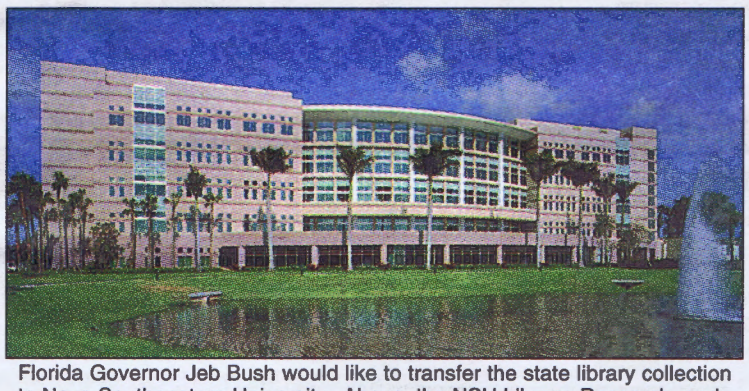
OAH Newsletter

Volume 31, Number 2 • May 2003

Erasing Florida's Past

Robert Cassanello

In the current atmosphere of economic uncertainty and resulting budget cuts, governors and legislators around the country are trimming services that many citizens have long taken for granted. In the latest round of fiscal retrenchment, state libraries find themselves vulnerable to desperate moves to save state funds. The Washington State Library, for example, was closed to the public last year while local libraries in Washington, D.C., and parts of New York shortened their hours of operation and provided less services to their patrons. In Florida, Governor Jeb Bush wants to take an even more drastic approach by removing the state library from his budget altogether. Bush's actions, although seemingly isolated, reflect a larger trend in Florida to minimize history education.



Florida Governor Jeb Bush would like to transfer the state library collection to Nova Southeastern University. Above, the NSU Library, Research, and Information Technology Center—a joint use facility with the Broward County Board of County Commissioners. (Photo courtesy NSU.)

As a Florida historian, I was deeply concerned when I heard the news that Governor Bush recommended the closing of the Florida State Library and the transfer of the state archives, state museum, and Bureau of Historic Preservation to other departments within the government. His proposed actions stemmed from a disagreement with Florida voters in the 2002 election. Although Bush won reelection, voters in Florida voiced their disapproval of his educational policies when they approved a statewide amendment to reduce public school class sizes within the next ten years. On the campaign trail, the governor had actually attacked the amendment as irresponsible and too costly for the fragile state budget, declaring that he had a "devious" plan to subvert it. In a state where some high school classes have over forty students—and in a time when the state mandated Florida Comprehensive Assessment Test (FCAT) exam not only determines promotion and graduation for students, but high failure rates could threaten the financial livelihood of poor performing schools—there is a great deal of anxiety over K-12 education. Bush responded to classroom overcrowding and poor FCAT scores by reintroducing ideas such as vouchers, yet voters ignored his recommendations and replied with demand for smaller classes. The actual cost of the measure to reduce class size is uncertain—proponents claim it will cost anywhere from

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From the OAH President

Vitalizing a Profession

Jacquelyn Dowd Hall

Hall

Taking up my responsibilities as president of the OAH during the annual meeting in Memphis proved humbling and exciting in ways I hadn't anticipated. The shadow of the past was palpable, as we commemorated the thirty-fifth anniversary of the April 4 assassination of Martin Luther King. A second shadow fell across the hallways and meeting rooms as well: the shadow of war, and with it the challenge of using our skills as historians to explore the roots and context of contemporary events. "Those who view historians as irrelevantly stuck in the musty past might be doing a double-take these days," observed James M. O'Neill, a reporter for the *Philadelphia Inquirer* ("History Scholars Fight Present War," 10 April 2003). O'Neill then went on to quote Temple University professor Ralph Young, who "called it myth to think that historians are only interested in the 'cold facts of the past. We're concerned with how everything is connected. History is concerned with the future.'"

Enacting that link between the past, the present, and the future, speaker after speaker evoked the memory of King's post-1965 incarnation as a national leader who linked racism to

The annual meeting gets off to a great start Thursday as attendees enjoy the Southern Regional Reception in Memphis. Turn to page 9 for more photos of the meeting.

Guitarist Brad Webb and Delta Bluesman "Blind Mississippi" Morris perform at the "Down-home Blues and Southern Lunch" held at the Center for Southern Folklore in Memphis. (OAH Staff Photo, Ginger L. Foutz)

militarism, spoke out against the Vietnam War, and tried to take the movement in a direction that, in his words, would "cost the nation something" by fighting for economic justice for poor whites and blacks alike. Past President David Montgomery and *JAH* Editor Joanne Meyerowitz organized a standing-room only forum on American foreign policy, which was televised by C-SPAN. The Executive Board, responding to a request from "Historians Against the War," adopted a resolution emphasizing the centrality of dissent in American history and warning against the curtailment of civil liberties in the name of security. But such linkages were not limited to explicit discussions of breaking events. They were implicit in all we did, from oversubscribed tours of the Mississippi Delta to Ira Berlin's riveting presidential address on the resonance of slavery in contemporary politics and culture to the chat room on reparations, which sparked plans for a virtual chat group to follow.

As these debates, discussions, and commemorations mingled with what is always, for me, the key attraction—the opportunity to reconnect with far-flung networks of friends and colleagues, to renew the sense of collective identity that inspires and sustains our intellectual work, the OAH's Executive Board and Standing Committees conferred behind the scenes. I know that the deliberations of profes-

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2003-2004 OAH Lectureship Program Inside • Mail Ballot on Back Page

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

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- O $25, 50-Year OAH Member (must be OAH member for 50 or more years)

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

O *Journal of American History* O *OAH Magazine of History*

History Educator Membership

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

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(Board composition updated 1 May 2003)

OAH Mission Statement

The OAH is an association of historians dedicated to the promotion of teaching and scholarship about the history of the United States, both before and after its formation as a nation-state. The Organization pursues these goals by:

- Encouraging and supporting excellence in historical research, interpretation, and publication;
- Advancing the teaching and practice of American history at all levels and in all settings;
- Promoting the widest possible access to historical sources and scholarship, and the widest possible discussion of historical questions and controversies, including advocacy for professional scholarly standards where appropriate;
- Generating support for the preservation, dissemination, and exhibition of sources dealing with the history of the United States; and
- Encouraging respectful and equitable treatment for all practitioners of history.

ORGANIZATION OF AMERICAN HISTORIANS

OAH Newsletter

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OAH Strategic Plan

Last fall the executive board held a planning retreat to outline strategic goals for the OAH. As the organization approaches its one-hundredth anniversary (2007), we will emphasize initiatives that help historians reach broader audiences and improve history education at all levels. In addition, we will continue to enliven the annual meeting and work to insure the longterm financial security of the OAH.

During the 2003 Annual Meeting in Memphis, OAH service committees discussed this strategic plan and made recommendations to the executive board, which has endorsed the evolving plan as it appears below.

The board now seeks feedback from the OAH membership as we implement and further shape these strategic goals. Please send us your ideas and comments by mail (OAH, 112 N. Bryan Avenue, Bloomington, IN 47408) or email <oah@oah.org>.

Goal 1: By 2007, OAH will expand connections with members and broader audiences.

1. Establish a continuing collaborative relationship with the National Museum of American History.

2. Increase recruitment of new members, especially among underrepresented groups (precollegiate teachers, community college historians, public historians, minority historians, and practitioners of more traditional subfields) and graduate students.

3. Increase the listenership of *Talking History* so that by 2007 it will be carried in its entirety or in segments on 200 radio stations around the globe.

4. Expand Lectureship program to 125 engagements beginning in FY2005 and reach new audiences.

5. Expand OAH website to connect with members and reach a broader audience.

6. Explore involvement in film production as a powerful way of reaching broader audiences.

Goal 2: By 2007, OAH will expand its leadership at all levels of history education.

1. Enhance and expand the *OAH Magazine of History*, and hire a full-time editor, so that by 2007 it will have a circulation of 20,000.

2. Hire a full-time education coordinator.

3. Enhance education materials on the OAH web site.

4. Enhance the quality of precollegiate history education.

a. Expand the number of History Educator members of OAH. (See Goal 1, Strategy 2.)

b. Survey OAH members on existing collaborative projects (precollegiate schools and colleges/universities; and history departments and schools of education).

c. Develop greater cooperation between history departments and schools of education by establishing models for others to emulate.

d. Collaborate with the Gilder Lehrman Institute of American History in establising History High Schools.

e. Mount Fifty-State Survey of History Education on web site to share the information widely with educators, historians, and policymakers able to shape history education at the state level.

f. Expand collaboration with Advanced Placement/Educational Testing Service (AP/ETS) and the National Council on History Education (NCHE).

5. Strengthen the relationship between community college historians and other members of the profession, especially by establishing regional workshops on teaching the U.S. history survey.

6. Enrich the professional lives of part-time and adjunct history faculty.

a. Provide travel grants for part-time and adjunct faculty to encourage greater participation in annual meetings.

b. Increase advocacy efforts on behalf of part-time and adjunct faculty.

Goal 3: By 2007, OAH will transform its annual meeting to make it less rigidly structured and to make it more dynamic, innovative, and interactive.

1. Appoint an ad hoc committee, including former program chairs, to consider changes in the Annual Meeting.

2. Shorten annual awards ceremony at 2003 Annual Meeting in Memphis with new arrangements.

3. Implement further changes at 2004 Annual Meeting in Boston.

a. Fewer papers should be read.

b. Create sessions of varying time length.

c. Create more informal "how to" sessions on the craft of history.

d. Create more interactive teaching sessions that address all teachers, including university faculty.

e. Create sessions on scholarly controversies in which two or more distinguished historians take opposing positions.

f. Increase the number of international scholars on the program.

g. Increase the number of senior scholars presenting research (not just serving as chairs and commentators).

h. Create new lunch event on Friday that is connected to a half-dozen Chat Tables for discussion and boxed lunches.

i. Move president's address to late afternoon or other time of day and replace with an evening event such as a film screening or concert open to the public.

Goal 4: By 2007, OAH will have increased revenues and diversified its funding sources so as to ensure greater financial independence and support for further programming.

1. Execute the development plan approved by the executive board in spring 2002.

2. Establish more collaborative programs.

a. Apply National Park Service-OAH Cooperative Agreement model to new relationships with other national, regional, and state entities.

b. Expand revenue-generating collaborative relationships with organizations and institutions that promote American history, such as the Gilder Lehrman Institute of American History, the National Museum of American History, and academic and trade publishers.

3. Strengthen the long-term relationship with Indiana University Bloomington, the largest financial supporter of the organization. ❑

Professional Integrity and the OAH

During the past two years the executive board of the Organization of American Historians has engaged in an extensive discussion of issues of academic freedom and professional ethics. These discussions have been provoked, for the most part, by highly publicized accusations of professional misconduct. At the annual meeting in Memphis the board voted to appoint an ad hoc Committee on Professional Standards to help formulate guidelines for responding to the issues raised by such cases in the future.

The OAH executive board approved a Statement on Honesty and Integrity in April 2002. It also endorsed the American Historical Association Statement on Plagiarism in April 2002 and the Scholarship and Teaching sections of the AHA Statement on Standards of Professional Conduct in April 2003. The AHA documents can be viewed at <http://www.theaha.org/pubs/standard.htm>. ❑

OAH Statement on Honesty and Integrity

At its spring 2002 board meeting, the executive board adopted the following statement endorsing and amplifying the American Historical Association's Statement on Plagiarism. The board's intent was to address honesty and integrity in the classroom and specifically condemn lying by teachers and professors:

Honesty and integrity should undergird the work of all historians. Historians seek truth about the past in an effort to better understand historical developments and how they relate to the present and future.

When students encounter historians in the precollegiate, community college, and university classroom, there is an implicit trust on the part of the student that the history teacher or professor will convey a truthful representation of the past when s/he is discussing historical themes, events, places, or individuals. The OAH categorically condemns lying as well as falsification and deliberate distortion in the teaching of history. Such mendacity is an ethical violation of the principle of truth on which the historical profession is based.

Similarly, plagiarism also undermines the search for truth. Stealing another writer's work and offering it as one's own is not only a violation of law that can result in legal action, but it is an attack on the credibility of the historical profession as a whole. The OAH endorses the American Historical Association Statement on Plagiarism, amended in January 2002, and its conclusion that "All historians share responsibility for maintenance of the highest standards of intellectual integrity. . . . Scholarship flourishes in an atmosphere of openness and candor, which should include the scrutiny and discussion of academic deception." ❑

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I am thrilled to have found the *Adjunct Advocate*. **It's wonderful! Wonderful!**--Beverlee Jill Carroll, Author, *How To Survive As An Adjunct Lecturer*

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

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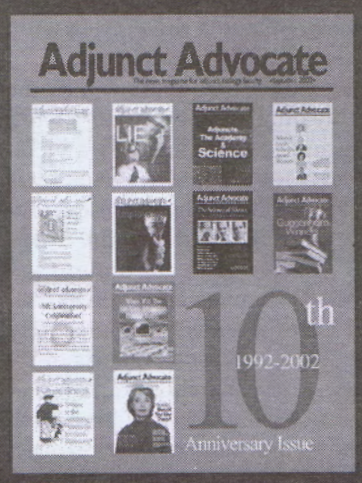

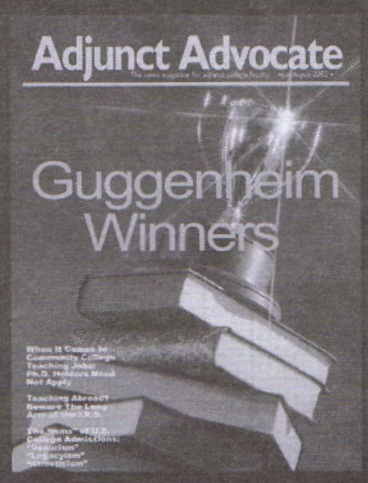

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Focus on Teaching

Using Obituaries, Primers, Mencken, and Oz to Teach History Methods

Stephen Engle

Of all the courses taught by historians, none can be as challenging as those related to methodology or historiography, particularly at the graduate level. For years, I have taught the undergraduate and graduate level course for our department, and in that time, I have attempted to use creative approaches to get students to think about what historians do. I start from the basic premise that—in the words of a colleague—there are three kinds of history: what actually happens, what we are told happens, and what we come to believe happens. Throughout the semester I employ a number of strategies to get students to appreciate what I mean about the three kinds of history and organize the seminar around the areas of research, analysis, interpretation, and presentation. Although I draw upon a variety of wonderfully conceptualized texts geared to historical methodology, I have stepped outside the box and attempted to be innovative in teaching this seminar. I have students keep a semester-long journal, and in the end I have them write their own obituary, and I have them react to the New England Primer and to Henry L. Mencken's essay "Sahara of the Bozart." Finally, I draw on Frank Baum's *The Wonderful Wizard of Oz* to bring closure to the semester and to the seminar's theme.

I have students keep a journal during the semester and require them to make daily entries, no matter how long or short those entries may be. I remind them of how important journal entries are in drawing conclusions about people, issues, and events. I also emphasize the absence of entries as evidence for historians to use in drawing conclusions, as well as the significance regarding the difference in entries involving witnesses of the same events. One of the best examples illustrating different views of the same event can be found in a fishing trip shared by members of the famed Adams family. Brooks Adams, son of Charles Francis Adams, kept a diary as a youth and, after returning from a fishing trip with his father, wrote: "Went fishing with my father today, the most glorious day of my life." Years later, Brooks remembered that his father Charles had also kept a diary and he compared his entry regarding the same fishing trip with that of his father's. His father's entry cast new light on that fishing trip as his entry read: "Went fishing with my son, a day wasted."

At the end of the semester, I have the students write their own obituary. As morbid as it may seem, the obituary serves a dual purpose: first, students need to know who will write their obituary—a historical record which essentially reduces their lives in print to something rather insignificant, and second, students need to come to grips with how the next generation will recount their lives between the born-died dash, if few written records are left behind as evidence. Thus, students come to learn something about the importance regarding the enormity of what goes unwritten and what we come to believe based on what is written by those who follow in the future.

In an attempt to get students to analyze historical documents and draw some conclusions about society, I employ the New England Primer—a set of pictures and rhymes used in the colonial period for teaching children the alphabet and how to read. Elementary though it might seem, the primer combines pictures and rhymes to enforce moral codes in puritan society. Because few, if

W.W. Denslow's illustration of a scene from L. Frank Baum's *The Wonderful Wizard of Oz*. (Courtesy Miriam and Ira D. Wallace Division of Art, Prints and Photographs, The New York Public Library, Astor, Lenox, and Tilden Foundations.)

any, college students recognize the primer, particularly in a historical context, I have students discuss the relationship between pictures and symbols as historical evidence in creating morals and manners in a society, and ask them to create a society from the images and themes portrayed in the document. Students often conclude that the people who created and used the document must have been of medieval times, fatalistic, spiritually driven, and great followers of the stars. Thus, their embarrassment is all the more relevant as they come to learn that this was the document used to teach children the alphabet in colonial New England. The assignment becomes more pertinent as they come to appreciate the difficulty in attempting to create the past as it actually was.

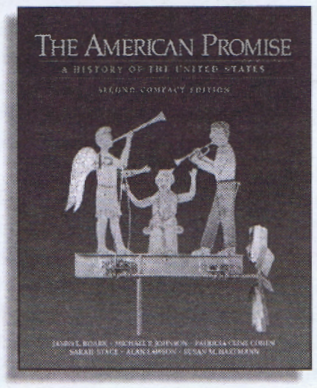
As a way to engage them in the intellectual debates of the early twentieth century regarding what Americans had been told about the American South and what Americans had come to believe about the region, I give them an unidentified copy of Henry L. Mencken's 1917 essay "Sahara of the Bozart." Students are broken into small groups and asked to locate the essay in the period's intellectual battles. In the next week, students are required to determine independently (through research from a bibliography of articles that I give them) if their initial reactions to the essay as a group fit with what they have determined on their own after research. The assignment emphasizes the difference between what they come to believe about the South based on Mencken's assessment and what historians tell them about the American South in this period.

And finally, to bring closure to the semester and to illustrate that there are indeed three kinds of history, I have the students research both *The Wonderful Wizard of Oz* book (1900) and the movie (1939). Specifically, I have them locate reviews of the novel and the film. Their assignment is to determine whether or not the allegorical nature of the story (created much later) fits with Frank Baum's original intentions, or if, in fact, the allegorical hysteria began after the movie appeared in 1939 or in the 1960s when historians, economists, psychologists, social critics, and others told audiences that they needed to believe these were Baum's intentions. In other words, students have to analyze what Baum actually intended, what audiences have been told he had intended, and finally, what these audiences have come to believe about *The Wizard of Oz*. In the end, the assignment ruins the movie because what the students come to learn about the story complicates many of their childhood memories about the Tinman, the Cowardly Lion, the Scarecrow, and Dorothy. This, of course, is the main reason for having my students tackle this assignment. Indeed, as one student remarked, "the allegorical interpretations of the book have apparently taken on a life of their own and that those who continue to promulgate it, show increasing disregard to historical evidence." As this student concluded, one is tempted to remind those who ignore the historical evidence Baum himself left behind (albeit not much), of the words of another children's writer, Dr. Seuss, in *Horton Hatches an Egg*, "I said what I meant and I meant what I said."

My approach may seem somewhat pedestrian in getting students to think about the significance of the past. But in addition to the serious side of the seminar, there are interesting ways to remind students that the old Soviet joke which says, "the future is certain, it is only the past that is unpredictable," is as much a reality as we have come to believe. Thus, while we may never know what actually happened, it is the job of the historian to create as accurate a past as possible so future generations will actually come to believe what they are told by those who construct history. ❑

Stephen Engle is a professor of history and chair of the Department of History at Florida Atlantic University in Boca Raton, Florida.

Two paths to student success



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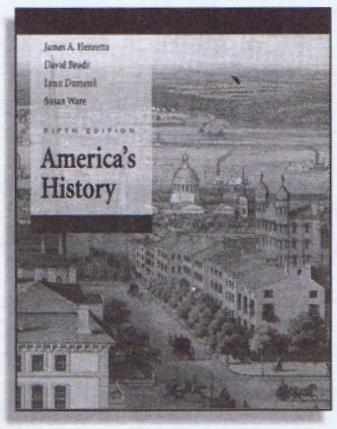

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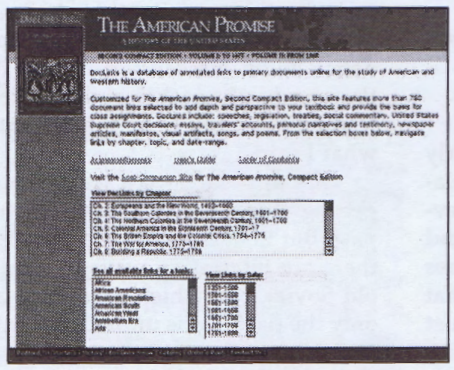

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Teaching American History Grant Program

Snatching Victory from the Jaws of Defeat

Russell Olwell

You planned. You collaborated with local schools. You racked up mileage collecting signatures and letters of support. You wrote the narrative and computed the budget. Coffee and cookies were consumed, all in the name of the U.S. Department of Education Teaching American History Grant (TAH) program application. Despite these efforts, your grant was rejected.

Do not despair. There is life after rejection. As a two-time TAH rejectee, I can say that there are still many valuable activities to help improve K-12 education that history departments can do without $500,000 in federal money. This does not mean I wish I had been rejected, but I am struck by how much of the energy generated by writing a proposal for the program can be harnessed to create good—but lean—programs to improve K-12 teaching.

At Eastern Michigan University (EMU), we have followed up on the relationships that were built while planning and writing our grant and were able to implement some of the proposed programs. We learned these lessons in the process of scaling down and focusing our ideas:

1. Do as many of the proposed programs as you can afford.

The TAH program provides compensation for teachers, speakers, and administrators to participate in professional development activities. However, there are many workshops, conferences, and courses that can be developed with existing resources. Our grant-writing collaboration with our state's Council for History Education will lead to a statewide, three-day workshop this summer in Lansing on improving history education. It will be shorter than the two weeks proposed in our grant application, but remains an important component that our partners still want to do.

2. Use the opportunity to reconnect with local schools.

When grants pan out, often partnerships fall apart. This need not be the case. We met with several of our partners after the grant was turned down to debrief and listen to what they wanted to do next. Being responsive in this way helps us better plan, and gives our department a stronger sense of what school districts really need to improve history education.

3. Look at other sources of funding.

While our federal grant efforts were unsuccessful, we partnered with our local district, Ypsilanti Public school, to win a Michigan Department of Education "No Child Left Behind" teacher improvement grant. This grant will fund a program to help elementary teachers use trade books in social studies. This will be a great opportunity to work with local teachers and administrators on a worthwhile project.

4. Learn about the real struggles that teachers face, particularly new teachers.

Our grant application focused on helping new teachers of history. This year, we have taken time to work with new teachers, particularly recent graduates of our programs, to better learn about their struggles, including classroom management, standardized testing, and coping with low starting salaries. Learning about these issues helped us begin revising our history graduate program to make it more useful to teachers.

5. Get involved in state organizations to improve history education.

Through the grant writing process, we built a strong relationship with our state Council for History Education. Our department pays for students in our program to attend the annual conference, and several students have taken leadership positions in helping plan the conference.

6. Get your colleagues involved in the improvement of history education.

Historians certainly can gripe about the quality of students, but it is worth the time and energy to get them to see that if universities do not produce skilled teachers and provide support and professional development, the cycle of historical ignorance will never end.

7. Bring local teachers and administrators into your classes to review your program.

In this age of "top down" education reform, K-12 educators are never asked their opinions. If you bring in local educators to review your history education program and outreach efforts, you are not wasting their time. People in the field want to mentor novice teachers, speak to classes about district initiatives, and be able to share their experiences. We host a semiannual lunch to get feedback about our methods classes and teacher preparation, which has generated excellent ideas for improvement of our methods class.

8. Appreciate the people you have working with you.

The people involved in your project actually care about history teaching and about students' success. Keep them close and involved, and continue working to improve K-12 teaching.

The list above is not comprehensive, but represents our experiences at EMU. It does not mean to imply that you should not apply for a grant or should prepare in advance for failure. It does mean that while waiting for updates on the U.S. Department of Education website for new grant applications, there is much work waiting to be done on improving instruction and learning in the schools that surround our colleges and universities. ❑

Russell Olwell is an assistant professor of history at Eastern Michigan University in Ypsilanti.

Innovations Conference Focuses on Real World Classroom Teaching

Gwen Moore

K-12 teachers, university scholars, and public historians from across the country will gather in Alexandria, Virginia, 26-28 June 2003, to address the practical issue of improving the teaching of the past. "Innovations in Collaboration: A School-University Model to Enhance History Education, K-16" is a joint venture sponsored by the nation's leading purveyors of history education: the Organization of American Historians (OAH), the American Historical Association (AHA), and the National Council for the Social Studies (NCSS). Together, they have assembled a representative body of experienced history professionals, from all levels and varieties of venues, to present a sampling of model programs that enhance the knowledge and skills of classroom instructors and heighten student achievement.

The overall goal of the conference is to draw attention to exemplary collaborations with a focus on what is useful and what works in the classroom. Conference sessions will emphasize winning strategies that foster fruitful connections between teachers at the collegiate and the precollegiate levels. The sessions will also highlight links between schools and universities and the resources of museums and park sites. These shared efforts have resulted in demonstrable gains, namely, more creative and effective teaching and the promotion of a more seamless K-16 learning experience.

Eric Foner, Columbia University historian and one of the foremost proponents of school/university/public history partnerships, will deliver the keynote address Thursday evening on the timely and pressing topic of teaching history after September 11. Thirty-four concurrent sessions follow on Friday and Saturday reflecting the expansive range of fresh and inventive thought and practice characteristic, of the exceptional projects that participants represent. Session titles, such as "Enlivening American History," "Exciting Students about History,"

See INNOVATIONS / 14 ▶

Winners Announced for NEH *Idea of America* Essay Contest

The National Endowment for the Humanities (NEH) recently announced the winners of its inaugural *Idea of America* essay contest, a key component of President George W. Bush's "We the People" initiative. Eleventh grade students from across the country were asked to submit twelve-hundred word essays about the defining principles and foundations that have shaped U.S. history. Many of the winning essays focused on such subject matter as the Twenty-First Amendment, legal representation as ruled by the Supreme Court, and George Washington's response to the Whiskey Rebellion of 1794.

Essay winners surround NEH Chairman Bruce Cole (left to right): Matthew Rogan, Amy Connolly, Chairman Cole, Sean O'Mara, and Morghan Transue. (Andrea Hearst and Jessica Barris are not pictured.)

President George W. Bush announced "We the People" at a White House ceremony last September to help support the teaching of American history and civics education. He has asked Congress for $25 million in new NEH funding in FY 2004 to support the initiative.

This year's grand prize winner is Morghan Transue of South Brunswick High School in Kendall Park, New Jersey. She received $5,000 for her essay on *Marbury vs. Madison* which examines the "power of judicial review and the important role it plays in our government's system of checks and balances." The other award winners—who received $1,000 each—are: Jessica Barris of San Diego, California; Amy Connolly of Lawrence, Kansas; Andrea Hearst of San Francisco, California; Sean O'Mara of Easton, Maine; and Matthew Rogan of Arlington, Virginia. Thirteen hundred high school students from across the nation entered the contest. NEH Chairman Bruce Cole noted of the inaugural contest, "Both the overall quality of the winning essays and the number of students who submitted their work suggest a core of young Americans who truly recognize the importance of understanding our nation's history." To view Morghan Transue's winning essay, visit: <http://www.WeThePeople.gov/>. ❑

▼ CASSANELLO / From 1

$4 billion to $12 billion—however, opponents argue it will sap $50 billion from the state budget to implement the amendment.

In a move that he claims will help reduce class size, Bush proposed saving $5.4 million by laying-off the Florida State Library staff and transferring the collection to a willing university. Interestingly, the state library brings in more grants than its actual operating costs. Bush initially flirted with the idea of transferring the collection to Florida State University. This attempt failed, however, when the president of FSU learned that no monies, staff, or space would come with the collection. Because the governor is cutting funding to most public universities, a suitable public replacement for FSU has yet to be found.

Bush's actions have created a vocal protest among significant segments of the Florida history and library community. Numerous editors around the state have also lashed out at the governor, calling him an "outsider" with no regard or respect for Florida's past. The Florida Historical Society hosted a statewide summit and a successful petition campaign that garnered over 16,000 names to stop the measure. A week before his State of the State Address, Bush informed Floridians that he reached an agreement with Nova Southeastern University to transfer the collection to the private school in Broward County. In the agreement, Nova would receive the 350,000 piece circulating collection and $5 million to cover the housing and moving expenses of the collection to Nova's campus in Davie, Florida, five hundred miles south of Tallahassee. On 4 March, while Bush delivered his State of the State Address, two hundred protesters formed a human chain around the R. A. Gray Building where the library is currently located.

Florida Photographic Collection, Florida State Archives

Florida Department of Commerce presents films to the Florida photographic archives, 1964. Allen Morris (second from right) served as clerk for the Florida House of Representatives for twenty years and initiated the photographic archives which is now the photo collection of the Florida State Archives.

This issue has some bipartisan support. Many Democrats and Republicans in the legislature say they will refuse to fund such a measure. Bush's cabinet, however, remains steadfast in its support. Lieutenant Governor Frank Brogan claims that more citizens would have access to the collection if it were housed in Davie. Secretary of State Glenda Hood also claimed that most of the circulating collection was underused. State library and historical organizations have vowed to sue the state if they decide to transfer books purchased by taxpayers to a private institution.

Clearly the voices of protest are right. If this move were to proceed, irreparable damage will be done to the future of Florida history. The Florida State Library has been around since 1845, chronicling and preserving the state's past. Compared to other state libraries, it ranks second in reference transactions, sixth in public service hours and tenth in circulation. While focusing on Bush's actions as a researcher, I couldn't help but think that these issues were indicative of other systemic problems in Florida.

During the same week these events unfolded, I read with disappointment an article in the *Palm Beach Post* that described serious attempts at grade inflation to combat low test scores on mandatory countywide history exams in the Palm Beach School system. According to the article, administrators restructured the grading scale so any student with only 54 percent correct could earn an "A." One employee of the school system recently observed, in fact, that due to budget cuts the county has not had a social studies and history curriculum coordinator for some time, noting that academic focus has shifted to passing the FCAT, which, incidentally, measures math and reading competency, not history.

This example is also indicative of how the teaching of history has become marginalized by the Florida Department of Education. Two years ago, I called the department to see if officials there would be interested in pursuing grants in order to collaborate on a state history curriculum (since I knew there had not been one since the late 1970s). Much to my dismay, I learned that the person in charge of social studies and history curriculum had quit a year earlier and, because of budget cuts, no effort was made to find a replacement. The Florida Department of Education has a curriculum director for every subject field except social studies, and social studies is not even listed as a field awaiting a director. The duties of social studies curriculum were transferred to the language arts curriculum director, who I spoke with and offered to help write a grant to address deficiencies in the teaching of state history. I suggested that the money from the grant could have been used to fund a position in social studies curriculum for the life of the award. He declined my offer, noting that budget cuts also forced the layoff of grant administrators—even if they were awarded the grant they could not hire a staff to administer it.

Luckily, some change is taking place on the local level. I do know that the school systems of Polk and Orange counties are independently developing strategies for addressing state history through the Teaching American History Grant program sponsored by the U. S. Department of Education. Other school systems, however, are not making such bold attempts in an atmosphere of shrinking budgets and mounting FCAT emphasis.

I have read Bush's critics lambasting him as an "outsider" without a deep appreciation for Florida's past, as if a native of the Sunshine State would have never considered abolishing the state library and shuffling important preservation agencies as though they were inconsequential. Bush's actions, however, parallel the lack of attention history receives in the public schools of the state. I, too, am not a native of Florida, but I did go to public school in Florida from kindergarten on through my graduate education. In elementary and middle school, the state mandated that social studies teachers address not only the nation's past, but also integrate Florida's history into their lessons. By the time I entered high school in the 1980s, the state began to remove the Florida component in favor of more vague and ambiguous content benchmarks. In subsequent decades, budget cuts and anxiety over standardized testing scores further eroded an emphasis on teaching state history. During this process, public support for the teaching of Florida's past remained disturbingly mute.

Governor Bush is taking the blame for lacking the vision to appreciate the importance of conserving the state's past, while other legislators and officials began systematically erasing Florida's history from the public school classrooms decades before. Frustration over test scores, declining state budgets, and shuffling the history curriculum to language arts administrators are serious problems that school systems are faced with around the country. I cannot criticize Bush without also seeing this as a final step in a dangerous process. What has happened in Florida should be a wake-up call to other scholars around the country. Bush's methods of cost cutting might become popular with other governors, especially where the public's knowledge of the past has taken a backseat to test-taking strategies. As a firsthand witness and vocal opponent of Bush's actions, I cannot help but think that the state cast the iron for these developments over twenty years ago. ❑

Robert Cassanello is assistant professor of history at Miles College and coeditor of H-Florida <http://www2.h-net.msu.edu/~florida/>.

History Under Attack in the States

At a time when federal support of American history has never been higher (with Teaching American History grants, the NEH "We the People" program, and the National Archives/National History Day "Our Documents" program), major budget shortfalls in the states threaten numerous historical agencies, libraries, and other repositories of historical sources. "To properly understand . . . our country," according to President George W. Bush, "we must know our country's history." Yet many of the archives and state libraries that house the sources on which that history is written are in danger of closing or being less accessible to historians and the public. Developments in the following states indicate this perilous situation. As keepers of the past, historians are encouraged to contact the appropriate representatives and political leaders in their states to keep state budgets from being balanced on the backs of archivists, librarians, and historians.

