

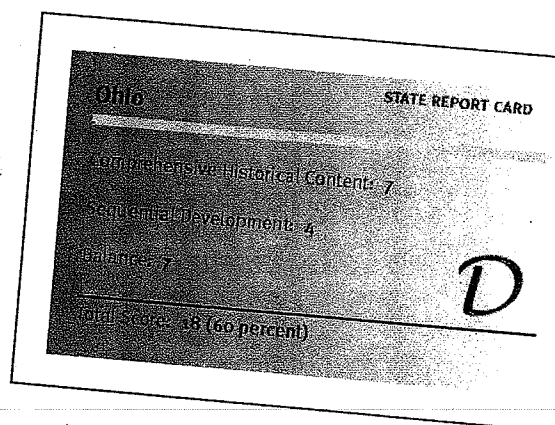
## The State of Ohio Social Studies Content Standards: An Update

By Scott C. Martin

On December 10, 2002, the State Board of Education of Ohio adopted new academic content standards for Social Studies in grades K-12. The adoption of the new standards fulfilled the requirements of Amended Substitute Senate Bill 1, which instructed the State Board to develop and adopt "clear" academic content standards by the end of 2002 (i).<sup>1</sup> The Social Studies Content Standards contain seven strands, or standards, which run through the entire K-12 curriculum: History, People in Societies, Geography, Economics, Government, Citizenship Rights and Responsibilities, and Social Studies Skills and Methods. Within these standards, content is organized by grade level band clusters (e.g., Grades 6-8), benchmarks ("a specific statement of what a student should know and be able to do at a specific time in his/her schooling") and grade-level indicators ("a specific statement of the knowledge and/or skills that a student is expected to demonstrate at each grade level") (3). Indicators are aligned with benchmarks, which serve as the basis for questions on the Ohio Graduation Test, administered in Grade 10. These indicators and benchmarks fit into the Scope

and Sequence for K-12 Social Studies education in Ohio, which had been established before the Content Standards Writing Team began its work. Of greatest interest to Ohio Academy of History members will doubtless be the place of history within this sequence. Ohio history is taught in grade 4 (the yearlong theme is "Ohio: Its Past, Its Location, Its Government"). World Studies is taught in grades 7 and 9 (1000 B.C. to 1750 in 7th grade; 1750 to the present in 9th grade); while U.S. Studies are divided between grades 8 and 10 (9-11).

A team of forty-one teachers, professors, parents, and community members from all parts of Ohio wrote the new standards. More than 50 percent of the writing team were K-12 teachers; college and university faculty represented the major academic disciplines encompassed by the standards (e.g., History, Sociology, Geography). Prof. Philip Howard, a Latin American and Caribbean historian formerly of the University of Akron, and I were the higher education representatives from History. The writing process, which took more than a year of periodic two- and three-



Ohio's new Content Standards received positive appraisal by outside reviewers but earned a "D" on the report card commissioned by the Thomas B. Fordham Foundation.

day meetings in Columbus, resulted in a document that is undoubtedly an improvement on previous standards. Attention in the new standards to world history, women's history, and the experiences and perspectives of racial and ethnic groups has expanded considerably, supplementing a more conventional focus on political, economic, and military topics.<sup>2</sup>

After the Writing Team completed its work, the Department of Education engaged "national ex-

*continues on page 6*

1. Unless otherwise noted, all quotes are from Academic Content Standards K-12 Social Studies (Columbus: Ohio Dept. of Education, 2003).

2. The Social Studies Content Standards are available online, through the Ohio Department of Education website: [http://www.ode.state.oh.us/academic\\_content\\_standards/acsocialstudies.asp](http://www.ode.state.oh.us/academic_content_standards/acsocialstudies.asp).

Join us for the Spring 2004 OAH meeting at Heidelberg College.  
Pre-registration deadline is **April 9**. See page 10 for details.

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**ACADEMIC YEAR 2003-2004  
EXECUTIVE COUNCIL AND OFFICERS**

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Ann Bowers, Bowling Green State University Center  
for Archival Collection, 2004  
James Murray, University of Cincinnati, 2004  
James Cebula, Raymond Walters College, 2005  
Diane F. Britton, University of Toledo, 2005  
David Hogan, Heidelberg College, 2006  
Donald Ramos, Cleveland State University, 2006

**ACADEMY COMMITTEES**

*For award nominations, see pages 12 and 13*

Conference  
David Hogan, Heidelberg, Chair  
K. Austin Kerr, OSU

Dissertation Award  
David Steigerwald, OSU-Marion, Chair  
Tammy Proctor, Wittenberg  
Sarah K. Fatherly, Otterbein

Distinguished Service Award  
Elizabeth MacLean, Otterbein, Chair  
David Fahey, Miami

Nominating Committee  
John Douglass, Raymond Walters,  
Chair  
James Cebula, Raymond Walters  
Donald Schilling, Denison

Outstanding Publication  
Award  
David Hoffman, OSU  
Constance B. Bouchard, Akron  
Wayne K. Durrill, UC

Program Committee  
Scott Martin, BGSU, Chair  
Janine Hartman, UC-UC  
Roy Wortman, Kenyon  
Andrew Villalon, UC-UC  
David Staley, Heidelberg  
Karen Taylor, Wooster  
Tom Sosnowski, KSU-Stark

Public History  
Steve Gordon, OHS Historic  
Preservation Office, Chair  
Charles Cole, Ohio Humanities Cncl.  
Donna DeBlasio, Youngstown  
Orloff Miller, National Underground  
Railroad Freedom Center  
Gale Peterson, Ohio Humanities Cncl.  
Gregory Wilson, Akron

Public History Award  
Beth Weinhardt, Westerville Lib., Chair  
Stuart Hobbs, Ohio Historical Soc.  
John H. Lorentz, Shawnee

Standards  
Carol Lasser, Oberlin, Chair  
Lowell Satre, Youngstown  
Catherine Rokicky, CCC  
Pamela McVay, Ursuline  
John Jordan, Worthington Kilbourne  
High School  
Kevin Kern, Akron  
Ronald Lora, Toledo

Teaching Award  
John Alexander, UC, Chair  
Paul Weinstein, Akron-Wayne  
Erving Beauregard, Dayton

Local Arrangements  
Oct. 10, 2003, Anne Bowers, BGSU  
April 16-17, 2004, David Hogan,  
Heidelberg

*from the president*

## A Call to Support OHS

As the Academy's President this academic year I serve as an *ex officio* member of the Board of Trustees of the Ohio Historical Society. The Academy and the Society have enjoyed a long-standing relationship and one in which the Society has been supportive of this organization in important ways. Many members of the Academy choose to pay their dues through the Society, and to join both organizations.

The participation of the Academy's President in the board meetings allows us to have a voice in its deliberations. My duties as an *ex officio* trustee have proven anything but arduous. I have attended meetings of the trustees and have occasionally spoken on matters that I think are important to the Academy. I have especially spoken in support of efforts to improve the quality of history education in the primary and secondary grades in the state's public schools (the Ohio Department of Education also has an *ex officio* seat on the Ohio Historical Society Board of Trustees). I have used the occasion of the trustees meeting, moreover, as an opportunity to inform other trustees, and Society staff members, about the work of the Academy. Now the time has come to share information in the opposite direction—to inform the Academy about the work and concerns of the Society.

On the day of the December 2003 meeting I visited, along with other members of the Board, the Society's collections site in Columbus. The Society uses several converted commercial warehouse buildings, which house offices, workshops, and artifacts. I came away from my visit concerned about the inadequacy of the physical facilities, and determined to call upon the members of the Ohio Academy of History to support the efforts of the Society to receive a special appropriation from the General Assembly to build an adequate and suitable collections facility in Columbus.

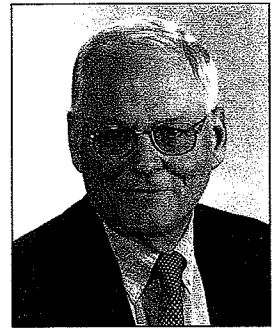
As an academic historian, I have been most familiar with the archives, manuscript, photograph, and library collections of the Society, all of which are accessed through the library in the head-

quarters building. By statute, however, the Society's charge is even broader: it is responsible for "collecting, preserving, and making available" other "historical objects, specimens, and artifacts which pertain to the history of Ohio and its people . . ." (Ohio Revised Code 149.30). Accordingly, it has rich collections of other important materials—artifacts of all sorts that can be used in museum exhibits—including archaeological remains, natural history objects, and the like.

