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The Newsletter of the Department of History

101 Read Hall • Columbia, MO 65211

Phone: 573•882•24813

www.history.missouri.edu

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A Note from the Chair

By John Wigger

This academic year is off to a great start. In August, we welcomed two new young, dynamic professors to the department: Harrison Kim and Victor McFarland, kicked off the Kinder Forum on Constitutional Democracy (KFCD) in partnership with the Department of Political Science, and continued a wide range of teaching and research activities.

Professor Linda Reeder's summer course in Rome, History 4085, Rome: From Fascism to Liberation, was a great success. Also, be sure to check out the department's digital history project, digitalhistory.missouri.edu. Developed by professors Daniel Domingues, Jerry Frank, and Linda Reeder, the project showcases student scholarship and faculty projects through digital media. The exhibit resulting from Reeder's summer program in Rome is among the inaugural entries in the project. On the site you

will find Rome: From Fascism to Liberation, Women in the European Empires, and Femmes Fatales: Dangerous Women in 10th-Century Art. Details can be found on page 7.

Professor Wilma King's participation in the University of Missouri Global Scholars Program in South Africa is another wonderful example of our faculty reaching out to the broader world. Her work on children's activism in the United States and South Africa is fascinating.

The KFCD allowed us to hire two new postdoctoral and research fellows, fund three dissertation fellowships, and sponsor an undergraduate fellows program. This summer, the KFCD will sponsor a program in Washington D.C. in which 15 undergraduates will participate in internships and earn course credit. Almost all of the expenses associated with the summer program will be covered by the KFCD. This is a wonderful opportunity for our undergraduate students; one that will provide them with a rich learning experience.

As you will see, despite the funding challenges that the university faces, we have continued to publish good books and find new and exciting ways to engage our students. As always, we would love to hear from you. Let us know what you think!

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Considering making a donation to the history department? For information on doing so, click on this [link](#). The department chair and the development office of the College of Arts and Science will be pleased to discuss with you any plans you may have to help the Department of History.



Welcome New Faculty

The department is pleased to welcome **Cheehyung (Harrison) Kim** and **Victor McFarland** as our newest faculty members.

Cheehyung (Harrison) Kim



is the Korea Foundation Assistant Professor of History. Harrison was a Javits fellow at Columbia University where he earned his doctorate in 2010. His research centers around everyday life, industrial work, socialism, and cities in East Asia, Korea, and, in particular, North Korea. He studied anthropology as an undergraduate at the

University of Texas at Austin.

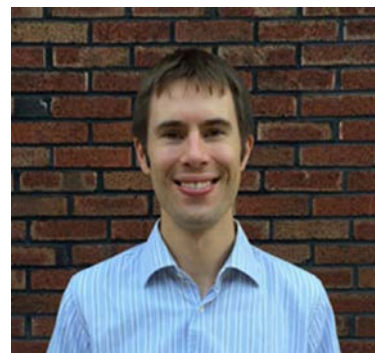
Harrison has conducted postdoctoral research at Hanyang University's Research Institute of Comparative History and Culture, in Seoul, South Korea, where he participated in a project on the transnational history of life, and at Duke University as a faculty fellow of the American Council of Learned Societies, jointly appointed in the Asian and Middle Eastern Studies Department and the History Department.

He is writing his first book, titled *The Furnace is Breathing: Work, Everyday Life, and Industrial Modernity in North Korea, 1953-1961*. It explores the importance of industrial work after the Korean War as a defining ideological activity in North Korea's socialism. It also looks at the lives of the workers who lived during the demanding times of postwar reconstruction.

Born in Seoul, Harrison grew up in Singapore, the Philippines, New Jersey, New York City, and Texas. Along the way, he feels he is lucky to have met many wonderful, inspiring people in both academia and activism. He loves teaching at MU and doing research, and he also loves hanging out with Sophia, his partner, and playing with Stella and Daria, his two kids.

Victor McFarland

is the new assistant professor of history with teaching and research interests that include the history of the United States and the world, U.S. relations with the Middle East, 20th-century America,



American political and social history, the modern Middle East, and the global oil industry.

Working on contemporary international issues like energy, Middle East politics, and climate change allows McFarland to make historical scholarship more accessible to students by connecting history to current events and policy debates. At Yale, he taught seminar-style discussion groups and delivered lectures as part of large introductory courses.

He is currently working on a book that examines the relationship between the United States, the Arab nations of the Persian Gulf, and the global oil market during 1970–1981.

Originally from North Idaho, McFarland received his BA from Stanford University and earned two masters and a doctorate from Yale University. Before coming to MU, he was a Dickey Center fellow at Dartmouth College.



The Kinder Forum on Constitutional Democracy

The fall 2014 semester started early for the Kinder Forum on Constitutional Democracy (KFCD/



Some KFCD Society undergraduate fellows in attendance

the Forum), a new interdisciplinary initiative housed in the Departments of History and Political Science and designed to encourage the study of American political thought and history.

