved by the OAH Executive Board and the AHA Council in spring 2003. OAH and AHA leaders regarded the standards as an important symbolic statement in support of part-time faculty, and a "weapon" for persuading administrators, state legislators, and accrediting organizations to curb adjuncts' use and improve their working conditions (4).

Very much a product of the moment, the joint OAH-AHA standards established five guidelines regarding part-time and adjunct employment. In their most substantive section, the standards stipulate that basic work conditions include adjuncts in "the collegial relations and communications of their departments," thus envisioning them as real colleagues, not just as hired hands. This standard recommends that departments provide part-timers with a clear evaluation system, seniority for hiring and pay increases, basic institutional support such as office space, telephones, computer equipment, library privileges, clerical support, modest support for professional travel to conferences and workshops, and access to health benefits, sick leave, and retirement plans. The standard is silent on professional development issues such as research support, sabbaticals, and the possibility of access to full-time jobs.

Secondly, the standards call for history departments to provide a statistical portrait of adjunct usage: the total number of part-timers hired, the number and percentage of history courses that they teach (including courses taught by graduate students), the length of service for part-time faculty, and provisions departments give for retention. This standard aims to generate an evidentiary record on the extent and conditions of adjunct employment, not only for the AHA-OAH joint committee's use, but also to inform accrediting agencies and the public.

Thirdly, in what was regarded as a crucial suggestion in 2003, the standards propose a limit on the "appropri-

ate proportion" of courses to be taught by part-time and adjunct instructors (including graduate students). The standards recommend that no more than thirty percent (forty percent maximum) of courses be taught by adjuncts at community colleges, ten percent (twenty percent maximum) at four-year schools, and twenty percent (thirty percent maximum) at research institutions. This standard aimed at encouraging academic institutions to retain full-time lines and promote part-time instructors to fill them. Whether it remains realistic today is controversial. No doubt, preserving the full-time faculty as the core of good history education is a goal that OAH members ought to address. Yet, given contemporary trends, especially in a bad economy, some observers argue that the profession will serve the burgeoning ranks of adjuncts better by concen-

Table 1. AAUP Report of Contingent Faculty, 1975-2003

	Tenured/Tenure Track	Contingent Full-Time	Part-Time
1975	57%	13%	30%
1989	47%	17%	36%
2003	35%	19%	46%

Source: "AAUP Contingent Faculty Index, 2006," American Association of University Professors, 5.

trating on the improvement of their job conditions.

Fourth, the standards recommend that part-time faculty receive pay that is approximately eighty percent of what full-time instructors receive for similar training and experience, and one hundred percent if adjuncts take on administrative duties. Given the increasing permanence of the part-time portion of the academic labor force, and unlikelihood that most modern adjuncts will get promoted into full-time ranks, current members of the OAH CPAE agree that this is one area where historians can very constructively focus their attention. Surveys and anecdotal reports indicate that adjunct compensation still lags short of this standard. Improving wages is not only fair, but also essential to attracting and retaining talented people in the profession.

Finally, the standards promise a publicity campaign to keep accrediting organizations, professional groups, and the mass media informed about the status of adjunct history faculty. Presuming that the glare of publicity will inspire reform, the standards recommend that AHA and OAH publicize the proportion of faculty that part-timers represent at various institutions and the percentage of courses that they teach. Furthermore, the standards propose that

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Unsung Heroes

Lee W. Formwalt



Formwalt

I have been reflecting on the last ten years as I wind down my term as executive director and one of the things that has struck me is how dependent OAH is on the voluntary efforts of our members. Many of them, along with the staff, are truly the unsung heroes of our organization.

Every year the staff mounts a major national convention in a different North American city, bringing together between 1,800 and 3,000 American historians to present and discuss the latest developments in scholarship, teaching, and the public presentation of U.S. history. Staff members are assisted by member volunteers on the program committee and the convention local resource committee. This year's program committee for Seattle, ably led by Donald Ritchie and Leslie Brown, assembled a superb program. Working with them was a dynamic local resource committee, headed by Shirley Yee and Wilson O'Donnell, which helped arrange some fascinating tours and interesting offsite venues for sessions. Coordinating the efforts of the annual meeting program committee is Meetings Associate Jason Groth. Jason's first contact with OAH came in a class I taught at Indiana University in 2000. He expressed an interest in serving as a volunteer intern. He worked out so well and everyone at OAH loved him, and soon he was a part-time and eventually full-time staff member. Today he works part-time and spends the rest of his time with his band traveling in Europe, Australia, and all over the U.S. When he is on the road, he stays connected with the program committee. Many times he answers committee members' queries thousands of miles from the office, yet the committee assumes the response is coming from Bloomington.

At the annual meeting we learn the results of the hard work of more than seventy-five OAH volunteers who comprise our twenty-one prize committees. They read hundreds of books, articles, and dissertations, view a dozen or two historical films, and review a number of teacher portfolios before determining the best scholarship, films, and teachers of American history. Of course, reading the latest scholarship hot off the press is a benefit, but no one besides these prize committee members (and graduate students preparing for their exams) is expected to devour often more than fifty books in a period of several months.

Each quarter, the staff produces an issue of the *Journal of American History*, the *OAH Magazine of History*, and the *OAH Newsletter*. Each of these publications is advised by an editorial board (or an advisory board in the case of the *Newsletter*) comprising OAH member volunteers—thirty in all. The superb content and professional appearance of each of these publications often goes without saying. But we need to pause on occasion and recognize the incredibly hard work of staff and volunteers in producing these quarterlies so valuable to our members.

Each quarter, OAH service committees meet, usually by conference call and face to face at the convention each

spring, to carry out important OAH business relating to professional and membership matters. Coordinating this large undertaking, as well as the work of the prize committees, is OAH Committee Coordinator Kara Hamm. Ensuring that the committees are properly and completely appointed is the job of the relatively new eight-member Committee on Committees, all OAH volunteers, who present to the executive board each year a slate of more than fifty members recommended for its approval to fill various committee vacancies.

Each year, more than 300 OAH members volunteer for OAH committees, boards, and working groups, and I wish I could publicly thank each of them by name. Instead, I thought I would share some important examples of members who have gone above and beyond in their service, sometimes as an official appointee of a committee or board, and sometimes unofficially, without any public recognition. Over the last ten years, I have worked with more than fifty colleagues on the executive board. These leaders in the profession give of their time throughout the year, not just at the spring and fall board meetings. In some years, events develop that require much more time than any board member would anticipate. One of those years was my first—2000—when we faced the tough issue of whether we should meet in the Adam's Mark Hotel, then being sued by the U.S. Justice Department for racial discrimination. E-mail flew fast and furious, but more important was the time we spent in conference calls on a number of evenings early that year. One of our board members, Jannelle Warren-Findley, was in Australia at the time. Despite the complications of time (it was actually the next morning down under), Jann was there on the line participating in our discussions and decision making. Not only did she impress me with her service from the other side of the world, but, as a public historian, Jann was instrumental in getting this new executive director to think of historians as "practicing" their craft in many different ways rather than just assuming that we all taught in some type of classroom.

My first official involvement as an OAH volunteer came when President-elect Linda Kerber appointed me to the OAH Membership Committee in 1996. This is OAH's largest committee consisting of regional chairs and state chairs/cochairs. It has the never-ending job of working with the membership department to maintain and expand OAH membership. The current chair is Stephen Kneeshaw, who has served on the committee for fifteen years and also serves as the Midwest regional chair. Steve, who teaches at the College of the Ozarks, coordinates his fellow regional chairs to encourage them to motivate their state chairs. His work and that of his fellow committee members has contributed to OAH's record growth in the last ten years.

One group of OAH volunteers who are very generous with their time and talents is the more than three hundred OAH Distinguished Lecturers. Coordinating this program is OAH staffer Annette Windhorn, who has grown this program from less than a hundred or so lecturers giving thirty lectures a year and generating \$30,000 in revenue, to an effort that now generates \$120,000 annually. Distinguished lecturers have given presentations in Alaska, California,

Puerto Rico, Maine, and nearly every state in between. Not only do their talent and time go into preparing their lectures, but sometimes travel for their presentations involves nearly a day each way. In the last seven years, seven lecturers—Kim Phillips, Chana Kai Lee, James Loewen, Thomas Bender, Wilma King, Laurel Thatcher Ulrich, and Athan Theoharis—have each given three lectures within a fiscal year. Allida Black, who also represented OAH at the National Council for History Education, gave two Distinguished Lectures a year, two years in a row. Such generosity is overwhelming. We are also most grateful for the many hosts who invite OAH Distinguished Lecturers to their campus or facility. The most generous of these, without doubt, is OAH member Tim Westcott, who has hosted twenty-seven OAH lectures at Park University since 2002, and has two more booked for next year.

Over the years, OAH has striven to be the "big tent" for all practitioners of American history. In an effort to meet the needs of our precollegiate colleagues, we have improved the quality and appearance of our teaching publication, the *OAH Magazine of History*; we have enhanced our Focus on Teaching sessions at the annual meeting; and we have encouraged precollegiate teachers to participate in the OAH governance structure. Great examples of teachers who have served include Kathleen Kean of Milwaukee, Wisconsin, winner of the Mary K. Bonsteel Tachau Precollegiate Teaching Award and the Preserve America History Teacher of the Year Award given by the Gilder Lehrman Institute and Preserve America, who served on the OAH Executive Board; and Gideon Sanders of the Washington, D.C., public school system who has served on the Committee of Teaching and the *OAH Magazine of History* editorial board, and is working on the local resource committee for the 2010 annual meeting in Washington, D.C.

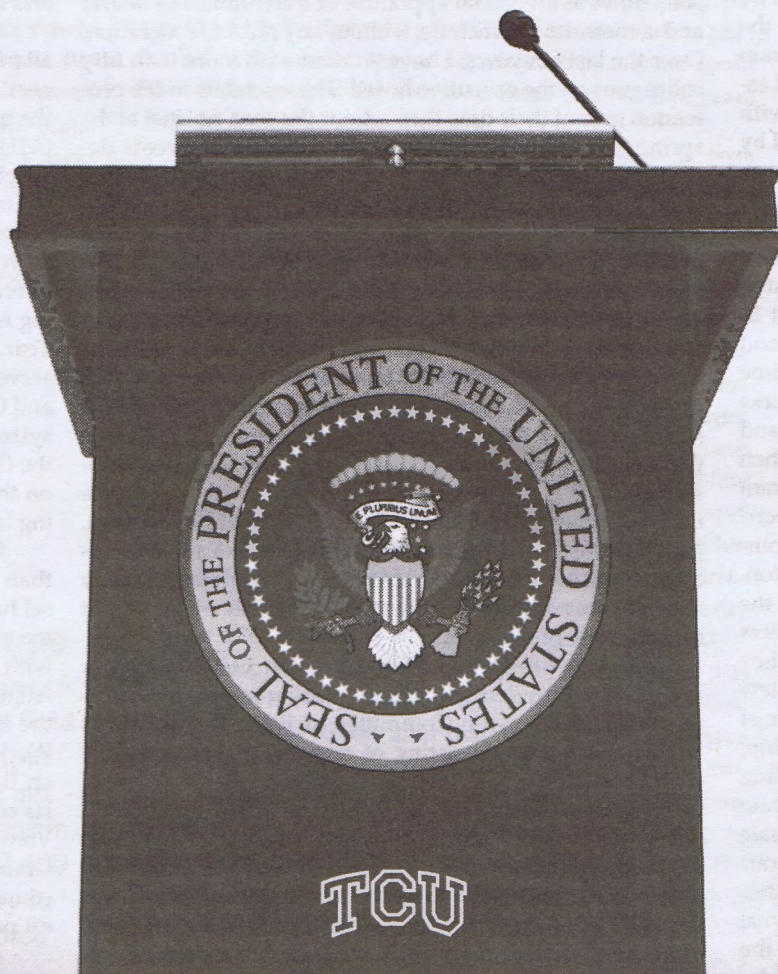
Community college historians have also volunteered their time and talents for OAH. Juli Jones and Amy Kinsel have both served on the Community College Committee and the OAH Nominating Board. Juli became involved with the OAH/AHA Joint Committee on Part-Time and Adjunct Employment before she was hired to coordinate the highly successful OAH Community College Regional Workshop Program. Ken Alfors of Dallas, Texas, serves on the OAH Committee on Teaching and hosted the Dallas community college workshop at his campus, Mountain View College, last summer. And public historian Stephanie Grauman Wolf, who with her husband advised us on the community college workshop project, made one of the largest personal gifts in OAH history to support the program.

Although the number of precollegiate teachers has more than tripled in the last decade, due largely to the Teaching American History Grant program funded by Congress, the percentage of community college historians and historians of color remains stubbornly low. This is not due to lack of effort by staff and volunteers. Keith Berry, for example, is

See FORMWALT / 10 ►

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The Working Group on Evaluating Public History Scholarship: An Update

Kristin L. Ahlberg

Improving the review of public history scholarship for promotion and tenure remains the focus of the Working Group on Evaluating Public History Scholarship. Established in 2007 as a collaborative project of the American Historical Association, Organization of American Historians, and National Council on Public History, the working group has spent the last two years reviewing tenure practices and guidelines, devising a web-based survey to allow public historians to share their opinions and experiences, and hosting informational, open sessions at the annual meetings of the AHA, OAH, and NCPH (1). In an August 2008 article for the *OAH Newsletter*, working group member Gregory Smoak described the group's origins as rooted in earlier conversations regarding the evaluation of public history scholarship and influenced by other disciplinary and interdisciplinary attempts to broaden the definition of scholarship beyond the single-authored monograph (2). Smoak also highlighted the two, interrelated issues emerging from the discussions at the annual meetings: the need for both an equitable system of peer review and a redefinition of evaluation categories to validate and recognize publicly engaged historians. In response, working group members strove to devise a set of best practices and recommendations for hiring, review, and promotion of public historians in academic institutions and devoted the remainder of 2008 to preparing their report.

The draft report, entitled "Tenure, Promotion, and the Publicly Engaged Historian," asserts that the definition of academic scholarship must be expanded to include the scholarship done by public historians. Such a redefinition is necessary considering the exponential growth in public history programs over the last decade and concomitant hiring of public history faculty. These tenure-track historians must be evaluated on the basis of the work they were hired to do. Too often, they must juggle the demands of building a robust public history program with simultaneously pursuing their own research agenda. Fair evaluation of public historians requires the application of equitable standards for tenure review, standards that reflect and value the contributions public historians make to their universities, multiple communities and constituents, and the historical profession.

Our report seeks to both advise public historians on the tenure track on how to define and explain their work and offer department chairs and university administrators a set of guidelines for evaluating public history scholarship approved by the major professional historical organizations. Drawing on survey results and public input, the report offers suggestions for evaluating public history scholarship from within the traditional, three-pronged review categories of scholarship, teaching, and service, recognizing that the best strategies will vary according to departmental and university culture. It also underscores the relevance of community engagement in all aspects of a public historian's work. The report is organized into five sections that demonstrate how public history fits into the traditional promotion and tenure categories and how these categories might be expanded. Each section—Review of Existing Standards; Community Engagement; Scholarship; Teaching; and Service—contains an overview, delineation

of critical issues, and recommendations for best practices. The remainder of this article will summarize the report's key findings and recommendations and describe the next steps in this initiative.

