

MAKING HISTORY

NEWS FROM OHIO STATE'S **DEPARTMENT OF HISTORY**

2016 No. 58



THE OHIO STATE
UNIVERSITY

COLLEGE OF ARTS
AND SCIENCES

MAKING HISTORY

A Message from Department Chair
Nate Rosenstein



This has been a year of transition for the department, reflected most obviously in the photo above. Ever since our former chair, Peter Hahn, was appointed divisional dean for Arts and Humanities last July, it has been my privilege to serve first as interim chair and now as chair. Although I have been a member of the department's faculty for 30 years, I have come to know its students, staff and faculty in a very different and gratifying way in my new position.

I have been deeply impressed by the sheer range and relevance of the courses my colleagues offer, from traditional topics like the history of ancient Greece or modern China to cutting-edge courses like "HIV: From Microbiology to Macrohistory," an interdisciplinary course developed by Professor Dodie McDow and team taught with a member of the microbiology department. Or Professor Sam White's "Big History" course that examines history at the very largest scales and in the widest perspectives. And Professor Theodora Dragostinova's course, "People on the Move: Migration in Modern Europe," which investigates the historical roots of a phenomenon roiling Europe even as I write these words.

We also offered our majors and other undergraduates once-in-a-lifetime opportunities to learn history "on the ground" through study tours to China, Argentina, Greece, Ireland and of course our enormously popular World War II study tour. We continued our efforts to deliver our content in electronic as well as face-to-face formats, offering a variety of online courses. We have developed a series of new, thematic minors to enable students in other disciplines to add a vital historical dimension to their studies.

Our majors and other students continue to enjoy the benefits of working closely with members of the faculty on research projects and honors theses. One of them, Anna Fakler, brought great distinction to the department and her advisor, Professor Birgitte Søland, by taking a first place prize in this year's Denman Undergraduate Research competition.

Our graduate program remains vibrant. We admitted 13 new students last fall, and matriculated 10 MA and 21 freshly minted PhDs, some of whom are now tenure-track assistant professors at colleges and universities, while another is a post-doctoral fellow at the New York Public Library, and two are employed as historians in the Office of the Secretary of Defense in Washington D.C.

We continued our longstanding commitment to share the fruits of our scholarship beyond the walls of academe. Our monthly e-magazine, *Origins: Current events in Historical Perspective* receives on average upwards of 60,000 unique views each month while the Clio Society provides a forum for our faculty to present public lectures on topics as diverse as the 19th century British diet, orphanages in Ohio, Columbus's Poindexter Village and Radical Islam. Professor Scott Levi offered an NEH Summer Institute for Teachers on "Central Asia in World History," and this past September the department held "The Pacific War at 70," a conference that brought together scholars and veterans to examine the Pacific theater in World War II. Last May Professor Pete Mansoor and Dean Peter Hahn led a group of alumni and friends on a tour of World War II sites in Italy.

We will welcome the arrival this fall of new two junior and one senior colleagues: Jennifer Eaglin and Bart Elmore, who will add depth to our burgeoning field in environmental history, and Sara Butler, who as the holder of the King George III Chair in British History, will continue our longstanding strength in medieval history.

Sadly, the untimely deaths of two of our senior members diminished our ranks this past year: Professors Drew Cayton, who was in his first semester as holder of the Warner Woodring Chair in History, and Joe Guilmartin, a colleague of many years and much beloved by generations of students.

The past year has reflected in microcosm the broader subject that has animated our discipline: continuity and change over time. We hope that you will not change but rather continue your interest in history and your relationship with our department, whether by attending one of our conferences, visiting the Origins website, attending a Clio lecture or just perusing the many books by our faculty in the history section of your local bookstore.

Nate Rosenstein
Chair



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On the cover:
Students explore Tintern Abbey in County Wexford during the May program, *The History and Archaeology of Medieval Ireland*. Story, next page.

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The group hikes down from Loughcrew, a megalithic burial ground in County Meath.

DIGGING UP THE PAST:

The History and Archaeology of Medieval Ireland



Students and local guides visit a holy well in Kinsale.



Marisa Wieneke explores Bective Abbey in County Meath.

Castles and ancient cemeteries, folklore and friaries, abbeys and archaeology – all of these were part of a four-week adventure for 17 undergraduate students in Alison Beach’s May Session program, “The History and Archaeology of Medieval Ireland.”

The group, made up of students in programs as diverse as actuarial science, sports management, history and anthropology, got their hands dirty – literally – in the program that was based in County Meath, about 40 minutes northwest from Dublin. Partnering with the Irish Archaeology Field School, the students learned the basic skills of an archaeologist, including excavation and properly handling artifacts. *{continued on next page}*

For more on the students’ experience:

Podcast: go.osu.edu/itunesireland

Video: go.osu.edu/youtubeireland

Blog: go.osu.edu/wordpressireland



At the Waterford Medieval Museum in Wexford, a medieval manuscript catches the attention of (l-r) Alison Beach, associate professor; Danielle Demmerle and Marisa Wieneke.

“It was truly a hands-on archaeology program,” Beach said, “where students were able to actively participate in an excavation of the Blackfriary, a 13th-century Dominican monastery and cemetery. Ohio State is the biggest university participant in the dig, and this is the fourth year we’ve taken part in it.”

The group also investigated the folklore of Ireland — meeting local townspeople and recording their tales, an activity that resulted in a three-part podcast (podcast address?).

They had some lighter moments, too, said Beach, associate professor. “We visited a seaside town and a sheep farm, ate fish and chips, visited a castle and cooked together in the evenings in a communal kitchen.

“Sitting down together was an important part of the trip,” she added. “We couldn’t really access the internet, so we talked!”

She also taught them to knit. “My star knitter this year was a male, pre-med student,” she said. “He said it would be a life-saver for stress relief.” 🍷



History major Devon Reich learns archaeological skills.

ALUMNI SHARE THOUGHTS: WHY STUDY HISTORY?

We could tell you all the reasons we think studying history is important — that it is the sum total of the human experience, that experience serves as a mirror reflecting today’s events.

