

Taking Time

A NEWSLETTER FOR UNDERGRADUATES
FROM THE DEPARTMENT OF HISTORY

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THE OHIO STATE UNIVERSITY

SPRING 2012

GREETINGS from the CHAIR

One of the benefits of being chair of the history department at Ohio State is to announce to our community of majors the awards won by our faculty. This year the faculty again garnered some major awards. **Professor Hasan Jeffries**, who teaches African American history, won Ohio State's most prestigious teaching award, the Alumni Teaching Award, for his teaching style that focuses on learning as a joint effort between professor and student. Students have praised him for the attention he pays to their individual progress.



Prof. Hasan Jeffries

Professor Geoffrey Parker, who already has won many awards for his scholarship in early modern European history, was honored this year with the highest international award given to historians, the Dr. A.H. Heineken Prize for History by the two hundred year old Royal Netherlands Academy of Arts and Sciences.



Prof. Geoffrey Parker

Professor John Brooke published his third book recently, and for each of the three books he has won an award. This time he received the Ohio Academy of History prize for best book of the year for his *Columbia Rising: Civil Life on*

TRANSITION TO SEMESTERS FOR HISTORY MAJORS

the Upper Hudson from the Revolution to the Age of Jackson. Earlier, this same book was also awarded two other prizes, one from the New York State Historical Association and one from the Society for the History of the Early American Republic.



Prof. John Brooke

As you look forward to the transition to the semester system, I trust you will feel good knowing that in your history classes you will be learning from a faculty that counts among its members some of the best teachers and scholars in the country.

Peter L. Hahn
Professor and Chair

As you are aware, this spring quarter 2012 is the last quarter term students at Ohio State will experience, at least in our lifetimes. We will enter the semester system this summer and continue thereafter. What follows are some of the major points we want our history majors to understand as you make the transition to a new academic calendar.

First, we want to emphasize how important it is for you to be connected to the ASC advising staff in Denney Hall (or in Enarson Hall if you are in the honors program). The ASC advisers are the best source to answer questions you might have about the semester transition.

Second, we want to state that for a history major the transition to semesters should be quite smooth. Although you have the option to work under new requirements in the semester system, most of you will find it beneficial to remain under the requirements of the history major that were in force when you declared the history major. The change to semesters will *not* require you to do more work in the history major or require that you adjust your major plan or honors contract to new requirements.

You may have heard that the Department of History has revised the requirements of the history major that will take effect in Summer Session 2012. It is true that the history major has been revised for students entering Ohio State under the semester system. The requirements of the new major are substantially like those that are currently in force for you. We have added an additional small seminar course to the major, and made

some other modifications to the requirements. Again, it is important for you to understand that current students will *not* need to be under the requirements of this new major. Moreover, you will not be missing out on anything that the new major offers. If you want to take an additional seminar, for example, you are free to do so.

The most important thing for you to remember is that while the credit hours per course will change under semesters, the number of courses you need to complete your major will not change. You now need to earn credit for at least ten history courses at the 300- or 500-level to complete the history major (twelve for the honors major). Therefore, a student who has, for example, completed six history courses by the end of spring quarter 2012, will need to take at least four history courses under semesters; if you have completed two history courses by the end of spring quarter, you will need to complete at least eight courses under semesters, and so on.

Third, we want you to know that there have been changes to the list of courses the Department of History offers. We have added a number of new courses to our curriculum and you will be free to take those courses as they are offered. Most conspicuously, our course numbers have changed for semesters. They are now four digit numbers. Courses that will count toward the history major are numbered at the 2000-, 3000-, and 4000-levels. We are maintaining some introductory level survey courses at the 1000-level, but few sections of those courses will be offered, they will not count toward the history major, and we do not recommend that you take them.

2000-level courses are intermediate level courses that offer introductions to certain geographical or thematic fields, or provide an introduction to a more focused subject or theme. (*Keep in mind that 2000-level history courses will not meet the upper-division requirement of the College of Arts and Sciences.*) 3000-level courses offer more specialized education in geographical and thematic fields as well as in the more focused topics. The 4000-level contains the “readings” and “research” seminars, similar to the current History 598, although they will be designated by subject area with corresponding numbers.

If you have questions about the history major and the transition to the semester calendar, do not hesitate to contact your major adviser.

!! HISTORY CAREER NIGHT !!