Our review of tenure guidelines collected from thirty-five colleges and universities confirmed that promotion and tenure standards vary by university and too often do not reflect the reality or entirety of public history work. Many colleges and universities prioritize the peer-reviewed scholarly monograph as the criterion for tenure. Other institutions, however, have adopted guidelines that address the unique concerns of public historians. In order to value public history productivity, the working group urges departments in the process of hiring public historians to review equitable promotion and tenure standards established at other colleges and universities. While public colleges and universities seem to be leading the trend in supporting publicly engaged faculty, private institutions also need to be aware of the specific issues, problems, and possibilities that public history presents.

Community engagement is an essential, yet often undervalued, component of public history. The very nature of public history requires historians to establish active scholarly partnerships with various communities in order to create and/or apply knowledge to benefit multiple constituencies. By forging these connections, public historians help to fulfill their institutional missions, obtain external funding, and raise the university or department's public profile. Colleges and universities that value community engagement should devise equitable strategies for evaluating this type of scholarly work. While these policies will assume various forms, the working group suggests that institutions rethink workload categories in order to prioritize community engagement, allow public historians to renegotiate their contracts to adjust workload expectations, create a peer review process for collaborative work that includes qualified external reviewers, and permit public historians at the assistant level to pursue community projects that will count toward promotion.

Public historians' scholarship fits the definition outlined in the AHA's *Statement on Standards of Professional Conduct*: the discovery, exchange, interpretation, and presentation of information about the past (3). The difference, however, lies in the type and scope of public history scholarship, which often does not fit the overly narrow equation of scholarly output with the publication of a monograph. The traditional three-pronged evaluation system tends to relegate public history work to the oft-maligned service category. Thus public historians find themselves in an untenable situation. In order to maintain their scholarly reputations in their area of practice, public historians must engage with local and regional audiences, other practitioners, and students. By doing so, they limit their opportunities within the current tenure system or they shoulder a double burden of scholarly work. Embracing the expansive definition of scholarship, laid out in the *Statement on Standards of Professional Conduct*, and developing adequate evaluation guidelines could ease this double burden. The working group suggests that each department establish an inclusive definition of the sources, content, and format of

scholarship and define how quality public history scholarship should be documented and evaluated. The working group recommends that departments and universities consider the following suggestions: in promotion and tenure criteria, departments should provide an expansive definition of historical scholarship that values the output produced by all faculty; public historians seeking tenure and/or promotion should provide clear documentation as to how their work constitutes historical scholarship; departments should clearly explain how public historians' work meets high standards for historical scholarship when communicating with university promotion and tenure committees; and departments should support public historians in their scholarly pursuits.

The public history faculty member's responsibilities include not only classroom instruction but the supervision of interns, collaboration with students, and engagement in the wider community. Teaching and learning in public history is a collaborative enterprise. However, the evaluation of teaching in higher education has emphasized classroom instruction and has often consigned other activities to the service category, even though such efforts are an extension of teaching. The working group urges departments to acknowledge the variety of venues where public history teaching takes place (4). Departments continuing to prioritize the three-pronged system of review might consider adjusting upward the weight assigned to teaching. Time devoted to establishing internship programs and supervising interns should also be factored into a faculty member's workload; such effort should be considered and rewarded both as teaching (under the tripartite system) and as scholarship (relating to the continuum model). Departments also need to recognize that courses with a significant student project component demand more instructional time than traditional courses. Public programs should be valued and recognized as a form of teaching. All of these activities do require rigorous peer review to maintain appropriate qualitative standards.

Service is, perhaps, the most undervalued category of promotion and tenure review. Nevertheless, many of the duties that fall under service are vital to the health of public history programs and the departments in which they exist. Public historians work hard to build public history programs and establish and maintain positive connections with university and community partners. While overlap exists between the categories of service and civic engagement, many administrative and programmatic tasks cannot be counted as civic engagement. These tasks include, but are not limited to: recruiting students, overseeing budgets, hiring clinical faculty, managing websites, and tracking and reporting the achievements of the program. Public historians also facilitate collaborative and public relationships. Respondents to the working group's survey advocated maintaining the service category, but pushed for a greater recognition and valuation of public historians' administrative service. The working group notes that departments and universities can better recognize and reward

See **WORKING GROUP** / 15 ►

▼ PART-TIME / From 3

the AHA and OAH commend history departments making "substantial progress" toward satisfying "good practices" for adjunct employment in their respective newsletters for other departments to emulate (5).

The Joint AHA-OAH CPAE published its standards in the midst of a nationwide surge of activism on behalf of adjuncts. That surge has somewhat abated. Until the middle of this past decade, professional associations, local faculty unions, and the AAUP all promulgated their own codes of "best practices" in regard to adjuncts' job security, health-care benefits, professional development, and even sabbatical leaves and "part-time" tenure. Faculty unions in Washington State, California, Connecticut, and elsewhere were notably successful in securing medical insurance, course cancellation fees, multisection contracts, and legislation improving pay for adjuncts. Recently, however, the activities of professional groups have declined. Despite early enthusiasm, even the Joint AHA-OAH CPAE fell off after 2006 and stopped functioning. Across disciplines, part-time instructors remain a marginalized and beleaguered lot, causing some to gravitate to advocacy groups such as the Coalition for the Academic Workforce, the Coalition of Contingent Faculty Labor, and recently, the National Coalition for Adjunct Equity (6). The current economic crisis only increases the insecurity of adjunct faculty.

The adjunct issue, thus, remains compelling. With its new life, the OAH CPAE aims to push aggressively ahead

to make recommendations on the employment of part-time history faculty, to serve as an advocate for adjunct history instructors, and to work as a watchdog on adjunct faculty issues as they affect the historical profession.

The committee plans to concentrate on three immediate issues. First, it proposes to update information about adjunct historians' employment conditions across regions and institutions, and investigate the impact of the current economic crisis on part-time history instructors. Second, the committee will revisit the 2003 standards to determine how appropriate they remain for adjunct employment today, giving increased attention to adjuncts' prospects for career development beyond dead-end or career ending part-time jobs. Finally, the committee aims to reassess its most difficult mandate—exerting a real impact on adjunct working conditions, especially to assure that part-time instructors receive the support that they need to be effective history teachers. After all, good education is a central goal of the history profession. With part-time and adjunct employment likely to continue as a part of historians' future, the OAH CPAE proposes robust support for good teaching an expected part of adjunct employment. To do this, the committee invites ideas, suggestions, and testimony from OAH members at <cpae@oah.org>. □

Endnotes

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Chronicle of Higher Education (December 3, 2008), <<http://chronicle.com/daily/2008/12/7951n.htm>>.

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3. David A. Berry, "Community Colleges and Part-Time and Adjunct Faculty," *OAH Newsletter*, 1999, <<http://www.oah.org/pubs/commcoll/berry.html>>; Minutes of the Executive Council, American Historical Association, May 29-30, 1999, January 6, 2000, May 6-7, 2000, January 7, 2001; Lee W. Formwalt, "Change," *OAH Newsletter*, February 2001, <<http://www.oah.org/pubs/nl/2001feb/formwalt.html>>.
4. Minutes of the Executive Council, American Historical Association, January 6, 2000, January 4, 2001, June 16-17, 2001, June 29-30, 2002, and May 3-4, 2003; Minutes of the Joint AHA/OAH Committee on Part-Time and Adjunct Employment, April 2, 2005; "Results of Part-Time and Adjunct Faculty Survey," *OAH Newsletter*, November 2002, <<http://www.oah.org/pubs/nl/nov02/adjunct.html>>; David Montgomery, "Colleagues on and Off the Tenure Track," *OAH Newsletter*, August 2003, <<http://www.oah.org/pubs/nl/2003aug/montgomery.html>>.
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6. "2005 Best Employment Practices for Part-Time Faculty Task-force Report and Recommendations," <http://www.sbctc.ctc.edu/docs/hr/best_practices/best_employment_practices_report_2005.doc>; "Recommended Institutional Regulation for Part-Time Appointments," American Association of University Professors, 2006, <<http://www.aaup.org/AAUP/issued/contingentfaculty/parttimer.htm?PF=1>>.

The Society of Civil War Historians is pleased to announce the First Annual TOM WATSON BROWN BOOK AWARD

The inaugural Tom Watson Brown Book Award will recognize an outstanding scholarly book published in 2009 on the causes, conduct, and effects, broadly defined, of the Civil War with a \$50,000 prize to be awarded at the 2010 Southern Historical Association meeting. All genres of scholarship within the field will be eligible, including, but not exclusive to, monographs, synthetic works presenting original interpretations, and biographies. Works of fiction, poetry, and textbooks will not be considered. Jurors will consider nominated works' scholarly and literary merit as well as the extent to which they make original contributions to our understanding of the period. The award is sponsored by the Watson-Brown Foundation, which funds and administers undergraduate fellowships, research in southern history, and historic preservation.

The deadline for submissions is December 31, 2009. Submission instructions can be found on the SCWH website at: http://scwh.la.psu.edu/book_award.shtml.

Membership in the SCWH is open to anyone interested the Civil War era. Membership benefits include a subscription to the journal *Civil War History*, the quarterly newsletter, and a discount on the Society's biennial conference registration fee. Additional benefits of membership include invitations to the organization's annual banquet held during the Southern Historical Association conference and the SCWH conference reception. A membership application can be downloaded at: <http://scwh.la.psu.edu/membership.shtml>.

Lee White National Coalition for History



White

General John Ashcroft.

The new guidelines, announced in a memo to heads of executive departments and agencies, build on the principles announced by President Obama on his first full day in office when he issued a presidential memorandum on the FOIA that called on agencies to "usher in a new era of open government." At that time, President Obama also instructed Attorney General Holder to issue new FOIA guidelines that reaffirm the government's commitment to accountability and transparency.

The new FOIA guidelines address both application of the presumption of disclosure and the effective administration of the FOIA across the government. As to the presumption of disclosure, the attorney general directs agencies not to withhold records simply because they can technically do so. In his memo, the attorney general encourages agencies to make discretionary disclosures of records and to release records in part whenever they cannot be released in full.

Attorney General Holder also established a new standard for the defense of agency decisions to withhold records in response to a FOIA request. Now, the department will defend a denial only if the agency reasonably foresees that disclosure would harm an interest protected by one of the statutory exemptions, or if disclosure is prohibited by law. Under the previous defensibility standard of the rescinded rules, the department had said it would defend a denial if the agency had a "sound legal basis" for its decision to withhold.

In addition to establishing criteria governing the presumption of disclosure, the attorney general's FOIA guidelines emphasize that agencies must be sure to have in place effective systems for responding to requests. In the memo, the attorney general calls on each agency to be fully accountable for its administration of the FOIA.

Attorney General Holder's memo also emphasizes that FOIA is the responsibility of everyone in each agency and that, in order to improve FOIA performance, agencies must address the key roles played by a broad range of personnel who work with each agency's FOIA professionals. The memo highlights the key role played by agency chief FOIA officers, who will now be reporting each year to the Department of Justice on their progress in improving FOIA administration.

Furthermore, the attorney general also directs FOIA professionals to work cooperatively with FOIA requesters,

Obama Administration Issues New FOIA Guidelines

On March 19, 2009, Attorney General Eric Holder issued comprehensive new Freedom of Information Act (FOIA) guidelines that direct all executive branch departments and agencies to apply a presumption of openness when administering the FOIA. The memo rescinds the guidelines issued on October 12, 2001, by former Attorney

to anticipate interest in records before requests are made, and to make requested records available promptly.

The Office of Information Policy will conduct training and provide guidance on the new FOIA guidelines to executive branch departments and agencies, as well as to interested groups, in order to maintain a comprehensive approach to greater government transparency.

Presidential Records Update

Progress also continues to be made with regard to the presidential records issue. On April 1, without any debate, the Senate Homeland Security and Governmental Affairs Committee by voice vote cleared an amendment in the nature of a substitute for the "Presidential Records Reform Act of 2009," (H.R. 35). The bill is now ready to go to the Senate floor for consideration.

On January 7, 2009, the House of Representatives approved the original H.R. 35 by an overwhelmingly bipartisan vote of 359-58. While the two versions of the bill are very similar, there are some changes in the bill that will need to be worked out between the House and Senate, either in conference or informally, before the bill can ultimately be enacted.

The major differences between the House and Senate bills are the length of time the incumbent and former president have to review any records upon notice of intended release by the archivist. The House bill had a twenty-day review period with the possibility of an extension for an additional twenty days. The Senate bill changes those time frames to sixty days for the initial review with a thirty-day extension. So the total review period goes from forty days in the House to ninety days in the Senate.

The Senate substitute also includes language from the House-passed bill requiring the Archivist of the United States to deny access to original presidential records to any designated representative of a former president if the designee had been convicted of a crime relating to the review, retention, removal, or destruction of records of the archives. The bill language was inspired by the well-publicized theft of documents from the National Archives by President Clinton's former National Security Advisor Samuel R. (Sandy) Berger. On April 1, 2005, Berger pleaded guilty to one misdemeanor count of unauthorized removal and retention of classified documents.

While the Obama administration has made much progress with regard to improving access to government records, Congress continues to press the case with the White House. House Oversight and Government Reform Committee Chairman Edolphus Towns sent a letter in February to White House Counsel Gregory Craig seeking an update on how the Obama administration is meeting its obligations to preserve e-mails under the Presidential Records Act (PRA) and White House policies on the preservation of e-mail records. The letter cited the problems involving the Bush administration's apparent failure to preserve thousands of White House e-mails.

The committee requested updated information on how new information technology systems were implemented in the closing months of the Bush administration and their status at the beginning of the Obama adminis-

tration. The letter also inquired as to what policies and procedures were put in place to ensure that official e-mails subject to the Presidential Records Act are captured and preserved by government information technology system. The committee wanted to know what procedures exist for ensuring that all messages sent or received by White House staff on private, nongovernmental e-mail accounts are properly categorized as presidential records or non-presidential records.

On April 13, 245,763 pages of Ronald Reagan and George H.W. Bush presidential records were opened for research at their respective libraries. These records were still pending at the end of the George W. Bush administration on January 20, 2009. They were released in accordance with the Presidential Records Act and the new Executive Order 13489 addressing presidential records, which was signed by President Obama on January 21, 2009.

In making the announcement, Acting Archivist of the United States Adrienne Thomas said, "I am delighted that the Obama administration has cleared the way to open these presidential records. This action allows the American people to view historical records relating to the presidency and judge for themselves the actions of federal officials."

The Ronald Reagan library opened 244,966 pages of records processed in response to hundreds of Freedom of Information Act (FOIA) requests. These records include the Presidential Briefing Papers collection, Office of Speechwriting research material, and approximately 13,000 pages of declassified records on numerous foreign policy topics. To date, more than ten million pages of presidential records have been processed at the Reagan library (<<http://www.reagan.utexas.edu/archives/research.html>>).

The George H. W. Bush library opened 797 pages of records that deal with Saudi Arabia. To date, more than six million pages of presidential records have been processed at the Bush library (<<http://bushlibrary.tamu.edu/research>>).

Legislation Introduced to Improve the Teaching of American History and Civics

In March, Senator Lamar Alexander, along with co-sponsors Senators Kennedy and Byrd, introduced a bill (S. 659) called the "Improving the Teaching and Learning of American History and Civics Act of 2009."

