



Newsletter

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Transforming America's History Museum

James B. Gardner



National Museum of American History reopens after \$85 million renovation

In 1964, the Smithsonian debuted its new history museum—the Museum of History and Technology. Reflecting its name, the central space featured two icons—the Star-Spangled Banner and a Foucault pendulum—representing, respectively, history and technology. By its fortieth anniversary in 2004, the museum had become the National Museum of American History (NMAH), the flag had been taken down for preservation reasons, the pendulum was gone, and the building had become arguably unwelcoming and challenging to get around in. Designed by the firm of McKim, Mead, and White in a Greek temple form marrying the modern and the classic, stainless steel and marble, the museum had been hailed as a “Contemporary Classic” when it opened. Forty years later that architectural “jewel” no longer sparkled.

Determined to restore some of its lost luster, NMAH in 2006 undertook an ambitious eighty-five million dollar renovation program that has fundamentally changed how the building functions and how visitors engage in and experience the history, collections, and exhibits that are what we are all about. Over the past two years, we have:

1. Updated the building's infrastructure—heating and air conditioning, elevators, rest rooms, and the like.
2. Refashioned the building architecturally—not the exterior but the interior, linking the first and second floor entrances, opening up new vistas, bringing natural light

See **NMAH** / 6 ▶

The Obama Phenomenon in Global Perspective

Lawrence J. Friedman

Thanks in large part to longtime *Journal of American History* editor David Thelen, the OAH has been very innovative in exploring how American history is understood through the lenses of scholars in other countries. This *Newsletter* issue falls within this decade and a half tradition. As Senator Barack Obama's travels throughout part of the Middle East and Europe in July 2008 made transparent, his candidacy as the first African American nominated for president by a major political party has evoked the curiosity and concern of people throughout the world. While American history is being reconfigured in significant ways as Obama pursues the White House, citizens abroad are sharing with historians based in the U.S. both the excitement and the potential deflation inherent in the event.

Our international contributors have diverse backgrounds—a United Arab Emirates investment banker, a South African journalist, a Kenyan literature professor and university administrator, a Bangladeshi physician, a leader of the peace movement in Japan, and a global ambassador for the American Friends Service Committee. Only two—our Nigerian and British contributors—have been trained professionally in history. Yet all of our contributors have historical perspectives as they characterize how the Obama candidacy has impacted traditional dreams and apprehensions within their nations. What unites our contributors even more is that all are public intellectuals who have been



During a visit to Africa, Barack Obama (second from left, back row) was photographed with his Kenyan relatives.

speaking for many years to general audiences about major national and global issues. Historian Russell Jacoby may be correct in registering a decline over the past half century in the impact of public intellectuals in America. But if our contributors are at least modestly representative of currents in their respective countries, the public intellectual as a social type has not receded abroad.

The American contrast with several other countries prompts a more disquieting issue. All contributors sent their essays electronically a few days after Senator Obama gave his acceptance speech at the Democratic National Convention in late August. Each contributor had the opportunity to characterize the immediate reaction to Obama's speech in her/his country. This introductory essay was written a month later and, while the election is too close to call, the deteriorating U.S. stock market seems to be enhancing Obama's standing in the polls. The global dimensions of this financial crisis

See **OBAMA** / 7 ▶

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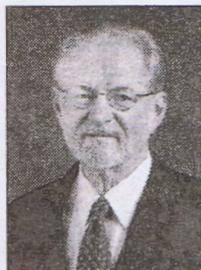
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The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

Planning for OAH's Future

Pete Daniel



Daniel

A committee set up by the OAH Executive Board is deeply engaged in drawing up a strategic plan that will set priorities for the next half decade. At the same time a search committee is looking for an executive director to replace Lee Formwalt, who is retiring next summer. These crucial projects are contextualized by Depression-like shadows over the national economy that could impact OAH finances. The conjunction of the strategic plan, the search, and a fragile economy, challenges us to rethink our priorities and find the ideal person to guide us in achieving them.

The OAH Strategic Planning Committee has been impressed with how the landscape of the history profession has shifted over the past decade and especially how the digital revolution impinges on every aspect of our work. We have also observed a generational split between those who were born to the web and those who race to keep up with it. The mentoring equation has been upended as many older historians ask for digital guidance from younger colleagues. Readers of the *Journal of American History* have been treated to imaginative supplementary material that greatly enriches scholarly essays. Extraordinary digital material accompanied the special *Katrina* issue, for example.

We have opportunities to increase the OAH web presence. In addition to revamping the OAH web site, I suggest that we add content that advertises our excellence and provides material for teaching. Videos of several OAH Distinguished Lectures would allow any teacher to tap into some of the country's best scholarship, and this would also advertise the quality of the distinguished lectureship program. A discussion site could provide space for scholars to debate current topics, exchange research information, and even share gossip. As the potential of the web increases exponentially, it is imperative that the OAH ride this wave and not get buried beneath it. The committee would welcome suggestions on how to make the OAH more responsive to members' digital needs. We welcome your comments at <strategic@oah.org>.

The culture of members has also changed since I joined the OAH as a graduate student in 1968. I thought that OAH membership was the first step on my path as a professional historian. Surveys have revealed that membership culture has shifted over the years. Today younger scholars expect to read the *Journal* online or in the library—sometimes only joining to give papers at the convention. Some prefer specialty organizations. Historians beginning both a career and a family often judge the OAH too expensive. If the *Journal*, the convention, the *OAH Magazine of History*, and other programs are not enough to attract members, what else does the OAH need to offer?

Our strategic planning committee seeks ways to make the OAH relevant, even indispensable, to all historians. The role of public historians, community college professors, and K-12 teachers in the OAH has increased enormously over the past decade, and has brought fresh perspectives on how history is generated and disseminated. Graduate students have demonstrated increasing interest in jobs outside the academy. When I give lectures, students invariably want to know more about museum work and other non-collegiate opportunities.

As strategic planning and the search for an executive director move through the current financial crisis, OAH leadership is paying close attention to possible impacts on our financial stability. With state tax revenues falling, scholarly institutions will face drastic cuts, and travel budgets will surely dry up.

I hope that hard times will not prevent members from attending the Seattle convention. Seattle has a rich intellectual and cultural life, offers spectacular views of mountains and water, provides inexpensive ferry rides, has excellent food, and many other delights. Our local resource committee has created a list of special opportunities and programs that will make the convention even more inviting. Finally, the program committee has crafted excellent sessions that will appeal to our diverse membership. I am planning to arrive early and stay late, and I hope to see you there. □

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Deadline for applications is January 15, 2009.
For more information and application instructions, visit
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Natalia Molina
David Moltke-Hansen
Rusty L. Monhollon
William E. Montgomery
Deborah Dash Moore
Regina A. Morantz-Sanchez
Stephanie A. Morris
Kathleen Mullins
Paul Muskett
Carl H. Nightingale
Stephen Nissenbaum
Elizabeth I. Nybakken
James W. Oberly
Gail W. O'Brien
Lawrence E. O'Brien
George B. Oliver
Patrick O'Neill
Eduardo Obregon
Pagan
Elaine Pasco
L.V. Patenaude
George F. Pearce
Pamela E. Pennock
Dorothy Perkins
Peter L. Petersen
Christopher Phelps
Patricia and
Anthony Pizzo
Rebecca Jo Plant
David R. Potthast
Leslie Pownner
Julia Rabig
Gary W. Reichard
Victoria C. Resnick

David Rogers
Donald W. Rogers
Roberta Rorke
Stanley Rosen
Cynthia E. Russett
Sara Rzeszutek
George J. Sanchez
Kirk Savage
Todd L. Savitt
Pam Schaffer
Constance B. Schulz
Morton Scott
John Servis
Chernoh M. Sesay
Herbert Shapiro
Mary Sheehan
Terry Shoptaugh
David P. Shriver
Julia M. Siebel
Edward M. Silbert
Paul L. Silver
Stephen Simons
Leslie Smith
George Smithson
Katherine Spada-Basto
Nita R. Spangler
Robyn C. Spencer
Robert Sperry
Judith M. Stanley
Kalyn Stephens
John T. Stephenson
Margaret Strobel
Marcia G. Synnott
John Tarver
Mary Thompson
Wayne Thurman
Ralph R. Tingley
Barbara L. Tischler
I. Bruce Turner
Melvin I. Urofsky
Daniel H. Usner
Lara Vapnek
Uma Venkateswaran
Charles Vincent
David J. Voelker
Richard Weichert
Penny Welbourne
John Welckle
Matthew Whitaker
Stanley B. Winters
Bill Wittenbreer
Mark A. Wright
David M. Wrobel
Kinya Yamakawa
Hilary Yewlett
Paul C. Young
Charles A. Zappia
Rebecca Zurier

Tribute Gifts to OAH In Memory Of

Erik Barnow
Stephen W. Botein
Merle Curti
Angie Debo
Norman Ford
George M. Fredrickson
Fred Harvey Harrington
Nadine Ishitani Hata
Velma G. Hendricks

John Higham
Reuben Jamitz
Irving Katz
K. Thomas Kawaguchi
Barbara and
Joseph Kehoe
Lawrence W. Levine
Ric Masten
Stow Persons
Armin Rappaport
James A. Rawley
Roy Rosenzweig
William Shorrock
Rudy Vecoli
Marvin Wachman
Robert Wiebe
Harvey Wish
Carl Wittke

In Honor Of

Daniel Aaron
David Amidon
Herman Belz
Michael Bernstein
William Chafe
Robert Cherny
Marsha Chandler
Scott Cowen
Constance Curry
Pete Daniel
Lee Formwalt
Heath Fox
Carole Haber
Bonnie and Mattie
Harris-Lowe
Darlene Clark Hine
Jonathan Jasper
Wright Institute
Juli Jones
Howard Lamar
Susan McGrath
Marie Tyler-McGraw
Ronald U. Moore
Gary B. Nash
Northwestern University
History Department
Susan E. O'Donovan
Otto Olsen
Marc Schukit MD
Virginia Shadron
Susie Strasser
Joel A. Tarr
Richard White
Bob Zellner

OAH Distinguished Lectures

The following individuals have contributed to OAH their honoraria for lectures given during this period.

Fred Anderson
Eric Arnesen
Stephen Aron
Gail Bederman
Carol Berkin
Allida M. Black
Richard J. M. Blackett
David W. Blight

Elizabeth K. Borgwardt
Kevin Boyle
John H. Bracey Jr.
Barry Bradford
T. H. Breen
Paul M. Buhle
Richard Carwardine
Edward Countryman
Kathleen Dalton
Roger Daniels
Tom Dublin
Laura F. Edwards
John Ferling
Paul Finkelman
Joanne B. Freeman
Donna Gabaccia
Elliott J. Gorn
James N. Gregory
Robert Gross
Kristin Hoganson
Michael F. Holt
Woody Holton
David Jaffee
Daniel E. Joseph
Stanley N. Katz
William Howland Kenney
Linda K. Kerber
Wilma King
Jon Kukla
Peter Kuznick
Nancy Langston
Chana Kai Lee
Allan J. Lichtman
James W. Loewen
Waldo E. Martin Jr.
Edith P. Mayo
Jeff McClurken
Stephanie McCurry
Sally G. McMillen
Joanne Pope Melish
Marla R. Miller
Clyde A. Milner II
Gregory H. Nobles
Lisa Norling
Mary Beth Norton
Barbara B. Oberg
Carol A. O'Connor
David M. Oshinsky
Elisabeth I. Perry
Kimberley L. Phillips
Jack N. Rakove
Daniel T. Rodgers
Clara E. Rodriguez
David R. Roediger
Vicki L. Ruiz
Neal Salisbury
Virginia Scharff
Bruce J. Schulman
Bryant Simon
Marjorie Spruill
James Brewer Stewart
Thomas J. Sugrue
Jeremi Suri
William G. Thomas III
Robert Brent Toplin



and new lighting into the dark center core, providing better orientation and wayfinding, and generally enhancing the visitor experience to NMAH. Leading this effort has been the architectural firm of Skidmore, Owings, and Merrill.

3. Constructed a state-of-the-art gallery for the Star-Spangled Banner so that we can return that national symbol to the heart of the museum where it belongs. The lead designers for this have been C&G Partners and Chermayeff & Geismar Studio.

The key to the renovation is this last point—creating a new home for the flag is where we began the planning, and the flag's new home is the dramatic architectural anchor for the museum. That new home also provides a state-of-the-art environment for the flag. With major support from Polo Ralph Lauren, we have been working for the past nine years to ensure its preservation for generations to come, and every design decision has taken that responsibility into account. But this is not just about architecture and preservation—most importantly, it is about engaging visitors in the story and meaning of the Star-Spangled Banner.

For the past decade, the reinterpretation and contextualization of the museum's collections has been a top priority—the flag is just the most recent focus. Consider, for

example, two other iconic objects installed in the museum when it first opened in 1964—the Ipswich house and the 1401 locomotive. When the museum opened in 1964, the interpretation of the Ipswich house centered on building technology, but the exhibition *Within These Walls . . .* dramatically shifts the focus to five families who lived in this house over two centuries and whose experiences provide insight into larger historical ideas. For example, the story of the Revolutionary War era couple who lived here with their African American servant, Chance, who was likely a slave during the Revolution, challenges visitors' assumptions about freedom and equality. Similarly, the 1401 locomotive, a popular part of the rail hall since the museum's opening in 1964, has now been reinterpreted as part of an exhibit entitled *America on the Move*. It stands in the same location as it did in 1964, but visitors now find it in a new context, pulled up at a re-creation of the Southern Railway train station in Salisbury, NC. In the waiting room, they encounter the story of Charlotte Hawkins Brown, an African American educator from North Carolina who fought Jim Crow practices on the railroad in the 1920s. We are challenging visitors to think about how the choices we make shape us as a people.

Our goal has been to similarly expand the context and meaning of the Star-Spangled Banner—to engage visitors in the meaning and significance to our history of this flag.

This is the actual flag that Francis Scott Key saw flying over Baltimore's Ft. McHenry on September 14, 1814, and that inspired him to write the song that became the National Anthem. But we argue that its significance is greater—the flag stands for a critical moment in the nation's history when its future was uncertain, a moment of which most of our visitors have little knowledge. We know visitors do not fully appreciate what was at stake in the War of 1812 and we use the entrance to the new flag gallery to put the flag back in the moment, when the nation's capital had been burned and the fate of the republic was unsure. When they see the flag, it is in a quieter, more subdued space than the past—a space designed to encourage visitors to think about the meaning of the flag, not only for Key at that moment in 1814, but also for us today. And then, as they leave the exhibition, we encourage visitors to think about the contested meaning of the flag in American life and about the enduring legacy of not only this flag but the American flag.

With the completion of the renovation this month, visitors have new restrooms, natural light, and all the rest—but the flag is the centerpiece of the renovation. It represents what we stand for as a museum: the repository for the nation's collections, indeed for the nation's memory.

James Gardner is the associate director for curatorial affairs at the National Museum of American History, Smithsonian Institution.

Call For Presentations

American Culture, American Democracy Wednesday, April 7 to Saturday, April 10, 2010 Hilton Washington, Washington, D.C.

With the theme of "American Culture, American Democracy," the 2010 Organization of American Historians program committee seeks a wide-ranging program that will highlight the culture and cultures of the United States and how those have shaped the practice of American democracy. We look for proposals that cover the full chronological sweep of the American past, from pre-Columbian years to the twenty-first century, and the rich thematic diversity that has come to characterize contemporary American history writing and teaching. The program aims to include those teaching at universities, colleges, community colleges, and secondary schools, public historians, and independent scholars. Meeting in the nation's capital, the program should feature sessions on the shaping of the federal government and its domestic and foreign policies, as well as sessions that emphasize museums, archives, and American politics. Appropriate for a conference in a cosmopolitan city and a global age, we particularly encourage international participation.

The program committee invites the submission of panels and presentations that deal with these and other issues and themes in American history. We welcome teaching sessions, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and history educators at all levels. We urge presenters to continue the ongoing transition from simply reading papers to more actively "teaching" the topic of their sessions. We prefer to receive proposals for complete sessions, but will consider individual paper proposals as well.

The program should reflect the full diversity of the OAH membership in the United States and abroad. Wherever possible, proposals should include presenters of both sexes and members of ethnic and racial minorities. Panels should also represent a range of historians (public and academic) and history professionals, wherever they are employed and at varying levels of seniority in the profession. We encourage more senior historians in particular, to present their own research. We also welcome debate on challenging and controversial issues.

The 103rd Meeting of the Organization of American Historians

Registration and Membership Requirements

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

Repeat Participation

OAH policy prohibits individuals from participating in two consecutive annual meetings in the same role and limits individuals to appearing only once on the program in a given year. If you have questions about this policy, please email the OAH meetings department.

Submission Procedure

Proposals should be submitted electronically beginning October 1, 2008 at <www.oah.org/2010/>. Please download proposal system instructions before beginning your submission. Complete session proposals most often include a chair, participants, and, if applicable, one or two commentators (chairs may double as commentators, and commentators may be omitted in order for the audience to serve in that role). Session membership should be limited by the need to include substantial time for audience questions and comments. All proposals must include the following information:

- complete contact information and affiliation for each participant
- an abstract of no more than 500 words for the session as a whole
- a prospectus of no more than 250 words for each presentation; and
- a vita of no more than 500 words for each participant

THE DEADLINE FOR PROPOSALS IS FEBRUARY 15, 2009.

2010 OAH Annual Meeting Program Committee:

Kristin L. Ahlberg, Office of the Historian, U.S. Department of State
Tim Borstelmann, University of Nebraska-Lincoln, Chair
Margot Canaday, Princeton University
Maria Cristina Garcia, Cornell University
Sharon Leon, George Mason University
Tiya Miles, University of Michigan
Jon Sensbach, University of Florida
Howard Shorr, Portland (OR) Community College



parallel global recognition of the importance of the Obama candidacy. By the time you receive this issue of the *OAH Newsletter*, the outcome of the election will have been decided. Judging from the essays of our contributors, Obama would easily have won if the election had been held in each of their countries. But antiblack racism in the U.S. has intersected with nativism, and issues of social class—all within a gendered context. Roughly twenty-six to thirty-two percent of whites who have been polled here have persistently and negatively asserted that Obama is a “Muslim” and possibly linked to terrorism. Meanwhile, Republican vice presidential nominee Sarah Palin has presented herself as a white woman of the 1950s with a decidedly rural lower middle class demeanor, which has reinforced important gender and class elements during the last two months of the campaign.

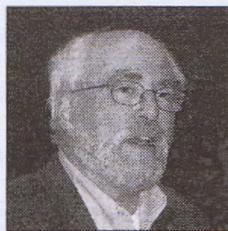
Even if this racist-nativist-sexist and social class interplay does not determine the result of the November 4 election, that hardly makes these aspects of the campaign extraneous to historians. Fortunately, a number of American historians (several of whom were OAH presidents) have helped us to understand the interplay. With his focus on nativism, for example, John Higham underscored how it connected with racism, sexism, and issues of social class. Regularly exploring the history of women, Gerda Lerner and Fawn Brodie emphasized the links to race, class, and notions of the “foreigner.” John Hope Franklin, Leon Litwack, George Fredrickson, and Lawrence Levine often wrote on African American history, but they never deemphasized the interpenetration with racism, nativism, sexism, and social class. Different as their general views of the historical process were, C. Vann Woodward and Richard Hofstadter invoked very sophisticated perspectives on social class and its interconnection with notions of “the other.” Perhaps most of all, we American historians are indebted to Winthrop Jordan. Nearly half a century ago, Win taught us that we must forever juggle changing manifestations of Anglo-American racism with images of the “foreigner” and the “unwashed” as the “other”—all within a significantly gendered background. Succinctly, we can understand the outcome of the November election and the high negativity of many voters toward Senator Obama as “other” in the months and years ahead owing to a number of outstanding scholars who have made the OAH a treasure trove for historical understanding. With this issue of the *Newsletter*, we continue our tradition of looking at the American experience through the eyes of scholars and observers outside the United States. □

Lawrence J. Friedman is professor of philanthropic studies at Indiana University and visiting scholar in the history of science at Harvard University.

Obama in Global Perspective

Joseph Gerson

Working as the Director of the Peace and Economic Security Program of the American Friends Service Committee in New England, my travels and trajectory allow me privileged contact with peace movement and



NGO leaders and diplomats from many countries. Since the beginning of the year I have made repeated trips to Asia for meetings that focused on U.S.-Chinese relations, U.S. regional hegemony, nuclear weapons abolition, and deepening South Korean democracy, as well as traveling to Germany for an international conference on Afghanistan. One thing that these activists (the majority of whom are associated with their nations’ Left) and the diplomats have in common is a realpolitik frame of analysis, which, in the case of peace and democracy activists, is complemented by a rational idealism. While most appreciate that an Obama election could have significant impact on U.S. political culture and domestic policies, their experience with U.S. imperialism, in Republican and Democratic administrations alike, means that they do not have great expectations of Obama and see only marginal differences between him and John McCain on foreign and military policy issues. The reporting that follows focuses on their expectations related to Afghanistan, the Middle East, and progress toward nuclear disarmament. Given the reticence of Chinese officials to comment about the U.S. election and the tradition of bipartisan implementation of U.S. Asia-Pacific hegemony, most recently reflected in the 2007 Armitage-Nye report, “Getting Asia Right for 2020,” my friends and interlocutors in Asia expect continuity regardless of who is elected in November.

I had opportunities to talk with representatives of the Revolutionary Afghan Women’s Association while in Germany and Japan. In both cases these were educated and thoughtful women, each of whose parents were murdered by Islamist fundamentalists. They make little distinction between the Taliban and the Northern Alliance war lords allied with the United States, both of whose forces routinely practice rape, murder, and the repression of women in a country where it is “revolutionary” to advocate the rights of women. They have been deeply troubled by Obama’s repeated calls for escalating the Afghan war. Believing that only the Afghan people can and should determine their nation’s future, as one informant stated, they expect that, for the Afghan people, Obama will be even “worse” than Bush. As she said “We’ve seen the consequences of the War on Terrorism in Afghanistan, and he is working to intensify it.”

With President Bush and John McCain insisting that victory in Afghanistan is the “litmus test” for NATO, and with Obama’s call for more NATO troops to be sent to Afghanistan, withdrawal of European troops from this Central Asian war is becoming the unifying demand of the European peace movement. As one German activist wrote after Obama’s now famous rally beneath the Prussian victory statue, many who were there to cheer him on cringed when he called for more German troops to fight, kill, and die in Afghanistan.

