



Newsletter

Volume 32, Number 4 ■ November 2004

From the OAH President

History Matters: Organizing for Mutual Support



I recently received an email from a middle school teacher in Texas asking me to help her construct an argument on the causes of the Civil War. This is a seasoned teacher who has taught this subject for a number of years, emphasizing slavery as the central cause of the war. She has recently moved from an urban to a suburban school district, however, and has met resistance to her focus on slavery. Some of her students' parents have strongly objected, arguing that states' rights and perhaps tax pol-

icy are the only topics that should be explored as causes of the war.

My response to this request was two-fold. First, I sketched out an argument for her, using a great many primary sources, including statements from the Texas secession convention. Next, I sent her the text of the Fugitive Slave Law of 1850 with an argument that included a statement from Jefferson Davis about what proslavery southerners argued as the need for its enforcement, overriding the state personal liberty laws in Massachusetts and other northern states. All in all, I enjoyed lending assistance to this teacher in distress, but it was not a pleasant situation. Apparently, parent voices have grown loud enough to pose a potential threat to this teacher who, because of her school transfer, is currently without tenure. So far her administration has been supportive, but she is concerned about what might happen if the pressure from parents increases.

Unfortunately, this situation is not unique. The Civil War remains a sensitive aspect of our history and some Americans feel strongly that there should be no hint of connection between the war and the issue of slavery. They take this stand despite the massive historical evidence to the contrary. To suggest that the war was fought over slavery, or to criticize Confederate actions or heroes, is to risk a substantial and highly organized response. A case last year involving George Ewert, the director of the Museum of Mobile, illustrates the pressures our fellow historians can sometimes face on this issue. Ewert wrote "Whitewashing the Confederacy," a critical review of the film *Gods and Generals*, which appeared in the *Southern Poverty Law Center's Quarterly*. The reaction from neo-Confederate groups was swift and direct. Ben George, leader of a group calling itself the Lee-Moses-Dixon Vindicator Camp #408, Sons of Confederate Veterans, publically condemned Ewert for his criticism of the movie, especially his remarks critical of Robert E. Lee, Thomas "Stonewall" Jackson, and the Confederacy. In his review Ewert had taken particular exception to one scene in which a free black man cheers the rebel soldiers as they march off to war. Ewert made his point directly. "Most important, the war was clearly, at base, about slavery."

At the meeting of the Mobile Museum Board in late September of 2003, Mobile area resident Harry Teaford addressed the membership and called for Ewert's dismissal. A month later, Teaford and Ben George addressed the Mobile City Council, demanding that Ewert be fired from the museum. Meanwhile, a number of Mobile citizens have taken a great interest in the museum's Civil War exhibit. They have apparently pressed the museum board to have the exhibit refer to the Civil War as "The War Between the States" and the Confederacy as

See HORTON / 12 ►

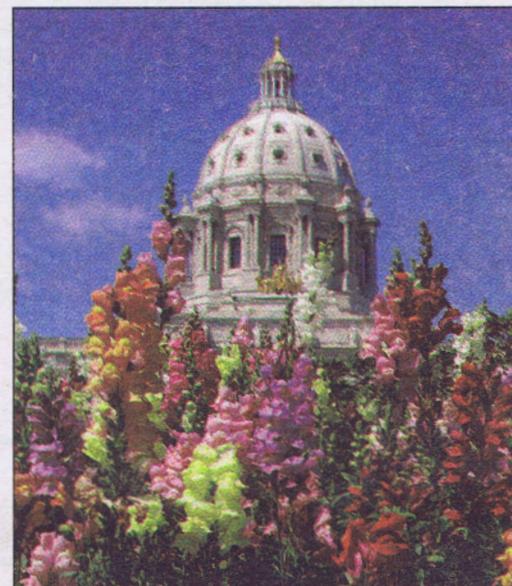
What Happened in Minnesota?

Sara Evans and Lisa Norling

In the past academic year, the K-12 public school system of Minnesota survived an attempted hijacking of the statewide social studies curriculum by an alliance of radically right-wing and evangelical Christian activists who were empowered, startlingly, by the state's own acting Commissioner of Education. This effort was defeated over the course of several months by a remarkable collaboration between an energized group of K-12 teachers and parents and members of the University of Minnesota's Department of History. We describe this struggle, which has counterparts in a number of other states, and then assess some of its ramifications both for the place of history in K-12 curricula and for the public relevance of academic history.

The previous Minnesota curricular guidelines, known as the Profile of Learning, had long been justifiably criticized for being lofty in goal but thin in content and cumbersome in execution. In May 2003, the Minnesota Legislature repealed the Profile and directed the Department of Education (DOE) to develop a new set of standards in social studies that would be more precise, more specific, and more focused on factual content. Under the guidance of Commissioner Cheri Yecke, her handpicked "citizens committee" of parents, teachers, school administrators, and political operatives produced a first draft of social studies standards in a very brief time (about three weeks). At the direction of Commissioner Yecke, the new standards covered five content areas: U.S. history, world history, government and citizenship, economics, and geography; other social studies fields were omitted.

The Department of Education (DOE) draft was released in late summer 2003 and precipitated a strong public outburst. In public hearings, radio and TV interviews, and newspaper columns around the state, parents, teachers and educators, and minority leaders (especially Native Americans) expressed powerful opposition to the proposal. Some of the most energetic and concerned opponents formed an alliance titled



Springtime at the Minnesota State Capitol in St. Paul. (Photo courtesy of the Minnesota House of Representatives Public Information Services.)

See MINNESOTA / 12 ►

OAH 2005 San Francisco

Martha Sandweiss and James Grossman



San Francisco's Palace of Fine Arts in the city's Marina district was conceived as a grand classical ruin for the 1915 Panama-Pacific Exhibition. Rebuilt in 1966, after crumbling for over fifty years, the Exhibition Hall now houses the hands-on science Exploratorium, conceived by physicist Frank Oppenheimer.

We hope the 2005 annual meeting will encourage conversation among a broad range of historians and send participants out into the streets of San Francisco to experience local history firsthand. The theme for the conference, "Telling America's Stories: Historians and their Publics" emphasizes the practice of history in a variety of venues. Many of the panels include a mix of historians who work in such places as museums, parks, colleges and universities, high schools, and libraries. Moreover, on Friday afternoon, all of the sessions will take place off-site, at local San Francisco area venues that are not only of historical significance themselves, but make history widely accessible through their archival resources and public programming.

See SAN FRANCISCO / 21 ►

2005 OAH Election: Candidate Information and Ballot, page 25

Join the Organization of American Historians

Individual Membership Options

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.

- \$40, income under \$20,000
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- \$40+, Dual, receive one copy of *JAH* (select income category for one member, add \$40 for second member)
- \$25, 50-Year OAH Member (must be OAH member for 50 or more years)

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- \$25 Students receive four issues of the the *OAH Newsletter* and one copy of the Annual Meeting Program. In addition, students may choose to receive the *Journal* or the *Magazine*:
 - Journal of American History*
 - OAH Magazine of History*

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- \$40 Individuals in this category receive six issues of the *OAH Magazine of History* and the *OAH Newsletter* and one copy of the Annual Meeting Program.

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Newsletter

VOL XXXII, No 4 • NOVEMBER 2004

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The *OAH Newsletter* (ISSN 1059-1125) is published each February, May, August, and November by the Organization of American Historians, 112 North Bryan Avenue, P.O. Box 5457, Bloomington, IN 47408-5457. Telephone (812) 855-7311; Fax (812) 855-0696; <newsletter@oah.org>; <<http://www.oah.org>>. ¶ The *OAH Newsletter* encourages submissions of articles (1,000 words or less), announcements, obituaries (400 words or less) and brief letters to the editor (300 words or less) related to the interests of our members. Material submitted for consideration should be typed in double-spaced format, with all notes integrated into the text. The *OAH Newsletter* reserves the right to reject articles, announcements, letters, advertisements, and other items that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. ¶ Deadlines for receipt of all copy are as follows: 15 December for the February issue; 15 March for May; 15 June for August; and 15 September for November. Full-, half-, and quarter-page display advertisements and job announcement advertisements ("Professional Opportunities") are available. Contact the advertising manager <advertising@oah.org> for rates; charges for "Professional Opportunities" announcements are as follows: \$80 for fewer than 101 words; \$120 for 101-150 words (announcements of more than 150 words will be edited). Job application closing dates should be after the end of the month in which the announcement appears, and job announcements should represent an equal opportunity employer. Send advertisement inquiries and "Professional Opportunities" announcements to the attention of the advertising manager. Recent back issues of the *OAH Newsletter* are available for \$5.00 each. For more information contact the membership director <member@oah.org>.

The Mission of the Organization

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

National Museum of the American Indian Opens

The Smithsonian's National Museum of the American Indian opened its doors to the public on September 21, 2004. The museum is the first national museum in the country to be dedicated exclusively to Native Americans, and the first to present all exhibitions from a Native viewpoint. American Indians played a key role in the design of the building, in selecting items for display, and in writing the wall text and video scripts that accompany the objects. The five-story curvilinear building, located between the Smithsonian's National Air and Space Museum and the U.S. Botanic Gardens, is made of rough limestone that evokes natural rock formations and is set in a four-acre landscaped site that includes a wetlands area and more than forty boulders known as "grandfather rocks." The building's special features—an entrance facing east toward the rising sun, a prism window and a 120-foot-high entrance called the Potomac—were designed in consultation with many Native Americans over a four-year period.

An electronic photo montage welcome wall greets visitors in approximately two hundred Native languages, conveying the significant presence and diversity of Native peoples throughout the Americas. This message is again reinforced in the Lelawi (leh-LAH-wee) Theater, a 120-seat circular theater located on the fourth floor offering a thirteen-minute multimedia experience that prepares museumgoers for their visit.

Approximately 8,000 objects from the museum's permanent collection are on view at the museum. Several major exhibitions are complemented by a contemporary art exhibit and landmark works of art—historic and contemporary—placed throughout the building.

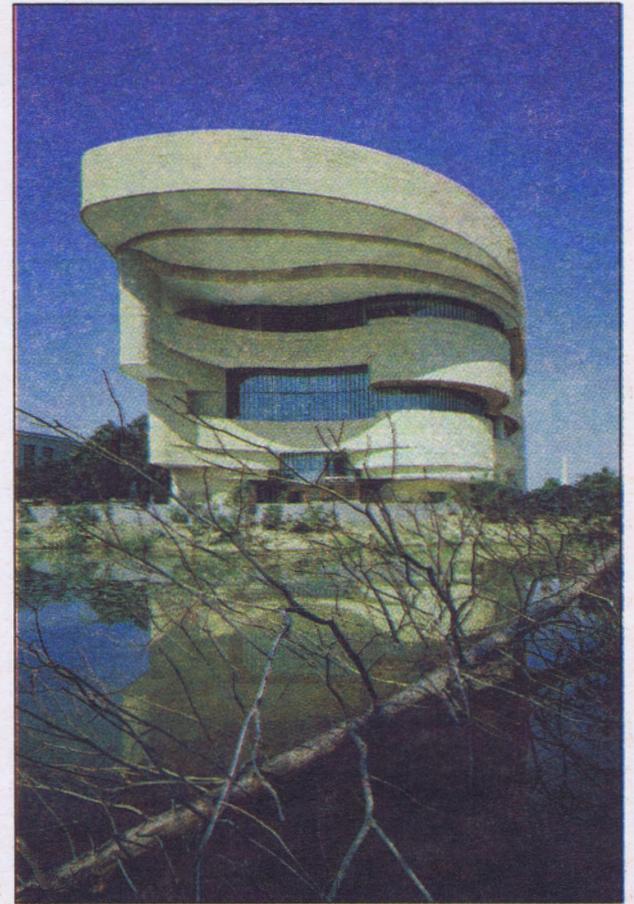
■ The "Our Universes: Traditional Knowledge Shapes Our World" exhibition features a star-filled canopy to evoke the night sky and objects including beadwork, baskets and pottery from the tribes of Native communities of North and South America.

■ "Our Peoples: Giving Voice to Our Histories" focuses on historical events told from a Native point of view. It includes a spectacular "Wall of Gold," featuring 408 gold figurines dating back to 1490, along with European swords, coins and crosses made from melted gold. The focal point is an area in the center called "The Storm" with glass walls that change with shifting color and light to showcase artifacts.

■ "Our Lives: Contemporary Life and Identities" is divided into two main sections, one created by museum curators and the other by individuals in tribes and Native communities in North and South America. Videos, wall labels, photographs and 300 objects work together to bring important Indian issues to the forefront. The exhibition also deals with the turbulent times of the 1960s and 1970s when the "Red Power" movement was born.

■ The "Window on the Collections" exhibition offers a view into the vast National Museum of the American Indian collections by showcasing 3,500 objects arranged in seven categories. Objects include works with animal decorations, dolls, peace medals and beaded objects. The boat-building exhibition is a long-term public program about Native boat-building traditions.

Established in 1989 through an Act of Congress, the Smithsonian's National Museum of the American Indian is an institution of living cultures dedicated to the life, languages, literature, history and arts of the Native peoples of the Western Hemisphere. The museum includes the new National Museum of the American Indian on the National Mall; the George Gustav Heye Center, a permanent museum in lower Manhattan; and the Cultural Resources Center, a research and collections facility in Suitland, Md. With the opening of the National Museum of the American Indian, the Smithsonian comprises eighteen museums and galleries and the National Zoo. For more information about the museum, visit <<http://www.nmai.si.edu/>>. □



East Façade of the National Museum of the American Indian in Washington, D.C. (Photo by Robert C. Lautman.)

U.S. History Faculty Evaluate AP Exams at the Annual College Board AP Reading

Each year in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response section of the AP Exams. These hard-working professionals, known as readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. Readers are paid honoraria, provided with housing and meals, and reimbursed for travel expenses. At the AP Reading you will also exchange ideas, share research experiences, discuss teaching strategies, establish friendships, and create a countrywide network of faculty in your discipline that can serve as a resource throughout the year.

Apply online at <www.ets.org/reader/ap> or visit the CollegeBoard's Web site, <apcentral.collegeboard.com>. Or, you may contact Performance Scoring Services at ETS at (609) 406-5384 or via e-mail at <apreader@ets.org> to request an application. Applications are accepted throughout the year.

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 ETS is an authorized provider of Continuing Education Units (CEUs).

*The College Board
welcomes you
to attend the following
AP sessions at the:*

OAH Annual Conference
San Francisco
March 31 – April 3, 2005:

- College Board Breakfast Panel, keynote speaker Mary Beth Norton
- America on the World Stage: Incorporating a Global Perspective in the Introductory US Survey
- Faculty Involvement in AP

AHA Annual Conference
Seattle, Jan. 6-9, 2005:

- AP US History Luncheon, keynote speaker Nancy Cott
- The American Revolution In the US History Survey

Summer Graduate History Courses at Mystic Seaport

Celebrating 50 Years



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OAH Kicks Off Annual Campaign

It's that time of year again! The OAH annual campaign has begun and will be coming soon to a mailbox near you. Our goal for the fall campaign is \$39,000. This year, the OAH is asking members to consider making a gift to support the *Journal of American History*.

"What?" you say, "Don't my membership dues cover the costs of the *JAH*? What is OAH doing with all that money, anyway?"

What you might not realize is that along with the *Journal of American History*, OAH has created and maintains a growing number of innovative projects focused upon improving history education, advocating for the profession, defending access to historical documents and reaching out to high school and middle school history teachers.

And of course, OAH continues to hold some of the most enriching and exciting annual and regional meetings on the study of American history.

From our roots as a regional professional society, we are growing to meet the complex needs of an ever-enlarging field of study.



The *Journal of American History* is responsive to the pace of technology—for example, the *JAH* now offers personalized monthly email updates to members that list citations of the latest scholarship in the field, customized according to selectable keywords and categories, months before the information appears in the print issue. The *JAH* is also available to members online—both back issues and current

issues are produced in electronic form.

As noted in detail in the letter OAH President James O. Horton sent in October, producing the *Journal of American History* takes a significant amount of money. This year, it will cost OAH \$590,000 to produce and disseminate the *JAH* or, if you can imagine it, over \$300 per page. Just a few years ago, the *JAH* moved all its typesetting operations

OAH Second Century Society

We would like to recognize and thank the founding members of the OAH Second Century Society. These generous individuals have made provisions in their estate plans for the organization. We are grateful for their support.

Anonymous
Lee W. Formwalt
Lawrence J. Friedman
Robert K. Murray
Robert L. Tree
Eugene Zandona

If you would like to join the Second Century Society, or would like more information, please contact Leslie Leasure at <development@oah.org>.

in-house to offset increasing costs, but as you know, scholarly journals don't come cheap!

We hope that you will consider making a gift to the Organization of American Historians, to help ensure the future of the *JAH* and to support our efforts to improve history education and scholarship.

Donate online at:
<<https://www.oah.org/giving/>>

The OAH leadership is committed to the organization's mission: promoting excellence in the scholarship, teaching, and presentation of American history, and encourage wide discussion of historical questions and equitable treatment of all practitioners of history.

You can either mail your contribution to: OAH Annual Fund, P.O. Box 5457, Bloomington, IN 47408-5457, or even easier, donate online at our secure site: <<https://www.oah.org/giving/>>. Please consider contributing to the OAH today. Remember—all contributions to the OAH, a nonprofit organization, are fully tax deductible.

American History



Will Your Retirement Fund Become History?

When you are gone, do you want the bulk of your retirement fund to go to the government?

Any balance left in a pension plan after an individual's death is considered "income in respect of a decedent," meaning that it is income that has not yet been taxed while the person was alive, so it will be taxed now. In fact, it will be taxed twice: first, under estate tax rates and, second, under income tax rates.

For example: A person dies leaving a balance of \$250,000 in a pension fund to heirs. There could be federal estate tax due up to \$112,500 (if the estate was in the 45 percent bracket) leaving \$137,500 subject to an income tax of up to 35 percent (or \$48,125), leaving only \$89,375 of the original \$250,000. This doesn't include state and local taxes.

But if you designated the balance of the fund to a charitable organization, 100 percent of the remainder would be contributed to the charity. No income tax, no estate tax, just your gift going to a cause you hold dear.

Designating a Charitable Bequest

A charitable bequest is the most common form of providing a nonprofit organization with a major gift to perpetuate your life interest into the future. A bequest is a provision in a last will and testament where a gift or property is transferred from an estate to a charitable organization. A bequest can also be made by simply adding a codicil to an existing will.

Examples of Bequests*

I hereby give, devise, and bequeath to the Organization of American Historians:

- a specific bequest:

the sum of \$ _____ Or: the property described
as _____

- a residual bequest (assets remaining after all other specific bequests have been satisfied):

the rest, remainder, and residue of my estate. Or:
_____% (or fractional interest) of the rest, remainder, and
residue of my estate.

- a contingent bequest (to take effect only if those named as primary beneficiaries predecease you):

If any or all of the above named beneficiaries do not survive me,
then I hereby give the share that otherwise would be (his/hers/
theirs) to the Organization of American Historians.

Lessons in U.S. History Help Build High School-University Partnerships

Eileen Luhr

For the past several years, California government and university representatives have sought ways to deploy financial, intellectual, and institutional resources of the university to improve the quality of history instruction in K-12 classrooms. Programs like the Teaching American History initiative have offered financial support for collaboration between school districts and universities, but creating productive partnerships remains a difficult task, in part because of the perceived divergence between the "research" oriented track of the university and the "teaching" focus in primary and secondary schools. Between 2001 and 2004, in consultation with OAH President-elect Vicki L. Ruiz and several high school teachers, I had the opportunity to address some of these differences by writing a curriculum that translates university scholarship into lessons for eleventh-grade history that are calibrated to content standards and allow students to engage directly with primary sources. This United States history curriculum integrates the diverse lived experiences of Americans—including California natives, African Americans, and Mexican Americans—into units on the American Revolution, Western conquest, the Industrial Revolution, the Great Depression, and the Cold War.

My experiences in K-12 education arose out of my involvement with two education partnership programs at the University of California, Irvine (UCI): Humanities Out There (HOT) and the California History-Social Science Project (CH-SSP). Instead of assigning me to work as a teaching assistant for survey courses, these programs

placed me and other advanced humanities graduate students in local classrooms and, ultimately, within the larger network of educators and administrators in Orange County, California, school districts. As a consequence, I became more familiar with the protocols and politics of education in the state of California and have become better equipped to balance university-based scholarship with the varied learning styles of high school students, the time constraints of K-12 teaching, and the unique challenges posed by state-mandated content standards.

HOT is a partnership established in 1997 between the UCI School of Humanities and the Santa Ana Unified School District, an urban area in Orange County in which more than 90 percent of students are Latino and fewer than 2.3 percent of high school graduates meet the eligibility requirements for admission in the University of California system. HOT seeks to raise that percentage with curricular materials aimed at improving critical thinking, reading, and writing skills, and introducing pre-collegiate students to university students. While the HOT workshops allowed me to engage with students in Santa Ana schools, UCI's CH-SSP presented me with the opportunity to work directly with teachers throughout Orange County. Founded in 2000, the CH-SSP brings together UC Irvine faculty (primarily in history) with K-12 teachers in discussions that focus on recent research in both U.S. and world history.

