

# The Yardarm

Fall 2008 Newsletter

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## A Year at the Institute for Advanced Study

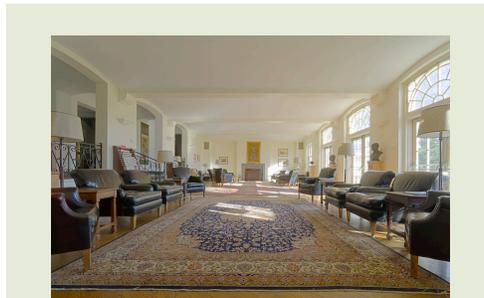
*Imagine the most ivory of ivory towers, a place where scholars from around the world spend their days thinking, reading, writing, and exchanging ideas over gourmet lunches. Now imagine this taking place in a bucolic setting with 590 acres of unspoiled woods, about a mile south of downtown Princeton. What you have imagined is the Institute for Advanced Study. Founded in 1930, the Institute's mission is "to encourage and support original, often speculative, thinking that produces advances in knowledge that change the way we understand the world." The home at one time or another of Albert Einstein, J. Robert Oppenheimer, Kurt Gödel, George Kennan, Clifford Geertz, Ernst Kantorowicz, and Caroline Bynum, the Institute for Advanced Study is one of the few institutions in the world where the pursuit of knowledge for its own sake is the ultimate goal.*

The Institute is divided into the Schools of the Social Sciences, Natural Sciences, Mathematics, and Historical Studies. Every year scholars from around the world compete for membership. I count myself very fortunate to have been selected by the permanent faculty of the School of Historical Studies to spend my sabbatical year as a member. My proposal was to study the influence of culture on the practice and representation of warfare in the Middle Ages, with the ultimate goal of writing a book on this subject. I discovered that my topic was of special interest to two of the School's permanent faculty, which probably accounts for the success of my application.

Life at the Institute proved to be more structured than I expected. A usual day involved an early morning walk in the woods, research and writing, lunch at the "historians' table," more work in the afternoon, punctuated by High Tea, and (in the fall

and spring) tennis in the early evenings. On Mondays at noon there were formal lectures by members of the School (mine was in early March). On Wednesdays the medieval seminar met—"medieval" was construed broadly to include historians of India, Tibet, and China—at which each of us presented our ongoing research.

One of the greatest benefits of studying at the Institute is the opportunity to meet and learn from scholars in related disciplines. My association with several art historians led me to study two works of art that are particularly important for my project: an early eighth-century whalebone casket from northern England known as the "Franks Casket" and a thirteenth-century French illuminated manuscript, the Morgan Library Picture Bible. The front panel of the Franks Casket depicts, side by side, the Adoration of the Magi and the revenge of Weland the Smith. Most historians had interpreted the juxtaposition as a contrast between Christian love and Pagan violence. My study of the casket's iconography in its historical context led me to the opposite conclusion: the scenes are complementary and united by the common theme of reciprocity, reflecting the extent to which the Christianity of early Anglo-Saxon England had been acculturated to the native Germanic ethos.



Studying at the Institute in style.

The Morgan Picture Bible is a collection of illustrations of events in the Old Testament. As it focuses on the Israelites conquest of the Holy Land, it has been identified as a Crusader Bible and has even been associated with St. Louis. The Morgan Picture Bible is well known to medieval military historians for its vivid and ferocious portrayals of warfare. Surprisingly, however, no military historian had ever systematically studied its representation of warfare. When I compared the seventy-one pictures depicting combat with contemporary accounts and archaeological evidence for medieval warfare, I concluded that the artists accurately portrayed every aspect of warfare—armor, weapons, siege machinery, even the straps on the horse's saddles—except for the fighting itself. The Morgan Picture Bible re-imagines warfare as extravagantly gory tournaments. The fantastic violence reflects the sensibilities of the *chansons de geste* of the period, emphasizing the prowess of biblical heroes and reminding the viewers of the risks taken by Crusaders.

My year at the Institute was even better than I had hoped. It was like being back in graduate school, except without pressure and with much better accommodations, food, and quality of conversation. I can't think of a better way to have spent a sabbatical. But, as much as I enjoyed the year away, I am glad to be back at the Academy amongst friends, colleagues and the midshipmen. I love research, but I am at heart an undergraduate teacher. I wouldn't want to draw too broad a line between the two activities. Excellence in college teaching cannot be sustained without scholarly engagement, which is why sabbaticals are as essential for undergraduate teachers as they are for faculty at research universities.

