

Taking Time

A NEWSLETTER FOR UNDERGRADUATES
FROM THE DEPARTMENT OF HISTORY

VOL. 16, NO. 1

THE OHIO STATE UNIVERSITY

AUTUMN 2010

GREETINGS FROM THE CHAIR

Greetings from the Department of History!

One of the highlights of the year in the Department is the initiation ceremony of the Phi Alpha Theta History Honorary Society. This organization is a professional society devoted to promoting the study of history by encouraging excellent research, distinguished teaching, and collaboration among historians. Established in 1921, Phi Alpha Theta counts more than 800 local chapters spread across all 50 states, more than any other college honorary. The national society sponsors an annual national conference, 35 regional meetings, and a journal with a subscription of 13,500.

Our local chapter, Zeta of Ohio, is an active and inspirational unit. It sponsors the Department's History Club, which this year sponsored such events as the Irish history festival at the Student Union as well as several "pizza night" discussions with faculty members. The Zeta Chapter also sponsors the Clio Award for Excellence in Teaching, awarded annually to a faculty member and a graduate teaching associate for meritorious achievement in our classrooms. I acknowledge with gratitude the very hard and effective work of the chapter's officers this past year: President Siobhan Henterly, Vice President Maria LeLand, Secretary Doug Trimble, Social

Chair Alexandra Finley, Webmaster Max Reisinger, and Treasurer Kyle Lincicome, as well as Faculty Advisor Dr. Rich Ugland. Congratulations also to the twenty-eight History majors who were initiated into Phi Alpha Theta this spring. The officers for the 2010-2011 academic year will be: President Doug Trimble, Vice-President Katie Metz, Treasurer Kyle Lincicome, Secretary Alison Curtis, and Social Chair Paul Mangold.



**Prof. Peter Hahn, Chair of the
Department of History**

I am again privileged to share with you the news that four members of the History faculty were recently honored for their excellence in teaching. Professors Kevin Boyle and Richard Shiels each won an Alumni Award for Distinguished Teaching, the highest teaching prize presented by Ohio State, claiming two of the ten such awards given across the entire University. Professor Boyle, an expert in modern U.S. history, and Professor Shiels, a specialist in U.S. and religious history at our Newark campus, were the eleventh and twelfth members of the Department to win the Alumni Award since 1999 (eleven of the twelve are still teaching; one has retired). Professor Robin Judd, a specialist in Jewish history and German history, won the Paul W. Brown Award from the College of the Arts & Humanities. Moreover, Professor Peter Mansoor, one of our military historians, was named a finalist in the competition for the Arts & Sciences Outstanding Teaching Award. The achievements of Professors Boyle, Shiels, Judd, and Mansoor affirm our Department's long legacy of commitment to excellence in undergraduate instruction.

Best wishes for a happy and healthy future!

Peter L. Hahn
Professor and Chair



Prof. Peter Mansoor

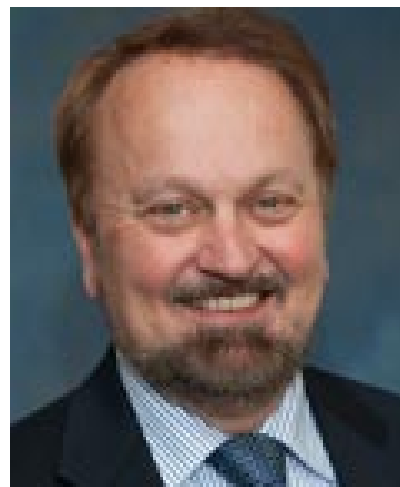


Prof. Robin Judd

A GALLERY OF AWARD-WINNING
TEACHERS FOR 2009-2010



Prof. Kevin Boyle



Prof. Dick Shiels

**MESSAGE FROM THE
UNDERGRADUATE HISTORY
OFFICE**

Here are some useful tips or reminders from Maria Mazon, director of the Undergraduate History Office in Dulles Hall 110.

--You may add or drop a course via the WEB only until the first Friday of the quarter. To drop a class after that date you must go to your college office in person. Note: the last day to drop a class and receive a "W" is November 6, for Autumn Quarter 2010.