The Society has staff expert at restoring and preserving these historical materials, but their work takes place mainly behind the scenes, out of public view, in the inadequate and outdated collections facility that I visited. The Society's buildings lack space for housing collections, staff work space is insufficient, and opportunities for volunteers or interns to help with projects are very limited in the present facility. Furthermore, the Society's ability to protect and maintain its collection—much less make it available for study—is seriously impaired by inadequate temperature and humidity control for storing the Society's historical, archeological, and natural history materials.

The Society needs much better quality space—larger, with environmental controls, fireproof, and built to withstand tornado damage. The Society has carefully considered and planned for the future with this project. Their efforts deserve our support, and they deserve the support of the General Assembly. ■

K. Austin Kerr, Ph.D.



K. Austin Kerr is Professor of American and Business History at The Ohio State University.

## *Reconnecting with Secondary Education*

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# **The OCEAN Program at Oberlin College**

*By Carol Lasser*


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As college and university faculty, Ohio historians frequently lament the general inadequacies of preparation our students bring with them to their post-secondary education. Lack of state recognition of the centrality of history in the social studies curriculum especially at the high school level; concern about the inadequate subject matter preparation some teachers bring to their history classrooms; low levels of student learning and students' failure to grasp notions of historical thinking—all these, with good reason, distress us. But can we do anything to improve the situation? Oberlin College answered this question by establishing OCEAN: the Oberlin College Educational Alliance Network.

With help from historian Peter Rutkoff, director of Kenyon College's long-standing KAP Program, Oberlin has developed a concurrent enrollment initiative that builds capacity in secondary school students, their teachers, and their institutions. Centered around partnerships between Oberlin College faculty and high school teachers, OCEAN provides an intensive content-rich summer seminar coupled with academic year support to enrich the curricula Ohio's teachers bring to advanced secondary school students. Participating OCEAN schools nominate well-qualified teachers who are trained to offer special sections of selected courses; high school students apply for the opportunity to take these courses. The syllabi for these special courses meet specifications developed in conjunction with supervising Oberlin College faculty who, at the end of the year, review the work of those students nominated by teachers to receive OCEAN credit for a college-equivalent course. Successful students are entitled to receive an Oberlin College transcript providing 2 to 4 credits for their OCEAN work, to be used as transfer credit at their colleges and universities.

American history is at the heart of the OCEAN partnership; indeed, Oberlin initiated the OCEAN program with an American history offering in 2000–01 for four schools. Since then, OCEAN has grown to include twelve schools and six courses. Schools may apply to offer any combination of these classes, which now include, in addition to American history: Global Politics, Shakespeare and Performance, College Writing, Coming of Age in African Literatures, and Statistics. But our American history offering remains the model.

Each summer, participating teachers gather for a full week of reading, discussion, and hands-on work in American history. Seminar topics change yearly, introducing teachers to new scholarship and new approaches in a variety of areas. Themes have included: Slavery and Antislavery; America since 1945; and the Challenge of Multicultural Histories. In-depth discussions of historiography and sources are combined with forays into the Oberlin College library, exploration of web resources, and video showings. Teachers leave the annual session with new ideas, new methods, and renewed enthusiasm, as well as collaboratively built course guidelines for their syllabi. Courses emphasize depth, and we encourage teachers to draw on their own strengths as well as the interests their students bring to their classrooms. Inner city schools, for example, are encouraged to include more African American history, while rural schools may emphasize themes that encourage students to place their hometowns into the larger national narrative. Frequent writing assignments strengthen student writing, and classes stress the use of primary documents. All students are required to complete a research project demonstrating their ability to locate and interpret primary materials. This curriculum clearly differentiates OCEAN American history from



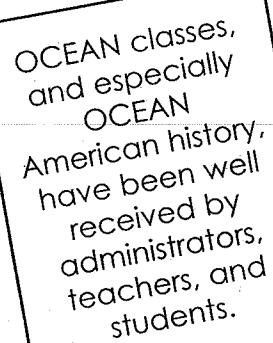
the Advanced Placement track, which too often privileges coverage at the expense of in-depth exploration, and rewards fact-oriented mastery over the development of historical thinking.

During the academic year, most teachers consult with the supervising faculty team on matters ranging from essay questions to grading practices. We try to arrange a class visit to Oberlin, where OCEAN students sit in on an Oberlin history class, explore the library, and perhaps undertake research. Oberlin faculty also visit participating schools, providing lectures, guiding discussions, or perhaps offering advice on primary research papers. Oberlin began the OCEAN program with particular concern to reach out to under-resourced schools, both rural and urban. Particularly for these schools, this ongoing contact provides support and encouragement for teachers, while helping students connect their aspirations to the realities of college. These young people are guided through a college-equivalent course so that they can bring to their institutions of higher education a more realistic sense of the college and its expectations.

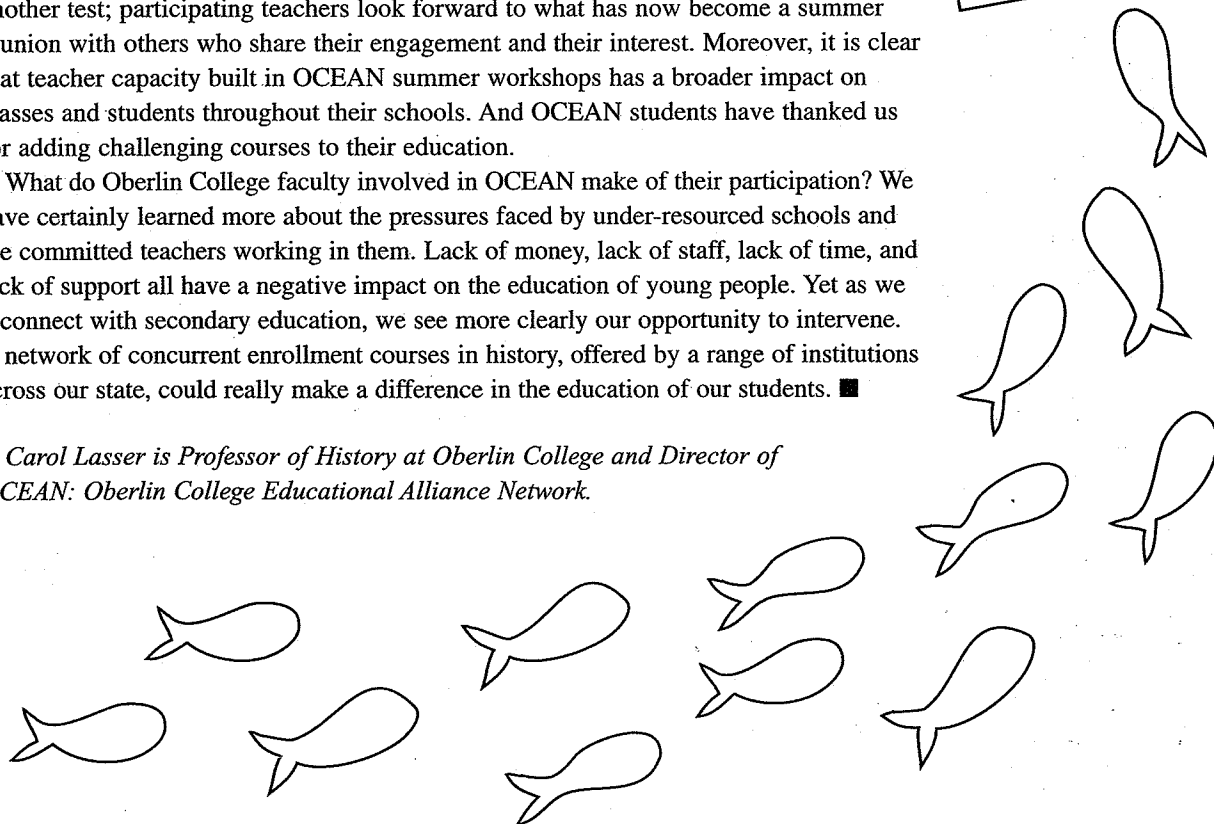
OCEAN classes, and especially OCEAN American history, have been well received by administrators, teachers, and students. Administrators appreciate the professional development provided for teachers, who earn "continuing education units" for their participation in summer workshops. Teachers enjoy the opportunity to immerse themselves in content-rich work, and the opportunity to teach advanced courses that stress the experience of learning, not just student performance on yet another test; participating teachers look forward to what has now become a summer reunion with others who share their engagement and their interest. Moreover, it is clear that teacher capacity built in OCEAN summer workshops has a broader impact on classes and students throughout their schools. And OCEAN students have thanked us for adding challenging courses to their education.