Arizona. The state archives, library, and historical society are expecting a 10 percent budget cut in 2003. State agencies can look forward to a more drastic cut in 2004. The Heritage Fund faces a $20 million cut for 2003 and a $10 million cut for 2004. This money will instead be given to the state's General Fund.

Connecticut. Governor Rowland's proposed budget would replace the Connecticut Historical Commission with a new Connecticut Commission on Arts, Culture, and Tourism; close four historical museums, funded by the Historical Commission; eliminate the Cultural Heritage Development Fund, the Historic Restoration Fund, and the Historic Homes Tax Credit.

Florida. Governor Jeb Bush has proposed removing the state library from the budget and transferring the library collections to a private institution. Budget cuts have resulted in the failure to appoint a curriculum director for social studies in the Florida Department of Education. The academic focus in most public schools is on math and reading, subjects tested in the FCAT.

Maryland. The Maryland State Archives will face a 12 percent budget reduction for 2004. The General Assembly Budget Committee has recommended a $2.6 million cut from the budget of the Community Legacy Program, funding conservation and heritage efforts.

Massachusetts. The budget of the Massachusetts Cultural Council was cut by 62 percent in 2003.

Minnesota. The Minnesota Historical Society's state funding will be reduced by 15 percent in 2004.

New Jersey. Governor McGreevey's proposed budget for 2004 will eliminate funding for the New Jersey Historical Commission, the Council on the Arts, and the Cultural Trust.

South Carolina. The South Carolina State Historic Preservation Office budget will be reduced by 15 percent. Staff has been reduced by 33 percent. The Department of Archives and History budget will be reduced by 5.5 percent in 2004.

Texas. Proposed budget cuts for 2004 would affect textbook purchases, causing public schools to provide students with 10-year-old social studies texts that lack entries on Hispanic contributions to Texas history. Additionally, the Texas Historical Commission faces a budget reduction of about half, affecting programs like the Courthouse Preservation Program, begun in 1999, which could face a 72 percent budget cut or elimination.

Washington. The Washington State Historical Society and the Eastern Washington State Historical Society expect budget cuts of 14 percent for 2004. The Washington State Library budget will be cut 60 percent.

Wisconsin. The Wisconsin Historical Society's budget will be cut $1.5 million and 30 positions will be lost this year. Last year, the society's budget faced a $1.3 reduction and loss of 15 positions. ❑

From the Executive Director

Memphis

Lee W. Formwalt

About a month before the annual meeting, the OAH staff in Bloomington was preparing for a disappointing turnout in Memphis. Initial preregistration figures were low and war loomed on the horizon. The OAH executive board met by conference call to discuss what should be done if the nation went on red alert and transportation was interrupted before or during the OAH annual meeting. By 1 April, however, preregistration figures had climbed as high as last year's Washington meeting and it looked like we would stay on orange alert. The handful of American historians trickling into Memphis that day soon turned into a veritable flood as over 2,480 practitioners of the discipline descended on the Memphis Cook Convention Center. Fully a third of these individuals were attending their first OAH meeting.

C-SPAN's live broadcast of the roundtable, "Historians Reflect on the War in Iraq," drew a packed house at the Memphis meeting. Television viewers also flooded the OAH office with telephone calls and email messages. (A transcript of the roundtable may be found on the OAH web site.)

The record attendance in Memphis—our largest meeting outside Washington in the last twenty-five years—reflects the recent healthy growth of the organization. Our latest monthly membership figures climbed over 8,900, the largest since 1994. Our 1,545 student members are also the largest number since that year, while our 965 history educator members (mostly precollegiate teachers) are the largest number ever. Part of the latter increase is due to the U.S. Department of Education's Teaching American History (TAH) program which Congress has supported with $150 million so far and with millions more on the way. Several of the TAH projects have included OAH membership for their teachers as part of their grants. In addition, for the second year in a row, the Department of Education brought over 350 representatives from the TAH grant projects to the OAH annual meeting for a series of sessions.

The opening plenary on "Martin Luther King, Jr.: History, Memory and Social Justice" set the tone for the next several days of sessions and events. Cosponsoring several of this year's events was the April 4th Foundation, a Memphis group that commemorates yearly the anniversary of King's assassination. Historians joined Memphians on Friday evening for the April 4th Foundation annual banquet gala featuring former Southern Christian Leadership Conference president Joseph Lowery. Ira Berlin's presidential address, "American Slavery in History and Memory," on Saturday was the appropriate culmination for a convention devoted to "Social Justice and American History."

Coming to Memphis, American historians expected to attend scholarly sessions and other events as well as to network with their colleagues who work in a variety of venues. In addition, this year, difficult issues both within and outside the profession required our attention. As planned, the executive board continued to discuss matters of integrity begun at its fall 2002 meeting and voted to create an ad hoc committee to advise the board on the OAH's role in dealing with future questions of professional ethics. Of even greater interest was the war which had begun in Iraq. A couple of weeks before the meeting, the executive board had appointed Joanne Meyerowitz, David Montgomery, and Ira Berlin to create a session on the impending conflict. Members flocked to the panel and C-SPAN broadcast live the standing room only session. Reaching beyond the walls of academe and the profession, historians provoked a response from 150 individuals around the country who wrote to the OAH executive office asking for copies of the session and expressing their viewpoints which ranged across the political spectrum. In response, we posted a link to the C-SPAN recording on our web site and more recently posted transcriptions of the panelists' remarks. The war sparked discussion throughout the meeting and resolutions expressing concern about the war's impact on freedom of expression were passed by both the executive board and members attending the annual business meeting Sunday morning.

In addition to the regular sessions, chat rooms on reparations, disability history, and Bellesiles attracted members as did a new feature this year, "Screening History." Members had the opportunity to see some of the latest documentaries and to consider them for their classrooms or museums. OAH continues its efforts to reach out to historians at historically black colleges and universities, and Albany State University, Fort Valley State University, Texas Southern University, and Lemoyne-Owen College sponsored a session, reception, and chat room in Memphis.

As Jacquelyn Hall mentions in her inaugural column as president, the OAH Strategic Plan has been developed, discussed and approved by the executive board (see p. 3). A flexible document that will be regularly revisited by the board, the plan encourages the kind of collaboration that has become the norm for OAH as we work with colleagues in other organizations to promote the best American history to our members, the profession, and an even broader audience. In Memphis, we finalized collaborative arrangements with three organizations interested in or devoted to American history: the Gilder Lehrman Institute of American History (GLI), the AP-U.S. History program, and the German American Studies Association. The Gilder Lehrman Institute will continue its support of the *OAH Magazine of History*, the OAH radio program *Talking History*, and travel grants for teachers to attend the OAH annual meeting. In addition, OAH and GLI will work together on a new initiative to create History High Schools in different parts of the country. GLI has already established several of these institutions where high school students take a full four years of American history. OAH and the AP U.S. History program will appoint a committee to vet articles on teaching the U.S. history survey course that will be posted on the AP web site, *AP Central*, and published in the *OAH Magazine of History*. In a continuation of OAH internationalization efforts, several officers met with Han Jürgen Grabbe, executive director of the German American Studies Association (GAAS), and sketched out a membership exchange program whereby OAH members could join GAAS for €40 while GAAS members can secure an electronic membership in OAH for $40. We are confident this agreement will expand German membership in OAH beyond the twenty-one historians currently on the rolls.

Felix Armfield, Buffalo State College, addresses the Historically Black Colleges and Universities (HBCU) Reception Friday evening in Memphis. The HBCU Reception was sponsored by the Albany State University Graduate School, Fort Valley State University Graduate School, Texas Southern University, and LeMoyne-Owen College.

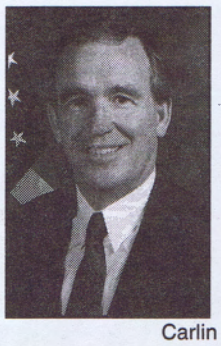
OAH Executive Director Lee Formwalt welcomes guests attending the Community College Historians Reception, Friday evening in Memphis.

As a membership organization, OAH depends on its members for support and governance. Membership dues provide a substantial portion of our income but we must rely on other sources to undertake the various efforts to promote American history beyond the annual meeting and the *Journal of American History*. You will be receiving shortly a letter from President Jacquelyn Hall requesting your support beyond your dues and I hope you will be generous. We also depend on the membership for governance, yet only a fraction of OAH members vote in our annual elections to choose members of the nominating and executive boards of the organization. In an effort to ease your electoral participation, we wish to introduce electronic voting this fall. All members for whom we have an email address will receive an email message in November with a link to the election page of the OAH web site. Members will simply click on the link, enter their membership number (found above your name on every OAH mailing label) and vote in a matter of seconds. Members choosing to vote this way will no longer have to mark a ballot, stick it in an envelope, affix a stamp and mail it to Bloomington. Individuals who do not have electronic access or would prefer to vote the traditional way may continue to do so—a ballot will be included in the November *Newsletter*. More membership organizations are switching to electronic voting and we hope that this less expensive and quicker electoral process will encourage more OAH members to participate in selecting their officers. To include electronic voting as an option, we need to amend the OAH constitution. Please clip the ballot on the top left of the back page of this *Newsletter* and mail it in to the executive office by 1 August. Your participation in the governance of your organization assures that your voice will be heard. ❑

From the Archivist of the United States

New Executive Order Continues Automatic Declassification

John W. Carlin


Carlin

On 25 March, President Bush signed Executive Order (EO) 13292, which provides federal agencies with new guidance on the classification and declassification of federal records. This long-awaited revision to EO 12958 of 17 April 1995 is significant because it institutionalizes automatic declassification as an essential element of the classification process.

The principal purpose of the new executive order is to extend the time agencies have to address the remaining backlog of unreviewed, twenty-five-year-old classified records of permanent historical value prior to the onset of automatic declassification. The extension gives agencies another three and a half years to complete this work.

Other changes reflect seven years of experience in implementing EO 12958, as well as new priorities resulting from the events of September 11. All of the changes in the order had the support of a broad coalition of interagency professionals in classification and declassification.

What is most notable about the new executive order is what it does not change. The revision has left the existing infrastructure and principles for federal classification and declassification largely intact. For historians, there will likely be little or no negative impact from this order other than a three-year delay in the release of some materials. Following is a summary of the most significant changes from EO 12958 to EO 13292:

Deadline for Automatic Declassification Extended. The major innovation of EO 12958 was the introduction of automatic declassification of non-exempted information after twenty-five years, whether or not it had been reviewed for release. This provision was intended to force agencies to meet their obligation to conduct a systematic review for release of information. As such, the original order successfully led to the declassification of approximately one billion pages of older historical records. The new order commits agencies to finish reviewing the backlog of classified records by the end of 2006— estimated to be about 400 million pages.

Clarification of Documents Subject to Automatic Declassification. The language of EO 12958 was unclear when it came to which twenty-five-year-old documents were exempted from release. Moreover, even in blocks of retired records spanning a period of years, the language suggested that older documents would become automatically declassified before the file was subject to review.

A number of changes have been made that clarify the question of what documents are automatically declassified. First, records in a file block will not be automatically declassified until the most recent record is twenty-five years old. Second, an additional five years is allowed for difficult to review records such as audio and video tapes. Third, an additional three years is allowed for the release of records transferred or referred from another agency. Finally, an additional three years is allowed for newly discovered records.

Protecting Foreign Government Information. The new order contains the presumption that the unauthorized release of foreign government information exchanged in confidence will cause damage to the national security. The practical consequence of this addition is limited because EO 12958 contained such broad discretion in this area that an original classifier had the authority to classify such information all along. More importantly, the new order makes it clear that for foreign government information to be exempt from automatic declassification, the same standard as other information concerning foreign and diplomatic relations of the United States and a foreign government will be applied. Specifically, serious and demonstrable "impairment" or "undermining" of these relations or activities must be shown for the information to be exempted.

Categories of Classifiable Information Clarified. Additional categories of information—specifically defense against transnational terrorism, infrastructures, and protection services—were explicitly spelled out as included in those that were eligible for classification. "Weapons of mass destruction" was added as a separate category.

Simplifying the Scheme. EO 12958 was considered unduly complicated to administer because of separate criteria for original classification for up to ten years; for original classification from ten to twenty-five years; and for extending classification beyond twenty-five years. To correct this, the separate set of criteria for withholding information between ten and twenty-five years from date of origin has been eliminated. While the revised language maintains ten years as the norm for most original classification actions, there is now one set of criteria for classification up to twenty-five years and another for withholding beyond this time period.

Reclassification of Properly Released Material. As originally issued, EO 12958 prohibited the reclassification of information after it had been released to the public. This new order restores the ability of the preceeding EO to reclassify such information, but only under "the personal authority of the agency head or deputy agency head" and only if the material may be "reasonably recovered." This change should have little impact; it was virtually unused when previously available and the Information Security Oversight Office, which is part of NARA, will closely monitor its use.

Classifying Documents After Request Under FOIA. The original language of EO 12958 required special procedures for classifying or reclassifying documents after they had been requested under the FOIA, and prohibited it entirely for documents more than twenty-five years old. The language prohibiting the classification or reclassification of twenty-five-year-old information has been dropped, though the special procedures remain.

Authority of Director of Central Intelligence (DCI) Recognized. While intelligence sources and methods information will remain subject to the jurisdiction of Interagency Security Classification Appeals Panel (ISCAP), the amendment recognizes the special authority and responsibility of the DCI to protect such information. As such, this revision does authorize the DCI to veto ISCAP release conclusions, but only after full consideration by ISCAP. Furthermore, a decision by the DCI to bar release can still be appealed to the President by any member of ISCAP.

Sharing Classified Information in an Emergency. One of the issues that arose in the wake of September 11 was awareness of the limitations imposed by the lack of authority under the EO to pass classified information to persons not otherwise eligible (e.g., local and state authorities) in an emergency. As a result, a section has been added specifically authorizing an agency head or designated person to share classified information with individuals not otherwise eligible to receive it and specifying procedures to be followed. This section is especially important in the context of homeland security.

Overall, for historians and other records users, Executive Order 13292 is good news. Not only does it virtually institutionalize automatic declassification, it also commits agencies to finish cleaning up the backlog of older material of historical value within the next three and a half years. In addition, it preserves the principle that in cases where the need to protect information is outweighed by the public interest in disclosure of the information, the information should be declassified. Finally, this order preserves the appeals process should a records user be denied access to information and the user is not satisfied with the declassification review conducted by the originating agency. ❑

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

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

Each year in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response section of the AP Exams. These hard-working professionals, known as readers, are vital to the AP Program because they ensure that students receive AP grades that accurately reflect college-level achievement in each discipline. Readers are paid honoraria, provided with housing and meals, and reimbursed for travel expenses. At the AP Reading you will also exchange ideas, share research experiences, discuss teaching strategies, establish friendships, and create a countrywide network of faculty in your discipline that can serve as a resource throughout the year. Apply online at <www.ets.org/reader/ap> or visit the College Board's web site, <apcentral/collegeboard.com>. You may contact Performance Scoring Services at ETS at (609) 406-5443 or via e-mail at <apreader@ets.org> to request an application. **Applications are accepted throughout the year, but you are encouraged to apply now to be considered for to the June 2003 AP Reading.**

The College Board invites faculty to attend the following panel:

Conference: Innovations in Collaboration: A School-University Model to Enhance History Teaching, K-16

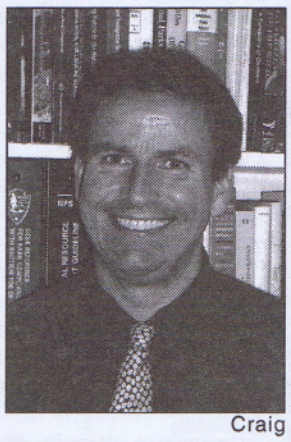
Location: Radisson Hotel Old Town, Alexandria, Virginia

Panel: Ways of Approaching the U.S. History Survey: Suggestions for Teaching and Assessment

Date: June 27, 2003
4:00 to 5:00 PM

Capitol Commentary

Bruce Craig
Director of the National Coalition for History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Bush Issues New Secrecy Executive Order

On 25 March 2003 President George W. Bush signed a thirty-one-page Executive Order "Further Amendment to Executive Order 12958, As Amended, Classified National Security Information" (EO 13292) replacing the soon-to-expire Clinton-era EO relating to the automatic declassification of federal government documents after twenty-five years.

The new EO retains the essential provision of the Clinton order—automatic declassification of federal agency records after twenty-five years—but with some notable caveats. In general, the government now has more discretion to keep information classified indefinitely, especially if it falls within a broad new definition of "national security." The EO makes it easier for government agencies to reclassify documents that have already been declassified, and it makes it easier for agencies to classify what is characterized "sensitive" material. There are new classification authorities including one for the vice president who previously did not have the power to classify documents, and one for the CIA to reject declassification rulings from an interagency panel. The EO also expands the list of exemptions of information from future automatic declassification: information that would "assist in development or use of weapons of mass destruction," reports such as "national security emergency preparedness plans," and information relating to "weapons systems." Also included in the automatic declassification exempted materials category is a class of information that would "impair relations between the United States and a foreign government," thereby creating a new "presumption of secrecy" category for information provided in confidence by a foreign government; this provision also was not present in the Clinton order. Finally, the order creates a three-year delay in requiring that all agencies comply with the Clinton EO twenty-five-year targeted declassification date.

All in all, according to Tom Blanton of the National Security Archive, a private group that works to get government documents declassified, the Bush administration is sending "one more signal from on high to the bureaucracy to slow down, stall, withhold, stonewall . . . .making foreign government information presumptively classified drops us down to Uzbekistan's openness norms."

Not all reviewers of the new EO are so critical. Steven Aftergood, who directs the Federation of American Scientists' Project on Government Secrecy, considers the EO as "a bullet dodged"—that "given that the Bush administration is the most secretive in recent decades, it is not as bad as it might have been. As deplorable as these steps are," he said, "they seem unlikely to have a major impact on disclosure policy." Archivists were generally pleased to see the generalized term "information" substituted for "records" in certain sections of the new EO.

Administration officials defended the new order and characterized it as an "institutionalization of automatic declassification...with appropriate modifications." J. William Leonard, director of the National Archives Information Security Oversight Office (ISOO)—the government oversight agency that is charged to implement the EO—noted, "From my perspective, this amendment does not represent a substantial change to the declassification process." A copy of the new order may be found at: <http://www.fas.org/sgp/bush/eoamend.html>.

President Issues Executive Order Launching "Preserve America" Initiative

On 3 March 2003, President Bush signed an Executive Order (EO) entitled "Preserve America" stating that, "It is the policy of the federal government to provide leadership in preserving America's heritage by actively advancing the protection, enhancement, and contemporary use of the historic properties owned by the federal government, and by promoting intergovernmental cooperation and partnerships for the preservation and use of historic properties" <http://www.whitehouse.gov/news/releases/2003/03/20030304-9.html>.

Executive Order 13287 was crafted with a number of objectives in mind. First, it provides a philosophical umbrella for federal agency historic preservation efforts. It reminds all agency heads of their ongoing historic preservation responsibilities under Sections 110 and 111 of the National Historic Preservation Act (NHPA) and other federal preservation laws. To that end, the EO requires all federal agencies to examine their policies and procedures and to ensure that their actions "encourage, support, and foster public-private initiatives and investment in the use, reuse, and rehabilitation of historic properties to the extent that such support is not inconsistent with other provisions of law."

Rather than delegate historic preservation responsibilities to lower ranking officials in the federal bureaucracy, agency heads are directed to "designate a senior policy level official" who will have oversight responsibility for agency historic preservation programs. According to the EO, "This senior official shall be an assistant, deputy assistant secretary, or the equivalent. " To assist agencies in meeting the other requirements of the EO, the National Park Service, working in consultation with the Advisory Council for Historic Preservation (ACHP), is to develop and to make available to agency heads education, training, and historic property awareness materials.

Second, the EO lays out the Bush administration's framework for improving stewardship, planning, and accountability in federal agency historic preservation programs. A central thrust of the EO mandates an assessment of the current use of all federal historic properties. When appropriate, the EO directs agencies to consider making such properties available to non-federal entities to advance local community and economic objectives, provided they are "consistent with agency missions." To this end, by September 2004, all federal agencies must have inventoried their historic properties and evaluated their potential for "community economic development," including such uses as heritage tourism and public-private partnerships. Agency findings are to be made to the Secretary of the Interior and to the Advisory Council. In these assessments, agencies must examine opportunities for enhanced "public benefit from, and access to Federally owned historic properties."

Third, the EO also seeks to promote historic preservation through heritage tourism. ACHP observers report that the current chair of the Advisory Council, John Nau III, considers heritage tourism to be a central component of any successful long-term effort to preserve surplus federal historic buildings. Thus, the EO directs agencies to work with the Advisory Council, state governments, Native American tribes, and local communities to promote the use of historic properties for heritage tourism purposes, thus insuring long-term "productive use" of such properties.

The Bush Budget for FY 2004: For History, It's Pretty Good News!

On 3 February 2003, President Bush delivered to Congress a $2.2 trillion federal budget for 2004. It includes both a record deficit of $307 billion and a record funding level for history-related programs—$100 million for the Department of Education's (DOE) "Teaching of Traditional American History" initiative and a $25 million increase in the National Endowment for the Humanities (NEH) budget line to fund the "We the People" initiative. The president's proposal also allocates $289 million for the National Archives and Records Administration (NARA), with a disappointing level of just $5 million allocated for the National Historical Publications and Records Commission (NHPRC).

Both the $100 million for the DOE history initiative and the $25 million increase for the NEH are in sharp contrast to what otherwise promises to be stark funding levels for most other domestic agencies. The president's budget squeezes most domestic programs in favor of funding homeland defense, the military, and a handful of showcase priorities including education, which would see a six percent rise.

Here are some agency and program highlights: The National Endowment for the Humanities (NEH) budget is pegged at $153 million which includes level-funding for the NEH traditional programs ($128 million) and a massive influx of $25 million in new funds for the "We the People" initiative. The initiative is designed "to promote a broad understanding of the ideas and events that have shaped our nation." To spearhead the implementation of the initiative, a "We the People" office will be established to coordinate diverse activities that cut across virtually every program activity within the NEH.

In an unexpected development, the Bush administration doubled last year's (FY 2003) budget request of $50 million for the DOE "Teaching of Traditional American History" initiative to $100 million. That is the budget figure that the initiative's champion Senator Robert C. Byrd (D-WV) has advocated over the last three years. The program makes competitive grants to school districts to promote the teaching of "traditional" American history at the elementary and secondary school levels. The increase would double the number of available grants to 360 and "recognizes the need to create and expand efforts to raise the level of student knowledge in this core academic area in order to prepare future generations of students to become responsible citizens who vote and fully participate in our democratic institutions."

One disappointing figure is the $5 million recommendation for the NHPRC—the same funding level proposed by the Bush administration in FY 2003. While the commission's final appropriation for FY 2003 has not yet been decided, sources inside the NHPRC report that the congressionally-approved funding level for FY 2002 of $6.436 million (or thereabouts) is expected in FY 2003. NHPRC supporters will have their work cut out for them in the fiscal 2004 budget. In the past, NHPRC supporters have never been too concerned about the president's proposed budget for the NHPRC which has never approached the authorized level of $10 million. NHPRC supporters have relied on members of Congress friendly to the program to raise the numbers. That may not happen this year. With a new cast of characters on appropriating committees and with Rep. Roy Blunt (R-MO) no longer on the commission, the program is in need of new champions. ❑

Bruce Craig is director of the National Coalition for History. He can be reached at: <rbcraig@historycoalition.org>. For the NCH, he edits the weekly electronic newsletter targeted to historians and archivists—the NCH WASHINGTON UPDATE. *A complete backfile of these reports is maintained by H-NET on the NCH's web page at <http://www.h-net.msu.edu/~nch>.*

To subscribe to the "NCC Washington Update," send an e-mail message to <listserv@h-net.msu.edu>

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News of the Profession

Museum of Sex Opens in New York

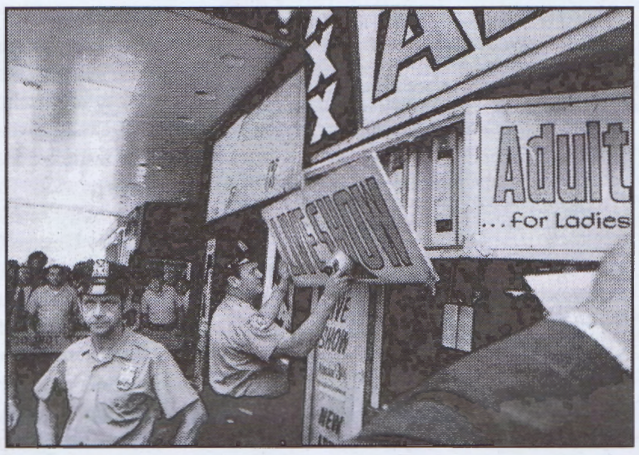
The Museum of Sex officially opened its doors to the general public 5 October 2002 with its inaugural exhibition, "NYC Sex: How New York City Transformed Sex in America." NYC Sex investigates the sexual subcultures of the city's past and present, and explores how they have influenced the development of modern attitudes about sex and sexuality.

Loans from private lenders and public institutions, such as the New-York Historical Society, The New York Public Library, New York Academy of Medicine, the Kinsey Institute, New York Municipal Archives, American Antiquarian Society, and the Mutter Museum, allowed curators to delve deeply into the histories of prostitution, burlesque, birth control, obscenity, fetishism, and more. The inaugural exhibition of the Museum of Sex includes new selections from these public and private collections, including materials once confiscated and classified as obscene by government officials. These primary sources of social history—letters, photographs, films and newspapers—reveal how it has been possible in New York, more than in any other American city, to form communities around sex and sexuality.

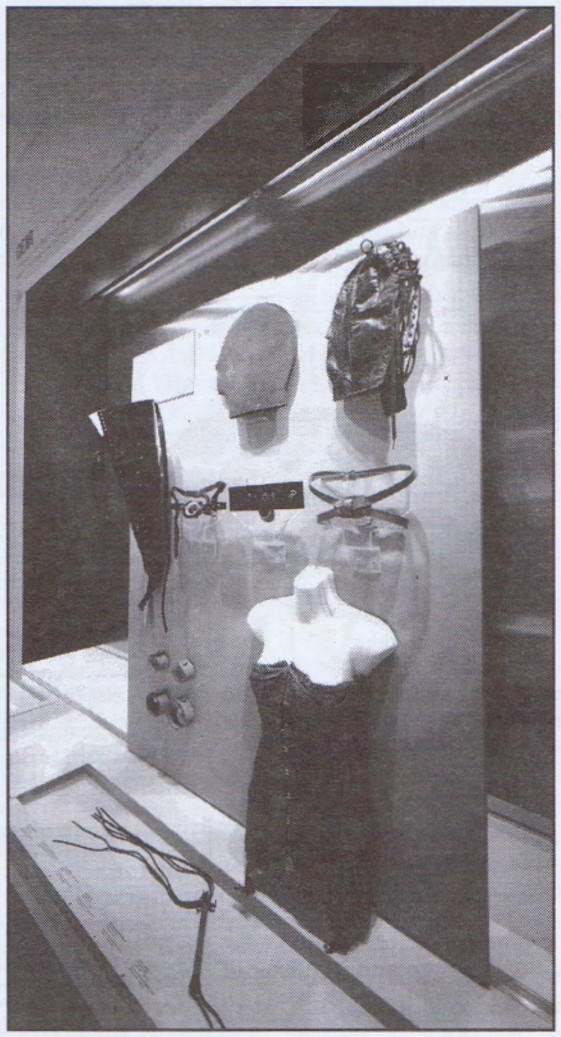
NYC Sex was curated by Grady T. Turner, former director of exhibitions at the New-York Historical Society. The Museum also worked with Casson Mann, one of the United Kingdom's foremost exhibition design firms, to create the exhibition, as well as world-renowned Pentagram Design, Antenna Audio, and Small Design to develop a uniquely rich experience for museum visitors. A combination of displays, audio, artwork, video, and interactive installations help tell this story in a compelling and provocative way.

The Museum of Sex is dedicated to preserving and presenting the history and cultural significance of human sexuality. In its exhibitions, programs, and publications, the museum is committed to opening discourse and exchange, and to bringing the public the best in current scholarship. A portion of ticket proceeds from NYC Sex benefits AIDS Community Research Initiative of America (ACRIA), the Kinsey Institute, and the Lesbian Herstory Archives. For more information, visit <http://nycsex.museumofsex.com/>. ❑

Margaret Sanger appears with admiring supporters as she leaves the Brooklyn Court of Special Sessions after her arraignment, 4 January 1917. (Courtesy Planned Parenthood and the Museum of Sex. All rights reserved.)



During a raid on the San Francisco Theater on 29 August 1972, police officers removed signs to be used as evidence. (Private Collection, courtesy of the Museum of Sex. All rights reserved.)



The inaugural exhibition of the Museum of Sex includes collections from private lenders and public institutions which delve deeply into the histories of prostitution, burlesque, birth control, obscenity, fetishism and more. (Photo courtesy of the Museum of Sex. All rights reserved.)

Building a Lasting Legacy for the Study of U.S. History

ORGANIZATION OF AMERICAN HISTORIANS

Since our founding in 1907, OAH has promoted U.S. history teaching and scholarship, while encouraging the broadest possible access to historical resources and the most inclusive discussion of history. We encourage you to consider making a financial gift to OAH to strengthen our advocacy for the profession, increase our educational and outreach efforts, and improve our services to historians.

Contributions to the general endowment generate support for OAH's ongoing activities. Endowment gifts can also be earmarked for production of:

- *Journal of American History*
- *OAH Magazine of History*
- *Talking History* **Radio Show**

Or gifts can be made to:

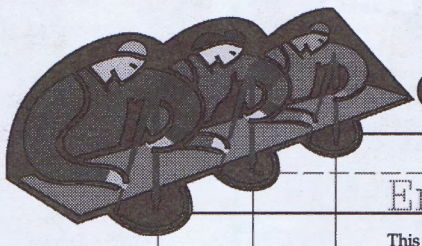
- **OAH Prize Fund**, which provides cash awards and other expenses for the twenty prizes promoting excellent research and teaching, or
- **Fund for American History**, which makes possible new initiatives in historical inquiry, teaching, and professional development.

For more information on annual giving or remembering OAH and its many initiatives in your estate plans, please visit <www.oah.org> or contact development manager Leslie A. Leasure, phone (812) 856-0742 <development@oah.org>.

▼ INNOVATIONS / From 7

"Integrating Technology in the History Classroom," "Exemplary Professional Development Models," and "Building Successful Strategies to Improve History Learning," typify the kinds of relevant and current concerns participants propose to examine. John Patrick and Sarah Drake will also present the results of the ambitious Fifty-State Survey, a comprehensive compilation and analysis of the history standards of the fifty individual states, undertaken at the behest of the conference sponsors.

"Innovations in Collaboration" anticipates a collegial gathering of peers and aims to transcend boundaries and grapple with the real world of the history classroom and the real interests and needs of students and teachers. To register or view the program online, visit the OAH website at <http://www.oah.org/meetings/>. ❑



Innovations in Collaboration Conference

A School-University Model To Enhance K-16 History Teaching

This inaugural conference will feature a keynote address delivered by Eric Foner, Columbia University, and thirty-five concurrent sessions Friday and Saturday morning. Selected concurrent sessions include: Enlivening American History: A School/University/Museum Collaboration; World History for Us All: A Web-Based Model Curriculum for World History in Middle and High Schools; Columbia American History Online (CAHO): A K-12 Learning Community and Publishing Model; and Using Primary Sources as Research Tools for Teaching and Learning about the Young Adolescent.

Concurrent sessions will focus on integrating technology in the history classroom, exemplary professional development models, and best practices for teaching American and world history to elementary, middle, and high school students.

26-28 June 2003
Radisson Hotel Olde Town
Alexandria, Virginia

www.oah.org/meetings/innovations

The Innovations in Collaboration Conference is sponsored by the Organization of American Historians, *the* American Historical Association *and the* National Council for the Social Studies. *Cosponsors include: Education Trust • Federation of State Humanities Councils • National Council on History Education • National Council on Public History • National History Day • National History Project • Organization of History Teachers • Society for History Education • White House Historical Association • World History Association*

CALL FOR PAPERS

2004 OAH Southern Regional Conference • Atlanta, Georgia

Practicing American History in the South

In 2004 OAH, in conjunction with **Georgia State University Department of History** and the **Georgia Association of Historians**, will host its second regional conference. Its aim is to serve anew its members at community and four-year colleges and high schools, and those employed in government, museums, and the private sector as well as in major universities. The conference also seeks to encourage persons who will soon serve in these diverse capacities—graduate students—to get involved in professional activities early in their careers.

The regional conference will be held in Atlanta, Georgia, on the campus of Georgia State University, 8–11 July 2004. The meeting takes as its special charge a desire to reach members and other historians and graduate students who find it difficult to attend the national meeting held in the spring each year. Atlanta is a convenient, central location in the Southeast and the conference benefits from the relatively inexpensive lodging and services offered by Georgia State University. Considerable attention will be devoted to professional development and the practice of history both in classrooms and in public settings in the South.