--if you have an assigned faculty adviser please try to meet with him or her during their scheduled office hours prior to registering for an upcoming quarter.

--if you need to see Ms. Mazon, the best way to make an appointment is simply through email at mazon.1@osu.edu.

--If you are graduating in Autumn Quarter 2010, you must file for graduation by November 6. Thus, you must see Ms. Mazon well before that date to have your major program approved and have the major portion of your degree audit entered. Note: *your history courses are not entered in to the major portion of your degree audit until you have filed a major program with Ms. Mazon.*

**DOING PUBLIC HISTORY—
BRINGING ENTHUSIASM FOR
HISTORY TO WORK IN A MUSEUM**

--by Mark Kehres

(Ed. note: Mark Kehres is a Public Programs Demonstrator at the National Constitution Center, 525 Arch Street, Philadelphia, PA 19106, who graduated from Ohio State in 2006 with a history major. He can be reached at mkehres@constitutioncenter.org)

So, what brought you here? If you're reading this issue of *Taking Time*, it's a fair assumption to say that you are either currently a History major, or someone holding a degree in History. Think about it for a minute. Can you point to an instance in your childhood that piqued your interest in the past? Something that sparked in you the intellectual curiosity required to delve into archives and artifacts? Maybe it was an inspirational teacher, a favorite book or film, possibly even a conversation with your parents.

Could it have been a trip to a museum?

Museum education is an often-overlooked career path which needs motivated and engaging young historians. Working in a museum is a wonderful profession which challenges the historian to use his or her body of knowledge and critical thinking skills in a way different from that of a teacher or lawyer. For public historians, the challenge appears in finding ways to interpret the same body of material for vastly different audiences of all ages, backgrounds, and interest levels. Whether I'm dealing with a group of two hundred sixth graders from the suburbs in New Jersey, eighteen senior citizens from a retirement community in West Philadelphia, or a family of five from Colorado who are visiting on vacation, I've got to find a way to bring to them my enthusiasm for history and to get them thinking about their world in ways they hadn't done before. It's hard work, but it's very rewarding and a whole lot of fun.

I can remember being interested in museums from the time I was five years old, visiting the Henry Ford Museum in Dearborn, Michigan, but I didn't get my start in the field until my first year of graduate school. After completing a very satisfying curriculum as a History major at Ohio State and writing an honors thesis, I entered a master's program at a university near Philadelphia, and my graduate assistantship didn't quite cover the bills. Through I began working at several historic house museums in Germantown, a neighborhood in Northwest Philadelphia. I quickly realized that I had found a way to use my training as a historian in a way which allowed me to reach all different kinds of people, and I was hooked within weeks. After finishing my master's degree, I moved to a full-time position at the National Constitution Center, where I now bring my love of history and thinking about the past to our visitors just a few steps away from the place where it all began—Independence Hall.

I can't describe one of my typical workdays, because for me no such thing exists. On any given day, I might find myself giving to our visitors a public presentation on how to interpret political cartoons. I might be contributing to a meeting with our exhibits staff about how to plan activities for children within our exhibit space. I might be visiting a high school and explaining to students how historians interpret primary sources. I might be leading a group of senior citizens through a mock trial. I've even done presentations at juvenile detention facilities—an experience which reminded me how powerful a tool civic knowledge is in our world, and how we as historians are called to share our expertise and our insight with all members of our society, no matter how downtrodden or disadvantaged.

Although I hold a master's degree in History, graduate education isn't a requirement to begin a career in the field of museum education. What is a requirement, however, is a love of the craft of history—

researching, thinking about, and talking about what we know of the past. Public historians have to be energetic, knowledgeable, and always ready for a conversation about their passion. You can get your start the same way I got mine, by working part-time or as a volunteer at historic sites and museums in your area. If you decide that the field of museum education is for you, stick with it and see what opportunities unfold before you. You might find yourself inspiring the next generation of historians before you even know it.