In Asia and the Third World, where people have a profound understanding of race after centuries of European and U.S. domination, and among many “progressives” in Europe there is an understanding that the election of an African American U.S. president would be significant in ways that we cannot yet fully understand. One fifty-year veteran of the Japanese peace movement put it in this typi-

cally understated Japanese way: “Obama would be the first African American president in the United States, and that would be good. But what will his policies toward Israel and the Middle East be?”

Getting diplomats to speak frankly about their hopes, or where their nations’ interests lie, is like pulling hens’ teeth, so I asked a First Secretary, “What can an Egyptian diplomat tell me off the record about his expectations of an Obama presidency?” His response was appropriately realpolitik: “We look at the presidential election through

the prism of foreign, not domestic, policy commitments. Look at the Middle East. To be honest, you can see slight differences. But, at the end of the day, Egyptians and Arabs don’t expect any major change in policy. Speaking at the AIPAC convention, Obama, McCain, and Clinton were tripping over one another to gain Jewish support. In fact, because of his lack of foreign policy experience, Obama will probably act tougher in order to prove that he has mettle.”

As one German activist wrote after Obama’s now famous rally in Berlin, many who were there to cheer him on cringed when he called for more German troops to fight, kill, and die in Afghanistan.

probably act tougher in order to prove that he has mettle.”

The U.S. peace movement has communicated the differences between Obama and McCain over nuclear weapons policies to our European and Asian allies. Pressed by community based activists during the presidential primaries, and encouraged by the Shultz/Kissinger/Perry/Nunn op-ed appeals for the U.S. to end its nuclear double standard and to carry through its Nuclear Nonproliferation Treaty Article VI commitment to negotiate the elimination of their nuclear arsenals, both Obama and McCain, unlike Bush, have reiterated a U.S. commitment to a nuclear-weapons-free world, even if McCain has said, “It’s naïve to say that we will never use nuclear weapons.”

They know that even as Obama has pledged to “retain a strong [nuclear] deterrent,” he has said that “America seeks a world with no nuclear weapons,” and that he supports ratification of the Comprehensive Test Ban Treaty, negotiation of a fissile materials cut off treaty, and a de-alerting agreement with Russia to take missiles off hair-trigger alert.

In this regard, exchanges with senior officials of the Hiroshima Peace Culture Foundation (the Hiroshima Peace Museum and its research and education arms) on the anniversary of the first A-bombings were hopeful and sobering. They recognize that “the outcome of the election will impact the NPT Review.” They believe that, if elected, Obama will need to move quickly if U.S. commitments to disarmament are to be credible come April 2010 and the existentially important NPT Review Conference. But hopes in Hiroshima for fundamental change are not high. As the U.S.-born chairman of the foundation put it, “Even if we elect Obama, we’re still in the war culture.”

In conclusion, consistent with Andrew Bacevich’s recent observations, the political figures, activists, and diplomats from Asia, Europe, and the Arab world whom I have been speaking with expect more continuity than change in U.S. foreign and military policies. □

Joseph Gerson is the Director of Programs of the American Friends Service Committee in New England and is the author of Empire and the Bomb (2007), The Sun Never Sets (1991), and numerous other books and articles.

Obama through the Eyes of Middle Easterners and North Africans

Miray Zaki

With an Arabic middle name (Hussein—meaning “Handsome” and referring to one of the Prophet Mohammed’s followers), Barack Obama has attracted much of the Muslim world’s attention. “If he’s a Muslim he’ll defend the Islamic cause against the infidels!” “Will he be the first black president of the United States?” “What are his motivations towards Africa and the Islamic world?”



And many other comments are heard within the Arab world of the Middle East and North Africa (MENA).

Earlier in the race, the overwhelming sensation in the MENA region was appreciation and respect for a nation where a black American of Kenyan descent, a white woman (and an ex-First lady), a Mormon, and reputable gentlemen of various age groups can democratically compete for the presidency.

Once the race has been trimmed down to Obama and McCain, it is important to note that perceptions of a viable president in the Arab world vary drastically from those in the western countries. For instance, religion, ethnicity, and education are not front and center in the minds of western voters; meanwhile, they are focal points (especially the religion issue) for almost all Middle Easterners.

Despite the fact that race, particularly designations as “white” and “black,” does come into question in an American or western vote, it is not an issue when it comes to MENA voters. MENA voters focus more on the nominee’s motivations/agenda, educational background, religion, and connections when it comes to presidential elections. Race does, however, play a role in marriages whereby there is a slight preference towards lighter toned people.

Perceived occasionally as “snobbish” and occasionally as the “voice of modern democratic reason,” Senator Obama has generated many opinions across the Arab world. Informal polls on the Internet have suggested that the intellectual experts are almost unanimous in their skepticism of both the U.S. Presidential race and the candidates, with occasional support for the Democratic candidate.

Since the current president is a Republican, some people in Arab world fear that a third Republican term would mean the continuation of a policy of acquisition of critical Middle Eastern territory in the name of the so-called “war on terror.” Obama, as a Democratic nominee, therefore has a comparative advantage. Pundits in the Middle East, however, recognize and appreciate the fact that not all Republicans are alike and that Senator McCain has vast foreign policy expertise which Senator Obama lacks. Meanwhile, Senator Obama’s early opposition to the war in Iraq was a significant plus in shaping his political image in the Arab world.

Aside from foreign policy expertise, education is a major differential between the candidates. Obama’s law and civil rights background, prior to his service in the Senate, sets him at a comparative advantage over McCain’s Naval Academy background. Despite the fact that McCain’s na-

val background lends him considerable credibility while addressing issues like war and peace, Obama’s lack of military exposure lends him a more “peaceful” demeanor in the eyes of MENA dwellers.

By far Senator Obama’s biggest “strength,” in the eyes of the Arab and Islamic world, is his heritage. The dominant religion in the Arab world is Islam. Looking back at Obama’s childhood, he attended a Muslim school in a Muslim country (Indonesia) and had Muslim biological and step-fathers. Consequently, the fact that Obama is perceived as being raised a Muslim gains him blinding acceptance in the hearts of millions of Muslim Arabs—especially from those who think his claims that he is a Christian are just temporary to attract voters from the Bible Belt. From the American perspective, twenty-six percent of voters consider him a Muslim, which may earn him the votes of Muslim Americans, but lose those of other and more skeptical Americans. Informal conversations with strong Muslim believers reveal that, if Obama was indeed a convert from Islam to Christianity, they believe he should—under Islamic Shariaa law—be killed.

On the other hand, with more voices championing the first U.S. African American “Muslim” president, Christians, predominantly in Northern Africa, are becoming more anxious. Irrespective of Obama’s religious beliefs, some Christians in the MENA region are skeptical that once elected president, Obama would defy his predecessor’s support of human rights in the Middle East—particularly the right to freely practice one’s religion.

As smart politicians, Senators Obama and McCain often tactfully dodge questions about their individual stances on the Middle Eastern issues: Palestine, Iraq, Iran, Pakistan, and other hot topics. Although starting off his campaign with neutral to positive comments towards the Arab-Israel conflict (from an Arab perspective), Obama changed his tone and language the further he went in the race. Senator Obama’s views on such issues are simply not understood in the region, especially following his visit to the Middle East and his statements in Israel (1). Obama’s selection of Joseph Biden as his running mate added to this skepticism, as news hit major newspapers in the region, “many Arabs [who view Biden as pro-Israel] were flabbergasted” (2). An interesting balance exists, however, in people’s perception of both Obama and Biden as “non-war politicians” and the fact that Obama—unlike Senator McCain—included meeting Palestinian leader Mahmoud Abbas on his itinerary.

Among all these tangents and opinions, one fact dominates: with the onset of every presidential election, the lay Arab person on the streets is becoming more and more engaged and tuned into the American political process that will ultimately define how the region (Middle East and Africa) will shape up (or down). Following the opening of the Democratic National Convention featuring Senator Kennedy and Michelle Obama, the overriding sentiment in the Middle East is slowly tilting toward Obama. □

Endnotes

1. <<http://latimesblogs.latimes.com/babylonbeyond/2008/07/middle-east-mix.html>>
2. Al Tamimi, Jumana. “Will Biden be good for Arabs”, *Gulf News* (United Arab Emirates), August 26, 2008, 15.

Miray Zaki earned an MBA from the University of Chicago. She is a former associate at Deutsche Bank Group, London, and currently resides in the United Arab Emirates.

The Obama Phenomenon in Great Britain

Richard H. King

If Britain were an American state, it would be a “blue” one. And if British voters could vote in American presidential elections, they would pretty overwhelmingly vote for Barack Obama. Even before Obama visited Britain in late July, a poll indicated that 53 percent were pro-Obama, 11 percent were for McCain and 36 percent were agnostic. Why the great support for the junior senator from Illinois? At present, British voters, particularly natural Labor supporters, are occupying a political vacuum. Conservative leader David Cameron now outpolls the sitting Labor prime minister, Gordon Brown, having done a superb job both in reviving the Conservative Party and attracting floating voters away from Labor. Thus progressive voters in Britain, including some Tories, clearly find Obama’s call for change and his general style very attractive.



Ironically, some of the qualities that make Obama attractive to British voters also make David Cameron more palatable than one would expect. Both promise new departures for the country and/or their parties, and both have been attacked for offering a politics of style rather than substance, one at odds with their party’s dominant traditions. With the aura of youth about them, Cameron and Obama are more appealing to centrist voters than the dour Brown, whose political appeal roughly equals that of Jimmy Carter in the waning days of his administration. Yet the parallels between Cameron and Obama only go so far. Obama is more liberal, Cameron more conservative, than their vaguely progressive image indicates. Moreover Obama’s race (“black” in American terms) and his family background add a subtle depth to his politics that are lacking in David Cameron’s, an Etonian and graduate of Oxford.

Obama’s campaign has received a remarkable amount of attention in the British press. *The Guardian* coverage of the long nominating season has been the most extensive in years—and largely lacking the soft anti-Americanism of the “some of my best friends are Americans, I love visiting there, and isn’t the music great BUT . . .” variety common among middle class Labor voters in Britain. Like most Europeans, Britons tend to patronize American politics and politicians, quadrennially trotting out tired old chestnuts such as “Why don’t more Americans vote?” and bemoaning the costs of political campaigning in the U.S. Indeed there is a tendency for them to be highly critical of any American president until he leaves office at which time he becomes a figure of nostalgia. Bill Clinton, for instance, is now regarded with considerable affection, but when he was in office, *The Guardian* ran articles referring to him as “white trash” and a “redneck.” This time around things seem different. Overall, the Democratic primaries in general, and Obama’s candidacy in particular, have refocused the image of America in a more positive way than anything else in recent memory.

See **OBAMA** / 16 ►

From Lecture to Lesson through “Opening Up the Textbook”

Daisy Martin

Thirty high school teachers, all taking part in the local Teaching American History grant, listen to a history professor talk about the New Deal. The lecture is transplanted from the professor's college level survey course. There is a guiding outline on the screen, and the professor invokes historiographical debates, quotes Francis Perkins and FDR, and describes opposition and support for the government's policies.

Anyone familiar with professional development for K-12 teachers will recognize this scene. Planners and policymakers claim such lectures will increase teachers' understanding of history, which will then translate into increased student achievement. The goal is one we all applaud, but its logic is suspect. The notion that students will learn more history because their teachers have heard some good lectures ignores the realities and working conditions in today's high schools.

A high school teacher's classroom is a different world from the college professor's. Pressured by state standards, faced with the daily press for coverage and classrooms that include unmotivated or struggling students, high school teachers often have only the textbook easily available as an instructional resource. They may wish that a transplanted college lecture would work in their classrooms, but they know better.

Given that such approaches are a mainstay of professional development, what tools improve the odds that a historian's lecture could actually make a difference to high school teachers and their students? My colleagues and I have created one such tool and it relies on an unlikely resource. In the “Opening Up the Textbook” (OUT) lecture that we have developed, the point of departure is the very narrative that teachers find in their own, much-reviled history textbook. By focusing on such narratives, and then bringing in other sources to challenge them, historians model the nature of the discipline—how they use texts to challenge other texts and, in the process, enlarge their understanding.

The New Deal: An Example

Consider the following passage from the California edition of a popular textbook:

The New Deal changed the link between the American people and their government. The leaders of the 1920s had promoted business as the best way to achieve progress, and they generally viewed government as a barrier to progress. Roosevelt believed that government could help businesses and individuals achieve a greater level of economic security. The new role for government meant a much bigger government. Dozens of new programs and agencies put people in contact with their government in ways they had not experienced before. Americans now began to look regularly to government for help. Roosevelt and the New Deal were both praised and hated for this. For some, this change brought a welcome shift from the laissez-faire policies of the 1920s. To others, it threatened the basic character that had always held the country together (1).

An OUT lecture might begin by having participants read this passage carefully and generate questions about it.

“Is that true—that FDR was as concerned with businesses' economic security as he was with individuals' security?” asks one teacher. Another wonders, “What is this ‘basic character’ of the country that the text refers to?”

Most important to an OUT lecture is the importing of other sources that highlight the textbook's gaps, failings, or watered-down prose. For example, a historian might offer the following excerpt from Eric Foner's *The Story of American Freedom*,

Like the Civil War, the New Deal recast the idea of freedom by linking it to the expanding power of the national state. But now, economic security, not the civil and political rights of the former slaves and their descendants, dominated discussions of freedom. “Our democracy,” wrote John A. Ryan, “finds itself . . . in a new age where not political freedom but social and industrial freedom is the most insistent cry.”³ During the 1930s, the federal government took up this responsibility, laying the foundation, in the name of greater freedom, for a broadly based American welfare state. . . .

Roosevelt conceived of the second New Deal, and especially Social Security, as expanding the meaning of freedom by extending assistance to broad groups of needy Americans—the unemployed, elderly, and dependent—as a universal right of citizenship, not charity or special privilege (2).

Juxtaposing this account with the high school textbook helps teachers, especially those who have never experienced a university seminar, see that the same historical story is not always told the same way. First, just the existence of footnotes marks the second excerpt as different. Then there is the substance. Nowhere in the first excerpt is economic security linked to ideas of freedom. Yet, Foner depicts this link as important to Roosevelt's understanding of what he was doing and the rhetoric that surrounded New Deal reforms. Comparing the two passages not only surfaces that idea, it demonstrates that a classroom textbook is only one source among many, not—as some teachers and many students believe—the final, irrefutable word on the past.

Montgomery Bus Boycott

Whether we like it or not, textbooks continue to serve as the primary instructional resource in many classrooms (3). It is this somewhat unsettling reality that prompted our then Stanford team—Sam Wineburg, Chauncey Monte-Sano, and me—to revise our Teaching History course for prospective teachers. While lessons on the use of source materials are important, we found they are often removed from what teaching candidates observe in real schools. Because the gap between what we advocated and what our students encountered in the field was so great, we crafted a pedagogy that started with the routine—the textbook—but pushed towards the ideal—teaching students to think and read historically (4).

“Opening up the textbook” can take many forms—comparison, direct challenge, narrativization, articulating silences, vivification, and close reading—but what unites these approaches is the same point of departure: teaching teachers (and by extension their students) to become

thoughtful consumers of textbooks (5). A second example based on the Montgomery Bus Boycott makes this goal clear (it is drawn from the website <<http://historicalthinkingmatters.org/>> where readers can find more resources supporting this lesson idea) (6).

In December 1955, Rosa Parks of Montgomery, Alabama, became nationally famous. She refused to move to the rear of a Montgomery city bus so that a white man could have her seat. At the time, blacks were forced to extend such courtesies to whites, and Mrs. Parks was arrested for disobeying the law. The following night, the Rev. Dr. Martin Luther King, Jr., organized a bus boycott that lasted more than a year (7).

Historians will find several errors in this passage. (It is drawn from an older textbook specifically chosen to provide a clear example: still, many students are reading passages all too similar to this one.) Giving workshop participants this passage, then following up with a 1954 letter from Jo Ann Robinson, then president of the Montgomery Women's Political Council, provokes questions about the textbook's story. Her letter, written more than a year before Parks' arrest, warns the mayor of Montgomery that, “even now plans are being made to ride less, or not at all, on our busses.”

Robinson's letter calls into question the textbook's account that the boycott was a spontaneous event arising out of Rosa Parks' arrest. Complicating that narrative allows teachers to generate more questions: What was already happening that sparked the rapid response to her arrest? Why did the boycott happen in December 1955 and not 1954? Who was this Jo Ann Robinson and what was her role in the boycott that eventually took place?

The OUT approach is one response to a challenge faced by many engaged in professional development: helping teachers translate new historical understanding into effective classroom lessons. It acknowledges the working conditions of teachers and recognizes that the history textbook is their most readily available resource. But its real strength lies in using that same textbook to show that history is the study of multiple accounts that must be analyzed, compared, and synthesized to yield a fuller understanding of the past.

This approach to professional development requires that historians get their hands on a current high school textbook, preferably one used in local classrooms. Before a lecture, historians would select a passage and supply additional sources to “open it up.” Selecting excerpts that target key aspects of standards-based topics will make these lectures and documents even more useful. Teachers will not only deepen their own understanding of history and the role of the textbook, they will come away with specific sources to help students understand the same.

Too often, efforts to improve education ignore or minimize the working conditions of K-12 teachers. As new collaborations and dollars are devoted to improving classroom instruction and student achievement, we must create instructional tools that fit teachers' occupational realities

News of the Organization

Spring/Summer 2008 Action Items of the OAH Executive Board

The following actions were taken by email by the OAH executive board subsequent to its spring 2008 meeting in New York City:

By e-mail on April 24, 2008, the executive board voted to pay Carol Berkin an honorarium of \$3,000 for her presentation to the TAH symposium at the OAH Annual Meeting in New York.

By e-mail on May 17, 2008, the executive board voted to have a joint meeting with the National Council for Public History in 2012 in Milwaukee and that a joint ten-member program committee for the 2012 meeting should be appointed by OAH Vice President Alice Kessler-Harris and NCPH President Martin Blatt.

By e-mail on May 17, 2008, the executive board voted to approve the following new bylaw:

Darlene Clark Hine Award. This committee is composed of three members appointed annually. The award is given annually for the best book in African American women's and gender history.

By e-mail on July 24, 2008, the executive board authorized the president and president-elect to appoint and cochair a search committee for a new executive director whose term would begin in 2009.

By e-mail on August 2, 2008, the executive committee voted to have OAH join as a plaintiff in a lawsuit filed by the Citizens for Responsibility and Ethics in Washington (CREW) against Vice President Richard Cheney and the National Archives to ensure the preservation of Cheney's vice presidential records after January 20, 2009.

Fall 2008 Action Items of the OAH Executive Board

At its October 2008 meeting in Salt Lake City, Utah, the OAH Executive Board took the following actions:

Approved the minutes from the March 27-30, 2008 executive board meeting in New York City as well as the minutes of actions taken subsequent to the meeting.

Approved the appointments to OAH service and award committees made by the OAH Committee on Committees.

Approved the Executive Office's recommendation for appointment of the following individuals to the new *OAH Magazine of History* Editorial Board: Keith Berry, Kevin Byrne, Billie Jean Clemens, Kimberly Gilmore, Cathy Gorn, Lisa Kapp, Rita G. Koman, Stephanie Rossi, Gideon Sanders, Cynthia Stout, Laura Westhoff, and Linda Sargent Wood.

Thanked the ninety-eight OAH members who graciously gave their time to deliver more than one hundred OAH Distinguished Lectures from July 2007 through June 2008; and especially Fred W. Anderson, Eric Arnesen, Stephen A. Aron, David W. Blight, Timothy H. Breen, Paul Finkelman, Stanley N. Katz, Wilma King, Chana Kai Lee, James W. Loewen, Sally McMillen, Lisa A. Norling, Neal Salisbury, and Bruce J. Schulman who delivered more than one lecture.

Selected the recipients of the 2009 OAH Distinguished Service Award who will be announced at the annual meeting in Seattle on March 28, 2009.

Selected the recipient of the 2009 OAH Friend of History Award who will be announced at the annual meeting in Seattle on March 28, 2009.

Approved *Journal of American History* Editor Edward T. Linenthal's recommendation for appointment of the following to the *Journal of American History* Editorial Board: Ann Fabian, Kristin Hoganson, Karen Leong, and Jonathan M. Schoenwald.

Approved the replacement of the OAH Executive Board subcommittees with the appointment of an executive board liaison to each OAH service committee.

Approved a bylaw replacing the Joint OAH/AHA Committee on Part-time and Adjunct Employment with a regular OAH service committee devoted to that issue.

Approved replacing the OAH Ethics and Professional Standards Committee with an ad hoc committee on Ethics and Professional Standards as needed.

Approved a revised e-mail protocol for the OAH Executive Board.

Accepted the FY 2008 OAH audit prepared by Crowe Horwath of Indianapolis.

Approved the FY 2009 Revised Budget including a revision to the Fund for American History policy that FAH proceeds be used solely for new projects or initiatives for up to three years, so that new projects could continue to receive FAH funding after their third year.

Voted to suspend publishing the Palgrave Macmillan/OAH *Best American History Essays* series until an evaluation is made of the 2009 volume, *The Best American History Essays on Lincoln*, edited by Sean Wilentz. □

2008 OAH Membership Survey

The Executive Board of the Organization of American Historians is developing a new Five-Year Strategic Plan. We are seeking information about your experience with the activities of the OAH as well as your overall ideas about the organization and your work as a historian. We believe this survey will take about fifteen minutes to complete. It involves both multiple choice and open ended responses. If you did not receive an e-mail containing a link to the survey, please contact the membership office to receive your copy. <<http://www.oah.org/about/contact.php>> □

Community College Educators Workshop at the 2009 OAH Annual Meeting

The Organization of American Historians is proud to announce that, with the generous support of Pearson, we are offering a special workshop for Community College historians on the first day of the 2009 annual meeting in Seattle. This half-day workshop will run from 7:30 AM to 1:00 PM Thursday, March 26, and will include sessions on instructional methods, assessment methodologies, and a keynote address from Dr. H.W. Brands. Lunch and a mid-morning coffee are included. Participant cost will be \$25, in addition to regular meeting registration.

Also, on Saturday, March 28, Bedford St. Martins Press will host a breakfast for Community College faculty. We invite you to join us for both. □



Just written a great article? Need money to finish dissertation research? Published a pathbreaking book this year? Seen an outstanding documentary lately? Know an innovative high school history teacher?

APPLY OR NOMINATE SOMEONE FOR 2009

OAH AWARDS AND PRIZES

The Organization of American Historians sponsors or cosponsors more than twenty awards, prizes, grants, and fellowships to recognize scholarly and professional achievements in the field of American history. The awards and prizes are presented during a special ceremony along with the presidential address at the OAH annual meeting. Most deadlines are between October 1 and December 1, 2008.