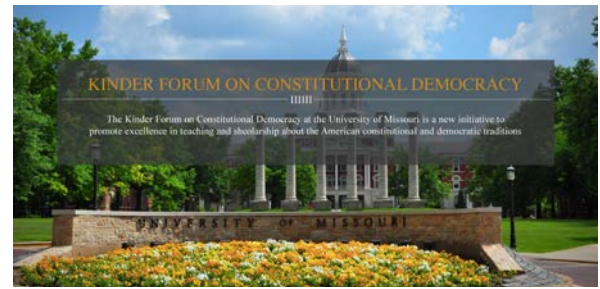
Over August 15–17, the inaugural class of the program's Society of Undergraduate Fellows convened at the Tiger Hotel in Columbia for a residential conference led by KFCD faculty members, including Forum Directors Jeff Pasley (history) and Justin Dyer (political science). The conference was just one in a number of events that the Forum sponsored on and around the MU campus during the first months of the school year. From a Constitution Day lecture on the legacy of the 14th amendment delivered by Notre Dame Distinguished Professor of History Michael Zuckert to a discussion of the Supreme Court's landmark *Burwell v. Hobby Lobby* decision between Law School Professors Joshua Hawley and Frank Bowman, the Forum has already begun to realize its mission of promoting excellence in scholarship and teaching about American constitutional and democratic traditions. What follows is a brief recap of the Kinder Forum's fall 2014 programming at the undergraduate, graduate, faculty, and local levels.

Undergraduate:

In addition to sponsoring the Society of Fellows—which will publish the first issue of its undergraduate-run scholarly journal, *Democracy: Within and Beyond*, in the spring—the Forum also offers a minor and a certificate in American constitutional democracy, and it recently received an overwhelming number of applications for



Students at the 14th amendment event



the first class of its Kinder Scholars Program. In all, the Forum received 55 applications for 15 spots in the program, which includes a summer semester in Washington D.C., where students will take a team-taught course on Beltway politics and history and intern in the nation's capital.

Graduate: The Forum offered dissertation fellowships for 2014–15 to three graduate students in the history department: Jonathan Root, Jennifer Wiard, and Cassandra Yacovazzi. Root, Wiard, and Yacovazzi reported on their ongoing research during an October 27 panel discussion, moderated by School of Law Professor and Forum faculty member Carli Conklin, titled “Religious Freedom in Evangelical America: The View from the Historical Archives.” The Forum also kicked off its Friday History Colloquium Series in October with talks given by postdoctoral history fellows Benjamin Park and Armin Mattes (see below).



Jonathan Root, Jenny Wiard, Cassie Yacovazzi, Prof. Jeff Pasley

Along with the regional seminar in Early American History, the Colloquium Series provides graduate students, faculty, and scholars around the Columbia area with an opportunity to present works-in-progress to the campus academic community.

Faculty:

The first round of research and course development grant proposals came in during the fall semester, and the Forum is pleased to announce that Professor of History Robert Smale received a grant to develop a course on constitutionalism in the Americas, and that KFCD Fellow Benjamin Park



received a grant to develop a course with Professor of Political Science Jay Dow titled, *The Scots and the Making of America*.

Columbia:

As part of its core mission, the Forum continues to explore ways to extend its educational programming beyond the shadow of the columns. This semester, Justin Dyer is leading a monthly seminar on C.S. Lewis' political thought with professionals in the community, and in the spring, the Kinder Forum will host a reading group focusing on American democratic traditions for secondary social studies and language arts teachers in the Columbia Public Schools system.



Armin Mattes, Kinder Research Fellow Ben Park, Kinder Post-doctoral Fellow

Since August, Read Hall has also been home to the Kinder Forum's postdoctoral and research history fellows. After earning his PhD in history at the University of Cambridge, **Benjamin Park** joined the KFCD to teach undergraduate courses and continue work on his current book, which focuses on conceptions of nation in the early American republic. Having just completed his forthcoming book, *Citizens of a Common Intellectual Homeland*, while spending a year as a fellow at the Robert H. Smith International Center for Jefferson Studies, **Armin Mattes** joined the Forum to begin research on his next project, a monograph on the transformation of the meaning and practice of patronage in America from 1750 – 1850.

The Kinder Forum on Constitutional Democracy is a partner program of the Jack Miller Center for Teaching America's Founding Principles and history, and is made possible by a generous grant from the Kinder Foundation, a family foundation established by Rich and Nancy Kinder.

For more information—including a video of *Time Magazine* editor-at-large David Von Drehle's Town & Gown Lecture and a full list of courses currently offered as part of the minor in constitutional democracy—please visit the FCD website, democracy.missouri.edu.

Welcome New Graduate Students

Master's Students (and adviser)

Katelynn Ball	Koditschek
Madalynn Deming	Rymph
Linda Ingalls	Whites
Megan Veberg McConville	Whites
Garrett Morgan	Whites
Kyle Myers	Koditschek
Sarah Orler	Whites
Samuel Spurgin	Koditschek
Colby Turberville	Huneycutt

Doctoral Students (and adviser)

Taylor Craft	Huneycutt
Andrew Dinovo	Reeder
Zachary Dowdle	Pasley
Taylor Gruman	Worthington
Aleksandra Kinlen	Frymire
Andrew Saeger	Koditschek





The Forum

MU Undergraduate History Students in Rome

Photos courtesy of student participants

By Linda Reeder

During June 2014, 11 MU students accompanied Associate Professor Linda Reeder on a month-long walking tour of Rome, studying the history of fascism, war, and occupation. For the average tourist, Rome is a city of ancient ruins, art, and popes. What few tourists realize, however, is that what they assume to be the immutable, unchangeable remnants of the ancient Roman Empire, or the untouched genius of the Renaissance masters, have been shaped and molded by the city's more recent history. Over the course of the month, we uncovered this history hidden in plain sight in the ruins, streets, piazzas, and houses.