ZAHNISER AND EVANS SCHOLARSHIPS

Leticia Wiggins is this year's recipient of both the Adrienne A. and Marvin R. Zahniser Scholarship and the Lloyd Roberts Evans Scholarship. The Zahniser Scholarship is an award that helps to support history majors entering or soon to enter the senior year at Ohio State. Faculty members of the Department of History select the candidate on the basis of superior academic achievement. Marvin Zahniser is a former Chair of the Department of History. The Evans Scholarship was established in 1999 with gifts from the sister of Lloyd Evans, who received a B.A. degree in history from Ohio State and who led a distinguished career as a physician. The award goes to a student of junior or senior rank who is majoring in history and who has both excelled academically and exhibited a wide range of interests. Congratulations to Leticia on the extraordinary feat of winning both awards. *[Ed. note: be sure to see Leticia's article on her experience with The Gilder Lehrman Institute of American History elsewhere in this issue of Taking Time.]*

COMBINING HISTORY AND THE ARTS: INTERNING IN WASHINGTON, D.C.

---by Laura Moses

(Ed. Note: Laura Moses is a senior double majoring in history and music.)

During spring quarter, I participated in the John Glenn School's Washington Academic Internship Program (WAIP). The program runs continuously and places juniors and seniors in policy related internships in Washington D.C. During spring quarter there were eleven students, many who interned on Capitol Hill, some in non-profit advocacy and one with the Democratic National Committee. We also took a seminar on public policy with OSU Professor Ken Kolson, who is based in D.C., and wrote a short research paper on a policy topic of our choice.

Unpaid internship opportunities in D.C. are seemingly endless. Since my interests are in the arts and cultural studies, I pursued a dual internship with the League of American Orchestras (the League) and the Performing Arts Alliance (PAA). The League is a non-profit, national service organization that engages orchestras in leadership development, professional services, research and advocacy. The main office is located in New York, but their advocacy department is a small, two-person office in D.C. near the K Street corridor. Performing Arts Alliance is a coalition of performing arts organizations similar to the League encompassing all forms of performing art, dance, theatre, presenters, opera, etc. Having a dual internship ended up being the best of both worlds: I was involved in national advocacy at the micro level, learning how national policies affect orchestra's through working with the League; and at the macro level, how policies affect the performing arts as a whole through working with the PAA. I was able to see where there were differences in ideology concerning "best policy" for the arts.

Since both offices were small, I was involved in a lot of the day-to-day meetings, teleconferences, bill tracking, newsgathering and projects. I attended a roundtable discussion on cultural diplomacy at the Kennedy Center and did some research in the field, concerning the Foreign Institute. Currently, there is an initiative with the Foreign Service Institute to engage national arts groups, so I got to be involved in that directly, and that became the basis for my research paper and a continuing research project. I met with directors from Foreign Service Institute and was involved in conversations about improvements with leading experts in the field. During my time, I participated in Arts Advocacy Day on the Hill and met staffers in Ohio congressional offices to discuss favorable policies for the arts. I also attended some meetings and sessions with congressional committees.



Laura Moses with Mr. and Mrs. John Glenn

The Glenn School provided us with several events and tours that further added to my experience. This included a trip to the World Bank Headquarters, a visit with the European Union Delegation and several coordinated events with OSU Alumni in D.C., including an event with Senator Glenn and Mrs. Glenn that proved to be valuable for networking opportunities. We also had ample time to explore the city on our own; living there was quite the adjustment, but a great experience. My roommates and I

made weekly outings to Eastern Market on Sundays. We also made a trip to Mount Vernon and several of the Smithsonian museums and had a chance to experience some very “Washingtonian” events, like Earth Day on the Mall and Shakespeare’s birthday celebration at the Folger-Shakespeare Library, and First Fridays at DuPont, an event similar to Gallery Hop in the Short North.

Overall, the experience really enriched my understanding of policy, but also how versatile a background in history and music can be in the professional world. It was a wonderful quarter and provided me with contacts and experiences that can only add to my professional development, as well as the excellent personal experience living and working in D.C.

Congratulations . . .

to two history majors who won awards in the Autumn 2009 Undergraduate Research Scholarship competition. The funds will be used to support research for their Senior Honors Theses. **Samuel Craighead** won for his thesis titled “Socialist Martyrs: The Failed Spartacist Uprising in Germany, 1918-1919, and his adviser is Prof. Birgitte Soland. **David Roth** won for his study, “Sending Mixed Signals: A Study in the Disconnect between America’s Words and Actions during the Prague Spring of 1968,” with Prof. Theodora Dragostinova as adviser.