For descriptions, application instructions, and guidelines, visit:

<www.oah.org/activities/awards>



How Are Electronic Records Affecting Your Research? The OAH Wants to Know

Taking a Byte Out of History: The Archival Preservation of Federal Computer Records, a report issued by Congress in 1990, found that while many government records worthy of preservation for historical purposes will exist only in electronic form, "the traditional approach of preserving paper documents may not be adaptable to electronic records." (The full report may be found online at <<http://www.oah.org/reports/>>.)

The OAH wants to learn about your experiences using, preserving, or maintaining electronic records in historical research. The OAH Committee on Research and Access to Historical Documentation wants to hear from you. Please send information to Noralee Frankel at <nfrankel@historians.org>. □

The National History Center

James M. Banner, Jr.

Although many OAH members may be aware of the National History Center, at the invitation of the editors at the *OAH Newsletter*, I want to offer to the entire OAH membership a short history of its development to date and a brief review of its aims and programs.

The idea for some kind of national, nonmembership institution for history linked to the American Historical Association originated in 1901 with J. Franklin Jameson, the great statesman of history of his generation. While Jameson never made fully clear the nature of the institution he had in mind, he seems to have envisaged a kind of institute for advanced historical study, one that would offer fellowships and seminars and undertake the many extraordinary endeavors that he himself soon set in motion within the Carnegie Institution of Washington and later the Library of Congress. While Jameson's hopes for a new institution were not realized during his lifetime, they were periodically revived.

Being long aware of Jameson's and Boyd's initiatives, I exhumed their idea in 1999 and proposed something like it that year to the OAH and the AHA along with a suggestion that the two organizations appoint a joint committee to study it. The OAH declined my proposal, but the AHA, under incoming president Wm. Roger Louis, decided to consider it. By 2002, the institution was incorporated as the National History Center with its own board of directors. Critical to its founding and to its operations since 2002, the AHA took on the endeavor as a formal initiative and provided the center some support from its own budget. Since then, the center has grown beyond Jameson's, Boyd's, and my own early conception of it to have the makings of a broader, more useful, yet always professionally anchored institution of great promise.

From its founding, the center has taken as its guiding principle the aim of adding to the existing strengths of the

discipline of history and of not duplicating any existing programs. It has also sought to undertake projects unlikely to fit comfortably within a membership organization and to respond quickly to opportunities that present themselves. It considers itself a convening institution—one that can bring together historians and organizations that may not normally work together toward common ends. And it confines its interests and programs to no particular subject of history nor to historians practicing in the United States.

It is a national history center with international ends.

The center has tried to position itself in three large areas. The first of these is the application of historical knowledge to public understanding and debate. For instance, the center offers to members of Congress and their staffs a pioneering series of briefings (the first ever offered on a continuing basis to Congress by historians) on the historical context and previous history of matters of current congressional concern. In addition, on invitation from the Council on Foreign Relations, which is concerned about the decline of historical knowledge within its own precincts, the center is commissioning histo-

rians to offer lectures to the Council's members. The center is also currently looking into ways to provide historians with training in writing and providing historical knowledge for the print and other media—again with the aim of increasing history's salience to public affairs. It is our firm conviction that the discipline of history cannot remain a vital force in public life unless its practitioners more vigorously and inventively provide their fellow citizens with relevant historical knowledge.

Second, the center is trying to figure out how historians can most effectively intervene to improve the teaching of history in the nation's schools. The center has commissioned a set of papers (eventually to be published) that the

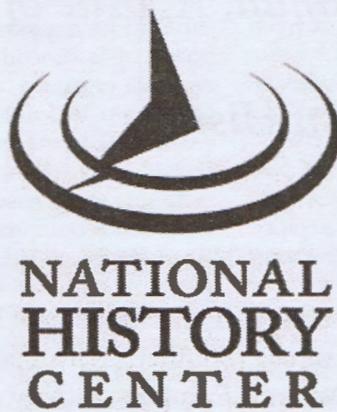
center hopes will provide guidance about specific ways in which professional historians—through research, instruction, and policy making—might strengthen history teaching. The center is providing the auspices for the preparation annually of nonpartisan policy papers about various aspects of history education—state-level history assessments being the first—in conjunction with the National History Education Clearinghouse. It has just completed a report, funded by the Teagle Foundation, on the undergraduate history curriculum. And with NEH funding, it has held a summer workshop for two- and four-year college teachers on putting American history into global perspective. Another will be held on American immigration in 2009. In all these projects, our purpose is to try to help historians regain some of the initiative in setting history education policy and the agendas for maintaining and strengthening history instruction in the nation's schools.

Third, the center is devoting part of its efforts to advancing historical research and understanding in fresh ways. With funding from the Andrew W. Mellon Foundation, it has completed three of five annual month-long summer institutes for young scholars (both advanced graduate students and early-career academics) from around the world on the subject of decolonization. In this way, the center is in effect creating and advancing a new subject of historical scholarship. In addition, in conjunction with Oxford University Press, the center is sponsoring the publication of a series of books, under the general title "Reinterpreting History," that will reveal to readers, both professional historians and members of the public, why and how historians compose and alter their interpretations of the past.

All of the center's activities, administered by a staff of one and supported by a modest budget, represent only a fraction of what it ought, in the years ahead, to offer the international community of practicing historians. That promise, however, cannot be realized just by those currently involved in its governance and operations, nor should it be. Instead, the center ought to be thought of as the possession of all historians, its auspices available to any historian who can imagine how to use them, its growing capacities devoted to the discipline worldwide. In short, the center welcomes ideas and proposals from everyone.

None of the center's early growth and programs could have been undertaken without the warm approval and generous support of an increasing number of historians, who together have contributed more than \$620,000 toward the general operations. Nor could it have moved so far ahead without the continuing support of the AHA, with which the center remains closely associated. We hope that the center will grow into an institution that will fulfill the hopes that Jameson and Boyd originally had for it. At least we can say that, at last, we have moved their great vision from idea to reality. □

James M. Banner, Jr., treasurer of the National History Center <www.nationalhistorycenter.org>, is coeditor, with John R. Gillis, of *Becoming Historians* (University of Chicago Press, forthcoming).



▼ MARTIN / From 9

without sacrificing the integrity of the discipline. Historians are in the business of contextualizing people and events. Let's not forget the importance of the real-world context in improving educational practice—starting with that cornerstone of the high school history classroom, the textbook. □

Endnotes

1. Edward L. Ayers, Robert D. Schulzinger, Jesus F. de la Teja and Deborah Gray White, *American Anthem: Modern American History (California Edition)* (Orlando, FL: Holt, Rinehart and Winston, 2007), 372-373.
2. Eric Foner, *The Story of American Freedom* (New York: W. W. Norton and Company, Inc., 1999), 196, 205-206. Footnote 3 in quote is: Francis L. Broderick, *Right Reverend New Dealer: John A. Ryan* (New York, 1963), 195.
3. For data supporting this claim, see U.S. Department of Education. Office of Educational Research and Improvement.

National Center for Education Statistics. *The Nation's Report Card: U.S. History 2001*, NCES 2002-483, by M.S. Lapp, W.S. Grigg, & B.S.-H. Tay-Lim (Washington, DC: 2002), 159-161.

4. For an account of this, see Daisy Martin and Chauncey Montano, "Inquiry, Controversy, and Ambiguous Texts: Learning to Teach for Historical Thinking," in *History Education 101: The Past, Present, and Future of Teacher Preparation*, eds. Wilson J. Warren and D. Antonio Cantu (Charlotte, NC: Information Age Publishing, 2008).
5. See Sam Wineburg, "Opening up the Textbook and Offering Students a 'Second Voice'," *Education Week* (June 6, 2007) Vol. 26, Issue 39.
6. See <http://historicalthinkingmatters.org/led/lessons.php> for a lesson designed for teacher educators to use when introducing the OUT lesson. For additional examples, visit the "teacher materials and strategies" platform for each unit and see "textbook" under "materials."
7. Lew Smith, *The American Dream* (Glenview, IL: Scott, Foresman & Co., 1983).



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A Challenge to “History with Boundaries”

OAH President Pete Daniel's column in the August 2008 *OAH Newsletter* generated significant debate and several responses from public historians, printed below along with the President Daniel's response. Although much of the exchange below deals specifically with the National Museum of American History, the column raises an important issue that relates to all museums, i.e., what is and what should be the role of donors in developing museum exhibits? As museums depend more than ever on private gifts for support and as many donors insist on some influence on how that money is used, public historians have expressed concern on where the line should be drawn between donor influence and historical and professional curatorial standards. This concern is not limited to private donors as government supported museums at the state and federal levels have come under pressure from legislators. A classic example of this was the Congress's role in the mid-1990s in shaping, in fact, gutting, the National Air and Space Museum exhibit on dropping the atomic bomb on Hiroshima and Nagasaki. The *OAH Newsletter* is a good place for American historians to explore this difficult issue of the role of private donors and public supporters in history museums. We welcome your thoughts in the continuation of this important discussion. □

Public History at Smithsonian a True Collaboration

Pete Daniel's president's column in the *OAH Newsletter* (August 2008) contained several factual errors and misrepresented the outstanding work of his colleagues at the National Museum of American History. His description of exhibition development at the museum is in direct conflict with the basic process that has been in place here for many years. Finally, his critique of donor relations at the museum fails to recognize that all decisions regarding exhibition, programs, and our recent renovation have been driven by the needs of the museum, not the agendas of our donors.

Dr. Daniel's article is replete with faulty recollections and misinformation. For example, the museum developed the American Presidency exhibit in response to an initiative from Secretary Larry Small, not from any donor. Similarly, no donor “demanded” that the museum install the *Price of Freedom: Americans at War* exhibition. This exhibit fulfilled a long-standing need for a comprehensive treatment of military history. Both exhibits used leading historians as advisors throughout their development and reflect rigorous collections-based and primary source research. Daniel's statement that I have “pulled the plug” on the introduction to American history exhibit is wrong. We are still plugging away at various issues regarding this exhibit and we will be able to devote our full attention to it following the museum's reopening in November.

Recent exhibits at our museum, such as *Separate is not Equal: Brown v. Board of Education* (2004), have explored controversial subjects. Sponsored by corporate, individual, and foundation funding, this exhibit addressed fundamental issues of racial segregation and social justice. Numerous other exhibitions over the last decade have been thoughtful,

engaging, and even provocative. Exhibitions on sweatshop labor, the attacks of September 11, and the polio vaccine addressed subjects that challenged and educated visitors on many levels. Moreover, our staff continues to collect in a broad range of categories including human rights, environmental protection, medical technology, and immigration and labor—all subjects of considerable debate.

Doing public history is challenging for museums. It involves a process of using and integrating historical evidence into exhibitions and public programs for wide audiences. It is not the work of a solitary curator. Good public history is a true collaboration drawing upon the skills and experience of educators, designers, fabricators, and curators. It also involves the active participation of directors, fundraisers, public information specialists, and other staff who have a vital interest in the support and the success of these initiatives.

Public historians must also, as appropriate, listen closely to the stories, perspectives, and interpretations of the people and communities represented in exhibitions. We certainly need to pay attention to the public—the people who visit our museums and historic sites. In many respects, public history is a dialogue with many stakeholders. It is truly a democratic enterprise, requiring listening skills as well as good scholarship. Fortunately, most projects proposed by museum staff do pass peer review by meeting the definition of good public history. If they meet obstacles along the way, they keep trying, and most eventually succeed.

Public history depends on private as well as public support. There is no history museum or historic site in the country that can function effectively without a blend of public funding, private fundraising, and revenue generating activity. We are grateful for the funding support we receive from Congress for carrying out our work. We are proud of the record we have in attracting the support of donors who share our commitment to preservation, education, and the overall mission of the Smithsonian. My job as director of the museum is to manage the museum's donor relationships and ensure good communication with our donors. At the same time, I am also responsible for maintaining the Smithsonian's high standards. While we are grateful for donor support, the intellectual content of Smithsonian exhibitions remains solely the purview of the museum. In fact, more than one donor has told me that their gift to the Smithsonian would be less valuable if there was any perception that we were compromising our content to promote a donor's name or product.

Pete Daniel is a respected historian and all of us at the Smithsonian's National Museum of American History are proud of the fact that he is the first public historian elected as president of the Organization of American Historians. I certainly respect his right to express his opinion. In his column, he raises important issues that curators and directors deal with daily and are worthy of discussion and debate. I am interested in the opinions of other historians who work with and in museums and other historical organizations regarding the questions of curatorial authority and responsibility, as well as private fundraising and how it might affect museum content. □

—Brent D. Glass

Director, National Museum of American History

Questioning Motives

As a public historian and former president of the National Council on Public History, I was disappointed to read Pete Daniel's presidential column in the August 2008 *OAH Newsletter*. I'm not surprised to hear that there is a struggle over power and control at the Smithsonian, but I wonder if Dr. Daniel's self-reverential point of view and simplistic reasoning might have strained the credibility of his argument. Do unsavory donors and “pliant directors” really cause all the problems that Daniel alleges? Do those directors “demand exhibits fatally lacking in scholarship?” Does the museum really “strive for mediocrity?” Have Daniel and the curatorial staff continuously gotten “high marks both for scholarship and for integrity,” presumably from everyone but Smithsonian leaders? Have not other museums and historical organizations, not to mention government agencies, been working under the same constraints as the Smithsonian in recent years? Is it not naive to suggest that a government agency operate “above politics?” Is there a bigger picture here, or is this all about Pete Daniel and his enemies in the workplace?

I recall hearing how pleased a number of public history colleagues were when Dr. Daniel was named OAH President. I was happy, too, although I now suspect that we may have been premature in our rejoicing. In my view, public historians work with and for people in and out of the history profession, unlike, say, traditional academics less concerned with their public service responsibilities than narrow, internal publishing and tenure considerations. Dr. Daniel, it seems to me, has chosen to limit his audience to himself and a small group of like-minded colleagues. Even though he draws his paycheck from what some consider a public history organization, I am not sure that, in his column, he offers a good role model for public historians. □

—Robert Weible

New York State Museum

A Museum's Bygone Era

I read with interest, and a sense of déjà vu, Pete Daniel's column on the problems he sees at the NMAH. Déjà vu in part because, as a long-time colleague of Pete's, I have heard him tell these stories before, many times. But déjà vu, more importantly, because there is not much new here: This is a plea for an antiquated model of history museum.

While there is much that is valid in Pete's concerns about the museum—the staff is shrinking, the Smithsonian leadership has led poorly—I worry that Pete has constructed a Golden Age of the museum that never was, and which never worked very well.

Here is his Golden Age model, which segues into a plea for the future:

Curators conceptualized exhibits and had responsibility for scope and content. Unlike a lone historian writing a monograph, a curator headed a museum exhibit team that consulted with academic historians, chose objects that fit the story, explored

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how best to present relevant public programs, created a dynamic design, and produced a legible script that neither offended experts nor confused eighth graders. Museum practice demands that curators maintain responsibility for all these elements.

While he acknowledges that it is not quite the same as "a lone historian writing a monograph," a bit further on, we are treated to his "dream" of an exhibit based on his book and his shock that a farm implements dealer would not write him a check to do it.

Pete rues that the federal money that once financed exhibits is gone—though the notion that federal funding would provide the support for the "controversial interpretation" he yearns for may strike some as unlikely—but does not want to accept private funding, either. The end result is fewer exhibitions, fewer curators and other staff, and, eventually, fewer visitors. That is a real worry.

The most recent curatorial success Pete points to is the staff's killing of an exhibit, on "achievers," that had money behind it. It is sad that it is not one of the popular or daring shows of the last decade that Pete sees as a model, but rather the rejection of funds to do what could have been an interesting and popular exhibition—an episode that historian Patty Limerick, who was involved in the exhibit, called "a shame." Writing in *The Chronicle of Higher Education*, she noted that many journalists "took the easy formula, left over from the culture wars, and cast a much more complicated situation in tired old terms."

I fear that this is what Pete Daniel has done in his column. The curator-as-king model that Pete remembers fondly was never very successful, and in many museums it has been replaced by a much more interesting, if more complicated, approach that involves not only curators and academics but also educators, the public, and yes, even donors, as stake-holders in shaping interactive learning experiences that are very different than the academic books and articles so appealing to scholars-turned-curators. A good exhibition will include many points of views, raise questions rather than lecture, let its subjects speak for themselves, and provide an opportunity for visitor participation. It may not necessarily address the cutting-edge scholarship that wins points for academics, but which does not suit a general audience that is not privy to ongoing academic debate.

Curatorial work has changed, and that is a good thing. The NMAH needs to change, too. It should seize opportunities to move on from the "conservative" curatorial practice that Pete so fondly remembers, and which too often means no exhibits at all, to a new curatorial style that acknowledges a more complicated, more inclusive, and more interesting, world of history teaching and learning. □

—Steven Lubar

Professor, Departments of American Civilization and History and Director, John Nicholas Brown Center for Public Humanities and Cultural Heritage at Brown University

Pete Daniel Replies

These letters vary remarkably from the response and support that I have received within the National Museum

of American History and from public historians and other scholars throughout the country.

Director Brent Glass's letter is long on suggesting that I need remedial work in public history and short on relevance to my column. Other than my crediting Kenneth Behring rather than Lawrence Small with inaugurating the Presidency exhibit, Glass's charges that my column contained "several factual errors" and was "replete with faulty recollections" combine invention and misreading. Instead of engaging in a discussion of donor influence, dealing with the decline of crucial staff, explaining why he has often disregarded the museum's exhibit process, or offering a vision for the National Museum of American History, Glass hammers on irrelevant boilerplate.

Director Glass misread my remarks about the proposed introductory exhibit. I clearly wrote that he pulled the plug on the introductory team that I worked with, a team that included curators, educators, designers, and project managers. A careful reader would have noticed that I mentioned several other teams that also failed to please him. For over six years, Glass either failed to communicate to these teams a vision of what he expected, the teams failed, or the efforts did not please the funder. Although there are fingerprints, how much influence Kenneth Behring has had on exhibits is problematical because his contract with the Smithsonian has been kept secret. His expectations can be gauged in part by the fact that his architect recently presented the museum with Behring's own plan for the introductory exhibit, including content and design. A group of staff (including not only curators but educators, designers, and project managers) were asked to review the plan in a meeting convened by the museum on August 12, 2008, and unanimously refused to do so, declaring that even discussing it would be unethical. Instead that group sent a memo to Director Glass pointing out the unethical dimensions of Behring's intrusion.

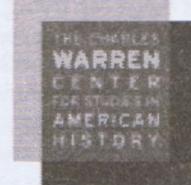
It was distressing to read Steve Lubar's patronizing suggestions that I need a class in remedial curatorship and that I am out of touch with current museum work. He implies that I have learned nothing and forgotten everything in the quarter century that I have worked in the museum. Lubar invents for me a flawed "golden age" and implies incorrectly that I have never worked with teams that include educators, donors, and other stakeholders. Given his support of the Catherine Reynolds Great Achievers debacle, evidently Lubar favors an exhibit model that rallies curators to le-

gitimize every bad idea that rides in on a wave of money. It does not matter how many excellent historians sign on for such a money-driven rehabilitation project if scholarship is an afterthought. My argument is that museum staff should continue to conceive intellectually challenging and exciting exhibit concepts and then seek donors. I applaud the excellent exhibits that my colleagues have created and sincerely hope that impediments to that creativity are swept away.

All three writers ignored my discussion of Science in American Life and the important and successful negotiation with the American Chemical Society for curatorial voice and historical accuracy. I am mystified by Robert Weible's cranky and inventive letter with its distressing implications about my reasoning, viewpoint, and enemies. I stand by what I wrote. Glass, Lubar, and Weible might profit from considering a line from Thomas Pynchon's *Gravity's Rainbow*. Proverbs for Paranoids, 3: "If they can get you asking the wrong questions, they don't have to worry about answers." □

Correction

Due to an editing error, the name of Carole Emberton was misspelled as "Carol" in the article "History with Boundaries: How Donors Shape Museum Exhibits" in the August 2008 issue of the *OAH Newsletter*. We regret the error. □



2009-10 FELLOWSHIPS:

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The Charles Warren Center, Harvard's research center for North American history, invites applications for "Empire, Sovereignty, Migration, and Diaspora: Transnational America from Above and Below." This workshop will convene a conversation between areas of inquiry typically pursued along separate paths: between studies shaped around questions of imperial power and those concerned with subaltern politics, to be sure, and between African American, Native American, Asian American, and Latino Studies. We will develop a global, imperial, and national account of the historical coordinates of migration, immigration, and diaspora in U.S. history, mapping patterns of commercial, military, and legal power alongside movements of people, ideas, and political struggles. Participants will consider the ambivalent alliances and incommensurable categories of belonging that have emerged from the overlapping, amalgamating, and diverging historical experiences of various groups within (and outside) U.S. history. In this way, the workshop will provide an occasion for scholars working in various traditions to reflect on the embeddedness of their categories of inquiry in the very history of empire and identity formation they seek to represent.

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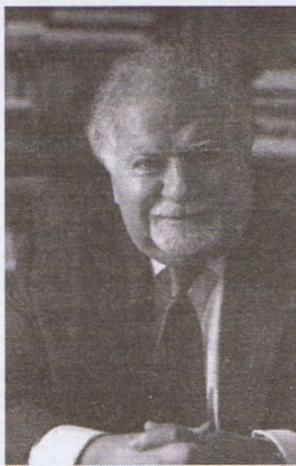


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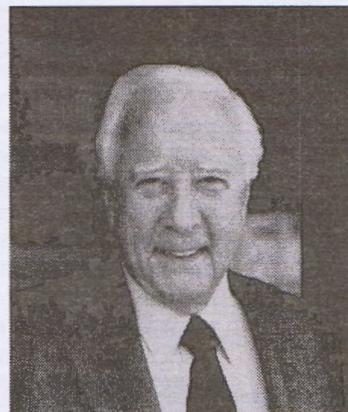
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Another more serious point related to the fascination with Obama is that Britain has its own set of "issues" revolving around race, ethnicity, and religion. University students are perennially fascinated by "the race question" in America and subscribe in significant numbers to courses on race, civil rights, and African American history, culture, and literature. In some ways, white Britain is less self-conscious about race—interracial dating and marriage are much more common here than in the U.S.—but Brits can be uneasy with explicit "race talk" and less sophisticated about what it is "like" to be a "person of color" in overwhelmingly white Britain. From that perspective, the primary campaigns in the U.S. provided an opportunity to watch the public deployment, exploration, and, it has to be said, avoidance of race on the American political stage. Still, when it comes to dealing publicly with race, the U.S. is much more experienced than Britain.

