

**A Teacher's Perspective**

*By Tim Connell*

# THE IMPACT OF STANDARDIZED TESTING ON THE HIGH SCHOOL CURRICULUM

I teach at Laurel School, an independent school in Shaker Heights, Ohio. My experience differs somewhat from that of many of my public school colleagues, but I think the trends I have seen are broad based. Generally speaking, the new Ohio Graduation Test and the increasing reliance on Advanced Placement exams have the benefit of being content driven, but what they add in content is undercut by what is lost in terms of flexibility and breadth and depth of historical knowledge.

The new Ohio Graduation Test (OGT) is a high stakes test that students take in March of their sophomore year in five subjects: Writing, Reading, Science, Math, and Social Studies. Students must pass all five tests by the end of their senior year in order to receive a meaningful high school diploma. These tests are tied to the curriculum in that they are meant to reflect what students have been taught in grades 7–10, and especially grades 9–10. While other disciplines might not be thrilled with these tests, the greatest impact has been on social studies and history departments.

The Citizenship Proficiency Test that used to be given at the end of the

8th grade year or the beginning of 9th grade emphasized the basics of governmental structures, simple economic ideas, some mapping skills, plus knowledge of the Declaration of Independence and the Constitution. To a large extent it did not define the middle school curriculum since much of the material was skills-based, incorporating more of a social studies approach rather than one rich in content. The new test is content based, and that has both positive and negative results. On the positive side, teachers who structure their courses around the content should find that their students do fine on the test. On the negative side, we have lost any flexibility in curriculum offerings that we had in the past.

A good way to begin to understand the changes is to recall the typical course of study for high school studies before the last five years or so. The three-year state requirement was met by students taking world history/world geography in 9th or 10th grade, United States history in 11th grade, and Government and

Economics in the senior year. The word “typical” is very important because this system left schools and students with the flexibility to arrange courses in other sequences and add different classes. For example, it was not uncommon to offer

Advanced Placement

European history in 10th grade and, at Laurel, we have offered a two-year sequence in world history in the first two years of high school.

The essential change is that the old 9–12 curriculum has been moved to 7–10,

with a few minor modifications. Seventh grade is devoted to ancient world history and geography, 8th grade to early U.S. history (to 1877), 9th grade to modern world history (from c.1750), and 10th grade to U.S. history since Reconstruction. The junior and senior years are open-ended in the new curriculum, and schools have a great deal of flexibility here since they are not tied to state-mandated testing. Our weaker students who fail to pass the test will spend these last two years relearning the 9th and

*continues on page 6*

*The greatest impact has been on social studies and history departments.*

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**ACADEMIC YEAR 2004-2005  
EXECUTIVE COUNCIL AND OFFICERS***Officers*

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 Gary R. Hess, Bowling Green State University, Vice President/President Elect  
 K. Austin Kerr, The Ohio State University, Immediate Past President  
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 Diane F. Britton, University of Toledo, 2005  
 David Hogan, Heidelberg College, 2006  
 Donald Ramos, Cleveland State University, 2006  
 Eleanor Yunghans, Ohio Council of Social Studies, 2006  
 M. Christine Anderson, Xavier University, 2007  
 Murney Gerlach, Rutherford B. Hayes Presidential Center, 2007

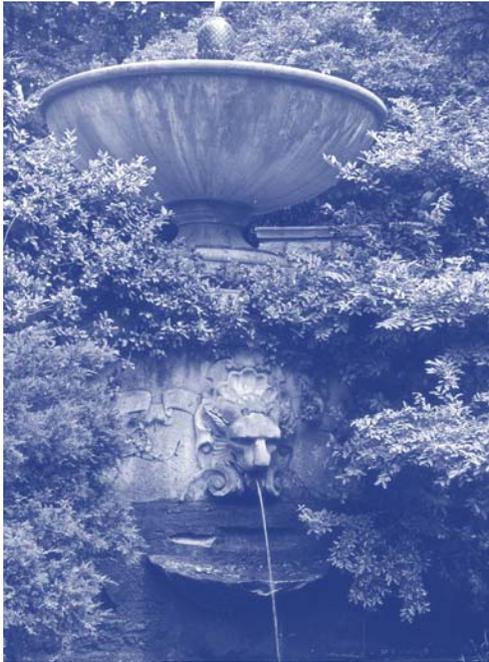
*Ex Officio*

Anne Kugler, John Carroll University, Editor, *OAH Newsletter*  
 Vladimir Steffel, Ohio State University-Marion, Editor, *Proceedings*  
 A. Martin Wainwright, University of Akron, Webmaster  
 Stuart Hobbs, The Ohio State University, Archivist  
 Patricia Walsh, Ohio Historical Society, Production Editor, *OAH Newsletter*