During the first two weeks, we explored how Mussolini's ascension to power altered the



Via della Conciliazione

physical, social, and cultural cityscape. In the space of two decades, fascist archaeologists, architects, and urban planners excavated and restored the temples and government buildings in the Forum, monuments to the political and military strength of the Roman Empire, then they encircled the ruins with a wide, four-lane modern road, simultaneously fusing fascism with the glory of ancient Rome and the technological power of the modern world. Walking up the Via della Conciliazione toward the Vatican, we saw how, with the creation of this new road linking the Papacy to the Italian state, Mussolini memorialized the signing of the Lateran Accords that ended the longstanding feud between the

Italian State and the Vatican.

We explored the ways fascism sought to remake Italian society and culture as we toured the university, redesigned by the regime's leading architects, the neighborhoods of the fascist elite, and Mussolini's house and office. We saw how fascist ideals of corporatism and collectivism reified in architecture ultimately failed to erase existing class divisions and social hierarchies.

We walked through planned working-class neighborhoods built to house those forced from their homes during the urban renewal projects. We discovered fascist slogans still inscribed in building facades, evidence of the ways fascism promoted the appearance, if not the reality, of collective

loyalty and allegiance. We toured the Stadio, designed to promote physical education, virility, and strength, and the film studios at Cinecittà, founded under fascism to manufacture propaganda films.

During the second two weeks we studied the history of the Italian campaigns in World War II and the battle for Rome. After the brutal allied bombings in July 1943, Rome was declared an open city, a demilitarized zone by Allies and Axis, yet, as we discovered walking through the working-class neighborhood of San Lorenzo, the bombings did not stop. We walked through the working-class neighborhoods where the German elite lived



students at the Stadio





entrance to the Fosse Ardeatine

during their nine-month occupation and toured the Gestapo headquarters where Romans were imprisoned and tortured. We toured the Jewish neighborhood and learned about the deportations that sent thousands of Roman Jews to Aushwitz. We uncovered stories of everyday acts of resistance, cowardice, generosity, and greed.

This course, the first faculty-led study abroad opportunity offered through the history department, provided students a new kind of classroom experience where they learned about the past using a living city as their textbook. During the course, students documented what they learned through photos and journals. As a class, they collaborated on a digital exhibit entitled, [*Rome: From Fascism to Liberation, 1922-1944*](#).

Next summer, MU students will once again travel to Rome and continue the work started by class of 2014.



The department is excited and proud to announce the launching of the University of Missouri Digital History website.

Over the past decade increased access to digital archives and exhibits has markedly altered the production and consumption of history. The growing abundance of

digitalized sources, geo-mapping software, and videos offer historians the opportunity to ask different questions and employ new methods. The ease of building websites and creating online exhibits has moved history in to public spaces in new and exciting ways. Weaving together new evidence, new forms of presentation, and new voices, these sites illustrate how new media and technologies are blurring the lines between academic and public history.

Coordinators for the project are Linda Reeder (reederls@missouri.edu), Daniel Domingues (dominguesd@missouri.edu), and Jerry Frank (frankje@missouri.edu).

Reeder is an associate professor of history specializing in modern Italy, gender and women's history, and migration studies. She seeks to integrate digital projects into many of her courses.

Domingues is an assistant professor of African history here at Mizzou and is co-manager of [*Voyages: The Trans-Atlantic Slave Trade Database*](#). Domingues received his doctorate in history in 2011 from Emory University, Atlanta. His research focuses on the history of the slave trade from west central Africa, and it received funding from several institutions, including the Andrew W. Mellon, the Calouste Gulbenkian, and the Luso-American foundations. His research is available in peer-reviewed journals in English and Portuguese, such as *History in Africa* and *Revista Afro-Ásia*, as well as on the Internet. You may follow his work at Academia.edu.

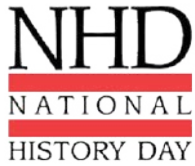
Frank (frankje@missouri.edu) is an assistant professor and the Mizzou Advantage faculty fellow. His first book, *Making Rocky Mountain National Park: The Environmental History of an American Treasure*, was released in September 2013. Frank is passionate about experiential learning, collaborative projects, and student success.

[Digital History at MU](#) seeks to explore the possibilities inherent in digital media by showcasing student scholarship and faculty projects. Student projects originate in MU history courses.

Internship Update

By Linda Reeder, Director of Undergraduate Studies

Over the past year, the Department of History Internship Program has continued to play a central role in our undergraduate program. We placed 15 students at five sites throughout the state, providing students the opportunity to work directly with



archivists, librarians, public historians, and [National History Day](#) coordinators.

