

OAH NEWSLETTER

ORGANIZATION OF AMERICAN HISTORIANS

Volume 29, Number 3 / August 2001



Smithsonian Institution

Control Over Exhibit Design and Content

Once again, the historical profession has been drawn into the issue of professional standards and historical exhibits in museums. In its report to the OAH executive board at the annual meeting in Los Angeles last April, the Public History Committee requested the organization's governing body to address the issue of large donors' influence on museum exhibits, particularly at the Smithsonian Institution. The board did not feel it had enough information to make a statement in April, but it continued its discussion electronically and in June entered the fray with a letter to the Smithsonian Board of Regents.

Concern about developments at the Smithsonian began with the appointment of Fannie Mae's former president Lawrence Small as Secretary of the Smithsonian. Unlike previous secretaries, Small came from a business background rather than from the academic or museum world and quickly made use of his skills in securing large contributions. West Coast developer Kenneth Behring gave \$80 million in return for which he will play a significant role in redesigning the National Museum of American History (NMAH)'s core exhibit space and have his name on the building. At present, according to one Washington historian, "visitors from all over the world view a tacky blue banner that is draped over the front of the American history museum with the words 'Behring Center' fluttering in the breeze." Coming on the heels of the Behring gift was a \$38 million donation by Catherine Reynolds to develop a major exhibit hall at NMAH honoring American achievers. The donor's contract stipulated that of the fifteen American achievers represented in the exhibit, the Reynolds Foundation would select ten and Smithsonian Institution would select five. In various interviews Reynolds suggested names of individuals she would consider for the exhibition, including Oprah Winfrey, Martha Stewart, Dorothy Hamill, and Sam Donaldson.

In its letter of 7 June to the Smithsonian Board of Regents, the OAH executive board called on the regents to reconsider their agreement with Reynolds saying that it was troubled by recent reports from Smithsonian staff, the media, and other observers about the role of private donors in shaping the exhibits at NMAH. These reports, said the board, "suggest that the Smithsonian may be taking steps that will erode its legislative mandate, its high professional standards, and ultimately the public trust." The board urged that "any Hall of Fame exhibit be provided a historical context in keeping with the mission of the NMAH."

OAH also reasserted the History Exhibit Standards that it approved in April 2000. These standards, which have been adopted by other major historical organizations as well, "highlight the crucial role of professional historians and other expert museum staff in warranting the historical and intellectual integrity of material presented in exhibits." The letter concluded by stressing the NMAH's obligation to uphold these exhibit standards. "It is the responsibility of trained museum staff to ensure that the exhibit meets the highest scholarly criteria, represents competing points of view, and reflects the diversity of the community that the museum serves."

Following OAH's lead, a number of other historical and museum organizations (including the National Council on Public History,

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OAH Cosponsors TALKING HISTORY Radio Show

At its April meeting, the OAH Executive Board voted to have the OAH cosponsor—along with Creighton University—the weekly public radio program, TALKING HISTORY.

TALKING HISTORY has been aired nationally on public radio for three years and has been heard on stations from California to

New York, Florida to Nebraska, and points in between. Its host is Bryan Le Beau, professor of history at Creighton University, and it originates from KIOS-FM in Omaha, Nebraska. The show is available to public radio stations free of charge via the Public Radio Satellite System.

TALKING HISTORY consists of several segments, including "This Week in History," "His-

ry in the News," "Historic Site of the Week," and "Coming Attractions," but the principal segments are the weekly interview and op-ed. The weekly interview features leading historians from around the world talking

sible and entertaining manner. TALKING HISTORY has featured such historians as Jesse Lemisch, James Axtell, Richard Slotkin, Ira Berlin, Douglas Brinkley, David Noble, Lance Banning, Eric Foner, Stanley Kutler, John Hope

Franklin, Pauline Maier, John Lewis Gaddis, William Leuchtenburg, Stephen Ambrose, Joseph Ellis, and many more.

Please visit the TALKING HISTORY website at <<http://cuwebradio.creighton.edu/history/>>.

TALKING HISTORY is a time-tested, excellent program, to which the OAH is pleased to commit its support. It demonstrates the organization's commitment to historical literacy by extending the expertise of the

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The Declaration of Independence Project

Some of the biggest names in Hollywood including Michael Douglas, Whoopi Goldberg, and Mel Gibson recently took part in festivities kicking off the Declaration of Independence (DOI) Project in Philadelphia. The DOI began last summer when TV Producer Norman Lear and Internet pioneer David Hayden purchased for \$8.14 million a recently discovered copy of the Declaration of Independence produced by Philadelphia printer John Dunlap on the night of 4 July 1776. Dunlap printed two hundred broadsides of the Declaration on large sheets that were circulated through the newly independent states to be posted in public. Twenty-four known copies are held by museums or in private collections. Lear's copy, the twenty-fifth, will tour the nation over the next three years as part of the DOI Project. The project's goal is to raise civic consciousness in America, especially among the younger generation, by getting citizens engaged in community life and ultimately taking part in the political process through voting. Wherever the



Governor Tom Ridge (PA), Norman Lear, and Morgan Freeman (seated L to R) listen to Rob Reiner this July at activities at the Jefferson Memorial in Washington, D.C., kicking off the Declaration of Independence tour of the country.

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INSIDE: Special OAH Lectureship Section Featuring 25 New Speakers

Join the Organization of American Historians

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Individual members in the following categories receive four issues each of the *Journal of American History* and the *OAH Newsletter* as well as a copy of the Annual Meeting Program. Member rates are based on annual income.

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Board composition updated 1 May 2001

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Why Are Academics Ducking the Ellis Case?

Elliott J. Gorn

I've had lots of conversations about Joseph J. Ellis with colleagues this summer, and there's been something a little odd about these discussions.

Ellis, for those who missed the story, is a historian at Mount Holyoke College, a gifted teacher and senior professor whose books on the American colonial era won a Pulitzer Prize and a National Book Award. But last month, *The Boston Globe* disclosed that Ellis had fabricated some of his own personal history. More precisely, while teaching about the 1960's, he claimed to have been a civil rights worker in Mississippi, to have served as a platoon leader in Vietnam, and to have joined the antiwar movement when he returned home.

Not true. Ellis never served in Vietnam, and his ties to both the civil-rights and the antiwar movements are dubious. Shortly after the *Globe* story appeared, he apologized to his students and colleagues for distorting his past.

Newspapers and magazines quickly picked up the story, and op-ed pieces and letters to the editor flew thick and fast. Vietnam veterans were outraged by Ellis's charade, as were, I imagine, those who had worked in places like Selma and Biloxi. Mount Holyoke's administration at first expressed unqualified support for Ellis, then qualified it.

But what about faculty members, and historians in particular? Maybe the summer dulls our senses. Who, after all, wants to think about teaching and conflicts over classroom ethics during these precious months when we try to recharge our intellectual batteries and do our research? For whatever reason, I detect a lot of evasion in conversations on this issue. Yes, academics are interested in the case, and they are certainly happy to gossip over it. But I have heard more embarrassed tittering than strong opinions as to what all this means for our profession.

I must admit that the story failed to engage me at first. But after I read the initial reports, one remark kept running through my mind. Were Ellis's actions, an unidentified historian was quoted as asking, so unusual? Have we not all lied at times—for professional advancement, or even for grubbier gain?

Certainly, lying about the past—both one's own and the country's—has become part of the national culture. During the lives of Ellis's students, U.S. presidents have routinely lied—about abuses of domestic surveillance, about their war records, about illegal covert engagements overseas, about their own problems with substance abuse and marital infidelity. Under the guise of spin control in politics and public relations in business, university-trained spokesmen have transformed untruths and half-truths into pleasant fabrications. Institutions of higher learning themselves have not been immune. Show me a university-relations office dedicated to open and accurate reporting on date rape or the growing use of adjunct faculty members, and I'll show you an office looking for a new head.

Still, the question of whether we have all lied disturbs me. The more I think about it, the more my answer is no—at least so far as deliberate lying in the classroom is concerned.

Every teacher knows that some complex issues need to be oversimplified so that students can grasp them. More, we all remember times at the lectern when we confidently held forth on a subject even as we second-guessed ourselves—our inner voices (too often forgotten by the end of the lecture hour) asking, "Are you sure of that?" Professors may strike exaggerated poses and take extreme rhetorical positions for the sake of making a point, stirring controversy, or highlighting an issue. Good teaching requires more than just giving information; there must be spontaneity, contingency, drama.

That's part of the reason, I think, why many of the professors I've spoken with feel sympathy for Ellis: They're afraid they may not be so different. That strikes me as wrongheaded.

Even in our postmodern age, we draw distinctions between how we remember, convey, or interpret facts and the facts themselves. One was either in Vietnam or not, in Mississippi or not. To lie to our students about ourselves, regardless of motive, is to patronize them, to not trust them, to fail them utterly by putting our own needs—for approval, for popularity, for control over the classroom—over their rightful claim to honesty. Teachers who make mistakes still deserve trust; teachers who knowingly deceive students do not.

That is not to say that personal revelations have no place in teaching. When I get to Vietnam in my U.S.-history survey classes, I tell my students that I believed the war was wrong when I started college in 1969, and that I had decided I would not fight overseas. But I also tell them that I had a nice, comfortable college deferment, which kept me from testing my courage; that most Americans were not so privileged; and that I cannot say for sure what I would have done had I not been so lucky. Mostly, I tell my students that I tried to avoid thinking about my day of reckoning (it never came). I do all of that to illustrate not only how difficult personal decisions can be in the context of great public events, but also to show how sometimes no decision is a decision, because my college deferment meant that someone else would go to Vietnam. Real moral courage, in other words, is tougher than it looks.

I have focused on teaching here, but I'm concerned, too, with how Ellis's scholarship comes into this discussion. Did his tendency to make up stories in class, people ask, extend to his writing? Ellis's success as a scholar makes the problem a titillating one, but the issue strikes me as another evasion. If, on closer inspection, his publications turn out to be less solid than they first appeared—indeed, if there are real questions about their veracity—is it only then that his fellow professors will become upset? Conversely, if Ellis's books are found to be scrupulously researched, will we dismiss the whole affair as a mere June storm before our quiet and well-earned summer? Either way, the message seems to be that lying to students is less blameworthy than lying in print; that publications are our gods.

Perhaps I make too much of the Ellis case, but I fear that it reveals a great deal about our profession, and the picture is a disturbing one. To treat lying in the classroom as less than a severe breach of trust not only bespeaks moral fuzziness, but also implies a loss of purpose in what we do. Let the spin doctors be merely convincing; leave it to the public-relations profession to manufacture pleasing falsehoods. The classroom may not be the place where we uncover "Truth," but it is where teachers and students seek truths.

Beyond the ethical issues lies a serious challenge

to the historian's craft, for the foundation of our narratives, the bedrock of our interpretations, are the facts we uncover in primary documents. Put another way, it is not only our skill at interpreting historical sources, but also our integrity in presenting them—with all of their contradictions and complexity—that authorizes us to bear witness to the past. It erodes the ability of all historians to speak with authority if some of us play fast and loose with facts while the rest of us make no comment about it.

For all of these reasons, I am perplexed by the lack of outrage over the Ellis case. Admittedly, situations like this must be handled with care by the college involved. No one should rush to judgment. Still, much is at stake: How the public perceives college faculties; our definition of proper professional conduct; the limits of freedom in the classroom; how we define our mission as faculty members; our claim to speak and write about the past with legitimacy. Professional groups like the American Historical Association and the Organization of American Historians should take a fresh look at the issue of breaches of classroom ethics and ask at what point censuring, even de-tenuring become appropriate options. And the public needs to hear us voicing our concerns. □

Elliott J. Gorn is a professor of history at Purdue University. His most recent book is Mother Jones: The Most Dangerous Woman in America (Hill and Wang, 2001). Reprinted with permission of the author from The Chronicle of Higher Education, 20 July 2001.



Institute Postdoctoral NEH Fellowship 2002 - 2004

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2002. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

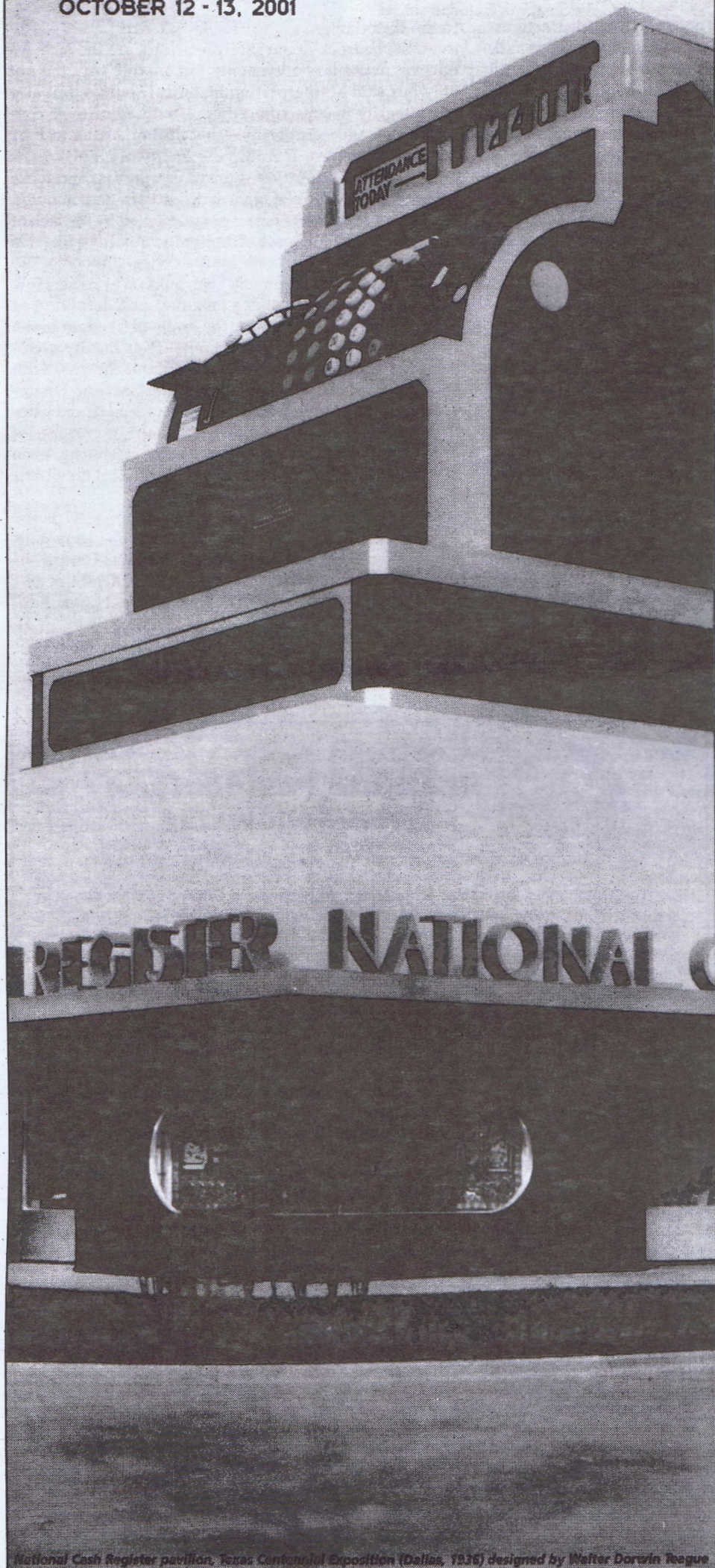
Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$40,000, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg. For the calendar year 2003 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

The award is open to all eligible persons equally. Foreign nationals must have lived in the United States for the three years immediately preceding the date of the fellowship award in order to receive NEH funding. The College of William and Mary is an Equal Opportunity/Affirmative Action university. Members of under-represented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Further information and application forms may be obtained by writing to Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/fello.html>. Application deadline is November 1, 2001.

COMMODIFYING EVERYTHING: CONSUMPTION AND CAPITALIST ENTERPRISE

A CONFERENCE AT THE
HAGLEY MUSEUM AND LIBRARY
WILMINGTON, DELAWARE
OCTOBER 12 - 13, 2001



National Cash Register pavilion, Texas Centennial Exposition (Dallas, 1936) designed by Walter Dorwin Teague

CONFERENCE SESSIONS

MEDICINE AND HEALTHCARE

- Nancy Tones, State University of New York-Stony Brook
"Merchants of Health: American Medicine and the Rise of Modern Consumer Culture, 1900-1940"
- JoAnne Brown, Dickinson College
"Any Unlooked-for Calamity: Social Advertisement and Hygienic Militarism in the Progressive Public Health Movement"
- Barbara Mann Wall, Purdue University
"Health Care as Product: Catholic Sisters Confront Charity and the Hospital Marketplace, 1865-1925"
- Elizabeth Ann Danto, Hunter College
"Mental Health as Privilege: How Psychoanalysis Became an Elite Commodity in the United States"

THIS IS FOR SALE?

- Helen Sheumaker, University of Houston
"The Commodity of Self: Nineteenth-Century Human Hair Work"
- Katherine Grier, University of South Carolina
"Buying Your Friends: the Pet Business and American Consumer Culture"
- Jarne Hessenbruch, Dibner Institute, Massachusetts Institute of Technology
"Commodifying Radium: Pure Science Meets the Market"

COMMODIFICATION AND IDENTITY

- Karl Gerth, University of South Carolina
"Commodifying Chinese Anti-Imperialism: Wu Yunchu and the Flavor of Patriotic Production"
- Albert Churella, Southern Polytechnic State University
"Real Indians Don't Gamble: Gaming, Tourism, and the Commodification of Native American Culture in the Southwest"
- Cristina Grasseni, University of Milan
"Packaging Skills: Calibrating Italian Cheese to the Global Market"

SACRED MATERIAL CULTURE

- Anne Hardgrove, University of Texas-San Antonio
"How Pure Does a Commodity Need to be? Ghee Adulteration in Calcutta, c. 1917"
- John M. Giggie, University of Texas-San Antonio
"Preachers and Peddlers of God: Black Ministers and the Selling of African American Religion in the Postbellum South"
- Brent W. Tharp, Georgia Southern University Museum
"Preserving Their Form and Features: The Commodification of Coffins in the American Understanding of Death"

COMMODIFYING IDEOLOGY

- Andrew Fisher, University of California-San Diego
"Saints' Days and Fiscal Responsibility: The State and the Rationalization of Village Expenses and Property in Colonial Mexico"
- Michael Prokopow, Simon Fraser University
"Ideas at the Table: Pottery, Portraits, and the Commodification of Ideology in Britain and America, 1760-1770"
- Stephanie M. Oxendale, Indiana State University
"Just My Cup of Tea! Commodity as Identity/Identity as Commodity in the Promotion of 'Englishness' Overseas in the Twentieth Century"

All sessions will take place in the Soda House of the Hagley Museum and Library in Wilmington, Delaware. Registration is free, but there will be a charge for lunch and dinner served at the conference. Discounted lodging will be available at the Best Western Brandywine Inn nearby. For more information contact the Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington DE 19807-0630, 302-658-2400, view our website at www.hagley.org/center.html, or email Carol Lockman at crl@udel.edu.

The Hagley Museum and Library contains one of the leading collections of research materials on the history of business and technology in the United States, with 30,000 linear feet of manuscript material, 200,000 printed sources, and more than one million photographs. With the records of more than 1,000 firms and trade associations, our most recent acquisitions include significant elements of the Raymond Loewy archives and the corporate records of Avon Products, Inc. and the Seagram Company Ltd.

We invite scholars to apply for a Hagley fellowship that supports research in our collections. Usually thirty grants are awarded annually, with application deadlines of March 31, June 30, and October 31.

More information on our research collections and fellowship program can be found at www.hagley.org/center.html, or by contacting us at the address above.

An Interview with Bruce Craig

Bryan Le Beau

As part of our continuing series of interviews with historians, Bryan Le Beau spoke with Bruce Craig, Director of the National Coordinating Committee for the Promotion of History (NCC), about the challenges of lobbying on Capitol Hill on behalf of historians and the history profession.

Bryan Le Beau (BL): When was the NCC created and why?

Bruce Craig (BC): The NCC has been in existence for about twenty years, and is designed to be the voice on Capitol Hill for the historical and archival community. It developed during the time period when there was considerable concern about the future of jobs for historians and archivists. The organization has evolved over time to focus on a variety of different issues of interest to the historical community, including specific pieces of legislation as well as appropriations for a variety of federal agencies like the National Archives, the National Park Service, the Smithsonian, and, most recently, the Department of Education.

BL: So you're a voice for these groups, but you also gather information and keep us in the profession informed as to what's going on?

BC: Yes. I spend a large part of my time culling through dozens of newsletters and newspapers. Through the weekly *NCC Washington Update* I try to keep the profession informed about the issues that touch upon history and archives.

BL: Let's go back and talk a little bit about your educational background and previous work experience.

BC: I have a bachelor of arts in history and archeology from California State University, Northridge. I went to UC, Santa Barbara, where I was a member of the first class of public historical studies under Robert Kelly, and that's where I did my master's work. After a ten or fifteen year hiatus of work in the "real world," I started on my doctorate at American University, where I studied the history of espionage. I finished my dissertation in 1999. In terms of my work experience, I actually began work as an intern at the National Archives in Laguna Niguel, where I had exposure to a number of different collections. One of them was the International Boundary Water Commission. I worked on a preliminary inventory for that collection. I also did some work on District Court and Presidential records. In 1976 I went to work for the National Park Service as a ranger interpreter. I served as a park ranger historian at the Boston National Historical Park, and then went to Channel Islands National Park in California, where I served as chief of interpretation. While at Channel Islands, I won the Freeman Tilden Award for Outstanding National Park Interpretation, and as a result of winning that national award, the Park Service sent me to Harper's Ferry to teach at the Mather Training Center. I taught there for four or five years. After a decade of service with the federal government, I decided that I did not want to work for the federal government my entire career. The opportunity came up to take a position with an advocacy organization called the National Parks and Conservation Association in Washington, DC. I became the Cultural Resources Coordinator for the organization, which is where I received my initial training and exposure to lobbying. I later served as that organization's first regional director for the northeast region and then Director of Federal Activities—where I supervised the organization's lobbyists. From there I became Executive Director of a group called the Conference of National Park Cooperating Associations, which is the umbrella group for the nonprofit groups and friends organizations that sell books and interpretive publications in national parks and forests and other federal land management agency visitors' centers. I did that for a couple of years and then served as

Executive Director of a land conservancy called the National Park Trust. I worked as a history consultant for about a year or two and briefly returned to the Park Service at Gettysburg National Military Park. Then I got a phone call from Page Putnam Miller, and she wondered whether or not I had an interest in leaving the Park Service yet again to work with the National Coordinating Committee. I thought about it for a little bit of time, and then threw my hat in the ring and ultimately was selected for the position and started in May of last year. So I've been here now for about a year.

BL: What appears to tie all of these various jobs together is an interest in public history.

BC: Yes. Bob Kelly started the public history program, and my interest had always been in the practice of history in the nonacademic sector. That's not to say that I haven't done teaching on the side, which I have. I taught at Ventura College and at Shepherd College in West Virginia, and I am currently working on a history and policy course for American University as well. I certainly think that practitioners of public history have an obligation to pass their skills and knowledge on to students. But it is definitely a separate career line in terms of doing public history versus working in the academic sphere. They're both rewarding, but I find that public history satisfies a particular internal need for me.

BL: Okay, how do you do your job? Take us through a typical day in your life at the NCC.

BC: Well, on a typical day I arrive at the office and find a number of messages on my phone that have to be responded to. I do try to return all my phone messages within the day. I download all my e-mail, which is usually thirty to fifty messages a day. They include requests for specific documents, or information, usually that is discussed in the *NCC Washington Update*. I then spend probably about half of my day researching and writing the *Update*, as well as pulling together materials relating to columns for different publications. In addition to the *NCC Update*, I write a column for the *OAH Newsletter*, the *AHA's Perspectives*, the *SAA newsletter*, and I occasionally get requests for other articles to be done as well. A good portion of my typical week is spent sitting at a computer culling through information and writing. Every once in awhile, I am called upon to draft a piece of legislation or comment on legislation. I've appeared a couple of times before a variety of congressional committees to provide comments on behalf of the profession relating to appropriations or authorizing legislation. I must say, also, a good percentage of the time I'm basically doing advocacy work behind the scenes. Washington tends to be more a city of conversation than a city of reading.

BL: With all of the issues you face each day, do you have to be selective in what you choose to pursue?

BC: Yes, it is a small office, and time is limited. Every once in awhile, given the nature of Capitol Hill, there will be an issue that is totally unexpected that we have to deal with. I probably spend twenty to thirty percent of my time working on those issues—new issues, crisis issues, or emergency issues—where something has developed that cannot be anticipated. So it's a matter of moving, deviating from the established work plan in order to be flexible and meet the changing and emerging needs that seem to emerge from the profession.

BL: What are the easiest causes to deal with on Capitol Hill, and what are the most difficult causes?

BC: It varies from Congress to Congress. There are some issues that a large number of people work on over a long period of time. An example would be the budget for the National Historical Publications and Records Commission, the NHPRC. This is an organization this year, for example, that has an authorization for a budget of about ten million dollars. Last year they received an appropriation of about six million dollars, but this year the Bush administration is proposing about a thirty-one percent cut. Here, you're dealing with an issue where you're just seeking a couple of million dollars for a very small, innocuous, but important agency—where viewed from the total budget of trillions of dollars. On the other hand, Senator Byrd, Chairman of the Appropriations Committee, can set aside fifty to a hundred million dollars for history education with a minimum amount of advocacy and lobbying on our part. For example, the fifty million dollars for the teaching American history grants that came through last year was largely the result of just a handful of conversations and a couple of meetings with Senator Byrd's key staffers and people on the Appropriations Committee. So there is not necessarily a direct correlation between the amount of time that is spent on an issue and the amount of money that is generated as a result of those efforts. Appropriations is one of the things, though, that usually does take a tremendous amount of time to work, particularly when you're dealing with a number of different agencies. I follow four or five different agencies that have impact on the work of historians, curators, and archivists.

BL: Talking about history education is probably something that pushes the buttons of many people on Capitol Hill, but let's say you walk in one morning, and you pick up the phone, and there's a controversy at the National Museum of American History over an exhibit. Do you cringe when you hear this—sensing that you are going to have your head handed to you when you go up to Capitol Hill?

BC: Well, the Smithsonian is a very good example, I think, of the type of unanticipated action that emerges from time to time. We were certainly aware, for example, that Secretary Lawrence Small had plans for reorganizing parts of the Smithsonian. We were not aware of the degree of that reorganization. Then, when a number of those very large donations started to come in, it became very clear that the reorganization was somewhat tied to the Institution's revenue flow and that the future of that museum, in terms of the layout and plan, was tied to some overarching desires by the people in the main castle who want to be responsive to potential donors. I think that has turned around now with respect to the Behring and the Reynolds gifts, which are the two most controversial elements. Certainly I would be hard pressed to say that the press is not aware of what's going on with the Smithsonian in terms of those gifts.