**ACADEMY COMMITTEES**

*For award information, see pages 10 and 11*

Book Exhibit David Hogan, Heidelberg	Public History Marjorie McLellan, WSU, Chair Steve Gordon, OHS/SHPO Charles Cole, Ohio Humanities Cncl. Donna DeBlasio, YSU Orloff Miller, National Underground Railroad Freedom Center Gale Peterson, Ohio Humanities Cncl. Gregory Wilson, Akron
Dissertation Award David Steigerwald, OSU-Marion, Chair John Douglass, UC-RWC Vivien Sandlund, Hiram	Public History Award Murney Gerlach, Hayes Presidential Center, Chair Stuart Hobbs, OSU Jerry Simeral, OU Virginia Weygandt, Clark County Historical Society
Distinguished Service Award William D. Jenkins, YSU, Chair K. Austin Kerr, OSU	Standards Scott Martin, BGSU, Chair Lowell Satre, YSU Catherine Rokicky, CCC Pamela McVay, Ursuline John Jordan, Worthington Kilbourne High School Kevin Kern, Akron Ronald Lora, Toledo
Local Arrangements Molly Wood, Wittenberg	Teaching Award Paul Weinstein, Akron-Wayne, Chair Elizabeth MacLean, Otterbein Carla Pestana, Miami
Nominating Committee James Cebula, UC-RWC, Chair Shelley Baranowski, Akron Vlady Steffel, OSU-Marion	
Outstanding Publication Award James Huffman, Wittenberg, Chair David Hogan, Heidelberg Constance B. Bouchard, Akron	
Program Committee Sarah K. Fatherly, Otterbein, Chair Nancy Garner, Wright State Leslie Heaphy, Kent State Thomas Maroukis, Capital Scott Rosenberg, Wittenberg	



8-9 April 2005  
Wittenberg  
University  
Springfield, Ohio

**CAMPUS INFO AND MAP**

[www.wittenberg.edu](http://www.wittenberg.edu)  
[www4.wittenberg.edu/about/directions.html](http://www4.wittenberg.edu/about/directions.html)  
[www4.wittenberg.edu/springfield](http://www4.wittenberg.edu/springfield)

**LODGING**

Courtyard by Marriott  
Springfield Downtown  
100 S. Fountain Street  
(937) 322-3600

Country Inn & Suites  
1751 W. First St.  
(937) 322-2200

Fairfield Inn  
1870 W. First St.  
(937) 323-9554

**OAH ANNUAL MEETING  
AND LUNCHEON**

**Program in Brief**

**Friday, 8 April 2005**

*Executive Council Meeting* 1:00 – 3:30 p.m.  
*Registration* 3:30 – 4:00 p.m.

**AFTERNOON SESSIONS** 4:00 – 5:30 p.m.

Turning Turk and Turks Turning: Three Studies of  
Identity Adaptation in the Early Modern World  
Slide Presentation on Ohio's Built Landscapes  
From South to North: The Development of  
African American Culture after the Great Migration

**EVENING PLENARY SESSION** 7:30 – 9:00 p.m.  
**RECEPTION** 9:00 p.m.

**Saturday, 9 April 2005**

Registration and Refreshments 8:00 – 11:00 a.m.  
Book Exhibit and Sale 8:00 a.m. – 4:00 p.m.

**SESSION I** 9:15 – 10:30 a.m.

Gender and Cultural Implications on U.S. Foreign  
Policy in the Early Twentieth Century  
Constructing Revolutionary America  
Prominent Ohioans on the National Stage  
Shifting Ideologies in British Politics and Medicine  
Politics by Economic Means in India and China

**SESSION II** 10:45 a.m. – 12:15 p.m.

English Justice: Twelfth Century to the Early Modern Period  
The Changing Face of the Cold War in the Late 1950s  
Tryst around the Sick Man's Bed: Trio-international  
Approaches toward the Ottoman Empire in the Late  
Nineteenth Century  
Roundtable: Partners in Teaching History: What Works!  
Education and City Government during the Progressive Era  
Three Views of India  
Race, Rights, and Social Justice in Modern America

**LUNCHEON, BUSINESS MEETING, AND  
PRESIDENTIAL ADDRESS**

Buffet Luncheon (admission by ticket only) 12:30 – 1:30 p.m.  
Business Meeting 1:30 p.m.  
Presidential Address: "Explaining Failure: The Forty-Year  
Debate over the Vietnam War" by Gary R. Hess of Bowling  
Green State University

**REGISTER TODAY**  
*see page 15*

# JAPANESE POPULAR AND CULTURE HISTORY

by R.W. Purdy

The study of popular culture has enjoyed a rise of interest in recent years, both as a historical topic and as a subject that lends itself to an interdisciplinary teaching approach. In Spring 2004, John Carroll University offered a two-course sequence on Japanese popular culture which included a study-tour of Japan. The courses were intentionally offered at the lower-division level in hopes of stimulating student interest and enrollment in semester and year-long study abroad programs.

