

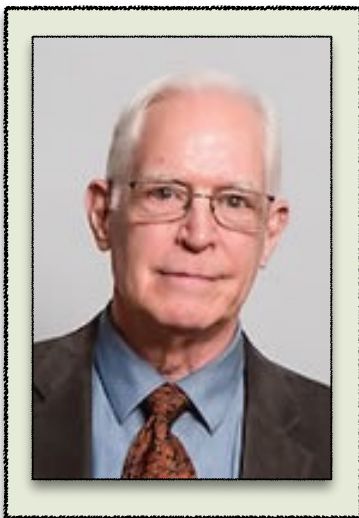


# Footnotes

VOL. 10, NO.1 FALL 2015

*An Annual News Update for Friends of the WMU Department of History*

## ***Dr. Michael Adas '65 Receives Alumni Achievement Award***



Dr. Michael Adas was born in Detroit in 1943 and attended WMU from 1961 to 1965. He majored in History and World Religions and graduated *Summa Cum Laude*. He credits the exceptional opportunities for global travel and contacts with renowned scholars and leaders provided by the Honors College, then directed by Samuel Clark, and model professors, especially former Department of History Chair, Dr. Ernst Breisach, for inspiring and making it possible for him to win generous support to pursue a career teaching and writing history. Michael's ability, added to the foundation provided by his fine teachers at WMU, led him to pursue graduate work at the University of Wisconsin at Madison where he earned two M.A. degrees and, in 1970, a PhD in Global History with a focus on South and Southeast Asia.

Not surprisingly, given his remarkable progress in graduate school, Dr. Adas landed a job the year he graduated and taught at Rutgers University from 1970 until his retirement in 2015. His scholarly focus has remained on globalization. However, while he originally studied European colonialism in Southeast Asia and comparative studies of peasant protest in the non-Western world, he now focuses on European and American colonialism and the forces contributing to Western dominance and non-Western resistance in the last five hundred years.

While at Rutgers, Dr. Adas earned the respect and appreciation of his students and peers and was twice recognized for his contributions to teaching, earning the Warren Susman Teaching Award in 1988 and the Rutgers Teacher of the Year Award in 1992. He is also the author, editor, or co-editor of over a dozen books and countless articles, and has been recognized for his work with numerous prizes and nominations. He was a Guggenheim Fellow in 1984-85, and his book on *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance* (1<sup>st</sup> ed. 1989) was nominated for the Pulitzer Prize and National Book Award in 1989; and was awarded the New Jersey NEH Prize in 1990 and the Dexter Prize in 1991. *Machines as the Measure* has appeared in four foreign language editions, and a twenty-fifth anniversary edition was recently published. In 2012 he was awarded the international Toynbee Prize for his "significant and public contributions to humanity and global history." In 2015 Dr. Adas retired from teaching at Rutgers as the Abraham E. Voorhees Professor of History and a Board of Governors Chair. His research and writing continue in a coauthored book on the Vietnam War from both American and Vietnamese perspectives and a comparative study titled *Misbegotten Wars and the Decline of Great Powers: Britain, America and a Century of Violence*.

The Department of History was pleased to welcome him back to campus and to recognize his accomplishments by naming him our 2015 Alumni Achievement recipient.

### **Newsletter Team**

**Editors:** Dorilee Schieble, Wilson Warren, Anise Strong

**Design:** Dorilee Schieble

**Contributors:** Anise Strong, David Benac, Wilson Warren, Anise Strong, Bryan Anthony '11, Bruce Tap '89, Jennifer Black '02 '06, Olga Bonfiglio, Elena Hines

**Mailing List:** WMU Alumni Relations Report Writers

**Printing and Mailing Preparation:** Howard Printing

**Distribution:** 7,500 Copies

## Letter from Department Chair

Dear Friends,

Welcome to our annual newsletter and my last as department chair. On July 1<sup>st</sup>, 2016 Dr. Wilson Warren, who has served as the department's associate chair, will take over direction of the department. I have appreciated the opportunity to serve the department's students, faculty, staff, and those of WMU. Mostly, I have enjoyed the opportunity to meet so many of you and thank you personally for your dedication to, and support of, the department and its work. This year we had over 130 guests at our annual Alumni Reception and I look forward to introducing you to Dr. Warren at the 2016 event. I also look forward to finishing some long-delayed writing projects. Look for me in the book section of the newsletter in a year or two!

The past year has been filled with challenges, including the loss of Drs. Hamner and Castel. Even so, we cannot ignore all the good work achieved this past year, and as usual, there are many accomplishments to celebrate. The newsletter focuses on the latter, and you can judge for yourself how proud you might feel about your alma mater and its current crop of students and teachers. Thanks to all who contributed to the newsletter, especially the alumni who shared their stories. I urge others to consider doing likewise.

Wishing all of you a good holiday season and a healthy, happy and peaceful 2016.