The bill would do the following.

- Increase the annual authorization (from \$100 million to \$150 million) for funding "Teaching American History" programs in local school districts.
- Create Presidential Academies for the Teaching of American History & Civics.
- Create Congressional Academies for Students of American History & Civics.
- The two academies would be authorized at \$50 million for the period FY 2010–2015.
- Authorize appropriations for National History Day. In FY 2009, for the first time, National History Day received \$500,000 in federal funding.

▼ **FRANKLIN / From 1**

Sanford and the Duke history department persuaded this pivotal figure in American history to come to Duke to complete his career. John Hope would return to his beloved Durham, where he could build a large greenhouse for his cherished collection of orchid plants, pursue his teaching and writing, and spend his last decades in the place he really saw as home.

Students loved John Hope. Colleagues cherished his wit and repartee. He started teaching classes at the law school, as well as in history. His course in constitutional law, taught with Walter Dellinger and William E. Leuchtenburg, won universal praise. And the three scholars went to testify before the Senate Judiciary Committee in Washington, D.C., playing a major role in helping to defeat the nomination of Robert Bork for the position of Associate Justice of the United States Supreme Court.

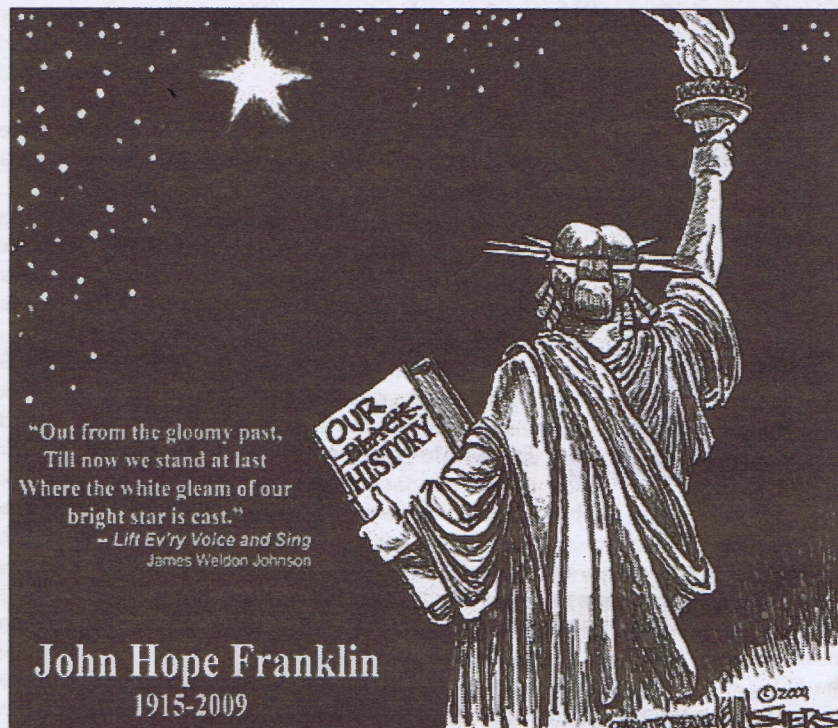
Although then in his eighties, John Hope Franklin never slowed down. He received the Presidential Medal of Freedom in 1995 (even as reminders of an abiding racism persisted when a white woman at the Cosmos Club handed him her receipt from the cloak room and asked him to fetch her coat); President Clinton asked him to chair his National Conversation on Race; and John Hope Franklin embarked on his masterful memoir, *Mirror to America*, published in 2005.

In 1999, his beloved Aurelia passed away, and John Hope circulated a privately printed celebration of their partnership of fifty-nine years that they had written together entitled, *For Better or Worse*. Elegant, understated, and loving, it testified to the bedrock relationship of his life.

Still, the new century continued to bring moments of profound insight and gratification to John Hope's life. From the time he was a child, his mother had told him that whenever anyone asked him what he wanted to be when he grew up, he should say, "the first Negro president of the

United States." John Hope recalled that story on his ninetieth birthday, which coincided with the second inauguration of George W. Bush. Feisty and engaged as ever, John Hope that evening delivered his own "Counter-Inaugural address," tearing into the Bush administration for its failure to address the ongoing racial divisions of American society. At that moment, he could not imagine that he would live to see the day when America would, in fact, elect a black president—the goal his mother had urged him to aspire to nearly nine decades earlier. Thus, nothing could have been more gratifying than when John Hope Franklin met Barack Obama on the campaign trail, and lived to see him take the presidential oath of office.

I last saw John Hope two days before he went to the hospital. He was physically weak, but intellectually alert. Three of us went to lunch at a downtown restaurant, which we did on a regular basis. John Hope loved such experiences. Often, he would meet strangers on the street who would ask him for his autograph. He always obliged. But he also knew that time was running out. When someone asked him how he was doing at that last lunch, he replied, "I'm in transition." John Hope was a person at peace at that moment; happy to have lived to witness what he thought never would happen. An extraordinary life. An extraordinary gift to all of us. He is



Charlotte Observer, March 26, 2009. (Kevin Siers, cartoonist. Copyright © North America Syndicate.)

still with us. John Hope Franklin leaves his son John Whittington, his daughter-in-law Karen, and his adopted African son, Bhouna. □

William Chafe is Alice Mary Baldwin Professor of History at Duke University and served as president of the OAH in 1998-1999.

▼ **FORMWALT / From 5**

working to help grow the number of community college members by hosting the next community college workshop at his campus, Hillsborough Community College in Tampa, Florida; and Felix Armfield of Buffalo State College, has persistently insured that the OAH annual meetings include sessions on historically black colleges and universities (HBCUs). HBCU volunteers have participated in such sessions and worked to secure sponsorship for receptions honoring the role of HBCUs in the profession.

Not all of our unsung heroes are practitioners of American history. Some of our biggest supporters, like businessmen Jay Goodgold and Paul Sperry, and attorney Paul Martin Wolff, have not only made generous gifts, but have volunteered their time and talent on the OAH Leadership Advisory Council. Their love of history and of the OAH, like that of so many American historians, is manifested in their voluntary spirit.

OAH could not accomplish a fraction of what it does without the voluntary work of its unsung heroes. I have singled out a few here in this column, but there are many, many others. It is reassuring to know that their spirit and support will help insure the future prosperity of the Organization of American Historians. □

▼ **WHITE / From 9**

Require states to develop and implement standards for student assessments in U.S. History. However, there would be no federal accountability requirement as there is for reading and mathematics.

Allow for the comparison of history and civics test scores of eighth- and twelfth-grade students by establishing a ten-state pilot program that would expand the National Assessment of Education Progress (NAEP).

The bill has been referred to the Senate Health, Education, Labor, and Pensions Committee that Senator Kennedy chairs. Senator Byrd is the originator of the Teaching American History grants program and is a senior member of the Appropriations Committee. In addition, Senator Alexander is a former secretary of education and the ranking Republican on the Subcommittee on Children and Families that has jurisdiction over the Department of Education. So the key players are in a position to move this bill quickly.

Civil War Preservation Trust Releases Annual "Most Endangered Battlefields" List

In March, the Civil War Preservation Trust unveiled its annual report on the status of the nation's historic battlefields. The report, entitled "History Under Siege: A Guide to America's Most Endangered Civil War Battlefields," identifies the most threatened Civil War sites in the United States and what can be done to save them.

The report is composed of two parts. The first section presents the ten most endangered battlefields in the nation, providing a brief description of the history and preservation status of each site. The second section briefly describes the fifteen additional "at risk" sites that round out the top twenty-five endangered Civil War battlefields in the United States.

To see a copy of the report, visit: <<http://www.civilwar.org/historyundersiege/>>. The Civil War Preservation Trust is a member of the National Coalition for History. □

Building Historical Thinking Skills: A Report from the Fourth Annual TAH Symposium

Kelly A. Woestman

American history content as the core component of building historical thinking skills was a common theme throughout the Fourth Annual TAH Symposium, which took place March 25-26, 2009, and was co-sponsored by H-Net and OAH. Over seventy-five participants ventured to Seattle prior to the start of the OAH annual meeting to continue exploring the long-term impact of the U.S. Department of Education's Teaching American History grant program. Different from the federal project directors conference, the symposium seeks to more closely examine what we are learning about history and history education from TAH grants and how we can continue our collaboration after funding ends.

During his keynote address, "An Antidote for an Ailing Profession or an \$836,000 Boondoggle: The Future of the TAH Program," Stanford professor Sam Wineburg discussed the federal evaluation requirements for TAH programs and explained his conclusions from analyzing the available data. Building on his twenty-year research career as a cognitive psychologist, Wineburg emphasized that content could not be separated from pedagogy, and that we need to develop better methods than the widely-used multiple-choice questions to evaluate historical thinking skills in both teachers and students. Reflecting some of the same sentiments expressed at individual discussion tables throughout the symposium, Wineburg recommended several potential solutions for addressing the weaknesses he cited in current TAH evaluation practices. He called for allocating "twenty percent of TAH fiscal year funds for competitive grants to independent researchers to assess and evaluate projects" as well as setting aside one million dollars out of every twenty million in awards for "research in the development and testing of new measures to assess historical understanding and knowledge."

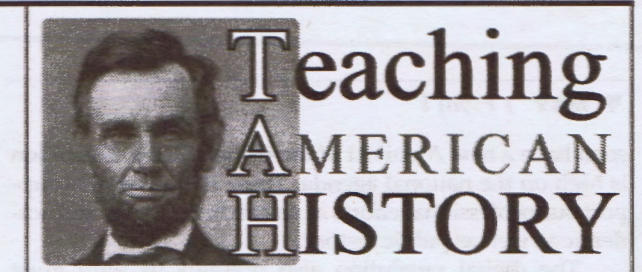
Furthermore, Wineburg asserted, "deep content measures (DBQ) and measures that assess pedagogical content knowledge" should be more widely developed and utilized among TAH programs and "one quarter of all grants should go to new initiatives for initial teacher training." He also called on historians to become much more engaged in "working on the 'scholarship of teaching and learning' (SoTL) to achieve articulation between middle, secondary, and college levels." The audience responded to these calls for radical changes in the existing TAH evaluation structure at the federal level with diverse viewpoints that reflected their common concerns for validating and sustaining effective TAH programs. Wineburg's recommendations echoed the call to action at the federal level proposed by Maris Vinovskis at the first TAH symposium, along with Bob Bain's discussion of the central role of evaluation during the 2007 TAH symposium.

Prior to the keynote, panelists and participants from Alaska to Vermont to Alabama engaged in table-centered discussions that more closely examined the short-term and long-term impacts of TAH grants. H-TAH (<http://www.h-net.org/~tah>) coeditors Charles Chamberlain and Kurt Leichtle moderated the panel-audience discussion about the incorporation of evaluation as a core component of TAH grants. Larry Cebula of Eastern Washington University discussed his experiences as a historian who never intended to get involved in evaluation, but believed it was important that he do so to ensure the centrality of American history content to grant programming. Colorado State University-Pueblo historian Matt Harris asserted that assessment had always been a huge part of the TAH pro-

Teachers must be involved in TAH grants as colleagues and fellow professionals alongside historians, and that teachers have unique expertise to share if TAH grants are to actually impact the teaching of American history in the nation's classrooms.

grams in which he has been involved and described how his department's involvement has also made an impact on teaching history at the university level. Tom Christian of the Thorp (WA) School District asserted that the marriage between American history content and historical thinking skills was at the core of successful TAH grants and also explained how much he had learned about the nuts and bolts of evaluating TAH grants since his involvement began in 2003.

During the next panel, "Historians and History Educators: The Better Angels of Our Nature?," Daniel J. McInerney of Utah State University, Linda Sargent Wood of Arizona State University, and Don Schwarz of California State University-Long Beach shared their optimistic views of how TAH programs had an impact on their departments and their teaching, and asserted that prospects for continuing this engagement with the precollegiate history community were bright. Schwarz described his



background as a New York City high school teacher before becoming a history professor and provided a brief overview of the history of history education. McInerney proclaimed that "one of the reasons I kept getting up in the morning was TAH programs" and then explained how his institution's TAH partnerships are viewed positively by the university and also reflect well on the tenure and promotion prospects of professors participating in TAH projects. Before the audience-centered discussion began, the final panelist, Sargent Wood, described the collaborative process required by any TAH project and how distinct that is from the more solitary life most historians expect to lead as they pursue their traditional research and scholarship. Approximately twenty-five participants then visited area Seattle restaurants to continue the conversations that evening during the dine around.

On Thursday morning, the third panel reflected the views of teacher participants in TAH grants. Chaired by H-TAH coeditor Thomas Thurston, this panel explored both what teachers receive and, more importantly, the expertise that they can provide to successful TAH grants. Pam Gothart of the Madison (AL) County Schools and Mike Marchildon of Del Norte (CO) High School shared their experiences involving active implementation and writing of TAH grants. Both underscored the continuing theme that teachers must be involved in TAH grants as colleagues and fellow professionals alongside historians, and that teachers have unique expertise to share if TAH grants are to actually impact the teaching of American history in the nation's classrooms. Marchildon cited visiting historic places as one way of transforming his teaching and Gothart discussed the concept of professional learning communities centered on American history to ensure sustainability of the impact of TAH grants.

Planning is now underway for the Fifth Annual TAH Symposium in Washington, D.C., to be held in conjunction with the April 2009 OAH Annual Meeting. We would like to thank The History Channel and the Gilder Lehrman Institute of American History for their generous support of the symposium. Throughout the year, membership in the H-TAH community is open to anyone interested in TAH grants. More information is available at <http://www.h-net.org/~tah>. □

H-TAH www.h-net.org/~tah coeditor Kelly A. Woestman is professor of history and history education director at Pittsburg (KS) State University. She has participated in writing and implementing TAH grants throughout the country and is currently serving as H-Net President. She is coauthor of the forthcoming book, *The Teaching American History Project* (Routledge, 2009).

soon have a new Archivist of the United States. Education is high on the national agenda. These initiatives will support our professional efforts in research, teaching, and academic as well as public history.

The digital revolution also presents us with great opportunities, as Pete Daniel articulated in his last *OAH Newsletter* column. We do not yet know where this revolution will take us, but it extends beyond our own website and internet presence into the world of book and journal publishing, teaching, and research. Stay tuned.

With so many changes taking place in our profession and our world, we have embarked on a new strategic plan that is currently in the works. Linda Shopes and Pete Daniel are cochairing the committee, supported by the expert assistance of OAH staff member Michael Regoli. The draft of the strategic plan presented to the executive board at its March meeting outlined six broad goals:

- to sustain and strengthen the production and dissemination of historical scholarship
- to create a larger and more inclusive OAH
- to broaden and deepen the OAH's commitment to outstanding instruction in American history
- to meet the challenge of the revolution in information technology
- to communicate the OAH's missions, programs, and achievements to the profession and a larger public
- to create an integrated, sustainable, and efficient organization for the twenty-first century.

At our meeting in Seattle we had a lively session on the strategic plan, where many of you came and offered your ideas and suggestions.

As part of the planning process, David Trask and Stephen Andrews put together a survey of the members. Nearly one thousand of our members responded to the survey. Below, I will share some of the preliminary findings that came out of the survey. A more detailed summary will appear in the August *OAH Newsletter*.