The internships offer a unique opportunity for students to learn first hand about myriad history-related professions and the skills involved in them, including historic preservation, the complexities of creating physical and virtual history exhibits, and the importance of history in our secondary schools. Each year, the students who are able to participate in the program testify to the ways these experiences broaden their scholarly experience, teach them new skills and open up new professional possibilities.

A number of students chose to work in local and state museums, including the [Museum of Missouri Military History](#) and the [Missouri State Museum](#). Museum internships offer students the opportunity to work with artifacts and mount exhibits. As one student commented, it “provides a real glimpse into what is involved in running and working at the museum.” Under the supervision of Charles Machon, the museum coordinator at the military history museum, students created their own exhibits on the history of explosive weapons from the Civil War to the present. Philip Bland described how the best part of the experience was that it “gave us hands-on experience with artifacts.” At the Missouri State Museum, Jackson Ely was excited to work with “moon rocks from *Apollo 11* and *Apollo 17* landings, baubles from the 1904 Worlds Fair and Civil War and World War I flags,” on projects that included cataloging Civil War infantry flags, researching the history of sweet gum mortars, and river boats.

Several of our students interned at the [State Historical Society of Missouri](#). Under the supervision of Jeff Corrigan, director of the [State Historical Society Oral History Program](#), students gained an appreciation of the value of first-hand accounts and the difficulties of working with them. Most of the students worked on the Missouri Veterans Oral History Project, collecting personal histories from veterans of WWII, the Korean conflict, and the Vietnam War. In the life stories of the veterans, history comes alive. Katie Wibbenmeyer was entranced by all the stories of “veterans, political activists, and even people who attended one-room schoolhouses in the beginning of the 20th century.”



Among our most-popular internships is the one that involves working with National History Day. MU students helped coordinate all aspects of the two-day competition: seeking sponsorships, organizing the event, and judging submissions from secondary schools. National History Day provides history department interns with the opportunity to work in a professional environment, honing their teamwork and problem-solving skills, while at the same time, sharing their passion for history with the next generation of history majors.

Over the summer, Matthew Buchholz interned at the [University Archives](#) where he worked on web pages recounting the history of the university’s media outlets, two major radio stations, KBIA and KCOU, and the television station KOMU. He also researched the role S.J. Rollins played in the opening of the MU School of Mines and Metallurgy and the political history of the Legion of Black Collegians. Over the course of the month Matthew honed his research and Web-design skills, and he gained insight into the world of archivists and the history of MU. “The actual research was incredibly interesting,” he explained, “because I was learning about the university and organizations in which my friends participate.”

This fall, we had a record number of applicants to the internship program, and plan to expand



our offerings in and out of state. With the history department's partnership with the Kinder Forum on Constitutional Democracy came the opportunity to offer internships in Washington D.C. Working with the Forum's advisers, students identify a museum, historical society, library, or archive and apply for an internship position. While in Washington, the students participate in a course on the history of American democracy taught by MU faculty. Partial stipends are available for interested students.

The history department has also decided to create an undergraduate emphasis in public history for history majors interested in pursuing careers outside the boundaries of academia. Public history, which focuses on the production and dissemination of history to a wide audience, prepares students for a wide range of careers in museums, archives, historic preservation, and education in both the public and private sectors. Internships are integral to the work of public history, and students who choose this path will be required to participate in the program. The history department is working to expand our local partnerships and seek placements outside of the state. As part of the college commitment to widening opportunities for our undergraduates, the dean of Arts and Science has recently made available scholarships for study abroad and experiential learning for all A&S majors. These awards enable us to encourage our students to compete for national internships in Washington D.C., New York City, or with the National Park Service, to name just a few examples.

Wilma King & the University of Missouri-University of the Western Cape Exchange

By Arvarh E. Strickland Distinguished Professor of African American History Wilma King



One of the most rewarding opportunities associated with my joint appointment in the Departments of History and Black Studies at the University of Missouri began unfolding in 2011 when I was selected to participate in the University of Missouri Global Scholars Program. The destination of the MU scholars was South Africa.

My interest in the activism of children, especially their participation leading to the end of segregation in public places across the United States in the 1960s, was the catalyst for my Global Scholars application. The role of children in the modern Civil Rights Movement in the U. S. is relatively well documented. By contrast, the activism of children in South Africa is less well documented, and I was interested in knowing how South African children responded to the legalized discrimination surrounding them. Were the responses of children in South Africa similar to those of children in the United States? Was there an obvious change over time in their transition from passive victim to active agent in the struggles for civil rights? More specifically, what, for example, prompted South African children to participate in the Soweto uprising? Were their attitudes comparable to those of boys and girls who participated in the "children's crusade" in Birmingham, Alabama? What difference did the activism of American or South African children make in the growth and development of both a people and a nation striving for civil and human rights?



Once selected to participate in the 2011 Global Scholars Program, I was firmly committed to answering questions about children's activism in the United States and South Africa. Ultimately, the goal was to place my interests within the larger historical context leading to new curricular offerings in two parts. I proposed to offer History/Black Studies 3200, Black Freedom Movement, in the spring 2012 term, and I proposed to create a companion course in comparative black studies focusing on the dismantling of apartheid in South Africa and segregation in the United States.