Be sure to join us on Thursday, April 26 at 7:00 p.m. in Dulles Hall 168 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.

A REFLECTION UPON VISITING THE PACIFIC WAR

---by Nick Brill

(Ed. note: Nick Brill is a senior history major double majoring in political science.)

In March I had the opportunity to travel with seven other students, and Professors Peter Hahn and Peter Mansoor, on a once in a lifetime World War II study abroad experience. We accompanied twelve World War II veterans as they returned to the battlefields on the islands of Guam, Saipan, Iwo Jima, and Tinian, the battle sites they fought on over sixty-seven years ago. The trip was coordinated in conjunction with The Greatest Generation Foundation, and we also had the honor of traveling with two United States Congressmen: Rep. Bill Braley and Rep. Ed Perlmutter. Each student was assigned a personal veteran to whom they served as both an aid and a chronicler of their veteran's war time experiences over the ten days we traveled throughout the Pacific. I think I may speak for all of the students in saying the trip had a profound impact on our lives. Not only did we learn a great deal about the war from our veterans, but we also learned a great deal about life. Here are a few of the many memorable moments I experienced while visiting the battlefields.

The first was the tour of the Asan Beach and Overlook areas on Guam. These sites stick out because Asan Beach was the first experience we had with the battlefields on the trip. As I looked down from the overlook area and tried to imagine 20,000 American soldiers storming the beach I was overcome with a sense of awe. It really was hard to imagine numbers like that, not to mention the machine gun fire, mortars,



Holding the flag on Iwo Jima, Caitlin Bentley and Andrew Eskander. Top row: Prof. Peter Hahn, Mike Tabor, Eston Wirsing, Kyle Nappi, Peter Marzalik, Danelle Gagliardi, Nick Brill, and Prof. Peter Mansoor

and artillery that would have been pounding the soldiers as they made their way up the beachhead. This was the first time I tried to imagine what it would have been like for the soldiers, and I determined that I'm just not capable of emotionally connecting with the soldiers on that kind of level; my experiences in life just cannot match the realities of a wartime battlefield. The second moment was our visit to the island of Iwo Jima, and specifically my journey to the beaches with Ike Rigell, my veteran for the trip. As we flew into Iwo Jima, Ike leaned over and told me that "never in my wildest dreams did I imagine coming back to Iwo Jima in a modern jet". I could tell that the experience was a surreal one for him. At the age of eighty-nine, Ike can no longer move like he used to. Therefore, getting down to the beach and back up again was a challenge that he might not have been able to overcome on a normal day. Obviously,

his return to Iwo was not a normal day for him. When we made it back up from the beaches, he told me that he must have had super human strength from the extra boost of adrenaline he received from returning to the island where he lost so many friends. Later, he would tell me that making the trip down to the beaches was the highlight of his trip. Accompanying him on his journey back to the beaches, and watching him overcome a challenge he wouldn't normally be able to complete was truly inspiring for me.

I would like to conclude with one last personal reflection about the trip. As I talked with Ike and he told me about his experience in the war and in life thereafter, I came to realize one thing. The war stories are not simply stories about what occurred in the Pacific during World War II. Yes, listening to these veterans' stories has been a great experience, and honoring their actions was a very important aspect of this trip. But to me, these stories are not just memories on actions past; they are windows into a way of life. This way of life was forged on these islands, on the beaches and in the jungles where these men fought for and died for each other. This war defined their generation's character, a character cultivated by what these men went through here in the Pacific. Hidden within Ike's stories I discerned courage, humility, an acute sense of empathy, honor, and selflessness, all trademarks of a virtuous life. These stories have taught me not just about the war, but also about how to live life, and I believe this will be greatest legacy of this trip. It is because of men like Ike that their generation has truly earned the designation of The Greatest Generation, and I am truly

grateful to have been able to accompany him on this trip.



World War II veterans of the Pacific Theater of war who were on the trip to battle sites in the Pacific.

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 only add or drop a course via the WEB 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 Friday, May 11, for Spring Quarter 2012.

--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 Spring Quarter 2012, you must file for graduation by May 11. Thus, you must see Ms. Mazon prior to that date to have your major program approved and have the major portion of your degree audit entered.