That history is the key to understanding crises of war, revolution, famine and social upheaval. And that studying history involves analysis and hones critical-thinking skills.

Instead, we asked two alumni who are using their degree in unique ways to tell us why they chose to study history and how it helped them prepare for their careers.

the central Pacific, when seven fellow students and I toured the WWII battlefields of Guam, Saipan, Tinian and Iwo Jima — with surviving veterans. Walking side by side with veterans on the hallowed grounds of some of the most destructive battles of WWII offered an incredible perspective unlike any other.



John D. Ong

Retired Chair & CEO BF Goodrich CO.

John D. Ong, of Hudson, Ohio, leveraged the skills he learned as a history major at Ohio State in the business field. Following his undergraduate career, Ong attended Harvard Law School and shortly afterward joined the U.S. Army and served in the Counterintelligence Corps. Upon retiring from the Army,

Ong joined the BF Goodrich Co. in Akron, and after 18 years became chairman and chief executive officer, serving another 18 years until his retirement in 1997.

In 2001, Ong was appointed U.S. Ambassador of Norway by George W. Bush, serving for four years. He was appointed to Ohio State’s Board of Trustees in 2005 by Governor Bob Taft.

Reflecting on the trajectory of his career, Ong said that history as an undergraduate was seen as the best preparation for becoming a lawyer. He said history was even more relevant than his law education in the business field. History provides knowledge of the world and global sophistication, valuable skills for international business and for appreciating other cultures around the world.

Ong has played a leadership role in key organizations involved with education and business. He is a trustee of the Musical Arts Association of Cleveland, the Fort Ligonier Association and a trustee emeritus of the University of Chicago and Western Reserve Academy in Hudson, Ohio.

Ong is a leading advocate for business involvement in civic and cultural activities, nationally and in northeast Ohio. He is former chairman of the Business Roundtable, the National Alliance of Business, the Business Committee for the Arts, New American Schools, Inc. and the Ohio Business Roundtable. He was a member of the Business Council 1989-2005, and is a member of the Council of Retired Chief Executives and the Council of American Ambassadors. He has served as a director of seven S&P 500 companies. Ong is a recipient of the Humanities Award of Distinction from Ohio State’s College of Humanities, the Alumni Medal from Ohio State, and honorary doctorates from Ohio State, Kent State University, the University of Akron and South Dakota State University. He was awarded the Grand Cross of the Royal Norwegian Order of Merit in 2005.



Kyle Nappi

Booz Allen Hamilton consultant

As an undergraduate, I studied at four Ohio State campuses, secured two internships within the Office of the Secretary of Defense and had the unique honor of being recognized by the university president during his commencement address. Despite all this, I did not know what path I might pursue as a history major.

My decision to study history was rooted in my long-standing interest of military history, chiefly WWII and the Cold War. Fascinated by biographical eyewitness accounts, my academic studies taught me how to gather resources, scrutinize details, be skeptical and write effectively. I utilize these skills in my current role in Washington, D.C. While my focus shifted from academia to public policy (courtesy of an internship from the John Glenn College of Public Affairs), the skillset of writing remains fungible and important for any career. The study of history allows one to examine the past to strategize for the future. This discipline holds true especially within management consulting, D.C. and the halls of the Pentagon.

History affords students an ability to step back in time. One of the most memorable moments of my undergraduate years occurred not on campus, but rather on four remote islands in

NEW FACULTY

We are fortunate to welcome four new faculty members that further enhance the reputation of the department and depth of its fields. We share a glimpse into what brought them here, their current research and how they spend their free time.



Elizabeth Bond
Assistant Professor in Early Modern Europe and France; PhD in History (University of California, Irvine)

Elizabeth Bond became interested in history as a child. “I loved reading about the past, so I suppose I’ve always been interested in

history. But I think it was in college while studying abroad that I began to imagine a career as a historian. I also had a wonderful mentor as an undergraduate, and she encouraged me to pursue my interests in graduate school.”

For Bond, the strength of Department of History faculty in European History and in the Global Early Modern constellation made Ohio State a great fit; it was appealing because of its commitment to access to education, and a large university with a diverse student body.

The interdisciplinary institutes and programs at Ohio State make it possible to collaborate with faculty in a number of fields. Bond is involved with two such groups — the History of the Book group and the Discovery Theme initiative in Translational Data Analytics.

“I’m interested in how people in the past made sense of the intellectual movements of their day. What were they reading? How did they interpret what they read? And did those ideas have an effect on their behavior? These questions of reception are at the heart of my project on the cultural history of the Enlightenment, which focuses on letters to the editor published in 18th-century French newspapers in the decades preceding the French Revolution.”

Bond’s primary goal in her new position is to publish her book manuscript. She is also working on a digital humanities project that will allow students and researchers to visualize, explore and analyze the formation of an early modern information network.

Apart from history, Bond enjoys traveling, cooking, exploring Columbus and playing on a pub trivia team with other Ohio State faculty.



Jennifer Eaglin
Assistant Professor in Environmental History and Sustainability; PhD in History (Michigan State University)

As a native of the Midwest, Jennifer Eaglin is particularly aware of the strength of Ohio State as an institution, and appreciates that

the Department of History continues to push the envelope on historical scholarship. She believes that Ohio State’s Discovery Theme Initiative illustrates the school’s innovative approach to research and development.

Although Eaglin began her career in international economics, international affairs and policy, her interests have always remained with a historical approach to these present-day issues. Eaglin’s current research is in alternative energy development in Brazil, with a particular focus on the history of ethanol development in the 20th century. Her hope is to bring a stronger focus on energy studies to the Department of History.

Jennifer loves to run and read fiction, and is looking forward to picking up new hobbies in Columbus.



Bart Elmore
Assistant Professor in Environmental History and Sustainability; PhD (University of Virginia)

Ohio State offers excellent institutional resources that will allow Bart Elmore to conduct extensive research beyond U.S. borders. Elmore is taking on a

mammoth project to write the first comprehensive global environmental history of the Monsanto Company, a firm that has become the largest commercial seed distributor in the world and a business that is shaping our food system in profound ways.