As a graduate student participant in HOT, I designed university-level lessons and recruited and trained a team of undergraduates to conduct small-group discussions in

eleventh-grade classrooms. My host teacher for HOT—Chuck Lawhon—showed me how to create exercises that were both appropriate and exciting for specific grade levels. For example, when I first began writing lessons, Lawhon suggested that I include short but densely worded primary sources along with reading comprehension questions and a glossary accessible to English language learners. Lawhon helped me understand how visual and textual primary sources could be used to reinforce one another. To a veteran educator, these tips may have seemed obvious, but to a graduate student who had taught exclusively at the university level, they were invaluable.

In my work with Orange County teachers, CH-SSP offers a variety of professional teacher development programs including summer history institutes that give teachers access to university resources in order to develop their own standards-based curriculum units in American and world history; literacy institutes that address how to



See **PARTNERSHIPS** / 17 ►

OAH Committee on Academic Freedom

David Montgomery

At its March 2004 convention, the OAH established an ad hoc Committee on Academic Freedom. The mandate of the committee was to "investigate reports of repressive measures having an impact on historians' teaching, research, employment, and freedom of expression." Its mission was not to adjudicate disputes but make its findings known to the membership of the OAH and to report periodically to the Executive Board. President James Horton appointed four members to the committee: Raymond Arsenault of the University of South Florida, Sara Evans of the University of Minnesota, Gloria Miranda of El Camino Community College, and David Montgomery of Yale University (chair).

The committee is grateful to the American Historical Association and to Alfred A. Young for making available to us the survey conducted by the AHA Committee on the Rights of Historians in 1971 and the groundbreaking Statement of Professional Standards proposed by that committee and adopted by the AHA Council in 1975 (1).

Five major areas of concern have emerged in reports that have been brought to the committee's attention to date. The first involves government surveillance of faculty members, students, visiting scholars, and libraries. The USA Patriot Act has aroused ardent opposition from librarians, faculty senates, and city councils around the country. Its business records section empowers federal agents to gather information from libraries and bookstores about books used by individuals, while it also prohibits any person served with a warrant for such information from revealing that fact. The American Library Association has been outspoken in its opposition to this law. It publishes a very useful *Intel-*

lectual Freedom Manual and an informative web page. The American Association of University Professors recommends that all faculties maintain regular communication with their institutions' administrations in order to learn what information the latter are handing over to government agencies and how they are enforcing their own policies regarding academic freedom.

The value of cooperation between faculty and administrators was seen in November 2003, when the U.S. Attorney in Des Moines, Iowa, subpoenaed Drake University to submit to a grand jury information on the background and activities of everyone who had participated in an antiwar conference there. The National Lawyers Guild, which had organized the conference, quickly mobilized a public protest, while faculty members and the university's officials refused to hand over the records demanded. The attorney promptly dropped the grand jury proceedings and the subpoenas (2).

Government surveillance of students has become especially ominous in community colleges. When community college faculty members have encountered repression from administrations, the teachers benefit from the assistance of their unions (where they are unionized). But government agents investigating individual students routinely visit student service offices. The Patriot Act requires each college to install a computer program called SEVIS (Student and Exchange Visitor Information System) through which the enrollment status of international students must be reported to the federal government. Those who are not enrolled full time are subject to arrest and deportation. In California at least, some of those stu-

dents have simply disappeared. Privacy rules block any attempts by their teachers or friends to investigate what happened to them.

Second, foreign historians, students, and researchers are now subject to interminable review if they apply for entry to the U.S. or for renewal of green cards. The resulting delays have often been enough to deter scholars from taking up or seeking to retain positions in American institutions. In the last year alone, foreign students (especially from China) have overwhelmingly applied to other countries, rather than to the U.S. (with especially severe consequences for the sciences). The State Department's recent action revoking the visa of the eminent Muslim scholar from Switzerland, Tariq Ramadan, and preventing him from taking up teaching duties at Notre Dame University, has attracted especially widespread attention (3).

Third, the last two presidential administrations have made historians' access to government documents increasingly difficult. A report released by <<http://OpenTheGovernment.org>> in August 2004, revealed that federal agencies classified fourteen million new documents in 2003, while they declassified old documents at only one-fifth the level of 1997, and shifted the costs of declassifying under the Freedom of Information Act increasingly onto the applicant, despite a growing public demand to use the Freedom of Information Act. In all, they spent \$120 to secure classified information for every \$1 spent on declassification.

See **ACADEMIC FREEDOM** / 22 ►

Thank you

The OAH gratefully acknowledges the contributions of the following donors during the period January 1, 2004 to September 30, 2004. We strive for accuracy in our records. Kindly notify us regarding incorrect listings.

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Milennial Club

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Thanks to the generous support of the Gilder Lehrman Institute of American History, the Organization of American Historians is offering travel fellowships for precollegiate history teachers to attend the 2005 OAH Annual Meeting, March 31 – April 3. The annual meeting affords a unique opportunity for teachers to enhance their professional development by attending sessions specifically geared to classroom teaching, as well as scholarly research and public history. Fellowships are for travel-related expenses, and teachers who have not yet attended an OAH annual meeting will be given preference.

Application deadline for submission is February 10, 2005. Apply online at: <http://www.oah.org/meetings/2005/>.



Teaching U.S. History in Argentina

M. Graciela Abarca

In the last two decades, history students in Buenos Aires have become increasingly interested in the courses and seminars on U.S. history available at the University of Buenos Aires. Until the early 1980s, however, the largest university in the country offered no course on the history of the United States. With the end of the military dictatorship and the return of the democratic government in 1983, the academic community saw the need to update and enrich the University of Buenos Aires's programs as well as their curricular content. As a result of this stimulating process of change, the history department introduced a number of new course offerings. Some courses, such as sociology and economics, aimed to provide history students with additional tools. Other courses offered the history of regions that had previously been ignored, such as history of Africa, Asia, Russia—and the United States.

from this institution have translated a large amount of U.S. history bibliography and numerous documents. This partnership has proved to be extremely fruitful, enriching the quantity and quality of the readings included in the U.S. history syllabus. In addition, the history department has received book donations from the U.S. History Program at the Mexican Institute *Jose Maria Luis Mora*, the University of Massachusetts, Amherst, and the State University of New York at Stony Brook.

Although the content of the U.S. history course has undergone numerous changes over the years, its main focus has always been on the twentieth century. This approach allows students to analyze recent historical developments in the context of the origin and evolution of the United States. In terms of historical periods, the classes center on the years between 1898 and 2000 and focus on three major aspects: the country's social structure of accumulation, its internal conflict and social condition, and its dominant culture, viewed as a dynamic interaction between hegemony and consensus-building. The lectures and discussion sessions cover the emergence of the United States as an empire in 1898, through its consolidation as a world power in the post-World War II period, and into the 1990s debate on the "unipolar" vs. the "multipolar" world order. The course also aims to provide a thorough analysis of the 1929 capitalist crisis of accumulation, the deep economic depression that followed, and the building of the "New Deal Order." The last classes are devoted to a discussion of the post-Vietnam War era and Reaganomics. Throughout the semester, processes such as economic and territorial expansion, social and economic conflict, and nation-building are considered crucial to the understanding of the history of the United States.

Students enrolled in the course attend three classes weekly: one lecture that provides them with the necessary theoretical background and an overview of the different historical periods, and two small group sessions. In the small group sessions, professors focus on more specific issues—for instance, labor-capital relations or U.S. foreign policy toward Latin America—present historiographical questions, and student analysis of selected primary source documents. In order to meet the course's requirements, students must pass two written exams. In addition, they must choose either to present a final research paper or to sit for a final oral exam. Most students opt for the former, so during the semester they must select a topic, develop a brief research proposal, and identify the documents they plan to analyze. This is meant to be a small exercise in the historical profession which offers professors an opportunity to discuss problems related to methodology, thesis formulation, and access to archives. In this process faculty members encourage students to reflect on issues such as the importance of historical research, the "objectivity-subjectivity" question, history and chronology, and history and its relation with other disciplines.

Upon the successful completion of their research

papers, a number of undergraduate history students have decided to pursue a specialization in the field. At present, eleven students are registered as *adscriptos* (junior researchers) in U.S. history at the University of Buenos Aires. These undergraduates are engaged in two-year independent research projects on a variety of topics. They meet periodically with the U.S. history faculty to discuss historiographical questions, share research difficulties, and present findings and conclusions. By the end of two years of work, these students should have produced papers good enough to be published in academic journals.

There is no doubt that the history of the United States has finally become consolidated as an important field of historical inquiry at the University of Buenos Aires. Since 1995, the publication of the academic journal *De Sur a Norte* has been instrumental in fostering research in the field. This journal is edited by University of Buenos Aires faculty and the Center of American Studies in collaboration with universities in Brazil, Chile, Paraguay and Uruguay, thereby offering a South American perspective on U.S. history issues. Furthermore, history professors trained abroad are currently teaching courses at the undergraduate and graduate levels and more and better resources are available today to students and faculty interested in U.S. history. A project that started as a new course offering back in 1985 has developed into a rich academic forum for the discussion and unraveling of the many complexities present in the study of history of the United States. □

M. Graciela Abarca is U.S. History adjunct professor at the University of Buenos Aires, Argentina.



In 1985, for the first time, U.S. history became a course in the University of Buenos Aires' undergraduate program in history (*Licenciatura en Historia*). The university authorities, faculty and students were very enthusiastic about the introduction of new courses, but there was still a long way to go before U.S. history, among others, could become fully established as an important component in the training of historians. First, there were practically no scholars who specialized in the field. In order to overcome this problem, the department of history signed a number of agreements with foreign universities, such as the University of Massachusetts, Amherst, and embarked on a long-term plan to encourage and facilitate the specialization of scholars in the history of the United States. In 1987, after a year as visiting scholar at the University of Massachusetts, Amherst, Pablo Pozzi undertook the difficult task of developing the first course on U.S. history at the University of Buenos Aires. More importantly, Pozzi recruited professors who were interested in making the course a staple in the education of history majors.

Apart from the lack of human resources, there was a serious lack of material resources. Most of the limited bibliography available was in English. Although a considerable number of university students understand the language, U.S. history is, of course, taught in Spanish and all required readings must be available in Spanish. In an attempt to overcome the language barrier, the history department reached an agreement with the *Instituto del Profesorado en Lenguas Vivas Juan Ramón Fernández*, a college with a longstanding tradition in the training of English teachers and translators. Since 1987, English graduates

The American Philosophical Society Library Library Resident Research Fellowships 2005 – 2006

Scope: The American Philosophical Society Library offers short-term residential fellowships for conducting research in its collections. The Society's Library is a leading international center for historical and anthropological research with over 8 million manuscripts, 250,000 printed volumes, and thousands of maps and prints. Among its more prominent collections are the papers of Benjamin Franklin, Charles Darwin, Lewis and Clark, Franz Boas, and the Peale Family; and is noted for the depth and importance of its collections in:

- History of science including: genetics, eugenics and the evolutionary sciences, physics and astrophysics, and medical research
- Anthropology, particularly American Indian history, culture, and languages
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The Library does not hold materials on philosophy in the modern sense.

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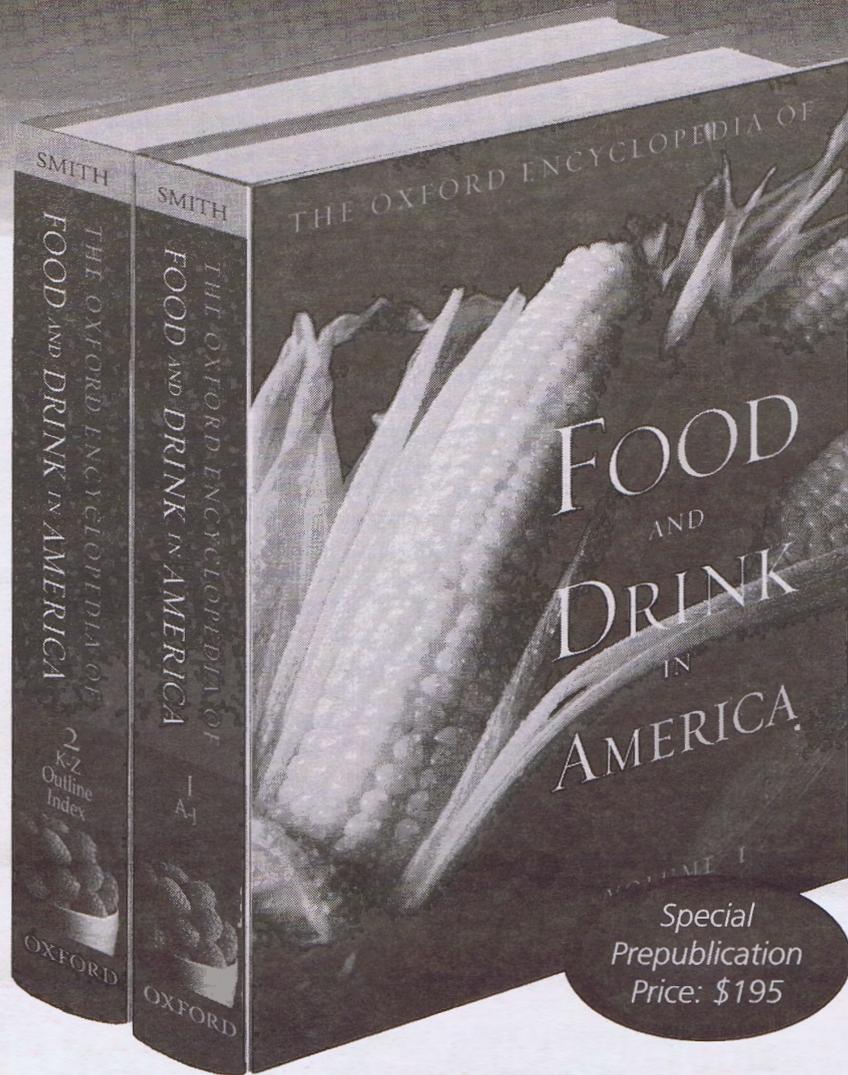
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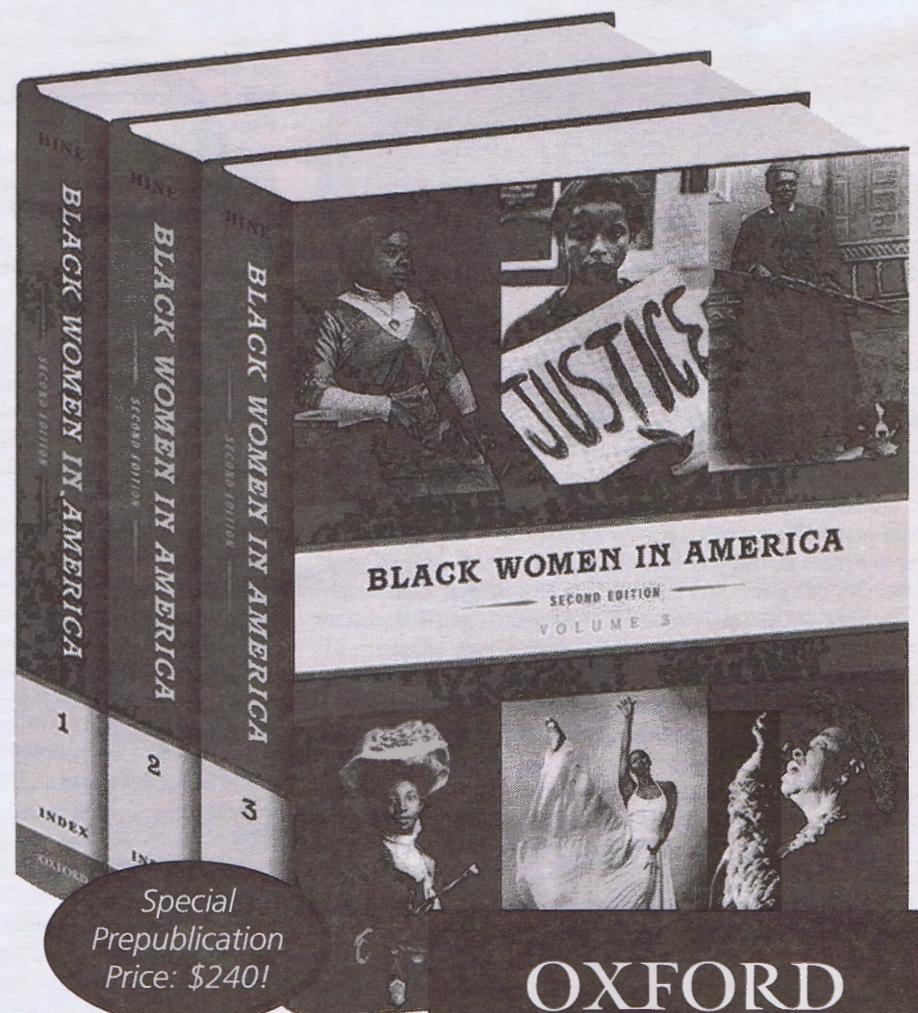
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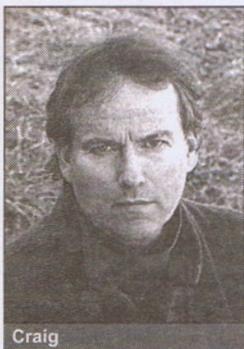
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The FY 2005 Federal Budget for History and Archives

Once again, the Republican controlled Congress failed to complete the annual appropriations process that provides funding for the federal government by the October 1 deadline—the date that the new fiscal year begins. Because they were unable to reach agreement on the budget, Congress

enacted a Continuing Resolution (CR) which will keep the government operating at last year's funding levels until Congress returns after the election to enact a budget. Nevertheless, there was a push by the leadership in the House and Senate to complete as much of the work as possible, and while the House and Senate may not have resolved all their differences between their respective appropriation recommendations, they have laid out the framework for decision-making that is expected to take place after the election during a lame-duck Congress. Now that the House and Senate have announced virtually all of the FY 2005 budget figures that are of prime interest to the history and archives communities, at last we can provide a little analysis and comparison of what to expect when Congress returns to finish the FY 2005 budget.

Overall, the House took a pragmatic approach to appropriations for next year—Republicans are generally supporting the president's recommendations for most federal agencies. The Senate—which is also operating under tight fiscal limitations—did a much better job overall in allocating resources for history and archives programs.

For the Department of Education's "Teaching American History" initiative, the House failed to provide any funding for the program in spite of the president's request for funds (see H. Rept. 108-636). Instead, the House opted to rely on the key sponsor of the initiative in the Senate, the powerful ranking member of the Senate Appropriations Committee, Robert C. Byrd (D-WV) to insure the continued vitality of the initiative. Byrd came through as expected with another \$120 million for this program (see S. Rept 108-345) that provides competitive grants to Local Education Agencies (LEAs) to "augment the quality of American history instruction and to provide professional development activities and teacher education in the area of American history."

For the Institute of Museum and Library Services (IMLS), which is also funded out of the Labor, Health and Human Services and Education Bill, the House recommended \$261.743 million, of which \$169 million is set aside for state grants; full-funding is provided for the "21st Century Librarians Initiative." On the museum side of the IMLS, the House recommended \$20.7 million for the "Museums for America" program and \$450,000 for museum assessment programs. In the Senate a total of \$262.242 million is recommended for the IMLS with similar—though not identical to the House mark-up—funding allocations being set aside for the various IMLS program components.

For the National Archives and Records Administration, the House recommended \$318.281 million, a decrease from the president's FY 2005 request of \$320.041 but \$9 million above the FY 2004 enacted operating budget. The House recommended the president's request of \$3 million for the National Historical Publications and Records Administration (NHPRC) but earmarked \$500,000 for the Nixon Library. If permitted to stand, these numbers would ensure significant belt-tightening

for most NARA programs. By contrast, in the Senate—in response to a concerted lobby effort by supporters of the NHPRC—the funds set aside for grants were elevated to \$5 million with NARA set to get \$320.041 million. NHPRC funding may well rise when the Treasury bill goes to conference. In both the House and Senate, funding of about \$36 million is provided to advance the electronic records initiative. Other funds are present to address other storage and preservation needs, to enhance technology infrastructure, and to construct or improve NARA and presidential library facilities in a half-dozen states.

In the Congressional reports for the massive Department of Interior bill (see H. Rept. 108-542 and S. Rept. 108-341), the House is recommending for the National Endowment for the Humanities some \$141.8 million for grants and administration—an increase of nearly \$6.5 million above the 2004 level, but \$23.5 million below the president's budget request. Specifically, due to "inadequate resources to expand [the program this year]" the House recommended against the administration's recommended \$23 million increase sought for the We the People American history initiative. The Senate recommended an appropriation of \$135.3 million, in essence, "flat funding" for the NEH. The Senate also stated that "[B]udget constraints have prevented the Committee from providing additional funds to expand the agency's We the People American history initiative." Nevertheless, Chairman Cole and his staff will continue to do what they can to expand and advance the program initiative within the framework of Congressional directives.