In response to the question, "Why did you join the OAH?" the two top responses were "To be part of a community of historians" (seventy-six percent) and "To receive the *Journal of American History*" (seventy-three percent). Respondents rated "support of historical study and research" and the *JAH* as "very important" to their continued membership, along with support for teaching, public history, and the annual meeting. These findings indicate that our members value the core activities of the organization.

Reflecting the broadening base of our membership, fifty-seven percent of the respondents identified themselves as four-year college or university faculty, and forty-three percent identified themselves as historians working in other settings, such as public historians, community college professors and precollegiate teachers, editors and others in the publishing industry, and independent scholars. These numbers reflect the ongoing efforts to bring diverse constituencies into the "big tent" of the OAH.

We also learned there is more we can do to improve the OAH's digital presence and use of electronic media. Only sixty-eight percent of those who responded to the

survey use the OAH website more than once a semester, while thirty percent use it at least once a month. We are exploring ways to make more use of the digital possibilities available to the OAH, and we welcome any suggestions from our members on how we might advance these efforts.

When asked what they most valued about being a historian, the wide-ranging responses clustered into three general areas: the personal satisfactions derived from the study of history, the comradeship of a shared professional endeavor, and a sense of reward when working with the general public such as teaching or informing public opinion. In response to the question about the role of professional organizations in their work as a historian, the overwhelming majority, eighty-one percent, stated that they were vital for keeping up to date on scholarship, having access to the latest research via meetings and publications, and for providing settings for networking. Seventy percent of respondents said that the OAH met their expectations for a professional organization. There was overall support for expanding the base of the OAH to include a more diverse membership.

The strategic planning committee will continue its work over the next several months and will present its plan to the OAH Executive Board for approval in November. We encourage all of you to participate in this process by bringing your ideas to the attention of the committee. Please send any ideas and suggestions to <strategic@oah.org>.

I wish to thank Linda Shopes, Pete Daniel, David Trask, Stephen Andrews, Michael Regoli, and all the members of the committee for their hard work. □

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As an OAH individual member, if you receive the *Journal of American History* as your primary publication, you may subscribe to the *OAH Magazine of History* for only \$20. For more information, visit: <<http://www.oah.org/pubs/magazine/>>.

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www.journalofamericanhistory.org

National History Education Clearinghouse Celebrates First Birthday

Teresa DeFlitch

This month, the National History Education Clearinghouse celebrates its first birthday. Funded by the U.S. Department of Education, <www.teachinghistory.org> helps K-12 educators improve American history instruction by bringing historical content, reliable resources, teaching strategies, and current research together in one website. It is quickly becoming the central place online for U.S. history education. For NHEC staff at the Center for History and New Media at George Mason University and the History Education Group at Stanford University, in addition to the American Historical Association and the National History Center, it has been quite a year. New features are being developed as we continue to add content to all six sections: *History Content*, *Best Practices*, *Teaching Materials*, *Issues & Research*, *TAH Grants*, and *Professional Development*.

Tools for Teachers, a section that highlights tools for integrating technology into the classroom, will be enhanced and expanded. Located in *History Content*, *Tools for Teachers* includes descriptions of digital tools, such as blogs, *Wordle*, and *Digital Storyteller*. In addition, we have already begun updating the descriptions with information on best practices and classroom examples. In the future, we will post short videos that will highlight how to use the tool, why it is useful, and how to start using it in the classroom.

One of the central goals of the NHEC is to create a community of history educators—whether they work in classrooms, universities, or museums. Therefore, we are working to make visible the wonderful resources at museums and historic sites on the NHEC. Soon you will see reviews of museum programming, such as outreach programs, field trips and other initiatives, that will help classroom educators become more familiar with the resources offered at museums and historic sites around the country. Furthermore, other areas of the website will address teaching with material culture, place-based learning, and best practices for field trips.

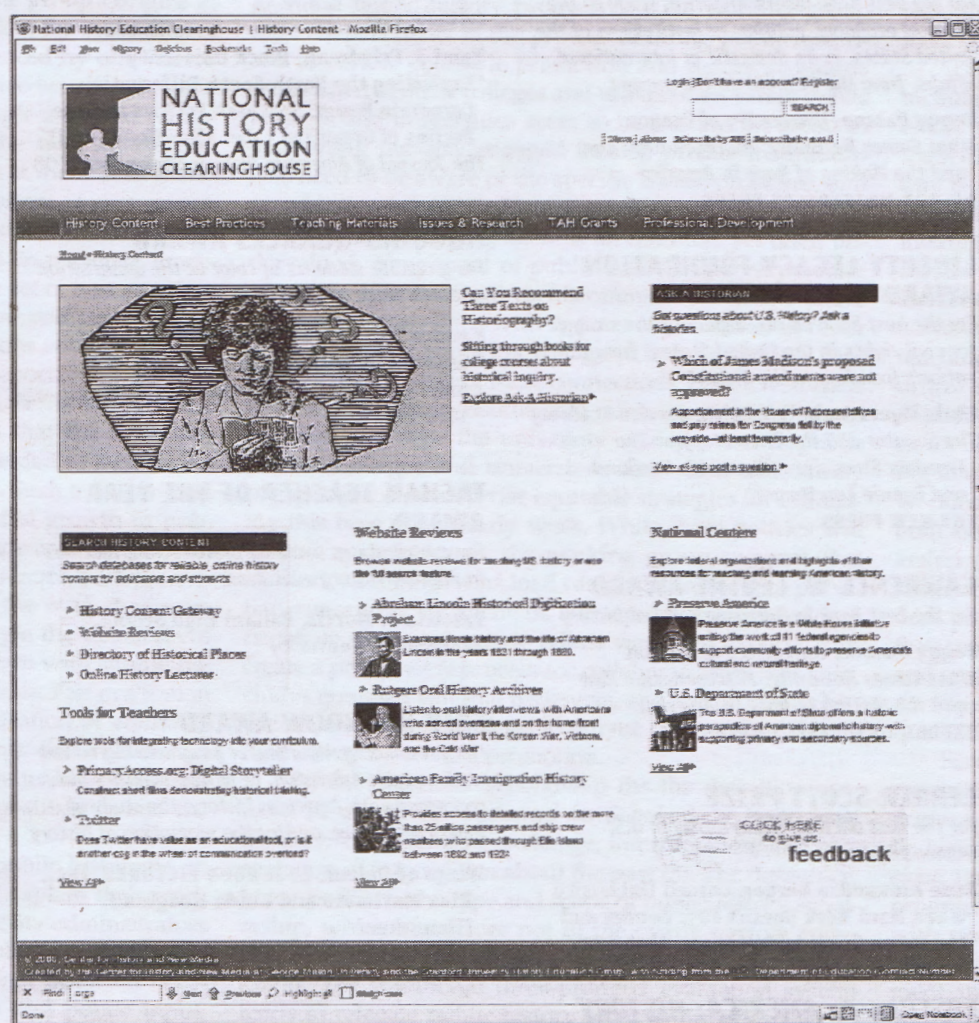
During our first year we presented a *Teaching with Textbooks* section, which provides educators with ways to use textbooks to engage students and question the presentation of the past. A new feature, titled *Beyond the Textbook*, will provide ways for teachers to engage students in sub-

jects that teachers may not know well or have effective approaches and materials for teaching.

The NHEC is the place to get answers for your questions on U.S. history education. Over the past year, we have received thought-provoking questions through the *Ask a Historian* and *Ask a Master Teacher* features. For example, one visitor asked, "How can I find out about the number of home sales per year during the Great Depression?" Another asked, "I am trying to find current, national data on students' level of understanding and knowledge of American history. Any suggestions or studies that would help me find such data?" Keep an eye out for *Ask a Digital Historian*. This feature will allow visitors to submit questions on digital resources to experts in digital history.

During the past year, the NHEC also received a facelift, with a new design that we continue to improve. New multimedia will be added to the website—including instructional screencasts on how to use the NHEC, snapshots of TAH educators talking about lessons learned or highlighting exemplary TAH projects, and video of historians modeling the practice of investigating primary sources.

These are just a few changes planned for the NHEC. Please do not hesitate to send us feedback that will help shape the second year. We look forward to hearing your thoughts and suggestions as we continue to grow. We welcome you to email us at <info@teachinghistory.org> or call 866-539-8381. □



The National History Education Clearinghouse is online at <<http://www.teachinghistory.org/>>.

jects that may not be adequately covered in textbooks, such as slavery or challenges to New Deal reforms. These essays interrogate the historical narrative presented in textbook entries and state standards, unearth points of controversy and questions of inquiry that are masked in these traditional presentations, and complicate or open up common

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Recognizing an individual, who is not a professional historian, or an institution or organization for outstanding support for the pursuit of historical research, for the public presentation of history, or for the work of the OAH.

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For the best book in American frontier history, defined broadly so as to include the pioneer periods of all geographical areas and comparisons between American frontiers and others

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*What Comes Naturally: Miscegenation Law
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University of Illinois, Urbana-Champaign
*"The 'Long Movement' as Vampire: Temporal
and Spatial Fallacies in Recent Black
Freedom Studies"*
The Journal of African American History,
Spring 2007

Dylan Craig Penningroth, Northwestern
University and American Bar Foundation
*"The Claims of Slaves and Ex-Slaves to Family
and Property: A Transatlantic Comparison"*
The American Historical Review, October 2007

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For the best essay in American history by a graduate student

Joseph L. Yannielli, Yale University
*"George Thompson among the Africans:
Empathy, Authority, and Insanity in
the Age of Abolition"*

BINKLEY-STEPHENSON AWARD

For the best scholarly article published in The Journal of American History during the preceding calendar year

Tami J. Friedman, Brock University
*"Exploiting the North-South Differential:
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Decline of Organized Labor after World War II"*
The Journal of American History, September 2008

HUGGINS-QUARLES AWARD

For graduate students of color at the dissertation research stage of their Ph.D. program

Kendra Taira Field, New York University
*"Growing Up with the Country: African
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1870-1920"*

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Patricia J. Morris, Ballard High School,
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ERIK BARNOUW AWARD

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Wings of Defeat, EDGEWOOD PICTURES, INC.,
Risa Morimoto and Linda Hoaglund,
Filmmakers

Banished, a film produced and directed by
Marco Williams and a coproduction of TWO
TONE PRODUCTIONS, the CENTER FOR INVESTIGATIVE REPORTING, the INDEPENDENT TELEVISION SERVICE (ITVS), and the NATIONAL BLACK PROGRAMMING CONSORTIUM, with major funding provided by the CORPORATION FOR PUBLIC BROADCASTING, Sally Jo Fifer, Executive Producer for ITVS

OAH-JAAS SHORT-TERM RESIDENCIES

The OAH and the Japanese Association of American Studies, with the generous support of the Japan-United States Friendship Commission, select two U.S. historians to spend two weeks at Japanese universities giving lectures, seminars, advising students and researchers interested in the American past, and joining in the collegiality of the host institution. It is part of an exchange program that also brings Japanese graduate students to the OAH annual meeting.

Glenn T. Eskew, Georgia State University
Will visit: Keio University
Focus: Southern History and Culture

Anna Pegler-Gordon, Michigan State University
Will visit: Nagoya City University
Focus: U.S. Ethnic and Immigration History

OAH-IMMIGRATION AND ETHNIC HISTORY SOCIETY JOHN HIGHAM TRAVEL GRANTS

For graduate students to be used toward costs of attending the OAH/IEHS annual meeting

Hidetaka Hirota, Boston College

Donald W. Maxwell, Indiana University,
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2009 OAH ANNUAL MEETING

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The Organization of American Historians thanks the following sponsors that contributed to the great success of the 2009 OAH Annual Meeting.

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Bullfrog Films	Labor and Working-Class History Association
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<i>Women and Social Movements</i> , published by the Center for the Historical Study of Women and Gender at SUNY Binghamton and Alexander Street Press at < http://www.alexanderstreet.com >	Center of the American West, University of Colorado at Boulder
Sophia Smith Collection of Women's History Archives, Smith College	<i>Western Historical Quarterly</i>
The Arthur and Elizabeth Schlesinger Library on the History of Women in America, Radcliffe	Department of History, California State University, East Bay
Institute for Advanced Study	Southern Association for Women Historians
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▼ WORKING GROUP / From 7

administrative tasks by evaluating the demands of running a public history program prior to hiring a public history program director and including administration as one of their primary duties. Departments might also consider hiring at the associate level, rather than requiring junior faculty to complete monographs while establishing public history programs. Similarly, program administrators should be provided with administrative assistance. Departments should consider offering them the same course reduction that department chairs receive in order to both maintain their programs and pursue their own research.

The Working Group on Evaluating Public History Scholarship is currently soliciting comments on the draft report, which is available online at <<http://www.ncph.org/Portals/13/Careers%20and%20Training/WGOEPHS%20DRAFT%20REPORT-22April09.pdf>>. All suggestions, comments, and concerns are welcome. After revisions, the report will go to the governing boards of the AHA, NCPH, and OAH for formal consideration. We invite all historians to read the draft report and offer feedback. □

Kristin L. Ahlberg is a historian in the Office of the Historian, U.S. Department of State. She is a member of the AHA Professional Division and a member of the OAH Newsletter Advisory Board. Her book, Transplanting the Great Society: Lyndon Johnson and Food for Peace, was published by the University of Missouri Press in 2008. The views expressed in this article are the author's own and/or those of the Working Group on Evaluating Public History Scholarship and not necessarily those of the U.S. Department of State or the U.S. Government.

Endnotes

1. Representing the OAH are Constance Schulz (University of South Carolina), Gregory Smoak (Colorado State University), and Susan Ferentinos (OAH Public History Manager). William Bryans (Oklahoma State University), Kathleen Franz (American University), and John Dichtl (NCPH Executive Director) represent the NCPH. The AHA members are Edward Countryman (Southern Methodist University), Kristin Ahlberg (U.S. Department of State), and Debbie Ann Doyle (AHA Public History Coordinator). I would like to thank my fellow working group members for their comments and helpful suggestions and my colleagues on the OAH Newsletter Advisory Council for their support.
2. Gregory E. Smoak, "The Working Group on Evaluating Public History Scholarship," *OAH Newsletter*, Volume 36, Number 3, August 2008, pp. 1, 8. Reprinted in *Public History News*, Volume 28, Number 4, September 2008, pp. 3, 10-11 and *Perspectives on History*, September 2008.
3. American Historical Association, *Statement on Standards of Professional Conduct*, approved by the Professional Division, December 9, 2004 and adopted by Council, January 6, 2005. (Wholly revised from an earlier statement adopted May 1987; amended May 1990, May 1995, June 1996, January and May 1999, June 2001, and January 2003) <<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>>.
4. American Historical Association, *Redefining Historical Scholarship: Report of the American Historical Association Ad Hoc Committee on Redefining Scholarly Work*, December 1993 <<http://www.historians.org/pubs/Free/RedefiningScholarship.html>>.

Register now for the May 28-30 Community College Workshop in Tampa, Florida



More students take the U.S. history survey course at community colleges than at any other institution of higher education. To assist community college professors, the OAH has developed a new series of regional workshops to provide professional enhancement opportunities and materials for community college professors teaching the survey course. Spanning three days, the regional workshops include plenary-style panels and small group break-out sessions focused on seven core subjects related to teaching the U.S. History Survey course, and three regional issues, as well as hands-on curriculum development.