*J.A. Brandt*

### *In Memoriam: Prof H. Nicholas Hamner*

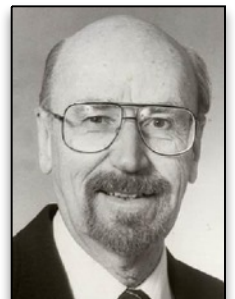
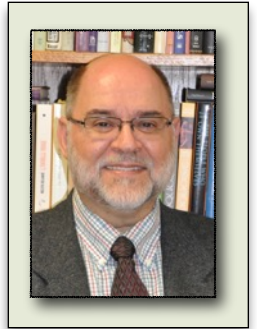
Dr. H. Nicholas Hamner, professor emeritus of history whose career at Western Michigan University spanned 36 years, passed away peacefully on February 15th, 2015, at the venerable age of 92.

Professor Hamner joined the WMU faculty in 1956, the year before WMU became Michigan's fourth public university. He taught history until his retirement in 1992 and remained in Kalamazoo for the next 23 years, expanding his scholarly reputation and building on a lifetime of volunteerism and philanthropy. He was active with the WMU Theatre Guild, Emeriti Council and Partners in Dance, and he continued to serve on the Department of History's advisory council.

Through an endowment he established in 2000, the annual H. Nicholas Hamner Lecture brings renowned historians to campus each year for a public lecture designed to explore a topic of current interest to the community as well as raise the profile of history as a discipline. This year's Hamner Lecturer was Dr. Julie Buckler of Harvard University. Hamner also established a number of student scholarships for undergraduates studying history, and he endowed a WMU Medallion Scholarship—the University's top scholarship for incoming undergraduates.

Dr. Hamner specialized in 19th century British history and was well known for leading WMU group tours of the British Isles for more than 15 years, as well as special seminar tours of the Mediterranean region. In the 1960s, he pioneered coursework on African history. Later, in the 1980s, he developed WMU's first courses on the modern Middle East and on contemporary history. His service to the University included some two decades as a member of the Faculty Senate and service on most of that organization's councils as well as on its executive board. He also was a longtime active member of the local chapter of the American Association of University Professors. During his tenure, Dr. Hamner received a number of awards that allowed him to expand his academic credentials. They included Fulbright awards to study at Scotland's Edinburgh University and at Taiwan's Tunchai University.

Professor Hamner was a graduate of Emory University, where he earned both bachelor's and master's degrees. The Alabama native went on to teach at Auburn University for three years before enrolling at Ohio State University, where he earned a doctoral degree in 1957. He was a member of the American Historical Association, the Michigan Academy of Science, Arts and Letters, and Phi Alpha Theta, a national history honorary society. His generosity and above all, his kindness, are deeply missed.



## In Memoriam: Prof Albert E. Castel, III



Dr. Albert E. Castel III, professor emeritus of history, died Nov. 14, 2014, in Columbus, Ohio. He was 86. Albert Castel grew up in Wichita, Kansas, and at an early age knew that he wanted to be a historian. At sixteen he determined that one day he would write the story of the Atlanta campaign - a major turning point of the American Civil War. In 1992, shortly after he retired from Western Michigan University, he published that book, *Decision in the West: The Atlanta Campaign*, and it was recognized with the vaunted Lincoln Prize (2nd place). Dr. Castel earned undergraduate and M.A. degrees at Wichita State University and a doctorate from the University of Chicago. His doctoral dissertation on Kansas during the Civil War was published and awarded the prestigious Beveridge Prize by the American Historical Association.

After graduation Dr. Castel joined the U.S. Army and after his service, taught in California and Pennsylvania. In 1960 he joined Western Michigan University's Department of History and retired from WMU in 1991. He taught a full schedule of classes, with a focus on courses on the American Civil War. He was as demanding an instructor as he was knowledgeable about his subject matter—and he was most certainly an authority on the Civil War. Including the two works noted above, he published at least a dozen books, and countless articles, on the subject. His last publication came in 2011. It was a co-written monograph titled *Victors in Blue: How Union Generals Fought the Confederates, Battled Each Other, and Won the Civil War*. In recognition of his stature in the field, and his contributions to Civil War scholarship, the Kalamazoo Civil War Round Table offers, every two years, the Albert Castel Book Award in recognition of an outstanding book on the subject.

The department expresses its condolences to Dr. Castel's family on his passing and its gratitude for his many contributions to WMU, its students, and scholarship.

## Faculty Service: Dr. Borish Mentors Seita Scholar

Dr. Linda Borish first met Emmanuel Sanchez, a junior aviation major, in September 2013. These two unlikely friends got to know each other through the Seita Scholars program. The program is a component of the Center for Fostering Success. It supports students at WMU ages 18 to 25 who have lived at least some or all of their teenage years in foster care; some of the Scholars were taken into State custody at even earlier ages. While each student's foster care experience is unique, all the Seita Scholars share common challenges associated with leaving foster care and transitioning to college.

As Sanchez's mentor, Borish meets with him and together they talk about academic work, career interests, opportunities for internships, possible classes to take, and navigating the college system. Borish decided to get involved with the Seita Scholars Program because she herself was mentored as a Skidmore College undergraduate and as a University of Maryland graduate student and found the mentoring experience valuable.

"Students need to be courageous and seek opportunities," she said, "but they need a little help because they don't know how to navigate the complex territory of higher education, especially if they are the first ones in their families to go to college." Borish finds mentoring Sanchez a very humbling experience because it keeps in perspective the opportunities she has had compared to students with a foster care background who are just getting started in college. "Working with Emmanuel over a period of time has allowed me to see his growth as a student and as an individual," she said. "It's a unique experience to see another side of the academic community, a more personal side that doesn't involve grades and critiques."