The History Department applauds Samuel and David for the hard work that brought them to this point. The Senior Honors Thesis is an educational opportunity that many outstanding history majors should consider.

. . . to award winners.

“SEARCHING FOR LINCOLN” and FINDING A PASSION FOR HISTORY

--by **Leticia Wiggins**

(Ed. note: *Leticia Wiggins is a senior majoring in history.*)

The Gilder Lehrman Institute of American History, founded in 1994 and located in New York City, is dedicated to anyone, from students to professors, who are passionate about American History. As a Gilder Lehrman One Week Scholar last summer, I treasured the opportunity to develop my history research skills and take part in a hands-on historical experience.

This past year, historians recognized the 200th birthday of Abraham Lincoln, and the focus of our research was to “find” him as a fully developed character. Listening to the lectures of James McPherson and Eric Foner and “looking for Abraham Lincoln” in the tangle of New York City, I experienced a week like no other.

“Searching” for Lincoln in a variety of ways, I learned the importance of analyzing all aspects of a historical subject, in order to create a full picture of what did happen. It continuously became clear that one source, one voice, or one person cannot aptly define a past individual or historic event. The “LFS” or “Lincoln Fatigue Syndrome” that many claimed at the end of the week did not affect me; in fact I left New York wanting to learn more about the man whose person we had only begun to understand.

In addition to presentations by speakers and instruction in methods of research, the extensive collection of sources that Gilder Lehrman offered was astounding. I was amazed by how varied the collections were; from reading letters actually penned by Lincoln to observing an original three-foot statue by sculptor David Chester French, which would be the model for the sculpture of Lincoln in the Lincoln Memorial.

During this weeklong experience, we were expected to use the knowledge we had

learned during our instructional sessions to conduct our own research. We were to create a sort of “walking tour” of locations that may have been frequented by Abraham Lincoln while staying in New York City, and in this sense we were “looking for Lincoln.” These could not be commonly known sites, such as the Cooper Union. Instead we were directed to think outside the box and find more abstract locations. The forty of us were split into groups of around four people, and each group was designated to research at a specific location.



Leticia Wiggins

My group and I set out to debunk a Lincoln myth which dealt with a rather old Irish Pub right down the road from Cooper’s Union at 15 E. 7th St. in the East Village. This pub, McSorley’s Old Ale House, had been a place where it was rumored Lincoln had a drink with his friend Peter Cooper after the Cooper Union Address (one of the most important and little known speeches before he became president). First we accessed various websites, and came across a variety of different opinions; people claiming he did have a drink at this location, other’s claiming he never set foot in the bar. Taking matters into our own hands, we decided to

pay the bar a visit, only for scholarly purposes, of course.

Upon entering, we were met with sawdusted floors and memorabilia laden walls. The bar has claimed to be in existence since 1854, and its age showed in the scratched woodwork and worn chairs. Our group looked around, trying to find some sign of Lincoln’s presence. We located the bartender, a rather salty individual who sported a white smock and slight frown. In an attempt to leave the bar with more than just sawdust on our shoes, we asked the bartender if the rumor that Lincoln had had a drink at the bar was true. To our surprise he smirked and said “no of course not! Lincoln was a teetotaler!” None of us had considered the fact that Lincoln was no imbibor of alcohol!

Further research proved that the bartender was correct in this statement. Lincoln really was not one to drink. It could be possible that he did escort Peter Cooper to McSorley’s after the speech only to have some good old fashioned root beer. However, this discovery did not cause us to ditch our topic, but rather we put together a presentation pertaining to Abraham Lincoln and the power of “myth-making” in history. The myth of Lincoln’s sip of alcohol at McSorley’s Old Ale House may have been debunked!

All Gilder Lehrman Scholars experienced a small part of what it means to be a true historian that week. This internship gave me the opportunity to work with others who were passionate about history, and, in “looking for Lincoln” that week, I found something else. I discovered that history is something I’m most passionate about and would like to continue pursuing through personal research projects and possibly grad school. This experience was one unlike any other, and I feel so privileged to have been a part of it.

