GREETINGS

As the spring term begins and the weather turns warmer, it seems appropriate to acknowledge the many accomplishments of our department’s faculty, graduate students, and undergraduates. Together we have all worked hard to advance the History Department’s mission in research, teaching, and outreach. In this issue of Taking Time, however, I would like to focus on some of our exciting teaching and outreach activities and also our celebration of the distinguished career of a distinguished former faculty member, Wilbur H. Siebert.

The center of our teaching and outreach initiatives remains the Harvey Goldberg Program for Excellence in Teaching. The Goldberg Program houses an instructional center, located in Dulles Hall, which contains the latest technological resources and history digital databases for our faculty and graduate students, who use technology in undergraduate classes. Moreover, it serves as a site where faculty and students can meet to discuss teaching, sharing insights and innovations. The Goldberg Program also houses the History Teaching Institute (HTI), which works with K-12 teachers from around the state to develop curriculum and to incorporate the best practices of using technology in their classrooms. The HTI sponsors our million-dollar grant from the U.S. Department of Education (in partnership with the Ohio Historical Society and the Columbus Public Schools) to provide continuing education to all of the district’s middle and high school teachers of American history over three years. In fact, the American Historical Association cited the Harvey Goldberg Program as a leading media and technology center in its report on graduate education, The Education of Historians for the Twenty-first Century. The Goldberg Program also oversees a recent gift from a former alumnus, Scott Laidig, of a large, commercial history web site, eHistory.com, which has over 100,000 pages of primary source materials, thousands of digital images, and a wealth of other historical materials. These new resources will enhance dramatically the teaching and outreach capabilities of the Goldberg Program!

The Wilbur H. Siebert Collection historical marker on the east end of Dulles Hall
This past September we had a ceremony (attended by President Holbrook) to commemorate the installation of an Ohio Bicentennial marker, honoring the career of Dr. Wilbur H. Siebert. Professor Siebert taught at Ohio State from 1881 to 1935, and he wrote the pioneering study of the Underground Railroad, a network of African-American and white people who helped Southern slaves escape to freedom in the North. On that beautiful autumn day, members of our department honored a colleague from our past. That day's celebration reminds me once again that our future reputation rests on the ongoing accomplishments of our faculty and students, both past and present.

Kenneth J. Andrien
Professor and Chair

THE NEXT STEP

ed. note: Marie Hajjar graduated from Ohio State in spring 2003 with majors in history and international studies.

Spending a quarter in Washington, D.C. was the best decision I ever made. I heard about the Washington Academic Internship Program through the John Glenn Institute for Public Service and Public Policy from my advisor. As a senior, I knew that I had to do something to facilitate my transition from “student,” to “young professional,” and the John Glenn Institute provided an exciting alternative to spring in Columbus with a program promising to challenge and inspire. I decided to apply and hoped I’d be on my way to Washington to figure out what I was going to do with my History and International Studies majors.

After an intense application process, I learned that I had been accepted along with thirteen other OSU juniors and seniors. The next month was a blur, busy with informational meetings and other arrangements, and then, before I knew it, I was in Washington, and within a week or so I felt like a Washingtonian. The Institute’s staff made great effort to get us assimilated into the fast pace of the city.

Marie Hajjar

The program is designed to accommodate each student’s personal interests, encourage understanding of the political and cultural environment in Washington, and prompt greater awareness of our responsibility in the public sphere. My internship site was downtown with the Africa Project at the Woodrow Wilson International Center for Scholars. My background in French and interest in conflict resolution placed me with Dr. Howard Wolpe, former Presidential Special Envoy to the Great Lakes Region in Africa in the Clinton years. Dr. Wolpe and his team were working on a Capacity Building Program in war-torn Burundi, second to Rwanda for deaths by genocide.