Sanchez finds Borish a big source of support. "Dr. Linda has always been there for me," said Sanchez, "and I am very thankful to have her as my mentor. She has always given me advice and shown me that she believes in me. I truly appreciate her time and effort to guide me in college."

The scholarship is named after Dr. John Seita, a WMU alum, who spent 15 years in foster care. It is a tuition scholarship offered to fall semester admits to WMU and is renewable each semester up to completion of the undergraduate degree. This fall there are 47 new Seita Scholars which brings the total to 151 students currently enrolled at WMU and working on their undergraduate degrees.

*Olga Bonfiglio, College of Arts and Sciences staff writer*



## New Department Publications

### *Drs. Warren, Cousins and Andrews Publish Book on Collaboration*

Dr. Wilson Warren and Dr. James Cousins of WMU, along with Dr. Gordon Andrews '11 of GVSU, have published *Collaboration and the Future of Education: Preserving the Right to Think and Teach Historically*.

Current educational reforms have given rise to various types of "educational Taylorism," which encourage the creation of efficiency models in pursuit of a unified way to teach. In history education curricula, this has been introduced through scripted textbook-based programs such as Teachers'

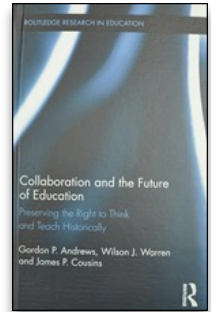
Curriculum Institutes's *History Alive!* and completely online curricula. This volume provides systematic models and examples of ways that history teachers can compete with and effectively halt this transformation. The alternatives the authors present are based on collaborative models that address the art of teaching for pre-service and practicing secondary history teachers as well as collegiate history educators, one of which is the Smith Burnham Internship described on page 8. The book's collaboration examples are primarily focused on the more than decade long partnerships around WMU's and GVSU's History Departments and Portage Central High School's Social Studies Department.



Dr. Wilson Warren



Dr. James Cousins



Dr. Gordon Andrews '11

### *Dr. Coryell Produces Documentary Film*

"A Team of Their Own" is a new documentary that tells the story of the Grand Rapids Chicks - one of the many all-women baseball teams that formed during World War II. These teams were also the inspiration for the 1992 movie "A League of Their Own." *A Team of their Own* chronicles the rise and fall of the All-American Girls Professional Baseball League through the eyes of the women who played in it between 1943 and



1954, offering a fascinating glimpse based on new oral histories as well as visual and written evidence. Dr. Coryell wrote the script for the film, conducted research for the project, narrated the documentary, and served as associate producer. It premiered in October and is showing across the Midwest. [gvsu.edu/wibdoc](http://gvsu.edu/wibdoc)

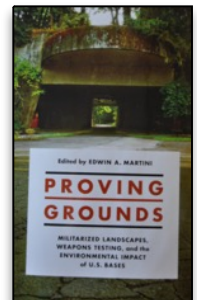


### *Dr. Martini Publishes Book*

Dr. Edwin Martini, now Associate Dean of Extended University Programs, has published an edited volume of essays entitled *Proving Grounds: Militarized Landscapes, Weapons Testing, and the Environmental Impact of U.S. Bases*. This volume brings together a wide range of scholars across disciplines and geographical borders to deepen our understanding of the environmental impact that the U.S. military presence has had at home



and abroad. The essays in this collection survey the environmental damage caused by weapons testing and military bases to local residents, animal populations, and landscapes, and they examine the military's efforts to close and repurpose bases-often as wildlife reserves.



## Department of History in 2015



**Top row:** Lewis Pyenson, Janet Coryell, L. Andrea Berto, Victor Xiong, Sally Hadden, Robert Berkhofer III, Mitch Kachun, Wilson Warren (Assoc. Chair), James Cousins (Director Undergraduate Studies)

**Bottom row:** José Antônio Brandão (Chair), Linda McGuire (Office Associate) Linda Borish, Howard Dooley, Dorilee Schieble (Office Coordinator), James Palmitessa (Director Graduate Studies), Takashi Yoshida, Amos Beyan, David Benac, Marion Gray, Eli Rubin, Lynne Heasley.

**Not pictured:** Fred Dobney, Edwin Martini, James Murray, John Norman, Larry Simon, Anise K. Strong.

## Berto Receives WMU's Emerging Scholar Award

Dr. Luigi Andrea Berto received his doctoral degree in European history in 2001 and bachelor's and master's degrees from the University of Venice. He held post-doctoral fellowships at several universities, including Rutgers University and the University of Padua in Italy, and was a visiting professor at the State University of New York at Binghamton and at the University of Michigan. He joined the WMU faculty as an assistant professor in 2007.

Professor Berto has a lengthy list of grants and fellowships to his credit, including two Gladys Kriebel Delmas Foundation Grants, and has written nearly 20 refereed journal articles and delivered a dozen invited lectures and presentations at leading institutions. Dr. Berto's research productivity has been described as remarkable for both its quantity and quality. In the past seven years, he has produced two books of original historical interpretation and scholarly editions and translations of medieval Latin texts. His books include a revised and expanded English version of his award-winning Italian book, *The Social and Political Vocabulary of John the Deacon's 'Istoria Veneticorum'* as well as the newly published *In Search of the First Venetians: Prosopography of Early Medieval Venice*. In terms of edition and translations, he has produced a monograph edition of the chronicle of Erchempert, *Storia dei Longobardi di Benevento*, while he has completed the manuscript of another on "Italian Carolingian Historical and Poetic Texts," currently under review for publication.