The Tampa workshop will be held at Hillsborough Community College in Ybor City. Featured speakers include Louis Galambos and Raymond Arsenault. For details on the program, see <http://www.oah.org/cc/09wkshp/fl-program.pdf>. All participants will receive a \$200 stipend. To register for the workshop, point your browser to <http://www.oah.org/cc/> □

NARA to Accelerate the Processing of Records at Three Presidential Libraries

Adrienne Thomas, Acting Archivist



Thomas

In the past few years, the National Archives has been engaged in a major project to eliminate the huge backlog of unprocessed records in its Washington area facilities.

The results have been impressive—thirty-seven percent of this backlog has been processed and appropriately described in our Archival Research Catalog and made available for efficient research at NARA over the past two years.

Now, we are launching a project to deal with a backlog of unprocessed records and unfulfilled Freedom of

Information Act (FOIA) requests at the three presidential libraries governed by the Presidential Records Act of 1978 and whose records are currently subject to FOIA requests—the Ronald Reagan, George H.W. Bush, and William J. Clinton libraries.

In the aftermath over the dispute of ownership of the presidential materials of Richard M. Nixon, Congress passed the Presidential Records Act of 1978. It declared all official presidential records to be government property, beginning with the first new presidential administration after the bill was enacted. It also stipulated that anyone could file a FOIA request for access to these records five years after the end of an administration.

The president's budget request for fiscal year 2009 and the subsequent congressional appropriation included funding for fifteen new archivists and six new archives technicians to increase the archival staff at these libraries in order to speed up the processing of the records and shorten our response time to FOIA requests. Here is the plan:

First, we are compiling and reviewing folder-level inventories for all presidential records to make those inventories publicly available on each of the libraries' web pages. We believe this will result in requests for fewer records since researchers will have a better guide as to content and context of our holdings and be able to identify more precisely the records they want us to process—and within those records to prioritize what they want processed first.

The Reagan Library has already posted the majority of these titles on its web site, <www.reagan.utexas.edu/>.

Second, we will limit the number of textual pages that we will provide an individual requester at any given time to no more than 50,000; after that, the requester will have to go to the back of the FOIA queue. As a result of limiting the number of pages per requester at any one time, we will be able to service more customers since requesters will not get stalled behind very large FOIA requests. For the same reasons, we have also limited the number of electronic records we will process for any one requester to 500 hits or 15,000 pages and have placed caps on the number of fulltime equivalent staff (FTE) that will be dedicated to processing electronic records.

Third, each library has committed staff to systematically reviewing records, which is significantly faster than processing in response to individual FOIA requests. Systematic review of series and subseries of records has the added benefit of getting more records into the public do-

main, and thus decreasing the number of records that need to be processed in response to FOIA requests.

Under this plan, we expect to see significant results.

In 2010, we expect to process 150,000 to 200,000 more pages than this year, for a total of 1.5 million pages to be processed at the Reagan Library. At the Bush Library, we are expecting a one hundred percent increase in processed pages of records. At the Clinton Library, we expect four hundred percent increase in processed records.

We believe that these new procedures will, when fully implemented, result in a yearly increase of more than 1.3 million pages processed, a one hundred percent increase over FY 2008. We are also studying other methods of improving records processing to open even more records to the public.

At the same time, the additional staff will help us deal with the increasing quantity of electronic records that we must process, especially with the Clinton administration, and even more with the records of the George W. Bush administration. George W. Bush's library is being built on the campus of Southern Methodist University in Dallas, and is now located at a temporary site in Lewisville, Texas. Under the 1978 legislation, the Bush records will be available to FOIA requests on January 20, 2014.

NARA's other presidential libraries, from Hoover to Carter, are not subject to the 1978 legislation. All of their papers were deeded to the government by the former presidents, except in the case of Nixon. In the aftermath of the Watergate controversy, which led to Nixon's resignation, Congress seized those materials in 1974 and held them in the Washington area. With the transfer of the private Nixon library to NARA in 2007, those records are being moved to the NARA-operated Nixon facility in Yorba Linda, California.

This plan for the Reagan, Bush, and Clinton libraries represents a significant staff commitment to meeting our goals of getting more information about these administrations out to the public. It also provides a framework for efficient operation of the George W. Bush Library when it opens.

We will continue to work on improving our plans as we learn from our efforts what works and what does not. Our goal is to open as many presidential records as possible in the shortest time possible to the American public. □

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Five Stealth Transformations of American Higher Education

John Zeugner

Recent studies and data collections (Spellings, AFT, AAUP, NCES, DOE) have begun to adumbrate the elephant in the living room of American higher education. Below are five partial tracings of the behemoth's outline—ones that, though crucial and controlling, somehow do not get much attention in the formal analyses. After a brief itemization of these five mostly hidden aspects, I proffer one possible future scenario that might allow the beast to placate and at the same time demolish its keepers.

1. The Growth of Contingent Faculty

This is of primary and immediate importance because this transformation conditions how all other transformations play out. Latest counts (themselves a few years out-of-date) indicate that at least fifty percent of *all* instruction in *all* universities is conducted by contingent faculty; at least sixty percent of *all* instruction in the first two years of *all* universities is delivered by contingent faculty; and that nearly seventy percent of instruction at two-year institutions is carried out by contingent faculty. Equally indicative is the universally accepted observation that three-fifths of all new

hires are on the contingent track. Contingency has many names: adjuncts, visiting professors, staff appointments, instructors, TAs, professors of practice, administrative staff teaching appointees, lecturers, and outside mentors. All of these contingent faculty are underpaid, most without any benefits, and all are on temporary, highly insecure contracts. Thus substantial university instruction has been outsourced to an exploited, anxious, overworked contingent group. That decision, most probably driven by economic exigency, but undoubtedly exacerbated by an ever-diminishing tenure system (with its star salary system), profoundly shapes inattention to the student learning process, and puts extraordinary emphasis on immediate status quo satisfaction. Such focus panders to student evaluations, and banishes controversy and academic freedom. Given such working conditions, the possibility of curriculum development and evaluation recedes dramatically (see #2 below), and the precariousness of contingent faculty employment accelerates the collapse of rigor (see #3 below).

2. The Atomization and Dissolution of Curriculum

The end result of graduate education's specialization and single discipline focus is a curricular vista without horizon markings, and the end result of tenure track's usual rubrics of advancement is a candidate proffering facility in some microscopic arena and not much else. Consumer culture dictates an obsession with choice and elicits shallow responses, thus the university, in instructor and receptor, cannot comprehend, much less implement, core education. Most attempts at general or core education disintegrate into disguised specialized courses veneered with a "skills focus." Linkage, connection, integrated intellectual scaffolding, and collaboration are wholly aleatory and unrewardable. The recent Spellings report in its call for uniformly exchangeable units of credit legitimizes pebbles of knowledge consumption. The university seems powerless to interdict its cornucopia nature and thereby accelerates its marginalization.

3. Investment Contracts and the Collapse of Rigor

The acceptance of massive debt always is predicated on some kind of contract and parents and students who incur \$30,000 to \$80,000 debt have expectations of some kind of reward, some measured success. Superior grades become the visible emblem the university bestows upon its regular renters, graduation its ultimate seal of contract completion. As the contract becomes ever more expensive, ever more certain become its terms. Presumably some tipping point arrives when the massive expenditure finally admits its premise—the direct purchase of degrees.

4. The Enshrinement of Facilities

Given the disciplinary differentiation inherent in the reward structures for faculty, there cannot be much consensus on what constitutes "the educational experience"; by default potential students and their parents end up

evaluating facilities and consulting rating systems that, as the Spellings Report makes clear, have no capacity to judge student learning within any particular university setting. And in a market-driven splendid meshing, the compensation gap between tenure track and contingent faculty (who do the majority of the teaching) partially generates funds to keep competitive in the facilities game. The differential underwrites the lush accoutrements apparently required to fill the dorms—the cable connections, the meal options, the fitness rooms, the counseling, advising, and recreational settings.

Contingency has many names: adjuncts, visiting professors, staff appointments, instructors, TAs, professors of practice, administrative staff teaching appointees, lecturers, and outside mentors. All of these contingent faculty are underpaid, most without any benefits, and all are on temporary, highly insecure contracts.

5. The Digitization of Content

Perhaps the most difficult to grasp, this development is the most relentlessly accelerating transformation. As the software of data collection and analysis sophisticates, traditional scholarly inquiry methods get jettisoned or marginalized. The concept of intellectual property revises daily so that notions of "ownership" etiolate in the virtual universe. Collaboration and speed drives all before it. Knowledge that cannot be reduced to algorithms or emotional icons becomes worthlessly antiquarian. The cartoon graphic domain transforms thinking itself.

While new institutions of learning may emerge that can find marketable, relevant aspects of these transformations, it seems doubtful whether they will resemble current universities. One possible scenario might go as follows: heavily endowed elite institutions perpetuate themselves in the current irrelevant model, turning out "educated leaders" (à la the U.K.) who self-replicate leadership positions and articulate "liberal arts" values in governing, media, and entertainment arenas. But universities with less than one billion dollar endowments explode into satellite, credentialing operations linked directly (à la Japan) to company research institutes, or feeder employment agencies, or massive distance learning entities, or proliferating national service/military academies both at state and federal levels, achieving the "de-stealth" of the five transformations above, and the full implementation of them. □

John Zeugner (<jzeugner@wpi.edu>) is professor of history, emeritus, at Worcester Polytechnic Institute in Worcester, Massachusetts. He also taught extensively in London, Tokyo, Osaka, and Kobe.

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In Memoriam



Wyatt Burghardt "Burg" Turner

On January 11, 2009, Dr. Wyatt Burghardt "Burg" Turner died at the age of ninety-three. As a teenager, Dr. Turner left the household of his parents and five brothers in Jamaica, New York, to care

for his grandmother in Richmond, Kentucky, where he finished high school. He went on to Kentucky State College, graduating *cum laude* in 1939 with honors in history and sociology. Out of college, Turner trained with the African American 92nd (Buffalo) Division at Fort McClellan, Alabama and Fort Huachuca in Arizona. In spite of passing all the tests for officer's training school and ASTP, he was denied the opportunity for advanced training by his commanding officer, and eventually was deployed to Italy during World War II.

Following discharge in 1946, Dr. Turner returned to New York and resumed graduate studies in history, completing his Master's and all but his doctoral thesis at Columbia University. Although it was difficult to get a job

due to the rampant discrimination of the era, Dr. Turner held jobs as a Naval records archivist and Social Security examiner before becoming a teacher. He taught elementary school in Bay Shore, New York, where he was the first African American employed in the school district; junior high in New York City; and high school in Patchogue, where he was one of the first African American teachers in the district.

In the late 1960s, Dr. Turner joined the faculty at the State University of New York at Stony Brook. During his twenty year tenure at Stony Brook, he introduced courses in African American history and Native American history in the history department. As one of the first African American faculty members on the campus, he called on the university leadership to acknowledge and rectify the discrimination experienced by minorities in academia and society in general. In this capacity, he chaired Stony Brook's President's Committee on Equal Employment Opportunity and served as a bridge between the university and community civil rights groups. In 1988, Stony Brook University named its Graduate Diversity Fellowship program after Dr. Turner to recognize his accomplishments and to keep alive his vision of a supportive, integrated community of

scholars. Today, the Turner Fellowship Program supports the success of 120 underrepresented Master's and Ph.D. students enrolled at Stony Brook University.

A tireless worker on social issues affecting minorities, Turner helped to found and served as president of the Brookhaven NAACP. He also served as chairperson of the Suffolk County Human Rights Commission and the Economic Opportunity Council of Suffolk County. His dedication to promoting a more integrated and diverse society led to recognition by numerous groups, including citations by the National Conference of Christians and Jews and the Long Island Minority Educators Association.

Professor Turner did not receive his doctorate until 2007, due to some of the very obstacles that the fellowship bearing his name seeks to overcome. In that year, Stony Brook University awarded Burg Turner an honorary Doctorate in Humane Letters.

Dr. Turner died in Silver Spring, Maryland. He is survived by his wife, Joyce Moore Turner; three children; and five grandchildren. □

Nancy Tomes
Stony Brook University

News of the Organization

Action Items of the OAH Executive Board

At its Spring 2009 meeting at the Sheraton Seattle Hotel, March 26-28, the OAH Executive Board took the following actions:

- Approved unanimously the minutes and consent agenda of its fall executive board meeting in Salt Lake City, Utah, October 25, 2008.
- Approved unanimously an amendment to the OAH Bylaws, item 2a, to allow the OAH president to fill service and award committee vacancies that occur between annual Committee on Committees appointments. OAH Bylaw 2a now reads, "The President shall preside at the official meetings of the Organization and the Executive Board and shall perform all duties of the presiding officer, including the appointment of ad hoc committees. The President shall also fill service and award committee vacancies created by a member's death or resignation that occurs between the annual appointment meetings of the Committee on Committees. The President-Elect shall appoint the Committee on Committees, including its chair, and serve in the absence of the President. The Vice President shall appoint the Program Committee and the Convention Local Resource Committee."
- Approved OAH as a signatory to an amicus brief supporting the Regents of the University of California in the case *Association of Christian Schools International v. Stearns*, et al.

▪ Approved unanimously the recommendation of the OAH Nominating Board that: a.) its annual meetings be staffed by executive office personnel, and b.) the executive director notify candidates, both successful and unsuccessful, of the outcome of each OAH election.

▪ Approved unanimously that candidates standing for election to the OAH Executive Board are notified that travel expenses to attend board meetings may not be subsidized by the organization.

▪ Approved unanimously that the OAH Executive Director modify the amounts of OAH awards and prizes so that the underlying funds of each are on a sustainable basis.

▪ Approved unanimously the FY 2010 budget, with an instruction to management to present a revised balanced budget by July 1, 2009, which reflects \$50,000 less in revenue. □

2009 OAH Election Results

OAH President: Elaine Tyler May, University of Minnesota; OAH President-Elect: David Hollinger, University of California, Berkeley; and OAH Vice President: Alice Kessler-Harris, Columbia University. OAH Executive Board: Doris D. Dwyer, Western Nevada College; Ramón A. Gutiérrez, University of Chicago; and Mary Kelley, University of Michigan. OAH Nominating Board: George Chauncey, Yale University; Rosemary Kolks Ennis, Sycamore High School (Cincinnati, Ohio); and Kathleen Smith Kutolowski, The College at Brockport, State University of New York. Total ballots cast: 955. □

Register now for the June 18-20 OAH Community College Workshop in Warwick, Rhode Island

More students take the U.S. history survey course at community colleges than at any other institution of higher education. To assist community college professors, the OAH has developed a new series of regional workshops to provide professional enhancement opportunities and materials for community college professors teaching the survey course. Spanning three days, the regional workshops include plenary-style panels and small group break-out sessions focused on seven core subjects related to teaching the U.S. History Survey course, and three regional issues, as well as hands-on curriculum development.

The Rhode Island workshop will be held on the Warwick campus of the Community College of Rhode Island. Featured speakers include Daniel J. Kevles, Colin Calloway, Michael McGerr, and Bradford Martin. Site visits include the Samuel Slater Mill in Pawtucket and the John Brown Museum in Providence. An optional Newport evening includes a tour of Cornelius Vanderbilt II's 70-room mansion, The Breakers, and dinner at a seaside Newport restaurant. For details on the program, see <<http://www.oah.org/cc/09wkshp/ri-program.pdf>>.



