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Front Matter

Abstract

Front Matter of the Gettysburg Historical Journal 2019

**Gettysburg College Historical Journal Volume XVIII—
Spring 2019**

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Abigail Major

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Keira Koch
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Department of History

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Dina Lowy, Associate Professor
Karim Samji, Assistant Professor
Magdalena Sofia Sanchez, Professor
Timothy J. Shannon, Professor
Barbara A. Sommer, Professor
Jill Oglie Titus, Associate Director of Civil War Institute

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Letter from the Editors

The Gettysburg Historical Journal embodies the History Department's dedication to diverse learning and excellence in academics. Each year, the journal publishes the top student work in a range of topics across the spectrum of academic disciplines with different mythological approaches to the study of history. In the word of Marc Bloch, author of *The Historian's Craft*, "history is neither watchmaking nor cabinet construction. It is an endeavor toward better understanding." In the spirit of this maxim, our authors strive to elucidate the many facets of human societies and cultures. Whether this research is focused on politics, religion, economics, environmental history, or women, gender, and sexuality studies, the editorial staff is consistently proud of the diverse subject matter we select for publication.

With the assistance of the Cupola, Gettysburg College's online research repository, and the distinguished college faculty, our authors' work has received both serious scholarly attention and national accolades. Pas authors have gone on to publish follow-up work in refereed journals, and to present their work at undergraduate and professional conferences. The Gettysburg Historical Journal is primarily a student-run organization, and as such, it provides undergraduate students with a unique opportunity to gain valuable experience reviewing, editing, and organizing academic articles for publication. In all cases, authors and editors have also had the opportunity to apply these skills to their future careers, or their work as graduate students.

This eighteenth edition of the Gettysburg Historical Journal continues the tradition of scholarly rigor of past volumes, while broadening both the diversity of historical perspectives and the five methodologies employed by each author. Each of the following

works selected for this edition exemplifies the varied interests of the History students at Gettysburg College.

Jack Lashendock's paper, "A Race to the Stars and Beyond: How the Soviet Union's Success in the Space Race Helped Serve as a Projection of Communist Power," seeks to examine the Soviet Union's success during the Space Race (and subsequently, the global Arms Race) and its place within the larger East versus West conflict which occurred in the earlier years of the Cold War. It was written for Professor Hartzok's "Imperial Russia and the Soviet Union" class in the Spring of 2018.

Benjamin Pontz's paper, "Destroying the Right Arm of Rebellion: Lincoln's Emancipation Proclamation," explores the legal and political arguments Lincoln and his critics proffered and weighs the constitutionality of the Emancipation Proclamation. It was written initially in Professor Allen Guelzo's Civil War survey course.

Lindsay Richwine's paper, "Victoria: The Girl Who Would Become Queen," reviews the early life of Queen Victoria and through analysis of her sequestered childhood and lack of parental figures explains her reliance on mentors and advisors later in life. It was written for Professor Bowman's course, Transformation of 19th Century Europe.

Brandon Katzung Hokanson's paper, "Best of Intentions?: Rinderpest, Containment Practices, and Rebellion in Rhodesia in 1896," reviews how British colonial veterinary practices used to combat a major rinderpest outbreak contributed to a major indigenous rebellion. The paper was written for Professor Bamba's Modern African Environments course.

Abigail Winston's paper "The Role of Music in Assimilation of Students at the Carlisle Indian School" paper discusses the role of music in the assimilation of students at the Carlisle Indian School, drawing from the fields of both history and ethnomusicology to demonstrate that music had a much more profound effect on assimilation than athletics. It was written for her history capstone course "Pennsylvania's Indians" with Dr. Timothy Shannon.

This edition of the Gettysburg Historical Journal also includes a feature piece written by Professor Kathryn Whitcomb that focuses on what has inspired her interest in the history of the Classical period.

The General Editors,

Brandon Katzung Hokanson
Abigail Major

Acknowledgements

The staff of the *Gettysburg Historical Journal* would like to thank all of the professor of the History Department for encouraging our history majors to produce excellent work. In particular, we would like to thank Professor Timothy J. Shannon for providing guidance to the Journal staff as our faculty advisor as well as expressing their gratitude towards Sarah Appedu and Clare Crone, the administrative assistant of the History Department, for helping the staff prepare this year's journal for publication.

Feature Piece

This year's feature piece was written by Professor Kathryn Whitcomb who is new to Gettysburg College's Department of Classics. In addition to Classics courses, she has taught courses that have been cross-listed with the History Department and thus adds to the diversity that make the historical field so great and broadens the horizons of historical scholarship to her students.

Professor Kathryn Whitcomb

When I was a child my life's ambition was to be a super-hero. There was something infinitely appealing about the prospect of helping vulnerable people threatened in dark alleys by vicious predators. By the time I was in high school my dream of helping people in need took on the more realistic goal of becoming a psychologist. I entered college, enrolled in Psych 101 and, on a whim, signed up for Latin. After one semester of Latin, I was hooked on the Classical world; its history, the languages, the facets of the culture that will remain forever somewhat mysterious due to the passage of time and loss of evidence. While being a history professor is a far cry from a caped crusader, I do believe that the study and teaching of history makes a valuable contribution to society. The exploration and better understanding of other peoples and cultures, particularly the treatment and experience of marginalized groups within those cultures, guides us not only towards a better understanding of ourselves and the ways that we interact with each other, but also to a

sense of shared humanity. Many of the problems faced by peoples in the ancient world are ones that we still grapple with today: How do I reconcile love of country with criticism of the government? What qualities does a “good” person possess? What role does religion play in my relationships with individuals and the broader community? Will I ever recover from the heartache I feel now over the loss of a lover? The beauty of studying ancient history, in my opinion, is that it provides us with a distance that allows for a more critical approach, while at the same time demonstrating just how common some problems are to all humans, even humans as far removed from us in space and time as the ancient Romans and Greeks.