--Richard Abels

THE CHAIR'S CORNER

*With the amount of attention given here to STEM majors, it probably came as a surprise to many when "U.S. News & World Report" ranked the United States Naval Academy 22nd among all undergraduate liberal arts schools, placing it above Bryn Mawr, Colby, Bates, Mount Holyoke, and many other "name" colleges. We did even better in a survey of high school guidance counselors, who named the Naval Academy as providing the best overall undergraduate education. I don't take these rankings very seriously; few professional academics do. But I am confident that the History Department of the United States Naval Academy is, by any measure, among the very best in the nation. Just ask our majors about the quality of instruction they receive. Since the Naval Academy instituted the Class of 1951 Civilian Teaching Excellence Award in 1987, five of its twenty-two recipients have come from this department. Over the same period, four of our military instructors have been awarded the Clements Award for Excellence in Education.*

*Research and scholarship form the foundation of higher education. One cannot long remain an excellent teacher at the college level without also being an active scholar. It's little wonder, then, that a department so rich in outstanding teachers should also be home to so many internationally known scholars. Despite carrying a heavier teaching work-load than is usual among elite undergraduate schools, the History Department's faculty is committed to research and scholarship, as demonstrated by its publication record. By my count, current faculty members have written about forty books, of which five were published last year. (See page eight of this newsletter). The articles and professional conference papers produced by the faculty are too numerous to count.*

*The History Department is in the best sense a "service department." This is not only because we are responsible for teaching three core courses. I am thinking here more about the Department's commitment to providing naval officers with the intellectual tools to succeed in a multi-polar international environment of the twenty-first century. The History department has played a critical role*

*in implementing the Navy's Language Skills, Regional Expertise and Cultural Awareness (LREC) strategy. This entailed globalizing our Western Civilization core courses and adding to our regional offerings. A key step toward accomplishing these goals was hiring three outstanding young historians of East and South Asia. The quartet of Professor Maochun Yu, Assistant Professors Hayden Bellenoit, Lee Pennington, and Rick Ruth has made the Naval Academy a premier institution for study of Asian history. And I am proud to say we are equally strong in Middle Eastern history. Our military faculty has vigorously contributed to this, especially CDR Jeff Macris, who is organizing a symposium on the history of U.S.-Iranian relations, and MAJ Mark Deets who has brought into the classroom lessons drawn from his operational experience in Senegal. We have done this, moreover, without sacrificing the quality of course offerings in our traditional areas of strength, American and European history.*

*I am honored to have been elected Chair of the History Department, and I only hope that I can do nearly as good a job as my predecessor, Professor David Peeler, who has unerringly guided this department from strength to strength over the last four years.*

~Richard Abels

2008 Bancroft Lecture

*Dr. William Kelso will give the distinguished lecture entitled, "Jamestown, the Buried Truth," on 14 October in Mahan Hall.*

Dr. William M. Kelso is the director of archaeology for the Association for the Preservation of Virginia Antiquities Jamestown Rediscovery Project. A native of Ohio, Kelso received a Bachelor of Arts degree in history from Baldwin-Wallace College, and a master's degree in early American history from the College of William and Mary in 1964. In 1971, he received his Ph.D. from Emory University.

For more than forty years, Dr. William Kelso has built a reputation as one of America's foremost historical archaeologists concentrating on Early American history. He has served as director of archaeology at Colonial Williamsburg's Carter's Grove Plantation and at Thomas Jefferson's homes, Monticello and Poplar Forest. Dr. Kelso was also

commissioner of archaeology for the Virginia Historic Landmarks Commission.

In 1994, Dr. Kelso began archaeological excavations for the APVA to search for remains of the 1607 James Fort, thought by most people to have long been destroyed by river erosion. The Fort was soon discovered and became the centerpiece of the 400th anniversary of the founding of Jamestown in 2007.

Dr. Kelso has lectured on historical archaeology at the University of Virginia's School of Architecture since 1976 and, since 1995, has served as Adjunct Professor of History at the College of William and Mary. He has also lectured throughout the U.S. and



in England and has authored or contributed to numerous books and articles on archaeology including Jamestown: The Buried Truth (2007); Jamestown

Rediscovery I-VIII (1995-2004); Archaeology of Thomas Jefferson's Monticello: Artifacts of Everyday Life in the Plantation Community (2002); and, Kingsmill Plantations: Archaeology of Country Life in Colonial Virginia (1984).

Gulf & the Globe 2009 Conference

Four History Department personnel are helping to stage the "Gulf and the Globe 2009" conference, 28-29 January 2009, here in Annapolis. The event is an interdisciplinary, international conference, hosted jointly by the U.S. Naval Academy's Center for



Middle East and Islamic Studies and the U.K.'s Joint Services Command and Staff College (Britain's war college). The aim of the conference is to bring together a mix of scholars,

diplomats, military officers, students, businessmen and other concerned people to investigate the encounters between the world's global powers and the local states of the Persian/Arabian Gulf, from the Portuguese era to the present. MAJ Brian Ross, LT John Cauthen, and Professor Ernie Tucker are members of the conference planning committee. CDR Jeff Macris serves as co-coordinator, along with a British counterpart. The Center for Middle East and Islamic Studies is an interdisciplinary academic center at the Naval Academy, which draws upon the expertise of staff from across the Yard, including a heavy concentration of History instructors. For more information on the conference please visit [www.usna.edu/MiddleEast](http://www.usna.edu/MiddleEast).



## Bust Dedicated to the Department

On October 8, the Peruvian Navy presented to the Academy a bust of Admiral Miguel Grau, the leading Peruvian national hero. He went to sea at the age of eight to sail for the next ten years in Peruvian, British, and North American merchant vessels. In 1854 he joined the Peruvian Navy and twelve years later, in April 7, 1866, was in command of the corvette Union taking part in an engagement with two Spanish frigates off Abtao, south of Chile.

