



Taking Time

A NEWSLETTER FOR UNDERGRADUATES
FROM THE DEPARTMENT OF HISTORY

VOL. 17, NO. 1

THE OHIO STATE UNIVERSITY

AUTUMN 2011

GREETINGS from the CHAIR

Welcome to the last year of the quarter system and to the last September start of the academic year. When students come back in 2012, we will welcome them in August, a month noted for heat, humidity, and long evenings that beckon us to parks and pools. The odd feeling of starting autumn 2012 classes in the thick of summer will be only the most tactile manifestation of a momentous change in the rhythm of academic life at Ohio State: the conversion of the academic calendar from quarters to semesters.

In the History Department, we have approached the challenge of Semester Conversion as an opportunity to advance the interests of twenty-first century students by seizing the moment to enhance our core teaching missions. Over the last two years, the faculty have labored thoughtfully and carefully to conceptualize and craft a new curriculum. We engaged in a broad, intellectual conversation about the fundamental purposes of teaching history, followed by a more intensive analysis of five core issues: the major, the minor, honors instruction, the place of our discipline in General Education,

and the graduate program. This year individual faculty will restructure their syllabi and lectures for the new curriculum.



The American Cemetery at Normandy, part of the Department of History's new World War II study abroad opportunity.

We believe that our semesters curriculum will prepare our students for the professional, civic, and personal opportunities and challenges you will face in the years after graduation. Our reforms will establish a clear *progression* through levels of undergraduate courses and set more common standards of content, complexity, learning outcomes, and assignment difficulty at each level. We will promote *student research* and *small class opportunities* by reshaping our

one-quarter senior seminar into a two-semester sequence of a reading seminar and a research & writing seminar on related topics. We will increase the History major from 10 to 11 courses and enhance our expectations for developing writing and critical thinking skills. To add *thematic cohesion* to the major and minor, we will identify concentrations of courses linked to our thematic “Constellations” to join the traditional concentrations on geography and chronology. To stimulate *study abroad*, we will launch an overseas experience during the first “May Session” in 2013, the World War II Tour.

Indeed this issue of “Taking Time” is dedicated to the experience of study abroad. Last year the Department secured \$10,000 in scholarships to support majors engaged in study abroad. Students who received those scholarships are among those who write of their experiences in the following pages. By reading on, you will also learn more about our own new study abroad experience, “U.S., Europe, and the Second World War: Intersections in 20th Century History.”

Peter L. Hahn
Professor and Chair

!! HISTORY CAREER NIGHT !!

Be sure to join us on April 26 this spring for the twenty-fourth 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.

NEW INTERNATIONAL STUDY TOUR IN HISTORY

Interested in combining academic courses with study abroad? The Department of History will inaugurate in Spring Semester and May Session 2013 a new program, “U.S., Europe, and the Second World War: Intersections in 20th Century History.” Students from ALL MAJORS are encouraged to apply. After taking four courses together during the spring semester, 20 students will earn credit for a fifth course by traveling with four professors for 3 weeks to London, Normandy, Paris, and Berlin. Students accepted into the program may earn credit for up to four General Education courses, plus a History Minor (or five courses towards a History Major). A scholarship fund is being developed to help defray costs of the European travel. To find out more about this program, please attend an information session on October 25th. More information about this program can also be found online <http://people.cohums.ohio-state.edu/childs1/OSUHistoryStudyTourWWIIweb.htm> by contacting Dr. Bill Childs (childs.1@osu.edu), Department of History, or Jeannie Simmons (simmons.272@osu.edu), Office of International Affairs.

There will be an information session on Tuesday, October 25th at 4:30pm in Oxley Hall 122. The program directors will make a short presentation and be available to answer questions.

William R. Childs
Professor of History
The Ohio State University
614-292-7014 (office)

Un viaje en perspectiva: A STUDY ABROAD EXPERIENCE IN SPAIN

---by James Crusham

In high school I travelled to Spain for a week with forty of my fellow students, making a quick and dirty tour of the major Spanish cities and sites. It was an exhilarating experience, but necessarily limited by time and the language barrier most students had, including myself. I enjoyed my time there, and the vistas and historical attractions were fascinating, but I left the country without any true perspective of the country or its people. For me, Spain was still in many ways just a place I had read about.

Fast forward five years. Entering Ohio State I was in the Exploration program with no real idea what I wanted to study. By the end of my first year I had become gripped by History. At the same time I had continued with my Spanish language skills, always intending a minor, but finally switching to a double major. It seemed only natural that I would specialize in Spain and Latin America for my historical focus.