Professor Elmore’s first book, *Citizen Coke: The Making of Coca-Cola Capitalism* (W. W. Norton, 2015), sought to answer a simple question: how did a patent medicine pitched as a “brain tonic” in 1886 Atlanta end up in over 200 countries by the 21st century? He discovered the Monsanto Company of St. Louis, Missouri, was Coke’s chief caffeine supplier in the early 20th century, and he became interested in learning more about that firm’s environmental history, spawning his second book project, tentatively titled *Seed Money: A Global Environmental History of the Monsanto Company*.

As an avid whitewater paddler and backpacker, Elmore had always been committed to environmental preservation and conservation, so Environmental History was particularly attractive in his studies. He has come to see the power of history and know how important it is to tell historical narratives that help us assess the prudence of contemporary economic policies.

Elmore hopes not only to pen works that will shape policy discussions regarding environmental issues, but he would also like to become involved in improving the health of the local ecology in Columbus. In Alabama, Bart and his wife were involved in various environmental organizations.



Sara Butler
King George III Chair in British History; PhD (Dalhousie University, Halifax, Canada)

Barbara Hanawalt was the King George III Professor in British History at Ohio State from 1999 to 2007, and when Professor Sara Butler saw that her

job was being advertised she immediately applied. While Butler has always loved history, Barbara Hanawalt’s work on crime and the peasantry in medieval England inspired her to become a legal historian.

Butler sees herself as a social historian of the law. Her interests are with the people who use the law and how they use it to their best interests. Litigants in the Middle Ages took a much more holistic perspective to the law. While legal historians usually divide their studies by jurisdiction (king’s courts, ecclesiastical courts, manorial courts), medieval men and women were much more astute. When they had a problem they took it to one jurisdiction; if that court did not give them the solution they wanted, they moved on to the next jurisdiction. Butler has written on subjects as diverse as marital violence, abortion, child abuse, divorce, suicide, forensic medicine and homicidal insanity. Throughout, her focus has been on the litigants and the juries as representatives of their communities.

Butler is writing a book on the penitential nature of English law through the lens of *peine forte et dure* — a legal practice in which a person who refuses to plead to a felony indictment is pressed with weights until he agrees to enter a formal plea. She is co-editing a book, *Crossing Borders: Boundaries and Margins in Medieval and Early Modern Britain*, with Krista J. Kesselring of Dalhousie, and is writing a book chapter on Criminal Investigation for Karl Shoemaker, ed., *A Cultural History of Crime and Punishment in the Medieval Age*, coming out with Bloomsbury in 2018. Butler has three children and two dogs and they enjoy family activities such as traveling and seeing new places, as well as playing family board games.

SPOTLIGHT ON STUDENTS

Our undergraduate history students are involved in a broad range of research projects and scholarly endeavors that take them to all parts of the world. Here are stories from two students: one of whom delved into the study of Byzantine period churches in Greece and another who researched contraceptive practices in Western Europe between WWI and WWII.

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Matthew Crum
BA, Spring 2016

The topic for my research project – how Kythera’s churches were used as a rudimentary system of defense by serving as watch towers in the 10th and 15th centuries – came during a study abroad program on the Greek Island of Kythera. I arrived at this topic after observing the isolated locations of many of Kythera’s Byzantine-period churches and discussing this phenomenon with my advisor Timothy Gregory. After researching it further I felt as though I could make a significant contribution to scholarship on the island and to the archaeological projects working there.

This research for my thesis required multiple approaches. The most important was landscape archaeology, the interaction of the churches with their geographic environment. GIS (Geographic Information Systems) was also used for this kind of analysis. The use of archival research (in the form of census records) and literary analysis (the biographies of two saints) was also important to this project.

One of the most interesting aspects of my research on Kythera was the recording of the Byzantine churches, some of which were in ruins and in danger of being forgotten. The location of one of these churches, St. George Kolokythias, was mostly unknown and had never been recorded. A small group of us decided to go and find the church. We photographed the site, recorded its location, and added its architectural attributes into our database, guaranteeing that the church would not be forgotten.

I would encourage those who are considering undergraduate research to frequently meet with their advisors and other members of the department. The history department’s faculty is a great resource, and their advice can lead you to new research topics and guide you throughout the research process.

Note: Crum is currently in graduate school at UC San Diego.



Anna Fakler
BA, Spring 2017

I am an undergraduate student studying history and psychology. I am minoring in French and will be attending graduate school for physical therapy in the fall. Throughout my undergraduate career and diverse fields of study at Ohio State I have had the opportunity to partake in incredible experiences that have influenced my life in ways I never could have anticipated or imagined. I was part of a four

person team that dissected a human cadaver, I helped develop and execute an original psychology experiment, and I studied and lived in Paris for a semester. One of the most rewarding endeavors, however, has been my work on my honors history thesis.

I am currently writing a thesis about contraceptive practices in Western Europe during the interwar years (the period between World War I and World War II), a topic about which I am very enthusiastic and one that I genuinely enjoy studying. I owe my success in being able to participate in such an inspiring research project to my mentor and thesis advisor, Dr. Birgitte Søland, whose encouragement and guidance has provided me with the confidence and skills to pursue such an endeavor. With Dr. Søland’s help and enthusiasm, I organized a research trip to London to look at the Marie Stopes Correspondence Collection in the Wellcome Library to use as primary data for my project. I received generous funding for my trip from both the Undergraduate Research Office and the College of Arts and Sciences, and I am forever grateful as I would not have been able to go without the financial assistance from these two institutions.

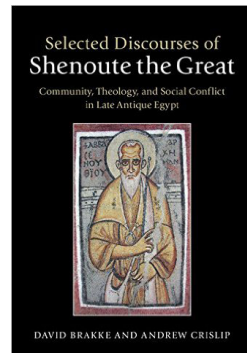
Marie Stopes (1880-1958), a British palaeobotanist and birth control advocate, wrote the book *Married Love* in 1918, which immediately exploded in popularity and consequently had an immense influence on the spread and pursuit of knowledge about sexuality and birth control to a widely ignorant population during the interwar years. Over 5,000 people wrote letters to Marie Stopes from all over the world in the roughly 25 years following the publication of *Married Love*, asking her questions and advice about family planning and sex in general. Today most of what is left of the correspondence is in the archives of the Wellcome Library in London.