Although I had no background in African Studies, my focus in the history major on the Ancient Near East and the Middle East, coupled with the prestige of the John Glenn Institute and its director, Dr. Elizabeth Boles, helped me secure a position with the Africa Project, and I was honored to be doing such important work. I was responsible for translating documents from French to English and vice versa, attending meetings throughout Washington on issues ranging from child soldiers in Africa to women’s roles in post-conflict Iraq. I represented Dr. Wolpe and the Center, took notes, and wrote reports, one of which was...
published. I also helped Dr. Wolpe with research for a book he is writing on his experiences in Burundi and the Great Lakes Region. I learned more in those ten weeks than I could have ever imagined.

The Fellows work at their internship sites four days a week with Wednesdays reserved for seminar and study tours. Our seminar, led by Dr. Boles, was designed to engage us in challenging dialogue and required us to read a variety of literature that explored issues such as citizenship, privacy in America, and rebel wars in Sierra Leone. In addition, Dr. Boles invited scholars and public servants to share their experiences. We visited such places as the Supreme Court, the National Gallery of Art, the Air and Space Museum, and the New America Foundation. One Saturday we spent in historic Annapolis visiting sites including the Naval Institute. We had evening engagements at the Institute with Senator Glenn and his wife Annie Glenn, policy salons, and an End of the Term reception with our internship supervisors. As busy as we were, we still managed to have plenty of “playtime” in the fun city of Washington.

So today, as I sit at the computer still trying to figure out what the next step is, I realize that I’ve started to see my life through a lens colored with pictures from Washington. It provides insight to see past the surface of politics, and it provides energy to make a positive contribution to society with the confidence that getting there will be worth the struggle. Through the vision and generosity of Senator and Mrs. Glenn in establishing The John Glenn Institute for Public Service and Public Policy, the Washington Academic Internship Program offers OSU juniors and seniors the opportunity to witness the diversity of this nation, to participate in our citizenship by challenging our conventional understandings of domestic and international politics, and to truly appreciate our democratic responsibilities in the public sphere, all in the effort “to form a more perfect union.”

---by Marie Hajjar

NEW FACULTY

FIVE new faculty members have enriched the Department this year and will continue to do so in years to come. Stephen Kern joins us after many years at Northern Illinois University. He’s a specialist in modern European cultural and intellectual history and the author of several books, including The Culture of Time and Space, 1880-1918. He’s reading a lot of mystery novels now as he works on his next book, “A Cultural History of Causality: Science, Murder Novels, and Systems of Thought.” Prof.

Prof. Stephen Kern

!! HISTORY CAREER NIGHT !!

Be sure to join us on Thursday, May 6, at 7:00 p.m. in EA 170 for the sixteenth annual History Career Night. Representatives from the private sector 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.
Kern stresses the writing of papers, and he runs a week-long writing tutorial in every class he teaches. The study of history is professionally valuable, he believes, because it gives students an opportunity to develop the one skill that everyone in the work force will need— the ability to hold people’s attention. The only way to improve that skill, he has found, is to do one’s best on a paper, submit it for criticism, receive qualified and detailed criticism, take that criticism seriously, and work to make the next paper better. “That scenario creates what I call intellectual muscle,” he says, “which is the surest way to improve one’s verbal skills, which are the most reliable index of intelligence and a necessity for success in the university and beyond.”

Kevin Boyle who received his Ph.D. from the University of Michigan (but claims to love the buckeyes) and who taught previously at the University of Massachusetts, is a specialist in 20th century United States history, with a focus on race, class, and politics. Among his publications is his book, *The UAW and the Heyday of American Liberalism, 1945-1968*. His current research, tentatively titled “The Arc of Justice: A Story of Race, Rights, and Murder in Jazz-Age America,” has him investigating the story of an African-American doctor, a moment of violence, and the subsequent murder trial, to explore racism and segregation in the urban north of the 1920s. Ever since he was an undergraduate, Prof. Boyle loved the intellectual excitement of university life: hearing new ideas, reading new books, and discussing important issues. As a teacher, his goal is to bring that excitement into the classroom. “I want students to really engage with the material,” he says, “partly so they might feel the same excitement I felt when I was sitting in the back of the room, partly so that I can learn from them. History is a great vehicle for doing that because it deals with the human condition. And there’s no more important topic than that.”

