



# Newsletter

Volume 30, Number 2 • May 2002

## From the President

### Executive Order Undermines Democracy

Ira Berlin

If a nation is only as good as its history, its history is only as good as the sources from which it is written. The central role of history in a democratic society and the importance of full access to the records of the past has never been clearer than in the controversy that now rages over the Presidential Records Act of 1978.

A product of the Watergate Crisis, the Presidential Records Act had its origins in Richard Nixon's attempt to privatize and presumably destroy the records of his presidency. Congress intervened and enacted legislation that placed Nixon's records in the hands of the General Services Administration, the parent organization of the National Archives. Subsequently, Nixon sued and, in the Supreme Court, lost. In a footnote, the Court's majority declared that the ownership of the president's papers was a yet unsettled question.

In 1978, Congress seemingly settled that matter with the passage of the Presidential Records Act, which declared that "the United States shall reserve and retain complete ownership, possession, and control" of the president's records. While the act had its origins in post-Watergate concerns about executive usurpation, it also reflected the demands of the American people for political transparency and openness in government. Specifically, the legislation provided that when the president and vice-president leave office, their papers would be transferred to the National Archives. After five years, during which the records would be processed, access would be subject to requests made under the Freedom of Information Act, and after twelve years they would be open to the public. Some exceptions were made for records that address questions of national security, trade, and other matters relating to advice given to the president in confidence. The legislation was signed by Jimmy Carter and went into effect under his successor, Ronald Reagan. By law, the records of the Reagan presidency were to be opened in 2001.

Last November, just as the National Archives was preparing to release a small portion of the records of the Reagan administration, President George W. Bush issued Executive Order 13233. The order challenges both the spirit and, I believe, the letter of the Presidential Records Act, reversing the commitment to open access. It gives former presidents and their assignees—seemingly in perpetuity—the right to prevent the release of presidential papers. It also allows a sitting president to block the release of a former president's records, even after that former president has signaled his approval. It requires that those who challenge the action of either a former president or the sitting president seek redress in court.

President Bush's action was immediately challenged by the late Hugh Davis Graham and Stanley Kutler, both historians with a long-standing commitment to open access. They were soon joined by a host of others,

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### Working With Lawyers: A Historian's Perspective

Brian W. Martin

One recent Saturday morning during the frenzied preparations for an upcoming trial, an attorney I work with mentioned that she had my home phone number posted on her kitchen cabinet. We both chuckled at the image of a historian listed alongside the plumber or pediatrician as a provider of indispensable emergency services. "Everyone should be able to reach their historian at a moment's notice!" This was a rare and humorous moment in my nearly two decades at History Associates Incorporated (HAI), where my academically-trained colleagues and I provide a range of historical services including conducting historical research for litigation.

During that time I have seen lawyers increasingly seek out professional historians from firms like HAI as well as the academy to help them address historical issues in a variety of legal matters. Some of these cases, like the recent spate of legal actions involving Holocaust assets, are high-profile disputes where historians play prominent roles. In many other cases, lawyers call on historians to perform such tasks as documenting the origin and meaning of an arcane phrase used in a disputed contract or finding out who dumped what, where, and when on a contaminated industrial site. No matter how searing the public spotlight, or obscure the historical question, historians working as experts in legal matters engage in a

See Martin / 4 ►

## Scenes from the 2002 OAH/NCPH Annual Meeting



Three OAH presidents (left to right), Leon F. Litwack (1986), Ira Berlin (2002), and John Hope Franklin (1974), share a moment together this past April at the 2002 OAH Annual Meeting in Washington, DC. (OAH staff photos by Ray Lohne)



Diane Vecchio (Furman University), Richard Altenbaugh (*History of Education Quarterly*), and David Dixon (Slippery Rock University) take a break between sessions at the meeting.



A delegation from SUNY Brockport pause to catch their breath between attending the festivities at Thursday's Regional Receptions.



Darlene Clark Hine and John Hope Franklin meet after the plenary session Saturday evening honoring six decades of Franklin's prolific career.

Turn to page 13 for more scenes from the meeting. ►

Inside: 2002-2003 OAH Distinguished Lectureship Program

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ORGANIZATION OF AMERICAN HISTORIANS

## OAH Newsletter

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# Rethinking the Survey Course

David Trask

Because the history survey course provides many students with the last formal opportunity for historical study and significantly aids in the construction of much of what the public knows about the past, it plays a fundamental role in the history profession. Despite this importance, however, survey courses can be a frustrating experience for both students and teachers. Students, for instance, remember the survey as an unsatisfactory narration of countless events, spanning centuries of time, and vast, unfamiliar, regions of the globe. As a result, their memory of the experience is often linked to the instructor's enthusiasm for the subject or, as is many times the case, the teacher's idiosyncrasies. Faculty experiences are not that different. The frustrations of students, seemingly faced with a blizzard of facts, is matched by faculty concern about the inability or unwillingness of students to grapple with the foundational knowledge that makes up the historical record. On a higher level, instructors worry about the failure of students to move beyond the "facts" and to think historically by putting material together in meaningful ways and connecting events with broader, more abstract questions.

The situation outside the classroom is not much better. The survey course seems to be in the paradoxical position of being central to departmental activity, yet on the periphery of institutional and professional concern. This article seeks to explore this position further by first delving into the reasons for the paradox through an exploration of the theoretical issues surrounding specialization and generalization, and then suggesting areas where improvement is needed, especially concerning the professional status of community college historians who spend the bulk of their time teaching survey courses.

## The Paradoxical Position of the Survey Course

The introductory history course occupies a paradoxical place in history departments in the United States. At four-year colleges and universities it is both the most central and the most peripheral activity of department members. Centrality is assured because these courses consume much of the classroom time spent by historians, generate the bulk of full-time equivalent student enrollments—which underwrite the overall package of departmental activities—and represent the totality of postsecondary exposure to historical study for most students. Functionally, it would seem to be the more central course offering, but since survey teaching faculty are in a profession dedicated to specialization, not generalization, it appears to remain on the fringe.

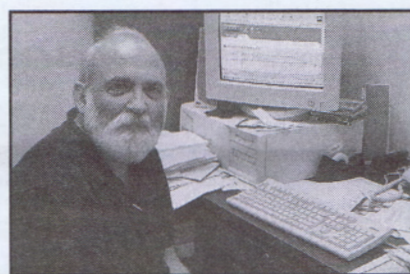
Specialized study involves the examination of a narrowly defined body of evidence and the extraction from that evidence of clearly defined conclusions that seem to be true for that time and place. The goal of this activity, when operated under the aegis of "science," is the accurate recreation of a particular part of history, a brick in the overall structure of "what we know about the past." From this perspective, survey courses—which often cover centuries—cannot be accurate because they are too far removed from the evidence of the past and make broader generalizations than those warranted by the bounded study of specialists. Matters relating to cause and effect, worldview, or context, cannot be presented in a highly discriminatory fashion. Although the winnowing process occurs (or ought to) within the context of a set of organizing principles, the resulting course is vulnerable to the accusation that it is a watered-down, if not misleading, version of "true" historical findings.

Survey courses have also come under fire for being built on generalizations that only reflect the perspectives and experiences of a mere portion of the population under study, often neglecting the achievements and perspectives of women and ethnic groups as well as non-elite whites. Critics hold that these "master narratives" legitimate the power positions of upper classes and act as part

of their control mechanism over the rest of society (1). This position—coupled with the belief of some scholars that any attempt to represent the past is by its nature a misrepresentation—leaves the survey course in the untenable position of being built on methodology that has little support within the preferred paradigms of the history profession. This does not have to be the case, however, and with the resolution of certain issues, the survey course can once again move to the forefront of both the class and the profession.

## Resolving the Issues

The first step in resolving the issues surrounding the survey course is to end its status as a derivative activity in a profession whose members frequently have other fish to fry. The survey course should be regarded as a separate specialty because of three interrelated factors: (a) it addresses a different audience—the general public instead of fellow historians or history majors; (b) it makes different kinds of generalizations from those appropriate for narrow fields of study; and (c) it requires a careful reading of current trends in society in addition to adherence to professional standards of inquiry. In other words, it contains different kinds of tensions from those that characterize other activities within the profession and requires



Trask

perspectives and experiences which are both outside of and in addition to archival study.

**Audience.** The teacher of the introductory history course looks outward from the profession to a public which possesses different intellectual frameworks and priorities. When historians write for each other, they start from a shared interpretative and methodological base. Students, on the other hand, bring to the class a body of knowledge developed outside the groves of academe and, for that reason, cannot be expected to readily learn history in the same way as historians. This issue extends beyond debates about the quantity of historical information that students bring—they often do not possess the same starting point, in terms of perspectives or experience, to make sense of the historical data in a scholarly way. Furthermore, because most students in introductory courses will not take upper-level history courses, instruction cannot be predicated on the assumption that the course only needs to present a part of the picture, with the expectation that students will acquire the rest of their historical perspective at a later time. In other words, the intellectual structures of historical study must be a deliberate feature of the course—not part of the assumed background.

**Generalizations.** Faculty in introductory courses have to organize their presentations around generalizations that are different in at least two ways from those often used by professional historians. First, although historians arrive at generalizations at the end of a period of research and thought, these conclusions are presented to survey students as the starting point to a topic with which the student is largely unfamiliar. Because of this discrepancy, the information presented to students simply looks like more of the same unsupported pronouncements that permeate public discourse. From the outset, students need to learn how historians reach their conclusions, as well as how to use evidence so that they may reach conclusions of their own.

Second, historians need to rethink these generalizations in relation to the purpose of the course. Should the course be a basic survey of past events, or should it help students to acquire the analytical tools needed to make sense of the past? Adoption of the second approach transforms introductory course instruction into a separate professional specialization. As long as history departments evaluate survey instruction solely within a traditional framework, it is not markedly different from upper level courses—except in that serious survey course instruction is virtually impossible because of the breadth of knowledge needed to teach it. Survey courses require material drawn from many more specializations than are required to defend a dissertation or for the successful completion of a doctoral program. As such, a presentation of the "best" recent findings of the historical community will not convey the necessary historical perspective to first-year students.

In contrast, instructors must learn how to develop generalizations or approaches that have heuristic rather than purely "truth" value. Suitable generalizations open inquiry into a topic, rather than close off a conversation after a period of study. They can consist of questions for further study or thesis statements examined for their validity. Such generalizations represent a starting point for

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the study of a historical issue and help lead to a conclusion that is historically sound. In between, students should be exposed to thought processes that let them know how they reached their conclusions and what they concluded. Experienced introductory course instructors already know this—new instructors usually have to find this out on their own. If the distinction between generalization for the history profession and generalization for students is not recognized as valid, instructors may feel that the process of developing heuristic generalizations represents their drifting away from the central tenets of historical study. Instead, they are opening up the possibility of greater historical understanding for their students.

**Knowledge of Current Cultural Trends.** In addition to all of the training expected of historians, specialists in introductory teaching need an awareness of the world outside the profession and expertise in connecting the two worlds in ways that enlighten the public, while fairly and accurately representing the perspectives and activities of historical study. This awareness includes knowing not only what students think about, but also how they process information. For example, in survey courses historians introduce their students to ideas, events, and people that are oftentimes completely new. What previous experiences do students bring to their understanding of these issues? Analysts concerned with literacy and the impact of popular culture note that with the decline of reading, students bring less "book knowledge" to the classroom. Consequently, as they try to find examples in their own world to relate to historical material presented, they are more likely to use images and rhetoric from television and advertisements than material from novels or newspapers. The goal of the instructor should be to find ways to offer a course that understands the world of students,

## ▼ Berlin / From 1

including both Republican and Democratic members of Congress, dozens of journalists, and the leaders of numerous scholarly and civic associations. On 7 December, I, along with the executive directors of the American Historical Association, the National Coordinating Committee for the Promotion of History, and the American Society of Newspaper Editors; the presidents and past presidents of the Society of American Archivists and the American Political Science Association, and others, met with Brett Kavanaugh, the associate counsel to the president, at the White House. Mr. Kavanaugh was polite and cordial, but firm in his judgment that Executive Order 13233 merely implemented the Presidential Records Act and did nothing to subvert its intent.

While I certainly appreciated the counsel's courtesy, I strongly disagree with the judgment. The OAH—along with numerous other historical and archival associations, journalists, and civic groups—has since joined the Public Citizens Litigation Group in a lawsuit to reverse the order. We are encouraged by the plans of Democratic Representative Henry Waxman and Republican Representative Steven Horn to introduce legislation that would have a similar effect. But we are also aware that since September 11, the nation's concerns lie elsewhere.

Still, the importance of the success of these actions cannot be overemphasized, and I am delighted to find historians in the forefront of the fight to secure open access. It is fitting and it is right. I deeply appreciate the work of professors Graham and Kutler in taking the lead in these events—they understood early the significance of this matter both to American democracy and to the historical enterprise. I urge you to write both President Bush and your congressional representatives, entreating them to reverse a decision that threatens both American democracy and the writing of its history.

In assuming the presidency of the Organization of American Historians, I had hoped to speak to matters concerning the teaching of American history and the role of history in the curriculum, the status of historians in the various venues in which we work, the changing nature of historical scholarship, and the relationship of the OAH to all of these matters. I hope to do so in the future, but for now, this critical matter at the intersection of politics and scholarship must take precedence. □

## ▼ Martin / From 1

serious and intellectually challenging business.

Because both the law and history encompass the full range of human experience, the variety of historical issues that may arise in a legal setting is conceivably just as broad. In my experience, however, much of the work for historians in this arena involves complex civil matters where institutional parties have substantial monetary or strategic interests at stake. An exception to this trend has been a series of criminal cases where public defenders have sought out our expertise to reconstruct the wartime experiences of veterans charged in capital cases. Although we ultimately work for a client, we work with their attorneys.

Historians and lawyers share a common professional interest in stories and evidence. While historians are certainly susceptible to our passions and perspectives, we are not advocates in the legal sense, but rather strive to uncover and sift through surviving evidence of the past to carefully piece together stories about what happened. Attorneys are professionally obligated to advocate for their clients' interests by telling stories that are built on and constrained by the evidence of past events. It is the historians' dedication to careful scholarship, vigilant pursuit of professional detachment and skepticism, and reputation for clear and engaging presentation that lawyers value most regardless of what role we play as experts.

Attorneys typically retain historians as either consulting or testifying experts. The obvious distinction between these two roles is that testifying experts participate directly in the legal process, while consulting experts work behind the scenes gathering evidence, educating counsel, identifying testifying experts, or evaluating the facts supporting the legal strategies presented in the case. Underlying this role differentiation are rules of procedure that govern attorney/client and work product privilege, and evidence disclosure and discovery. These rules vary from jurisdiction to jurisdiction. In general, consulting experts work under the umbrella of attorney/client privilege and, as a result, their work—communications with colleagues and counsel, work products, notes, and in some circumstances the evidence collected—is protected from discovery by the adversary. In contrast, the work of a testifying expert is usually open to examination by the adversary during the process leading up to and including testifying in court.

In either role, the legal system provides incentives for both attorneys and historians to preserve the expert's objectivity. Lawyers want their consulting historians, working under the privilege doctrine, to aggressively search out evidence to compile the most complete stories regardless of how that information might support or counter the client's interests. They do not want to be surprised by factual evidence introduced in court and need to evaluate their legal strategies based on the most complete understanding of the facts. Historians who fail to find key evidence which the ad-

versary then presents in court can cost the client a legal victory or the added expense of an unnecessary trial and, in the process, diminish their own professional reputations and business prospects. Testifying historians who present opinions that run counter to the historical evidence, or are obviously biased, not only damage their own integrity, but also jeopardize the very interests the attorney is obligated to protect.

While both consulting and testifying historians must demonstrate a high level of professional expertise, their roles typically emphasize different capabilities. Consulting historians are usually hired for their investigative and analytical skills—serving as historical detectives who are able to efficiently navigate both the courthouse basement and the World Wide Web. The ability to develop, execute, and report on a focused and systematic research plan is crucial to the consulting historian. When selecting a testifying historian, lawyers look for exceptional presentation skills and professionally recognized mastery of the particular subject matter. In both cases, attorneys tend to look for a historian with experience doing history in a legal setting as well as personal compatibility with the legal team.

If the numbers of historians working as experts in legal matters have increased in the past two decades, it is

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still hardly a growth industry. There are a few private firms with professional historians who support attorneys primarily as consulting experts. These historians capitalize on their exceptional knowledge of a wide range of archival sources and the process of conducting historical research. While the educational background and professional experience of some of these individuals may qualify them to testify in certain instances, much of their consulting work remains confidential. Testifying historians most often come from the academic ranks where their specialized knowledge catches the attention of attorneys dealing with legal issues related to a particular field of study. Unless a historian's specialization becomes central to an expanding area of litigation, it is unlikely that they will have more than an occasional opportunity to testify. As a business, historical research for litigation serves a niche market that values the skills necessary to conduct efficient research or subject matter expertise linked to particular legal disputes.

The business relationship between expert historians and attorneys entails certain practical considerations including defining a scope of work, establishing billing arrangements, and actually performing the work on time and within budget. These details should be addressed in writing as part of a retention agreement. Such agreements may be as informal as a proposal submitted by the historian delineating the scope of work, estimated costs, and terms and conditions of payment and a corresponding written authorization from the attorney. Lawyers engaging a testifying historian will usually only want a minimal written record of the transaction. In other instances,

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# Focus on *Teaching*

## Training the Next Generation of Elementary Teachers in the History Survey Class: Problems and Possibilities

Russell Olwell

Of all groups that teach history in our education system, those that teach elementary school (K-5) receive the least training in history-specific pedagogical methods and the content of history. At my own institution, well-known as a teachers' college, elementary education students might take only a single history class in over four years of instruction, depending on how they fulfill their general studies requirements. These students have a separate class treating math, science, and reading methods, but history and social studies are integrated into a generic curriculum class.

This pattern can be seen nationwide. In a 1993 study, Linda Bennett found that only 65 percent of National Council for Accreditation of Teacher Education [NCATE] accredited colleges and universities require history classes of future elementary teachers. A slightly greater proportion (71 percent) require a course to help students learn methods of teaching history and social studies. This study does not include the majority of teacher preparation programs, and therefore it might actually overstate the amount of preparation elementary teachers receive in history (1).

Studies of elementary teachers in the classroom reveal that many elementary educators are ill-prepared to take on the methodological challenge of teaching history to young people. Researchers have found that most student teachers lack historical thinking and writing skills (2). Even experienced teachers may have difficulty with historical instruction. Timothy Slekar reports that elementary teachers often simply repeat the direct instruction methods by which they had been taught history themselves, rather than constructing student-centered classrooms (3).

School reform efforts have not helped to make elementary history teaching more important. Calls for greater emphasis on math, science, or reading instruction have a direct impact on social studies and history instruction—by eroding the time and energy available for the latter. As most elementary teachers have their children for several subjects per day, to increase time allocated to one is to decrease attention devoted to another, and social studies and history instruction have been easy to ignore when teachers are under testing pressure to improve math and reading scores. The recently passed federal law mandating third through eighth grade annual reading and math testing will only make this situation more grim for teachers, whose schools face a loss of federal funds if scores do not reach a set level.

As a history professor involved in curriculum reform efforts in history and social studies in our community, I consistently have been struck by the disconnect between the high interest elementary education teachers and students have in history, and the small amount of time that is devoted to the subject in their curricula. With pressure from our provost to reduce the number of credit hours to graduate, however, there was little chance of mandating even one more history class for elementary education majors. I examined what we could do as a department with the single class elementary education students were required to take—most often, the first half of the U.S. survey class.

### Creating a class specifically for future elementary educators

My task in creating a special section of History 123 (U.S. to 1877) was made considerably easier by efforts to retain freshman students at Eastern Michigan University (EMU). My class became part of a Freshman Interest Group (FIG), in which twenty-five students—all of whom professed an interest in elementary education—formed part of my course and took three other classes together. To this, I added twenty-five more students, who did not necessarily wish to major in elementary education, but

schedule for the class, curtailing our discussions of the Civil War and Reconstruction.

Many of the students, however, found great value in the class. Some pointed to the Internet assignments we did together in the computer laboratory, using web sites such as *Africans in America* and *Valley of the Shadow*. Others enjoyed learning about the children's books available for use in the classroom. Rebecca Sipe, an English professor, visited the class to talk about using writing in the history classroom, which many students found valuable. The constant shifting of class activities, which some non-education majors found annoying, was enjoyable

to other students who appreciated a change of pace from the lecture-oriented format. Finally, education students appreciated the resources explored in the class, and the ideas on how to get material across to their future students.

### Studies of elementary teachers in the classroom reveal that many elementary educators are ill-prepared to take on the methodological challenge of teaching history to young people.

were willing to stay in a class that might not apply to their future vocational goals.

I tried to design the class to involve several factors. First, I wanted to model in-class activities that would engage student learning. Second, I sought to show students some of the resources, such as children's literature, that could be used in the elementary classroom. Third, I aimed to teach an in-depth course, so students would possess a deeper knowledge of a smaller number of subjects than a standard survey class might address.

Each week, students were assigned readings from David Brion Davis and Steven Mintz's *Boisterous Sea of Liberty*, an excellent collection of primary sources from 1492 to 1865. Classes were devoted to a short lecture giving an overview of the period, and then to activities involving primary sources, resources for teaching, or discussion. Students took a map quiz early in the term, and graphic organizers were provided to help them take notes in lecture.