What do Oberlin College faculty involved in OCEAN make of their participation? We have certainly learned more about the pressures faced by under-resourced schools and the committed teachers working in them. Lack of money, lack of staff, lack of time, and lack of support all have a negative impact on the education of young people. Yet as we reconnect with secondary education, we see more clearly our opportunity to intervene. A network of concurrent enrollment courses in history, offered by a range of institutions across our state, could really make a difference in the education of our students. ■

*Carol Lasser is Professor of History at Oberlin College and Director of OCEAN: Oberlin College Educational Alliance Network.*



OCEAN classes, and especially OCEAN American history, have been well received by administrators, teachers, and students.



*Martin, continued from page 1*

perts" to review the new Standards for "content, developmental appropriateness and curricular considerations." With some comment and suggestion, the reviewers "found Ohio's standards to be clear and comprehensive, setting high expectations for student learning" (i). Using the reviewers' comments, officials at the Department of Education edited the Standards document produced by the Writing Team. Some of the editing sought to make style and organization uniform; some tinkered with the content and structure of the document, deleting specific names or events from broadly conceived grade-level indicators, or moving indicators from one strand to another (e.g., from History to Government). Thus the finished product looked somewhat different than what the Writing Team had originally produced.

Despite the positive appraisal by outside reviewers, the Social Studies Content Standards have drawn fire. In part, this reflects growing dissatisfaction in the historical profession and beyond with social studies as a way of teaching history.<sup>3</sup> A report entitled "Effective State Standards for U.S. History: A 2003 Report Card," which was commissioned by the Thomas B. Fordham Foundation of Dayton, gave Ohio's new Content Standards a grade of "D", assailing the Ohio Standards for squeezing history into "abstract and synthetic categories" while slighting "crucial political contexts." The report, authored by Sheldon M. Stern, described the Standards as "fragmented" due to its division of historical content into different social studies standards. Stern invites Ohio educators to consider how "the social studies organization itself undermines historical coherence," and concludes with a call to "liberate history entirely from social studies."<sup>4</sup>

Emanating as it does from an organization notorious for its reactionary agenda, this type of biased and self-righteous criticism would be easy to dismiss as the mere carping of those resistant to any change in historical scholarship and teaching. Certainly, history can be taught effectively in a variety of ways; commitment to historical knowledge as a fundamental component of K-12 education does not preclude new approaches, among which might be a social studies orientation. But many historians and concerned observers from around the state (Ohio Academy of History members prominent among them), representing a wide range of political opinion, have expressed concern and/or dissatisfaction with the new Standards. Much of this, as noted earlier,

represents hostility toward social studies in general, and one can hardly deny that in its present state, social studies education is far from perfect. Still, the social studies approach is unlikely to disappear in the near future, given the inordinate (and, in the view of many historians, regrettable) influence of colleges of education on public school curricula and instruction. That being the case, it is desirable to have the best possible presentation of history within the existing social studies framework. Without doubt, the new Standards are an improvement over previous curricula in Ohio, even if they do not appease their severest critics by jettisoning social studies altogether. If, while addressing a host of topics and groups not previously covered, the new Standards produce the added benefit of sparking reasoned discussion and debate about how best to teach history to Ohio's K-12 students, they will exert a salutary influence indeed. More information on how well the Standards work in the classroom will emerge once teachers begin incorporating them into their day to day instruction.

At present, a Social Studies Curriculum Model Writing Team selected by the Department of Education, of which I am a member, is developing model lesson plans aligned to the benchmarks and indicators. These lesson plans will be field-tested by Ohio school teachers during the fall of 2003 and the winter of 2004. Using feedback from the field tests, the Curriculum Writing Team will revise the lesson plans. The revised plans will then be posted on an Ohio Department of Education website so that they will be accessible to teachers, administrators, parents, and other interested parties. These lesson plans will provide a model curriculum on which teachers can build as they prepare their students for the Ohio Graduation Test. Beginning with the class of 2007, all Ohio high school students will be required to pass this standardized test, of which social studies comprises a part, in order to graduate. Anyone concerned about how history is taught and learned in Ohio schools, especially the members of the Ohio Academy of History, should monitor the progress and effectiveness of the newly adopted Social Studies Content Standards as they are implemented in K-12 classrooms around the state. ■

*Scott Martin is Associate Professor of History (19th-century U.S. social and cultural history and U.S. alcohol and drug policy) at Bowling Green State University.*

3. See, for example, James Leming, Lucien Ellington, and Kathleen Porter, "Where Did Social Studies Go Wrong?" <http://www.edexcellence.net/foundation/publication/publication.cfm?id=317>.

4. Sheldon M. Stern, "Ohio," in "Effective State Standards for U.S. History: A 2003 Report Card," at [www.edexcellence.net/foundation/publication/publication.cfm?id=320#top](http://www.edexcellence.net/foundation/publication/publication.cfm?id=320#top).

**OAH EXECUTIVE COUNCIL MINUTES**

October 10, 2003

Hayes Presidential Center, Fremont, Ohio

Call to order: 3:00 p.m.

*Present: Ann Bowers (Bowling Green), John Douglass (Raymond Walters College), Mary Ann Heiss (Kent State), David Hogan (Heidelberg), William Jenkins (Youngstown State), Kevin Kern (Akron), K. Austin Kerr (Ohio State), Anne Kugler (John Carroll), Carol Lasser (Oberlin), Elizabeth MacLean (Otterbein), Scott Martin (Bowling Green), Donald Ramos (Cleveland State), Vladimir Steffel (Ohio State-Marion), Thomas Taylor (Wittenberg), and A. Martin Wainwright (Akron)*

**Spring Meeting Minutes.** No objections were heard and the minutes were approved by consensus.

**Old Business**

A question was raised regarding an audit of the financial records as they will be transferring from Thomas Taylor to Mary Ann Heiss. Taylor reported that in the past former presidents have reviewed the books. An official audit would be very expensive and, for the amounts of funds maintained by the Academy, not really necessary. It was approved by unanimous consent that a former president review the financial records once they are transferred. Bill Jenkins agreed to complete this task.

**New Business**

**Spring Program Committee.** Scott Martin reported on the activities of the Spring Program Committee. A proposal has been received for a session on documenting African American history in Ohio from a group that completed a project and publication on documenting African Americans in Iowa. The Iowa project pulled together a wide variety of practitioners including academic historians, teachers, archivists, and oral historians and oversaw a fund-raising campaign to ensure that one

copy of the completed publication would be placed in every school in the state. It was agreed that such a session would be beneficial and potentially popular as a Friday evening plenary. Scott was asked to try to add someone from Ohio to the panel to discuss what is already happening in the state on this subject. Scott also discussed adding panels on the Teaching American History grant-funded projects, including teachers who are participating in the project and how their teaching has been affected.

**OAH Newsletter.** Anne Kugler reported on the Newsletter. She requested information on current research being conducted by faculty in the state, especially those presenting at the Spring Conference. This information should reach her by January in order to be included in the Spring Newsletter published in March. The address list for the Newsletter is being reviewed to ensure that all are receiving their Newsletters. The USPS's recent insistence that all college and university addresses include either street addresses or ZIP + 4 information has complicated delivery for those members who have not heretofore provided that information. Discussion was also held as to what

*continues next page*

*Executive Council Minutes, continued*

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information should be included in the *Newsletter*. It was recommended that reports of other meetings of interest to historians be included, such as the recent one sponsored by the Ohio Historical Records Advisory Board on the status and future of historical records in Ohio. More information on various research interests and openings of special collections could be included. Members of the Executive Council need to ensure that appropriate contact information is given to Anne, who can then follow up and obtain what is needed for the *Newsletter*.