In keeping with recent OAH program practices, we encourage formats that promote discussion and participation, for example, roundtables and debates with up to five panelists. We also recommend that panelists discuss rather than read their papers, in an effort to increase dialogue with the audience. Although session proposals are preferred, we welcome individual paper submissions. We also welcome volunteers to chair or comment at sessions, as assigned by the Program Committee. **Deadline: 1 August 2003.**

Complete procedures for submitting proposals is available online at:

<http://www.oah.org/meetings/2004regional/>

▼ HALL / From 1

sional organizations can seem far removed from the urgencies of politics as well as from the day-to-day struggles of teachers and public historians and from the demands and pleasures of writing and research. But I do think that these are all of a piece, perhaps now more than ever. And those urgencies and struggles lent heightened significance both to our most ambitious plans and to the most mundane tasks.

In the fall of 1998, the OAH Executive Board held a strategic planning retreat which resulted in the mission statement and in a series of changes that have made the OAH an increasingly inclusive and equitable organization. Not least among those changes were new faces on the executive board. Once dominated by scholars at research universities, the board now includes public historians as well as teachers of history at high schools, community colleges, and four-year liberal arts institutions. Four years later, in the fall of 2002, the board gathered once again, to assess how far we've come, formulate detailed plans for further transformation, and consider the bottom line: how to increase our funding so as to ensure greater financial independence and support efforts to serve diverse constituencies, reach broad audiences, and maintain an effective voice in public debates. During the Memphis meeting, the board endorsed the strategic plan we had hammered out at the fall retreat.

In so doing, we were responding not only to the need to maintain the momentum of the 1998 reforms but to new openings and challenges. As Ira Berlin and Executive Director Lee Formwalt pointed out in the November 2002 *OAH Newsletter*, recent Congressional appropriations and the announcement of a major White House initiative offer unprecedented opportunities for improving history education. More than 350 participants in the "Teaching American History" projects funded by the Department of Education attended a planning conference in conjunction with our annual meeting. With support from the Gilder Lehrman Institute, the OAH also provided travel grants to fifty high school teachers who joined us in Memphis, and we are working with the Institute to increase these grants, improve the *OAH Magazine of History* (see the April 2003 issue for the first fruits of this upgrade), and strengthen history education in other ways as well. The appointment of Brent Glass, who holds a Ph.D. in history from the University of North Carolina at Chapel Hill and currently heads the OAH's Public History Committee, as the new director of the National Museum of American History offers equally exciting possibilities. Encouraged by our highly successful partnership with the National Park Service, we met with Glass and his staff in Memphis to discuss the possibility of a collaborative relationship with the NMAH and other major museums across the country. The combination of these developments—federal funding, our partnership with the Gilder Lehrman Institute, and the opportunity to build a closer alliance between the OAH and the museums from which thousands of Americans gain their main glimpse of American history—promises a new era of collaboration between college and university historians, public history institutions, and our eighty thousand colleagues who teach in the nation's high schools.

At the same time, we must be mindful of the fact that neither the OAH nor the AHA was invited to play a significant role in planning these federal programs, underscoring the necessity of asserting our leadership, seeking independent funding, and building strong alliances. Moreover, devastating cutbacks threaten to eviscerate state historical agencies, libraries and archives—the very institutions that guard our documentary heritage and make it possible for historians to practice their craft. Unless reversed, Presidential Executive Order 13233 may well undo the open access to critical sources secured by the Presidential Records Act of 1978. Throughout the country, librarians are protesting against the threat posed by the USA Patriot Act to the privacy of citizens seeking access to the nation's public libraries. These developments are undergirded by dangerous long-term trends, including the resegregation and impoverishment of our public schools; disinvestment in higher education; and the pressure to increase class size, replace tenure-track with part-time and adjunct positions, and, in other ways, undermine the quality of higher education.

Behind the strategic plan lies a conviction that we must act with vision and courage in the face of the large-scale economic changes and political pressures that bear upon our professional lives. I believe that we are well placed to so do. Our membership continues to grow, and it includes increasing numbers of active high school and community college teachers. Our annual meeting in Memphis was our largest outside of Washington, D.C., in the last quarter of a century. We can build on the foundation laid by a series of creative OAH and *JAH* leaders. We can count on the "can-do" energy and commitment of the Executive Director and the entire staff and the astounding devotion of the volunteers who serve on our committees and on the executive board. But our aim is not only to strengthen a disciplinary organization but to vitalize a profession, and that vitality depends on the active engagement of our members. It also depends on an understanding of academic citizenship that encourages advocacy and institutional change.

In my next column, I will discuss one of our most pressing issues and one of Board's most important decisions: its endorsement of a strong report proposed by the AHA-OAH Joint Committee on Part-Time and Adjunct Employment, which has worked heroically on this issue for several years. This report, which includes both viable standards and an action plan, is aimed at improving the working conditions of part-time and adjunct faculty while, at the same time, halting the erosion of full-time positions. We will also publish the committee's report at that time.

In the meantime, I urge you to read the strategic plan carefully and give us the benefit of your experiences, insights, and ideas. ❑

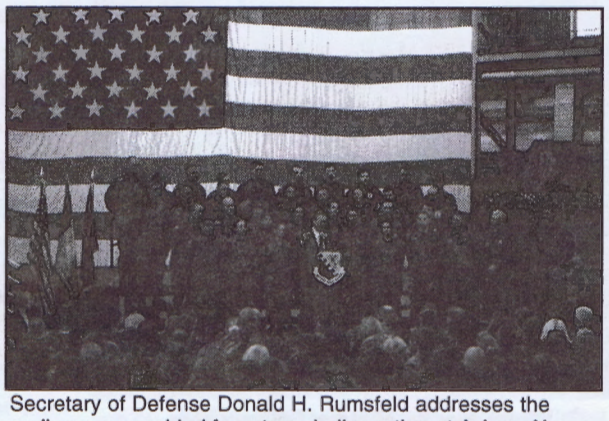
OPINION

Academic Freedom Under Fire

Amber Hussung

Americans' First Amendment rights are currently facing rigorous scrutiny in the wake of September 11 and the war with Iraq. The classroom is no exception. Many educators are feeling the heat of a more conservative trend which equates criticism of United States diplomacy or President George W. Bush with a lack of support for America and its ideals. On campuses across the country, many teachers are being labeled "anti-American" or "unpatriotic" when engaging students in critical discussions of the causes and consequences of these monumental events. As a result, such groups as the American Studies Association (ASA) and the American Association of University Professors (AAUP) have warned about governmental policies and organizations they feel negatively affect universities and academia.

An AAUP committee recently formed to explore academic freedom and national security in a time of crisis, concluded, "that our national response must protect against threats to security, while at the same time protecting the right to unfettered speech and free inquiry on the nation's university campuses." In its March 2003 newsletter, the ASA released a statement entitled, "Intellectual Freedom in a Time of War." The report states that, "Free and frank intellectual inquiry is under assault by overt legislative acts and by a chilling effect of secrecy and intimidation in the government, media and on college campuses." More specifically, ASA concludes, "the threat of war should not restrict public debate, as it often has in our nation's past. Vigorous debate and the widest possible discussion are crucial to the health of our democracy." The statement also questions recent governmental legislation resulting from the September 11 attacks, such as the Freedom of Information Act and the USA Patriot Act, which, according to the ASA, infringe on access rights of scholars and citizens. The current questioning of academic freedom carries haunting reverberations of the Red Scare. According to the ASA, "We hear disturbing echoes of World War I and the McCarthy era, when the government imprisoned its critics, and institutions of higher learning dismissed antiwar or 'subversive' professors."



Secretary of Defense Donald H. Rumsfeld addresses the audience assembled for a town hall meeting at Aviano Air Base, Italy, on 7 February 2003. Rumsfeld visited Aviano after meetings in Rome with Italian Prime Minister Berlusconi and Minister of Defense Martino. (DoD photo by R. D. Ward.)

Meanwhile, other organizations are keeping a close eye on what is being discussed about September 11 and the Iraq war in college and university classrooms. No Indoctrination <http://www.noindoctrination.org> and Campus Watch <http://www.campus-watch.org>, for instance, strive to expose professors they feel propagate political biases, and document these occurrences on the web. No Indoctrination, founded by president and parent Luann Wright, describes itself as "an organization of parents who are disturbed that sociopolitical agendas have been allowed to permeate college courses and orientation programs." The No Indoctrination web site announces it exists for "promoting open inquiry in academia" and providing an open forum for students to report professors and course materials they feel are biased. Rather than challenging academic freedom, No Indoctrination's claims its mission is to ensure it by encouraging "multiple and contrasting points of view in higher education." To do so, the web site maintains lists of students' opinions about professors and encourages students to submit unsettling book lists and syllabi distributed in the classroom. One student complains on the No Indoctrination site that his history professor "often refers to the conflict with Iraq as 'President Bush's war with Iraq.' Once he even informed us that the only reason we were interested in removing Saddam was 'for the oil.'" No Indoctrination also offers professors an opportunity to refute students' comments.

Campus Watch <http://www.campus-watch.org>, sponsored by the Philadelphia based think tank, Middle East Forum, "monitors and critiques Middle East studies in North America, with an aim to improving them." The project, while asserting that it "respects the freedom of speech of those it debates while insisting on freedom to comment on their words and deeds" is currently under attack for posting dossiers accusing numerous professors and students of bias. (These dossiers have since been removed).

Campus Watch has also spurred student activism in the form of an opposing web site, Campus Watch-WATCH, <http://www.campus-watch-watch.com>. The site, "dedicated to the preservation, and indeed expansion of academic freedom in the face of McCarthyite attacks," condemns groups such as Campus Watch and American Council of Trustees and Alumni, along with others believed to threaten academic freedom. Campus Watch-WATCH claims to honor educators who "have been attacked for providing a voice of justice."

While liberals often label the questioning of free speech activity and the documenting of academic practices as a modern form of McCarthyism, conservatives present their protection of higher education from internal biases as a beneficial measure. The American Council of Trustees and Alumni (ACTA) (see <http://www.goacta.org>), directed by Lynne V. Cheney, asserts that its mission is to work with university administration and alumni to "support liberal arts education, uphold academic standards, safeguard the free exchange of ideas on campus, and ensure that the next generation receives a philosophically-balanced, open-minded, high-quality education at an affordable price." It says, in other words, it wants to preserve the tradition of objectivity in academia. ACTA's statement on academic freedom suggests that "the threat to academic freedom comes from within. The barbarians are not at the gates; they are inside the walls." ACTA further maintains, "Professors who once preached objectivity now celebrate subjectivity. The measure is not the truth but power–especially the power of one's race, class, and gender. The aim is not to educate the young to think for themselves but to transform them into 'change agents' for the professor's own brand of social engineering." ACTA encourages everyone, especially trustees, to secure the university environment as a forum for free thinking and as a foundation of traditional teaching practices.

Perhaps one of the most crucial lessons our country might realize in response to September 11 and the war with Iraq is the importance of exploring and understanding all sides of an argument. Disagreements over subjectivity and objectivity, exploitation methods, and political correctness, though seemingly a sign of cracks in the foundation of our unity, reveal, in fact, the strength of our democracy. As the fury rages on, perhaps it is important to frame these discussions in relation to the liberties upon which the United States was originally founded, liberties which allow opposing viewpoints to be expressed in the first place. ❑

Amber Hussung is a junior at Indiana University double-majoring in Communication and Culture and English.

2003 OAH Election Results

President-elect
James Oliver Horton
The George Washington University

Executive Board
Martin H. Blatt, Boston National Historical Park
David G. Gutiérrez, University of California, San Diego
Elizabeth A. Kessel, Anne Arundel Community College

Nominating Board
William J. Cronon, University of Wisconsin-Madison
Donald L. Fixico, University of Kansas
Margaret T. Harris, Martha's Vineyard Regional High School

1,040 total ballots cast

2004 OAH Slate of Candidates

President-Elect
Vicki Ruiz, University of California at Irvine

Executive Board
Albert S. Broussard, Texas A&M University
Wilma King, University of Missouri-Columbia

Gloria Sesso, Half Hollow Hills High School, Port Jefferson, NY
William Everdell, St. Ann's School, Brooklyn, N.Y.

Robert MacMahon, University of Florida
Marilyn B. Young, New York University

Nominating Board
Rick Halpern, University of Toronto
Berndt Ostendorf, University of Munich

Annette Atkins, College of St. Benedict-St. John's University
Neal Salisbury, Smith College

Juli A. Jones, St. Charles County (MO) Community College
Charles A. Zappia, San Diego Mesa Community College

Meyerowitz to Step Down as Editor of the *Journal of American History*

Meyerowitz

Journal of American History Editor Joanne Meyerowitz has announced that she will be leaving the *JAH* and Indiana University in the fall of 2004 to join the faculty at Yale University. President Jacquelyn Dowd Hall will appoint a search committee to select the next *JAH* editor. We welcome your applications and nominations and will collect them in the OAH Executive Office on behalf of the search committee chair. Please send applications and nominations by mail to *JAH* Editor Search, OAH, 112 N. Bryan Avenue, Bloomington IN 47408-4199; or by e-mail to: <oah@oah.org>. ❑

Congratulations to the 2003 OAH Award Winners

2003 OAH Distinguished Service Award

Gary B. Nash

Frederick Jackson Turner Award

James F. Brooks, University of California, Santa Barbara, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (University of North Carolina Press)

Merle Curti History Award

Helen Lefkowitz Horowitz, Smith College, *Rereading Sex: Battles over Sexual Knowledge and Suppression in Nineteenth-Century America* (Alfred A. Knopf)

Ray Allen Billington Prize

Martha A. Sandweiss, Amherst College, *Print the Legend: Photography and the American West* (Yale University Press)

Avery O. Craven Award

John Stauffer, Harvard University, *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* (Harvard University Press)

James A. Rawley Prize

Sharla M. Fett, Occidental College, *Working Cures: Healing, Health, and Power on Southern Slave Plantations* (University of North Carolina Press)

Shane White, University of Sydney, *Stories of Freedom in Black New York* (Harvard University Press)

Willi Paul Adams Prize

Daria Frezza, University of Siena (Italy), *Il leader, la folla, la democrazia nel discorso pubblico americano, 1880-1941 [The Leader, the Crowd, and Democracy in American Public Discourse, 1880-1941]* (Caroccie Editore)

Ellis W. Hawley Prize

Steven W. Usselman, Georgia Institute of Technology, *Regulating Railroad Innovation: Business, Technology, and Politics in America, 1840-1920* (Cambridge University Press)

Liberty Legacy Foundation Award

J. Mills Thornton III, University of Michigan, *Dividing Lines: Municipal Politics and the Struggle for Civil Rights in Montgomery, Birmingham, and Selma* (University of Alabama Press)

Finalists: **Greta De Jong**, *A Different Day: African American Struggles for Justice in Rural Louisiana,1900-1970* (University of North Carolina Press) • **Roxanne Dunbar-Ortiz**, *Outlaw Woman: A Memoir of the War Years, 1960-1975* (San Francisco: City Lights) • **Barbara Mills**, *"Got My Mind Set on Freedom:" Maryland's Story of Black and White Activism* (Bowie, MD: Heritage Books, Inc) • **Jerald E. Podair**, *The Strike that Changed New York: Blacks, Whites, and the Ocean Hill-Brownsville Crisis* (Yale University Press) • **Mark Robert Schneider**, *"We Return Fighting": The Civil Rights Movement in the Jazz Age* (Northeastern University Press) • **John D. Skrentny**, *The Minority Rights Revolution* (Belknap Press of Harvard University Press)

Louis Pelzer Memorial Award

Margot Canaday, University of Minnesota, " 'For the Purpose of Obtaining Government Benefits': Sexuality and Social Citizenship under the 1944 G.I. Bill"

Binkley-Stephenson Award

Michael J. Klarman, University of Virginia,"Is the Supreme Court Sometimes Irrelevant? Race and the Southern Justice System in the 1940s," *Journal of American History* 89 (June 2002): 119-53

ABC-CLIO *America: History and Life* Award

Bryant Simon, University of Georgia, "New York Avenue: The Life and Death of Gay Spaces in Atlantic City, New Jersey, 1920-1990," *Journal of Urban History* 28 (March 2002): 300-327

Michael P. Johnson, Johns Hopkins University, "Denmark Vesey and his Co-Conspirators," *William and Mary Quarterly*, 3d Series, LVIII (October 2001): 915-75

Lerner-Scott Prize

Rebecca Jo Plant, University of California, San Diego, "The Repeal of Mother Love" (Johns Hopkins University)

Huggins-Quarles Award

Melissa N. Stuckey, Yale University, " 'All Men Up': The Challenge of Black Progressivism on the Oklahoma Frontier, 1889-1930"

Jessica Millward, University of California-Los Angeles, " 'A Choice Parcel of Country Born': Slave Women and the Transition to Freedom in Revolutionary Maryland, 1770-1830"

Merrill Travel Grants in Twentieth-Century American Political History

Thomas B. Robertson, University of Wisconsin-Madison, "The Population Bomb: Population Growth, Environmental Politics, and Foreign Policy in the Twentieth-Century U.S."

Ellen D. Wu, University of Chicago, "Yellow Perils, Yellow Power: Race, Class, and Asian American Citizenship, 1941-1975"

James Wolfinger, Northwestern University, "The Rise and Fall of the Roosevelt Coalition: Race, Labor, and Politics in Philadelphia, 1932-1955"

La Pietra Dissertation Travel Fellowship in Transnational History

Bradford R. Martin, Northwestern University, "Landscapes of Power: Native Peoples, National Parks, and the Making of a Modern Wilderness in the Hinterlands of North America, 1940-1990"

Mary K. Bonsteel Tachau Precollegiate Teaching Award

Kim Ibach, Kelly Walsh High School, Casper, Wyoming

OAH-JAAS Short Term Residencies

John M. Findlay, University of Washington, visiting Hiroshima University

Theresa Kaminski, University of Wisconsin-Stevens Point, visiting Chiba University

Michael Schudson, University of California-San Diego, visiting Doshisha University

White House History Fellowships

Eleanor Alexander, Georgia Institute of Technology, "Slaves in the White House"

Natalie Dykstra, Hope College, "On Stage at the Lincoln White House: Performing Freedom in Elizabeth Keckley's *Behind the Scenes*"

C. M. Harris, Independent Scholar, "Documentary Social History of the Jefferson White House"

David Krugler, University of Wisconsin, Platteville, "The D-Minus Scenario: How Washington, D.C., Prepared for Nuclear War"

Edward Robinson, Pembroke College, University of Oxford, "A Press Photographer in the White House: Frances Benjamin Johnston, 1889-1905"

White House History Fellowships in Precollegiate Education

Jane Cook, Independent Author, "Bear Cubs for Mr. Jefferson: White House Moments and American Changes"

Michelle Pearson, Annunciation School, Denver, Colorado, "A Visit with History: A Lesson Collection Used to Teach the Journal, *White House History*"

Erik Barnouw Award

Judith Ehrlich and **Rick Tejada-Flores**, produced by **Paradigm Productions Inc.** in association with **Independent Television Service**, "The Good War and Those Who Refused to Fight It"

Honorable Mention: "Strange Fruit," produced/directed by Joel Katz, Oniera Films LLC • "Ulysses S. Grant," Part I written, produced, and directed by Adriana Bosch; Part II written, produced, and directed by Elizabeth Deane, for American Experience

Want to be recognized in 2004?

Send an application.

The competition rules are posted at <http://www.oah.org/activities/awards>. Submission deadline for the book award competitions is **1 October**, and for most others is **1 December**.

ORGANIZATION OF AMERICAN HISTORIANS

News of the Organization

Spring 2003
OAH Executive Board Meeting
Memphis, Tennessee
3, 5, and 6 April

At its 2003 spring board meeting at the Memphis Cook Convention Center the OAH Executive Board took the following actions:

• Approved the minutes of the 8 November 2002 Executive Board meeting in Baltimore, Maryland.

• Authorized the president to appoint a search committee to replace *Journal of American History* Editor Joanne Meyerowitz who leaves Indiana University and the *JAH* in fall 2004.

• Approved a proposal for partnering with the Gilder Lehrman Institute for American History to promote the creation of history high schools, enhance the *OAH Magazine of History*, improve the OAH *Talking History* radio program, and expand the OAH-Gilder Lerhman Travel Fellowships for Teachers.

• Approved the creation of the Friend of History Award which will be bestowed, in those years when the Executive Board deems it appropriate, on an individual who is not a professional historian, or on an institution or organization, in recognition of outstanding support for the pursuit of historical research, for the public presentation of history, or for the work of the Organization of American Historians. The committee suggested that the recipient be chosen by the Executive Board on the nomination of the President and Executive Director.

• Approved a collaborative relationship with the Educational Testing Service's Advanced Placement U.S. History program. OAH and AP U.S. History will work together to disseminate the *OAH Magazine of History*, find eminent historians to write state-of-the-field historiographies for the AP Central web site, and establish a joint committee to vet essays on teaching the U.S. history survey course. The essays will be published online at AP Central and in the *OAH Magazine of History*.

• Approved the following amendments to the OAH Constitution which will make possible the use of electronic balloting (in addition to mail balloting). The amendments are included in this issue of the *OAH Newsletter* on a ballot (see back page) for ratification by two thirds of OAH members voting. (The full constitution and bylaws are available at <http://www.oah.org/about/constitution.html>.)

1) *Change Article V, Section 1 to "There shall be an annual election by mail or e-mail ballot."*

2) *Change first two sentences of Article V, Section 3 to "Voting. The Executive Director shall prepare and mail by paper and e-mail the official ballot to the membership at least six weeks before the annual meeting. Ballots to be valid, must be cast electronically or returned by regular mail at least two weeks before the annual meeting to the Nominating Board Chair at the address of the OAH Executive Office."*

• Authorized the executive director to write on behalf of the OAH to the U.S. Citizen's Stamp Advisory Committee in support of a joint commemorative stamp project between Canada Post and the U.S. Postal Service to mark the four hundredth anniversary of Samuel de Champlain's exploration of North America.

• Adopted the AHA-OAH Joint Committee on Part-Time and Adjunct Employment's proposed standards. These will now go to the AHA Council in May for its consideration.

• Approved the editor's nominees for appointment:

For the *Journal*'s Editorial Board: Mia Bay, Rutgers University; Gordon Chang, Stanford University; and Elaine Tyler May, University of Minnesota.

For the David Thelen Prize Committee: Rob Kroes, University of Amsterdam.

For the Louis Pelzer Memorial Award Committee: Andrew Rotter, Colgate University.

• Approved the organization's operating budget for FY2004.

• Adopted the resolution below proposed by the group, Historians Against the War, and referred the matter to the Business Meeting for the consideration of the membership:

In view of the threat to free speech in the current climate, the Organization of American Historians affirms the centrality of dissent in American history and the necessity of open debate over important issues of public policy, including U.S. foreign policy, for maintaining the health of this democracy.

• Authorized OAH's representative, Jamil Zainaldin, to continue the organization's involvement in discussions concerning a joint collaborative National Endowment for the Humanities project with the AHA; the American Political Science Association, and the American Association of Law Schools that would establish for historians, teachers, students, and members of the public a program of summer institutes, formal courses offered for credit, lectures, fellowships, and publications in the field of Constitutional Studies in the United States.

• Authorized the president to appoint a historian of "significant stature and distinction" to represent OAH on the National Historical Publications and Records Commission (NHPRC).

• Authorized the executive director to write on behalf of the organization in support of funding the NHPRC at $10 million.

• Approved the Committee on the Status of Minority Historians and Minority History's proposed name change for itself—i.e., Committee on the Status of African American, Latino/a, Asian American, and Native American (ALANA) Historians and ALANA History—and referred the matter to the Business Meeting for the consideration of the membership.

• Recognized the need for further discussion of the role of the OAH in dealing with issues of professional integrity and authorized the president to appoint a committee to advise the board on the organization's role in dealing with future questions of professional ethics. (See page 3 of this *OAH Newsletter*.)

• Approved Goals 1-3 of the OAH Strategic Plan (See page 3 for details of the plan.) and agreed to continue refining them based on feedback from OAH service committees and the membership.

• The 2003 spring board meeting concluded with an expression of thanks to Doug Greenberg, Emma Lapsansky, and Gloria Miranda for their three years of service on the board, to David Montgomery for his dedication as past-president and five years of service on the board, and to Ira Berlin for his hard work and leadership as president in 2002-2003. The board gave special thanks to Gale Peterson for his ten years of fiscal stewardship and good counsel as OAH Treasurer.

The following actions were taken by the Membership at the Business Meeting on Sunday, 6 April, during the 2003 Annual Meeting in Memphis:

• Heard the Nominating Board's report on the 2003 election and the slate of candidates for 2004. With 1,040 total ballots cast in the 2003 election, the following individuals were selected: **President-elect**—James Oliver Horton, The George Washington University; **Executive Board** members—Martin H. Blatt, Boston National Historical Park; David G. Gutierrez, University of California, San Diego; and Elizabeth A. Kessel, Anne Arundel Community College; **Nominating Board** members—William J. Cronon, University of Wisconsin-Madison; Donald L. Fixico, University of Kansas; and Margaret T. Harris Martha's Vineyard Regional High School.

• Revised and then adopted the following statement endorsed by the executive board:

In view of the threat to free speech in the current climate, the Organization of American Historians affirms the centrality of dissent in American history, the sanctity of the rights guaranteed by the First Amendment, and the necessity for open debate of public policy issues, including United States foreign policy, in order to maintain the health of this democracy.

• Approved the following bylaw change endorsed by the executive board, with slight modifications:

Replace Bylaw 7 ("Status of Minority Historians and Minority History. This committee shall have five appointed members. Normally all members except the Executive Board Liaison serve four-year terms. The committee considers all professional problems bearing upon minorities in the historical profession as well as the study of minority history.") **with:** "Status of African American, Latino/a, Asian American and Native American (ALANA) Historians and ALANA History. This committee shall have five appointed members. Normally all members except the Executive Board Liaison serve four-year terms. The committee considers all professional issues bearing upon ALANA historians in the historical profession as well as the study of ALANA history.

• Approved the appointment of a three-person committee to draft a revision of the OAH Constitution and Bylaws in time for the organization's one hundredth anniversary in 2007. The committee consists of Gale Peterson (chair), Frederick Hoxie, and Linda Shopes.

• Approved the following nine changes to the bylaws endorsed by the executive board prior to the annual meeting. The reason(s) for a bylaw change or a new bylaw regarding these committees and prizes is indicated in brackets.

1. **The Liberty Legacy Foundation Award.** The committee is composed of three members appointed annually by the President. The award is given annually for the best book by a historian on the civil rights struggle from the beginnings of the nation to the present. [New prize created in 2002]

2. **The *OAH Magazine of History* Advisory Board.** This board shall have five appointed members. Normally all members except the Executive Board Liaison serve four-year terms. The board provides advice to *Magazine* staff on editorial policies and on selection of *Magazine* themes and guest editors. Members also work with guest editors as reviewer/referee for one issue of the *Magazine* per year. [The board has been around for several years but was never formally incorporated into the bylaws.]

3. **The *OAH Newsletter* Advisory Board.** This board shall have five appointed members. Normally all members except the Executive Board Liaison serve four-year terms. The board advises the *Newsletter* production team, helps form basic policy for the *Newsletter*'s operation, helps guide content matters, and explores new ideas and directions for the *Newsletter*. [The board has been around for several years but was never formally incorporated into the bylaws.]

4. **The Electronic Advisory Committee.** This committee shall have a minimum of three and maximum of five appointed members and normally serve four-year terms. The committee advises the executive office and the *Journal of American History* editorial office on matters relating to the use of electronic technology. [The board has been around for several years but was never formally incorporated into the current bylaws.]

5. **The Joint OAH/AHA Committee on Part-time and Adjunct Employment.** This committee shall consist of six representatives from OAH and six from AHA in addition to each organization's executive director. Two of the OAH representatives are from two-year institutions; two are from four-year and/or research universities; and two are part-time or adjunct professors. Normally all members except the Executive Board Liaison serve four-year terms. The joint committee meets twice a year at the AHA and OAH annual meetings in January and in the spring. It is concerned with the problem of the growing reliance of colleges and universities on low-paid part-time and adjunct faculty to teach history courses. The establishment of this committee was approved by the executive board in 2000, and it met for the first time at the AHA annual meeting in Boston in 2001. [The committee was never incorporated into the bylaws.]

6. **The Merle Curti Award.** The committee is composed of five members appointed annually by the president and representing the entire field of American history. Beginning in 2003, the Merle Curti Award will be given annually for the best book in social, intellectual, and/or cultural history. The committee may decide to present the award to two books, one in social and/or cultural history and one in intellectual and/or cultural history. [Reflects recent changes approved by the executive board.]

7. **The David Thelen Award for Best Article on American History Published in a Foreign Language.** The committee is composed of five or six members, one of whom will be the Editor of the *Journal of American History*, who will serve as chair of the committee, and will nominate committee members, subject to approval by the executive board. Two of the members must be historians living in the United States, and the others may be historians of the U.S. living abroad. The capacity to read in at least one foreign language is desirable for members. The award is given biennially in even-numbered years for the best article on American history published in a foreign language. [Reflects name change approved in 1999 and changes from an annual to a biennial award approved in 2002.]

8. **The Willi Paul Adams Award for Best Book on American History Published in a Foreign Language.** The committee is composed of five or six members. Two of the committee members must be historians living in the United States, and the others may be historians of the U.S. living abroad. The capacity to read books in at least one foreign language is desirable for members. The award is given biennially in odd-numbered years for the best book on American history published in a foreign language. [New name to honor Adams approved in fall 2002; also a change in the award from annual to biennial award approved in 2000.]

9. **The name of the Convention Special Events and Publicity Committee shall be changed to Convention Local Resource Committee.** The size of the committee is determined by the President in consultation with the person who chairs the committee. The committee is appointed by the President who also names the presiding officer. The function of the committee is to assist the Executive Office in developing tours and special events to enhance the annual meeting and to do whatever is necessary to provide adequate publicity for the convention. [Name change.]

• Welcomed Treasurer Robert Cherny and President Jacquelyn Dowd Hall to their new positions on the executive board.

Subsequent to the meeting in Memphis, the executive board took the following actions:

• Approved a joint membership exchange with the German Association of American Studies.

• Approved Goal 4 of the OAH Strategic Plan (See page 3 for details of the plan.)

• Endorsed the Scholarship and Teaching sections of the AHA Statement on Standards of Professional Conduct. ❑

BROWN UNIVERSITY

Public Humanities Search

The Department of American Civilization, Brown University, seeks a distinguished senior scholar to initiate and oversee a proposed M.A. program in Public Humanities and to serve as the director of the John Nicholas Brown Center for the Study of American Civilization (JNBC). We seek a leading academician/practitioner to provide vision and energy for an exciting new initiative in the presentation and interpretation of humanities and cultural scholarship.

The new faculty member will shape both parts of this initiative, the proposed M.A. program and the further development of the John Nicholas Brown Center. Offered within the Department of American Civilization, the MA will be a two year course of study preparing students to explain academic research to the public. The JNBC was established in 1985 with a mission to advance scholarship and education in American Studies and to serve as a center for the active study of art, architecture, literature, history and historic preservation. The Center is housed in the Nightingale-Brown House, a National Historic Landmark located on the Brown campus. The University is fully committed to expanding the JNBC's role as a scholarly center; to enhancing its integration into the intellectual life of the University; and to exploring the ways in which it can serve as a national laboratory for the public humanities through the new graduate degree program and other activities and programs developed by the new Director.

Qualifications include a PhD in a relevant field of American cultural studies and a record of distinguished scholarly publication. In addition, candidates should possess administrative experience commensurate with oversight of a scholarly center at a leading research university and knowledge of public programming and community outreach. Responsibilities will include the establishment and oversight of the MA program; teaching in the Department of American Civilization; directing the John Nicholas Brown Center; and oversight and continued stewardship of the Nightingale-Brown house. The Director of the JNBC reports directly to the Provost of the University. The successful candidate will be appointed at the rank of full professor with tenure in the Department of American Civilization.

Please send a letter of application, a curriculum vita and a list of references to JNBC Search Committee, Office of the Provost, Box 1862, Brown University, Providence, RI 02912. Review of applications will begin July 1, 2003 and will continue until the position is filled or closed. Further inquiries are encouraged. Please contact Susan Smulyan, Chair of the Search Committee (401-863-1694, Susan_Smulyan@brown.edu) with questions. Brown University is an EEO/AA Employer. Minorities and women are encouraged to apply.

Visit our website at : **www.brown.edu**

Talking History On Demand

Bryan Le Beau, Host

From the first week *Talking History* was on the air, listeners have voiced their disappointment that it aired only once a week. If you were not able to listen to the program at its slotted time or did not live in an area where the local public radio stations carried *Talking History*, you were out of luck. Fortunately, we created an archive of every show at <http://talkinghistory.oah.org>. Now we have another opportunity for our listeners—"*Talking History* on Demand." Kansas City's KCUR-FM now posts the two most current programs at <http://www.kcur.org>. You can go there anytime, click on "Programs" and then on "On Line Programming/Talking History" and listen to the show any time.

We have more interesting shows coming up on *Talking History*. In May and June look for interviews on Jesse James, roller coasters, Buffalo Soldiers, hoaxes, Ben Franklin, and "How Wars Are Won." And in July we will have our first "Best of *Talking History*" offering some of our most popular shows from the past few years.

Keep plugging *Talking History* at your local public radio station. Listener recommendation are far more effective than national contacts. ❑

Check out OAH's weekly radio show
<talkinghistory.oah.org>
Can't hear *Talking History* where you live?
Recommend it to your local public radio program director.