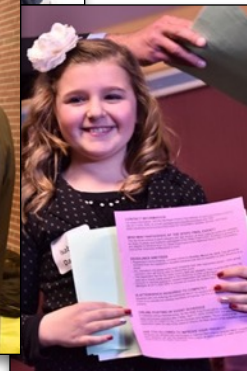
One reviewer wrote, "Professor Berto demonstrates creativity not just by deciphering the unyielding sources, but also by recomposing the fragments to create a coherent picture of early medieval Venetian literary culture. ... Professor Berto in sum is an unusual historian. He is an Italian who studies far more than his own back yard (or city), but ranges widely across the peninsula to analyze historiographical texts from north and south."

# Michigan History Day District 6 Competition

Michigan History Day (National History Day in Michigan) is a competition sponsored by the Historical Society of Michigan for students in grades 4 through 12 that offers an exciting means for students to learn history. Students, working as groups or as individuals, prepare exhibits, documentaries, websites, dramatic performances, or historical papers that explore a broad theme set each year by the National History Day contest.

Western Michigan University's Department of History hosted the southwest Michigan District #6 competition of the National History Day Contest on March 7, 2015 in the Bernhard Center. There were 203 competitors and a total of 650 people came to campus for the event. 2016 will probably see an increase in number and more volunteers will be involved.

Michigan District #6 includes Allegan, Barry, Berrien, Branch, Calhoun, Cass, Hillsdale, Jackson, Kalamazoo, St. Joseph, and Van Buren counties. Qualifying entries at the district level may compete at the state finals in late April. Qualifiers at that level are eligible to enter the National History Day contest in early June at the University of Maryland. For a list of 2015 award winners and photos of the day, visit the department web site. [wmich.edu/history](http://wmich.edu/history)



## Linda McGuire Joins Department

Linda McGuire joined the department in the spring and has been a great addition to the team. Her office experience is extensive and she has new ideas for processes and procedures in the department. Not only does she work with the graduate student program, she also helps run the day-to-day operation of the department. Linda is located in the main office and looks forward to meeting alumni, friends and donors. We welcome her to the department!

## Undergraduates Excel

### 2014-15 Undergraduate Awards

#### History Fellowship Award

Wesley Kling - 2014  
Kaitlin McGrath - 2014  
Alexandra Bicknell - 2015  
Veronica Martin - 2015

#### Dr. Barbara Havira Fellowship Award

Kelsey Ennis 2013 - 2017

#### Undergraduate Emeriti Fellows Grant

Benedict Chatelain  
Christopher Hickey  
Sam Howard  
Catherine Lukens

#### Smith Burnham Outstanding Intern Award

Benjamin Bellinger - Spring 2015  
Hannah Rall - Fall 2015

#### Presidential Scholar Award

Christopher Hickey

#### The Margaret Macmillan

#### Undergraduate Writing Award

Mohammed Mohammed

#### The Cheryl Lyon-Jenness Advanced Undergraduate Writing Award

Tyler Wilson

#### Bert Nash Award

Sara Forman

#### Phi Alpha Theta, National History Honor Society 2015 Inductees

Brittany Aris

Michael Beck

Charity Ben\*

Abbey Buckham

Jamie Diehr

Kelsey Ennis

Joseph Helzer\*

Catherine Lukens\*

Matthew Machinski

Kaitlin McGrath\*

Brittany Nicely

\* Affiliate Member

## Christopher Hickey receives Presidential Scholar

Christopher P. Hickey is the 2015 Presidential Scholar in History. Hickey is a graduate of Eatonville High School who attended the U.S. Marine Corps Staff Non-commissioned Officer Academy. A member of WMU's Lee Honors College, he majored in history with a focus on mid-19th century American history and minored in Latin. Chris graduated in May 2015.

For his Lee Honors College thesis, Hickey focused on why some men go to war and others do not, and in particular, he examined Michigan college students during the Civil War. A sixth-generation Marine, he was deployed around the world and has received several awards. Those accolades include an award for service in the Iraq War as well as a Commendation Medal for heroism that ensured "several lives were saved" after a 1999 helicopter crash.

He is a member of the Marine Corps League, the Veterans of Foreign Wars, the First Marine Division Association, and Phi Alpha Theta. He has volunteered for Habitat for Humanity, Project Canine, the Veteran Affairs Hospital in Battle Creek, and the Special Olympics of Southern California and Michigan. Hickey enjoys spending time with his Labrador retriever, who at a younger age entertained Marines headed for Afghanistan and now brings smiles to the elderly, disabled veterans and troubled kids.