**Standards Committee.** Discussion was held on the curriculum standards for teaching history in the schools and licensing teachers. Curriculum standards for teaching have established seven strands that are addressed under the American studies curriculum, with history being one of them. In addition, because the Ohio proficiency test for this subject is given in the 10th grade, it is conceivable that a student would not have to take history in the 11th or 12th grades. Teachers can only be licensed in social studies, and having a degree in history does not necessarily allow a graduate to qualify for a social studies license. It was agreed that the Academy needs to be more inclusive and supportive of teachers and partner more with them, as well as with the State Department of Education. Specifically, the Standards Committee needs to interact more with curriculum

and teacher education standards. An amendment to the Standards Committee section of the Academy Constitution was distributed and discussed. The Standards Committee was also charged with adding language allowing the committee to establish contact with various accrediting organizations and state agencies involved in curriculum and teacher education to ensure that the history perspective is included. The Standards Committee will revise the amendment and present it at the Spring meeting for approval.

**Distinguished Historian Award.** A proposal to establish a Distinguished Historian Award was distributed and discussed. All present offered favorable comments, with the only questions being the feasibility of funding such an award, the timing of the award presentation and resulting public presentation of the winner's research, and whether the resulting paper would be published in the Academy's *Proceedings*. It was agreed that funds were available for an honorarium and that the host institution could provide lodging for the winner. The award and paper would be presented on Friday evening of the Spring conference and the recipient would be invited to include his/her address in the published *Proceedings*. The proposal will be revised and distributed so that it can be voted on at the Spring 2004 meeting,

*The meeting was adjourned at 5:00 P.M.*





## president

**Gary R. Hess** is Distinguished Research Professor of History at Bowling Green State University, where he has taught since 1964. A specialist in U.S. Foreign Relations, Professor Hess has written principally on American foreign policy in South and Southeast Asia, including the Vietnam War. He served as President of the Society for Historians of American Foreign Relations in 1991. His most recent book, *Presidential Decisions for War: Korea, Vietnam, and the Persian Gulf*, was published by Johns Hopkins University Press in 2001. At Bowling Green University, he regularly teaches courses on U.S. National Security Policy since 1945, the Vietnam War, the Cold War, America and the World 1890–1945, and honors courses in American history. He has directed twelve Ph.D. dissertations (three in progress) and forty M.A. theses. He was Chair of the History Department for fifteen years and has served on numerous University committees. He received the University Olscamp Research Award in 1988, the Distinguished Faculty Service Award in 1997, and was the first recipient of the Distinguished Career Award in 2000. He has been a four-time Fulbright Scholar/Lecturer in India, held the Burns Distinguished Professorship at the University of Hawaii in 1993, and served on the Board of Editors of *Diplomatic History* from 1997 to 2000.

## 2004 NOMINEES FOR OAH EXECUTIVE COUNCIL

## representatives from a public history institution

**M. Christine Anderson** is Associate Professor of History and co-director of Gender and Diversity Studies at Xavier University, Cincinnati, Ohio. She received an A.B. in History from Kenyon College and Ph.D. from The Ohio State University. Her

teaching and research focus on U.S. women's history and African American History. Her current research project, "Sisters, Mothers, and Fathers: The Orphanage in Nineteenth-Century Cincinnati" examines the ways that gender, race, ethnicity, religion, and class shaped relations between asylum managers and those forced to rely on institutional child care as well as among institutions in the urban polity. She has published in the *Journal of Women's History*, *Ohio History*, *Ohio Valley History*, and *Women's Studies International Forum*. Anderson serves as a membership coordinator of the Coordinating Council for Women in History and on the program committee of the Conference on the History of Women Religious.

**Harry Jebson Jr.** received his Ph.D. from the University of Cincinnati, working under Zane Miller in Urban History. He was a Professor of History at Texas Tech University from 1969 to 1981 before returning to Ohio to become Dean of Arts and Science at Capital University. In 1988 he became Provost and served in that capacity until 1995, when he returned to teaching. He teaches American History since 1945, American Immigration History, and the History of Sports in America. He is working at present on a biographical study of Charles Comiskey, the first owner of the Chicago White Sox, cofounder with Ban Johnson of the American League, and a central figure in the Black Sox Scandal of 1919.

## representatives from a private college

**Munrey Gerlach** is the Executive Director of the Rutherford B. Hayes Presidential Center and is a public historian. Dr. Gerlach received his D.Phil. from New College, Oxford University. He has served as University Archivist, theses reviewer at San Diego State University, Special Assistant to the president of San Diego State University, Special Assistant to the President of Brown University and Assistant Secretary of the Corporation of Brown University, and Director of Rhode Island Historical Society. He has served on numerous professional committees. His publications include entries for the *New Dictionary of National Biography*, and *British Liberalism and the United States: Political and Social Thought in the Late Victorian Age*, as well as various reviews, magazine and journal articles, and university publications.

**Ruby Rogers** has worked in the field of state and local history since receiving her M.A. in History Museum Studies from the New York State University College at Oneonta in 1972. After positions in New York, Minnesota, and Michigan, she joined the staff of the Cincinnati Historical society in 1988. In addition to administering the Historical Society Library, she coordinates an annual lecture series, serves as managing editor of *Ohio Valley History*, and participates in research and planning for exhibits and public programs. Her professional activities have included serving as president of the Ohio Museum Association and a member of the national council for the American Association for State and Local History.

Academy Business continues on page 14.

spring meeting

# HEIDELBERG COLLEGE

Tiffin, Ohio  
April 16-17, 2004



Heidelberg's Campus Center, where the Executive Council will meet. Registration will be in the lobby.

## General Program

### Friday, April 16, 2004

Executive Council Meeting,

Evening Plenary Session

Reception

2-5 p.m.

7:30-9 p.m.

9 p.m.

*The Plenary Session, "Outside In: African American History in Iowa, 1838-2000," is a panel chaired by Hasan Kwame Jeffries of Ohio State University.*

### Saturday, April 17, 2004

Registration and Refreshments,

Book Exhibit and Sale

8-11 a.m.

8 a.m.-4 p.m.

#### Session I

9-10:30 a.m.

Ohio's World History Social Studies Content Standards: A Roundtable  
English Theater History  
Riots and Rural Enclaves: Ethnic Community in Nineteenth-Century Ohio  
A Quaker City Revolution  
Ohio Politics and Politicians  
Problems with Mobilizing Eighteenth- and Nineteenth-Century Armies  
The Old Northwest and the Ohio Country, 1783-1830

#### Session II

10:45 a.m.-12:15 p.m.

Doing Asian History in Ohio: A Roundtable Discussion  
Our Words, Our Worlds: Women's Stories  
Constructed Identities: Legal and Social Constructions of African American Identity  
Marriage, Education, and Work: Daily Life in Early Philadelphia  
"My God I've Been Shot": Martyrdom, Mobs, and Masculine Loyalty in Antebellum America  
Work, Politics, and Reform in Twentieth-Century Ohio  
The Presidency of John F. Kennedy: An Analysis of Foreign Policy Decision-Making

### Luncheon, Business Meeting, and Presidential Address

Buffet Luncheon (admission by ticket only)

12:15-1:15 p.m.

Business Meeting

1:15 p.m.

*Presidential Address by Thomas T. Taylor, Wittenberg University:*

*"A Murder, a House, a Car, and a Genius: Frank Lloyd Wright's Westcott House"*

#### Session III

2:30-4 p.m.

An Interview with Alonzo Spencer: Civil Rights in East Liverpool, Ohio  
Beyond the Factory: Work, Community, and Conflict in Twentieth-Century Northern Ohio  
Teaching American History Grants in Ohio: A Progress Report  
Race, Politics, and Culture in the Twentieth-Century United States  
Guiding British Policy: The Politics of Culture and the Economy

To register, please see page 19.