Being able to travel to London for the first time, to experience doing research in an actual archive, and to touch real handwritten letters from almost 100 years ago was an absolutely incredible experience. I cannot describe how much I learned and how thrilling it was to have the opportunity to act as a historian in the rare material room of an archive by day and explore the fascinating city of London by night.

My perspectives on history, interwar social culture and historical research have certainly expanded and will continue to play a role in how I view today’s culture. I am tremendously appreciative to have had this wonderful opportunity.

FACULTY BOOKS

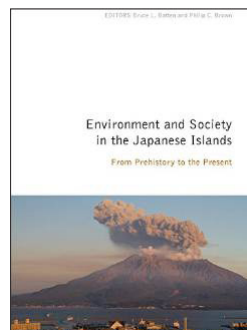
David Brakke



Selected Discourses of Shenoute the Great: Community, Theology, and Social Conflict in Late Antique Egypt (Cambridge

University Press). The volume, edited with Andrew Crislip, presents in translation a selection of previously unpublished works of Shenoute the Great, leader of one of the largest Christian monastic communities in late antique Egypt.

Philip Brown



Environment and Society in the Japanese Islands: From Prehistory to the Present (Oregon State

University Press) explores how the human-nature relationship changed over time in Japan and how Japan's environmental history compares with that of other countries. The essays from leading historians, geographers, archaeologists, and climatologists are unified by their focus on the key concepts of "resilience" and "risk mitigation."

John Burnham

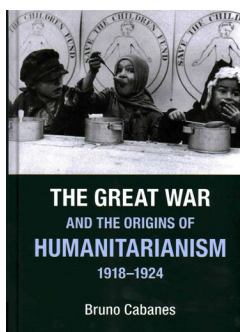
Health Care in America: A History (Johns Hopkins University Press) describes changes over four centuries of medicine and public health in America. Burnham finds that



traditional healing, care and medicine dominated the United States until the late 19th century, when antiseptic/

aseptic surgery and germ theory initiated an intellectual, social and technical transformation. The cumulating developments in each era of modern medicine led to today's radically altered doctor-patient relationship and the insistent questions that swirl around the financial cost of health care.

Bruno Cabanes

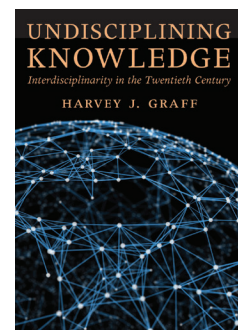


The aftermath of the Great War brought the most troubled peacetime the world had ever seen.

Survivors of the war were not only the soldiers who fought, the wounded in mind and body. They were also the stateless, the children who suffered war's consequences, and later the victims of the great Russian famine of 1921 to 1923. Before the phrases "universal human rights" and "non-governmental organization" even existed, five remarkable men and women -- René Cassin and Albert Thomas from France, Fridtjof Nansen from Norway, Herbert Hoover from the U.S. and Eglantyne Jebb from Britain -- understood that a new type of transnational organization was needed to face problems that respected no national boundaries or

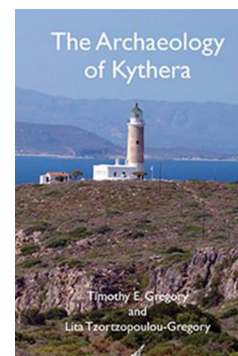
rivalries. Bruno Cabanes, a pioneer in the study of the aftermath of war, shows, through his vivid and revelatory history of individuals, organizations, and nations in crisis, how and when the right to human dignity first became inalienable.

Harvey J. Graff



Undisciplining Knowledge: Interdisciplinarity in the Twentieth Century (Johns Hopkins University Press)

provides a comparative and critical history of interdisciplinary initiatives in the modern university. The book tells the story of how various academic fields both embraced and fought off efforts to share knowledge with other scholars.

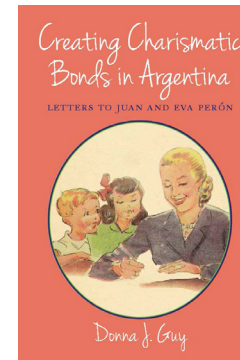


Timothy Gregory

The Archaeology of Kythera (Meditarch Publications) is based on extensive research

and the deep familiarity and rapport that Gregory and co-author Lita Tzortzopoulou-Gregory cultivated over decades working and living on the island of Kythera. The volume covers the material culture and history of the island from Neolithic times until the modern era.

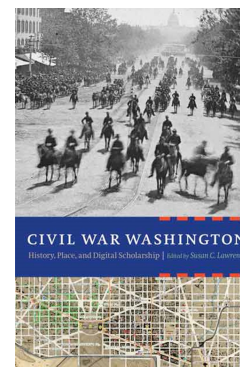
Donna J. Guy



Creating Charismatic Bonds in Argentina: Letters to Juan and Eva Peron (University of New Mexico Press) promotes

a view that charismatic bonds in Argentina have been formed as much by Argentines as by their leaders, demonstrating how letter writing at that time instilled a sense of nationalism and unity, particularly during the first Five Year Plan campaign in 1946.

Susan Lawrence

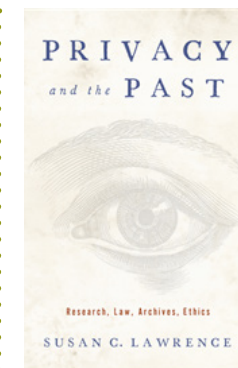


Civil War Washington: History, Place, and Digital Scholarship (University of Nebraska Press) examines the nation's capital

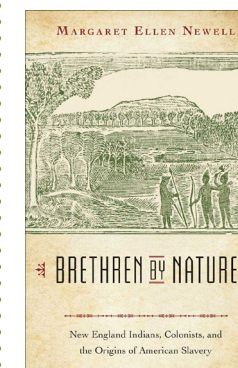
during the Civil War along with the digital platform at civilwardc.org that reimagines Washington, D.C. during those turbulent years. Essays cover the federal government's experiment in compensated emancipation, the city's place as a major center of military hospitals, patients, and medical administration, and literature of the war.