TALKING HISTORY

OAH/JAAS Short-Term Japan Residencies

Summer and Fall 2004

アメリカ学会
Japanese Association for American Studies

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

The award covers round-trip airfare to Japan as well as housing, and modest daily expenses for the two-week residency. Selectees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history or culture. The committee invites applicants from previous competitions as well as new applicants to apply for this valuable and exciting program. Winners of the competition are expected to attend the 2004 OAH Annual Meeting in Boston, so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee. Prospective applicants with questions are encouraged to contact alumni of this exchange program, listed at <http://www.oah.org/activities/japan/alumni.html>.

Host institutions in Japan for 2004 will be announced on the OAH website in August 2003.

Each application packet should include the following:

1. A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and contact information of three references.

2. The institution(s) for which you would like to be considered. (Note: Host institutions for next year's fellowships will be announced in August 2003.)

3. A personal statement, no longer than two pages, describing your interest in this program and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan.

Applications must be postmarked by **1 December 2003** and sent to: OAH-JAAS Selection Committee, 112 N. Bryan Avenue, Bloomington, IN 47408-4199. Applicants must be current members of the OAH. Application materials may be sent in the body of an electronic mail message before midnight 1 December 2002, to <japan@oah.org>. ❑

Applicants must be current members of the OAH.

African American History Loses Three Past Masters

In Memoriam

August Meier

August Meier died on 19 March 2003 in New York City. At the time of his death he was under the loving care of his niece Diane Meier, a geriatric physician, and his brother Paul Meier and his wife Louise.

August Meier, "Augie" as he was known by friends and colleagues, was born 30 April 1923. Augie graduated from Oberlin College with a B.A. in history, and did graduate study at Columbia University where he received an M.A. and the Ph.D. His Master's thesis on "The Emergence of Negro Nationalism" and his doctoral dissertation on racial ideologies during the age of Booker T. Washington were early indications of the depth of his interest in understanding the intellectual world of African American leaders and thinkers since Reconstruction.

Augie's career path was unusual even for the small number of white scholars who had a serious interest in African American history. Augie's first teaching position was at Tougaloo College near Jackson, Mississippi (1945-1949) and he later taught at Fisk University in Nashville, Tennessee (1952-1957) and at Morgan State University in Baltimore (1957-1963). He taught at Roosevelt University in Chicago (1963-1966) before taking the position at Kent State University that he held for the remainder of his academic career. After retirement, Augie lived in Kent until the death of his partner and collaborator Elliott Rudwick when he moved back to the New York City area.

Despite his legendary fears and anxieties, Augie was quite courageous when it came to confronting racial barriers. At Tougaloo, he was willing to accompany his students on trips to places that surely posed a risk in Jim Crow Mississippi. While at Morgan State he served as faculty advisor to the Non-Violent Action Group and was arrested in several civil rights campaigns. Augie and Howard Zinn lobbied to end the practice of the Southern Historical Association of holding meetings at segregated hotels. He worked with Bayard Rustin and Tom Kahn in the Washington office of the 1963 March on Washington. In 1962, Augie debated Malcolm X when none of the black faculty at Morgan were willing to take on that task. For years Augie tried, unsuccessfully, to convince me that he won the debate. Only when he came to Roosevelt did he break with his activist past and devote himself full time to scholarship.

It would be difficult to overestimate the importance of August Meier to the revival of interest in African American History during the 1960s. Augie and Elliott both were aware that the increasing general enthusiasm for the study of Black people was due more to the achievements of the Civil Rights and Black Power Movements than to an epiphany on the part of the historical profession, and he was concerned that such a genesis might not be a sufficient enough foundation. In addition to his own scholarship, Augie set himself the tasks of trying to get back into print as much of the classic work of older Black scholars and to help produce a new generation of scholars who took the study of Black people seriously.

Augie came to the attention of the historical profession with the publication in 1963 of *Negro Thought in America: Racial Ideologies in the Age Of Booker T. Washington, 1880-1915* (University of Michigan Press) which opened up the discussion of the history of black ideologies in exciting new ways.

Augie, beginning his collaboration with Elliott Rudwick, produced two pioneering anthologies that made available documents that explicated the themes and trends that he outlined in *Negro Thought in America*: Negro Protest Thought and Black Nationalism in America. Continuing an interest in both protest movements and ideologies Meier and Rudwick published *CORE: A Study in the Civil Rights Movement* (Oxford University Press, 1973) still one of the best studies of its kind. They then turned their attention to the study of the NAACP. One detour from that larger work resulted in the publication of *Black Detroit and the Rise of the UAW* (Oxford University Press,1979). Another productive detour resulted in *Black History and the Historical Profession, 1915-1980* (University of Illinois Press, 1986).

Augie and Elliott reconfigured their research to focus on the question of the NAACP's involvement in the struggle for economic opportunity and against racial discrimination in the labor movement. This was the work that Augie and Elliott were collaborating on until Elliott's death. I accepted Augie's offer to help him continue with it until it became clear that he was no longer able to sustain the energy and focus necessary. The last years of his scholarly life were devoted to developing a draft of this larger work, and publishing several articles and brief projects which could be accomplished when Augie had those unfortunately rare periods of tremendous energy and lucidity.

Beginning in the late 1960s, with the support of Robert Zenowich at Atheneum Publishers and later Richard Wentworth at the University of Illinois Press, Augie edited two series: *Studies in American Negro Life* and *Blacks in the New World*. Augie was interdisciplinary by instinct and training, and attuned to the benefits of the comparative perspective, so that both projects contained works—reprints and originals that addressed questions of literature and culture, as well as the experiences of blacks in the West Indies, Latin America and Africa. Augie prodded University Publications of America into launching its Black Studies Resource Series of microfilm manuscript sources which helped to make major collections available to scholars across the country. Younger scholars have little idea that the publishing opportunities so readily available to them are of an extremely recent vintage or of Augie's role in helping to bring about that circumstance.

Augie could be a difficult and demanding teacher, mentor and friend. But the proof of his impact can be seen in the quality of the scholars who benefited from interactions with him. At every step of the way Augie found and nurtured students such as Arvah Strickland at Tougaloo; David Levering Lewis, Preston King, and Niara Sudakarsa at Fisk, Darlene Clark Hine and Christopher Reed at Roosevelt University and at Kent State University. Stephen Fox's study of Monroe Trotter, published in the Atheneum series, began as an undergraduate honors thesis. Joe W. Trotter, a leading historian of Black workers, published two books in the Blacks in the New World series. John Dittmer hung in with Augie for a number of years resulting in his masterful *Local People: the Struggle for Civil Rights in Mississippi* (University of Illinois Press, 1994).

Augie Meier could be cantankerous, blunt to the point of rudeness, oblivious to the world around him, sometimes forgetting the names and faces of persons that he had known for years. Underneath all that was a human being who was generous to a fault, who would spend years nurturing a young scholar through numerous drafts and rewrites, complain about time but spend hours reminiscing about life on Black college campuses. A true son of the Enlightenment, Augie had no religious beliefs and spoke only of "the profession" in reverent tones. The field of African American history, the historical profession, and our world are better for his having passed this way. ❑

John Bracey
University of Massachusetts, Amherst

Herbert Aptheker

Herbert Aptheker, a pioneering scholar of African American history, died 17 March 2003, at an assisted-care home in Mountain View, California. Herbert had continued his scholarly activity until complications from pneumonia incapacitated him shortly before his death at the age of 87.

Born in Brooklyn on 31 July 1915, Herbert was the youngest of five children of wealthy Russian immigrants. His father was a garment manufacturer who became known as the "Underwear King" and then lost his fortune in the early years of the Great Depression. Herbert later attributed his early interest in racial problems to his close relationship with his family's Trinidadian maid and his exposure to Black Belt poverty while accompanying his father on a business trip to Alabama. During the late 1930s, Herbert became involved in a campaign to help southern tenant farmers escape from debt peonage. His political activism was strengthened by his romantic involvement with Fay Aptheker, a Communist labor organizer who was also his first cousin. He joined the Communist Party in 1939 and married Fay three years later.

After receiving his undergraduate degree in geology at Columbia University, Herbert began graduate studies there in 1935 in the field of American history, with a special interest in slavery. His 1937 Master's thesis on Nat Turner's slave rebellion was followed by more general studies of slave resistance, including an article on slave maroons in the *Journal of Negro History*, two articles in the Marxist journal *Science and Society*, and a doctoral dissertation that was later published as *American Negro Slave Revolts* (Columbia University Press, 1943). These publications challenged then prevailing interpretations of slavery that stressed slave acquiescence rather than resistance. Although some later critics maintained that he overstated the significance of slave revolts and conspiracies in the United States, Herbert's early scholarly writings and those of black acquaintances such as W. E. B. Du Bois and Carter G. Woodson, establish a foundation for a subsequent trend in American historiography toward greater emphasis on African American agency.

Herbert enlisted in February 1942 and became an artillery officer in World War II after graduating from Officers Candidate School. He commanded black troops in Louisiana and then served in Europe, before returning to Washington to undertake an assignment to write the *History of the Armed Ground Forces in World War II*. He also continued to publish in leftist and African American history periodicals while on active and reserve military service. These writings would later be cited in 1950 as justification for his forcible discharge from his commission as a major in the army.

Returning to Brooklyn following the war, Herbert was unable to obtain an academic position. He continued his scholarly research, however, with support from a Guggenheim Fellowship, working closely with Du Bois, who was the NAACP's Director of Research until 1948. His major project during this period was *The Documentary History of the Negro People in the United States*, the first volume of which was published in 1951 (Citadel Press) (the seventh volume appeared in 1994). He also published *The Negro People in America: A Critique of Gunnar Myrdal's An American Dilemma* (International Publishers, 1946) and numerous articles during the postwar years. In addition, he served as founder-editor of *Masses and the Mainstream* (1948-1953), editor of *Political Affairs* (1953-1963), and as executive director of the American Institute for Marxist Studies (1962-1985).

Herbert fought against Cold War anticommunism, testifying on behalf of several leading Communist Party officials facing prosecution under the Smith Act, including Junius Scales and Steve Nelson. He remained loyal to the Communist Party even after Nikita Khrushchev's denunciation of Stalinism in 1956 and publicly defended—in *The Truth About Hungary* (Mainstream Publishers, 1957)—the Soviet Union's subsequent suppression of the Hungarian rebellion. In 1962 Herbert became executive director of the American Institute for Marxist Studies, a post he held for more than two decades. He also began a twelve-volume history of the United States, but only completed the first two volumes.

In 1965, Herbert led a controversial delegation to Hanoi, at the invitation of the North Vietnamese govern-

ment, during the early period of escalation of American military involvement in Vietnam. Upon returning, he often spoke at antiwar rallies, prompting the FBI to label him in an internal memo "the most dangerous communist in the United States." His only daughter, Bettina, also became an outspoken leader of the Berkeley Free Speech Movement and of the National Mobilization Committee to End the War in Vietnam.

As a result of the upsurge of interest in African American studies during the late 1960s, Herbert often lectured at colleges and universities. He had several part-time or temporary academic appointments at Hostos Community College in the Bronx, Bryn Mawr College, Yale University (despite objections from some members of its history department), and the University of California's Boalt Law School. In addition to continuing to edit volumes of his Documentary History, Herbert Aptheker published *Nature of Democracy, Freedom and Revolution* (International Publishers, 1967), *World of C. Wright Mills* (Marzani & Munsell, 1960), *Unfolding Drama* (International Publishers, 1979), *Afro-American History: the Modern Era* (Citadel Press, 1971), *American Revolution, 1763-1783: A History of the American People* (International Publishers, 1960), *Abolitionism: a Revolutionary Movement* (Twayne Publishers, 1989), *The Literary Legacy of W. E. B. Du Bois* (Kraus International Publications, 1989), *Early Years of the Republic 1783-1793* (International Publishers, 1976) and *Anti-Racism in U.S. History* (Greenwood Press, 1992).

In 1991, Herbert resigned from the Communist Party (Fay and Bettina Aptheker had already left the party by this time), but he remained politically active as a member of the Committees of Correspondence for Democracy and Socialism, a group dedicated to the radical democratization of the American economic and political system. His last major public address was in 1992 at the national conference of the Committees of Correspondence in San Francisco. He called for the broadest possible coalition of the left to counter the Bush administration's policies. In 2002, he rejected an appeal from Communist Party leaders to rejoin the party by insisting that he was against "splitting of the Left into separate and relatively small organizations" that were ineffective.

During the last decade of his life, in addition to lecturing and writing, Herbert worked closely with me and my staff at the King Papers Project, volunteering his time as an editorial consultant for Volumes IV and V of *The Papers of Martin Luther King, Jr.* He also worked with me to bring the *Documentary History* up to date by selecting documents for a new volume covering the period from 1968 to the present. His lectures at the project and in my classes displayed his singular passionate convictions, occasional self-deprecating humor, and irrepressible love of teaching.

He is survived by his daughter, Bettina; a niece, Claire Grotsky of Hillsborough, California; a nephew, David Artson of San Francisco, and grandchildren Jenny Kurzweil of Santa Cruz and Joshua Kurzweil of Tokyo. ❑

Clayborne Carson
Stanford University

Barry A. Crouch

Barry Alan Crouch died suddenly of cancer on 13 March 2002 at his home in Riverdale, Maryland. He was sixty-one. Born in Glendale, California, on 26 February 1941 with his twin brother Robert, most of his childhood was spent in Syracuse, Kansas, and later in Norwood, Colorado, where he became a football and basketball star and still holds the school record for most points scored in one game. Barry went to Mesa State College in Grand Junction, Colorado, and graduated with a B.A. from Western State College of Colorado in Gunnison. He quickly earned an M.A. degree at the University of Wyoming and his Ph.D. at the University of New Mexico in 1970.

Upon graduation, Barry embarked upon a decade of various academic teaching jobs and fellowships. From 1967 to 1970 he taught at Angelo State University in San Angelo, Texas, where he inspired one of his students—the well-known scholar Amaldo De Leon—to become a historian. From 1970 to 1971 he received an NEH Post-Doctoral Fellowship in Black American Historical Studies at Howard University. He spent 1972 and 1973 at the University of Maryland working as an assistant editor on the Booker T. Washington papers. From 1974 to 1979, he taught at Bowie State College in Bowie, Maryland. Finally, in 1980, he became an assistant professor of history at Gallaudet College in Washington, D.C., where he spent the next twenty-one years as a teacher and scholar. Along the way, Barry received a half-dozen research and study grants from the National Endowment for the Humanities.

Barry was an incredible researcher. During his career, he produced three dozen journal articles, almost as many book reviews, and three monographs (two coauthored). Three more books, including a collection of his articles, will be published posthumously. His career spanned a variety of interests always resulting in a publication. His earliest article on New Mexico Senator Dennis Chavez and FDR's Court Packing Bill came from his Master's thesis. Two journal articles on the conservative reformer Amos A. Lawrence were drawn from his Ph.D. dissertation. Two articles on comparisons of the American slave south and ancient Rome and comparisons of different slave societies in Latin America were based upon research in NEH seminars. During his career at Gallaudet, he wrote several articles on deaf history and co-authored, with John Vickery Van Cleve, *A Place of Their Own: Creating the Deaf Community in America* (Gallaudet University Press, 1989).

Barry's major contributions to American history, however, lay in two fields: Reconstruction Texas and the bandits of the "wild" West. Because of his first teaching assignment at San Angelo State, Barry developed a lifelong interest in Texas history. A prodigious researcher in primary sources, Barry along with Randolph Campbell, James Smallwood, a handful of other scholars began in the 1970s to undo the old racist Dunning School interpretation of Reconstruction Texas which has prevailed since Charles Ramsdell's 1910 monograph. Having mined the Freedman's Bureau Records on Texas for a dozen journal articles over a twenty-year period, Texas University Press published his monograph, *The Freedman's Bureau and Black Texans* (University of Texas Press, 1992). For years, scholars such as Herbert Gutman and Eric Foner relied on conversations with Barry and dozens of his journal articles for their own research about Texas in their major books about the slave family and Reconstruction. It was well known that Barry was one of the earliest practitioners of social history written from the bottom-up with generalizations based upon careful and time-consuming research in the Texas Freedman's Bureau records. In 1992, David Donald wrote a full page review of *The Freedman's Bureau and Black Texans* in the Sunday *New York Times Book Review*, an honor rarely accorded to historical monographs. Besides breaking new ground in Reconstruction history, Professor Donald remarked that the "episodes in Texas Reconstruction history that Mr. Crouch relates, perhaps do more than broad generalizations to explain the Freedman's Bureau failed, and how we lost the peace after the Civil War."

In his last years, Barry became interested in the bandits that roamed the South during and after the Reconstruction Era. His biography of *Cullen Montgomery Baker: Reconstruction Desperado* (Louisiana State University Press, 1997), coauthored with Donaly E. Brice, is a case study and revisionist treatment of an outlaw that removes the romantic image of these bandits which continually emerges in popular literature, television shows, and even documentaries about this era. Two books coauthored by Barry will soon be published: *The Governor's Hounds: The Texas State Police, 1870-1873* with Donaly E. Brice; and a book on the Lee-Peacock feud with James Smallwood.

Before he died, Barry was engaged in two projects: (1) a full scale modern treatment of Reconstruction in Texas and (2) a revisionist biography of John Wesley Hardin. We will miss you, my friend. ❑

Larry Madaras
Howard Community College
Columbia, Maryland

Correspondence

Dear Colleagues,

You invited responses about the Bellesilles affair. Since the only extended commentary (of many) that was posted on the webpage was Jon Wiener's article for the *Nation*, I assume you also invite a response to that.

Wiener's article strikes me as disingenuous. It casts aspersions on those historians who reviewed the case and does so by misrepresenting the Bellesilles' transgression as a minor one having only to do with the omission of an item of information. Even those like me who have followed the affair sporadically, know that there is much more to it than that. Using a rhetorical strategy that reminds one of the weird syllogisms of Joe McCarthy, Wiener milks the fallacies of ad hominem and guilt by association (the NRA) for all that they're worth. Because he happens to agree with Bellesilles' opinions about guns in American culture, he is ready to do polemical battle (how is his strategy different from the NRA's?) even if it means skirting the very serious question of tendentious and manipulative historical interpretation that Arming America raises.

Does Wiener really think that the estimable scholars who reviewed the Bellesilles case, and the editor at Knopf, were responding to some sort of public opinion rather than real problems? Publishers love controversy—look at the career of Goldhagen's *Hitler's Willing Executioners*, which grinds a heavy axe and has conspicuous interpretive flaws but never came close to an editorial rescission.

Would Wiener be as quick to defend an empirically questionable book by a conservative historian? One senses that politics and not professional ethics are the focal point of his article.

I find it disturbing that he is so eager and even zealous to sacrifice the reputations of Gray, Katz, and Ulrich, among others, at the altar of political journalism. ❑

Sincerely,
Andrew R. Heinze

Dear OAH:

Arming America was the spearhead for a strong campaign by Bellesiles and prominent historians to promote a pro-gun control interpretation of the Second Amendment in the precedent-setting Supreme Court case *United States v. Emerson*. The historians' primary arguments (Yassky brief, *Constitutional Commentary*, *Chicago-Kent Law Review* articles) had extensive citations to Bellesiles' findings. (Bellesiles' Chicago-Kent article was a slightly-rewritten version of chapter seven in *Arming America*.) The Chicago-Kent articles were also cited extensively in the Ninth Circuit Court's recent ruling that citizens have no right to own firearms (*Silveria v. Lochyer*) and are being promulgated in a book by Carl Bogus.

Bellesiles' questionable history, now a significant part of those two precedent-setting court rulings, has many more serious errors than were discussed by the Emory Committee—although Bellesiles' probate study results may have been the result of a honest mistake.

Americans like Emerson should not be convicted as felons on the basis of false history. OAH has an obligation to review and correct the Bellesilesean history in those court rulings because OAH is directly responsible for this situation.

OAH gave Bellesiles' findings credibility by publishing his seminal article (the basis for *Arming America*) in its 1996 *Journal of American History* (*JAH*), by refusing to publish Clayton Cramer's early critique of Bellesiles 1996 article, by awarding Bellesiles the Binkley-Stephenson award for the 1996 article, by publishing Roger Lane's uncritical review of *Arming America* in 2000, and by publishing Bellesiles' assertions ("Disarming the Critics") in the November 2001 *OAH Newsletter*. The Emory Committee Report criticized *JAH's* editorial checking of Bellesiles' 1996 article.

I posted detailed discussions of the above issues to H-OIEAHC in 2003 (24 January, 30 January) and in 2002 (10 April, 1 May, 10 May, 21 June, 20 July, 12 August and 19 August). See <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=lm&list=h-oieahc>. ❑

Don Williams

To the Editor:

I enjoyed George McGovern's reflections on Steve Ambrose whom I first met when he was a young scholar trying to look older by smoking long cigars and attempting a mustache. This was at a Southern Historical Association meeting in 1960. I later became a fan of his work but never was quite impressed with his view of President Eisenhower as opposed to General Eisenhower. I first remember seeing Ike during the campaign of 1952 during a political appearance with the despicable senator from Indiana, William Jenner, sitting on a platform with him at Butler University when Jenner attacked George Marshall as a man "not fit to have worn the uniform of a general" and calling him a traitor. Eisenhower's career had been saved by Marshall four times, first after MacArthur ordered the attack on the bonus marchers when Ike was MacArthur's number two, transferring him far away from the Washington scene; next jumping him over several others to be promoted to general; then agreeing to step aside to let him head D-Day; and finally telling him he could not get a divorce and marry his British Wren driver without ruining his career and reputation. Ike simply sat smiling vapidly during Jenner's speech and his only retort was "Well, we don't have to agree with all of the Senator's conclusions but he is entitled to his opinions." Next, I witnessed his assurance to Air Force personnel during the campaign later that fall that as a military man he understood concerns over the rumors there would be Reduction in Force and he would see to it there were no rifts in the Air Force. They came almost immediately after he assumed office. Finally, years later on an airplane flying over the midwest my seat neighbor noted the papers I was working on and asked if I were possibly an academic. I said yes and he said, "You may be interested in the story of how Eisenhower became president of Columbia University when I was head of its board." I said I would he recounted that he and a colleague who was sure the other board members were intent on hiring some retired corporate executive who knew nothing about higher education plotted to bring in a proven academic administrator and so they settled on suggesting Ike's brother Milton Eisenhower. "We made the mistake of saying we wanted to suggest Eisenhower without saying Dwight. Other members said that this was a superb idea, General Eisenhower would be a great choice and the bandwagon steamrollered before we could explain he was not the Eisenhower we had in mind. Later I was conducting tour of the campus when Dwight Eisenhower pointed to a building and asked what was that big building. I said it is the library and he said he liked its style and location and that perhaps we could turn it into administrative offices and that is pretty much the way he ran the university. Thank God he wasn't there long."

I admire Steve's work on Eisenhower as General I still think his political acumen in the realm of domestic decision making was akin to his view of the Columbia University Library, the good things happened by accident the bad things were by accident as well. ❑

Edward M. Bennett
Professor Emeritus
Washington State University

To the Editor:

In a letter published in the *OAH Newsletter* (November 2002), Paul Buhle castigates us for daring to ask him to document his outrageous claim that "among those Americans wounded or killed in battles protecting Israeli gains from Arabs [during the 1948 War of Independence] Communists played a prominent role." He sneers that had we done our "homework in the Daily Worker files" we would have found lots of proof. Buhle neglects, however, to cite a single article, story, name or date to support his assertion. We posted a challenge to him on the History News Network to do so and he declined. If he has the evidence, why won't he tell us where it is? And why, when asked more than a year ago in a private e-mail to reveal his evidence, did he direct us to an oral history interview that failed to support his claim? And why has no other scholar or journalist or political activist—including the *Daily Worker*'s Palestine correspondent at the time—ever heard of this evidence? We once again ask Paul Buhle to supply his evidence or withdraw his claim. He should also supply evidence or withdraw his equally false claim, made in this newsletter, that the "Communism in American Life" books, authored by such distinguished scholars as Theodore Draper, Daniel Aaron, Clinton Rossiter, and David Shannon, was "secretly planned" by a CIA-linked entity. ❑

Harvey Klehr
John Earl Haynes

The *OAH Newsletter* welcomes brief letters to the editor (300 words or less) related to the interests of our members. Deadlines for receipt of all letters are as follows: 15 December for the February issue; 15 March for May; 15 June for August; and 15 September for November. Letters should be sent to: *OAH Newsletter*, 112 North Bryan Avenue, Bloomington, IN 47408 or may be sent electronically to <newsletter@oah.org>. The *OAH Newsletter* reserves the right to reject letters that are not consonant with the goals and purposes of the organization. Copy may be condensed or rejected because of length or style. The OAH disclaims responsibility for statements made by contributors. ¶

National Collaborative for Women's History Sites Announces New Meeting Date

The National Collaborative for Women's History Sites (NCWHS), a partnership of thirty-three historic sites, historians, site administrators, and friends, is holding its third annual meeting "Women's History Sites: Preserving and Making History" **24-26 October 2003 (tentative date)** in Washington, D.C. The Collaborative, founded in 2001, brings together historians and the staffs of historic sites, to improve the understanding of women's history at special places in our past. OAH is a member of the collaborative and also serves as host to the NCWHS website as part of its commitment to bridge academic and public historians. More information online at <http://ncwhs.oah.org>. ❑

CALL FOR PAPERS

Jamestown Scholars: Dissertation Fellowships from The National Park Service and OAH

The Jamestown Scholars Dissertation Fellowships ($5,000 for any dissertation related expenses) support Ph.D. research that contributes to our understanding of the development and legacy of 17th-century Jamestown, where diverse peoples from three continents came together. The first three recipients have been selected, and a final award will be made in fall 2003. Application deadline is 30 June 2003.

Want to find out more? Visit **<www.oah.org/activities/awards/jamestown>**.

The Organization of American Historians is grateful to the following sponsors who helped make the 2003 Annual Meeting possible

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Southern Oral History Program, University of North Carolina, Chapel Hill

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University of Mississippi

Southern Historical Association

Tulane University

Center of Historical Studies, University of Maryland, College Park

The New Press

Announcements

Activities of Members

Cecelia Bucki, has been awarded the Homer D. Babbidge, Jr. Award by the Association for the Study of Connecticut History for her book *Bridgeport's Socialist New Deal: 1915-36*, University of Illinois Press.

Vernon Burton was awarded the 2002 University of Illinois at Urbana-Champaign Graduate College Outstanding Mentoring Award. He has also been named Executive Director of the Low Country and Atlantic World Program at the College of Charleston.

J. Matthew Gallmen, Gettysburg College, has been named a Burlington Visiting Professor in U.S. History for "Anna Elizabeth Dickinson: A Life in Public."

Lewis Gould, University of Texas at Austin, received the University Continuing Education Association's 2003 Distance Learning College Course Award for authorship of the online distance education course, "United States History 1865-Present."

H.G. Jones, University of North Carolina at Chapel Hill, has received the 2002 North Carolina Award for Publilc recognizing the fields of "scholarship, research, the fine arts and public leadership."

Joseph P. Reidy, Howard University, has won the 2002 Harod L. Peterson Award for his article, "Black Men in Navy Blue During the Civil War," published in the Fall 2001 issue of *Prologue*.

Hal Rothman, UNLV, received the 2002 Award of Merit from the Texas Philosophical Society for his book, *LBJ's Texas White House: Our Heart's Home*, (Texas A&M Press, 2001).

Mary Corbin Sies, has been recognized by the Urban History Association for having the Best Article in Scholarly Journal Without Geographic Restriction Published in 2001 for "North American Suburbs, 1880-1950: Cultural and Social Reconsiderations," *Journal of Urban History*, 2001.

Sayuri Suzuki, Michigan State University, has been named one of the 2002 Abe Fellowship recipients for "The Evolution of Ocean Resource Management Regimes in the North Pacific, 1930-1977."

François Weil, Ecole des Hautes Etudes en Sciences Sociales, Paris, was recently named the Andrew W. Mellon Professor in the Humanities at Tulane University for Fall 2003.

Awards, Grants and Fellowships

The Newberry Library is pleased to announce their 2003-2004 Fellowships in the Humanities. The Newberry Library's collection embraces the history and literature of Western Europe and the Americas from the Middle Ages through World War I. For many fields, notably Chicago history, genealogy and local history, cartography, and printing, there are many sources for the twentieth-century. Short term fellowships range from one week to two months and are generally restricted to individuals from outside the Chicago area and are primarily intended to assist researchers who need to examine specific items in the collection. Long term fellowships range from six to eleven months, and are generally available without regard to an applicant's residence and support significant works of scholarship that draw on the Library's strengths. Deadline: **range from 6 January 2003 through 15 September 2003.** Contact: Committee on Awards, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-7324; (312) 255-3666; e-mail: <research@newberry.org>; visit: <www.newberry.org>.

The **Louisville Institute** announces specialized grant programs designed to address different issues and assist different groups of institutions and individuals. Their **General Grant Program** encourages a limited number of individual and collaborative grants for the support of religious research. Deadlines: **16 March 2003, 20 July 2003, 6 November 2003.** Contact: Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205; e-mail <info@louisville-institute.org>; visit <http://www.louisville-institute.org/>.

The **New Jersey Historical Commission** is inviting individuals and organizations to apply for a variety of grants and awards ranging in amounts and stipulations. Aid will be given for purposes relating to New Jersey history and culture. Deadline: **1 April 2003-2 January 2005.** For more information, call the Cutural Trust: (609) 984-6767; visit: <http://www.state.nj.us.culturaltrust/index.html>.

Research funding is being awarded by the **Alexander von Humboldt Foundation**, in conjunction with the **TransCoop Program.** This initiative endorses collaborative research in humanities, social sciences, law, and economic concentrations. Priority is given to new research collaborations, and the collaborations must include at least one German, one U.S. and/or Canadian scholar. The application must be signed by at least two partners who retain a doctorate or have completed post-doctoral research. The TranCoop Program may award up to EUR 45,000 over a three-year tenure and the funds must be matched by U.S. and/or Canadian sources. To apply, send application form, time and expense schedule, two confidential reference letters for each partner, a detailed plan including a comprehensive and detailed budget plan, a publication list from each partner outlining the last five years, and proof of matching funds, if possible. Deadline: **31 October 2003.** Contact: Ms. Christine May, Selection Department, Alexander von Humboldt Foundation, Jean-Paul-Strausse 12, D-53173 Bonn (bad Godesberg),Germany; <transcoop.select@avh.de> or U.S. Liaison Office, Alexander con Humboldt Foundation, 1012 14th St. NW, Suite 301, Washington, D.C. 20005; phone: (202) 783-1907; fax: (202) 783-1908; e-mail: <avh@bellatlantic.net>. Visit: <http://humboldt-foundation.de/en/programme/stip_aus/transcoop.htm>.

The Gilder Lehrman Institute of American History invites applicants for their 2002-03 fellowships. The short-term fellowships in American history are in two categories: research fellowships for scholars at every faculty rank, and dissertation fellowships for doctoral candidates who have completed exams and begun dissertation research and writing. The Gilder Lehrman Fellowships support work in one of four archives: The Gilder Lehrman Collection, The Library of New-York Historical Society, The Columbia University Rare Book and Manuscript Library, and the New York Public Library. Deadlines: **1 May 2003.** Contact: Gilder Lehrman Fellowship Program, The Gilder Lehrman Institute of American History, 19 West 44th Street, Suite 500, New York NY 10036; (646) 366-9666; fax: (646) 366-9669; visit: <http://www.gilderlehrman.org>.

The Committee on Honors and Awards of the **Modern Language Association** invites editors to compete for the fifth MLA Prize for a Distinguished Scholarly Edition, awarded for important collections of letters published in 2001-02. The editor need not be a member of the MLA. Deadline: **1 May 2003** . Contact: MLA Prize for a Distinguished Scholarly Edition, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; e-mail <awards@mla.org>.

The Committee on Honors and Awards of the **Modern Language Association** invites editors to compete for the seventh Morton N. Cohen Award for a Distinguished Edition of Letters. The winning collection must be published between 2001-02 and provide readers with a clear, accurate, and readable text; necessary background information; and succinct and eloquent introductory material and annotations. Deadline: **1 May 2003.** Contact: Morton N. Cohen Award, MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; (646) 576-5141; e-mail <awards@mla.org>.

The Great Lakes American Studies Association and **Ohio University Press** are pleased to announce the **Great Lakes American Studies Book Award.** Book-length manuscripts concerning any aspect of American studies that examines the Great Lakes region, either as a whole or in part, or one or more of the Great Lakes states are invited. Manuscripts that are essentially creative writing, art, anthologies, or collected articles will not be considered. The winning manuscript will be published by Ohio University Press. The award is open to all scholars engaged in this field of research. Proposals should include a cover letter that includes a description of the book's content and scope, length, and an argument for the book's importance. The proposal should also include a table of contents, sample chapters, and c.v. Do not submit the entire manuscript unless invited to do so. Deadline: **15 July 2003.** Contact: Gillian Berchowitz, Senior Editor, Ohio University Press, Scott Quadrangle, Athens, OH 45701 or Dr. Donna DeBlasio, Department of History, Youngstown State University, One University Plaza, Youngstown, OH 44555-3452.

The **Oregon Historical Society** is inviting writers throughout the state of Oregon to submit manuscripts for the **Jasper G. and Minnie Stevens Literary Prize.** This prize merits a $3,000 cash prize and publication to the best original fiction or nonfiction literature of Oregon history. The Society is strongly encouraging manuscripts geared toward young readers ages eight to fourteen, but to adult readers as well. Manuscripts will be judged on the following criteria: importance or relevance to Oregon history; depth and breadth of research; ability to capture the reader's imagination; ability to engage reader's minds in thinking about history; readability and originality, creativity and expression. Deadline: **1 August 2003** . Contact: Stevens Prize, Oregon Historical Society, 1200 SW Park Ave., Portland, OR 97205. For submission guidelines, visit <http://www.ohs.org>.