Put another way, it is not that Obama is perceived to be beyond race but that, perhaps more than most American politicians, he allows Britons to see in him a variety of things rather than just one thing. For instance, an older conservative friend recently surprised my wife and me with his reactions to Obama. Once a Labor supporter but now a Tory, our friend is given to good-natured joshing about Old Labor "lefties" and the media politics of Tony Blair. He reads *The Spectator*, the British version of *National Review*, along with the daily *Times* (London) and the *Sunday Telegraph*. Like intelligent and nonaristocratic Tories, he is generally pro-American. (Back in the 1980s, he also lived in America.) He recently asked us what we thought about Barack Obama. We expressed our general support and were taken aback when he said quietly and seriously: "I think it would be an awfully good thing for America. He seems very capable and attractive."

Overall, then, a good bit of Obama's appeal both to Americans and people abroad has to do with an ability to transcend the usual categories and ideological expectations. Unlike many charismatic leaders, for instance, Martin Luther King, Jr., or John F. Kennedy, Robert Kennedy or Malcolm X, Obama is not a polarizing figure, eliciting great love and great hate. Rather he has a cool persona, which he stands above even as he uses it to his advantage. If he is elected, Obama will certainly be one of most intellectually and rhetorically accomplished presidents since another, rather inexperienced Illinois politician, Abraham Lincoln. The other Illinois politician he calls to mind is a failed presidential candidate from the 1950s, Adlai Stevenson, who was also a thoughtful and sometimes eloquent speaker. Obama shares some of Stevenson's detachment and thoughtfulness, but if he is to win, he will have to galvanize the American electorate in ways that Stevenson was never able to. Britons cannot vote in American elections, of course, even though four years ago someone at *The Guardian* had the bright idea that their readers should write Ohio voters urging them to vote for John Kerry. Still, some of the pro-Obama sentiment, the feeling that his election would do much to redeem America's image not only in Europe but around the globe, might exert some subliminal effect on the American electorate. But I wouldn't count on it. □

Richard H. King is professor emeritus at the University of Nottingham and author of several books, including Race, Culture, and the Intellectuals (2004).

Obama for "Head of State"? A South African Perspective

Tula Dlamini

The rise of Senator Barack Obama from obscurity to mainstream politics reminds me of a 2003 comedy film—*Head of State*. If you have not seen it, find a copy. In the film, comedian Chris Rock plays Mays Gilliam, an unassuming black alderman in Washington, D.C., whose life is turning for the worse. But after the untimely death of the Democratic Party frontrunner, Gilliam is plucked from obscurity and thrust into the limelight as his party's nominee for president of the United States. In one of the scenes, Rock, a.k.a. Gilliam, delivers a fiery populist speech to a working class audience in which he demonstrates oratorical skills.

Senator Obama fits the Mays Gilliam profile in more ways than one. Rising from a small-time community organizer in Chicago, he has attracted enthusiastic approval with his oratory. On August 27, 2008, Obama officially secured the Democratic nomination, becoming the first African American to be nominated for the presidency by a major party.

On July 22, 2008, *The Weekender* hosted a debate at the University of the Witwatersrand on the significance of Barack Obama for Africa and the potential foreign policy positions that his government may adopt towards the continent. Steven Grootes, a journalist with South Africa's 702 Talk Radio, opened by stating that when he heard Obama speak, he thought he had touched tomorrow. Grootes added that a victory for Obama would be a victory over the fear of difference. "It is a victory over people not voting for you because you look different and have a different past."

Achille Mbembe, a research professor in history and politics at the University of the Witwatersrand, agreed with Grootes by highlighting how Obama has been able to go beyond "racial essentialism." "It is the way Obama opens up and pluralizes the concept of blackness itself; the way he takes it away from blackness as a way of limiting one's choices; the way he firmly writes it as an openness to the world, to the unexpected, to what is to come, what we can hope for—the way in which for him, to be black means turning one's back to the politics of victimhood in order to embrace the politics of worldliness and the politics of possibility."

On the question of whether an Obama administration would delegitimize the traditional orientation of U.S. foreign policy, Tony Leon, a well-known former opposition leader in South Africa, noted that, "despite the antipathy toward President Bush, he has actually been more involved than previous U.S. presidents when it comes to Africa, especially with regards to foreign aid and, more importantly, trade." Leon added that America's "commodity driven imperatives will remain, even though a 'President Obama' is likely to refashion and reshape them."

Obama has brought on board several mainstream policy advisors from previous U.S. administrations. The cali-



ber of most of them creates a possibility for a restructured U.S. foreign policy. This group includes the former assistant secretary of state, Susan Rice, who has often stressed the importance of bottom-up antipoverty programs. Rice stands for U.S. multilateral engagement as opposed to an over-reliance on the so-called leaders. Thus, one hopes an Obama administration signals a departure from the traditional U.S. policy of aiding and abetting kleptomaniacal African leaders. There is a sense that Obama is clearly on a collision course with some of these leaders.

Consider Obama's comments during his South Africa tour in August 2006. He condemned the government for what he said was a poor response to AIDS. On this score, he had a valid point since, according to the 2007 U.N. statistics, South Africa ranks high among countries with the highest incidence of HIV infections.

Obama went further and chastised the South African government for what he said was failure to proactively stop political repression in Zimbabwe—the only country in southern Africa currently experiencing an unprecedented economic and political meltdown. He said, "the government of Zimbabwe led by Robert Mugabe was illegitimate and lacked any credibility." The presidents of Botswana and Zambia openly agreed with Obama and, in August 2008, Botswana President Ian Khama boycotted the Southern Africa Development Community (SADC) Summit on the grounds that he would not share the platform with Zimbabwe's Robert Mugabe.

South Africa has consistently called for a cautious appraisal of the Zimbabwe situation. The Foreign Affairs minister, Dr. Nkosazana Zuma, told the South African parliament and media that anything short of "quiet diplomacy" would probably render the troubled southern African country completely ungovernable, making the ruling group even more insular and defensive.

First, it is plausible to assume that any unilateral action by South Africa against another SADC member state can only work to undermine the regional body while confirming widely held views that the country sees itself as an imperial power inside Africa. Second, Obama's public criticism of South Africa on the issue of Zimbabwe can only serve to diminish South Africa's status as a meaningful player within SADC.

Obama has more admirers in South Africa than those who oppose him. I was curious when Obama tried, but failed, to secure a meeting with Mandela during his 2006 tour. The rumor mill suggested Mandela was peeved by his criticism of the South African government. Mandela's family and staff, whom I personally spoke to, dismissed the claim of a calculated snub by Mandela. However, snub or no snub, the trip yielded a boost for Obama's presidential ambition when he met Nobel Peace Prize winner Desmond Tutu, a close ally of Nelson Mandela. Tutu told Obama, "You're born to be a very credible presidential candidate."

And now a huge commercial billboard in a street in Johannesburg, South Africa, reads in bold: "Obama finds his opposition Hilarious." This is not an Obama election campaign advertisement, but rather a product promotion by a local broadband wireless company. Individuals, group communities, and commercial companies are mobilizing Obama's name and in some instances, his campaign slogans, to reinforce particular notions. □

Tula Dlamini is a researcher for SABC News: Africa Affairs and was a past recipient (2001) of a Phelps Stoke grant.

Can Obama Seize Time by the Forelock?

Hiroshi Taka

Whoever may come to the White House in January 2009, the new president will have to be engaged in a serious effort to restore peace, justice, and the rule of law in the world order.

For nearly eight years, the image of the United States has been severely damaged, most of all from the attack on Iraq in March 2003. The massive demonstration in London in late September 2002, turned out to be an important event, determining the subsequent course of actions by millions of people worldwide. The open session of the U.N. Security Council in October the same year followed it, with almost all speakers calling for the peaceful resolution of the problem through U.N./International Atomic Energy Agency inspection. The Bush administration failed to understand that the major direction of the twenty-first century lay in the effort for peaceful resolution of international problems.

The problems of Afghanistan and Iraq are different in nature. Yet what concerned people around the world immediately after the terrorist attacks on September 11 was a hasty action of vengeance by U.S. military forces. The criminal groups, like Al Qaeda, do not really have broad support in any given society where they operate. What was required of the U.S. was to respond prudently, in accord with international law, in a way that would bring wide public support around it. This is not an afterthought. It was actually ardently called for in the wake of the terrorist attacks and thereafter by sensible public opinion, both in the U.S. and internationally, including many families of the victims of September 11.

With overconfidence in the ability of its military might to shape a new order, the Bush administration has changed the symbol of the U.S. from the Statue of Liberty to Guantanamo or Abu Ghraib, as Brezinski says.

Regarding the "crossroads" of terrorism and nuclear proliferation, which the U.S. regarded as the "gravest danger," there has always been another way to address it, other than narrowing it down to the counterproliferation by force and preemptive attacks. Even at the moment when George W. Bush or John Bolton were sounding the alarm that WMD were spreading everywhere, almost all "non-nuclear weapons states" of the then 187 NPT member states, except the Nuclear Five, were actually placing themselves under the treaty obligation not to develop nor acquire nuclear weapons. If the U.S. leaders really intended to address what they termed "the gravest danger," the situation was sufficient for them to move to totally ban nuclear weapons. But, by opting to respond by force, the Bush Administration turned this best opportunity into the worst quagmire.

Identifying the last eight years as the "dark age" may be one way of looking at things. During the same time, however, we also witnessed hundreds of thousands of citizens across the world taking to the streets to prevent the outbreak of war. Pressed by their actions, many governments joined forces in calling for a settlement by peaceful means. More



conspicuous was that during the same period an increasing number of governments affirmed that the international community should focus on the basic problem underlying the danger of nuclear proliferation, rather than reducing the problem to "nonproliferation" alone.

In this development, we must note that the peace opinion of the United States has always asserted itself, demonstrating that U.S. citizens at the grassroots are with the rest of the world in pursuit of peace with justice. The "change" upheld by Barak Obama drew our attention, because many people in the world have held their hope in the undercurrent for peace in the U.S. during the eight years.

How this undercurrent for peace will develop in the realpolitik world is still unknown. Barak Obama has rallied support around him by emphasizing the calamities and plight hastened by the Bush administration. When Obama refers to "change," people hope it will mean peace, democracy, social welfare, and other more considerate policies for working citizens. But how will he translate his criticism and his vision for "change" into actual policies and actions?

Like tens of millions of U.S. citizens, many in Japan are hoping that Obama will part from the mistaken path, end "unilateralism," and that he will square up such outstanding issues facing humanity as the pursuit of peace and resolution of international conflicts by peaceful means, a total ban on nuclear weapons as an urgent issue, recognition of values in different civilizations, and the internationally coordinated effort to protect global environment. This is where the leadership of the U.S. is truly tested.

In retrospect, Democratic U.S. presidents, in pursuit of a more stable political base, approached and even went beyond the Republicans, particularly on the issues of peace and security. But this did not really help stabilize their positions. The negative legacy of the Bush administration must be turned to a positive lesson. There are both danger and opportunity before the people. Obama should seize time by the forelock. □

A major leader of the Japanese peace movement, Hiroshi Taka is the Secretary General of Gensuikyo (Japan Council against A & H Bombs).

The Obama Phenomenon in Nigeria

Adebayo A. Lawal

The emergence of Barack Obama as the Democratic presidential candidate in the forthcoming November election in the United States is a welcome development. It has rekindled the hope of the black race in the Diaspora that, given the opportunity, the black man can become what he is destined to be—to build his nation and make his mark. The Obama drama is the talk of the town in Nigeria. It is the subject of discussion, commentary, and reference in the electronic and print media and among the intelligentsia. For those who studied in the United States and are familiar with the history of African



Americans, Obama has made history by being the first African American to emerge as the presidential nominee of the Democratic Party.

Christians and Muslims have organized prayer cells, praying night and day for Obama's electoral victory regardless of the antics of some of his detractors in the United States who emphasize the color of his skin as a disqualification. The Obama campaign and advertisement websites are regularly visited by well-wishers all over Nigeria. Only recently an overzealous group organized an "Obama for Africa" dinner party and raised about \$630,000 to expend on publicity to persuade African immigrants in the United States to register and cast their votes for Obama to guarantee his victory and mission to the White House. Obama's campaign managers dissociated themselves from such a group, stressing that U.S. electoral law forbids such a practice. Obama is regarded as a symbol of African pride, sagacity, and pragmatism which have been reinforced by his political experience in the United States to the extent that, if given a chance, he can lead the most powerful country in the world back to respectability around the globe.

The Obama phenomenon has reawakened the Nigerian's interest in the American democracy, U.S. electoral politics, and the American historical record from which many lessons are currently being learned by Nigerian politicians and members of the National Assembly.

There are several groups in Nigeria engaging in many activities to celebrate Obama and the pride of the black race. While "Blacks unite for Obama '08" and "Obama Solidarity Group" printed and distributed car stickers in the streets of major cities including Lagos and Abuja, others have embossed Obama's image on handkerchiefs, teacups, pens, and exercise books which are given away at social parties to create public awareness. Members of the Nigerian intelligentsia eagerly access various websites to read the latest news and to grasp the logic of the latest debates, arguments, and criticisms of Obama in America. Several historians and students of African American history in Nigeria are eager to witness the realization of the prophetic pronouncement of the late Martin Luther King, Jr., in his popular speech "I Have a Dream." They hope that Obama could eventually be elected. Apart from repeated eulogies showered on Obama in most of the most widely read newspapers, like *The Punch*, *The Guardian*, *The Nation*, and *Vanguard*, some skeptics contend that Obama has no special policy for Africa if he becomes the American president; hence their conclusion that he does not need Nigerians and Africans. They wonder why people are overzealous about his presidential ambition, more so when they entertain the fear that he could be assassinated by some racial bigots if eventually he is elected president. They suggest that the U.S. government should offer him much needed protection.

Many bookstores in Nigeria have made considerable profits from their sale of Obama's two bestsellers, *The Audacity of Hope* and *Dreams from My Father*, from which avid readers derive a great deal of inspiration. Also, news on Obama's strategy of how he intends to change America and the world through hard work, perseverance, and new approaches to international relations, have promoted the popularity and sales of some monthly and bimonthly magazines. Obama is regarded as an oracle of global change in the twenty-first century.

Obama could win the presidential election because he has charisma. According to Juliet Bunah and Abimbola

See **OBAMA** / 18 ►

Adelakun in *The Punch*, his young age and color are no barriers. His wealth of good ideas and understanding of human nature may partially negate the effects of racism in the electorate. □

Adebayo A. Lawal is a professor in the department of history and strategic studies at the University of Lagos.

What Kenyans Think about an Obama Win

Monica-Wanambisi Mweseli



Senator Barack Obama of Illinois made history by becoming the first African American to win the presidential nomination of a major U.S. political party. There was joy across the black Diaspora, from North America and the Caribbean to the African motherland itself. In Kenya though, the prospect of an Obama win has elicited varied opinions.

Most Kenyans feel that, should Obama win, their lives will definitely improve. Those in the rural areas think they will gain access to electricity and enough water to better their lives. This is because they think that development in Kenya will improve as America is a major donor to Kenya. Many assume that by being connected to Kenya, Obama would be empowered to send vast amounts of U.S. aid to their country. Since graft and corruption are common to both the Islamic and the Democratic parties, certainly most of this money would go to the promotion of an Islamic state and then financing the conversion of other African states to Islam. Many assume that Obama will channel resources that will go a long way in improving the lives of the people.

On his last visit to Kenya, Senator Obama visited two area schools that had been renamed for him. The intention in renaming the schools seems to have been partly to attract funding. Some people stated that it was a shame that a school named for a great American should be so dilapidated.

Poverty in Kogelo village where Obama's father was born is very rampant. Most people are taking this as an opportunity to change their circumstances. Some said that they stay up very late to listen to the news from the U.S. Others have suddenly declared themselves relatives, invoking Obama as their meal ticket. They have even made arrangements with a tour group to bring buses of visitors to have tea with Mama Sarah—Obama's grandmother. Others try to raise money from interviews with her.

Many Kenyans have decided to "own" Barack Obama. They believe he has done their community and their country proud and they think that if he wins they will always see him as a Kenyan leading a great nation. This is prestige to them. Those who wish to go to America, either for study or to work, feel that they will get a chance to do so since America will purportedly be like an extension of Kenya. Raila Odinga, who has claimed to be Obama's cousin, remarked after Obama clinched the Democratic Party nomination that his victory was a momentous occasion in

history since for the first time ever in the western world, the people had chosen a person of African heritage to run for the highest office in the land. He added that it was a moment Kenyans could savor with pride. Other relatives of Obama have declared that Obama "belongs" to them. When he takes over as president they are hopeful of benefiting from him. The Luo tribe, for instance, feel that an Obama presidency will help develop their area and provide jobs to the youth.

A widespread assumption is that, being a Kenyan, Obama understands the problems Kenyans face. Hence they expect more foreign aid from him. They wonder why they should stay poor while they have a Kenyan president of the U.S. Others even think he will double U.S. aid to Kenya. Still others think his win will bolster the image of Kenyans, as well as Americans globally. Some Kenyans assume that the issue of blacks being an "inferior" race will go away. Kenyans also believe that Obama's victory is likely to spur western interest in their country. They expect to augment tourist visits into Nyanza and other parts of the country. The tourism sector, which has been in the doldrums, would purportedly be revived.

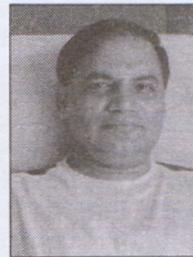
Kenyans hope that an Obama presidency would provide substantial help to their country. His visit to Kenya and agreement to take an HIV test before thousands of on-lookers in Kenya, plus a visit to his grandmother's village, makes Kenyans feel confident that he belongs to them.

Nevertheless, and perhaps counterintuitively, close to half of Kenyans dread the prospects of an Obama presidency. Fractured along ethnic lines due to western colonialism, some communities are uncomfortable with an Obama win. The Kikuyu tribe fear that Obama's victory will boast the chances of Raila Odinga, who is a Luocai like Obama, to ascend to the presidency. These could portend declining fortunes for Kibaki and his Kikuyu tribe. The Kikuyu also fear that, should Obama win, the Luo and Prime Minister Raila Odinga will gain a significant edge in influencing American policy. It is therefore very clear that Senator Obama draws frenzied support from the Luo ethnic group of his ancestors, while many members of the rival Kikuyu group do not support him. The majority of the Kikuyu, in fact, favored New York Senator Hillary Rodham Clinton during the Democratic primaries. □

Monica-Wanambisi Mweseli is a literature professor at the University of Nairobi, and author of Thought and Technique in the Poetry of Okot P'Bitek (1994).

Reception of the Obama Candidacy in Bangladesh

Khondaker M. Kabir



People all over the world are eagerly watching as Americans prepare to elect their next president. The issue has become more interesting following the results of the primary selection process. Bangladesh, like many other countries, will be affected by the new leadership in the U.S. in a number of ways and people in this part of the world are equally excited about the issues. In Bangladesh, there are two groups most interested in the U.S. presidential election: one that will be directly affected



Sarah Hussein Obama, Barack Obama's Kenyan grandmother, points to a bumper sticker. She listened on the radio for updates from the New Hampshire primaries.

by the outcome consists of those who migrated to the U.S. and have family in Bangladesh waiting for clearance to join them. The other group indirectly affected by the election are those who will be affected by future decisions of the U.S. administration in different fields, including trade and bilateral relations. People in Bangladesh are following the U.S. presidential race, listening to the views and pledges of the presidential candidates, debates, comments of the camps and closely watching polling results. It merits emphasis that Bangladeshi citizens overwhelmingly support Obama. Hillary Clinton has been a familiar name in the country and considered a close supporter of Bangladesh, having visited Dhaka many times as an old classmate of the Nobel laureate Dr. Yunus. But when Obama emerged as winner of the Democratic primaries, most Clinton supporters in Bangladesh became Obama supporters.

In Bangladesh, there have not been many methodologically sound surveys or polls on the U.S. presidential race. So it may be unwarranted to predict the outcome of the election. The methodology of reviewing the Obama phenomenon in Bangladesh has been soliciting opinions of selected groups, in informal gatherings, family discussions, friendly exchange of views; compiling articles appearing in the newspapers and magazines, correspondences with friends and relatives in the U.S.; and collecting clippings from the Internet and international news media. The results are decidedly in favor of Obama.

Bangladeshis with academic interests in the U.S. presidential election are regularly monitoring American polls. At the time of this writing, Obama is favored by fifty-three percent of Americans while McCain's support appears to be about thirty-nine percent. Most Bangladeshis interviewed observed that McCain, being a Bush protégé, would not be able to rise above the opposition over the incumbent president. Any current reference in Bangladesh to the candidacy of the future American president would place Obama as the decided favorite. McCain has chosen foreign policy as an issue in which Obama purportedly has no experience. Against this backdrop, Obama has assembled three hundred foreign policy experts. Dividing the world into twenty regions on different issues, they are working on different strategies. McCain seems to be imprecisely engaged in foreign policy; his seventy-five experts are working with less than desired coordination. The strategy of his foreign policy groups revolves around denouncing Obama's statements on the Middle East and Afghanistan, pointing out his inexperience in foreign policy, and publishing cartoon pictures depicting him as funny looking. These efforts have actually benefited Obama in Bangladeshi public opinion.

McCain has been ranked low on tolerance. Bangladeshi citizens often assert that the world has been waiting for a "wizard," like Obama, who can wipe out the dark cloud of world problems while simultaneously being the ray of hope for the worried western world.

Bangladesh would benefit from Obama's policies of compromising with the rest of the world. Without improvements to the environment, one third of Bangladesh will be submerged under the Bay of Bengal due to increasing sea levels resulting from global warming. An Obama administration favoring global environmental safeguards will be helpful for Bangladesh. As to food and fuel security, the current trends reflecting fuel deficiencies will threaten the lives of 150 million people along with others elsewhere if no cooperative measures are taken to make these items available at affordable prices. The U.S. stand on these issues will go a long way to help Third World countries including Bangladesh. Since Bangladesh is overdependent on its exports of ready-made garments, any restriction thereon to the markets of U.S. would be hazardous. While peace initiatives by the U.S. in the Middle East will enable Bangladeshis to migrate toward traditional labor markets in Arab countries; favorable policies will also help migration by skilled Bangladeshi. Furthermore, for Bangladeshi interested in migration to the U.S., Obama's stand has been positive. His pledge to reduce the waiting period for dependents has been applauded by many families. Obama's proposal for fair treatment for immigrants from all places, while putting the defaulters at the end of the line, has been considered just for illegal immigrants. Bangladesh has

always opposed terrorism. My country is predominately Muslim with no fundamentalist tendencies. Though U.S. presidential administrations have regarded this country as moderate Muslim, there have been marked attempts by vested interest groups in the U.S. to tarnish the image of Bangladesh by characterizing it as a failed country. Due to its strategic geopolitical location, Bangladesh could easily become a victim of economic and military exploitation. If U.S. assistance to Bangladesh in socioeconomic development and disaster management were to be enhanced, this could presage an American policy of supporting global humanity.

