



WESTERN MICHIGAN UNIVERSITY

HISTORY

DEPARTMENT

NEWSLETTER

College of Arts and Sciences Department of History Spring 2006

WMU History Department Wins Second Teaching American History Grant

The History Department is pleased to announce receipt of a second Teaching American History (TAH) grant from the U.S. Department of Education. The award, made in September 2005, provides a total of \$993,000 to the Kalamazoo Regional Educational Service Agency (KRESA), with the History Department receiving \$231,000 of this amount for its role in providing instruction for teachers.


Now starting its fifth year, the TAH program was developed under the leadership of Senator Robert Byrd of West Virginia. According to the Department of Education, the program's purpose is to "raise student achievement by improving teachers' knowledge, understanding, and appreciation of American history."

In 2003, the History Department was a partner in KRESA's first successful TAH grant, and since then has been involved in providing historical training for high school teachers through annual summer institutes. Professors Wilson Warren, Nora Faires, Fred Dobney, and Patricia Rogers have conducted summer institutes for high school American history teachers. The summer sessions took place in June 2004 and 2005 and will conclude in June 2006.

The new grant will focus on historical training for middle school American history teachers. It will provide similar summer institutes starting in August 2006 and running through 2008. Professors Wilson Warren, John Saillant, Lynne Heasley, and Mitch Kachun will work with middle school teachers whom KRESA recruits.

Because the TAH program requires collaboration among academic and public historians, WMU's faculty will work especially with other historians and curators from the Kalamazoo Valley Museum. Elspeth Inglis and Tom Dietz are the two primary collaborators from the Kalamazoo Valley Museum. Additional public history partners will include the Sojourner Truth Institute in Battle Creek and the Henry Ford Museum, especially the Greenfield Village.

All of the middle school teachers will also spend a full day of the institute working with archival materials at Western Michigan University Archives and Regional History Collections. Dr. Sharon Carlson, director of the archives, will provide instruction on the use of archival materials and each middle school teacher will be required to incorporate archival materials into the lesson plans that they develop for the institute. In this way, the institute will help the middle school teachers think about and develop appropriate curricula, activities, and materials for their students. The collaborative workshops will introduce middle school teachers to the authentic methods and materials used by historical practitioners.

Because middle school teachers in Michigan emphasize United States history from the end of the colonial era through Reconstruction, the workshops will focus particularly on the Constitution, development of northern agriculture, and slavery and abolitionist movements that occurred during this period. 

Comments from the Chair



Dear Friends of the WMU History Department,

We are delighted to inform you about the many recent accomplishments of our students and faculty. We are especially proud of our second Teaching American History Grant and of the success of our graduate students, reported in this newsletter.

I encourage you to view our web page, <www.wmich.edu/history>, to update your acquaintance with the department's activities. You will find more news here about recent research of our faculty and students than can be placed in the newsletter. We also try to keep the page updated with events that occur throughout the year.

Faculty News

The department bids farewell to Dr. Ross Gregory who retired in 2004. Dr. Judith Stone will retire in December 2006. Drs. Adam Sabra and Dimiter Angelov will be leaving Western Michigan University for, respectively, the University of Georgia and the University of Birmingham, U.K.

At the same time the department welcomed Drs. Eli Rubin (Modern Europe, especially German, History), Frances Ramos (Mexico and Latin America), and Edwin Martini (Modern US).

Dr. Rubin, a specialist in Post World War II Europe, completed his doctoral studies at the University of Wisconsin, Madison. His wide-ranging interests will result in courses on modern Eastern Europe, the history of material culture, modern Jewish history, and the Holocaust.

Having completed her doctoral studies at the University of Texas at Austin, Dr. Ramos brings significant expertise to the History Department's strengths in Latin American history. She will also serve as Faculty Advisor to Western's chapter of Phi Alpha Theta, the national history honorary society.

Dr. Edwin Martini has taught at Georgetown University and George Washington University. He holds his doctoral degree from the University of Maryland, and his research focuses on American policy toward Vietnam after 1975.

Dr. James Palmitessa has accepted the position of Director of Graduate Studies which was left vacant with Dr. Stone's

Let me especially call to your attention the article on the web-page about a new exhibit, *World's Largest: The Benton Harbor Fruit Market & Southwest Michigan's Fruit Belt* at the Fort Miami Heritage Society in St. Joseph, MI. Our Public History faculty and students played key roles in the creation of the exhibit, which documents the rich history of the fruit-growing culture of southwest Michigan. Visit the exhibit in person, if you can make a stop by St. Joseph, just off of I-94! Also take a look at the May/June issue of *Michigan History*, featuring this exhibit and oral histories collected by Public History students under the direction of Prof. Kristin Szylyvian.