The **Association for the Study of Connecticut History** invites nominations for the 2002 Homer Babbidge, Jr. Award, given for a 2002 published work regarding a significant aspect of Connecticut's history. Eligible work may include monographs, articles, edited works, films, exhibitions or television programs, and should be nominated by someone other than the author. Persons or organizations whose achievements as a whole merit recognition will be considered as well. A copy of the work must be included with the nomination. Deadline: **31 August 2003.** Contact: Patricia Thevenet, 88 B. North Shore Rd., Voluntown, Connecticut 06384.

Nominations are being accepted for the Betty M. Linsley Award, sponsored by the **Association for the Study of Connecticut History.** The award will be presented at Association's annual meeting in November to recognize superior work done on a significant aspect of Connecticut's history published by, for, or on behalf a Connecticut historical society or organization during the previous calendar year. Eligible works may include monographs, articles, exhibitions, television programs, cassette tapes, finding aids or guides to manuscript collections, or subject bibliographies. Nominations must be made by someone other than the author and a copy of the work must accompany the nomination. The ASCH may decide to award a person or organization whose achievements over a few years deserve merit. Deadline: **31 August 2003.** Contact: Patricia Thevenet, 88 B North Shore Road, Voluntown, CT 06384.

The American College of Obstetricians and Gynecologists (ACOG) and Ortho-McNeil Pharmaceutical Corporation jointly sponsor one $5,000 fellowship in the History of American Obstetrics and Gynecology each year. ACOG Junior Fellows and Fellows are encouraged to apply. The recipient of the fellowship spends one month in the Washington DC area working full-time to complete their specific historical research project. Although the fellowship will be based in the ACOG History Library, the fellow is encouraged to use other national, historical, and medical collections in the Washington DC area. The results of this research must be disseminated through either publication or presentation at a professional meeting. Deadline: **1 October 2003.** Contact: The American College of Obstetricians and Gynecologists, Ms. Debra Scarborough, History Librarian/Archivist, 409 Twelfth Street, SW, Washington, DC 20024-2588; (202) 863-2578 or (202) 863-2518; fax (202) 484-1595; e-mail: <dscarborough@acog.org>.

The **California Institute of Technology Grants-In-Aid Program** offers various awards for research conducted in the Caltech Archives. Applications will be accepted from graduate students that have completed one year of study, as well as from established scholars. Grants-in-aid may be used for travel expenses, living expenses, photo reproduction costs, and other research expenses. Deadline: **quarterly, 1 January, 1 April, 1 July, and 1 October.** Contact: California Institute of Technology , Institute Archives, Mail Code 015A-74, Pasadena, CA 91125, phone: (626) 395-2704; fax: (626) 793-8756; e-mail: <archives@caltech.edu>; visit: <http://archives.caltech.edu>.

The new **Fulbright Senior Specialists Program** offers short-term grants of two to six weeks for U.S. faculty and professionals. Contact: 3007 Tilden Street, N.W., Suite 5L, Washington, D.C. 20008; phone: (202) 686-4026; e-mail: <fulspec@cies.iie.org>. Visit: <http://www.cies.org>.

The **American Philosophical Society** offers several fellowships and grants for research. Deadlines: **vary.** Contact: Committee on Research, American Philosophical Society, 104 S. 5th St., Philadelphia, PA 19106; <eroach@amphilsoc.org>; visit <http://www.amphilsoc.org>.

The Carl Albert Congressional Research and Studies Center at the University of Oklahoma seeks applicants for its Visiting Scholars Program, which provides financial assistance to researchers working at the Center's archives. The Center's holdings include the papers of many former members of Congress, and the Center also holds collections of government policy documents affecting agriculture, Native Americans, energy, foreign affairs, the environment, economy, and other areas. Most materials date from the 1920s to the 1970s, although there is one nineteenth century collection. The program is open to any applicant, and the Center evaluates each proposal based on its merits. Send a proposal description, no longer than one thousand words, a c.v., explanation of how the Center's resources would assist research, budget proposal, and reference letter from an established scholar. **Applications are accepted any time.** Contact: Archivist, Carl Albert Center, 630 Parrington Oval, Room 101, University of Oklahoma, Norman, OK 73019; (405) 325-5401; fax (405) 325-6419; e-mail: <kosmerick@ou.edu>.

The Center for the History of Business, Technology, and Society invites scholars to make use of Hagley Museum and Library's research collections and fellowship programs. For full information on fellowships, visit: <http://www.hagley.lib.de.us/center.html>. Deadlines: **vary.** Contact: The Center for the History of Business, Technology, and Society, Hagley Museum and Library, P.O. Box 3630, Wilmington, DE 19807; e-mail: <crl@udel.edu>; phone: (302) 658-2400; fax: (302) 655-3188.

The **Council for International Exchange of Scholars** is announcing submissions for the 2004-05 **Fulbright Scholarship** competition. The program offers a number of awards for faculty and administrators from four-year college and graduate institutions, two-year community colleges and minority serving institutions, as well as professionals from other fields, providing opportunities in forty-five different disciplines and professional fields. Deadlines: **vary.** Contact: Council for the International Exchange of Scholars (CIES), 3007 Tilden St., NW, Suite 5L, Washington,

D.C. 20008-3009; phone: (202) 686-7877; e-mail: <appresquest@cies.iie.org>; visit: <http://www.cies.org>.

The Library of Congress offers a number of competitive grant programs to support research in the Library's collections. Deadlines: **vary**. For more information, visit: <http://www.loc.gov/kluge>.

Calls for Papers

Over twenty Calls for Papers submitted for this issue of the *OAH Newsletter* can be found online at <http://www.oah.org/announce/>.

Meetings and Conferences

In conjunction with the **Southeast World History Association** (SEWHA), the **World History Association** is conducting its **Twelfth Annual Conference** at Georgia State University in Atlanta, Georgia 27-29 June 2003. Keynote speakers for the event include Edmund "Terry" Burke III, Professor of History at University of California, Santa Cruz, Patrick J. Geary, Professor of History at UCLA, and 2001 National Teacher of the Year Michele Forman. Panels will focus on the themes of "Migration and Identity"; "Comparative Perspectives on Islam and Islamic Politics"; and the "Boundaries of World History: Chronological, Methodological, Disciplinary." Other events in the conference include an introductory AP world history teachers' workshop, a three-day book exhibit, a luncheon banquet, and two hosted receptions. Deadline for pre-registration: **1 May 2003**. You must register by this date to receive a discounted registration fee and to guarantee a spot at the luncheon banquet. Contact: <http://www.thewha.org> or call (808) 956-7688.

The Society for Military History announces its 2003 annual meeting to be held at the University of Tennessee in Knoxville **1-4 May 2003**.

The Dumbarton Oaks Symposium in Garden and Landscape Studies is pleased to announce the theme for their next meeting, "Lay Ritual Practices in Gardens and Landscapes," to be held **2-3 May 2003** . The symposium will aim to better understand the reception of gardens and landscapes by focusing on a number of lay ritual practices in a variety of cultural contexts, and it will give rise to discussions on the formative functions of gardens for cultural and social life. From Chinese landscapes under Mongol rule to freemason gardens in the 19th century, the symposium will offer unusual perspectives for cross-cultural discussions. Registration information will be available in March 2003. Contact: Garden and Landscape Studies, Dumbarton Oaks, 1703 32nd Street, NW, Washington, DC 20007; visit: <http://www.doaks.org/LandscapeArchitecture.html>.

Eleven major universities are sponsoring the tenth annual workshop for "Teaching Research Ethics" to be held at **Indiana University, 14-17 May 2003**. The workshop will explore methods that ensure future generations of scientists will be able to recognize and resolve difficult issues in the responsible conduct of research. A registration form and workshop fee must be submitted. Contact: Kenneth D. Pimple, TRE Director, Poynter Center for the Ethics and American Institutions, Indiana University, 618 E. Third St., Bloomington, IN 47405-3602; phone: (812) 855-0261; fax: (812) 855-3315; <pimple@indiana.edu>. For more information, visit: <http://www.poynter.indiana.edu>.

The Mormon History Association (MHA) will be holding its annual Spring 2003 Conference in the Kirtand, OH area on **22-25 May 2003**. The theme, "Varieties of Mormon Experience in a Pluralistic World," invites scholars to share their research explorations on the unity and diversity that characterized the Mormon movement from its early days in the 1830s to the present. The conference will also explore the complex ways in which Mormonism has interacted with other religious groups in the larger world. Contact: Mormon History Association; (888) 642-3678; <klarry@attbi.com>; visit: <http://www.mhahome.org>.

Dr. Barbara Ehrenreich, activist and scholar, will present the keynote address at the **Seventh Annual Conference on Holidays, Ritual, Festival, Celebration, and Public Display** to be held on the campus of Bowling Green State University, Bowling Green, Ohio, **29-31 May 2003**. She will be speaking on "the politics of festivities and ecstatic rituals" from Dionysian rituals in the ancient Mediterranean to fan behavior at modern sporting events. For more information, contact Dr. Jack Santino <jacksantino@hotmail.com>.

Siena College announces its eighteenth annual multi-disciplinary symposium, **"World War II - A 60 Year Perspective,"** will be held **5-6 June 2003**. The focus for 2003 will be Fascism and Nazism, literature, art, film, diplomatic, political, and military history, popular culture, along with women's and Jewish studies. Events of the home front, conscription, and dissent will be given the most significance. Contact: Dr. Karl Barbir, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462; (518) 783-2512; fax (518)768-5052; <barbir@siena.edu>.

The Southern Association for Women Historians will hold its **Sixth Southern Conference on Women's History** from **5-7 June 2003** in Athens, GA. This conference seeks to reflect the diversity of women's experiences in the US and elsewhere and also feature the history of women from a wide range of racial, class, and ethnic backgrounds. Participants are encouraged to take advantage of the historical and cultural resources offered by the University of Georgia campus and surrounding area. Contact: Kathleen Clark, conference coordinator; <katclark@arches.uga.edu>; visit: <http://www.uga.edu/swch>.

The **Omohundro Institute of Early American History and Culture** will hold its ninth Annual Conference **6-8 June 2003** in New Orleans, Louisiana. Session will be conducted at Tulane University and at various locations in the French Quarter. For information on the program or to register online, visit: <http://www.wm.edu/oieahc/conferences/9thannual>.

The **Bay State Historical League** will hold its conference "Local History in the New Economy" **9 June 2003** at the American Textile History Museum in Lowell, Massachusetts. The conference will discuss how local historical organizations are responding to the challenges presented by budget cuts, declining attendance, and new technology. Beverly Sheppard, president and CEO of Old Sturbridge Village, will deliver the keynote address. Other discussions will focus on funding, collections care and interpretation, educational programs, marketing, and the role of the historical organizations in the community. For more information, visit: <http://www.masshistory.org>.

The Library of Congress is sponsoring a two-day symposium **19-20 June 2003** entitled, "Resourceful Women: Researching and Interpreting American Women's History." The symposium celebrates the recent publication of American Women: A Library of Congress Guide for the Study of Women's History and Culture and its forthcoming companion web site. The symposium will examine current research in the field of American women's history, showcase the Library's magnificent multiformat holdings, and explore the sources and methodologies used in research of the field. This meeting is open to the public. For complete information on the symposium, visit <http://www.oc.gov/rr/women/>.

The Northeast Popular Culture/American Culture Association (NEPCA), a regional affiliate of the national PCA and ACA, holds its twenty-sixth annual conference in Worcester, MA **31 October-1 November 2003**. Proposals of any pop culture or American culture topics (one page abstracts and brief c.v.) may be submitted to the program chair. The annual NEPCA Prize is offered for the best paper by a graduate student. Deadline: 1 July 2003. Contact: Peter Holloran, Worcester State College, History Department, Worcester, MA 01602; <pch@world.std.com>.

The **National Park Service, Gettysburg College** and **Mount St. Mary's College** are cosponsoring The Eisenhower Academy summer institute for teachers at Gettysburg College and Eisenhower National Historic Site in Gettysburg, Pennsylvania from **13-18 July 2003.** The Academy will present an in-depth perspective of Dwight D. Eisenhower as president and world leader and will introduce effective strategies for teaching the Cold War era in the classroom. Lectures and discussions will be given and a field trip to Eisenhower's house will be made. Participants also have the opportunity to interview family members and friends, as well as become familiar with primary source documents, film, video footage and the Internet as research tools. Pennsylvania professional education credits and graduate credits are available. Contact: Eisenhower Academy, 250 Eisenhower Farm Lane, Gettysburg, PA 17325; phone: (717) 338-9114; <john_joyce@nps.gov>; visit: <http://nps.gov/eise/instit.htm>.

The **University of Florida** will host its annual conference on the Southern Regional Council and the Civil Rights Movement **23-26 October 2003.** The conference will include both scholarly presentations on the SRC's role in the quest for racial justice in the postwar South and discussion panels featuring veterans of the organization's work in this field. For more information, contact: Brian Ward, c/o Department of History, Keene Flint Hall, University of Florida, Gainesville, FL 32611; <wardb@ufl.edu>.

The **Omohundro Institute of Early American History and Culture's** Tenth Annual Conference will take place **11-13 June 2004.** The conference will be conducted at Historic Deerfield, a museum of early American history and material culture and the campus of Smith College. For the call for papers and panel locator, please visit <http://www.wm.edu/oieahc/conferences/10thannual/papers.htm>.

CALL FOR SCHOLARSHIP

The Legislative History Editorial Board of the Capitol Square Foundation seeks an academically trained historian to write a single volume comprehensive history of the Ohio General Assembly from 1803 to the present. The expectation is that this work will be suitable for publication by a university press, with the final manuscript completed by March 1, 2007. The author will be paid $75,000 over the life of the project dependent upon satisfactory progress. Interested applicants should submit a curriculum vitae, three letters of reference, and a 1,000-word prospectus explaining how they would approach such a project.

Please send materials by June 30, 2003 to:
The Legislative History Editorial Board
c/o The Capitol Square Foundation
The Statehouse, Room 16
Columbus, OH 43215

Members of the Legislative History Editorial Board of the Capitol Square Foundation are as follows:

Dr. Herbert Asher, Professor Emeritus of Political Science
The Ohio State University

Dr. Andrew Cayton, Distinguished Professor of History
Miami University

Dr. Alonzo Hamby, Distinguished Professor of History
Ohio University

Dr. David Stebenne, Associate Professor of History
The Ohio State University

Dr. Barbara Terzian, Assistant Professor of History
Ohio Wesleyan University

Miscellaneous

The **National Park Service** is pleased to announce the publication of *First Flight: The Wright Brothers and the Invention of the Airplane*, by noted aeronautical historian and Wright biographer Tom D. Crouch. This book documents the problems the Wright brothers endured while developing the first airplane both in Dayton, Ohio and Kitty Hawk, North Carolina. Crouch also illustrates the Wrights' distinct personalities as well as the role their family played in development of one of the world's most famous inventions. Foreword is by United States astronaut John Glenn. For more information, e-mail: <donna_huffer@nps.gov>.

The **Program in Policy History** of **Bowling Green State University** is pleased to announce the establishment of the web-based series, "Working Papers in Policy History." The objective of the web site will be to create a space within which cutting edge and developing research on policy history can be pre-published, reviewed, and evaluated by the broad and growing community of specialists in policy history and the policy sciences. The perspective of this program is both global and comparative in scope. Since the program focuses on policy history, it integrates scholarship in political and institutional history with cutting edge work in social and cultural history in such areas as: women, gender and policy; social policy; foreign policy/international security; economic policy; and the state and state formation. Proposals and correspondence should be directed to: <workpapers@ bgnet.bgsu.edu>.

Plan now for OAH in 2004

2004 • Boston
25-28 March
Marriott Copley Place
2004 • OAH Regional Meeting
Atlanta, Georgia
8-11 July
Georgia State University

2003 Mail Ballot

To Amend the OAH Constitution

The Executive Board has approved and presents to OAH members for their consideration the following constitutional changes. The amendments would permit the use of electronic balloting in addition to the current practice of mail balloting. These amendments will be ratified if two thirds of OAH members voting approve. (The full OAH Constitution and Bylaws are available at http://www.oah.org/about/constitution.html.)

Currently, the OAH Constitution reads as follows:

Article V—Elections

Section 1. There shall be an annual election by mail ballot.

Section 3. Voting. The Executive Director shall prepare and mail the official ballot to the membership at least six weeks before the annual meeting. Ballots, to be valid, must be returned at least two weeks before the annual meeting to the "Chair, OAH Nominating Board" at the address of the Business Office of the Organization.

Amended, the OAH Constitution would read as follows (changes are underlined):

Article V—Elections

Section 1. There shall be an annual election by mail or e-mail ballot.

Section 3. Voting. The Executive Director shall prepare and mail by paper and e-mail the official ballot to the membership at least six weeks before the annual meeting. Ballots, to be valid, must be cast electronically or returned by regular mail at least two weeks before the annual meeting to the Nominating Board chair at the address of the OAH Executive Office.

VOTE: Should the constitution be amended to permit the use of electronic balloting of OAH members?

☐ YES ☐ NO

Photocopies of this ballot will not be accepted. Ballot must include your OAH ID number (located above your address on the panel to the right) and be postmarked no later than **1 August 2003**. Please detatch and mail this ballot to: OAH, 112 North Bryan Av., Bloomington IN 47408.

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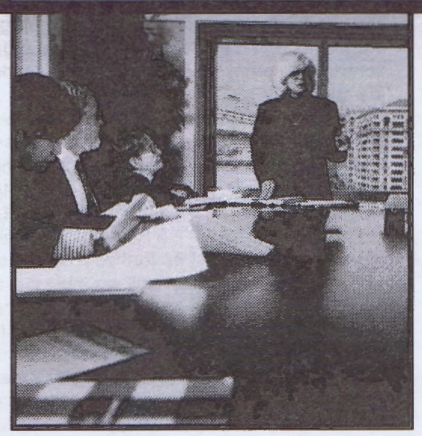

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The Woodrow Wilson International Center for Scholars announces the opening of its 2004–2005 Fellowship competition. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Projects should have relevance to the world of public policy or provide the historical and/or cultural framework to illumine policy issues of contemporary importance.

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The application deadline is October 1, 2003. For eligibility requirements and application guidelines, please contact the Center. If you wish to download the application, please visit our Web site at **http://www.wilsoncenter.org**.

2003-2004 OAH Distinguished Lectureship Program

The OAH Lectureship Program is a great way to bring an outstanding scholar to speak at your institution. Started in 1981, the Lectureship Program now includes 42 new appointees, bringing the total to nearly 200 speakers who have made major contributions to the many fields of U.S. history.

The individuals listed below have agreed to give one lecture in the 2003-2004 academic year on behalf of OAH. Host institutions pay a $1,000 lectureship fee directly to OAH, in addition to the speaker's travel and lodging expenses. To arrange a lecture, please contact the lectureship coordinator at (812) 855-7311, OAH, 112 N. Bryan Ave., Bloomington, IN 47408-4199, or via e-mail: <lecture@oah.org>.

In some cases scholars may be willing to speak on topics other than those listed here. The earlier the arrangements are made the better your chance of obtaining the speaker of your choice. Please do not contact lecturers directly.

<http://www.oah.org/activities/lectureship>

Allyn

Aron

Jean Baker

David Allyn
Independent Historian, Hoboken, N.J.

- American Sexual Attitudes: A Social History

David Allyn has taught as a lecturer in the history department at Princeton University and has spoken at schools around the country. Currently, he is visiting scholar at the Institute for Social and Economic Research and Policy at Columbia University. He has published essays in the *New York Times Magazine*, the *Washington Post*, the *Boston Globe*, and the *Journal of American Studies*, as well as a book, *Make Love, Not War: The Sexual Revolution, An Unfettered History* (2000). He is currently working on a book on embarrassment and the wide-ranging effects of social anxiety.

Stephen Aron
University of California, Los Angeles, and Autry Museum of Western Heritage

- After the Discovery: The Tragedy of William Clark and the Transformation of the American Frontier
- The Legacy of Daniel Boone: The Boone Family and American Westward Expansion
- American Confluence: The Meeting of Peoples and Empires at the Meeting of the Ohio, Missouri, and Mississippi Rivers
- The Making of the First American West

Stephen Aron, an associate professor of history at the University of California, Los Angeles, and director of the Institute for the Study of the American West at the Autry and Southwest Museums, is a specialist in frontier and western American history. He is the author of *How the West Was Lost: The Transformation of Kentucky from Daniel Boone to Henry Clay* (1996) and coauthor of *Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the Present* (2002). He is completing a book on the history of frontiers and borderlands at the confluence of the Missouri, Ohio, and Mississippi Rivers and is conducting research on the intercultural experiences of Daniel Boone and his descendants.

Jean Baker
Goucher College
(Unavailable spring 2004)

- Suffrage Leaders and the Construction of American Womanhood
- The Stevensons of Illinois and the Disappearance of American Party Politics
- Family History as Social History: The Stevensons of Illinois
- Abraham and Mary: The Lincoln Marriage as Social History

Jean Baker is professor of history at Goucher College, where she teaches courses on biography, women's history, the Civil War, and nineteenth-century political history. Her books include *Mary Todd Lincoln: A Biography* (1989); *The Stevensons: The Biography of an American Family* (1996); *Civil War and Reconstruction* (coauthored, 2001); and *Votes for Women* (2002). She is currently working on a book on American suffrage leaders.

Richard A. Baker
U.S. Senate Historical Office

- Blood on the Carpet: Restraining Bad Manners in the United States Senate
- "A Tranquil and Unoffending Station?": The Vice Presidency from Adams to Cheney
- Herding Cats or Taming Tigers?: Majority Leaders in the Twentieth Century

Richard Baker has directed the U.S. Senate Historical Office since its creation in 1975. He is the author of *Conservation Politics: The Senate Career of Clinton P. Anderson* (1985); *The Senate of the United States* (1988); and numerous articles on congressional history. Baker also coedited *First Among Equals: Outstanding Senate Leaders of the Twentieth Century* (1991). He writes a weekly column on Senate history for a Washington newspaper and is currently preparing a history of Senate rules and customs.

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

- Counterfactuals and the Nature of Historical Understanding
- Being a Historian: The Professions of History in our Time

James Banner, longtime student of the early republic, is author of *To the Hartford Convention* (1970) as well as coauthor of *The Elements of Teaching* (1997) and *The Elements of Learning* (1999). He is currently writing a book about what it means to be a historian in our times and is pursuing a number of professional projects, including the History News Service, of which he is cofounder and codirector, and creation of a national history center in Washington, D.C.

Lance Banning
University of Kentucky

- 1787 and 1776: Patrick Henry, James Madison, the Constitution, and the Revolution
- Parchment Barriers: Jefferson and Madison on the Bill of Rights
- James Madison, Federalist
- The Gentry and the People, 1789–1793
- Thomas Jefferson and Sally Hemings: Case Closed?

Lance Banning is professor of history at the University of Kentucky, where he has taught since 1973. His books include *The Jeffersonian Persuasion: Evolution of a Party Ideology* (1978), *Jefferson and Madison: Three Conversations from the Founding* (1995), based on his Merrill Jensen Lectures at the University of Wisconsin, and *The Sacred Fire of Liberty: James Madison and the Founding of the Federal Republic* (1995), which won the OAH Merle Curti Award in Intellectual History and was a finalist for the Pulitzer Prize.

Richard Baker

Banner

Banning

Bender

Berlin

Bhana

Blackett

Blatt

Blight

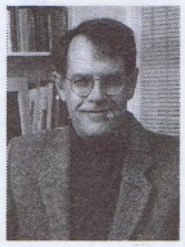
Boris

Breen

Brinkley

Bruce

Brumberg


Buhle

Burrows

Anne Butler

Jon Butler

Thomas Bender
New York University

- De-Provincializing American History

Thomas Bender is University Professor of the Humanities and professor of history at New York University. His work has focused on the history of cities, intellectuals, and academic disciplines, and he has been honored with the OAH Frederick Jackson Turner Prize, a Guggenheim Fellowship, and election to the American Academy of Arts and Sciences. Currently, he is exploring ways of developing narratives of American history, the subject of the *La Pietra Report* (2000) and *Rethinking American History in a Global Age* (2002).

Ira Berlin
University of Maryland
(Unavailable 2003-2004)

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

Ira Berlin is the author of *Slaves Without Masters* (1974), winner of the Best First Book Prize of the National Historical Society, *Free At Last* (1992), winner of the prestigious Lincoln Prize, and *Freedom's Soldiers: The Black Military Experience* (1998), winner of the J. Franklin Jameson Prize of the American Historical Association. He has coedited three volumes of documents in the Freedman and Southern Society Project and is past president of OAH. His book *Many Thousands Gone* (1998), has become the standard account of the first two centuries of slavery in colonial America, and his newest book, *Generations of Captivity*, was published in 2003.

Surendra Bhana NEW
University of Kansas

- Asian Exclusion in Comparative Perspective, 1890-1910 (South Africa, Australasia, Canada, and the U.S.)
- Africans and Indians in Gandhi's South Africa, 1890s-1914

Surendra Bhana is professor of history at the University of Kansas and author, most recently, of *Gandhi's Legacy* (1997). His research interests include nineteenth- and twentieth-century South Africa with special reference to Asians. Having lived in South Africa for over forty years under the system of apartheid, he brings many personal observations to his research and teaching. He is currently working on a book about the influence of Gandhi's years in South Africa on his work as a social reformer; he is also interested in Gandhi's influence on Martin Luther King, Jr.

Richard J. M. Blackett
Vanderbilt University

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

Richard Blackett holds the Andrew Jackson Chair of History at Vanderbilt University. His research focuses on the place of African Americans in the Atlantic world, particularly their efforts to end slavery and racial discrimination. His most recent book, *Divided Hearts: Britain and the American Civil War*, was published in 2000.

Martin H. Blatt
Boston National Historical Park

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

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

David W. Blight
Yale University

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

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

Eileen Boris
University of California, Santa Barbara

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

Eileen Boris is the Hull Professor of Women's Studies at the University of California, Santa Barbara. She has also taught at Howard University and the University of Virginia, and is the copresident of the Coordinating Council for Women in History (CCWH) and cochair of the program committee for the 2005 Thirteenth Berkshire Conference on the History of Women. She is the author of *Art and Labor: Ruskin, Morris, and the Craftsman Ideal in America* (1986) and *Home to Work: Motherhood and the Politics of Industrial Homework in the United States* (1994), which won the Philip Taft Prize in Labor History.

T.H. Breen
Northwestern University

- "An Appeal to Heaven": The Language of Rights on the Eve of the American Revolution
- The Invention of Color: The Transformation of the Visual Landscape during the Age of George Washington
- Arthur's World: How a Single Wrongful Execution Contributed to the Abolition of Slavery in Revolutionary Massachusetts

T.H. Breen, the William Smith Mason Professor of History at Northwestern University, is currently completing a book entitled *Common Goods: Revolutionary Markets on the Eve of American Independence*, and with Timothy Hall, *The American Colonies in an Atlantic World*. He is also working on an opera based on the life and execution of a slave known only as Arthur and developing a seminar that will investigate how late eighteenth-century Americans imagined rights and equality. In 2002 he received the Martin E. and Gertrude Walder Award for Research Excellence from Northwestern University.

Alan Brinkley
Columbia University

- Legacies of the New Deal
- The Idea of the American Century
- The Subversive Fifties
- Wars for Freedom, Wars on Freedom: Civil Liberties in Times of Crisis

Alan Brinkley is provost and Allan Nevins Professor of History at Columbia University.

Dickson D. Bruce, Jr.
University of California, Irvine

- African Americans in the Revolutionary Age: Creating an American Voice
- African American Literature: The Early Years

Dickson D. Bruce, Jr., is professor of history at the University of California, Irvine. He has written on the history of the antebellum South and on African American literary and intellectual history. His books include *And They All Sang Hallelujah: Plain-Folk Camp Meeting Religion, 1800-1845* (1974); *Violence and Culture in the Antebellum South* (1979); *Archibald Grimké: Portrait of a Black Independent* (1993); and *The Origins of African American Literature, 1680-1865* (2001). His current research focuses on a murder case from the 1820s, the "Kentucky Tragedy," and on its relationships to antebellum politics and culture.

Joan Jacobs Brumberg
Cornell University
(Unavailable spring 2004)

- The Appetite As Voice: Anorexia Nervosa in Historical Perspective
- From Corsets to Body Piercing: The Changing Experience of Female Adolescence
- Kansas Charley: A Boy Murderer From America's Past

Joan Brumberg is a Stephen H. Weiss Presidential Fellow and Professor at Cornell University where she has taught history, human development, and women's studies for over twenty years. Her books, *The Body Project: An Intimate History of American Girls* (1997), and *Fasting Girls: The Emergence of Anorexia Nervosa As A Modern Disease* (1988) have won awards from the American Library Association, the Berkshire Conference of Women Historians, the American Studies Association, the History of Science Society, and the American Anthropological Association. Her forthcoming book, *Kansas Charley: A Boy Murderer From America's Past*, is set to be released in fall 2003.

Paul M. Buhle NEW
Brown University

- The Hollywood Blacklist and Films of the Hollywood Left, 1930-1980
- American Labor's Rise, Fall, and Troubled Present
- Jewish Influences on American Popular Culture
- Realities and Legacies of the 1960s
- Popular Democratic Art and the Mural Revisited

Paul Buhle, currently a lecturer in history and American civilization at Brown University, is author or editor of twenty-seven books on radicalism, labor, and popular culture, including five volumes on the films of the Hollywood blacklistees. He has written for *The Nation*, *Times Higher Education Supplement*, *The Guardian*, and the *Journal of American History*, among others. He founded the journal *Radical America* (1967-1995), the Oral History of the American Left project (New York University, 1976-), and the Community and Labor Oral History project of Rhode Island.

Lonnie G. Bunch
Chicago Historical Society

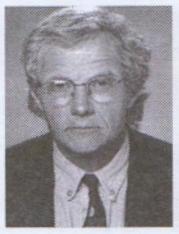
- Interpreting African American History in American Museums
- Race, Aviation, and Social Change: The African American in Early Aviation
- Black America and the California Dream

Camarillo

Carson

Chafe

Cheek


Cobb

Coclanis

Cohen

Cook

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DuBois

Dyer

Ebner

Edmunds

Edwards

Falk

Fellman

Finkelman

Fixico

Edwin G. Burrows
Brooklyn College, City University of New York

- The History of New York City to 1898

Edwin G. Burrows, Broeklundian Professor of History at Brooklyn College, CUNY, and Fellow of the Society of American Historians, is an authority on the history of New York City and the coauthor of *Gotham: A History of New York City to 1898* (1999), winner of the Pulitzer Prize. Currently a member of the Board of Directors of the Dyckman House Museum in Manhattan, he has served as a consultant on projects sponsored by a variety of public and private organizations and has been an on-camera commentator for documentaries aired by the BBC and the History Channel. He was the Visiting Distinguished Professor of History at Hofstra University for the 2002-2003 academic year.

Anne M. Butler
Utah State University

- Role of Roman Catholic Nuns in the Growth of the American West
- Experiences of Women Inmates in Western Penitentiaries
- Emergence of Women's Catholicism in the American West
- Finding Women's Voices in the American West
- Nineteenth-Century Prostitution in the American West

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

Jon Butler
Yale University

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

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

Albert Camarillo
Stanford University

- Latinos and Blacks in Contemporary U.S. Cities
- Comparative Urban Histories of European Immigrants, Mexican Americans and African Americans, 1900-1980
- Race and Ethnicity in Modern America
- Mexican American Life and Culture

Clayborne Carson
Stanford University

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

In 1985 Clayborne Carson accepted the invitation of Coretta Scott King to direct a long-term project to edit and publish the papers of Dr. Martin Luther King, Jr. He has written or edited numerous works based on the papers, including *The Autobiography of Martin Luther King, Jr.* (1998); *A Knock at Midnight* (1998); *A Call to Conscience* (2000); and the docudrama "Passages of Martin Luther King." He has also served as senior advisor for the fourteen-part, award-winning public television series on the civil rights movement, *Eyes on the Prize*.

William H. Chafe
Duke University

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

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

William Cheek
San Diego State University

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

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

Mary Marshall Clark NEW
Columbia University

- September 11, 2001 in Time, History, and the Imagination: An Oral History
- Twice Betrayed: The Aftermath of 9/11 in Immigrant and Refugee Communities
- Documenting Catastrophe through Oral History: Preserving Histories of Trauma
- The Art and Praxis of Oral History: A Method and a Discipline
- Creating Community Oral History Projects in Communities and Across Cultures

Mary Marshall Clark is director of the Columbia University Oral History Research Office, the first university-based oral history program and archive in the world, founded in 1948. She is immediate past president of the United States Oral History Association and has served on the executive council of the International Oral History Association. Currently, she directs one of the largest oral history projects documenting the events and aftermath of September 11, 2001. She has also conducted a wide range of biographical interviews for Columbia University on a wide variety of subjects—including women's history, media and journalism history, political history, philanthropy, and the history of psychoanalysis—speaking with U.S. congresswoman Bella Abzug and Archbishop Emeritus Desmond Tutu, among others.

James C. Cobb, University of Georgia

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

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

Peter A. Coclanis
University of North Carolina at Chapel Hill

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

Peter A. Coclanis is Albert R. Newsome Professor and chair of the history department at the University of North Carolina at Chapel Hill. He is the author of numerous works in U.S. and international economic history, including *The Shadow of a Dream: Economic Life and Death in the South Carolina Low Country, 1670-1920* (1989) and, with David L. Carlton, *The South, the Nation, and the World: Perspectives on Southern Economic Development* (2003).