Students gave presentations on some aspect of history we covered that was of interest to them, and they created a display to show their classmates their findings. This class also had an academic service-learning component in which my students served as mentors to students from a local sixth-grade class that twice visited EMU to learn how to use the library.

### Results of the class

Trying to accomplish all of the above goals did not work smoothly. First, students were confused that I used a primary source reader as the primary text. Without some comfort in the use of primary sources, many students longed for a traditional textbook to give them a structure for the class. Second, many students—particularly non-education majors—found the in-class learning activities useless. One student expressed disappointment that these activities curtailed the time available for lectures and explanations of the material. The service-learning experience, though fun and educational, cut into an already tight

### Conclusion

What can we do in our survey classes to better prepare future elementary teachers? First and foremost, all of our students in survey classes need to be researching, writing, analyzing and constructing historical accounts and narratives. If students do not see active learning in their college history classes, they will likely have no model of how to do it in their own classrooms. Second, students need to learn about the variety of historical resources available, from primary documents to Internet sites, so that they will be able to locate high quality materials for future curriculum development. Third, teaching in survey classes needs to address higher-level historical thinking. Without this, students will continue to teach history as a disconnected group of facts, leading to little improvement of K-12 history instruction. Finally, students in survey classes need to be given choices of projects and assessments that reflect their future career—whether as an elementary teacher, an interior designer, or an electrical engineer. This will help them take ownership of the class material, and give them experience in lower-level history classes that will help them, no matter what their major. □

### Endnotes

- (1) Linda Bennett, "Social studies in the preparation of elementary school teachers," *International Journal of Social Education*, 7 (Winter 1993): 76-80.
- (2) Chara Haeussler Bohan and O. L. Davis, Jr. "Historical Constructions: How Social Studies Student Teachers' Historical Thinking is Reflected in their Writing of history," *Theory and Research in Social Education*, 26 (Spring 1998): 173-97. Peter Seixas, "Student Teachers Thinking Historically," *Theory and Research in Social Education*, 26 (Summer 1998): 310-341.
- (3) Timothy D. Slekar, "Epistemological entanglements: preservice elementary school teachers' apprenticeship of observation' and the teaching of history," *Theory and Research in Social Education*, 26 (Fall 1998): 485-507.

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

## ▼ Martin / From 4

a lawyer may require a formal contract including extensive legal provisions governing the relationship.

Defining the historical issues in the case, the parameters of the investigation needed to address those issues, and how the historian will present his or her findings is essential for a common understanding of the work to be done. As the project progresses, all of these elements will likely evolve either based on the historian's research findings or shifts in legal strategy. These changes will also require revisions to cost estimates and schedules. Clear communication regarding these adjustments goes a long way toward ensuring a successful business transaction and a pleasant professional relationship.

Ideally, experts are paid for their time, not their opinions. This subtle, but important, distinction leads to the standard time and materials billing arrangements used by most experts. It is also the reason why expert historians should not accept a contingency arrangement whereby they receive a portion of any settlement or award as their fee. Historians should avoid even the appearance of allowing their research or interpretation to be influenced by financial gain based on the outcome of the legal proceedings.

Several factors are involved in determining how much to charge for time spent on a project. As in any business endeavor, the historian should at least cover costs and receive a reasonable profit. The rate should also reflect the value the lawyers place on your expertise. Although there is little competition for testifying experts—since only a few individuals are likely to possess the requisite knowledge—consulting experts may find counsel weighing the cost of a historian with specialized research skills and experience against the cost of a junior attorney or a paralegal to complete the same task. In choosing to employ a legal professional over a historian, an attorney runs the risk of missing key evidence, failing to understand the facts in their proper historical context, or simply paying more in the long run for inefficiency. Nevertheless, competition from legal professionals or other historians is a consideration when establishing a billing rate. Testifying experts often charge a premium for time actually spent on the stand or being deposed. But they should beware that opposing counsel may question this rate during the proceedings, and if it can be construed as excessive it may be used to discredit their testimony.

Budget and time constraints are another common element in the business relationship between expert historians and attorneys. The litigation process requires lawyers to constantly weigh the cost of pursuing a particular legal strategy against the risks of not taking those steps. For the historian working with the attorney, this means justifying recommended research steps in terms of estimated cost and probability of success, as well as conducting research in carefully documented stages. Such cost limitations obviously mean that historians are not free to pursue leads indiscriminately, but they are professionally obligated to explain the probable risks and rewards associated with operating within the constraints established by the attorney. Similarly, expert historians ordinarily do not have the luxury of setting their own pace. The project schedule, either set by the court or dictated by the client, determines when the work will be done. Depending on the level of effort needed, these deadlines often mean that the work must be done by a team of historians.

As the anecdote about my home phone number suggests, working with attorneys can be demanding at times, but I find great personal satisfaction working with insightful lawyers to address questions about the past that affect people today. These experiences also hone my professional skills by introducing me to the wealth of diverse source material, sharpening my ability to analyze and synthesize evidence, and challenging my preconceptions. These are essential tools of the historian's craft, and while we are not indispensable in the same way as the plumber or the pediatrician, lawyers have come to appreciate the skillful practice of history. □

Brian W. Martin is vice president for litigation research at History Associates Incorporated, Rockville, Maryland.

## Call for Papers

### INNOVATIONS IN COLLABORATION: A SCHOOL-UNIVERSITY MODEL TO ENHANCE HISTORY TEACHING, K-16

The Organization of American Historians, the American Historical Association, and the National Council for the Social Studies are sponsoring in June 2003 a national history conference, "Innovations in Collaboration: A School-University Model to Enhance History Teaching, K-16." The sponsoring organizations seek to showcase collaborations that have promoted new venues for professional development, dynamic curriculum designs, and instructional practices that engage students in the pursuit of a richer understanding of United States and world history.

All history educators, and especially those involved in an ongoing collaboration, are invited to submit a proposal that explains how their endeavors have resulted in more compelling teaching and learning that is reflected in multiple measures of higher student achievement. Topics that might be addressed in either a sixty-minute or a ninety-minute session include the following:

- enhancing teaching in ways that connect students to the discipline of history
- extending scholarship that deepens understanding of history
- building learning communities and networks dedicated to connecting K-16 educators (How? Why? To what effect?)
- generating a passion for learning
- grounding the teaching of American history in a global context
- profiling professional development models that strengthen the teaching of United States and world history
- using the study of history to develop the understandings, skills, and democratic character essential to civic engagement

A completed proposal will:

- 1) Indicate if the presenter(s) prefer a 60 or 90 minute session.
- 2) Be specific in (a) identifying session outcomes; (b) describing the content focus; (c) identifying the audience; and (d) describing how the session will be organized. Please limit this information to two pages.
- 3) On a cover sheet include the names, affiliation, and contact information (mailing address, e-mail [required], and telephone number) for each participant (e.g., chair, presenters, commentators, etc.).
- 4) Include a one-page vita or resume for each participant.

Send five (5) collated copies of all materials to:  
2003 Teaching Conference Program Committee  
Organization of American Historians  
112 N. Bryan Avenue  
Bloomington, IN 47408-4199

The conference is scheduled for 26-28 June 2003, in the metropolitan Washington D.C. area. For more information, contact Program Committee Chair Michael Wildasin at <michaelwildasin@earthlink.net>.

The deadline for submitting a completed proposal is 15 July 2002.

## ▼ Trask / From 3

connects to it in meaningful ways, and concludes by moving the student into the realm of historical study, its contents, and processes.

*Conclusion.* Although specialists argue with one another over such broad cultural issues as the end of history or the content of the canon, survey faculty—especially at the community college level—continue to serve as the bridge between the profession and the public at large. Survey faculty do this by organizing the historical knowledge of broad periods of time into presentations that make the findings about different periods and people intelligible and accessible to the general public. These instructors are also best able to inform the profession about conditions "out there." The recognition of introductory teaching as a specialization in its own right will address some of the trends within the profession that have helped place the introductory course on the margin of professional activity, and historians—if not history—on the margins of society. The introductory course can become the meeting ground of the profession as well as the bridge between professional historians and society.

Lastly, because of the growing importance of community college faculty in survey course instruction, the status of the community college historians within the profession needs to improve. Although continuing to include community college historians in the formal structures of the profession, the Organization of American Historians, and other professional historical associations must now move in the direction of regularly making community college historians a part of the *informal*, but strategically important, activities and discussions of the organization.

The formal groundwork needed for the full participation by historians at two-year colleges has begun. In the last few years the OAH created an ad hoc committee on community college issues and subsequently converted it into a formal entity—the Committee on Community Colleges—to provide a permanent forum for community college voices. Historians in the OAH, the American Historical Association (AHA), and the Community College Humanities Association (CCHA) have also advanced the process of formal inclusion. This effort led to the development of a joint publication that presents the views of community college historians along with a directory that facilitates outreach to faculty employed in the two-year venue. The Society for History Education published a special issue of *The History Teacher* on "History Teaching at the Community College" in November 1999. The National Endowment for the Humanities also has a long record of expecting and promoting the participation of community college faculty in all phases of their education programs. Formal inclusion has not led, however, to the full participation of "junior college" faculty in the activities of the OAH, especially in areas where they could make significant contributions. Examples of this omission have occurred in recent and otherwise very useful issues of the *Journal of American History*. Both the annual "Textbooks and Teaching" feature and the recent analysis of future directions in the survey course, did not include community college historians in the discussion. The time for the profession to create the conditions needed to move the participation of two-year college historians from the formal to the normal is well past due. One way to achieve this inclusion would be to establish survey teaching as a separate, valued specialization within the profession and to include historians at community colleges in all phases of this work. In turn, it is also time for these faculty to make themselves available for such projects. □

#### Endnotes

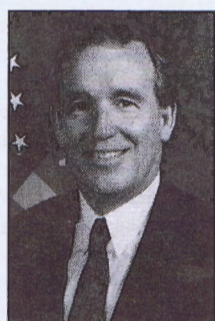
1. See, for example, Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (Cambridge University Press, 1988); Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth About History* (New York: W.W. Norton & Co., 1994); Pauline Rosenau, *Post-Modernism and the Social Sciences: Insights, Inroads, and Intrusions* (Princeton, N.J.: Princeton University Press, 1992).
2. See, for example, David S. Trask, "Teaching History in Historical Times: A Side Stage Approach," *Teaching History* 21 (Fall 1996): 59-67.

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## From the Archivist of the United States

# Opening the Records of the Reagan Years

John W. Carlin



Carlin

One of our roles at the National Archives and Records Administration (NARA) is that of a steward of the modern Presidency. In that role, we take possession of, organize, preserve, and eventually make available to the public the records of each President of the United States after he leaves office. These materials represent some of the highest-level and most-requested records in our holdings.

The records of Ronald Reagan (1981-1989) are the first Presidential records covered under the Presidential Records Act (PRA). This act specified that all official Presidential and Vice Presidential records created after 20 January 1981 are the property of the federal government. Over the years, we have released about 4.5 million pages of the 43.8 million pages of Reagan records we hold, including some dealing with foreign policy topics—such as U.S.-Soviet relations. In recent months, we have made available for public inspection almost 68,000 more pages that were previously closed under a Presidential restriction category for confidential advice between the President and his advisers and among those advisers. Most of these records dealt with domestic policy issues and originated with White House staffers.

These openings have been in accordance with the law and a Presidential executive order that govern the release of Presidential records. In my column of August 2001, I explained the status of the release of Reagan White House papers and some of the background to this issue. Now I want to bring you up to date on what's been happening to the records of former President Reagan and the Vice Presidential papers of former President George H.W. Bush.

Presidents who served before 1981, except for President Richard Nixon, whose Presidential materials are governed by the provisions of the Presidential Recordings and Materials Preservation Act, were free to limit access to their White House papers because these papers were considered their personal property. All Presidents, however, from Herbert Hoover on—except President Nixon—have donated those papers to the federal government. These records are preserved and made accessible in the Presidential libraries run by NARA. President Nixon's records are in the National Archives at College Park.

The PRA, which applies to the records of Presidents from Reagan on, specifies that records can be withheld for up to twelve years under Presidential restrictive categories placed by the President and Vice President on their records before they leave office. After the first five years, these records become available in response to Freedom of Information Act (FOIA) requests, but records are still closed under both the FOIA exemptions and the Presidential restrictive categories, including records pertaining to national security, Presidential appointments, personal privacy, and confidential advice. After twelve years, the PRA restrictions expire, and the FOIA exemption protecting communications between the President and his advisers—and among the advisers themselves—or any other deliberative records does not apply.

But even after twelve years, NARA must notify both the former and current Presidents, and where appropriate the former Vice President, so they can review these sorts of records to consider whether to assert any constitutional privilege that might apply. Executive Order 12667, issued by President Reagan in January 1989, had established the procedure for NARA to notify the former and incumbent Presidents and for them to assert that privilege against the release of Presidential records.

It is the procedure for this notification that has put the Reagan Presidential and Bush Vice Presidential records in the news this year. In early 2001, NARA provided thirty-day notifications to the White House and to the Office of President Reagan for some 68,000 pages of Reagan records that had been withheld during the first twelve years because they concerned confidential advice involving the President and his advisers. Most of these 68,000 pages pertained to domestic policy issues from the Reagan years, such as economic, regulatory, trade, and civil rights issues. Many of the records are summaries of cabinet meetings or meetings of select members of the cabinet, such as the domestic or economic policy councils, or memos from White House staffers commenting on legislative or policy strategy.

Because this was the first time that Presidential records containing confidential advice could no longer be restricted under the PRA, last year the White House extended the thirty-day review period for the Reagan records so that it could conduct a thorough legal review of the PRA and consider the long-term implications of the release of this type of information on the deliberative process for the Presidency and the executive branch.

At the Bush Library in College Station, Texas, there are about five million pages of Vice Presidential records of George H.W. Bush. Of these, 61,500 have been opened pursuant to FOIA requests, and NARA is in the process of providing notification on about 1,800 pages that were previously withheld under the confidential advice category to former President Bush and President George W. Bush for their review—former President Bush's Presidential papers, from 1989 to 1993, will not be free of the Presidential restrictive categories until 2005.

Late last year, President Bush issued Executive Order 13233, which changed some of the procedures involved in opening Presidential records. Subsequently, this executive order was challenged in federal court in Washington, D.C., by a coalition of historians and public interest organizations including the Organization of American Historians.

Under Executive Order 13233, the 68,000 pages that had been withheld have now been reviewed by the White House, and, so far, all but 150 pages have been opened. Interest in the records of the Reagan Presidency has risen since the fall of 2001, when the White House review of documents began to make news in the media. The Reagan Library now has a steady stream of researchers interested in these records. Executive Order 13233 has resulted in a new procedure in the way we make public the records of our Presidents. Nevertheless, we remain committed to fulfilling our statutory mandate to make Presidential records available to the public as rapidly and completely as possible. □

## Access to Primary Documents in Reading Rooms

The National Archives and Records Administration (NARA) has recently clarified its existing requirements for people wanting to access original records in our research rooms. Prospective researchers must present picture identification (e.g., a driver's license or school identification card) when applying for a researcher identification card at any NARA location and a research card is now required for anyone who wishes to use original archival materials. Individuals who have recently moved and whose identification is no longer current, must present proof of the new address from an official source, such as a voter registration card, motor vehicle registration, phone or utility bill, or bank statement.

As an agency of the Federal government, NARA appreciates your understanding of our need to enhance security by clarifying these requirements. □

## Supreme Court to Hear Copyright Extension Case

In October 2002, the Supreme Court will hear the case *Eldred v. Ashcroft* and decide whether the 1998 Copyright Term Extension Act is constitutional. The Act adds 20 years to existing copyrights, consequently preventing many works from entering the public domain. Under this act, films are granted protection for 95 years following their release and written works are protected for 70 years following the death of the originator. The High Court's decision on this case could result in thousands of films, books, and music from the 1920s and 1930s becoming freely available to the public—and would open the doors for historians and archivists to freely use previously unpublished materials, adding valuable discourse and cultural development to the field.

Advocates of the Extension Act cite Congress's power to set copyright terms and the need for the U.S. to be put on an equal plane with European law. Dissidents however believe that the act hinders the purpose of copyright law, which ensures that copyrights on original works of authorship are not granted indefinitely. They also cite the fact that after many years, few works that are copyrighted remain in circulation and print. Overturning the Extension Act would open the market for these works and make them widely available in digital formats.

The plaintiff, Eric Eldred, runs an Internet library and proposes that the Extension Act is unconstitutional. In a recent decision, Eldred lost on his appeal to the U.S. Court of Appeals for the District of Columbia Circuit court which held that Congress possessed the right to extend copyrighted works, and also that the act was not unconstitutional. The Organization of American Historians, the American Historical Association, the Society of American Archivists and other groups are urging historical and archival organizations to file or sign briefs supporting Eldred and his cause. This case provides an opportunity for citizens to express their views on the importance of the public domain and the harm caused by closing its doors. A brief will be filed on behalf of the organizations named and oral arguments before the Supreme Court will be held in the fall. □

## CONGRATULATIONS TO THE 2002 OAH AWARD WINNERS

### OAH Distinguished Service Award

**John Hope Franklin, Gerda Lerner, and Anne Firor Scott**

### Erik Barnouw Award

*Scottsboro: An American Tragedy*, **Daniel Anker** and **Barak Goodman**, producers, 2001

### Binkley-Stephenson Award

Jeanette Keith, Bloomsburg University of Pennsylvania, "The Politics of Southern Draft Resistance, 1917-1918" (*Journal of American History*, March 2001)

### Avery O. Craven Award

**Don E. Fehrenbacher**, Stanford University, and **Ward M. McAfee**, California State University, San Bernardino, *The Slaveholding Republic: An Account of the United States Government's Relations to Slavery* (Oxford University Press, 2001)

### Merle Curti Intellectual History Award

### Merle Curti Social History Award

### Ellis W. Hawley Prize

**David W. Blight**, Amherst College, *Race and Reunion: The Civil War in American Memory* (Harvard University Press, 2001)

### Huggins-Quarles Award

**Françoise Nicole Hamlin**, Yale University, "The Book Hasn't Closed, The Story Isn't Finished: Continuing Histories of the Civil Rights Movement"

### Jamestown Scholars Dissertation Fellowships

**Anna Sophia Agbe-Davies**, The University of Pennsylvania, "Up in Smoke: Tobacco, Pipe-Making, and Bacon's Rebellion"

**Michele Marie Hinton**, Saint Louis University, "Jamestown Medicine: Old World Practices in a New World Environment, 1607-1666"

**Karen Bellinger Wehner**, New York University, "Craft Production, Economy and Society in Early Seventeenth-Century Jamestown"

### OAH-JAAS Short Term Residencies in Japan

**Beth Bailey**, University of New Mexico; **Davison M. Douglas**, William and Mary School of Law; and **David Farber**, University of New Mexico

### La Pietra Dissertation Travel Fellowship in Transnational History

**Matt Masur**, Ohio State University, "Consumption Junction: American Consumer Culture in South Vietnam, 1954-1963"

### Lerner-Scott Prize

**Lisa G. Materson**, Yale University, "Respectable Partisans: African American Women in Electoral Politics, 1877 to 1936"

### Richard W. Leopold Prize

**Dale Andradé**, U.S. Army Center of Military History and Kenneth Conboy, Control Risks Group, Indonesia, Spies and Commandos: *How America Lost the Secret War in North Vietnam* (University Press of Kansas, 2000)

**Gary E. Weir**, U.S. Naval Historical Center, *An Ocean in Common: American Naval Officers, Scientists, and the Ocean Environment* (Texas A&M University Press, 2001)

### Horace Samuel & Marion Galbraith Merrill Travel Grants in Twentieth-Century American Political History

**Cathleen D. Cahill**, University of Chicago, "The Indian Service: The State, Gender, and Labor in the Trans-Mississippi West, 1869-1928"

**Sara M. Gregg**, Columbia University, "From Farms to Forest: Federal Conservation and Resettlement Programs in the Blue Ridge and Green Mountains, 1924-1976"

**Adriane D. Smith**, Yale University, "All Things Sacred: African Americans and the First World War"

**Ann Marie Woodward**, University of Kansas, "Between Growth and Entitlement: Fiscal Conservatism, Postwar Tax Policy and the Politics of 'Pay-As-You-Go'"

### Louis Pelzer Memorial Award

**Lauren Rebecca Sklaroff**, University of Virginia, "Constructing G.I. Joe (Louis): War Officials and the Dilemma of 'Low Negro Morale' during World War II"

### James A. Rawley Prize

**J. William Harris**, University of New Hampshire, *Deep Souths: Delta, Piedmont and Sea Island Society in the Age of Segregation* (Johns Hopkins University Press, 2001)

**David W. Blight**, Amherst College, *Race and Reunion: The Civil War in American Memory* (Harvard University Press, 2001)

### Mary K. Bonsteel Tachau Precollegiate Teaching Award

**Ted Dickson**, Providence Day School, Charlotte, North Carolina

### David Thelen Prize

**Jürgen Martschukat**, University of Hamburg, Germany, "'The Art of Killing by Electricity': The Sublime and the Electric Chair" (*Amerikastudien/American Studies* 45:3, 2000)

### Frederick Jackson Turner Award

**Adam Rome**, Pennsylvania State University, *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism* (Cambridge University Press, 2001)

## WANT TO BE RECOGNIZED IN 2003? SEND AN APPLICATION.

Competition rules are posted at <<http://www.oah.org/activities/awards/>>.