BL: One way of looking at the Enola Gay exhibit and other similar problems that have developed in the museums, is the level of disconnect between the profession and the public. Do you find the same level or the same type of disconnect on Capitol Hill? Do you see congressmen, for example, responding from two different directions when they're talking about the public view of history versus that of the profession?

BC: I think there's a variety of different views. What

Washington tends to be more a city of conversation than a city of reading.

▼ Craig / From 5

I have found is that members of Congress and their staffs are very appreciative of the information that can be provided from the professional historical organizations and professional historians. For example, if there is a bill that is being considered dealing with, let's say, a Cold War theme study—where Congress is trying to put together legislation that will allow for a study of Cold War sites—they welcome input from historians, because they are the experts. They can provide the necessary insight as to which sites ought to be considered. On other issues, Congress is not so much interested in historians' views, or if they are interested, they simply take them into account but don't follow up on every recommendation. Interestingly enough, there is quite a number of history majors who work on Capitol Hill. They work in congressional offices, and I find a particular affinity for those who are familiar with history and know what it is that we're actually doing.

BL: You've written at some length on, and had some concern with, declassification policies.

BC: Declassification is a potential issue for the future. There have been a couple of declassification horror stories that we're trying to get a handle on right now and to see what the larger ramifications are. But it appears that the Bush administration is not going to be as strong an advocate for declassification as the Clinton administration. One of the issues that we would be very concerned about, of course, is if there was any attempt to make major changes to the Executive Order that President Clinton put into place in terms of declassification. Right now that does not seem to be the case, and agencies are moving forward with declassification, however slowly.

BL: Are there any other issues that you see on the horizon, with which we should be concerned?

BC: Well, I certainly think that the defection of Senator Jeffords is going to change the nature of how Congress works for the rest of this congressional session. In light of the Senate being controlled by the Democrats, the appropriations for different historical organizations, entities, and functions is likely to be far better than it would have been if the Republicans were in control of the Senate. I think there's going to be a handful of legislative initiatives that are going to be introduced for the creation of a couple of new historical areas in the National Park Service—the Steel Industry National Historical Park, for example, and the Abel and Mary Nicholson House, (a historic site associated with the Quaker settlement in the United States). A couple of other issues that we're going to watch is the Historian of the House position and the History of the House Project. Those are two things that Congress initiated last year and appear to be moving forward. But I'd say that probably most of my time, in terms of legislative activities, is going to be focusing on the educational initiatives, appropriations initiatives, and some of the specific matters dealing with freedom of information and copyright. □

Bryan Le Beau holds the John C. Kenefick Faculty Chair in the Humanities at Creighton University. He is also the host of the public radio program, Talking History.

OAH Annual Meetings

• WASHINGTON, D.C.
11-14 April 2002
Renaissance Hotel

• MEMPHIS, TENNESSEE
3-6 April 2003
*Memphis Cook
Convention Center*

• BOSTON, MASSACHUSETTS
25-28 March 2004
Marriott Copley Place

www.oah.org/meetings

▼ Smithsonian / From 1

American Historical Association, American Association for State and Local History, and American Studies Association) sent letters to the Smithsonian expressing similar concerns. Although the Regents never responded to the OAH letter, NMAH director Spencer Crew, National Portrait Gallery Director Marc Pachter, and Smithsonian Director of Operations James Bruns replied. Crew and Pachter assured OAH "that we and our colleagues at the Smithsonian enthusiastically embrace the History Exhibit Standards adopted by OAH. . . . We can say without reservation that the exhibition and programs undertaken by our museums in conjunction with this gift will conform to those standards." Although Bruns criticized OAH for relying on media accounts and the testimony of unidentified NMAH staff, he assured OAH members that "the Smithsonian has every intention of adhering to the highest standards of scholarship and intellectual integrity in the development of its 'Spirit of Achievement' exhibition. The exhibition standards adopted by your organization's executive board in April 2000 will be among the guidelines that are used by the staff in the creation of an accurate, professional exhibition."

The Smithsonian Institution has now gone on record that it supports the History Exhibit Standards. It is up to professional historians and museum curators to ensure that those standards are observed during the exhibition's development. For the full text of the OAH letter to the Smithsonian Board of Regents and the replies of Crew, Pachter, and Bruns, point your browser to <<http://www.oah.org/announce/smithsonian/release.html>>. □

▼ Talking History / From 1

historical profession to the public. "The program," according to OAH executive director Lee Formwalt, "helps OAH further its mission to promote 'the widest possible access to historical sources and scholarship, and the widest possible discussion of historical questions and controversies.'"

The OAH wants to air TALKING HISTORY on as many public radio stations as possible. You can help us by contacting your local public radio station and urging them to pick up TALKING HISTORY, if they have not already done so. Program managers should know how to access the program, but if they need further information, have them contact: Bryan Le Beau, TALKING HISTORY, c/o Department of History, Creighton University, Omaha, NE 68178; (402) 280-2652; <blbeau@creighton.edu>.

Members are also urged to visit "Talking History Aural History Productions," a website available at <<http://www.talkinghistory.org/>>. Based at the University of Albany, State University of New York, this project is an instructional center that provides teachers, students, researchers, and the general public with an outstanding collection of audio documentaries, speeches, debates, oral histories, archival audio sources, and more.

Finally, Bryan Le Beau would like to invite members of the OAH to get involved with TALKING HISTORY. He is always looking for new ideas for interviews and op-eds, books that would appeal to a general audience, and even contributors who have experience in radio. If you are interested, contact Le Beau at the address above. □

▼ Declaration / From 1

Declaration travels, it will be accompanied by an exhibit that not only sets the document in its historic context, but also traces its impact on human rights struggles through time and around the world.

The Organization of American Historians has been invited to be a partner in the project along with the National Council for the Social Studies, National Council for History Education, the National Endowment for the Humanities, National Archives, the Smithsonian Institution, and several dozen other national history, education, and civic organizations. Executive Director Lee Formwalt represented OAH at the DOI Project kickoff and press conference at the Jefferson Memorial on 3 July. The following day in Philadelphia, a host of Lear's celebrity friends proclaimed the Declaration of Independence in an evening concert on the steps of the Philadelphia Museum of Art. Actors including Winona Ryder, Kevin Spacey, Morgan Freeman, Kathy Bates, Edward Norton, Benicio Del Toro, and Ming-Na joined Douglas, Goldberg, and Gibson in a reading of the Declaration to a cheering crowd of more than one million people.

Lear's copy of the Declaration will next be displayed at the Ronald Reagan Presidential Library and eventually in each of the ten presidential libraries. It will also appear at the 2002 Winter Olympics Cultural Olympiad in Salt Lake City and at the main event, a day-long civic celebration on 4 July 2003, in New York City's Central Park. The main event is designed to be the "great Anniversary Festival" proposed for succeeding generations by John Adams in 1776, celebrated with "pomp and parades, shows, games, sports, guns, bells, bonfires, and illuminations." The New York City celebration will launch the second national tour of the Declaration that will last until the November 2004 election.

In Washington, Norman Lear thanked OAH members David McCullough and Daniel P. Jordan for their advice and consultation on the first stage of the project. Other OAH members will no doubt be consulted in the coming years for this national public history effort. With the already monumental support for the project from a wide variety of groups, the Declaration will undoubtedly continue, as Abraham Lincoln noted, to "give liberty not alone to people of this country, but hope to all the world, for all future time." □

THE LIBRARY COMPANY OF PHILADELPHIA
PROGRAM IN EARLY AMERICAN ECONOMY AND SOCIETY
2001 ARTICLE PRIZES

The Program in Early American Economy and Society will make its annual award(s) to recognize the best journal article or articles published in 2001 relating to an aspect of early American economic history, broadly defined, to about 1850. The awards committee welcomes submissions in such fields as the history of commerce, business, finance, agriculture, manufacturing, technology, labor, and economic policy. The author(s) of the winning article(s) will each receive \$1,000. Nominations for the award should be made by someone other than the author; complete entries consist of three copies of the article and a nominating letter explaining its importance to the field of early American economic history.

SUBMISSION DEADLINE IS MARCH 15, 2002. Please send all materials to PEAES, The Library Company of Philadelphia, 1314 Locust Street, Philadelphia, PA 19107. Questions may be directed to Cathy Matson, Director of PEAES, at cmatson@udel.edu. For information about the Program in Early American Economy and Society, please visit the PEAES links on the Library Company's web page: www.librarycompany.org.

From the Archivist of the United States

Presidential Papers and the NARA

John W. Carlin



Carlin

The White House records of the Office of the President of the United States represent some of the highest-level records that we receive, preserve, and make available to the public at the National Archives and Records Administration.

Currently, we are opening the records of the Presidency of Ronald Reagan (1981-89), and I want to explain some of the laws, regulations, and procedures involved in this effort.

Many of the issues and situations these records describe are still ongoing, and thus there is keen interest in them on the part of historians, journalists, lawyers, members of Congress, students, and others—all of them seeking to discover the inner workings of the Executive Office of the President in the not-too-distant past.

The records of former President Reagan are the first Presidential records to be governed by the Presidential Records Act (PRA) of 1978. The PRA, enacted in the aftermath of the post-Watergate controversy over the ownership of the Presidential records of Richard M. Nixon, establishes the general process for opening the official records of Presidents and Vice Presidents that were created on or after 20 January 1981.

The 1978 law specified that all official Presidential and Vice Presidential records created after that date are the property of the Federal Government. And it stated that after the President's term, the records would be transferred to the custody of the Archivist of the United States and would begin to be made public five years after that President left office.

Presidents who served before 1981, except for President Nixon, were free to limit access to any and all of their White House papers, because their papers were considered their personal property. However, all of them since Herbert Hoover, except Nixon, have donated those papers to the Federal Government with very few restrictions, except for records dealing with national security, personal materials, and materials that would be embarrassing to other individuals or otherwise invade personal privacy. These records are preserved and made accessible in Presidential libraries run by NARA. President Nixon's records are in the National Archives at College Park.

The PRA also establishes a process for access to the records of Presidents from Ronald Reagan onwards. It allows public access to the records beginning five years after the President leaves office, but permits the former President and the Vice President to invoke up to six specific restrictions to public access for up to twelve years.

For the first five years after the President leaves office, his records are generally exempt from public access of any kind, including the Freedom of Information Act (FOIA). During this period, only Congress, the courts, and the incumbent and former Presidents may have access.

For the next seven years, anyone can request access to Presidential records through the Freedom of In-

formation Act (FOIA), but various exemptions under the PRA and FOIA still apply. The PRA exemptions include national security information that is properly classified; information about appointees to Federal office; information specifically exempt from disclosure by law; trade secrets and confidential business information; confidential communications requesting or submitting advice between the President and his advisors or between such advisors; and information which, if disclosed, would cause a clearly unwarranted invasion of personal privacy. These exemptions are imposed by the Archivist, following a thirty-day review by both the former and current Presidents.

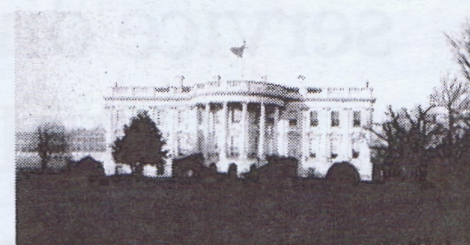
After twelve years, the PRA exemptions no longer apply. Only the FOIA exemptions apply at that point, except one: there is no longer an automatic statutory exemption to withhold communications between the President and his advisors and among the advisors themselves or any other deliberative records. However, even after twelve years, both the former and current Presidents still review Presidential records prior to release to consider whether to assert the privilege that covers communications between the President and his advisors and among the advisors themselves, or any other deliberative records. Executive Order 12667, issued by President Reagan in January 1989, establishes the procedures for notifying the former and incumbent Presidents and for asserting that privilege against the release of Presidential records.

So far, the Ronald Reagan Presidential Library in Simi Valley, CA, has released approximately 4.5 million pages out of the roughly 43.8 million pages at the library. Those 4.5 million pages were released during the past twelve years, mostly in response to FOIA requests from researchers. 113,200 pages have been withheld under the exemptions allowed by FOIA or the PRA.

Earlier this year, NARA provided thirty-day notifications to the White House and to the Office of President Reagan for some 68,000 pages of Reagan records that had been withheld during the first twelve years after the Reagan Presidency because they concerned confidential advice. However, because this was the first time that Presidential records containing confidential advice could no longer be restricted under the PRA, the White House extended the thirty-day time period so that it could conduct a thorough legal review of the PRA and consider its long-term implications on the deliberative process for the Presidency and the Executive Branch. President Bush's White House Counsel, Alberto Gonzales, first extended the time period until 21 June, and then further extended it until 31 August.

While the Administration is reviewing this issue, other Presidential records from the Reagan Library, which do not concern confidential advice, have continued to be opened. So far this year, more than 36,000 pages have been released following notice to the White House and the Office of President Reagan. We anticipate additional openings in the near future, and are continuing to process the millions of records remaining to be opened at the Reagan Library, the Bush Library, and the future Clinton Library. □

Neil W. Horstman Named President of the White House Historical Association



The White House Historical Association Board of Directors announced the appointment of Neil W. Horstman as president of the association. Mr. Horstman has served as executive vice president since 1994.

"After forty years the White House Historical Association is revising its executive structure because of maturing responsibility," said Hugh Sidey, chairman of the association. "The association began with a few staff members and no visible means of support. Today it is a multi-faceted institution with a professional staff of twenty five involved not only in supporting efforts to keep the White House authentic and polished but also in a wide range of educational programs about the great events in its 200-year history. The appointment of Neil Horstman gives the association a strong executive operating center."

Mr. Horstman has focused his career on helping communities and historic sites manage and achieve their preservation goals. Before entering the field in 1976, Mr. Horstman held several positions in city and regional planning. He has directed private preservation organizations in Louisville, Kentucky, Kansas City, Missouri, and Savannah, Georgia. From 1987 to 1994, he was Resident Director of the Mount Vernon Ladies' Association, the owner and steward of Mount Vernon, George Washington's home, since 1853.

The White House Historical Association, a non-profit organization founded in 1961, publishes educational materials on White House history, supports ongoing scholarship, sponsors national education programs, and financially supports the conservation of the public rooms of the White House and its incomparable collection of fine and decorative arts. Since its founding, the association has contributed more than \$18 million for the preservation of the White House. □

Please join us in thanking the following individuals for their service on OAH committees and boards

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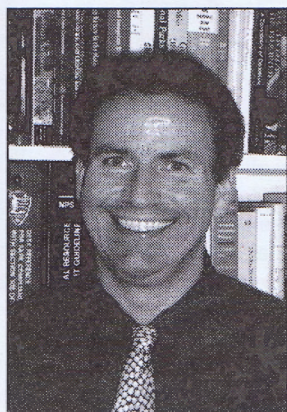
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News from the NCC

Capitol Commentary

Bruce Craig, Director of the National Coordinating Committee for the Promotion of History



Craig

Jeffords Defection Gives Democrats Control of the Senate

When Republican Senator James M. Jeffords (R-VT) left the Republican party to become an independent, control of the Senate fell to the Democrats for the first time since 1994. As the new majority party, the Democrats now control the flow of legislation in committee and on the Senate floor. South Dakota Senator Tom Daschle (D-SD) dis-

places Senator Trent Lott (R-MS) as the new Majority Leader. Every current Republican committee and subcommittee chair was replaced. History champion Senator Robert Byrd (D-WV) became chairman of the powerful Appropriations Committee.

\$100 Million Amendment for History Grants in Senate Version of Education Bill

On 10 May 2001, the Senate approved Senator Byrd's amendment to the Senate version of the Elementary and Secondary Education Act authorizing \$100 million for history education in FY-2002. Byrd wants to continue his American History initiative for at least another year (currently, a \$50 million history education grant program, sponsored by Senator Byrd, is being administered by the Department of Education). While the language of the Senate bill authorizes the appropriation of funds for Teaching American History grants, the House version of the education bill does not contain similar language. In fact, some House Republicans have vowed to strip the Senate bill of various expensive Democratic amendments when the two education bills are conferenced and reconciled. However, because of Byrd's influential position on the Senate Appropriations Committee, it's likely the current grant program will be expanded.

House/Senate Pass Interior Appropriations Bills which includes increases for NEH, NEA

Both Houses of Congress have now passed different versions of FY-2002 Interior Appropriations bills (H.R. 2217). On 21 June 2001, by a vote of 221 to 193, the House approved a \$15 million floor amendment that resulted in a modest \$3 million increase for the National Endowment for the Humanities (NEH), an additional \$10 million for the National Endowment for the Arts (NEA), and \$2 million more for the Institute of Museum and Library Service (IMLS). In making these budget adjustments, sponsors believe there is a need to create greater parity between the budgets for the NEA and NEH (hence, the more significant increase for the NEA). As approved by the House, funding for the NEH is pegged at \$123.5 million, \$115.2 million for the NEA, and \$126.9 million for the IMLS.

On 28 June 2001, the Senate Appropriations Committee marked up its version of the FY-02 Interior Appropriations bill. NEH received an increase of \$2 million over the House passed measure of \$3 million thereby bringing the NEH budget line to \$125.5 million. The \$5 million total increase would be allocated as follows:

- Federal/state partnership \$1.5 million
- Preservation \$.5 million
- Public Programs \$1.0 million
- Research \$1.0 million

- Education \$1.0 million

The \$10 million increase provided by the House for NEA as well as the \$2 million increase for the IMLS (a total of \$26.9 million) were both left undisturbed, meaning that these items will not be conferenceable and therefore not vulnerable to further attempts by House conservatives to reduce funding for these entities.

The Historic Preservation Fund, however, lost ground: \$39 million for the States (\$7.4 million below this year's funding level), \$3 million for tribal governments (\$2 million less than this year's funding level), \$30 million for the Save America's Treasures initiative, and \$2 million for the National Trust for Historic Preservation's Sites Fund. Preservationists are hopeful that a floor amendment may raise these numbers.

Senate Passes Copyright Harmonization Act

By voice vote on 8 June 2001, the United States Senate passed the Technology, Education and Copyright Harmonization Act of 2001 (S. 487). The objective of the bill (along with its House companion legislation—H.R. 2100 introduced by Representative Rick Boucher [D-VA]) is to make it easier to use copyrighted material in online instruction. The bill incorporates the recommendations made by the United States Copyright Office in a 1999 report and suggestions advanced by the Congressional Web-based Education Commission. If approved by the House and signed by the President, the legislation would extend for classroom use "dramatic literary and musical works"—such as movie clips and popular songs to nonprofit distance-education courses. The legislation relies on safeguards (such as passwords) to ensure that only students have access to the copyrighted material.

New Bush Administration Appointments

On 4 June 2001, President Bush named Florida's Director of the Division of Recreation and Parks, Fran Mainella, to be the new Director of the National Park Service. Mainella has been head of the Florida state parks for twelve years and is a seasoned professional with more than thirty years of park-related experience. She has served as past president of both the National Association of State Park Directors and the National Recreation and Park Association.

On 6 June 2001, the White House nominated and shortly thereafter the Senate confirmed Robert S. Martin as Director of the Institute of Museum and Library Services (IMLS). Martin is the first Director of the IMLS who comes from the Library community. Martin is a professor and interim Director of the School of Library and Information Studies at Texas Woman's University in Denton. Previously he served as Professor and as Associate Dean of Special Collections at Louisiana State University (1991 to 1995) and as Director and Librarian of the Texas State Library and Archives Commission (1995 to 1999).

Finally, on 31 May 2001, President Bush announced his intention to nominate Bruce Cole, Professor of Fine Arts and Comparative Literature at Indiana University Bloomington to lead the National Endowment for the Humanities (NEH). Cole was appointed to the National Council on the Humanities by President George Bush, Sr. in 1991 and served until 1999. If confirmed by the Senate, Cole will succeed William Ferris who has served at the NEH helm since November 1997.

Panel Appointed to Scrutinize Smithsonian Museum of American History Plans

The Smithsonian Institution has appointed a special blue ribbon commission of historians and other scholars

to advise on strategic exhibition planning at the National Museum of American History. Appointed by the Smithsonian Board of Regents, the special twenty-six member commission will report early next year.

The commission is charged to assist the museum director and his staff in planning exhibitions for the museum and will offer recommendations on the most timely and relevant themes and methods of presentation for the museum in the twenty-first century. At present, the museum does not have an up-to-date strategic plan. Specifically charged to correct this situation, the group will examine the content and presentation formats of exhibits in the museum, identify new themes not yet incorporated in exhibitions, examine the ways in which the museum reflects the nation's past and present, assess the museum's role as a national as well as a local institution, assess the strengths of the three-million-object collection and the museum experience as a whole, and examine the museum's role in educating young people. According to a Smithsonian spokesperson, the panel might review the controversial Reynolds gift and exhibition agreement. The first meeting of the panel took place on 29 June 2001, and was designed to acquaint members of the panel with the museum and its educational mission.

Administration Delays Release of Reagan Papers

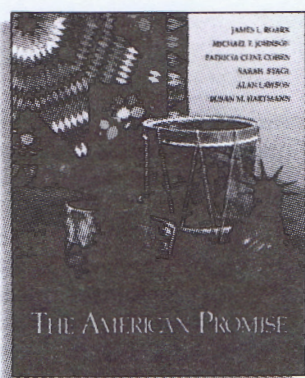
The White House counsel's office has asked the National Archives to delay the release of thousands of pages of historical records relating to the presidency of Ronald Reagan. Confidential memos, letters, and briefing papers are among the 68,000 pages of records requested to be withheld. Hill insiders believe the White House is worried about what some of President Reagan's top aides (some of whom are in the Bush administration today) might have written in the 1980s. According to some historians, Reagan's Executive Order, in essence, provides for a "presidential nullification" of the Presidential Records Act. Should President Bush ultimately invoke executive privilege for any or all of the records, according to the Reagan Executive Order, "the Archivist shall abide by any instructions given him by the incumbent President or his designee unless otherwise directed by a court order."

Supreme Court Decides *Tasini* Case

On 26 June 2001, the United States Supreme Court ruled seven to two in favor of freelance authors and artists who had petitioned for the right to control electronic reproduction of articles. The decision is a major pronouncement on issues relating to copyright law in the digital age. As a result of the ruling, some publishers plan to remove tens of thousands of articles from online databases rather than pay royalties or face exposure to copyright infringement claims. *The New York Times*, for example, has announced that it will remove 115,000 articles written by 27,000 free-lancers from its database. In addition, the ruling will present libraries with significant challenges because of the possibility for incomplete archival databases. The decision is limited in scope and involves only articles written before 1993, when most publishers changed their standard agreements with authors to take into account rights to electronic reproduction. The Supreme Court's decision can be viewed online at: <http://www.supremecourtus.gov/opinions/opinions.html>. □

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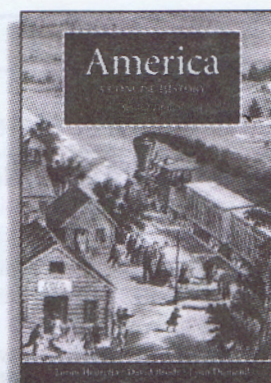
THE AMERICAN PROMISE A History of the United States

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Sarah Stage, *Arizona State University, West*
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Widely praised for its balanced, braided narrative, useful organization, and compelling writing, *The American Promise* deftly integrates social, economic, and cultural developments into a strong political framework that reveals history as it happened, from the viewpoint of the historical actors who shaped it. Committed to offering the most readable and teachable survey text available, the authors in this new edition connect even more firmly historical themes to individual Americans, creating a vivid, authoritative account that captures students' interest and sparks their historical imagination.

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David Brody, *University of California, Davis*
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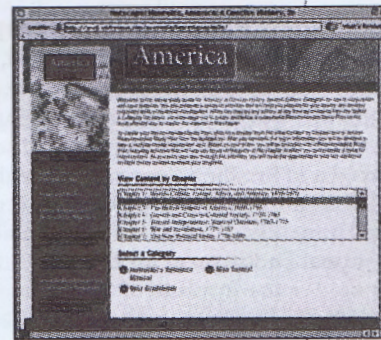
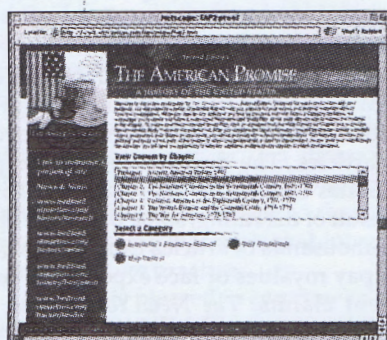
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From the President

Making Connections

Darlene Clark Hine



Hine

I want to use this column about crossing boundaries and making connections to focus on graduate student mentoring practices. But, first let me set the stage for this conversation by recalling a statement made by Progressive historian Carl Becker that historians cannot predict the future but we must anticipate it. In the same vein, John Hope Franklin reminds us that each generation must write its own history and is, indeed, compelled to do so. (By the way, 2002 OAH Program Committee Chairs Wilma King and Dwight Pitcaithley have arranged a plenary session at next spring's annual meeting celebrating the life and work John Hope Franklin.)

The cohort of historians to which I belong and that came of professional age in the 1970s and 1980s is variously referred to as the new social historians or the race, class, and gender set. Labeling notwithstanding and at the risk of oversimplifying, we were determined to write about ourselves and marginalized Americans much to the consternation of an earlier generation whose lived experiences certainly shaped an abiding interest in political, economic, and diplomatic history.

Current trends indicate that the next generation is already developing new interests that include comparative methodology, a combination of social and political history, and American history from an international perspective. If the past is prologue then some of us will surely be discomfited by the new histories and we may on occasion despair that the practice of history is in decline.

This brings me to the point of this presidential column. Are there new or different ways we should be thinking to prepare and better equip the present generation of graduate students to practice the craft? Recently I crossed

disciplinary boundaries to engage John Jackson, former chair of the Political Science Department at the University of Michigan, in lengthy conversations concerning graduate student mentoring practices in our respective disciplines. Here are ideas I invite you to consider and to join in this dialogue with your own comments and suggestions.

1. Publication. The pressure to publish is intense and many advanced graduate students begin to explore opportunities even before completing their dissertations. We can help prepare them by drawing upon our early experiences, particularly with rejection. Most of us have a file full of rejection letters. Perhaps we can use those letters to help mentor our graduate students by bringing them into the seminar or symposium to teach students how to read and to benefit from rejection. If we dwell on how racist, sexist, ageist, or down right obstructionist the critics and reviewers were at the time, we will not get very far. Thus, in addition to the rejection letters we must bring in the draft of the original submission as well as a copy of the published article, grant proposal, or monograph. A juxtaposition of the rejected and the published versions buttressed with a judicious critique of the reviewer comments may instruct students and junior colleagues how to refine arguments and sharpen methodology and render theory invisible. In any event, it takes the sting out of rejection if they learn early that this is all part of the profession.

2. Writing. How can we mentor our graduate students about the twin demands: to write rigorously intellectual studies for our professional audience and to communicate effectively, without condescension, with a broader general audience and our undergraduate students? Journal articles in flagship publications such as the *Journal of American History*, the *American Historical Review*, and the *Journal of Southern History*, just to name a few, will continue to comprise the major venues for our more detailed and specialized works. For the general

audience, perhaps, it is a good idea to disseminate the new knowledge in short books, engagingly and compellingly written. Thus, from the outset, our graduate students must be encouraged to learn how to write for different audiences and be impressed with the importance of making accessible their new research findings and interpretations to diverse groups beyond the borders of our professional associations.