All participants will receive a \$200 stipend. To register for the workshop, point your browser to <<http://www.oah.org/cc/>>. □

Historians Writing Fiction

To the Editors:

I failed to see any point whatsoever in the front page article entitled "Footnotes to Fiction" in the February 2009 issue. There is not even any indication of publication of the subject book, apart from the picture of an end jacket. Was this supposed to publicize a book by OAH members? If so, I would ask space to write about my historical novel, which shows how the South would have won the Civil War had the other leaders had the gumption to stand up against the incredibly ineffective Jefferson Davis. *We Were All Men of Honor* is published on a print-on-demand basis, by Xlibris, Inc.

If it is not a case of seeking publicity, I would then argue that my novel is of greater significance than *Blindspot*, because it is concerned with actual history, rather than with interpretation of public attitudes.

Was the idea that historians can write fiction the basic premise? Well, engineers who are historical scholars can write fiction, too, so I score equally on that point. I venture that few scholars of the Civil War have the same understanding of the desperate situation of the Confederacy's railroads as I acquired in order to create my novel. Oh, they may be well aware of a disintegrating system as time passed, but do they have in mind a full comprehension of the patchwork nature of the basic system? □

Gilbert S. Bahn, Ph.D.
Moorpark, CA

Semantics and Spelling: A New Perception of Viet Nam

In the February 2009 OAH Newsletter, I noticed that my article, "Lest We Forget," was edited to comply with current standards of spelling—mainly, spelling Viet Nam as, "Vietnam." To give a sense of this semantic issue, consider my article, "Who Are Our Fathers," on page 163 in the June 2007 *Journal of American History*, in which I explained the reasoning for the two-word spelling of Viet Nam.

I suggest a return to the original spelling of Viet Nam to help readers, mainly Americans, realize that Viet Nam is a country, not a war. The effects of the war in Viet Nam remain very strong in the hearts and minds of many Americans, especially of my generation. I can offer the water of knowledge, but we know we cannot make anyone drink. As academics and scholars, you know the importance of words. You know the great weight of semantics on perception.

It is my experience that for many Americans the condensed spelling is generally associated with, at least subconsciously, the charged emotions of the longest war in our history (1964-1975) against a small, far-away country. Spelling names as the Vietnamese do (without diacritical tonal marks) would develop a process not only of thinking, but feeling for other humans; something a war strips away.

Since its inception about 2,000 years ago, Viet Nam (or Nam Viet) has always been spelled as two words in this mono-syllabic culture. The name derives from the words: Viet, meaning "people," and Nam, meaning "south." This

was to differentiate the Viets (the people of the south), from the people of the north, the Chinese.

The late Philip Jones Griffiths, noted photojournalist and author, explained that the name Viet Nam was changed by *The New York Times* to "Vietnam" in the 1940s and 1950s as a result of reporters filing stories by telex. Similar to a telegraph, the telex system charged money for each word, making a story about Dien Bien Phu, Ha Noi, Sai Gon, Da Nang, and Viet Nam fairly expensive. At that time it made economic sense to condense the words into one.

Many American style manuals created in the 1970s set the rules of the written road often with little appreciation or understanding of Asian culture. Dictionaries simply report the current usage of a word. Today, electronic communication is far less bound by commercial restraints: a space or two costs nothing. It makes sense to change the rules of the written road for this special case.

You might ask why the Vietnamese do not correct this issue. Perhaps they feel it is impolite to correct the mistakes of others. Perhaps they are unwilling to change the status quo. When you see "Vietnam" written on commercial products, I assure you, it is for export only. It makes economic sense to meet the expectations of your customers.

It is my opinion that, as a result of the war in Viet Nam, the national psyche of America suffers a type of Post Traumatic Stress Denial. From my perspective, part of the legacy of that war has kept America in a time-warp that has somewhat stunted our intellectual, emotional, and spiritual growth as a nation. In the future, when writing your own papers and helping your students with theirs, I believe offering this option of spelling will broaden perspective, encourage further respect, and stimulate interest in Viet Nam and other cultures. Simply by spelling "Viet Nam," I believe our national psyche might begin to heal.

In October 2010, the capitol of Viet Nam, Ha Noi, will celebrate 1,000 years as a city. Accordingly, it would be appropriate for America to recognize this historical event with words of respect, instead of past emotions. □

—Ted Engelmann

2008 OAH Distinguished Lecturer
Ha Noi, Viet Nam

The OAH Newsletter follows The Chicago Manual of Style for editorial guidance and Webster's Third New International Dictionary for the spelling of words. —eds.

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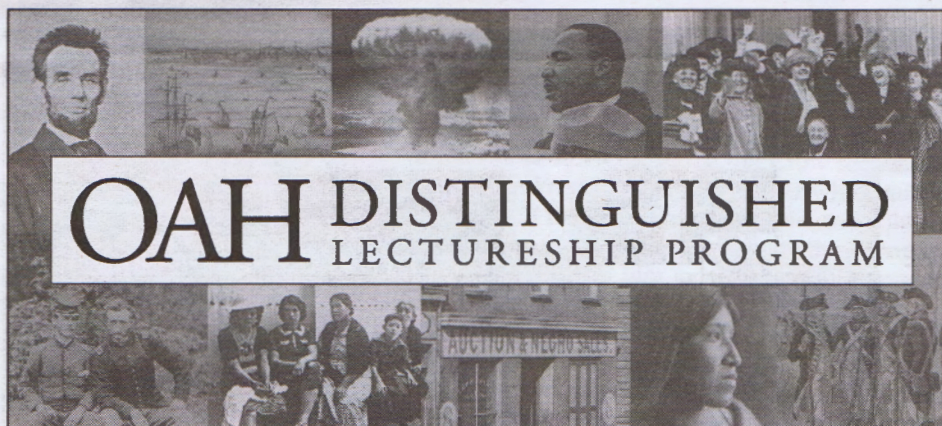
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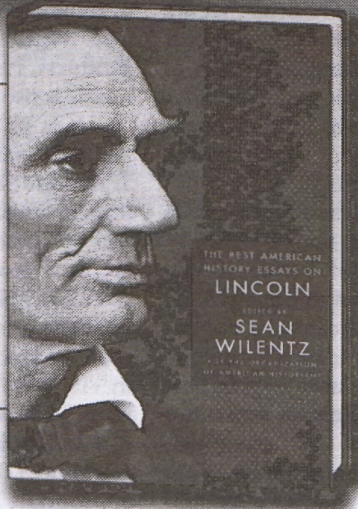
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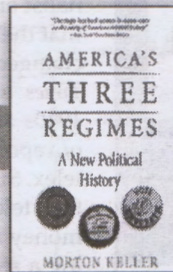
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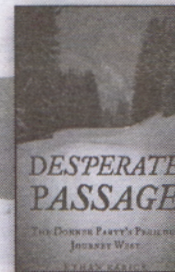
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Created in 1981 by OAH president Gerda Lerner, the OAH Distinguished Lectureship Program now features more than three hundred and fifty U.S. historians. Each speaker has agreed to give one lecture on OAH's behalf during the 2009-2010 academic year, designating the lecture fee as a donation to OAH. Lecture fees start at \$1,000. Host institutions pay the lecture fee to OAH as well as the speakers' travel and lodging expenses.

To receive more information or to arrange a lecture, please contact the lecture-ship program coordinator through the web site or phone 812-855-7311. Make arrangements early for the best chance at obtaining the speaker of your choice. □



Virginia DeJohn Anderson
University of Colorado, Boulder

Virginia Anderson has taught early American history at the University of Colorado, Boulder, since 1985. She is author of *New England's Generation: The Great Migration and the Formation of Society and Culture in the Seventeenth Century* (1992) and *Creatures of Empire: How Domestic Animals Transformed Early America* (2004). She is also coauthor of the textbook *The American Journey* (1998; 5th ed., 2009). Her new book project, *The Martyr and the Traitor: Taking Sides in the American Revolution*, explores the personal as well as political transformations that shaped individual lives in unexpected ways as the Revolutionary crisis unfolded.

- Bringing Livestock into the History of Early America
- Nathan Hale: Sociability and Patriotism in the American Revolution
- The Ordeal of Moses Dunbar, Connecticut Loyalist

Mia Bay
Rutgers University

Mia Bay is associate professor of history at Rutgers University, and the associate director of the Rutgers Center for Race and Ethnicity at the Rutgers Center for Historical Analysis. An intellectual historian who focuses on African American



history, she is author of *The White Image in the Black Mind: African-American Ideas About White People 1830-1925* (2000), as well as the recent biography *To Tell the Truth Freely: The Life of Ida B. Wells* (2009). She is currently writing a book on African American ideas about Thomas Jefferson and has also begun to research a new project on the social history of segregated transportation.

- "If Iola was a Man." Gender, Politics, and Public Protest in the Life of Ida B. Wells
- "Like a Lady": Female Travelers in the Jim Crow South
- "The Ambidexter Philosopher": Thomas Jefferson in Free Black Political Thought
- Using the Internet to Teach African American History

"This was the first time we've used the OAH Distinguished Lectureship Program, and we will look here for speakers in the future. The process was painless and the quality very high."

— Diane Gutenkauf

Robert R. McCormick Museum at Cantigny



Stephen Berry
University of Georgia

Stephen Berry is associate professor of history at the University of Georgia, where his teaching and writing focus on the Civil War as a lived experience. He is interested in how men, women, and families reacted to, were shaped by, and endured after the conflict that transformed their lives. A former National Endowment for the Humanities fellow, Berry is author of *House of Abraham: Lincoln and the Todds, A Family Divided by War* (2007) and *All That Makes a Man: Love and Ambition in the Civil War South* (2003).

- House of Abraham: Lincoln and the Todds, A Family Divided by War
- The Lincoln Marriage
- Lincoln, The Un-Leader
- To Be Great and Good: Lincoln, the Law, and Ethical Leadership
- Using Civil War Images in the Classroom

Troy Bickham
Texas A&M University

Troy Bickham teaches at Texas A&M University and specializes in the history of Britain and its empire, particularly the Atlantic world, during the eighteenth and nineteenth centuries. His first book, *Savages within the Empire* (2005), explores how encounters and relations with American Indians affected British material, political, intellectual, and religious culture in the eighteenth century. His most recent book, *Making Headlines: The American Revolution as Seen Through the British Press* (2008), explores British reactions to the American Revolution. His current project examines the War of 1812 from an Atlantic perspective. He is a Fellow of the Royal Historical Society.

- American Indians in the British Imperial Imagination
- The American Revolution in Britain
- The American Revolution from a Global Perspective
- The War of 1812 from an Atlantic Perspective



For complete information on all participating OAH Distinguished Lecturers, visit:
www.oah.org/lectures



Regina Lee Blaszczyk

Independent Historian,
Philadelphia, PA

Regina Lee Blaszczyk is an independent scholar affiliated with the department of the history and sociology of science at the University of Pennsylvania. Her interdisciplinary work focuses on

the history of consumer society, design and fashion, and corporate innovation. She has taught at Boston University, Rutgers University-Camden, and the University of Pennsylvania, and was cultural history curator at the Smithsonian Institution. She is author of the award-winning *Imagining Consumers: Design and Innovation from Wedgwood to Corning* (2002), *Major Problems in American Business History* (2006), *Producing Fashion: Commerce, Culture, and Consumers* (2008), and *American Consumer Society, 1865-2005: From Hearth to HDTV* (2009), among other books. In 2008, she received the Harold F. Williamson Prize for mid-career achievement from the Business History Conference.

- American Consumer Society from Hearth to HDTV
- Dressing America: How Americans Invented Mass-Market Fashion
- Shop America! Woolworth's to Wal-Mart
- Women in Business: Catherine Beecher to Oprah Winfrey
- Putting Business and the Economy Back into American History
- Madison Avenue Gets Motivated: Ernest Dichter and Postwar Consumer Culture

Terry Bouton

University of Maryland,
Baltimore County

Terry Bouton is associate professor of history at University of Maryland, Baltimore County. His work looks at the connections between economics and politics in the American Revolution. His book, *Taming Democracy: "The People," The Founders, and the Troubled Ending of the American Revolution* (2007), uncovered the aspirations of small farmers and tried to understand why so many of them were disappointed with how the Revolution ended. Currently, he is working on a book that shows how European creditors demanded and got many key provisions in the U.S. Constitution.

- History Written by the Losers: How We Ended Up With a "Whiskey Rebellion"
- Small Farmers and the American Revolution
- Tar and Feathers, Hillsborough Paint, and a Road Full of Manure: The Politics of Ordinary People in Revolutionary America
- Foreign Founders: How European Financiers Helped Write the Constitution

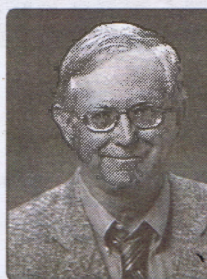


Ron Briley

Sandia Preparatory School

Ron Briley is a history teacher and assistant headmaster at Sandia Preparatory School in Albuquerque, New Mexico, where he has taught for thirty years. He is author of *Class at Bat*, *Gender on Deck*, and *Race in the Hole* (2003) and coeditor of James T. Farrell's *Dreaming Baseball* (2007) and *All Stars and Movie Stars* (2008). In 2007, he was awarded a fellowship by the Woody Guthrie Foundation and is currently working on a book dealing with the folksinger's politics. His teaching has earned recognition from the Organization of American Historians, Society for History Education, and American Historical Association.

- Amity Is the Key to Success: Baseball and the Cold War
- Woodrow Wilson Guthrie and Indigeneous Radicalism
- American History as Viewed Through the Lens of Hollywood
- The Limits of Dissent: Baseball and the Vietnam Experience
- Film and History: Incorporating Film into the History Classroom



Leslie Brown

Williams College

An assistant professor of history at Williams College, Leslie Brown has served as a college administrator at Skidmore College and as co-coordinator of Behind the Veil: Documenting African American Life in the Jim Crow South, a collaborative research and curriculum project of the Center for Documentary Studies at Duke University. She is author of *Upbuilding Black Durham: Gender, Class, and Black Community Development in the Urban South* (2008), winner of the OAH Frederick Jackson Turner Award. She currently is working on a collaborative writing project about the black life in the segregated South, a monograph on African American women and migration, a coedited collection of interviews from the Behind the Veil project, and a compilation of writing and speeches by Shirley Chisholm.

- "The Sisters and Mothers are Called to the City": African American Women and an Even Greater Migration
- Plenty of Opposition Which is Growing Daily: Beginning the Long Civil Rights Movement
- African American Life in the Jim Crow South
- Making the Capital of the Black Middle Class
- Emancipation and the Meaning of Freedom
- Comparing the First and Second Reconstructions



"I found the OAH Distinguished Lectureship Program very helpful. I knew the topic I wanted to address and through OAH I was able to find the perfect speaker for the job."

— Samantha Nelson, The Bostonian Society, Boston Historical Society

Peter S. Carmichael

West Virginia University

Peter S. Carmichael is Eberly Professor of Civil War Studies at West Virginia University and has published a number of books, most recently a study of southern college students during the Civil War era entitled, *The Last Generation: Young Virginians in Peace, War, and Reunion* (2005). He is currently researching the experience and wartime representation of Confederate slaves, and how the popular idea of loyal African American defending the South animates current cultural wars over "southern heritage."