Around that time I discovered the Fundación José Ortega y Gasset Study Abroad Program in Toledo, Spain. I applied and got accepted. Even so, it would have been exceedingly difficult to actually go if not for a generous scholarship from the History department.

When I first got to Toledo I was so jet-lagged from being awake for almost twenty-four hours it barely registered in my mind. Yet after a day of rest I managed to acclimate and was able to appreciate where I was. The Fundación José Ortega y Gasset is an old monastery in the ancient walled city of Toledo that has been renovated to serve as a university for foreign students. It comprises some five floors, and has all the services students need: cafeteria, computer labs, classrooms, a library, laundry-room, and the like. I was there to get a full Ohio State quarter's worth of credit in five weeks.

All classes were taught by native Spanish speaking professors.

Needless to say it was initially a bit of a shock. I'd been studying Spanish for close to nine years, but even so I'd never been immersed in it so completely. I'll admit, simply being able to understand the professors and staff at meetings the first days was in itself a boost of confidence. Yet I was pleased to find that I had sufficient language background not only to function, but to flourish in the all-Spanish environment.

One of the hardest things to adjust to is the daily Spanish schedule. As a college student, I'm no stranger to late nights, but in Spain nightlife is a way of life for all ages. It was par for the course to see small children out with their parents well past midnight. The entire day seemed shifted; everything started later than I was used to in America. An eight



Jim Crusham in front of the main entrance to the Fundación Jose Ortega y Gasset

o'clock dinner was considered unnaturally early by the locals.

Spanish food is a funny thing. Spaniards believe their cuisine is the healthiest and tastiest around. That may be arguable, as many complain about the sheer amount of olive oil accompanying every dish, but the

food did range from interesting to delicious. Spanish staples like the egg and potato tortilla and the seafood rice dish paella were favorites, but I was less keen on items like the cold cucumber/tomato soup gazpacho. The Fundación cooking staff did a wonderful job in preparing us students a variety of traditional dishes, most of the time. The occasional literal “ham”-burger--made from ground ham instead of beef--was less than traditional.

The major aspect of the program was the classes. I took three courses, one each in the history of Spain since the Spanish Civil War, Spanish culture, and modern Spanish film. Each of my professors impressed me, squeezing a lot of information cogently into our short five week time frame. This was what separated the trip not only from a vacation but from my previous visit to the country. Through these classes and discussions with my professors, I got a true perspective on the country and its people.

for children to live with their parents (like my professors) well into their thirties, as jobs are scarce and housing is expensive. The political system differs greatly from our own, with the people only indirectly electing specific candidates. Even so, the fiestas continue, though it is important to note that the celebrations are an almost exclusively summer event. A wintry Spain is almost unrecognizable to a foreigner.

Of course I took the opportunity to travel within the country, visiting Madrid, Barcelona, Granada, Cordoba, Segovia, and more. Being there for six weeks was wonderful because it gave me time to slow down and relax, to peruse the details of the places I visited. It wasn't a blitz through Spain. Naturally, however, I came to know Toledo the best. The city is a veritable maze, constructed in the old Moorish style with many narrow streets to produce shade from the sun. When I left, I knew those streets quite well. I could navigate anywhere in the

city without a map, and often did. I also walked around the city. One path was a nature route that circled the city along the Rio Tajo that encircles the city. Another time, a group of fellow Buckeyes and I climbed the largest hill (almost a mountain) overlooking the city, and we were rewarded with a breathtaking view.

In the end my time in Spain was one of the most rewarding of my life. I always believed living in another country for any period of time would give me new worldly perspectives, and in that regard I was right. Not only do I have a greater global appreciation, I've also come to

appreciate where I came from in a way that I could not previously. It's not that one place is better or worse than the other; but differences beget perspective. I've come out of this experience a more confident and well-rounded person. My departure was a bittersweet affair, but I've made memories that will last a lifetime.



Toledo, Spain

Spain isn't the laid back vacation destination so many Americans think they visit. It is a country of proud but troubled people with an unemployment rate of 20% and in debt crisis and struggling. It has begun to affect the country's social tropes. It is now common

A LIFE-CHANGING EXPERIENCE

---Kristen Clauer

This past summer I had the wonderful opportunity to participate in the OSU Excavations at Isthmia, Greece, for four weeks. Along with two other OSU undergraduates and four graduate students from the history department, under the instruction and guidance of Professor Timothy Gregory, I learned about Greek archaeology, archaeological practices and procedures, ancient architecture, Greek culture, and became better acquainted with the regions of the Mediterranean and how they interact. I learned more about archaeology and the ways to approach history than I could have in a classroom.