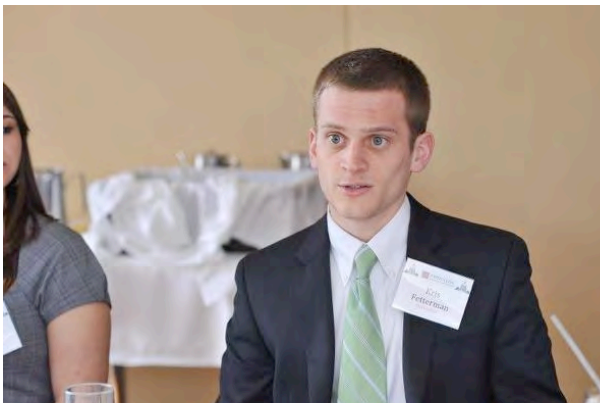
Note: *your history courses are not entered in to the major portion of your degree audit until you have filed a major program with Ms. Mazon.*

MY TIME AS A CAPITOL HILL INTERN

---by Kris Fetterman

(Ed. note: Kris Fetterman is a pre-law history major who will graduate in spring 2012.)

Some may tell you that politics are politics and cities are cities. They have clearly never been to Washington, DC. I spent Winter Quarter living, learning, and working in our nation's capital and gaining a new perspective on a town where politics are woven into the fabric of everyday life. An entire city's pulse is driven by the action on Capitol Hill. The conversations at restaurants, metro stops, and local pubs start and end with news from Congress and the White House. For some, this may seem just like the constant deafening noise of any urban center. For me, it felt like someone was finally speaking my language.



Kris Fetterman

My winter road to DC began in Columbus this past July. Moving toward my fourth year at Ohio State I realized two things: I had enough credits to graduate a quarter early and had no idea what I wanted to do with my life. History has been my major, but politics and government have been my passion. With regard to career, they seemed to be

at the top of my list. After speaking with my advisor, I was directed to the John Glenn School's Washington Academic Internship Program. While remaining a full-time Ohio State student, I could live, learn, and work in Washington, DC and immerse myself in a place awash with politics and government. I quickly realized that this was how I wanted to bide my time until graduation--a quarter away in the political heart of the nation to learn more about a career in politics. I figured if nothing else, at least there would be a change of scenery from Ohio. There had to be at least one hill in Capitol Hill right?

Living on Capitol Hill with the other "WAIP" fellows, I can confirm that, yes, there is at least one hill. We actually lived two blocks from Congress, in an apartment complex dedicated to housing student interns like us. At first we felt like long-term tourists. Time not spent at our internships or in our weekly class was dedicated to seeing the sights throughout DC: the monuments, the museums, the landmarks and the zoo. After a few weeks though we began settling in and started feeling more like true Washingtonians. We tried new restaurants, saw Oscar-nominated films at a small theatre downtown, spent weekends walking through the outdoor markets and free weeknights mingling at local happy hours. Once or twice, while in a hurry, I may have informed people standing in front of me on an escalator that the right side is for standing, not the left. By about week eight, I truly felt like I was part of the city. Walking home from work one night, a nice couple asked me for directions to Union Station, a metro stop near my apartment. Without a pause, I pointed them towards their destination and wished them well.

I realized soon after that I had led them in the opposite direction, but either way, I felt like I belonged.

Experiencing the city was one thing, but the main academic components of our time were divided between class and our internship. Monday through Thursday I worked with Marathon Petroleum Corporation in their Federal Affairs office. Spun off from Marathon Oil in July, Marathon Petroleum was a relatively new downstream oil and refining company with a growing, but smaller DC office. Thus, I had more responsibilities than the traditional intern. Tracking pertinent legislation as it moved through Congress, researching issues facing our company, representing the office at functions with Congresspersons and industry partners, and aiding in the operation of our political action committee, I was a central cog in the office. Or at least it felt that way. Best of all, my internship allowed me a firsthand experience in government relations and a new perspective on politics in DC. Our weekly class on Friday also covered politics and the history and functioning of the federal government. Between class discussions, assigned readings, quizzes, and a final policy analysis paper, our class with Dr. Ken Kolson offered an academic perspective on the city.