- Intellectual Life of the Old South
- The Coming of the Civil War
- Common Civil War Soldiers
- Slavery in the Confederacy
- Civil War Generalship
- Public History

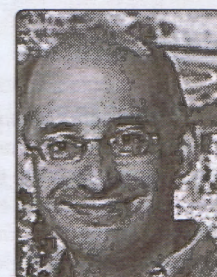


Scott E. Casper

University of Nevada, Reno

Scott E. Casper is professor of history at the University of Nevada, Reno, and teaches nineteenth-century U.S. history, the history of the book, and American cultural history. In *Sarah Johnson's Mount Vernon: The Forgotten History of an American Shrine* (2008), he retells the origins of American historic preservation through the story of the African American community that lived and worked at George Washington's home in the century after his death. Casper's first book, *Constructing American Lives* (1999), explores the relationships between biography and culture in nineteenth-century America from the perspectives of authors, publishers, and readers. He has received several teaching awards, including the CASE/Carnegie Foundation Nevada Professor of the Year (2008), and has worked extensively with K-12 teachers across the United States.

- Sarah Johnson's Mount Vernon: Reconstructing the Forgotten Nineteenth-Century History of an Eighteenth-Century Place
- The Selling of the President, Nineteenth-Century Style
- Books, Publishing, and Reading in Nineteenth-Century America

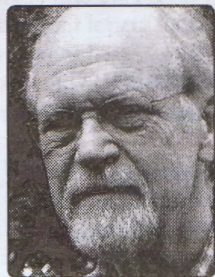


Andrew Cayton

Miami University

Andrew Cayton, Distinguished Professor of History at Miami University, teaches courses in the history of North America in the eighteenth and early nineteenth centuries. He has written extensively about the struggle for control of the region west of the Appalachian Mountains and the emergence of political and cultural borders within the United States. His interest in empires and borderlands as well as questions of power and consent led to his collaboration with Fred Anderson in *The Dominion of War: Empire and Liberty in North America, 1500-2000* (2005) and to his current work, also with Fred Anderson, *Imperial America, 1672-1764*.

- Local History as World History: The Origins of the American Midwest
- The Significance of North America in the Early American Republic
- Global Tourism, State Power, and the Significance of the American Civil War
- War and Empire in Trans-Appalachian North America, 1754-1815
- Acts of Imagination: Literature and Revolution in the Eighteenth-Century Atlantic World



Robert W. Cherny

San Francisco State University

Robert W. Cherny is professor of history at San Francisco State University. His research and teaching interests are in U.S. history 1865-1940, politics, labor, and the West, especially California and San Francisco. His published work includes *American Politics in the*

Gilded Age, 1868-1900 (1997); *San Francisco, 1865-1932* (1981), with William Issel; *A Righteous Cause: The Life of William Jennings Bryan* (1985); and coauthored textbooks on U.S. and California history. He has been an NEH Fellow, Distinguished Fulbright Lecturer at Moscow State University, and Senior Fulbright Lecturer at Heidelberg University, and has lectured for Teaching American History programs around the country.

- The Evolution of the Presidency, from the Gilded Age through World War II
- The Transformation of American Politics, 1890-1917
- A New Majority? Stability and Change in American Political History and the Prospects for Realignment Today
- The Dysfunctional State of California Government
- History of San Francisco (various topics)



Todd Estes

Oakland University

Todd Estes is associate professor of history at Oakland University. His research concentrates on early U.S. political history and political culture. Estes is author of *The Jay Treaty Debate, Public Opinion, and the Evolution of Early American Political Culture* (2006). He is currently researching a book on the ratification debate, tentatively entitled *The Campaign for the Constitution: Political Culture and the Ratification Contest*. He has won a couple teaching prizes, including the Oakland University Teaching Excellence Award (2001).

- "Huggermugged and Suppressed": Hardball Politics and the Ratification of the Constitution
- The Jay Treaty Debate and the Evolving Culture of Politics in the Early Republic
- James Madison's Reluctant Paternity of the Constitution

Edith B. Gelles

Stanford University

Edith B. Gelles is a senior scholar with the Institute for Research on Women and Gender at Stanford University. For thirty years, her research has focused on women in colonial America and especially on Abigail Adams and her family. She has written two biographies of Abigail and most recently completed *Abigail and John: Portrait of a Marriage* (2009), a double biography with the Adamses' life at its center. Her one extended foray outside of this Massachusetts fold has been to colonial New York City for the life of a Jewish matron, Abigail Levy Franks. Franks's letters to her son, which date from 1733 to 1748 and have been edited by Gelles, are the earliest surviving corpus by a woman in the colonial western world. Gelles has taught American women's history at the undergraduate and graduate levels as well as the survey of world history.

- Abigail and John Adams: Portrait of a Marriage
- "Splendid Misery": The Presidency of John Adams and First Lady Abigail Adams
- The Adamses Retire
- A Vexed Friendship: Jefferson and the Adamses
- The Jewish Experience in Colonial America



completing a study of the Civil War's lasting effects on a northern regiment.

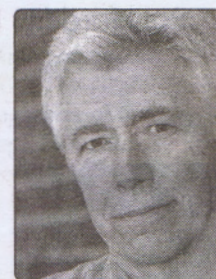
- George E. Pickett in Life and Legend
- So Much Suffering: The 16th Connecticut in War and Captivity
- Intimate Strategies: Civil War Military Commanders and Their Wives
- Cowardice and the American Civil War

James Green

University of Massachusetts Boston

James Green is professor of history at the University of Massachusetts Boston where he directs the graduate program in public history. He is author of *Taking History to Heart: The Power of the Past in Building Social Movements* (2000) and *Death in the Haymarket: A Story of Chicago, the First Labor Movement, and the Bombing that Divided Gilded Age America* (2006). He has served as president of the Labor and Working Class History Association, as a lecturer in the Harvard Trade Union Program, and as research director for the PBS series "The Great Depression." He is currently writing a book about the West Virginia coal mine wars.

- The Haymarket Tragedy: A Drama Without End
- Marking Workers' Lives on the National Landscape: Labor History Meets Public History
- The West Virginia Mine Wars and the Meaning of Freedom in Industrial America
- How Social Protest Movements Have Shaped the Writing of U.S. History
- Why Teach Labor History When Labor Unions are Flat on their Backs?



Kali Nicole Gross

Drexel University

Kali Nicole Gross is associate professor of history and director of Africana studies at Drexel University. Her research focuses on crime, race, gender, and sexuality in the United States. She is author of *Colored Amazons: Crime, Violence, and Black Women in the City of Brotherly Love, 1880-1910* (2006), and is currently writing a book on the murder of a young mulatto named Wakefield Gaines, a crime that rocked Philadelphia in 1887.

- Black Female Criminals in Philadelphia, 1880-1910
- The Murder and Dismemberment of Wakefield Gaines



Lesley J. Gordon

University of Akron

Lesley J. Gordon is professor of history at the University of Akron where she teaches courses in the Civil War and Reconstruction, U.S. military history, and the Early Republic. Gordon is author of *General George E. Pickett in Life and Legend* (1998); coeditor of *Intimate Strategies of the Civil War: Military Commanders and their Wives* (2001) and *Inside the Confederate Nation: Essays in Honor of Emory M. Thomas* (2005); and coauthor of *This Terrible War: The Civil War and its Aftermath* (2003). She is currently



completing a study of the Civil War's lasting effects on a northern regiment.

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www.oah.org/lectures

"Thank you so much for putting us in touch with such a knowledgeable, charismatic, and outstanding speaker."

— Betsy Homewood,

Rockford (IL) Public Schools District #205



Leslie Harris

Emory University

Leslie Harris is associate professor of history and African American studies at Emory University. She is author of *In the Shadow of Slavery: African Americans in New York City, 1626-1863* (2003) and coeditor, with Ira Berlin, of *Slavery in New York* (2005). She is currently at work on

a family history of New Orleans between 1965 (Hurricane Betsy) and 2005 (Hurricane Katrina). She is also cofounder and director of the Transforming Community Project of Emory University, which seeks to engage all members of the university community in the active recovery of and reflection on the history of race at Emory and its meaning for the institution today.

- African Americans, Class, and Community in Pre-Civil War New York City
- Slavery in New York City
- On the Eve of Katrina: Life in Late-Twentieth-Century New Orleans
- Transforming Community at Emory University: An Institution Confronts its Racial History



Eric Hinderaker

University of Utah

Professor of History at the University of Utah, Eric Hinderaker is an historian of early North America with a particular interest in early modern empires and comparative colonization. He explores the ways that European empires negotiated and legitimized their authority in

colonial settings. One dimension of this process relates to Indians: how did empires secure Indian lands, incorporate Indians as subordinate populations, and recruit them as allies, and how did Indians respond to those efforts? Another relates to colonists: how was authority expressed by the empire and contested by localities? From this perspective, events that seem quite different from each other—an Indian treaty, say, and the Boston Massacre—turn out to have similar underlying structures.

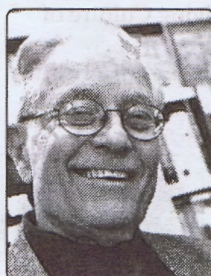
- British-Native American Diplomacy in a Transatlantic Context
- Boston's Massacre: Narrative, Memory, Meaning
- The Two Hendricks: Unraveling a Mohawk Mystery

Margaret A. Hogan

Massachusetts Historical Society

Margaret A. Hogan is managing editor of the Adams Papers and lead editor for the Adams Family Correspondence series, which publishes the letters of Abigail and John Adams, their children, and their extended family. With her colleague C. James Taylor, she recently edited *My Dearest Friend: Letters of Abigail and John Adams* (2007). She also continues her research on the work and lives of Catholic sisters in antebellum Kentucky.

- My Dearest Friend: Abigail and John Adams in Letters
- Sister Servants: Kentucky Nuns before the Civil War



Daniel Walker Howe

University of California, Los Angeles, emeritus, and Oxford University, emeritus

Dan Howe grew up in Denver and now lives in Los Angeles. He learned to love history when he was about six years old; his father put him on his lap and told him about Hannibal crossing the Alps

with elephants to fight the Romans. He has taught at Yale, UCLA, and Oxford. He won the Pulitzer Prize for *What Hath God Wrought: The Transformation of America, 1815-1848* (2007). He is also author of *Making the American Self: Jonathan Edwards to Abraham Lincoln* (1997), and he intends his next book to be about the U.S.-Mexican War.

- "What Hath God Wrought": The Communications Revolution and its Consequences, 1815-1848 (illustrated)
- The Improvement of America and the Improvement of Americans, 1815-1848 (illustrated)
- "Honest Abe": Abraham Lincoln and the Moral Character
- Abraham Lincoln as a Self-Made Man
- Manifest Destiny and the War with Mexico (illustrated)



Caroline E. Janney

Purdue University

Caroline E. Janney is assistant professor of history at Purdue University where she teaches courses on the Civil War, Civil War memory, and women's history. Her first book, *Burying the Dead but Not the Past: Ladies' Memorial Associations and the Lost Cause* (2008), explores

the role of white southern women as the creators and purveyors of Confederate tradition in the immediate post-Civil War South. Her second book will examine how the Civil War was remembered between 1865 and the 1930s. She is particularly interested in how race, gender, and combat experience shaped the ways in which Americans thought about the war and its legacy.

- The Ladies' Memorial Associations: Confederate Women and the Lost Cause



- War at the Shrine of Peace: Efforts for an Appomattox Peace Monument
- LaSalle Corbell Pickett: The First Woman Who Welded Blue and Gray Together
- They Have Never Received Recognition: Remembering Northern Women and the Civil War
- Behind the Lines: The Home Front Experience in Civil War Petersburg

Robert F. Jefferson Jr.

Xavier University

Robert F. Jefferson Jr. is associate professor of African American studies and twentieth-century U.S. history at Xavier University in Ohio. He is author of *Fighting for Hope: African American Troops of the 93rd Infantry Division in World War II and Postwar America* (2008) and is currently working on a new book entitled, *Searching for Shadrach's Sons and Daughters: African American Ex-GIs and Disability in Modern American Wars*.

- Black World War II GIs and the Civil Rights Movement
- Black Ex-GIs, Oral History, and Public Memory
- War, Race, and Disability in Modern American Wars
- African American GIs and World War II in Film
- African American Children, World War II, and Oral History



Jane Kamensky

Brandeis University

Jane Kamensky is professor of American history and chair of the history department at Brandeis University, where she has won two awards for excellence in teaching. Her major publications include *The Exchange Artist: A Tale of High-Flying Speculation and America's First*

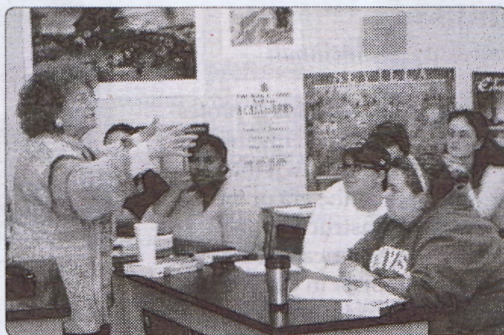
Banking Collapse (2008), a finalist for the George Washington Prize; and *Governing the Tongue: The Politics of Speech in Early New England* (1997). She is also author of the novel *Blindspot* (2008), jointly written with Jill Lepore. She is currently at work on a book about the life and work of the painter Gilbert Stuart.

- Boom and Bust: Rising and Falling in Early America
- Gilbert Stuart: The American Artist as Atlantic Artisan
- Gilbert Stuart and George Washington: Faces of the New Nation

For complete information on all participating OAH Distinguished Lecturers, visit:
www.oah.org/lectures

OAH Distinguished Lecturer Linda K. Kerber

spoke at Converse College in Spartanburg, SC, in September. Her lecture topic was "Diamonds Really are a Girl's Best Friend: Putting the Constitution Into Practice." Here, she meets with Melissa Walker's U.S. women's history class.



Walter D. Kamphoefner
Texas A&M University

Walter D. Kamphoefner has taught at Texas A&M University since 1988 and has published widely on immigration and ethnicity, with articles in four languages and three authored or coedited books in German and English. Since his

pioneering transatlantic study, *The Westfalians: From Germany to Missouri* (1987), he has worked extensively with immigrant letters, and on bilingual education and the immigrant language transition. While his research focuses mainly on Germans, he regularly teaches a multiethnic course on immigration past and present.

- What's New about the Newest Immigration? Two Centuries of Historical Perspective
- Elvis and Other Germans: Some Observations and Modest Proposals on the Writing of Ethnic History
- German Texans: Model Minority or Reluctant Americanizers?
- What German Americans Fought For: Evidence from their Civil War Letters

Mary Kelley

University of Michigan, Ann Arbor

Past president of the American Studies Association and the Society of Historians of the Early Republic, Mary Kelley is the Ruth Bordin Collegiate Professor of History at the University of Michigan, Ann Arbor. She has received numerous fellowships and awards, including the New Hampshire Teacher of the Year Award from the Carnegie Foundation for the Advancement of Teaching. The author, coauthor, and editor of seven books, she published most recently *Learning to Stand and Speak: Women, Education, and Public Life in America's Republic* (2006).