In 1879, when war was broken within Peru and Chile, he took command of monitor Huáscar and undertook a number of missions well inside Chilean controlled waters. His actions prevented the more powerful Chilean fleet from gaining control of the sea. As part of this campaign, on May 21 Grau engaged and sunk the Chilean corvette Esmeralda. He later wrote a sympathetic letter to the widow of the Chilean captain, Commander Prat. This kind of gesture, aimed at avoiding further suffering after the war, as much as his seamanship gained for him great respect even from his enemies. It took six months for the Chilean fleet to finally catch the Huascar, off Angamos. On October 8, 1879, the Huascar was hit several times and captured after losing power and losing her guns. Admiral Grau was killed shortly after the initiation of the engagement, and his junior officers also died or were severely wounded during the action.

This presentation is done in recognition to the long standing cordial relationship between the Peruvian Navy and the United States Navy. This bond has become particularly close since 1919 when a United States Naval Mission helped modernize its Peruvian counterpart. Most of the members of that United States Naval Mission were alumni of this Naval Academy.



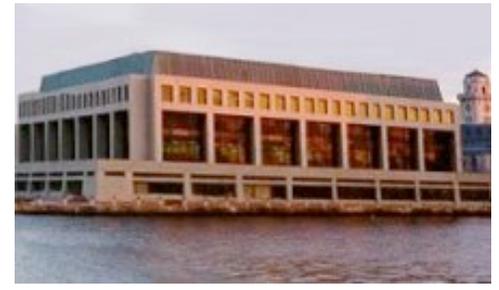
## 2009 Naval History Symposium

*September 10-12, 2009*

The Naval History Symposium Committee has begun its initial planning for the 2009 conference. Scheduled to run from 10 – 12 September, the sixteenth symposium will be the second conference following an eight year hiatus. Under the superb direction of Professor Miles Yu, the 2007 symposium hosted over 300 participants and 138 papers presented. The 2009 conference will be directed by CDR C.C. Felker and Assistant Professor Marcus Jones.

While a detailed schedule has yet to be finalized, the tentative schedule of events will begin with an early registration period at the Doubletree Hotel, the symposium headquarters, on Wednesday, September 9. Panel sessions will be begin on Thursday, followed by luncheon in the Bo Coppedge Room. A reception after the afternoon panels will be held in the newly-renovated Naval Academy Museum. Sessions will run all day on Friday, and the conference will wind up with a banquet at the Doubletree. Currently the tentative schedule has sessions scheduled for Saturday, submissions permitting. All presentations will be held in Sampson Hall.

The department is cordially invited to attend all panel discussions and the reception on Thursday evening free of charge.



## Nimitz Library and Historical Research

The History Department and Nimitz Library have a close working relationship. History Department faculty and midshipmen in history courses are consistently heavy users of the Library's resources and collections. The Library actively provides a variety of services and resources to support these needs. In fact, history call number areas make up the largest part of Nimitz Library's general collection and books in history call numbers are the most heavily circulated semester after semester. One of the Library's strengths is its naval and military history collection.

Besides continuing to acquire print-on-paper books, the Library subscribes to a number of major databases, journals, and online subscriptions in support of history. The Library also offers such services as focused library instruction for individual classes, interlibrary loan, and local article delivery service for faculty. There are also extensive collections of historical documents in microform. The Special Collections and Archives Department contains many unique and valuable items, especially in naval history.

Recently, the Library has purchased access to several hundred electronic books, mostly reference-type books, which are linked directly from the Library catalog record. The Library also has begun a subscription to the Times Digital Archive (full text of the Times of London back to 1785), additional collections of the Digital National Security Archive, another JSTOR collection, and the online Keesing's World News Archive.

Barbara Manvel (manvel@usna.edu) acts as the history subject specialist and the contact person for the History Department and for individual midshipmen with history research projects. She would be happy to discuss any Library matter with you at any time.



**CAPT Mark Hagerott**



CAPT Hagerott (shown at left) is a nuclear trained officer, earned his undergraduate degree from the United States Naval Academy (including studies at the US Military Academy, West Point), and was awarded an advanced degree from Oxford University in England where he studied as a Rhodes Scholar. In 1991 he was selected and served as a White House Fellow in the first Bush Administration. In 2008 CAPT Mark Hagerott completed his dissertation, "Commanding Men and Machines: Admiralship, Technology, and Ideology in the 20th Century U.S. Navy," at the University of Maryland, College Park, and was awarded his PhD in history of science and technology. His dissertation concerned technological innovation and social change, in particular, how organizations develop leaders in response to technological change. His research focused on the emergence of nuclear technology and the transformation of the naval officer corps in the post-WWII period. His research included survey data from approximately 2100 Annapolis graduates.

Prior to his current assignment, CAPT Hagerott served as military assistant to the Deputy Secretary of Defense. CAPT Hagerott served on five ships and most recently deployed to the Northern Arabian Gulf where he commanded *USS Kauffman* (FFG 59).