As a topic of inquiry, popular culture is all around the instructor and the student—their entertainment, clothing, food, leisure time, and so on—making it easily accessible for inquiry and discussion. The examination of the popular culture of a non-Western country, such as Japan, can provide the opportunity to look beyond what is often portrayed as “traditional culture” and explore the variations and diversity that exist within even a relatively homogeneous society.

The historical investigation of popular culture can also reveal

the fluid nature of “pop culture.” This can be seen, for example, in the famed Golden Pavilion. Even if Mishima Yukio’s novel *Temple of the Golden Pavilion* and Ichikawa Kon’s film adaptation of the book do not seem “popular” enough, the once quiet retreat of the fourteenth century Ashikaga shogun Yoshimitsu is today filled with jostling throngs of tourists. Throughout Kyoto, gift shops on street corners—as well as in upscale hotels—sell postcards, placards, ceramics, jewelry, and a host of other souvenirs with the image of the Golden Pavilion. Conversely, kabuki and bunraku, once the popular theater of Tokugawa Era, have today become a more elite form of entertainment, replaced with the mass interest in video games, anime, television, and computers.

Even though Japanese popular culture is found around the globe—a class discussion on Japanese popular music revealed that the students were

very much aware of the latest J-pop artists—the study of any popular culture is, nevertheless, best experienced firsthand. Students who participated in the study-tour course, *Popular Culture in Japan*, first took an on-campus survey course, *Japanese Popular Culture*, which required a class project. Students on the study-tour engaged in field work and other firsthand research which allowed them to expand on their original project. Both the on-campus course and study-tour course were team taught by Dr. Susan Long, (anthropology), Ms. Keiko Nakano (Japanese language), and myself (history). The two-week study tour was conducted shortly after the end of the semester. (Unlike study-tours to Europe and Latin America, an Asia tour is too long to fit into Spring break.) Twelve students took part in the tour. Besides the instructors, three additional faculty members who were not Japan specialists also participated and used the tour to help develop new Japan-related courses or to incorporate



Japanese components into current courses.

The tour spent about eight days in Tokyo and five in Kyoto. The days were planned to include a morning session for introduction of the day's activities and a late afternoon session for reflective discussion. While the students did visit some of the sites seen on more typical tours, like the Imperial Palace in Tokyo and the renowned rock garden at the Zen temple Ryoanji in Kyoto, the focus of the tour was aimed at pop culture sites. These sites ranged from the traditional (a kabuki performance) to the contemporary (a tour of the Ghibli *anime* studio); from activities which at first glance seemed downright American (watching a Hanshin Tigers baseball game or Elvis impersonators) to the uniquely Japanese (attending a sumo practice).

From the historian's point of view, the challenge of teaching popular culture is getting students to see it in historical terms. The JCU courses required no prerequisites so the students had little background in either history or Japan, and they tended to see popular culture narrowly as contemporary or youth (their own) culture. This issue was addressed in part, and with some success

according to student evaluations, during the on-campus course. The course included discussion of the rise of the urban culture in the Tokugawa Era and traced aspects of popular culture, such as consumption, through the twentieth century. The study-tour then visually demonstrated this evolution through visits to the stall-lined entrance of the Asakusa Temple (a legacy of the Tokugawa Era); a middle-class shopping street in front of Kichijoji Station in suburban Tokyo (a product of Japan's postwar economic boom); and the high-rise shopping center Roppongi Hills (an example of recent urban planning and renewal). The students visited specific commercial districts and enterprises as well, such as the Kabuki-cho entertainment district near Shinjuku, the electronics district of Akihabara, and the Tsukiji fish market, where Tokyo restaurants buy their fresh fish each morning.

A second Japanese popular culture study-tour has been scheduled for 2006. On the first tour the students proved to be remarkably resourceful in locating bars and clubs to visit during their after hours. We hope to harness this initiative by adopting the model com-

Dr. Purdy's students mingle with Japanese students.



**From the historian's point of view, the challenge of teaching popular culture is getting students to see it in historical terms.**

monly used in Japanese schools today in which the students actively plan their trips. The on-campus course, *Japanese Popular Culture*, will be taught in Fall 2005 and the study-tour course, *Popular Culture in Japan*, will be part of the Spring 2006 semester. The two-week tour will still be held right after the end of Spring semester, but participating students will meet throughout Spring semester to help plan the tour, especially those parts related to their projects.

Because popular culture can be readily observed and experienced, it is a useful structure on which to build a study-tour. Its many facets also make it amen-

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## STANDARDIZED TESTING *continued from page 1*

10th grade curriculum, and better students will have the option of taking a variety of elective courses. The opportunity to teach electives over the course of two years is one of the greatest strengths of the new curriculum.