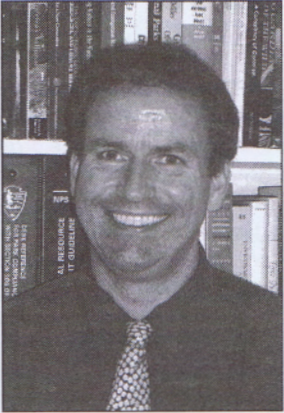
Submission deadline for the book award competitions is **1 October**, and for most others is **1 December**.



## News from the NCC

# Capitol Commentary

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



Craig

### Appropriations Outlook Is Good For History

In the opening volley of what promises to be a multi-month battle in Congress over the government's spending plan for FY 2003, on 4 February 2002, President Bush forwarded to Congress a five-inch high stack of budget books wrapped in red-white-and-blue covers depicting the American flag that outlines a \$2.13 trillion federal budget. Given the fiscally tight nature of the overall budget,

the nation's cultural institutions seem to have fared fairly well. The President's budget is available at: <http://www.whitehouse.gov/omb/budget/index.html>.

### Budget Summary

**Department of Education:** In the Department of Education budget, there was a bit of unexpected good news for the history profession. In conjunction with his recently approved "No Child Left Behind" education bill, Bush allocated \$50 million in his FY 2003 budget for the "Teaching American History" initiative. These funds are designed to provide "competitive grants to school districts for activities that promote the teaching of traditional American history." The initiative, which was spearheaded by Senator Robert C. Byrd (D-WV) may see an increase to \$100 million—the level appropriated in the FY 2002 federal budget.

**Interior and Related Agencies:** The budget for the Department of the Interior—which houses several agencies and programs of interest to historians and archivists—is virtually unchanged from a year ago. The Administration is proposing a \$10.6 billion budget for Interior including an increase of \$107 million for the National Park Service to \$2.42 billion with \$663 million allocated for continued work on reducing the maintenance backlog at park units. Several important programs, however, face cuts if not total annihilation. While the "Save America's Treasures" program is proposed to be funded at \$30 million, the Historic Preservation Fund (HPF) is slotted to take a \$5 million cut in grants-in-aid funds to \$37 million. The Urban Park and Recreation Fund (UPAR) program is completely zeroed out as is funding for the National Trust For Historic Preservation.

The nation's cultural endowments are also funded through the Interior Department. This year, the president opted not to propose "flat funding" for the endowments, but instead requested \$126.89 million for the National Endowment for the Humanities (NEH), a \$2 million or a 1.9 percent increase over FY 2002; and \$117 million for the National Endowment for the Arts (NEA), a \$2 million or a 1.7 percent increase. Of the \$126.89 million slotted for the NEH, \$89.93 million is for the Endowment's grant programs; \$10.44 million for NEH Challenge Grants; \$5.69 million to match non-federal contributions to humanities projects supported by the Endowment; and \$20.83 million for administrative expenses.

Most of the increases for the Endowments are aimed at funding the full costs associated with accruing employee pensions, retirement/health benefits, and mandated salary increases—program budgets are nearly identical with the present fiscal year. Congress may decide, as it traditionally has done, to give both agencies larger increases. Agency officials reportedly were pleased with the small increases, though John Hammer, director of the National Humanities

Alliance (an advocacy group for the NEH), stated, "we're going to try to get it up higher, hopefully to \$155 million, but the Administration's request is a good start."

The Administration's budget request for the Smithsonian Institution calls for an increase of \$9 million; this figure represents a 1.8 percent increase over the previous year. The \$528 million proposal allocates \$454.3 million for salaries and expenses. There is clearly also an emphasis in the Smithsonian budget proposal on putting federal dollars into building repairs. To this end, this year's request is for \$81.3 million as compared to last year's request of \$68 million. In addition, the budget calls for \$10 million for construction of the National Museum of the American Indian as well as \$5.2 million for staffing and exhibition planning for the new museum. Funding is also proposed to continue the renovation work on the historic Patent Office Building that houses the National Portrait Gallery. There also is \$9.7 million for information technology and financial system updates and \$12 million for the continuation of security positions.

The Institute of Museum and Library services is slotted for an increase of 8.1 percent to \$210.7 million with about \$13 million for library programs. This figure includes a request for \$10 million under the National Leadership Grants program to recruit and train a new generation of librarians—statistics gathered by a recent study demonstrated that 40 percent of the current library professionals are nearing retirement. The Administration also recommends that the National Commission on Libraries and Information Science be eliminated, thus saving taxpayers \$1 million a year.

**Department of the Treasury:** The Treasury Department proposal encompasses the recommended budget for the National Archives and Records Administration (NARA). Bush is seeking \$263.93 million, an unexpected 8.1 percent increase for the agency. Included in this figure is a \$4.5 million increase for the electronic records initiative. In addition, the budget proposes \$1 million to operate and maintain NARA's Archival Research Catalog, over \$3 million for security, and \$3.25 million to assist the University of Texas to repair the leaking plaza at the Lyndon Baines Johnson Presidential Library in Austin, Texas.

The National Historical Publications and Records Commission (NHPRC) did not fare nearly as well in the president's budget, allotted only \$5 million—a 22 percent cut over last year's congressionally approved appropriation of \$6.43 million for competitive grants. To the president's credit, however, the proposal represents a \$600,000 increase over the \$4.4 million proposed in last year's budget. A concerted effort will be needed this year by the historical and archival community to raise the NHPRC budget up to its fully authorized level of \$10 million.

### Appropriations Hearings Begin

Shortly after the president submitted his budget proposals, Congress began conducting hearings on the various agency and bureau proposals. On Thursday, 28 February 2002, the House Labor, Health and Human Services and Education Appropriations Subcommittee held a hearing on the FY 2003 appropriation for the Institute for Museum and Library Services (IMLS) and on 6 March, the House Appropriations Subcommittee on Interior and Related Agencies conducted a similar hearing on the funding level for the NEH and the NEA. Later in the month, special hearings were also conducted for the Library of Congress and the Smithsonian.

**IMLS Hearing:** Robert Martin, Director of the IMLS, testified about his agency's FY 2003 budget request. Martin lauded the increased funding request of \$181.72 million for

library programs and \$29.02 million for museums. He also highlighted the \$10 million initiative announced by Laura Bush to stimulate and support education for new librarians.

Representatives of the National Commission on Libraries and Information Science (NCLIS)—which the President seeks to terminate in his budget proposal—testified next. NCLIS Chairperson, Martha Gould claimed that the stated rationale for zeroing out the NCLIS account was totally unsubstantiated. She thanked chairman Regula for funding the "Literacy Through School Libraries" program and cited the NCLIS hearing on school libraries held in Cincinnati, Ohio, last spring as rationale for supporting the legislation. Commissioner Jack Hightower testified that the libraries' role is very important as disseminators of information in a time of crisis.

**NEH Hearing:** On 6 March 2002, Interior and Related Agencies Appropriations Subcommittee Chairman Joe Skeen (R-NM) welcomed Bruce Cole, the new head of the NEH. Cole explained the Administration's \$126.89 million budget request and outlined his vision for the Endowment, especially the crucial role that the NEH plays in the life of the nation and the importance of an "informed citizenry." The hearing also gave Cole an opportunity to discuss his "We the People" initiative, which is designed to encourage scholars to propose programs that advance knowledge of the events, ideas, and principles that define the American nation. Several Democratic members, including Representative Norm Dicks (D-WA) and Maurice Hinchey (D-NY) expressed concern regarding the Bush administration's proposal to delete all funding for regional humanities centers—a special initiative advanced by former NEH head, William R. Ferris Jr.

In an apparent reference to the regional centers, Cole testified that the agency would no longer create "costly special initiatives that function outside the agency's normal grant making process" but rather would focus on "core" NEH programs. Cole did not, however, unilaterally announce the death of the Clinton Administration proposal—instead he stated that the earlier NEH grants "will enable these institutions to move forward with their plans." In addition, he noted, regional centers will be permitted to compete for other NEH grants including challenge grants. Most NEH insiders—as well as several members of the committee—were skeptical, however, admitting that they could not see that "happening at all," foreseeing the eventual death of the regional center initiative.

Cole set forth his priorities in the coming years including the "We the People" initiative; advancing scholarship and research in the humanities; strengthening teaching and learning at all levels of the nation's education system; encouraging the support of the state humanities councils; preserving and increasing accessibility of important cultural and intellectual resources; and supporting quality interpretive programs and projects and encouraging the leveraging of private support in the humanities. Cole envisioned that of the \$126.89 million proposal, \$89.93 million would go "to the support of high quality education, scholarship, preservation and public programs in the humanities and \$16.12 million in matching funds to help the NEH stimulate private giving to humanities projects and institutions." Cole especially emphasized his strong support for the state councils and the need for the NEH to play an "active role" in harnessing digital technologies in the service of the humanities.

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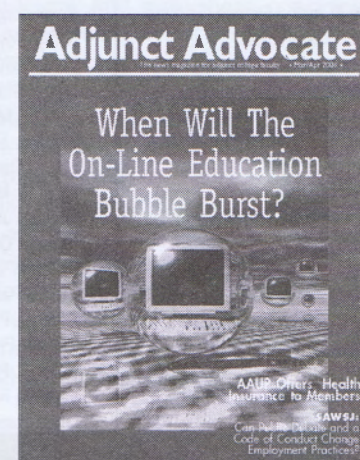
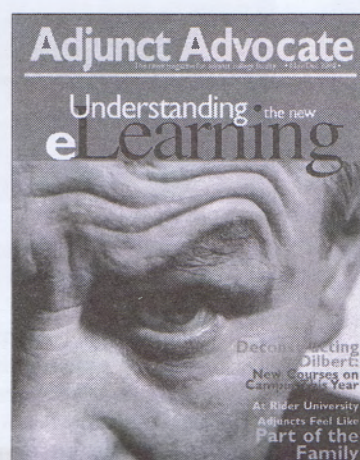
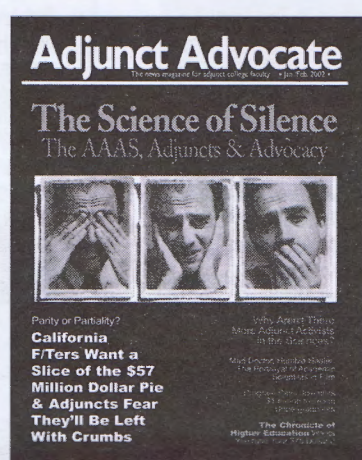
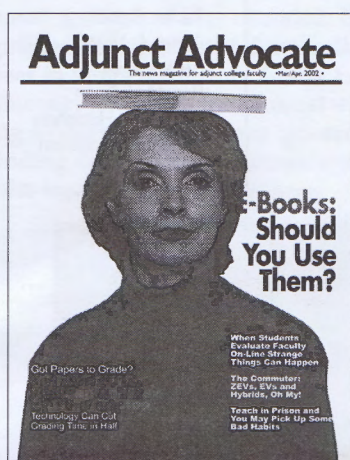
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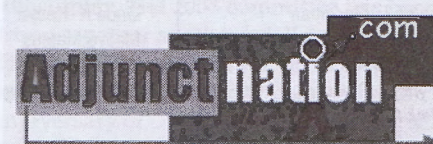
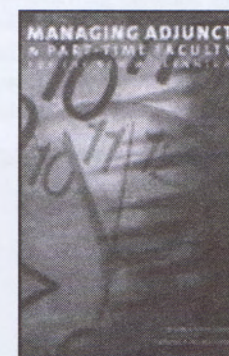


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## From the Executive Director

# The Convention

Lee W. Formwalt



Formwalt

Aside from publishing *The Journal of American History*, the most important thing OAH accomplishes is the annual meeting each spring. This year's meeting—held last month in Washington—was one of our most successful, having the largest attendance since the last time we met in the nation's capital in 1995.

This year's joint conference with the National Council on Public History (NCPH) was outstanding in several ways and is a reminder of how much the convention is at the very heart of OAH. Over 1,800 members preregistered for the meeting and more than 700 registered on site, for a grand total of 2,557. Many observed that it was the most diverse OAH meeting they had ever attended. On receiving the Distinguished Service Award, former OAH president and pioneer in women's history Gerda Lerner remarked on the diversity and noted the contrast with her first OAH meeting where most of the men ignored her and she ended up finding comfort and companionship with several nuns who were attending.



Not only was the attendance in Washington diverse, but it was much larger than expected, especially at the three major evening events. Six hundred members packed the hall where Bernice Johnson Reagon's group, Sweet Honey In the Rock, managed to get a group of staid historians on their feet singing and clapping.

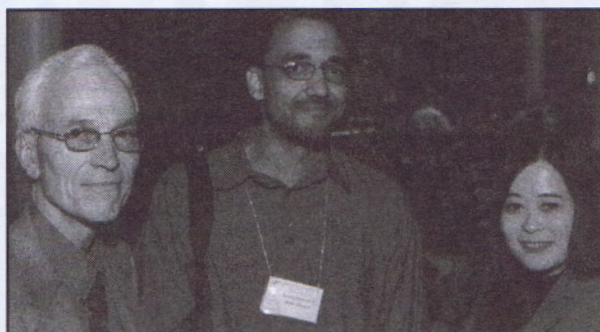
Attendance at the presidential address and awards ceremony on Friday night was higher than expected. More than three hundred members applauded the Distinguished Service Award given to three former OAH presidents and pioneers in African American and women's history: John Hope Franklin, Gerda Lerner, and Anne Firor Scott. Among the numerous scholarly prize-winners, David Blight stood out, carrying off an unprecedented four OAH awards for his outstanding work, *Race and Memory*. Saturday night witnessed another capacity crowd when a half-dozen historians paid tribute to John Hope Franklin and described the impact that he had on their careers and the field of American history.

This year at the Distinguished Members Reception, OAH honored the ninety-six members who joined the Mississippi Valley Historical Association in 1952 or earlier. Many of these members for a half-century or more could not make the Washington meeting, but a number



OAH staff photos by Ray Lohne

included recollections of the old MVHA in their RSVP notes. Among those present was Frank L. Byrne, professor emeritus at Kent State University, who was accompanied by his wife Marilyn. Frank was delighted to be recognized for his longtime support of OAH and to see one of his former students, Darlene Clark Hine, preside over the organization. We were very sad to hear that a week after his return to Kent State, Frank suffered a heart attack and died. Grateful that we had the opportunity to recognize and honor one of those who went before us,



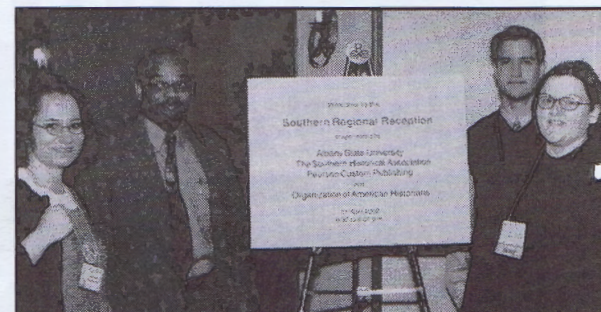
we are reminded how important it is to remember our own profession's legacy as we teach, research, and write about the American past.

The annual meeting is a significant part of that legacy and every important function of the organization is manifested in these annual spring assemblages. The latest scholarship is heard in the hundreds of papers delivered over four days of sessions. The editorial board of *The Journal of American History* (JAH) meets here as well as the History Cooperative—the collaboration that publishes the electronic version of the JAH, the *American Historical Review*, and other leading historical journals. OAH's commitment to history teaching is reflected in the Focus on Teaching sessions, the meeting of the Teaching Committee and the *Magazine of History* editorial board. OAH's concern for teaching and scholarship can be seen in the new state-of-the-art sessions and the ever popular Exhibit Hall where publishers display the latest scholarship being used in history classrooms around the country.



OAH's efforts to promote the widest possible access to historical sources and scholarship, and the widest possible discussion of historical questions and controversies, was visible at the meeting in the promotion of our new cosponsored weekly half-hour radio program, *Talking History*. The C-SPAN broadcast of OAH sessions brings professional American history to a much broader viewing audience. Within a day of our return to OAH headquarters in Bloomington, we were receiving mail from C-SPAN viewers, indicating that ordinary citizens, as well as historians coming to Washington, took something away from the meeting.

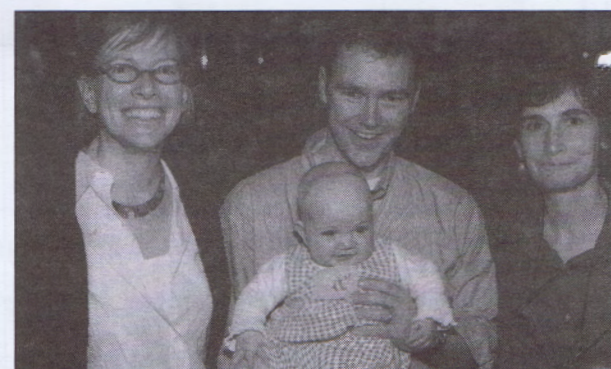
Advocacy, another important OAH function, was in plain sight throughout the meeting. A group of historians attended a workshop on how to persuade representatives and senators to support legislation that would benefit American history research and teaching. The Association of American University Presses (the other AAUP) set up a display of two dozen books which might not have been published had access to presidential pa-



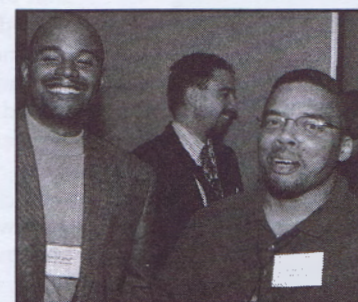
pers been as limited as the Bush Administration insists. OAH president-elect Ira Berlin and AAUP executive director Peter Givler held a press conference at the meeting outlining historians' and publishers' concerns about restrictions on access to historical documents.

Finally, and for some members most importantly, the annual meeting provides an opportunity for colleagues and old friends to meet and socialize. It also allows members to meet new colleagues who practice in the same field of American history or in the same geographic area. The highly popular regional receptions, which are held the first evening of the meeting, facilitate this process.

Since the annual meeting is so critical to our life as an organization, we are anxious to get feedback about the meeting and suggestions for future gatherings. This year, for the first time, we sent a brief electronic survey to all attendees, and within ten days of the meeting's close, we



had over three hundred responses. Among other things, many members are concerned about the rising cost of hotel rooms. This summer OAH staff will conduct a major study of room rates in various cities and examine a variety of options to keep costs down—such as meeting in smaller cities, meeting in facilities other than luxury hotels, signing multi-year contracts, and meeting at a time of the year other than spring—and present these findings to the executive board at its fall meeting.



Let me extend my special thanks to the 2002 OAH NCPH program committee, led by Wilma King and Dwight Pitcaithley. The 2003 committee has been hard at work putting together another intellectually exciting and culturally enriching program for us next year in Memphis where we will help that city commemorate the thirty-fifth anniversary of Dr. King's assassination. Mark your calendar for the 3-6 April OAH meeting in the home of the blues and the birthplace of rock'n'roll. □

**A**t its spring 2002 meeting, the OAH Executive Board took the following actions:

- Approved, with two minor changes, the minutes from the fall 2001 board meeting in Chicago.
- Approved the executive director's recommendation that the executive office, on behalf of the President-Elect, make appointments to the Membership Committee.
- Adopted the following statement on honesty and integrity:

*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*

*ceive the OAH Magazine of History.*

- Authorized the executive office to proceed in selecting a partner institution for the summer 2004 regional meeting.
- Approved the annual award of one Merle Curti Prize in social, intellectual, and cultural history, unless the prize committee in a given year deems that two awards are necessary.
- Agreed to offer a monetary prize for the 1999 Foreign Language book award.
- Approved working with the Rockefeller Archive Center to create a conference on resources in American archives that document American international activities.
- Approved unanimously the \$1,714,850 operating budget for FY2003.
- Adopted two resolutions presented by the Committee on Research and Access to Historical Documentation:

1. Resolved that the Organization of American Historians recommends to the appropriation committee of the United States House and Senate, that the National Historical Publications and Records Commission receive \$10 million, the level of its authorization for fiscal year 2003,

and that the additional amount of \$5 million be added to the amount of the president's recommended budget and not taken from the president's

recommended budget for the National Archives and Records Administration; and,

2. Resolved that the Organization of American Historians recommends to the President of the United States and to the Head of the Information and Security oversight Office that any changes to Executive Order 12958 (President Clinton's order on national security classification of government documents) be published in the Federal Register to permit public consideration and comment.

- Approved making the following statement in response to the threat of loss of funding for the University of Minnesota Press for publishing a controversial book about children and sex:

*OAH supports the right of the University of Minnesota Press to make its own editorial decisions, and opposes the efforts of those who would infringe on that right.*

- Approved paying travel for the two OAH part-time/adjunct members of the OAH and American Historical Association Joint Committee on Part-time and Adjunct Employment to attend that committee's meetings at the annual conferences of OAH and AHA.
- Approved the following new mission statement of the Committee on Community Colleges:

*The committee will be comprised of eight members. Service on the committee is for four years. New members will be added on a*

*staggered yearly basis and the executive director of the Community College Humanities Association will serve as an ex-officio member. The committee will meet once a year at the OAH annual meeting and communicate throughout the year. Its objectives are to advocate for an inclusive profession by representing the interests and concerns of community college historians; to promote a full range of scholarship and teaching at all academic levels; and, to work with other OAH committees in the promotion of the goals and objectives of the organization. Activities of the committee include recommending community college historians for service on OAH committees; organizing sessions at the OAH annual meeting, sponsoring and hosting an annual reception for community college historians, and encouraging the participation of community college historians located in the area of the annual meeting; and, developing projects that promote the aims of the Committee on Community Colleges.*

- Approved the appointment of Jean H. Baker (Goucher College), Philip Deloria (University of Michigan), and Matthew Frye Jacobson (Yale University), to the JAH Editorial Board.