For the Woodrow Wilson International Center for Scholars—the agency that supports dozens of scholarly activities at home and abroad—the House is recommending \$8.9 million, nearly a half million dollars above the FY 2004 enacted level. The Senate concurred with the House mark and consequently, the Center's funding level will not be an issue of discussion in any future conference on the Department of Interior and Related Agencies funding bill. The same can be said for the agency that furthers the national policy of preserving historic and cultural resources—the Advisory Council on Historic Preservation. For this small agency the House recommended \$4.6 million for operations, an increase of \$649,000 above the FY 2004 level needed to cover fixed costs. The Senate also concurred in this funding level.

The Historic Preservation Fund (HPF) is a special pool of money that supports a variety of historic preservation service related functions, including grants to the states. For FY 2005, the House recommended \$71 million for the HPF—a decrease of just over \$2 million below last year's enacted level but \$6 million below the president's FY 2005 request. If the House funding scenario is adopted without modification, some \$34.57 million would be allocated for the state historic preservation offices, \$2.963 million for tribal grants, and \$30 million for the Save America's Treasures program. Much to the chagrin of the administration, the committee provided zero funding for the new Preserve America program, a new preservation initiative strongly supported by the Advisory Council for Historic Preservation. By contrast, the Senate recommended only \$100,000 more than the House did for the HPF—\$71.250 million—but the upper chamber allocated the funds far more creatively. For the stateside program the Senate responded favorably to a concerted effort by preservationists to increase the grant funding—a \$3.430 million increase for state grants is proposed. The Senate recommended a decrease of \$10 million to the Preserve America initiative but in order not to totally kill the administration's new initiative, the Senate made a stipulation that \$2 million out of the Save America's Treasures

initiative be used to fund Preserve America pilot grants.

The House recommended \$628 million, an increase of about \$32 million for the management of the Smithsonian Institution. Decreases are proposed for the new National Museum of African American History and Culture and for institution-wide facility operations, security, and digital infrastructure. The Senate recommended figures below the president's budget request but slightly higher than FY 2004 enacted levels. The Senate bill provides increases for the National Air and Space Museum and the newly opened National Museum of the American Indian.

For the National Park Service, the federal agency with responsibility for many of the nation's heritage resources including several hundred historic sites and battlefields, the House is recommending \$1.609 billion for "operations" of the National Park System—the same as the president's request and some \$76.507 million above the enacted level. In its report the House expressed concern about allocation of resources within the NPS and the impact that such allocations are having on core operating programs of the parks. Thus, the House recommended against "any new initiatives or expanding non-essential programs." The Senate recommended almost \$1.69 billion for park operations, a slight increase over the budget request and some \$79.355 million over the FY 2004 enacted level. The Senate increase, however, provides for a doubling of the administration's request for park base operations, a move welcomed by field rangers but sure to cause consternation among speciality program managers whose programs will absorb the impact of the base park increases.

With nearly all the budget recommendations now in place, agency managers are relieved to know basically what they can expect to have appropriated to their agencies when Congress finishes work on the budget, but they are not necessarily happy about it. Given the enormous deficit, however, the ever increasing cost of the Iraq war and the existence of "untouchable" social programs (Medicare and Social Security for example), most history and archive agency managers can be grateful that their programs did far better than many other domestic programs. □

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Hard copies and electronic copies are required. All materials should be addressed to Ryan Rex, Business, Government, and the International Economy Search Committee, Morgan 270, Harvard Business School, Soldiers Field Road, Boston, MA 02163 as well as to: rrex@hbs.edu.

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Petra Goedde, *Assistant Professor of History, 20th-Century U.S., Foreign Policy, Gender*

William I. Hitchcock, *Assistant Dean for Faculty Affairs and Adjunct Professor of History, 20th-Century Europe and International History*

Andrew C. Isenberg, *Associate Professor of History, U.S. Environmental, U.S. West, American Indian*

Rita A Kreuger, *Assistant Professor of History, Habsburg, Modern Eastern Europe, European Gender*

Bryant Simon, *Professor of History, 20th-Century U.S., Urban, Popular Culture*

Elizabeth R. Varon, *Professor of History, 19th-Century U.S., Civil War and Reconstruction, Gender*

David L. Waldstreicher, *Professor of History, 18th-19th-Century U.S., Political, Slavery and Antislavery*

To learn more about Temple's outstanding undergraduate and graduate programs in History, go to <http://www.temple.edu/history>.

POMONA COLLEGE invites applications for a joint tenure-track position in Chicano/a Latina/o Studies and History, to begin in the academic year 2005-06.

The successful candidate will serve as a member of both the intercollegiate Department of Chicano/a Studies and the Department of History. The Intercollegiate Department of Chicano/a Studies is part of the Claremont Colleges, which consists of six full-time, and two part-time positions and draws on faculty in allied disciplines. The Pomona College History Department offers a curriculum that emphasizes cultural diversity and cross-cultural and global connections.

Candidates for this position should contribute primarily to the Chicano/a Latino History field, although it is crucial that the candidate be alert to connections between U.S. history and the Latin American area. Teaching responsibilities will include courses in Chicano/a Latino/a history and the history of the Latino/a Diaspora in the U.S. Desirable teaching areas could include the legacy of social protest, the role of immigration, gender, sexuality, transnational communities, the U.S. West, or Southwest.

Ph.D. expected by August 2005. Complete applications received by December 1 will receive full consideration. Preliminary interviews will be conducted at the AHA (January 7-9, 2005). Applications should include a letter that describes academic and intellectual background, interests, and experience, curriculum vitae, three letters of recommendation, a writing sample and a graduate transcript.

Pomona College is an Equal Opportunity Employer and strongly encourages applications from women and members of underrepresented groups.

Applications should be sent to Prof. Sidney J. Lemelle Department of History, Pomona College, 551 N. College Avenue, Claremont, CA 91711. For more information about the departments and their programs, please contact Prof. Buriel (Chicano/a Studies) at rburiel@pomona.edu or Prof. Lemelle (History) at slemelle@pomona.edu.

History at American Experience

Mark Samuels

It is hard to believe, but some students may not think history is cool. Those of us who love history do not understand why anyone would opt for a Linkin Park CD over a Lincoln biography, but for many young people today, heavy metal bands or Harry Potter movies trump chronicles of our past. That does not mean that educators need to pander to popular tastes and rap the Gettysburg Address to grab their students' attention. We think we have found a better way.

At PBS's American Experience, for which I serve as executive producer, our foremost charge is to produce accurate and in-depth documentaries that explore the people and events that have shaped our nation. The more than 160 programs to date feature prominent historians and scholars who bring a unique voice to their areas of expertise. Recent productions have included commentary from distinguished University of California-Berkeley professor Leon Litwack, who was one of the advisors to the program *Reconstruction: The Second Civil War*, and Kenneth T. Jackson, Columbia University professor and president emeritus of the New-York Historical Society, who helps tell the story of the World Trade Center in Ric Burns' Emmy Award-winning *New York: The Center of the World*.

These two documentaries illustrate our desire to present many facets of a subject to viewers and for use in the classroom. With the technology available today, the documentary film becomes just one part of a dynamic multimedia experience. We complement our documentaries with a web site that includes expanded interviews, video clips, and primary source material, plus special features like timelines, maps, interactive forums, and related films. Viewers of *New York*, for instance, which examines the rise and fall of the World Trade Center, can access on the web *Building the World Trade Center*, an eighteen-minute film produced by the Port Authority of New York and New Jersey in 1983 with original footage of the towers under construction. And the site for *Reconstruction* offers a behind the scenes look at filming at historic locations from Louisiana to Massachusetts with the production team.

American Experience also offers teacher's guides. For *Reconstruction*, suggested activities include comparing the rebuilding of the South after 1865 with U.S. efforts in Iraq today, evaluating the arguments for and against reparations for the descendants of slaves, and studying the changes in the electoral map in presidential contests of the last one-hundred years. For *New York*, students can design a memorial for the victims of the September 11th attacks or discuss prospects for urban renewal in their own communities.

This engagement in history reinforces the words of historian Simon Schama, who noted that "History is not just a walk down memory lane," but it helps to "understand who we are, where we go as a community, as a city, as a nation." The challenge for historians, he said, is to represent people in history as living people, in all their complexity. Of course, the study of history often focuses on famous people—presidents, soldiers, captains of industry, inventors, explorers—who changed society. American Experience has profiled many of them, such as Lincoln, FDR, Nixon, Reagan, Carnegie, Edison, Byrd, and Earhart. We also explore less celebrated people and stories that have shaped who we are today. Subjects like *Tupperware!* and *Miss America* offer unique vantage points from which to examine the changing roles of women in society. Programs on natural disasters like *Fatal Flood* and

Surviving the Dust Bowl reveal people's flaws and bravery in times of tragedy. The accomplishments spotlighted in *Hoover Dam*, *Mount Rushmore*, and *Transcontinental Railroad* show the innovation that has driven the nation from its beginnings.

Even popular culture, as it has developed over different eras, can provide insights into all aspects of society. In fact, a subject of common interest like sports can be tapped to expose students to myriad issues that affect the nation. *The Fight*, an American Experience documentary on the 1938 boxing match between Joe Louis and Max Schmeling, investigates the events leading to World War II, the rise of fascism in Europe, race relations in America, the relationship between the individual and government, the early years of broadcast media, African-American migration to the north, the cultural and social milieu of Harlem, and the nature of role models and heroism.

For presenters of history to succeed, we must use every resource available not only to reach history buffs but also help spark the next generation's interest in the subject. We strive to do both at American Experience and hope that when teachers race to a bookstore to purchase the next great history book, their students will be right behind them. Or perhaps someday one of those students will even write a great book or create a groundbreaking documentary that will enlighten another generation about the wonders of history. Nothing would be cooler than that. □

Mark Samuels is the Executive Producer of American Experience.

The screenshot shows the website interface for the film 'RFK'. On the left is a navigation menu with links: 'THE FILM & MORE', 'SPECIAL FEATURES', 'TIMELINES', 'GALLERY', 'PEOPLE & EVENTS', and 'TEACHER'S GUIDE'. The main content area features a large image of Robert F. Kennedy with the 'RFK' logo and 'AMERICAN EXPERIENCE' text. Below this is a section titled 'Inside this site...' with three featured items: 'ENEMIES | RFK battled Castro, Teamsters, LBJ and others >>', '1968 | Visit a year of tumult in pictures, stories and video >>', and 'SPECULATION | What if Robert Kennedy had lived to be president? >>'. A box on the right says 'Airing October 4, 2004 on PBS watch the promo check local listings'. At the bottom, there are logos for funding partners: WGBH, ALFRED P. SLOAN FOUNDATION, Liberty Mutual, and Scott's. A footer contains navigation links and copyright information: 'RFK | The Film & More | Special Features | Timeline | Gallery | People & Events | Teacher's Guide | American Experience | Feedback | Search | Shop | Subscriptions | Web Credits | © New content 1997-2004 PBS Online / WGBH'.

The American Experience's website for its October 2004 film on the life of Robert F. Kennedy <<http://www.pbs.org/wgbh/amex/rfk/>>.



The City of Norfolk, Virginia is issuing Requests for Proposals for a comprehensive history of its African American community from the Colonial era to 2000.

Founded in 1682, Norfolk has grown to become the business, financial, cultural and educational hub of southeastern Virginia and northeastern North Carolina. It is home to the world's largest U. S. Navy Base, and the second largest and busiest port on the East Coast.

Norfolk's African American community has been an important part of the city's development, achieving milestones that have contributed to the city, the region (the South) and the nation. In Spring 2004, Norfolk City Council authorized the commissioning of an in-depth study, for publication, of the story of our African American community.

Persons interested in receiving the Request for Proposal for the project should contact R. Breckenridge Daughtrey, Clerk to the Council at 757.664.4253 or by email at breck.daughtrey@norfolk.gov

the "Second American Confederacy," the first being that governed by the Articles of Confederation before the adoption of the U.S. Constitution. Some residents have demanded that the South and the Confederacy be portrayed more positively and that no reference be made to slavery in discussions of the Civil War.

There are similar instances of this kind of public reaction from highly organized groups with their own special view of American history. Centered mainly in the South but with members throughout the nation, many neo-Confederate heritage groups view themselves as the watchdogs against what they call revisionist history, a label that often translates as any history that confronts their vision of America's past. These groups can react quickly, as when historian John Latschar, National Park Service superintendent at Gettysburg National Military Park, suggested in a public lecture that the war may have been fought over slavery. Almost immediately the Southern Heritage Coalition condemned his words. Soon after, 1,100 preprinted postcards calling for his resignation flooded the Office of the Secretary of the Interior. The controversy over the interpretation of slavery at National Park Service Civil War sites has heightened in the past few years. In 2000, Representative Jesse Jackson Jr., inserted language into a Department of the Interior's appropriation bill, commenting on the state of Civil War battlefield sites. The final provision directed the Secretary of the Interior "to encourage Civil War battle sites to recognize and include in all of their public displays and multimedia educational presentations, the unique role that the institution of slavery played in causing the Civil War." In reality, over a year before the congressional mandate, superintendents at National Park Service Civil War historic battlefields had decided to reevaluate the history presented at their sites on the question of slavery. Representative Jackson's call simply reinforced efforts already underway, yet reaction to it was predictably intense. At last count more than 2,400 protest communications,

most in the form of pre-printed postcards and individual letters bearing the same language as the preprinted postcards, are on file at the office of the NPS Chief Historian.

Clearly, public historians and teachers of history face significant pressure when they attempt to present controversial history. This is true even when their interpretations are those generally accepted as the best scholarship available. Those of us who have urged that historians—no matter the conditions under which they teach—ground their presentations in the most solid scholarship have a responsibility to lend maximum support when they face serious consequences for doing so. Many academic historians have gotten involved in aiding those who find themselves under attack or have their careers threatened. Michael Thomason and Richmond F. Brown, both of the University of South Alabama's history department, wrote letters to the Mayor of Mobile protesting the campaign to remove George Ewert from his position as museum director. They appealed for good history in the museum and urged that the mayor not allow "propagandists for a long discredited myth" to dictate the exhibition policy of this important educational facility in the city.

Wherever such controversies have arisen, our members have spoken out as individuals. It seems to me that one of the most important jobs of any professional association is to provide support for colleagues who face threats to their professional integrity. To this end, last spring the OAH established a Committee on Academic Freedom. Headed by David Montgomery (see p. 5 of this *Newsletter*), this committee is in the process of investigating cases of attacks on academic freedom wherever they occur. The job of this committee is to bring information about such situations before our membership so that we are aware of the pressures that our colleagues face in teaching or historical research. With this kind of information available to us, the OAH can and should play a vital role in supporting those under attack for attempting to bring sound history to the public.

Our colleagues working in public history are particularly vulnerable to popular reaction to what many indict as "revisionist history." The situation in which they find themselves is sometimes dire. National Park Service historians, for example, took considerable heat after Congress changed the name of the Custer Battlefield National Monument to Little Bighorn Battlefield National Monument in 1991. Although this was a reinstatement of a place name that long preceded George Armstrong Custer and the infamous battle of 1876, detractors condemned the name change as revisionist history. This controversy became far more than academic when the first Native American to serve as superintendent of that site received death threats and was forced to carry a bulletproof vest in his car. Obviously, to many, history is serious business, and although it is sometimes uncomfortable, it is always necessary that we stand for the best that our discipline can provide to our nation. I applaud the new committee and all those who have already offered their support. We all understand that history matters. Historians can matter too. □

"Minnesotans Against the Proposed Social Studies Standards" (MAPSSS) and, making extensive use of the Internet, they created a virtual coalition that was grassroots and vibrantly democratic. The processes of committee selection and standards writing had largely escaped the notice of the state's academic community, but some of the early opposition activists were teachers and administrators with whom we had worked closely in the past. They brought the DOE's proposed standards forcefully to our attention, demanding that we examine them and drawing us into the public debate.

When we read the DOE proposed standards, we too were shocked by its factual errors, omissions, evident biases, explicit political and cultural agenda, and its general sloppiness, inconsistencies, and incoherence. We were particularly distressed—and inspired to action—by the obvious rejection of both the expertise of professional scholars (who were conspicuously excluded from the process) and of several generations worth of scholarship and the knowledge it has produced.

A group of us in the University of Minnesota's Department of History wrote a thirteen-page analysis focused on the history portions of the draft standards, offering corrections and suggestions for improvement. We called attention to serious omissions, such as the failure to consider the impact of slavery as an institution on American society, the total absence of mention of any rights movement of the twentieth century other than the civil rights movement, and the almost complete omission of Latin America from "world" history. We pointed out multiple examples of misleading or unbalanced details in U.S. history, government, and citizenship: for instance, the persistent conflation of the founding of our nation in 1776 with the framing of our government in 1789, the Mexican-American War as one optional example of westward expansion; and attributing the fall of communism single-handedly to Ronald Reagan. In a curriculum with strong emphasis on individual leaders only three Native Americans were listed: Pocahontas, Squanto, and Sacagawea; and of the twelve women mentioned by name throughout the proposed standards, not one was principally known for her advocacy for women's rights. Our letter, signed by thirty-two members of the department (out of forty-four faculty, not all in residence at the time), went to the commissioner and also to local newspapers where it immediately became front-page news.

Rather than welcoming our expertise and accepting our offers to help, however, Commissioner Yecke and her allies dismissed our commentary and accused us of promoting a "hate-America agenda." One colleague who had earlier sent a separate critique to the commissioner was invited to work with the DOE committee and was able to correct many factual errors in the world history standards. But most of our larger concerns went unaddressed. As we observed the work of the DOE subcommittee charged with the task of revision (the meetings of which were open to the public per state law), we began to understand why: we witnessed how a particular ideological agenda was driving the entire process. For example, in a discussion of the kindergarten Civics standard describing the "virtues of good citizens," the subcommittee decided to omit "sharing and cooperation" because these were too "socialist." At another meeting, the subcommittee agreed that it would be inappropriate to teach middle school students about the economics of slavery, because the knowledge that human beings were bought and sold as merchandise might "prejudice the students against a free market economy." In response to a critique that urged the inclusion of protest songs ("We Shall Overcome," "This Land is Your Land") as well as patriotic songs ("American the Beautiful," "God Bless America"), one committee member even suggested that they list the controversial Confederate anthem "Dixie" as the sole example. In response to another critique noting the absence of organized labor from both the U.S. History and

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For information about the organization, award and prize applications, call for papers deadline, conference registration, conference program, and membership, please visit www.wawh.org.

Antebellum Reform DBQ on the AP U.S. History Examination

Uma Venkateswaran, Diane Vecchio, Raymond Hyser

A recent issue of the American Historical Association's *Perspectives* highlighted the following historical thinking skills as essential in the teaching of history:

- analysis of primary and secondary sources
- an understanding of debate and controversy
- an understanding of how historians use evidence
- an understanding of historical shifts

In this article, we illustrate how these skills are assessed on the AP U.S. History examination, which measures historical skills acquired in a college level introductory survey course. More specifically, we present some examples of student performances on a recent document based question to provide a sense of the historical literacy of our AP candidate population. The AP U.S. History exam was administered to 250,000 high school students nationwide the spring of 2004. It is a three-hour exam and has two parts, a multiple-choice section and a free response section. The multiple-choice section is designed to cover a broad range of chronological and topical aspects of U.S. history. The free response, or essay, section has two parts: a mandatory document based question (DBQ) that is answered by all students and the standard essay section in which students answer two out of four questions.

In the document based questions, fondly known as the DBQ, the student is presented with a series of written and visual documents and then asked a question that requires both the use of documents and outside knowledge to be answered properly. The student is placed in a position similar to that of a historian who is required to analyze his or her sources with outside information and to argue for a particular interpretation. The documents are chosen to provide students with some basic knowledge as well as to elicit relevant historical information about the topic and time period. For example, one question asks "Reform movements in the U.S. sought to expand democratic ideals." Assess the validity of this statement with specific reference to the years 1825-1850. Use the following documents and your knowledge of the period 1825-1850 in constructing your response.

The question essentially has two parts. Students have to first identify and discuss the various reform movements of the period. Secondly, they have to evaluate whether these reform movements sought to expand "democratic ideals". Overall, the question invites students to construct a thesis and take a position either in support of or against the statement. We found that students did a better job identifying the reform movements rather than discussing those movements as represented by the documents. Generally speaking, they did not attempt a definition of the term "democratic ideals", nor did most of them qualify the degree to which individual reform movements expanded such ideals.