**LT John Cauthen**



LT John Cauthen (shown at right), a native of California, graduated from the United States Naval Academy in 2002. His orders first took him to Pensacola, Florida where he earned his wings in November of 2003. His ultimate duty station was in San Diego, California with HELANTISUBRON TWO, a helicopter squadron, based out of Naval Air Station North Island. As a pilot in HS-2, he flew the H-60F/H and was attached to the aircraft carrier *USS Abraham Lincoln*. He spent three years in the squadron, made two WESTPAC deployments, and participated in Operation Unified Assistance, which delivered humanitarian aid to survivors of the 2004 Indian Ocean Tsunami.

LT Cauthen arrived in Annapolis during the summer of 2007 and began his tour at the Naval Academy by attending American University in Washington, D.C., under the auspices of the Graduate Education-Plus Teaching Program (GET). Upon earning his MA he joined the History Department faculty and is now teaching U.S. Naval History (HH104). His research interests include British Empire, Naval History, and Ocean Worlds. He and his wife Megan reside in Annapolis, and they are expecting their first child in January of 2009.

**LT D.J. Ricketts**



Born in Orange County, California, LT D.J. Ricketts enlisted in the United States Air Force in 1991. After several overseas tours in support of both *Operation Desert Storm* and *Operation Restore Hope*, LT Ricketts was honorably discharged from active military service. Upon graduation from the University of Hawaii at Manoa, LT Ricketts was sworn into the United States Navy and completed Officer Candidate School in 2001. He was awarded his "Wings of Gold" in August of 2003.

LT Ricketts' first operational assignment was with the "Chargers" of HC-6. His first deployment was aboard the *USNS Arctic* (T-AOE) as the SARO and Tactics Officer in support of both the COMSIXTHFLT and COMFIFTHFLT AOR. In August/September 2005, LT Ricketts was deployed aboard the *USS Iwo Jima* in support of hurricane Katrina/Rita humanitarian relief. Following several stateside deployments, LT Ricketts was attached to the *USS Kearsarge* in support of PANAMEX 2006. In October 2006, LT Ricketts was assigned as the Assistant Officer-In-Charge of HSC-26 "Desert Hawks", operating out of Bahrain International Airport.

On 7 June 2007, LT Ricketts was accepted into the GET Program sponsored by the United States Naval Academy. LT Ricketts' research interests include South Asian religious and military history.



**Professor Mary DeCredico**



Mary DeCredico joined the History Department in 1986 after receiving her Ph.D. from Vanderbilt University. Her specialty is the Civil War era and the Confederacy. Mary's first book, *Patriotism for Profit: Georgia's Urban Entrepreneurs and the Confederate War Effort* (University of North Carolina Press) received the Museum of the Confederacy's Jefferson Davis Award for outstanding scholarship on the Confederacy. She has also written *Mary Boykin Chesnut: A Confederate Woman's Life* (Rowman-Littlefield), which is in its second printing, as well as several articles and book chapters. Her current project, "Richmond Goes to War, 1861-1865," is under contract with the University Press of Kentucky. Mary also serves as a member of the editorial board of the *Georgia Historical Quarterly* and the Naval Civil War Museum Advisory Board.

Mary has filled several administrative positions. After serving as History Department Chair, she was named the Academy's Vice Academic Dean. In 2005, she took leave without pay to accept the position of Provost at Bucknell University, a post she held until her return to the Academy in 2008.

**Assistant Professor Aaron B. O'Connell**



Aaron is a cultural historian of the military with a particular focus on the Cold War and the United States Marine Corps. His research interests include civil-military relations, war trauma and memory, and the social and cultural consequences of armed conflict on America's domestic society. A Marine himself, Aaron completed two tours on active duty before joining the reserves, where he is now a Major assigned to the Strategic Initiatives Group at the Pentagon. After leaving active duty, Aaron completed M.A. degrees in English and American Studies at Indiana University and Yale University before beginning his doctoral work in Yale's History Department. Prior to joining the faculty of the Naval Academy, Aaron worked in a traumatic brain injury clinic in New York City and in the Policy and International Affairs office of Marine Forces Pacific. A few of Aaron's hobbies include long-distance hiking, cooking, singing, and playing bluegrass guitar and mandolin.

**Assistant Professor Donald Wallace**



Don is an intellectual historian of modern Europe. In his dissertation, he tested and challenged our historiographical understanding of key processes of modernity (cultural assimilation, forced emigration, mass politics, and mechanized World War), using the individual theories and experiences of the Austrian novelist Hermann Broch. Don did his research in Vienna, Austria, as a Fulbright Scholar at the University of Vienna. At present, Don is working on articles related to three Austrian/German writers and their views on post-War cultural degeneration ("Hugo von Hofmannsthal and Orientalism," "Political Aesthetics: Hermann Broch and Walter Benjamin," and "The Obscure Sea Change: Hermann Broch, Fascism, and the United States"). Next year, however, he will direct most of his research energy to a new project on "Empire and Intellectuals." His new book project is a trans-historical examination of how public intellectuals have helped define, embrace or reject, and profit from the idea of imperial societies. The project allows Don to combine his interest from his early work in Classics. He received a BA from Randolph-Macon College in Latin and MA from the University of Maryland in Classical Philology. In his new project he investigates the Roman Empire of the 1st and 2nd centuries, the Austrian Empire of the early modern period, the British Empire of the 19th century, and the post-1989 hegemony of the United States of America.