Kristen Clauer at the Temple of Zeus at Nemea

Not only was the fieldwork rewarding, but having the chance to study with other students with the same interests and passions as myself was an incredible experience. Weekend trips, such as to the Acropolis in Athens, Mycenae, and Mystras were great ways to explore other parts of Greece and to see other ancient sites. Learning with each other and exploring different aspects of history and archaeology was helpful for me to confirm some of my interests as well as

sparkling interests in different career paths and fields of study. I recommend to all undergraduates that you pursue study abroad plans because immersing oneself in a foreign culture while studying something one enjoys is a truly life-changing experience.

---(Ed. note: Kristen Clauer is a senior majoring in History and Classics.)

ZAHNISER AND EVANS SCHOLARSHIPS

Gabrielle Stanley is this year's recipient of the Adrienne A. and Marvin R. Zahniser 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 Lloyd Roberts 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. This year the recipient of the Evans Scholarship is **Kelli Peters**.

Congratulations to both Gabrielle and Kelli for compiling the very strong academic records that made them so competitive for these top awards from the Department of History.

GROWING WITH TRAVEL

---by *Sally Patton*

The most common question that comes up at the start of every fall quarter is “What did you do this summer?” Typical answers would be not much, working, or vacationing with family, but my answer is unique as I had the phenomenal chance this past summer to spend ten weeks studying at the University of Cambridge in the United Kingdom, the highest rated university in the world. I was accepted as part of the Pembroke-King’s program which is a specialized program for international students from around the world. Never before had I been so out of my comfort zone and around so many incredible individuals so different from myself, but never before have I grown so much as an individual or experienced so much in such a short period of time.

My summer began with a four-day orientation in London followed by the short train ride to Cambridge. As the train pulled into the station and I saw the outlines of King’s Chapel, the River Cam, and the ancient cobblestone streets winding every which way, I knew that Cambridge was where I was supposed to be. After checking into our rooms and settling in for a few hours, we were welcomed to the University by the first of many formal halls, a Cambridge tradition consisting of a four-course meal in the candlelit setting of the college’s Great Hall. It was a chance for everyone to get dressed up and mingle with not only fellow program participants, but also our professors and staff who joined us for dinner. Although these dinners continued each week throughout the summer, the original one that first night in Cambridge was my favorite as the elation and excitement

felt by everyone in the room was infectious. Additionally, the irony was great as our first evening in Cambridge just happened to be the Fourth of July, and despite any lingering bitterness felt by the British towards Americans such as myself for that date, the staff at Cambridge pulled out all of the stops to make us feel welcome, even finishing the meal with a slice of apple pie and vanilla ice cream, just for the American students in the room.



Sally Patton and Friends

Once the initial awe faded, although it never fully disappeared, it was time to focus and get to work as classes started the very next day. The summer term was split into two modules lasting four weeks each. I enrolled in one four-week class for each module as well as one eight week class lasting the entire summer. Because of my strong interest in history, every history class offered at Cambridge excited me, but I finally settled on an art history class, a British culture class, and my personal favorite, one that studied the intelligence relationship between the US and Britain. The lecturers challenged me in ways I've never been and there was a much greater emphasis on personal commitment to academics,

rather than deadlines and assignments such as those I am used to. Gaining the historical perspective from those on the other side of the Atlantic was enlightening and gave me a new appreciation for the depth that exists in every aspect of history.



Sally Patton and friends at Stonehenge

Although much of my time was indeed spent in classes, we wasted no chance to engage in every aspect of British culture. Cream teas were had at 3:30 p.m. and we spent many a lazy afternoon punting down the River Cam, a distinct Cambridge tradition. Not only did we see England through the eyes of those in Cambridge, we also traveled to Bath, Stonehenge, Brighton, and Oxford, all with unique appeal.

My time could have remained within the borders of England and I would have still been swept away by the experiences, but I had the further chance to travel on longer weekends to Edinburgh, Scotland, Paris, France, Amsterdam, Holland, and Brugge, Belgium. All of these trips opened my eyes to what the world has to offer and further lit my passion for travel.