*Abridged from WMU News, May 2015*



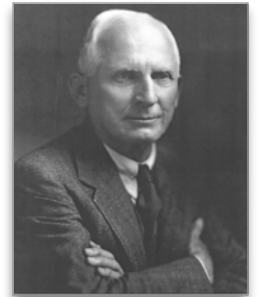
## *The Smith Burnham Intern Award*

In 2007, Western Michigan University's Department of History and the Social Studies Department at Portage Central High School signed an agreement to collaborate in the placement of one outstanding intern teacher from WMU's Department of History each fall and spring semester with one or more of the teachers at PCHS. WMU's College of Education's Office of Field Placements works with the Department of History in this placement. All History and Social Studies Education majors must complete a one-semester internship in a middle or high school at the end of their undergraduate program.

The student selected for this placement wins the Smith Burnham Outstanding Intern Award, honoring the Department's first chairperson, Smith Burnham, who was also an important leader in history and social studies teacher education during the 1920s and 1930s. The History Department awards \$300 to the student chosen for the award. Smith Burnham intern Hannah Rall of Bloomingdale enjoyed history throughout her life, and will graduate from Western Michigan University in December as she pursues that discipline.

"I was told (the award) was an opportunity to work with really excellent mentors, and it turned out to be true," she said. "They are dedicated to developing your skills, and dedicating their personal time. I've been able to stay after school and before school to get advice not only on teaching but on interacting with students. I've been supported very well by both mentors." She had the chance to head a classroom from the very first day of school and appreciates the trust placed in her to do so, allowing her to gain many learning experiences. In addition, her mentor has been able to help her become aware of long-term substitute teaching positions.

She also expresses gratitude for the observations she got from Western Michigan University history professors, especially the feedback from Dr. Wilson Warren. Warren and colleague Gordon Andrews founded the award, placing the first recipient in the fall of 2007. "Our thinking was we needed to do as much as we could to make field placements for students as meaningful as possible," Warren said. Having a Smith Burnham award to a student's credit "raises the bar," Warren said. It tells potential employers "this is a new professional." For example, one Smith Burnham graduate recently took a job in Colorado with an International Baccalaureate school — similar to Portage Central, Warren said. "Because he was put in an environment in which much more was expected of him, he sought out jobs in a comparable place."



Dr. Smith Burnham  
1<sup>st</sup> Chair of History  
and Social Science

Tama Salisbury, the teacher who oversees the Smith Burnham interns, says that in general those she's worked with have been strong, with good content knowledge and work ethic. "The difference between a typical internship and Smith Burnham is the student who gets the Smith Burnham Award is going to experience additional challenges," she said. "There is more rigorous observation" including by a member of Western Michigan University's history department; an "additional level of supervision by content-area professors."

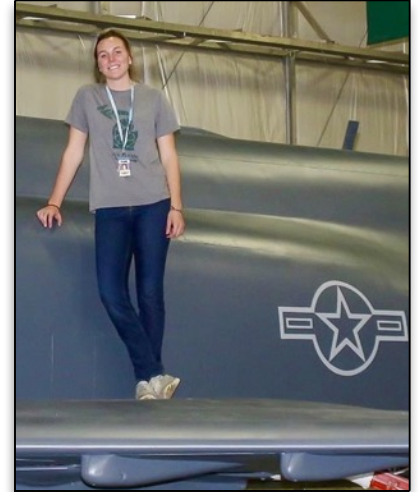
Another set of eyes can give differentiated feedback, and those who work with the students can then serve as networking connections, which is "pretty significant in the tough employment situation." They are trying to broaden the program, and will soon expand it from serving only Portage Central to serving Portage Northern High School. Sarah Pease of Athens, a 2008 Western Michigan University graduate who returned to earn her teacher certification, has done two pre-internships and will begin her Smith Burnham internship at Portage Northern in January. Though the first Smith Burnham student placed there, she is the 18<sup>th</sup> to receive the honor since its founding.

*Elena Hines, College of Arts and Sciences staff writer*

## Air Zoo Public History Internship

During Fall 2015, WMU public history major Claire Ranly interned in the Restoration Department of the Kalamazoo Air Zoo. The internship is a chance to learn hands-on skills and experience how the public interacts with history. Claire learned new skills, and gained experiences that cannot be found in any classroom. She particularly valued “the opportunity to work hands on with experts on artifacts from different aircraft.” Claire worked in the Air Zoo’s East Campus, which exhibits historic airplanes as well as displaying others in the restoration process. She assisted U.S. military veterans (some who had flown the types of planes in the museum) and other volunteers as part of a restoration team. The combined expertise of the team addressed virtually every question of airplane mechanics, tool use, and conservation skills. In addition to learning conservation skills, Claire enjoyed listening to the veterans’ “countless stories from their military days or from living in the Kalamazoo area for so many years.”

The work of the public historian is a blend of do-it-yourself labor and rigorous scholarly accuracy. Claire began by working on the FM-2 Wildcat and B-57 Intruder, before graduating to the F-4E Phantom. During her internship, Claire used a power sander, paint guns, and model paintbrushes to work on the aircrafts. She also applied her research talents to photographs and military documents, including Air Force acquisition manifests to determine the appropriate markings and their proper positioning. According to Claire her internship “was a complete hands-on experience and showed me a new side of history.”



### Dissertation Completion Fellowship Awards

Jack Goodman received a fellowship to complete his dissertation on “Slavery and Manumission in Fourteenth Century Palermo,” which examines the lives of medieval slaves (a mixed population of Muslims, Greeks, Tartars, and Sub-Saharan Africans) beyond their period of bondage, investigating the process of manumission and the lives these freedmen were able to make for themselves in the Sicilian city to which they were forcibly relocated. He received a J. William Fulbright Grant to do research to Italy for this project. His advisor is Dr. Larry Simon.