**October 2008 Calendar**

- Oct. 14**  
Bancroft Lecture - Dr. William Kelso
- Oct. 22**  
Asia Forum - "Islamic Revival in Malaysia" by Ermin Sinanovic, Dept. of Pol. Sci., USNA
- Oct. 31**  
Asia Forum - "Outsourcing, America, and Terrorism: India as a Rising Global Power" by Hayden Bellenoit, History Dept., USNA

George Bellows  
*Both Members of This Club* (1909)  
 Chester Dale Collection  
 National Gallery of Art



# Art and Ideas in America

Our History course “Art and Ideas in America” continues to excite me. Even after scores of offerings, I admit that I still have some thrills as I prepare the course and then work my way through a semester of teaching it.

Certainly there are many different options for designing such a course. As I have configured it over the years, I have come to trace the shared expressions and concerns to be found within an epoch’s visual expressions, philosophies, literature, and popular culture. As you can imagine, nineteenth century Romanticism is one such “bundle” of shared expression, with American writers and artists like Ralph Waldo Emerson or Albert Bierstadt echoing each other as they sang the praises of what they understood as nature. The Enlightenment outlooks of the founders’ generation make for another such cluster.

One of my favorite units of the course centers around the late nineteenth and early twentieth century. This was the time when Americans from all walks of life first encountered the ideas of Charles Darwin. Some were troubled by Darwin’s apparent disinterest in a designed universe, but many others were frankly enthusiastic about the license which Darwin’s ideas seem to give to their own yearnings for competitive challenge. Jack London is probably one of the clearest examples, and midshipmen love his overwrought depictions of canine “protagonists” who eventually listen to their inner beasts. Similarly, painters like George Bellows composed works such as *Both Members of This Club* (1909), images in which brutal spectacle is played out before appreciative audiences. (London himself was fascinated by boxing, and I am considering a collection of his boxing stories as one

of the course readings for next semester).

The history of the course – at least what I remember of that history – goes back to the mid 1980s. In his capacity as chair of a curriculum committee, Craig Symonds asked me what new course I might propose for the Department’s offerings, and I drew up plans for two courses – one on American visual images and the other on American intellectual history. But these were the days when the addition of any new course to the catalog had to be accompanied by the dropping of another. Craig soon came back to me with a gentle explanation of the realities, and suggested that I amalgamate the two proposals in to the single course that we have today – “Art and Ideas in America.” Shortly thereafter Ted Bogacz developed the counterpart European course.

Field trips are an important part of this course, I think, and I try to build in two or three for each term. Ideally we take in an exhibition devoted to a particular artist like Jackson Pollock, or a “school” such as the documentary photographers of the 1930s. During earlier Academy administrations it was easier to reach destinations as far away as the Philadelphia Museum of Art, but even now more local institutions like the Phillips Collection or the National Gallery offer rich resources.

Presently the course satisfies the American distribution requirement, and I believe that the content is manageable for students who in their fourth semester or beyond. I do not have particularly proprietary feelings about the course, and would welcome other History colleagues to teach “Art and Ideas in America.”

--Dave Peeler



# Regional Security Education Program (RSEP)

Five civilian faculty members of the History Department participated in Regional Security Education Program (RSEP) tours during 2007-2008. RSEP began in 2001 as an initiative to heighten awareness of regional strategic and cultural concerns among deployed Naval forces. The program is sponsored by the Naval Postgraduate School, which sends RSEP teams made up of regional experts to deliver briefs aboard ships and at forward bases. Professor Ernie Tucker, Assistant Professor Thomas Burgess, Professor Dan Masterson, Assistant Professor Richard Ruth, and Assistant Professor Lee Pennington each recently spent time in the Fleet as members of RSEP teams.



**Professor Tucker and Assistant Professor Ruth at the tip of the spear.**

Ernie Tucker traveled with Carrier Strike Group 12 in July 2007 as it crossed the Atlantic Ocean en route to the Persian Gulf. He spoke about Islam and the Middle East to

numerous groups of sailors and aviators on the *USS Enterprise* and the “small boy” ships attached to the Strike Group. After his RSEP deployment, Professor Tucker was “coddled off” to Rota, Spain, where he began an immersion program in Andalusia to prepare for HH215M, a Middle East-focused section of the HH215 core course sequence.

Thomas Burgess also traveled across the Atlantic for his RSEP tour. He traveled from Norfolk, VA, to Rota aboard the *USS Harry S. Truman* during

November 2007, delivering briefs such as “Conflict in the Horn of Africa” aboard the carrier and its “small boys.” “I had an amazing experience at sea,” he concluded. “I now better understand the life of ordinary sailors and officers in the U.S. Navy and how my knowledge and research can better serve the mission of the Naval Academy.”

Dan Masterson participated in an RSEP team in April 2008 when he traveled to Rio de Janeiro aboard the *USS George Washington*. In addition to the carrier, he gave briefs aboard the destroyer *USS Farragut* and the frigate *USS Kauffman*. Professor Masterson also delivered cultural awareness briefs on contemporary Brazil. In his final analysis, “This RSEP tour was one of the highlights of my Naval Academy career.”