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Privacy and the Past: Research, Law, Archives, Ethics (Rutgers University Press) explores the impact of new Health Insurance Portability and Accountability Act (HIPAA) privacy



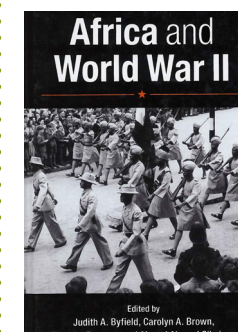
Margaret Newell



rules, offering insight into what historians should do when they research, write about and name real people in their work.

on letters, diaries, newspapers and court records to recover Indian slaves' own stories and shows how they influenced New England society in crucial ways. Newell also explains how slavery linked the fate of Africans and Indians.

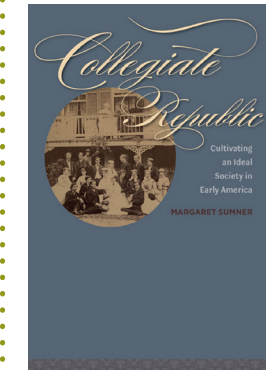
Ahmad Sikainga



Africa and World War II (Cambridge University Press) considers the military, economic and political significance of

Africa during World War II. The essays feature new research and innovative approaches to the historiography of Africa and bring to the fore issues of race, gender and labor during the war.

Margaret Sumner



Collegiate Republic: Cultivating an Ideal Society in Early America (University of Virginia Press) argues that the colleges founded

after the American Revolution not only trained white male elites for professions and leadership positions but also were part of a wider interregional network of social laboratories for the new nation. Sumner draws extensively on primary sources such as the published and private writings of the families who founded and ran the colleges.

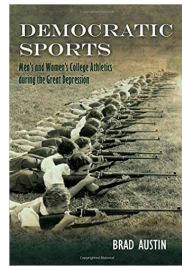
Ying Zhang



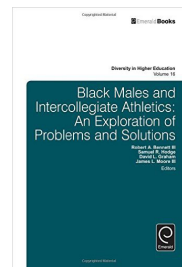
Confucian Image Politics: Masculine Morality in Seventeenth-Century China (University of Washington Press) is the first book-length study

of early modern Chinese politics from the perspective of critical men's history, and shows how images — the Donglin official, the Fushe scholar, the turncoat figure — were created, circulated and contested to serve political purposes.

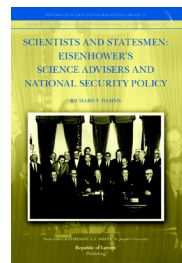
ALUMNI BOOKS



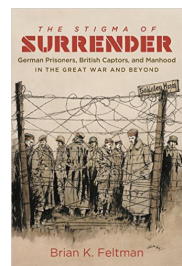
Brad Austin
Democratic Sports: Men's and Women's College Athletics during the Great Depression (University of Arkansas Press)



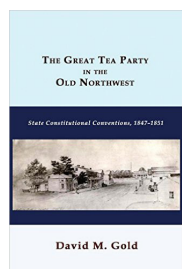
Robert A. Bennett III
Black Males and Intercollegiate Athletics: An Exploration of Problems and Solutions (Emerald Group Publishing Limited)



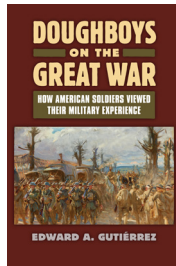
Richard V. Damms
Scientists and Statesmen: Eisenhower's Science Advisers and National Security Policy (Republic of Letters Publishing)



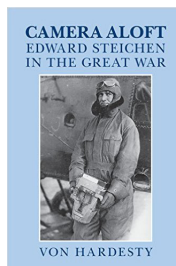
Brian K. Feltman
The Stigma of Surrender: German Prisoners, British Captors, and Manhood in the Great War and Beyond (The University of North Carolina Press)



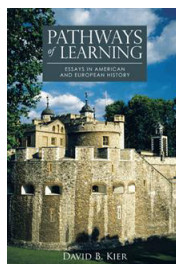
David M. Gold
The Great Tea Party in the Old Northwest: State Constitutional Conventions, 1847-1851 (Quid Pro Books)



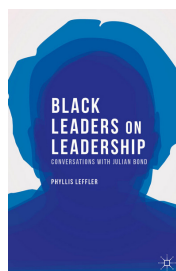
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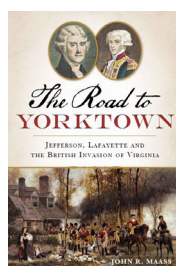
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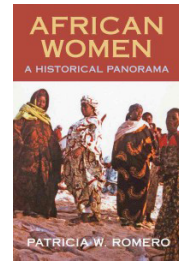
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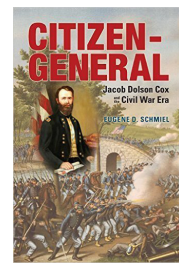
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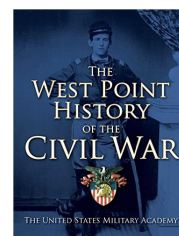
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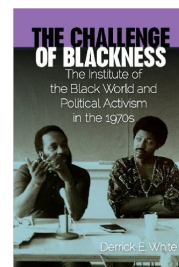
Patricia W. Romero
African Women: A Historical Panorama (Johns Hopkins University Press)



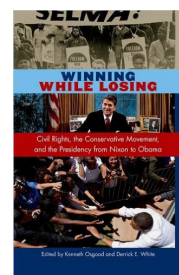
Eugene D. Schmiel
Citizen-General: Jacob Dolson Cox and the Civil War Era (Ohio University Press)



Ty Seidule
The West Point History of the Civil War (Simon & Schuster)



Derrick E. White
The Challenge of Blackness: The Institute of the Black World and Political Activism in the 1970s (University Press of Florida)



Stanley I. Kutler
Winning While Losing: Civil Rights, The Conservative Movement and the Presidency from Nixon to Obama (University Press of Florida)

IN MEMORIAM

Felix James (PhD, 1972)

Died Feb. 23, 2014. Prior to joining Southern University at New Orleans in 1974, James was on faculty at Southern Illinois University and Tuskegee University. While teaching at Southern University he enrolled at New Orleans Baptist Theological Seminary and embarked on a 14-year ministerial career. James authored *The American Addition: History of a Black Community* and routinely spoke to civic and community organizations and at schools.