The documents are listed chronologically in the question and arranged here in three general groups. The first group provides basic information about the various reform efforts including excerpts from an Annual Report of Society for Reformation of Juvenile Delinquents, the McGuffey Reader, the Brook farm, a cartoon entitled "Drunkard's Progress" and the Seneca Falls Declaration. The excerpt from the Annual report of Society for Reformation of Juvenile Delinquents, 1829 spelled out the rationale for establishing the House of Refuge. We expected students to use this document to discuss crime prevention among youth and most essays did do this successfully. The more sophisticated essays alluded to the differentiation between punishment and prevention and the overtones of moral and religious objectives in the document.

The next document, is an excerpt from the McGuffey Reader, 1836. Our expectation was that this document would prompt a discussion of the emphasis on hard work and the prescribed virtues of children. Most essays dealt with this document in a straightforward simplistic manner, discussing the importance of discipline and responsibility and the role schools (especially public education reform) played in inculcating these virtues. The next document, an excerpt from an essay on Brook Farm, 1841 discusses the purpose of utopian societies. Students used this document very well to discuss the utopian reform efforts of the period. The better essays argued that the emphasis on mutual support, cooperation and spiritual progress was a reaction against economic changes.

Students did well on another document in this cluster, a cartoon titled "Drunkard's Progress" which depicts the impact of alcoholism on individuals and family. This was widely used and used fairly well. Almost all essays noted that this cartoon depicts the economic and social costs of drinking and that it is an example of temperance literature. Finally in this group of documents we have an excerpt from the Seneca Falls Declaration. This document was also used by a large number of students and was used quite well. It was correctly identified as a woman's suffrage document and most in fact also made the inference that this declaration was modeled on the Declaration of Independence. A large number of essays referred to Elizabeth Cady Stanton's role in this movement.

A second cluster of documents deals with the philosophical underpinnings of the reform effort and include excerpts from Charles Finney and Samuel Morse. We expected to see discussions of the philosophical motivations for reform and of the role of the second Great Awakening, but only saw this rarely. Students often failed to understand the underlying tones of anti-Catholicism and the fear expressed in the documents.

The last group of documents offers commentary from contemporaries about the reform efforts and is intended to provide different perspectives on the reform efforts. These include an excerpt from Orestes Brownson and an engraving by Patrick Reasoning. We hoped that students would use this document in conjunction with the Brook Farm document, as it is a criticism of utopian ventures. A few essays did attempt to do this, but most students misinterpreted the document.

The next document is an Engraving by Patrick Reasoning ("Am I not a Woman and a Sister?"):



Students used this document correctly to argue that the abolition of slavery was part of the reform efforts. We had hoped to see a discussion of the ties between women's rights and the issue of slavery or a discussion of family ties—but rarely saw that.

Thus, students by and large were facile in their use of the documents that were directly related to the reform movements. The better essays not only identified and discussed the goals of each of these reform movements, but also discussed whether they were democratic. Students consistently misinterpreted the documents that were intended to provide a perspective about the reform efforts.

The essays are graded on a nine point scale and our scoring rubrics generally divide the essays into three categories, the top, middle and bottom. The top range of essays have a score of eight to nine, the middle essays score between five to seven and the lower essays have a score of below four. The essays are graded based on the following four criteria:

- thesis development or strength of argument; this ties in nicely with the historical skill of understanding debate and controversy
- analysis of documents which is essentially an analysis of primary sources
- conceptualizing of documents with use of relevant outside information; this is testing students understanding of how historians use evidence
- appropriate use of documents.

As the essays are scored holistically, it is critical that an essay perform well in a number of criteria for a good score within any category. The top essays generally have a strong thesis, a sophisticated analysis of documents and are rich with good contextual facts. The middling essays may have a solid thesis but lack depth of analysis or may not have sufficient outside information. Essays in the bottom category generally have a limited thesis and consist of vague generalizations and may often paraphrase or quote the documents extensively.

This DBQ performed very well statistically in that students who did well on the exam also succeeded at this question. The mean score on this question was a 3.6 on a scale of 9. Only 2 percent of the students scored in the top range, which is an 8 or 9 on this question. Approximately 55 percent of the students scored in the mid range, which is between 4 and 7 score points and 43 percent of the students scored in the lower range, which is below 4.

The document-based question seems to be an effective tool in assessing historical thinking skills. As we have seen the analysis of primary source material is central to the DBQ. Students are given an opportunity to demonstrate essential skills such as understanding of debate and controversy, use of historical evidence and an awareness of change over time. Some of the better essays effectively used the documents to argue that the reforms were democratic. Some of the top ranging essays displayed an awareness of the vast social and economic changes that were occurring during this period and in fact argued that the reform was an effort to respond to these changes. To conclude, the document-based question is an effective tool in assessing some basic historical thinking skills in a standardized test. □

Uma Venkateswaran is an Assessment Specialist at Educational Testing Service and works on the AP, SAT II, and CLEP U.S. History examinations. She earned her Ph.D. in U.S. history from Case Western Reserve University. Diane Vecchio is an associate professor of history at Furman University and Chief Reader (Chief Faculty Consultant) of the AP U.S. History Exam. An immigration historian and treasurer of the Immigration and Ethnic History Society, her book titled *Merchants, Midwives and Laboring Women: Italian Migrants in Urban America* is being published by the University of Illinois Press. Raymond Hyser is professor at James Madison University and is the Chief Reader Designate for AP U.S. History.

the Economics standards, a different committee member sputtered, "unions! Don't even go there!" In general, they were only interested in those facts and interpretations that reinforced a triumphalist view of the United States and glorified individualism, as they grudgingly corrected some of the most evident errors and addressed a few of the most conspicuous omissions.

The second draft of the standards was released in mid-December 2003 and sent to the legislature. At this point, the battle over the standards became explicitly partisan and political. In the second draft, many of the most egregious factual errors and most glaring omissions were corrected, yet the document was fundamentally similar to the first one in overall intent and, if anything, was even more incoherent and incomplete as the DOE attempted to satisfy some of the complaints with a small fix here and minor patch there. We wrote another critique, this time signed by thirty-nine colleagues, and sent directly to the Minnesota Senate and House leadership. We should note, however, that three of our colleagues signed a letter in support of the DOE and its second draft, along with a number of other professors from several disciplines, representing a number of colleges and universities across the state (most of whom, it turned out, are members of the National Association of Scholars). In the meantime, some of us provided testimony at Senate and House hearings and continued to work in concert with the opposition alliance. The Minnesota House, dominated by Republicans, passed the DOE draft. The Senate Education Committee, with a narrow majority of Democrats, made it clear that it was opposed to the DOE standards but to reject them they would have to have an alternative.

Many groups which had been active in the opposition now stepped up to the plate. Teachers and academics

in Economics and Civics created alternate standards in those fields. Several of us in the University's Department of History wrote standards for the teaching of U.S. and world history, K-12. It was a humbling experience. We came to appreciate the dilemmas of grade school teachers who have to communicate a multidisciplinary curriculum while also teaching basic skills of reading, computation, and self-discipline; and of high school teachers who must cover the history of the world with students who have very little knowledge to build upon and sometimes minimal skills in reading and writing. Fortunately, we did not have to start from scratch; we were able to draw on the excellent work of our colleagues under the leadership of Gary Nash in the creation of national history standards a decade ago. The Minnesota Council for Social Studies (MCSS) endorsed our set of standards, combined with the efforts of the allied groups.

In the end, the Senate adopted the MCSS standards, after which a legislative conference committee hammered out a compromise document that incorporated elements from both the House and the Senate versions. The final compromise document was passed by the legislature on the final day of the session (just hours before the Senate refused to confirm Commissioner Yecke). But, while far better than the DOE's original proposed set, the standards enacted into Minnesota state law are still highly problematic. Overall, the standards are overwhelmingly long and detailed and still lack any basic statement of guiding principles. The Economics and Civics components are vastly improved, with the deletion of the most blatant right-wing indoctrination and the addition of such basic material as how a legislative bill becomes a law. But the U.S. history and world history are an uneven and confusing forced merger of very different conceptual frameworks.

In U.S. history the K-3 grade and the high school standards are primarily the ones we wrote, but the 4-8 grade standards were lifted from the DOE version. And world history is a complete mishmash, a cut-and-paste job with chronological and geographic overlaps and gaps, that is virtually unteachable. Perhaps fortunately, Social Studies is not covered by the No Child Left Behind Act and there is no state test to these standards envisioned (yet), so what actually happens in the classroom is largely up to the teachers.

What happened in Minnesota is not unique. Though we were initially taken by surprise, we later learned that similar battles have developed in other states. From our experience we draw several lessons:

■ First, we came to appreciate the importance of a content-rich and thematically coherent curriculum. We understood more deeply than ever before how what is or is not taught in the K-12 years shapes the capacities of students who show up in our own classrooms. As academic historians, then, we have multiple stakes in the outcome of similar debates across the country. If we want our own students to be able to think and analyze and to have a foundation in the discipline on which we can build at the

college level, we must offer our expertise to state and local school systems. We can only do so, however, if relations of mutual respect are already in place.

■ Second, it is extraordinarily important that academic historians be engaged with K-12 teachers in their communities on a regular basis. Our involvement and our ability to collaborate with a broad coalition rested on several decades of partnership with History Day, faculty development seminars for high school teachers, the Upper Midwest Women's History Center for Teachers, and most recently a joint initiative with the Minnesota Historical Society and the Minneapolis and St. Paul Public Schools in a three-year grant funded by the U. S. Department of Education to improve instruction, assessment, and student performance in American history ("Bridge for American History").

■ Third, in the best of all worlds we would have been able to work on the standards in closer collaboration with classroom teachers and other education professionals, including a more receptive DOE. In crisis mode, with pressing deadlines created by the political process, we did the best we could, asking a number of teachers and pedagogy specialists to give us feedback on scope and sequence issues. But an excellent curriculum would require much more time and care to integrate its various parts and calibrate them to the developmental needs and classroom realities of the various grades.

■ Finally, this struggle raises disturbing questions about the public relevance of academic history. Over the course of the standards battle in Minnesota, we became aware that this was not quite the same sort of "culture war" as in the recent past, pitting proponents of multiculturalism against those advocating a return to "traditional" history. We learned that our opponents—many of those appointed to the DOE committees by Commissioner Yecke and those rallying in their support, not only endorsed Western Civilization and E.D. Hirsch's "Core Knowledge" approach—which we expected—but they also advocated a highly specific, fundamentalist Christian version of the past as the unfolding of God's plan for the world and for the United States as God's chosen nation. In perhaps the single most revealing example, a seventh grade Government and Citizenship standard required students to "recognize the significance of the Founders' four references to God in the Declaration of Independence"—because, as one committee member explained to the others, the Declaration's description of God as the Supreme Judge, as the Creator of nature's laws, and the provider of the protection of Divine Providence, outlined the Constitution's separation of the federal government into the judicial, legislative, and executive branches. In fact, this was not "history" as we recognize and practice it, at all. Terms like the Declaration of Independence's signers' "sacred honor," "self-evident truths," and "national sovereignty" turned out to have resonances we had not imagined, rendering any discussion of the current state of historical knowledge irrelevant.

We now understand that the conflict in Minnesota over U.S. history, world history, and the historical basis for Government and Citizenship curricular standards pitted myth and icon against history, a very particular sort of belief and faith against academic inquiry. Education and knowledge are, of course, profoundly and inevitably political. In the current political climate, academic historians must be both vigilant and willing to venture outside our normal rounds. If in our work we are expanding the boundaries of knowledge about the past, we not only have a professional interest—we also have an obligation to see that this knowledge is made available both through schools and in a variety of public venues. □

Sara Evans is a Professor of History at the University of Minnesota and is currently on the OAH Ad Hoc Committee on Academic Freedom. Lisa Norling is an Associate Professor of History at the University of Minnesota.

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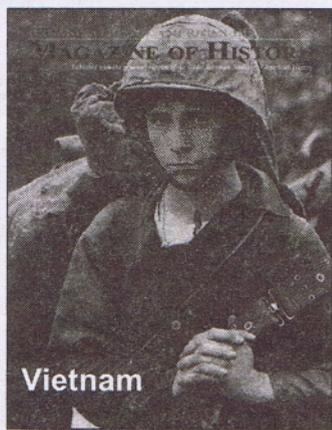
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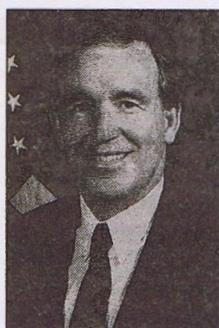
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The Public Vaults to Open in November

John W. Carlin



For more than a half-century, millions of Americans have made a pilgrimage to the National Archives to see the parchment documents that asserted our nation's independence, created our democratic government, and guaranteed our individual rights. These visitors could view of the Declaration of Independence, the Constitution, and the Bill of Rights—known collectively as the Charters of Freedom—the

very documents signed by Adams, Franklin, Jefferson, and Madison. When they exited the building, however, they had little to take with them. They left without any knowledge of the revolutionary times that produced these documents, without understanding the role of the National Archives and Records Administration (NARA), not realizing that they were just a few steps from millions of documents and photographs that tell the story of America, and possibly, their own family. With the opening of an exciting, innovative exhibition, a visit to the National Archives will be more rewarding, more memorable, and even more entertaining. We will take you beyond the Charters, beyond our walls and into our stacks and vaults to see for yourself the many documents and records—some very famous, others quite obscure—that

have nurtured and shaped our nation.

The Public Vaults, which open in November, are a major component of the National Archives Experience and an interactive permanent exhibition that transports visitors into the world of records and the heart of our government. This new exhibition—complete with electronic tools that allow you to explore records in detail—is made possible in large part by the generous support of the Foundation for the National Archives. At any given moment, the Public Vaults display about 1,100 records including originals or facsimiles of documents, photographs, maps, drawings, film and audio clips that allow visitors to see the raw materials of our American democracy. These documents range from important treaties and legislation dealing with grave matters of state to fascinating stories of individual citizens.

Each of the Public Vaults draws its themes from words in the Preamble to the Constitution.

- “We the People” focuses on family and citizenship. Here, visitors learn that the National Archives has records about not only famous people but also ordinary Americans.

- “To Form a More Perfect Union” highlights records of liberty and law that illustrate the evolution of our democracy. In this vault, for instance, visitors can listen to congressional debates on prohibition in 1918 and reinstating the draft in 1940.

- “Promote the General Welfare” emphasizes records that demonstrates how the human spirit and ingenuity helped to realize many of the promises of America as envisioned by the Founders.

- “Provide for the Common Defense” is built around the themes of war and diplomacy. Records from the Revolutionary War through the Persian Gulf War paint a vivid picture of heroism, inspiration, and sacrifice.

- “To Ourselves and Our Posterity” focuses on the National Archives’ role in keeping records for future generations. In this vault, visitors learn how a government document becomes a record at NARA and also find out how to care for their own family records.

Connecting all of the vaults is the Record of America corridor which takes visitors on a journey through time to see how the keeping of records has evolved, from our earliest treaties with Native Americans to the first Presidential web site.

With the strong and steady support of the foundation, we are now able to offer a permanent exhibit that includes many of the records that document the rights of our citizens, the actions of our government officials, and our national experience. I encourage readers to visit the Public Vaults and the other components of our National Archives Experience at the National Archives Building in Washington and leave entertained, enriched, and enlightened. For more information, visit <<http://www.archives.gov>>. □

An Update on the We the People Initiative

Bruce Cole



Just over two years ago, President Bush announced the launch of the We the People initiative, a bold, new effort to enhance the study and teaching of American history and culture. With the support of the president, the Humanities Endowment secured \$10 million in additional funding for the first fiscal year of the We the People initiative. This infusion of funds—the largest percentage increase since 1979—has ushered in a dynamic new era at the NEH. As the 2004 fiscal year draws to a close, it is my pleasure to share news of the progress of We the People and the NEH.

As many surveys, test results, and polls suggest—and teachers and professors know from experience—too many Americans, particularly young people, lack a solid foundation in historical literacy. In addressing this vexing problem, the Endowment has received broad support for the goals of We the People from educators, scholars, educational and cultural organizations, state humanities councils, as well as local and national leaders of both political parties. With forty years of experience as the federal government's chief vehicle for advancing the humanities, NEH is well positioned to lead this important effort.

We the People consists of special projects and grants made through the agency's programs and divisions. In the past year, new funding has helped the NEH to support many significant projects in American History. In fact more than 250 projects from all the agency's core pro-

grams received We the People funding in the first year of direct appropriations for the initiative.

Projects supported by these new funds have included the collected editions of the papers of James Madison, Thomas Edison, Frederick Douglass, and the First Federal Congress; television documentaries on John and Abigail Adams, Thurgood Marshall, and Ernest Hemingway; research fellowships for scholars; seminars and institutes for teachers on topics such as the “Colonial Life and the American Revolution” and “African Americans and the Making of America, 1650-2000.”

This past summer, the first “Landmarks of American History” workshops were held across the country. More than 2,200 K-12 teachers traveled to seventeen important historical sites to explore such subjects as “Congress and the Capitol,” “Mount Vernon and the Shaping of the Constitution,” “Alabama's Civil Rights Landmarks,” and “Remembering Pearl Harbor.” The teachers gained direct experience in interpreting significant historical sites as well as using archives and other primary historical evidence.

NEH and the Library of Congress have recently announced a long-term partnership to develop the *National Digital Newspaper Program* (NDNP). In the years ahead, we will collaborate in converting microfilm of U.S. newspapers into fully searchable digital files mounted on the Internet.

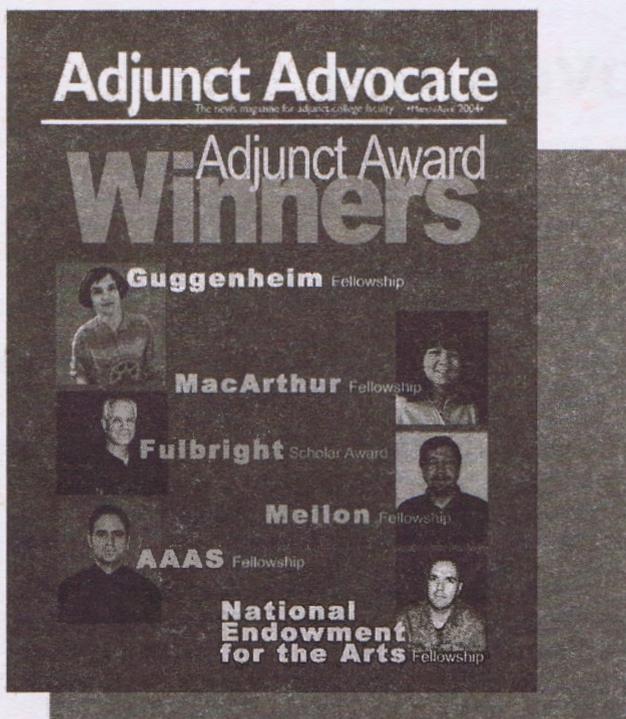
NEH recently awarded two cooperative agreements to institutions to develop resources for the teaching of U.S. history through EDSITEment, the nationally recognized internet gateway for teachers seeking lesson plans and humanities resources. Over the next two years, these projects will develop approximately seventy-five lesson plans that will be mounted on EDSITEment and made ac-

cessible to the nation's elementary and secondary school teachers, as well as to students and parents.

A new public history program, *America's Historic Places* has been established to strengthen historical interpretation of key sites relevant to American history throughout the nation. The Endowment recently awarded ten major grants under this program including: “The Civil War and the Home front in the Mid-Atlantic Border Region,” “The Hermitage, Andrew Jackson and a Changing America,” and “ExplorePAHistory.com.”

The NEH Office of Challenge Grants offered special awards for educational and cultural institutions to strengthen their programs that advance knowledge of the founding principles of the United States. The first six awards under this new emphasis included the Maryland African American Museum, the new National Constitution Center in Philadelphia, and the Florida Department of State for a project that will endow archaeological research and public programming at Mission San Luis—an important site of Spanish and Native American interaction in the early colonial era.

By supporting the work of scholars, promoting excellence in history teaching, creating new historical resources, and promoting rigorous public programming, the NEH is helping to restore our national memory. With the support and assistance of the historical profession, I believe these projects, and many others supported over the life of the initiative will have lasting impact. I hope that OAH members will continue to play a key role in the We the People initiative, as review panelists, advisors, project participants, and, of course, applicants. □



The Adjunct Advocate

History in the Making

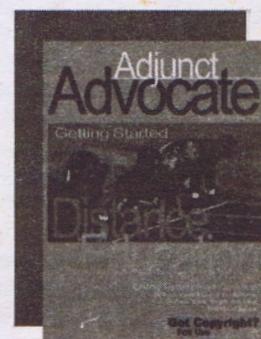
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Tens of thousands of contingent faculty call the *Adjunct Advocate* one of the most important profes-

per class, only part-timers are paid less for it."