DOING HISTORY: UNDERGRADUATE RESEARCH FORUMS

!! HISTORY CAREER NIGHT !!

Be sure to join us in May this spring for the twenty-third annual History Career Night. Representatives from private business and various campus offices will discuss a range of topics and opportunities for you. You don't have to be a history major to attend, so bring your friends.

Fifty-some students attended the program last May 13th. One student remarked that this event "was extremely useful. As history majors, we are constantly bombarded with questions about what we are planning on doing with our lives, and it was very helpful to hear from people who have successfully applied what they learned in history to their careers." Another student noted that "there's a lot you can do with a history major and this showed how." And another probably spoke for many in saying: "Career Night helped me realize that careers for history majors do exist."



Students at Career Night

Last year a number of history students took advantage of opportunities to engage in original research projects and become historians themselves. One opportunity to make a public presentation of research findings was at the Arts & Humanities Undergraduate Research and Creative Activities Colloquium in the Faculty Club on May 4. Giving an oral presentation at this forum was **Lori Carter-Devereux**, who discussed her thesis, "Quipu of the Inca: Unlocking the Past Through the Use of Common Practical Items."

On May 12, **Lori** and nine other history students displayed summaries of their historical research on posters at the Denman Undergraduate Research Forum in the Recreation and Physical Activity Center. **Lori**, who attends the Newark Campus of Ohio State, was joined by: **Samuel Craighead**, whose poster displayed his findings on "Socialist Martyrs: The Failed Spartacist Uprising in Germany, 1918-1919"; **Maria Leland**, whose topic was "Separate Spheres: Soldaderas and Feminists in Revolutionary Mexico"; **Ellen Manovich**, who pursued her interest in local history with "Between Campus and Community: OSU and the University District, 1920-2010"; **Noorjahan Rahman**, who explored "Drinking Muslims: A Study of Evolving Judicial Opinion in Islam"; **David Roth**, who researched "The American Reaction to the 1968 Warsaw Pact Invasion of Czechoslovakia"; and four students from the Lima Campus of Ohio State, **Brian Campbell**, who studied "Restoring Democracy: Cuban Exile Participation in the Bay of Pigs Invasion," **Katrina Hackworth**, who explored "Territory, Oil, and Competing Interests in the Middle East," **Stephen Walter**, who studied "The Affect of Cold War Defense Spending on U.S. Social Programs," and **Kurt Westhoven**, who focused on "Case

Studies in American Military Policy and Cold War Technology.”

Sponsored by Richard J. and Martha D. Denman, this was the 15th annual forum with more than four hundred students participating. Mr. Denman is a 1996 recipient of the OSU Distinguished Service Award. Congratulations are in order to all of the participants who now have the satisfaction of having created some original history.

HAFFNER SCHOLARSHIP

Philip Brandewie, a senior history major, is the recipient this year of the Marjorie Haffner Memorial Scholarship. Marge Haffner was for many years a dedicated and beloved member of the Department of History’s staff. The scholarship was established in honor of Marge by her husband, Tom Haffner, in appreciation for the hard work and financial obligations students take on while completing their degrees. It is a fitting memorial to Marge’s life.

GUTHRIE SCHOLARSHIP

Thanks to the generosity of Mrs. Cecile Guthrie, the Department of History this year was able to award scholarships to **Karl Hintz, Kelly Schmidt, and Elizabeth Vitale**, who all entered Ohio State this autumn quarter. The scholarship is a memorial to Mrs. Guthrie’s son, Gerry D. Guthrie, who worked for University Libraries at Ohio State, and who had a special interest in American Civil War history. The scholarship is awarded each year to one or more high school students committed to majoring in history at Ohio State, or to a first- or second-year student who is committed to majoring in history. Mrs. Guthrie died three years ago at age ninety-seven.

STUDYING ABROAD AT THE UNIVERSITY OF GREENWICH

(Ed. note: this article is by Valerie Horwood, Study Abroad and Exchange Coordinator at the University of Greenwich in England.)

It’s never been more true to say that life’s riches are on your doorstep and are yours for the taking. Studying broad offers you the opportunity to experience, first hand, all that’s on offer. Study abroad and you will make life-long friends, gain insight to a new culture, become a truly global citizen and successfully deal with situations outside your comfort zone, enhancing your decision making capacity and making you a more confident, open minded individual.