Lizabeth Cohen
Harvard University

- A Consumers' Republic: The Politics of Mass Consumption in Postwar America
- Buying Out: How the Growth of Mass Consumption Markets in the Post-World War II Era Privatized Metropolitan America
- The Landscape of Mass Consumption

Lizabeth Cohen is the Howard Mumford Jones Professor of American Studies in the department of history at Harvard University. She is author of *Making A New Deal: Industrial Workers in Chicago, 1919-1939* (1990) and *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (2003), and coauthor, with David Kennedy, of *The American Pageant* (2002).

Blanche Wiesen Cook
John Jay College, City University of New York

- Eleanor Roosevelt and the Ongoing Struggle for Human Rights
- Eleanor Roosevelt, Women, and Power
- The Assault Against Freedom of Information and Access to Presidential Papers

Distinguished Professor of History and Women's Studies at the John Jay College and the Graduate Center of the City University of New York, Blanche Wiesen Cook is the author of the award-winning *Eleanor Roosevelt, Volume I, 1884-1933* (1992) and *Volume II, The Defining Years, 1933-1938* (1999). She is now working on the third and final volume. For more than twenty years, she produced and hosted her own program for Pacifica Radio and has appeared frequently as a television news commentator. She also was cofounder and cochair of the OAH's Committee on Research and Access to Historical Documentation.

Nancy F. Cott
Harvard University
(Available September 2003 only)

- Current Directions in Women's History
- Governing Families in U.S. History
- Marriage and Citizenship

Nancy Cott was the first person to teach a course on U.S. women's history at Wheaton College, Clark University, and Wellesley College, in the early 1970s. She then taught for twenty-five years at Yale University, before moving to the history department at Harvard University, where she is also the faculty director of the Schlesinger Library on the History of Women in America. Cott has published many books and articles and has lectured widely on campuses in the U.S. and abroad.

Countryman

Daniel

Daniels

Degler

D'Emilio

Dittmer

Divine

Dorrien

Doyle

Foley

Fredrickson

Freedman

Joanne Freeman

Joshua Freeman

Friedman

Gabbacia

Gallagher

Games

Edward Countryman
Southern Methodist University

- Getting to Know George Washington
- Paying the Price for America's Rising Glory
- The Price of Cotton: Mississippi in 1850
- Booting Up The Empire State: New York, 1776-1825

Edward Countryman won the Bancroft Prize for *A People in Revolution: The American Revolution and Political Society in New York, 1760-1790* (1981). He also has written *The American Revolution* (1985, revised edition in progress) and *Americans: A Collision of Histories* (1996). His teaching interest in film studies led to *Shane* (1999), with Evonne Von Heussen Countryman. He has taught in New Zealand and Britain and is now University Distinguished Professor in the Clements Department of History at Southern Methodist University.

Pete Daniel
National Museum of American History
(Unavailable spring 2004)

- The South in the 1950s

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

Roger Daniels
University of Cincinnati, Emeritus

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

A past president of the Society for Historians of the Gilded Age and Progressive Era as well as the Immigration History Society, Roger Daniels is the Charles Phelps Taft Professor Emertus of History at the University of Cincinnati. He served as consultant to the Presidential Commission on the Wartime Relocation and Internment of Civilians and as a planning committee member for the immigration museum on Ellis Island. His many works include *Prisoners Without Trial: Japanese Americans in World War II* (1993); *Not Like Us: Immigration and Minorities in America, 1890-1924* (1997); and an expanded edition of *Coming to America: A History of Immigration and Ethnicity in American Life* (2002).

Carl N. Degler
Stanford University

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

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

Philip J. Deloria
University of Michigan

- The Secret History of American Indian Modernity
- Three Tales of Crossed Culture: A Family History

The recipient of a National Endowment for the Humanities fellowship, Philip Deloria is the author of *Playing Indian* (1998) and coeditor, with Neal Salisbury, of *The Blackwell Companion to American Indian History* (2001), in addition to numerous essays and articles. His research and teaching focus on the cultural and ideological intersections of Indian and non-Indian worlds.

John D'Emilio
University of Illinois, Chicago

- Lost Prophet: Bayard Rustin and the Quest for Peace and Racial Justice in Post-World War II America
- Sexual Identities and Human Rights: A Half-Century of the Gay and Lesbian Movement in the United States

John D'Emilio is professor of history and of gender and women's studies at the University of Illinois at Chicago. He is the author of *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970* (1983, 1998); with Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (1988, 1997); and *The World Turned: Essays on Gay History, Politics, and Culture* (2002). A Guggenheim and National Endowment for the Humanities fellow, his biography of Bayard Rustin, *Lost Prophet*, will be published in fall 2003.

John Dittmer
DePauw University

- The Civil Rights Movement and the Possibilities of Democracy
- The Good Doctors: Race and Health Care During the Civil Rights Era

Crandell Professor of History at DePauw University, John Dittmer has recently been a fellow at the National Humanities Center, researching the Medical Committee for Human Rights, a group of health care professionals active not only in the Deep South at the height of the civil rights movement but also as part of the New Left during the late 1960s and 1970s. His most recent book, *Local People: The Struggle for Civil Rights in Mississippi* (1994), won the Bancroft Prize.

Robert A. Divine
University of Texas at Austin, Emeritus

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

Robert A. Divine, Littlefield Professor Emeritus, taught American diplomatic history for forty-two years at the University of Texas at Austin where he received awards for both graduate and undergraduate teaching. His primary interests are in recent political and diplomatic history with an emphasis on presidents from Franklin Roosevelt to George Bush. His latest book is *Perpetual War for Perpetual Peace* (2000), an analysis of U.S. involvement in the wars of the twentieth century.

Gary Dorrien NEW
Kalamazoo College

- Neoconservatism and Superpower Politics
- Benjamin E. Mays, *The Negro's God,* and Racial Justice
- Emersonian Transcendentalism in American Liberal Theology
- Walter Rauschenbusch and the Social Gospel Movement
- Americanizing Democratic Socialism: Michael Harrington

Gary Dorrien is Ann V. and Donald R. Parfet Distinguished Professor at Kalamazoo College. Author of ten books, including *Soul in Society: The Making and Renewal of Social Christianity* (1995), *The Neoconservative Mind: Politics, Culture, and the War of Ideology* (1993), and *The Democratic Socialist Vision* (1986), he is currently writing the third volume of his trilogy on the history of American liberal theology.

Don H. Doyle NEW
Vanderbilt University

- Reading Faulkner, Writing History
- The Southern Question: America, Italy, and their Souths
- American Nationalism in Comparative Perspective

Don H. Doyle is Nelson Tyrone, Jr., Professor of History at Vanderbilt University. Originally from California, he has lived in the South for nearly thirty years and has made the region a primary focus of his research and writing. He recently published *Faulkner's County: The Historical Roots of Yoknapatawpha* (2001). After serving two times as a Fulbright professor in Italy, he became fascinated with the parallels between the United States and Italy and the often troubled relationship each nation has had with its South. His book *Nations Divided: America, Italy, and the Southern Question* (2002) explores the problem of creating nations out of diverse peoples and how an internal enemy served to unify as well as divide nations. He is currently working on a book that will interpret American nationalism and its relation to European and Latin American forms of nationalism.

Ellen Carol DuBois
University of California, Los Angeles

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

Thomas G. Dyer NEW
University of Georgia

- Yankees in Georgia? A Meditation on Unionism in the Civil War South
- Ways of Teaching: How Professors Have Taught Since Medieval Times
- The Idea of the American University, 1700-1870

Thomas G. Dyer is University Professor of History and Higher Education at the University of Georgia. His most recent book is *Secret Yankees: The Union Circle in Confederate Atlanta* (1999). He is author of two additional books, *Theodore Roosevelt and the Idea of Race* (1980) and *The University of Georgia: A Bicentennial History, 1785-1985* (1985).

Michael H. Ebner
Lake Forest College

- Glitter Amid Despair: Chicago as Dual Metropolis
- How the Automobile Revolutionized the American Metropolis
- Changing Places: Rapid Suburban Growth on the Metropolitan Edge
- Baseball as History/History as Baseball
- Teaching American History: What Happens When Professors and Secondary School Educators Converge?

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

R. David Edmunds
University of Texas at Dallas

- Where the Fathers Sleep: Native American Perspectives on the Desecration of Graves and Sacred Objects
- On Being Indian: A History of Native American Identity
- Crooked Legs Walk No More: The Impact of Horses Upon Tribal People on the Plains

Watson Professor of American History at the University of Texas at Dallas, R. David Edmunds has written or edited eight books, including *The Potawatomis: Keepers of the Fire* (1987) which won the Francis Parkman Prize. He has held Ford Foundation, Newberry, and Guggenheim fellowships and has advised documentary filmmakers, tribal governments, foundations, and museums, and is currently the president of the American Society for Ethnohistory.

Laura F. Edwards NEW
Duke University

- Slaves, Law, and Justice in the Post-Revolutionary South
- African American Women in the Civil War South: "For the Freedom of the Colored People"
- Legally Active Wives: The Problem of Individual Rights and Citizenship for Women in the Nineteenth-Century South

Laura Edwards is an associate professor of history at Duke University, where she teaches courses on women, gender, and law. Her research focuses on the same issues, with a particular emphasis on the nineteenth-century U.S. South. She is author of *Gendered Strife and Confusion: The Political Culture of Reconstruction* (1997) and *Scarlett Doesn't Live Here Anymore: Southern Women in the Civil War Era* (2000). She is currently working on a book-length manuscript, *Sovereignty and Citizenship: Inequality and Difference in the Post-Revolutionary South*.

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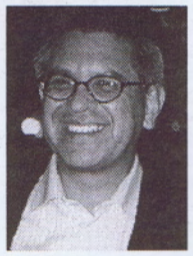
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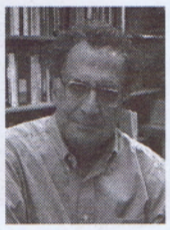
Daniel Horowitz

Helen Horowitz

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Candace Falk
Emma Goldman Papers
University of California, Berkeley

- Passion, Politics, and Free Expression: The Legacy of Emma Goldman
- Undocumented Workers: Hidden Histories of Labor Radicalism from America's Turbulent Past
- Redefining Patriotism: Immigrant Radicalism (1890-1919)
- To Dream of Becoming a Judith: The Jewish Roots of Emma Goldman's Anarchism
- Nearer My Subject to Thee: Reflections of a Biographer, Historian, and Documentary Editor

Michael Fellman
Simon Fraser University

- Reconsidering Robert E. Lee, Myth and Man
- Justice Unwon: Reframing the Civil War and Reconstruction

Michael Fellman is professor of history and director of the Graduate Liberal Studies Program at Simon Fraser University in Vancouver, British Columbia. He is author of six books, including *Inside War: The Guerrilla Conflict in Missouri During the American Civil War* (1989); *Citizen Sherman* (1995); and *The Making of Robert E. Lee* (2000). He is also coauthor, with Daniel Sutherland and Lesley Gordon, of *This Terrible War: The Civil War and its Aftermath* (2002).

Paul Finkelman
University of Tulsa College of Law

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

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

Donald L. Fixico
University of Kansas

- American Indian Leadership in History to the Present
- Gaming in Indian Country
- The Modern Indian from Relocation to Cities
- Native Americans, Natural Resources, and the Environment
- The American Indian Mind in a Linear World

Donald L. Fixico is Thomas Bowlus Distinguished Professor of American Indian History and Director of the Center for Indigenous Nations Studies at the University of Kansas. A former Newberry Fellow and Ford Fellow, he is the author of *Termination and Relocation: Federal Indian Policy, 1945-1960* (1986); *Urban Indians* (1991); *The Invasion of Indian Country in the Twentieth Century: Tribal Natural Resources and American Capitalism* (1998); *The Urban Indian Experience in America* (2000); and *The American Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge* (2003). He is editor of *Rethinking American Indian History* (1997) and *An Anthology of Western Great Lakes Indian History*. He has served on the advisory council for the National Endowment for the Humanities and has been a visiting professor at several universities, including University of Nottingham (England) and Freie University (Berlin); most recently, he was the John Rhodes Visiting Professor in the Barrett Honors College at Arizona State University.

Neil Foley
University of Texas at Austin

- Are Hispanics White? The Social and Legal Construction of Hispanic Identity in the U.S.
- Mexican American and African American Post-Civil Rights Politics: Problems and Prospects for This Century
- Beyond Black and White: Mexican Americans, the Law, and the Politics of Race in Texas
- Mapping the Future of Hispanic/Latino Studies in Higher Education

An associate professor of history and American studies at the University of Texas, Neil Foley has taught U.S. history and literature in Spain, Germany, and Japan. His research and publications, including *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (1997), focus on issues of racial identity and civil rights politics in the twentieth century.

George M. Fredrickson
Stanford University, Emeritus
(Unavailable 2003-2004)

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

George Fredrickson is the Edgar E. Robinson Professor Emeritus of U.S. history at Stanford University and a past president of OAH. His books include *The Inner Civil War* (1965); *The Black Image in the White Mind* (1972); *The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements* (1997); and *Racism: A Short History* (2002). He has become one of the outstanding comparative historians of his generation, examining the construction of racial identity in South Africa and the U.S. South in several major works, including *White Supremacy* (1981) and *Black Liberation* (1995).

Estelle B. Freedman
Stanford University

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

Estelle Freedman is the Edgar E. Robinson Professor in U.S. History at Stanford specializing in women's history and feminist studies. She has taught at Stanford University since 1976 and has received the Dinkelspiel Award for Outstanding Service to Undergraduate Education, the Dean's Award for Distinguished Teaching, and the Rhodes Prize for Excellence in Undergraduate Teaching. She cofounded the Program in Feminist Studies at Stanford. Professor Freedman has recently completed an interdisciplinary book, *No Turning Back: The History of Feminism and the Future of Women* (Ballantine, 2002), which explores feminism in the West and its relationship to broader movements for women's rights and social change throughout the world. Longstanding research interests include the role of women in movements for social reform, including feminism and women's prison reform. She has written about the history of sexuality in the U.S., as well as lesbian history, and she is interested in the history of sexual violence.

Joanne B. Freeman
Yale University

- Affairs of Honor and Dishonor: Political Culture on the National Stage in Antebellum America
- Dueling as Politics in the Early Republic
- On the Trail of Alexander Hamilton
- The Political Jefferson

Joanne B. Freeman is professor of history at Yale University, where she teaches Revolutionary and early national American history. She has lectured around the country and appeared in television documentaries for the Discovery Channel, the History Channel, and PBS. She has published two books, *Affairs of Honor: National Politics in the New Republic* (2001), which won the best book award from the Society for Historians of the Early American Republic that year, and *Alexander Hamilton: Writings* (2001).

Joshua B. Freeman
Queens College and the Graduate Center, City University of New York

- What Difference Does a Labor Movement Make? New York City Since World War II
- When the New History Gets Old: Thinking Back to the 1970s

Joshua B. Freeman is professor of history at Queens College and executive officer of the Ph.D. program in history at the Graduate Center of the City University of New York. His books include *In Transit: The Transport Workers Union in New York City, 1933-1966* (1989, 2001), winner of the Philip Taft Award, and *Working-Class New York: Life and Labor Since World War II* (2000), winner of the New York Society Library Book Prize. He is coauthor of *Who Built America?* (1992) and coeditor of *International Labor and Working-Class History*.

Lawrence J. Friedman
Indiana University

- Why People Hate: Psychological and Historical Perspectives on Racism, Sexism, and Anti-Semitism
- Reinventing Identity: Erik Erikson's Legacy
- The Intellectual Emigration from the Emerging Holocaust: From Berlin to New York
- The Social Psychology of Authoritarianism: The Holocaust and the Cold War

Lawrence J. Friedman is a professor of history at Indiana University and consulting editor to the journal *Psychoanalysis and History*. Author of *Menninger: The Family and the Clinic* (1990), *Identity's Architect: A Biography of Erik Erikson* (1999), and *Charity, Philanthropy, and Civility in American History* (2003), he held a Fulbright Distinguished Chair to Germany in American Studies in 2001-2002.

Donna Gabaccia NEW
University of Pittsburgh

- Nations of Immigrants
- If We Are What We Eat, Who are We?
- Italian-Americans and the Italian Diaspora
- Foreign and Female in the United States

Donna Gabaccia is Mellon Professor of History at the University of Pittsburgh. She previously taught at the University of North Carolina at Charlotte. As a specialist on international migrations, she has a particular interest in immigrant life in the United States and in Italian migration around the world. Her interests in food, women and gender, and labor have encouraged her to explore the United States, and U.S. immigration history, from comparative, transnational, interdisciplinary, and global perspectives. She is currently beginning a new research project on the building of transportation and communication infrastructure in North America.

Gary W. Gallagher
University of Virginia

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

Gary W. Gallagher is John L. Nau III Professor in the History of the American Civil War at the University of Virginia. His most recent books include *Lee and His Army in Confederate History* (2001), *The Myth of the Lost Cause and Civil War History* (coedited with Alan T. Nolan, 2000), and *The American Civil War: The War in the East, 1861-May 1863* (2000).

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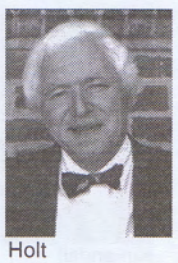
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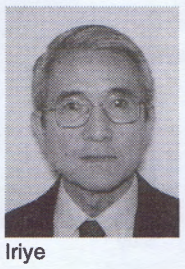
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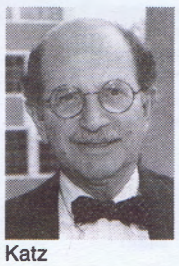
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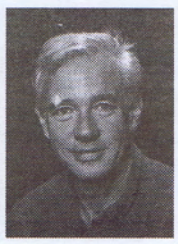
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Alison Games
Georgetown University

- Globalizing Early American History: From Istanbul to Jamestown and Beyond
- Atlantic History: Field or Fad, Problems and Opportunities
- Migration and the Origins of the Atlantic World
- Teaching Atlantic History

Alison Games teaches history at Georgetown University. She is the author of *Migration and the Origins of the English Atlantic World* (1999) and is currently working on a book that sets English colonial and commercial ventures in the Atlantic world into a global context.

Matt Garcia
NEW
University of Oregon

- Just Put on that Padua Hills Smile: Heritage, Performance, and Mexican American Agency during Mexican Repatriation
- Memories of El Monte: Sex, Cars, and Rock 'n' Roll in an L.A. Barrio
- Cain versus Abel: Courtship, Masculinity, and Citizenship in Southern California, 1942-1964

Matt Garcia is assistant professor of ethnic studies and history at the University of Oregon and author of *A World of Its Own: Intercultural Relations in the Citrus Belt of Southern California, 1900-1970* (2001). His research interests include Chicano/Latino identity and community formation, race and ethnicity in the U.S. West, U.S. labor history, and American popular culture.

David J. Garrow
Emory University

- *Roe v. Wade*: How Did Abortion Get to be a Constitutional Right?
- The Right to Die: Assisted Suicide as a Civil Liberty in Today's America
- The U.S. Supreme Court Since 1954

David J. Garrow, Presidential Distinguished Professor at the Emory University School of Law, teaches civil rights litigation and reproductive rights. His most recent book is *Liberty and Sexuality: The Right to Privacy and the Making of Roe v. Wade* (1994). His *Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference* (1986) received the Pulitzer Prize and the Robert F. Kennedy Book Award.

Steven M. Gillon
NEW
University of Oklahoma

- Laws of Unintended Consequences: What Do The Civil Rights Act of 1964, The Immigration Act of 1965, and the Federal Election Campaign Act of 1974 Have in Common?
- A Historical Perspective on the 2004 Presidential Election
- Boomer Nation: How the Baby Boom Has Shaped Modern America (for good and bad)

Steven M. Gillon is Carol E. Young Professor and dean of the Honors College at the University of Oklahoma as well as resident historian at The History Channel, where he hosts a Sunday morning public affairs show called "HistoryCenter" and serves as a host/commentator for regular specials. Most of his research and writing has focused on American politics and culture since 1945. His recent book, *The American Paradox* (2002), examines how Americans in the postwar era have been torn between their traditional distaste of centralized power and their expanding demands for government programs. *Boomer Nation* (forthcoming) looks at the impact of the baby boom on American culture and politics. A&E Television is producing a two-hour primetime special based on the book, to be aired in spring 2004.

Kenneth W. Goings
The Ohio State University

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

Kenneth W. Goings is a professor of history in the Department of African American and African Studies at The Ohio State University. His books include *The NAACP Comes of Age: The Defeat of Judge John J. Parker* (1990) and *Mammy and Uncle Mose: Black Collectibles and American Stereotyping* (1994), each of which won an Outstanding Book Award on the Subject of Human Rights from the Gustavus Myers Center for the Study of Human Rights. He is presently working on a study of the development of the African American community in Memphis and the role interracial violence played in that development.

David Goldfield
University of North Carolina at Charlotte

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

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

Linda Gordon
New York University
(Unavailable 2003-2004)

- Family Violence and Family Values: Unintended Consequences
- Birth Control and Abortion: A Long Historical View
- The Campaign Against Violence Against Women
- How "Welfare" Became a Dirty Word
- The Arizona Orphan Kidnapping: Race, Gender, and Corporate Power in the Southwest

Elliott J. Gorn
Purdue University

- Searching for Mother Jones
- John Dillinger and Depression-Era America

Elliott J. Gorn teaches history at Purdue University. He has written on sport and popular culture, and specializes in nineteenth- and twentieth-century American history. Gorn has received awards from the Guggenheim Foundation and the National Endowment for the Humanities. His most recent book is *Mother Jones: The Most Dangerous Woman in America* (2001).

Ramón Gutiérrez
University of California, San Diego

- Hispanic American History
- Race and Sexuality in American History

Steven Hahn
Northwestern University

- Writing the Political History of Slaves and Freedpeople in the American South
- Why the Civil War Mattered
- The Greatest Slave Rebellion in History
- The Education of Henry Adams

Steven Hahn is professor of history at Northwestern University and a specialist on the history of the American South and the comparative history of slavery and emancipation. He is the author of *The Roots of Southern Populism: Yeoman Farmers and the Transformation of the Georgia Upcountry, 1850-1890* (1983), winner of the Frederick Jackson Turner Award, and *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (2003), and coeditor of *The Countryside in the Age of Capitalist Transformation: Essays in the Social History of Rural America* (1985) and the forthcoming *Freedom: A Documentary History of Emancipation, Land and Labor in 1865*.

Jacquelyn Dowd Hall
University of North Carolina at Chapel Hill
(Unavailable 2003-2004)

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

Jacquelyn Dowd Hall is Julia Cherry Spruill Professor of History and director of the Southern Oral History Program at the University of North Carolina, where she has taught since 1973. Founding president of the Labor and Working Class History Association and past president of the Southern Historical Association, she is president of OAH. Her books include *Revolt Against Chivalry: Jessie Daniel Ames and the Women's Campaign Against Lynching* (1979, 1993) and *Like a Family: The Making of a Southern Cotton Mill World* (1987, 2000). She was awarded a National Humanities Medal in 1999.

Kermit L. Hall
Utah State University

- The Supreme Court in Historical Perspective
- The American Constitution in Comparative Perspective
- Open Secrets: The JFK Assassination and the Use of Historical Evidence
- Race and the Press: *New York Times v. Sullivan* Reconsidered

President and professor of history at Utah State University, Kermit Hall has written extensively about the history of American law, constitutionalism, and judicial behavior. His award-winning books include the *Oxford Companion to the Supreme Court of the United States* (1992), *Oxford Guide to Supreme Court Decisions* (1999), and *Oxford Companion to American Law* (2002). He is also an expert on openness in government, serving from 1994 to 1998 as one of five members of the John F. Kennedy Assassination Records Review Board.

William M. Hammond
U.S. Army Center of Military History

- Who Were the Saigon Correspondents, and Does It Matter Today? Do Vietnam Precedents Still Apply to Military-Media Relations in Wartime?
- Black Soldier, White Army: The Korean War and Its Role in the Destruction of the Jim Crow Army

Chief of the General Histories Branch at the U.S. Army's Center of Military History and a Lecturer in University Honors at the University of Maryland, College Park, William Hammond is the author of the Army's groundbreaking two-volume history of its relations with the news media during the Vietnam conflict. He has also written *Reporting Vietnam: Media and Military at War* (1998), winner of the Leopold Prize for the year 2000, and is coauthor of *Black Soldier, White Army: The 24th Infantry in Korea* (1996), a study of the Army's last segregated infantry regiment.

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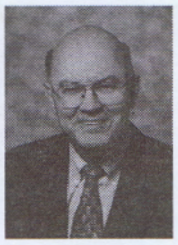
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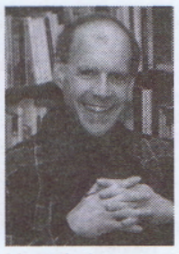
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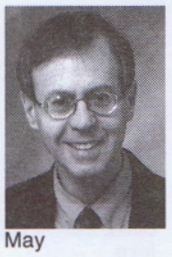

May

Susan M. Hartmann
The Ohio State University

- New Perspectives on Twentieth-Century Feminism in the U.S.
- Gender and Politics in Post-World War II America

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

Joan D. Hedrick
Trinity College

- Harriet Beecher Stowe and the Making of *Uncle Tom's Cabin*
- The Politics of Literary Realism

Joan D. Hedrick is Charles A. Dana Professor of History at Trinity College in Hartford, Connecticut, where she has taught since 1980 and was the founding director of the women's studies program. Her books include *Solitary Comrade: Jack London and His Work* (1982), *The Oxford Harriet Beecher Stowe Reader* (1999), and *Harriet Beecher Stowe: A Life* (1994), which won the Pulitzer Prize. She is currently engaged in a literary history of the post-Civil War era, "American Realism and the Rise of the Literary Establishment."

Wanda A. Hendricks NEW
University of South Carolina

- The Woman's Age: African American Clubwomen in the Late Nineteenth and Early Twentieth Centuries
- African American Women, Race Consciousness, and Political Activism
- Social Welfare, Progressive Reform, and African American Women

Wanda A. Hendricks is associate professor of history and graduate director of the women's studies program at the University of South Carolina. She teaches courses on African American and African American women's history. She is the author of *Gender, Race, and Politics in the Midwest: Black Club Women in Illinois* (1998) and is currently working on a biography of clubwoman and social reformer Fannie Barrier Williams.

Nancy A. Hewitt NEW
Rutgers University

- Origin Stories: Remapping First-Wave Feminism
- Woman's Rights and Imperial Politics: Rethinking the First Wave
- Smoke Rings: The Florida Cigar Industry and Atlantic Labor History
- From Seneca Falls to Suffrage? Recasting a "Master" Narrative in American Women's History

Nancy A. Hewitt is professor of history as well as women's and gender studies at Rutgers University. Author of *Women's Activism and Social Change: Rochester, New York, 1822-1872* (1984) and *Southern Discomfort: Women's Activism in Tampa, Florida, 1880s-1920s* (2001), she has written extensively on grassroots social movements in the United States. Her work has focused particularly on the ways that gender, class, race, religion, and region have shaped movements for social change. Her current project also explores the ways that global concerns and connections have transformed the woman's rights movement and the meanings of "American" women's activism.

Christine Leigh Heyrman
University of Delaware

- Holy Wars in Beulah Land: The Contest Among Evangelical Christians in the American South, 1770-1860
- First Encounters with the Indians: European Representations of Native Americans in the Sixteenth and Seventeenth Centuries (with slides)
- Revisiting Witchcraft in Salem Village; Or, The Devil and Religious Dissent in Puritan New England

Christine Leigh Heyrman is a professor of history at the University of Delaware. Her books include *Commerce and Culture: The Maritime Communities of Colonial Massachusetts, 1690-1750* (1984) and *Southern Cross: The Beginnings of the Bible Belt* (1998), which won the Bancroft Prize. She is also coauthor of the textbook, *Nation of Nations: A Narrative History of the American Republic* (4th ed., 2001). Her current research focuses on the interactions among Catholic and Protestant missionaries and Native Americans in the early republic.

Darlene Clark Hine
Michigan State University

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

Darlene Clark Hine is John A. Hannah Professor of History at Michigan State University, President of the Southern Historical Association, and former OAH president. She is the author of *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950* (1989), *Black Victory: The Rise and Fall of the White Primary in Texas* (New Edition with new essays, 2003), *A Shining Thread of Hope: The History of Black Women in America* (1998) coauthored with Kathleen Thompson. She coauthored with William C. Hine and Stanley Harrold *The African American Odyssey* (2003), and she coedited with Leon Litwack and Evelyn Brooks Higginbotham *The Harvard Guide to African-American History* (2001).

Joan Hoff
Montana State University

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

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

Michael F. Holt NEW
University of Virginia

- Reconceptualizing Reconstruction
- The Civil War Era and the Two-Party System
- The Mysterious Disappearance of the American Whig Party
- Why Did the Republican Party Succeed in the 1850s?
- Lincoln and the Mexican War: Another Look

A political historian with a particular interest in political parties, Michael F. Holt is currently Langbourne M. Williams Professor of American History at the University of Virginia. Most of his publications have dealt with antebellum political parties, but recently he has written about Reconstruction. Currently he is investigating northern politics during the Civil War and Reconstruction.

Michael K. Honey
University of Washington, Tacoma

- Southern Labor and Black Civil Rights: History and the Continuing Struggle
- Martin Luther King's Unfinished Agenda: The Quest for Economic Justice (Vietnam, Memphis, and the Poor People's Campaign)
- Black Workers Remember: Segregation, Unionism, and the Freedom Struggle in the American South
- Standing at the Crossroads: Martin Luther King, Black Workers, and the Memphis Sanitation Strike
- Links on the Chain: America's Labor and Civil Rights Movements through Oral History and Song
- What Would Martin Luther King, Jr., Say About American War Policies Today?

A former civil rights and civil liberties organizer in the 1970s, Michael Honey teaches at the University of Washington, Tacoma, and currently holds the university system's Harry Bridges Chair of Labor Studies. His *Black Workers Remember: An Oral History of Segregation, Unionism, and the Freedom Struggle* (1999) received an award from the Southern Historical Association (SHA), among others, and his *Southern Labor and Black Civil Rights: Organizing Memphis Workers* (1993) won SHA and OAH awards. In 1985 Honey won the OAH's Charles Thomson Prize for his article on white Unionist resistance to the Confederacy. His talks are well known for taking a critical perspective on the past and present, using narrative, images, and song.

Daniel Horowitz NEW
Smith College

- Jimmy Carter's Malaise and Ours: The Energy Crisis, Affluence, and Presidential Leadership in the 1970s
- The Anxieties of Affluence at the End of the Twentieth Century
- What is a Man Doing, Writing Women's History and Outing Betty Friedan and her Radical Past?
- Betty Friedan and *The Feminine Mystique*: The Cold War, 1940s Radicalism, and the Problem of Memory
- Rethinking the History of the U.S. in the 1950s

Daniel Horowitz teaches American studies and history at Smith College, where he also directs the American studies program. The recipient of two fellowships from the National Endowment for the Humanities and one from the National Humanities Center, he focuses on the history of consumer culture and social criticism in the U.S. during the twentieth century. His most recent book is *The Anxieties of Affluence: Critiques of American Consumer Culture, 1939-1979* (2003).

Helen Lefkowitz Horowitz NEW
Smith College

- Rethinking Victorian Sexuality
- The Origins and Impact of the Comstock Law?
- J. B. Jackson and the Invention of the Lawn
- Letters in a Black Lace Stocking

Helen Lefkowitz Horowitz teaches American studies and history and is currently Sylvia Dlugasch Bauman Professor in American Studies at Smith College. She is a cultural historian with a special interest in the history of women in the United States. She combines this with a fascination about the landscape and built environment. Her current work is in the history of sexuality, especially in the nineteenth century. She is author of *Rereading Sex: Battles Over Sexual Knowledge and Suppression in Nineteenth-Century America* (2002), which won the OAH Merle Curti Award, as well as editor of *Landscape in Sight: Looking at America* (1997), among other works.

Roger Lane

Lawson

Lebsock

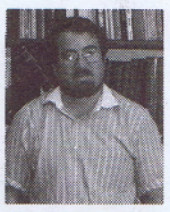
Lee

Lepore

Lerner

Levine

Lewis


Alex Lichtenstein

Mayo

McCraw

McGirr

McMillen

Meyerowitz

Miller

Mirel

Monroy

Montgomery

James O. Horton
George Washington University

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

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

Frederick E. Hoxie
University of Illinois at Urbana-Champaign

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

Fred Hoxie has served as a consultant both to Indian tribes and government agencies. His current research focuses on American Indian political activism and its impact on political institutions in the U.S. and elsewhere. Hoxie has received fellowships from the Rockefeller Foundation and the National Endowment for the Humanities. His publications include *A Final Promise: The Campaign to Assimilate the Indians* (1984), *Parading Through History: The Making of the Crow Nation in America, 1805-1935* (1995), and *Talking Back to Civilization: Indian Voices from the Progressive Era* (2001).

Tera W. Hunter
Carnegie Mellon University

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

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

Albert L. Hurtado
University of Oklahoma

- The Case of Francis Drake's Brass Plate: A Mystery about the Meaning of History
- Rethinking Conquest: John Sutter and the North American Frontier
- Female Frontier: Gender and Race in the American West

Albert L. Hurtado is the Travis Professor of Modern American History at the University of Oklahoma where he teaches the American West and Native American history. His publications include *Indian Survival on the California Frontier* (1988), winner of the OAH's Ray Allen Billington Prize, and *Intimate Frontiers: Sex, Gender and Culture in Old California* (1999), which won the first Norman Neuerburg Prize for Distinguished Writing in California History. He is past president of the Pacific Coast Branch of the American Historical Association and has lectured throughout the United States.