I took the long way home on my last day after saying my goodbyes around the office. Half packed suitcases waited for me at my apartment as Columbus waited for my return the next day. I wasn't in a hurry to reach them. Earlier that week the cherry blossoms had begun to bloom. The trees surrounding the Hill were waving in a pink breeze as the

Congressional building stood firm with a limestone face. I paused for a moment on the Capitol looking out towards the horizon. George Washington and Abraham Lincoln stared back. As the sun sank in the background and the lights of the monuments began to rise, the beauty of a city often mired in ugly divisiveness struck me. Looking across the city that night, it felt as though I was looking back on my time in DC. For ten weeks, I worked in a lobby shop, learned with fellow Buckeyes, and lived in our nation's capital. The John Glenn Academic Internship Program provided me the opportunity to flourish in a city where everyone was as intrigued and enthralled by the political process as I was. I gained great contacts, experiences, and friendships and though my time was limited, my appreciation for the program, my advisors, my supervisors, and my professor was boundless. The sun set as I stood there that early evening. I turned and headed back to Columbus to Ohio State and my final quarter before graduation.

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 Monday, April 30, 1:00 p.m., Oxley Hall 120. More information about this program can also be found online at oia.osu.edu or <http://people.cohums.ohio-state.edu/childs1/OSUHistoryStudyTourWWIIweb.htm>, or by contacting Dr. Bill Childs (childs.1@osu.edu), Department of History, or Jeannie Simmons (simmons.272@osu.edu), Office of International Affairs.

Look for her courses on Medieval European history as we enter the semester system.



Alison Beach

OUR NEW FACULTY MEMBERS

Professor **Alison Beach** joins us from the University of Cologne, where she taught a variety of courses on the history of the high middle ages, including one on religious women. She specializes in medieval European religious history, with a focus on spirituality and intellectual life in twelfth-century monastic communities.

Her 2004 book, *Women as Scribes: Book Production and Monastic Reform in Twelfth-Century Bavaria*, argues that the scriptorium was vital to the intellectual revival of the Middle Ages and that women played a role in this renaissance. She is presently working on a new project that focuses on the creation of imagined community—community that encompassed both local and distant members, the living and the dead—at the Benedictine double monastery of Petershausen.

Professor **Thomas McDow** comes to us from George Mason University, where he served a year as a Visiting Research Scholar at Zanzibar Indian Ocean Research Institute in Tanzania. He straddles the fields of African and Indian Ocean history while engaging in transnational Islamic history. His research focuses on Omani migrants to east Africa in the nineteenth century, specifically the commerce and kinship that linked the interior of eastern and central Africa with the port cities and date-farm hinterlands of the Arabian Peninsula through the Indian Ocean and the Arab state in Zanzibar. These interests grew out of several years living and working in East Africa. He is currently working on a book to be titled

Credit and Kin: Arabs and Africans in the Indian Ocean World.



Thomas 'Dodie' McDow

He tries to make the classroom a place where people can try on ideas and gain new expertise, and he uses a number of methods and techniques, including humor, to meet this end. “As a history professor,” he says, “I do not expect that fifteen years from now students will recall the succession of sultans of Zanzibar. I hope that they will gain the tools of analysis so that they can develop their own insights on the human condition. In teaching history, I aim to help students understand the complexity of lives in the past. I find that this also makes them better at understanding the complexity of the present.”

CONGRATULATIONS TO RECENT GRADUATES

Autumn 2011

Matthew Adair, Nathan Baker, Taylor Beale, Keyra Blanton, Grace Brown, David Chirdon, Donald Copp, Samuel Costello, Tyler Davis, Daniel Fraley, Matthew Garrett, Alan Gill, Kaitlin Hayes, Whitney Henley, David Hoffman, James Keaney, Alexander Kuhn, Kyle Lincicome, Tessa Little, Kevin Marcum, Sean McIntyre, Daniel Mignerey, Mark Moore, Nicholas O’Connor, Joshua Owen, Hans Raidel, Sarah Robertson, Lindsey Scheel, Mark Schonauer, Maile Shield, Jacob Tharp, Norita Yoder, Alexander Zavala

Winter Quarter 2012

Aaron Adkins, Aaron Berarducci, Francesca Boland, Mathias Bustamante, Jason Calder, Dale Cottrell, Denver Garrard, Anna Gentile, Neev Granite, Andrew Hawkins, Tyler Henry, Alex Hoying, James Matey, Michael McKee, Chad Minnear, Galia Nurko, Courtney Reither, Adam Ripley, Samantha Rubino, Robert Sawyer, Gabrielle Stanley, Jeremy Tarczy, Adrian Tawadros, Owen Temple, Arianne Thomas, Sean Webber, Allison Yarnell