You’ll also gain an exciting new perspective on your studies. You’ll find that the whole experience enhances your resume and gives you a competitive edge when looking for jobs and will equip you with the tools you need to successfully embark upon life after graduation. Studying abroad will take you on a journey of self discovery and reflection, cultural appreciation, and will lead to some of the most memorable experiences of your life.

The University of Greenwich Study Abroad Programme provides you with the opportunity to study with us for a semester or academic year. Whether you

are looking to fulfill your major, minor or general education requirements during your time with us, you will earn academic credit that meets your specific degree requirements. At the same time, you will become part of Greenwich's vibrant academic and student community and immerse yourself in British life and culture.

The University is proud of its diverse student body. People from more than 100 countries choose to study at Greenwich, and over 1 in 5 of our students comes from outside the United Kingdom. Services for students with disabilities or who have dyslexia give support to more than 1,000. Many of our black and other ethnic-minority students participate in a mentoring scheme which pairs them with highfliers in the City (London's financial centre) and elsewhere.



We place great importance on the needs of our students so we were delighted when the Sunday Times University Guide 2010 voted us number 1 for student satisfaction in London.

We aim to be a research informed institution where students benefit from the experience of academic staff carrying out leading-edge research and consultancy with business. Over the past three years, the University of Greenwich has generated almost £35 million in research, consultancy and related commercial activity.

Study Abroad students take 4 courses per semester from a wide variety of academic disciplines.

History at Greenwich

As a History major, or minor, studying at the University of Greenwich, you'll be based amidst the historic splendour of the Maritime Greenwich world heritage site – a unique and living legacy of British maritime, imperial and scientific history. We're conveniently located just minutes away from London's numerous archives, galleries and museums, allowing our faculty and students access to some of the world's most important historical collections.

Greenwich's faculty research and teach in a variety of fields: you will have the chance to study with specialists working on the histories of Britain, Europe, Africa, Asia and the Americas. As a History major, you will have the opportunity to study up to four courses during your time in Greenwich; History minors will take up to two courses, as well as two further courses from other disciplines. In session 2010-11, you will have the opportunity to choose from the following courses:

- A Tale of Two Cities: Wealth and Poverty in London, c. 1700-2000
- Headlines in History: Britain at War 1850-1945
- Colonial Encounters: Empire and the Making of the Modern World
- Early Modern England: Economy, Culture and Society
- Culture and Society in Twentieth Century Britain
- Family and Community History
- Dream Factory: The Motion Picture Industry and American Society in the 20th Century
- Witchcraft in the Early Modern World

- The Empire Strikes Back? Race, Immigration and National Identity in 20th Century Britain
- Genocide, the Holocaust and History
- The Great War & Modern Memory in Europe

[Ed. note: Ohio State already offers a semester option in Greenwich through the third party provider, Arcadia University. It allows students to maintain their registration and financial aid and earn graded OSU credit while they study in Greenwich for a semester or year. For further information, go to <http://oia.osu.edu/pdf/countries/England-ArcadiaUniversityProgram.pdf> .]

The Excellence in Scholarship Award . .

. . . is given each spring by the Colleges of the Arts and Sciences to seniors who are recognized for superior performance in scholarship. Recipients not only have high grade point averages but also have completed curricula of exceptional strength. At an award ceremony in the Faculty Club last May 3, eight students majoring in history were among those given the Excellence in Scholarship Award. They are: **Abbie Fagin, Alexandra Finley, Carmela Kiraly, Ellen Manovich, Max Reisinger, Noorjahan Rahman, David Roth, and Katherine Watt.** We congratulate them all.