- Agreed to accept the fund raising report presented by Marc Hilton of Campbell & Company and approved the use of \$60,000 of general Endowment funds to implement the strategy it recommends for the next three years of philanthropic planning.

- Authorized President Ira Berlin to appoint an OAH leadership council of past presidents and other members to advance the organization's fund raising program.

- As part of the new philanthropic planning, agreed that the organization should not accept new Life or Patron memberships as a way of building the endowment.

- Accepted the Public History Committee's recommendations that President Ira Berlin and Executive Director Lee Formwalt write to the chair of the Smithsonian Board of Regents stressing the need to hire a director for the National Museum of American History who has a proven track record of work in American history; write in support of H.R. 3201, which will make the home of Carter G. Woodson, pioneer in developing and shaping the field of African American history, eligible for assistance from the National Park Service; and write in support of legislation which will require the National Park Service to prepare a special resource study to consider suitability and feasibility of establishing a new unit of the NPS that would focus on Reconstruction and be located in Beaufort County, South Carolina.

- Authorized President Ira Berlin and Executive Director Lee Formwalt to write a letter urging the National Park Service to consider candidates with experience in cultural properties management when selecting the new superintendent of Independence National Historical Park. □

## OAH Executive Board Actions • April 2002

*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."*

- Fixed the Huggins-Quarles prize amount at \$2,000 each year and agreed to award two \$1,000 prizes to students each year.
- Approved continuing the publications exchange with the National Council for History Education (NCHE) for another year so that OAH members receive NCHE's *History Matters!* and NCHE members re-

## OAH Members to Receive Free Online Access to the American National Biography

The Organization of American Historians has entered into an agreement with Oxford University Press and the American Council of Learned Societies, publishers of *American National Biography*, to make available free to OAH members for three months a subscription to the *American National Biography Online*.

Published in 24 volumes in 1999, the landmark *American National Biography* offers portraits of more than 17,400 men and women—from all eras and walks of life—whose lives have shaped the nation. More than a



**OXFORD**

decade in preparation, the ANB is the first biographical resource of this scope to be published in more than sixty years. The publication of the online edition makes the ANB even more useful as a dynamic source of information—updated quarterly, with hundreds of new entries each year and revisions of previously published entries.

In return for their free three-month subscriptions OAH members are asked to review biographies in their fields of expertise and make any suggestions to Mark Carnes, ANB editor, concerning inadequate interpretation, incorrect facts, or missing individuals. The Executive Board of the OAH wholeheartedly endorses this collaboration with the American Council of Learned Societies to ensure that the *American National Biography* reflects the best and latest scholarship.

OAH members will be receiving a letter shortly that will provide the details for beginning their free subscription. □

## ▼ NCC / From 9

**Library of Congress Hearing:** On 13 March 2002, Librarian of Congress James H. Billington and other members of the Library of Congress's senior staff testified before the Senate Committee on Appropriations, Subcommittee on Legislative Branch Appropriations. The librarian requested a total budget of \$572.7 million (\$536.1 million in net appropriations and \$36.6 million in authority to use receipts) for FY 2003—an increase of \$56.3 million or 6.1 percent over authorized FY 2002 levels. The proposed budget would support 4,358 full-time staff.

The librarian's proposed budget is designed to support three continuing priorities: service to Congress; acquisition, security, and preservation of materials; and comprehensive access to collections. To this end, Billington requested an increase of 169 new staff members "largely to support the maintenance and security of the Library's artifactual collections." In addition, Billington sought increased funding for several major initiatives: Digital Futures (increase of \$16.5 million and 35 permanent positions); Collections Access, Preservation, and Security (increase of \$8.7 million and 118 positions); Infrastructure Support (increases of \$5.3 million); Copyright Office's Re-engineering (increases of \$1.4 million); and to increasing the capacity of the Congressional Research Service (increases of \$1.4 million). For the National Digital Library, Billington requested \$12.93 million and twenty-five positions including increase funding of \$5.54 million and eight positions to improve access services onsite and for remote library users.

The Librarian also requested funding for several special initiatives including: \$789,000 for the Lewis and Clark exhibition; \$895,000 for the mass deacidification program; \$476,000 to support the Veterans History Project; \$504,000 for educational outreach; and \$308,000 for safety services modernization and training.

**Smithsonian Hearing:** On 20 March 2002, Smithsonian Secretary Lawrence Small endured many critical comments from several members of Congress when he testified before a House appropriations subcommittee panel to justify the Smithsonian's budget request for FY

2003. Small summarized aspects of the Administration's request for salaries and expenses of \$528 million that represents a 1.8 percent (about \$9 million) increase over the current year funding level of \$519 million.

Members questioned the proposed spending levels on research programs and criticized the Secretary for his fundraising activities, especially his pursuit of corporate donors. In what was a rather testy hearing at times, Small defended his pursuit of corporate sponsors and the placement of company logos on museum exhibits. He also stated that in the FY 2003 budget, the administration would not seek increased spending on the Institution's research programs.

Several Republican members of the committee stated that they saw benefit from corporate partnerships and showed even less concern about corporate logos. Small also pointed out that fundraising was the way the Smithsonian had operated from the beginning and critics should recognize the fundraising burdens placed on Smithsonian staff. With all the money needed by the Institution over the next decade, Small indicated that partnerships with big donors might become even more critical. But Representative Maurice Hinchey did not accept all of Small's reasoning, stating that private funding makes up only 30 percent of the Smithsonian's budget compared to 70 percent from the public sector.

Lawmakers from both parties questioned Small about the Smithsonian's proposed spending on research programs. Funding would remain level at FY 2002 levels—\$73 million for FY 2003—if the administration's proposal is accepted by Congress. Small said he would like to have directed more funds to the research but other needs took priority, especially finishing work on the National Museum of the American Indian and repairing some of the "shabby" aging Smithsonian buildings. Small stated that there were three separate panels assessing the Institution's science programs and that their reviews should be completed later in the year. □

For the latest news from NCC, point your web browser to <http://h-net.msu.edu/~ncc/>.

## Member Forum

### Question Man, Not His Work

Deputy Director John Dichtl has done the scholarship (not the person) of Joe Ellis a disservice by linking it to the plagiarism and alleged falsification of data committed by Ms. Godwin and Messrs. Ambrose and Bellesilles (*OAH Newsletter*, February 2002, p. 16). Ellis may have puffed and fabricated his Vietnam experiences, but no one has questioned the honesty of his work. There is, I submit, a very real distinction. Indeed, what is mystifying about the whole Ellis episode is that the fabrication would have been readily apparent to anyone who had followed his career. The first book of his I ever read was a penetrating analysis of the West Point curriculum—written, as he noted, during the Vietnam War when he served on its faculty. □

JONATHAN M. CHU  
History Department  
University of Massachusetts-Boston

### Teaching War and Democracy

The tragic events of September 11 have enabled American historians to draw their students into the web of history: to place the attacks within the broader context of national history, foreign policy, and global trends. We and our students are, suddenly, no longer provincials. It is a heady exercise reaching into the American past to understand a confusing present and an uncertain future. It is an exercise, however, that demands both rigor and responsibility. Professor Alan Singer's essay in the February 2002 *OAH Newsletter* fails on both counts. As I understand it, he argues that because of questionable military engagements in the past, and as a result of our economic imperialism at present, our war against the perpetrators of September 11 attacks and our continued military actions are unjustified. Instead, we must reform ourselves and teach "democracy, social justice, and a world where people can live in peace." Few would argue with the latter lesson plan; but without a strong and continuing military response, our enemies would threaten and erode those very values cherished by Professor Singer.

Conspicuously missing from Professor Singer's list of American military debacles is World War II—a conflict more pertinent to September 11 than, say, the Mexican War or American involvement in World War I. Even then, the Japanese attacked a military target in December 1941, while the Islamic terrorists of September 11 murdered civilians outside a theater of war. Singer fails to distinguish between terrorism and acts of war. Civilians suffer in both actions, to be sure. But, as political scientist Michael Ignatieff noted, in the World Trade Center attacks "civilians were massacred deliberately, and without warning, during a time of peace, by a nonuniformed group whose intention was to spread terror." During the American campaign against the Taliban and al Qaeda in Afghanistan "civilians were killed during an exercise of legitimate self-defense by a state, in response to an act of war, and were killed unintentionally despite good-faith efforts." Civilians in both instances are just as dead, of course, but death, Ignatieff argued, "does not create any moral equivalency among them" (1).

The truth of the matter is that, since the 1980s, the United States has followed the anti-war strategy Professor Singer promotes. We have been as paralyzed by the supposed "lessons" of Vietnam as Professor Singer is by the historical analogies he attempts to draw between past events of different contexts and our current conflict. Over the past twenty years, we have not retaliated against the suicide bombing of the U.S. Embassy in Beirut in April 1983, the bombing of the Marine barracks in Beirut that same year, the bombing of the World Trade Center in New York in 1993, the attack on U.S. troops at Khobar Towers in Saudi Arabia in 1996, the suicide bombings of two U.S.

embassies in East Africa in 1998, and the attack on the *U.S.S. Cole* in Yemen in 2000. Our inaction has emboldened our enemies. That history is missing from Professor Singer's account (2).

Also missing from Professor Singer's essay is any systematic understanding of the nature, extent, and motives of our radical Islamic enemy. Professor Singer writes of "one organized group or a few individuals," and implies that the poverty we have allegedly precipitated in the Arab world accounts for the searing hatred and violence hurled against us. He holds up the "millions of people [in] the refugee camps . . . of the Middle East," as results of our treachery, thereby ignoring about two centuries of history and misreading contemporary politics in the area.

According to Daniel Pipes, director of the Middle East Forum, radical Islam appeals to "about 10% to 15% of Muslims" (3). Considering there are more than one billion Muslims throughout the world, that comprises a substantial number of people. Moreover, an untold number are embedded in Western societies where, according to political scientist Samuel P. Huntington, their presence among infidels and the trappings of modernity radicalize them further (4). And that is merely the beginning. Many more support the movement's objectives if not all of its theological baggage. Arab readers are daily treated to vicious anti-Semitic screeds in the state-controlled presses of the Middle East that are no different from the Nazi propaganda of the 1930s; belief in Western, Christian, and Jewish conspiracies abound in the Arab world. (5). A recent poll indicated that a majority of Egyptians and Pakistanis believe that the Mossad (the Israeli intelligence agency) and the CIA were responsible for the September 11 attacks. Another poll of educated Saudis showed 95 percent supported the objectives of Osama bin Laden (6).

Also on a daily basis, millions of school children are regaled in the fundamentals of radical Islam in *madrasas* (schools), cynically funded by corrupt, totalitarian regimes such as in Saudi Arabia where rulers trade such support for political stability (7). It was not a geographic coincidence that fifteen of the nineteen Islamist hijackers on September 11 were Saudis. Muslim people have a Hobson's choice in the region between authoritarian rule or religious fanaticism. A recent survey conducted by Freedom House indicated that of the forty-seven countries in the world with Muslim majorities, only one, Mali, could be characterized as free (8).

I suppose Professor Singer would attribute these developments to American economic imperialism, the tragic impress of globalism run amuck and, to our foreign policy which has encouraged Israeli depredations and Saudi intransigence. But if Professor Singer had read Bernard Lewis's *What Went Wrong? Western Impact and Middle Eastern Response*, and assigned it to his students, he and they would have learned that much of what ails the region today is self-inflicted, derived from an inability to confront or accommodate global, political, and economic changes occurring since the mid-eighteenth century. Islam has not always been so insular and oppositional—from the fourteenth through the seventeenth centuries Islamic civilizations were in advance of Christian Europe in science, sanitation, architecture, and philosophy. And, during that period, Islam was arguably the world's most tolerant faith. Jews, terrorized by Roman Catholic regimes in Europe, often fled to the protection of Ottoman-controlled areas. Lewis's account is both illuminating and despairing; the former because Islam is inherently a peaceful, embracing, and uplifting faith; the latter, because its current declension requires a self-analysis and reformation that does not appear imminent (9).

What infuriates radical Islam is not poverty, but a loss of dignity, power, and the highly visible success of democracy, freedom, and diversity. The target of the World Trade Center was unwittingly symbolic for quite another reason than as an icon of American economic power: citizens from

more than eighty nations worked there, in a city as diverse as any in the world. As Peruvian novelist Mario Vargas Llosa explained, "For those who dream of unifying, integrating and confining the planet within the straitjacket of a single dogma, a single god, a single religion, New York, no doubt, is the first enemy to be brought down" (10).

What is to be done with this fanaticism? Foremost, we must continue to be ourselves, for democracy is the strongest rebuke to extremism and the greatest inspiration to those people caught in the grip of religious and political totalitarianism. The Abraham Lincoln example I would use is his characterization of the United States as "the last best hope on earth." We can encourage moderate elements within Muslim countries and we can offer platforms for Muslim clerics here and elsewhere to present a different perspective on their religion.

But most immediately, we must respond to the atrocities of September 11, and we must do so forcefully because the opposite only encourages more terrorism. I agree that military engagement is fraught with its own danger and unintended consequences. However, we have no choice; it is our right and responsibility. We must tell our students that the use of force is sometimes justified, especially when our civilization is threatened. Of course, considerable hypocrisy and contradiction have marked our foreign and domestic policies; but, as imperfect as we are, our ideals are infinitely more supportive of the best in humankind than those of our enemy. Writing in February 1941, ten months before the Japanese bombed Pearl Harbor, Protestant theologian Reinhold Niebuhr, whose work would become a major inspiration to Martin Luther King, Jr., chided religious leaders who preached neutrality in the face of Nazi aggression. "There are historic situations," Niebuhr explained, "in which refusal to defend the inheritance of civilization, however imperfect, against tyranny and aggression may result in consequences even worse than war. . . . The biblical answer to the problem of evil in human history is a radical answer, precisely because human evil is recognized as a much more stubborn fact than is realized." People who refuse to directly confront evil "have obscured what the Bible has to say about the relation of justice to mercy in the very heart of God." Niebuhr concluded that "the task of defending. . . our civilization is imperative, however much we might desire that our social system were more worthy of defense. . . . If this external peril is not resolutely faced . . . the possibility of correcting its faults . . . may be annulled for centuries" (11).

Echoing Diane Ravitch's assertion in *Education Week* (17 October 2001) that we must teach our students intolerance toward certain things, historian Peter Gay wrote, "I believe with [Voltaire] that the world is a shipwreck and that it is our duty to save ourselves and one another; that love is better than hate, but that we must hate some things, especially fanaticism, for the sake of love" (12). It is our role because of who we are and what we can represent to ourselves and to the rest of the world to confront radical Islam.

Professor Singer is not a relativist, but an absolutist, instructing that our nation's past precludes our current military engagement. That is both a misreading of our past and a misunderstanding of our nation and our enemy. Radical Islam presents the greatest threat to civilization since the rise of Nazi Germany, and we all know the consequences of our collective lack of engagement during the early stages of that menace (13). The alternative to war, however lengthy the struggle, despite the unfortunate loss of civilian life and property, and despite the prospect that we may be virtually alone in this quest, is unthinkable. Just ask the women in Afghanistan. □

DAVID GOLDFIELD  
University of North Carolina, Charlotte

#### Endnotes

1. Michael Ignatieff, "Barbarians at the Gates," *New York Times Book Review*, 17 February 2002, 8.

2. See Thomas Friedman, "Crazier Than Thou," *New York Times*, 13 February 2002.
3. Daniel Pipes, "Islam Is Not the Problem, Militant Islam Is," <<http://www.historynewsnetwork.org/articles/>> 21 January 2002.
4. Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order* (New York: Simon & Schuster, 1996).
5. See, for example, Andrew Sullivan, "Protocols," *The New Republic*, 225 (5 November 2001): 46; Jonathan Rosen, "The Uncomfortable Question of Anti-Semitism," *New York Times Magazine*, 4 November 2001, 48-51.
6. Martin Peretz, "Foresight," *The New Republic*, 226 (11 February 2002): 42.
7. Erik Eckholm, "For Some, Koran Teaches Both War and Peace," *New York Times*, 15 January 2002.
8. Barbara Crossette, "Survey of Islamic World Finds Few Democracies," *New York Times*, 23 December 2001.
9. Bernard Lewis, *What Went Wrong? Western Impact and Middle Eastern Response* (New York: Oxford University Press, 2001).
10. Mario Vargas Llosa, "Out of Many, New York," *New York Times*, 11 December 2001.
11. Quoted in Rabbi A. James Rudin, "Niebuhr: We Must Defend Civilization," *Charlotte Observer*, 26 November 2001.
12. Quoted in Michael Skube, "Islam Clear-Cut: Nonbelievers are Infidels and Enemies," *Charlotte Observer*, 11 November 2001.
13. See Andrew Sullivan, "This Is a Religious War," *New York Times Magazine*, 7 October 2001, 50.

## Creating A Usable Past

On September 11, life handed American scholars a puzzle-piece that for many simply did not fit their worldview. It showed the United States as a victim of foreign aggression. Scholars had two choices: find where the information fit, or throw the puzzle-piece away. In his article for the last OAH newsletter, Alan Singer made the second choice: there was no chink in his mental landscape for the United States to be anything but an oppressor.

Singer is not alone. His line of thought reflects two dominant assumptions that have gradually narrowed historians' potential audience and even invited political attack in recent years: namely, that America's relations with the Third World are unrelievedly wicked, and that our country's domestic history can *only* be understood as a continuing battle over race, class and gender.

Then came Tuesday, September 11 and the spontaneous flag waving that followed. The America that academics had persistently characterized as "wrong" had been wronged. How could that be? Students returned to class forever changed, though they found minimal guidance if they were looking for an intellectual bridge between love of country and a sophisticated understanding of the nation's place in the world. Many intellectuals burnt that bridge decades ago.

There are numerous examples of the castigating tendency of scholars, but a favorite is an anthology I reviewed a few years back. This textbook gave undergraduates three articles on World War II: one on Japanese internment, one on segregation of black troops, and one on harassment of Italian-Americans. Every article discussed an aspect of the war that was absolutely true, yet collectively they made for a portrait that was fundamentally false. No Hitler, no Hirohito, no Holocaust—only an imperfect America battling its demons.

Historians who step out of this mold risk censure of the type that Singer leveled at Diane Ravitch. She "identifies herself as a historian," Singer snidely noted (what else would anyone call the author of a dozen monographs?), but she is actually on par with Osama Bin Laden, he accuses. What was Ravitch's unpardonable tyranny? She dared to suggest that multiculturalism goes too far, and that teachers must unhesitatingly condemn the assaults of September as mass murder. For Singer, such statements somehow amount to a campaign to "silence" people like him, and to deny those times when the United States has sinned, rather than been sinned against.

I understand this dilemma. I hail from the radical left, and so like many of my colleagues I hesitate to write books that might appear to whitewash America's character flaws. But it is time to admit that this generation of historians has done a better job examining the republic's weaknesses than its strengths.

This lopsidedness ill-serves both foreign and domestic audiences. Our academic communities produce most of the world's scholarship on the United States. Too often

they implicitly encourage critics in other countries to assume that America is culpable for all that goes wrong. Foreign readers sometimes parrot the very things we have said about ourselves. As teachers we urge youth to learn from the country's errors, but offer few lessons in what it has done right.

One issue here is intellectual integrity. The contortions that portray the United States as *always* oppressive are dishonest. Take, for example, Singer's allusion to supposed American atrocities "since the end of World War II," like the "bombing of Hiroshima and Nagasaki." Last time I checked, this event took place during the war, not afterward. There is a difference.

We need to change our approach if we want to remain relevant. To begin, we need to think harder about how to apportion responsibility for complex world problems and stop reflexively blaming America. That Saudi Arabia is undemocratic or that Israel and Palestine have yet to resolve their conflict is not the fault of the United States. Those countries are the primary actors in determining their fate.

Second, we need to recognize that the United States has often played at least a decent hand in world politics. Our country made its debut in global affairs in 1917, when the intractable dilemmas of the Third World were well advanced. Even so, Woodrow Wilson's "Fourteen Points" gave hope for self-determination to colonized peoples everywhere. During World War II the United States led the effort to create the United Nations, the first body to give a voice and vote to every country.

These accomplishments do not obviate the fact that U.S. foreign policy has on many occasions been stupid, arrogant, and even destructive. And, internally, issues of race, class and gender have indeed fractured our society, as they do most societies—but we work on them. We need to examine the U.S. within the context of world history, comparing the nation not only with its ideals, but also with its contemporaries. Does this mean we should cease being critical? Certainly not. But we need to absorb the lesson we teach students, that being critical does not preclude being positive.

Third, we can even learn from our most embittered critics. Last fall a conservative group associated with Lynne Cheney published a list of quotes by academics about the war. Intellectuals scorned the broadside as "Cheney's Black List." Of course, it is easy to dismiss inflated criticisms made by people we do not like. But it is far better to examine why the critique resonates with the public. The political right will capture the American flag only if we hand it to them.

Lastly, it would not hurt for professional skeptics to meditate on what the nation gets right, and why. During an interview a few years ago, the head of Canada's broadcasting regulatory agency gave me a lecture on American cultural imperialism. He surprised me by what he said next. "Don't get me wrong," he emphasized. "I have no doubt that the Americans will always be the first to go to the mat for freedom in the world."