Goldstein believes equity money belongs to California's 35,740 part-time faculty. In fact, full parity isn't enough for him. Goldstein wants equity money to boost part-time pay above \$1 for every \$1 full-time faculty earn per course, with the amount above \$1 to compensate for the fact that adjuncts lack job security. Philip Hartley, Assistant Superintendent of the Santa Clarita Community College District and Executive Vice President of the College of the Canyons in Santa Clarita, agrees that teaching is teaching, but doesn't think this principle merits equal pay for adjuncts. Full-time faculty, he says, have a different contractual relationship with a college than do part-time instructors. Hartley cites the example of a corporation with a CEO and a custodian. The custodian may have a more physically demanding job, but the CEO has the greater responsibility and so the greater pay. The same, he reasons, holds true for full-time faculty....



sional publications they read and share with their colleagues. *U.S. News and World Report* calls it a "vital resource for the academic community." Readers enjoy award-winning writing, including features, news, reviews of books, journals and new media, interviews, profiles, job and conference listings, as well as calls for scholarly papers/articles. The *Adjunct Advocate* has it all! Treat yourself to a subscription today, and let the *Adjunct Advocate* help you better manage your classroom and your teaching career.

The Adjunct Advocate digs deeper....
from "A Tale of Greed and Gluttony: The California Part-Time Faculty Equity Fund Boondoggle" May/June 2004

Michael Ludder teaches part-time, and is Council Member of the All Faculty Association (AFT Local 1946) at Santa Rosa Junior College in Santa Rosa, California. There, the average pay for adjuncts is \$72.35 per contact hour, nearly \$18 above the statewide average. However, Ludder estimates that being an adjunct has cost him \$100,000 over the last eight years, money he would have pocketed were he full-time. To add insult to injury, the Executive Board of the All Faculty Association, which represents both full and part-time faculty at Santa Rosa Junior College, recently removed Ludder from the union's negotiating team. Ludder's sin? He objected to part-time faculty equity pay money being distributed to the college's full-time faculty.

The Adjunct Advocate helps you stay sharp....
from "Tips for Creating a Syllabus That Will Keep You and Your Course On Track" July/August 2004

Remember all that training you had on writing a syllabus? No? If you're like most instructors, you probably never had any. But does that matter, you may ask. It's just a syllabus, a glorified course calendar. You learned what to do by, perhaps, swapping syllabi with colleagues or looking through sample syllabi provided by your department. To be frank, in between last-minute class assignments and heavy teaching loads, who has time to ponder a syllabus? However, before you dismiss the syllabus as first-day filler or as an utilitarian schedule, consider this document's potential impacts. A vague or poorly organized syllabus can lead to student misunderstandings and instructor regrets. A well-constructed syllabus, on the other hand, can serve as an effective teaching tool, and help both you and your students understand and manage a course. A top-notch syllabus can even land you a better teaching job. While there is no such thing as a perfect syllabus, here are some key elements to remember:

Syllabus 101

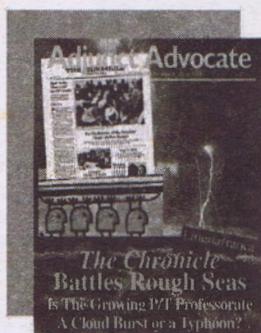
A well-written syllabus starts with basic information. Make sure, for example, that you know the official name and number for your course. Outline class meeting dates, holidays, the final exam date, and possibly even drop and add dates (since students often believe faculty memorize these dates). While you're digging for information, check to see if the university requires any specific information on its syllabi. Some schools, for example, mandate disability, grading, or academic integrity statements....

Part-Time Faculty Equity Money Pocketed by Full-Time Faculty

"It's a very controversial issue," says Ben Lett, Interim Executive Vice President for Business and Administration at Compton College in Compton. "It hasn't been resolved yet."

The issue of full-time faculty pocketing part-time faculty equity pay money turns on how one interprets the teaching-equivalency premise, and the Part-Time Faculty Equity Pay Law (SB 739).

"We believe that teaching is teaching, and teachers are teachers," says Martin Goldstein, California Part-Time Faculty Association Director of Public Relations. "We all put in usually more than our fair share of time



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raise language awareness and improve writing in the history classroom; and regular two-semester-long seminars in which content presentations by UCI faculty members are followed by brainstorming sessions on how to incorporate this new material into the primary and secondary school classroom. As a graduate assistant and presenter at CH-SSP events, I was charged with advising teachers on how to integrate academic scholarship into curriculum design. But the instruction turned out to be a two-way street, as teachers offered feedback on specific lesson plans, gave their insights into how to write instructional materials that they could use in everyday teaching, and made strong suggestions about what content or skills might be most useful in new instructional materials.

The institutional opportunities for dialogue between university and high school teachers provided by HOT and CH-SSP eventually led to more ambitious forms of collaboration. In the fall of 2002, I was invited to give a presentation on the Great Depression alongside Adam Wemmer, a U.S. history and government teacher at Pacifica High School in Garden Grove, California. Wemmer suggested that we write a comprehensive unit together. Over a two-month period, we met several times to outline a daily timeline of the unit, the standards to cover, lesson plan ideas, and potential primary sources. Following the guidance of the state's main standard for the 1930s—"Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government"—we focused on the concept of "economic citizenship" as expressed in politics and government, society, and culture. The result was a standards-based, ten-lesson unit on the Depression. The materials address political history through exercises such as a "debate" between two students representing the

philosophies of FDR and Hoover on the role of government, the concerns over the expansion of federal power expressed in political cartoons, and the long-term debate over safety net programs in American society. At the same time, the unit focuses on the lived experience of average Americans as expressed in the photography of Dorothea Lange and Russell Lee, the letters written to the White House occupants from across the country, CIO songs and antipoverty activism like Upton Sinclair's End Poverty in California plan, and working-class public art like the Coit Tower murals, the music of Woody Guthrie, and the novels of John Steinbeck. The unit culminates with a scaffolded writing assignment that requires students to assess the changes brought about during the New Deal using the primary sources available throughout the unit.

In most instances, the collaborative work described in this article would be an end in itself. However, thanks in part to a grant from the National Endowment for the Humanities, the curriculum has been edited and published under the title, *Lessons in U.S. History*. Copies of the five-unit curriculum, as well as a multiunit world history curriculum developed under similar conditions, are available, free of charge, to interested educators by contacting the Humanities Out There Program Manager, Peggie Winters, via e-mail at <pwinters@uci.edu> or by mail at the School of Humanities Undergraduate Office, 168 Humanities Instructional Building, University of California, Irvine, Irvine, CA 92697-3380. □

Eileen Luhr is currently a Kevin Starr Postdoctoral Fellow in California Studies at the University of California Humanities Research Institute.

Clinton Papers Release May Be Delayed

In accordance with provisions of the Presidential Records Act (PRA), former president Bill Clinton will have to receive President Bush's approval to release his presidential records before his library can release them to the public. Clinton would like to make available some 100,000 documents concerning his administration's domestic policies when his presidential library opens this November. According to library officials, there may be a delay though officials declared, "we're going to make every effort to open as much as we can."

Under provisions of the PRA, records of a president are closed a minimum of five years. (Under certain circumstances select types of records can remain closed for up to twelve years or even longer depending on whether they pertain to national security.) One PRA stipulation requires that the current president approve the release of any record before the five year minimum has elapsed. Clinton's Presidential Library is slated to open on November 18, 2004, only four years after his presidency ended.

At this juncture, when the library opens, the only records that definitely will be available to researchers are the 500,000 pages collected by the health care task force headed by the then first lady Hillary Rodham Clinton. These records include closed-door meetings relating to the task forces proposal for a universal health care system. According to Library officials some 20,000 searchable pages of Clinton's public utterances are already posted on the web.

While Clinton hopes to see the records of his administration opened quickly, there are no plans to release documents relating to the Clinton's legal defense in the Whitewater, Monica Lewinsky, and Paula Jones investigations. □

—Bruce Craig

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ORGANIZATION OF
AMERICAN HISTORIANS

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CALL FOR PRESENTATIONS 2006 OAH / NCPH Annual Meeting

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Our America / Nuestra América

The ninety-ninth Annual Meeting of the Organization of American Historians and the twenty-eighth Annual Meeting of the National Council on Public History will be held jointly at the Hilton Washington Hotel in Washington, D.C., April 19-22, 2006. The program committee invites proposals from all practitioners of American history or related disciplines. The program theme *Our America/Nuestra América* invites participants to explore the many meanings of "America" for people living in North America and beyond. Touching on the concept of *Nuestra América* as articulated by nineteenth-century Cuban poet and patriot José Martí, the program committee encourages sessions that expand the definition of "America" beyond borders and across bodies of water, and to engage in debates about the place of the United States in the Western hemisphere and the world. The committee welcomes sessions that explore the transformation of U.S. society through immigration to and migration within the geopolitical boundaries of the nation-state. Have questions of identity become more complicated and have North American identities changed in the wake of September 11th? How are people shaped by transregional and transnational bonds, globalization, family ties, and how do they define a sense of belonging and a sense of themselves as Americans?

The committee solicits panels and papers that generate conversations across time and region, examining how individuals and institutions have constructed communities, values, and political or social movements based on their own particular interpretations of American identity and memory from the colonial borderlands to the present. Sessions that examine U.S. history as public and private memory are encouraged. The practices and politics of public history and the use of oral narratives will be highlighted. The committee invites proposals for panels, workshops, roundtables, and performances, onsite and offsite and from all disciplinary and interdisciplinary specializations including politics, international relations, gender, sexuality, religion, labor, society, culture, race, ethnicity, and the environment. In addition to proposals that explore the conference theme, we welcome submissions that explore other issues and themes in American history.

We encourage presenters to break away from the conventional academic session format. The committee recognizes the importance of engaging the audience in a compelling manner, and envisions a conference that is dynamic, innovative, and interactive. Meeting participants are therefore encouraged to present or teach their material rather than read their papers aloud. We also encourage proposals for online sessions, roundtables, debates, poster sessions, visual and musical performances, workshops, films, and other appropriate formats. Session lengths may vary from one to three hours and proposers should specify the desired time frame for their panels.

Although we encourage proposals for entire sessions, the program committee will accept proposals for individual presentations and make every effort to place those presentations on the program. The committee will work to have the program represent the full diversity of the OAH and the NCPH memberships. We urge proposers who submit sessions, wherever possible, to include presenters of both sexes, members of ethnic and racial minorities, independent scholars, public historians, and American historians from outside the U.S. We also encourage panels that include a mix of junior scholars, senior academics, and graduate students; as well as a mix of four- and two-year college professors and precollegiate teachers.

SUBMISSION PROCEDURE

Proposals should be submitted electronically beginning October 1, 2004, at <http://www.oah.org/meetings/2006/>. Complete session proposals must include a chair, participants, and, if applicable, one or two commentators. All proposals must include the following information: (1) a complete mailing address, email, phone number, and affiliation for each participant; (2) an abstract of no more than 500 words for the session as a whole; (3) a prospectus of no more than 250 words for each presentation; and (4) a vita of no more than 500 words for each participant. Each participant is required to register online and update his/her biographical and presentation information. Questions about electronic submissions should be emailed to meetings@oah.org.

We also welcome volunteers to act as chairs or commentators to be assigned by the program committee. Interested volunteers should email meetings@oah.org no later than January 15, 2005.

All proposals must be received no later than **January 15, 2005** at the above website.

PARTICIPATION IN CONSECUTIVE ANNUAL MEETINGS

The Program Committee encourages participation by people who have not presented at the previous annual meeting. Individuals may appear only once on the program.

MEMBERSHIP REQUIREMENTS

All participants must register for the meeting. Participants who specialize in American history and support themselves as American historians are also required to be members of the OAH or the NCPH. Participants representing other disciplines do not have to be members.

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Two-Weeks Teaching U.S. History in Japan

With generous support from the Japan-United States Friendship Commission, the OAH and the Japanese Association for American Studies (JAAS) will send three American scholars to Japanese universities for two-week residencies. There, in English, the American historians 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 and help expand personal scholarly networks between Japan and the U.S.



Round-trip airfare to Japan, housing, and modest daily expenses are covered. 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, have a Ph.D., and be scholars of American history. Applicants from previous competitions are welcome to apply again. Winners of the competition are expected to attend the 2005 OAH annual meeting in San Francisco, so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee.

The three host institutions in Japan for 2005 are:

Japan Women's University, one of the oldest higher educational institutions for Japanese women, was established in 1901 by Jinzo Naruse in Mjiro, Tokyo. (Applicant's area of specialty: Gender or Environmental History)

Tezukayama University, founded in 1941, has two campuses, located near Osaka and Kyoto. (Applicant's area of specialty: Women's or Gender History)

Kyoritsu Women's University, established in 1886, Kyoritsu has two campuses: the original site in central Tokyo, and the newer Hachioji Campus in the city's western suburbs. (Applicant's area of specialty: Immigration and Ethnic History, or Cultural History.)

More information about the Japanese host institutions is available at <http://www.oah.org/activities/awards/japan/>.

Applications 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 December 1, 2004 and sent to the chair of the selection committee: Professor Mary Rothschild, Women's Studies Program, P.O. Box 873404, Arizona State University, Tempe, AZ 85287-3404. Applicants must be current members of the OAH. Applications may be sent by email to Mary.Rothschild@asu.edu. □

TALKING HISTORY

In the past few months, Talking History has added two stations KASU, Arkansas State University, Jonesboro, Arkansas, and WVMM at Messiah College, Grantham, Pennsylvania. If you wish to listen to us via the internet, check out Leisure Talk Radio at <http://www.leisuretalk.net/>. Talking History is webcast Monday, Wednesday, Friday at 2:30-3:00 a.m. 6:30-7:00 a.m. and 10:30 - 11:00 p.m. Eastern Time.

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Changes at Raintree House

Lee W. Formwalt



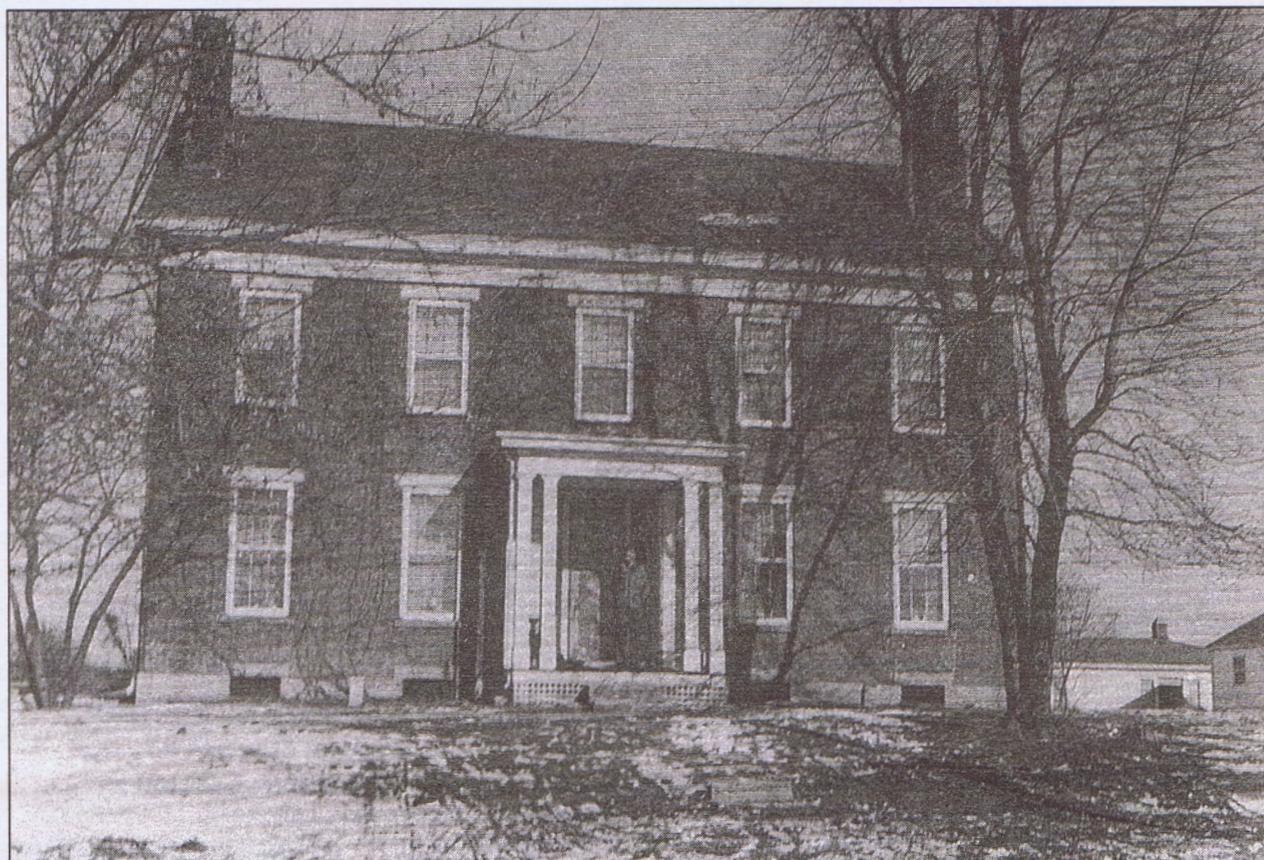
Nearly thirty-five years ago former OAH Executive Secretary Thomas D. Clark negotiated with Indiana University (IU) Chancellor Herman B Wells to move the national headquarters of the Organization of American Historians from Salt Lake City, Utah, to the IU campus in Bloomington. The chancellor found room for the growing association in an

out-of-the-way two-story antebellum home owned by the university near the eastern edge of campus. The Stallknecht House, as it was referred to then, had been purchased by the IU Foundation in 1969. The following year Professor Clark, who was writing his multivolume history of the university, began staffing a modest office in the soon to be renamed "Raintree House." The new name derived from the presence of one of the largest Raintrees (*Koelreuteria paniculata*) in southern Indiana that grows adjacent to the house.

Raintree House has had a long and interesting history. William Millen, a member of the antislavery Associate Reformed Presbyterian Church, left South Carolina around the time of the Nullification Crisis and made his way to Bloomington, Indiana, where he and his wife purchased 160 acres of land in 1839. Several years later they built the two-story Greek Revival brick home OAH now occupies. Local tradition claims that the house, built on a typical double-pile Georgian plan, was part of the Underground Railroad. Although we have yet to find any physical evidence to support this claim, we hope to explore certain sealed off portions of the attic for possible evidence when the university begins a major restoration of the house in the next year or two. In 1882, the Rogers family of Bloomington bought the house and occupied it for nearly a half-century. It was then owned by several individuals connected in one way or another with Indiana University, the last of whom were Anna and Newton Stallknecht. Newton Stallknecht bought the house in 1949 when he came to Bloomington to teach in the IU Philosophy Department. Twenty years later, he sold the house to the IU Foundation which transferred ownership to the Trustees of IU, OAH's landlord for more than three decades.

Like many state universities around the country, IU is experiencing difficult financial times and repair and maintenance on many campus buildings, including Raintree House, has been neglected. For more than thirty years, only essential repairs have been made on the structure and the building has suffered greatly from neglect. This year, our leak-prone roof was temporarily patched by placing a tarpaulin on its most porous spots. This fall, we were able to persuade university officials that the roof, in its current condition, could not make it through another Indiana winter without causing irreparable harm to the rest of the house. So this month work is to begin on replacing the old roof.

Through growing attention from Bloomington-area residents interested in historic preservation, just last month the obscure Raintree House was on a local



Raintree House, ca. 1948. (Photo courtesy Mrs. Carol Hudson)

homes tour sponsored by Bloomington Restorations, Inc. One hundred or more Bloomingtonians traipsed through the house, many of them expressing astonishment at this undiscovered local treasure. Meanwhile, in the background, OAH Deputy Director John Dichtl led a process lasting nearly three years of placing Raintree House on the National Register of Historic Places. In October 2004, we learned that the application for the home's historic designation had been approved in Washington.

Recognizing the significance of a National Register building on its campus, Indiana University is now committed to restoring the building, a half-million dollar project. OAH is working with IU in applying for state preservation funds and other grants that will help cover some of the costs.

As I write this column, the house is abuzz with activity, as one-third of our staff moves to new space in a house across the street provided by the university. Prior to this week we had twenty staff persons occupying seven rooms and two hallways in Raintree House. To say that we were crowded would be an understatement. Although it will cost us additional monthly rent, the house at 111 North Bryan Avenue will give staff the space and quiet they need to more effectively and efficiently carry out their mission of serving the members and the profession.

The absence of six staff members and their offices from Raintree House has brought a certain calm to the old building at 112 North Bryan. One can more easily recapture the elegance and space in the wide hallways as well as the airiness of the high-ceilinged rooms. Like many an old house, this one has its ghostly legends. When I arrived here five years ago, former Business Manager Jeanette Chafin

and other longtime staff members recounted the history of some of these ghosts. Supposedly a servant of one of the nineteenth-century households was cleaning clothes in the basement and fell into a tub of lye and died. Whether this is the same ghost that leaves a strong scent of roses when she passes through the front hall we're not sure! Jeanette warned me that should I work here at night I would hear noises that some were convinced were made by spectral inhabitants in the attic and basement. And indeed you can hear noises, typical of the creaking in 160-year old houses. There are also bats in the attic, critters that Tom Clark complained about in the 1970s and whose progeny are still with us in 2004.