H. Nicholas Hamner (PhD, 1957)

Died Feb. 15, 2015 at age 92. A specialist in modern European history with a focus on 19th century British history, Hamner's career spanned 36 years at Western Michigan University. Through an endowment he established in 2000, the annual H. Nicholas Hamner Lecture brings renowned historians to the Western Michigan University campus annually for a public lecture designed to explore a topic of current interest to the community as well as raise the profile of history as a discipline.

Richard Carl Gossweiler, Jr. (PhD, 1978)

Died suddenly on April 10, 2015. He retired from the Virginia Community College system in 2014 after 45 years of service. Gossweiler received many awards for excellence during his career and is lauded for his enthusiasm in the classroom.

Stanley I. Kutler (PhD, 1960)

Died April 7, 2015 in Fitchburg, Wisconsin. Kutler was an acclaimed constitutional scholar and taught at the University of Wisconsin-Madison for 32 years until he retired in 1996. A prolific writer and founder and editor of *Reviews in American History*, Kutler is remembered for his efforts to win the release of tape-recorded conversations from the Oval Office during Richard Nixon's presidency. His lawsuit against the National Archives and Records Administration eventually led to the release of over 500 hours of tapes.



REMEMBERING PROFESSOR JOHN F. "JOE" GUILMARTIN JR.

Professor John F. "Joe" Guilmartin Jr., Lieutenant Colonel, United States Air Force (Ret.), a prominent member of the Department of History at The Ohio State University for nearly three decades, passed away March 10, 2016.

Born in Alabama on Sept. 18, 1940, Joe grew up in San Antonio, where his father (John F. Guilmartin, Sr.) was a flight instructor. Joe got his first flight experiences with his father before attending the Texas Military Institute and then accepting an appointment to the United States Air Force Academy. He earned a BS degree in aerospace engineering and graduated in 1962. After flight training, Joe began a 21 year career in the United States Air Force, flying search and rescue helicopters. He served two tours in the Vietnam War, logging more than 120 missions over Laos and North Vietnam in 1965-66 as a HH-3E "Jolly Green" helicopter pilot. In 1975 his crew assisted in the evacuation of the U.S. Embassy in Saigon and fired the last shots of the American military in Vietnam as his door gunners suppressed enemy anti-aircraft fire on their final sortie from the carrier *USS Midway*. His crew also assisted in the operations involved in the *Mayaguez* incident. For his wartime service Joe was awarded the Air Medal with five oak leaf clusters and two Silver Stars for bravery in combat.

Joe attended Princeton University, earning an MA (1969) and PhD (1971) in History, working with Theodore K. Rabb on the history of early modern Europe. He served on the faculty of the History Department at the Air Force Academy from 1970 to 1974 and was later the editor of the *Air University Review* at the Air University in Maxwell Air Force Base, Alabama. After retirement from the military, Joe began a second successful career in the academy. He served on the faculties of the Naval War College and at Rice University; during the latter assignment he also directed the space shuttle history project at the Lyndon B. Johnson Space Center in Houston.

Joe joined the Department of History at Ohio State in 1987. During the next 29 years he supervised 26 graduate students through to completion of their PhD degrees. The graduate students always simply called him, with great affection, "Dr. G." Additionally, Joe sat on more than 270 student examination committees — senior research essays; honors theses; graduate exams — a number that, according to the Graduate School, is more than any other faculty member on record. In 2008, the Lynde and Harry Bradley Foundation of Milwaukee offered Joe a generous grant to support the research of his graduate students, the first such grant to an academic program in military history. The foundation has since annually renewed the grant, and also (at Joe's suggestion) extended its support to three other military history faculty members.

At various points in his career, Joe held the Charles Lindberg Chair at the Air and Space Museum in Washington, D.C., was a guest lecturer and visiting professor at the United States Military Academy at West Point, served on the Board of Trustees of the Society for Military History, and was a regular

participant in the worldwide conferences of the International Commission on Military History.

Joe was an authority on military and maritime history, airpower history, military technology, and the Vietnam War. When asked by a colleague about his research interests he replied: "Anything that involves technology and the socially sanctioned application of violence." His first book, *Gunpowder and Galleys: Changing Technology and Mediterranean Warfare at Sea in the 16th Century* (1974), was derived from his dissertation and, with its emphasis on logistics and its skillful use of both material and written sources, became one of the very first works of the "new" military history. His other notable works included *America in Vietnam: The Fifteen Year War* (1991), *A Very Short War: The Mayaguez and the Battle of Koh Tang* (1995), *Galleons and Galleys* (2002), and a host of articles in learned journals. Joe was working on a comprehensive history of the Vietnam War at the time of his passing.

The culmination of Joe's professional career was his receipt of the prestigious Goodpastor Prize, awarded by the American Veteran's Institute and the Lynde and Harry Bradley Foundation for his accomplishments as an outstanding soldier-scholar. The Dr. John F. Guilmartin Jr. Scholarship for World War II Study Abroad was graciously funded in his name by alumnus Scott Laidig, a lasting legacy that will benefit future generations of Buckeye students.

Joe had a keen insight into the special challenges that confront veterans entering or returning to college and helped many to make the transition. He will be fondly remembered for his teaching (his undergraduate classes regularly enrolled more students than almost any others), for his support of colleagues and students, for his ability to whistle on demand (whether as a call for silence or to help a friend in a lecture who could not remember the tune of "The White Cockade"), for his exceptional recall of "light verse," and for his quick sense of humor. In September 2015, after a lecture on the end of the Pacific War 70 years before, the speaker received a question from the audience asking why General MacArthur and Emperor Hirohito got along so well. Joe observed from the back of the room "Because they immediately recognized that they were both semi-divine Beings."