This is a puzzle piece that scholars should seek to fit within the pattern of American history. An open-minded examination of America's historical willingness to defend freedom might help those students with flags pinned on their backpacks to fit their newfound patriotism with what they also learn about the nation's flaws.

The tragedy in New York and Washington rekindled respect for the country. Academics who ignore this risk losing credibility. Indeed, the twin assumptions of *fin de siècle* scholarship deserve to come down. America is more than the sum of its problems, and that is a precious piece of wisdom we can take away from ground zero. □

ELIZABETH COBBS HOFFMAN

## U.S. Not Root of All Evil

Alan Singer is indicative of the problem of how we teach history and successfully dumb down our youth in the process. I do not possess the credentials of Mr. Singer, but I did serve almost thirty years in the military. My question is—are there no teachers or professors of history out there who can look past the socialistic rhetoric of the 1960s and inculcate a sense of why this nation is dif-

ferent and in many cases *better* than the rest of the so called civilized world? "Better"—now that's a word that scares many of you!

Can you teach how our Declaration and Constitution came to be? Why there was a Civil War? What role religious beliefs played in the development of our nation? What were the underpinnings of our involvement in WW II that led to the dropping of the atomic bombs? What is our sense of justice predicated upon?

The actions that Mr. Singer cites seem to be moral equivalents for him. For example, if I fly a civilian aircraft into an office building to kill infidels or start a holy war then dropping the atomic bombs to end a horrific war is no different. I don't think so!

What our children should be taught is that America has made mistakes but no other nation on the earth makes a more sincere attempt to make the world a better place. My many years in the military took me to numerous countries and I would be hard pressed to find another one that cleans its environment, ensures human rights, openly discusses its cultural problems, is as culturally diverse, and has done more to economically help the disadvantaged than the United States. Whereas families living in their native lands have been kept economically at one social stratum for generations, they can come here and within a generation or two become economically better off than any of their ancestors. Teach them that!

The time has come to teach children the truth. I realize for some of you the truth is a relative term. Whose truth you may say? I say our truth. Focusing on what differentiates us, what makes us this great cultural rainbow just does not seem to be working. During the last eighteen months, I have had the opportunity to work in a charter school whose student body is 90 percent minority. I can tell you for a fact that these kids do not even know that the War of 1812 began in 1812 or what decade WW II or the Vietnam War occurred. They don't know, and in most cases, don't care. Most couldn't tell you what the Constitution of the United States is. These are fourteen through seventeen-year olds. Some can vote in a year! The system, their parents, lack of a moral foundation, and our multicultural sensitivities are creating an ignorant electorate. If they had the reading skills, I would have them read Thomas West's book *Vindicating the Founders*. It is a well researched text pertaining to race, sex and justice in the origins of America. Teach them that!

OK, George Washington didn't chop down a cherry tree and Abe Lincoln probably told a few lies. However, they also helped to create a country that has done more to further the freedom and prosperity of mankind than any other nation before us. That is why so many people today still want to come here. They want to come for jobs, schooling, and medical treatment and they do it by the thousands each year. Teach them that!

Education should help to define what unites us as a people. It is our love of freedom and belief in our form of government as being the best form to enable human beings to develop themselves to the fullest that unites us. It is the belief that you can just about say what you want, worship like you desire, and be what you want and it is no business of government to tell you otherwise. Our teaching must inculcate our children with not only these beliefs but also how we arrived at them and fight to maintain them. Teach them that!

The bottom line is that the United States is not the root of all evil. Our foreign aid and, yes, our military—which does more to keep other nations free and should therefore be considered as foreign aid—is paid for by the citizens of this country. For you see, in a republic the citizens are the defenders of the nation. Other nations hire us to defend them and then condemn us for not doing more to solve their problems. Is there a free press in most Islamic countries? Can you speak your mind there? Can you openly practice your religion if it is not the state sanctioned religion? Where is the economic wealth centered in those countries? Should we even speak of multiculturalism or tolerance when we think of these so called nations? Come on, Mr. Singer, did you teach the kids that we are responsi-

## In Memoriam

### Robert Cuff

York University's Department of History and the Schulich School of Business lost a beloved colleague with the sudden passing of Robert Cuff. On 20 November 2001, Bob had been enjoying a convivial dinner meeting with his colleagues in the Business Policy Area at Schulich, rethinking the curriculum for the years ahead, when he collapsed from an apparent stroke. He died in Toronto's Sunnybrook Hospital five days later at the age of sixty.

Bob Cuff was one of the early pioneers and brightest academic stars of the fledgling York University. Dean John T. Saywell, who had previously taught Bob in the Department of History at the University of Toronto, hired him away from the University of Rochester to bolster the field in United States history at York in 1969. After graduating from the University of Toronto in Modern History in 1963, Bob flew through the Ph.D. program at Princeton, completing in only three years an ambitious Ph.D. thesis for the demanding Arthur Link on U.S. mobilization for World War I. Rochester, which was then a powerhouse in U.S. history, snapped him up in 1967. But for all the energy and excitement at the University of Rochester, Bob and his wife, Mary Lou, jumped at the chance to return to Toronto to raise their family and to help build a new university.

During the 1970s, Bob Cuff was one of the scholars who established York's reputation for productivity and intellectual vitality, particularly in history. His landmark book, *The War Industries Board: Business-Government Relations During World War I*, came out in 1973 and still remains the standard work on the subject. Bob possessed the casual ease of a true professional; articles, contributions, collaborations, conference proceedings, book reviews tripped out of his typewriter. Through his book, his many articles, and review essays, Bob came to be known in the 1970s as one of the major figures of "the organizational synthesis" in U.S. history.

While he had become by profession a specialist in business-government relations in the United States, Bob also maintained a lively interest in Canadian history and public affairs. He and Jack Granatstein, for instance, collaborated on several books and articles on Canadian-U.S. relations. Bob played a quiet behind the scenes role organizing the Canadian Association of American Studies. He turned his interests on war mobilization towards the Canadian experience. With his own sparkling essays and those he encouraged from colleagues he also brought Canadian historical scholarship into the pages of the *Harvard Business History Review*. Selection for membership in the Charles Warren Center at Harvard as a visiting fellow in 1973-1974 marked Bob as a rising superstar in the U.S. historical profession.

In the 1980s, Bob Cuff began to turn his personal and professional attention to business education. His studies of the growth of the military-industrial complex in World War I led him to focus on the rise of bureaucratic methods of command and control. This, in turn, led him to examine for the first time the development of techniques of statistical measurement and management in U.S. universities' business schools.

Bob was able to connect his research interests with teaching practice in the mid-eighties when Thomas McCraw of the Harvard Business School recruited him for two years to join the teaching team of one of the core courses in the business program, *Business and Government in the International Economy*. Bob thrived in this new setting, discovering somewhat to his surprise that he was good at the theatrical teaching style demanded by Harvard's horse-shoe-shaped classrooms and groups of ninety students. Harvard liked him as well. He and Mary Lou returned for another two years from 1989 to 1991. During this period, Bob made a name for himself with a series of tightly focussed essays on the personnel, techniques and political institutionalization of production control systems. Slowly his attention shifted towards the history of management.

When he returned to York in the early 1990s, after two stints at the Harvard Business School and with his

new interest in both the history of management and teaching managers, Bob sought a joint appointment with the Faculty of Administrative Studies. His historical understanding informed his teaching, and in turn his experience with colleagues and students in the business school informed his historical research. Bob brought the same professional credibility, seemingly effortless competence, and level-headed decency to the burgeoning Schulich School in the nineties as he had to the rambunctious history department earlier. Bob, in his quiet, yet very effective style soon assumed the leadership of a diverse policy area at Schulich and built intellectual bridges between public policy and business management scholars, establishing unique masters and doctoral seminars that reviewed the history of management thought. By such means, he provided new historical perspectives on the discipline of management.

Bob was thus poised to embark on a new phase of his career when his beloved wife, Mary Lou, fell ill with cancer. With the same quiet dignity that had marked his entire career, Bob now devoted himself to his family and care-giving. Bob and Mary Lou were inseparable; childhood sweethearts in Peterborough, Ontario, a couple at the University of Toronto, partners in Princeton, Rochester, and Toronto. Mary Lou's death in November 1999 was a devastating blow.

Time and Bob's unsinkable spirit eventually took hold. Recently Bob had begun to participate anew in the history department's affairs; we revelled again in his jocular, self-deprecating humor. He played an important role in the hiring of new U.S. history professors at York. He was admired among his Americanist colleagues as an incredibly well-read historian who kept up-to-date with the latest scholarship in new fields while also encouraging new looks at older scholarship. Graduate history students appreciated his openness to new topics and approaches, and his acts of incredible generosity in giving them his own books, lecture outlines, and course materials when they began new jobs as instructors and professors. The students in his fourth-year history seminar on "Organizing the United States for War," marvelled at his excitement with the way in which he was able to illuminate the current organization of the U.S. war effort with historical parallels from his own work. Academically, he and Tom McCraw were about to launch on a research project on mobilization management for World War II. He was laughing and enjoying the fellowship of colleagues in the Schulich business policy unit, planning for the future, when he was tragically struck down.

Bob Cuff brought style, performance, academic credibility, professional dedication, and above all, human decency to York. He was admired as a scholar and loved as a human being. At his funeral, moving eulogies by Tom McCraw and Neville Thompson, friends of long standing, reminded us of the far-reaching influence of Bob Cuff's indomitable spirit, acute intelligence and integrity. He is survived by his father, Gerald Cuff, two daughters, Christine and Katherine, a son, Peter, and granddaughter, Alexandra. The family has requested memorial donations be sent to Sunnybrook Hospital Foundation, Toronto, or the Canadian Cancer Society. □

MARLENE SHORE

Department of History and the  
Schulich School of Business  
York University, Toronto

### John H. D'Arms

John H. D'Arms, a distinguished scholar, prominent classicist, and highly regarded leader, died 22 January 2002 in New York City at age sixty-seven after a long battle with brain cancer. His esteemed career included numerous accomplishments in the humanities both as a well-respected scholar and public servant.

Born in Poughkeepsie, New York, D'Arms was married to Maria Teresa Waugh, daughter of novelist Evelyn

Waugh, in 1961 in Somerset, England. He received his undergraduate degree from Princeton University in 1956 and in 1959 received a B.A. degree in *Literae Humaniores* from New College, Oxford. D'Arms went on to complete a Ph.D. in classical philology at Harvard in 1965.

From 1997 until his death, D'Arms served as president of the American Council of Learned Societies (ACLS) where he was credited with leading the effort to enlarge and strengthen its prestigious fellowship program for scholars at all levels. During the thirty-two years prior to accepting the ACLS position, D'Arms served as a faculty member and administrator at the University of Michigan, holding such positions as professor of classical studies, chair of the department of classical studies, dean of Rackham Graduate School, professor of history, and Gerald F. Else Professor of Classical Studies. In 1982, he received Michigan's Distinguished Faculty Achievement Award and served as vice provost for academic affairs from 1990 to 1995. On leave from Michigan, he was both the resident director of the American Academy in Rome and a professor in its School of Classical Studies from 1977 to 1980. In 1994, Dr. D'Arms received the national recognition he so deserved when he was appointed to the National Council on the Humanities by President Bill Clinton, where he served until 1997.

D'Arms's scholarly work focused on aspects of ancient Roman cities, culture and society. His works include *Romans on the Bay of Naples* (1970), *Commerce and Social Standing in Ancient Rome* (1981), and more than sixty scholarly articles and reviews. At the time of his death, he was working on a study of the social and cultural conventions concerning food and drink in Roman society.

He is survived by his wife, Maria, their two children, Justin and Helena, two grandchildren, and brothers Ted and Phillip. □

### Hugh Davis Graham

Hugh Davis Graham, the Holland N. McTyeire Professor of History at Vanderbilt University, died on 26 March at his home in Santa Barbara, California. He was only sixty-five, a victim of esophageal cancer. With unusual courage and grace, he battled this fatal disease for five years, a near record not only for survival but for years of continued engagement in teaching and scholarship. He died just after the publication of his final book and just before an international conference on the Reagan presidency—a project that he had helped plan and organize. At the time of his death, Hugh was a plaintiff in a lawsuit challenging an executive order by President Bush that limits public access to the records of former presidents, including many of the records of President Reagan.

Graham, the son of a Presbyterian minister, was one of three talented Graham boys. He was born in Arkansas but grew up in Nashville. His appointment to the McTyeire chair in 1991 brought him home again. With his usual exuberance, he committed himself completely to Vanderbilt. Over the next decade, he worked tirelessly to improve graduate work, served on numerous college and university committees, won major awards for his teaching and service to the university, served as department chair for two years, and was author or coauthor of two books, and editor or coeditor of two more. He was a model colleague, generous to a fault, full of good will, and optimistic in the face of illness and pain. His contribution to Vanderbilt marked the climax of a long and productive career as a historian.

As an undergraduate at Yale, Graham majored in history. In 1964, he completed his Ph.D. in history at Stanford. For the next three years, he taught in nontenured positions at Foothills College, San Jose State, and Stanford. From 1967 to 1971 he was a nontenured associate professor at Johns Hopkins, where he served as associate, and then acting, director of the Institute of Southern History. In the midst of several civic involvements, he co-directed a task force for the National Commission on the

Causes and Prevention of Violence in 1968-1969, and co-edited the Commission report, *Violence in America*.

In 1971, Graham moved to a tenured position at the relatively new University of Maryland, Baltimore County where he remained until accepting a position at Vanderbilt in 1991. He began his career at UMBC as dean of the social science division and later served as dean of graduate studies and research. During these years he won an unusual number of fellowships and grants—Guggenheim, two NEH, Wilson Center, National Institute of Education, American Enterprise Institute, Lyndon Johnson Foundation, and Social Science Research Council. His early interest in civil rights, and in southern politics, led him to join Numan Bartley in 1975 in writing *Southern Politics and the Second Reconstruction*, an update of the classic work by V. O. Key. During these busy years, Graham began a new line of scholarship involving the complex process of federal policy making and its implementation. The fruits of these efforts were three major books and a deserved national reputation as the most successful pioneer in the newly self-conscious field of policy history.

His first policy study, *The Uncertain Triumph: Federal Education Policy in the Kennedy and Johnson Years* (1984), records the successful achievement of major federal aid for public education. Graham emphasized new legislative strategies, such as the use of task forces, but was most original in following the legislation into the implementing stages, when powerful outside constituencies, working with federal agencies, often so reshaped policy as to move far beyond congressional intent. Graham's next project was *The Civil Rights Era: Origins and Development of National Policy, 1960-1972* (1990). As fascinating as the successful legislative victory was in gaining three major civil rights acts, what happened later was equally intriguing. Well-organized pressure groups, soon with symbiotic ties to such federal agencies as the Equal Employment Opportunity Commission, slowly helped shift civil rights policy away from the original congressional intent (non-discrimination) to overt preferences for designated minorities. No one before Graham had ever looked so closely at the internal dynamics of policy development, or exposed so many contradictions in federal policy.

In his last years, even while suffering intervals of chemotherapy, Graham completed his final policy study, one that complemented his work on civil rights. In *Collision Course: The Strange Convergence of Affirmative Action and Immigration Policy in America* (2002), he shows how early civil rights legislation, intended largely to correct injustices to African Americans, eventually offered protection and favoritism for a flood of new immigrants from Asia and Latin America. Many immigrants who qualified as minorities under federal law were among Americans with the highest incomes. This developed without any clear congressional intent and with little public scrutiny. Few wanted to agitate the complex issues involved, or challenge the organized minority groups who enjoyed preferential treatment. This has contributed to present confusions and new policy debates involving both immigration and affirmative action. It reveals the often unforeseen, or unwanted, effects of social legislation.

Such a brief survey of Hugh Graham's contribution to historical understanding leaves so much out. This includes dozens of articles and chapters in books, a coauthored book on graduate education, several edited or coedited books, and his involvements with major historical associations. Above all, such a survey cannot communicate the vibrant personality that lay behind all the work, or express the appreciation of all the colleagues and students who gained so much insight and support from his friendship and his teaching. □

PAUL K. CONKIN  
Vanderbilt University

## Herbert F. Margulies

Herbert F. Margulies, Emeritus Professor of American History at the University of Hawaii, Honolulu, died

28 May 2001 at the age of seventy-two. During his thirty-seven year career, Professor Margulies had been a good citizen in the republic of learning, authoring four groundbreaking books and numerous monographs on the political history of Wisconsin Progressives, the U.S. Congress during the League of Nations controversy, and the Republican Party in the Wilson era. Specifically, his works include *The Decline of the Progressive Movement in Wisconsin, 1890-1920*; *Senator Lenroot of Wisconsin: A Political Biography, 1900-1929*; *The Mild Reservationists and the League of Nations Controversy in the Senate*; and *Reconciliation and Revival: James R. Mann and the House Republicans in the Wilson Era*. He was a lifelong student of combat and compromise, whether in national politics, in the sports arena, or in his own academic department—which he chaired successfully and with dignity during seven turbulent years. His colleagues have established a fund to support a Herbert F. Margulies prize in American History to be awarded annually to a graduate student who shows promise of reaching Herbert's standards of integrity and scholarship. But it will be very hard, indeed, to find a recipient who could match Herbert's unique blend of wit, wisdom, and gentleness. He is survived by his wife of forty-six years, Francine, four children, and five grandchildren. □

FRANCINE K. MARGULIES

## Rush Welter

In 1951, Rush Welter completed his graduate studies by presenting an ambitious doctoral dissertation in Harvard University's notable interdisciplinary program in the History of American Civilization. At Harvard, Rush was able to draw heavily on the resources of the government department as well as the history department. His advisers were Louis Hartz, and John M. Gaus. Hartz was on the verge of a major breakthrough that would change the course of American historiography. Gaus was a humane, broad-gauged senior statesman who took a warm interest in graduate students. A young man, scornful of specialization, who was always in pursuit of the "big picture," could not have had more helpful and appropriate teachers.

Eleven years would pass before Rush published in 1962, a greatly enlarged and deepened revision of his doctoral dissertation, now entitled *Popular Education and Democratic Thought in America* (1). It offered a vivid narrative of how an expanding belief in popular education at public expense became almost universally accepted as the essential safeguard of a free society: the one sure cure for political and social evils. By the end of the Civil War, radicals and conservatives, whites and blacks, northerners and southerners, were joining this national consensus. However, the partnership that Rush admired, between democracy and rationality, reached and passed its zenith in the early twentieth century. Stoically, the young historian mapped out the disillusion, from the 1920s onward, that have lapped at the American faith in schooling, without weakening an ongoing dependence on schools.

This may be Rush's finest book. Drawing on an abundant literature of political debates, scholarly inquiries, and popular tracts over a span of two centuries, it explored divisions of opinion with a fullness that matched its commitment to a single unifying theme. I suspect that it is no longer much read because educational history has turned decisively away from the history of ideas in order to immerse itself in the social history of schools and of the families, ethnic groups, and classes they serve. Nevertheless, *Popular Education and Democratic Thought in America* is an enduring book. During the forty or more years since it was written, it has aged very little, if at all. The magisterial bibliography that accompanies Lawrence A. Cremin's authoritative three-volume history of American education makes this comment: "Rush Welter, *Popular Education and Democratic Thought in America* remains the most incisive work on the special role education has played in American politics and political thought."

Buoyed by success, Rush must have started work soon after on a still more encompassing project. He re-

solved to undertake an overarching interpretation of the attitudes and ideas of the period he knew best, lying between the election of Andrew Jackson and the outbreak of the Civil War. That was when the American people (as Rush argued) were defining themselves and providing us with "the social imperatives we still honor as well as the errors we now contend against." Rush was perhaps encouraged to tackle this daunting work by the provocative example of his former adviser, Louis Hartz. Hartz's aggressive critique of the liberal tradition in America was just then arguing that American culture had always been locked in a stupefying intellectual consensus. Rush's own cast of mind, unlike his mentor's, was attuned to differences as well as commonalities. He was both a lump and a splitter. But his desire to embrace the nation as a whole responded eagerly to the strong emphasis on consensus and national identity that was just then reshaping both the social sciences and the writing of history. His assessment of what he called *The Mind of America 1820-1860*, one of the most contentious eras in our history, took the form of assessing the ways in which a common national faith struggled against the disruptive forces it was eventually unable to contain.

This was a big book. Its powerfully argued text—spanning almost 400 pages—was enriched with another 183 pages of appendices, notes, and bibliography. The spine of its argument ran through the party battles of liberals against conservatives, while touching in fresh ways on religion and the western frontier. Yet it took too long to write. By the time it appeared, the brief heyday of the "Consensus" school of historiography was over, and all of Rush's scrupulous attention to conflict and diversity could not save his book from the backlash that ensued.

Just two years after *The Mind of America* was published in 1975, a conference of prominent intellectual historians met to consider ways and means of defending their discipline against a dramatic shift of student interest away from lofty ideals and national goals. The conferees were largely agreed on the desirability of featuring more empirically verifiable constructs and more tangibly identifiable social groups, such as ethnic minorities, women, musicians, and working-class formations. To expound "the mind" of a nation in the wake of the Vietnam war seemed both politically regressive and intellectually delusive. In the book that came out of the conference, Rush's paper, "On Studying the National Mind," argued valiantly for the methods he had employed and the rationality he had presupposed. His colleagues were in no mood to listen.