On the whole, however, I think that the disadvantages are significant. The greatest loss is in pre-modern history. The history of the world before 1750 is now solely the purview of the middle school. While many middle school teachers whom I know do much to intrigue young students with materials about ancient Egypt, Medieval Europe, the Renaissance, and other topics, no longer can this be done in more sophisticated ways with older students unless they are taught as junior/senior electives. Likewise, the last time that all students will be exposed to colonial America and the Civil War will be in 8th grade. Teachers simply cannot explore the complexities of these topics with 8th graders the way they can with high school juniors.

I am most concerned about the impact on world history. While I certainly agree that students should understand the key developments of the last 250 years of history, they will have no knowledge of important developments in earlier times. At no time in high school will students study a vibrant, thriving,

non-Western society. They will not read about the richness of the Ottomans under Suleiman, China under Kangxi, or India under Akbar. Instead they will learn about the “sick man of Europe,” the domination of India under the British raj, and the utter defeat of the Chinese in the Opium War. The theme of the rise of the West will be implicit in the high school world history curriculum and this too easily breeds a sense of cultural superiority among our students. This is not an attitude that will well serve the next generation of Americans in the global society of the 20th century. High school students really need some exposure to great non-Western societies at their height.

A further development driving pre-modern, international history into the earlier grades and impeding depth of historical understanding is the phenomenal growth in history and social studies Advanced Placement courses over the last decade or so. Much of the problem rests at the door of college admissions offices, who increasingly are having difficulty ranking applicants. What does an “A” at one school mean compared to an “A” at another? Who really wrote that application essay? AP scores make the job easier for college admissions offices but they effectively have

encouraged a frenzy in which students want to take as many AP scores *before* their senior year in high school so that they will appear on their transcript when they apply to colleges. It is possible for high school students to take four or five AP courses in social studies offerings alone—World History, European History, U.S. History, Government, Economics, and Geography. Once students gain admission to a university, however, they are likely to encounter academic departments who are often skeptical of the value of AP courses. Recently, there was a front-page story in the *Cleveland Plain Dealer* in which two students (one at Harvard, the other at Stanford) were lamenting that those colleges did not accept their AP courses for credit. While they may have gotten placement into sophomore level courses, they were not able to gain sophomore standing for their 10–15 AP courses. University faculty may well have a point: one of the strengths of the AP program is that students are taught to write analytical essays, but there is great reliance on the textbook and the mastery of a vast quantity of factual material. A frequent teacher complaint is that too much material must be covered, and there is not enough time to allow students to synthesize

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**EXECUTIVE  
COUNCIL  
MINUTES**

Saturday, 6 November 2004  
Ohio Historical Center, Columbus

*Call to order—9:00 a.m.*

*Present: Sarah Fatherly (Otterbein), Mary Ann Heiss (Kent State), Gary Hess (Bowling Green), David Hogan (Heidelberg), William Jenkins (Youngstown State), K. Austin Kerr (Ohio State), Pamela McVay (Ursuline), Donald Ramos (Cleveland State), Thomas Taylor (Wittenberg).*

*Minutes from the fall meeting*

*One alteration to minutes as circulated: add notation that Executive Council had approved the proposal to create a Distinguished Historian Award via e-mail before the meeting. Motion to approve the amended minutes introduced by Ramos, seconded by Jenkins. Approved unanimously.*

**officers' reports****PRESIDENT**

Tom Taylor reported that Academy committees for 2004–2005 had been appointed and were functioning. In his capacity as president he holds a seat on the Ohio Historical Society's board and updated Executive Council on the current situation at the Society. Brutal budget cuts have recently decimated its professional historical staff, and the Society has been forced to reduce staffing and hours at numerous historical sites throughout the state. Executive director Bill Laidlaw is working hard to make the best of the situation and informally discussed his plans with Executive Council before our meeting officially began. Taylor reported that he had charged this year's Public History Committee with studying the recent changes at OHS and their impact and to issue a report at the Spring meeting.

**IMMEDIATE PAST PRESIDENT**

Austin Kerr reported on discussions for the inaugural Ohio Academy of History Distinguished Historian Award. Several names had been put forward. The winner will deliver a keynote address at the Spring meeting at Wittenberg. Plans are under way to seek funding from the Ohio Humanities Council to offset the costs of the speech and accompanying reception.

**SECRETARY-TREASURER**

Ann Heiss circulated an updated financial report and reminded Executive Council that the Ohio Historical Society had abrogated its dues-payment arrangement with the Academy earlier in the year. The fall mailing to members made note of this fact and asked members who had previously paid their dues through OHS to send them directly to the Secretary-Treasurer. A notice to this effect was also placed in the fall newsletter.