We are grateful to generous supporters whose gifts make possible activities that we could otherwise not undertake. If you are on the list on page 7, thank you! We would be most pleased to put your name in this column in the next newsletter. If you could contribute only \$5.00 to cover the cost of producing and mailing the newsletter, we would appreciate it.

Sincerely,
Marion (Buddy) Gray, Chair

announced retirement. The department is deeply grateful for her work in reorganizing the graduate curriculum and procedures for successful completion of graduate study at Western Michigan University. Her good work, and that of her colleagues on the graduate committees was rewarded with the highest rating possible (5 out of 5) in the recent university wide Graduate Program Review.

Dr. Catherine Julien is a member of the Scientific Committee of a UNESCO project to nominate the principal Inca road, or "Qhapaq Ñan," to the World Heritage List. She attended the first Scientific Committee meeting in Quito in March 2005 and has just returned from Paris, where the second meeting was held. The nomination project involves six South American countries (Argentina, Bolivia, Chile, Colombia, Ecuador, Peru).

Dr. Linda Borish received research grant support from the Hadassah-Brandeis Institute to pursue her study of Jewish women in American Sport while on sabbatical in 2005-06.

Dr. Takashi Yoshida has won the Abe Fellowship from the Social Science Research Council and Jennings Randolph Senior Fellowship from the United States Institute of Peace. These prestigious awards will allow Dr. Yoshida to travel to Japan, China, and Washington, D.C. to conduct research for his next book project, "Remembering War, Commemorating Colonialism: Postwar Japanese Peace Museums and Activism." He will be away from teaching for two years, but away from the department for just a little over one year. 📖

A Century of Educating Secondary History Teachers

By Wilson Warren

In 1903, when Western State Normal School was founded, the History Department was dedicated to the education of history teachers. Western's first president, Dwight B. Waldo, envisioned the education of history teachers as central to the institution's mission and taught in what was then known as the History and Civics Department. History teacher education has remained a central departmental mission until the present.

In 1919, after the First World War, and as Western became a four-year institution, President Waldo invited a nationally known specialist in History Education, Smith Burnham, to chair a reorganized History and Social Science Department. Burnham came with two decades of experience and a national reputation. His credentials derived in part from his publication of three widely used secondary-level textbooks, including the highly popular *The Making of Our Country* (1920) and *America, Our Country* (1934).

Burnham was especially concerned with the development of future teachers' critical thinking skills. In a 1904 article in *Educational Review*, he had urged teachers to use problem solving methods rather than memorization. In one of his own texts, Burnham advocated "analysis, discrimination, comparison, judgment, and decision." In 1926, one year before Western made the transition from a normal school to Western State Teachers College, Burnham began teaching a required new course, "the Teaching of History," for those pursuing high school history certification. Courses designed to foster discipline-specific pedagogy have remained a foundation post of the department's teacher education program.

In 1943, four years after Smith Burnham's retirement, the department hired his daughter, Margaret Burnham Macmillan, who had recently completed her Ph.D. in history at Columbia University. She was an experienced secondary teacher who had taught between 1920 and 1934 at Western's Normal High School--one of six schools operated by Western.

In the post-World War II era Burnham Macmillan energetically promoted the department's emphasis on teacher preparation. She taught the social studies teaching methods course until 1961. Like her father, she was centrally

concerned with developing future teachers' critical thinking skills.

During the 1950s, Western not only became a university (in 1957), it also started to offer preparation in a broader array of academic programs, as well as Master's degrees. As Western diversified its educational mission, its enrollment jumped from around 4,500 to almost 10,000.

Ernst A. Breisach, who joined the History Department in 1957, and who later served as department chair (1967-1989), recalled that other interests competed with teacher education. Yet students pursuing teacher certification continued to constitute the majority of the undergraduate majors in History, and secondary-level teachers dominated the M.A. program, established in 1958.

Breisach, who had had taught in a preparatory school in Austria before he immigrated to the United States, continued to build up the teaching training focus of the department. While he was chair, the Department hosted History Teachers' Day. This event enabled teachers to maintain professional ties among one another and with department faculty. During the 1960s and 70s, however, the professional course for teacher education, "Teaching of Social Studies in Secondary Schools," resided in the College of Education, rather than in the History Department.

The publication of *A Nation at Risk* in 1983 may have contributed to changes at Western that led to reestablishment of the methods course in the History Department. Teacher-education groups nationwide called for greater emphasis on preparing teachers in their subject areas. In 1987 the methods course for history teachers moved back to the History Department. Like its predecessor of the 1930s, the current course, "Teaching Methods for Secondary Schools" emphasizes analytical skills related to the study of history.