*The Mind of America* remains, nevertheless, a powerful work still occasionally consulted by students of the Middle Period. The copy in my university's library has been checked out twice in the last decade. Compared to the short life of the great majority of serious works about the mid-nineteenth century that pour from university presses, it has held up pretty well.

Rush, of course, was bitterly disappointed and never afterward, to my knowledge, undertook anything on that scale. His confidence in himself was, however, far from shattered. Sometime in the late 1980s, after we had become good friends, he remarked one day that he did not expect his work to be recognized during his lifetime. This was long after he had turned to a narrower topic for which he was ideally suited and which aroused his enthusiasm. In the late 1970s he fixed upon a major theme in post-Civil War political debate, namely the "Money Question," which evoked all the anger and moral fervor that had gone into the slavery issue before the war. The pamphlet literature preserved in the Library of Congress was enormous, and Rush took on the subject as a suitably tangible theme for a chastened but accomplished intellectual historian. In the early 1990s he was devoting his retirement entirely to this project. Then our paths diverged, and I heard no more about it. Time had once again closed in upon Rush's life work (2). □

## Endnotes

1. Meanwhile he had published a short book entitled *Bennington, Vermont: An Industrial History* (School of Library Service, Columbia University: 1959). This has not been accessible to me.
2. *New Directions in American Intellectual History*, ed. John Higham and Paul K. Conkin (Johns Hopkins University Press, 1979), pp. 64-82.

JOHN HIGHAM  
Professor of History Emeritus  
The Johns Hopkins University

### The Organization of American Historians is grateful to the following sponsors of the 2002 Annual Meeting Receptions in Washington, D.C.

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### Results 2002 OAH Election

## President

✓ IRA BERLIN, *University of Maryland*

## President-Elect

✓ JACQUELYN DOWD HALL, *University of North Carolina*

## Executive Board

✓ JULIE ROY JEFFREY, *Goucher College*

✓ LAUREL THATCHER ULRICH, *Harvard University*

✓ DAVID M. KENNEDY, *Stanford University*

## Nominating Board

✓ SYLVIA R. FREY, *Tulane University*

✓ JAMES B. GARDNER, *Smithsonian Institution*

✓ MERLENE PITRE, *Texas Southern University*

Total ballots cast: 1,180

### OAH/JAAS Short-Term Japan Residencies, Summer and Fall 2003



Current participants and alumni of the OAH/JAAS exchange program gather at the OAH Annual Meeting in Washington, D.C., in April 2002, during the International Reception. (OAH Staff photo by Ray Lohne.)

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 2003 OAH Annual Meeting in Memphis, Tennessee, so that they can receive their awards and 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 2003 will be announced on the OAH website in August 2002.

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 2002.)

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 **2 December 2002** 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 2 December 2002, to <[japan@oah.org](mailto:japan@oah.org)>. □

Applicants must be current members of the OAH.



A soldier receives blood plasma during WWII. (Corbis)

### Series Explores Blood's Role in History

Thirteen/WNET New York looks at world history from a truly unique perspective this June when it presents *Red Gold: The Epic Story Of Blood*. This four-part mini-series, which premieres Sunday, June 23 from 9-11 p.m. ET and Sunday, June 30 from 9-11

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p.m. ET on PBS, delves into the historical facts and myths about human blood and its impact on everything from religion and medicine to commerce and popular culture. Based on Douglas Starr's critically-acclaimed book *Blood: An Epic History of Medicine and Commerce*, the series addresses the ways in which we have understood and misunderstood blood's function, its conversion into an international commodity and its global role across thousands of years.

*Red Gold: The Epic Story Of Blood* explores an array of related historical events, such as the racist theories that led to the Holocaust during World War II and, closer to home, the segregation of blood supplies in the U.S. based on race. It also highlights the Spanish Civil War as a turning point in the use of blood as a life-saving therapy, and documents ongoing attempts to make blood supplies safer. □

### ▼ Forum / From 16

ble for all these social injustices that these nation states have perpetuated upon themselves for centuries? At least Europe left the Middle Ages! Teach them that!

The mantra of tolerance, tolerance, tolerance seems to only apply in one direction. Your type of tolerance will defend homosexual rights but does not tolerate the belief that the homosexual lifestyle is aberrant. Your type of tolerance may defend pro-choice but not pro-life. You find it hard to make judgments about groups of people. Why? Actions do speak louder than words and the actions of many of these Islamic nation-states have enabled this type of religious fanaticism to kill thousands. Tolerance is not a one-way street designed only for those who have an axe to grind or elect victimization as justification for their current actions. There should be no tolerance for evil. Evil must be contained or destroyed. Ask the Nazi's, rather ask the Jews! Teach them that! □

TOM LUDKA

### Tired Rhetoric

Diane Ravitch had it right, "blame the victims." One only has to compare her closing comment with that of Alan Singer to understand the difference. Singers's tired 1960's rhetoric only begs the question. □

JOHN T. REILLY  
Mount Saint Mary College

### Accurate History

On page 3 of the February 2002 *OAH Newsletter*, Alan Singer referred to "actions taken by the United States since the end of World War II including the bombing of Hiroshima and Nagasaki." I may not like the views of Diane Ravitch, but I believe in accurate history—World War II had not ended when the atomic bombs were dropped. □

BERNARD SINSHEIMER

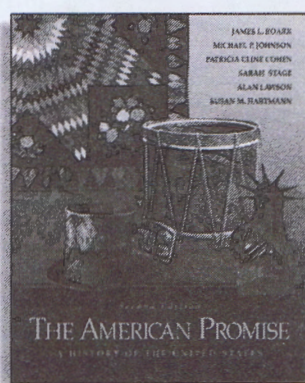
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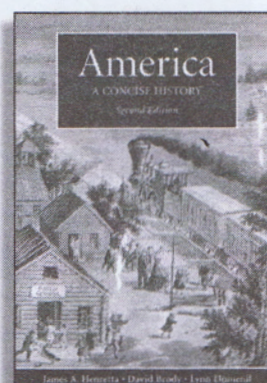
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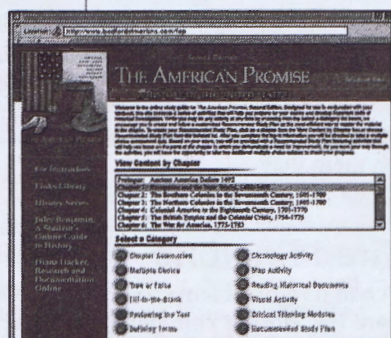
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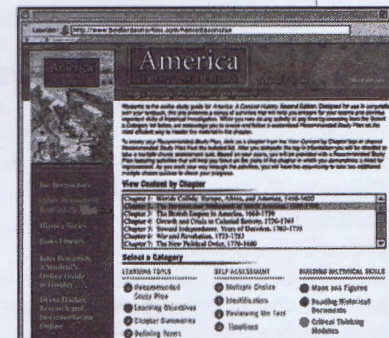
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## Announcements

### Activities of Members

**Elizabeth Urban Alexander**, Texas Wesleyan University, was awarded the annual Langum Project for Historical Literature prize for her book, *Notorious Woman: The Celebrated Case of Myra Clark Gaines*.

**Nancy Cott**, professor of history at Harvard University, has been named the Carl and Lily Pforzheimer Foundation Director of the Schlesinger Library, part of the Radcliffe Institute of Advanced Study.

**J. Michael Gaddis**, assistant professor of history at Syracuse University, has been named among the recipients of Syracuse University's 2002 Teaching Recognition Awards.

**Kenryu Hashikawa**, Columbia University, was awarded a grant/fellowship from the Center for the History of Business, Technology, and Society for the work "City and Country in the Early Republic: Social and Economic Networks in the Region between New York City and Philadelphia."

**Melvin G. Holli**, University of Illinois at Chicago, is the author of a new book on the nation's first presidential pollster entitled, *The Wizard of Washington: Emil Hurja, Franklin Roosevelt, and the Birth of Public Opinion Polling*.

**Stephen Karetzky**, Felician College, has published his book entitled, *Not Seeing Red: American Librarianship and the Soviet Union, 1917-1960*.

**Pamela Laird**, University of Colorado-Denver, was awarded a grant/fellowship by the Center for the History of Business, Technology, and Society for the work "Uncovering Social Capital in American Business History: The Social Factors in Success."

**Martin Melosi**, University of Houston, has won the Urban History Association Prize for the best book in North American urban history for 2001, *The Sanitary City: Urban Infrastructure in America from Colonial Times to the Present*.

**Stephen A. Mihm**, Department of History at New York University, has received a fellowship appointment by the Library Company of Philadelphia's Program in Early American Economy and Society (PEAES) for his work, "Making Money: Bank Notes, Counterfeiting, and Confidence, 1789-1877."

**Steven T. Sheehan**, Indiana University, was awarded a grant/fellowship from the Center for the History of Business, Technology, and Society for his work, "From Mass Strikes to Mass Consumption: Making the Working-Class Male Consumer in Post-war America."

**Paul Taiton**, University of Auckland, was awarded a grant/fellowship from the Center for the History of Business, Technology, and Society for his work, "Brothers and Breadwinners: The Making of Conservative Unionism in the U.S. Railroad Industry, 1877-1926."

**Christopher Tassava**, Northwestern University, was awarded a grant/fellowship from the Center for the History of Business, Technology, and Society for his work, "Launching A Thousand Ships: Wartime Shipbuilding and American State Enterprise, 1940-1950."

**Peter Way**, Bowling Green State University, was awarded the 2001 Harold L. Peterson Award for his work, "Rebellion of the Regulars: Working Soldiers and the Mutiny of 1763-1764."

**Sam Wineburg**, University of Washington, was awarded the Frederic W. Ness Book Award for his book, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*.

### Awards, Grants and Fellowships

The League of World War I Aviation Historians is sponsoring a student paper competition, which is open to undergraduate and

graduate students enrolled at accredited institutions during the 2001-02 academic year. Monetary prizes will be awarded for the best original paper on World War I dealing with any aspect of aviation including personal or unit history, citations, tactics, technical development, political ramifications, aircraft development, or balloon activities. Deadline: **31 May 2002**. Contact: Mr. Noel Shirley, 727 Swanswood Ct., San Jose, CA 95120.

The **Fulbright Scholar Program** is offering lecturing/research awards in some 140 countries for the 2003-2004 academic year. Opportunities are available not only for college and university faculty and administrators, but also for professionals from business and government, as well as artists, journalists, scientists, lawyers, independent scholars and many others. Deadline: **varies from 1 May - 1 November**. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; (202) 686-7877; <apprequest@cies.iie.org>. Visit: <http://www.cies.org>.

The **Missouri Humanities Council** is now accepting nominations for its prestigious Governor's Humanities Award. Outstanding teachers, historians, museum professionals, and writers will be recognized for the important contributions they have made to their schools or their community's cultural life at an awards ceremony at the governor's mansion in Jefferson City in October 2002. Deadline: **3 June 2002**. Contact: Robin LeVan; (800) 357-0909; <robin@mohumanities.org>. Visit: <http://www.mohumanities.org/gov\_award.htm>.

The **Presbyterian Historical Society** invites submissions for the following awards in 2002. The **Francis Makemie Award** is presented annually for the best published book in American Presbyterian/Reformed history. The **Robert Lee Stowe Award** is given annually for the best published historical study of an American Presbyterian or Reformed congregation. The **Woodrow Wilson Award** is given annually for the best published scholarly article pertaining to a topic in American Presbyterian or Reformed history. The **Patricia Ann Burrus Spaulding Award** is given annually for the best published scholarly historical article pertaining to an American Presbyterian or Reformed woman or women. Deadline: **1 July 2002**. Contact: <wbynum@history.pcusa.org>; (828) 669-7061.

The **State Historical Society of Missouri** seeks nominations for the Lewis E. Atherton Prize, to be awarded to an outstanding master's thesis on Missouri history or biography. Nominees must have completed a master's degree between 1 July 2000 and 30 June 2002. Deadline: **1 July 2002**. Contact: James W. Goodrich, Executive Director, State Historical Society of Missouri, 1020 Lowry, Columbia, MO 65201-7298.

The **Michigan Historical Review** announces its competition for the student essay prize for papers written by senior level and graduate students relating to Michigan's political, economic, social, and cultural history. Deadline: **15 July 2002**. Contact: David Macleod, The Michigan Historical Review, 139A Park Library, Clark Historical Library, Central Michigan University, Mt. Pleasant, MI 48859.

The **Abe Fellowship Program** announces its annual fellowship to be awarded to a scholar of research professional who can demonstrate strong and serious long-term affiliations with research committees in the U.S. or Japan. The fellowships are awarded for research projects in the social sciences or humanities that will inform the environment in which policy is made on issues of pressing global concern to industrialized and industrializing societies across the globe. Applicants must hold a Ph.D. or the terminal degree in their field, or have attained an equivalent level of professional experience. Deadline: **1 September 2002**. Contact: Ellen Perecman, Program Director, Abe Fellowship Program, Social Science and Research Council, 810 Seventh Avenue 31st Floor, New York, NY 10019; (212) 377-2700; fax (212) 377-2727; <http://www.ssrc.org>.

The **American College of Obstetricians and Gynecologists** invites applicants for the 2003 ACOG/Ortho-McNeil Fellowship in the History of American Obstetrics and Gynecology. Deadline: **1 October 2002**. Contact: Debra Scarborough, History Librarian/Archivist, ACOG, 409 12th St. SW, Washington, DC 20024; (202) 863-2578; fax (202) 484-1595; <dscarborough@acog.org>.

The **TransCoop Program** 2003 announces the Transatlantic Cooperation in the Humanities, Social Sciences, Law, and Economics. Through the TransCoop Program, the Alexander von Humboldt Foundation provides funds for research collaboration between German, U.S. and/or Canadian scholars in the humanities, social sciences, law, and economics. Scholars from universities and research institutions in Germany, the USA, and Canada may apply. Deadline: **31 October 2002**. Contact: Alexander von Humboldt Foundation, U.S. Liaison Office, 1012 14th Street NW, Suite 301, Washington, DC 20005; (202) 783-1907; fax (202) 783-1908; <avh@bellatlantic.net>.

The **Princeton University Shelby Cullom Davis Center for Historical Studies** is pleased to announce a number of research fellowships for one or two semesters designed for highly recommended younger scholars who have finished their dissertations by the application deadline. Senior scholars with established reputations are also encouraged to apply. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of the seminar. Deadline: **2 December 2002**. Contact: Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017.

The **Council of American Overseas Research Centers (CAORC)** announces a fellowship program that supports advanced regional research. The program is open to U.S. doctoral candidates and scholars who have already earned their Ph.D. in fields in the humanities, social sciences, or allied natural sciences and wish to conduct research in more than one country, at least one of which hosts a participating American overseas research center. Doctoral candidates who have completed all Ph.D. requirements with the exception of the dissertation and established post-doctoral scholars are eligible to apply as individuals or as teams. Applicants must be U.S. citizens. Deadline: **31 December 2002**. Contact: Jane Mitchell, CAORC, 10th St. & Constitution Avenue, NW, NHB CE-123, MRC 178, Washington, DC 20560-0178.

The **Louisville Institute** announces six specialized grant programs designed to address different issues and assist different groups of institutions and individuals: The **Sabbatical Grants for Pastoral Leaders** program provides pastors and other religious leaders with periods of reflective engagement with their life and work and issues related to contemporary religious leadership. Deadline: **16 September 2002**. The **Summer Stipends** program supports faculty summer research projects in the area of American Christianity. Deadline: **1 November 2002**. The **Christian Faith and Life Sabbatical Grants** program supports faculty research projects designed to make more accessible to religious believers the themes of Christian faith in relation to the realities of their contemporary lives. Deadline: **1 December 2002**. The **Religious Institutions Sabbatical Grants** program supports faculty research projects designed to encourage reflection on the nature of and the challenges to religious institutions in the contemporary world. Deadline: **15 December 2002**. The **Dissertation Fellowship** program supports the final year of Ph.D. or Th.D. dissertation writing for students engaged in research on American religion. Deadline: **31 January 2003**. The **First Book Grant Program for Minority Scholars** seeks to assist junior, non-tenured religion scholars of color to complete a major research and book project, focusing on some aspect of Christianity in the North. Deadline: **1 February 2003**. Contact: Louisville Institute, 1044 Alta Vista Road, Louisville,

KY 40205; <info@louisville-institute.org>; <http://www.louisville-institute.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>.

An interdisciplinary **Program in Agrarian Studies, Yale University** will be offering four to six Postdoctoral Fellowships tenurable from September 2003-May 2004. Fellowships include a stipend of \$40,000 per academic year. Fellows must have finished their dissertation before taking up the fellowship. Applications from knowledgeable "activists" and "public intellectuals" whose work on rural life transcends the academy are also encouraged. Deadline: **3 January 2003**. Contact: James C. Scott, Program in Agrarian Studies, Yale University, Box 208300, New Haven, CT 06520-8300; fax (203) 432-5036; <http://www.yale.edu/agrarianstudies>.

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; <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; <awards@mla.org>.

### Calls for Papers

The **Historical Society of Pennsylvania** invites submissions for two symposia in 2002 organized to honor the 225th anniversary of the Valley Forge winter and the British occupation of Philadelphia. For the conference on 22 April 2002, the Society is interested in papers looking at the distinct choices faced by ethnic and racial groups and those that examine distinctions of class, religion or location. The HSP fall symposium, to be held on 4 November 2002, welcomes essays examining the purposes and pitfalls for contemporary scholars of doing the history of individual "great figures." Deadline: **1 August 2002** (for November symposium). Contact: 2003 Symposia, Director of Publications and Programs, the Historical Society of Pennsylvania, 1300 Locust St., Philadelphia, PA 19107. Questions: Sharon Holt; (215) 732-6200; <sholt@hsp.org>.

The **Omohundro Institute of Early American History and Culture Conference** announces a call for papers for the March 2004 convention in Jamestown, VA. The intent of the conference, and the volume that will be developed from it, is to create a mosaic picture of the regions and influences in play that formed the context and impetus for the settlement at Jamestown. Deadline: **30 June 2002**. Contact: The Atlantic World and Virginia, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781.

The **Colorado University at Boulder** announces the Rocky Mountain Interdisciplinary History Conference, an annual graduate student conference hosted by the Department of History. The conference seeks papers by graduate students in various disciplines of the arts, humanities, and social sciences. Deadline: **30 June 2002**. Contact: <rmihc@ucsub.colorado.edu>; Visit: <http://

/www.colorado.edu/Conferences/RMIHC>.

The **NWSA Journal**, the scholarly publication, announces plans for a special issue, "Gender and Modernism Between the Wars, 1918-1939." Authors are invited to query and/or send a 300 word abstract by 1 April 2002 however decisions will be based on complete papers. Deadline: **30 June 2002**. Contact: Dr. Maggie McFadden, Editor, *NWSA Journal*, 109 IG, Appalachian State University, Boone, NC 28608; <mcfaddenmh@appstate.edu>.

The **University of East Anglia** invites papers for "In Our Time: America Since 1945," a conference to be held on 24-26 April 2003 in honor of the journalist and historian Godfrey Hodgson. Proposals that examine the major themes of Hodgson's work are especially encouraged, but papers that illuminate other aspects of postwar history are also welcome. Deadline: **1 July 2002**. Contact: Adam Fairclough, School of EAS, University of East Anglia, Norwich NR4 7TJ, UK; <adam.fairclough@uea.ac.uk>.

The **Southern Association for Women Historians** invites proposals for the Sixth Southern Conference on Women's History, to be held at the University of Georgia, in Athens, 5-7 June 2003. The program seeks to reflect the diversity of women's experiences in the U.S. and elsewhere and to feature the history of women from a wide range of racial, class, and ethnic backgrounds. Deadline: **15 August 2002**. Contact: Laura Edwards, SAWH Program Committee Chair, History Department, 226 Carr Building, Duke University, Durham, NC 27708; <ledwards@duke.edu>; Visit: <http://www.uga.edu/swch>.

The **American Society for Environmental History** announces its conference "Frontiers in Environmental History: Mainstreaming the Marginal" to be held in Providence, RI, 23-26 March 2003. Proposals may address any field of environmental history. Deadline: **1 September 2002**. Contact: Colin Duncan, <cduncan@leacock.lan.mcgill.ca>; Nancy Jacobs <Nancy\_Jacobs@Brown.edu>; Byron Pearson <bpearson@mail.wtamu.edu>; Stephanie Pincetl <pincetl@rcf.usc.edu>; Ravi Rajan <srrajan@cats.ucsc.edu>; Sylvia Washington <s-washington@northwestern.edu>.

The **Mennonite Church USA Historical Committee** announces its conference "Philadelphia Stories: Embracing Urban Diversity," to be held 4-6 April 2003 in Philadelphia. Papers, workshops, artistic expressions, storytelling, and panels that address the stated objectives are welcome. Deadline: **1 September 2002**; Contact: John E. Sharp, Mennonite Church USA Historical Committee, 1700 South Main Street, Goshen, IN 46526; (574) 535-7477; fax (574) 535-7756; <johnes@goshen.edu>.

The **American Association for the History of Medicine** will meet in Boston, MA on 1-4 May 2003. Papers are invited on any topic in the history of medicine. Deadline: **15 September 2002**. Contact: Professor John Eyler, Program in the History of Medicine, 511 Diehl Hall, University of Minnesota, Minneapolis, MN 55455.