- Intersections: Women's History and Cultural History
- Reading Culture/Reading Books: Print and Public Life in Nineteenth-Century America
- Women's and Gender History: Sources and Strategies

Matthew Klinge

Bowdoin College

Matthew Klinge is associate professor of history and environmental studies at Bowdoin College. He specializes in urban, environmental, and western North American history. He is author of *Emerald City: An Environmental History of Seattle* (2007), winner of the OAH Ray Allen Billington Prize. A former high school history teacher, he has received Bowdoin's Sydney B. Karofsky Prize for teaching excellence. He was also a fellow and former trustee of the Environmental Leadership Program. His current research focuses on the coevolution of conservation and environmentalism with mass consumer culture. He is particularly interested in connecting scholarly research to contemporary environmental concerns as well as primary and secondary history education.



- Metronatural: The Nature of Inequality in the North American City
- Natural Desires: Toward an Environmental History of American Consumerism
- Greening Clio: The Role of History in Environmental Studies
- The Nature of History: Teaching Environmental History in Primary and Secondary Schools

Stuart Leibiger

La Salle University

Stuart Leibiger is associate professor of history and department chair at La Salle University. He specializes in Revolutionary and early national America. He is author of *George Washington, James Madison, and the Creation of the American Republic* (1999). He has written numerous articles on the Founders and has appeared in several television documentaries. Since 2003, he has been Scholar-in-Residence for the NEH Landmarks of American History Program at George Washington's Mount Vernon.



- George Washington, James Madison, and the Creation of the American Republic
- George Washington and the Constitution
- James Madison: Republican Revolutionary
- Miracle at Philadelphia: The 1787 Constitutional Convention

Elizabeth D. Leonard

Colby College

Elizabeth D. Leonard is John J. and Cornelia V. Gibson Professor of History and director of the women's, gender, and sexuality studies program at Colby College. She is author of *Yankee Women: Gender Battles in the Civil War* (1994); *All the Daring of the Soldier: Women of the Civil War Armies* (1999); and *Lincoln's Avengers: Justice, Revenge, and Reunion after the Civil War* (2004). She is currently working on two book projects: a biography of the Civil War-era judge advocate general, Joseph Holt, and a study of black soldiers in the U.S. Army between the end of the Civil War and 1895.



- Women in the Civil War
- The Lincoln Assassination
- Civil War-era Judge Advocate General Joseph Holt of Kentucky
- Black Soldiers in the U.S. Army, 1865-1895

Jill Lepore

Harvard University

Jill Lepore is the David Woods Kemper '41 Professor of American History and chair of the History and Literature Program at Harvard University. She is author of *Blindspot* (2008) (a novel written jointly with Jane Kamensky) and *New York Burning: Liberty, Slavery and Conspiracy in Eighteenth-Century Manhattan* (2005); an elected member of the Society of American Historians; cofounder of the magazine, *Common-place*; and a staff writer at *The New Yorker*. In 2006, she received the Kidger Award for service to the historical profession from the New England History Teachers' Association. Her research has focused on language, cruelty, race, and the writing of history. She is currently working on a biography of Benjamin Franklin and his sister, Jane Mecom.



- Speculation and Historical Writing
- Benjamin Franklin and His Ill-Starred Sister

Chandra Manning

Georgetown University

Chandra Manning teaches nineteenth-century U.S. history at Georgetown University. Her first book, *What This Cruel War Was Over: Soldiers, Slavery and the Civil War* (2007), won the OAH Avery O. Craven Award, the Jefferson Davis Prize, and the Virginia Literary Award in Nonfiction. She is working on a book about contraband camps and the movement of former slaves during the Civil War.



- Civil War Soldiers and Slavery
- Lincoln and Union Soldiers
- Contraband Camps: Slaves, Union Soldiers, and the Uncertain Beginnings of Freedom

Kim E. Nielsen

University of Wisconsin-Green Bay

Kim E. Nielsen is professor of history and women's studies at the University of Wisconsin-Green Bay. She has published multiple books and articles, advised several film documentaries, and won numerous academic and teaching awards, including a National Endowment for the Humanities Research Stipend and a Fulbright Scholar Award to the University of Iceland. Her newest book is *Beyond the Miracle Worker: The Remarkable Life of Anne Sullivan Macy and Her Extraordinary Friendship with Helen Keller* (2009).

- "We Please God Better with Useful Deeds": Helen Keller's Social Activism
- Historical Thinking and Disability History
- Beyond the Miracle Worker: Anne Sullivan Macy



Christopher W. Phillips

University of Cincinnati

Christopher W. Phillips is professor of history at the University of Cincinnati. His research interests generally are in the era of the Civil War and Reconstruction, more specifically, the American South, with particular interest in the border states. His books have focused upon slavery and freedom, emancipation, war, race, politics, and memory during and after the Civil War era. His current book project is tentatively entitled *The Rivers Run Backward: The Civil War on the Middle Border and the Making of American Regionalism*. Since 1999, he has also served as coeditor of *Ohio Valley History*, a peer-reviewed quarterly publication of regional history.

- "Not To Divide the North": Nationalism and Dissent in the Western Free States during the Civil War
- From Border States to Border South: Slavery, Civil War, and the Politics of Identity in the Border Slave States
- No Velvet Glove: Lincoln and the Border Slave States During the Civil War
- The Ten Year War: Slavery and the Coming of the Civil War in the Middle Western States
- The Roots of Quasi-Freedom: Slavery, Manumission, and African American Community in Early National Maryland

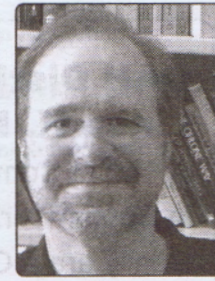


Paul C. Rosier

Villanova University

Paul C. Rosier is associate professor of history at Villanova University. He is author of *Rebirth of the Blackfeet Nation, 1912-1954* (2001), *Native American Issues* (2003), and the forthcoming *Homelands and Empires: Cold Wars and Indian Country in Twentieth-Century America*, as well as coeditor of *Echoes from the Poisoned Well: Global Memories of Environmental Injustice* (2006). His current research examines Native American environmental activism after World War II.

- Native American Politics during the Cold War
- Native American Environmentalism in Post-World War II America
- Contemporary Native American Issues
- The Treaty in American Indian History
- Native American Patriotism in Twentieth-Century America



Gary Y. Okihiro

Columbia University

Gary Y. Okihiro is professor of international and public affairs and director of the Center for the Study of Race and Ethnicity at Columbia University. He is author, most recently, of *The Columbia Guide to Asian American History* (2001) and *Island World: A History of Hawai'i*

and the United States (2008). He is past president of the Association for Asian American Studies and recipient of the lifetime achievement award from the American Studies Association.

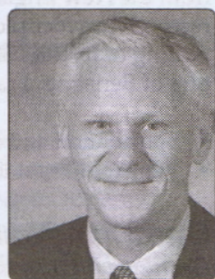
- Asian American History
- Asians and Africans in America

T. Michael Parrish

Baylor University

T. Michael Parrish is Linden G. Bowers Professor of American History at Baylor University where he enjoys teaching an undergraduate course on Texas history every semester, as well as graduate seminars on the Civil War and Reconstruction, public history, and religion and war in U.S. history. Early in his career, he worked in the rare book and publishing business, and as a research archivist at the Lyndon B. Johnson Library and Museum. He is author of *Brothers in Gray: The Civil War Letters of the Pierson Family* (1997) and the forthcoming *P. G. T. Beauregard: The Civil War and Southern Power*, among other books, and also serves as editor or coeditor for three Civil War book series.

- Texas and Texans in the Civil War
- Limited War, Limited Peace: The Civil War and Reconstruction
- Religion and War in U.S. History

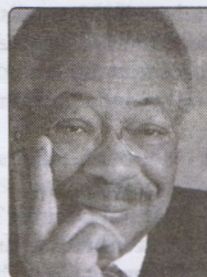


Clement Alexander Price

Rutgers University

Clement Alexander Price is Board of Governors Distinguished Service Professor of History and director of the Institute on Ethnicity, Culture, and the Modern Experience at Rutgers University. He is author of *Freedom Not Far Distant: A Documentary History of Afro-Americans in New Jersey* (1980) and numerous other scholarly works, and has received many awards for academic and community service, including New Jersey Professor of the Year from the Council for Advancement and Support of Education in 1999. He is a member of the scholarly advisory committee to the National Museum of African American History and Culture at the Smithsonian Institution, and served as agency lead for the National Endowment for the Humanities on President Obama's transition team.

- The Modern Civil Rights Movement Reconsidered
- Race, Memory, and the Civic Sphere in American Life
- Newark, New Jersey and the Contested Memory of American Urban Life
- Public History as Civic Duty
- The History of Black History



E. Anthony Rotundo

Phillips Academy Andover

E. Anthony Rotundo is Alfred E. Stearns Instructor in History and Social Sciences at Phillips Academy Andover. His book, *American Manhood: Transitions in Masculinity from the Revolution to the Modern Era* (1993), and related articles helped to create and define masculinity as a field of historical study. His research and writing in recent years have focused on manhood and masculinity in the late twentieth century, especially in relation to electoral politics and popular culture.

- The Politics of Toughness: Conservatism, Masculinity, and American Culture in the Late Twentieth Century
- Dreams and Realities: Manhood and Masculinity in Postwar America, 1945-1970



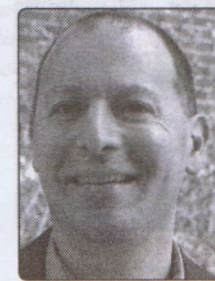
Aaron Sheehan-Dean

University of North Florida

Aaron Sheehan-Dean is associate professor of history at the University of North Florida, where he teaches courses on nineteenth-century U.S. and southern history. He is author of *Why Confederates Fought: Family and Nation in Civil War Virginia* (2007) and the *Concise*

Historical Atlas of the U.S. Civil War (2008), and editor of *The View from the Ground: Experiences of Civil War Soldiers* (2007) and *Struggle for a Vast Future: The American Civil War* (2006). His current project explores the legacy of the Civil War in terms of the debates over definitions of liberty, struggles to shape American economic and industrial policy, and the development of the American West.

- Confederate Nationalism and the End of the Civil War
- A Rich Man's Fight and a Poor Man's War?: Rethinking the Social Experience of the Civil War



- After the Battle: The Consequences of the U.S. Civil War
- Using Maps to Teach the Civil War

Martin J. Sherwin

George Mason University

Martin J. Sherwin is University Professor of History at George Mason University. His *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer* (2005), written with Kai Bird, won the Pulitzer Prize and the National Book Critics Circle Award. Also author of the classic *A World Destroyed: The Atomic Bomb and the Grand Alliance* (1976), he is currently writing a book entitled *Gambling With Armageddon: The Military, the Hawks and the Long Straight Road to the Cuban Missile Crisis, 1945-1962*. Sherwin has been twice recognized as "Professor of the Year, Silver Medal" by the Council for the Advancement and Support of Education, appointed Honorable UNESCO Professor of Humanities at Mendeleyev University in Moscow, and inducted into the American Academy of Arts and Sciences. He has served as adviser on many documentary films, including the PBS American Experience documentary, "The Trials of J. Robert Oppenheimer."

- Oppenheimer's Shadow: His Nuclear World and Ours

Linda L. Sturtz

Beloit College

Linda L. Sturtz is Corlis Professor and chair of the history department at Beloit College where she teaches early American history and women's history. She is currently researching women and gender in preemancipation Jamaica. Her first book, *"Within Her Power": Propertied Women in Colonial Virginia* (2002), discusses women's economic activities in both local and transatlantic settings while considering the legal actions propertied women took to protect the interests of themselves and their families.

- "None so Fine as the Garnet Ladies": African-Jamaican Women's Festive Culture in the Eighteenth and Early Nineteenth Centuries
- The Life and Letters of Mary Rose, an Eighteenth-Century "White" African Jamaican?
- "The Ghost Family": Women, Law, and Family Property in Colonial Virginia
- "Cash I Make Use of; Cloth I Have Wove": Weaving Colonial Virginia Women's Economic History



(Photo by Nora Feller)



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Barbara L. Tischler

Horace Mann School

Barbara L. Tischler is director of curriculum and professional development at the Horace Mann School in New York City. She is author of numerous articles on American culture, the 1960s, and aspects of the anti-Vietnam War movement, along with *An American Music* (1986) and *Sights on the Sixties* (1992). She teaches U.S. history and government at Horace Mann School, as well as courses on the U.S. Constitution and U.S. history at Teachers College, Columbia University.

- Beat Prose and the Journey Home: Jack Kerouac's Struggle with the Road
- "Born on the Fourth of July": Musical Celebrations of America's Independence
- Women in the Antiwar Movement of the 1960s
- "Singing Well and Shooting Straight": Music in America's Twentieth-Century Wars
- The G.I. Antiwar Movement in Vietnam
- Music in the Civil Rights Movement

Lara Vapnek

St. John's University

Lara Vapnek specializes in the history of gender and labor in the late nineteenth- and early twentieth-century United States. Her forthcoming book, *Breadwinners: Working Women and Economic Independence, 1865-1920* (2009), examines wage-earning women's efforts to assert new, independent identities as workers and as citizens. Vapnek is currently investigating educated women's use of science to claim social authority and promote full human development. She teaches history at St. John's University, in Queens, New York.

- "City Slave Girls": Gender and the Labor Question in the Gilded Age United States
- Solving the Servant Problem: Domestic Service and Labor Reform during the Progressive Era
- Workers, Reformers, and the Contested Meanings of Protection for Wage-Earning Women
- Mary Putnam Jacobi and Professional Women's Quest for Independence



Rhonda Y. Williams

Case Western Reserve University

Rhonda Y. Williams is associate professor of history at Case Western Reserve University and program faculty for the ethnic studies and women and gender studies programs there. She teaches courses on African American and women's history, social policy, and social movements. Her research, which focuses on race, gender, and urban politics, pays particular attention to poor people's experiences and struggles after the 1930s in the United States. She is author of *The Politics of Public Housing: Black Women's Struggles against Urban Inequality* (2004), which won an award from the Association of Black Women Historians. She is currently working on a book on the history and culture of illegal narcotics in cities following World War II tentatively entitled *The Dope Wars*.

- Obscured Lives: Poor Black Women and Struggles for Justice
- Rethinking Urban History from the Margins
- Black Women and Engendering Black Power
- From the Politics of Public Housing to the Politics of Drugs
- Keepers of Information: Oral History, Performance, and Pedagogy

Sam Wineburg

Stanford University

Trained as cognitive psychologist, Sam Wineburg directs the doctoral program in history education at Stanford's School of Education. His *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (2001) won the Association of American Colleges and Universities' Frederic W. Ness Book Award for the work that "best illuminates the goals and practices of a contemporary liberal education." He has also received, with his collaborators, the James Harvey Robinson Prize and the William Gilbert Award from the American Historical Association. Prior to moving to Stanford, he spent thirteen years at the University of Washington, where he was professor of cognitive studies in education, adjunct professor of history, and recipient of the university's Distinguished Teaching Award.

- Historical Thinking and Other Unnatural Acts
- The Three Meanings of History
- Making Thinking Visible in the History Classroom
- Forrest Gump and Other Keys to Students' Historical Understanding



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