3. Institutes. Arranging annual two- or three-day institutes may be a good way to connect senior scholars with graduate students interested in developing expertise in a particular methodology, say comparative history, or a more sophisticated understanding of a particular historical question, like abolitionism. Perhaps we should encourage interested departments or groups of historians in a particular field to arrange annual summer institutes of two days duration during which advanced, senior, or retired scholars would be paired with a graduate student to read a chapter of a dissertation or an article in progress and to offer comments. Were senior scholars to collaborate with a graduate student on a particular project or article, and publish the same as coauthors, it would certainly facilitate the student's professional development. Added benefits would be the better use of the accumulated expertise of senior historians and a bridge of the generational divide. We think it is feasible to create a mechanism whereby scholars, who teach at colleges and universities without graduate programs, can share in the collective mentoring of history graduate students.

These are a few of the many ideas that John Jackson and I discussed while in residence at the Advanced Center for Study in the Behavioral Sciences. You, undoubtedly, have others and I would like to hear from you about how we can improve the mentoring of our history graduate students. Finally, I thank each historian who wrote and e-mailed a response to the first column. □

At the Conclusion of La Pietra

Nearly seventy historians, some from the United States and a few from abroad, arrived at 9 a.m. for the discussion of the *La Pietra Report* at the recent Los Angeles meeting of the OAH. Thomas Bender (New York University) introduced the panel, and explained the purpose of the project as gradualist but aiming at a serious rethinking of the most fruitful ways of framing American history, ones that better recognize the embeddedness of American history in histories larger than itself. He emphasized that the purpose was not to discredit any present historiographical models, but rather to enable the enrichment of historical understanding by widening the frame for histories of the United States.

Three panelists then made brief comments, with the intention of allowing those in attendance to be participants rather than merely an audience. The panel offered different perspectives, from U.S. based historians and from a foreign perspective, from participants in the *La Pietra* conferences and from a nonparticipant. Using maps, the first speaker, Dirk Hoerder of the University of Bremen in Germany and a *La Pietra* participant, showed ways of representing American history that decentered the United States, revealing the scope of migration systems and

the relation (or non-relation) of important ecological and cultural regions in North America to nation-states. Mary Dudziak, another *La Pietra* participant and Professor of Law at the University of Southern California, used her own experience to make the point that we often do not realize how important a transnational or international dimension might be for seemingly domestic topics. She explained how she came to understand that her work on civil rights required that she look well beyond the borders of the United States in writing *Race and the Image of American Democracy* (2000). The third speaker, Ramón Gutiérrez of the University of California, San Diego and not a participant in the *La Pietra* meetings, challenged the profession to be more imaginative in thinking about the possible ways of organizing knowledge, recognizing the resistance to any such effort. He particularly noted the Report's suggestion that the basic organization of the history curriculum might be substantially rethought, and he offered alternative suggestions. He also emphasized the need for connections with both the K-12 history curriculum and with foreign colleagues.

With that beginning the group formed itself into a large roundtable discussion, with perhaps as many as half

of those in attendance speaking, often spiritedly. It was precisely that kind of exchange that was hoped for—indeed, Mary Dudziak pointed out that while the *La Pietra Report* was deliberately drafted as a consensus report, one that all participants could support, the meetings themselves were marked by a number of divisions and arguments that enriched the intellectual work of the project.

Inherent in all such discussions are the relations among different subfields, often marked by worries that one or another may be advantaged or marginalized by change. The spirit of the meeting was that such a fundamental rethinking might in fact offer an opportunity to establish better relations among the various fields. There was also the inevitable issue of how "radical" new narratives might be. This issue found a focus in a lively and wide-ranging discussion of textbook writing: how does one balance the new perspectives with traditional expectations. Many different examples of possible approaches were offered, and it was suggested that a survey of present practices might in fact reveal that there are a number of

CALL FOR PAPERS: 2003 OAH Annual Meeting Memphis, Tennessee • 3-6 April 2003

Social Justice and American History

The Ninety-Sixth Annual Meeting of the Organization of American Historians will be held at the Memphis Cook Convention Center in Memphis, Tennessee, 3-6 April 2003. The program will be organized around the theme of Social Justice and American History. That choice is centrally informed by the location of the meeting in Memphis and, particularly, by the coincidence of the meeting with the thirty-fifth anniversary of the assassination of the Reverend Martin Luther King, Jr. While the program will include a number of key sessions on the Civil Rights Movement and on Dr. King, the incoming president, Ira Berlin, and the program co-chairs envision the program as a broad and creative exploration of the struggle for justice in American history, with respect to chronology, topic theory and method. We also believe the theme can encompass traditional fields such as political, diplomatic, economic and intellectual history, and we warmly welcome sessions inspired by those fields. In this spirit, the committee invites proposals for panels, workshops, roundtables, and performances, on-site and off-site.

Although we encourage proposals for entire sessions, the program committee will accept individual proposals and make every effort to place those papers on the program.

Complete session proposals must include a chair, participants, and one or two commentators. All proposals must include five collated copies of the following information: 1) cover sheet, including a complete mailing address, email, phone number, and affiliation for each participant; 2) abstract of no more than 500 words (not required for single paper proposals); 3) prospectus for each paper of no more than 250 words; and 4) a single-page vitae for each participant. Proposals sent with less than five collated copies will be returned.

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee. All proposals must be postmarked no later than 15 January 2002 and sent to:

2003 Program Committee
Organization of American Historians
112 North Bryan Avenue
Bloomington IN 47408-4199
No faxed submissions will be accepted.

Participation in Consecutive Annual Meetings

The program committee discourages participation as a paper presenter in consecutive annual meetings. The 2003 program committee will try to avoid placing a presenter from the 2002 Annual Meeting program as a presenter on the 2003 program. A person may serve as chair or commentator one year and a presenter the other.

Affirmative Action and Membership Requirements

By OAH policy, the program committee actively seeks to avoid gender-segregated sessions; the committee urges proposers of sessions to include members of both sexes whenever possible.

The committee likewise will work to follow the OAH policy and guidelines of having the program as a whole, and individual sessions to the extent possible, represent the full diversity of the OAH membership. We strongly urge proposers of sessions to include ethnic and racial minorities, as well as junior academics, independent scholars, public historians, and American historians from outside the U.S., whenever possible. The OAH executive board has set aside a small sum of money to subsidize travel to the annual meeting for minority graduate students appearing on the program.

All participants must register for the meeting. Participants specializing in American history and who support themselves as American historians are also required to be members of the OAH (by 1 October 2002). Participants representing other disciplines do not have to be members.

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A Call to Read: The Advanced Placement United States History Test and the Annual Reading

Raymond "Skip" Hyser and Uma Venkateswaran

This past June, over seven hundred college faculty and high school teachers gathered in San Antonio at Trinity University to grade over two hundred thousand essays from the Advanced Placement® (AP) United States History examination. This AP reading offers a unique opportunity for college faculty and high school teachers to collaborate and to help shape the teaching of U.S. history. We invite college faculty to participate in this week-long "summer retreat," which combines rigorous grading by day with informal research, collegial discussions and academic collaboration in the evening.

The AP exam assesses students' understanding of material covered in a college-level U.S. History survey course taught in high school. In 2001, just over 200,000 students took this three-hour long comprehensive final exam, which consists of multiple-choice and essay questions. Students must answer eighty multiple-choice questions that evaluate command of factual knowledge, historical concepts and the ability to interpret charts, maps and political cartoons. Students must also write three essays. One is a document-based question (DBQ), which requires candidates to construct their answer from an understanding of approximately eight brief documents and their historical knowledge of the time period. The DBQ is designed to test the student's ability to analyze and evaluate documents and build an argument within a historical context. Students are also required to write two thematic essays that are similar to many college-level questions. The thematic essays require students to assess continuity and change over time as well as demonstrate historical knowledge and understanding. College professors and high school AP teachers evaluate these essays at the annual reading. As faculty play a major role in developing and applying consistent scoring standards their input is critical to the success of this program. (This year's essay questions can be found at <http://cbweb2s.collegeboard.org/ap/pdf/ushist_01.pdf>.)

The atmosphere at the readings is collegial. All readers are housed in dormitories, and dine on campus. The reading is done in small groups (usually six to eight people at a table) in one of the campus buildings. The work of ranking essays is done in an eight-hour workday, beginning at 8:00 a.m. and concluding at 4:30 p.m. There is a steady diet of reading handwritten student essays and applying consistent standards to determine the score for each essay. Breaking up what could be tedious hours of reading essay answers to the same question are the one-hour lunchtime and mid-morning and afternoon breaks, usually involving food, beverage and the opportunity for conversation with fellow readers. Tables take shorter, "internal" breaks to stretch tired muscles, exchange jokes or the most notable student responses, or simply to chat. Such breaks keep readers fresh, and help promote the collegial ambience of the reading.

The readings provide a wonderful opportunity for college faculty to interact with dedicated, talented and motivated AP high school teachers who share the same love for teaching U.S. history. Within the small groups of readers at tables, grading standards are discussed, and common sample essays are read and ranked to establish consensus and consistency in scoring essays. High school teachers and college faculty contribute equally to this group exercise. Such group dynamics are integral to es-

tablishing consistent and fair grading practices for the essays. In addition to discussing standards and student essays, there are numerous occasions to share ideas about teaching U.S. history, to discuss new books (both scholarly and popular), to consider historical interpretations and to share comments about students and administrators. Such discussions can be interesting and thought provoking as well as provide a common bond regardless of background and experience. This exchange among teachers of U.S. history is one of the hallmarks of the AP reading.

After each day's reading there are numerous opportunities to interact with other readers. Most evenings there are teaching and historical scholarship presentations and discussions. There are also numerous social functions planned throughout the week. Some readers have long talks over dinner, or visit downtown San Antonio in small groups. Out of this kindred spirit emerges the most pleasant aspect of any reading—the people. Many readers return year after year because of the friends they have made, and the new colleagues they will meet.

From a college faculty member's perspective, participating in the reading after an intense academic year of grading papers and exams may seem hardly inviting and even unappealing. Yet, each year, several hundred high school teachers and college faculty return to the AP reading to make a contribution to the larger process of teaching U.S. history. College faculty who read AP essays can benefit in many ways. Certainly the group work on ranking essays helps to sharpen grading skills and to establish a consistent evaluation standard that can be easily transferred to their own student essays. It can also provide a framework for training graduate students to grade. Reading week is a great atmosphere to discuss the study and teaching of U.S. history in a friendly environment. The interaction with other historians and high school teachers can lead to an exchange of historical information, teaching techniques and creative assignments that can enrich any classroom. In some instances AP readers have created scholarly conference sessions as well as collaborated on publications as a result of the annual reading. Furthermore, there is the prospect of making a peda-

gogical contribution to the historical profession that goes beyond your university. The opportunities to establish bridges with high school teachers and to help promote the teaching of American history abound. Finally, there is the involvement in a nationwide test to help shape the teaching and testing of U.S. history, particularly through completing surveys, commenting on essay questions and grading standards, and working closely with other educators. It gives college faculty the ability to help shape the teaching of U.S. history while also gauging the level of historical knowledge of prospective college students. All readers, of course, also receive an honorarium. □

Raymond Hyser is professor of history at James Madison University in Harrisonburg, Virginia. Uma Venkateswaran is an Educational Testing Service Consultant at the College Entrance Examination Board in Princeton, New Jersey.

Reading week is a great atmosphere to discuss the study and teaching of U.S. history in a friendly environment.

If you would like more information on being a reader, please contact Skip Hyser <hyserm@jmu.edu> or Uma Venkateswaran <uvenkateswaran@ets.org>. If you would like to apply to be a faculty consultant (reader), go to: <<http://www.collegeboard.org/ap/readers/apply.html>>. For additional information about the AP U.S. History course and exam, please see <<http://www.collegeboard.org/ap/history>>.



Institute – Andrew W. Mellon Postdoctoral Research Fellowship 2002-2003

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2002. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript and may not have another scholarly monograph under contract. They must have met all requirements for the doctorate at least twelve months prior to commencing the fellowship. The Institute will hold first rights to publishing the revised study. The application should reflect a thoughtful program for revision. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

A year-long residency at the Institute is recommended; however, flexible arrangements are possible. No other employment may be held during the fellowship. Fellows are expected to devote their time exclusively to research and writing and to work closely with the editorial staff. The fellowship carries a stipend of \$45,000 and a comprehensive benefits package; in addition, office facilities at the Institute and some travel funds for conferences and research are available.

The Andrew W. Mellon Postdoctoral Research Fellowship will be open to all eligible persons equally, including foreign nationals. It is made possible by a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next two years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Opportunity/Affirmative Action employer. Members of under-represented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Further information and application forms may be obtained from the Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, Box 8781, Williamsburg, VA 23187-8781. E-mail: IEAHC1@wm.edu. Website: <http://www.wm.edu/oieahc/fello.html>. Application deadline is November 1, 2001.

News of the Profession

House Appropriations Committee Acts on National Archives/NHPRC Budget for FY 2002

The House of Representatives Committee on Appropriations approved a \$17 billion Treasury, Postal Service and General Government spending bill. The total is \$1.1 billion above the FY 2001 enacted levels (some \$340 million above the President's FY 2002 request) and in summary, represents an increase of 6.4 percent. The full Committee embraced recommendations for the funding of the National Archives made by the House Treasury, Postal Service and General Government Appropriations Subcommittee on 11 July 2001 (See *NCC Washington Update*, #29, 12 July 2001).

As passed by the full Committee, the spending bill provides \$257.578 million for the National Archives. This includes \$243.547 million for operating expenses, \$10.643 million for repairs and restoration, and \$10 million for the National Historical Publications and Records Commission (NHPRC).

While this is the first time the Committee has provided "full funding" to the authorized level for the NHPRC, several huge directed grants earmark some \$2.7 million or about 20 percent of the NHPRC appropriation. One special grant of \$1.7 million (some 28 times the typical NHPRC grant) is for an Oklahoma based project championed by Subcommittee Chairman, Rep Ernest Istook (R-OK); the bill language states the funds shall be in the form of a grant to the Oklahoma Centennial Commission "to assist with memorializing the Oklahoma land run as

part of the Oklahoma Centennial celebration." The other grant is for a Massachusetts project advanced by Michael E. Capuano (D-MA), "a million dollars for a grant to the Boston Public Library for preserving and enhancing its holdings of materials related to John Adams."

Inside sources state that historian David McCullough, author of the best-selling biography *John Adams*, was responsible for bringing the needs of the Adams collection at the Boston Public Library to the attention of Congress. In addition to the support of Rep. Capuano, the Adams project has the support of both Massachusetts senators, Edward Kennedy (D-MA) and John Kerry (D-MA). According to NARA insiders, there is little chance to zero out the directed grants but there is a possibility that the size of the directed grants may be reduced when the NHPRC budget is considered by the Senate.

Some of the appropriation line-item highlights for the National Archives include: \$1 million for web development and enhancement; \$55.1 million (full funding at the President's request level) for the Presidential libraries; and \$450,000 for preserving of the Freedmen's Bureau records. There also is an increase of \$19 million (for a total of \$22.3 million) for the electronic records archives initiative. □

—Bruce Craig

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to over 300 newspapers. Check out the HNS website for information, models, and recently published HNS essays: <<http://www2.h-net.msu.edu/~hns/>>. □

ACLS Fellowship and Grant Competitions

The American Council of Learned Societies has asked its constituent societies to promote its fellowship programs, including the Burkhardt Fellowships, which are residential and for recently tenured scholars. It may be of interest to our readers that of the eleven Burkhardt fellowships awarded this year by ACLS, six were in history (including OAH prize winner Walter Johnson) and there were historical connections in many of the other five.

The Frederick Burkhardt Residential Fellowships this year will support scholars tenured since 1 October 1997, who are engaged in long-term, unusually ambitious projects in the humanities and related social sciences. The \$65,000 fellowships may be used in 2002-2003, or in either of the two succeeding years, and provide for an academic year of residence at one of nine participating national research centers, plus support from the Fellow's institution for an additional period.

New this year are the Charles A. Ryskamp research fellowships. These fellowships, funded by the Andrew W. Mellon Foundation, and named in honor of Charles A. Ryskamp, literary scholar, distinguished library and

See ACLS / 16 ►

La Pietra Dissertation Travel Fellowship in Transnational History



This newly created prize provides financial assistance to graduate students whose dissertation topics deal with aspects of American history that extend beyond U.S. borders. The fellowship may be used for international travel to collections vital to dissertation research. Applicants must be currently enrolled in a graduate program. One \$1250 fellowship will be awarded annually.

To apply, submit the following:

1. A 2-3 page project description indicating the dissertation's significance and including a statement of the major collection(s) to be examined abroad and their relevance to the dissertation.
2. Two letters of recommendation, including one from the dissertation advisor.
3. Current c.v. indicating language proficiency.

Send to: La Pietra Dissertation Travel Fellowship
Organization of American Historians
112 North Bryan Avenue
Bloomington, IN 47408-4199

Deadline: 1 December 2001

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Don't miss the next issue of the *OAH Magazine* devoted to the Great Depression. The guest editor, Michael A. Bernstein of the University of California, San Diego, has lined up these features:

The Great Depression: A Historical Problem • MICHAEL A. BERNSTEIN
Censorship during the Great Depression: The Banning of *You and Machines* • ARLENE L. BARRY
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Depression Era Artists Striving for a Humane World • ROBERT L. STEVENS
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Life on a Farm During the Great Depression • JOAN W. MUSBACH

From the Executive Director

Comings and Goings at Raintree House

Lee W. Formwalt



Formwalt

This summer is a season for good-byes and welcomes here at Raintree House. Two of our Indiana University graduate student assistants will be leaving to complete their dissertations. *OAH Newsletter* Associate Editor Roark Atkinson finishes his five-year tour of duty here with this issue of the *Newsletter* and will complete his study of popular healing in the eighteenth-century South under the direction of Steven Stowe. OAH Marketing Director Damon Freeman, also an OAH-IU Minority Fellow, leaves us after five years to complete his dissertation on African American psychologist Kenneth Clarke, directed by Lawrence Friedman.

Replacing Atkinson is Phillip Guerty who is currently in his second year at Indiana University pursuing a Ph.D. in modern British history. Before returning to graduate school, Guerty worked as a managing editor at Jury Verdict Research® in Palm Beach Gardens, Florida, and also taught American history at Palm Beach Community College.

Our new marketing director is Annette Windhorn, who comes to Bloomington from Washington where she has served as marketing director for the Smithsonian Institution Press. Windhorn, a graduate of Duke University, has worked at Duke University Press and University of Nebraska Press.

Amidst these departures and new arrivals, we celebrate Committee Coordinator Kara Hamm's fifteen years of service at OAH headquarters. Kara who was Awards Committee Coordinator for several

years recently added the service committees to her portfolio. The organization is fortunate to have such devoted, skilled, and long-time employees like Kara at Raintree House.

I want to draw your attention to OAH's new venture into the world of radio (see p. 1). Beginning last month, OAH is a cosponsor of a half-hour radio program, *Talking History*, available on public radio stations around the country. If your station does not carry this program, please ask them to do so.

The OAH Distinguished Lectureship Series has been expanded significantly with the appointment of twenty-five new lecturers by President Darlene Clark Hine. Please take a look at our new lecturers in the enclosed insert and recommend that your department or institution arrange for one of them to visit. Not only will you hear a first-class presentation by a leading scholar, but OAH will receive the lecture-ship fee as a contribution.

Finally, beginning with this issue of the *Newsletter*, OAH Deputy Director John R. Dichtl will provide a semi-annual column on the organization and the profession. Dichtl, who has worked nine years at OAH in a variety of capacities, including assistant editor of the *Newsletter*, and acting executive director, received his Ph.D. from Indiana University in 2000. In him we find an excellent blend of scholar, teacher, and public historian. □

From the Deputy Director

A Fully Involved Office

John R. Dichtl

In 1991-1992, the same year I entered graduate school and began working at the OAH, a blue ribbon panel (Mary Frances Berry, John Bodnar, Eric Foner, Lawrence Levine, and Jamil Zainaldin) studied the expanding role of the OAH executive office and made a series of recommendations.

At issue for the committee was the matter of moving from a half- or three-quarters-time executive secretary to one with a full-time appointment. The group also examined OAH's affiliation with Indiana University and the possibility of moving the organization to Washington, D.C., to be more "politically central."

To frame these questions properly and to understand where the OAH was headed in 1991, the committee recounted various trends in the profession, organization, and executive office. It noted, for example, that "historians come from a far wider variety of groups" than they had before the 1960s. Women in 1991 constituted 25 percent of the OAH membership (up from less than 20 percent in 1981). Today, this number is 33 percent and likely to increase rapidly in the near future. (Women already make up 37 percent of new doctorates in U.S. history alone). Precollegiate teachers in 1991 were 6 percent of the membership and are more than 8 percent ten years later.

The key question underlying the entire report, however, was whether or not the OAH needed "to become more active on the national public scene." What would be the effect on the executive office if the OAH became "more of an action organization"? The review committee ultimately recommended the OAH should stay at Indiana University and continue to move in the direction set by past executive secretaries Joan Hoff (1981-1989), Richard Kirkendall (1973-1981), and Thomas Clark (1970-1973). The OAH had a long way to go to become what Kirkendall called "an action agency." If it wanted to make itself "a greater factor in determining the conditions in which historians work and the attitudes people have to history and the nature of historical education," suggested the committee, OAH would need a "more fully involved" executive secretary.

Shortly after the committee's report, Arnita Jones (1989-1999) became the OAH's first full-time executive secretary, and then its first executive director. Under her leadership in the 1990s, while fulfilling its traditional responsibilities to the membership, the OAH found new ways to reach historians and teachers—as our 1998 mission statement puts it—"at all levels and in all settings." The OAH in the 1990s strengthened its ties to precollegiate educators, historians outside the United States, and, especially, public historians. With Jones's leadership, it also energetically built relationships with other national organizations and across disciplines, resulting in a stronger national voice for American historians.

In 2001, with a full-time executive director and a full-time deputy director, the OAH is working harder—as the 1991 review committee, and successive executive boards suggested—to "shape its own future and the future of the profession." Lee Formwalt and I have begun with the basics by strengthening the OAH's links to smaller state, regional, and thematic historical associations. We too are emphasizing the role of public historians and teachers within the organization.

Meanwhile, the OAH's array of functions continues to grow. The OAH has more committees, more prizes and awards, many more *ad hoc* and outreach programs to improve the practice of history (e.g., almost twenty projects in conjunction with the National Park Service in 2000 and 2001) than ever before. The Lectureship Program has expanded almost 20 percent in size since last year. In fact, the program was launched exactly 20 years ago this summer as a means generating funds to "provide more opportunities for the Executive Secretary to represent the historical profession in Washington and enlarge the staff of the Executive Secretary's office."

In addition to the *Journal of American History*, the *Magazine of History*, and the *Newsletter*, the OAH produces supplementary publications, maintains an immense web site, cosponsors a weekly radio program, and is pioneering new ground with the AHA and several partners in The History Cooperative. Concerted efforts at internationalization, first launched ten years ago, also have added new dimensions of complexity. Foreign membership has tripled since 1981, from less than 2 percent to 6 percent in 2001. And despite challenges such as the Adam's Mark situation last year, the OAH annual meeting, as evidenced in Los Angeles this spring, is more vibrant than ever.

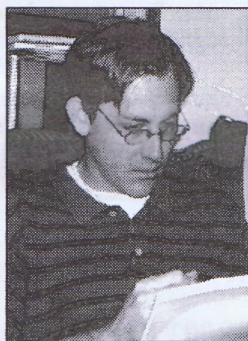
In the summer of 1981, when Joan Hoff took over from Richard Kirkendall, the office staff numbered between five and six full-time employees. Ten years later that number had risen to the equivalent of more than ten full-time staff members. Today the OAH executive office does a substantial amount of additional work with the same size staff. Indeed, the cost to the organization for administration of its many programs, publications, and services continues to drop as a relative portion of the overall OAH budget. Twenty-five years ago administration accounted for more than 40 percent of annual disbursements; ten years ago that part of the overall budget was 34 percent; today it has dropped to 32 percent.

We are able to attend to our growing agenda and remain "active on the national public scene" with a relatively small executive staff for several reasons. The dedication and abilities of our personnel are outstanding. As an office, our experience runs deep. Six of the staff members have been at OAH for between 9 and 19 years. We have developed a collaborative working style that, bolstered by an impulse for adaptation and improvement, has led us continually to reevaluate and adjust our procedures. Intensive use of email, listservs, the web—not available, of course, in 1991—has streamlined our work as well. More than half of all new members, for instance, now join on the web site. As a staff, we also have benefitted from the expertise of graduate students from the Indiana University history department. In 1991 we employed two such students, of which I was the second. Ten years later, on a daily basis, we depend on four graduate students. Those who pass through the halls of Raintree House, even those who do not stay for a decade, will acquire a unique perspective on the profession.

It has been ten years since the OAH decided to appoint a full-time executive secretary and to remain on the campus of Indiana University. From a modest, brick, nineteenth-century house in Bloomington, the executive office continues to voice the local, national, and international concerns of American historians. □



Dichtl



Guerty



Windhorn

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museum director, and long-serving trustee of the Foundation, provide a stipend of \$60,000 for an academic year of research, plus an allowance of \$2,500 for research and travel, and the possibility of funding for an additional summer, if justified. The fellowships support tenure-track assistant professors in the humanities and related social sciences who have successfully completed their institution's review for reappointment, but have not yet been reviewed for tenure, who have made scholarly contributions that have advanced their fields, and who have well designed and carefully developed plans for new research.

Also new this year are the ACLS/Andrew W. Mellon Foundation Fellowships for junior faculty. In response to increasingly rigorous expectations for tenure, funding will be available for an additional twenty-two fellowships for Assistant Professors or the equivalent with at least two years' teaching experience. Applicants to the ACLS Fellowship Program who have met this criterion, and who satisfy all the requirements and provisions for the ACLS Fellowships, will be automatically considered for these junior faculty awards.

The central ACLS fellowships are being offered for tenure beginning in 2002-2003. Maximum stipends are \$50,000 for full professors and career equivalent, \$40,000 for associate professors and equivalent, and \$30,000 for assistant professors and equivalent. This program requires that three years have elapsed between supported research leaves, but the two-year Ph.D. requirement has been eliminated. New this year, scholars may apply with a doctorate conferred by 1 October 2001.

The ACLS/SSRC/NEH International and Area Studies Fellowships are again included in the ACLS Fellowship Program to encourage humanistic research on the societies and cultures of Asia, Africa, Near and Middle East, Latin America and the Caribbean, East Europe, and the former Soviet Union.

Also offered through the ACLS Fellowship Program are the joint ACLS/New York Public Library fellowships. This cooperative program provides residential fellowships at the Library's Center for Scholars and Writers to applicants whose research would be enhanced by such an affiliation.