Before coming to Ohio State, Hasan Jeffries taught at The University of Alabama. Prof. Jeffries is a specialist in 20th century African American history, with expertise in the Civil Rights Movement. His article, “Organizing for More than the Vote: The Political Radicalization of Local People in Lowndes County, Alabama, 1965-1966” will appear this autumn in a book, *Groundwork: the Local Black Freedom Movement in America*. His current research focuses on the Black freedom struggle in Lowndes County, Alabama, best known for giving birth in 1966 to the Lowndes County Freedom Party, an all Black, independent, political party popularly known as the original Black Panther Party. “Good teaching,” says Jeffries is a collaborative effort between the teacher and the student,” and in all his classes he solicits student opinion through class discussions, direct
questioning, and writing assignments. Getting students to think for themselves about the past is what he enjoys most about teaching history because learning about the way things were helps explain the way things are.

Stephanie Smith strengthens our already robust field of Latin American history, where she specializes in the history of Mexico and issues of gender. She comes to Ohio State after a year teaching at Indiana State University. Her study, "If Love Enslaves... Love Be Damned!", Divorce and Revolutionary State Formation in Yucatán, Mexico," will soon appear in the book, Engendering Revolution: Gender, the State, and Everyday Life in 20th Century Mexico. Currently she is working on a book titled ‘Engendering the Revolution: Women and State Formation in Yucatán, Mexico, 1872-1930’ that analyzes the status and transformation of gender relations during the period of the Mexican Revolution. Her approach to teaching is one that incorporates many different ways of learning, especially for the survey courses, where she uses PowerPoint, online lecture outlines, lectures, films, texts, and supplementary reading materials, such as fiction. She asks that students discuss complex issues, such as the meanings of cultural practices that may be difficult for students to understand. She attempts to compare and contrast different cultures over time to present the students with a balanced sense of history, and to help them understand their present world better.

Jennifer Siegel, who last taught at the University of Pennsylvania, will add to our strength in diplomatic history for she specializes in modern European international relations and military history, with a focus on the British and Russian Empires. She is the author of Endgame: Britain, Russia and the Final Struggle for Central Asia. Currently she is working on an exploration of British and French private and government bank loans to Russia in the later imperial period to 1921 as well as articles on Afghan intelligence at the end of the 19th century and on an aspect of the Russo-Japanese war of 1904-05. She believes the study of history gives students the best preparation to do anything in life: it teaches you how to think critically; it teaches you how to read critically; it teaches you how to handle vast amounts of material; it teaches you how to express yourself in a coherent and articulate fashion. These are all skills a person needs to hone for almost any profession or path they hope to pursue. “And, of course,” she concludes, “it’s just plain fascinating.”
Seven history majors won awards in the Autumn 2003 Undergraduate Research Scholarship competition, more than the department has ever had at one time. The funds will be used to support research for their Senior Honors Theses. James Barton will use his award to support research for "Discrimination and Recognition in Buckeye Land: A Historical Case Study of Gay and Lesbian Activism at The Ohio State University," with Prof. Birgitte Soland as adviser. Prof. Christopher Reed is the adviser for Mark Bardwell who won for his thesis, "Methodist Missionaries in Fuzhou, 1847-1947." Christopher Bernhardt will use his award to further his project, "Promise and Threat: Community Action Agencies in Cleveland and Columbus, Ohio," with Prof. Kevin Boyle as adviser. Samantha Cardenas’ award will help support her study of "Bad Medicine: A Study of the 1925 OSU Poisonings," with the Department’s expert on crime, Prof. Randolph Roth, as adviser. With her award, Paige Kohn will find progress easier toward completion of her thesis, "The Development of the Humanitarian Intervention Concept: Theory and Practice." Prof. Peter Hahn is Paige’s adviser. Working with Prof. Austin Kerr, Megan McGough will use her award to study "The Enemy Within: Race and Axis Prisoners of War in the United States during World War Two." Rubina Salikuddin, with Prof. Stephen Dale as adviser, will make use of her award to support the completion of "Conceptions of Identity Creation among Muslim Nationalists in India."