Two RSEP deployments took place in late May 2008 when Richard Ruth and Lee Pennington participated in separate tours that took them across the Pacific Ocean. Assistant Professor Ruth spent seven days aboard the LSD *USS Tortuga* and the frigates *USS Ford* and *USS Jarrett*. The ships were participating in the annual Cooperation Afloat Readiness and Training (CARAT) exercises jointly conducted in Southeast Asian waters by the US Navy and the navies of the Philippines, Thailand, Malaysia, Singapore, Brunei, and Indonesia.

Assistant Professor Pennington traveled aboard the *USS Ronald Reagan* from San Diego, CA, to Honolulu, HI, as the Reagan’s Carrier Strike Group made its way towards East Asia and ultimately the Persian Gulf. He delivered cultural awareness briefs about Japan and South Korea and also spoke with enlisted and officers about the strategic

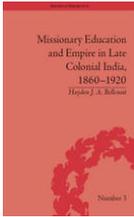


# Recently Published Books

*Take a look at what our colleagues have published during this past year.*

## Hayden Bellenoit

*Missionary Education and Empire in Late Colonial India, 1860-1920* (Pickering & Chatto, 2007).

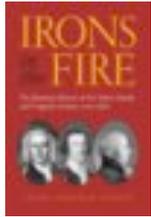


Asst. Prof. Hayden Bellenoit's *Missionary Education and Empire in Late Colonial India, 1860-1920* draws

upon numerous archival sources, colonial, missionary and Indian, in addition to printed primary sources and recent scholarship to identify the critical role that missionary education played in both British imperial and Indian history. Bellenoit demonstrates that missionary understandings and interactions with India, rather than being party to imperial ideologies, often diverged from metropolitan and imperial norms. Emphasis on ideas and rhetoric has marginalized the important roles of theology and interaction in the colonial context. Bellenoit engages with "new imperial histories," and offers a more nuanced understanding of colonial interactions by examining the interplay between institutions, interaction and ideologies.

## Laura Kamoie

*Irons in the Fire: The Business History of the Tayloe Family and the Virginia Gentry, 1700-1860*



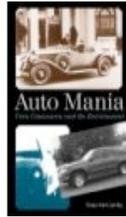
(University of Virginia Press, 2007).

Called "one of the most well-researched economic

studies ever undertaken on the early modern South," Asst. Prof. Laura Kamoie's *Irons in the Fire* chronicles the agricultural, industrial, and commercial activities of four generations of the Tayloe family of Northern Virginia, revealing a greater complexity in the southern business culture of early America than scholars have generally recognized. Through the story of one representative family, Kamoie illustrates how entrepreneurship and a broadly skilled slave-labor force combined to create economic diversification well before the American Revolution. Contrary to general historical perceptions, southern elite planters were, at least until the 1790s, very like their northern counterparts.

## Tom McCarthy

*Auto Mania: Cars, Consumers, and the Environment* (Yale University Press, 2007).

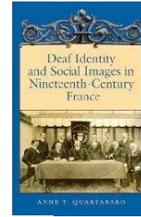


Called "a high speed, insightful and fascinating cruise through important

and fascinating eras in the auto industry," Assoc. Prof. Tom McCarthy's *Auto Mania: Cars, Consumers, and the Environment* explores the relationship between consumer capitalism and the environment as evidenced by the American experience with the automobile. McCarthy's book, the first environmental history of the automobile, demonstrates how consumer desire and manufacturer decisions created environmental impacts across the product lifecycle—from raw material extraction to manufacturing to consumer use to disposal. In doing so, he provocatively explains how the 1970s energy crisis actually hurt small cars, and why baby boomers ignored worries about global warming.

## Anne Quartararo

*Deaf Identity and Social Images in Nineteenth-Century France*



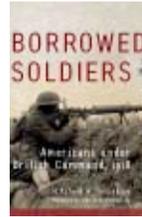
(Gallaudet University Press, 2008).

Prof. Anne Quartararo's *Deaf Identity and Social Images in Nineteenth-*

*Century France* traces the struggle of Deaf French people from the French Revolution in 1789 through the nineteenth century to preserve their cultural heritage, to win full civil rights, and to gain access to society through their sign language. In this book Quartararo portrays the genesis of the French Deaf community, examines its identity as a minority culture, and analyzes how deaf people developed their cultural heritage, a deaf patrimony that has been historically connected to the preservation of French sign language.