In May 2011, I traveled with the Global Scholars to South Africa and consider three sites in or near Cape Town as central to the development of the comparative course. One of the three was the Mayibuye Center Collection, which is intricately linked to the Robben Island Museum. The Mayibuye Collection's vast cache of printed primary sources, manuscripts, and photographs provided a first-hand introduction to materials for curricular development. Additionally, the District Six Museum, a vivid reminder of the dispossession of 60,000 residents beginning in 1965 by South Africa's apartheid government, was critical to understanding the range of its oppression. The museum houses artifacts from the once-vibrant community, which the government declared a "white only" zone and from which it forced its non-white residents to relocate. In doing so, the men, women, and children of color left their homes, businesses, social connections, and heritage behind. Finally the third site, Robben Island, where Nelson Mandela spent many years imprisoned for his legendary role in "The Struggle," may be considered the capstone of locations for adding a global dimension to the black studies curriculum.

With the MU Global Scholars' trip in the background, and photocopies of documents, representative samples of popular music, and more than 1,000 photographs for use in class lectures in hand, I moved into a different stage of curricular development. Having only taught History 3200, Black Freedom Movement, in the fall 1999 term, I reintroduced myself to its scope and content by reading the recent literature on the subject and

University of Missouri Department of History electing representative music of the time before offering 3200 in the spring 2012 semester.

The Black Freedom Movement served as a critical segment in the creation of Black Studies 3624. I offered the new three-credit hour course in the spring 2013 semester and am satisfied with its basic comparative structure. However, I believe the course would benefit from the inclusion of a consistent gender component, which should be in place by the spring 2015 semester.

To accomplish the new goal, I traveled back to the University of the Western Cape in July 2014 to collaborate with Professor Lindsay Clowes, in their Department of Women's and Gender Studies. During our initial correspondence about the collaboration for the further development of the interdisciplinary course, Professor Clowes wrote:

"Over the last decade my research as an African historian has taken an increasingly interdisciplinary approach, drawing on theoretical insights emerging out of feminist theory, women's studies...critical men's studies [and] queer theory...to reflect critically on the power relationships produced through intersecting inequalities structured around gender, race, class, sexuality, and other salient markers of subjectivity."

Professor Clowes' research interests and questions central to her own work overlap with my own. Moreover, it is expected that her assistance in adding sources reflecting the gendered nature of "The Struggle" will result in a more-balanced treatment of the subject.

A critical component of the collaboration with Professor Clowes is her visit to MU during spring 2015 when Black Studies 3612, Black Comparative Studies: Apartheid and Jim Crow will be offered. Professor Clowes' participation in the further development of the course and presence for lectures are certain to make Black Studies 3612 richer and should appeal to persons interested in comparative history, gender studies, and black studies.



Faculty Notes

Abdullahi Ibrahim

Professor Emeritus Abdullahi Ibrahim presented a paper titled “Snoring Histories: The 1964 Revolution in Zanzibar” to a conference on the Gulf-African relationship held by the Gulf Research Center at Cambridge University, Aug. 26–28, 2014. He was also interviewed recently on [al-Jazeera Arabic](#) on the unfolding events in Ferguson Missouri.

Kerby Miller

Professor Kerby Miller has been busy of late. In addition to recent conference attendance at which he presented three keynote addresses or papers, he has been busy publishing articles and contributing chapters in several books.

PUBLICATIONS

“The Derry Watershed: Its Religious and Political Demography, 1622-1911,” *Field Day Review*, special issue on Derry City, no. 9 (2013), 39-54.

“People and Population Change, 1600–1914,” in Liam Kennedy and Philip Ollerenshaw, eds., *Ulster since 1660*. Oxford: Oxford University Press, 2012. Pp. 58-73. Co-written with Liam Kennedy and Brian Gurrin.

“Emigration in the Era of the Great Famine, 1845–1855,” in John Crowley, William J. Smyth, and Mike Murphy, eds., *Atlas of the Great Irish Famine*. Cork: Cork University Press, 2012. Pp. 214–227.

“The Great Famine and Religious Demography in Mid-Nineteenth-Century Ulster,” in John Crowley, William J. Smyth, and Mike Murphy, eds., *Atlas of the Great Irish Famine*. Cork: Cork University Press, 2012. Pp. 426–433.

“The Scots–Irish in Southwestern Pennsylvania, 1780–1810: Searching for ‘Irish’ Freedom–Settling for ‘Scotch–Irish’ Respectability,” in Warren Hofstra, ed., *From Ulster to America: The Scots–Irish Migration Experience, 1680–1830*. Knoxville: University of Tennessee Press, 2012. Pp. 165–210. Co-written with Peter Gilmore.

FORTHCOMING PUBLICATIONS

Catholics and Protestants in Eighteenth-Century Ireland: The Irish Religious Censuses of the 1760s. Dublin: Irish Manuscripts Commission, 2014–15.

“Walking Backward to Heaven? Edmond Ronayne’s Pilgrimage in Famine Ireland and Gilded Age America,” in Breandán Mac Suibhne and Enda Delaney, eds., *Power and Hunger: The Great Famine and Irish Popular Politics*. London and New York: Routledge, 2014-15.