Now that I am back on campus there are differences in the way I act and the way I see things around me that I can only attribute to my experience this past summer. I cannot describe fully how life-changing those ten weeks were and how appreciative I am to all of those who helped me gain this experience, and I am confident that I will one day return to England to revisit the sites of the greatest summer of my life. Cheers.

---(Ed. note: Sally Patton is a senior with a double major in Integrated Social Studies and Public Affairs.)

GUTHRIE SCHOLARSHIP

Thanks to the generosity of Mrs. Cecile Guthrie, the Department of History was able to award scholarships this year to **Karen Robertson, Thomas Szigeti, and Emily Wiegand**, 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 the history of the American Civil War. 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 four years ago at age ninety-seven.

FISHER PRIZE

The Sidney Fisher Prize for the best paper written by a history major was awarded this year to **Joshua Michael** who wrote "Paradoxes of Self-Interest: Alexis de Tocqueville and Blaise Pascal," for Prof. Dale Van Kley's History 598 class. The Prize, co-sponsored by Phi Alpha Theta, honors Prof. Fisher, a former faculty member of the Department who specialized in Islamic civilization and the Ottoman Empire.

MEETING HISTORY

---by Jessica Tolbert

This summer I had the opportunity to serve as a John Glenn Fellow in the Washington Academic Internship Program. Every quarter the program places juniors and seniors in various government or non-profit agencies in Washington, D.C. I worked as a Development Intern at Bright Beginnings, Inc., a non-profit organization that provides free childcare to homeless children. Working with twelve energetic preschoolers was a highlight of my summer, but my chance meeting with a hero will always come to my mind when I think about my time in D.C.



Jessica Tolbert and Congressman John Lewis

This past winter quarter, Professor Boyle assigned our History 309 class to read John Lewis' autobiography, *Walking with the Wind*. As much as I love learning about the history of the civil rights movement, I had not heard too much about John Lewis. However, Prof. Boyle's reading assignment introduced me to a normal, black college student who decided to fight the racial inequality that plagued society. After reading his story, from mob attacks in Montgomery,

Alabama, to his election to Congress, I had even more pride in my own history.

After spending a few weeks in D.C., I thought it was worth a try to see if I could schedule a meeting with Congressman Lewis. Even if I only made it to his office, I would have been content. After I sent a message to his office explaining my reasons for wanting to meet him, his staff replied a day later offering an appointment! Before the meeting, his personal aide gave me a tour of his office, which beautifully displayed pictures with icons from Martin Luther King to the Kennedys. However, the most poignant memento in his office was a jar of jellybeans that reminds him of the literacy tests that were used to prevent African Americans from voting.*



Jessica and Congressman Lewis in his Capitol Hill office.

I was completely terrified to be meeting someone who helped change American history, but he was as humble and kind as I could have ever imagined. Representative Lewis gave me an hour of his time to answer all of the questions I had for him ranging from the freedom rides to the charming appeal of

Mississippi. The entire time I could not believe that I was having a conversation with a man who suffered beatings from angry mobs in South Carolina to having a gorgeous office that overlooks the Capitol.

My meeting with Rep. Lewis is a moment that I will always remember, not only for his incredible humility and insight, but also for the opportunity I had to connect what I have learned here at OSU to the testimonies of people who continue to make a difference in our society.

**(As a way to stop African-Americans from participating in elections in the South, local officials sometimes would make African-Americans estimate how many jelly beans were in a jar. Of course, if they did not guess the exact number, they could not vote.)*

---(Ed. note: Jessica Tolbert is a senior majoring in history and Spanish.)

HAFFNER SCHOLARSHIP

Jessica Tolbert 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, and one supported by many of her former colleagues in the Department.

Congratulations . . .

. . . to history major Samantha Rubino who won an award in the Spring 2011 Undergraduate Research Scholarship competition. The funds will be used to support research for her Senior Honors Thesis, which has the working title of "The Revolt of the Alcabalas in Quito, 1592-3," with Prof. Kenneth Andrien as adviser.

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

. . . to an award winner.

DOING HISTORY: UNDERGRADUATE RESEARCH

Last year a number of history students took advantage of opportunities to engage in original research projects and become historians themselves.

On May 11, four history majors displayed summaries of their historical research on posters at the Denman Undergraduate Research Forum in the Recreation and Physical Activity Center. **Lori Carter-Devereux**, who also displayed at the Denman in 2010, this year exhibited her findings on "The Radical Mastectomy of Nabby Adams Smith, Living and Dying with Dignity in the Public Shadow of Two U.S. Presidents"; **Brian Jordan**, explored "American Undesirables: The Italian Response to 20th Century Immigration Law"; **Max Reisinger** researched "Ohio Newspapers' Coverage of the 1963 Birmingham Protests"; and **Tara Stephan** studied "Circles of Knowledge: Intellectual Relationships in Mamluk Syria, 1260-1517".