Heather Huyck
National Park Service

- Our Tangible Past: Preserving and Interpreting Historic Sites
- Beyond John Wayne: Using Historic Sites to Interpret Women's History
- Historians Outside the Classroom: Careers in Public History
- The Early American Sites Network: Adventures in Colonial History

Heather Huyck's nearly thirty-year career as a public historian bridges academically-based history and place-based history, especially history as found in the National Park system (she has visited 283 of 388 parks). The former director of the Jamestown 400th Project, she is currently Regional Chief Historian of the Northeast region and a visiting lecturer at the College of William & Mary where she is teaching public history. Her specialties are women's history, colonial history, and cultural resource management.

Harold Hyman
Rice University, Emeritus

- Civil Rights and Liberties in American History
- Anti-Terrorism and American Federalism: Past Patriots and Present Perils
- Flag Burning and the First Amendment
- Guns Galore? Historians and the Second Amendment
- The Civil War and Reconstruction: Constructive Revolutions?
- Abraham Lincoln: Race Equality and the Prices of Reunion
- Our Bill of Rights: Too Long a Bill of Wrongs?

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

Akira Iriye
Harvard University

- International Relations as Intercultural Relations
- Non-State Actors (especially Non-Governmental Organizations) in International Affairs
- Globalization: Its History and Current Trends
- A Global History of the Twentieth Century
- Cooperation, Dialogue, and Conflict among Civilizations

Akira Iriye is Charles Warren Professor of American History at Harvard University. He is a specialist in the history of international relations and of U.S. foreign affairs. His recent books include *Cultural Internationalism and World Order* (1997) and *Global Community: The Role of International Organizations in the Making of the Contemporary World* (2002). He is currently at work on a global history of the twentieth century.

Jacqueline Jones
Brandeis University

- Topics vary

Jacqueline Jones is Harry S Truman Professor of American History at Brandeis University, where she teaches courses in social history. She is the author of several books related to African American, labor, women's and southern history. Her most recent books include *American Work: Four Centuries of Black and White Labor* (1998); *A Social History of the Laboring Classes from Colonial Times to the Present* (1999); and *Creek Walking: Growing Up in Delaware in the 1950s* (2001). She is currently at work on a study of Georgia during the Civil War era. She is a MacArthur Fellow (1999-2004).

Stanley N. Katz
Princeton University

- Constitutionalism and Civil Society
- Constitutionalism and Human Rights: The Dilemma of the United States
- The "Just" University

An expert on American legal and constitutional history, Stan Katz is the Director of Princeton's Center for Arts and Cultural Policy and a lecturer at the Woodrow Wilson School of Public and International Affairs. He has been president of OAH and the Society for Legal History and is president emeritus of the American Council of Learned Societies. He is working on a book concerning the relationship of constitutionalism and civil society in emerging democracies.

Mary Kelley
University of Michigan, Ann Arbor

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

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

David Kennedy
Stanford University

- What the New Deal Did
- How the United States Won World War II
- The Dilemmas of Difference in American Democracy
- Franklin D. Roosevelt: a Study in Leadership
- The Great Depression: Causes, Impact, Consequence

David Kennedy is an award-winning teacher at Stanford University and the author of several books on American history, including *Freedom From Fear: The American People in Depression and War, 1929-1945*, which won the Pulitzer Prize and the Parkman Prize in 2000. He currently serves on the OAH Executive Board.

Linda K. Kerber
University of Iowa

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

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

Daniel J. Kevles
Yale University
(Unavailable spring 2004)

- Eugenics, the Genome, and Human Rights
- Dynamism and Despair in the 1970s: A Reconsideration of the Decade
- The Death of the Superconducting SuperCollider and the Life of American Physics
- Principles, Property Rights, and Profits: The Commercialization of the American University in Historical Perspective

Daniel J. Kevles, the Stanley Woodward Professor of History at Yale University, has long taught American history and written extensively about the history of science, technology, and their relationship to American democracy. His works include *The Physicists: The History of a Scientific Community in Modern America* (1978); *In the Name of Eugenics: Genetics and the Uses of Human Heredity* (1985); and *Inventing America* (2002), a coauthored history of the United States that integrates science and technology into the American narrative.

Moses

Murray

Nord

Norton

Okihiro

Onuf

Pascoe

Patterson

Peck

Rosenberg

Rosenzweig

Rubin

Ruiz

Salvatore

Savitt

Scott

Shi

Silber

Alexander Keyssar
Harvard University

- Election 2000 and the Limits of American Democracy
- The Strange Career of the Right to Vote in the U.S.

Alexander Keyssar is the Matthew W. Stirling, Jr., Professor of History and Social Policy at the John F. Kennedy School of Government at Harvard University. Keyssar has written widely on subjects ranging from economic and labor history to political history and contemporary affairs. His book, *The Right to Vote: The Contested History of Democracy in the United States* (2000), won the AHA's Beveridge Award; it was also a finalist for the Los Angeles Times Book Award and the Pulitzer Prize. He is coauthor of a new textbook, *Inventing America: A History of the United States* (2002).

Wilma King
University of Missouri-Columbia

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

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

Richard S. Kirkendall
University of Washington, Emeritus

- Harry S Truman: An Unlikely National Hero
- Harry's Farewell: An Address on the Historical Significance of the Truman Presidency
- Harry S Truman: A President Shaped by War
- Ambivalent Revolutionary: Henry A. Wallace and the Transformation of Farming and Rural Life
- The Cold War, the Boeing Company, and the Transformation of Seattle
- The Manifest Destiny of Spokane

In a research career that now stretches over half a century, Richard Kirkendall has focused on both Henry A. Wallace and Harry S Truman. A native of the state of Washington, he has, since his return to the state in 1988, also devoted some attention to the history of his current location, Seattle, and his birthplace, Spokane. A former executive secretary of OAH, he recently received the organization's Distinguished Service Award and is now the Scott and Dorothy Bullitt Professor Emeritus at the University of Washington.

Richard H. Kohn
University of North Carolina, Chapel Hill

- Civilian Control of the Military in the United States
- The War on Terrorism

Richard Kohn chairs the Curriculum in Peace, War, and Defense at the University of North Carolina, Chapel Hill, where he is professor of history. He has served on the faculties of City College of New York, Rutgers University, and the Army and National War Colleges, and as Chief of Air Force History for the U.S. Air Force. In recent years he has concentrated on civil-military relations. He coedited *Soldiers and Civilians: The Civil Military Gap and American National Security* (2001) and coauthored *The Exclusion of Black Soldiers from the Medal of Honor in World War II* (1997).

Peter Kolchin
University of Delaware

- Interpreting and Reinterpreting American Slavery
- The American Civil War and Emancipation in Comparative Perspective

Peter Kolchin, the Henry Clay Reed Professor of History at the University of Delaware, is author of *First Freedom: The Responses of Alabama's Blacks to Emancipation and Reconstruction* (1972); *Unfree Labor: American Slavery and Russian Serfdom* (1987); *American Slavery, 1619-1877* (1993); and *A Sphinx on the American Land: The Nineteenth-Century South in Comparative Perspective* (2003). Winner of the Bancroft Prize, the OAH's Avery Craven Award, and the Southern Historical Association's Charles Sydnor Award, he is currently working on a comparative study of emancipation and its aftermath in Russia and the U.S. South, a sequel to Unfree Labor.

Virginia Sánchez Korrol NEW
Brooklyn College, City University of New York

- Transnational Communities and Latino Identities
- Revolution in the Curriculum: Teaching U. S. Puerto Rican and Latino History
- Puerto Rican Women and the Shaping of New York
- Latina Activists in the Northeast: Vignettes from the Latina Encyclopedia

Professor and chairperson of the department of Puerto Rican and Latino studies at Brooklyn College, Virginia Sánchez Korrol was founding president of the Puerto Rican Studies Association. She serves on numerous advisory and editorial boards including the Recovering the U.S. Hispanic Literary Heritage Project board. She is author of *From Colonia to Community: The History of Puerto Ricans in New York City* (1994); coauthor, with Marysa Navarro, of *Women in Latin America and the Caribbean* (1999); and, coeditor with Vicki L. Ruiz, of *Latinas in the U.S.: An Historical Encyclopedia* (forthcoming 2004).

J. Morgan Kousser
California Institute of Technology

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

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

Clifford M. Kuhn NEW
Georgia State University

- Change and Resistance to Change in the New South: Atlanta in the 1910s
- The Roots of the Modern Civil Rights Movement in the World War II Years
- Globalizing Southern History in the Mid-Twentieth Century: Arthur Raper, the South, and the World
- What is Distinctive about Oral History?
- Memory and the History of Martin Luther King's October 1960 Arrest

Clifford M. Kuhn is associate professor of history at Georgia State University. His work focuses on the twentieth-century American South. He is author of *Living Atlanta: An Oral History of the City, 1914-1948* (1990) and *Contesting the New South Order: The 1914-1915 Strike at Atlanta's Fulton Mills* (2001), and is writing a biography of sociologist Arthur Raper. Kuhn is also a national leader in the field of oral history. He has worked on numerous award-winning oral history media productions, and in 2000-2001 served as president of the Oral History Association.

Karen Ordahl Kupperman
New York University

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

Karen Ordahl Kupperman's scholarship focuses on the Atlantic world in the sixteenth and seventeenth centuries. Her most recent book, *Indians and English: Facing Off in Early America* (2000) was winner of the American Historical Association's Prize in Atlantic History and a History Book Club selection. Her *Providence Island, 1630-1641: The Other Puritan Colony* (1993) won the AHA's Albert J. Beveridge Award. Kupperman's current project combines ethnohistory and environmental history. She is also engaged in a scholarly edition of Richard Ligon's *True and Exact History of the Island of Barbados* (1657,1673).

David E. Kyvig
Northern Illinois University

- Thirsting After Righteousness: Alcohol and the U.S. Constitution
- Ambivalent at the Core: The Nature of American Constitutionalism
- Gender Equality and the U.S. Constitution
- History in the Public Interest

David E. Kyvig is Presidential Research Professor and professor of history at Northern Illinois University. His research focuses on U.S. constitutional development, particularly in the twentieth century. His book, *Explicit and Authentic Acts: Amending the U.S. Constitution, 1776-1995* (1996), was awarded the Bancroft and Henry Adams Prizes. He is also coauthor, with Myron Marty, of *Nearby History: Exploring the Past Around You* (2d ed., 2000), and a past president of the National Council on Public History.

Ann J. Lane
University of Virginia

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

Ann Lane is best known for her biography of the early twentieth-century feminist writer and critic, *To 'Herland' and Beyond: The Life and Work of Charlotte Perkins Gilman*, as well as several edited volumes of Gilman's fiction and nonfiction. Lane is also author of *Making Women's History: The Essential Mary Ritter Beard*, *The Brownsville Affair: National Outrage and Black Reaction* and *The Debate Over "Slavery": Stanley Elkins and His Critics*.

Roger Lane
Haverford College

- Crime Then and Now
- On the Past and Future of Murder in America
- Abraham Lincoln and the Paradox of Greatness

Roger Lane is Benjamin R. Collins Research Professor in the Social Sciences at Haverford College in Pennsylvania where he has taught since 1982. His Quaker college has been quite tolerant of the bloody subjects on which he has spent his scholarly career, including criminal behavior and U.S. homicide rates. His most recent book is *Murder in America: A History* (1997); his *William Dorsey's Philadelphia and Ours: On the Past and Future of the Black City in America* (1991) won the Urban History Association's book prize.

Steven F. Lawson NEW
Rutgers University

- Civil Rights Crossroads: The Intersection of the National and the Local in the Black Freedom Struggle
- Rock 'n' Roll, the Civil Rights Movement, and the Payola Scandal: Reexamining the Political Culture of the 1950s
- Lyndon B. Johnson: The Last Liberal President

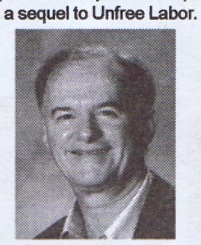
Steven F. Lawson is professor of history at Rutgers University. His research and publications have concentrated on the civil rights struggle since 1941 with an emphasis on black suffrage and politics. He has also written several essays on Lyndon Johnson and his response to the civil rights movement. He is currently editing a volume of his published essays on civil rights as well as a volume on the report of President Truman's Committee on Civil Rights, both of which will be published in 2003.

Suzanne Lebsock NEW
University of Washington

- Murder, She Wrote: History and Mystery
- Women in the History of the South
- Women in American Activism: A Turbo-History

Suzanne Lebsock is professor of history at the University of Washington in Seattle. Her first book, *The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860* (1984), won the Bancroft Prize. She is also author of *"A Share of Honour": Virginia Women, 1600-1945* (1985) and coeditor, with Nancy A. Hewitt, of *Visible Women: New Essays on American Activism* (1993). From 1992 to 1997 she held a MacArthur Fellowship, and she has recently completed *A Murder in Virginia: Southern Justice on Trial* (2003), the story of three African American women who in 1895 were accused of ax-murdering a white woman.

Elisabeth Perry


Lewis Perry

Powell

Rable

Rakove

Rediker

Ritchie

Roediger

Rohrbough

Sinha

Smith

Spickard

Stansell

Sugrue

Toplin

Tyson

Ulrich

Urban

Chana Kai Lee NEW
University of Georgia

- The Post-1945 Black Freedom Struggle
- African Americans and Historical Memory
- Black Feminist Thought
- American Biography
- Power and the Practice of History

Chana Kai Lee is associate professor of history and women's studies at the University of Georgia. She is author of *For Freedom's Sake: The Life of Fannie Lou Hamer* (1999), which won the Willie Lee Rose Prize of the Southern Association for Women Historians. Lee is senior editor of *The Encyclopedia of Women in World History* (in progress) and is currently working on a collection of essays about historical memory, black feminism, and women's sexualities.

Jill Lepore
Boston University

- The Paradox of American Nationalism
- Speculation and Historical Writing
- Solving the 1741 New York Slave Conspiracy

Jill Lepore is the author of *A is for American: Letters and Other Characters in the Newly United States* (2002); *Encounters in the New World: A History in Documents* (1999); and *The Name of War: King Philip's War and the Origins of American Identity* (1998), winner of the Bancroft Prize. She teaches history and American studies at Boston University and is especially interested in crosscultural encounters in early America and in the writing of history. She is cofounder and coeditor of *Common-place* <http:/www.common-place.org>, an online American history magazine.

Gerda Lerner
University of Wisconsin, Emeritus

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

Gerda Lerner is a past president of the OAH and was recently awarded the OAH Distinguished Service Award for her contributions to the history profession as well as her work as a pioneer in women's history.

Lawrence W. Levine
George Mason University

- Man and Superman: Success, Individualism, and Institutions in Depression America
- The Search for American Identity
- FDR and the American People: Responses to the Fireside Chats

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

Earl Lewis
University of Michigan

- Becoming Urban: African Americans, Migration, and Community Building
- The Color of Race: Implications from the Rhinelander Story
- Diversity in American Democracy
- The Multiple Stories of African Americans: More than One Narrative

Earl Lewis is professor of history and Afroamerican and African studies, Vice Provost for Academic Affairs-Graduate Studies, and Dean of the Graduate School at the University of Michigan. He is author, coauthor, and editor of five books and, with Robin D. G. Kelley, general editor of the eleven-volume *Young Oxford History of African Americans* (1994-1997). An important voice in national policy on graduate education, he is or has been a member of several editoral boards and boards of directors, including the Council of Graduate Schools and the Graduate Records Exam.

Alex Lichtenstein NEW
Rice University

- Race, Labor, and the State in the United States and South Africa
- The Strange Fruit of the Lenin Oak: Raymond Robins and Claude Pepper's Rejection of the Cold War
- How Red Was 'Red Pepper'? Race, Class, and Politics in the 1950 Florida Democratic Primary
- 'Land to the Landless': The Roots of a Peasant Revolt in the Plantation South

Alex Lichtenstein is associate professor of history at Rice University, where he teaches southern, labor, and South African history. He is author of *Twice the Work of Free Labor: The Political Economy of Convict Labor in the New South* (1996). He has also written an introduction to a new edition of Howard Kester's 1936 book, *Revolt Among the Sharecroppers*. His current research focuses on labor organizing, civil rights, and anticommunism in Florida in the 1940s and 1950s. After spending a semester as a Fulbright scholar in South Africa he began work on comparative study of race and labor in the U.S. and South Africa.

Nelson Lichtenstein NEW
University of California, Santa Barbara

- Rights-Consciousness in the Workplace: Past and Present
- What's Wrong—and Right—with American Labor History
- Triumphalism and Apocalypse: How American Intellectuals Have Thought About Capitalism in the Twentieth Century
- Walter Reuther: America's Greatest Trade Union Leader?
- Contentious Allies: Organized Labor and American Civil Rights Movement
- Wright Mills: Why His Ideas Resonate in the Twenty-First Century

Nelson Lichtenstein is professor of history at the University of California, Santa Barbara. He has written extensively on American labor, twentieth-century politics, and the relationship between rights, race, and class. In the late 1990s he was an organizer of a series of high-profile labor teach-ins that helped reestablish links between academic intellectuals and the new leadership of the AFL-CIO. Lichtenstein writes frequently for *Dissent*, *New Labor Forum*, and the *Los Angeles Times*, and he can be heard with some regularity on NPR's "Market Place." He is currently writing a book, *Triumphalism and Apocalypse: How Americans Have Thought About Capitalism During The Last Century.*

Patricia Nelson Limerick
University of Colorado

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

Patricia Limerick is a former president of the American Studies Association and the Western History Association. She is the author of *The Legacy of Conquest: The Unbroken Past of the American West* (1981) and recently served on the OAH Executive Board.

Edward T. Linenthal
University of Wisconsin, Oshkosh

- Reflections on September 11 and Oklahoma City: Memorializing Violence on the American Landscape
- The Work of Memory in Oklahoma City, The Washita, and Tulsa
- Museums, Memorials, Historic Sites: The Problems and Promise of Public History

Edward T. Linenthal is the Edward M. Penson Professor of Religion and American Culture and Chancellor's Public Scholar at the University of Wisconsin, Oshkosh. He is also a half-time consultant for the National Park Service. His books include: *Sacred Ground: Americans and their Battlefields* (1994); *Preserving Memory: The Struggle to Create America's Holocaust Museum* (1995); *The Unfinished Bombing: Oklahoma City in American Memory* (2001); and, coedited with Tom Engelhardt, *History Wars: The Enola Gay and Other Battles for the American Past* (1996).

Leon F. Litwack
University of California, Berkeley

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

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

James W. Loewen
University of Vermont, Emeritus
(Unavailable 2003-2004)

- How History Keeps Us Racist, and What to Do About It
- Everything Your High School History Textbook Got Wrong about Labor History and Social Class
- What History Books Don't Tell about Stephen Douglas, Abraham Lincoln, and John Brown, and Why It Matters
- How American History in School and on the Landscape Demeans Native Americans
- Eurocentrism, Afrocentrism, and Multiculturalism

James W. Loewen is the coauthor of the revisionist state history, *Mississippi: Conflict and Change* (1974), and author of *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong* (1995) and *Lies Across America: What Our Historic Sites Get Wrong* (1999), among other books. He has been an expert witness or consultant in more than fifty class action lawsuits, mostly in civil rights, voting rights, employment discrimination, and education. He is currently working on a book about "sundown towns," purposely all-white towns in the U.S. from 1850 to the present.

James H. Madison
Indiana University

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

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

Gloria Main
University of Colorado

- Child Labor in American History
- Rocking the Cradle: Downsizing the New England Family, 1650-1850.

Gloria Main teaches history at the University of Colorado. Her most recent book is *Peoples of a Spacious Land: Families and Cultures in Colonial New England* (2001), a comparison of family lives of the English colonists and native Americans.

Maeva Marcus
Supreme Court Historical Society

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

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

Ware

Warren-Findley

Watson

West

Wilson

Winkler

Wyatt-Brown

Young

Yung

Waldo E. Martin, Jr.
University of California, Berkeley
- From Civil Rights to Black Power: Modern American Identity & Cultural Politics

Waldo E. Martin, Jr., is the author of *Brown v. Board of Education: A Short History With Documents* (1998) and *The Mind of Frederick Douglass* (1985). With Patricia A. Sullivan, he coedited *Civil Rights in the United States: An Encyclopedia* (2000). Aspects of the modern African American freedom struggle and the history of modern social movements unite his current research and writing interests. He is currently completing a book on the culture of the civil rights-Black Power moment.

Robert E. May NEW
Purdue University
- When Americans Were Terrorists: Filibustering Before the Civil War

Robert E. May, professor of history at Purdue University, has been writing about U.S. filibustering for most of his professional career. He is author of *The Southern Dream of a Caribbean Empire* (1973), *John A. Quitman: Old South Crusader* (1985), and, most recently, *Manifest Destiny's Underworld: Filibustering in Antebellum America* (2002).

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

Edith Mayo is Curator Emeritus in Political History at the Smithsonian's National Museum of American History. Her books include *First Ladies: Political Role & Public Image* (1995) and *The Smithsonian's Book of First Ladies* (1996). She recently developed a major traveling exhibition on women business entrepreneurs for the Schlesinger Library at Harvard University. Entitled *Enterprising Women*, it opened in fall 2002.

Thomas K. McCraw
Harvard University
- "Creative Destruction" by American Business, 1880 to the Present
- Who Decides? The Growth of Consumers' Power in the Twentieth Century
- Varieties of Capitalism: The British, German, Japanese, and American Styles since 1850
- Alexander Hamilton and the Birth of American Capitalism

Thomas K. McCraw is Straus Professor of Business History at the Harvard University Graduate School of Business Administration. His work has fused intellectual history with the histories of business and government, mostly in the twentieth century. Author of the Pulitzer Prize-winning *Prophets of Regulation: Charles Francis Adams, Louis D. Brandeis, James M. Landis, Alfred E. Kahn* (1984) and editor of *Creating Modern Capitalism: How Entrepreneurs, Companies, and Countries Triumphed in Three Industrial Revolutions* (1997), among other books, he is currently writing on Joseph Schumpeter, who coined the phrase "creative destruction."

Lisa McGirr
Harvard University
- American Conservatism and Right-Wing Movements in the Twentieth Century
- The Origins of the New Right
- The Sacco-Vanzetti Case in International Perspective

Lisa McGirr is associate professor of history at Harvard University where she teaches twentieth-century U.S. history. Her most recent book, *Suburban Warriors: The Origins of the New American Right* (2001), examines the national Right's rise from the grassroots. Her current research is focused on the 1920s, revisiting the Sacco-Vanzetti case as well as writing a social and cultural history of national prohibition.

Van Deburg

Wallace

Ward

Sally G. McMillen
Davidson College
- Mother versus Mammy: Infant Care in the Antebellum South
- Christian Reconstruction: The Southern Sunday School in Black and White Churches, 1865-1877
- To Raise Up the South: The Southern Sunday School, 1865-1915

After moving to the South from California, Sally McMillen became fascinated by the region and the role of women there. Currently she is chair and professor of history at Davidson College in North Carolina, where she has taught since 1988. A prize-winning teacher, she is also the author of *Motherhood in the Old South: Pregnancy, Childbirth, and Infant Rearing* (1990), the textbook *Southern Women: Black and White in the Old South* (1991, 2002), and most recently, *To Raise Up the South: Sunday Schools in Black and White Churches, 1865-1915* (2002).

Joanne Meyerowitz
Indiana University
- Rethinking Sex: The Case of Christine Jorgensen
- Another Fifties: Rewriting the History of Women in Postwar America
- What I've Learned as a Journal Editor

Joanne Meyerowitz is professor of history at Indiana University and editor of the *Journal of American History*. Her most recent book is *How Sex Changed: A History of Transsexuality* (2002).

Kerby A. Miller
University of Missouri-Columbia
- Scotch-Guarding Ulster's Immigrants from Celtic Contamination: The Origins of "Scotch-Irish" Ethnicity in Early America
- When "Irish" Meant "Freedom": Transformations of Irish Identities in the Atlantic World during the Age of Revolutions
- "Scotch-Irish," "Real Irish," and "Black Irish": Varieties of Irishness in the Old South
- For Love and Liberty: Irish Women, Migration, and Domesticity in Ireland and America, 1815-1929
- Adaptation and Alienation: Irish Immigrants' Responses to Industrial America, 1871-1929

Kerby A. Miller, Middlebush Professor of History at the University of Missouri-Columbia, is the preeminent U.S. historian of Irish immigration and cultures in America from the 1700s to the 1900s. His publications include *Emigrants and Exiles: Ireland and the Irish Exodus to North America* (1985), winner of the OAH Merle Curti Prize and the Immigration History Society's Theodore Saloutos Prize, and *Irish Immigrants in the Land of Canaan: Letters and Memoirs from Colonial and Revolutionary America* (2003). He also scripted the PBS documentary, "Out of Ireland" (1994) and has received numerous teaching awards.

Jeffrey E. Mirel NEW
University of Michigan
- Politics, Money and the Decline of Urban Public Schools, 1925-1975
- "Don't Know Much About History, Don't Know Much About Biology . . . ": How High Schools Became Warehouses for American Teenagers
- Negotiating a New Nation: How Immigrants Responded to Americanization and Changed America in the Process
- Civic Education and National Crises: The Ongoing Debate About What American Young People Should Know About Their Country and Their Government

Jeffrey E. Mirel is associate dean of the school of education, professor of education and history, and faculty associate in the Center for Russian and East European Studies at the University of Michigan, Ann Arbor. His first book, *The Rise and Fall of an Urban School System: Detroit, 1907-81* (1993), won Outstanding Book awards from the American Educational Research Association and from the History of Education Society. He is also coauthor, with David Angus, of *The Failed Promise of the American High School, 1890-1995* (1999). His current research focuses on educating for democratic citizenship.

Douglas Monroy
Colorado College
- The Missions Live: Indians, Priests, Devotion, and Reconciliation
- After the Days of Cows, Fiestas, and Honorable Caballeros: Forging the Californio Legacy
- Woodrow Wilson's Guns: American Liberalism and the Problem of Mexico
- When the Past Speaks to Chicano Historians: Mission Indians, Boxers, and Movie Stars
- Revisioning Ourselves Anew: Mexicans, Americans, and the New World Border

Douglas Monroy is professor of history at the Colorado College. He is the author of *Thrown among Strangers: The Making of Mexican Culture in Frontier California* (1990), winner of the OAH James Rawley Prize, and *Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression* (1999). He is currently finishing a book of essays on a variety of topics including the missions of California, the novel *Ramona*, American liberalism and Mexico, and NAFTA and immigration.

David Montgomery
Yale University, Emeritus
(Unavailable spring 2004)
- How Black and White Workers Sought to Shape the Civil War and Reconstruction
- Workers and War in the Twentieth-Century United States
- Desegregating the Southern Rust Bowl: Birmingham's Black Workers Remember Their Struggle for Jobs, Unions, and Equality, 1930-1980

David Montgomery worked as a farm laborer, an army staff sergeant, a radio announcer, and a machinist before he began teaching history. Over the years he has brought this unique range of experiences to his scholarship. His book, *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925* (1987), became an instant classic. Montgomery has published many other books and articles dealing with workers' struggles and with nineteenth-century politics and citizenship. He is the Farnam Professor of History Emeritus at Yale University and is a past president of OAH.

Wilson J. Moses NEW
The Pennsylvania State University
- The Decline of Jeffersonian Democracy
- Understanding Alexander Crummell: Eurocentric Pan-Africanism in the Nineteenth Century
- More Than an Artichoke: The Pragmatic Religion of Booker T. Washington
- Herbert Spencer, William Graham Sumner, and the Contradictions of Social Darwinism

Wilson J. Moses holds the Feree Professorship of American History at The Pennsylvania State University. He has lectured in England, Malawi, Liberia, Sierra Leone, Austria, Hungary, and Germany, and has held senior Fulbright professorships at the University of Vienna and the Free University of Berlin. He is author, most recently, of *Afrotopia: Roots of African-American Popular History* (1998) and the forthcoming *Creative Conflict in African American Thought*.

Alice Yang Murray NEW
University of California, Santa Cruz
- Historical Memories of Japanese American Internment
- Japanese American Redress and the Passage of the Civil Liberties Act of 1988
- Racial Profiling, Wartime Hysteria, and Lessons from World War II
- Historical Memories of World War II in the US and Japan

Alice Yang Murray is associate professor of history at the University of California, Santa Cruz. Her publications include *Historical Memories of Japanese American Internment and the Struggle for Redress* (2003), *Major Problems in Asian American History* (2003), and *What Did the Internment of Japanese Americans Mean?* (2000). She teaches courses on Asian American history, historical memory, race, gender, oral history, World War II, and twentieth-century America. She is currently researching transnational memories of World War II in the Pacific between 1945 and 2005.

Stephen Nissenbaum
University of Massachusetts Amherst
- Why the Puritans Hated Christmas, and How Santa Claus Solved the Problem
- Wassailing across the Color Line: Christmas in the Slave South
- George Washington and His Cherry Tree: The Construction of an American Fable
- Sexual Terror and Sexual Utopia in the 1840s

Stephen Nissenbaum teaches U.S. cultural history at the University of Massachusetts Amherst. His books include *The Battle for Christmas* (1995), a finalist for the Pulitzer Prize, and *Salem Possessed* (1976), winner of the John H. Dunning Prize of the American Historical Association. Long active in the public humanities, he has served as president of the Massachusetts Foundation for the Humanities. His current project deals in part with early America as an honor and shame culture.

David P. Nord
Indiana University
- Religious Publishing, Religious Reading, and the Birth of Mass Media in Antebellum America
- Newspapers and their Readers in American History

David Nord is professor of journalism and American studies and adjunct professor of history at Indiana University. He is a former acting editor and associate editor of the *Journal of American History*. His books include *Newspapers and New Politics: Midwestern Municipal Reform, 1890-1900* (1981) and *Communities of Journalism: A History of American Newspapers and Their Readers* (2001).

Mary Beth Norton
Cornell University
- Gender and Society in Seventeenth-Century America
- The Salem Witchcraft Crisis

A Pulitzer Prize finalist, Mary Beth Norton is a specialist in early American history and American women's and gender history. She has lectured extensively in the U.S. and abroad. Norton is author of several books including *In the Devil's Snare: The Salem Witchcraft Crisis of 1692* (2002) and *Founding Mothers and Fathers: Gendered Power and the Forming of American Society* (1997).

Gary Y. Okihiro
Columbia University

- Asian American History
- Asians and Africans in America

Gary Okihiro is professor of international and public affairs and director of the Center for the Study of Race and Ethnicity at Columbia University. He is author of books in ethnic studies and African history, including *Margins and Mainstreams: Asians in American History and Culture* (1994) and *The Columbia Guide to Asian American History* (2001). He is a past president of the Association for Asian American Studies and a recipient of the lifetime achievement award from the American Studies Association.

Peter S. Onuf
University of Virginia

- Thomas Jefferson, Race, and Slavery
- Thomas Jefferson's West
- Thomas Jefferson and the Indians
- Federalism, Sectionalism, and the Union
- Calculating the Price of Union: Political Economy and the Sectional Crisis

Thomas Jefferson Foundation Professor of History at the University of Virginia, Peter S. Onuf has written extensively on sectionalism, federalism, and political economy, with a particular emphasis on the political thought of Thomas Jefferson. With his brother, political theorist Nicholas G. Onuf, and historian James E. Lewis, Jr., he is collaborating on the second volume of *Federal Union, Modern World*, a history of international law and order in the Atlantic states' system during the Age of Revolutions and early nineteenth century.

Peggy Pascoe
University of Oregon

NEW

- Democracy, Citizenship, and Race: The U.S. West in the Twentieth Century
- What Comes Naturally: Thoughts on the Significance of Miscegenation Law in U.S. History

Peggy Pascoe holds the Beekman Chair of Northwest and Pacific History at the University of Oregon, where she teaches courses on the history of race, gender, and sexuality as well as the U.S. West. A former copresident of the Coordinating Council for Women in History, she is author of *Relations of Rescue: The Search for Female Moral Authority in the American West, 1874-1939* (1990), and is currently completing a book on the history of miscegenation law in the United States.

James T. Patterson
Brown University

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

James T. Patterson is Ford Foundation Professor of History at Brown University, where he has taught twentieth-century U.S. history since 1972. His research interests include political, legal, and social history, as well as the history of medicine, race relations, and education. His publications include *America in the Twentieth Century* (5th ed., 2000); *The Dread Disease: Cancer and Modern American Culture* (1987); Bancroft Prize winner, *Grand Expectations: The United States, 1945-1974* (1996); *America's Struggle Against Poverty in the Twentieth Century* (2000); and *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy* (2001).

Gunther Peck
Duke University

NEW

- The Nature of Labor: Working-class Visions of the Environment, 1800-Present
- White Slavery, National Freedoms: Race, Labor, and Sex in the Making of a Transnational Moral Panic
- Immigrants and Free Labor in North America, 1865-Present

Gunther Peck is associate professor in the department of history and the Terry Sanford Institute for Public Policy at Duke University where he teaches courses in immigration, labor, western, environmental, and policy history. His first book, *Reinventing Free Labor: Padrones and Immigrant Workers in the North American West* (2000), won the Phillip Taft award in labor history and the Ray Allen Billington award in frontier history. He is currently working on two book projects: a history of white slavery in Great Britain and the U.S. from the 1820s to the present; and an exploration of changing working-class uses and perceptions of nature in North America.