As a trained historian, I dismissed the ghostly legends as sheer nonsense. I certainly don't believe in ghosts. Earlier this year, however, I was working late with another staff member and I was standing in the doorway to my office which opens onto the main floor hallway. I'm not sure if he noticed that I had turned pale when out of the corner of my right eye I glimpsed a shadowy wraith in a long white dress. I turned quickly to the hall but it was gone. My colleague asked, "Do you smell roses? This is the hallway where they claim you could smell roses." We did not smell any roses and I still don't believe in ghosts, but that was an eerie experience!

I don't know whether the ghosts of Raintree appreciate the less crowded state of the house, but I can assure you the OAH staff does. We love our old house and we're happy to show it off to visitors who occasionally stop by. Should any of you visit south central Indiana, please visit your OAH national headquarters at Raintree House. We would be glad to give you the cook's tour of our historic treasure. □

BEINECKE Rare Book & Manuscript Library

The Beinecke Rare Book & Manuscript Library offers short-term fellowships to support visiting scholars pursuing postdoctoral or equivalent research in its collections. The Beinecke Library is Yale University's principal repository for literary papers, and for early manuscripts and rare books in the fields of literature, theology, history, and the natural sciences.

The collections afford opportunities for interdisciplinary research in such fields as medieval, Renaissance, and 18th-century studies, art history, photography, religious and intellectual history, history of science, American studies, the history of printing, music, and modernism in art and literature. For more information about the Beinecke Library and its collections, please visit us online at www.library.yale.edu/beinecke.

The fellowships, which pay for travel to and from New Haven and a living allowance of \$3,200 per month, are designed to provide access to the library for scholars who live outside the greater New Haven area. Students enrolled in degree programs are ineligible.

Fellowships, normally granted for one month, must be taken up between September and May. Recipients are expected to be in residence during the period of their award and are encouraged to participate in the activities of Yale University.

An application form can be downloaded from the library's website. In addition to the application form, applicants are asked to submit a curriculum vitae and a brief research proposal (not to exceed three pages) to the Director. The proposal should emphasize the relationship of the Beinecke collections to the project. The applicant should also arrange to have two confidential letters of recommendation sent to the Director. All application materials must be received by **January 15, 2005**, and must be sent to:

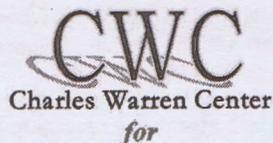
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- Laura K. and Valerian Lada-Mocarski Fellowship
- James M. Osborn Fellowship in English literature and history
- Frederick A. and Marion S. Pottle Fellowship in 18th-century British studies
- Reese Fellowship in American bibliography and the history of the book in the Americas
- Betsy Beinecke Shirley Fellowship in American children's literature
- Alexander O. Vietor Fellowship in cartography and related fields
- Thornton Wilder Fellowship in Wilder studies

Awards will be announced in March for the period September 2005 - May 2006. For more information, visit our website, www.library.yale.edu/beinecke or write to: Beinecke.Fellowships@yale.edu.



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for
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3. The historical study of culture and ideas since the Enlightenment, including practices that borrow from other disciplines such as anthropology, literature, political theory, religious studies, and philosophy.

Fellows participate in a seminar led by James Kloppenberg (History) and David Hall (Divinity), presenting their own work and discussing that of invited speakers. Applicants may not be degree candidates and should have a Ph.D. or equivalent degree. Fellows are University members with library access, and receive a private office which they must use for at least the 9-month academic year. Stipends are individually determined in accordance with the needs of each fellow and the Center's resources. Applications are due in the Center by **January 15, 2005**; decisions will be announced in early March. Obtain an applications from the Center (Emerson 403, Harvard University, Cambridge, MA 02138) or from our web site.

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John Morton Blum

A Life with History

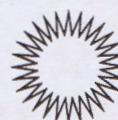
"This book crackles with earthy wit and glows with human warmth as it traces a major historian's development as scholar, teacher, and conscientious steward of all that is most precious in American higher education. Blum has led a life filled with friendship, toil, love, and achievement, all artfully chronicled in this graceful, compelling, incomparably insightful book."—David M. Kennedy, author of *Freedom from Fear: The American People in Depression and War*

"What makes the book so outstanding is the precise and perceptive way in which Blum describes the world of Ivy League education and political power. There is no more compelling account of how Yale worked from the inside."—Lewis Gould, author of *The Modern American Presidency*

"This is the best academic memoir I have ever encountered. It provides a fascinating picture of the historical profession and the Ivy League in the second half of the twentieth century. What's more, it's a great read."—Laura Kalman, author of *Abe Fortas: A Biography* and *The Strange Career of Legal Liberalism*

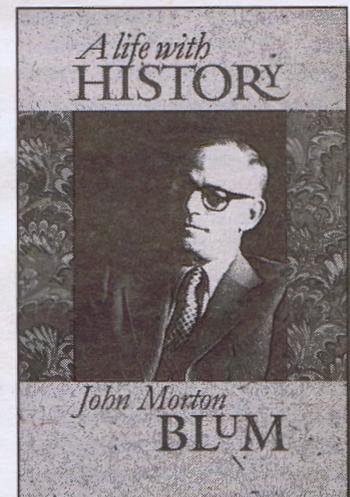
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OAH and NPS Designate Desegregation Landmark

The Organization of American Historians is pleased to announce the designation of five national historic landmarks as a result of the organization's ongoing collaboration with the National Park Service (NPS). In 2000, the OAH and the NPS jointly produced a theme study on the history of school desegregation, which sought to identify historically significant sites related to this part of American history. In the four years since *Racial Desegregation in Public Education* was released, five of the properties mentioned in the report have received landmark designation, the highest honor given a property for its connections to the past. These properties include the following:

The Daisy Bates House. This modest residence in Little Rock served as an impromptu command center for local activists during the Central High crisis of 1957, which culminated in President Eisenhower's calling out federal troops.

The Bizzell Library, University of Oklahoma. The state's attempts to bar graduate student George McLaurin from the university inspired him to challenge the "separate but equal" doctrine. The library was the setting for the events that led to the 1950 Supreme Court decision *McLaurin v. Oklahoma*.

New Kent School and George W. Watkins School. These two rural Virginia schools were the focus of the 1968 *Green v. New Kent County* Supreme Court decision, which defined the standards by which compliance with desegregation law would be judged.

Andrew Rankin Memorial Chapel, Frederick Douglass Memorial Hall, and Founders Library. On the campus of Howard University in Washington, DC, these buildings have a long association with African American intelligentsia. The talent and ideas that developed here would prove instrumental when the struggle for civil rights moved to the legal arena.

John Philip Sousa Junior High School. Site of a dramatic episode of brinkmanship by activists in Washington, DC. African American students were turned away for the 1950 school year at all-white Sousa, prompting a legal challenge and resulting in the 1954 *Bolling v. Sharpe* decision, another blow to the "separate but equal" doctrine.

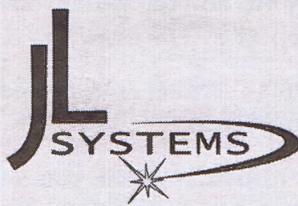
The complete text of *Racial Desegregation in Public Education*, authored by OAH members Waldo E. Martin Jr., Susan Salvatore, Vicki L. Ruiz, Harvard Sitkoff, and Patricia Sullivan, is available online at http://www.cr.nps.gov/history/online_books/nhl/school.htm

A related issue of the *OAH Magazine of History*, designed to bring the history of school desegregation into the classroom, is available at <http://www.oah.org/pubs/magazine/deseg/index.html>. □

OAH Purchases New Membership Information System

JL Systems, Inc. of Arlington, Virginia (<http://www.jlsystems.com/>), was awarded the contract this summer to convert the organization's nine-year-old membership database system to its NOAH Association Management System. Once fully operational in March 2005, the NOAH information system will allow the OAH executive office to better serve the needs of its members while managing the growth in the organization's individual member and institutional subscriber base.

We expect the database conversion process to minimally effect the daily operations of the membership office. However, we sincerely appreciate your patience and understanding in the coming months. □



Kean Wins Teaching Award



Former OAH Executive Board member Kathleen Kean (above, left) has been awarded the Preserve America History Teacher of the Year Award by the Gilder Lehrman Institute and Preserve America. Kean, a teacher at Nicolet High School in Glendale, Wisconsin, graduated from Chatham College in Pittsburgh, Pennsylvania with a B.A. in history before going on to earn an M.A. in history from Marquette University in Milwaukee, Wisconsin. Among her many accomplishments, Kean cofounded Historic Milwaukee, Inc., a historic preservation organization, and was awarded the OAH Mary K. Bonsteel Tachau Pre-collegiate Teaching Award in 2000. She has also contributed to the *OAH Magazine of History*.

A special project of Laura Bush's, this is the first year for the Preserve America Award given by the Gilder Lehrman Institute of American History which selects outstanding teachers of American history from the fifty states, the District of Columbia and U.S. Territories. From these finalists a national winner is announced as the "National Preserve America History Teacher of the Year" in a ceremony in New York. For more information about the awards, visit The Gilder Lehrman Institute at <http://www.gilderlehrman.org/> or Preserve America at <http://www.preserveamerica.gov/>. □

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OAH Introduces New System for Annual Meeting Presentation Proposals

OAH is pleased to introduce its new electronic proposal submission system for the 2006 annual meeting to be held in Washington, D.C. The new system will make the process of submitting and reviewing proposals easier while also improving communication between session organizers and members of the Program Committee.

Located at <http://www.oah.org/meetings/2006>, the new submission system provides simple, step-by-step instructions for entering presentation proposals. After creating a username and password, users input the type of session (for example, paper session, debate, roundtable, panel discussion) and then enter the title of the proposal and a short abstract. Next, proposers choose the subject matter and time period from drop-down menus. Once entered, the proposal is confirmed and saved and can be reviewed or edited at anytime by simply logging into the proposal submission web site.

Another feature of the new proposal system is that each member of the session will be able to enter, update, and view his or her paper title, abstract, and contact information. Allowing individuals to provide contact directly to OAH will eliminate errors in contact information and in the *Program*.

Capturing proposals electronically also will enable OAH to begin providing abstracts of sessions on our website. In the future, anyone registered for the annual meeting will be able to view presentation abstracts or search for session topics and presenters before attending the meeting. □

▼ SAN FRANCISCO / From 1

Acknowledging San Francisco's own rich history, the conference gives particular emphasis to Pacific Rim history and to the history of California and the West, from early immigration patterns to the economics of Silicon Valley. The two plenary sessions that anchor the conference both look westward from California to Asia. On Thursday night John Dower will look broadly at the history of the United States' involvement in the Pacific during the twentieth century, with comments by Carol Gluck and Gordon Chang. On Friday night Fred Logevall will lead a panel discussion marking the thirtieth anniversary of the end of the war in Vietnam with participants Frances Fitzgerald, Daniel Ellsberg, David Maraniss and Duong Van Mai Elliott. Thematically related sessions include a number of panels on America's role in the world, in a military context, as well as in terms of immigration and citizenship.

The program for Friday afternoon invites all participants to venture out of the conference hotel and into the city of San Francisco. A session at the San Francisco Public Library will consider "What Does California Mean?"; a discussion of history in the National Park Service will take place on Alcatraz Island. Speakers will address the history of student activism on site at the University of California, Berkeley, while the Oakland Museum will host a panel on the history of the Black Panther Movement. Additional sessions will take place simultaneously at the California Historical Society, the Presidio, Mission Dolores, the Chinese Historical Society, the San Francisco African American Historical & Cultural Society, and the GLBT Historical Society.

Responding to the helpful suggestion of last year's conference participants we will continue the popular program of State of the Field sessions. This year we will feature broad overviews of new scholarship in the fields of ethnohistory, religion, race, economic history, visual and material culture, intelligence history and rural history. We will also continue last year's successful program of linked sessions, some of them continuing in the same room. Finally, with the hope that we can help create the more dynamic and interactive sort of program for which OAH members have voiced deep support, we are encouraging speakers to present their work in a more lively manner, speaking directly to the audience rather than reading their work. □

Martha Sandweiss and James Grossman are cochairs of the 2005 OAH Annual Meeting Program Committee.

The fourth area of concern involves direct efforts by the federal administration and by foundations and web sites that support it to shape the content of teaching and research in directions favorable to its policies. The most prominent targets have been area studies programs. The Higher Education Act before Congress this year contains provisions to subject any such program receiving government money to oversight by a government advisory board. Moreover, it authorizes support for "faculty and academic programs that teach traditional American history." So many controversies arose around this bill—which also contains reauthorization of funding for the Department of Education and the National Endowment for the Humanities—that the majority leadership decided to withdraw the entire measure from consideration during the current Congressional session. Despite this respite, however, the campaign of Campus Watch, the American Council of Trustees and Alumni and other organizations for what they call "adult supervision" of the academy remains very vigorous (4).

The same organizations mount systematic and often vituperative campaigns calling upon administrative officers of colleges and universities to censure or dismiss historians and other faculty members who have expressed public opposition to the invasion of Iraq. Such campaigns commonly include messages of denunciation sent to the faculty members and to campus newspapers by "eBrigades," as well as harassing telephone calls late into the night. Recently the governor of Georgia responded to such a campaign by calling upon the university's president to take action against Professor John H. Morrow, Jr., for his comments on the military record of President Bush and an ensuing dispute with a student at the opening session of a class on the history of the two world wars. In Colorado the legislature has enacted a so-called Academic Bill of Rights, which quickly involved the state government in patrolling the public statements of faculty members (5).

The staff of the academic freedom committee of the

American Association of University Professors (Committee A) has volunteered to offer advice to any historian subjected to such attacks. They have been assisting individuals under siege for many years. The person to contact at the AAUP office is Jonathan Knight <jknight@aaup.org>.

Fifth, many K-12 teachers have been condemned by school boards, organized groups, and individual parents for the content of courses they teach, books they have assigned or recommended to students, and artwork or notices they have permitted students to post. These condemnations are not solely about current foreign policy by any means. Parents roundly criticized a highly experienced teacher in Texas for teaching that slavery was a root cause of the Civil War, and school principals tend to be extremely sensitive to angry parents. Two public school teachers in Albuquerque were disciplined for allowing students to post antiwar material, though their union subsequently got them reinstated. At a New Jersey high school the school administration devoted the entire week of teacher preparation for the coming term to celebration of the legacy of Ronald Reagan.

Moreover, the standardized tests teachers are now required to give often serve as a vehicle for shaping the content of the history they teach to their students. As the article by Sara Evans and Lisa Norling of the University of Minnesota found elsewhere in this issue of the *OAH Newsletter* describes, the struggle that developed in their state when an alliance of extreme conservative and fundamentalist Christian activists was empowered by Minnesota's acting Commissioner of Education to reshape the state's social studies curriculum. A highly active group of K-12 teachers allied with many parents and members of the university's history department and defeated this attempt to impose a single ideological pattern on every schoolroom in the state where history was taught. As in the case of Drake University, the outcome showed the importance of public defense of academic freedom.

The OAH ad hoc Committee on Academic Freedom intends to report regularly to the membership and to the OAH Executive Board. To make its reports thorough and accurate, it needs the assistance of OAH members from all parts of the profession. The committee urges any OAH members who have matters to report or suggestions of other topics to be addressed to send such information to <academicfreedom@oah.org>, to <david.montgomery@yale.edu>, or to any other member of the committee, as the person submitting the information prefers. Although the committee will not accept anonymous submissions, it will not release the names of the senders or of individuals involved in particular incidents without their explicit permission. □

Endnotes

1. That statement is available in the Archives of the AHA web page: <<http://www.historians.org/pubs/archives/RightsofHistorians/edp.htm>>
2. See <<http://www.aaup.org/statements/SpchState/subpoenas.htm>>
3. "Muslim Scholar Loses Visa as Query Is Raised," *New York Times*, August 26, 2004.
4. Amber Hussung, "Academic Freedom Under Fire," *OAH Newsletter*, 32 (May 2003) <<http://www.oah.org/pubs/nl/2003may/hussung.html>>
5. On Morrow, see "UGA Professor Investigated for Classroom Diatribe," <<http://www.studentsforacademicfreedom.org>>; Morrow, "I Don't Punish Students Who Disagree with Me," *History News Network*, September 27, 2004. On Colorado, see "Victory in Colorado" <<http://www.studentsforacademicfreedom.org/archive/September2004/VictoryinColoradoDhstory091304.htm>>; "Academic Bill's Effect Worries Educators," <<http://www.studentforacademicfreedom.org>>

David Montgomery, former OAH president, is the Farnham Professor of History Emeritus at Yale University.

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<www.oah.org/rs>

Wayne E. Fuller

Wayne E. Fuller, Emeritus Professor of History, the University of Texas, El Paso, passed away on June 21, 2004. He was a combat veteran of World War II, sustaining a severe and crippling injury in the fighting in Normandy in 1944. Nevertheless, and despite many painful surgeries, his love of history and passion for writing led him to enter graduate school at the University of California, Berkeley, where he received the doctorate in American History in 1954. He began teaching at Texas Western College (now U.T., El Paso) in 1955. He was an inspiring teacher receiving several university awards for teaching excellence. Wayne's research interests centered on nineteenth century rural America. The result was five books, beginning with a study of Rural Free Delivery, his doctoral dissertation. A pioneering work on the rural one-room school house, *The Old Country School* (Chicago: University of Chicago Press, 1982) came next, followed by *The American Mail* (Chicago, University of Chicago Press, 1972) a volume in the *Chicago History of American Civilization Series*. His love of rural schooling led to his fourth publication, *One Room Schools of the Middle West: An Illustrated History* (Lawrence: University Press of Kansas, 1994). His last book, *Morality and the Mail in Nineteenth Century America* (Urbana: University of Illinois Press, 2003) was published just a few months before his death. The rapidly declining health of his beloved wife Billie must have made this his most burdensome undertaking. But all who knew him understood that perseverance against all obstacles was his essential character trait. Wayne was a member of the OAH for over fifty years. He was also an active member of the Agricultural History Society, the Western History Association, and the American Historical Association. A devout Christian and devoted family man, he and Billie, who preceded him in death, were married for sixty years. His passing leaves a void in the lives of his children, Jamie, Doug, and Bryan, his colleagues in the university community, and many El Pasoans, especially those who were his students. □

Edith E. Yanez

University of Texas at El Paso

Wayne David Rasmussen

Wayne David Rasmussen died at his home in Concord, Massachusetts, on April 30, 2004. He died from pneumonia but had suffered from Parkinson's disease for a number of years. He served as chief historian of the United States Department of Agriculture for thirty-four years, secretary-treasurer of the Agricultural History Society for thirty-eight years, and earned the honorary title Dean of Agricultural Historians for his accomplishments and service to agriculture and scholarship. He was the epitome of the public historian before that term was coined. He was a gentleman and a gentle man; historians, of all ages, but particularly young historians found him friendly, interested, always helpful.

Wayne David was born February 5, 1915, on the family homestead near Ryegate, Montana. After leaving home, he worked at a series of jobs while earning a history degree at the University of Montana where Paul C. Phillips encouraged him to pursue graduate studies. After finishing his BA degree in 1937, he moved to Washington, DC, and joined the USDA as a clerk typist, working primarily in records management. Out of several available job possibilities, this one had been in a location where graduate education was possible. Determined to pursue his interest in history, he earned an MA degree at nearby George Washington University in 1939 for his thesis: "Chinese Coolie Emigration to Peru."

At George Washington University, Rasmussen met fellow student Marion Fowler. They married in 1939 and bought a small house in Bethesda, Maryland. Shortly thereafter, Rasmussen transferred to the history unit in USDA's Bureau of Agricultural Economics—one of the pioneering history offices in the federal government. After serving in the army during the second World War, Rasmussen returned to his work in the history office in 1946 and continued studies at nearby George Washington University, which culminated in the PhD degree, earned under the direction of Wood Gray in 1950, for the dissertation "United States Plant Explorers in South America During the Nineteenth Century." When Everett Edwards died suddenly in 1952, BAE leadership selected Rasmussen to head the history office. In an interview with the *Public Historian*, Rasmussen recalled that the history office, at the time he became its leader, needed a reorientation of its efforts. Although he felt contributions to academia should not to be neglected, he also believed the office's historians needed to spend more time meeting the needs of people in USDA. The size of the history branch (at one time consisting of ten historians and five support staff) made it possible for Rasmussen to enforce one dictum: that at least one of the branch's professional historians should be available by telephone during working hours. Furthermore, he insisted the branch maintain a healthy reference collection to answer most questions immediately without having to refer the patron to the library or archives. For himself, Rasmussen adopted the credo that, "My job as historian for the Department of Agriculture was to bring historical perspective to bear on current problems." Rasmussen became a valued advisor to secretaries of agriculture, and worked especially closely with Orville Freeman on *World Without Hunger* (1).