## Lodging

QUALITY INN TIFFIN  
1927 S. SR 53  
PHONE: (419) 447-6313  
FAX: (419) 447-7024

HAMPTON INN  
2492 S. SR 231  
PHONE: (419) 443-5300  
FAX: (419) 443-0140

HOLIDAY INN EXPRESS  
78 SHAFFER PARK DRIVE  
419-443-5100

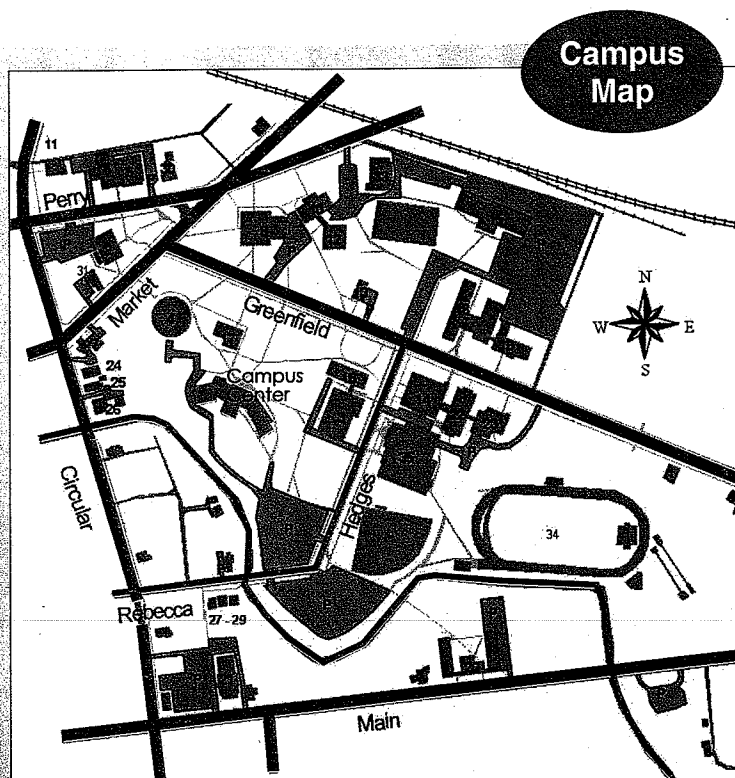
## Contact

DAVID G. HOGAN  
DEPARTMENT OF HISTORY  
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## Upcoming Meetings

—Fall 2004—  
Executive Council  
meets Nov. 6 at the  
Building Connections  
Conference  
(Nov. 4-6), Columbus

—Spring 2005—  
Wittenberg University,  
Springfield



## Directions to Heidelberg College

### From the North:

**I 80/90 (Ohio Turnpike) Exit 91 or SR 20 East or West.** Take SR 53 South to SR 18 (seventh traffic light) in Tiffin, left on SR 18 East, continue through Tiffin on SR 18 to the Heidelberg Campus on the east side of town.

### From the South:

**U.S. 23 North Exit SR 53 Tiffin, right on SR 53 North.** cross U.S. 224 (18 miles), continue on SR 53 North to SR 18 (Market Street), right on SR 18 East and continue through Tiffin to the Heidelberg Campus on the east side of town.

### From the East:

**US I-71 to West US 224 Lodi Exit 209,** continue on West US 224 to SR 100, right on SR 100 North, continue on SR 100 North to SR 18, take SR 18 East (Market Street) through Tiffin to the Heidelberg Campus on the east side of town.

### From the West:

**I-75 to US 224 (east) Findlay Exit 157,** continue on US 224 East to SR 18 (US 224 turns right), continue straight on SR 18 East, through Tiffin to the Heidelberg Campus on the east side of town.

There is ample parking on campus.

## spring awards

NOMINEES NOMINEES NOMINEES  
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### OUTSTANDING DISSERTATION

**Kevin P. Bower**, University of Cincinnati, "Relief, Reform, and Youth: The National Youth Administration in Ohio, 1935-1943," under the guidance of Roger Daniels. Initially organized beneath the Works Progress Administration, the NYA aimed first to sustain the educations of underprivileged youth, but later began training that same constituency in war-related industries. Under the leadership of Aubrey Williams, the NYA reflected progressive New Deal sensibilities such as federal government encouragement of grassroots community. This disposition, Bower shows, was only partly reflected on the ground in the various branches of local NYA organization.

**James F. Guy**, Kent State University, "The Public Life of a Private Man: Samuel Ward, 1725-1776," under the guidance of Kim Gruenwald. Born of a stock of early settlers in a colony renowned for accommodating dissenters, Samuel Ward became a central figure in the commercial, cultural, and political development of Rhode Island in the age of Revolution. Guy's study reinforces our impression of Rhode Island both as a home to religious diversity and a site of fundamental conflicts over what sort of property should have pride of place in a new-born, but rapidly growing, society.

We wish to recognize these OAH award nominees. Winners will be announced at the spring luncheon on April 17th.

### OUTSTANDING PUBLICATION

**Clifton Crais**, *The Politics of Evil: Magic, State Power, and the Political Imagination in South Africa* (Cambridge University Press): This book is a study of state formation and resistance in South Africa during the nineteenth and twentieth centuries. It examines technologies of colonialism and state control, and also discusses how indigenous concepts of power, authority, and evil shaped popular resistance to colonial power and the apartheid system.

**James Huffman**, *A Yankee in Meiji Japan: The Crusading Journalist Edward H. House* (Rowman and Littlefield Publishers): This book is both a biography of American journalist Edward House and a general history of Japan in the second half of the nineteenth century. House was the United States' first regular correspondent in Meiji Japan, and he played a leading role in shaping American perceptions of Japan.

**Yihong Pan**, *Tempered in the Revolutionary Furnace: China's Youth in the Rustication Movement* (Lexington Books): This book tells the story of Chinese middle school graduates sent to the countryside during China's Rustification Movement. Initiated under Mao Zedong, this program required some seventeen million urban students to live and work in the countryside between 1953 and 1980.

**Robert Michael Smith**, *From Blackjacks to Briefcases: A History of Commercialized Strikebreaking and Unionbusting in the United States* (Ohio University Press): This book documents American corporations' extensive use of strikebreaking agencies to end strikes and undermine labor unions. Covering the period from the Civil War to the present, it sheds light on a seldom-studied yet crucial aspect of labor-management relations.

**PUBLIC HISTORY AWARD****Attic to Archive**

Pickaway County Historical and Genealogical Society

This archival project moved county court records from fairly inaccessible, haphazard storage to a searchable, organized body of documents. Volunteers gave time to move, sort and organize thousands of pieces of paper to create a new archive useful to researchers.

**Cincinnati: A Work of Art**

Bicentennial Committee of the School for Creative and Performing Arts (Elaine Eckstein, Joy Fowler, and Dean Potter)

This exhibit shares the history of Cincinnati's diverse arts legacy. The display included student-generated audio-visuals, art exhibits, and live performances in every arts discipline, including first-person impressions of significant Cincinnatians. The project teamed high school and college students, school staff, and community arts professionals.

**Civil War Encampment**

Hayes Presidential Center (Dr. Murney Gerlach, Tom Culbertson, Nancy Kleinhenz, Kim Fleitz)

The encampment held at Spiegel Grove shares Civil War history with the public through a re-creation of a battle in which Hayes was involved, performances of music of the era, displays of period clothing, and other activities. Visitors to the two-day event are also invited to tour the thirty-one-room historic Hayes Home, Museum, and Library.

**Manor House Water Management and Garden Restoration Project**

Stan Hywet Hall & Gardens (Harry P. Lynch, Bill Binnie, Mark Gilles)

This project restored the Great Garden at the former estate of F. A. Seiberling. The plans for the original garden were researched and reconstructed through this project. Re-introduced after an absence of more than fifty years the garden lets visitors experience the estate as it was.

**Ohio's Founding Fathers**

Fred J. Milligan

This book includes biographies of the thirty-five delegates to the 1802 convention which decided Ohio should become a state and twenty of their contemporaries who made important contributions to the creation of the state government. This book of biographies includes extensive footnotes and indexing to aid researchers.