**A GENERAL DISCUSSION** of possible strategies for increasing membership in the Academy, especially among younger scholars and other professionals in the state, then ensued. Years ago, the Academy did have a Membership Committee and some thought was given to resurrecting it in the near future. The general consensus seemed to be that it was crucial to demonstrate the value of membership in the Academy to junior faculty, to show them that membership and attendance/participation in the spring meeting were ways to connect with other folks in their field. The sense was also expressed that we should do more to reach out to social studies educators, especially at the high school level. Individual members of the Academy, and particularly those on the

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officers' reports *continued*

Executive Council, should be encouraged to play a more active role in publicizing the Academy among their newer colleagues. Executive Council was reminded that the Academy offers a one-year complimentary membership to professionals new to the state, something that seemed news to several members. Those present agreed that we should be willing to go back three years or so for this free membership offer to attract as many new members as possible. (At present, it applies only to those new to Ohio within the last eighteen months.) Other strategies for making the Academy more visible were also discussed. The Academy website could provide links to the sites of history departments throughout the state and vice versa. We could work through the Hueston Woods conference group of all public institutions in the state to facilitate better information flow. A group of younger members might meet with past presidents at the Spring meeting to brainstorm about broadening the Academy's appeal. Members of the Executive Council might divide the state up and take responsibility for various parts of the state, especially targeting newer faculty. No firm decisions on implementing any of these strategies were made, and discussion of this issue will presumably be ongoing.

## committee reports

**PROGRAM COMMITTEE,  
PUBLICATION AWARD COMMITTEE,  
AND SERVICE AWARD COMMITTEE**

Submissions and nominations are arriving.

**STANDARDS COMMITTEE**

Although the committee has not yet met, it will be getting together to refine the proposal for CEUs endorsed at the spring meeting in Tiffin. One institution in the state actually expressed interest in having an event declared eligible for CEU credit this fall, so the need for this kind of program is definitely there.

## new business

**TRANSFERABILITY OF HISTORY CREDITS THROUGHOUT OHIO.**

The Executive Council discussed the issue of transferability of credit for history courses among different public institutions in the state. The Ohio Board of Regents has apparently adopted a rigid stance regarding this question that would allow total transferability of all history courses not only toward general education requirements but also toward the undergraduate history major. Several of those present expressed concern at the OBR's seeming inflexibility on this issue, especially regarding upper-division history work to be applied to the major. This issue seems to be an ongoing one, and additional information will be presented/disseminated as it becomes available.

**M.A. AS BASIC STANDARD FOR TEACHING COLLEGE HISTORY THROUGHOUT OHIO.**

Prompted by a report from the Dayton area, the Executive Council considered the question of whether the Academy should take a position on the minimum educational qualifications for those teaching history at post-secondary institutions, including community colleges, in the state. At heart was whether an M.A. in history (as opposed to secondary education or some other field), should be considered a requirement for those teaching history beyond high school. Additional investigation into this matter is ongoing and follow-up will come at a later date.

**SPRING 2005 MEETING.** In an effort to deal with the low attendance that normally plagues the afternoon sessions at the Spring conference, Executive Council decided to eliminate them in 2005 and instead schedule several Friday afternoon sessions. These sessions will hopefully bring attendees to town for the Friday evening Distinguished Historian Lecture. Eliminating the Saturday afternoon

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sessions will also give members an opportunity to socialize after the presidential address, which will be delivered at the luncheon and business meeting.

**REPORT OF INFORMAL AUDIT OF ACADEMY FINANCIAL RECORDS.**

Bill Jenkins and Ann Heiss reported on their informal audit of the books of former Secretary-Treasurer Tom Taylor. They found everything to be in order.

**RETENTION OF ACADEMY RECORDS BY SECRETARY-TREASURER.**

As a result of their examination of the Academy's records, Bill Jenkins and Ann Heiss will formulate some recommendations on records retention in the office of the Secretary-Treasurer for presentation at the spring meeting.

*Executive Council  
adjourned at 11:00 a.m.*

**Report from Mary Ann Heiss**  
*Secretary-Treasurer*

<b>12/31/2003 REGISTER BALANCE</b>		<b>\$11,547.17</b>	
<b>INCOME</b>		<b>EXPENSES</b>	
Memberships	\$3,439.00	Awards	\$340.50
Spring Meeting and Bookstore	\$635.50	Spring Newsletter	\$1,428.57
Spring Meeting Registrations	\$3,834.00	Postage	\$295.80
Gifts	\$245.00	Printing	\$289.78
		Supplies	\$55.62
		Spring Meeting	\$2,331.20
		Bank Charges	\$16.00
		Fall Mailing Postage	\$107.49
	\$8,153.50	Fall Newsletter	\$1,452.75
			\$6,317.71
<b>12/31/2004 REGISTER BALANCE</b>		<b>\$13,382.96</b>	