This will be the second competition year for the Library of Congress Fellowships in International Studies. The stipend has been increased to \$3,500 per month for four to nine months' residence at the Library of Congress to pursue research using the foreign language collections of the Library, including books, images, films, legal materials, maps, manuscripts, music, prints, photographs, and rare books. A Ph.D. is required and preference will be given to scholars at the early stage of their careers.

The Contemplative Practice Fellowships will be available this year again, with a stipend of up to \$20,000 for the summer or one semester to support individual or collaborative research leading to the development of courses and teaching materials that integrate an awareness of contemplative practice.

ACLS is pleased to continue to offer the Henry Luce Foundation/ACLS Dissertation Fellowships in American Art. The stipend for these year-long fellowships has been increased to \$20,000.

The Committee on Scholarly Communication with China Programs will offer fellowships for American humanities scholars to do research in China for four to twelve months. The fellowships provide a monthly stipend and travel allowance. Chinese Fellowships for Scholarly Development will be available for Chinese scholars who are nominated by an American host scholar.

The East European Studies Program will again offer postdoctoral research fellowships and dissertation fellowships. New this year, the ACLS is reinstituting the program of individual support for intensive summer training in the languages of Eastern Europe (except those of the successor states of the Soviet Union).

Application forms for most programs are available for completion online. Alternatively, the application forms for most programs are also available in PDF format to be printed out from the ACLS site. Or, application packets may be ordered from ACLS by filling in an online registration form at <http://www.acls.org/fel-comp.htm>. Applications may, of course, still be requested by e-mail, fax, or mail. □

Protecting Human Beings and Research: AAUP issues Report on Institutional Review Boards

The American Association of University Professors published a report in the May-June issue of *Academe* that addresses issues of concern to oral historians and others who conduct human research. The report was the culmination of meetings held in November 1999 and May 2000 with representatives of the American Anthropological Association, the American Historical Association, the American Political Science Association, the American Sociological Association, the Oral History Association, and OAH to consider the experiences of social scientists and scholars in other academic disciplines whose research is subject to the government's rules for protecting human beings. These regulations have been in place for more than thirty years, and are a permanent feature of research institutions in the United States. There are clear signs that their influence is expanding.

The government's system for regulating research involving human subjects was born out of fear that researchers might, whether wittingly or not, physically or mentally injure the human beings that they study. The government's system is meant, therefore, to limit professional choice insofar as it might otherwise result in harm to human subjects. In pursuit of this aim, the government imposes a regulatory burden on research institutions and their individual researchers. Whether the burden is reasonable depends upon several considerations, not the least of which is the application of the government's rules to disparate academic fields of study, each with its own concepts and methods of research and standards of professional responsibility.

The report offers several suggestions for how IRB practices can be improved so that they do not place undue burden on scholars in the humanities and social sciences who do not conduct clinical or biomedical research on human subjects. The full text of the report is available at <http://www.aaup.org/repirb.htm>. □

At Deadline

NAACP Renews its Call for Boycott of Adam's Mark

As OAH prepares for its day in court next January to face claims by the Adam's Mark Hotel for over \$100,000, NAACP President Kweisi Mfume and Chairman Julian Bond announced at that organization's national convention in July a renewal of the boycott against the Adam's Mark hotel chain originally called for in February 2000. NAACP is currently training regional directors to prepare branch presidents and members for nationwide picketing of Adam's Mark (beginning 11 August) at its twenty-five hotel locations, as well as its national headquarters in St. Louis, and its national sales office in Washington, DC. In the meantime, Adam's Mark filed suit against the NAACP on 27 July to prevent the nationwide boycott and picketing. NAACP President Mfume reiterated that "the mission of the NAACP is to speak truth to power, and we will not be silenced by this heavy-handed attempt to shut off public debate. The First Amendment was designed to protect against just this kind of censorship."

Full coverage of the Adam's Mark situation and OAH preparations for the January trial will appear in the November *Newsletter*. □

THE LIBRARY COMPANY OF PHILADELPHIA PROGRAM IN EARLY AMERICAN ECONOMY AND SOCIETY

2001-2002 Research Fellows

The Program in Early American Economy and Society at the Library Company of Philadelphia is pleased to announce the winners of its fellowships for 2001-2002. Please join us in congratulating them:

Post-doctoral fellow:

Seth Rockman, Occidental College, "Between Freedom and Slavery: Working for Wages in Early Republic Baltimore and Philadelphia"

Doctoral fellow:

Shawn Kimmel, University of Michigan, "Political Economy in Philadelphia's Pamphlet Literature of Philanthropy and Reform, 1825-1855"

Short-term fellows:

Jennifer Anderson-Lawrence, New York University, "Mahogany in the Atlantic World Economy"

Kenryu Hashikawa, Columbia University, "City and Country in the Early Republic: Social and Economic Networks in the New York-Philadelphia Region"

Brian Luskey, Emory University, "Marginal Men: Clerks and the Social Boundaries of Nineteenth-Century America"

Sarah Hand Meacham, University of Virginia, "The Topography of Drink: Gender and the Creation of a Market for Alcohol in Early Pennsylvania, Maryland, and Virginia"

For more information on the Program in Early American Economy and Society and its many activities, please visit the Library Company of Philadelphia's website at www.librarycompany.org or contact Cathy Matson, PEAES Director, at cmatson@udel.edu.

News of the Organization

April 2001 Executive Board Meeting, Los Angeles

At its 2001 spring meeting the OAH Executive Board took the following actions:

- Approved the minutes of the 21-22 October 2000 Executive Board meeting in Baltimore, Maryland.
- Decided to send a letter of thanks to Senator Robert C. Byrd for his role in securing \$50 million in Department of Education funds for the improvement of American history education in 2001 and his efforts to secure an additional \$100 million in 2002.
- Approved an exchange between the OAH *Magazine of History* and the National Council for History Education publication *History Matters* beginning in June 2001. OAH members will receive *History Matters* and NCHE members will receive the OAH *Magazine of History*.
- Decided to use \$10,000 in the general endowment fund for the new Capital Campaign.
- Approved the OAH budget for the 2002 fiscal year.
- Authorized splitting the Ray Allen Billington Award fund into two separate funds: one-third for the biennial Billington Award, and two-thirds for the annual Frederick Jackson Turner Award.
- Approved the appointments of Kathleen M. Brown, Kevin Gaines, and John Kuo Wei Tchen to the *JAH* editorial board.
- Agreed that OAH should produce minimum standards for best practices concerning part-time and adjunct faculty.
- Created a permanent ex-officio position for the chief historian of the National Park Service on the OAH National Park Service committee.
- Decided to renew, for three years, the contract for the McKinzie Symposium, an annual conference held at the University of Missouri-Kansas City in memory of Professor Dick McKinzie for the purpose of advancing diversity and tolerance through history education. The president of the OAH is a main presenter at the Symposium which features plenary sessions, concurrent workshops, and panel discussions based around the theme of the meeting, which changes yearly.
- Approved an increase in the size of the Community College Committee from four to eight members.
- Authorized preliminary planning for the OAH/Oxford Encyclopedia project at a meeting in Chicago in May, to be funded by Oxford University Press, and attended by representatives of both OAH and OUP.
- Agreed to cosponsor the *Talking History* radio program, produced by Creighton University and hosted by historian Bryan Le Beau. □

Report of OAH Committees

For the latest reports of OAH service committees, please point your web browser to: <http://www.oah.org/activities/>. □

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models already available. But it was also pointed out that it is not easy to extend oneself beyond established historiographical boundaries nor one's own training. This point should not be glossed, and there was a good discussion of ways of working out from strengths.

There was also some discussion of the role of foreign scholarship on the U.S., including the important matter of the difficulties that scholars abroad face in getting books and archival materials necessary to their work. Does the U.S. profession have the means to assist on that front? This query led naturally to the question of whether the Organization of American Historians might examine its own capacity to obtain some of the resources needed, whether directly or as a lobbying organization.

There were a variety of suggestions for next moves: NEH Summer Seminars or Institutes, a regular column in the *OAH Newsletter*, curricular suggestions and bibliographies for the *OAH Magazine of History*, exchanges/collaborations with foreign scholars, probably organized on the department level. Most of these refer to the OAH, but the importance of many local initiatives was stressed as well. The ambitious revision of the history curriculum at the University of Wisconsin-Milwaukee was mentioned in this context, as well as the suggestion of Darwin Stapleton, Director of the Rockefeller Archives Center, that archivists might begin thinking about how their archives might more effectively serve a more internationalized research than they do at present.

Finally, the discussion repeatedly circled around the problem of existing "boxes" into which not only history but historians must fit. While there was a great deal of frustration expressed on this point—including some brief accounts of personal experiences—there was some suggestion that there may be a bit of loosening at present. And certainly there is some support for this notion in the development of new kinds of fields that cross old boundaries, most obviously the African Diaspora and the Atlantic World. □

2002 OAH Slate of Candidates

President-Elect

Jacqueline Dowd Hall

Executive Board (paired)

JAMES T. PATTERSON, *Brown*

University

DAVID M. KENNEDY, *Stanford*

University

LAUREL THATCHER ULRICH, *Harvard*

University

MARY KELLEY, *Dartmouth College*

ALBERT L. HURTADO, *University of*

Oklahoma

JULIE ROY JEFFREY, *Goucher College*

Nominating Board (paired)

SYLVIA R. FREY, *Tulane University*

PETER S. ONUF, *University of Virginia*

DWIGHT T. PITCAITHLEY, *National Park Service*

JAMES B. GARDNER, *National Museum of American History, Smithsonian Institution*

MERLINE PITRE, *Texas Southern University*

CARLTON E. WILSON, *North Carolina Central University*

Upcoming in the September 2001 *JAH*

A Round Table: Elections, Conflict, and Democracy

JOYCE APPLEBY

ARNALDO TESTI

MARK WAHLGREN SUMMERS

MARY FRANCES BERRY

DANIEL T. RODGERS

Presidents, Congress, and Courts: Partisan Passions in Motion

The Tribulations of an Old Democracy

Party Games: The Art of Stealing Elections in the Late-Nineteenth-Century United States

Diluting the Vote: The Irony of *Bush v. Gore*

Stories, Games, and Deliberative Democracy

Articles

BRUCE LEVINE

Conservatism, Nativism, and Slavery: Thomas R. Whitney and the Origins of the Know-Nothing Party

TODD BENNETT

Culture, Power, and *Mission to Moscow*: Film and Soviet-American Relations during World War II

The second installment of the *Journal of American History's* online feature "Teaching the *JAH*" will be available to users September 1 (<http://www.indiana.edu/~jah/teaching>). "Teaching the *JAH*," inaugurated in March 2001, is a project that uses online tools to bridge the gap between the latest scholarly research and the practice of classroom teaching.

In our second installment, Todd Bennett suggests how teachers might use his *JAH* article, "Culture, Power, and *Mission to Moscow*," to make connections between foreign policy and popular culture in World War II. With documents and images, Bennett shows how the 1943 film *Mission to Moscow* reveals a fascinating union between wartime diplomacy and the art of popular film. The Warner Bros. film, made with the blessing of the Roosevelt administration, attempted to bolster the U.S.-Soviet alliance by portraying Stalin's Soviet Union in a flattering light. Although not finding a large audience in the U.S., the film did find favor in the Soviet government and interest among Russian viewers. The installment includes clips from the film, archival records, film reviews, and other documents, as well as the article itself, links to related websites, and suggestions for further reading.

Special Essays

NANCY TOMES

Merchants of Health: Medicine and Consumer Culture in the United States, 1900-1940

ROY ROSENZWEIG

The Road to Xanadu: Public and Private Pathways on the History Web

Plus: Oral History, Book Reviews, Letters, Announcements, Recent Scholarship and Index

Read the *Journal of American History* online!

<http://www.historycooperative.org/>

www.indiana.edu/~jah

OAH/JAAS Competition: Short-term Residencies in Japan For U.S. Historians

With generous support from the Japan-United States Friendship Commission, each year the Organization of American Historians (OAH) and the Japanese Association for American Studies (JAAS) send three American scholars of U.S. history to Japanese universities for two-week residencies. There in English, the selected scholars give lectures and seminars in their specialty and provide individual consultation to Japanese scholars, graduate students and sometimes undergraduates studying American history and culture. Visitors also participate in the collegial life of their host institutions. The aim of the program is to contribute to the expansion of personal scholarly networks between the two countries. We are pleased to announce (pending funding) the sixth year of the competition.

The award covers round-trip airfare to Japan as well as housing, and modest daily expenses for the two-week residency. Selectees are also encouraged to explore Japan before or after their two-week residency at their own expense.

Applicants must be members of the OAH and scholars of American history or culture. The committee invites applicants from previous competitions as well as new applicants to apply for this valuable and exciting program. Winners of the competition are expected to attend the 2002 OAH Annual Meeting in Washington, D.C., so that they can meet with the OAH-JAAS Collaborative Committee. More information is available at <http://www.oah.org/activities/japan/>. Host institutions in Japan for 2002 will be:

I. Tohoku University, Sendai, Miyagi Prefecture • <http://www.tohoku.ac.jp/>. Subject Area: U.S. History as a Multi-Cultural Society, 1900-1948. When: Two weeks in October or November. Tohoku University is one of the eight former Imperial Universities and is quite prestigious and strong in Humanities as well as Natural Sciences. Sendai, the largest urban area in the northern part of Honshu, is a heavily wooded traditional city rich with various products from the Pacific. It is located about an hour north of Tokyo by bullet train.

II. Keio University, Mita Campus, Tokyo • <http://www.law.keio.ac.jp/>. Subject Area: Political History after the New Deal. When: Two weeks in early June. Keio University, the oldest institution of higher education in Japan, was founded in 1858 as a Dutch Studies school and has always promoted exchanges with overseas institutions. Of its three campuses, Mita is the oldest and most central. It is located in the heart of the Tokyo metropolitan area.

III. Saitama University, Saitama City (former Urawa City), Saitama Prefecture • <http://www.saitama-u.ac.jp/>. Subject Area: Gender history, racial history, or ethnic history. When: Two weeks in late May. Saitama University is located on the northern edge of the Tokyo metropolitan area,

about an hour's train commute to downtown Tokyo. Emphasizing open access for the local and business communities, the institution has grown since its establishment in 1949 to include five faculties and their respective graduate schools—Liberal Arts, Education, Economics, Science, and Engineering.

The Japanese Pavilion at the 1914 Pan-American Exposition



EACH APPLICATION PACKET SHOULD INCLUDE THE FOLLOWING:

- 1) A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and contact information of three references.
- 2) The institution(s) for which you would like to be considered.
- 3) A personal statement, no longer than two pages, describing your interest in this program and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan.

Applications must be postmarked by 1 December 2001 and sent to: OAH-JAAS Selection Committee, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Applicants must be current members of the OAH. Application materials may be sent in the body of an electronic mail message before midnight 1 December 2001, to japan@oah.org.

Summer 2004 OAH Regional Meeting Request for Proposals

History departments, historical societies, and other institutions willing to cosponsor and host the second OAH Regional Conference are requested to send proposals. In 2000 the organization worked with Iowa State University Department of History on the first such conference, focusing on the Midwest. For this meeting, OAH is most interested in a location that will help reach members outside the vicinity of the 2004 Annual Meeting in Boston, or the 2005 Annual Meeting in California.

Regional meetings of the OAH serve members and other historians, teachers, and graduate students who find it difficult to attend the national meeting held in the spring each year. Because these meetings are held during the summer and near a college or university campus with meeting and dormitory space, they are a less expensive and more relaxed alternative.

In a brief letter of proposal, please address the following:

- Available dates between 4 July and 8 August 2004 for this 2-3 day conference
- Meeting space facilities (for 300-500 registrants) on campus
- Lodging facilities, such as dormitories and hotels on or near campus
- Exhibition space (4,000 to 6,000 square feet)
- Diagrams or maps of the above-mentioned facilities
- Proximity of airport(s) and types of ground transportation available
- Potential for offsite sessions or tours using nearby historical/cultural resources
- National Park Service site(s) nearby with which we could work to incorporate public history into the program

Send letters outlining your department or institution's interest to: Regional Meeting 2004, Organization of American Historians, 112 N. Bryan Avenue, Bloomington, IN 47408-4199.



Jamestown Scholars: New Dissertation Fellowships from the National Park Service and OAH

In preparation for the 400th anniversary of the Jamestown colony in 2007, and under a cooperative agreement with the National Park Service, OAH is pleased to announce the Jamestown Scholars dissertation fellowship program. Awards will be made to support Ph.D. research that contributes to our understanding of the development and legacy of seventeenth-century Jamestown, the first permanent English colony in North America, where diverse peoples from three continents came together.

Fellowship awards are \$5,000 and can be used for any dissertation related expenses. Jamestown Scholars will have access to the NPS collections and archives at Colonial National Historical Park, Virginia.

The competition is open to U.S. graduate students pursuing Ph.Ds in history, American studies, and related fields. Proposals will be judged on potential scholarly contribution to our understanding of the history of seventeenth-century Jamestown, use of documentary evidence, and likelihood of successful completion by 2006.

To apply, send four (4) copies of your c.v., a two-page abstract of the dissertation project, and a letter of recommendation from your dissertation adviser to:

OAH-NPS Jamestown Scholars
Organization of American Historians
112 N. Bryan Avenue
Bloomington, IN 47408

Due dates for proposals is 15 December 2001 for 2002-2003 academic year. Application materials may be sent in the body of an electronic mail message before midnight 15 December 2001 to jamestown@oah.org. Refer questions to Dr. Heather Huyck, National Park Service, at Heather_Huyck@nps.gov or (757) 564-0896.

Obituaries

Edward Topping James

Edward T. James, the editor of *Supplements Three and Four of the Dictionary of American Biography* and co-editor (with his wife Janet Wilson James) of *Notable American Women, 1607-1950*, died on 17 April 2001, in Norwood, Massachusetts.

Born in Chicago on 26 July 1917, he attended the famed Francis Parker School and went on to Harvard College, from which he graduated in 1938. His college roommate, Arthur M. Schlesinger, Jr., describes him affectionately in a recent memoir as a "decent, reticent and forbearing young man." During the Second World War Ed James served as a lieutenant commander in the U. S. Navy. After the war he returned to graduate studies at Harvard, taking his doctorate in 1954.

A modest man of great integrity, he was an intelligent, careful, methodical editor. The three volumes and 1,350 sketches of *Notable American Women* both stimulated and undergirded the belated boom in women's history. He later edited the *Papers of the Women's Trade Union League and its Principal Leaders* (1981).

Though he lived primarily in Massachusetts, he had a lifelong devotion to Pentwater, Michigan, and returned in summers to the family cottage on Pentwater's North Beach. His last years were complicated by Alzheimer's disease, and he died of heart failure, leaving a daughter, a son, and four grandchildren. Memorials may be made to the Pentwater Historical Society, Pentwater, Michigan 49449. □

—Arthur M. Schlesinger, Jr.

Taft Alfred Larson

Taft Alfred Larson, "Mr. Wyoming History," died in Santa Ana, California on 26 January 2001. Few historians have had such a checkered set of career changes, and few have exercised such a profound influence over the study of a state's past. At the same time, T.A. "Al" Larson wore his notoriety lightly and graced his teaching, his writing, and his life with soft-spoken wit and good cheer.

Born to Swedish immigrant parents on a farm in eastern Nebraska on 18 January 1910, Al Larson and his siblings grew up in the small town of Wakefield. Their mother died in the influenza epidemic of 1918. While their father managed his farm from Wakefield, an aunt helped raise the five children. A local teacher/administrator convinced Fred Larson to send his sons to college. While his brothers attended the University of Nebraska, a childhood bronchial condition prompted T.A. to seek the drier climate of the University of Colorado at Boulder. At first interested in a career in journalism, Larson found himself so impressed by an inspiring freshman instructor that he switched majors to history. During the summers, he worked in Yellowstone National Park in northwestern Wyoming.

With a bachelor's and master's degree from Colorado, Larson pursued doctoral studies at the University of Illinois during the Great Depression. In 1936, he completed his Ph.D. degree in medieval history with a dissertation entitled, "The Assistance Demanded by the English Crown from the Clergy in the Reign of Edward III." During academic years 1936-1937 and 1938-1939, he held one-year sabbatical replacement positions at the University of Wyoming. Looking toward publishing portions of his dissertation, Larson borrowed money from his brother in 1937 to help finance a year's research in the British Public Records Office. To economize in London, he shared a bed with another young man—with Al's sleeping in it at night and his colleague's sleeping during the day. He would buy one can of salmon a day, eating half of it for lunch and the remainder for dinner. Since he had to pay separately for his baths, T.A. Larson developed the lifelong

habit of bathing in as little water as possible.

In 1939, Department Head Laura White invited Larson back to the University of Wyoming for a tenure track position, but the offer came with a career-altering twist. A trained medievalist, Larson would have to develop a new course on the history of Wyoming—an offering previously taught by the late Grace Raymond Hebard, an especially controversial campus figure. Al found that the sources for the class were few and scattered, but he set about retraining himself and building the course almost from scratch. A self-confessed "workaholic," Larson taught four to five classes a term, maintained an open door office policy for students, and worked on his research on Saturdays and Sundays. His was a torrid pace, one that he maintained for over thirty-five years. There would be occasional breaks—as when he served three years in the Navy completing a history of the Great Lakes Naval Training Center, or when he won a Carnegie grant permitting him to teach in the General Studies program at Columbia University in 1950-1951, or when fellowships took him to the Huntington Library for research.

By the mid-1950s, T.A. Larson was the acknowledged authority on the state's past and a rising figure in western U.S. history. Stanford University Press released his first book, *Wyoming's War Years, 1941-1945* in 1954. In 1965, the University of Nebraska Press first published his classic textbook, *History of Wyoming*, which won the American Association for State and Local History's Award of Merit. His volume on Wyoming in the Bicentennial State Histories series, released in 1977, won near universal praise from reviewers. Meanwhile, in 1968, he had published with the University of Nebraska Press *Bill Nye's Western Humor*, from which he extracted many light-hearted public presentations. Larson's professional trademarks were prodigious research and fact-based arguments, sprinkled with occasional bursts of unexpected wry humor. He became a pioneer in the emerging field of women's history, especially the history of the suffrage movement in the West. He served as president of the Western History Association, culminating his term in 1971 with a presidential address entitled, "Emancipating the West's Dolls, Vassals and Hopeless Drudges: The Origins of Women's Suffrage in the West." Focusing largely on the cases of Wyoming and Utah, he debunked some of the older stereotypes about tea parties and sketched a multi-causal explanation for the West's early leadership in the suffrage fight.

Despite his growing regional reputation, Al Larson stayed close to home. Hoping to improve town/gown relations, he joined a

variety of civic groups, helped found the Wyoming State Historical Society, and was a charter member and chair of the Wyoming Council for the Humanities. From 1948 to 1969, he chaired the History Department, leading that academic unit during the period of its most dramatic expansion. From 1959 to 1968, he served as director of the School of American Studies and from 1968 to 1976 as William Robertson Coe Chair. While directing four Ph.D. dissertations and seventy-five M.A. theses to completion, he provided faculty leadership on a number of controversial issues, most notably a 1947 textbook censorship conflict with the administration and Board of Trustees. For his campus service, he won a distinguished faculty award and an honorary doctor of laws degree. In retirement, from 1977 to 1985, he served in the state legislature, along with some twelve to fifteen of his former students.

Battling increasingly severe respiratory problems after leaving the legislature, T.A. Larson began taking his winters in California in the 1990s. Divorced once and widowed once, he is survived by his wife Dorothy Larson (also a widow of his late brother), by one step-daughter, and by a daughter, Professor Mary Lou Larson of the UW Anthropology Department. Memorials should be directed to the Larson/McGee Endowment in care of the University of Wyoming Foundation. □

—William Howard Moore
University of Wyoming

THE LIBRARY COMPANY OF PHILADELPHIA PROGRAM IN EARLY AMERICAN ECONOMY AND SOCIETY 2000 Article Prize Awards

The Program in Early American Economy and Society is pleased to announce the recipients of its prizes for outstanding articles in early American economic history published during the year 2000.

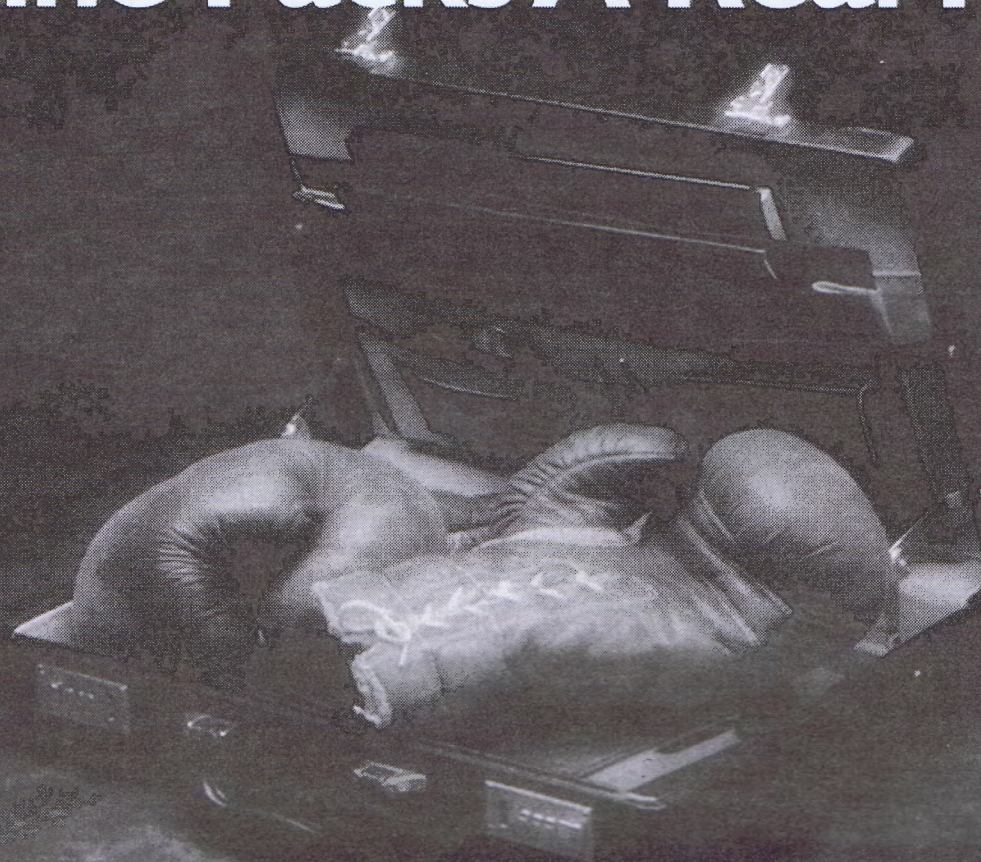
There were numerous distinguished nominations for this year's award, and we are most fortunate to be able to make these awards of outstanding scholarship. Please join us in recognizing the following:

David Cowen, "The First Bank of the United States and the Securities Market Crash of 1792," *Journal of Economic History*, 60 (December 2000).