**One Saturday Afternoon**

Black River Historical Society (Tom Koba, Jennifer Wertz, Carolyn and Frank Sipkovsky)

"One Saturday Afternoon: The Story of the 1924 Lorain/Sandusky Tornado" is a seven-minute documentary which shares historic photos and stories of the tornado in the words of citizens who lived the events of that day. The production also uses Cleveland weatherman Dick Goddard to describe the storm's approach and impact.

**Our Journey Begins: A Trip on the Ohio & Erie Canal**

Peninsula Library and Historical Society

This exhibit shares the canal history of the region by treating visitors to an imaginary trip on the canal. Utilizing a relatively small space and budget, the exhibit encourages students to learn about a part of Ohio's transportation history.

**W. Huston Moores' 50 from the '50s**

Clark County Historical Society (Kasey Eichenshr, Robert Fuhrman, Tamara Wait, Virginia Weygandt)

This exhibit of photographs from the Moore's collection in the Clark County Historical Society's archives shares memories of Clark County from the decade of the 1950s. The exhibit utilizes artifacts from the Clark County collection with the photos to emphasize aspects of local and national history of the era.

## Constitutional Amendments

*The following will be put before the membership at the Spring Meeting at Heidelberg.*

### ARTICLE VI. Section 11.

The Academy shall have a Distinguished Historian Committee consisting of the President, the immediate Past President, and the Chair of the Program Committee, which shall select the award winner. Members of the Academy may nominate persons to receive the award with a written message to the President.

### ARTICLE VI. Section 6.

The Academy will grant an annual award of "The Ohio Academy of History Distinguished Historian." The recipient of the award will have agreed to deliver a public address during the opening evening of the annual spring meeting of the Academy, and that address will become part of the program of the spring meeting. The recipient will receive recognition during the business meeting of the Academy that occurs during the annual spring meeting. The recipient may choose to have his or her paper published in the Academy's *Proceedings* volume.

## FINANCIAL REPORT

Ann Heiss, Treasurer

Starting Balance	\$13,000.00
Memberships	\$230.00
Proceedings Postage	(-\$211.70)
Fall 2003 Newsletter	(-\$1,471.13)
Checking balance 12/31/03	\$11,547.17

## STANDARDS COMMITTEE REPORT

The report of the Standards Committee is available on the Academy's website and appropriate constitutional amendments will be introduced at the spring meeting. All members are therefore urged to consult the report in advance. Click the link to the report (a pdf document) from the home page:

[www2.uakron.edu/OAH/](http://www2.uakron.edu/OAH/)

## Did you know?

History professionals new to Ohio can receive complimentary one-year memberships in the Ohio Academy of History.

The Academy offers beginning professional memberships to welcome new colleagues to the state and to help them find colleagues with similar interests. If you moved to Ohio within the last 18 months and would like to take advantage of this special offer, please see the membership form on page 20.

## member news

### RETIREMENTS AND RESIGNATIONS

The Ohio State University

Jack M. Balcer, December 2003

### ACADEMY PUBLICATIONS

Bowling Green University

**Lillian Ashcraft-Eason**, "Traditional Religions," in *AFRICA: Vol. 5: Africa in the Twentieth Century*, ed., Toyin Falola (Carolina Academic Press, 2003).

**Rachel Buff**, "Listening to that Global Beat: Immigrant Musics and Preservation," *Journal of Popular Music* (Spring 2003).

**Robert Buffington**, "Towards a Modern Sacrificial Economy: Violence Against Women and Male Subjectivity in the Turn-of-the-Century Mexico City Penny Press" in Victor Macías González and Anne Rubenstein, eds., *Masculinities Uncut*. (University of New Mexico Press, Fall 2003). A Spanish version of this article will appear in Elisa Speckman Guerra and Claudia Agostoni, eds., *Discursos, prácticas y sanciones. Ensayos de historia social en una perspectiva comparada (México y Argentina, 1850-1950)*. (El Instituto de Investigaciones Históricas, Fall 2003).

Other articles include "Danzón and the Discursive Limits of Sex" in Gabriela Cano, Jocelyn Olcott, and Mary Kay Vaughn, eds., *"Las Olvidadas": Gender and Women's History in Post-Revolutionary Mexico* (Duke University Press, Fall 2003); "Homophobia and the Mexican Working Class" in Robert McKee Irwin, Ed McCaughan and Michelle Nasser, eds., *Centenary of the Famous 41: Sexuality and Social Control in Mexico, 1901*. (Palgrave, 2003); "*Forjando patria*: Anthropology, Criminology, and the Post-Revolutionary Discourse on Citizenship" in Chris Toffolo, ed., *Emancipating Cultural Pluralism*. (SUNY Press, 2003).

**Lawrence Daly**, "Constantius' Appointment of Themistius to the Byzantine Senate: Élite Mobility in the Late Roman Empire," *Proceedings of Ohio Academy of History* (2003).

**James Forse**, "The Expansion of Royal and Aristocratic Acting Troupes On Tour in the Reign of Elizabeth I," *SRASP*, 26 (2003).

**Douglas Forsyth**, *The Origins of Distinct National Financial Systems in the 19th Century: Alexander Gerschenkron Reconsidered*, with Daniel Verdier (Routledge, 2003).

**Kenneth Kiple**, Editor, *The Cambridge Historical Dictionary of Disease* (both hardcover and paperback, Cambridge University Press, 2003).

**Donald Rowney**, "Universal Banking in Russia" in Douglas J. Forsyth and Daniel Verdier, eds., *The Origins of National Financial Systems. Alexander Gerschenkron Reconsidered* (Routledge, 2003).

**Judith Sealander**, *The Failed Century of the Child: Governing America's Young in the Twentieth Century* (Cambridge University Press, 2003).

**Peter Way**, "Class and the Common Soldier in the Seven Years' War," *Labor History* (Dec. 2003).

Case Western Reserve University

**John Grabowski** co-edited, along with David Hammack and Diane Ewart Grabowski, *Identity, Conflict and Cooperation: Central Europeans in Cleveland, 1870-1930*, which was published in September 2003 by the Western Reserve Historical Society. He has also been named editor of "Voices of Diversity," a new series from Kent State University that will include translated reprints of existing, non-English immigrant biographies and autobiographies as well as new books of the same genre. Earlier this year, Grabowski co-authored *Cleveland: Then and Now*, a new pictorial on Cleveland History published by Chrysalis Books and Thunderbay Press with Diane Ewart Grabowski.

**David Hammack** published two articles, "Nonprofit Organizations in American History: Research Opportunities and Sources," in *The American Behavioral Scientist*, Vol. 45 No. 11 (July 2002) and "Failure and Resilience: Pushing the Limits in Depression and Wartime," in Lawrence Friedman and Mark McGarvie, editors, *Charity, Philanthropy, and Civility in American History* (Cambridge University Press, 2002). Recently, Hammack co-edited, along with John and Diane Ewart Grabowski, *Identity, Conflict and Cooperation: Central Europeans in Cleveland, 1870-1930* (Western Reserve Historical Society, 2003).

**Kenneth Ledford** published the article, "Codification and Normativity: Catalan 'Exception' and European 'Norm,'" in *Law and History Review* 20 (2002) and had two articles accepted for publication, "Formalizing the Rule of Law in Prussia: The Supreme Administrative Law Court, 1876-1914," *Central European History* 36 (forthcoming, 2004) and "Comparing Comparisons: Disciplines and the Sonderweg," *Central European History* 35 (forthcoming, 2004).

**Miriam Levin** was published in the journal of the National Museum of Technology in Paris. Her work "Musees et enjeux sociaux" was the lead article in their spring issue. Levin also contributed an essay on "The End of Progress" to

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the special issue she co-edited of the journal *History and Technology* entitled "Rethinking Technology in the Aftermath of September 11th."

**Carroll Pursell** published "Appropriate Technology, Modernity, and U.S. Foreign Aid," *Science and Cultural Diversity*, Proceedings of the XXIst International Congress of History of Science, I: Plenary Lectures (Universidad Nacional Autonoma de Mexico, 2003), 175-187.