*endowment*

7/31/2004	\$12,335.95
Interest, 7/31 thru 12/31	\$104.62
12/31/2004	\$12,440.57

## 2004 Nominees for OAH Annual Dissertation Award

### Zachery R. Williams, "In Search of the Talented Tenth: Howard University Intellectuals and the Dilemmas of Race in Academia, 1926–1970"

In this study, written under the direction of Prof. Donald G. Nieman at Bowling Green State University, Zachery Williams argues that the African American renaissance of learning and letters associated with the 1920s was not a creation of Harlem alone. Rather, Howard University, nestled against the fertile setting of the U Street neighborhood in Washington, D.C., contributed mightily to the New Negro Movement as well. Led by its first African American president, Mordecai Wyatt Johnson, who assumed that role in the 1920s, Howard became home to a remarkable group of intellectuals that included Alain Locke, E. Franklin Frazier, Benjamin Mays, Abram Harris, and others. Because of Johnson's determination to turn it into a first-class seat of learning and in spite of the sometimes strained relations between the president and the star intellectuals, Howard became a center of enormous intellectual influence on political thought, public policy, and academic structure through the twentieth century.

### W. Douglas McCombs, "Therapeutic Rusticity: The Wilderness Vacation in the Northeastern United States, 1869–1915"

In "Therapeutic Rusticity," W. Douglas McCombs describes the wilderness vacation, which came into vogue in the late nineteenth century, as a means of middle-class escape from the grime and misery of industrial cities overrun by immigrants. More specifically, McCombs studies the themes that the tourist industry employed to encourage the well-to-do in that escape. Concentrating mostly on upstate New York's Adirondack region, McCombs argues that tourism promoters emphasized the health benefits that a few weeks in an unspoiled location afforded—better air, daily exercise, and cleaner surroundings generally. The vacation was not just a time for leisure, still less for excitement; rather it was touted as an essential ingredient to good health. Posed in that form, the wilderness vacation should be understood as an important part of the emerging consumer culture, not only because it packaged and sold "wilderness" but because its boosters played the same therapeutic notes sounded by advertisers of many other goods. Mr. McCombs wrote the dissertation at Kent State University under the direction of Professor Shirley T. Wajda.

## 2004 Submissions for OAH Publication Award

**Shelley Baranowski (University of Akron).** *Strength through Joy: Consumerism and Mass Tourism in the Third Reich* (Cambridge University Press) looks at Strength through Joy, the German leisure organization during the Third Reich. It shows how the government's most popular organization promoted consumerism, inexpensive vacations, and cultural excursions in an effort to tie the acceptable middle class and workers to the nation.

**Tracey Jean Boisseau (University of Akron).** *White Queen: May French-Sheldon and the Imperial Origins of American Feminist Identity* (Indiana University Press) is a biography of the "first woman explorer of Africa," a woman who called herself a "Lady Stanley." The book uses feminist theory to examine the way colonialist and imperialist ideologies shaped early American thinking about feminism. It deals with issues such as race, national identity, feminism, and modernity.

**Carter Vaughn Findley (The Ohio State University).** *The Turks in World History* (Oxford University Press) surveys the development of Turkish peoples across the last two millennia, from their roots in inner Asia to their centrality today in the Turkish Republic, five post-Soviet republics, and several other Eurasian societies. It brings together political, cultural, economic, and social themes, tracing Turkish development up through the modern period.

**Carole Fink (The Ohio State University).** *Defending the Rights of Others: The Great Powers, the Jews, and International Minority Protection, 1878–1938* (Cambridge University Press). This work describes and analyzes the development of Great Power policies for protecting Europe's minority groups over a sixty-year period: the efforts of Jewish leaders to defend their own kindred people, the League of Nation's

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## Publication Award

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minority protection system, the resistance of many governments to outside pressures, and the rise of persecution in Germany.

**Liette Gidlow (Bowling Green State University).** *The Big Vote: Gender, Consumer Culture, and the Politics of Exclusion, 1890s–1920s* (Johns Hopkins University Press) examines the role of get-out-the-vote campaigns of the 1920s in transforming American political culture. The work argues that efforts to increase turnouts involved complex motives, which often ran counter to equality or full enfranchisement of the “least powerful groups in society.”

**Peter L. Hahn (The Ohio State University).** *Caught in the Middle East: U.S. Policy Toward the Arab-Israeli Conflict, 1945–1961* (University of North Carolina Press). This work focuses on the early years of U.S. involvement in the Arab-Israeli dispute, drawing on wide-ranging archival sources to show that the Truman and Eisenhower administrations focused more on Cold War concerns than on peace and thus missed chances to promote peace between Israelis and Arabs.