Sponsored by Richard J. and Martha D. Denman, this was the 16th annual forum with more than five 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.

The Excellence in Scholarship Award . . .

. . . is given each spring by the College of 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 2, seven students majoring in history were among those given the Excellence in Scholarship Award. They are: William Gardner, David Howard, Christine Lehman, Malgorzata Mrozek, Daniel Olix, Tara Stephan, and Maria Widmann. We congratulate them all.

CONGRATULATIONS TO RECENT GRADUATES!

Spring Quarter 2011

Mary Anderson, Steven Arnold, Andrew Ashbrook, Matthew Barrett, Benjamin Bartholomew, Alissa Bendler, Bradley Berno, Brendan Beucler, Zachary Bias, Christina Bober, John Bonvechio, Christopher Brown, Michelle Brundige, Brian Campbell, Jerry Caylor, Shuyi Chong, Thomas Cleary, Todd Clevenger, Derek Coalter, Joseph Cooper, Scott Crammond, Jamie Creasy, Alison Curtis, Mark Damiano, Demetrius Daniels-Hill, Conor David, Todd Dawson, Matthew Dearth, Bethany D’Innocenzo, Steven Dodderer, Kevin Dorgan,

Jacob Durst, David Dybowski, Walter Eberle, Nicole Emke, Matthew Endres, Colin Faber, Michael Flowers, Dustin Foskett, William Gardner, Kaitlyn Gassen, Julie Golem, Haley Goodson, Robert Graham, Katrina Hackworth, Pete Haefele, Emily Hagerman, Harrison Hall, Joseph Halpin, Benjamin Harper, Hannah Harris, Noah Heath, Megan Hedeon, Courtney Hochwalt, Anya Horning, David Howard, Ronald Jones, Ryan Jones, Jesse Kearton, Elliott Keefer, Nicholas Kester, Zenas Kim, Collin Kirk, David Kish, Thomas Kisor, Michael Kolb, Nicholas Krafft, Brandon Kurtz, Michael-Ian Kwasowski, Christine Lehman, Jenna Leonard, Christopher Lias, Gregor Liederbach, John Love, Justin Mackey, Anthony Marcum, Samantha Marder, Daniel McKinley, Michael McWhorter, Jonathan McWilliams, Jessica Meeker, Kathryn Metz, Ryan Metzger, Eric Meyer, John Morrison, John Mourany, Malgorzata Mrozek, Garek Mulick, Michael Murray, Erica Oberlin, Maria Palmer, Anne Pasma, Elizabeth Patterson, Samantha Pavey, Whitney Pearson, Joshua Phillips, Emily Potter, Richard Pyle, Brianna Reagh, Samuel Reese, Jessica Reynolds, Paul Rogers, Aaron Rosen, Michael Ruccia, Douglas Sands, Katie Schmidt, Eric Schmitt, Sloan Schnell, Jonathan Seok, Forrest Shoessow, Ronald Severt, Daniel Shell, Courtney Shumate, Matthew Silverstein, Bethany Simms, Michael Slusser, Charlotte Smith, Samuel Smith, Caroline Snow, Michael Spinosi, Marc St. Pierre, Eric Stanek, Justin Stanek, David Steel, Tara Stephan, Stacey Stevens, Sean Stewart, Steven Stormes, Emma Taylor, John Tebbetts, Julie Toeniskoetter, Adam Trombley, Sarah Tuthill, Bertha Villa, Amy Wagner, Kristina Warne, Michael Weisgarber, Maria Widmann, Leticia Wiggins, Allison Williams, Timothy Williams, Timothy Wills, Justin Wolf, Philip Yackee, Adrienne Zenner

Summer Quarter 2011

Tiffany Buch, Damien Bythrow, Gregory Craig, Christopher DeLong, Diana DiMare, Ryan Fenton, Bradley Fisch, Matthew Gottke, Jessica Haberek, Hodo Hassan, Alexander Johnson, Nicholas Leonard, Eric Naylor, Zachary Olson, Kristen Patton, Darrin Ronken, Kyle Shinaberry, Stephen Walter, Kyler West, William Wilson