Robert Martello, "Paul Revere's Last Ride: The Road to Rolling Copper," *Journal of the Early Republic*, 20 (Summer 2000).

The winners will be recognized at the annual awards banquet of the Economic History Association in September, 2001 in Philadelphia. For more information about PEAES, please visit the website at www.librarycompany.org, or contact Cathy Matson, PEAES Director, at cmatson@udel.edu.

The Adjunct Advocate Magazine Packs A Real Punch!



Thank God for your magazine.--Dr. Melissa Antinori, Chair, Department of English, Long Island University

The Adjunct Advocate is a wonderful publication.--Dr. Wendy F. Weiner, Chair, Division of Arts & Sciences, John Tyler Community College

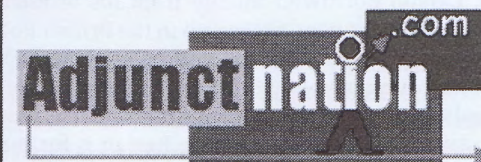
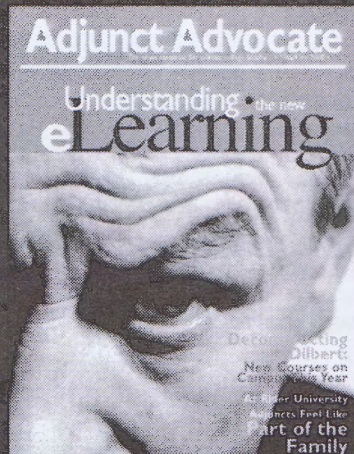
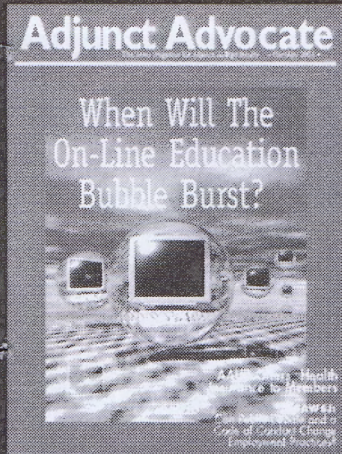
The adjuncts in our program really appreciate the magazine, and we're trying to strengthen our adjunct involvement. This will help.--Dr. Patricia Adekan, Evening Program Director, Long Beach Community College

Thousands of deans and department chairs all over the United States call the *Adjunct Advocate* one of the most important professional publications they read. *U.S. News and World Report* calls it a "vital resource for the academic community." Shouldn't the *Adjunct Advocate* have a place in your department's collection of periodicals? Here's what each institutional subscription to the *Adjunct Advocate* includes:

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Subscribe before November 30, 2001 and **save 20 percent** on a one-year institutional or library subscription (regularly \$100 now just \$80.00). Fax purchase orders to: 734-663-3980 or call 734-930-6854. E-mail mwlesko@adjunctadvocate.com or send orders directly to TAA-Dept. OAH, P.O. Box 130117, Ann Arbor, MI 48113-0117.



Announcements

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$65 for fewer than 101 words; \$90 for 101-150 words; over 150 words will be edited. Application closing dates should be after the end of the month in which the announcement appears. Send announcements to Advertising Director <advertise@oah.org>. Deadlines for receipt of professional opportunity announcements are: 1 January for the February issue; 1 April for May; 1 July for August; and 1 October for November. Announcements will not be accepted after the deadlines. Positions appearing here will also be listed on the OAH web page: <<http://www.oah.org/>>

Castleton State College

Castleton State College, Vermont, seeks to fill a tenure track position in United States history beginning August 2002 for a U.S. historian with international perspective, in the Department of History, Geography, Economics and Politics. Field of specialization open. Emphasis on undergraduate liberal arts general education and history and social studies majors. Ph.D. preferred/ABD considered. Teaching experience desirable. Castleton places a special value on the teaching roles of its faculty, and candidates for this position will be evaluated principally on the basis of their potential to be outstanding teachers and colleagues. Rank (instructor/assistant professor) and salary (ranging from \$23,700-\$33,400) dependent upon qualifications and experience. Send letter of application, plus current vitae, evidence of teaching excellence, and list of three references to Dr. Joseph T. Mark, Academic Dean, Castleton State College, Castleton, VT 05735. Review of applications will begin 1 February 2002 and continue until position is filled. EOE

California State University, Sacramento

U.S. Political History in the 20th Century. The History Department at California State University, Sacramento invites applications for a probationary tenure-track position at the assistant professor level in U.S. Political History in the 20th Century to begin in Fall 2002. The successful candidate will teach survey courses in U.S. history, undergraduate and graduate courses in 20th Century U.S. history, and seminars in historical method; he/she should be prepared to develop an upper division course in the history of U.S. international relations. Experience as a teaching assistant or university instructor preferred. Ph.D. in history must be completed by 2 August 2002. Review of applications will begin on 19 November 2001; position open until filled. CSUS is AA/EOE. Send vita, transcripts, three letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to: Chair, U.S. Political History Search Committee, Department of History, CSUS, Sacramento, CA 95819-6059.

California State University, Sacramento

American Women/Colonial or Early National History. The History Department at California State University, Sacramento invites applications for a probationary tenure-track position at the assistant professor level in the History of American Women with a specialization in either Colonial or Early National U.S. History to begin Fall 2002. The successful candidate will teach survey courses in U.S. history, undergraduate and graduate courses in American Women and Colonial or Early National history, and seminars in historical method at both the gradu-

ate and undergraduate level. Experience as a teaching assistant or university instructor preferred. Ph.D. in history must be completed by August 2, 2002. Review of applications will begin on 19 November 2001; position open until filled. CSUS is AA/EOE. Send vita, transcripts, three letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to: Chair, American Women Search Committee, Department of History, CSUS, Sacramento, CA 95819-6059.

Kalamazoo College

Assistant Professor of History—Kalamazoo College. Tenure-track position in U.S. history at Assistant Professor level beginning September 2002. Ph.D. (Or evidence of imminent completion) required. Salary competitive and consistent with level of experience. The position involves teaching a two-term survey and four upper level courses per year in the quarter system. Field(s) of specialization is open. Candidates are expected to have high aptitude for and interest in undergraduate teaching, a commitment to the liberal arts, and a desire to involve undergraduates in scholarship both in and out of the classroom. Completed applications received by 1 December 2001 will receive full consideration, with later applications reviewed as needed until the position is filled. Send curriculum vitae (including a description of scholarly interests), undergraduate and graduate transcripts (unofficial acceptable), a detailed statement of teaching philosophy and goals, and three letters of recommendation to Professor David E. Barclay, Department of History, Kalamazoo College, 1200 Academy Street, Kalamazoo, MI 49006-3295. For more information about the College, see our home page at <<http://www.kzoo.edu>>. Kalamazoo College encourages candidates who will contribute to the cultural diversity of the College to apply and to identify themselves if they wish. Equal Opportunity Employer.

Wesleyan University

Historian of Colonial/Revolutionary North America: The History Department of Wesleyan University invites applications for a tenure-track assistant professorship in colonial North America and/or the era of the American Revolution, to begin July 1, 2002. Candidates must have Ph.D. in hand or near completion. Submit letter of application, curriculum vitae, a chapter-length writing sample, one page thesis abstract and three letters of reference by 5 November 2001 to Professor Ronald Schatz, Chair, North American Search Committee, Department of History, Wesleyan University, Middletown, CT 06459-0002. Wesleyan University values diversity and is an equal opportunity employer.

Activities of Members

Eric D. Anderson, University of Colorado at Boulder, has been awarded an Archie K. Davis Fellowship from the North Caroliniana Society for research on southern black education and private giving, 1930-1954.

Fred Anderson has been awarded a fellowship by the John Simon Guggenheim Memorial Foundation for his work *Empire and Liberty in North America, 1500-2000*. He has also been awarded the Francis Parkman Prize for the best book in American History for his work, *The Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766*, by the Society of American Historians.

Dee E. Andrews, California State University, Hayward, has been awarded the Hans Rosenhaupt Memorial Book Award from the Woodrow Wilson National Fellowship Founda-

tion for *The Methodists and Revolutionary America, 1760-1800*.

Kevin Boyle, University of Massachusetts, Amherst, has been awarded a fellowship by the John Simon Guggenheim Memorial Foundation for his work, *The 1925 Sweet trials and the modern Civil Rights Movement*.

Robert B. Campbell has won a postdoctoral fellowship from the Woodrow Wilson National Fellowship Foundation.

Bettye Collier-Thomas has been granted a Fellowship from the National Humanities Center for her project "*She Hath Done What She Could*": African American Women & Religion.

Michael F. Conlin has been awarded an Archie K. Davis Fellowship from the North Caroliniana Society for research on North Carolina nationalism and the road to Civil War.

Mike Davis has won the 2001 Carey McWilliams Award, presented by the *MultiCultural Review* for his book, *Magical Urbanism*.

John A. Dittmer has been granted a Fellowship from the National Humanities Center for his project, *The Good Doctors: The Medical Committee for Human Rights and the Politics of Health Care in America*.

Lisa Duggan has been awarded the John Boswell Prize by the Committee on Lesbian and Gay History for *Sapphic Slashers: Sex, Violence, and American Modernity*.

Michele Forman, Middlebury Union High School, Vermont, has been named 2001 National Teacher of the Year by the National Council for Social Studies.

Katherine Healan Gaston has been awarded the Charlotte W. Newcombe doctoral dissertation fellowship from the Woodrow Wilson National Fellowship Foundation for her work, "The Culture of Democracy and its Discontents: Religion, Secularism, and the Making of Modern America, 1945-1975."

Ellen Herman has been awarded a research grant from the National Science Foundation's Science and Technology Studies Program for a project entitled "Kinship by Design: Adoption Science and Scientific Adoption in Modern America. She will also be participating in a 2001-2002 seminar on "Contested Childhood in a Changing Global Order" to be held at the Advanced Study Center, International Institute, University of Michigan.

Neil W. Horstman has been named resident of the White House Historical Association, a non-profit organization involved in supporting efforts to keep the White House authentic and developing education programs to teach the public about important events in the house's history.

Robert Johnson, Port Charlotte High School, Florida, was named a regional winner in the Chevy Malibu Teaching Excellence Awards Contest.

Ira Katznelson, Columbia University, has been awarded a fellowship by the John Simon Guggenheim Memorial Foundation for his work, *Liberalism and the City*.

Alexander Keyssar was named as a finalist for the Francis Parkman Prize for the best book in American History for his work, *The Right to Vote: The Contested History of Democracy in the United States*, by the Society of American Historians.

Asunción Lavrin, Arizona State University, has been awarded a fellowship by the John Simon Guggenheim Memorial Foundation for his work, *Masculinity and the Religious Orders in Colonial Mexico*.

Jennifer Lawrence, Temple University, has been appointed to the Pennsylvania Historical & Museum Commission's Scholars in Residence Program.

Tracy Leavelle has won a postdoctoral fellowship from the Woodrow Wilson National Fellowship Foundation.

Rebecca M. Lemov has won a postdoctoral fellowship from the Woodrow Wilson National Fellowship Foundation.

Elizabeth Lunbeck, Princeton University, has been awarded a fellowship by the John Simon Guggenheim Memorial Foundation

for her work, *Psychoanalytic Practice in the United States before 1920*.

Brian Luskey, Emory University, received a short-term fellowship from the Library Company of Philadelphia's Program in Early American Economy and Society.

Thomas McCarthy has won a postdoctoral fellowship from the Woodrow Wilson National Fellowship Foundation.

John Gilbert McCurdy has been awarded an Archie K. Davis Fellowship from the North Caroliniana Society for research on bachelorhood in colonial North Carolina.

Neil McMillen, University of Southern Mississippi, was elected president of the Mississippi Historical Society.

Stephen A. Mihm has been awarded the Charlotte W. Newcombe doctoral dissertation fellowship from the Woodrow Wilson National Fellowship Foundation for his work, "The Counterfeiters: Banks, Bills, and the Hazards of Exchange."

Gunther William Peck has been granted a Fellowship from the National Humanities Center for his project *White Slavery, American Freedoms: Race, Gender, and Citizenship in the United States, 1850-1925*.

Jennifer Eden Ratner-Rosenhagen has been awarded the Charlotte W. Newcombe doctoral dissertation fellowship from the Woodrow Wilson National Fellowship Foundation for her work, "Neither Rock nor Refuge: American Encounters with Nietzsche and the Search for Foundations."

Larry Eugene Rivers, Florida A&M University, won the 2000 Black Caucus of the American Library Association Award for Nonfiction for his book, *Slavery in Florida: Territorial Days to Emancipation*. Rivers also won the Rembert Patrick Award from the Florida Historical Society for his book, *Slavery*, in addition to the D.B. McKay Award from the Tampa Bay Historical Society, the Harry T. and Harriette V. Moore Book Prize for the best book on an ethnographic subject in Florida history, and the Carolyn Washbon Award.

Seth Rockman, Occidental College, received a post-doctoral fellowship from the Library Company of Philadelphia's Program in Early American Economy and Society.

Nicole Sackley has been awarded the Charlotte W. Newcombe doctoral dissertation fellowship from the Woodrow Wilson National Fellowship Foundation for her work, "Making Modernity: American Social Scientists and the Pursuit of Modernization, 1945-1975."

Douglas Seefeldt has won a postdoctoral fellowship from the Woodrow Wilson National Fellowship Foundation.

Jon F. Sensbach has been granted a Fellowship from the National Humanities Center for his project *Rebecca's Revival: The Origins of Afro-Christianity in the Atlantic World*.

Jason Scott Smith has received the Outstanding Graduate Student Instructor award for teaching excellence at the University of California, Berkeley. This fall he will hold the Harvard-Newcombe Fellowship in Business History at the Graduate School of Business Administration at Harvard University.

Richard Street, Photographer and Historian, San Anselmo, California, has been awarded a fellowship by the John Simon Guggenheim Memorial Foundation for his work, *Photography and the Farm-Worker Experience in California, 1850-2000*.

Patricia Ann Sullivan has been granted a Fellowship from the National Humanities Center for her project *Struggle toward Freedom: A History of the NAACP*.

Sarah C. Thuesen has been awarded an Archie K. Davis Fellowship from the North Caroliniana Society for research on black education in North Carolina, 1920-1960.

Jessica Weiss, California State University has been awarded the 2001 Sierra Book Prize by the Western Association of Women Historians for *To Have and To Hold: Marriage, the Baby Boom, and Social Change*.

John C. Willis, University of the South was awarded the McLemore Prize for his book *Forgotten Time: The Yazoo-Mississippi Delta after the Civil War* by the Mississippi Historical Society.

Awards, Grants and Fellowships

The Council for International Exchange of Scholars announces upcoming deadlines for the Fulbright Scholar Program. Traditional Fulbright awards are available from 2 months to an academic year or longer. A new short-term grants program—the Fulbright Senior Specialists Program—offers 2-6 week grants in a variety of disciplines and fields. Deadline is 1 November 2001 for spring summer seminars in Germany, Korea, and Japan for international educators and academic administrators and for the summer German Studies Seminar. There is a rolling deadline for the Fulbright Senior Specialist Program. Contact: Council for International Exchange of Scholars, 3007 Tilden St., NW, Suite 5L, Washington, DC 20008-3009; (202) 686-7877; <apprequest@cies.iie.org>; <http://www.cies.org>.

The Louisville Institute is offering funding to individuals interested in enriching the religious life of American Christians. A variety of awards are offered including: a general grant program for religious research, deadline: 6 November 2001; study grants for pastoral leaders for reflective engagement with their life and work and issues related to contemporary religious leadership; deadline: 15 September 2001; summer stipends for faculty summer research projects in the area of American Christianity, deadline: 1 November 2001; grants to faculty research projects designed to make the themes of Christian faith more accessible to religious believers; deadline: 1 December 2001; grants to faculty research projects on the nature of and challenges to religious institutions in the contemporary world; deadline: 15 December 2001; and fellowship programs to support students engaged in their final year of writing Ph.D. or Th.D. dissertations on American religion; deadline: 31 January 2002.

The Association for the Study of Connecticut History invites nominations for the 2001 Homer D. Babbidge Jr. Award. The award is given to the best work on a significant aspect of Connecticut's history published in 2000. Deadline is 31 August 2001. Nominations should be sent to: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, CT 06371.

The Association for the Study of Connecticut History invites nominations for the 2001 Betty M. Linsley Award. The award recognizes the best work on a significant aspect of Connecticut history published by, for, or on behalf of a Connecticut historical society or organization in 2000. Deadline is 31 August 2001. Nominations should be sent to: Patricia Bodak Stark, 84 Beaver Brook Road, Lyme, CT 06371.

The Social Science Research Council, the Japan Foundation Center for Global Partnership, and the American Council of Learned Societies are accepting applications for the 2001-02 Abe Fellowship Program. Applications may be downloaded from <http://www.ssrc.org>. The deadline for applications is 1 September 2001. Contact: Abe Fellowship Program, Social Science Research Council, 810 Seventh Avenue, 31st Floor, New York, NY 10019; (212) 377-2700 ext. 423; fax (212) 277-2727; <abe@ssrc.org>.

The Society for American City and Regional Planning History invites submissions for its 2001 awards. The society offers several awards for books and theses/dissertations written within the last 2 years. Deadline is 14 September 2001. Contact: Ruth Knack, AICP, chair SACRPH Awards; (312) 786-6369; <rknack@planning.org>.

The American College of Obstetricians and Gynecologists and Ortho-McNeil Pharmaceutical Corporation jointly sponsor 2 \$5,000 fellowships in the History of American Obstetrics and Gynecology each year. ACOG members and other qualified individuals are

encouraged to apply. Deadline is 1 October 2001. Contact: The American College of Obstetricians and Gynecologists, Mrs. Susan Rishworth, History Librarian/Archivist, 409 Twelfth Street, SW, Washington, D.C. 20024-2588; (202) 863-2578 or (202) 863-2518; fax: (202) 484-1595; <srishwor@acog.org>.

The Woodrow Wilson International Center for Scholars announces its 2002-2003 fellowships. Applications from any country and background are welcome. However, for academic applicants, eligibility is limited to the postdoctoral level. The appointment usually lasts 1 U.S. academic year and the stipend offered tries to allow for the fellow to receive an approximate amount consistent with their home school salary. Last year, awards ranged from \$20,000 to \$60,000. Deadline is 1 October 2001. For applications contact: Scholar Selection and Service Office, Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington DC 20004-3027; <http://www.wilsoncenter.org>.

The National Endowment for the Humanities is offering a Summer Stipends program that supports 2 months of full-time research (normally between 2 May 2002 and 30 September 2002) on a project in the humanities, amounting to an award of \$5,000. The deadline for this nationwide competition is 1 October 2001. Faculty members of colleges and universities must be nominated by their institutions, each of which may nominate 2 applicants. For more information, visit the NEH website at: <http://www.neh.gov/grants/onebook/fellowships.html>. Contact: NEH Summer Stipends, Room 318, National Endowment for the Humanities, 100 Pennsylvania Avenue, NW, Washington D.C. 20506; (202) 606-8340; <stipends@neh.gov>.

The John Simon Guggenheim Memorial Foundation offers fellowships for men and women who have demonstrated exceptional capacity for productive scholarship. The appointments are made for 1 year and amounts are adjusted according to the needs of the fellow. Requests for application forms for fellowships should be addressed to the John Simon Guggenheim Memorial Foundation, 90 Park Ave., New York, NY 10016. Deadline is 1 October 2001. Visit: <http://www.gf.org>.

The Columbia University Center for Comparative Literature and Society with a grant from the Ford Foundation will appoint 1 postdoctoral fellow for the academic year 2002-03. The fellow must have received a Ph.D. between 1 January 1996 and 1 July 2002. The stipend will be \$35,000. Deadline is 15 October 2001. Contact: Director, Center for Comparative Literature and Society, Mail Code 5755, Columbia University, 2960 Broadway, New York, NY 10027; <http://www.columbia.edu/cu/complit>.

The Radcliffe Institute for Advanced Study at Harvard University announces its fellowships. Stipends are funded up to \$45,000 for 1 year. Deadline is 15 October 2001. Contact: Application Office, 34 Concord Avenue, Cambridge MA 02138; <fellowships@radcliffe.edu>; <http://www.radcliffe.edu>.

The Filson Historical Society, Kentucky's oldest independent historical society, announces fellowships, internships, and awards for articles. Fellowships for M.A. students and Ph.D. candidates range from 1 week to 1 month. Internships for graduate students range from 1 month to 2 semesters. Deadlines are 15 October and 15 February. Contact: The Filson, 1310 South Third Street, Louisville KY 40208; <markweth@filsonhistorical.org>; (502) 635-5083; <http://www.filsonhistorical.org>.

The Columbia Society of Fellows in the Humanities with grants from the Andrew W. Mellon Foundation and the William R. Kenan Trust will appoint a number of postdoctoral fellows in the humanities for the academic year 2002-03. Fellows must have received a Ph.D. between 1 January 1996 and 1 July 2002. The stipend will be \$37,000. Deadline is 15 October 2001. Contact: Director, Society of Fellows in the Humanities, Heyman Center, Mail Code 5700, Columbia University, 2960 Broadway, New York, New York 10027; <http://www.columbia.edu/cu/societyoffellows>.

The National Humanities Center offers fellowships for advanced study in natural and social studies, the arts, the professions, and public life. Applicants must hold a doctorate or have equivalent scholarly credentials. The fellowships last throughout the academic year and run up to \$50,000. Applicants must submit a c.v., a 1,000-work project proposal, and 3 letters of recommendation by 15 October 2001. Contact: Fellowship Program, National Humanities Center, Post Office Box 12256, Research Triangle Park, NC 27709-2256; <nhc@ga.unc.edu>; <http://www.nhc.rtp.nc.us:8080>.

The Herbert Scoville Jr. Peace Fellowship is available to college graduates who have an interest in arms control and security issues and would like to work with a non-profit organization in Washington, DC. The fellowship lasts 6 to 9 months and provides a stipend, health insurance, and travel costs to and from Washington. Deadline is 15 October 2001. Contact: Paul D. Revsine 110 Maryland Avenue NE Suite 409, Washington, DC 20002; (202) 543-4100; <scoville@clw.org>; <www.scoville.org>.

The Lemelson Center, an archive containing records of American enterprise and technology and located at the National Museum of American History, announces its Travel to Collections Awards Program. The program covers cost of transportation and up to \$75/day for expenses. Deadline is 15 October 2001. Contact: Alison L. Oswald, Archivist, Archives Center, NMAH, Room C340, Washington DC 20560-0601; (202) 357-3780; <oswald@nma.si.edu>.

The Oregon Historical Society announces the Donald J. Sterling, Jr. Research Fellowship to encourage research in Pacific Northwest history. Fellows will be in residence in the OHS Research Library for 4 weeks between 1 January 2002 and 31 August 2002. A Senior Fellowship is open to all applicants and a Graduate Research Fellowship is open to candidates for advanced degrees. Applications must be postmarked by 31 October 2001. Contact: Richard Engeman, Director of Manuscripts and Research at the Oregon Historical Society, 1200 SW. Park Avenue, Portland, OR 97205; (502) 306-5247; <richarde@ohs.org>.

The John Nicholas Brown Center is accepting applications for its Research Fellowship. The Center supports scholarship in American topics, especially those relating to Rhode Island and New England. Deadline is 1 November 2001. Contact: Joyce M. Botelho, John Nicholas Brown Center, Box 1880, Brown University, Providence, RI 02921; <Joyce_Botelho@Brown.edu>.

The Southeastern Society for Eighteenth Century Studies invites submissions for its annual article competition the Percy G. Adams Article Prize. The award for best article on an eighteenth-century subject published in a scholarly journal, annual, or collection between 1 September 2000 and 31 August 2001 totals \$500. The deadline for submissions is 15 November 2001. Winning authors must join, or be a member of the society. Submit articles to Mary McAlpin, Department of Modern Foreign Languages, 701 McClung Tower, University of Tennessee, Knoxville TN 37996.

The Rockefeller Archive Center (RAC) of The Rockefeller University is accepting applications for grants for travel and research. Grants will be awarded to applicants in any discipline, usually graduate students or postdoctoral students, who are engaged in research that requires use of the collections at the Center. The Center is also accepting applications for its grants-in-aid program for the year 2002 in the History of the Cold War Era. Deadline for both awards is 30 November 2001. Contact: Darwin H. Stapleton, Director, Rockefeller Archive Center, 15 Dayton Ave., Pocantico Hills, Sleepy Hollow, NY 10591-1598; (914) 631-4505; fax (914) 631-6017; <archive@rockvax.rockefeller.edu>.

The Rockefeller Archive Center (RAC) of The Rockefeller University is accepting applications for its continuing program of residencies for research at the Center on topics related to the history of basic medical research. Deadline is 30 November 2001. Contact: Darwin H. Stapleton, Director,

Rockefeller Archive Center, 15 Dayton Ave., Pocantico Hills, Sleepy Hollow, NY 10591-1598; (914) 631-4505; fax (914) 631-6017; <archive@rockvax.rockefeller.edu>; <http://www.rockefeller.edu/archive.ctr>.

The Society for Historians of the Gilded Age and Progressive Era (SHGAPE) announces its biennial competition for the best published article dealing with any aspect of United States History between 1865 and 1917. The article must have appeared in a journal dated 1999 or 2000. Any graduate student or individual with a doctorate awarded after 1990 who has not yet published a book is eligible to compete for a \$500 award. An article may be nominated for consideration by the author or by others. Deadline is 1 December 2001 and submissions should have 3 copies of the article plus a copy of the table of contents of the issue in which it appeared. Contact: Robert G. Barrows, SHGAPE Prize Committee, Department of History, Indiana University at Indianapolis, 425 University Boulevard, Indianapolis, IN 46202-5140.

The Committee on Lesbian and Gay History will award 2 prizes in 2002: the Gregory Sprague Prize for an outstanding paper, article, or dissertation chapter on lesbian, gay, bisexual, transgendered, transsexual, and/or queer history; and the Audre Lorde Prize for an outstanding article on the same themes. Deadline is 31 December 2001. Send 1 copy each to: Margot Canaday, Department of History, University of Minnesota, 4118 41st Ave. S, Minneapolis, MN 5506; Charles R. Middleton, Chair, CLGH Prize Committees, University System of Maryland, 3300 Metzgerott Road, Adelphi, MD 20783-1690; and David Serlin, Department of History, Albright College, 13th and Bern Streets, PO Box 15234 Reading PA 19612-5234. Visit: <http://www.oneinstitute.org>.

An interdisciplinary Program in Agrarian Studies at Yale University will be offering 4 to 6 Postdoctoral Fellowships tenurable from September 2002-May 2003. Fellowships include a stipend of \$40,000 per academic year. Deadline is 3 January 2002. Contact James C. Scott, Program in Agrarian Studies, Yale University, Box 208300, New Haven, Connecticut 06520-8300; fax (203) 432-5036, <http://www.yale.edu/agrarianstudies>.