**Jane Hathaway (The Ohio State University).** *A Tale of Two Factions: Myth, Memory, and Identity in Ottoman Egypt and Yemen* (State University of New York Press). Deconstructing a wide range of rituals, stories, and myths, this work revises standard accounts of the origins of the two factions that kept Egypt divided in the 1600s and 1700s, the Faqaris and Qasimis. It sees the factions’ origins in the general crises that plagued the Ottoman empire in the early modern world.

**Thomas Constantine Maroukis (Capital University).** *Peyote and the Yankton Sioux: The Life and Times of Sam Necklace* (University of Oklahoma Press) concentrates on the role of Necklace, the chief priest of the Yankton Sioux Native American Church (1929–1949), in fighting for his people’s right to practice the Peyote religion and maintain their spiritual and cultural autonomy. It looks at seven generations of family history and their struggle against the U.S. government.

**James H. O’Donnell III (Marietta College).** *Ohio’s First Peoples* (Ohio University Press) surveys the histories of the Native Americans of Ohio, beginning with the Adena and Hopewell cultures some 2,500 years ago, and continuing through the removal of the Wyandots in the 1840s. It makes it clear that the incoming settlers’ quest for land doomed the first people’s efforts to maintain their homes.

**Allan Peskin (Cleveland State University).** *Winfield Scott and the Profession of Arms* (Kent State University Press) draws heavily on Scott’s personal and official correspondence, studying the entire career of the man credited more than any other with professionalizing the U.S. Army. It treats his roles in all of America’s nineteenth-century wars, as well as his run for the presidency as the Whig nominee in 1852.

**Christopher A. Reed (The Ohio State University).** *Gutenberg in Shanghai: Chinese Print Capitalism, 1874–1937* (University of British Columbia Press) draws on materials from sociology, science, technology, political science, cultural studies, and history, examining the rise of a unique form of print culture in three major Shanghai publishing houses early in China’s modern era. It challenges earlier approaches that saw Chinese modernity as either unduly or inadequately influenced by the West.

**Nathan Rosenstein (The Ohio State University).** *Rome at War: Farms, Families, and Death in the Middle Republic* (University of North Carolina Press) challenges the traditional view that military conscription led to the decline of small Roman farms in the period between 330 and 133 B.C. The work contends that military deaths precipitated a growth in birthrates and, as a result, caused a serious problem with overpopulation and landlessness.

**Leigh Ann Wheeler (Bowling Green State University).** *Against Obscenity: Reform and the Politics of Womanhood in America, 1873–1935* (Johns Hopkins University Press) utilizes the activities of Minneapolis native Catheryne Cooke Gilman to examine the work of female anti-obscenity activists during the Progressive Era. The work shows the feminists’ own debates over burlesque theater, sex education and the regulation of film, as well as their fight against obscenity.

### Capital University

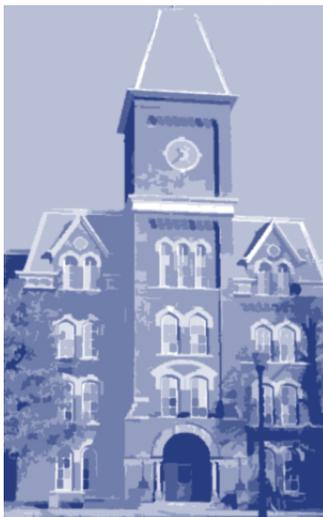
**Harry Jebson** received a sabbatical for Spring 2004. He is completing a biography on Charles Comiskey.

**Thomas Maroukis** published *Peyote and the Yankton Sioux: The Life and Times of Sam Necklace* (Norman: University of Oklahoma Press, 2004). The book has been added to Oklahoma's Civilization of the American Indian Series, Vol. 249. He also published "Reign of Sundiata of Mali" in *Great Events from History: The Middle Ages* (Pasadena: Salem Press, 2004). He was awarded an international enrichment grant in 2003 to visit Alexandria for the opening of the new library, Bibliotheca Alexandria.

**Alexander Panstov** has contributed a chapter "Stalin and the Left Opposition in China," in *Revolution and Reforms In Modern China* (Moscow: Moscow State University, 2003). He has also published "Stalinization of the People's Republic of China," in William C. Kirby, ed., *Realms of Freedom in Modern China* (Stanford: Stanford University Press, 2004); "Stalin and Chinese Communist Dissidents," in *Reflections at the End of a Century* (Youngstown State University, 2003); "Stalin, Khrushchev, and Modernization of the People's Republic of China in the 1950s" in *Russia and China: Traditional Values and Modernization* (Taipei:

Tamkang University Press, 2003); and "Bolshevik Concepts of the Chinese Revolution," in *The Chinese Revolution in the 1920s Between Triumph and Disaster* (London: Taylor and Francis Press, 2003). He also received the Praestantia Award recognizing him as the Teacher of the Year.