The **Center for Research on American History** announces its conference entitled "Federalism and Federations of the Americas: Utopias, Praxis, Limits," to be held in June 2003 at the Universities of Paris 7, Paris 10, Paris 12. Deadline: **1 September 2002**. Contact: Elise Marienstras, 29 rue de la Rochefoucauld, 75009 Paris. <marienst@club-internet.fr>.

The **International Lincoln Center** announces its sixth international and multidisciplinary conference entitled, "Thomas Jefferson: Life, Times, and Legacy," to be held 16-18 October 2003 on the campus of Louisiana State University in Shreveport, LA. Deadline: **Rolling submission, early submissions encouraged**. Contact: Dr. William Pederson, American Studies Chair, International Lincoln Center, LSU in Shreveport, One University Place, Shreveport, LA 71115-2301; (318) 797-5349; fax (318) 795-4203; <wpederso@pilot.lsu.edu>.

The **Roosevelt Study Center** in Middelburg, The Netherlands, will host the sixth biennial conference of European historians of the United States, entitled "Frontiers and Boundaries in U.S. History," on 23-23 April. The conference aims to address issues con-

nected with all kinds of historically and geographically discernible and significant boundaries, contact, and conflict from colonial times to the present. Deadline: **15 October 2002**. Contact: Cornelius A. van Minnen and Sylvia L. Hilton, Roosevelt Study Center, P.O. Box 6001, 4330 LA Middelburg, The Netherlands; <rsc@zeeland.nl>.

**Siena College** announces a call for papers for its eighteenth annual, international, multidisciplinary conference, "The 60th Anniversary of WWII," to be held on 5-6 June 2003. The focus of the conference will be 1943, but papers dealing with the other war years are welcomed. Inquiries from those wishing to chair and/or comment are also invited. Deadline: **15 November 2002**. Contact: Prof. Thomas O. Kelly, II, Dept. of History, Siena College, 515 Loudon Rd., Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <legendziewic@siena.edu>.

**Rethinking History: The Journal of Theory and Practice** invites submissions for a special issue devoted to the topic "Rethinking Biography." Of special interest are theoretical essays about the problems and possibilities for contemporary biography and pieces of experimental biographical writing. Contact: Robert A. Rosenstone, Division of Humanities and Social Sciences, California Institute of Technology, Pasadena, CA 91125; <rrosen@hss.caltech.edu>. Visit: <http://www.tandf.co.uk/journals/routledge/1364529.html>.

**White House History**, featuring articles on the historic White House, its uses, and life as lived there through the years, announces a call for papers regarding articles for general thematic issues including, Presidential transportation, inaugurations, Lincoln's assassination, the Kennedy era, twentieth-century Presidents, the 1950's, Theodore Roosevelt, and FDR's White House. Contact: Publications Department, White House Historical Association; <manderson@whha.org>; fax (202) 789-0440.

## Meetings and Conferences

The **Conference on the History of the Civil Rights Movement in South Carolina** will be held **6-7 March 2003** at The Citadel in Charleston, SC. The meeting will feature approximately ten panel sessions where visiting scholars present and comment on papers dealing with aspects of the civil rights movement in the Palmetto State from 1890 to the present. Contact: The Citadel Conference on The Civil Rights Movement in South Carolina, C/O Bob Moore, The Citadel, Department of History, Charleston, SC 29409.

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 **Foundations of Modern International Thought** will be holding a late-spring Folger Institute Seminar directed by David Armitage, Associate Professor of History at Columbia University. The seminar examines the Three Kingdoms and their Atlantic extensions, the relations between British policies and those of their European neighbors and examines the history of political and international thought. The meeting schedule involves Thursday and Friday afternoons from **16 May-14 June 2002**. Application deadline: **2 January 2002**. Contact: the Folger Institute; <institute@folger.edu>. Visit <http://www.folger.edu/institute/nguide.html>.

The **Bay State Historical League** announces its annual meeting and conference entitled "Objects Talk: New Trends in Material Culture," which will be held on **10 June 2002** at Fruitlands Museum in Harvard, MA. Contact: (781) 899-3920.

The **Center for Western Studies** will hold the thirty-fourth annual Dakota Conference on History, Literature, Art, and Archaeology on **30-31 May 2002** at Augustana College. The theme is "The Lewis and Clark Expedition: Then and Now." Contact: Harry F. Thompson, Dakota Conference Director, The Center for Western Studies, Box 727, Augustana College, Sioux Falls 57197; (605)

274-4007; <hthomps@inst.augie.edu>. Visit: <http://ins.augie.edu/CWS/>.

The **Center for Jewish Studies, University at Albany, and The American Jewish Historical Society** will hold the Fifth Biennial Scholars' Conference on American Jewish History on **9-11 June 2002** at the University at Albany. The conference will explore themes, topics, problems, and issues arising from diverse areas of research on the American Jewish experience. Contact: Mark A. Raider, Conference Chair, Center for Jewish Studies, University at Albany, Humanities 243, Albany, NY 12222; (518) 591-8514; <raider@albany.edu>; Visit <http://www.albany.edu/judaic\_studies>.

The seventeenth Annual **Siena College Multi-Disciplinary Symposium**, "WWII—A 60 Year Perspective," is scheduled for **6-7 June 2002**. Contact: Prof. Thomas O. Kelley, Dept. of History, Siena College, 515 Loudon Rd., Loudonville, NY 12211-1462; (518) 783-2512; fax (518) 786-5052; <legendziewic@siena.edu>.

The **Blazing Trails to Freedom Underground Railroad Forum** is pleased to announce its third annual event, "Shout Heard Round the World: Freedom," a forum to be held on **13-15 June 2002** in Galveston, Texas. All are welcome to hear discussions by foremost scholars, historians, and preservationists on topics such as the role of the Catholic church during slavery, Black cultural inclusion in Mexico, and the search for the Texas network to freedom.

The **Maine Women Writers Collection** is pleased to announce its conference entitled "The Complex Web of Women's Friendships," to be held at The University of New England's Westbrook College Campus in Portland, Maine on **20-22 June 2002**. Join an interdisciplinary group of scholars, students, and others who are interested in contemplating how friendships between and among women have helped women understand difference, bring about social change, succeed in the world, and accomplish other goals. Visit: <http://www.une.edu/mwmc>.

**Monticello, Stratford Hall Plantation and the University of Virginia** will present the seminar, "Leadership and Life in Revolutionary America," **23 June-12 July 2002**. The program is open to full-time K-12 social studies teachers. Attendees receive free room, board, and textbooks, along with travel allowances. Successful completion brings six graduate credit hours from the University of Virginia. Deadline: **1 March 2002**. Contact: Education Office, Stratford Hall Plantation, Stratford, VA 22558; (804) 493-1558; fax (804) 493-8006; <shpedu@stratfordhall.org>. Visit: <http://www.stratfordhall.org>.

The **National Archives and Records Administration** announces its twenty-third annual institute for educators. "Primary Teaching: Original Documents and Classroom Strategies" which will be held at the National Archives in College Park, MD, **24 June-3 July 2002**. The cost of the institute, including all materials, is \$100. Graduate credit from a major university is available for an additional fee. Contact: Education Staff, NWE, National Archives, 8601 Adelphi Rd., College Park, MD 20740; <education@nara.gov>. Visit <http://www.nara.gov/education/>.

The **General Douglas MacArthur Foundation and Old Dominion University International Historical Symposium** will be held **26-27 June 2002**, at Old Dominion University in Norfolk, VA. The symposium theme, "Understanding and Remembering," will offer panelists and presentations to commemorate the Korean War's impact on the world and to pay homage to those who served. Contact: Mary C. Denyes, General Douglas MacArthur Foundation, MacArthur Square, Norfolk, VA 23510; (757) 441-2965; fax (757) 441-5389.

The **International Conference on Improving Learning and Teaching at the University** will hold its twenty-seventh annual forum **1-4 July 2002** in Vilnius, Lithuania. Each year, the IUT conference offers the opportunity for participants from across the globe to share practices, discoveries and challenges in improving the effectiveness of post-secondary teaching and learning. Contact: Helen

C. Long, Improving Learning and Teaching, 8510 49th Ave., College Park, MD 20740-2412; <iut2002@aol.com>. Visit <http://www.iutconference.org/>.

**Stratford Hall Plantation and Virginia Commonwealth University** will present their annual "Seminar on Slavery," **21 July-2 August 2002**. The program is open to full-time classroom teachers of history and social studies and to full-time museum/historic site educators. Attendees receive free room, board, and course materials, along with travel allowances. Successful completion brings three graduate credit hours from Virginia Commonwealth University. Contact: Education Office, Stratford Hall Plantation, Stratford, VA 22558; (804) 493-1558; fax (804) 493-8006; <shpedu@stratfordhall.org>. Visit <http://www.stratfordhall.org/>.

The **Herder-Institut Marburg (Germany)**, one of the core institutions for historical research on East Central Europe in Germany, would like to announce the Marburg International Summer University 2002, from **16 July to 9 August 2002**. Four seminars will address central aspects of East Central European Modern History. Contact: Mrs. Inge Lind, Herder-Institut Marburg e.V., Gisonenweg 5-7, 35037 Marburg. Tel.: 06421/184 101. <lindi@mail.uni-marburg.de>. Visit: <http://www.uni-marburg.de/herder-institut/>.

The **Early American Industries Association** announces its "Tools & Trades Workshop Sampler 2002," to be held at Eastfield Village, New York, from **29 July to 2 August 2002**. Contact: Elton Hall, (508) 993-9578; <EAIA@fastdial.net>.

The Library Company of Philadelphia announces the second conference of the **Program in Early American Economy and Society**, "Risk and Reputation: Insecurity in the Early American Economy." To be held on **4 October 2002**, the conference is free and open to anyone. Presenters and commentators will explore areas of the early American economy where entrepreneurs, planters, and manufacturers took especially high risks on a regular basis and created hedges to protect their way of life. Contact: Cathy Matson, Library Company of Philadelphia, 1314 Locust St., Philadelphia, PA 19107; <cmatson@librarycompany.org>. Visit: <http://www.librarycompany.org/>.

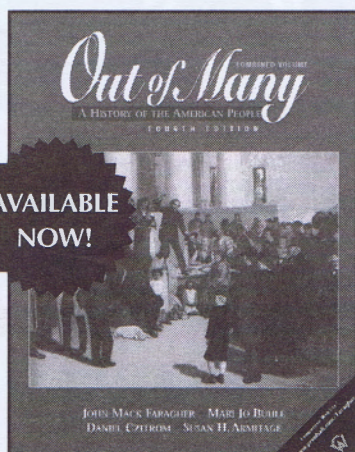
The **Film and History League** is pleased to announce its Conference on the West(s) in Film, Television, and History to be held **7-9 November 2002** in Kansas City, Kansas. Deadline: **15 August 2002**. Contact: Peter C. Rollins, Editor, Film & History: An Interdisciplinary Journal of Film and Television Studies; <RollinsPC@aol.com>. Visit: <http://www.filmandhistory.org>.

**Pennsylvania State University** will host the conference, "Lewis and Clark: The Unheard Voice—The Two-hundred-year Impact on the Lands, the Peoples, the Histories and the Cultures," **14-16 November 2002**. The conference is part of the ongoing effort to come to terms with the effects of the expedition, including the complexity of American history and the multiple narratives that have shaped the pluralism of American culture. Contact: Christopher Dufour, The PA State University, 2505 Green Tech Dr., State College, PA 16803; (814) 863-5100. Visit: <http://LewisandClark.outreach.psu.edu/>.

The **Center for Humanities and the Arts** is holding a year-long faculty and graduate student seminar in 2002 devoted to the theme, "Cultural Memory and Sites of Tradition." In addition, numerous distinguished lectures and performances, as well as a colloquium, will be held. Contact: Jeffrey N. Cox, Director, Center for Humanities and the Arts, 280 UCB, Boulder, CO 80309-0280; (303) 492-1423; <jcoffrey@colorado.edu>. Visit: <http://www.colorado.edu/ArtsSciences/CHA/>.

The **Georgia Political Science Association** will assemble for its 2003 conference at the Mulberry Inn in historic Savannah, Georgia, on **30 January-1 February 2003**. The general focus of the conference is "Speaking Truth to Power." Participants from all disciplines worldwide are welcome. Deadline: **13 September 2002**. Contact: <hcline@mgc.peachnet.edu>.

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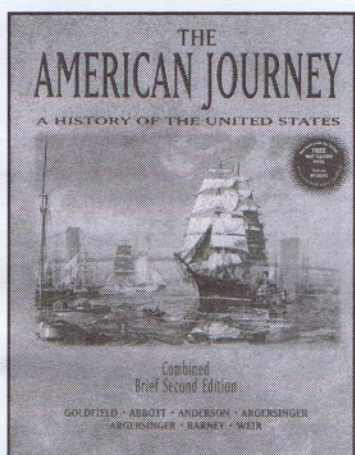
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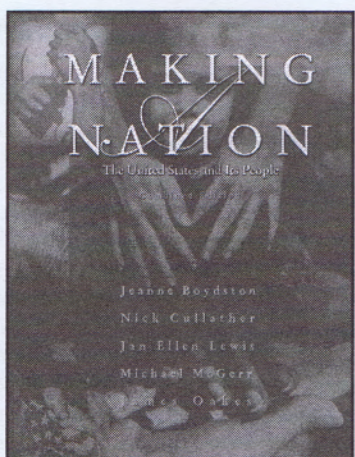
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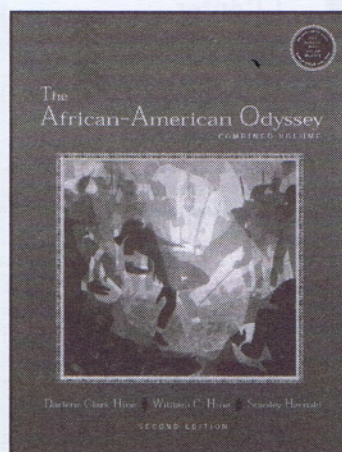
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## THE AFRICAN-AMERICAN ODYSSEY, Second Edition, Combined Edition, Volume I, and Volume II

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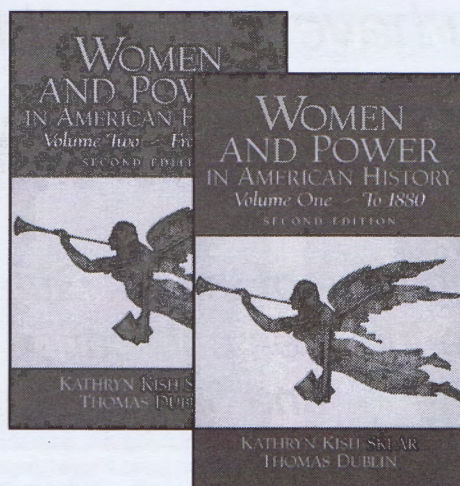
Written by a team of leading scholars, **THE AFRICAN-AMERICAN ODYSSEY, SECOND EDITION** is a clear and comprehensive narrative that examines African-American history in the context of American history, tracing its roots in

Africa to the challenges of the present century. The Second Edition features a new full-color design, strengthened pedagogy, several new biographical profiles and primary-source documents, a Living Word Audio CD with thirteen new audio tracks, and a **COMPANION WEBSITE™** enhanced with many new study resources. More than any other text, **THE AFRICAN-AMERICAN ODYSSEY** illuminates the central place of African Americans in American history.

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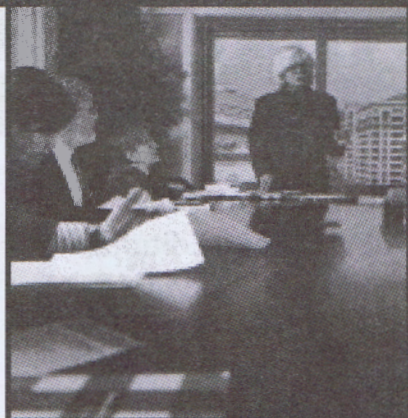
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The Woodrow Wilson International Center for Scholars announces the opening of its 2003–2004 Fellowship competition. The Center awards academic year residential fellowships to men and women from any country with outstanding project proposals on national and/or international issues. Projects should have relevance to the world of public policy or provide the historical framework to illumine policy issues of contemporary importance.

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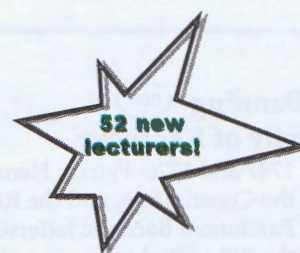
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# 2002-2003 OAH Distinguished Lectureship Program



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

## David Allyn <sup>(new)</sup> Independent Historian, Hoboken, N.J.

- The Sexual Revolution in Perspective: Are We Free Yet?
- Awkward Encounters: Towards a History of Embarrassment and Shame

David Allyn has taught as a lecturer in the history department at Princeton University and has spoken at schools around the country. 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 'barrassment and the wide-ranging effects of social anxiety.

## Stephen Aron University of California, Los Angeles

- 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, a professor of history at the University of California, Los Angeles, is a specialist in frontier and western American history. He is the author of *How the West Was Lost: The Transformation of Kentucky from Daniel Boone to Henry Clay* (1996) 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.

## Edward Ayers University of Virginia

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

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

## Jean Baker Goucher College

- 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, F2001), and *Votes for Women* (2002). She is currently working on a book on American suffrage leaders.

## Richard A. Baker U.S. Senate Historical Office

- Ritual and Ceremony 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.

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

James Banner, longtime student of the early republic, is the author of *To the Hartford Convention* (1970) and 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.



Aron



Allyn



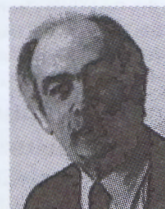
Ayers



Jean Baker



Richard Baker



Banner



Banning



Blackett



Blatt



Bender



Berlin



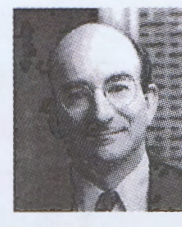
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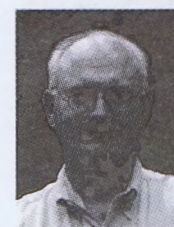
Brinkley



Bruce



Brumberg



Burrows



Anne Butler



Jon Butler



Camarillo

## Lance Banning <sup>new</sup> 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.

## 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 2002-2003)

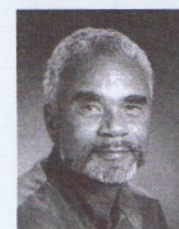
- Emancipation and the Meaning of Freedom in Civil War America
- Rethinking the History of Slavery in Mainland North America
- Atlantic Creoles and the Origins of African American Society

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 OAH President. His most recent book, *Many Thousands Gone* (1998), has become the standard account of the first two centuries of slavery in colonial America.

## Richard J. M. Blackett University of Houston

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

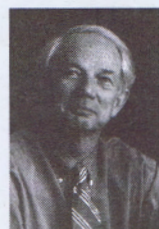
Richard Blackett is the John and Rebecca Moores Professor of History and African American Studies at the University of Houston. His research focuses on the place of African Americans in the Atlantic world, particularly their efforts to end slavery and racial discrimination. His most recent book, *Divided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



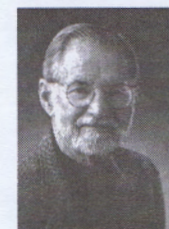
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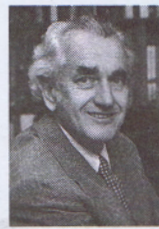
Cheek



Daniel



Daniels



Degler

## 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 Amherst College

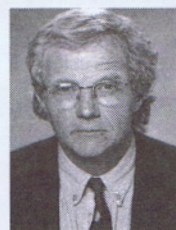
- Frederick Douglass and the Meaning of the Civil War
- Race and Reunion: The Civil War in American Memory
- Blue, Gray and Black: The Origins of Memorial Day, 1865-1885
- The Study of Historical Memory: Why, and Why Now?

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

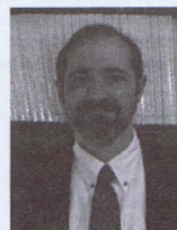
## Eileen Boris University of California, Santa Barbara

- 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. 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.



Cobb



Coclanis



Cohen



Cook



Cott



Countryman



D'Emilio



Dittmer



Divine

## T.H. Breen <sup>new</sup> 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 *The Baubles of Britain: Revolutionary Consumers on the Eve of American Independence*. 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.

## Alan Brinkley Columbia University (Unavailable 2002-2003)

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

## Dickson D. Bruce, Jr. <sup>new</sup> University of California, Irvine

- African Americans in the Revolutionary Age: Creating an American Voice
- Transformations of Political Culture in the Early Republic: Revisiting the "Kentucky Tragedy"
- 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 2003)

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

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

## Lonnie G. Bunch Chicago Historical Society

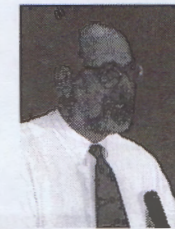
- Interpreting African American History in American Museums
- Race, Aviation, and Social Change: The African American in Early Aviation
- Black America and the California Dream



Dublin



DuBois



Ebner

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

- The History of New York City to 1898

Edwin G. Burrows, Brooklindian 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.

**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 Mercy: Prostitutes in the American West, 1865-1890* (1985) and *Gendered Justice in the American West: Women Prisoners in Men's Penitentiaries* (1997). She has given over one hundred presentations on women in the American West.

**Jon Butler**  
**Yale University**

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

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

**Albert Camarillo**  
**Stanford University**  
*(Unavailable 2002-2003)*

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

**Clayborne Carson**  
**Stanford University**

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

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.