Obama is for change in the U.S. and abroad. Peace in the Middle East will usher a "new horizon," with the promise of new lives for hundreds and thousands of ill-fated people. My people expect such change from Obama, who believed that the Iraq "[W]ar was a tragic mistake and it should never have been authorized and should have never been waged." Obama has chosen the path of "what the next president has to do is not just tell the American people what they want to hear, but what they need to hear." As a student at Columbia University, Obama was an environmental activist; he now believes "environmentalism is not an upper income issue, it is not a black issue, it is not a south or a north or an east or a west issue. It is an issue that all of us have a stake in." These ideas from Obama are going to yield positive results for Bangladeshis in their primary concerns—ecological survival.

The objective of Obama's July 2008 trip abroad was to solicit appreciation of his foreign policy skills. The success

of the trip is clear. Presidents and prime ministers warmly greeted him. He also received huge responses from the media on both sides of the Atlantic. Obama's trip to Europe and the Middle East has changed the perception of many who were in doubt about his capability to handle delicate issues abroad. □

Khondaker M. Kabir is a physician and social activist in Bangladesh.

We want to hear from you!

2008 OAH Membership Survey

The Executive Board of the Organization of American Historians is developing a new Five-Year Strategic Plan. We are seeking information about your experience with the activities of the OAH as well as your overall ideas about the organization and your work as a historian. We believe this survey will take about fifteen minutes to complete. It involves both multiple choice and open ended responses. If you did not receive an e-mail containing a link to the survey, please contact the membership office to receive your copy either in print or electronically. Visit: <http://www.oah.org/about/contact.php> or call the OAH office at 812/855-7311. □

Shelby Cullom Davis Center for Historical Studies

<http://dav.princeton.edu/>

Princeton University

CULTURES AND INSTITUTIONS IN MOTION

During the academic years 2008/09 and 2009/10 the Shelby Cullom Davis Center for Historical Studies will focus on the problem of cultures and institutions in motion. How have ideas, institutions, structures, and artifacts moved across social and geographical space? How have they intersected with their new environments? How have they been adapted, resituated, hybridized, and transformed in processes of motion? The field of inquiry includes transnational history but is not limited to it. Problems could include the diffusion of religious and cultural practices, the migration of technologies and objects, the circulation of ideas, traditions, and aesthetic forms, the transfer of policies and legal practices, the dynamics of traveling social movements, histories of reception, appropriation, and encounter, and the creation of translocal networks and intermediaries. As in the past, we hope to address this problem from a wide variety of periods and places, from prehistory to the present and from all parts of the world. Scholars from all disciplines with an interest in the topic as an historical phenomenon are invited to apply.

The Center will offer a limited number of research fellowships for one or two semesters, running from September to January and from February to June, designed both for senior scholars and for highly recommended early career scholars who have finished their dissertations by the application

deadlines. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the Seminar. Funds are limited, and candidates are, therefore, strongly urged to apply to other grant-giving institutions as well as the Center, if they wish to come for a full year.

Written inquiries should be addressed to the Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 136 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017, U.S.A. The deadline for applications and letters of recommendation for fellowships for 2009/2010 is December 1, 2008. Scholars who would like to offer a paper to one of the weekly Seminars are asked to send a brief description of their proposal and current curriculum vitae to the Director.

Applications can be made online at http://www.princeton.edu/dav/program/fellowship_information. Princeton University is an equal opportunity employer and complies with applicable EEO and affirmative action regulations. For general information about applying to Princeton and how to self-identify, see <http://web.princeton.edu/sites/dof/ApplicantsInfo.htm>. Please note that we will not accept faxed applications.

Daniel T. Rodgers, Director

Society for Historians of American Foreign Relations

The United States in the World / The World in the United States

2009 Conference Call for Papers

June 25–27, 2009

The Society for Historians of American Foreign Relations (SHAHR) invites proposals for panels and individual papers at its annual conference, June 25–27, 2009, to be held at the Marriott Hotel in Falls Church, Virginia. Although proposals for individual papers will be considered, proposals for complete or nearly complete panels are encouraged and will receive preference. In order to receive full consideration, proposals should be submitted no later than December 1, 2008.

The Program Committee welcomes panels and paper proposals that deal with the history of United States' role in the world in the broadest sense. In order to complement SHAHR's signature and continuing strengths in diplomatic, strategic and foreign relations history, particularly for the post-1945 period, the committee especially encourages proposals that deal with non-state actors and/or pre-1945 histories, as well as proposals that involve histories of gender and race, cultural history, religious history, environmental history, transnational history and histories of migration and borderlands. The committee also invites applications from scholars working in areas other than U.S. history, and panels that include work by such scholars. Finally, the committee welcomes panels dealing with issues such as pedagogy and professionalization.

Panels can follow either of the following formats: (1) three or four papers, chair, and commentator or (2) a roundtable with a chair and participants. The committee also welcomes panels using innovative procedures, such as the circulation of papers prior to the conference to any interested conference attendees. Panel submissions should total no more than three pages and must include the following information: the name of each panelist as she/he would like it to appear on the program should the panel be accepted (please check the proper spelling of everyone's name); each participant's institutional affiliation and status (graduate student, assistant professor, lecturer, professor, etc.); the role of each panelist (presenter, chair, commentator, etc.); contact information, including a working e-mail address and phone number for each participant. Each proposal should include a brief rationale, the title of each paper, and a short description of the work to be presented.

Each panelist should include a brief bio. Please adhere to the limit of three pages. One member of each proposed session should be designated as the contact person. Electronic submissions are strongly encouraged, but paper submissions will also be accepted. If submitting electronically, please send a copy of your application as a single Word or WordPerfect file attachment to Paul Kramer, program chair, at paul-kramer@uiowa.edu. If submitting a paper copy of your application, please mark "SHAHR 2009 Proposal" on the front of the envelope, and mail it to

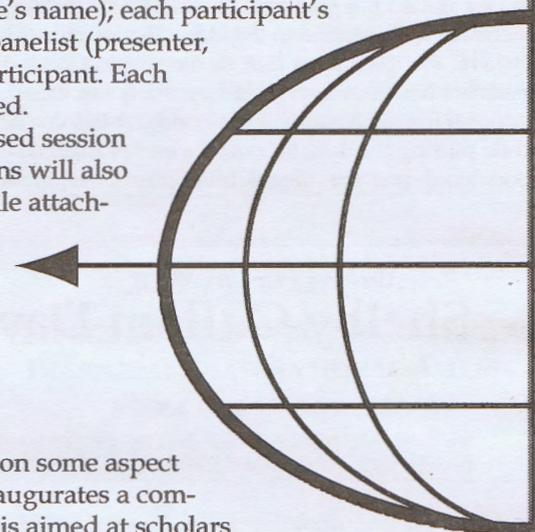
Paul Kramer, Dept. of History, 280 Schaeffer Hall, University of Iowa, Iowa City, IA 52242.

SHAHR Fellowship and Grant Programs

The SHAHR offers several grant and fellowship opportunities for graduate students who are conducting research on some aspect of U.S. foreign relations history. - Diversity and International Outreach Fellowship Program: This year, SHAHR inaugurates a competition for fellowships that will cover travel and lodging expenses for the 2009 annual meeting. The competition is aimed at scholars whose participation in the annual meeting would add to the diversity of the society. Preference will be given to persons who have not previously presented at SHAHR annual meetings. The awards are intended for scholars who represent groups historically under-represented at SHAHR meetings, scholars who offer intellectual approaches that may be fruitful to SHAHR but are under-represented at annual meetings, and scholars from outside the United States. "Scholars" includes faculty, graduate students, and independent researchers. To further acquaint the winners with SHAHR, they will also be awarded a one-year membership in the organization, which includes subscriptions to *Diplomatic History* and *Passport*. For application instructions, contact diversityprogram@shafr.org. Application deadline: December 1, 2008.

- The Lawrence Gelfand-Armin Rappaport Fellowship (\$2,000) defrays the costs of dissertation research travel. Annual deadline for applications: November 15.
- The Stuart L. Bernath Dissertation Grant (\$2,000) defrays the costs of dissertation research travel. Annual deadline for applications: November 15.
- The Myrna F. Bernath Fellowship (\$2,500) is awarded in odd years to a woman conducting research in the field. Biannual deadline for applications: December 1 (even years).
- The Michael J. Hogan Fellowship (\$2,000) defrays the costs of studying foreign languages needed for research. Annual deadline for applications: February 1.
- The W. Stull Holt Dissertation Fellowship (\$2,000) defrays the costs of travel, preferably foreign travel, necessary for dissertation research. Annual deadline for applications: February 1.
- Samuel F. Bemis Research Grants (various amounts) are awarded to graduate students, untenured faculty, and recent PhDs working as professional historians to defray costs of travel necessary to conduct research in the field. Annual deadline for applications: February 1.

Complete information on all of SHAHR's fellowship and grant programs may be found at
<http://www.shafr.org/prizes.htm>.



Bridging the Divide: The Stanton Sharp Teaching Symposium

Alexis McCrossen

No civic crisis should be more alarming than the increasingly anemic historical consciousness of the American people. Depending on the political climate and the critic's politics, the blame for "not knowing much about history" is placed upon revisionist historians whose books undermine the meaning and constancy of "historical truths," theoretically-inclined historians whose books are inaccessible to ordinary intellectuals, or K-12 history teachers who "teach to the test" or, worse yet, don't teach at all. Academic historians run the gamut in terms of their opinion of revisionist and theoretical historical research, but few of us would wish to return to the days when history connoted a single narrative of unyielding truths, events, and great men. By the same token, many of us sense that while the resources for bringing history alive in K-12 classrooms have never been more abundant and accessible, due in large part to communications innovations, the constraints under which history teachers are working in middle schools, high schools, and community colleges have never been more severe. Thus, over the past few years, the Organization of American Historians, the American Historical Association, and even the U.S. Government pled with university history departments to as-

sist in the improvement of history teaching. Some departments opted to engage in large-scale programs meant to assist in the education of history teachers by participating in the U.S. Department of Education's Teaching American History program and others devoted energy and resources to developing accessible teaching resources, most notably George Mason University's fabulous Center for History and New Media. Unfortunately, most college and university departments have not heeded the call. My own department at Southern Methodist University only last year devised a low-cost and simple way to help high school and community college history teachers: a day-long teaching symposium for local history teachers.

Recognizing the urgency of the crisis in history education, the AHA's 2007 report "The Next Generation of History Teachers" challenges departments of history in U.S. colleges and universities to enter into sustained conversations with history teachers with the goal of assisting in the improvement of history education in the U.S. SMU's history department was reaching teachers in a piecemeal fashion through our lecture series, occasional evening courses, and the programming of the Clements Center for Southwest Studies, but none of our efforts were aimed directly toward the needs of history teachers. In all, the lectures, brown bag lunches, and conferences we sponsored might have inspired history teachers, but we thought we could do more than that if we addressed directly their needs for updated content and approaches to the study of history. So we decided to put together a program for local K-12 and community college history teachers. With more than a dozen independent school districts in the Dallas vicinity, innumerable private high schools, and two large community college systems, there were literally hundreds, if not more, history teachers we could reach. What is more, a teaching symposium allowed us to feature our own faculty, who, in some cases, are better known on other campuses than they are at SMU. As teachers ourselves and as active researchers, we had much to offer in terms of guiding history teachers toward new interpretations of historic events, new subject matter, and new resources for studying and teaching history.

When the Stanton Sharp Teaching Symposium came together, with the tremendous organizational acumen of two staff members and the generous funding from an endowment made in honor of a SMU benefactor's son, it featured nine ninety-minute workshops led by SMU faculty members, with an average attendance of twenty-three history teachers per workshop. The workshops on teaching the Russian Revolution, the American Revolution, Nazi Germany, and the Vietnam War were especially popular. The workshops about Mexican Americans, Native Americans, and "Americans from Africa" (as my colleague Ken Hamilton brilliantly puts it), met the needs of history teachers grappling with how to diversify their curriculum and how to teach what can, at times, be charged material. A workshop about Egypt in the age of King Tut helped teachers plan lessons that would coincide with a blockbuster museum show coming to the Dallas Museum of Art in the fall. I led a workshop that explored digitized resources for incorporating U.S. cultural history into the curriculum.

The SMU faculty corresponded with registrants before and after the teaching symposium, sharing materials and outlines and links to websites. Each of the sessions received rave reviews from instructors and participants alike.

Altogether, seventy history teachers registered for the Saturday workshop: nine worked in community colleges, forty-five worked in eleven public school districts, and twelve taught in ten private high schools. In addition, four graduate students registered for the symposia, while a handful more than that number filled the extra seats in the workshops. High school teachers in most states are required to amass a certain number of continuing education units every five years or so; participants in the Stanton Sharp Symposium earned seven CEUs and took home a certificate in honor of their participation. The \$15 registration fee included three workshops, lunch, coffee, and snacks for each participant. The Stanton Sharp endowment subvented the symposium, whose costs included modest marketing materials, the coffee, snacks and luncheon, and an honorarium for each of the participating faculty.

As rewarding as the workshops were, it may be that the coffee breaks and luncheon were the best part of the Stanton Sharp Teaching Symposium, largely because conversation and exchange that began in workshops spilled over into these informal settings. The thirty-minute coffee breaks flew by, with all of us engaged in lively conversation about the practice of teaching and doing history. Much was learned about how the other half works. For instance, over lunch I learned that AP history teachers at one of Dallas's best public high schools faced such severe time constraints in the classroom that they had phased out research papers! Armed with this knowledge, I revised my approach to assigning the undergraduate research paper, taking more time to focus on research skills in particular. I also begged the history teachers to bring back the high school research paper. Next time the department of history offers a teaching symposium, I just might offer a workshop on the U.S. history research paper. Its disappearance from high school curricula might be a harbinger of its elimination from college history courses as well, so I plan to do what I can to keep it alive.

In all, my SMU colleagues and I encourage other college and university history departments to adopt this simple template for a teaching symposium. It is an effective way to reach, teach, and learn from K-12 and community college history teachers. Perhaps small grants to departments without institutional funds for such programming could be administered by the AHA, OAH, and even local, state, and federal government agencies. If just ten departments followed suit, 700 history teachers might be reached; 100 such symposia might serve 7,000 or more history teachers. These efforts would likely foster other such local collaborations and exchanges, enhancing the work of both academic historians and history teachers. □

Alexis McCrossen is associate professor of history at Southern Methodist University. For more information on the Stanton Sharp Teaching Symposium, visit: <http://www.smu.edu/history/sharp_Feb9.htm>.

ANNOUNCING A NEW OAH AWARD

DARLENE CLARK HINE AWARD

IN AFRICAN AMERICAN WOMEN'S & GENDER HISTORY

Recognizing the best book in African American women's and gender history, the first annual Darlene Clark Hine Award will be given at the 2010 OAH Annual Meeting in Washington, DC. For its inaugural year, the committee will consider books on African American women's and gender history published in 2008 and 2009.

The winning author will receive \$2,000 and the publisher will be honored with a certificate of merit. Entries for the 2010 award must be received by October 1, 2009.

For more information, visit:

<<http://www.oah.org/activities/awards/hine>>



EXECUTIVE DIRECTOR, ORGANIZATION OF AMERICAN HISTORIANS

The Organization of American Historians (OAH) is seeking candidates for the position of Executive Director for a five-year renewable term. The Executive Director provides leadership for the day-to-day operations of the OAH executive office, supervises the staff, and oversees the budget, projects, and activities of the OAH, including the annual meeting. The successful candidate should have a record of active scholarly pursuits; commitment to mobilize and communicate with historians of widely different interests and to represent their concerns in national, regional, and local settings; a sensitivity to the interests of the organization's diverse constituencies; a vision of how the organization's web presence and digital opportunities can be enhanced; experience with development and marketing strategies; and a sound understanding of non-profit organization finances.

Applicants should send letters of application and c.v. to Pete Daniel, co-chair, OAH Executive Director Search, at <dirsearch@oah.org> and have three letters of recommendation sent to the same address. The search will remain open until an appointment is made, but review of files will commence on November 15, 2008.

The Organization of American Historians is an AA/EEO employer. Women and minority applicants are strongly encouraged to apply.



SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE SCHOLARS IN RESIDENCE

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 2009-2010.

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.

FOR MORE INFORMATION AND APPLICATION FORMS

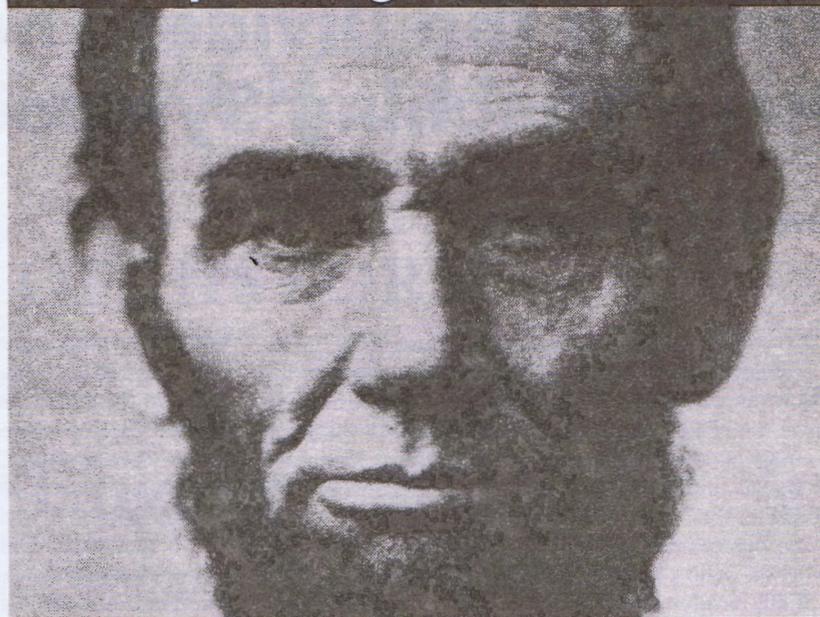
write to the Scholars-in-Residence Program
Schomburg Center for Research in Black Culture
515 Malcolm X Boulevard, New York, NY 10037-1801
Telephone: 212-491-2228, email: sir@nypl.org. or visit our website at: <http://www.nypl.org/research/sc/scholars/index.html>

APPLICATION DEADLINE DECEMBER 1, 2008

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 \$30,000 for six months and \$60,000 for twelve months. This program is made possible in part through grants from the National Endowment for the Humanities, the Ford Foundation, the Andrew W. Mellon Foundation, and the Samuel I. Newhouse Foundation.

Speaking of Lincoln



OAH DISTINGUISHED LECTURESHIP PROGRAM

Celebrate Abraham Lincoln's bicentennial in 2009 with a program featuring an OAH Distinguished Lecturer. Created by OAH president Gerda Lerner over twenty-five years ago, the OAH Distinguished Lectureship Program features a number of experienced lecturers who study and speak on our sixteenth president—his life, times, and enduring presence. Visit www.oah.org/lectures for more information.

FEATURED SPEAKERS

Rick Beard
ABRAHAM LINCOLN PRESIDENTIAL
LIBRARY AND MUSEUM

Gabor Boritt
GETTYSBURG COLLEGE

Thomas J. Brown
UNIVERSITY OF SOUTH CAROLINA

Orville Vernon Burton
UNIVERSITY OF ILLINOIS AT
URBANA-CHAMPAIGN

Richard Carwardine
ST. CATHERINE'S COLLEGE
OXFORD UNIVERSITY

Bruce Chadwick
NEW JERSEY CITY UNIVERSITY

Stephen D. Engle
FLORIDA ATLANTIC UNIVERSITY

C. Wyatt Evans
DREW UNIVERSITY

Paul Finkelman
ALBANY LAW SCHOOL

Michael F. Holt
UNIVERSITY OF VIRGINIA

James W. Loewen
UNIVERSITY OF VERMONT,
EMERITUS

Matthew Pinsker
DICKINSON COLLEGE

Manisha Sinha
UNIVERSITY OF MASSACHUSETTS
AMHERST

Frank J. Williams
SUPREME COURT OF RHODE ISLAND

Kenneth J. Winkle
UNIVERSITY OF NEBRASKA-LINCOLN

Bertram Wyatt-Brown
JOHNS HOPKINS UNIVERSITY

Organization of American Historians
www.oah.org/lectures

Capitol Commentary

Lee White

Executive Director, National Coalition for History



White

Congress Punts on Fiscal Year 2009 Budget

Before leaving for their election campaigns, Congress passed a continuing budget resolution for fiscal year 2009 to keep federal agencies and programs running until March 6, 2009. FY 2009 began on October 1, 2008. Aside from defense, homeland security, and veterans programs, all other federal agencies will continue to be funded at the current FY '08 level.

Federal Court Orders Vice President Cheney to Preserve Records

On September 20, 2008, U.S. District Judge Colleen Kollar-Kotelly ordered the office of Vice President Dick Cheney to preserve all records related to his office and the performance of his duties. The order came as a result of a lawsuit filed by Citizens for Responsibility and Ethics in Washington, together with the OAH, the AHA, the Society of American Archivists, the Society for Historians of American Foreign Relations, and historians Stanley Kutler and Martin Sherwin.

On September 8, CREW filed a complaint against Vice President Cheney, the Office of the Vice President (OVP), the Archivist of the United States Allen Weinstein, and the National Archives and Records Administration (NARA). The petitioners argued that without judicial intervention on January 20, 2009, a vast majority of Vice President Cheney's records will not be transferred to NARA, as required by Presidential Records Act (PRA), for eventual release to the public, but instead will remain under the vice president's custody and control. The plaintiffs sought an order mandating preservation of all of the vice president's records pending the outcome of the lawsuit.

In granting the preliminary injunction, Judge Kollar-Kotelly's opinion validates the plaintiffs' concerns that "[t]hose unprotected documents could be transferred to other entities, destroyed, or not preserved, and if any of these events occur, the damage is inherently irreparable; once documentary material is gone, it cannot be retrieved."

The vice president is currently seeking to have the court's order vacated and is trying to halt discovery in the case.

Over the past few years, the vice president and OVP have repeatedly maintained that they are not part of the executive branch, and it is such claims that precipitated the lawsuit. For example, on June 26, 2008, VP Chief of Staff David Addington testified before the House Judiciary Committee that the vice president belongs to neither branch but is attached by the Constitution to Congress.

Archivists and Historians Force Release of Rosenberg Grand Jury Records

On September 11, 2008, the National Archives and Records Administration (NARA) opened formerly secret Grand Jury testimony transcripts from the trial of Ethel and Julius Rosenberg more than fifty years after they were indicted on espionage charges, convicted, and executed. The release of the previously secret transcripts resulted from a successful lawsuit filed by the National Security Archive at

George Washington University, the OAH, AHA, the American Society for Legal History, the Society of American Archivists, and *New York Times* reporter Sam Roberts almost eight months ago.