The John Carter Brown Library will award 25 short and long-term Research Fellowships for the year 1 June 2002-31 May 2003. Fellowships are open to pre- and post-doctoral or independent research. The Library's holdings are concentrated on the history of the Western Hemisphere during the colonial period. Deadline is 15 January 2002. Contact: Director, John Carter Brown Library, Box 1894, Providence, RI 02912; <JCBL_Fellowships@brown.edu>; <http://www.JCBL.org>.

The Peabody Essex Museum of Salem, Massachusetts offers research Fellowships in New England History and Culture. Deadline is 31 January 2002. Contact: Fellowship Program, Phillips Library, Peabody Essex Museum, East India Square, Salem MA 01970; <http://www.pem.org>.

The Council on America's Military Past is offering grants for students who wish to attend its Military History Conference 10-14 July 2002 in and around Old San Juan, Puerto Rico. The grants will cover the costs of the conference. Students should submit a short 1-page statement on why they wish to attend the conference to CAMP, PO Box 1151, Fort Myer, VA 22211 by 20 February 2002.

The James Madison Memorial Fellowship Foundation awards James Madison Fellowships to in-service secondary school teachers of American history, government, and social studies; and to graduating or graduated collegians who wish to become secondary school teachers of the same subjects. The awards of up to \$24,000 cover tuition, fees, books, room, and board associated with study leading to master's degrees in American history, political science, or education with concentrations in the framing, principles, and history of the US Constitutions. Deadline is 1 March 2002. Contact: James Madison Fellowship Program, PO Box 4030, Iowa City, Iowa 52243-4030; <Recogprog@act.org>; <http://www.jamesmadison.com>.

The American Philosophical Society offers

several fellowships and grants for research. Applicants may be residents of the United States, American citizens resident abroad, or foreign nationals whose research can be carried out in the United States. **Deadlines vary.** Contact: Committee on Research, American Philosophical Society, 104 South 5th Street, Philadelphia, Pennsylvania 19106; <eroach@amphilsoc.org>; <http://www.amphilsoc.org/>.

Calls for Papers

The **Western History Association** invites proposals and papers for its 42nd annual conference at Colorado Springs 16-19 October 2002. The 2002 meeting will highlight the tensions and connections between our deep and diverse roots and continuing migrations that have created the West. The deadline for submissions is **31 August 2001**. Send to Katherine G. Morrissy, 2002 WHA Program Committee, Department of History, University of Arizona, 215 Social Sciences Bldg., Tucson Arizona, 85721; <kmorrissy@u.arizona.edu>.

The **Lewis and Clark Foundation** invites proposals for its upcoming meeting: "The Quest for Knowledge: Lewis in Philadelphia." Papers will be expected to focus on Lewis' activities in Philadelphia before and after his expedition, as well as on the scientific and cultural life in the city of Philadelphia at the time. 1-page abstracts **4 September 2001**. Each abstract should contain: the title of the paper and the subject category in which the paper should be reviewed; name, affiliation, mailing address, and email address of the author; abstract of 200-300 words; and a brief biography (100 words). Contact: Philadelphia Chapter, LCTHF, P.O. Box 54803, Philadelphia, PA 19148, attn: Program Committee; <papers@lewisandclark-phila.org>.

The **Georgia Political Science Association** invites paper proposals for its 2002 Conference, "Centralization v. Decentralization in Governmental Systems." Deadline is **14 September 2001**. Visit <http://www.apsanet.org/PS/organizations/state/georgia.cfm>.

The **American Association for the History of Medicine** invites submissions on any area of medical history for its 75th annual meeting, to be held in Kansas City, Missouri, 25-28 April 2002. In addition to single paper proposals, the program committee welcomes proposals for sessions and luncheon workshops; individual papers for those sessions will be judged on their own merits. All papers must represent original work not already published or in press. Send 6 copies of a 1-page abstract (350 words maximum) to Nancy Tones, History Department, SUNY at Stony Brook, 11794-4348. Abstracts should clearly state findings and conclusions as well as research questions. They should also provide the following information on the same sheet: Name, preferred mailing address, work and home telephone numbers, email address, present institutional affiliation, and academic degrees. Abstracts must be received by **15 September 2001**.

The **23rd Annual Mid-America Conference on History** invites proposals for papers in all fields of history. The Conference is scheduled for **20-22 September 2001** at Oklahoma State University, Stillwater. Contact: Dr. Jim Huston, Department of History, OSU, LSW 501, Stillwater OK 74078-3054; <hus0645@okstate.edu>.

The **Indiana Association of Historians** invites paper and panel proposals for its annual meeting, "Migration of Peoples and Diffusion of Cultures Across Time and Place," to be held 1-2 March 2002 in Indianapolis. Proposals should include a 1-page abstract and c.v. Deadline is **1 October 2001**. Contact: IAH Program 2002, c/o David G. Vanderstel, Executive Director, National Council on Public History, c/o Indiana University-Purdue University, Indianapolis, 425 University Blvd.-Cavanaugh 327, Indianapolis, IN 46202-5140; <dvanders@iupui.edu>.

The **Journal of Policy History** invites proposals for its Conference on Policy History

to be held in St. Louis, 23-26 May 2002. All topics concerning the history, development and implementation of public policy, as well as American political development, broadly conceived, will be considered. Complete sessions are encouraged, but individual paper proposals are welcome. Review of proposals will begin on **1 October 2001**. Send 2 copies of proposals, including a 1-page summary of each paper(s) and a c.v. of each panelist to: Policy Conference, Journal of Policy History, Saint Louis University, 3800 Lindell Blvd., P.O. Box 56907, St. Louis, MO 63156-0907.

The **Maine Women Writers Collection** of the University of New England invites proposals on "The Complex Web of Women's Friendships" for an interdisciplinary conference to be held on 20-22 June 2002 in Portland, Maine. The conference program committee seeks submissions that explore how women's friendships have helped them or others to cross barriers constructed by race, ethnicity, or class. Submissions should include a 1-page abstract and a 1-page c.v. Deadline is **12 October 2001**. Send proposals to Dr. Elizabeth De Wolfe, University of New England, Department of History, 11 Hills Beach Road, Biddleford, ME 04005. Visit <www.une.edu/admin/lir/mwwc/conf02.htm>.

The **Business History Conference** invites proposals for its 19-21 April 2002 meeting entitled "Corporate Governance" to be held in Wilmington Delaware. Proposals should include a 1-page abstract and c.v. Deadline is **15 October 2001**. Please send 5 copies of proposals to Roger Horowitz, Secretary-Treasurer, Business History Conference, PO Box 3630, Wilmington DE 19807. Questions about proposals should be addressed to David Sicilia, Department of History, University of Maryland, College Park, MD, 20742; <ds190@umail.umd.edu>.

The **Douglas Southall Freeman and Southern Intellectual History Circle** invites proposals for their annual conference, entitled, "Virginia's Civil War and Aftermath, 1850-1900" to be held at the University of Richmond, Richmond, Virginia, 21-23 February 2002. Panels may cover such topics as: pre-Civil War Virginia politics, military operations and leadership, race relations in slavery and freedom, religious developments, civilian and military morale during and after the war, issues of gender, family life, and developments in letters and education. Participants in need may anticipate some financial assistance. Graduate student participation is welcome along with senior scholars. Deadline is **15 October 2001**. Contact: Bertram Wyatt-Brown, Department of History, University of Florida, 4131 Turlington, P.O. Box 117320, Gainesville, FL, 32611-7320.

The **European Association of American Studies Conference** invites proposals for a workshop on "Research Methods in American Studies: Oral History Technique and Visual Culture Analysis" to be presented at their conference, "The United States in Europe: Nationhood, Citizenship, Culture" to be held 22-25 March 2002 in Bordeaux, France. Proposals should not exceed 250 words and must be submitted by **15 October 2001**. Contact: Professor John Dean, Universite de Versailles, 13 rue Monge / 75005 / Paris / France; fax: 01.43.29.34.09; <John.Dean@sudam.uvsq.fr>.

The **Roosevelt Study Center** invites proposals for its conference in Middelburg, the Netherlands 18-19 April 2002, "Modeling American Culture: American Magazines in the Twentieth Century." Proposals should concern the role magazines play in identity formation, society, institutions, and culture. Proposals should be 1 page in length; and must be submitted by **1 November 2001**. Contact: Roosevelt Study Center, PO Box 6001, 4330 LA Middelburg, the Netherlands; (31) 118-631590; fax (31) 118-631593; <rscc@zeeland.nl>.

The **Society of Military History** will hold its annual conference at the Monona Terrace, Madison, Wisconsin 4-7 April 2002, "War and Remembrance: Constructing the Military Past and Future." Proposals should include a 1-page abstract. Deadline is **1 November 2001**. Contact: Jerry Cooper, Department of History, University of Missouri-St. Louis, 63121;

(314) 516-5735; fax (314) 516 5781; <cooperj@msx.umsu.edu>.

The **Experience Music Project** of Seattle invites proposals for its first annual academic conference on popular music studies, "Creating Sounds, Creating Meaning: Making Popular Music in the US," to be held in Seattle 11-14 April 2002. Proposals should include a 250-word abstract and a biography of the presenter. Deadline is **15 November 2001**. Contact: Daniel Cavicchi at <DanC@emplyve.com>.

The **Organization of American Historians** and the **National Park Service** announce their competition for their Jamestown Scholars Dissertation Fellowships for graduate students pursuing Ph.D.s in history and American Studies. Proposals will be judged on potential scholarly contribution to our understanding of the history of Seventeenth-Century Jamestown. To apply, send 4 copies of a c.v., a 2-page abstract of the dissertation project, and a letter of recommendation from your dissertation advisor to: OAH-NPS Jamestown Scholars, Organization of American Historians, 112 N. Bryan Avenue, Bloomington, IN 47408 by **15 December 2001**.

The **Southern Labor Studies Conference** invites paper submissions for its conference, "The Making of the Atlantic Working Classes." Submissions on southern labor history, politics, and contemporary affairs with a particular interest to papers that speak to the theme of international working-class history are welcomed. The conference will be held in Miami Beach, Florida on 26-28 April 2002. Deadline is **15 December 2001**. Contact: Program Committee SLSC, c/o Alex Lichtenstein, Department of History, Florida International University, Miami, FL 33199; fax: (305) 348-3561; <lichtens@fiu.edu>.

The **2002 Annual Conference on Interdisciplinary Approaches to History and Film: Lawrence of Arabia** invites proposals from scholars of all fields. The conference will focus on the following for topics: Imperialism and the Middle East; The First World War and the Middle East; Gender and Post-Colonial Studies; and media and film criticism. Proposals are to include the title of the panel, a 200-word abstract, the full name of the participant, any institutional affiliations, mailing, email, and webpage addresses and phone numbers. Deadline is **2 January 2002**. Contact Dr. Michael Levin: (330) 973-7515; <IAF2001@yahoo.com>.

Meetings and Conferences

The **American Association for State and Local History** will host its annual meeting, "Our Cultural Heritage: Community Partnerships for the Future," in Indianapolis, Indiana **12-15 September 2001**. Sessions and workshops will include discussions on collaborations in local communities, museum management, digital technology for cultural sites, museum education, heritage tourism, preservation, and community issues. Contact: <norris@aaalh.org>; <http://www.aaalh.org>.

The **American Heritage Center** of the University of Wyoming will hold its annual history symposium, "Re-figuring the Ecological Indian," on **19-21 September 2001**. Topics will range from the archaeological record to contemporary issues. All sessions are free. Contact: Sally Sutherland, AHC, PO Box 3924, Laramie WY 82071, (307) 766-4295; <sallys@uwyo.edu>.

The **Defense Acquisition History Project**, sponsored by the Office of the Secretary of Defense, will host a symposium on "Providing the Means of War: Acquisition in the Department of Defense from 1945 to the Present." The 3-day symposium is scheduled for **10-12 September 2001** and will be held in McLean, Virginia. There is no charge to attend. Contact: Dr. Shannon Brown (202) 685-2759; <Shannon.Brown@hqda.army.mil>.

The **Hagley Museum and Library** in Wilmington, Delaware will host the conference, "Commodifying Everything: Consumption and Capitalist Enterprise" on **12-13 October**

2001. Papers will address the historical processes of commodification in health care, the relationships between commodities, ideology, and national identities, and the spread of the market to new areas such as the pet business and the dissemination of religious objects. Contact: The Center for the History of Business, Technology, and Society, Hagley Museum and Library, PO Box 3630, Wilmington DE 19807; <crl@udel.edu>.

Museums Alaska and the **Alaska Historical Society** announce their joint conference "Coping and Thriving with Change in Museums" / "Prince William Sound in Alaska's Past" to be held **26-29 September 2001**. Contact: Valdez Museum and Historical Archive Association, Inc. 907-835-2764, PO Box 8, Valdez AK 99686; <vldzmuse@alaska.net>; <http://www.alaska.net/~vldzmuse/>.

Hoover Symposium XIII: Herbert Hoover: The Engineer as Educator, will take place **13 October 2001** at George Fox University, Newberg, Oregon. The program includes papers on Hoover's engineering and engineering education innovations, on his educational policies for Native Americans, and on his educational partnership at Stanford and nationally with Ray Lyman Wilbur. Contact: Lee Nash, Department of History, George Fox University, Newberg, OR 97132; (503) 538-8132; <lnash@georgefox.edu>.

The annual **Lincoln Symposium** will be held at Ford's Theater in Washington DC. The topic will be "The Conspirators." The event will take place on **15 October 2001** at 9:30 A.M. The symposium is free. Contact Park Rangers: Ford's Theater NHS, 517 10th St., NW, Washington DC 20004.

The **Fifth Congress of the Americas** will be held at Puebla, Mexico **17-20 October 2001**. Visit: <http://www.udlap.mx/congress/5/index.html>.

The 35th annual meeting of the **Oral History Association**, *Bearing Public Witness: Documenting Memories of Struggle and Resistance*, will be held in St. Louis, Missouri **17-21 October 2001**. Panels and workshops will focus on the philosophical and practical strategies for documenting individual and collective memories. Registration fees are \$95 for members, \$110 for nonmembers. Contact: Madelyn Cambell, Dickinson College, Carlisle, PA 17013; (717) 254-1036; <oha@dickinson.edu>; <http://www.dickinson.edu/oha>.

The **Northeast Popular Culture/American Culture Association** will meet for its annual conference in New Haven at Southern Connecticut State University on **2-3 November 2001**. Visit: <http://www.wpi.edu/~jphalan/NEPCA.html>.

The **North Carolina Literary and Historical Association**, **Federation of Historical Societies**, **North Carolina Society**, **North Carolina Collection**, and **Museum of History** are cosponsoring "Imaging North Carolina: The Early Years of Photography" to be held at the North Carolina Museum of History in Raleigh on **9 November 2001**. The conference will feature papers on the early technology and the photographers who helped shape the visual images of the state. Contact: Jo Ann Williford, Division of Archives and History, 4610 Mail Service Center, Raleigh, NC 27699; (919) 733-7305; <jwilliford@ncsl.dcr.state.nc.us>.

The **Sixth Annual Lincoln Forum** will examine "Lincoln and the Legacy of Freedom," and will be held **16-18 November 2001** at Gettysburg. The forum will feature a roster of leading American historians exploring and debating its theme, including Garry Willis, Allen Guelzo, Lerone Bennett, Jr., Berry Schwartz, Catherine Clinton, and more. The registration fee is \$265. Contact: (303) 721-6681; fax (303) 721-6682; <http://www.thelincolnforum.org>.

The University of Kansas is sponsoring **Let America Be America Again: An International Symposium on the Art, Life & Legacy of Langston Hughes** from **7-10 February 2002**. Contact: (877) 404-5823; <kuce@ku.edu>; <http://www.kuce.org/hughes>.

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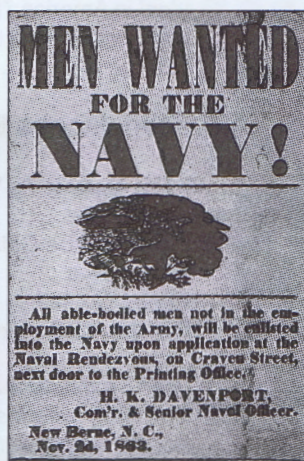
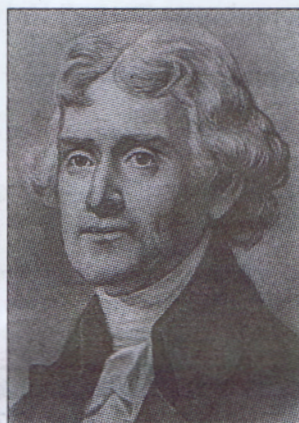
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- The Making of the American West

Stephen Aron, a professor of history at the University of California, Los Angeles, is a specialist in frontier and western American history. He is the author of *How the West Was Lost: The Transformation of Kentucky from Daniel Boone to Henry Clay* (1996), as well as a number of articles concerning the intercultural history of European colonialism in North America. His current research explores the intercultural history of American westward expansion as experienced by the offspring of Daniel Boone.

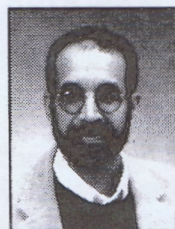
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- Expanding the U.S. Capitol, 1851-2001: Whose Vision of Representative Democracy?
- "A Tranquil and Unoffending Station?" The Vice Presidency from Adams to Cheney
- Herding Cats or Taming Tigers: Majority Leadership in the Twentieth-Century U.S. Senate



Richard Baker has been director of the U.S. Senate Historical Office since its creation in 1975 and holds a doctorate in history from the University of Maryland. He has also worked for the Library of Congress's Legislative Reference Service and as director of research for The National Journal. He is the author of several books, including *Conservation Politics: The Senate Career of Clinton P. Anderson* (1985) and *The Senate of the United States: A Bicentennial History* (1988).

Richard J. M. Blackett, University of Houston



- British Popular Reaction to the American Civil War
- African Americans and the Anglo-American Abolitionist Movement
- African Americans, the British Working Class, and the Struggle for Freedom in the United States

Richard Blackett is the John and Rebecca Moores Professor of History and African American Studies at the University of Houston. His research focuses on the place of African Americans in the Atlantic world, particularly their efforts to end slavery and racial discrimination. His most recent book, *Divided Hearts: Britain and the American Civil War*, was published in 2000.

Martin H. Blatt, Boston National Historical Park

- Controversies in Public History
- Scholarship and Public Presentations of History

Chief of Cultural Resources/Historian at Boston National Historical Park, Martin Blatt has served as a manager and consultant on public history projects and exhibits since 1979. He has also authored and co-edited numerous books and articles, including *Hope and Glory: Essays on the Legacy of the 54th Massachusetts Regiment* (2001) and *The Meaning of Slavery in the North* (1998).



Eileen Boris, University of California, Santa Barbara



- Citizens on the Job: Gender, Race, and Rights in Modern America
- Consumers of the World Unite! Campaigns Against the Sweatshop, Past and Present
- "No Right to Layettes or Nursing Time": The Problem of the Pregnant Worker
- What is Work? Who is a Worker? Homeworkers, Household Workers, and Poor Single Mothers
- Contested Rights: How the Great Society Crossed the Boundaries of Home and Work

Eileen Boris is the Hull Professor of Women's Studies at the University of California, Santa Barbara. She has also taught at Harvard University and the University of Virginia. She is the author of *Art and Labor: Ruskin, Morris, and the Craftsman Ideal in America* (1986) and *Home to Work: Motherhood and the Politics of Industrial Homework in the United States* (1994), which won the Philip Taft Prize in Labor History.

Joan Jacobs Brumberg, Cornell University

- The Appetite As Voice: Anorexia Nervosa in Historical Perspective
- Girls Will Be Girls: Adolescent Diaries in Historical Perspective
- From Corsets to Body Piercing: The Changing Experience of Female Adolescence



Joan Brumberg is a Stephen H. Weiss Presidential Fellow and Professor at Cornell University where she has taught history, human development, and women's studies for over twenty years. Her books, *The Body Project: An Intimate History of American Girls* (1997), and *Fasting Girls: The Emergence of Anorexia Nervosa As A Modern Disease* (1988), have won awards from the American Library Association, the Berkshire Conference of Women Historians, the American Studies Association, the History of Science Society, and the American Anthropological Association.

Anne M. Butler, Utah State University



- Role of Roman Catholic Nuns in the Growth of the American West
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- Nineteenth-Century Prostitution in the American West

Anne Butler is the Trustee Professor of History at Utah State University where she specializes in western, social, and women's history. She is the author of *Daughters of Joy, Sisters of Mercy: Prostitutes in the American West, 1865-1890* (1985) and *Gendered Justice in the American West: Women Prisoners in Men's Penitentiaries* (1997). She has given over one hundred presentations on women in the American West.

Jon Butler, Yale University

- Modernizing America Before the Revolution
- God in Gotham: How Religion Prospered in Modern Manhattan
- Religion and American History
- The African American Experience in American Religion



Jon Butler is the William Robertson Coe Professor of American Studies and History and Professor of Religious Studies at Yale University. His award-winning books include *The Huguenots in America: A Refugee People in New World Society* (1983); *Awash in A Sea of Faith: Christianizing the American People* (1990); and *Becoming America: The Revolution Before 1776* (2000). His newest project is a study of religion in New York City between 1870 and 1960.

James C. Cobb, University of Georgia



- Southern Economic Development Since the Civil War
- Country Music and Southern White Culture
- Southern Identity in Contemporary and Comparative Perspective

James Cobb is the B. Phinizy Spaulding Distinguished Professor of History at the University of Georgia. He has written and lectured widely on the interaction of economy, society, and culture in the American South. His books include *The Selling of the South: The Southern Crusade for Industrial Development, 1936-1990* (1993); *The Most Southern Place on Earth: The Mississippi Delta and the Roots of Regional Identity* (1992); and *Redefining Southern Culture: Mind and Identity in the Modern South* (1999).

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- Glitter Amid Despair: Chicago as Dual Metropolis
- How the Automobile Revolutionized the American Metropolis
- Changing Places: Rapid Suburban Growth on the Metropolitan Edge
- Baseball as History/History as Baseball



Michael Ebner is the A. B. Dick Professor of History and department chair at Lake Forest College. He is best known as the author of the prize-winning book *Creating Chicago's North Shore: A Suburban History* (1988). Ebner's presentations, which all include slides, have won him numerous teaching awards.

Paul Finkelman, University of Tulsa College of Law



- Affirmative Action for the Master Class: The Creation of the Proslavery Constitution
- Thomas Jefferson, the American Founders, & the Problem of Slavery in a "Free" Republic
- The Centrality of Slavery to American Constitutional Development
- "A Well Regulated Militia": The Original Meaning of the Second Amendment
- "Hooted Down the Pages of History": Reconsidering the Greatness of Chief Justice Taney

- Baseball & the Rule of Law

Paul Finkelman is the Chapman Distinguished Professor of Law at the University of Tulsa where he teaches constitutional law and legal history. He has published more than a dozen books and seventy articles on the law of American slavery, the First Amendment, and American race relations. He is currently writing a history of the fugitive slave laws in America.

Gary W. Gallagher, University of Virginia

- Understanding the Civil War in a New Century
- Coming to Terms with Defeat: Confederates in the Early Postwar Years
- Battlefield Parks, the Lost Cause, and the Legacy of the Civil War
- Was Robert E. Lee an Old-Fashioned Soldier in a Modern War?



Gary Gallagher is the John L. Nau III Professor in the History of the American Civil War at Virginia. His most recent books include *Lee and His Army in Confederate History* (2001) and *The American Civil War: The War in the East, 1861-May 1863* (2000). He is currently completing a biography of Jubal Early, to be published in 2002.

Kenneth W. Goings, The Ohio State University



- Black Collectibles and American Stereotyping
- African American Life in the "Nadir"
- Dr. Martin Luther King, Jr., Memphis, TN, and Civil Rights

Kenneth W. Goings is a professor of history in the Department of African American and African Studies at The Ohio State University. His books include *The NAACP Comes of Age: The Defeat of Judge John J. Parker* (1990) and *Mammy and Uncle*

Mose: Black Collectibles and American Stereotyping (1994), each of which won an Outstanding Book Award on the Subject of Human Rights from the Gustavus Myers Center for the Study of Human Rights. He is presently working on a study of the development of the African American community in Memphis and the role interracial violence played in that development.

David Goldfield, University of North Carolina at Charlotte



- Waving the Confederate Battle Flag: The Uses and Misuses of Southern History
- The New Immigration and Race Relations in the U.S. Today
- Recent Research Trends in American Urban History
- Publishing a Journal Article
- After Civil Rights: Contemporary Race Relations in the American South
- God Bless the South: Religion and Southern Culture in the Twentieth Century
- Practicing Public History in Courtrooms and Museums: A Personal Perspective

David Goldfield is the Robert Lee Bailey Professor of History at the University of North Carolina at Charlotte and is the editor of the *Journal of Urban History*. His book, *Black, White, and Southern: Race Relations and Southern Culture* (1990), received the Mayflower Award for Nonfiction and the Outstanding Book Award from the Gustavus Myers Center for the Study of Human Rights. His newest work, *Still Fighting the Civil War: The American South and Southern History*, will be published in 2002.

Tera W. Hunter, Carnegie Mellon University



- African American Women and Political Struggle (Civil War era through the Jim Crow years)
- African American Women Workers in the South
- African American Women, Work, and Leisure in the Jim Crow South

Tera Hunter is a native of Miami, Florida. She teaches undergraduate and graduate courses on Southern, African American, Women's, and Labor history at Carnegie Mellon University. She is the author of *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War* (1997). She is currently involved in two major research projects: marriage among African Americans in the nineteenth century and an exploration of ideas about race, gender, and sexuality in the history of medicine.

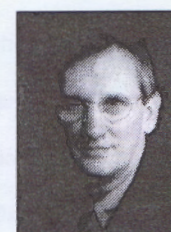
Wilma King, University of Missouri-Columbia



- The Essence of Liberty: Free African American Women Before Slavery Ended
- Africa's Progeny in America: African American Children in Historical Perspective, 1600-2000
- The Life Cycle of Slave Children in the Nineteenth-Century South

Wilma King holds the Strickland Professorship in African American History and Culture at the University of Missouri-Columbia. Her most recent work, *Stolen Childhood: Slave Youth in Nineteenth-Century America* (1995), won the Outstanding Book Award from the National Conference of Black Political Scientists. She is presently working on two studies of free black women and African American children.

James H. Madison, Indiana University



- Lynching, Race, and Memory in Twentieth-Century America
- The American Homefront during World War II

James Madison is the Thomas and Kathryn Miller Professor of History and former chair of the history department at Indiana University. He has been teaching there since 1973 and has also taught at Hiroshima University in Japan and at the University of Kent in England. His most recent book is *A Lynching in the Heartland: Race and Memory in America* (2001).

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Maeva Marcus, Supreme Court Historical Society



- Judicial Review in the Early Republic
- The Judiciary Act of 1789: Political Compromise or Constitutional Interpretation?
- George Washington's Appointments to the Supreme Court
- Separation of Powers in the Early National Period
- Is the Supreme Court a Political Institution? An Eighteenth-Century View

Maeva Marcus is director and editor of The Documentary History of the Supreme Court of the United States, 1789-1800. She has also taught at the Georgetown University Law Center. Her publications include *Truman and the Steel Seizure Case* (1977) and *Origins of the Federal Judiciary: Essays on the Judiciary Act of 1789* (1992).