Alongside the USDA history office had grown up the discipline of agricultural history, its professional society, the Agricultural History Society, and its quarterly journal, *Agricultural History*. The office, the discipline, and its professional society and journal maintained an almost symbiotic relationship through the years. Rasmussen doubted that agricultural history would have emerged as a field of study without Everett Edwards's editorship of *Agricultural History*, on the very practical rationale that the journal provided a publishing venue for agricultural historians. Rasmussen built on that foundation and served as the Society's secretary-treasurer from 1953-1963 and 1965-1993. During 1963-1965, he was Vice President and then President of the Society. Rasmussen also played a critical role in organizing some of the periodic, topical symposia that resulted in special issues of the journal generally published as stand-alone volumes. He encouraged new trends in agricultural history, welcoming journal articles in such methodological approaches as cliometrics and publishing articles by "rural historians," that included the new social history sweeping the broader discipline to agricultural history (2).

Rasmussen's writings might be classified in three broad categories: unpublished staff and briefing papers, collaborative publications of the USDA history office, and individual scholarly publications. Like other historians in the federal government, Rasmussen provided administrators and policy-makers with historical analysis. Most of these documents remained unpublished and available only to USDA policy-makers. Other analyses became government publications. A regularly updated history of the price support programs proved particularly popular in USDA as it helped to navigate the maze of legislation and administrative decisions. Rasmussen functioned as the public face of the office in presenting the collaborative works of the historians to secretaries of agriculture and agency heads.

In addition to the studies produced primarily for a USDA audience, Rasmussen won plaudits in the academic world. His graduate studies at George Washington University had emphasized South America. His history of the Emergency Farm Labor Program, written for the War Records Project after World War II, remains useful to scholars decades after its publication. History office colleague Douglas Bowers, who succeeded Rasmussen as head of the office, recently summarized Rasmussen's main contribution to historical scholarship, remembering that "what solidified his reputation among historians outside USDA was his work on agricultural technology, especially his analysis of the first agricultural revolution during and after the Civil War." Rasmussen developed the arguments in the *Agricultural History* article, "The Civil War: A Catalyst of Agricultural Revolution," and extended it in "The Impact of Technological Change on American Agriculture, 1862-1962" in the *Journal of Economic History*. He was particularly proud of a version that appeared in the more popular *Scientific American*, "The Mechanization of Agriculture," and jokingly told this writer that it represented everything he knew about agricultural technology (3).

Rasmussen retired from USDA in 1986. His brief tenure on a survey party of the General Land Office and work for the Army Corps of Engineers prior to joining the department in 1937 made him eligible for the fifty-year service pin. Earlier, USDA had awarded him the department's Superior Service Award (1964) and the Distinguished Service Award (1973). Frederick V. Carstensen and others who had benefited from Rasmussen's counseling organized a one-day symposium in his honor. The papers presented by agricultural history scholars appeared as *Outstanding in His Field: Perspectives on American Agricultural History in Honor of Wayne D. Rasmussen*. Freed of the daily responsibilities of supervising the history branch, Rasmussen had time for research and writing. In 1989 Iowa State University Press published *Taking the University to the People: Seventy-Five Years of Cooperative Extension*, and USDA issued *Farmers, Cooperatives, and USDA: A History of the Agricultural Cooperative Service* in 1991. Rasmussen and former colleagues in the history office suffered a major shock in 1994 when the Economic Research Service closed the history office in a downsizing reorganization to address serious budget cuts to the agency. Rasmussen's appeals and those of former secretaries of agriculture failed to persuade the USDA leadership to reverse this decision (4).

Wayne and Marion Rasmussen moved from Annandale, Virginia, to Concord, Massachusetts, in November 1995, to be closer to their daughters Linda and Karen and their families. □

J. Douglas Helms

United States Department of Agriculture

1. Arnita Jones and Wayne D. Rasmussen, "Wayne Rasmussen and the Development of Policy History at the United States Department of Agriculture," *Public Historian* 14 (Winter 1992): 17. Rasmussen provided a written account of some of the stories that he often told friends and colleagues. In addition, he elaborated on the role of federal historian and obligations to both the federal agency and the historical community.

2. William N. Parker, ed., *The Structure of the Cotton Economy of the Antebellum South* (Washington, DC: Agricultural History Society, 1970), preface.

3. Douglas Bowers to Dwight Gadsby, May 4, 2004, email.

4. Frederick V. Carstensen, et. al., eds., *Outstanding in His Field: Perspectives on American Agricultural History in Honor of Wayne D. Rasmussen* (Ames: Iowa State University Press, 1993). Louis Ferleger provided a bibliography to the collection, "Writings of Wayne D. Rasmussen: Bibliography," 148-54.

CAACW

Conference on African Americans
and the Civil War
Petersburg, VA

May 26-28, 2005

CALL FOR PAPERS & PRESENTERS

CONFERENCE ON AFRICAN AMERICANS AND THE CIVIL WAR

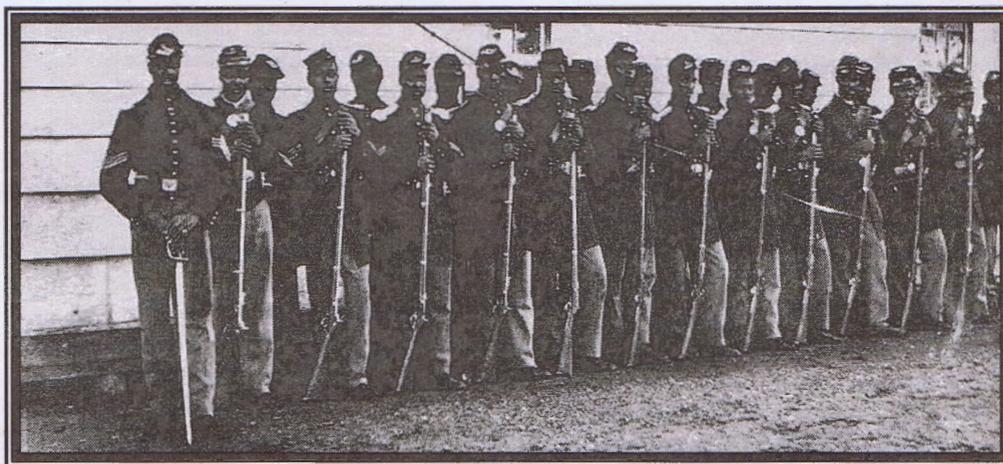
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MAY 26-28, 2005

The Conference on African Americans and the Civil War (CAACW) invites scholars, historians, and those interested in the African American experience in the Civil War to submit presentation proposals for its meeting in May 2005. The CAACW is seeking presentations that examine, evaluate, and define the role of African Americans before, during, and after the Civil War; discuss ancillary issues regarding African Americans and the sectional crisis; and facilitate an interdisciplinary discussion of the historical threads that connect the Civil War to today, especially for African Americans.

FOR PAPERS: Both individual and panel submissions are welcome. Please submit a cover letter, curriculum vita, and one-page prospectus in either written or electronic form by February 28th to address below:

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Steven J. Ramold, Ph.D.
CAACW Program Coordinator
Department of History
Virginia State University
Petersburg, VA 23806
sramold@vsu.edu



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Organization of American Historians

2005 Candidate Biographies

President Elect

■ **RICHARD WHITE**, Margaret Byrne Professor of American History, Stanford University. **Education:** Ph.D., University of Washington, 1975; M.A., University of Washington, 1972. **Grants, Fellowships, Honors, and Awards:** Fellow, Center for the Advanced Study of the Behavioral Sciences, 2003-2004; MacArthur Fellow, 1995-2000. **Professional Affiliations:** OAH; Western History Association; Environmental History Association; American Historical Association; Society of American Historians. **Publications, Museum Exhibits, and Other Projects:** "Information, Markets, and Corruption: Transcontinental Railroads in the Gilded Age," *Journal of American History*, June 2003; *Remembering Ahanagan: A History of Stories* (Hill and Wang, 1998; republished University of Washington Press, 2004); *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge University Press, 1991); "It's Your Misfortune and None of My Own: A New History of the American West (University of Oklahoma Press, 1991). **Personal Statement:** My vision of history emphasizes the strangeness of the past and its latent possibilities rather than uses of the past that serve to explain the inevitability of the present. I see history as one of a variety of ways in which human beings access and deploy the past, and the influence of history depends on a recognition by historians that they do not have a monopoly on the past. History plays a smaller and smaller role in public life, and to correct this, historians need to exploit rather than just defend their powerful institutional presence in universities and schools. Historians need to work from their strengths in universities to establish links with other historians in public schools, public agencies, and with what we called the vernacular historians of films and other media who exercise more popular influence than we do.

Executive Board Candidates

Pair One

■ **ALICE KESSLER-HARRIS**, R. Gordon Hoxie Professor of American History and Chair, Department of History, Columbia University. **Education:** Ph.D., Rutgers University, 1968; M.A., Rutgers University, 1963. **Grants, Fellowships, Honors, and Awards:** Radcliffe Institute for Advanced Study, 2001-2002; Fellow, Swedish Collegium for Advanced Studies in the Social Sciences, Spring, 1997; Doctor of Philosophy, Honoris Causa, Uppsala University, Sweden, 1995; Fulbright Award, Australia and New Zealand, Fall, 1995; John Simon Guggenheim Memorial Foundation Fellowship, 1989-1990. **Professional Affiliations:** OAH: Lectureship Program, 1991-2001; Chair, OAH Newsletter Advisory Board, 1994-1998; Foreign Language Article Prize Committee, 1995-1998; AHA/OAH Joint Committee on Parttime and Adjunct Employment, 2002-2005; American Studies Association: International Committee, 1988-1992. **Publications, Museum Exhibits, and Other Projects:** *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in Twentieth-Century America* (Oxford University Press, 2001); *A Woman's Wage: Historical Meanings and Social Consequences* (University Press of Kentucky, 1990); *Out to Work: A History of Wage-Earning Women in the United States* (Oxford University Press, 1982); "In the Nation's Image: The Gendered Limits of Social Citizenship in the Depression Era," *Journal of American History* 86 (December 1999). **Personal Statement:** I have been an active member of the OAH for more than thirty years. In that time I have watched the organization grow into a more engaged and inclusionary association with a wide range of concerns for its different kinds of members. I applaud these changes and hope, as a member of the board, to participate in a continued forward momentum. In particular, I hope the OAH will work with the AHA and other professional organizations to represent the interests of part-time and adjunct faculty, to develop more humane mechanisms for younger faculty to achieve tenure and promotion, and to create access routes to the profession for young people from many different backgrounds. Most of all I would like to strengthen the OAH's ability to speak to civil liberties issues, including raising its voice on questions of freedom of information and defending the capacity of all scholars to speak and write freely in and outside the classroom.

■ **SEAN WILENTZ**, Dayton-Stockton Professor of History and Director of the Program in American Studies, Princeton University. **Education:** Ph.D., Yale University, 1980; B.A., Oxford University, 1974; B.A., Columbia College, 1972. **Grants, Fellowships, Honors, and Awards:** Woodrow Wilson International Center for Scholars, 1998-1999; John Simon Guggenheim

Fellowship, 1990-1991; American Council of Learned Societies Fellowship, 1986-1987. **Professional Affiliations:** *New Republic*, Contributing Editor; Editorial Board of *Dissent*; OAH: Member; American Historical Association: Member; The Historical Society: Member. **Publications, Museum Exhibits, and Other Projects:** *Chants Democratic: New York City & the Rise of the American Working Class* (Oxford University Press, 1984); 20th Anniversary Edition, Oxford University Press, 2004; coauthor and editor, *The Key of Liberty*, (Harvard University Press, 1993); coauthor, *The Kingdom of Matthias* (Oxford University Press, 1994); coeditor and contributor, *The Rose & the Briar: Death, Love, Liberty and the American Ballad* (W.W. Norton, 2004). **Personal Statement:** My only real qualification is my interest in American history and historians. As director of Princeton's Program in American Studies for the past ten years, I have learned more than I would imagined I would about the stresses and opportunities of modern academic life. My special interest would be in helping to prevent any further decline in historians' access to crucial documentation, such as presidential papers. Above all, I would like to assist the OAH President and the rest of the Executive Board as best I can.

Pair Two

■ **EDWARD L. AYERS**, Hugh P. Kelly Professor of History and Dean of the College and Graduate School of Arts and Sciences, University of Virginia. **Education:** Ph.D., Yale University, 1980; B.A., University of Tennessee, 1974. **Grants, Fellowships, Honors, and Awards:** Bancroft Prize in American History and Diplomacy, Columbia University, 2004; National Professor of the Year for Research Universities, CASE and Carnegie Foundation, 2003; Pulitzer Prize, Finalist for History, 1992; National Book Award, Finalist for Nonfiction, 1992; James A. Rawley Prize, OAH, 1992. **Professional Affiliations:** National Council on the Humanities: 2000-present; Council on Library and Information Resources: National Board, 2003-present; National Council for History Education: Board, 2003-present; American Academy of Arts and Sciences: 2001; OAH: Lectureship Program, 2000-2002. **Publications, Museum Exhibits, and Other Projects:** *In the Presence of Mine Enemies: War in the Heart of America, 1859-1863* (W.W. Norton and Company, 2003); coauthored with Anne Rubin, *The Valley of the Shadow: Two Communities in the American Civil War—The Eve of War*, CD-ROM and book (W.W. Norton and Company, 2000); Peter Oruf, et. al., *All Over the Map: Rethinking American Regions* (Johns Hopkins University Press, 1996); *The Promise of the New South: Life After Reconstruction* (Oxford University Press, 1992); *Vengeance and Justice: Crime and Punishment in the Nineteenth-Century American South* (Oxford University Press, 1984). **Personal Statement:** As an active research historian who is also serving as dean of a college and graduate school, I see issues of equity, diversity, hiring, salaries, adjunct status, tenure, promotion, and retirement from a revealing angle. As an advisor to a large and varied group of graduate students, I understand the challenges facing junior members of our profession, from the job market to getting first books published to dealing with family issues. As someone who has worked in digital history since that young field's inception, I understand the opportunities and challenges facing historians who step beyond the usual bounds of our discipline. As someone who has participated in public history in many forms, I recognize the importance of such work for all historians. Finally, as a committed teacher of undergraduates, I recognize the continuing centrality of that activity in the training and employment of members of our profession.

■ **THEDA PERDUE**, Atlanta Distinguished Term Professor of History and American Studies, University of North Carolina, Chapel Hill. **Education:** Ph.D., University of Georgia, 1976; M.A., University of Georgia, 1974; B.A., Mercer University, 1972. **Grants, Fellowships, Honors, and Awards:** Rockefeller Foundation's Bellagio Center Residency, 2004; National Humanities Center Fellowship, 2003-2004. **Professional Affiliations:** OAH: Program Committee, 1990; American Society for Ethnohistory: President, 2001-2002; Southern Historical Association: Chair, Nominating Committee, 1998; Chair, Membership Committee, 1996; Executive Council, 1991-1993; Chair, Program Committee, 1988; Southern Association for Women Historians: President, 1985-1986; Coordinating Council for Women in History. **Publications, Museum Exhibits, and Other Projects:** "Mixed Blood" *Indians: Racial Construction in the Early South* (University of Georgia Press, 2003); *Sifters: Native American Women's Lives* (Oxford University Press, 2001); coauthored with Michael D. Green, *The Columbia Guide to American Indians of the Southeast* (Columbia University Press, 2001); *Cher-*

okee Women: Gender and Culture Change, 1700-1830 (University of Nebraska Press, 1998); coauthored with Michael D. Green, *The Cherokee Removal: A Brief History with Documents* (Bedford/St. Martin's, 1995/2004). **Personal Statement:** The strength of the OAH lies in its diversity of membership, interests, and perspectives. The wide range of topics addressed in the sessions of the annual meeting and in the pages of the *Journal of American History* reflects the dynamic nature of the discipline. Through its many projects, the OAH serves teachers, graduate students, public historians, museum curators, filmmakers, and others in addition to its more traditional membership of college and university professors. As a result, the OAH is an important advocate for history and for the critical thinking, rational argument, and ongoing debate that is at the heart of the discipline. As a member of the Executive Board, I will work to enhance the OAH's role in bringing these skills to public discourse about the past (and the present) and to serve the wide range of members who are actively engaged in this task.

Pair Three

■ **DANIEL CZITROM**, Professor of History, Mount Holyoke College. **Education:** Ph.D., University of Wisconsin, Madison, 1979; M.A., University of Wisconsin, Madison, 1973; B.A., SUNY, Binghamton, 1971. **Grants, Fellowships, Honors, and Awards:** Collaborative Research Grant, National Endowment for the Humanities, 1997-2000; Cardozo Lecturer, Yale University, 1997; Fellowship for College Teachers, National Endowment for the Humanities, 1985-1986; Fellow, New York Institute for the Humanities, New York University, 1984-1987; Andrew Mellon Fellow, Aspen Institute for Humanistic Studies, 1983. **Professional Affiliations:** OAH: Louis Pelzer Memorial Award Committee, 1998-2002; Nominating Board, 1994-1996; American Historical Association: John E. O'Connor Film Prize Committee, 1992-1995; Abraham Lincoln Brigade Archives (ALBA), New York University: Chair, Board of Governors, 1990-1994; *American Quarterly*: Board of Advisory Editors, 1987-1991. **Publications, Museum Exhibits, and Other Projects:** coauthored with Bonnie Yochelson, *Rediscovering Jacob Riis* (Yale University Press, forthcoming 2005); coauthored with John Mack Faragher, Mari Jo Buhle, Susan H. Armitage, *Out of Many: A History of the American People*, 4th ed. (Prentice Hall, 2003); "The Politics of Performance: From Theater Licensing to Movie Censorship in Turn of the Century New York," *American Quarterly*, 44 (December 1992); "Underworlds and Underdogs: Big Tim Sullivan and Metropolitan Politics in New York, 1889-1913," *Journal of American History* (September 1991); *Media and the American Mind: From Morse to McLuhan* (University of North Carolina Press, 1982). **Personal Statement:** As more and more of our nation's libraries, archives, and historical societies teeter on the edge of bankruptcy, I believe the OAH should take a leadership position in support of full funding for and public access to these invaluable institutions. In alliance with other scholarly and professional organizations, we should intensify lobbying, testifying, and writing efforts on behalf of strengthening our collective intellectual life. We need to resist the troubling trends toward the privatization of knowledge in two related ways: as the fiercest advocates for the preservation and dissemination of American history, and by insisting that vigorous debate over the contested meanings of that history, among the widest possible range of citizens, must be a vital component of our public culture.

■ **MICHAEL H. EBNER**, A.B. Dick Professor of History, Lake Forest College. **Education:** Ph.D., University of Virginia, 1974; M.A., University of Virginia, 1966; B.A., University of Toledo, 1964. **Grants, Fellowships, Honors, and Awards:** National Endowment for the Humanities: Fellowship, 1983-1984; American Association for State and Local History: Grants, 1983, 1988-1989; American Historical Association: Nancy Lyman Roelker Mentorship Award, 1994; *Chicago Tribune*: All-Star Professor, 1994; Lake Forest College: Trustee Award for Teaching Excellence and Campus Leadership, 1998; Senior Class Great Teacher Award, 2000. **Professional Affiliations:** OAH: Chair, Review Committee of the Office of Executive Director, 1997; Nominating Board, 1998-2000; Chair, Program Committee, 2001; Urban History Association, Executive Secretary-Treasurer, 1989-1999; American Historical Association: Chair, J. Franklin Jameson Fellowship Committee, 1989-1992. **Publications:** *Creating Chicago's North Shore, A Suburban History* (University of Chicago Press, 1988); coedited with Eugene M. Tobin, *The Age of Urban Reform: New Perspectives on the Progressive Era*, Interdisciplinary Urban Studies Series (Kennikat Press, 1977);

"Urban History: Retrospect and Prospect," *Journal of American History* 68 (June, 1981); "Re-reading Suburban America: Urban Population Deconcentration, 1810-1980," *American Quarterly*, 37 (Fall 1985) 368-81; "Experiencing Megalopolis in Princeton," *Journal of Urban History*, 19 (February, 1993). **Personal Statement:** The OAH merits acclaim as a model professional association. Its great virtues include an unbounded reach as well as democratic sensibilities. I applaud heartily the fact that it is an ever evolving fulcrum of activities, encompassing advocacy, exhibitions, scholarship, and teaching. If on occasion the OAH provokes controversy, that reflects the strength of its collective character. I regard it, enthusiastically, as nothing less than a source of sustained professional stimulation—even excitement—expressed through its esteemed *Journal of American History*, its informative newsletter, and its stimulating annual meeting as well as regional conferences. I have valued, and learned from, the opportunities I have had to serve the OAH. And I am honored to stand for election to its Executive Board.