During the 1990s Western grew rapidly as an institution, and the History Department devoted much of its attention to its Ph.D. program which was established in 1992. Still, several faculty members continued the teacher preparation work and shared in the teaching of the methods course, including Dale Pattison, a historian of Latin America. Secondary teachers Gerhard Fuerst and Kelli

(Continued on page 4)

A Century of Educating (continued)

Sweet also taught the course. Sweet is currently Executive Director of the Michigan Council for the Social Studies.

Bruce Haight, an Africanist, taught the course from 1992 to 1999, and established important links with the secondary teaching community. He also brought in grants that facilitated the introduction of African art and history into Kalamazoo and Battle Creek schools.

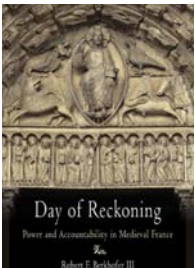
In 2002, the department appointed Wilson J. Warren, a specialist in History Education, to oversee the department's work with its nearly 500 secondary education history majors. Warren emphasizes a variety of historical methodologies that can be translated into secondary classroom prac-

tices. Many of these are detailed in his book, co-authored with D. Antonio Cantu, *Teaching History in the Digital Classroom* (2003). Warren's goals for the department are to continue to turn out large numbers of effective secondary history teachers and to establish stronger links to history colleagues in the schools. A current manifestation of this work is evidenced in the two current Teaching American History grants. (See the related article in this newsletter.)

The WMU History Department today seeks to capitalize on the strengths of a diverse research faculty, while carrying forward some of the pioneering traditions of Smith Burnham and Margaret Burnham Macmillan in history education. 📖

Recently Published Faculty Books

The faculty has continued its productive research pace. In the past two years, in addition to the books below, and conference presentations too numerous to count, faculty have received over 15 national and international grants, published over 50 articles and book chapters, and 50 book reviews. For a full listing of faculty and graduate student research activities visit the department website at <www.wmich.edu/history>.



Robert F. Berkhofer III. *Day of Reckoning: Power and Accountability in Medieval France.* University of Pennsylvania Press, 2004.

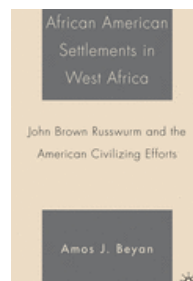
Professor Berkhofer explains how subordinates were held accountable by abbots administering the extensive holdings of Saint-Bertin, Saint-Denis, Saint-Germain-des-Prés, Saint-Père-de-Chartres, and Saint-Vaast-d'Arras. By 1200, written and unwritten techniques of rule developed in the monasteries had moved into the secular world; in these practices lay the origins of administration, bureaucratic power, and governance, all hallmarks of the modern state.



Robert F. Berkhofer III with Alan Cooper and Adam J. Kosto, eds. *The Experience of Power in Medieval Europe.* Ashgate Publishing, 2005.

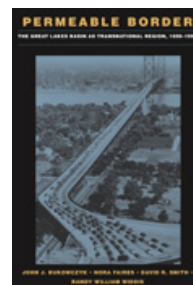
This collection of articles examines power as it was used, how it was construed, and who wielded it in a variety of geographic settings — from England to Castile — and chronological settings — from the mid-tenth to the mid-fourteenth centuries. The gathered pieces, among which

is Professor Robert Berkhofer's own "Abbatial Authority over Lay Agents," consider power from its social and operational aspects and as a center of dispute.



Amos Beyan. *African American Settlements in West Africa: John Brown Russwurm and the American Civilizing Efforts.* Palgrave Macmillan Press, 2005.

Professor Amos Beyan examines Russwurm's intellectual accomplishments and significant contributions to the black civil rights movement in America from 1826-1829, and more significantly explores the essential characteristics that distinguished his thoughts and endeavors from those of other black leaders in America, Liberia and Maryland in Liberia.

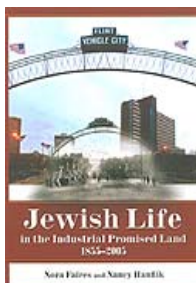


Nora Faires with John J. Bukowczyk, David R. Smith, and Randy William Widdis. *Permeable Border: The Great Lakes Basin as Transnational Region, 1650-1990.* University of Pittsburgh Press, 2005. From the colonial era of waterborne transport, through nineteenth-century changes in transportation

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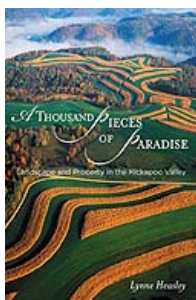
Recently Published Faculty Books (continued)

and communication, to globalization, the history of the Great Lakes Basin has been shaped by the people, goods, and capital crossing and re-crossing the U.S.-Canadian border. In tracing the economic development of the Great Lakes Basin as borderland and as transnational region, the authors of *Permeable Border* have provided a regional history that transcends national borders and makes vital connections between two national histories that are too often studied as wholly separate.