Edith P. Mayo, Harvard University

- From Parlor to Politics: Women and Reform in America, 1890-1926
- First Ladies: Political Role & Public Image
- Images of Women in the Woman Suffrage Campaign
- Black Women Role Models at the Turn of the Century
- Textiles as Expressions of Women's Political Voice
- Women and Politics in America
- History of the Women's Club Movement



Edith Mayo is Curator Emeritus in Political History at the Smithsonian's National Museum of American History. Her books include *First Ladies: Political Role & Public Image* (1995) and *The Smithsonian's Book of First Ladies* (1996). She is currently developing a major traveling exhibition of women business entrepreneurs, entitled *Enterprising Women*, for the Schlesinger Library at Harvard University.

Anna K. Nelson, American University

- The CIA at Work: Records from the JFK Assassination Records Review Board
- Organizing for National Security, 1945-1965
- Conquest and Culture: Nineteenth-Century Expansion

Anna Nelson is a Distinguished Adjunct Historian in Residence at American University. She has taught and served as a consultant on numerous public history projects for the JFK Assassination Records Review Board, the Army Corps of Engineers, the National Academy of Public Administration, the Congressional Research Service, and the U.S. House of Representatives.

David P. Nord, Indiana University

- Religious Publishing, Religious Reading, and the Birth of Mass Media in Antebellum America
- Newspapers and their Readers in American History



David Nord is professor of journalism and American Studies and adjunct professor of history at Indiana University. He is a former acting editor and associate editor of the *Journal of American History*. Nord is the author of *Newspapers and New Politics: Midwestern Municipal Reform, 1890-1900* (1981) and is completing *Communities of Journalism: A History of American Newspapers and Their Readers*.

Elisabeth I. Perry, Saint Louis University



- Behind the Scenes: Women and Politics in New York City, 1917-1970
- American Women and Political Parties
- The Challenge of Feminist Biography

Elisabeth Perry co-holds the John Francis Bannon Chair in History at Saint Louis University. An outstanding teacher and lecturer, she has also taught at Vanderbilt University, Sarah Lawrence College, the City University of New York, the University of Iowa, Indiana University, and the University of Cincinnati. Her books include *Belle Moskowitz: Feminine Politics and the Exercise of Power in the Age of Alfred E. Smith* (1987); *Women in Action: Rebels and Reformers, 1920-1980* (1995); and *We Have Come to Stay: American Women and Political Parties, 1880-1960* (1999).

Nina Silber, Boston University



- Northern Women & the U.S. Civil War
- The Civil War & Public History
- Women & Patriotism in Nineteenth-Century America

Nina Silber's research focuses on gender and politics in the North during the Civil War. She has also completed a book to be published in 2001 on Landmarks of the Civil War. Her past work includes *The Romance of Reunion: Northerners and the South, 1865-1900* (1993).

Patricia Sullivan, Harvard University

- Building a National Movement for Civil Rights: The Early Years of the NAACP
- Race, Citizenship, & Democracy: From the New Deal to the Cold War
- Virginia Foster Durr & the Struggle for Civil Rights, 1954-1968
- Teaching the History of the Civil Rights Movement

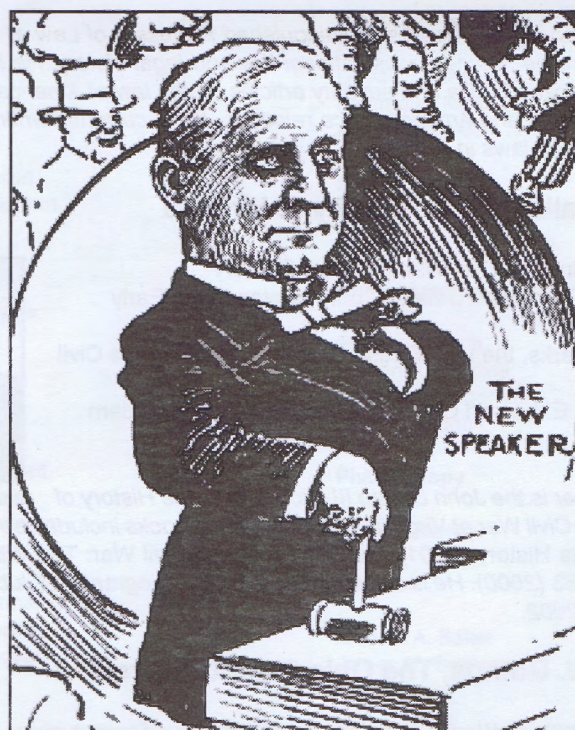
Patricia Sullivan's work focuses on race, politics, and civil rights struggles in twentieth-century America. Her publications include *Days of Hope: Race and Democracy in the New Deal Era* (1996). She is currently writing a history of the NAACP and is also editing the letters of Virginia Foster Durr, a white southerner who played a pivotal role in the Civil Rights Movement. Since 1995, she has co-directed an annual NEH Summer Institute at Harvard's W.E.B. Du Bois Institute on "Teaching the History of the Civil Rights Movement."

Allan M. Winkler, Miami University

- The World War II Homefront
- The Atom and American Life
- Reconstructing the Recent Past



Allan Winkler is Distinguished Professor of History at Miami University in Ohio. He has also taught at Yale University, the University of Oregon, the University of Helsinki, the University of Amsterdam, and the University of Nairobi. His books include *The Politics of Propaganda: The Office of War Information, 1942-1945* (1978); *Home Front, U.S.A.: America During World War II* (1986); and *Life Under a Cloud: American Anxiety About the Atom* (1993).



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OAH Distinguished Lecturers

Edward Ayers, University of Virginia



- Digital History and the American Civil War: The Valley of the Shadow Project
- The Future of Digital History
- Worrying about the Civil War

Edward Ayers is the Hugh P. Kelly Professor of History and Dean of the College of Arts and Sciences at the University of Virginia. He has written and edited seven books, including *The Promise of the New South: Life After Reconstruction* (1992), a finalist for the National Book Award and the Pulitzer Prize. Ayers's current work is a multidimensional effort called "The Valley of the Shadow: Two Communities in the American Civil War." The World Wide Web version of the project has attracted over three million visitors. That site and a CD-ROM published in 2000 won the E-Lincoln Prize for best digital work on the era of the American Civil War.

James M. Banner, Independent Historian, Washington, D.C.

- The Epochal Elections of 1800 and 1801: New Perspectives
- The Origins of the American Nation State
- Being a Historian: The Professions of History in our Time



Thomas Bender, New York University



- De-Provincializing American History

Thomas Bender's work focuses on cities, intellectuals, and cultural history. He has been a frequent contributor to newspapers and general magazines as well as former chair of the New York Council for the Humanities. His recent work has focused on universities, artists and intellectuals, and the condition of contemporary academic culture.

Ira Berlin, University of Maryland

- Emancipation and the Meaning of Freedom in Civil War America
- Rethinking the History of Slavery in Mainland North America
- Atlantic Creoles and the Origins of African American Society

Ira Berlin is the author of *Slaves Without Masters* (1974), winner of the Best First Book Prize of the National Historical Society, *Free At Last* (1992), winner of the prestigious Lincoln Prize, and *Freedom's Soldiers: The Black Military Experience* (1998), winner of the J. Franklin Jameson Prize of the American Historical Association. He has co-edited three volumes of documents in the *Freedman and Southern Society Project* and will be OAH President during 2002-2003. His most recent book, *Many Thousands Gone* (1998), has become the standard account of the first two centuries of slavery in colonial America.



Barton J. Bernstein, Stanford University

- Hiroshima and Nagasaki Reconsidered: The "Decision" to Drop the A-Bomb
- Contested History: The Enola Gay/Smithsonian Controversy
- The Cuban Missile Crisis
- The Arms Race: Missed Opportunities?
- The Road to Watergate and Beyond
- The Korean War Reconsidered
- The H-Bomb Decision
- The Quest for the Artificial Heart
- The Oppenheimer Loyalty Security Case

David W. Blight, Amherst College



- Frederick Douglass and the Meaning of the Civil War
- Race and Reunion: The Civil War in American Memory
- Blue, Gray and Black: The Origins of Memorial Day, 1865-1885
- The Study of Historical Memory: Why, and Why Now?

David Blight is a leading expert on the life and writings of Frederick Douglass and on the Civil War in historical memory. His book *Frederick Douglass' Civil War* (1989), and his edition of Douglass's *Narrative* and W.E.B. DuBois's *Souls of Black Folk*, are widely taught in college courses. Blight has appeared in several PBS films about African American history and works extensively with museums and other public history projects. His most recent work is *Race and Reunion: The Civil War in American Memory, 1863-1915* (2001).

Alan Brinkley, Columbia University

(Unavailable 2001-2002)

- Legacies of the New Deal
- The Idea of the American Century



Lonnie G. Bunch, Chicago Historical Society

- Interpreting African American History in American Museums
- Race, Aviation, and Social Change: The African American in Early Aviation
- Black America and the California Dream



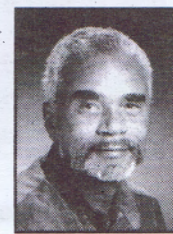
Albert Camarillo, Stanford University

- Perspectives on President Clinton's Initiative on Race
- Comparative Urban Histories of European Immigrants, Mexican Americans and African Americans, 1900-1980
- Race and Ethnicity in Modern America
- Mexican American Life and Culture

Clayborne Carson, Stanford University

- Martin Luther King, Jr.
- Malcolm X
- The Black Panther Party

At the invitation of Coretta Scott King in 1985, Clayborne Carson directed a long-term project to edit and publish the papers of Dr. Martin Luther King, Jr. Carson has written or edited numerous works based on the papers, including *A Knock at Midnight: Inspiration from the Great Sermons of Reverend Martin Luther King, Jr.* (1998). He has also served as senior advisor for the fourteen-part, award-winning public television series on the civil rights movement entitled "Eyes on the Prize," in addition to serving as on-screen contributor for "Freedom on My Mind," which earned an Oscar nomination.



Dan T. Carter, University of South Carolina



- The Changing Role of Race in American Politics
- The Road to Oklahoma City: How Some Americans Come to Hate Their National Government
- George Wallace: "Settin' the Woods on Fire"

Dan Carter has written extensively on post-Civil War southern history and on politics and race relations in twentieth-century America. His book, *The Politics of Rage: George Wallace, The Origins of the New Conservatism and the Transformation of American Politics* (1995), was an integral source for the three-hour television documentary, *George Wallace: "Settin' the Woods on Fire."* Professor Carter's research also focuses on conservative politics in the American South.

William H. Chafe, Duke University

- Contemporary Feminism and Civil Rights
- Changing Gender Roles from 1920 to the Present
- From Roosevelt to Clinton: American Politics in the Past Fifty Years

Much of Bill Chafe's professional scholarship reflects his long-term interest in issues of race and gender equality. He is co-director of the Duke Oral History Program and its Center for the Study of Civil Rights and Race Relations. Chafe also is Dean of the Faculty of Arts and Sciences at Duke. He is author of several books, including *Civilities and Civil Rights* (1979), which won the Robert F. Kennedy Book Award. He has received fellowships from NEH, the Rockefeller Foundation, and the Guggenheim.



William Cheek, San Diego State University



- Race, Gender and Evangelicals: Integrated Oberlin before the Civil War
- Blowin' in the Wind: Bob Dylan and the Dissenting Sixties
- Gods, Monsters, and P.T. Barnum
- The Ordeal of Martin Luther King, Jr.: The Final Years
- "Ashes and Blood": Abraham Lincoln's Civil War
- Mind and Body in Conflict: The Enigma of Thomas Jefferson
- Mark Twain: Nineteenth-Century Culture Hero

William Cheek is an acclaimed public speaker and classroom lecturer who has won more than twenty-five teaching awards from both undergraduate and graduate students. With his wife Aimee Lee, he wrote a prize-winning biography of a nineteenth-century black civil rights leader, John Mercer Langston. His lecture on P.T. Barnum was featured on *The History Channel* in 1996.

Peter Coclanis, University of North Carolina at Chapel Hill

- Slavery and Southern Economy: Myths and Realities
- Agriculture and American Economic Development
- How the Economies of the North and South Came to Differ
- The Globalization of Agriculture: A Cautionary Note from the Rice Trade



Lizabeth Cohen, Harvard University

- Buying Out: How the Growth of Mass Consumption Markets in the Post-World War II Era Privatized Metropolitan America
- Citizen Consumers Do Battle on the WWII Homefront
- Inequality in Post-WWII Suburbia
- The Political Significance of the Shift from Mass Markets to Market Segments in Post-WWII America

Kathleen Neils Conzen, University of Chicago

- Beyond the Pluralist Synthesis: Studying Ethnicity in American History
- A Family Affair: Domestic Ecologies of the Nineteenth-Century American West
- Migration and the Nineteenth-Century American City
- Colonizers or Fillers-In: European Immigrants and Western Settlement

Nancy F. Cott, Yale University



- Comparative Feminisms
- History of Marriage and the Nation
- Citizenship and Marital Status in U.S. History

Nancy Cott was the first person to teach a course on U.S. women's history at Wheaton College, Clark University, and Wellesley College, and was one of the principal founders of the Women's Studies Program at Yale University, where she has taught women's history for twenty-five years. She has been a member of the advisory board of the public television series "The American Experience" and also appears in the

film "One Woman, One Vote." Cott has published many books and articles and has lectured widely on campuses in the U.S. and abroad.

Pete Daniel, National Museum of American History

- The South in the 1950s

Pete Daniel is a curator in the Division of the History of Technology at the National Museum of American History, Smithsonian Institution. He specializes in the history of the twentieth-century South, in particular with agriculture, labor, culture, and civil rights. He has curated exhibits that deal with science, photography, and music. His most recent book, *Lost Revolutions: The South in the 1950s* (1999), won the Elliott M. Rudwick Prize. Professor Daniel will be visiting distinguished professor at Emory University in 2001-2002.

Roger Daniels, University of Cincinnati

- Incarceration of the Japanese Americans
- The Asian American Experience
- American Immigration
- American Immigration Policy



Roger Daniels teaches courses on the Gilded Age, the Progressive Era, and modern America. He has served as president of the Society for Historians of the Gilded Age and Progressive Era and the Immigration History Society. Daniels served as consultant to the Presidential Commission on the Wartime Relocation and Internment of Civilians and as a member of the history committee which helped plan the immigration museum on Ellis Island. His many works include *Prisoners Without Trial: Japanese Americans in World War II* (1993) and *Not Like Us: Immigration and Minorities in America, 1890-1924* (1997).

Cullom Davis, University of Illinois-Springfield, Emeritus



- Sensory History: A Critical Look at a Cultural Trend
- The Law Practice of Abraham Lincoln

Cullom Davis has combined conventional teaching and scholarship with public history throughout his career. In addition to teaching post-1865 American history at several universities, he founded a major oral history center and headed the Lincoln Legal Papers, a pathbreaking venture in documentary editing. He has served as treasurer of the OAH, and president of the Oral History Association and the Abraham Lincoln Association.

Carl N. Degler, Stanford University

- Darwin and Darwinism in America
- The Uses and Limits of History
- The Impact of Darwinism on Religion in Nineteenth-Century America and Europe
- Why Evolutionary Theory Might Be Useful for Historians



Carl Degler's most recent work is *In Search of Human Nature: The Decline and Revival of Darwinism in American Social Thought* (1991). He is a past president of OAH.

Philip J. Deloria, University of Colorado

- Facing East Toward Valmont: Environmental Imperialism in a Small Town
- Geronimo's Cadillac: Native People and the Technological Sublime

Philip Deloria serves on the American Indian Task Force at the Denver Art Museum and is a member of the American Studies Advisory Committee. He produced and directed *Eyanopapi: Heart of the Sioux* for regional PBS programming. He has written *Playing Indian* (1998) and coedited the Blackwell Companion to Native American History (2001).

Robert A. Divine, University of Texas at Austin

- Rethinking the Persian Gulf War
- Evaluating Recent Presidents: From Truman to Clinton

Robert Divine, Littlefield Professor Emeritus at the University of Texas at Austin, recently retired after teaching for forty-two years. He has received awards for both undergraduate and graduate teaching. His interests range from diplomatic to political history, with a focus on Presidents Franklin Roosevelt, Dwight Eisenhower and Lyndon Johnson. His most recent book is *Perpetual War for Perpetual Peace* (2000), an analysis of U.S. involvement in the wars of the twentieth-century.



Tom Dublin, State University of New York at Binghamton

- Teaching U.S. Women's History with the World Wide Web
- Gender and Industrial Decline
- Evaluating Responses to Deindustrialization

Ellen Carol DuBois, University of California, Los Angeles

- Votes for Women: An International Movement
- Votes for Women after World War I: Italy versus India
- The Class of 1848



Candace Falk, Emma Goldman Papers

- Passion, Politics, and Free Expression: The Legacy of Emma Goldman
- Emma Goldman as a Transnational Figure
- European Anarchism
- Biography
- Free Speech
- Political History of the Early Nineteenth-Century

Ellen Fitzpatrick, University of New Hampshire

- Women and the History of Reform
- Muckraking: Politics and the Press in Early Twentieth-Century America
- American Historians and the Politics of Memory



Eric Foner, Columbia University

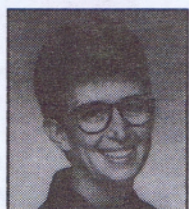
- The Significance of Reconstruction in American History
- From Civil War to Civil Rights: The First and Second Reconstructions in the United States

Eric Foner is a past president of the OAH and the American Historical Association. His most recent work is The Story of American Freedom (1998).

George Fredrickson, Stanford University

- The Historical Construction of Racism: A Comparison of White Supremacy and Anti-Semitism

George Fredrickson is the Edgar E. Robinson Professor of U.S. history at Stanford University and a past president of OAH. His books, The Inner Civil War (1965); The Black Image in the White Mind (1972); and The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements (1997), are brilliant studies that remain staples for students of nineteenth-century American culture. He has become one of the outstanding comparative historians of his generation, examining the construction of racial identity in South Africa and the U.S. South in several major works, including White Supremacy (1981) and Black Liberation (1995).



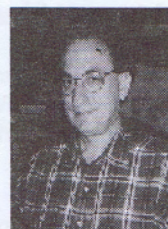
Estelle B. Freedman, Stanford University

- No Turning Back: The Historical Case for Feminism
- Maternal Justice: The Female Reform Tradition in Modern America
- Intimate Matters: Exploring the History of Sexuality in America

Lawrence J. Friedman, Indiana University

(Unavailable 2001-2002)

- Jewish Holocaust Exterminations and U.S. African American Lynchings: Comparing Two Barbarisms
- Reinventing Identity: Erik Erikson's Legacy
- The Intellectual Emigration from the Emerging Holocaust: From Berlin to New York



Michael Frisch, State University of New York at Buffalo

- Communities and the Contested Uses of History: Industrial Heritage Projects and a Response to Deindustrialization
- Workers' Life Stories in a Changing American Economy: Deindustrialization from the Bottom Up and Inside Out

Lloyd C. Gardner, Rutgers University

- Vietnam: The Origins of Involvement, 1945-1956
- Vietnam: Why It Was So Hard to Disengage
- Vietnam: LBJ and the "Costs" of War
- Nixon and Detente: The Failed Vision
- Spheres of Influence: The Great Powers and the Partition of Europe, 1941-1945
- Richard Nixon and the "Silent Majority" Speech: A Commentary on the Modern Presidency
- The Bomb in Domestic Politics, 1945
- The "Idea of Progress" as an Interpretation of American Self-Understanding in the World

John A. Garraty, Columbia University

- Great Depression
- U.S. Constitution
- American National Biography

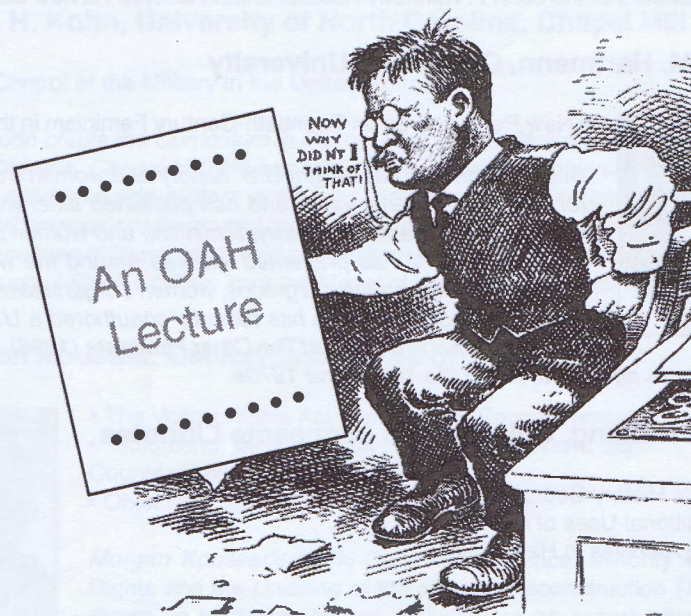
Paul M. Gaston, University of Virginia

- Reinterpreting the American Civil Rights Movement
- Comparative Freedom Struggles: The South and South Africa

David A. Gerber, State University of New York at Buffalo

- Disabled Veterans: Injury, Social Identity, and the State
- Immigrant Personal Correspondence and the Culture of Emigration in the Nineteenth Century
- Memory of Enlightenment: Accounting for the Contested Origins of the Civil Rights Politics of the Blinded Veterans Association
- Contemporary Immigrants in Historical Perspective; Past Immigrants in Contemporary Perspective
- The Resocialization of a Disabled Veteran of World War II: Harold Russell, Bilateral Hand Amputee

David Gerber is a professor of history at the State University of New York at Buffalo. He writes on a broad range of topics, such as race, ethnicity, disability, and gender, all of them bound together in his work by an interest in personal identity under circumstances of historical processes of social change.



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Linda Gordon, New York University

- History and Politics of Family Violence
- Birth Control and Abortion: A Long Historical View
- Contributions of Women to the Welfare State
- Black and White Visions of Welfare
- History of the "Underclass"
- The Campaign Against Violence Against Women
- How "Welfare" Became a Dirty Word
- Race and Corporate Power in the Southwest: An Arizona Vigilante Story

Jack P. Greene, Johns Hopkins University

- Transatlantic Colonization and the Redefinition of Empire in the Early Modern Era: The British American Experience
- The British Revolution in America
- The Social and Cultural Functions of Law in Colonial British America

Ramón Gutiérrez, University of California, San Diego

- Hispanic American History
- Race and Sexuality in American History



Jacquelyn D. Hall, University of North Carolina at Chapel Hill

- Southern Labor History
- Southern Women Writers
- Southern Women on the Left
- Historical Memory
- Autobiography, History, and Social Critique

Kermit L. Hall, Utah State University

- The Supreme Court in Historical Perspective
- The American Constitution in Comparative Perspective
- Open Secrets: The JFK Assassination Records Review Board

President of Utah State University, Kermit Hall has written extensively about the history of American law, constitutionalism, and judicial behavior, especially the development of the Supreme Court. His Oxford Companion to the Supreme Court of the United States (1992) and the Oxford Guide to Supreme Court Decisions (1999) have won several awards. He is also an expert on openness in government, serving from 1994 to 1998 as one of five members of the John F. Kennedy Assassination Records Review Board.



Susan M. Hartmann, Ohio State University



- New Perspectives on Twentieth-Century Feminism in the U.S.

*Susan Hartmann has taught U.S. history and women's studies for more than twenty years and has published extensively on women in the twentieth century, feminism, and women's rights movements. She has presented lectures around the world to community and government groups, women's organizations, and academic audiences. She has recently coauthored a U.S. history textbook and published *The Other Feminists* (1998), a book on women's rights activism in the 1960s and 1970s.*

Andrea Hinding, University of Minnesota Libraries

- Women's History Sources
- Nontraditional Uses of Archives
- Building Archives in Hard Times

Darlene Clark Hine, Michigan State University

- Blacks in the Medical and Legal Profession, 1868-1950

*Darlene Clark Hine is the John A. Hannah Professor of History at Michigan State University and OAH president for 2001-2002. She is the author and editor of numerous publications including *A Shining Thread of Hope: The History of Black Women in America* and *Black Women in America: An Historical Encyclopedia*.*



Joan Hoff, College of William and Mary

- U.S. Twentieth-Century Diplomatic and Political History
- Modern Presidency
- U.S. Women's Legal Status
- The Nixon Presidency

An occasional commentator on the presidency for the Newshour with Jim Lehrer, Hoff is a former executive secretary of the OAH.

James O. Horton, George Washington University

- The Tough Stuff: Confronting America's Heritage with American History
- Abolition and the Underground Railroad: An Interracial Alliance
- A Critical Decade: The 1850s, African Americans, and the Coming of the Civil War

*James Horton is the Benjamin Banneker Professor of American Studies and History at George Washington University and Director of the African American Communities Project of the National Museum of American History at the Smithsonian. He has published many books and articles in U.S. Social and African American History, and has served as historical advisor to museums, the National Park Service, film and television productions, the White House, and the Disney Corporation. His latest book is *Hard Road to Freedom: The Story of African America*.*



Frederick E. Hoxie, University of Illinois Urbana-Champaign



- Images of Native Americans in U.S. Historical Writing and Teaching
- Native American Views of American History
- Talking Back to Civilization: Indian Leaders in the Progressive Era

*Fred Hoxie has served as a consultant both to Indian tribes and government agencies. His current research focuses on American Indian communities in the twentieth century. Hoxie has received fellowships from the Rockefeller Foundation and the National Endowment for the Humanities. His publications include *A Final Promise: The Campaign to Assimilate the Indians* (1984) and *Parading Through History: The Making of the Crow Nation in America, 1805-1935* (1995).*

Heather Huyck, National Park Service

- From Alcatraz to Yorktown: Teaching American History Using National Parks and Landmarks
- Historians Outside the Classroom: Choosing Public History as a Career
- Beyond John Wayne: Using Historic Sites to Interpret Women's History
- Jamestown's 400th: Planning for 2007

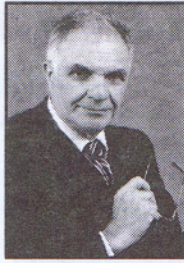
Heather Huyck's nearly thirty-year career as a public historian bridges academically-based history and place-based history, especially history as found in the National Park system (she has visited 264 of 379 parks). Now NPS Jamestown 400th Project Director, she has also applied her skills in writing, planning, training, and legislation as Congressional staffer and strategic planner. Her specialties are women's history, colonial history, and cultural resource management.



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Harold Hyman, Rice University, Emeritus

- The Constitution's Bicentennial: Onward to a Tricentennial?
- The Civil War and Reconstruction: Constructive Revolutions?
- Civil Rights and Liberties in American History
- "Ollie" North and American Civil-Military Relationships
- Flag Burning and the First Amendment
- Abraham Lincoln: Race Equality and the Prices of Reunion
- Gun Control and the Second Amendment Reconsidered
- Our Bill of Rights: Too Long a Bill of Wrongs?