CONFERENCES

Ernie O’Malley Symposium, Glucksman Ireland House, New York University, New York City, April 24–26, 2014. Paper.

“Irish America: Past and Present Perspectives,” Uppsala University, Uppsala, Sweden, March 20, 2014. Keynote paper.

“Global Legacies of the Great Famine,” Radboud University, Nijmegen, Netherlands, March 2013. Paper.

Robert Smale

Associate Professor Robert L. Smale, was recently honored by the University of Nevada, Las Vegas as their Honors College Alumnus of the Year. Smale



earned dual bachelors degrees in history and Spanish, graduating summa cum laude from UNLV Honors College in 1995. The Nevada Board of Regents chose him as the UNLV Student of the Year in 1995. During his senior year, Smale was named a

finalist for the prestigious and nationally competitive Rhodes Scholarship and was UNLV outstanding male athlete for four consecutive years beginning in 1992, serving as captain of the UNLV swim team for two years.



Upon completion of his doctorate in history at University of Texas at Austin, Smale accepted a faculty position here at MU in 2005. His professional work centers on the sociopolitical history of Bolivia in the early 20th century. He has been awarded numerous research fellowships for his work, including a Fulbright-Hays Doctoral Dissertation Fellowship from the U.S. Department of Education. He considers his greatest professional accomplishment to be his book, *I Sweat the Flavor of Tin: Labor Activism in Early Twentieth Century Bolivia*. The book examines the lives of workers and artisans in an important mining region in Bolivia.

Ian Worthington's Students Meet the Hoplite

By Ian Worthington

History came alive for the students in Professor Ian Worthington's Ancient Greek World class when Officer Gamal Castile of the Columbia Police Department, a long-time ancient military history enthusiast and reenactor, gave a presentation on hoplite warfare. Gamal brought along his custom-made panoply, including lion skin, and various full-length 8 foot spears and swords. He talked about how the arms and armor were made and used, what they represented, and the tactics that hoplite soldiers used in battle.



Officer Castile in Greek battle dress



Persian infantryman faces the Greeks

infantryman,
who had no body armor and only a bow and arrows

(not shown) and axe. It is little wonder that the Greeks were able to rout the Persians in the land battles of the Persian Wars, for example, or that when invading Asia, Alexander the Great was always more anxious about enemy cavalry than infantry! (Note: no student volunteers were harmed in the making of this class.)

Book Note

By the Spear: Philip II, Alexander the Great, and the Rise and Fall of the Macedonian Empire



Cover image

"History repeats itself, and that's one of the things that's wrong with history," remarked Clarence Darrow. True enough, and we can all come up with examples from the Big Bang to today supporting that view. So why can't we learn from history, so that history won't repeat itself? You can debate this question ad nauseam, and it's one into which I delve in my recent book on the fourth-century BC Macedonian empire as it relates to Alexander the Great's campaign in Asia, more specifically, in what are Iraq and Afghanistan today. I think the problems he faced in dealing with a multi-cultural subject population, as well as the strategies he took to what we could call nation building, need to be studied more, for they can shed light on contemporary events and even inform makers of strategy in culturally dissimilar regions of today's world.

Alexander's offensive was two millennia ago, but in my book, I draw parallels to previous Western involvement in Iraq and Afghanistan, from the British (who in the 19th century, by the way, used Alexander's method of making rafts out of skins and grass to cross the river Oxus—Amu Darya, the southern boundary of Bactria, to the Russian—to our own. True, Alexander didn't go to Iraq in the 330s BC to topple an exploitive regime and introduce democracy to an oppressed nation. Nor

later in that decade and the early 320s did he operate in Afghanistan as an ally of its government to stamp out threats to the region and the West. For one thing, there wasn't a "government" back then. No, he invaded—as others did after him—to conquer. And like everyone else, he failed because his nation-building strategy (to call it that) didn't fully grasp the volatility of the entire region, the interplay of religion and politics, and the resolve of the people. Sound familiar?

In the book, I go into a lot of detail discussing how Alexander and his (often-overlooked) father, Philip II of Macedonia, put together an empire that stretched from Greece to what the Greeks called India (present-day Pakistan), including Syria, the Levantine coast, and Egypt, and in size was really without parallel until the Roman Empire. Yet, unlike the Roman Empire, which took centuries to become the bloated entity it did, Philip, and especially Alexander crafted their vast empire in less than 40 years. Philip, who had lived too long in the shadow of his more-famous son, was the one that turned Macedonia from a dismal backwater on the periphery of the Greek world into it a military and economic powerhouse; he created the army that allowed Alexander to win the battles he did, and he was the one who formulated the plan to invade Asia—all within a reign of 23 years. Philip never fought in Asia as an assassin's dagger cut him down in 336. Alexander invaded Asia in 334; a decade later, he had brought down the Persian Empire and marched as far east as the Punjab, declaring the Hyphasis (Beas) River (the second-to-last river of the Punjab) his eastern boundary and the Southern (Indian) Ocean (on which he had quick sail) his southern. His spectacular battles and sieges against numerically greater foes became the stuff of legend, and in 323 he was all set to invade Arabia when he died, just short of his 33rd birthday, at Babylon. Usually the spotlight shines on Alexander as the creator of Macedonia's empire—Alexander the Great, remember—but not so. Philip had already established an empire in the West and was ready to expand into Asia when he was killed; he was the empire's architect and Alexander its master builder:

you can't have one without the other.