Nora Faires with Nancy Hanflik. *Jewish Life in the Industrial Promised Land, 1855-2005*. Michigan State University Press, 2005.

Professor Nora Faires's work combines an examination of the evolution of a small ethnic and religious community with analysis of the dramatic rise and decline of an industrial boomtown, Flint, Michigan. Flint Jewry was forged in a setting of economic boom, but has seen that white-hot prosperity turn to ash, as the city has become America's poster town for deindustrialization. This book was named one of three finalists for the national Independent Publisher Book awards for 2006.



Lynne Heasley. *A Thousand Pieces of Paradise: Landscape and Property in the Kickapoo Valley*. University of Wisconsin Press, 2005.

This is an ecological history of property and a cultural history of rural ecosystems in one of Wisconsin's most famous regions, the Kickapoo Valley. While examining the national war on soil erosion in the 1930s, a controversial real estate development scheme, Amish land settlement, a U.S. Army Corps of Engineers dam project, and Native American efforts to assert longstanding land claims, Lynne Heasley traces the historical development of modern American property debates within ever-more-diverse rural landscapes and cultures.



Cheryl Lyon-Jenness. *For Shade and For Comfort: Democratizing Horticulture in the Nineteenth-Century Midwest*. Purdue University Press, 2004.

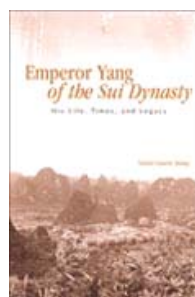
Between 1850 and 1880, Americans of all ranks and circumstances planted shade

trees, cultivated flower gardens and established lawns with a new-found enthusiasm. *For Shade and Comfort* explores this unprecedented burst of horticultural interest and documents its influence on Midwestern domestic landscapes.



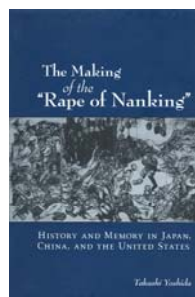
Paul L. Maier with H. Hanegraaff. *The Da Vinci Code — Fact or Fiction?* Tyn-dale House Publishers, 2004.

This popular book explores some of the central elements of Dan Brown's famous best seller. On the basis of historical scholarship, Maier and Hanegraaff critique the novel, separating fact from fiction.



Victor Xiong. *Emperor Yang of the Sui Dynasty: His Life, Times, and Legacy*. State University of New York Press, 2006.

Professor Victor Xiong uses traditional scholarship and secondary literature from China, Japan, and the West to go beyond the common perception of Emperor Yang as merely a profligate tyrant. While a series of strategic blunders resulting from the darker side of his personality led to the collapse of the socioeconomic order and to his own death, the Sui legacy that Emperor Yang left behind lived on to provide the foundation for the rise of the Tang dynasty, the pinnacle of medieval Chinese civilization.



Takashi Yoshida. *The Making of the "Rape of Nanking": History and Memory in Japan, China, and the United States*. Oxford University Press, 2006.

The Nanjing Massacre occurred in 1937-38 when the Japanese army captured the Chinese Capital City of Nanjing and committed wholesale atrocities. Professor Takashi Yoshida draws on rich sources from Japan, China and the US, to document and analyze how journalists and scholars polemically exploited this tragic event from its occurrence until today. 📖

M.A. and Ph.D. Graduates Demonstrate Success in Research, Teaching, and Public History

The WMU History Department established its Master's of Arts program in 1958 and in the last 48 years has granted over 283 MA degrees. The PhD program was established in 1992 and 15 students have earned the doctoral degree. The diversity of interests and accomplishments of our graduate students is illustrated by this list of some of those who completed their work in 2003-04 and 2004-05.

Recent PhDs

Lucia Curta (2004) specializes in art history and material culture. Her dissertation, "'Imagined Communities' in Showcases: The Nationality Rooms Program at the University of Pittsburgh (1926-1945)" analyzes the complex use of museums and museum settings in the emergence of national/ethnic identity. She currently teaches as an Adjunct Assistant Professor in the Department of History at University of Florida.

Stephanie Jass (2004) researched, through the lens of "foodways," American attitudes toward immigrants during the Progressive era. Her dissertation is entitled "Recipes for Reform: Americanization and Foodways in Chicago Settlement Houses, 1890-1920." She is currently a tenure track assistant professor of history at Adrian College in Adrian, MI.