Nominating Board Pair One

■ **BARBARA FRANCO**, Executive Director, Pennsylvania Historical and Museum Commission. **Education:** M.A., SUNY, 1966; B.A., Bryn Mawr College, 1965. **Professional Affiliations:** American Association for State and Local History: Council Member; OAH: Program Committee, 1995; Program Committee, 2002; National Council on Public History: Past Board Member; American Association of Museums; Pennsylvania Historical Association: Member. **Publications, Museum Exhibits, and Other Projects:** "In Urban History Museums and Historical Agencies," in *Public History: Essays From the Field*, ed. James B. Gardner and Peter S. LaPaglia (Krieger Publishing Company, 1999); "Evolution of the Field: Historical Context," *Patterns in Practice, Museum Education Roundtable*, 1992; coedited with Kenneth Ames, L. Thomas Frye, *Ideas and Images: Developing Interpretive Exhibit* (Alta Mira Press, 1992); "Masonic Imagery" in *Aspects of American Printmaking 1800-1950*, ed. James F. O'Gorman (Syracuse University Press, 1988); *Fraternally Yours, Museum of Our National Heritage*, 1986. **Personal Statement:** Since 1966, I have worked in historical museums and organizations in Utica, New York; Lexington, Massachusetts; St. Paul, Minnesota; Washington, D.C.; and now Harrisburg, Pennsylvania. Working as a curator, exhibition coordinator, and then director, I have had an opportunity to play an active role in many aspects of public history including educational programming and community history projects. I have welcomed the opportunity to work more closely with academic historians through my involvement in OAH and would appreciate the opportunity to encourage the participation of public historians in OAH as a member of the Nominating Board.

■ **VIVIEN E. ROSE**, Chief, Visitor Services and Cultural Resources, Women's Rights National Historical Park, Seneca Falls, New York. **Education:** Ph.D., Binghamton University, 1997; M.A., Western Washington University, 1982. **Professional Affiliations:** OAH: Committee on the Status of Women in the Historical Profession, 1999-2002; National Council on Public History: Nominating Committee, 2000-2002. **Publications, Museum Exhibits, and Other Projects:** "A Trademark Approach to the Past: Ken Burns, the Historical Profession, and Assessing Popular Presentations of the Past," with Julie Corley, *The Public Historian* 25 (Summer 2003); editor and contributor, "Commemorating Seneca Falls," *The Public Historian* 21 (Spring 1999); National Park Service Liaison; National Women in Historic Preservation conferences, 1997, 2000. **Personal Statement:** Serving its diverse constituencies with conferences, publications, grants, awards, and advocacy, the OAH strengthens the profession of history. This basic work of supporting the profession also informs the general public in discussions about access to federal records, citation and use of sources, theoretical approaches to controversial subject matter, and more. As an historian working outside the academy, I believe that the general public needs and wants to understand the practice of the discipline, as well as the content created in that practice. If elected, I will serve the Nominating Board and the OAH by seeking out candidates with administrative skills who also understand that the practice of history is essential to cultural literacy, and that the OAH serves not only the profession but the public by its work.

Pair Two

■ **JON BUTLER**, Howard R. Lamar Professor of American Studies, History, and Religious Studies, and Dean, Graduate School of Arts and Sciences, Yale University. **Education:** Ph.D., University of Minnesota, 1972; B.A., University of Minnesota, 1964. **Grants, Fellowships, Honors, and Awards:** Distinguished Lecturer, OAH, 2001-2007; Pew Charitable Trusts Grants for Pew Program in Religion and American History and Center for the Advanced Study of Religion, 1993-2003; Beveridge Award for Best Book in American History, 1990; John Simon Guggenheim Fellowship, 1987-1988. **Professional Affiliations:** OAH; American Historical

Association; American Society of Church History; American Antiquarian Society; Society of American Historians. **Publications, Museum Exhibits, and Other Projects:** "Jack-in-the-Box Faith: The Religion Problem in Modern American History," *Journal of American History* (March 2004); coauthored with Grant Wacker and Randall Balmer, *Religion in American Life: A Short History* (Oxford University Press, 2003); *Becoming America: The Revolution Before 1776* (Harvard University Press, 2000); *Awash in a Sea of Faith: Christianizing the American People* (Harvard University Press, 1990); *The Huguenots in America: A Refugee People in New World Society* (Harvard University Press, 1983). **Personal Statement:** The OAH Nominating Board has one major task: to find the most effective historians who will promote American historical scholarship across the nation. Its nominees must collectively mirror America—in age, sex, race, nationality, experience, and economic standing—not reflect a narrow substrata drawn from all too familiar sources. The Nominating Board must scour the profession for superb candidates from public and private institutions; from among independent scholars; from secondary schools, community colleges, two- and four-year colleges, and research universities; and from historians at all stages in their careers examining the widest possible array of historical problems. And sometimes the committee must convince the already overcommitted that the OAH and historical profession need even more of their talents. The Nominating Board best secures the OAH's future by probing—and extending—the extraordinary diversity that gives life to our professional ideals.

■ **RONALD HOFFMAN**, Director, Omohundro Institute of Early American History and Culture; Pullen Professor, Lyon G. Tyler Department of History, College of William and Mary; Editor, *The Charles Carroll of Carrollton Papers*. **Education:** Ph.D., University of Wisconsin, 1969; M.A., University of Wisconsin, 1965. **Grants, Fellowships, Honors, and Awards:** National Endowment for the Humanities Grant for the Charles Carroll of Carrollton Papers, 2004; Grant for the Charles Carroll of Carrollton Papers, National Historical Publications and Records Commission, 2004; Maryland Historical Society Book Prize, 2002; Virginia Library Literary Award for Non-Fiction, 2001; Frank L. and Harriet C. Owsley Award of the Southern Historical Association, 2001. **Professional Affiliations:** OAH: Distinguished Lecturer Series, 2004-present; Program Committee, 2002-2003; Society for Historians of the Early American Republic: Advisory Council, 1999-2002; Maryland Historical Society: Visitor's Committee, 1996-present; American Historical Association; Society of Early Americanists. **Publications, Museum Exhibits, and Other Projects:** coedited with Sally D. Mason and Eleanor S. Darcy, *Dear Papa, Dear Charley: The Peregrinations of a Revolutionary Aristocrat, as Told by Charles Carroll of Carrollton and His Father, Charles Carroll of Annapolis, with Sundry Observations on Bastardy, Child-Rearing, Romance, Matrimony, Commerce, Tobacco, Slavery, and the Politics of Revolutionary America*, 3 vols. (University of North Carolina Press for the Omohundro Institute of Early American History and Culture, 2001); coauthored with Carville V. Earle, "Genteel Erosion: The Ecological Consequences of Agrarian Reform in the Chesapeake, 1730-1840," in *Discovering the Chesapeake: The History of an Ecosystem*, Philip D. Curtin, Grace S. Brush, and George W. Fisher, eds. (Johns Hopkins University Press, 2001); in collaboration with Sally D. Mason, *Princes of Ireland, Planters of Maryland: A Carroll Saga, 1500-1782* (University of North Carolina Press for the Omohundro Institute of Early American History and Culture, 2000); "'Maryland-Hibernus': Charles Carroll the Settler, 1660-1720," *William and Mary Quarterly*, 45 (April 1988); *A Spirit of Dissension: Economics, Politics, and the Revolution in Maryland* (Johns Hopkins University Press, 1973). **Personal Statement:** A career that has focused on research, writing, and the directing of conferences about early America has underscored for me the salient importance of incorporating into the narrative of the American past the full range of voices and experiences that composed it. I thus believe that one of the most valuable aspects of the OAH's laudable goal of making academic scholarship accessible to an ever-wider public is the chance to make this audience aware of the multivalent complexity of the people and events whose "histories" have so profoundly shaped the world we have inherited and continue to influence the ways we try to live in it. My service on the Nominating Board would be informed by this perspective and by the objective of bringing the expansive constituency served by the OAH into a conversation with the most perceptive and creative members of our profession.

Pair Three

■ **ROSALYN TERBORG-PENN**, Professor of History and Coordinator, Graduate Programs in History, History Department, Morgan State University. **Education:** Ph.D., Afro-American History, Howard University, 1978; M.A., History, George Washington University, 1967; B.A., History, Queens College, CUNY, 1963. **Grants, Fellowships, Honors, and Awards:** Towson University Distinguished Black Marylander Award, 2002;

Letitia Woods Brown Memorial Book Prize of the Association of Black Women Historians, 1998; Smithsonian Institution Post Doctoral Faculty Fellowship, National Museum of American History, 1994-1995; Anna Julia Cooper Award for Distinguished Scholarship, The Sage Women's Educational Press, 1993; Ford Foundation Post-Doctoral Fellowship for Minorities, 1980-1981. **Professional Affiliations:** American Historical Association: Chair, Committee on Women Historians, 1990-1994; Program Committee, 1998; Association for the Study of Afro-American Life and History: Program Committee, 1987; Association for the Study of the Worldwide African Diaspora Founding: Executive Committee, 2000-present; Program Steering Committee, 2000-2002; Association of Black Women Historians: Co-Founder, 1978. **Publications, Museum Exhibits, and Other Projects:** "The Politics of the Anti-Woman Suffrage Agenda: African Americans Respond to Conservatism," in *Dimensions of Black Conservatism in the United States: Made in America*, eds. Gayle T. Tate and Lewis A. Randolph (Palgrave, 2002); "Free Women Entrepreneurs from the 1820s to the 1850s: The Cases of Nancy Prince and Mary Seacole," in *Crossing Boundaries: Comparative History of Black People in Diaspora*, ed. Darlene Clark Hine and Jacqueline McLeod (Indiana University Press, 1999); *African American Women in the Struggle for the Vote: 1850-1920* (Indiana University Press, 1998); coedited with Andrea Benton Rushing, *Women in Africa and the African Diaspora: A Reader* (Howard University Press, 1996); coedited with Darlene Clark Hine and Elsa Barkley Brown, *Black Women in America: An Historical Encyclopedia* (Indiana University Press, 1994). **Personal Statement:** Serving effectively on the Nominating Board requires a person to have broad knowledge of individuals in the profession, a person who has served consistently in professional organizations with diverse affiliations, and a person who has developed a network in the profession over the years. I feel I meet these qualifications because I have been serving the historical profession for over twenty-five years in organizations that not only serve Americanists, but also other areas of the historical profession not always served by the major associations. My goal is to bring more ethnic and gender diversity into the profession through reaching out to untapped members of the OAH who have the potential for exemplary service.

■ **CHARLES VINCENT**, Professor of History, Southern University (Baton Rouge). **Education:** Ph.D., Louisiana State University, 1973; M.A., Louisiana State University, 1968; B.A., Jackson State University, 1966; A.A., Utica Junior College, 1964. **Grants, Fellowships, Honors, and Awards:** Preservation Award of the Foundation for Historical Louisiana, 1996; Ford Foundation Faculty Seminar Fellow, 1986-1987; Southern Fellowship Fund Post Doctoral Award, 1986; Robert R. Moton Fellow Post Doctoral Award, 1978. **Professional Affiliations:** OAH: Membership Committee, 2002-2006; Southern Historical Association: Membership Committee, 2002-2005; Association for the Study of African American Life and History: Editorial Board, 1995-2001; Louisiana Historical Association: Publication Committee Chairman, 1988-1989; Southern Conference of Afro American Studies, Inc.: President, 1990-1991. **Publications, Museum Exhibits, and Other Projects:** "Negro Leadership and Programs in the Louisiana Constitutional Convention of 1868," *Louisiana History* 10 (Fall 1969); *Black Legislators in Louisiana During Reconstruction*, (Louisiana State University Press, 1976); *A Centennial History of Southern University and A & M College, 1880-1980* (Louisiana State University Press, 1981); "Antoine Dubuclet, Louisiana's Black State Treasurer: Aspects of His Public and Family Life," *Journal of Negro History* 66 (Spring 1981); editor, *The African American Experience in Louisiana, Part A: From Africa to the Civil War* (University of Southwestern Louisiana, 1999); editor, *The African American Experience in Louisiana, Part B: From Reconstruction to Jim Crow* (University of Southwestern Louisiana, 2000); editor, *The African American Experience in Louisiana, Part C: From Jim Crow to Civil Rights* (University of Southwestern Louisiana, 2002). **Personal Statement:** I will continue our efforts at diversification of the membership. I will seek ways and means of inclusion, especially teachers at the secondary level. Many of these instructors are not familiar with the *Journal of American History* nor *OAH Magazine of History* and other materials. I believe that my numerous years of service with state professional historical associations, HBCU's, minority agencies, and organizations have helped me be more sensitive to a wide audience of potential members. I believe that with over thirty years of service with the OAH, LHA, ASAALH, SCAASI, and other similar organizations have provided me with a wealth of knowledge of how professional organizations can reach many areas of academic life. I am aware of the broad and talented group of historians who are providing service of the highest quality. As a member of the Nominating Board, I will seek to recruit the strongest candidates while being inclusive. □

Official Ballot

2005 OAH Election

We encourage OAH members to vote electronically. Please point your web browser to <<http://www.oah.org/members/vote/>> and provide your OAH ID number to begin. If you do not have easy access to the Internet, you may vote using this ballot. Ballots must be postmarked no later than **Tuesday, February 1, 2005. Photocopies of this ballot will not be accepted. Only individual OAH members are eligible to vote.**

OAH I.D. Number

If you choose to vote using this paper ballot, we must have your OAH ID to prevent duplicate voting. (Your ID number is located above your name on the mailing panel of this issue.)

Your OAH ID Number: _____

President (one-year term)

VICKI L. RUIZ

President-Elect (one-year term)

RICHARD WHITE

Executive Board (three-year term)

Please vote for three (3) candidates, one from each pair.

ALICE KESSLER-HARRIS

SEAN WILENTZ

EDWARD L. AYERS

THEDA PERDUE

DANIEL CZITROM

MICHAEL H. EBNER

Nominating Board (three-year term)

Please vote for three (3) candidates, one from each pair.

BARBARA FRANCO

VIVIEN E. ROSE

JON BUTLER

RONALD HOFFMAN

ROSALYN TERBORG-PENN

CHARLES VINCENT

Nominations

Who gets nominated for positions in the Organization of American Historians? A key role, you should know, is exercised by those of our more than 9,000 members who take the time to offer their recommendations to the Nominating Board. But the Nominating Board does not receive a substantial number of recommendations. We urge members, therefore, to participate in the nominating process by offering suggestions for highly qualified candidates. Please list the names and the institutional affiliations of these individuals below and attach a brief c.v. or statement describing the qualifications of your nominees. Your suggestions **do** make a difference!

	President-Elect	Nominating Board	Executive Board
Nominee/Affiliation			
Nominee/Affiliation			
Nominee/Affiliation			
Your Name (optional)			

Please mail completed ballots and your nominations to the OAH office: P.O. Box 5457, Bloomington IN 47408-5457. **Ballots must be postmarked no later than Tuesday, February 1, 2005.**

Vote online at <<http://www.oah.org/members/vote/>>

Professional Opportunities

"Professional Opportunity" announcements should represent an equal opportunity employer. Charges are \$80 for fewer than 101 words; \$120 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 site: <<http://www.oah.org/>>

University of Houston-Clear Lake

History & Film: Tenure-track Assistant Professor of History. The University of Houston-Clear Lake (UHCL) invites applications for a tenure-track position in History and Film. Position begins August 2005. Successful candidates must have a PhD to be able to teach graduate and undergraduate courses in Film and History with an emphasis on European/global history. Teaching experience required. Successful candidates should also be committed to diversity in both their teaching and research, and should have prior experience in both areas. The University of Houston-Clear Lake is an upper-level university (juniors, seniors, and master's students) adjacent to NASA-Johnson Space Center. Review of completed applications begins immediately and continues until the position is filled. Proof of eligibility to work in U.S. must be provided as condition of employment. UHCL is an Affirmative Action/Equal Opportunity Employer supporting workplace diversity. We reserve the right to extend the search or not fill the position. Send application letter, current curriculum vita, transcripts, three letters of reference, and copies of student evaluations to Teresa Van Hoy, Chair, History Search Committee, UHCL Box 167, University of Houston-Clear Lake, 2700 Bay Area Boulevard, Houston, Texas 77058-1098.

California State University, Sacramento

U. S. Women's History. Tenure-track Assistant Professor in U.S. Women's History to begin in fall 2005. The successful candidate will teach courses in U.S. women's history. The candidate will also teach the U.S. history survey, other upper-division courses and graduate and undergraduate seminars. Secondary field is open. The candidate will engage in scholarly activities, supervise undergraduate and graduate research, advise History majors, serve on department, college and university committees, and perform community service. The Ph.D. in History must be completed by August 15, 2005. Review of applications will begin January 15, 2005; position open until filled. CSUS is AA/EOE. Send vita, graduate transcripts (unofficial accepted), three (3) letters of recommendation, statement of interest in teaching and research, sample syllabi and teaching evaluations (if available) to: Chair, Women's History Search Committee, Department of History, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6059.

Shepherd University

Shepherd University invites applications for a tenure-track assistant professorship in Colonial and Revolutionary America to begin Fall, 2005. Ph.D. required. The teaching assignment will also include U.S. and World Civilization survey courses. Ability to teach U.S. women's history desirable. Applications, accompanied by c.v., transcripts, and at least 3 letters of reference, should arrive by 15 December 2004, addressed to Office of Human Resources, Shepherd University, P.O. Box 3210, Shepherdstown, WV 25443. Women and members of minority groups are especially encouraged to apply. AA/EOE

Stonewall Jackson Foundation

FELLOWSHIP OPPORTUNITY: Stonewall Jackson Foundation announces John and Barbara Nau graduate fellowships for summer work study in American History, American Studies, Museum Studies or Material Culture at Stonewall Jackson House, Lexington, Virginia. Candidates must be enrolled in M.A. or Ph.D. program and must have completed at least two semesters of course work. The fellowship is not designed to provide dissertation support. Stipend \$3,900.00. Deadline March 1, 2005. For information write: Director, Stonewall Jackson House, 8 East Washington Street, Lexington, VA 24450, or call (540) 463-2552.

University of Massachusetts Amherst

United States. The History Department at the University of Massachusetts Amherst invites applications for a position in post-1945 U.S. political history at the Assistant or Associate Professor level to begin fall 2005. Teaching includes graduate and undergraduate courses at all levels. Applicants must demonstrate excellence in teaching and research and have Ph.D. in hand. Interest in global history is desirable. Opportunity to play a crucial role in the UMass/Five College Graduate Program in History and to work with the Center for Public Policy. UMass Amherst is a member of the Five College consortium, along with Amherst, Hampshire, Mt. Holyoke and Smith Colleges. Send letter of application, c.v., and three recent letters of recommendation by December 1 to US History Search Committee, Department of History, Herter Hall, 161 Presidents Drive, University of Massachusetts, Amherst, MA 01003-9312. UMass Amherst is an AA/EOE. Women and members of minority groups are encouraged to apply.

For more announcements, visit <<http://www.oah.org/announce/>>

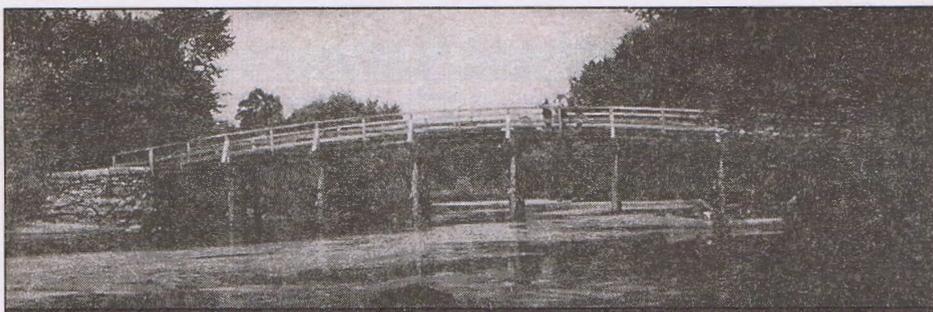


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— E. O. Wilson, Naturalist

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE



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 2005-2006.

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 accomplished at the end of their residency.

Persons seeking support for research leading to degrees are not eligible under this program. Candidates for advanced degrees must have received the degree or completed all requirements for it by the application deadline. Foreign nationals are not eligible unless they will have resided in the United States for three years immediately preceding the award date.

AWARD Fellowships funded by the Program will allow recipients to spend six months or a year in residence with access to resources at both the Schomburg Center and The New York Public Library. The fellowship stipend is \$25,000 for six months and \$50,000 for twelve months. The Program is supported by the National Endowment for the Humanities and the Samuel I. Newhouse Foundation.

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
Telephone: 212-491-2228, or visit our website at:
<http://www.nypl.org/research/sc/scholars/index.html>

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