Aside from military and political narrative, I discuss a lot of other stuff in the book, such as the experience of war and battle for those involved, and especially the impact of the Macedonian army on the societies and cultures of the conquered—how the army was an avatar of social and cultural change in lands far removed from the traditional sphere of Greek influence—and how even foreign cultures impacted Greek. Alexander's conquests in Asia opened up economic and cultural contacts and spread Greek culture like never before; he made the Greeks aware that they were part of a world far bigger than the Mediterranean. But it's in that dilemma of West meeting East that we can tease out analogies to more recent history.

The Macedonians were always seen as the invader, despite Alexander's many (and often genuine) attempts to reconcile his disparate subject peoples to his rule and to integrate them into his army and administration. "Conquered" areas such as India and Afghanistan revolted as soon as he left them so they could go back to how things used to be. His dilemma of West meeting East set a pattern for history, highlighting especially how politics, social customs, and religion are tightly interwoven, often misunderstood, and spawn animosity for any outside force.

As I suggested, Alexander's campaign in Asia needs to be studied more, as lessons can be learned from it; if that happens, then perhaps George Bernard Shaw can be proved wrong in his claim that "We learn from history that we learn nothing from history." Of course, it goes without saying that a really good way to learn more about the Macedonian empire would be to buy my book!

Note: the above is based on an Oxford University Press blog about "unwinnable wars and not learning from history": <http://blog.oup.com/2014/06/unwinnable-wars-nation-building-iraq-afghanistan>

For a bit of fun, check out "my book, the movie," where I dreamcast *Spear*: <http://mybookthemovie.blogspot.com/2014/06/ian-worthingtons-by-spear.html>.



From You

Diana Ahmad, PhD'97



Ahmad has been promoted to full professor at Missouri University of Science and Technology in Rolla. Her research interests include the 19th-century American West, Chinese in the American West, domestic animals on the overland trails to the Pacific, late 19th- and early 20th-century United States naval

expansion in the Pacific. It appears that the promotion celebration included ice cream!

In addition, Ahmad has just learned that her teaching excellence has been recognized with Missouri University of Science and Technology's 2013-2014 Outstanding Teaching Award.



Vernon Mitchell Jr., BA '01, MA '03

Mitchell graduated with his doctorate in history on May 25, 2014 from Cornell University. It was the culmination of a lot of hard work, faith, and perseverance. David Skorton, president of Cornell, surprisingly mentioned Mitchell's 102-year old maternal grandmother, Ilene Wells, in his commencement address, which made the event all the more special (<http://www.cornell.edu/president/speeches/20140525-commencement-address.cfm>).



He is working as a postdoctoral fellow at Princeton University through The Graduate School, and he has very fond memories of his time at Mizzou and, in particular Read Hall. "The outstanding faculty and staff of the history department were an integral part of my intellectual development" he says, "and I am forever grateful for their collective encouragement and support while I was a student there."

Read Hall Reflections Tidbits from our Past



Combing the University Archives and Sate Historical Society's newspaper collections provides us with some interesting reading. Read Hall was the site of a women's dormitory but also served as the venue for numerous campus organizations over the years. The following article about such an event is reprinted from the *Missouri Alumnus*, Vol. XXXIX, no. 5, January, 1951.

ON CAMPUS - Read Hall
by Pat Lile, '51

To present-day Missouri students and recent graduates, Read Hall is synonymous with bustling activity and fun, but pre-1940 alumni may remember it as a women's dormitory. It was in January of that year that Read Hall was transformed into M.U.'s student union.

In the ten years since 1940, Read Hall has become the center of campus extra-curricular activities. It serves as the headquarters for 11 student groups and houses the dean of Students' office. In addition, it provides meeting room for countless campus organizations. Requests for meeting places have increased to the point where its bulging walls can no longer meet the demand. Two temporary buildings now take care of the overflow.



In spite of the cramped quarters, Read Hall compares very favorably with larger student unions in activities such as art and music which require little space, according to Miss Louise Robertson, resident director. In one way, this lack of space is an asset. It gives Read Hall an intimate, informal, and friendly air which makes students feel at home.

Read Hall's social program includes dances and mixers for new students sponsored by the recreation committee. One of the best-attended social events is the coffee hour committee's coffee hour on Friday afternoons. Besides offering a bit of refreshment this hour gives the students an opportunity to get acquainted with faculty members.

The recreation program is carried out chiefly by the recreation committee, but other committees also sponsor recreation activities. The recreation committee offers students dancing and bridge lessons and bridge and chess tournaments. Winners of the annual duplicate bridge tournament compete in regional and national tournies. Two years ago, the Missouri team won the Big Seven tournament.

This year the committee will bring the campus something new in style shows—a style revue for men only. The emphasis will be on entertainment and proper attire for particular occasions rather than the latest creations in men's clothing.