**Alan Rocke** published "Origins and Spread of the 'Giessen Model' in University Science, 1826-1876," *Ambix*, 50 (2003), 90-115. He also served as consultant and/or author for two major reference works: the *Oxford Companion to the History of Modern Science* (Oxford University Press, 2003), and *The Cambridge History of Science*, Vol. 5 (Cambridge University Press, 2003).

**Renée M. Sentilles** published her first book, *Performing Menken: Adah Isaacs Menken and the Birth of American Celebrity* (Cambridge University Press, 2003) and her article "Catching it All on the Web: Crafting Cohesive Women's History in the Age of the Internet," appeared in the *Journal of Women's History* (Spring 2003).

**Jonathan Sadowsky's** article "The Reality of Mental Illness and the Social World: Lessons from Colonial Psychiatry" appeared in *Harvard Review of Psychiatry*.

**Angela Woollacott** published "The Metropole as Antipodes: Australian Women in London and Constructing National Identity," in Pamela Gilbert (ed.), *Imagined Londons* (SUNY Press, 2002); "Creating the White Colonial Woman: Mary Gaunt's Imperial Adventuring and Australian Cultural History," in Hsu-Ming Teo and Richard White (eds.), *Cultural History in Australia* (University of New South Wales Press, 2003); and "The Meanings of Protection: Women in Colonial and Colonizing Australia," *Journal of Women's History*, Vol. 14, No. 4 (Winter 2003).

#### University of Cincinnati

**Roger Daniels**, *Guarding the Golden Door: American Immigration Policy and Immigrants since 1882* (Hill and Wang, 2004).

**Geoffrey Plank**, (co-author) *The "Conquest" of Acadia, 1710: Imperial, Colonial and Aboriginal Constructions* (University of Toronto Press, 2004).

**Barbara Ramusack**, "The Indian Princes and Their States" in *The New Cambridge History of India* (Cambridge University Press, 2004).

**David Stradling**, *Cincinnati: From River City to Highway Metropolis* (Arcadia Press, 2003).

#### University of Dayton

**Erving E. Beauregard** has published three articles: "The Spiritual Father of the League of Nations: Leon V.A. Bourgeois," *The Quarterly Review of Historical Studies*, Vol. 41, No. 1; "Judson College," *Upper Ohio Valley Historical Review*, Vol. 26, No. 1; "Scio College," *Journal of the Alleghenies*, Vol. 39. He also published three chapters: "University of Dayton," "Wilberforce University," and "Defunct Colleges and Universities," in *Cradles of Conscience: Ohio's Independent Colleges and Universities*, edited by John W. Oliver, Jr., James A. Hodges and James H. O'Donnell (Kent State University Press, 2003).

#### John Carroll University

**Marian Morton** has published *Cleveland's Lakeview Cemetery* (Arcadia, 2004).

#### Miami University

**Wietse de Boer**, "Social Discipline in Italy: Peregrinations of a Historical Paradigm," *Archive for Reformation History*, 94 (2003).

**David M. Fahey**, editor with Jack S. Blocker, Jr. and Ian R. Tyrrell, *Alcohol and Temperance in Modern History: An International Encyclopedia* (ABC-CLIO, 2003).

**Jeffrey Kimball**, *The Vietnam War Files: Uncovering the Secret History of Nixon-Era Strategy* (University Press of Kansas, 2003). He discussed the book on C-Span in January 2004. He also published "The Panmunjom and Paris Armistices: Patterns of War Termination" in *America, the Vietnam War, and the World*, Andreas W. Daum, Lloyd C. Gardner, and Wilfried Mausbach, eds. (Cambridge University Press, 2003).

**Edwin Yamauchi**, "Exilic and Post-Exilic Periods: Current Developments" in *Giving the Sense: Understanding and Using Old Testament Texts*, D.M. Howard and M.A. Grisanti, eds. (Kregel, 2003), and the reprinting of his book *Pre-Christian Gnosticism* (Wipf and Stock Publishers, 2003). Also, "Banquets in the Biblical World," *Proceedings of the Eastern Great Lakes and Middle West Biblical Society* (2003).

#### Ohio Northern University

**Michael B. Loughlin** published "Gustave Herve's Transition from Socialism to National Socialism: Continuity and Ambivalence," *Journal of Contemporary History*, Vol. 38, No. 4, 515-538. He also published a short editorial reaction to the main editorial in *USA Today* on April 9, 2003, entitled "The War on Iraq and the Increase of Terrorism." A long article on the same topic appeared in the ONU student paper, "The Northern Review."



*The Ohio State University*

Following are books published. Articles are too numerous to mention

**David Cressy**, *Space and Culture in Early Modern England* (Ashgate, 2003).

**Robert Davis**, *Christian Slaves, Muslim Masters: White Slavery in the Mediterranean, the Barbary Coast, and Italy, 1500–1800* (Palgrave/Macmillan, 2003).

**James Bartholomew** co-edited *Oxford Companion to the History of Modern Science* (Oxford University Press, 2003).

**Stephen Kern**, a second edition of *The Culture of Time and Space 1880–1918* (Harvard University Press, 2003).

**Jane Hathaway**, *A Tale of Two Factions: Myth, Memory, and Identity in Ottoman Egypt and Yemen* (State University of New York Press, 2003).

**David Hoffmann**, *Stalinist Values: The Cultural Norms of Soviet Modernity, 1917–1941* (Cornell University Press, 2003).

**John Guilmartin** produced the CD *The Vietnam War* (History 308, Syllabus, Lectures and Selected Readings).

**Allan Millett** edited two CDs, *History of the United States Marine Corps* and *The Second World War*.

**Geoffrey Parker** reissued his book *Empire, War, and Faith in Early Modern Europe* (Penguin Books, 2003).

**Christopher Phelps** edited *Max Shachtman: Race and Revolution* (Verso Press, 2003).

**Vladimir Steffel**, *Proceedings of the 2002 Ohio Academy of History*.

**Warren Van Tine** co-edited with Michael Pierce *Builders of Ohio: A Biographical History* (The Ohio State University Press, 2003).

#### AWARDS, GRANTS, HONORS AND LEAVES

*Bowling Green University*

**Rachel Buff**, Faculty Improvement Leave 2003–04.

**Lawrence Daly**, Faculty Improvement Leave Spring 2004.

**Douglas Forsyth**, Faculty Improvement Leave 2003–04.

*Case Western Reserve University*

**John Grabowski** continues to serve as the acting director of the library of the Western Reserve Historical Society and will serve as the American director of the center for the study of early Turkish immigration to the United States, which is the result of a new partnership recently announced between CWRU and Ege University of Izmir Turkey. Once funded, the center will be located in the History Department at CWRU.

**David Hammack** joined the Social Science Research Council's Committee on Philanthropy and the Nonprofit Sector in 2002, was selected to join the Editorial Board of

*VOLUNTAS*, the journal of the International Society for Third Sector Research, and was elected President-elect of the Association for Research on Nonprofit Organizations and Voluntary Action.

**Elizabeth Koll** was nominated for the 2003 Carl F. Wittke Award for Distinguished Undergraduate Teaching and presented a paper entitled "The History of Corporate Ownership in China" at the second workshop conference on "The History of Corporate Ownership" organized by the National Bureau of Economic Research at Lake Louise, Canada, June 20–22. She also presented her work, "Studying Local History through Transportation Networks: The Case of Jinan City and Shandong Province," at the workshop conference "Vernacular Modernity in South China and Beyond: Current Research in Local History," Department of Anthropology, Yale University, April 4, 2003. Dr. Koll also organized the panel "China on the Move: Transportation and Communication in 20th Century Chinese History" at the annual meeting of the Association for Asian Studies, New York, March 2003 where she presented "Modernization on Track: Social Mobility and Economic Development along the Tianjin-Pukou Line in Republican China."

**Kenneth Ledford** served as commentator on the panels, "German/Swiss and American Interaction in Higher Education in the 19th and 20th Centuries," at the American Historical Association Annual Meeting in Chicago and "Citizenship in Comparative Perspective," at the Annual Meeting of the American Society for Legal History in San Diego. In addition, he presented his own work, "Prussian Judges and the Rule of Law in Germany, 1848–1914" for CWRU's Baker-Nord Center for the Humanities' Works-in-Progress Series in the spring. In January 2003, Prof. Ledford was elected Editor of *Central European History*, published by the Conference Group for Central European History, for a 5-year term beginning July 1, 2004, and was a nominee for inaugural J. Bruce Jackson, MD, Award for Excellence in Undergraduate Mentoring, and was also nominated (for the seventh time!) for the Carl F. Wittke Award for Distinguished Undergraduate Teaching at CWRU in 2003.