NARA released 940 pages of transcripts from 41 of 45 witnesses' appearances before the Rosenberg grand jury between August 1950 and March 1951. Testimony of three witnesses: David Greenglass, Max Elichter, and William Danziger, was withheld due to objections by the witnesses.

In July, Judge Alvin K. Hellerstein of the U.S. District Court for the Southern District of New York said that the government must release most of the sealed grand jury records from the Rosenberg trials.

The transcripts are available on both the National Security Archive <<http://www.gwu.edu/~nsarchiv/news/20080911/index.htm>> and NARA's web sites <<http://www.archives.gov/research/arc/topics/courts/rosenberg-jury.html>>. The National Archives Regional Archives Research Room in New York City, located at 201 Varick Street 12th Floor, has reference copies of the documents.

Congress Passes Bill Making Major Changes at NARA & NHPRC

In September, Congress passed, and sent to the president for his signature, legislation (S. 3477) to make changes in major program areas at the National Historical Publications and Records Commission (NHPRC) and the National Archives and Records Administration (NARA). Here is a summary:

- **Creates Grants for Presidential Centers of Historical Excellence**—The Archivist of the United States, with advice of NHPRC, may make competitive grants to non-profit entities or state or local governments to promote the historical preservation of, and public access to, historical records and documents related to any former president who does not have an archival depository administered by NARA under the Presidential Libraries Act.

- **Term limits for NHPRC Members**—An NHPRC member cannot be appointed for a term of more than two years and is limited to four terms. The bill requires members to recuse themselves from voting on any matter that poses a conflict of interest or may benefit the entity they represent.

- **Online Access of Founding Fathers Documents**—The Archivist may enter into cooperative agreements to provide online access to the published papers of Washington, Hamilton, Jefferson, Franklin, John Adams, Madison, and "other prominent historical figures as determined appropriate by the Archivist of the United States."

- **Advisory Committee on Founding Fathers Editorial Projects**—The Archivist may appoint an advisory committee to review the progress of the Founding Fathers projects funded by the NHPRC. The advisory committee may also, in consultation with the Founding Fathers projects, set appropriate completion goals. The advisory committee shall be comprised of three "nationally recognized historians" appointed for no more than two consecutive four-year terms.

- **Capital Improvement Plan for Presidential Archival Depositories**—The bill requires NARA to provide as part of its annual budget submission to the House and Senate Appropriations Committees, a ten-year capital improvement plan for the Presidential Library System.

- **Changes to Endowment Requirements for Presidential Libraries**—The bill increases the endowment percentage requirement for land, construction, and equipment

installation from the current forty percent to sixty percent.

- **National Database for Records of Servitude, Emancipation, and Post-Civil War Reconstruction**—The legislation allows the National Archives to create an electronically searchable database of historic records of servitude, emancipation, and post-Civil War reconstruction contained within federal agencies for genealogical and historical research and to assist in the preservation of these records.

The bill gives the NHPRC the authority to provide grants to states, colleges and universities, and genealogical associations to preserve records and establish databases of local records of such information.

Historians Urge Congress to Strengthen the Presidential Records Act

On September 5, 2008, the Center for American Progress Action sent a letter from thirty prominent historians to the leadership of the House of Representatives and the U.S. Senate urging reform of the Presidential Records Act. The OAH, AHA, and the National Coalition for History also endorsed the letter. To see a copy of the letter, go to the following link <http://www.americanprogressaction.org/issues/2008/pdf/presidential_records_act1.pdf>.

Action in Congress on legislation (H.R. 1255, S. 886) to revoke President Bush's Executive Order 13233 has been stymied by Senate Republicans who have placed a hold on the bill. EO 13233 granted unprecedented powers to delay the release of a president's and vice president's records after they leave office. The House passed the Presidential Records Reform bill by an overwhelming margin in 2007.

Coalition Works to Prevent Wal-Mart Store Adjacent to Civil War Battlefield

Evoking memories of the Walt Disney Company's efforts to build a theme park near the Manassas Battlefield in the early 1990s, Wal-Mart Stores, Inc., is planning to build a 145,000-square-foot "Wal-Mart Supercenter" in Orange County, Virginia, a quarter-mile from the Wilderness Battlefield National Park.

The National Coalition for History has joined a Wilderness Battlefield Coalition that has been formed to fight the development. The Wilderness Battlefield Coalition, formed by the Civil War Preservation Trust (CWPT) also includes Piedmont Environmental Council, National Trust for Historic Preservation, National Parks Conservation Association, Friends of Wilderness Battlefield, and Friends of the Fredericksburg Area Battlefields. The Wilderness Coalition argues that the proposed Wal-Mart Supercenter would lead to more traffic, sprawl, and destructive development in the area surrounding the battlefield.

The Wilderness saw more than 180,000 troops engaged in a two-day battle that left 18,000 Union and 10,000 Confederate troops killed, wounded, or captured. The battle also marked the first showdown between Generals Robert E. Lee and Ulysses S. Grant.

Today more than 2,773 acres of the Wilderness Battlefield are preserved as part of Fredericksburg and Spotsylvania National Military Park. The Wal-Mart is proposed for a 55-acre parcel in Orange County directly across the road from the battlefield. For more information on the Wilderness Battlefield Coalition and to learn how you can get involved in their efforts to oppose the Wal-Mart project, visit the CWPT website at <<http://www.civilwar.org/wal-mart08/>>. □

Correspondence

Moving toward Equality

Professor Keith Berry's article ("Teaching While Black, Practicing American History at a Majority White College" August 2008) is admirable and thank you for printing it.

Commendable also is his persistence in helping all his students move towards comprehending the multi-racial, multi-ethnic make-up of the American people and their history.

The insights evinced by Professor Berry are especially important as the American people in their great majority move towards labor, racial, gender, LGBT and overall unity and equality. Hats off to Professor Keith Berry. □

—George Fishman

Support Employee Free Choice Act

Colleagues,

Freedom of association is among our most prized rights. We would like to do something to once again make that right a reality at the work place. Please join us.

American workers gained freedom of association when the Wagner Act of 1935 granted them the right to collective bargaining through representatives of their own choosing. Everyone knows that. It is in the New Deal chapter of every textbook. What is less well known is that the law has been turned into an instrument for oppressing employees. Against a formidable, determined employer—say, Wal-Mart—workers stand virtually no chance of achieving the collective bargaining that the law says is their right.

The remedies to this travesty are actually straightforward. First, enforce the prohibition—now toothless—against firing or discriminating against pro-union work-

ers. Second, impose arbitration on employers who flout their duty to bargain (which they do, successfully, in one third of all first-contract negotiations). Third, enable workers to demonstrate their support for collective bargaining by signing authorization cards and thereby insulate them from the massive employer coercion that accompanies—and is given a platform by—the representation election. These three provisions constitute the Employee Free Choice Act, which will be debated in the next Congress. It will be an epic, no-holds-barred battle, because at stake is nothing less than whether the United States, already well on the way, becomes a "union-free" society.

If that is not a pleasing prospect, join us in this petition: "We, the undersigned members of the Organization of American Historians, support the Employee Free Choice Act and urge Congress to enact it." If you want to add your name, just e-mail your name and institution to: Joseph Eugene Hower <jeh67@georgetown.edu>.

And if you are in one of those battleground states where the employer-side propaganda is already in high gear, pay no mind to that hit man from the Sopranos impersonating a union organizer. □

—David Brody

University of California-Davis

Alice Kessler-Harris

Columbia University

Mike Honey

University of Washington, Tacoma

P.S. For more information, visit <<http://lawcha.org/>> and click on "civic engagement" at the top.

The Ohio State University

Assistant Professor

American International History/Middle East

The Ohio State University at Newark invites applications for the tenure-track position of Assistant Professor of American International History with a focus on the Middle East. All approaches and specializations are welcome, particularly those that focus on cultural, intellectual, social, economic, or environmental interactions. The position will start in the autumn of 2009. Criteria include a Ph.D. in history at the time of appointment, strong potential for teaching and research, and teaching experience at the college or university level. Responsibilities include teaching courses in both American and Middle Eastern history, conducting research, engaging in service to the campus, and participating in outreach activities. Faculty members at the Newark campus are full members of their departments at The Ohio State University, and are evaluated accordingly.

The search committee will begin considering applications on November 1, 2008, and will continue until the position is filled. Send a CV, a cover letter, three letters of reference, and a representative writing sample to Human Resources, Assistant Professor of History, Search #08-054, The Ohio State University at Newark, 1179 University Drive, Newark, OH 43055.



To build a diverse workforce The Ohio State University encourages applications from individuals with disabilities, minorities, veterans, and women.

The Cornell University ILR School,
in collaboration with LAWCHA,
is pleased to announce the winner of the
2008 Philip Taft Labor History Award
for the best book in American Labor and working-
class history published in 2007:

Laurie B. Green,
*Battling the Plantation Mentality:
Memphis and the Black Freedom Struggle*
The University of North Carolina Press

For information on nominations
for the 2009 Award,
due in by December 15, 2008,
please visit the Taft Award website:
<http://www.ilr.cornell.edu/taftaward>

Labor and Working Class History Association
(LAWCHA)
announces the winner of the
2008 Herbert Gutman Prize
for Outstanding Dissertation in Labor and
Working-class History:

Jarod Roll,
*"Road to the Promised Land:
Rural Rebellion in the New Cotton South,
1890-1945"*
(Northwestern University,
Advisor: Nancy MacLean)

For information on the 2009 Prize competition,
due by November 30, 2008,
please visit the Gutman Prize website:
<http://www.lawcha.org/gutman/php/>

NARA's Exhibits: A Different Side to the Access Business

Allen Weinstein



Weinstein

The National Archives, as you know, is in the "access" business. That word conveys different meanings, however, to different individuals. A well-prepared scholar can sit in a research room poring over boxes of files. Veterans seeking benefits can obtain copies of their military records from NARA's records center in St. Louis. An avid genealogist can browse through recently-digitized documents on the

Internet. These are just three examples of the variety of access provided by the National Archives.

There is also a long list of customers/visitors who do not have specific questions, but who do have general interest and keen curiosity about our nation's history and civic life. And this is where our exhibits—permanent and temporary, large and small—play an important role.

Many Americans visit the National Archives Building in Washington, of course, to see the documents that

they have always heard and read about: the Charters of Freedom—the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. Additionally, there is now the extensive Public Vaults, a permanent exhibition rich in thousands of records and artifacts that document the history of the United States and its people.

There are other temporary—and very special—exhibits on display in the Archives headquarters building's Lawrence F. O'Brien Gallery, in our Presidential libraries and regional archives, or traveling to other public and private facilities around the country. For example, in less than a three-week span this fall, four major National Archives exhibits, all involving partnerships, opened in four different locations.

In Washington, the O'Brien Gallery has opened 1783: Subject or Citizen?, the first joint venture between NARA and Library and Archives Canada. What we have done in this exhibit is to employ a binational perspective to put records pertaining to the Treaty of Paris, from both U.S. archives and Canada's archives, in a new context. This exhibit runs through January 2009.

We also just opened at the Durham Museum in Omaha, Nebraska, Eyewitness, which ran in Washington in 2005. This is its final venue of a five-city national tour. Eyewitness, a product of a partnership between the Foundation for the National Archives and NARA, offers moving first-person accounts of historic events that have shaped our nation. It runs through January 4, 2009.

The Carter Library in Atlanta is now hosting School House to White House, a joint project of the National Archives Experience and the Presidential libraries. The stars of this show are the report cards and essays of Presidents when they were students. It runs through January 4, 2009.

Also open now in Texas are exhibits in observance of the fiftieth anniversary of the National Aeronautics and Space Administration. An exhibit at the Johnson Library focuses on NASA's early years, while one at the Bush Library focuses on the agency's later years. They will run until July 20, 2009, and August 23, 2009, respectively.

Even as these exhibits open, there are others on the drawing board that we believe may pique visitor interest even further. To celebrate the National Archives' seventy-fifth anniversary in 2009, an exhibit which we call simply "BIG" will feature some of our most interesting 'mammoth' records, such as the full scroll of the Articles of Confederation (never yet displayed in its entirety) and a giant map of the Gettysburg battlefield from 1863. BIG opens at our Washington building on March 13, 2009.

The Central Plains Regional Archives will host It's Big, drawing on records in its own holdings, when it moves next year to its new location in the Union Station complex in downtown Kansas City. The Southeast Regional Archives in Atlanta will present an exhibit on civil rights, Documented Rights, as a companion to a major 2009 symposium.

Looking ahead, we are planning, in partnership with the Foundation for the National Archives, a major two-part exhibit beginning in 2010 to mark the 150th anniversary of the Civil War, called Discovering the Civil War.

This exhibit will combine displays of great original documents with engaging interactive experiences. It will be organized thematically rather than chronologically, and will give visitors the chance to walk in the shoes of researchers, unlock secrets, and uncover unexpected events. The records selected for Discovering the Civil War have been chosen for their capacity to surprise and excite visitors, as well as to illustrate the variety of Civil War materials in the National Archives.

Like our widely acclaimed Public Vaults exhibit, Discovering the Civil War will make use of the latest multimedia tools to let visitors take a fresh look at a conflict that still touches our lives. There are, of course, many other exhibits now in NARA facilities around the country and others in the planning stage.

High quality exhibits, big and small, often require the collaboration and cooperation of staff from many parts of NARA. I have always been impressed by what it takes to put these exhibits together. Curators, designers, and registrars, as well as conservators and fabricators, work as a team. And they count on contributions from other members of the Archives staff, such as archivists, technicians, writers, and editors.

As diverse as they are, NARA's exhibits have a common thread: They stimulate visitors to ask questions about the stories of our democracy and require us to provide answers to those questions. Providing these answers helps us achieve one of the goals in our mission statement: Lifting the level of civic literacy in this country by increasing interest in the study of history, social studies, and government; thereby making these subjects more entertaining and engaging for both students and teachers. Only when citizens have a basic level of civic literacy can they fully appreciate and use the records we hold and make accessible to them. The work continues. □

AMERICAN HISTORY GLOBAL CONTEXT



"This fine book is a source of encouragement as well as enlightenment. Some of the foremost historians in the country have teamed up with a talented group of secondary school educators to consider international perspectives on some of the key issues in American history. It is one of the most imaginative efforts I have seen recently to bridge the gap between academic research and high school instruction. Bravo to all concerned!"—Sean Wilentz, Princeton University

Contributors are David Armitage, Stephen Aron, Edward L. Ayers, Thomas Bender, Stuart M. Blumin, J. D. Bowers, Orville Vernon Burton, Lawrence Charap, Jonathan Chu, Kathleen Dalton, Betty A. Dessants, Ted Dickson, Kevin Gaines, Fred Jordan, Melvyn P. Leffler, Louisa Bond Moffitt, Philip D. Morgan, Mark A. Noll, Gary W. Reichard, Daniel T. Rodgers, Leila J. Rupp, Brenda Santos, Gloria Sesso, Carole Shammas, Suzanne M. Sinke, Omar Valerio-Jimenez, Penny M. Von Eschen, Patrick Wolfe, and Pingchao Zhu.

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In Memoriam



Walter B. Hill Jr.

Walter B. Hill Jr., 59, a senior archivist and the first subject area specialist in Afro-American history at the National Archives, died July 29, 2008, of leukemia at the Washington Hospital Center. Dr. Hill was actively involved in many professional organizations, including the Organization of American

Historians (OAH) where he served as chair of the Research and Access to Historical Documentation Committee. In addition to his service to the OAH, Dr. Hill served as National Vice President and Executive Council member of the Association for the Study of African American Life and History; a Commissioner on the Maryland Commission on African American History and Culture; and Chief Historian for the African American Civil War Memorial in Washington, D.C.

Walter Hill had a distinguished thirty-year career at the National Archives where he assisted countless scholars, historians, editors, and documentary filmmakers investigating the African American experience. As a scholar he published a number of articles, guides, and essays on African American history as documented in federal records. Among his most important contributions was a reference information paper on "Federal Research Relating to Civil Rights in the Post-World War II Era." In addition to his work at the National Archives, Dr. Hill taught at Saint Louis University, the University of Maryland, and Howard University, where he was an adjunct professor until his death.

Walter Hill was born in St. Louis and attended the Col-

lege of Wooster in Ohio, where he earned a B.A. in history in 1971. He received an M.A. degree from Northern Illinois University in 1973, and a Ph.D. from the University of Maryland in 1988 where he studied under Ira Berlin. He also served as a consultant on the movie *Glory*.

Walter Hill had a passion for history and a deep love for his work and for the National Archives. He truly believed that the past is prologue and sought to instill that belief in a generation of archivists he mentored until the end of his life.

This gentle man was also a fiercely competitive athlete and, among other sports, was an ardent handball player. He twice won the Maryland state doubles championship.

Survivors include his wife, Irene Hill, his son Matthew Hill and daughter Alexis Hill, three sisters; and countless friends, colleagues, and admirers. □

—Michael Kurtz

National Archives and Records Administration



John Y. Simon

Professional historians, documentary editors, and the general public have suffered a major loss in the death of John Y. Simon, professor in the Department of History, Southern Illinois University. Best known as the executive director of the Ulysses S. Grant Association and editor of thirty-one volumes of the Grant Papers, Simon passed away

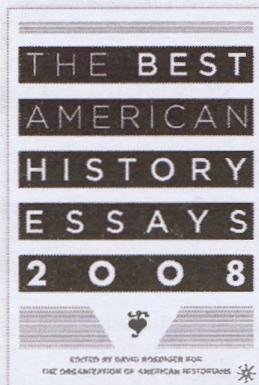
on July 8, 2008. As a youngster, Simon worked in Chicago's

Abraham Lincoln Bookstore where the legendary Ralph G. Newman introduced him to major authors in the field of Lincoln and the Civil War. A 1955 graduate of Swarthmore College, he earned his Master's (1956) and doctorate (1961) degrees under Paul Buck at Harvard University. While a graduate student, he was a teaching fellow for three years. He then taught at Ohio State University from 1960 to 1962 and became executive director and managing editor of the newly formed Ulysses S. Grant Association in 1962. In 1964, he joined the history faculty at Southern Illinois University as an associate professor and became professor in 1971.

Simon was a prolific author and a much-acclaimed teacher, lecturer, and public speaker. He regularly spoke to a variety of professional and amateur historical groups and often appeared on television, gaining the reputation as an individual who could make complicated historical issues understandable through the use of clear language, analytical insight, and good humor. Students flocked to his classes. He taught undergraduates on the Southern Illinois University home campus and by television around the state of Illinois. It was not unusual for students to applaud at the end of one of his lectures. Simon was major professor to numerous graduate students.

His most significant contribution, however, was his work with the Grant Papers. Anyone seriously interested in studying the period of the Civil War, Reconstruction, and the Gilded Age could not do so without consulting the Grant Papers. Intelligently and meticulously edited, these volumes set a standard and made Simon a leader in the field of documentary editing. Library shelves are full of books which cite the Grant Papers and acknowledge John Simon's gener-

BEST AMERICAN HISTORY ESSAYS

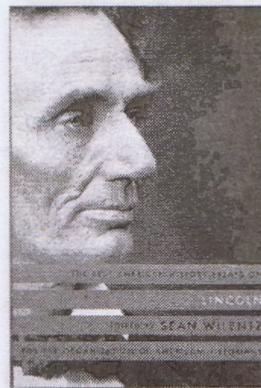


Edited by David Roediger, University of Illinois at Urbana-Champaign, the *Best American History Essays 2008* includes ten of the best essays in American history published between the summers of 2006 and 2007. A joint project of the OAH and Palgrave Macmillan, this third volume provides a quick and comprehensive overview of the top work and the current intellectual trends in the field of American history. With contributions from a diverse group of historians, this collection appeals both to scholars and to lovers of history alike.

Special Issue Coming January 2009!

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MHS-NEH FELLOWSHIPS

The Massachusetts Historical Society will award at least two long-term MHS-NEH fellowships for the academic year 2009-2010. MHS-NEH fellowships are made possible by an award from the National Endowment for the Humanities, an independent federal agency. The stipend, governed by an NEH formula, will be no more than \$40,000 for a term of six to twelve months or \$20,000 for a term of four to five months. The Society will also supplement each stipend with a housing allowance of up to \$500.00 per month. MHS-NEH fellowships are open to U.S. citizens and to foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. Applicants must have completed their professional training; NEH-sponsored fellowships are not available to graduate students. The awards committee will give preference to candidates who have not held a long-term grant during the three years prior to the proposed fellowship term. For information about MHS-NEH fellowships and about the Society's other awards, including short-term grants and support through the New England Regional Fellowship Consortium, please check our web site, www.masshist.org/fellowships, or contact Jane Becker, Massachusetts Historical Society, 1154 Boylston Street, Boston, MA 02215 (fellowships@masshist.org) or 617-646-0518.

Application deadline: January 15, 2009.

ous personal aid, besides. A founder of the Association for Documentary Editing earlier in his career, from whom he received the Julian P. Boyd Award, he also received the Lincoln Prize and the Lincoln Forum's Richard N. Current Award, in later years, in recognition of his lifetime of achievement. In July 2008, Illinois Senator Richard Durbin honored Simon by reading his life story into the *Congressional Record*.

Anyone who ever met John Simon or heard him speak will always remember his sharp wit, his infectious laugh, the inimitable inflection of his voice, his vast historical knowledge, his love of students, his generosity in sharing information and insights, and the cloud of cigarette smoke that perpetually seemed to encircle him. John Y. Simon influenced the lives of all the many people he touched, and he will be sorely missed.

Preceded in death by his son and son-in-law, he left behind his wife, Harriet, the love of his life and documentary colleague; his daughter, Ellen S. Roundtree; and grand daughters, Rachel Harriet and Amanda Betty.

Memorials may be made to the Ulysses S. Grant Association c/o John F. Marszalek, 108 Grant Ridge Road, Starkville, MS 39759 or to the Philip Furst Simon Memorial Fund, Friends of the Carbondale Public Library, 405 W. Main St., Carbondale, IL 62901. □

—John F. Marszalek
Mississippi State University

John E. Taylor

John E. Taylor, a long-time archivist at the National Archives, died September 20 at his home. Taylor's encyclopedic knowledge of World War II intelligence records and his ability to locate them made him legendary among students, journalists, authors, and historians. He was eighty-seven years old.