**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
- Citizen Consumers Do Battle on the WWII Homefront
- The Political Significance of the Shift from Mass Markets to Market Segments in Post-WWII America

Lizabeth Cohen is the Howard Mumford Jones Professor of American Studies in the department of history at Harvard University. She is the 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** new  
**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**

- 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.

**Edward Countryman** new  
**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 has also 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.



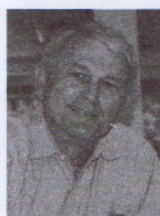
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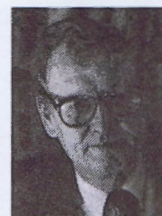
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Friedman



Gallagher



Games

**Pete Daniel****National Museum of American History**

- The South in the 1950s

Pete Daniel is a curator in the Division of the History of Technology at the National Museum of American History, Smithsonian Institution. He specializes in the history of the twentieth-century South, in particular 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**

- 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 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**

(Unavailable spring 2003)

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

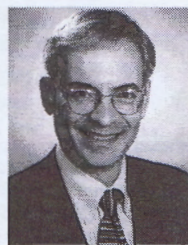
The recipient of a National Endowment for the Humanities fellowship, Philip Deloria is the author of *Playing Indian* (1998) and coeditor, with Neal Salisbury, of *The Blackwell Companion to American Indian History* (2001), in addition to numerous essays and articles. His research and teaching focus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



Garrow



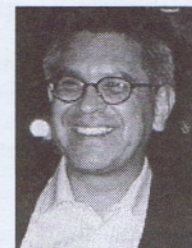
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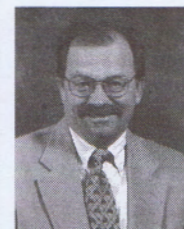
Gutiérrez



Jacquelyn Dowd Hall



Hunter



Hurtado



Huyck

**John D'Emilio**

(new)

**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, he is completing a biography of Bayard Rustin, an American pacifist and civil rights leader.

**John Dittmer**

(new)

**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.

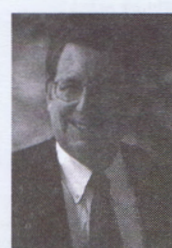
**Tom Dublin****State University of New York at Binghamton**

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

Author of the prize-winning study, *Women at Work* (1990), Tom Dublin is currently writing about deindustrialization in the anthracite region of Pennsylvania in the twentieth century. He is codirector of the website, "Women and Social Movements in the United States" <<http://womhist.binghamton.edu>>.

**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



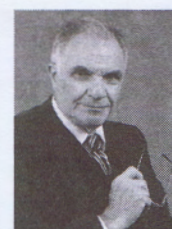
Kermit Hall



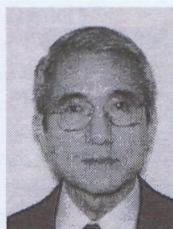
Hammond



Hartmann



Hyman



Iriye



Jones

**Michael H. Ebner****Lake Forest College**

(Unavailable fall 2002)

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

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

**R. David Edmunds**

(new)

**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. In 2003 he will serve as president of the American Society for Ethnohistory.

**Candace Falk****Emma Goldman Papers**

- 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**

(new)

**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).



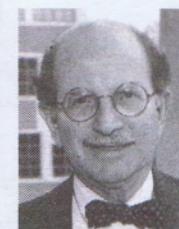
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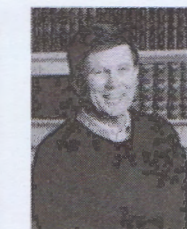
Hine



Katz



Kelley



Kennedy

**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.

**Neil Foley** new**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.

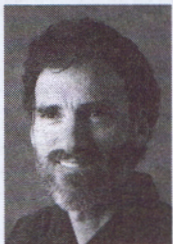
**George M. Fredrickson****Stanford University, Emeritus**

- 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



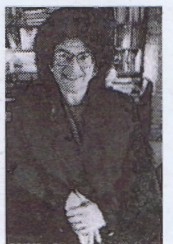
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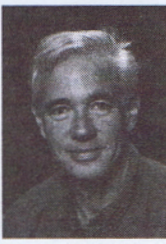
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Kerber



Kevles



Keyssar

**Joanne B. Freeman** new**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 teaches 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) and *Alexander Hamilton: Writings* (2001).

**Joshua B. Freeman** new**Queens College, 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 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**

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

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

**Gary W. Gallagher**  
**University of Virginia**

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

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

**Alison Games** new**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.



King



Kirkendall



Kohn

**David J. Garrow** new**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.

**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 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.

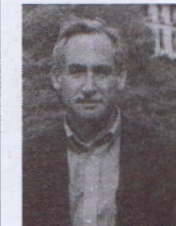
**David Goldfield****University of North Carolina at Charlotte**

- 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

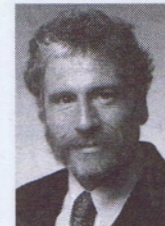
David Goldfield is the Robert Lee Bailey Professor of History at the University of North Carolina at Charlotte and is the editor of the *Journal of Urban History*. He is the author of *Black, White, and Southern: Race Relations and Southern Culture* (1990), which received the Mayflower Award for Nonfiction 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**

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



Kolchin



Kousser



Kupperman

**Elliott J. Gorn** new  
**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).

**Jack P. Greene**  
**Johns Hopkins University**

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

**Ramón Gutiérrez**  
**University of California, San Diego**

- Hispanic American History
- Race and Sexuality in American History

**Jacquelyn Dowd Hall**  
**University of North Carolina at Chapel Hill**  
(Unavailable 2002-2003)

- 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 current president of the Southern History Association, she is the president-elect of the 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** new  
**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

A senior historian at the U.S. Army's Center of Military History and an adjunct professor at the University of Maryland, William Hammond is the author of the army's groundbreaking two-volume history of its relations with the news media during the Vietnam conflict. Also the author of *Reporting Vietnam: Media and Military at War* (1998), winner of the Leopold Prize, he is coauthor of *Black Soldier, White Army: The 24th Infantry in Korea* (1996), a study of the army's last segregated infantry regiment.

**Susan M. Hartmann**  
**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** new  
**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."

**Christine Leigh Heyrman** new  
**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**  
(Unavailable 2002-2003)

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

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

**Michael K. Honey** new  
**University of Washington, Tacoma**  
(Unavailable 2002-2003)

- 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

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.

**James O. Horton**  
**George Washington University**

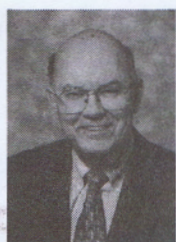
- The Tough Stuff: Confronting America's Heritage with American History
- Abolition and the Underground Railroad: An Interracial Alliance
- A Critical Decade: The 1850s, African Americans, and the Coming of the Civil War

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

**Frederick E. Hoxie**  
**University of Illinois Urbana-Champaign**

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



Kyvig



Ann Lane



Roger Lane



Lerner



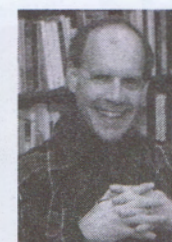
Levine



Lewis



Limerick



Linenthal



Litwack

## 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 new 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 Neurberg 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

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

Heather Huyck's nearly thirty-year career as a public historian bridges academically-based history and place-based history, especially history as found in the National Park system (she has visited 279 of 387 parks). As NPS Jamestown 400th Project Director, she is preparing Jamestown, Virginia to observe its 400th anniversary. She has also applied her skills in writing, planning, training, and legislation as Congressional staffer and strategic planner. Her specialties are women's history, colonial history, and cultural resource management.

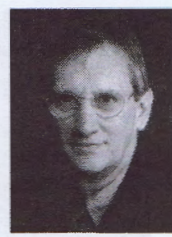
## Harold Hyman Rice University, Emeritus

- 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.



Loewen



Madison



Main

## Akira Iriye new 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 Dartmouth College

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

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

## David Kennedy Stanford University

- 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

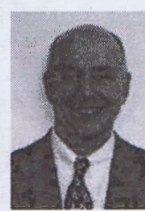
David Kennedy is an award-winning teacher at Stanford University and the author of several books on American history, including *Freedom From Fear: The American People in Depression and War, 1929-1945*, which won the Pulitzer Prize and the Parkman Prize in 2000. He currently serves on the OAH Executive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



Marcus



Mayo



McCraw

## Linda K. Kerber University of Iowa (Unavailable 2002-2003)

- 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 new Yale University

- Eugenics, the Genome, and Human Rights
- Dynamism and Despair in the 1970s: A Reconsideration of the Decade
- The Death of the Superconducting Super Collider 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.

## Alexander Keyssar new 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

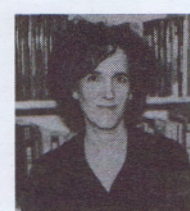
Wilma King holds the Strickland Professorship in African American History and Culture at the University of Missouri-Columbia. Her most recent work, *Stolen Childhood: Slave Youth in Nineteenth-Century America* (1995), won the Outstanding Book Award from the National Conference of Black Political Scientists.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



McGirr



McMillen



Meyerowitz

**Richard S. Kirkendall****University of Washington, Emeritus**

- Harry S Truman: An Unlikely National Hero
- Harry's Farewell: Reflections on the Historical Significance of the Truman Presidency
- Ambivalent Revolutionary: Henry A. Wallace and the Transformation of Farming and Rural Life
- How Did Seattle Become Dependent on the Boeing Company?
- 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, devoted 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); *American Slavery, 1619-1877* (1993); and the forthcoming *A Sphinx on the American Land: The Nineteenth-Century South in Comparative Perspective*. Winner of the Bancroft Prize, the OAH's Avery Craven Award, and the Southern Historical Association's Charles Sydnor Award, he is currently revising *Unfree Labor: American Slavery and Russian Serfdom* (1987) a comparative study of emancipation and its aftermath in Russia and the U.S. South.

**J. Morgan Kousser****California Institute of Technology**

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

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

**Karen 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, *To "Herland" and Beyond: The Life and Work of Charlotte Perkins Gilman, Turn-of-the-Century Feminist Writer and Critic*. She has also written on the life of historian Mary Ritter Beard. She is working on *Gender, Power and Sexuality in the Academy: A Cultural History of "Consensual" Relations*.

**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.

**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****(Unavailable fall 2002)**

- 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**

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

From his study of William Jennings Bryan and supporters, through his exploration of African American folk culture, highbrow and lowbrow culture and its audiences in the 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 editorial boards and boards of directors, including the Council of Graduate Schools and the Graduate Records Exam.

**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.



Miller



Monroy



Montgomery



Nasaw



Nord



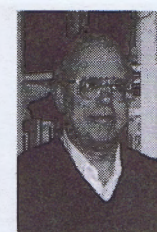
Norton



Okiihiro



Onuf



Patterson

## 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 (Unavailable fall 2002)

- 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 new University of Vermont, Emeritus

- 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

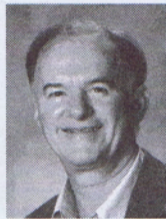
James W. Loewen is the coauthor of the revisionist state history, *Mississippi: Conflict and Change* (1974), and author of *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong* (1995) and *Lies Across America: What Our Historic Sites Get Wrong* (1999), among other books. He 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.



Percoco



Elisabeth Perry



Lewis Perry

## 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-Rearing in Colonial New England
- The Changing Dynamics of Family Life in Colonial New England
- "Rocking the Cradle:" Child-Bearing and Economic Development in New England, 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).

## 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.



Powell



Rable



Rakove

## Edith P. Mayo Harvard University

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

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

## Thomas K. McCraw new 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 new Harvard University (Unavailable 2002-2003)

- 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.



Rediker



Ritchie



Roediger

### Sally G. McMillen new 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 professor of history at Davidson College in North Carolina, where she has taught since 1988, she is 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: The 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 a professor of history at Indiana University and the editor of the *Journal of American History*. Her most recent book is *How Sex Changed: A History of Transsexuality* (2002).

### Kerby A. Miller new 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 the forthcoming *Irish Immigrants in the Land of Canaan: Letters and Memoirs from Colonial and Revolutionary America*. He also scripted the PBS documentary, "Out of Ireland" (1994), and has received numerous teaching awards.

### Douglas Monroy new 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 Colorado College and 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

- The Role of Working People in the Civil War and Reconstruction
- Workers and the Struggle for Civil Rights in Birmingham, Alabama, 1940-1970
- Globalization in the 1880s: Working People, the "Land Monopoly," and the Excommunication of Rev. Edward McGlynn

David Montgomery is proud to note that he was not always an academic. He has worked as a farm laborer, an army staff sergeant, a radio announcer, and a machinist. Over the years he has brought this unique range of experiences to his scholarship. His book, *The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925* (1987), became an instant classic. Montgomery has published many other books and articles dealing with workers' struggles and with nineteenth-century politics and citizenship. He is the Farnam Professor of History Emeritus at Yale University and is a past president of OAH.

### David Nasaw City University of New York

- The Historian as Biographer
- William Randolph Hearst: Politics and Publishing
- The Building of San Simeon: Transplanting the Art of the Old World to the New

### Stephen Nissenbaum new University of Massachusetts

- 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 at 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

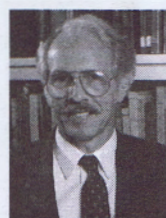
- Gender and Society in Seventeenth-Century America
- The Salem Witchcraft Crisis

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 *Founding Mothers & Fathers: Gendered Power and the Forming of American Society* (1997).

### Gary Y. Okihiro Columbia University

- Asian American History
- Asians and Africans in America

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



Rohrbough



Rosenberg



Rosenzweig

### Peter S. Onuf new 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

Peter S. Onuf, Thomas Jefferson Foundation Professor of History at the University of Virginia, 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.

### 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).

### James Percoco West Springfield High School

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

### 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

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).

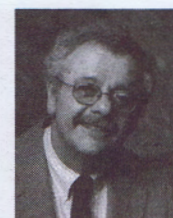
### Lewis Perry Saint Louis University

- 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).



Ruiz



Salvatore



Scott

## Lawrence N. Powell Tulane University

(new)

- 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

(new)

- 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

(new)

- 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 the International Labor History Book Prize.



Shi



Silber



Sklar

## Donald A. Ritchie U.S. Senate Historical Office

(new)

- Listen Up: New Directions in Oral History
- Off the Women's Page: Washington Women Political Reporters
- 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
- All About Eve: Confronting the "Race is Over" Argument

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

## Malcolm Rohrbough University of Iowa

(new)

- 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*.



Smith



Toplin



Tyson

## 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 the 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-elect of 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 (Unavailable fall 2002)

(new)

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

Nick Salvatore is a professor of American history in the American studies program and the School of Industrial Relations at Cornell University. He is the 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.

## 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

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

## David E. Shi Furman University

(new)

- 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.



Ulrich



Wallace



Ware

**Nina Silber****Boston University**

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

Nina Silber's research focuses on gender and politics in the North during the Civil War. She 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).

**Kathryn Kish Sklar****State University of New York at Binghamton**

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

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

**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).

**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****Harvard University**

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

Patricia Sullivan's work focuses on race, politics, and civil rights struggles in twentieth-century America. Her publications include *Days of Hope: Race and Democracy in the New Deal Era* (1996). She is currently writing a history of the NAACP and is also editing the letters of Virginia Foster Durr, a white southerner who played a pivotal role in the Civil Rights Movement. Since 1995, she has 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 was the 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**

- History by Hollywood: The Use and Abuse of the American Past

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 Early Twentieth Century
- African American Urban
- African American Labor

Joe William Trotter, Jr., is Mellon Professor and head of the history department at Carnegie Mellon University. He is also director of Carnegie Mellon's Center for African American 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, where he worked on a synthesis of black urban workers and completed a college textbook, *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).

**Maris A. Vinovskis****University of Michigan**

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

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

**Mike Wallace****John Jay College of Criminal Justice, 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.

**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.

**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.

**Allan M. Winkler****Miami University**

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

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

## Bertram Wyatt-Brown University of Florida

- Terror in America: Lincoln's Assassination, 1865
- Death of a Nation: Southern Reactions to Defeat
- 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 the forthcoming *Hearts of Darkness: Wellsprings of a Southern Literary Tradition*.

## Mary E. Young University of Rochester, Emeritus

- U.S.-Indian Relations
- Cherokee Indians

Author of *Redskins, Ruffshirts, 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.



Warren-Findley



West



Winkler



Wyatt-Brown



Young

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Rosalind Rosenberg  
Vicki L. Ruiz

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David E. Shi

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Nancy F. Cott  
Philip J. Deloria  
Linda Gordon  
Wilma King  
Gloria Main  
Sally G. McMillen  
Maris Vinovskis  
Elliott West

## Thank you!

The OAH Distinguished Lectureship Program supports the mission of the organization and provides revenue for new initiatives. Please join us in thanking the following lecturers who contributed their time and talent during 2001-2002 as well as the institutions that hosted them.

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Metropolitan College, Denver  
Southwest Texas State University  
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Southern Arkansas University  
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Clark University  
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Western Kentucky University  
Atlanta History Center Archives  
Cañada College  
Park University and Baylor University  
North Shore Country Day School  
Bowling Green State University  
University of Missouri-St. Louis  
University of Nebraska-Lincoln

# Film and Television

Robert Brent Toplin

# Gender and Sexuality

David Allyn  
Eileen Boris  
William H. Chafe  
Nancy F. Cott  
John D'Emilio  
Tom Dublin  
Estelle B. Freedman  
Ann J. Lane  
Joanne Meyerowitz  
Stephen Nissenbaum  
Mary Beth Norton  
Rosalind Rosenberg

# Immigration and Ethnicity

Albert Camarillo  
Roger Daniels  
Candace Falk  
David Goldfield  
Kerby A. Miller

# Intellectual

David W. Blight  
Blanche Wiesen Cook  
Candace Falk  
George Fredrickson  
Lawrence J. Friedman  
Stanley N. Katz  
Mary Kelley  
Linda K. Kerber  
Daniel J. Kevles  
Lawrence W. Levine  
Lewis Perry

# International

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Richard J.M. Blackett  
Peter A. Coclanis  
Blanche Wiesen Cook  
Ellen Carol DuBois  
Lawrence J. Friedman  
Alison Games  
Akira Iriye  
Stanley N. Katz  
Karen O. Kupperman  
Thomas K. McCraw  
Kerby A. Miller  
Douglas Monroe  
Marcus Rediker  
Malcolm Rohrbough  
Allan M. Winkler

# Labor

Eileen Boris  
Candace Falk  
Joshua B. Freeman  
Elliott J. Gorn  
Tera W. Hunter  
Jacquelyn D. Hall  
Michael K. Honey  
Jacqueline Jones  
James W. Loewen  
David Montgomery  
David R. Roediger  
Joe William Trotter

# Latino/a

Albert Camarillo  
Neil Foley  
Douglas Monroy  
Vicki L. Ruiz

# Legal and Constitutional

T.H. Breen  
Paul Finkelman  
David J. Garrow  
Jack P. Greene  
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Harold Hyman  
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J. Morgan Kousser  
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Kermit L. Hall  
William M. Hammond  
Mary Kelley  
David Nasaw  
David Nord  
Donald A. Ritchie  
Susan Ware  
Elliott West

# Military

Robert A. Divine  
Gary W. Gallagher  
William M. Hammond  
Richard H. Kohn  
Allan M. Winkler

# Music

James C. Cobb  
Michael K. Honey

# Native American

Philip J. Deloria  
R. David Edmunds  
Frederick E. Hoxie  
Karen O. Kupperman  
James W. Loewen  
Sherry L. Smith  
Elliott West  
Mary E. Young

# New York

Edwin G. Burrows  
Jon Butler  
Edward Countryman  
Joshua B. Freeman  
Jill Lepore  
Elisabeth I. Perry

# Political

Jean Baker  
Richard A. Baker  
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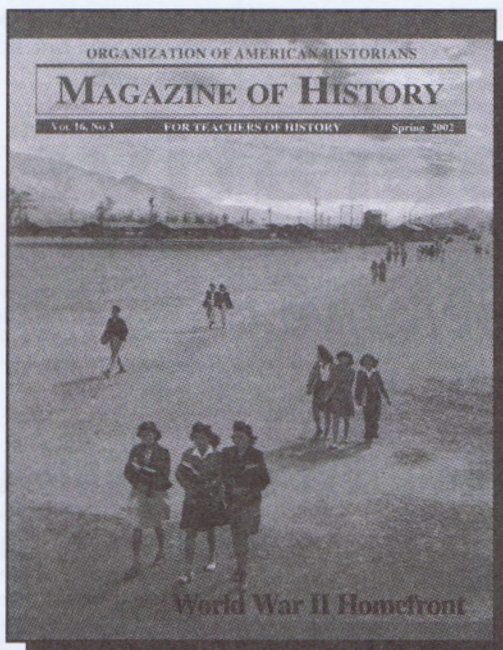
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The Strickland program at the History Department at Middle Tennessee State University is funded by the Strickland family in memory of Dr. Roscoe Lee Strickland, Jr., long-time professor of modern European history at MTSU. Dr. Breen is the William Smith Mason Professor of American History at Northwestern University. Breen is author, co-author or editor of eight books, including *Imagining the Past: East Hampton Histories* (1989) and *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution* (1985). His book "The Baubles of Britain": Revolutionary Consumers on the Eve of American Independence is forthcoming and he has written "Slip Knot," a full-length opera on slavery commissioned by the Northwestern School of Music with composer T.J. Anderson and librettist Yusef Komunyakaa.

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