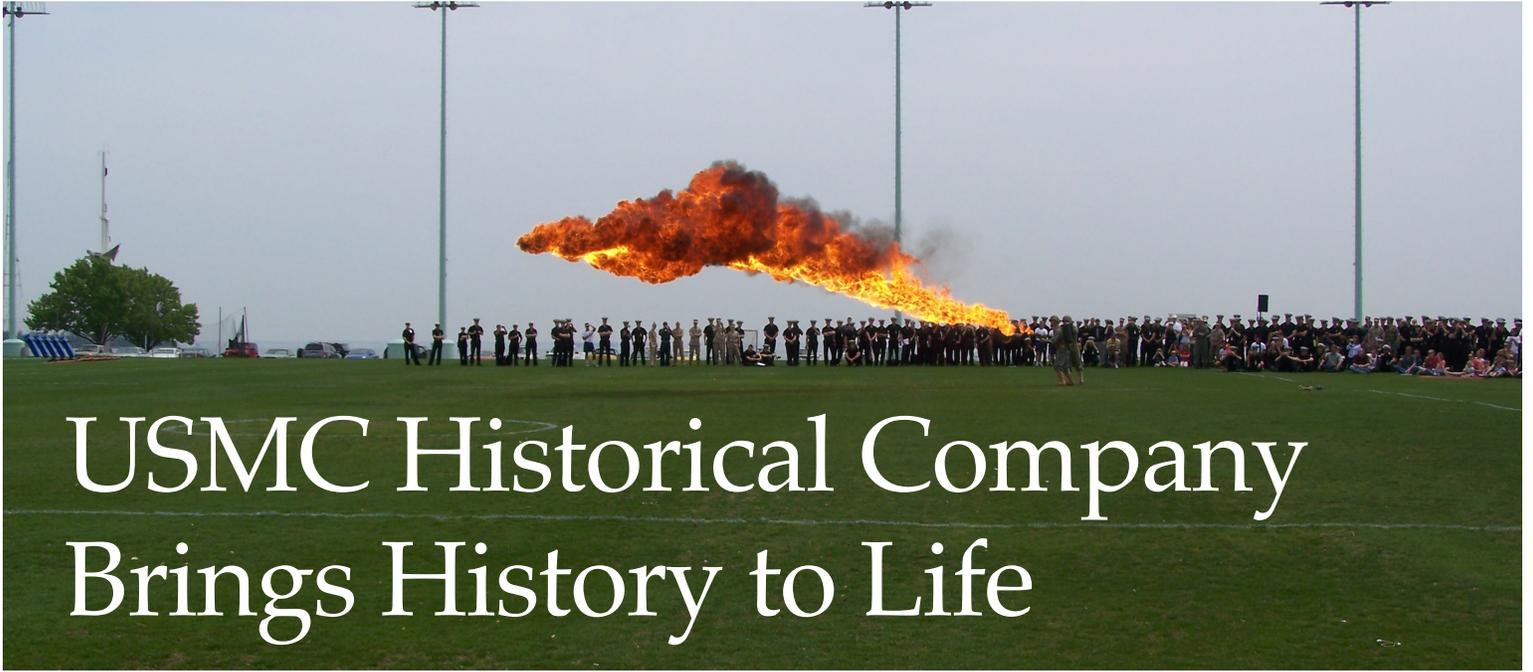
## Mitchell A. Yockelson

*Borrowed Soldiers, Americans Under British Command, 1918* (University of Oklahoma Press, 2008).



Dr. Mitchell Yockelson, archivist at the National Archives and Records Administration,

is an adjunct professor in the History Department. His *Borrowed Soldiers, Americans Under British Command, 1918* is a comprehensive study of the first time American and British soldiers fought together as a coalition force—more than twenty years before D-Day. He follows the two divisions that comprised II Corps, the 27th and 30th, from the training camps of South Carolina to the bloody battlefields of Europe. Despite cultural differences, General Pershing's misgivings, and the contrast between American eagerness and British exhaustion, the untested Yanks benefited from the experience of battle-toughened Tommies. Their combined forces contributed much to the Allied victory.



# USMC Historical Company Brings History to Life

For the past four years, the United States Marine Corps Historical Company, based out of Frederick, Maryland, and the USNA History Department have brought history to life for hundreds of midshipmen, faculty, and staff of the U.S. Naval Academy. Through a one day live fire historical weapons shoot at the NSA Annapolis range complex, the volunteers of the Historical Company, dressed in period uniforms, showcase the development of Marine Corps individual small arms and tactics from the Revolutionary period to present. Midshipmen receive an opportunity to learn about and see dozens of historical weapons in action, from the 1763 Charleville musket, carried by colonial Marines in the fighting tops of sailing ships, to the modern M4 carbine with a suppressed barrel carried by current Marines on patrol in Iraq and Afghanistan. After all the historical periods are discussed, midshipmen view a “mad minute,” where Historical Company members stand side by side shooting their historical weapon as often as they can in one minute. One midshipman, noting the dramatic improvement in technology over the years, observed, “It was interesting to see how much more effective the newer weapons were than the older ones.”

While this unique experience would satisfy anyone’s interest, the demonstration continues into a once-

in-a-lifetime opportunity to actually fire the weapons on display. Midshipmen, faculty, and staff are allowed 45 minutes to roam the firing line, choosing the weapon or weapons they wish to fire as often as they want. Historical Company members, supervised by their Director, retired Marine Gunnery Sergeant Thomas Williams, provide instruction and safety on each firing position. One History Department faculty member, Laura Kamoie, walked away with black powder residue on her face and hands from the Revolutionary War musket she fired. “I have studied the American colonial period for years,”



**CDR Tom Robertson and Assistant Professor Kamoie demonstrate superior marksmanship while midshipmen investigate the static display.**

Laura said with a wide grin, “but I had never actually fired a weapon from that era. Now I have and it was awesome.”