Kevin Kain (2004) conducted research in Russia with support of a Fulbright Fellowship and completed his dissertation, "Patriarch Nikon's Image in Russian History and Culture." He has published six articles in both English and Russian and has a contract with a publisher to translate and edit a historical biography of the Patriarch Nikon. He teaches at Texas A&M University at Texarkana.

Michael T. Martin (2004) is a specialist in the early Middle Ages. His dissertation, "The Italian Homiliary: Texts and Contexts," contributes to the scholarly understanding of the Carolingian sermons, and to the culture of Europe during the time of Charlemagne. He is now a tenure track faculty member in the History Department at Fort Lewis College in Durango, Colorado.

Maureen O'Brien (2005) defended her dissertation, "Power and Prayer as Reflected in a 'Mirror of Monastic Perfection:' A Prosopographical Study of the Abbey of La Chaise-Dieu, 1043-1184." She is currently a tenure-track assistant professor of history at St. Cloud State University in Minnesota.

Andrea Yount (2005) wrote her dissertation on "William Morris and the Society for the Protection of Ancient Buildings: Nineteenth and Twentieth Century Historic Preservation in Europe." Currently she teaches European History and Art History satellite courses for Northern Arizona University.

Recent MAs

Hollie Bonnema (2003) Public History. She is Curator of Education at Charlton Park in Hastings, MI.

Michael Basista (2004) Medieval History. Thesis: "Hybrid or Counterpoise? A Study of Transitional Trebuchets." Michael served for one year as president of the History Graduate Student Organization.

Shiela Clark (2005) Medieval History. Thesis: "The Understanding of Family in Medieval France: A Study of the Family of Count Fulk Réchin of Anjou."

Michael Kurt Deen (2004) Medieval History. Thesis: "Tinnors and the Stannaries: Law, Life and Labor in Fourteenth-Century Cornwall." While in residence for his M.A., Kurt was the office coordinator for *The Medieval Review*, an international on-line book review journal published at Western. He is presently in the Ph.D. program in medieval history at Rutgers University.

Coreen Derifield (2005) US History. She was for two years the recipient of the Michigan Supreme Court Historical Society Fellowship. Thesis: "Defining Peaceful Picketing: The Michigan Supreme Court and the Labor Injunction, 1900-1940." Coreen is currently in the Ph.D. program in American history at Purdue University.

Genoveva Garcia Gallardo (2004) Latin American History. Thesis: "Cultural Encounters: The Peruvian Artifacts Collected by Cristobal Vaca de Castro." She is Assistant Director for Student Services at the International Studies Abroad Office in Barcelona, Spain.

(Continued on page 7)

M.A. and Ph.D. Graduates (continued)

Jennifer Gaydos (2005) Public History. Jennifer was the 2004-05 Frederick S. Upton Fellow in Public History and worked at the Fort Miami Heritage society, contributing substantially to the exhibit, "The World's Largest: The Benton Harbor Fruit Market and the Southwest Michigan Fruit Belt."

Philip Grace (2005) Medieval History. Thesis: "Aspects of Fatherhood in Thirteenth-Century Encyclopedias." He continues his study of medieval history in the Ph.D. program at the University of Minnesota in Minneapolis.

Christopher Jannings (Fall 2004) US History. Thesis: "White Rules, Black Stars: Race, Sport, Community, and the Emergence of Integrated Boys High School Basketball in Benton Harbor, Michigan, 1945-1965." He is now in his second year of the Ph.D. program at WMU.


Marius Nielsen (2004) Medieval History. Thesis: "Castles in the Crusader Kingdom of Valencia 1238-1276."

Trena Sanders (2005) US History. Trena was a recipient of a Thurgood Marshall Fellowship. This year she is in the Ph.D. program in Educational Leadership at WMU.

John Scholl (2005) Medieval History. Thesis: "Orthodoxy and Heterodoxy in Durand of Osca's Liber Antiheresis." He is continuing his study of medieval history in the Ph.D. program at the University of California at Santa Barbara.

Thomas Vance (2005) US History. He continues in his position as Community Relations Manager for the Portage School System.

LaDale Winling (2003) Public History. LaDale held the Frederick S. Upton Fellowship in Public History. He is currently specializing in historical architecture in a Ph.D. program at the University of Michigan.

Hanmo Zhang (2005) Ancient Chinese History. Thesis: "A Preliminary Study of the Kaogong ji (The Book of Artificers)." Hanmo will enter the PhD program this fall at UCLA. 

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