Joe's advisees are hosting a conference at the Merston Center on Saturday, Sept. 24 to celebrate his career and scholarship. The result will be a volume of essays in his honor focused on war and technology.

Joe is survived by his wife, Hannelore; by daughters Lore Guilmartin and Eugenia Guilmartin, Colonel, United States Army; by step-daughter, Karla Vick and step-son Kurt Vick; and by his grandchildren, Haley and Ranon Varney. 🍷



Time-lapse photo of the moonrise at the site, by Tim Black

NEWARK EARTHWORKS CENTER: STRATEGIES FOR THE FUTURE

By Richard Shiels, associate professor emeritus, history; former director, Newark Earthworks Center; and Marti Chaatsmith, interim director, Newark Earthworks Center

In its first decade the Newark Earthworks Center (NEC) created partnerships with Ohio State faculty, cultural heritage specialists, American Indian tribal governments, artists, writers and activists. Our book, *The Newark Earthworks: Enduring Monuments, Contested Meanings*, edited by Lindsay Jones and Richard Shiels, University of Virginia Press, reflects our commitment to bringing multiple perspectives to Ohio’s history. Significantly, the introduction is by Chief Glenna Wallace of the Eastern Shawnee Tribe of Oklahoma, who articulates the perspectives of tribes forced out of their lands in the 19th century and who are returning to their

ancestral lands. The book features essays representing American Indian Studies, archaeology, architecture, history, geography, law and religious studies.

As we embark upon our second decade, leaders of the NEC intend to develop innovative approaches to research relating to American Indian history, including the recovery of indigenous knowledge systems that were evident in the ubiquitous earthen architecture throughout the Midwest. Reciprocal relationships with American Indian partners requires their participation throughout the research process,

by contributions from academic partners from a wide range of disciplines, and by examining and incorporating indigenous research methodologies and protocols.

Through the NEC, Ohio State has been participating in the World Heritage/UNESCO nomination of Ohio’s Hopewell Ceremonial Earthworks. The lengthy process has reached an essential benchmark, with the oversight of the U.S. Department of Interior. The NEC has become a regional leader in tribal government outreach and in the development of reciprocal, sustainable relationships with tribes. The NEC has led the call for contemporary American Indian governments to have a key role in the preservation, interpretation and stewardship of the Ohio earthworks and historic sites.

As the Newark Earthworks Center evolves, interim director Marti Chaatsmith and members of the NEC’s Faculty Oversight Committee are mapping out future directions. The Goldberg Center has provided the NEC with office space for 2016-2017 to facilitate the center’s increased presence on the Columbus campus. After 10 years as a university center, the NEC’s budget was permanently eliminated in 2015; however, the Provost intervened and allocated two years of limited funding to provide time to identify a new arrangement.

Many ideas have emerged from consultations with campus leaders; the following are some of the strategies for the coming year:

- The American Indian Studies minor and the NEC continue to collaborate in advancing diversity initiatives through research activities with American Indian governments. These on-going relationships

have profound implications for the experiences of Indigenous faculty, students and staff on campus and for the campus community.

- An “American Indian/Indigenous Perspective of Earthworks” is gaining attention in American Indian Studies. The NEC’s collection of documents, images and videos contain primary source material currently being archived. The NEC is also identifying collections that may be added to the university’s archives.
- Faculty are welcome to participate in the center’s activities, including grant proposals for research, symposia, tribal government visits, and by becoming NEC faculty associates.
- The center welcomes ideas and suggestions for ensuring the NEC’s future.
- Fundraising, marketing and social media plans are underway.

For more information:

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NEC Blog:
newarkearthworkscenter.blogspot.com

Facebook page:
facebook.com/newark.earthworks

Website on the Newark campus:
newark.osu.edu/initiatives/newark-earthworks-center

World Heritage:
worldheritageohio.org

General View of Pre-historic Mounds, Newark, Ohio



Undated postcard: General View of Pre-historic Mounds, Newark, Ohio



STUDY ABROAD: **BUENOS AIRES**

The Ohio State travelers toured Club Atlético de Boca Juniors' (CABJ) stadium, located in the old port of Buenos Aires. CABJ is the most well-known Argentine soccer club.

Led by Professor Margaret Newell, the 2015 May Session study abroad program in Argentina explored one of the global hotspots of the Early Modern World, Buenos Aires — a city still known for its cultural diversity. A group of 19 students visited the city, which has a population of 13 million, and is the second largest metro area in South America.

By Margaret Newell

I specialize in Colonial and Revolutionary U.S. History, and one of my interests is a comparative history — the similarities and differences between colonial British America and Spanish America. One key question for comparative historians is why the post-independence trajectory of both regions has been so different, considering the wealth, infrastructure and human potential many regions of colonial Latin America had on the eve of independence.

Argentina is a great case- study for comparison with the U.S. The English were much more interested in their Caribbean colonies and India, and the Spanish privileged Mexico and northern South America, so Boston, New York and Buenos Aires shared the experience of being economic backwaters until the late 18th century. The American Revolution strongly influenced Argentina's independence movement, and Argentina encouraged immigration in the 19th century in an effort to be more like the U.S. Both countries pursued violent wars against their indigenous populations, and both experienced civil war and regional tensions. Argentina's economy was in the top 10 globally in 1900 but political stability, shared prosperity and sustained development remained elusive, "why?" is the question.

As resident director, I really liked the students' camaraderie and positive group dynamic. I appreciated their commitment, intelligence and zest for everything we did. I loved all of the excursions. Some could only have taken place in Argentina, like our trip to a ranch in the pampas, riding a boat on the Rio Parana delta, attending the national independence celebrations and presidential speech at the Plaza de Mayo with 70,000 banner-waving Argentinians right down the street from our hotel, and visiting the Boca neighborhood. We attended a soccer game, where we saw how central fútbol is to the Argentine psyche! Other experiences could have occurred in any major world city — participating in a piece of performance art at the MALBA, going on a synagogue tour, wandering through an archaeological dig that revealed an 18th-century mansion turned immigrant tenement — but still made a huge impression on the students because these were "firsts" for many of them.