In April 2008, in order to extend this historical experience to more midshipmen, faculty, and staff, the event was expanded to a three day evolution and received additional

sponsorship from the Marines of USNA as well as the Semper Fidelis Society. The first day, the live fire demonstration shoot noted above, was open to over 150 HH104 and HH385 students. The second day consisted of an all-day static display in Mahan Hall, open to midshipmen and public alike. Historical Company volunteers were on hand to answer questions and explain the historical development of Marine Corps small arms to the nearly 600 midshipmen and visitors who stopped to see the display. Also on the second day, during the lunch period, two members of the Historical Company, dressed and fitted out as



World War II Marines, demonstrated the impressive firepower of a WWII flamethrower to over 500 people on Farragut Field. One young observer, echoing a phrase heard regularly during the three day event, remarked simply, “That was awesome!” Finally, on the third day of the event, midshipmen volunteers from the Semper Fidelis Society (most of them

history majors) exhibited the tactics and techniques utilized by a WWII Marine Corps infantry squad in the attack. Using blank ammunition fired through period M1 semi-automatic rifles, M1 carbines, and Browning Automatic Rifles (BAR), these midshipmen had the chance to recreate what Marines experienced in the numerous Pacific island campaigns in WWII. When the smoke finally settled, Gunnery Sergeant Williams reminded the midshipmen of one significant point, “As you witnessed the weapons demonstrated over the past three days and their improvement over the years, keep in

mind that these weapons are only tools. They are tools to merely aid man, who is the most valuable element of battle.”

During the next USMC Historical Company demonstration in Spring 2009, come out and join us. You will not be disappointed in this unique opportunity to bring history to life.

--MAJ Brian Ross

# Phi Alpha Theta

Welcome to the newest members of the  
National History Honor Society!



**New Phi Alpha Theta inductees will be inducted in late October 2008:**

**Class of 2009**

- Ben Archer
- Nash Bagby
- Iaian Blamey
- Charles Daniel
- Michael Gaona
- Joel Hamner
- Daniel Jewett
- Robert Lennon
- William Prom
- Elizabeth Regan
- Charles Smith
- Kelly Zahalka
- Benjamin Zintak

**Class of 2010**

- Claire Clancy
- John Close
- William McAloon
- Clifton McKenzie
- Steven Sifuentes
- Jeffrey Withington

**Current Members (Class of 2009)**

- Mersha Dodds
- Kevin Fuller
- Bradley Horyczun
- Mitchell Plueger
- John Willett

**Class of 2008 (to be inducted this Fall)**

- James Lawsing
- Valerie McDermott
- Jonathan Ward
- Laura Zimmerman

## Phi Alpha Theta Regional Conference

28 March 2009

The 2009 Phi Alpha Theta Mid-Atlantic Regional Conference will be held at Delaware State University in Dover, DE, on Saturday, 28 March 2009. Paper proposals will be solicited by Assistant Professor Lee Pennington in November 2008; students do not need to be PAT members to submit a proposal.

## New Spring Courses for 3/C History Majors:

HH262A

Family, Sex, and Marriage

HH262B

Alexander the Great

HH262C

Early Cold War: The Truman Presidency (1945-53)

HH262D

Hiroshima and Nagasaki

## Nominees for Awards

Tom Sanders was selected as the History Department's nominee for the Civilian Teaching Excellence Award. Tom's passion for teaching and his pedagogical mastery in the classroom is obvious to anyone who has seen him teach. Much like Phyllis Culham, a previous winner of the award, Tom uses innovative instructional techniques in his classes to encourage active student learning. The Department is pleased that Tom's dedication to the midshipmen, his enthusiasm for teaching, and his hard work is being recognized through this nomination.



Congratulate CDR Tom Robertson for his well deserved selection as the History Department's nominee for the Clements Award. Tom is the epitome of the warrior-scholar. He embodies the entire wish list of attributes of our graduates ginned up by the Administration. Most of us interact with Tom mainly in his capacity as Associate Chair, a job that he performs with consummate skill. He is equally outstanding in the classroom. The History Department is

pleased that Tom's innovative, effective, and enthusiastic teaching is receiving public recognition for our department.

In the picture above, CDR Robertson receives the Naval Achievement Medal for his recent tour in Afghanistan from January - April 2008.

## Editors

**LT Patrick Alfonzo**  
**Asst. Professor Lee Pennington**

We would like to thank the following people for their help in making the newsletter a success: **Richard Abels, CDR Jeff Macris, Dave Peeler, LT John Cauthen, Don Wallace, Aaron O'Connell, Jorge Ortiz, MAJ Brian Ross, CDR C.C. Felker, CAPT Hagerott, Mary DeCredico, Jorge Ortiz, and Barbara Manvel.**

## Contact the History Dept.

Email: [historyweb@usna.edu](mailto:historyweb@usna.edu). Comments are welcomed!

**US Naval Academy**  
**History Department**  
**107 Maryland Avenue**  
**Annapolis, MD 21402**