CONGRATULATIONS TO RECENT GRADUATES

Autumn 2009

Matthew Altieri, Ryan Amato, Lauren Balagna, James Bartley, Adam Butts, Joshua Devoll, Anthony Dobbs, Loren Fekete, Holly Fleming, Tasha Foy, Jessica Frasco, Purdina Guerra, Kari Hakkarainen, Kayla Hawk, Bo Johnson, Kevin Kearney, Christian Keck, Kyle Kendall, Lindsay Kittle, Quentin McCohn, Cory Nicol, Cheney Ramsdell, Justin Rash, Douglas Ruhnke, Kathryn Rush, Adam Scheeler, Jessica Scott, Shane Smith, Charles Stanley, Ben Stechschulte, Joseph Van Manen, Miguel Vasquez, Jessica Whittaker, Philip Willke

Winter Quarter 2010

Raymond Alexander, Julia Allbee, Ellen Berry, Robert Bradley, Elizabeth Dardis, Lindsey Davis, Jorge Delgado, Dustin Durbin, Christopher Fuentes, Ian Furman, Brett Genheimer, Justin Griffin, Marcus Haring III, Frank Howard, Nicholas Linkenhoker, John Luhrsen, Shayla Mask, Michael McWeeney, Jared Murlin, Charlie Reissig, Benjamin Rowan, Andrew Segrell, Jeffrey Seikel, Guido Shero, Joshua Shull, Eric Trepkoski, Diana Wharton, Tyler Witzky, Alenlia Woerner

Spring Quarter 2010

Kyle Allen, Candace Anderson, Michael Andrews, Alex Armitage, Nicholas Atterholt, Vanessa Ault, Paul Badois, James Bandy, Andrea Barnes, Daniel Barwick, Jordan Bennett, Christine Biel, Nathan Biglin, Devin Bittner, Kyle Bohm, Andrew Bonfini, Chapell Boone, Jordan Bope, Patrick Brink, Aaron Brokaw, Patrick Bultema, Chandra Caldwell, Alex Capitani, Brittany Carroll, Nathaniel Carver, Raymond Chipperfield, Brittany Cotrell, Samuel Craighead, Michael Cramer, Melissa Crouch, Thomas Cuthbertson, Rachel Deavers, Nathan Deter, Brittany Dietz, Christopher Donahue, Michael Duly, Brittany Dunn, Stephen Duraney, William Eymold, Abbie Fagin, David Fanning, Joel Farquhar, Ashley Fields, Joshua Figley, Alexandra Finley, Corey Flowers, Bradley Fox, Michael Franco, Brian Freedman, Kathleen Goodwin, Adam Greaser, James Green, Kelley Gregory, Benjamin Grueschow, Jeffery Heft, Daniel Heise, Chelsea Hendrix, Siobhan Henterly, Scott Hochenberg, Ashleigh Hodosko, Jared Holt, Tracee Huffman, Jessica Jarrell, Brad Jasin, Joseph Jaskowiak, Michael Jaycox, Aaron Kaplan, Jeremy Katz, Amy Kaufholz, Amy Kempe, Carmela Kiraly, John Klanac, Brent Klimaszewski, Miriam Kopelovich, Thomas Kozlowski, Joshua LaPointe, Nathan Leasure, Maria Leland, Danica Likens, Natalie Lima, Andrew Linden, Ashley Maloney, Ellen Manovich, Nathan Martin, Konstantin Matejic, Christina Matsko, Anthony McCampbell, Jeffrey McIntyre, Andrew McNamara, Wes McQueen, Trevor Meyer, Jack Millman, Daniel Morris, James Morton, Nicholas Murdock, Nathan Musgrove, Eugene Nash, Matthew Neal, Andrew Noe, Jessica

Ogrich, John Oppermann, Andrew Ovington, Nicholas Pace, Matthew Papai, Michael Pawlows, Eric Perinovic, Bradly Petroff, Christopher Powell, Noorjahan Rahman, Nicole Rambo, Gregory Ramsey, Andrew Reinhardt, Nicholas Richardson, Wesley Roberts, Stephen Roderick, David Roth, Kyle Ruark, Justin Ruley, Matt Russo, Andrew Sekerak, Michael Shoенfelt, Laura Smith, Robert Sowry, Trent Stechschulte, Nathan Stepp, Katie Sullivan, Adam Suver, Ankur Thakkar, Courtenay Thomas, Michael Tobin, Curtis Trueb, Nicholas Valentino, Jessica Vernon, Ryan Walker, Katherine Watt, Andrew West, Evan Williams, Jacob, Wolfe, Anna Yonas