David Terry received a fellowship to complete his dissertation on “Pirates and Piracy in the Medieval Crown of Aragon, 1291-1336.” This project focuses on the religious and ethnic identities of medieval Mediterranean pirates and their victims. His research illuminates a complex and fluid negotiation of identity and affiliation in the Iberian and Italian world. He received a Fulbright Grant to do research in the Barcelona archives for this project, and is also advised by Dr. Simon.



### Dobek Receives Fulbright Award

Peter Dobek has received a Fulbright Award to conduct research in Cracow, Poland during the 2015/2016 academic year. While in Cracow, Peter will be affiliated with the Faculty of History at the Jagiellonian University—the oldest university in Poland and the second oldest university in Central Europe.

Peter’s dissertation examines public houses—inns, taverns, alehouses—during the Jagiellonian Dynasty (1385-1572) in the city of Cracow and its immediate surroundings, as important nodes of society, politics, economics, gender relations, and culture. His project draws on manuscript sources in the archives and libraries in Cracow, including the National Archives. His advisor is Dr. James Palmitessa.



## *Graduate Students in the News*

The Department's Graduate Students continue to set the bar for excellence in teaching and research at WMU.

### *2014-15 Graduate Awards*

**Sherwood Cordier MA Teaching Effectiveness Award**

Kyle Moerchen

**MA Research Award**

Michael Sanders

**PhD Teaching Effectiveness Award**

Randall Janes

**Ernst Breisach Award for European History**

**Department Support for Research and Travel**

Patrick Harris

Randall Janes

J. Alexander Killion

**Nora Faires Research & Travel Award**

J. Alexander Killion

**Houdek/Haight Grant to Support Returning Teachers**

Michelle DeVries

**Peter J. Schmitt Experiential Learning Award**

Claire Herhold

**Robert Russell Writing Award**

Eric Denby

**Graduate College Support for Research and Travel**

Randall Janes

### *MA Recipients 2014-15*



**Hilary Anderson**

Thesis: "The British Women's Land Army: Gender, Identity, and Landscapes"

Current Position: Grants Management Coordinator, Portage Health Foundation

Advisor: Eli Rubin



**Troy Bytwork** teaches 11th grade social studies in Manistee High School.

Advisor: Wilson Warren



**Eric Denby**

Thesis: "Fighting for Inclusion: The Origin of Gay Liberation at the University of Michigan"

Current Position: Enrolled in the Ph.D. program in Modern U.S. History at the University of Illinois - Urbana/Champaign.

Advisor: Wilson Warren



**Adam Fernandez**

Advisor: Larry Simon



**Eric Freye**

Advisor: Edwin Martini



**Adam Horos** is a teacher at E. Grand Rapids High School

Advisor: Sally Hadden



**Emilee Johnson**

Thesis: "What Country Music Needs Is a Good War": Country Music, Memory, and Conservative Politics"

Advisor: Edwin Martini



**Michael Sanders**

Thesis: "Ramon Llull's Conversion Program in His Recovery of the Holy Land Treatises"

Current Position: Enrolled in the PhD program at Fordham University.

Advisor: Larry Simon



**Eric Ware**

Thesis: "The Cultural and Social Meanings of Names in Late Antique Italy, 313-604"

Current Position: is enrolled in the PhD. program in History at Indiana University Bloomington

Advisor: Robert Berkhofer, III

### *PhD Recipients 2014-15*



**Valerie Hampton**

Dissertation title: "Power Relations at the Cistercian Abbey of St. Mary at Rushen"

Advisor: E. Rozanne Elder



**Jamie McCandless**

Dissertation title: "'A Difficult and Dangerous Thing': Religious Reform in Late Medieval Germany"

Advisor: Robert Berkhofer, III

## Caitlin Dial Joins Lansing Museum

Doctoral candidate Caitlyn Dial has accepted a position as Museum Educator at the Michigan Women's Hall of Fame and Historical Center in Lansing, Michigan. She will be responsible for the museum's educational programming. Caitlyn is currently working on an upcoming exhibit on "Great Girls in Michigan History," which will use artifacts, images, technology, and age-appropriate text to share the stories of Michigan girls under the age of 20 with diverse accomplishments and backgrounds.



### Alumni Notes

From **Bryan Anthony '11:**

I have been teaching in the Dearborn Public School district for three years. My first year in the district was a long term substitute position at Bryant Middle School and my last two have been at the Michael Berry Career Center. When I was at the middle school level I taught seventh grade Eastern Hemisphere Studies. When I transferred over to the Michael Berry campus I switched from a middle school student demographic to teaching mostly eleventh graders. The last two years I have taught both Economics and Government.

I love the building I am currently in because it is so atypical from the standard high school. In addition to the career technical training programs there are a multitude of special programs run out of the same building. This is great because the building has as many technological resources as a high school teacher could hope for. There is always something exciting going on at the campus because of all the special

programs we offer. For example, this week students from the Science Technology Engineering and Math program will be communicating with the astronauts on the International Space Station. So all week there have been engineers installing this giant communication device on our roof. Because we are a career training school as well we have classrooms that are designed like the fields they train the students to enter.