A National Archives employee for sixty-three years, Mr. Taylor began working at the agency the week World War II officially ended in September 1945, before most employees at the Archives were born. Often asked when he would retire, his standard answer was, "Not this week." During his time at the Archives, Mr. Taylor assisted thousands of individuals—from best-selling authors to college students—researching books, dissertations, articles, and term papers. Researchers from around the world have cited him for his grasp of history and his ability to recall where historical records could be found.

Archivist of the United States Allen Weinstein first met Mr. Taylor as a researcher himself.

"John Taylor was the first person I met at the National Archives many years ago while searching for a dissertation topic," Weinstein said. "With me as with everyone, Mr. Taylor was generous with his time and with his ideas. His distinguished career brought honor to the dogged research enterprise which the Archives embodies. He is irreplaceable, of course, and he will be sorely missed."

Mr. Taylor was honored by a number of organizations for his work in assisting researchers. Among those awards was the Office of Strategic Services (OSS) Society Distinguished Service Award in 2006; the OSS was the forerunner of the CIA. In 1997, the Japanese embassy honored Mr. Taylor for his assistance to Japanese historians and journalists over the years. The National Intelligence Study Center honored him for providing guidance to authors who write about U.S., British, and Russian intelligence. And the American Jewish Historical Society gave him its first "Distinguished Archivist Award" for a lifetime of work as an archivist.

A *Washington Times* article in 2003 referred to Mr. Taylor as a "wizard of research" and "one of the least well-known yet most revered men in Washington." At that time, he received a "lifetime achievement" award from the Scone Foundation, established by Stanley Cohen to honor important yet unknown professionals.

"He's like a magician pulling a rabbit from a hat," author David Kahn (author of *The Codebreakers*) told the *Washington Times*, saying Mr. Taylor could produce "amazingly useful documents from the immensities of the archives (that) makes all of us writers look like wizards of research."

Over the years, hundreds of authors have cited Mr. Taylor's help in their research at the Archives. In a 2003 article, the *Baltimore Sun* observed: "There may be no [other] American whose name appears in the acknowledgements of so many books." □

—Miriam Kleiman

National Archives and Records Administration



Larry C. Morris/The New York Times

Richard C. Wade

Richard C. Wade, widely regarded as the father of urban history in the United States and the first president of the Urban History Association, died on July 19, 2008, at his home on Roosevelt Island in New York City. Born in 1921 (the exact date is elusive) in Des Moines, Iowa, and raised in suburban Winnetka, Illinois, he earned his B.A. and M.A.

degrees at the University of Rochester, where he played varsity basketball and baseball and was such a fine tennis player that he was a member of the Junior Davis Cup team. Wade returned to the University of Rochester to teach after receiving his doctorate from Harvard in 1956.

Unusual among historians for his active and continuing interest in politics at every level, Wade commuted from Chicago to manage Robert F. Kennedy's successful upstate New York campaign for the United States Senate. He was among the small circle of top advisors to Senator George McGovern in his race for the presidency in 1972, served as a Chicago Housing Commissioner from 1967 to 1971, chaired the New York Governor's Commission for Historical Preservation from 1974 to 1978, and chaired the New York State Commis-

sion on Libraries from 1989 to 1993.

But it was as a pioneering urban historian that Wade will longest be remembered. After teaching at Washington University in St. Louis in the early 1960s, he moved to the University of Chicago in 1963, where his eight-year tenure as professor of history proved to be one of the most remarkable in the history of American higher education. His unique combination of enthusiasm, insight, caustic humor, brisk idealism, good judgment, and intellectual brilliance inspired more than twenty young scholars to redirect their lives to the study of American urbanization, myself among them. In 1971, Wade became Distinguished Professor of History at the new Graduate Center of the City University of New York, where he worked to bring yet another group of historians to the study of urban history and where he became especially active in the effort to reduce adult illiteracy. The all-day conference that marked his retirement from CUNY on October 27, 1994, attracted such speakers as George McGovern, Arthur Schlesinger, Jr., John Hope Franklin, David Nasaw, and many of his former students.

Especially in his early career, Richard Wade was as prolific as he was influential. His first book, *The Urban Frontier: The Rise of Western Cities, 1790-1830*, was based upon his Harvard dissertation. It challenged the prevailing frontier thesis by asserting that Pittsburgh, Cincinnati, Louisville, Lexington, and St. Louis were far more important in the settling of the Ohio River Valley than farmers and trappers. Similarly, *Slavery in the Cities: The South, 1820-1860* argued that bondage was common in urban areas but that the peculiar nature of city living, and especially the practice of "hiring out" and "living out" undermined the peculiar institution in places like Charleston, so that slavery was declining in urban areas even before the Civil War. Finally, *Chicago: Growth of a Metropolis*, written with Harold M. Mayer, was unusual for its focus on neighborhoods, rather than the central business district, and for its use of photographs as part of the argument, not as gratuitous illustrations.

Professor Wade's last public appearance was before the "Seminar on the City" at Columbia University in September 2006, when he reflected upon his many years as a teacher, scholar, political advisor, and public intellectual. He leaves his wife, Liane Thomas Wade, and four stepchildren who grew up on Roosevelt Island. □

—Kenneth T. Jackson
Columbia University

Professional Opportunities

Hunter College

The Department of History at Hunter College of the City University of New York invites applications for a tenure-track assistant professorship in African American history with an anticipated starting date of September 1, 2009. A Ph.D. in history is required at the time of appointment. In addition to teaching courses in the specialty, the appointee should have a demonstrated commitment to regularly teaching the U.S. history survey. Salary range: \$38,801 - \$67,092, commensurate with qualifications and experience. Send letter of application, C.V., with three letters of reference to Barbara Welter, Chair, African American History Search Committee, Department of History, Hunter College, 695 Park Avenue, New York, NY 10065 or send email to: history.search@hunter.cuny.edu; please include "African American history search" in the subject line.

Hunter College

The Department of History at Hunter College invites applications for a tenure-track assistant professorship in United States history effective September 1, 2009. This position is being offered as part of the City University of New York United States history

Initiative. The candidate should have a commitment to the regular teaching of the U.S. history survey, with a specialization in the history of Latinas/os in the United States; preferred areas of scholarship are Puerto Rico and the Caribbean migration/immigration. A Ph.D. is required at the time of appointment. Salary is competitive with teaching experience and publications. Send letter of application, C.V., with three letters of reference to Barbara Welter, Chair, Department of History, Hunter College, 695 Park Avenue, New York, NY 10065 or send email to: history.search@hunter.cuny.edu. Women and members of traditionally disadvantaged populations are especially encouraged to apply.

For the latest job listings, activities of members, announcements for calls for papers, awards, grants and fellowship opportunities, visit the OAH online at:
<<http://www.oah.org/announce/>>

2009 OAH Election ■ Candidates for Office

Each fall, individual members of the Organization of American Historians cast their ballots for the annual OAH election using the slate of candidates prepared by the OAH Nominating Board. As outlined in Article V of the OAH Constitution <<http://www.oah.org/about/>>, nominating and executive board candidates receiving the highest number of votes then serve a three-year term in office. Election results are reported at the annual business meeting. After reviewing the candidates for office below, please cast your vote either online or on paper (see page 31 for voting options and instructions).

► President

► ELAINE TYLER MAY. Regents Professor, Departments of American Studies and History, University of Minnesota. **Education:** Ph.D., University of California, Los Angeles, 1975; M.A., University of California, Los Angeles, 1970; B.A., University of California, Los Angeles, 1969. **Grants, Fellowships, Honors and Awards:** Douglas Southall Freeman Professor, University of Richmond, Spring 2008; Residential Fellow, Huntington Library, 2004-2005; Rockefeller Foundation Residential Fellowship, Bellagio Study and Conference Center, Bellagio, Italy, 2005; American Philosophical Society, Sabbatical Fellowship, 2000-2001; Fulbright Distinguished Chair: Mary Ball Washington Professor of American History, University College Dublin, 1996-1997. **Professional Affiliations:** OAH: Editorial Board, *Journal of American History*, 2003-2006; Distinguished Lecture Program; Merle Curti Prize Committee, 1986-1988; Chair, Erik Barnouw Award Committee, 1991-1994; Society of American Historians (elected to membership 2005); American Studies Association: President, 2005-2006; Distinguished Lecture Program; cochair, Program Committee, 1990; National Council, 1987-1991; Women's Committee, 1985-1988; AHA: Committee on Committees, 2003-2006. **Publications, Museum Exhibits, and Other Projects:** With Jacqueline Jones, Peter Wood, Thomas Borstelmann, and Vicki Ruiz, *Created Equal: A Social and Political History of the United States* (2003, 2005; forthcoming 2007); with Reinhold Wagnleitner, eds., *Here, There, and Everywhere: The Foreign Politics of American Popular Culture* (2000); *Barren in the Promised Land: Childless Americans and the Pursuit of Happiness* (1995); *Homeward Bound: American Families in the Cold War Era* (1988); *Great Expectations: Marriage and Divorce in Post-Victorian America* (1980). **Personal Statement:** We live in a time when the public understanding of American history is often undermined by media misrepresentations, political pressures, restrictions on access to critically important documents such as presidential and government papers, and highly politicized efforts to control the history curriculum in public schools. It has never been more important for historians to work to insure that scholars have access to the archival sources they need, that teachers have the academic freedom necessary to teach history without outside pressures, and that public historians are free to develop exhibits and programs that bring American history to a wide public audience. I fully support the ongoing efforts of the OAH to reach out to community college and secondary school teachers, and to continue to work closely with public historians and institutions. I am eager to work with other professional organizations to promote these concerns. ♦

► President-Elect

► DAVID A. HOLLINGER. Preston Hotchkis Professor of American History, University of California, Berkeley. **Education:** Ph.D., University of California, Berkeley, 1970; M.A., University of California, Berkeley, 1965; B.A., La Verne College, 1963. **Grants, Fellowships, Honors, and Awards:** Fellow, American Council of Learned Societies, 2007-2008; Harmsworth Professor of American History, University of Oxford, 2001-2002; Merle Curti Lecturer, University of Wisconsin, 2000; Fellow, American Academy of Arts and Sciences, elected 1997; Fellow, Center for Advanced Study in the Behavioral Sciences, 1984-1985. **Professional Affiliations:** Institute for Advanced Study: Trustee, 2006-present; National Humanities Center Trustee, 1999-2005; Society of American Historians: Parkman Prize Committee, 2005-2006; American Association of University Professors: Chair, Academic Freedom Committee, 2005-2006; History of Science Society: Governing Council, 2003-2006. **Publications, Museum Exhibits, and Other Projects:** *Cosmopolitanism and Solidarity* (2006); *Postethnic America* (third edition, 2006); *The Humanities and the Dynamics of Inclusion since World War II* (2006); *Science, Jews, and Secular Culture* (1996); *In the American Province* (1985). **Personal Statement:** The effective production and dissemination of historical knowledge is now threatened by pressures from agencies of the United States government and private lobbies wishing to control how history is understood by the public. It is imperative that we defend and perfect the integrity and independence of the historian's vocation in every relevant domain. This includes maximizing access to relevant archival materials. It also includes assuring the freedom to write, to teach, and to publicly display what we determine are the most warrantable of interpretations of American history and of specific episodes within it. The Organization of American Historians will best serve its many constituencies, including the public of the United States, if it remembers that its first client is the truth. ♦

► Vice President

► ALICE KESSLER-HARRIS. R. Gordon Hoxie Professor of American History, Department of History and Institute for Research on Women and Gender, Columbia University. **Education:** Ph.D., Rutgers University, 1968; M.A., Rutgers University, 1963; B.A., Goucher College, 1961. **Grants, Fellowships, Honors, and Awards:** Fellow, National Humanities Center, 2006-2007; American Academy of Arts and Sciences, 2005; Fellow, Radcliffe Institute for Advanced Study, 2001-2002; Fellow, Swedish Collegium for Advanced Study in the Social Sciences, 1997; John Simon Guggenheim Memorial Foundation Fellowship, 1989-1990. **Professional Affiliations:** OAH: 1968-present; *The Journal of American History* Editorial Board, 1982-1985; Distinguished Lectureship Program, 1987-2001, 2008-present; AHA/OAH Joint Committee on Part Time and Adjunct Employment, 2002-2005; Executive Board, 2005-2008; Strategic Planning Committee 2008-present; AHA: 1968-present; Committee on Women Historians, 1983-1986; Nominating Committee, 1988-1990; Council, 2006-2009; American Studies Association: 1972-present; Executive Council, 1973-1978; International Committee, 1981-1983, 1988-1992; Nominating Committee, 1984-1986; President, 1991-1992; Chair, Special Advisory Committee on International American Studies, 1996-present; Distinguished Lecturers program, 2002-present; Berkshire Conference of Women Historians: 1969-present; Program Committee, 1975-1976, 1982-1984, 1988-1990, 1991-1993; Prize committee, 1977-1978; Society of American Historians, 1992-present; Executive Board,

2006-present. **Publications, Museum Exhibits, and Other Projects:** *Gendering Labor History* (2007); *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in Twentieth Century America* (2001, recipient of the Bancroft Prize, the Herbert Hoover Presidential Book Award, the Philip Taft Prize for Labor History; Joan Kelly Prize for the History of Women and Gender); *A Woman's Wage: Historical Meanings and Social Consequences* (1990); *Out to Work: A History of Wage-Earning Women in the United States* (1982, awarded the Philip Taft Prize for Labor History); *Women Have Always Worked: An Historical Overview* (1981). **Personal Statement:** I am proud to have been a member of the OAH for four decades. During this period, the Organization has led the community of American historians as their profession and practice have become more inclusive and more responsive to the diffuse intellectual needs of an increasingly diverse membership. We have expanded and changed as we have carried out our mission to promote "excellence in the scholarship, teaching, and presentation of American History." Now we face financial challenges brought on by the difficult tasks of meeting the multiple and sometimes competing interests of a wider constituency. I hope we can face these challenges with courage, taking the risks necessary to guide the OAH into a new scholarly environment that reflects the changing role of the university and takes account of the many places in which scholars, teachers, and the wider public engage with history in a new digital world. ♦

► Executive Board Candidates

Pair One

► GARY Y. OKIHIRO. Professor, Department of International and Public Affairs, Columbia University. **Education:** Ph.D., University of California, Los Angeles, 1976; M.A., University of California, Los Angeles, 1972; B.A., Pacific Union College, 1967. **Grants, Fellowships, Honors, and Awards:** OAH-JAAS Short Term Residency, University of the Ryukyus, 2008; Fulbright Distinguished Lecturer, Japan, 2006; Carl Bode-Norman Holmes Pearson Prize (Lifetime Achievement Award), American Studies Association, 1998; Fellow, Society for the Humanities, Cornell University, 1994-1995; John J. McCloy '16 Professor of American Institutions and International Relations, Amherst College, 1991-1992. **Professional Affiliations:** OAH: Chair, Liberty Legacy Foundation Award Committee, 2005-2006; Elliott Rudwick Prize Committee, 1999-2000; Committee on the Status of Minority Historians and Minority History, 1989-1992; Program Committee, 1990; Distinguished Lectureship Program; AHA: Committee on Minority Historians, 1994-1996; American Studies Association: American Council of Learned Societies delegate, 2003-present; Executive Committee, 2003-present; Cochair, Program Committee, 1997; Chair, Nominating Committee, 1996-1997; Distinguished Lecture Program. **Publications, Museum Exhibits, and Other Projects:** *Island World: A History of Hawai'i and the United States* (2008); *The Columbia Guide to Asian American History* (2001, Outstanding Reference Work, Association for Asian American Studies); *Common Ground: Reimagining American History* (2001, A Choice Outstanding Academic Book); *Margins and Mainstreams: Asians in American History and Culture* (1994, Outstanding Book, Gustavus Myers Center Award for the Study of Human Rights in North America); *Cane Fires: The Anti-Japanese Movement in Hawaii, 1865-1945* (1991, 1992 Outstanding Book Award, Association for Asian American Studies). **Personal Statement:** I intend to forward the direction taken by the OAH to "internationalize" U.S. history with allied historical

and interdisciplinary professional organizations. I think it progressive to subject the nation-state, its archives and literatures, to critical, comparative scrutiny and believe that sustained engagements of scholars across socially manufactured divides, including nation and discipline, will advance the common good. Toward that end, I have had the privilege of working with colleagues in the American Studies Association and the American Council of Learned Societies to examine "America" as a unit of study, and the University of the Ryukyus (Okinawa) and University of Hawai'i to consider islands and oceans as interventions in continental thinking. The OAH can continue to promote those capacious reorientations. ♦

RAMÓN A. GUTIÉRREZ, Preston & Sterling Morton Distinguished Service Professor of History, University of Chicago. **Education:** Ph.D., University of Wisconsin, Madison, 1980; M.A., University of Wisconsin, Madison, 1975; B.A., University of New Mexico. **Grants, Fellowships, Honors, and Awards:** President's Award, American Culture Association/Popular Culture Association, for major contributions to the study of American Culture, 2005; Rockefeller Residential Fellowship, Center for Chicano Research, University of California, Santa Barbara, 2003; Phi Beta Kappa National Visiting Professor, 1997-1998; John Hope Franklin American Studies Book Prize, 1992; John D. and Catherine T. MacArthur Foundation Prize Fellowship, 1983-1988. **Professional Affiliations:** University of Chicago: Director, Center for the Study of Race, Politics, and Culture, 2008-2011; *Ethnic Studies: An Interdisciplinary Journal of Culture, Race, and Ethnicity* Editorial Board; Ellis Island Foundation History Advisory Committee; Consortium on High Academic Performance Advisory Board; Center for Advanced Study in the Behavioral Sciences Fellowship Selection Committee. **Publications, Museum Exhibits, and Other Projects:** With Patricia Zavella, *Mexicans in California: Emergent Challenges and Transformations* (2008); with Richard Orsi, *Contested Eden: California before the Gold Rush* (1998); *Mexican Home Altars* (1997); with Genevieve Fabre, *Festivals and Celebrations in American Ethnic Communities* (1995); *When Jesus Came the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846* (1991). **Personal Statement:** Having served as program chair for interdisciplinary programs, as the founding chair of an ethnic studies department, as the director of several research centers, and as an associate chancellor, the skills set that I bring to the OAH board are fiscal experience over complex budgets, the ability to represent a diverse membership, the ability to broker consensus among the complex constituencies that make up our organization, and extensive experience raising endowment and grants, which we vitally need to allow the OAH's important educational work to move forward. As a scholar and public intellectual I am deeply concerned about our citizenry's historical amnesia, the declension of the historical profession in the public eye, the plight of under-employed and over exploited lecturers without security of employment, the educational pipeline into the professoriate, and the necessity of defining a capacious America in this moment of insularity and xenophobia. ♦

► Executive Board Candidates Pair Two

DORIS D. DWYER, Professor of History and Humanities, Division of Social Science and Humanities, Western Nevada College. **Education:** Ph.D., Miami University, 1979; M.A., Eastern Kentucky University, 1971; B.A., Eastern Kentucky University, 1970. **Grants, Fellowships, Honors, and Awards:** C.C.H.A. Landmarks Workshop on Transcendentalism, 2008; Nevada Board of Regents Commu-

nity College Teaching Award, 2005; President's Excellence in Teaching Award, 2004; Governor's Humanities Award for State of Nevada, 2000; W.N.C. Outstanding Faculty Member Award, 1997. **Professional Affiliations:** OAH: Committee on Community Colleges, 2003-2007; Chair, 2005-2007; Community College Humanities Association; Western History Association; U. S. Supreme Court Historical Society; National Council for History Education. **Publications, Museum Exhibits, and Other Projects:** "Fact and Legend in the Catalan Atlas of 1375," Newberry Library, Slide Set #25, Teaching Unit (1997); "Paths East and West," Art Catalogue of the Mary Freeman Photographic Exhibit, Churchill County Museum Traveling Exhibit (1996); *A Century of City-Building: The Kilgour Family in Cincinnati: 1789-1914* (1983); with Littlefield, Daniel Jr. and Parrins, James M., *American Indian Periodicals Since 1924*, Vols. II and III, individual entries, (1986); Periodic book reviews for *Nevada Historical Quarterly*, *Western History Association Quarterly*, and *Journal of the West* (1985-present). **Personal Statement:** During my thirty years of membership in the OAH, I have been impressed with the ability of the organization to adapt to new circumstances. The effort to reach new historical constituencies—K-12 public and private school educators, community college historians, and historians outside of academic institutions—has been particularly appropriate. As a member of the OAH community college committee, serving two years as chairman, I have served on the Workshop Task Force initiative relating to the American History Survey course and participated in several OAH conference sessions. The Executive Board has been instrumental in these efforts, and I would like to see the OAH continue in new membership initiatives, address new challenges in teaching and research technology, and increase networking among history, humanities, and social science organizations. I would welcome your support in electing me to membership to the OAH Executive Board. ♦

THOMAS M. GASKIN, History Instructor, Department of History, Everett Community College, Everett, Washington. **Education:** Ph.D., University of Washington, Seattle, 1989; M.A., University of California, Los Angeles, 1972; B.A., University of California, Berkeley, 1970. **Grants, Fellowships, Honors, and Awards:** AFT Washington Executive Board Award for Organizing Excellence, 2008; Henry M. Jackson Foundation Grant, 2005, 1989, 1988; Associated Students of Everett Community College Outstanding Faculty Award, 1998-1999 and 1992-1993; National Institute for Staff and Organizational Development (NISOD) Teaching Excellence Award Recipient, 1997; National Endowment for the Humanities Summer Study Grant, 1993. **Professional Affiliations:** OAH: 2009 Convention Local Resource Committee; AHA; Society for Historians of Foreign Relations; Society for Historians of the Early American Republic; National Council for History Education. **Publications, Museum Exhibits, and Other Projects:** With Bethany Reid, *Everett and Snohomish County* (2005); "Senator Lyndon B. Johnson, the Eisenhower Administration and U.S. Foreign Policy, 1957-60," *Presidential Studies Quarterly* (Spring 1994); "One of Ours: Young Scoop Jackson" (1989), Producer and researcher, Broadcast, KCTS (PBS), Seattle, Washington, September 1, 1990; "Henry M. Jackson: Snohomish County Prosecutor, 1939-40," *Pacific Northwest Quarterly* (July 1990); "Senate Majority Leader Lyndon B. Johnson: The Formosa and Middle East Resolutions," ed. Bernard Firestone and Robert Vogt, *Lyndon Baines Johnson and the Uses of Power* (1988). **Personal Statement:** As a member of OAH for thirty-seven years, president of Everett Community College's faculty union, vice president of the Executive Board of the American Federation of Teachers, Washington, and president of the Board of Directors of the Snohomish County Public Defender Association, I believe that