Elisabeth I. Perry
Saint Louis University

- Women's Political Choices After Suffrage
- The Challenge of Feminist Biography
- Behind the Scenes: Women and Politics in New York City, 1917-1970
- The Politics of Coeducation in the Nineteenth Century
- The Public Career of Eleanor Roosevelt

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

Lewis Perry
Saint Louis University

- The Antislavery Origins of Civil Disobedience
- "Wild, Unaccountable Things": Civil Disobedience in the Struggle for Woman Suffrage
- What Happened to Antebellum Reform in the Gilded Age?
- Civil Disobedience as an American Tradition

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

Lawrence N. Powell
Tulane University

- The Moral Force of Historical Memory: Or, How a Southern Historian's Political Activism Caused Him to Write About the Holocaust

Lawrence N. Powell teaches southern history, race relations, and Holocaust studies at Tulane University. His books include *New Masters: Northern Planters during the Civil War and Reconstruction* (1980, 1999) and *Troubled Memory: Anne Levy, the Holocaust, and David Duke's Louisiana* (2000), which won the Lillian Smith Book Prize from the Southern Regional Council and the Kemper and Leila Williams Prize from the Louisiana Historical Association. He was vice-chair of the Louisiana Coalition Against Racism and Nazism (which he helped found).

George C. Rable
University of Alabama

- Patriotism during the Civil War (with special attention to the Fredericksburg Campaign)
- Religion in the Grand Narrative of the Civil War
- What Can Be Learned from the History of a Christian Slaveholders' Republic?

George C. Rable is the Charles Summersell Professor of Southern History at the University of Alabama. His most recent book is *Fredericksburg! Fredericksburg!* (2002). Among his other books are *The Confederate Republic: A Revolution Against Politics* (1994) and *Civil Wars: Women and the Crisis of Southern Nationalism* (1989). His current research focuses on the role of religion in the Civil War.

Jack Rakove
Stanford University

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

Jack Rakove is W. R. Coe Professor of History and American Studies and professor of political science at Stanford University, where he has taught since 1980. His writings focus on the revolutionary origins of American constitutionalism, the political thought and career of James Madison, and the role of history in constitutional adjudication and politics. He is the author of four books including *Original Meanings: Politics and Ideas in the Making of the Constitution*, which won the 1997 Pulitzer Prize, and the editor of four others, including *James Madison: Writings* (1999) and *The Unfinished Election of 2000* (2001).

Marcus Rediker
University of Pittsburgh

- Voice-right: The Poetics of History from the Bottom Up
- Toward a Peoples' History of the Sea
- The Red Atlantic: Violence and Resistance in the Age of Revolution
- The Pirate and the Gallows: An Eighteenth-Century Morality Play

Marcus Rediker is professor of history at the University of Pittsburgh. He is author of *Between the Devil and the Deep Blue Sea: Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700-1750* (1987), which won the OAH Merle Curti Social History Award and the American Studies Association's John Hope Franklin Prize; *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society*, volume one (1989); and, with Peter Linebaugh, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (2000), which won of the International Labor History Book Prize.

Donald A. Ritchie
U.S. Senate Historical Office

- Listen Up: New Directions in Oral History
- Are You Now Or Have You Ever Been? Memory, History, and Joe McCarthy

Donald A. Ritchie, associate historian in the U.S. Senate Historical Office, conducts an oral history program for the Senate and is the author of *Doing Oral History* (1995). As a public historian, he regularly provides historical information to the media and, in turn, has studied the history of Washington reporting. His book, *Press Gallery: Congress and the Washington Correspondents* (1991), won the OAH Richard W. Leopold Prize. He is currently editing the closed hearing transcripts of Senator Joseph R. McCarthy's investigations.

David R. Roediger
University of Illinois at Urbana-Champaign

- Incidents and Drama in the History of Working Class Whiteness
- Inside the Wail? New Immigrants and Race in the Early Twentieth-Century United States.

David Roediger specializes in the history of labor, race relations, and the South. He won the OAH Merle Curti Prize in 1992 and has received fellowships from the American Council for Learned Societies, American Philosophical Society, Exxon Educational Foundation, National Endowment for the Humanities, and Newberry Library. His most recent book is *Colored White: Transcending the Racial Past* (2002).

Malcolm Rohrbough
University of Iowa

- Aspen, Colorado: Making Money in a Mining Camp Without Mining
- How the California Gold Rush Captivated America and the World
- The French and the California Gold Rush: How a Continental Nation Became Caught Up in the Search for Gold Halfway Around the Globe

Malcolm Rohrbough, professor of history at the University of Iowa, teaches and writes on frontier and western American history. He has published books on the public domain, on the development of institutions on the trans-Appalachian frontier, and on Aspen, Colorado, as a silver mining town. He is also the author of *Days of Gold: The California Gold Rush and the American Nation* (1997).

Rosalind Rosenberg
Barnard College

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

Roy Rosenzweig
George Mason University

- Digitizing the Past: U.S. History and New Media
- The Presence of the Past: How Americans Use and Understand the Past
- The Park and the People: Central Park and Its Publics, 1850-2002

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

Joan Shelley Rubin
University of Rochester

NEW

- The Making of Middlebrow Culture, 1920-1950
- Poetry in Practice: American Readers and Uses of Verse
- Silver Linings: Gentility and Culture in the World of *Johnny Tremain*
- The Critic, the Poet, and the Audience: Literary Authority in Postwar America

A professor of history at the University of Rochester, Joan Shelley Rubin is an American cultural and intellectual historian with a special interest in the history of books, reading, and literary culture between 1880 and 1960. Her lecture topics primarily relate to her book *The Making of Middlebrow Culture* (1992), which concerned such activities as the founding of the Book-of-the-Month Club in 1926, and to her work-in-progress entitled *Poetry in Practice: American Readers and the Uses of a Literary Genre*, for which she held a Guggenheim Fellowship in 1997-1998.

Vicki L. Ruiz
University of California, Irvine

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

An award-winning scholar, Vicki Ruiz is author, editor, or coeditor of nine books, including *From Out of the Shadows: Mexican Women in Twentieth-Century America (1997)* and, coedited with Ellen Carol DuBois, *Unequal Sisters: A Multicultural Reader in U.S History* (3d edition, 2000). She is president of the Berkshire Conference of Women Historians and the Pacific Coast Branch of the American Historical Association and a former member of the National Humanities Council, the national council of the American Historical Association, and the OAH executive board.

Nick Salvatore
Cornell University

- Singing In A Strange Land: C. L. Franklin's Ministry from Mississippi to Detroit, 1915-1984
- Dissent In American Life

Nick Salvatore is the Maurice and Hinda Neufeld Founders Professor of Industrial Relations and professor of American studies at Cornell University. He is author of *Eugene V. Debs: Citizen and Socialist* (1982), which received the Bancroft Prize and the John H. Dunning Prize, and *We All Got History: The Memory Books of Amos Webber* (1996), which received the New England History Association's Outstanding Book Prize. He is currently working on a biography of Reverend C. L. Franklin, an influential preacher, committed social activist, and longtime pastor of Detroit's New Bethel Baptist Church.

Todd L. Savitt
NEW
East Carolina University

- Entering a White Profession: Black Physicians in the New South, 1880-1920
- Race, Medicine, Scientific Authorship, and the Discovery of Sickle Cell Anemia in 1910-1911
- Educating Black Physicians: The Founding of Medical Schools for African Americans in Nineteenth-Century America
- Sisters' Hospital: The Founding and Early Years of St. Patrick Hospital, Missoula, Montana Territory, 1873-1890

Todd L. Savitt is an historian of medicine in the department of medical humanities, East Carolina University School of Medicine. His primary research interests are African American medical history and medical history of the American South and West. He has written on slave health, sickle cell anemia, sudden infant death syndrome, use of African Americans for medical experimentation, the entry of black physicians into the American medical profession, and early African American medical schools and medical journals. He serves as secretary/treasurer of the American Association for the History of Medicine.

Virginia Scharff
NEW
University of New Mexico

- Sacagawea, Lewis and Clark, and the West
- Why Women's Movements Matter
- Gender and Environmental History
- Women and the West

Virginia Scharff, professor of history and director of the Center for the Southwest at the University of New Mexico, specializes in the histories of women and of the American West. Her publications include *Taking the Wheel: Women and the Coming of the Motor Age* (1991); *Present Tense: The United States Since 1945* (1996); *Coming of Age: America in the Twentieth Century* (1998), and *Twenty Thousand Roads: Women, Movement, and the West* (2003). She is editor of *Fertile Ground: Knowing Nature Through Gender* (forthcoming in 2003). Scharff also writes mystery novels under the *nom de plume* of Virginia Swift, including *Brown-Eyed Girl* (2000) and *Bad Company* (2002).

Anne Firor Scott
Duke University, Emerita

- One History or Two?: Black and White Women in American History
- Activism in Black and White: Pauli Murray and Jane Addams

W.K. Boyd Professor Emerita at Duke University, Anne Scott is author of *The Southern Lady* (1970, 1995), *One Half the People* (with Andrew M. Scott), *Making the Invisible Woman Visible* (1984), *Natural Allies: Women's Associations in American History* (1992), and *Unheard Voices: The First Historians of Southern Women* (1993). Much of her recent research has focused on the parallel lives of black and white women. A former president of OAH, she was awarded the OAH Distinguished Service Award in 2002.

Stephanie J. Shaw
NEW
The Ohio State University

- Female Slave Resistance in the Antebellum South
- Reading *The Souls of Black Folk* in the Twenty-First Century
- Slave Labor and Cotton Production in Antebellum Mississippi

Stephanie J. Shaw is associate professor of history at The Ohio State University where she has also taught in the department of black studies and the Center for Women's Studies. She is author of *What a Woman Ought to Be and to Do: Black Professional Women Workers during the Jim Crow Era* (1996) as well as a contributor to *The Blackwell Companion to the American South* (2002) and contributing editor of the *Harvard Guide to African-American History* (2001). Most recently, she was a 2002-2003 Fellow at the Center for Advanced Study in the Behavioral Sciences, working on book-length studies of the life courses for female slaves and African American women during the Great Depression.

David E. Shi
Furman University

- Thoreau for Commuters
- The Rise of Realism in American Culture
- Books or Bytes: The Fate of Reading in a Digital Age
- What Happened to the Simple Life?

David E. Shi has been president of Furman University since 1994. He is the author of several books, including *Facing Facts: Realism in American Thought and Culture, 1850-1920* (1995); *The Simple Life: Plain Living and High Thinking in American Culture* (1985); and, with George B. Tindall, the popular textbook *America: A Narrative History*, now in its sixth edition. Shi's columns and essays appear regularly in newspapers across the country and are heard on South Carolina Educational Radio.

Nina Silber
Boston University

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

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

Manisha Sinha
NEW
University of Massachusetts Amherst

- Secession as Counterrevolution: Proslavery Thought and the Coming of the Civil War
- John C. Calhoun, States Rights' Theory, and Secession
- The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War
- Redefining Democracy: African Americans and the Abolition Movement

Manisha Sinha is associate professor of Afro-American studies and history at the University of Massachusetts, Amherst. She is author of *The Counterrevolution of Slavery: Politics and Ideology in Antebellum South Carolina* (2000) and coeditor of the forthcoming *African Americans: A Documentary History from the Slave Trade to the Twenty-First Century* (2003). At present, she is working on a book on African Americans and the movement to abolish slavery. She has written and lectured widely on southern and African American history.

Sherry L. Smith
Southern Methodist University

- Reimagining Native Americans in the Far West, 1880-1940
- American Indians, the Counterculture, and the New Left

Sherry L. Smith is professor of history and associate director of the Clements Center for Southwest Studies at Southern Methodist University. Her research interests rest at the intersection of western, Native American, and U.S. cultural history, particularly in non-Indians' views of Native Americans and the changing meanings of Indianness in American culture. Her books include *Reimagining Indians: Native Americans Through Anglo Eyes, 1880-1940* (2000), winner of the OAH James A. Rawley Prize, and *The View From Officers' Row* (1990).

Paul R. Spickard
NEW
University of California, Santa Barbara

- December 7 and September 11: Racializing the Other in America's Wars at Home
- The Multiracial Movement and Racial Identity in the United States
- Uncompleted Independence: Creating and Revising Racial Thinking in the United States
- What's Critical About White Studies, and What's Not
- Pacific Islander Americans and Multiethnicity: A Vision of America's Future?

Paul Spickard is professor of history and Asian American studies at the University of California, Santa Barbara. Among his most recent books are: *Racial Thinking in the United States* (in press); *Revealing the Sacred in Asian and Pacific America* (2003); and *Pacific Diaspora: Island Peoples in the United States and Across the Pacific* (2002). His current projects are *Race and Nation, Identity and Power: Comparing Ethnic Systems in Modern World History* and *Foreigners/Americans: Race, Colonialism, and Immigration in American History and Identity*, which retells the story of American immigration in conversation with the race and power perspective of ethnic studies.

Christine Stansell
NEW
Princeton University

- Sex and the City
- Missed Connections: Black and White Women in Politics in Antebellum America

Christine Stansell is professor of history at Princeton University, where she teaches American women's history as well as courses in the Program in the Study of Women and Gender. She has long written about women's history, feminism, sexuality, and cities. Her books are *City of Women: Sex and Class in New York, 1789-1860* (1986), the anthology *Powers of Desire: The Politics of Sexuality* (1984), and *American Moderns: Bohemian New York and the Creation of a New Century* (2000). Her review essays about American history and literature appear regularly in *The New Republic*.

Brenda E. Stevenson
NEW
University of California, Los Angeles

- The Slave Female World of Sally Hemings
- Slave Women and Religion in the Antebellum South
- Interracial Sex and Slave Women's Labor in the Old South
- Images of Diverse Womanhood in Late Twentieth-Century Urban America: The Case of Latasha Harlins, Soon Ja Du, and Joyce Karlins
- Creating an Elite Black Female Intelligentsia: The Case of the Forten Women

Brenda E. Stevenson is professor of history at the University of California, Los Angeles. Her areas of research and publication include African American history centered on slave women and family during the colonial and antebellum eras; she has also written and lectured widely on the southern white family (planters and yeomen), the free black family in the southern and northern United States, and the contemporary African American family, particularly in the urban setting. Her books include *Life in Black and White: Family and Community in the Slave South* (1996) and *The Journals of Charlotte Forten Grimké* (1988). She currently is completing a book on slave women in the southern colonial and antebellum United States and another book on multiethnic female relations in contemporary American society.

Thomas J. Sugrue
University of Pennsylvania

- Race and Rust: The Transformation of the Postwar American City
- The Tangled Roots of Affirmative Action
- Beyond Apocalypse: Rethinking America in the 1960s

Thomas J. Sugrue is Bicentennial Class of 1940 Professor of History and Sociology at the University of Pennsylvania. He is author of *The Origins of the Urban Crisis* (1996), which won the Bancroft Prize and three other prizes—for best book in North American urban history, labor history, and social science history. He is coeditor of *W.E.B. DuBois, Race, and the City: The Philadelphia Negro and its Legacy* (1998), with Michael B. Katz. He is currently writing two books: a history of twentieth-century America and a history of civil rights politics in the North.

Patricia Sullivan
University of South Carolina

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

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

David Thelen
Indiana University

- How Americans Understand and Use the Past
- Individuals, Not Nation States: Rethinking History in a Global Age

David Thelen, professor of history at Indiana University, was editor of the *Journal of American History* from 1985 to 1999.

Athan Theoharis
Marquette University

- Anticipating Espionage, Anticipating Terrorism: The Hidden Unanticipated Costs
- FBI Counterintelligence and the Politics of McCarthyism
- A Culture of Secrecy: The Cold War and the U.S. Intelligence Agencies

Athan Theoharis is professor of history at Marquette University, specializing in federal surveillance policy and, more specifically, the history of the FBI in the post-1932 years. He has written extensively on issues of civil liberties, federal surveillance policy and authority, and secrecy in government, affecting historical research and national politics and institutions. His most recent book, *Chasing Spies* (2002), explores how FBI counterintelligence failures led its officials to promote and sustain McCarthyite politics.

Robert Brent Toplin
University of North Carolina at Wilmington

- Reel History: In Defense of Hollywood

Robert Brent Toplin is editor of film reviews for the *Journal of American History* and the author of several books on film including *Reel History: In Defense of Hollywood* (2002), *Oliver Stone's USA: Film, History, and Controversy* (2000), and *History By Hollywood: The Use and Abuse of the American Past* (1996). He has made numerous appearances as a commentator on film for the History Channel, C-SPAN, and the Turner Classic Movies Channel, and he has served as a principal creator of historical dramas that appeared nationally on PBS Television and the Disney Channel.

Joe William Trotter, Jr.
Carnegie Mellon University

- African American
- Urban
- Labor
- Migration

Joe William Trotter, Jr., is Mellon Professor and chairman of the history department at Carnegie Mellon University. He is also director of Carnegie Mellon's Center for Africanamerican Urban Studies and the Economy (CAUSE); president of the Labor and Working Class History Association (LAWCHA); and a past fellow of the Center for Advanced Study in the Behavioral Sciences. In addition to numerous scholarly essays, he is the author of *Black Milwaukee* (1985); *Coal, Class, and Color* (1990); and *The African American Experience* (2001).

Timothy B. Tyson
University of Wisconsin-Madison

- Robert F. Williams and the "World Black Revolution"
- Deep Rivers: History, Biography, and Political Culture of the Black South
- Nobody Knows the Trouble I've Seen: Redemptive Visions of African American History

Timothy B. Tyson teaches Afro-American studies at the University of Wisconsin-Madison. His *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (1999) won the James Rawley Prize and was cowinner of the Frederick Jackson Turner Prize. He is coeditor, with David S. Cecelski, of *Democracy Betrayed: The Wilmington Race Riot of 1898 and its Legacy* (1998), which won the Outstanding Book Award from the Gustavus Myers Center for the Study of Human Rights. His next book, *Blood Done Sign My Name*, will be published in 2003.

Laurel Thatcher Ulrich
Harvard University

- Well-behaved Women Seldom Make History: From Academe to a Bumper Sticker
- The First, Second, and Last Scenes of Mortality: A Textile Mystery

Laurel Thatcher Ulrich is Phillips Professor of Early American History and director of the Charles Warren Center at Harvard University. She is the author of many articles and books on early American history, including *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812* (1990), which won the Pulitzer Prize. Her latest book is *The Age of Homespun: Objects and Stories in the Creation of an American Myth* (2001).

Wayne J. Urban
Georgia State University

NEW

- A Teachers' Union and/or a Professional Association: The National Education Association in the Twentieth Century
- Internationalizing History of Education: The International Standing Conference for the History of Education
- Contemporary Educational Reform in Historical Perspective

Wayne Urban is Regents' Professor of Educational Policy Studies and professor of history at Georgia State University, where he has been on the faculty since 1971. Recently he served as a Fulbright senior lecturer at the Krakow Pedagogical University in Poland. He is author of *Gender, Race, and the National Education Association: Professionalism and Its Limitations* (2000) and *More Than the Facts: The Research Division of the National Education Association, 1922-1997* (1998); editor of *Exceptionalism and Its Limits: Essays in the History of Twentieth-Century Education* (1999); and coauthor of *American Education: A History* (1996, 2000), among other works.

William L. Van Deburg
University of Wisconsin-Madison

NEW

- Before Pulp Fiction: Illustrating Slavery in Antebellum Popular Culture

William L. Van Deburg is professor of Afro-American studies at the University of Wisconsin-Madison. A faculty member there since 1973, he teaches courses that focus on slavery and racism, historiography and popular culture, and black nationalism and the Black Power movement. He is author most recently of *Black Camelot: African-American Culture Heroes in Their Times, 1960-1980* (1997) and *New Day in Babylon: The Black Power Movement and American Culture, 1965-1975* (1992), and editor of *Modern Black Nationalism: From Marcus Garvey to Louis Farrakhan* (1997). Currently he is completing a study of social banditry in black American culture.

Maris A. Vinovskis
University of Michigan

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

A recipient of numerous grants, awards and fellowships, and author of several books, essays, and articles, Maris Vinovskis is a leading authority on U.S. social and family history. His most recent books include *History and Educational Policymaking* (1999) and *Revitalizing Federal Education Research and Development* (2001).

Mike Wallace
John Jay College of Criminal Justice, City University of New York

- History of New York City

Mike Wallace, coauthor of the Pulitzer Prize-winning *Gotham: A History of New York City to 1898* (2000), is Distinguished Professor of History at John Jay College of Criminal Justice, City University of New York, where he has taught since 1971. He is also director of the Gotham Center for New York City History at the CUNY Graduate School <http:www.gothamcenter.org>. He is now working on the second volume of *Gotham* which will carry the story through the twentieth century. Founder, copublisher, and coeditor of the *Radical History Review*, Wallace has also served as consultant for Ric Burns's documentary on New York.

Brian Ward
University of Florida

NEW

- Radio and the Southern Civil Rights Movement
- WENN's Push Came to Shove: Revisiting Birmingham's Civil Rights Movement With an Ear to the Radio
- "By Elvis and all the Saints": Images of the American South in the World of British Popular Music in the 1950s
- Get Back: The Beatles, Race, Religion, and the American South

Brian Ward teaches southern and African American history at the University of Florida. His publications include *Just My Soul Responding: Rhythm and Blues, Black Consciousness and Race Relations* (1998) which won the OAH James A. Rawley Prize and an American Book Award from the Before Columbus Foundation, among other awards. He has just completed a book on the links between radio and the southern black freedom struggle and is embarking on two new projects: a history of the Southern Regional Council and an exploration of the connections between British popular music and the American South.

Susan Ware
Harvard University

- Amelia Earhart and the Search for Modern Feminism
- Notable American Women: An Editor's Perspective on Twentieth-Century American Women's History
- Mary Margaret McBride and the History of Talk Radio

Susan Ware is currently the editor of volume five of *Notable American Women*, under preparation at the Schlesinger Library, Radcliffe Institute for Advanced Study, Harvard University. Her research interests include twentieth-century American history and the history of American women, as well as biography. She has published books on women in the New Deal and the 1930s, biographies of Molly Dewson and Amelia Earhart, and a women's history anthology.

Jannelle Warren-Findley
Arizona State University

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

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

Harry L. Watson
University of North Carolina at Chapel Hill

NEW

- Various topics

A native of Greensboro, North Carolina, Harry L. Watson is professor of history and director of the Center for the Study of the American South at the University of North Carolina at Chapel Hill, where he has taught since 1976. His publications have explored the influence of social change and conflict on Jacksonian politics. He is currently at work on a history of the United States. He is interested in the cultural and intellectual problem of constructing a synthetic history of the nation that focuses on the public sphere, does justice to neglected groups and the social history of the last generation, and does not sacrifice its narrative coherence to the elusive ideal of "inclusiveness."

Elliott West
University of Arkansas

- A War of Dreams: Indians, Whites and the Struggle for the Great Plains
- Growing Up Western: Childhood on the Frontier
- The Great Plains: America's Meeting Ground
- Selling the Dream: The West in Advertising
- Bison R Us: The Buffalo as American Icon

Elliott West, Distinguished Professor of History at the University of Arkansas, is a specialist in the social and environmental history of the American West. He has twice been chosen as his university's teacher of the year and is the author of five books, including *Growing Up With the Country: Childhood on the Far Western Frontier* (1989); *The Way to the West: Essays on the Central Plains* (1995); and *The Contested Plains: Indians, Goldseekers and the Rush to Colorado* (1998), winner of the Francis Parkman Prize and the OAH Ray Allen Billington Prize, among others.

Francille Rusan Wilson
University of Maryland

NEW

- The Segregated Scholars: Black Social Scientists and the Creation of Black Labor Studies
- "No Crystal Stair": Black Women's Work in America, 1619-1999
- The First Lady of Colored America is a Lawyer: Popular Representations of Race Women, 1920-1960
- "A New Day for the Colored Woman Worker"?: Recovering the Lost Generation of Black Female Social Scientists, 1915-1940
- "But Some of Us Are Brave": Coloring Women's History and Engendering African American Studies

Francille Rusan Wilson is associate professor of African American studies at the University of Maryland-College Park. She is a labor and intellectual historian whose current research examines the intersections between black labor movements, black social scientists, and black women's history during the Jim Crow era. Her forthcoming book, *The Segregated Scholars: Black Social Scientists and the Creation of Black Labor Studies, 1890-1950*, examines three generations of scholar-activists, and her biography-in-progress of lawyer and economist Sadie T. M. Alexander investigates representations of black women workers and the impact of racism and sexism on black women in male professions in the early twentieth century.

Allan M. Winkler
Miami University
(Unavailable 2003-2004)

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

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

Bertram Wyatt-Brown
University of Florida

- Terror in America: Honor and Assassinations
- Honor Societies in World Politics: Past and Present Perils of American Misunderstanding
- The Code Duello in the Old South
- Southern Writers and Alienation
- O. Henry: The Little Shopping Girl's Sad Knight

Past president of the Southern Historical Association, Bertram Wyatt-Brown has won teaching awards at Case Western Reserve University and the University of Florida and has appeared in television documentaries for Discovery, A&E, and PBS. His books include *The Shaping of Southern Culture: Honor, Grace and War, 1760s-1880s* (2001) and *Hearts of Darkness: Wellsprings of a Southern Literary Tradition* (2003).

Mary E. Young
University of Rochester, Emeritus

- U.S.-Indian Relations
- Cherokee Indians

Author of *Redskins, Ruffleshirts, and Rednecks: Indian Allotments in Alabama and Mississippi, 1830-1860* (1961), Mary Young is currently writing on the removal of the Cherokees from the perspectives of the federal government, the surrounding states, missionaries, and the Cherokee Nation, with a particular interest in nonviolent conflict resolution on the Indian frontier.

Judy Yung
University of California, Santa Cruz

NEW

- Unbound Feet: A Slide Show on Chinese American Women's History
- Giving Voice to Chinese American Women Through Oral History
- Carved in Silence: Poetry and History of Chinese Immigrants at Angel Island
- "A Bowlful of Tears": Chinese Women's Immigration Experience at Angel Island
- Coping With the Depression: Chinese American Women in the 1930s

A second-generation Chinese American born and raised in San Francisco Chinatown, Judy Yung is currently professor of American studies at the University of California, Santa Cruz. Her publications include, most recently, *Unbound Feet: A Social History of Chinese Women in San Francisco* (1995) and *Unbound Voices: A Documentary History of Chinese Women in San Francisco* (1999).

OAH Distinguished Lecturers by Topic

African American
- Ira Berlin
- Richard J. M. Blackett
- David W. Blight
- T.H. Breen
- Dickson D. Bruce, Jr.
- Lonnie G. Bunch
- Jon Butler
- Clayborne Carson
- William H. Chafe
- William Cheek
- John Dittmer
- Laura F. Edwards
- Paul Finkelman
- Lawrence J. Friedman
- George Fredrickson
- Kenneth W. Goings
- Stephen Hahn
- Wanda A. Hendricks
- Darlene Clark Hine
- Michael K. Honey
- James O. Horton
- Tera W. Hunter
- Jacqueline Jones
- Wilma King
- Clifford M. Kuhn
- Steven F. Lawson
- Chana Kai Lee
- Gerda Lerner
- Earl Lewis
- Leon F. Litwack
- James H. Madison
- Waldo E. Martin, Jr.
- Wilson J. Moses
- Nick Salvatore
- Todd L. Savitt
- Stephanie J. Shaw
- Manisha Sinha
- Christine Stansell
- Brenda E. Stevenson
- Thomas J. Sugrue
- Patricia Sullivan
- Joe William Trotter, Jr.
- Timothy B. Tyson
- Brian Ward
- William L. Van Deburg
- Francille Rusan Wilson

Agricultural/Rural
- Peter Coclanis
- Richard S. Kirkendall

Asian American
- Roger Daniels
- Alice Yang Murray
- Gary Y. Okihiro
- Judy Yung

Biography
- Clayborne Carson
- William Cheek
- Blanche Wiesen Cook
- Candace Falk
- Lawrence J. Friedman
- Steven F. Lawson
- Chana Kai Lee
- Elisabeth I. Perry
- Nick Salvatore
- Timothy B. Tyson

Business/Economic
- Peter Coclanis
- Lizabeth Cohen
- Nancy A. Hewitt
- Richard S. Kirkendall
- Thomas K. McCraw
- Malcolm Rohrbough

Civil War and Reconstruction
Jean Baker
Ira Berlin
Richard J. M. Blackett
Martin H. Blatt
David W. Blight
Edwin G. Burrows
Michael Fellman
George Fredrickson
Gary W. Gallagher
Steven Hahn
Michael F. Holt
James O. Horton
Tera W. Hunter
Harold Hyman
Mary Kelley
Wilma King
Peter Kolchin
David Montgomery
George C. Rable
Nina Silber
Manisha Sinha
Bertram Wyatt-Brown

Colonial and Revolutionary Era
Lance Banning
Ira Berlin
T.H. Breen
Dickson D. Bruce, Jr.
Edwin G. Burrows
Jon Butler
Edward Countryman
Alison Games
Christine D. Heyrman
Heather Huyck
Linda K. Kerber
Karen O. Kupperman
Jill Lepore
Gloria Main
Mary Beth Norton
Jack Rakove
Marcus Rediker
Laurel Thatcher Ulrich

Crime
Joan Jacobs Brumberg
Anne J. Butler
Elliott J. Gorn
Roger Lane
Suzanne Lebsock

Depression and World War II Era
Alan Brinkley
Alice Yang Murray
Roger Daniels
Lawrence J. Friedman
Elliott J. Gorn
Susan M. Hartmann
Darlene Clark Hine
David Kennedy
Leon F. Litwack
James H. Madison
Elisabeth I. Perry
Vicki L Ruiz
Patricia Sullivan
Allan M. Winkler
Judy Yung

Early Republic and Antebellum Period
Lance Banning
Stephen Aron
James M. Banner
Dickson D. Bruce, Jr.
Edwin G. Burrows
Peter Coclanis
Edward Countryman
Ellen Carol DuBois
Paul Finkelman
Joanne B. Freeman
Joan D. Hedrick
Mary Kelley
Linda K. Kerber
Wilma King
Gloria Main
Maeva Marcus
Robert E. May
David Nord
Peter S. Onuf
Lewis Perry
Stephanie J. Shaw
Manisha Sinha
Christine Stansell
Brenda E. Stevenson
Laurel Thatcher Ulrich
William L. Van Deburg

Education
William Cheek
Thomas G. Dyer
Stanley N. Katz
Daniel J. Kevles
Ann J. Lane
James W. Loewen
Jeffrey E. Mirel
James T. Patterson
Elisabeth Perry
Rosalind Rosenberg
Wayne J. Urban
Vicki L. Ruiz

Environment
Patricia Nelson Limerick
Gunther Peck
David E. Shi
David L. Fixico
Virginia Scharff

Family and Childhood
Jean Baker
Joan Jacobs Brumberg
Nancy F. Cott
Philip J. Deloria
Linda Gordon
Wilma King
Gloria Main
Sally G. McMillen
Maris Vinovskis
Elliott West

Film and Television
Paul M. Buhle
Robert Brent Toplin

Gender and Sexuality
David Allyn
Eileen Boris
William H. Chafe
John D'Emilio
Estelle B. Freedman
Matt Garcia
Helen Lefkowitz Horowitz
Ann J. Lane
Joanne Meyerowitz
Stephen Nissenbaum
Mary Beth Norton
Peggy Pascoe
Gunther Peck
Christine Stansell

Immigration and Ethnicity
Paul M. Buhle
Albert Camarillo
Mary Marshall Clark
Roger Daniels
Candace Falk
Donna Gabaccia
Matt Garcia
David Goldfield
Kerby A. Miller
Jeffrey E. Mirel
Gunther Peck
David R. Roediger
Paul R. Spickard
Judy Yung

Intellectual
David W. Blight
Blanche Wiesen Cook
Candace Falk
Donald L. Fixico
George Fredrickson
Lawrence J. Friedman
Stanley N. Katz
Mary Kelley
Linda K. Kerber
Daniel J. Kevles
Chana Kai Lee
Lawrence W. Levine
Nelson Lichtenstein
Wilson J. Moses
Lewis Perry
Francille Rusan Wilson

International
Thomas Bender
Surendra Bhana
Richard J.M. Blackett
Peter A. Coclanis
Blanche Wiesen Cook
Gary Dorrien
Don H. Doyle
Ellen Carol DuBois
Lawrence J. Friedman
Donna Gabaccia
Alison Games
Nancy A. Hewitt
Joan Hoff
Akira Iriye
Stanley N. Katz
Clifford M. Kuhn
Karen O. Kupperman
Thomas K. McCraw
Kerby A. Miller
Douglas Monroy
Wilson J. Moses
Alice Yang Murray
Gunther Peck
Lawrence N. Powell
Marcus Rediker
Malcolm Rohrbough
Brian Ward
Jannelle Warren-Findley
Bertram Wyatt- Brown

Labor
Eileen Boris
Paul M. Buhle
Candace Falk
Joshua B. Freeman
Tera W. Hunter
Jacquelyn D. Hall
Nancy A. Hewitt
Michael K. Honey
Jacqueline Jones
Alex Lichtenstein
Nelson Lichtenstein
James W. Loewen
David Montgomery
Gunther Peck
David R. Roediger
Joe William Trotter, Jr.
Francille Rusan Wilson

Latino/a
Albert Camarillo
Neil Foley
Matt Garcia
Virginia Sanchez Korrol
Douglas Monroy
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