We have a great open concept computer lab for the digital design students, multiple medical health labs for the nursing and dental students, and a fully functional restaurant that the culinary arts students operate. Our building is also the base of operations for the Special Education Department for our district. I get to team teach with their support staff on a daily basis. At certain points in the day I have an interpreter for the hearing impaired and a special education resource teacher in my class all at one time, which is a lot of cooks in the kitchen, but I love it.

From **Bruce Tap '89** M.A. History

Since I graduated from Western in 1989, I earned my doctorate from the University of Illinois at Urbana-Champaign in 1995. I have written a couple of books, *Over Lincoln's Shoulder: The Committee on the Conduct of the War* (Lawrence: University Press of Kansas, 1998) and *The Fort Pillow Massacre: North, South, and the Status of African-Americans in the Civil War Era* (New York: Routledge, 2013). I have published articles in various academic journals including *Civil War History*, *Illinois Historical Journal*, and *American Nineteenth Century History*.

I currently own and manage a manufacturing company in Grand Rapids. I took over the family business so I was on a path to do this regardless of what course of study I pursued in both undergraduate and graduate education. At the same time, I think history, as well as other liberal arts disciplines, certainly has honed my communication skills, both oral and written. As communication of a strategic plan is a major responsibility of an executive, the discipline that history gave me to be able to do these types of activities has been quite helpful. In addition, the study of history also helped me refine my skills of analysis and evaluation, both of which are important tools in the business world.

From **Jennifer Black '02 '06**: When asked to comment on my experiences at WMU, and especially in the History Department, I find myself filled with a sense of gratitude yet unable to fully form that sense into words. Without a doubt, I owe much of my training as a public historian and passion for historical research and writing to the time I spent at WMU. While a master's student in the History Department, I formed friendships and worked with important mentors that shaped my future as a scholar. Sharing an office with other graduate students, gathering for History Graduate Student Organization meetings, and socializing after class at Waldo's Pub provided me with a firm sense of community. The camaraderie I found among my peers gave me a support system that helped me deal with the challenges of graduate work, of learning a new discipline, and of managing my classroom as a teaching assistant. I continued to tap that community for conference panelists and writing feedback even after I left WMU.

Their support, I believe, grew out of thoughtful mentoring from the faculty—who taught us all to be careful scholars and supportive colleagues. I owe special thanks to shepherding I received from the women in the department, but especially Judy Stone and the late Nora Faires. As a young woman in a graduate cohort largely dominated by men at the time, I appreciated the model they provided as successful women in the field. Working closely with each of them profoundly affected my writing and my confidence as a scholar. Drs. Stone and Faires pushed me to consider my evidence more deeply, to write more clearly, and to take chances in submitting proposals for conferences, grants, and publications. It was their support, along with continued encouragement from Dr. Haight, which pushed me to pursue a PhD at the University of Southern California.

As a Public History major at WMU, I also learned skills that have directly benefited my career. During my first summer in the program, I took Dr. Szylvian's Local History Workshop course, which put students to work building research for a planned exhibit at the Fort Miami Heritage Society (now the Heritage Museum and Cultural Center) in St. Joseph, MI. Dr. Szylvian's hands-on approach to teaching public history served me well by giving me much needed practical experience to build my resume. That experience also put me, as someone familiar with the project, in a position to be a likely replacement when the chosen recruit for the Frederick Upton Fellowship in Public History declined to come to WMU (perhaps an unfortunate problem for the department, but with a fortunate outcome

for me). As the Upton Fellow from 2005-2006, I designed and wrote a substantial curriculum guide to supplement the FMHS exhibit on Southwest Michigan agriculture and the "Fruit Belt." The Upton fellowship, along with a required internship I completed in Washington, DC, made my application for PhD study stronger.

Graduating with a PhD in American History and Visual Studies in 2013, I knew that facing the job market would be difficult. For the last several years of my doctoral study, it seemed that the American Historical Association's monthly newsletter, *Perspectives*, only published diatribes about how terrible the market had gotten and how few jobs there were to be had. I prepared myself for an alternate path, and found my first post-graduate gig working as a freelance public history consultant. Though I had very little experience with the history of technology and engineering, I used my training as a public historian to convince the American Society of Mechanical Engineers to give me a chance to write the history they desired of engineering objects. I spent the better part of a year working on that single public history project, which rekindled my love for building exhibits. The book, *Machines that Made History*, was published in 2014 with the ASME Press. When I went on the job market in the fall of 2013, I had been working full-time as a public history consultant and had a forthcoming publication. I applied for several tenure-track jobs in Public History, and was lucky to land a great job at a liberal arts university in Northeastern Pennsylvania. I'm certain that the training and mentorship I received from WMU's History Department played a large role in helping me secure full-time employment as an academic.

I firmly believe that the foundation for my success was laid, stone by stone, by the faculty at WMU. I'm thrilled to now have a job teaching Public History to undergraduates. This summer I mentored a group of history majors in a Public History Practicum course that I modeled after the course I took at WMU, and my students just launched their first online local history exhibit, "Mining the Past." I hope that this will be the start of future public history collaborations between my university and the community, and that I will have the chance to "pay forward" everything I learned from the fine teachers, scholars, mentors, and community at WMU. Thank you for the opportunities you gave, and continue to give, to your students.