I will bring experience and strong leadership skills to the Executive Board. As the nation slips further into economic doldrums, a key challenge before the Executive Board will be to assure the organization's economic health, while still providing programs which will encourage university, community college, high school, private, and public historians, as well as other professionals in related fields, to be active members in the OAH. I look forward to participating in this effort, along with insuring that the OAH works diligently to support academic freedom, excellence in scholarship and teaching, and access to archival documents. ♦

► Executive Board Candidates Pair Three

MIA BAY, Associate Professor, Department of History, Rutgers University, New Brunswick; Associate Director, Rutgers Center for Race and Ethnicity, Rutgers University, New Brunswick. **Education:** Ph.D., Yale University, 1993; M.Phil., Yale University, 1991; M.A., Yale University, 1988; Honours B.A., University of Toronto, 1985. **Grants, Fellowships, Honors, and Awards:** Faculty Leader in Diversity Award, Rutgers University, 2008; W.E.B. Du Bois Institute Fellowship, Harvard University, 1999-2000; American Council of Learned Societies Fellowship, 1999-2000; Charles Warren Fellowship, Harvard University, 1999-1995; J. Franklin Jameson Fellowship, AHA, 1994. **Professional Affiliations:** OAH: *The Journal of American History* Editorial Board, 2003-2006; ABC-CLIO *America: History and Life* Award Committee, 2002-2003; AHA: James Rawley Prize in Atlantic History Committee, 2008-present; *Reviews in American History* Editorial Board 2008-present; Gilder Lehrman Center for the Study of Slavery, Resistance and Abolition, Yale University Frederick Douglass Prize Committee, 2006. **Publications, Museum Exhibits, and Other Projects:** *To Tell the Truth Freely: the Life of Ida B. Wells* (2009); "Looking Backward in Order to Go Forward: Black Women Historians and Black Women's History," in *Telling Histories: Black Women in the Ivory Tower*, Deborah Gray White, ed. (2008); "'See Your Declaration Americans!!' Abolitionism, Americanism, and the Revolutionary Tradition in Free Black Politics," in *Americanism: New Perspectives on the History of an Ideal*, Michel Kazin and Joseph McCartin, eds., (2006); *Slavery and the Making of America*, (Consultant and commentator) PBS Documentary, 2005; *The White Image in the Black Mind: African-American Ideas About White People 1830-1925* (2000). **Personal Statement:** I am committed to improving historical knowledge and education in both the academy and the world at large. My scholarship aims to engage not just other historians, but students, teachers, and other history buffs as well—as does my pedagogy. In addition to teaching and mentoring Rutgers students, I have worked with educators, filmmakers, public historians, and other scholars to bring up-to-date work on American and African American history to a wide public audience. I believe that a broad-ranging and critical engagement with history is an essential component of any healthy civil culture. Accordingly, I would very much enjoy an opportunity to lend support to the OAH's ongoing efforts to foster academic freedom, preserve historical records, facilitate historical research and writing, and enrich the teaching of history at both collegiate and pre-collegiate levels. ♦

MARY KELLEY, Ruth Bordin Collegiate Professor of History, American Culture, and Women's Studies, University of Michigan. **Education:** Ph.D., University of Iowa, 1974; M.A., New York University, 1970; B.A., Mount Holyoke College, 1965. **Grants, Fellowships, Honors, and Awards:** Residency, Rockefeller Foundation, Bellagio Study and Conference Center, Bellagio, Italy, 1998; *Times-Mirror* Distinguished Fellow, Huntington Library, 1996-1997; Nation-

al Endowment for the Humanities Fellowship, 1990-1991; Mary Kelley Prize awarded annually by the New England American Studies Association; New Hampshire Teacher of the Year, Carnegie Foundation for the Advancement of Teaching, 1995. **Professional Affiliations:** OAH: Merle Curti Award Committee, 2003-2004; Cochair, 1996 Annual Meeting Program; *The Journal of American History* Editorial Board, 1984-1987; American Studies Association: President, 1999-2000; Program Committee, 1999, 1992; National Council, 1987-1990; Editorial Board, 1985-1988; Society of Historians of the Early American Republic: President, 2006-2007; Editorial Board, 2001-2004; Omohundro Institute of Early American History and Culture: Council, 1998-2001, Chair, Council, 2004-2007; American Antiquarian Society: Elected to Membership, 1991; Appointed to Council, 1993-1999. **Publications, Museum Exhibits, and Other Projects:** *Learning to Stand and Speak: Women, Education, and Public Life* (2006); *The Portable Margaret Fuller* (1994); *The Power of Her Sympathy: The Autobiography and Journal of Catharine Maria Sedgwick* (1993); With Jeanne Boydston and Anne Margolis, *The Limits of Sisterhood: The Beecher Sisters on Women's Rights and Woman's Sphere* (1988); *Private Woman, Public Stage: Literary Domesticity in Nineteenth-Century America* (1984, 2002). **Personal Statement:** Today the OAH is an organization with a membership reflecting not only the host of fields that have emerged in the last decades, but also scholarly interests that take us beyond the territorial boundaries of the United States, including the Atlantic and Pacific worlds. We practice history as teachers in K-12 schools, in two and four year colleges, and in universities; as independent scholars; and as public historians. We are poised to use the strength that comes from our breadth and diversity to meet crucial challenges in an increasingly politicized environment. We need to protect academic freedom at sites ranging from classrooms to museums, to ensure unrestricted access to archival sources, to enhance the inclusiveness we have achieved, to make the history we practice legible to the general public, and to engage that public in conversations about the relevance of history to our lives today. ♦

► Nominating Board Candidates Pair One

GEORGE CHAUNCEY, Professor, Departments of History and American Studies, Yale University. **Education:** Ph.D., Yale University, 1989; B.A., Yale University, 1977. **Grants, Fellowships, Honors, and Awards:** Frederick Jackson Turner Award (OAH), Merle Curti Social History Award (OAH), *Los Angeles Times* Book Prize, and Lambda Literary Award for *Gay New York*; Dorothy and Lewis B. Cullman Center for Scholars and Writers Residential Fellowship, New York Public Library, 2004-2005; Social Science Research Council Sexuality Research Fellowship, five Faculty Advisor of Dissertation Fellow Awards, 1997-1998, 1999-2000, 2002-2003; John Simon Guggenheim Memorial Foundation Fellowship, 1996-1997; National Humanities Center Fellowship and Residency, 1996-1997. **Professional Affiliations:** OAH Distinguished Lectureship Program, 1996-2001; Society of American Historians (elected to membership 2005); American Studies Association: Distinguished Lecture Program; National Council, 1996-1999; Program Committee, 1995; AHA. **Publications, Museum Exhibits, and Other Projects:** *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (1994); *Why Marriage? The History Shaping Today's Debate Over Gay Equality*, (2004); with Elizabeth Povinelli, eds., *Thinking Sexuality Transnationally*, special issue of *GLQ: Journal of Lesbian and Gay Studies* 5, 1999; with Martin Duberman and Martha Vicinus, eds., *Hidden From History: Reclaiming the Gay and Lesbian Past* (1989); "How History Mattered: Sodomy Law and Marriage Reform in the United States," *Public Culture* 20 (2008). **Personal Statement:** The

OAH has critical work to do: defending academic freedom and the interests of historians at all levels and in all domains of the profession, advocating for the conservation and greater accessibility of historical sources, promoting historical scholarship, and communicating the fruits of that scholarship in ways that illuminate the great debates of our time. I would be honored to contribute to this important work by serving on the nominating committee and helping to ensure that the organization has the distinguished, creative, and diverse leadership it needs. ♦

RICHARD GODBEER, Professor of History, University of Miami. **Education:** Ph.D., Brandeis University, 1989; B.A., Magdalen College, Oxford University, 1984. **Grants, Fellowships, Honors, and Awards:** University of California President's Research Fellowship in the Humanities, 1999-2000; American Philosophical Society Research Grant, 1996 and 1992; Andrew W. Mellon Foundation Fellowship, Huntington Library, 1994; Colonial Society of Massachusetts Walter Muir Whitehill Prize in Colonial History, 1994; AHA Pacific Coast Branch Best First Book Award, 1993. **Professional Affiliations:** OAH; AHA; McNeil Center for Early American Studies; Omohundro Institute of Early American History and Culture. **Publications, Museum Exhibits, and Other Projects:** *The Devil's Dominion: Magic and Religion in Early New England* (1992); *Sexual Revolution in Early America* (2002); *Escaping Salem: The Other Witch Hunt of 1692* (2004); *'The Overflowing of Friendship': Love Between Men and the Creation of the American Republic* (forthcoming 2009); *The Salem Witch Hunt: A Documentary History* (under contract). **Personal Statement:** My foremost commitment as a member of the Nominating Board would be to ensure that in all its endeavors the OAH incorporates voices from a broad spectrum of professional experiences, methodologies, and perspectives. During the past three years, while serving as director of Women's and Gender Studies on my campus, I have sought to nurture a climate of conversation that welcomes and learns from many different approaches. Exposure to views different from one's own is, after all, not the price but the reward of a commitment to diversity and freedom of expression. As a member of the Nominating Board, I would also bring a strong commitment to building more and stronger bridges between the academy and our colleagues in grade schools; my experiences over the years with initiatives to that end have been very rewarding, and I believe that such programs should be a high priority for the OAH. ♦

► Nominating Board Candidates Pair Two

BENJAMIN H. TRASK, History Teacher, Gildersleeve Middle School, Newport News, VA. **Education:** M.S.L.S., University of North Carolina at Chapel Hill (library science), 1987; M.A., Virginia Polytechnic Institute & State University, 1981; B.A., Virginia Polytechnic Institute & State University, 1978; College of William and Mary, 2007 (gifted certification). **Grants, Fellowships, Honors, and Awards:** Research grant from Newport News Public Schools, 2008; Keith Matthews Prize by the Canadian Nautical Research Society for the best article in *Northern Mariner*, (2005) 2006; Research grant from Newport News Public Schools, 2005. **Professional Affiliations:** OAH: 2008-present; Southern Historical Association, 1989-present; Williamsburg Bibliophiles, 1990-1996 (Board, 1992-1995, Chairperson, 1993-1995). **Publications, Museum Exhibits, and Other Projects:** "A gift from God: Missionary Teachers and Freedpeople in Southeastern Virginia," *Virginia At War, 1863* (in press 2008); *Fearful Ravages: Yellow Fever in New Orleans, 1795-1905* (2005); "The World of 'Septic Vapours': Spontaneous Generation, Yellow Fever, and American Shipping, 1798-1905," *Northern Mariner* 15 (April 2005); Curator, "Waters of Despair, Waters of Hope: African Americans

and the Chesapeake Bay" at The Mariners' Museum (2000-2001); Editor, William C. Corsan's *Two Months in the Confederate States: An Englishman's Travels Through the South* (1996). **Personal Statement:** My experience as a teacher, special librarian, archives technician, tour guide, adjunct faculty member, curator, consultant, and author will contribute to finding OAH leadership to address the complex issues involving American history. As a Nominating Board member, I would seek officers who not only encourage students to apply modern technology to studying history but also ensure that learners visit museums, role play, examine documents, touch artifacts, and conduct interviews. The leadership should also become a voice for the frustrated educators who are compelled to stress the memorization of facts and must curtail discussions, critical thinking, and writing skills. In addition, national resources should make presidential libraries cornerstones of history, not focused on making a monument to an individual's legacy. Finally, the officers of the OAH should take every opportunity to stress the importance of history and explain that the ability to write, think critically, and research, make better citizens. ♦

ROSEMARY KOLKS ENNIS, Teacher, Social Studies Department, Sycamore High School, Cincinnati, Ohio. **Education:** M.A., University of Cincinnati, 1976; B.A., University of Cincinnati, 1975. **Grants, Fellowships, Honors, and Awards:** Ohio History Day Teacher of the Year, 2004; National Endowment for the Humanities Summer Seminars Fellowship, "Calvin, Erasmus and Luther" at Yale University with Dr. Jaroslav Pelikan, 1985; National Endowment for the Humanities Summer Seminars Fellowship, "Society, Slavery and the Civil War" with Dr. Philip Paludan at the University of Kansas, Lawrence, 1991; Taft Graduate Student Fellowship 1975-1976, University of Cincinnati Phi Beta Kappa, 1974. **Professional Affiliations:** OAH: Chair, Mary K. Bonsteel Tachau Precollegiate Teaching Award Committee, 2000-2001; AHA; Cochairperson, Sycamore High School staff development committee and program, 2003-present; "Change Leadership" Conference, Harvard University, 2008; Member of Sycamore Community Schools, District Staff Development Committee, 2003-present. **Publications, Museum Exhibits, and Other Projects:** Advanced Placement Program and Readings: A.P. United States History Redesign Commission Cochairperson, 2006-2007; Question Leader 1998-2001, 2007-2008; Table Leader 1992-present; Reader 1988-1991; National History Day: Cochairperson of the Sycamore History Fair, 1989-2004; "Resources for A.P. United States History," *The History Teacher*, Vol. 32, No. 2 (February 1999); National Park Service seasonal interpreter & researcher, 1977-1984 (summers); William Howard Taft National Historic Site, volunteer. **Personal Statement:** It is critical for the OAH to build ties between educators at college and secondary schools and to tie the teaching community to public historians. I have personally experienced the benefits – for both personal and professional growth – of these connections at the A.P. readings and through the Redesign commission. The OAH can play a role in tightening the connections between these communities. Over the years I have seen an expansion in outreach to high school teachers at the annual convention and through the *Magazine of History*. I would like to see the OAH offer even more opportunities for all historians to connect with one another. The more contacts and resources we have access to – the stronger we will be as teachers and historians. As a high school teacher, I also dream of an outreach program focused on junior high and high school students. ♦

► Nominating Board Candidates Pair Three

PABLO MITCHELL, Associate Professor of History and Comparative American Studies, Oberlin College. Edu-

Official Ballot

2009 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 17, 2009. Photocopies of this ballot will not be accepted. Only current 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. The ID number is in the MIDDLE of the line that looks like: "NL-12345-mm/dd/yyyy" In this example, your ID number would be "12345".)

Your OAH ID Number: _____

President (one-year term)

ELAINE TYLER MAY

President-Elect (one-year term)

DAVID A. HOLLINGER

Vice President (one-year term)

ALICE KESSLER-HARRIS

Executive Board (three-year term)

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

GARY Y. OKIHIRO
 RAMÓN A. GUTIÉRREZ

DORIS D. DWYER
 THOMAS M. GASKIN

MIA BAY
 MARY KELLEY

Nominating Board (three-year term)

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

GEORGE CHAUNCEY
 RICHARD GODBEER

BENJAMIN H. TRASK
 ROSEMARY KOLKS ENNIS

PABLO MITCHEL
 KATHLEEN SMITH KUTOLOWSKI

Nominations

Who gets nominated for positions in the Organization of American Historians? A key role, you should know, is exercised by those 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. Please list the names and the institutional affiliations of individual nominees below and attach a brief c.v. or statement describing their qualifications. Your suggestions **do** make a difference!

	Vice President	Nominating Board	Executive Board
Nominee/Affiliation			
Nominee/Affiliation			
Nominee/Affiliation			

Nominee/Affiliation

Your Name (optional)

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

Please mail completed ballots and your nominations to the OAH office: P.O. Box 5457, Bloomington IN 47407-5457.
 Ballots must be postmarked no later than Tuesday, February 17, 2009.

Ph.D., University of Michigan, Ann Arbor, 2000; M.A., University of New Mexico, 1995; B.A., Swarthmore College, 1992. **Grants, Fellowships, Honors, and Awards:** Emerging Scholar of the Year, *Diverse: Issues in Higher Education* magazine, 2008; Ray Allen Billington Prize, OAH, 2007; Postdoctoral Fellow, Sexuality Research Fellowship Program, SSRC, 2003-2004; Dissertation Fellow, Sexuality Research Fellowship Program, SSRC, 1998-1999. **Professional Affiliations:** OAH; AHA; Western History Association: Program Cochair, 2008; Board, Latina/o Sexualities Research Agenda, 2005-present; American Studies Association. **Publications, Museum Exhibits, and Other Projects:** *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (2005); "Playing the Pivot: Teaching Latina/o History in Good Times and Bad," *The Journal of American History* (March 2007); "Bodies on Borders: African Americans, Penitentes, and Social Order in the Southwest," in *Race, Religion, Region: Landscapes of Encounter in the American West* (2006); "You Just Don't Know Mrs. Baca': Intermarriage, Mixed Heritage, and Identity in New Mexico," *New Mexico Historical Review* (Fall 2004); "Accomplished Ladies and Coyotes: Marriage, Power, and Straying from the Flock in Territorial New Mexico, 1880-1920," in *Sex, Love, Race: Crossing Boundaries in North American History* (1999). **Personal Statement:** As scholarly interest in interdisciplinary work expands and deepens, the OAH has been a welcome home for historians committed to such enterprises. This inviting atmosphere has many advantages for the organization, from nurturing new fields of inquiry

to reinvigorating more traditional approaches. Many involved in interdisciplinary research have also appeared increasingly interested in history and historical scholarship. I am honored to be nominated for this position and believe that I can help the organization continue to reach out to all members of our scholarly community, from formally trained historians and more established members of the profession to those newcomers with a sustained interest in historical research. ♦

KATHLEEN SMITH KUTOLOWSKI, Associate Professor, Department of History (Chair, 2004-2007; Associate Chair, 2001-2004), The College at Brockport, State University of New York. **Education:** Ph.D., University of Rochester, 1973; M.A., Cornell University, 1966; B.A., Gettysburg College, 1964. **Grants, Fellowships, Honors, and Awards:** Thomas W. Jackson Masonic Education Award, 2007; Larry J. Hackman Research Residency, New York State Archives, 2000; George S. Queen Award for Excellence in the Teaching of History, 1987; National Endowment for the Humanities Fellowship, 1984-1985; New York State Chancellor's Award for Excellence in Teaching, 1977. **Professional Affiliations:** OAH; Society for Historians of the Early American Republic; *Journal of the Early Republic* Editorial Board, 1987-1991, Program Committee, 1980, 1982; New York State Historical Association: Coordinating Committee, New York State Studies Group, 1981-1987, New York State History Advisory Council, 1981-1983, Advisory Committee on Teaching New York State History in Higher Education, 1992-1994,

Program Committee, New York State History Conference, 1995. **Publications, Museum Exhibits, and Other Projects:** "Freemasonry Revisited: Another Look at the Grass-Roots Basis of Antimasonic Anxieties," *Freemasonry on Both Sides of the Atlantic*, ed. R. William Weisberger (2002); *The Social Composition of Political Leadership: Genesee County, New York, 1821-1860* (1989); "Antimasonry Reexamined: Social Bases of the Grassroots Party," *The Journal of American History*, 71 (1984); "Freemasonry and Community in the Early Republic," *American Quarterly*, 34 (1982); coauthor with Ronald P. Formisano "Antimasonry and Masonry: The Genesis of Protest, 1826-1827," *American Quarterly*, XXIX (1977). **Personal Statement:** I have enjoyed the benefits of OAH membership for nearly four decades, including more recent features of the *Journal*, such as exhibit reviews and round tables, that accompany the traditionally fine scholarship. As a historian whose teaching career has been spent at one public comprehensive college, I appreciate the increased outreach of the organization to community college and public school faculty (for whom the *Magazine*, with its teaching focus, is of enormous value). I would be pleased to do my part by serving on the Nominating Board. Although my focus shifted more to administration for several years, I have maintained contact with an array of scholars through research, revisions for a book in progress, and book and manuscript reviewing. If elected, I would represent the large community of scholar-teachers whose careers are spent at non-research one institutions but who continue active scholarship (albeit more slowly than might otherwise be the case!). ♦

RESEARCH FELLOWSHIPS

in American History and Culture & Related Studies

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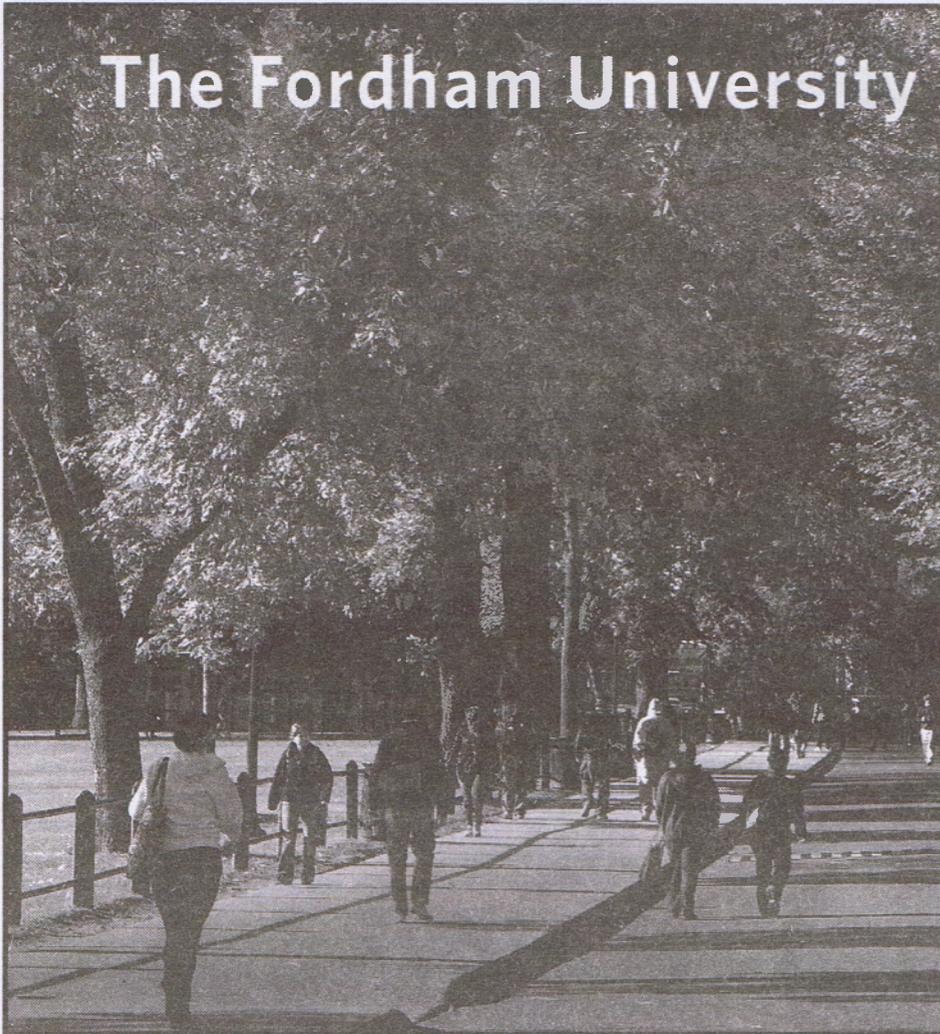
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