We Want to Hear What's Going on with You!

Our newsletter is one way we can stay connected with you. We enjoy letting you in on what's been happening in the department throughout the year. In return, won't you let us know what you have been up to?

We'd love to hear your news! — Include your name and your degree information (degree and year received). Be sure to let us know if we may include your news here and/or on the department's [alumni page](#).

Drop us a line at: News, Dept. of History, 101 Read Hall, Columbia, MO 65211, or e-mail a message to Lynn Summers at summersml@missouri.edu. Either way, we look forward to hearing from you!

The Department of History is committed to providing outstanding educational opportunities for our students. To help us continue to make a difference, simply print this page and fill out the form and mail it to Caitlin Meyer, Alumni Relations, 110 Lowry Hall, Columbia, MO 65211. If you prefer, you can donate over the phone at 800-430-2966 and speak with Catilin or e-mail her for more information at meyerc@missouri.edu.

I want to partner with the Department of History in its commitment to providing outstanding educational opportunities to its majors, graduate students, and faculty. Enclosed is my gift of:

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Faculty Directory 2014–15

Here is our faculty directory for the 2014–15 academic year. It includes contact information for current faculty followed by our emeritus professors.

Contact Information	Title and PhD Institution	Area of Specialty
John L. Bullion BullionJ@missouri.edu 573-882-6064	Professor University of Texas	American colonial
Mark Carroll CarrollMM@missouri.edu	Associate Professor University of Houston	U.S. South
Daniel Domingues DominguesD@missouri.edu	Assistant Professor Emory University	African slave trade
Keona Ervin ErvinK@missouri.edu 573-882-9465	Assistant Professor Washington Unviversity	African American
Jerritt J. Frank FrankJe@missouri.edu	Assistant Professor PhD, University of Kansas	U.S. environmental, indigenous peoples
John Frymire FrymireJ@missouri.edu 573-882-4658	Associate Professor University of Arizona	early modern Europe
Lois Huneycutt HuneycuttL@missouri.edu 573-882-5862	Associate Professor & Director of Graduate Studies University of California–Santa Barbara	medieval women, European
Ilyana Karthas KarthasI@missouri.edu 573-882-9462	Assistant Professor Brown University	French cultural and intellectual
Harrison Kim kimcheehyung@missouri.edu	Assistant Professor Columbia University	modern east Asia, Korea
Wilma King KingW@missouri.edu	Arvarh E. Strickland Distiguated Professor of History PhD, Indiana University	African American
Theodore Koditschek KoditschekT@missouri.edu 573-882-9457	Professor Princeton University	modern British social
Victor McFarland McfarlandV@missouri.edu	Assistant Professor Yale University	20 th century, international history
Kerby A. Miller MillerK@missouri.edu 573-882-3878	Middlebush Professor of History University of California–Berkeley	American urban, immigration, modern Irish
M. Michelle Morris MorrisMM@missouri.edu 573- 882-4380	Associate Professor Harvard University	early U.S. women
Lawrence Okamura OkamuraL@missouri.edu 573-882-8356	Associate Professor University of Michigan	ancient, late antiquity, Roman frontire



FACULTY DIRECTORY 2014–15, con't.

Contact Information	Title and PhD Institution	Area of Specialty
Jeffrey Pasley PasleyJ@missouri.edu 573-882-4385	Professor and Co-Director, Kinder Forum on Constitutional Democracy Harvard University	early U.S.
Linda Reeder ReederLS@missouri.edu 573-882-5856	Associate Professor and Director of Undergraduate Studies Rutgers University	modern European, women
Catherine Rymph RymphC@missouri.edu 573-882-4320	Associate Professor University of Iowa	recent U.S., women
Robert Smale SmaleR@missouri.edu 573-882-5007	Associate Professor University of Texas at Austin	Latin America
A. Mark Smith SmithAM@missouri.edu	Curators' Professor of History University of Wisconsin–Madison	medieval, history of science
Jonathan Sperber SperberJ@missouri.edu 573-882-7402	Curators' Professor of History University of Chicago	modern Germany
Steven A. Watts WattsS@missouri.edu 573-882-7866	Professor University of Missouri	American intellectual and early republic
LeeAnn Whites WhitesL@missouri.edu	Professor University of California–Irvine	Civil War and reconstruction, women, 19 th -century South
John H. Wigger WiggerJ@missouri.edu	Professor and Department Chair University of Notre Dame	U.S. social, cultural, and religious to 1865
Ian Worthington WorthingtonI@missouri.edu 573-882-0780	Curators' Distinguished Professor Monash University	ancient Greece
Russell Zguta ZgutaR@missouri.edu 573-882-0250	Professor Pennsylvania State University	medieval Russia

Emeritus Faculty

Richard Bienvenu BienvenuR@missouri.edu 573-882-6049	Winfield Burggraaff BurggraaffW@missouri.edu 573-882-6049	Robert M. Collins CollinsR@missouri.edu 573-882-6049	Susan Flader FladerS@missouri.edu 573-882-8264
Abdullahi Ibrahim IbrahimA@missouri.edu 573-882-6049			