Jennifer M. Black, PhD (BA Class of 2002, MA Class of 2006)  
Assistant Professor of History & Government  
Misericordia University

## *History Advisory Council Update*

The Advisory Council continues to meet twice each year. The focus of this year's activities was on developing a marketing and recruiting strategy. The members created a list of quotes about the value of a history degree that is planned to be used on the department website.

Advisory Council members were part of the inaugural History Day Competition on WMU's campus in March and found it to be a great recruiting opportunity. Parents interacted with the alumni to find out more about careers in History. Many attendees were visiting campus for the first time and council members made them feel at home.

**Advisory Council Members:** Jack Klarr '75, Rick Cahow '70, Charles Binder '71, Mike Evans '78, David Gernant '65, Rita Linnenkugel '70, Gary Kent-Bracken '72, Bill Parsons '67, Ruth Writer '68, Woody Cordier, David Stout '77, Brian McKee '65, Bob Duke '74, Tom Vance '78, Tamara Barnes '96, Donna Keller '90, J.A. Brandão, James Cousins, Wilson Warren and Dorilee Schieble.

## *Photos from the Emeriti Reception*



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We are thankful for your generosity and hope that you'll be able to continue to support our work with a new generation of historians.

This past year, we put your donations to work again. The Department of History assisted graduate students by helping with research travel costs, awards, etc. The monetary assistance totaled \$17,200 to graduate students.

Undergraduate History majors received \$11,150 for awards and scholarships.

This assistance helps reduce education costs for our students, many of whom have student loans. Awards from the department make it easier for many to finish their degree. Thanks to all donors for making this possible.

A contribution at whatever level you feel comfortable, is deeply appreciated. If you have any questions about giving to the department, how your gift will be used, or to discuss giving options, please do not hesitate to contact Dr. Brandão.

### For More Information:

Dr. José Antônio (Joe) Brandão  
 Professor and Chair  
 Department of History  
 4301 Friedmann Hall  
 Western Michigan University  
 Kalamazoo, MI 49008-5334  
 Phone: (269) 387-4650  
 jose.brandao@wmich.edu

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 Call or email the department anytime, to find out about upcoming events, or to share your news!  
 We would love to hear from you.

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Bulletin board (located on 3rd floor Dunbar) created by M.A. Student Kyle Moerchen with assistance from the WMU Archives and CAS Graphic Designer Michael Worline. View a close up at [wmich.edu/history](http://wmich.edu/history)



## The Evolution of the Department of History and Western Michigan University

*Research and Conception by Kyle Moerchen, graduate student, Department of History*

### The Normal School Era

*The Western State Normal School was established on May 27, 1903*

but it would be another year before a site was chosen and classes could be held. Sites all over west Michigan were vetted and on August 28, 1903 Kalamazoo was picked and Dwight B. Yost was charged with building a school atop Prospect Hill.

As a Normal School, Western's mission was to train students to become teachers. The Department of History and Civic was one of the founding departments and supported WSNLS's mission by offering classes designed to meet the State Board of Education's standards and expectations. As WSNLS grew under Yost's stewardship, the Department's staff and class offerings also expanded in order to better train its pupils in specific content areas.

### Western College of Education and Western Michigan College Era

*During the Great Depression and World War II*

state funding was dramatically slashed, no new buildings were constructed, and enrollments dwindled. However, following the war, enrollment hit new all-time highs as returning G.I.'s flooded campus. The newly named Western Michigan College of Education began, initially to accommodate non-teaching students by offering classes in Business Administration, Library Science, Speech Correction, Occupational Therapy, Printing, Aviation Technology, and Automotive Technology. In response to teachers' expanding offerings, the College was renamed the Western Michigan College. This was a time of growth for the Department of History as well. Students could now receive a B.A. or B.S. in History. The Department hired more faculty, added more classes, and helped organize the College's first Advisory Board.

### The State Teachers College Era

*By the mid-1920s, Western's enrollment had reached 2,235, and WSNLS was accredited to grant Bachelors of Arts and Science degrees in addition to State Board of Education Teaching Certificates. In recognition of its ability to grant Bachelor's degrees, the State Legislature voted to change Western's name to the Western State Teacher's College. The History and Civic Department had also expanded and became the History and Social Sciences Division. Classes in Political Science, Economics, and Sociology were added to its offerings. History added more time periods to its offerings. Medieval, Renaissance, Colonial, and the Modern (1900-1975) periods, and more geographic areas: Greece, Rome, and Latin America. Pupils could not yet major in History, but they could concentrate on Social Studies through the expanded offerings in the Department of History and Social Science department.*

### The University Era

*In 1956, the College began the process of reorganization: deparliamentarization, and established 5 schools: Applied Arts and Sciences, Business, Education, Liberal Arts and Sciences, and Graduate Studies. Following this reorganization, Western Michigan College became Western Michigan University. In the years since becoming a university, Western's mission has expanded from primarily being a teacher training institute to now offering a variety of degree types and majors. The Department of History also expanded its mission. It now includes an undergraduate and graduate program, and offers a Bachelor's Degree, Masters of Arts, and Doctor of Philosophy. While the Department still trains students to become history and social studies teachers, it also trains its pupils in Public History.*