The History Department applauds James, Mark, Christopher, Samantha, Paige, Megan, and Rubina for the hard work that brought them to this point.

... to SEVEN award winners.

THE HUMANITIES SCHOLARS PROGRAM

--ed. note: Christopher Adams is a senior history major who entered Ohio State in autumn 2001.

As long as I have attended Ohio State, I have been a member of the Humanities Scholars program, and it has made all the difference. As a senior in high school, I pondered the difficult decision of where to attend college. I looked at different kinds of schools, and was both attracted to and scared away by the size and city-like atmosphere of Ohio State. There was plenty that I liked about OSU, but what really distinguished it from my other choices? As the time to make a decision approached, I looked for something that would give one school an “edge” over the others.

That “edge” came in the form of an invitation to join the Humanities Scholars program. I had not heard much about the program, as it was only in its second year of existence. After learning more about it, I decided to give Ohio State and the Scholars program a try. Upon the conclusion of my first week, I realized that I had made the right decision.

The benefits offered by Humanities Scholars are numerous. From day one, the scholars program helped me to become part of a small community within this large campus. I was part of a living-learning program which placed me with fellow students who would all be enrolled in the same classes in our first quarter. The living-learning component to the scholars program helped me build a close group of friends, inside and outside of the classroom. Many of these people remain close friends to this day. There were also fun-filled events offered through the program such as community service events, movie nights, an overnight retreat, dinner at Buca-di-Beppo with a group of eighty-five friends, and a trip to Chicago.
The academic benefits of being a Humanities Scholar are also great. In addition to scholars-only class sections my first quarter, there were opportunities in later quarters for special seminars, which were small in size, taught by faculty members, and helped develop research and writing skills. Above all, the advising I received from Humanities Scholars coordinator Gloria Eyerly and academic advisor Dr. Larry Greenfield was exceptional. Gloria and Larry are always willing to do anything they can for their students. At a school the size of Ohio State, strong advising makes all the difference, and I feel the advising I received as a Humanities Scholar is the greatest benefit of the program.

In the past two years, enrollment in the Humanities Scholars program has grown greatly, with an incoming class of around 130 scheduled for this fall. The students have formed an active leadership council that is charged with planning events for the year. We have had many group dinners, taken part in campus events, rented out the Columbus Zoo for a retreat, and taken a trip to New York City. With trips to Washington D.C. and Paris in the works, 2004 promises to be the best year yet for the program. Being a member of the Humanities Scholars program has greatly benefited my college experience, and has given me the opportunity to be part of a small community, while still taking advantage of all that Ohio State has to offer.

---by Christopher Adams

**CONGRATULATIONS TO RECENT GRADUATES**

**Summer 2003**


**Autumn 2003**

Timothy Anderson, Rachel Belfiglio, Todd Burns, Jackie Lee Collins II, Matthew Cooney, Linda Cox, Scott Dearth, William Dunn, Sean Ferris, Matthew Hageman, Rebecca Haldi, Ginny Hook, Justin Johnson, Tracy Lanum, Shawn Likley, Kevin McClellan, Carl Miller, Ty Miller, Eric Morris, Michael Murphree, Nathan Phillips, Gillian Rawling, John Riegel, Carol Smithhisler, Jeffrey Snell
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SEND YOUR COMMENTS TO TAKING TIME EDITOR, DR. RICHARD UGLAND, 132 DULLES HALL, 230 W. 17TH AVE. 43210.

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