Harold Hyman is the William P. Hobby Professor of History, Emeritus and Director of the Center for the History of Leadership Institutions at Rice University. He is the author of several books and articles on the Civil War and Reconstruction, Abraham Lincoln, internal security evolution, civilian-military relationships, and the impact of modern law firms. Hyman has lectured and taught at major universities, law schools, and think tanks, and is a past president of the American Society for Legal History.

Kenneth T. Jackson, Columbia University (Unavailable Fall 2001)

- Historical Literacy: The Case for History in American Education
- Metropolitan Sprawl in the United States: The Past and Future of Urban America
- The Road to Hell: Good Intentions and the Decline of American Transportation
- History as Destiny: The Influence of the Past on the Future of New York City

Ken Jackson has been a television commentator on urban issues and is a dynamic speaker who has received several awards for outstanding teaching. His study of American suburbanization, *Crabgrass Frontier* (1985), won the Francis Parkman and Bancroft prizes, and his acclaimed *Encyclopedia of New York City* (1995) is now in its fifth printing. Jackson is a past president of OAH.

Jacqueline Jones, Brandeis University

- Topics vary

A leading scholar in the field of social history, Jacqueline Jones' most recent book is *A Social History of the Laboring Classes from Colonial Times to the Present* (1999). Her research interests also include African American, women's, southern, and labor history. She has received numerous awards and fellowships, and was a finalist for the Pulitzer Prize in American history.

**Stanley N. Katz, Princeton University**

- The Uneasy Case for Constitutional Equality
- Can We Export the U.S. Constitution? The Historical Case for American Uniqueness
- History and the Social Sciences
- Constitutionalism and Civil Society

An expert on American legal and constitutional history, Stan Katz is the Director of Princeton's Center for Arts and Cultural Policy and a Lecturer at the Woodrow Wilson School of Public and International Affairs. He has been president of OAH and the Society for Legal History and is President Emeritus of the American Council of Learned Societies. He is currently researching the behavior of non-governmental peace and conflict resolution organizations in Northern Ireland, Israel/Palestine, and South Africa.

Mary Kelley, Dartmouth College

(Unavailable Fall 2001)

- Women's Intellectual History: Sources and Strategies
- Reading Culture/Reading Books: Print Culture in Nineteenth-Century America

A past president of the American Studies Association, Mary Kelley has received numerous fellowships and awards, including the New Hampshire Teacher of the Year award from the Carnegie Foundation for the Advancement of Teaching. She is currently completing a book on the early generations of formally educated women in nineteenth-century America.

**David Kennedy, Stanford University**

- American Imagination—Past, Present, and Future
- What the New Deal Did
- The Dilemma of Difference in American Democracy

**Linda K. Kerber, University of Iowa (Already scheduled 2001-2002)**

- Gender and Inequality
- Women, Citizenship and Violence
- No Constitutional Right to Be Ladies: Women, Citizenship and Military Obligation

Linda Kerber is the May Brodbeck Professor in the Liberal Arts and Professor of History at the University of Iowa and a Fellow of the American Academy of Arts and Sciences. Her most recent work is the prize-winning *No Constitutional Right to Be Ladies: Women and the Obligations of Citizenship* (1998). A past president of the OAH and the American Studies Association, Professor Kerber also conducts workshops on the role of learned societies in the historical profession, developing manuscripts from dissertation to book, and other topics of professional interest. She has also worked on strengthening connections between secondary schools and academic historians and on academic exchanges between the United States and Japan.

**Alice Kessler-Harris, Columbia University**

- Equality and Difference: Historical Perspectives on a Contemporary Problem
- Women and the Labor Movement
- Gendered Interventions: Rethinking Issues of Social Policy

Richard S. Kirkendall, University of Washington

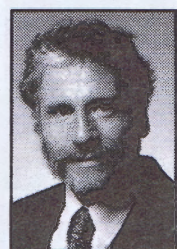
- Harry S. Truman: An Unlikely National Hero
- How Did Seattle Become Dependent on the Boeing Company?
- Ambivalent Revolutionary: Henry A. Wallace and the Transformation of Farming and Rural Life

Referred to as "the dean of Truman scholars" in the *Kansas City Star*, Richard Kirkendall has explored the life and career of Harry S. Truman for four decades. He has studied Henry A. Wallace for an even longer period and at present is devoting most of his research and writing to Wallace's participation in three major developments in twentieth-century American history. In addition, he has researched the political history of the Boeing Company. Kirkendall is a former executive secretary of the OAH.

**Richard H. Kohn, University of North Carolina, Chapel Hill**

- Civilian Control of the Military in the United States

Richard Kohn chairs the Curriculum in Peace, War, and Defense at the University of North Carolina, Chapel Hill. He has lectured at numerous universities and to a variety of academic and military audiences, and has served as an advisor and consultant to various academic and government organizations and agencies. A specialist in American military history and civil-military relations, he recently coauthored *The Exclusion of Black Soldiers from the Medal of Honor in World War II*.

J. Morgan Kousser, California Institute of Technology

- The Voting Rights Act and the Two Reconstructions
- "Colorblind" Injustice: The Supreme Court and the Counter-Revolution in Voting Rights
- Objectivity and History with a Purpose

Morgan Kousser's book, *Colorblind Injustice: Minority Voting Rights and the Undoing of the Second Reconstruction* (1999), draws on testimony he has delivered as an expert witness in nineteen federal voting rights cases and before Congress. The author of more than 100 articles and book reviews, he has lectured extensively at universities in America and England.

Karen O. Kupperman, New York University



- Crossing Cultural Boundaries: Pocahontas, Manteo, and Squanto
- Beyond Encounters: Settling with the Indians
- The Founding of Jamestown in the Context of the Atlantic World

Karen Kupperman's work focuses on the challenges presented to American Indians and Europeans in early North America. Her book, Providence Island, 1630-1641: The Other Puritan Colony (1993), won the AHA's Beveridge Prize in 1995. Kupperman's current work is on the founding of Jamestown in the context of the Atlantic World.

Ann J. Lane, University of Virginia

- Consensual Sexual Relations Between Faculty and Students: Gender, Power and Sexuality in the Academy
- Women's History—An Overview

Ann Lane is best known for her biography, To 'Herland' and Beyond: The Life and Work of Charlotte Perkins Gilman, Turn-of-the-Century Feminist Writer and Critic. She has also written on the life of historian Mary Ritter Beard. She is working on Gender, Power and Sexuality in the Academy: A Cultural History of 'Consensual' Relations.



Gerda Lerner, University of Wisconsin, Emeritus

- Women's History
- Women's Education
- Feminist Theory
- African American Women
- Race, Class, and Gender

Lawrence W. Levine, George Mason University (Already scheduled 2001-2002)

- Contesting Culture: The Canon, the Curriculum, and the Crisis
- The Search for American Identity
- FDR and the American People: Responses to the Fireside Chats

From his study of William Jennings Bryan and supporters, through his exploration of African American folk culture, highbrow and lowbrow culture and its audiences in the 19th and 20th centuries, and popular culture in the Great Depression, Lawrence Levine has attempted to help recover the voices of those rendered inarticulate through historical neglect. He has been a MacArthur Foundation Prize Fellow and is a past president of the OAH.



Patricia Nelson Limerick, University of Colorado



- Shifting Paradigms in Western American History
- Troubled Land: Western American History and Landscape Photography
- The Atomic West

Patricia Limerick is a former president of the American Studies Association and the Western History Association. She is the author of The Legacy of Conquest: The Unbroken Past of the American West (1981).

Edward Linenthal, University of Wisconsin, Oshkosh

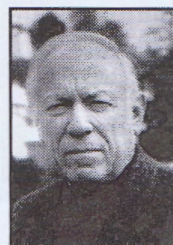
- From the Holocaust Museum to Oklahoma City: The Construction of Public Memory
- Museums, Memorials, Historic Sites: The Problems and Promise of Public History

Linenthal is a frequent consultant for the National Park Service on issues of interpretation of controversial historic sites. His book, Enola Gay and Other Battles for the American Past (1996), was cited by the Los Angeles Times as one of the ten most significant books of that year. He is currently writing a book about the memory of the bombing of the Murrah Federal Building in Oklahoma City.



Leon F. Litwack, University of California, Berkeley

(Unavailable Fall 2001)



- Pearl Harbor Blues: Black Americans and World War II
- Trouble in Mind: African Americans and Race Reflections from Reconstruction to the Civil Rights Movement
- On Becoming a Historian
- To Look for America: From Hiroshima to Woodstock (an impressionistic multi-media examination of American society, with an introductory lecture on American society after 1945)

Leon Litwack is the A.F. & May T. Morrison Professor of History at the University of California, Berkeley, and is a past president of the OAH. His publications include North of Slavery: The Negro in the Free States, 1790-1860 (1961); Been in the Storm So Long: The Aftermath of Slavery (1980), winner of the Pulitzer and Francis Parkman prizes; and Trouble in Mind: Black Southerners in the Age of Jim Crow (1998). He is writing a sequel to Trouble in Mind that will focus on black southerners and race relations from the 1930s to 1955.

Richard Magat, Yale University, Visiting Fellow

- Organized American Philanthropy (with an emphasis on foundations)
- The Nonprofit Sector, History and Current Issues
- Organized Labor and Philanthropic Foundations

Magat has published numerous works on philanthropy in America. His most recent book is Unlikely Partners: Philanthropic Foundations and the Labor Movement (1998). He has delivered lectures all over the United States.

Gloria Main, University of Colorado

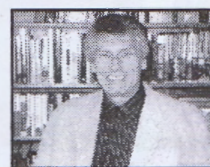
- Child-Rearing in Colonial New England
- The Changing Dynamics of Family Life in Colonial New England
- "Rocking the Cradle:" Marital Fertility in New England, 1650-1850



Waldo E. Martin, Jr., University of California, Berkeley

- From Civil Rights to Black Power: Modern American Identity & Cultural Politics

John C. McWilliams, Penn State University



- Anticommunism and the Politics of Drugs, 1949-1971
- From Demon Rum to Crack Cocaine: A Social History of Drugs, Race, Class, and Control
- Sex, Drugs, and Rock 'n Roll? The Sixties—Then and Now

John McWilliams has served as an expert witness on the history of drug control policies in two federal court cases and has given several interviews to various media, including an eight-part documentary on the mafia which appeared on A&E's American Justice. He has received numerous grants and honors.

Joanne Meyerowitz, Indiana University

- Sex, Gender, and Sexuality: The Case of Christine Jorgensen
- Another Fifties: Rewriting the History of the Postwar U.S.
- Rethinking the Woman Worker: The Twentieth-Century U.S.

Joanne Meyerowitz is the editor of the Journal of American History.

Keith Miller, Independent Scholar

- Are We Running Out of Oil?
- Putting Straws in the Cider Barrel: Petroleum Production in the Trans-Appalachian West
- Black Gold in Little Egypt: A Century of Illinois Petroleum, 1889-1989
- George Catlin: Artist of the American Indian

For twenty years Keith Miller has specialized in American petroleum history, especially its production and geology. His latest publication on oil and gas is in the *Journal of the West* (April 1999). He has lectured in college courses in U.S. history and anthropology on the work of George Catlin for eight years.

Linda Karen Miller, Fairfax High School

- Put a Little Acting Into Your Teaching
- Reflections on Teaching in Russia and Armenia
- Teaching With Primary Sources: A Workshop
- Teaching in the New Millennium with the Millennium Series

Karen Miller is an award-winning teacher at Fairfax High School in Fairfax, Virginia. In 1996 she received the National Council for the Social Studies' Secondary Teacher of the Year and the OAH's Mary K. Bonsteel Tachau award for precollegiate teaching. In 1998 she traveled to Moscow as part of the "Celebrating Teaching Excellence" award sponsored by the American Council of Teachers of Russian.



David Montgomery, Yale University



- The Role of Working People in the Civil War and Reconstruction
- Workers and the Struggle for Civil Rights in Birmingham, Alabama, 1940-1970
- Empire, Race, and Working-Class Mobilizations, 1870-1970

David Montgomery is proud to note that he was not always an academic. He has worked as a farm laborer, an army staff sergeant, a radio announcer, and a machinist. Over the years he has brought this unique range of experiences to his scholarship.

His book, *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925* (1987), became an instant classic. Montgomery has published many other books and articles dealing with workers' struggles and with nineteenth-century politics and citizenship. He is the Farnam Professor of History Emeritus at Yale University and is a past president of OAH.

David Nasaw, City University of New York

- The Historian as Biographer
- William Randolph Hearst: Politics and Publishing
- The Building of San Simeon: Transplanting the Art of the Old World to the New
- The "Woman Question" in Global Perspective



Gary B. Nash, University of California, Los Angeles

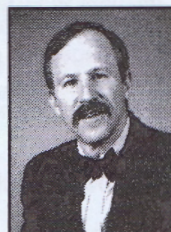
- Rethinking Why the Founding Fathers Did Not Abolish Slavery
- History and the Multicultural Debate
- The National History Standards Controversy
- The Hidden History of Mixed-Race America

Gary Nash is a past president of OAH and cofounder of the National Center for History in the Schools at UCLA.

Donald G. Nieman, Bowling Green State University

- African Americans and the Constitution in the Nineteenth Century
- Civil Rights in a Conservative Age, 1969 to the Present
- Black Political Power, Justice, and Social Change in the Reconstruction South
- *Brown v. Board of Education*: Not-So-Simple Justice

Donald Nieman's scholarship has explored the relationship between African Americans and the Constitution and more generally, the role of common people in bringing about Constitutional and legal change. His books include *Promises to Keep: African Americans and the Constitutional Order, 1776 to the Present* (1991) and *The Constitution, Law and American Life* (1992).



Mary Beth Norton, Cornell University

- Gender and Society in Seventeenth-Century America

A Pulitzer Prize finalist, Mary Beth Norton is a specialist in early American history and American women's and gender history. She has lectured extensively in the U.S. and abroad. Norton is author of several books including *Founding Mothers & Fathers: Gendered Power and the Forming of American Society* (1997).

Gary Y. Okihiro, Columbia University



- Asian American History
- Asians and Africans in America

Gary 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 of books in ethnic studies and African history, including *Margins and Mainstreams: Asians in American History and Culture* (1994) and *The Columbia Guide to Asian American History* (2001). He is a past president of the

Association for Asian American Studies and a recipient of the lifetime achievement award from the American Studies Association.

James T. Patterson, Brown University

- Poverty and Welfare in Modern America
- Cancer and Cancerphobia in Modern America
- American Expectations in the Postwar Era
- The 1960s: Politics and Culture
- The Legacy of the *Brown v. Board of Education* Decision on Race Relations and Schools



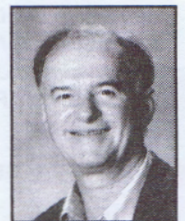
James Percoco, West Springfield High School

- American Public Sculpture/Monuments and Memorial Commemoration
- Teaching About the Civil Rights Movement
- Teaching About Vietnam
- Working with High School Students in Public History

Lewis Perry, Saint Louis University

- The Antislavery Origins of Disobedience
- Civil Disobedience as an American Tradition
- Other topics on American intellectual and cultural traditions

A former editor of the *Journal of American History*, Lew Perry co-holds the John Francis Bannon chair in History at Saint Louis University. He has previously taught at SUNY Buffalo, Indiana University, and Vanderbilt University. Perry's *Intellectual Life in America* is assigned in many classes. He recently coedited *Moral Problems in American Life: New Perspectives on Cultural History* (1998).



Jack Rakove, Stanford University

- What Did the Constitution Originally Mean?
- Declaring Rights: A Constitutional Dilemma
- Thoughts on Reading Madison's Mind

Robert V. Remini, University of Illinois at Chicago

- Jacksonian America
- Early National Period

www.oah.org/activities/lectureship
lectures@oah.org

David R. Roediger, University of Illinois at Urbana-Champaign (Unavailable Fall 2001)

- Incidents and Drama in the History of Working Class Whiteness
- All About Eve: Confronting the "Race is Over" Argument

David Roediger specializes in the history of labor, race relations, and the South. He won the OAH Merle Curti Prize in 1992 and has received fellowships from the American Council for Learned Societies, American Philosophical Society, Exxon Educational Foundation, National Endowment for the Humanities, and Newberry Library.



Emily S. Rosenberg, Macalester College

- Financial Missionaries: Narratives of American International Lending in the Twentieth Century
- Consuming Women: Gender in Discourses of "Americanization" Abroad

Emily Rosenberg's books and articles have reflected her strong advocacy for broadening the field of U.S. foreign relations to include more economic and cultural analysis and greater attention to groups that operate outside the nation-state framework. She has called, especially, for exploring intersections between gender and international history. She has served as President of the Society of Historians of American Foreign Relations.



Rosalind Rosenberg, Barnard College

- The Killing of Jane Crow: Civil Rights, Feminism, and Legal Change in America
- The Great Merger Debate: The Fall and Rise of the Woman's College

Roy Rosenzweig, George Mason University

- Digitizing the Past: U.S. History and New Media
- The Presence of the Past: How Americans Use and Understand the Past



Roy Rosenzweig is the author of prize-winning studies of Central Park and of popular memory in the United States. He has explored the possibilities of new technology and media for history as the founder and director of The Center for History and New Media and as the coauthor of the prize-winning multimedia CD-ROM, Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914.

Dorothy Ross, Johns Hopkins University

- Gendered Social Knowledge: Domestic Discourse, Jane Addams, and the Possibilities of Social Science

Eric Rothschild, Teachers College, Columbia University



- Simulation: Stimulation for Scholarship in American History—A Workshop

With more than thirty-five years in the classroom, Eric Rothschild has made significant contributions to teaching U.S. history at the secondary level of education. He has been a member of the Test Development Committee in Advanced Placement United States History and received the Presidential Scholars Teacher Recognition Award in 1998.

Joan Shelley Rubin, University of Rochester

- American Middlebrow Culture
- Books and Readers in Modern America

Vicki L. Ruiz, University of California, Irvine (Already scheduled 2001-2002)



- Big Dreams, Rural Schools: Mexican Americans and Public Education, 1870-1950
- "La Nueva Chicana": Women in the Chicano Movement
- Comadres, Cowgirls, and Curanderas: Spanish/Mexican Women in the Southwest 1540-1900
- Portraits of the Past: Latina Political Leaders, 1920-1950

An award-winning scholar, Vicki Ruiz is the author, editor, or coeditor of nine books. Her latest monograph is *From Out of the Shadows: Mexican Women in Twentieth-Century America*. She currently serves on the National Humanities Council and the National Council of the American Historical Association. She is a former executive board member of OAH. The *Latina* encyclopedia she is compiling with Virginia Sanchez Korral was recently featured in *The New York Times*, *Hispanic Outlook*, *The Miami Herald*, and *Latina Magazine*.

Mary Ryan, University of California, Berkeley

- "A Laudable Pride in the Whole of Us": American City Halls as Sites of Public Life in the Nineteenth Century
- The Politics of the Streets in the 1870s
- Civic Wars: The Slide Show

Thomas Schoonover, University of Louisiana at Lafayette



- Columbus and Mao-Zedong: The War of 1898 in the Caribbean and Asia
- "Napoleon is Coming!": An International Perspective on the Nineteenth Century in the Caribbean Basin

Thomas Schoonover has striven, in scholarship and oral presentation, to convince audiences that any field of U.S. history, and especially U.S. foreign relations, cannot be done authoritatively without drawing upon non-English linguistic and cultural records. Everyone in the U.S. is a hyphenated American. Both sides of the hyphen are significant.

Anne Firor Scott, Duke University

- One History or Two?: Black and White Women in American History

Anne Firor Scott, W.K. Boyd Professor Emerita at Duke University, is author of *The Southern Lady* (1970, 1995), *One Half the People* (with Andrew M. Scott), *Making the Invisible Woman Visible* (1984), *Natural Allies: Women's Associations in American History* (1992), and *Unheard Voices: The First Historians of Southern Women* (1993).



Michael S. Sherry, Northwestern University

- The Fight over the *Enola Gay* Display: Patriotic Orthodoxy in the 1990s
- Don't Ask, Don't Tell, Don't Marry: The Politics of Homosexuality in the 1990s
- "Wars" on AIDS, Drugs, Abortion, etc.: War as Metaphor in American History

Michael Sherry is a historian of twentieth-century America, the place of war in it, and gay/lesbian culture. His books include *The Rise of American Air Power: The Creation of Armageddon* (1987), which won the Bancroft Prize in 1988, and most recently *In the Shadow of War: The United States Since the 1930s* (1995). He is currently working on a study of gay male figures in American culture during the Cold War.

Barbara Sicherman, Trinity College

- Ida B. Wells and African American Women's Reading
- Literary Culture and its Discontents: The Education of Jane Addams
- New Books, New Lives: Reading and American Jewish Women's Identity

Barbara Sicherman has taught women's history since 1970. Her publications on psychiatry, biography, and women's reading reflect a core interest in the ways emotion and intellect intersect with cultural trends in shaping aspirations and achievements. She is currently writing a book on the relationship between women's reading and identity in diverse racial and ethnic communities.

To request one or more of our lecturers, contact us at (812) 855-9854

Kathryn Kish Sklar, State University of New York at Binghamton

- Women's Activism and American Political Culture, 1890-1920
- The Multiple Discourses of Progressive Reform, 1900-1920

Kathryn Sklar has written about women's collective activism in American political culture between 1830 and 1930. She has twice won the Berkshire Prize awarded for the outstanding book by a woman historian in any field. Her recent book on Florence Kelley received the Distinguished Book Prize of the Association for Research on Nonprofit Organizations and Voluntary Action.

Carroll Smith-Rosenberg, University of Pennsylvania

- Constituting the New American: Political Rhetoric and the Popular Press in the New Nation
- Red Men, White Women, and the Birth of the Nation
- Wide-Eyed in the Battlefield: Eroticism and the Politics of Sexuality in Progressive America
- Feminizing the Constitution
- Sex, Gender, and the Rise of the American Middle Class
- The John Wayne-ing of America

James Morton Smith, University of Delaware

- Madison, Jefferson, and the Bill of Rights

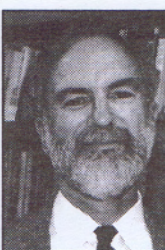
David Thelen, Indiana University

- Modern Consumer Movements and the Drive to Control Production in Twentieth-Century America
- Toward a Map of History-Making in American Culture
- Popular Response to the Iran-Contra Hearings in the Summer of 1987

David Thelen was the editor of the Journal of American History from 1985 to 1999.

George B. Tindall, University of North Carolina, Chapel Hill

- U.S. History
- History of the South Since Reconstruction

Robert Brent Toplin, University of North Carolina at Wilmington

- History by Hollywood: The Use and Abuse of the American Past
- Bloody Screens: The Debate Over Violence in Film and Television, 1950s to the Present

Robert Toplin is the author of History by Hollywood: The Use and Abuse of the American Past (1996). He has been a principal creator of television dramas including Denmark Vesey's Rebellion, Solomon Northup's Odyssey, and Lincoln and the War Within. He has also been a television commentator. He is completing Reel History: Hollywood Interprets the Past.

Edgar Toppin, Virginia State University and Virginia Commonwealth University

- Afro-American History
- Civil War and Reconstruction
- Twentieth-Century United States

Joe William Trotter, Carnegie Mellon University

- African American Early Twentieth Century
- African American Urban
- African American Labor

Joe Trotter is Mellon Professor of History and Director of the Center for African American Urban Studies and the Economy at Carnegie Mellon. He has been a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford, where he worked on a synthesis of black workers from the early nineteenth century to recent times and completed a textbook, The African American Experience (2001). He is also the author of River Jordan: African American Urban Life in the Ohio Valley (1998).

Maris A. Vinovskis, University of Michigan

- American Family History
- Adolescent Pregnancy
- History and Federal Policymaking
- History of Federal Compensatory Programs

A recipient of numerous grants, awards and fellowships, and author of several books, essays, and articles, Maris Vinovskis is a leading authority on U.S. social and family history. His most recent book is History and Educational Policymaking (1999).

Mike Wallace, John Jay College of Criminal Justice

- History of New York City

Jannelle Warren-Findley, Arizona State University

- International Public Historical Practice: Postcolonial Models?
- American Cultural Institutions and the Issues of Public Historical Practice
- The Creation of a Public History Program: Problems and Opportunities
- Historians and Historic Preservation: Putting History back into Preservation

Jann Warren-Findley specializes in the examination of history-making in museums, historical societies, federal agencies and national parks. Her work has ranged from a study of the New Deal era Federal Music Project to discussions of historical practice in postcolonial landscapes in New Zealand and Australia. She has written about the identification, interpretation, and preservation of historical sites, landscapes, and associated documents for the U.S. government. She codirects the Graduate Program in Public History at Arizona State.

Richard White, Stanford University

- Memory and History: Histories of Memories
- Environmental History: Walt Disney and Nature's Nation

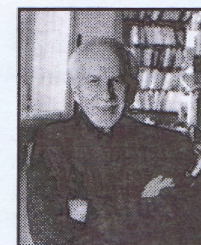
Sean Wilentz, Princeton University

- The Rise of American Democracy, 1787-1860
- Sex, Salvation, and Religious Movements

Bertram Wyatt-Brown, University of Florida

- Southern Writers and Alienation
- The Code Duello in the Old South
- Why Did Johnny Reb Fight So Hard?
- Death of a Nation: Southern Reactions to Defeat

Bertram Wyatt-Brown is president of the Southern Historical Association. He has won teaching awards at Case Western Reserve University and the University of Florida and has appeared in television documentaries for Discovery, A&E, and PBS. His newest book, The Shaping of Southern Culture: Honor, Grace and War, 1760s-1880s, was published in 2001.

**Alfred F. Young, The Newberry Library**

- Artisans and the American Revolution: The Visual Evidence (slides)
- Masquerade: The Deborah Sampson Gannette in the Era of the American Revolution
- How Radical Was the American Revolution?

Alfred Young is the winner of the 2000 OAH Distinguished Service Award and the author of the acclaimed and innovative work, The Shoemaker and the Tea Party: Memory and the American Revolution (1999).

Mary E. Young, University of Rochester

- U.S.-Indian Relations
- Cherokee Indians

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Emily S. Rosenberg
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SCHOLARS IN RESIDENCE PROGRAM

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE, a unit of The New York Public Library's Research Libraries, announces its Scholars-in-Residence Program for the academic year of 2002-2003.

The Fellowship Program encompasses projects in African, Afro-American, and Afro-Caribbean history and culture, with an emphasis on African Diasporan Studies and Biography, Social History and African American Culture. (Please see our website for information on the Center's holdings.)

REQUIREMENTS Fellows are required to be in full-time residence at the Center during the award period. They are expected to utilize the Center's resources extensively, participate in scheduled seminars, colloquia and luncheons, review and critique papers presented at these forums, and prepare a report on work

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FOR MORE INFORMATION AND APPLICATION FORMS

write to the Scholars-in-Residence Program
Schomburg Center for Research in Black Culture
515 Malcolm X Boulevard, New York, NY 10037-1801
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