**Kay Slocum** received a sabbatical for 2003–2004 to conduct research in England for her forthcoming text *Medieval Civilization* (Belmont, Calif.: Wadsworth, 2005). Her book will also be issued by Lawrence King Publishers in London.



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## *The Ohio State University*

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**Michael Les Benedict** published with co-editor John F. Winkler the two-volume *The History of Ohio Law* (Athens: Ohio University Press, 2004). In it he published "Civil Liberty in Ohio." It has a foreword by Ohio Chief Justice Thomas J. Moyer and an introduction by Benedict and Winkler. Prof. Benedict retired December 2004.

**Kevin Boyle's** book *The Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age* (New York: Henry Holt, 2004) was awarded the National Book Award for nonfiction.

**Cynthia Brokaw** edited *Printing and Book Culture in Late Imperial China* (Berkeley: University of California Press, 2005).

**Carter Findley** published *Turks in World History* (Oxford: Oxford University Press, 2005). The History Book Club will also license the book.

**Alan Gallay's** book *The Indian Slave Trade* (New Haven: Yale University Press, 2002) received the Washington State Book Award.

**James Genova** published *Colonial Ambivalence, Cultural Authenticity, and the Limitations of Mimicry in French-Ruled West Africa, 1914–1956* (New York: Peter Lang Publishing, 2004).

**Susan Hartmann** co-authored with James L. Roark, Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, and Alan Lawson, *The American Promise: A History of the United States*, 3rd edition (Boston: Bedford/St. Martins, 2005).

**Jane Hathaway** received a National Endowment for the Humanities fellowship for the academic year 2005–2006.

**Mitch Lerner** won the Mary Ball Washington Fulbright Distinguished Chair at UC-Dublin for the next academic year.

**José Antonio Sánchez Román's** book *La dulce crisis, Estado, empresarios e industria azucarera en Tucumán, Argentina (1853–1914)* was awarded the monograph prize by the Provincial Government of Seville in its annual book competition entitled "Nuestra America."

**Stephanie Shaw** was awarded The Fletcher M. Green and Charles W. Ramsdell Award for the best article published in *The Journal of Southern History* in the years 2002 and 2003, at the Southern Historical Association meetings, November 4, 2004. Her article was titled "Using the WPA Ex-slave Narratives to Study the Impact of The Great Depression," which was published in August 2003.

**Brigitte Søland** edited with Mary Jo Maynes and Christina Benninghaus, *Secret Gardens, Satanic Mills: Placing Girls in European History, 1750–1960* (Bloomington: Indiana University Press, 2004).

**Judy Tzu-Chun Wu** published *Doctor Mom Chung of the Fair-Haired Bastards: The Life of a Wartime Celebrity* (Berkeley: University of California Press, 2005).

**Dale Van Kley** received the Friedrich Solmsen Fellowship at the Institute for Research in the Humanities at the University of Wisconsin-Madison for the academic year 2005–2006.

**STANDARDIZED TESTING***continued from page 6*

what they are learning or to explore topics in greater depth. How much integrity is there in an AP World history course taught to 9th graders? How many really deserve to pass out of a college survey course? But a score of 4 or 5 sure helps them get into selective schools.

The bottom line is that the OGT should ensure that Ohio students have a baseline of knowledge about recent history and possess some rudimentary skills of analysis and interpretation. This should be especially important for many weaker students who might otherwise not be challenged to master this information. Their knowledge of world history before 1750 and U.S. history before 1877 will not be what we as historians would like, but this can be met by offering junior-senior electives. With regard to the AP program, the Educational Testing Service will dictate what we teach to our upper-level students, but the best teachers will use these courses to stretch students beyond what they might otherwise get in a high school curriculum.

*Tim Connell has been teaching for twenty-six years in the Cleveland area.*

**JAPANESE POPULAR CULTURE***continued from page 5*

able to team teaching, thus making it practical to include additional instructors on the trip—producing a better student-to-instructor ratio—and helping students actively connect history with related disciplines like geography, anthropology, economics, and literature. A successful short-term experience, especially one aimed at freshmen and sophomores, can also provide students with the confidence to participate in immersion programs in their junior and senior years that will further enhance their language skills as well as their ability to appreciate and adapt to foreign cultures. In this way, if they serve as stepping stones to longer, more intensive semester or year-long study abroad programs, rather than as substitutes, short study tours like this one can benefit both students and universities beyond the exploration of a narrow topic by contributing to the creation of a more globally experienced and historically aware university community.

*R. W. Purdy is Associate Professor of History at John Carroll University*



JCU students at the Sophia University gate.

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- YOUR REGISTRATION PACKET WILL BE AVAILABLE FOR PICK UP AT THE CONFERENCE REGISTRATION DESK.
- PLEASE MAKE CHECKS PAYABLE TO OHIO ACADEMY OF HISTORY.
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