These programs serve a real educational purpose — they are not just vacations. We encourage students to dig deep and understand the complex history behind the present-day realities. We had class meetings almost every day in which we explored the colonial and revolutionary history of Argentina. We went to the National Archives to do research, and each student completed a research project. We attended a class at the University of Buenos Aires and had another session with a political scientist who talked to the students about Peronism, the era of the Dirty War and dictatorship, and about the administration of Cristina Kirchner and politics of the presidential elections (in which Kirchner's party suffered a stunning loss).

Buenos Aires is a great world city with fantastic parks, bookstores, arts, public transportation, entertainment and other amenities — it was a fun and easy place to visit. But, observing the differences between modern Argentina and the U.S., and considering the historical roots of these differences, was really a transformative experience. Students considered many of these issues in their projects. Conflicts that pitted Buenos Aires against the interior and caused civil war and strong-man rule in the 18th and 19th century still affect Argentina today. Argentines love to talk politics, but there is a sense that democracy is fragile. Watching the now-elderly Mothers of the Plaza march (as they do every week) in memory of the thousands of people murdered by the military junta in the 1970s, and seeing artillery damage on government buildings dating from the coup that ushered in the dictatorship, brought home the consequences of political instability.

Argentina has a strong social safety net — college is free, they noticed! — but there is constant economic worry and inflation. There is a national myth of "whiteness" and a stress on European antecedents, especially in Buenos Aires, but the country is also grappling with the place of indigenous people and Africans in its present and its history — every museum and historical site we visited was either installing a new exhibit or changing their tours to reflect this. 📌

Students enjoy a meal at Shanghai's famous Gongdelin Vegetarian Restaurant.



STUDY ABROAD: SHANGHAI



The group – and a few Chinese tourists – enjoy an evening tour of Shanghai by boat

Led by Professor Christopher Reed, “Shanghai, 1750-2050” was a 2015 May Session study abroad experience for nine undergraduate students. They studied the history, culture and language of Shanghai, the world’s largest city, at East China Normal University. Professor Reed is scheduled to lead the Shanghai study abroad experience again in 2017, with tentative dates of May 5 to June 3, 2017. The program is coordinated by Ohio State’s Office of International Affairs.

By Christopher A. Reed

“A month in Shanghai can do quite a bit [for] a person with no prior experience travelling outside of their own country. Fortunately for me, this trip has been almost nothing but a positive experience, as I have seen myself change as a person and my confidence in my academic and social ability grow exponentially.”

So wrote one of the students who participated in the 2015 May term offering of History 3798.03, “Shanghai, 1750-2050.” This program — which combines urban history with language study in the world’s largest but also one of its most livable cities — is the final one in a GE Chinese-history sequence that begins with surveys of East Asian history (2401 and 2402).

Like other courses in the series, “Shanghai, 1750-2050” is a humanities course. It is student-centered. Students are expected to be actively involved in creating the course throughout the program. Unlike the others, our “classroom” is the campus of Shanghai’s East China Normal University along with the city’s streets, restaurants, museums and public transportation systems.

The program’s primary goal is to inform students, partly through personal experiences of the sort introduced above, about the history and future of Shanghai. By the end of the four-week program, students become capable of making their own informed judgments about the chief historical events and developmental trends influencing Shanghai and China at the beginning of the 21st century.

Apart from formal academic learning, however, an equally important goal is to encourage students to learn about themselves, their identities and their own country by comparing what they experience in Shanghai with what is familiar at home. Writing about these kinds of differences, another May 2015 student observed: “Although the USA and the PRC clearly have different systems of government and public policies, as an American staying in Shanghai I found that the cultural differences that I observed ... were much more complex than the simple dichotomy of free vs. un-free. There are clearly some restrictions in China that are not

present in the United States ... Still, for the most part, my daily life was more affected by cultural than by political differences. Some of the differences that I noticed were ones that I never would have expected.”

Daily language instruction by professional language teachers in ECNU’s Ministry of Education-supported Global Center for Teaching Chinese as a Foreign Language helps students take the first steps toward cultural and linguistic independence. By the end of the program, all students learn, at a minimum, how to read and order from a Chinese-language menu.

Professor Christopher Reed, who has been working, living and researching in Shanghai on and off since 1990, and running study-abroad programs to China since 2004, serves as both resident director and academic director of this program. In consultation with faculty and administrators at ECNU, with Ohio State’s Shanghai Gateway and Office of International Affairs, he designed it for Ohio State students. He provides pre-departure and post-arrival orientations, lives with the students at ECNU, attends the program’s classes, helps guide discussions, monitors student progress, assesses student work, participates in the afternoon and weekend site visits locally and out-of-town trips (including Suzhou and Hangzhou), and generally provides guidance, commentary and administration.

At the end of the 2015 May term, summing up the wide range of her experiences, a third student observed “Spending the past month in Shanghai has been exciting, frightening, interesting, disorienting, enjoyable and very foreign! But after all, that’s the point of a study abroad. I decided to participate in this program because I wanted to do something new, unique and out of my comfort zone. Having spent no time in Asia, no time learning Mandarin and essentially no time studying Chinese history ... everything I learned and experienced was new to me. At times, having such a limited background made things more challenging, but it also made it easier to keep an open mind. That being said, I had a wonderful experience in Shanghai and feel I learned a lot about the city, the people, the history and myself.” 🍷



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Listed below are a few funds that benefit the Department of History. If you choose to make a donation, please mention the fund's name and number in your letter and on your check. For a complete list of funds supporting specific department initiatives and programs, visit history.osu.edu/igive.

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To support department operations, please direct your gift to the **Chairman's Discretionary Fund** (#302765).

Contributions to **The Friends of History World War II Scholarship Fund** (#642327) and the **History Student First History Student Now Fund** (#313118) allow us to supplement student travel costs on study abroad programs.

Support the *Origins* initiative through the **Origins: Current Events in Historical Perspective Fund** (#314891).