**Miriam Levin** presented an invited paper at a workshop on Gender and the Formation of Technical Elites at the CNRS center for sociological population studies (LASMAS) in Paris this past June. Next spring, Dr. Levin plans to spend a month doing research and presenting seminars after she was elected to an Invited Professorship by the faculty at the Ecole des Hautes Etudes en Sciences Sociales in Paris.

**Carroll Pursell** gave the invited Melvin Kranzberg lecture at the St. Petersburg, Russia, 2003 Symposium of the International Committee for the History of Technology, on the subject "(Technology) Gaps and (Brain) Drains."

**Alan Rocke** spent the months of May and June of this year as

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*in memoriam***James Matthew Kittelson**

Professor James Matthew Kittelson, Professor Emeritus at The Ohio State University, died November 10, 2003, at the age of 62. Professor Kittelson graduated from Saint Olaf College in 1963. In 1969 he received the Ph.D. in History from Stanford University. After four years on the faculty of the Department of History at the University of Iowa, he joined the Department of History at The Ohio State University, where he taught for twenty-six years. After he became Professor Emeritus in 1997, he was appointed Professor of Church History at Luther Seminary in Saint Paul, Minnesota, as well as Director of the Thrivent Reformation Research Program, which specializes in gathering and making available to scholars sixteenth-century printed materials on Luther and the Lutheran Reformation. Professor Kittelson was a devoted scholar who concentrated on Martin Luther and the Lutheran Reformation, especially as it unfolded in Strasbourg, whose archives he knew extraordinarily well. He was a demanding but supportive director of graduate students. While he taught at The Ohio State University, he directed six students to the Ph.D. He published three books, most recently *Toward an Established Church: Strasbourg from 1500 to the Dawn of the Seventeenth century* (2000). The book that reached the widest audience was *Luther the Reformer* (1986), which is both scholarly and readable. It has been translated into Chinese, Estonian, Finnish, Korean, and Portuguese. During his career Professor Kittelson was recognized by prestigious fellowships including a Woodrow Wilson Fellowship, a National Endowment for the Humanities Fellowship, and grants from the American Council of Learned Societies and the American Philosophical Society.

For three decades he was a leader in the field of Reformation studies, to which he gave generously of his time and talent, serving on the editorial boards of *Studies in the Reformation* and the *Lutheran Quarterly*. He also was a member of the Board of Directors of the Center for Reformation Research (Saint Louis) and of the Executive Committees of the Newbury Library Renaissance Center (Chicago) and the Society for Reformation Research.

Jim is survived by his wife of forty years, Margaret, who was his friend, adviser, and occasional critic, as well as two daughters, two sons-in-law, and two grandchildren.

*Member News, continued from previous page*

a visiting scholar at the Max Planck Institute for History of Science in Berlin. In the spring of 2003, he gave invited presentations at the University of Wisconsin and Virginia Tech, and while in Europe he presented in Berlin, Hamburg, Giessen, and London.

**Renée M. Sentilles** gave a presentation on "Tomboys and Other Nineteenth-Century Girls" at the American Antiquarian Society in Worcester, Mass., in July. Sentilles received an NERFC grant to conduct research in New England.

**Jonathan Sadowsky** received a fellowship from the Howard Foundation to support his work on the history of electro-convulsive therapy.

**Gillian Weiss** was invited last spring to give two talks about the end of Barbary slavery, one for CWRU's History Associates and the other at Oberlin College. She also chaired a panel on Catholic, Protestant and Orthodox clergy in early modern Europe at the Ohio Academy of History annual conference. With the support of a W.P. Jones Faculty Development Grant, she spent the summer in Paris, conducting research about the captivity and liberation of French subjects in North Africa.

**Angela Woollacott** gave invited lectures at Texas Tech University and the University of Adelaide in Australia.

*University of Cincinnati*

**Ann Twinam** has been awarded an NEH Fellowship for the 2004–05 academic year.

*Miami University*

**Jay W. Baird** is a Fellow at Clare Hall, University of Cambridge, during the current term.

**Matthew Gordon**, with co-editors Lawrence Conrad and Chase Robinson, has received an NEH Group Translation Grant for the Ya'qubi Translation Project to produce an annotated translation of the three extant works for the late ninth-century Muslim scholar, Ahmad ibn Abi Ya'qub al-Ya'qubi (d.c. 905 c.e.). In addition to the editing work, Gordon is translating the final part of al-Ya'qubi's *History*. Gordon will be on leave during the 2004–05 academic year to complete this project. He will also work on his monograph about courtesans in the ninth-century Abbasid court.

*The Ohio State University*

**Mansel Blackford's** book *History of Small Business in America* 2nd edition (University of North Carolina Press, 2003), has been named an "Outstanding Book of the Year" by *Choice*.

**Kevin Boyle** has been named to the advisory board of the Walter Reuther Library of Labor and Urban Affairs at Wayne State University.

**Samuel Chu (Professor Emeritus)** was the recipient of the Hackson and Caroline Bailey Public Service Award which was presented to him at the May 2003 Midwest Conference on Asian Affairs.

**Mitchell Lerner's** book *The Pueblo Incident* won the 2003 John Lyman Book Award for the best work of American Naval History.

**Randolph Roth** was awarded a Faculty Research Small Grant from the University's Criminal Justice Research Center for his proposal "Historical Violence Database: A Collaborative Research Project on the History of Violent Crime and Violent Death." He received a grant for 2003-04 from the Criminal Justice Research Center at the Ohio State University to support work on the Historical Violence Database, a collaborative effort to collect data on violent

crime and violent death from medieval times to the present. The grant will support the gathering of historical data on violent crime and violent death in Ohio.

**Jennifer Siegel** was awarded the 2003 Barbara Jelavich Book Prize for an outstanding monograph in Russian diplomatic history at the American Association for the Advancement of Slavic Studies meetings, Toronto, Canada, November 18-23, 2003.

**Ahmad Sikainga** has been elected to the Executive Board of the African Studies Association.

**Birgitte Søland** received a College of Humanities Seed Grant for research expenses associated with her book project *The Rights of the Child: Children, Childhood, and Child Advocacy in European History, the 18th Century to the Present*.

**Share your news**

To announce your history department's appointments, promotions, retirements, resignations, publications, awards, and honors, contact the newsletter production editor: [pwalsh@ohiohistory.org](mailto:pwalsh@ohiohistory.org).

**OAH SPRING MEETING — Pre-registration Form****April 16-17  
2004**

Name: \_\_\_\_\_

Pre-registration (Includes Registration, Continental Breakfast, and Luncheon)

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Member, Professional (\$25) \_\_\_\_\_

Member, Student (\$18) \_\_\_\_\_

Non-Member, Professional (\$35) \_\_\_\_\_

Non-Member, Student (\$28) \_\_\_\_\_

Additional Luncheon Ticket (\$15) \_\_\_\_\_  
for guests

Institutional Affiliation: \_\_\_\_\_

**TOTAL AMOUNT ENCLOSED \$** \_\_\_\_\_

Pre-registration rates are only effective until **April 9**. After that date a \$10.00 surcharge will be added to all fees. No refunds are available for cancellations received after April 9. Program participants who fail to register will be billed for registration. Please send your reservation and check, made payable to Ohio Academy of History, to:

Ohio Academy of History, Department of History, Kent State University,  
P.O. Box 5190, Kent, Ohio, 44242-0001

# OHIO ACADEMY OF HISTORY MEMBERSHIP FORM

Please check the appropriate category and indicate whether this membership is new or a renewal:

\_\_\_\_\_ Professional (\$20)  
 \_\_\_\_\_ Student (\$10)  
 \_\_\_\_\_ New Professional\*

\_\_\_\_ New  
\_\_\_\_ Renewal

Name \_\_\_\_\_

Permanent Mailing Address

I wish to make a gift to  
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