



**HISTORY IN A GLOBAL
PANDEMIC**
PAGES 1-6



**INTERNSHIPS &
INTERVIEWS**
PAGES 7-20



**LECTURES, TOURS, &
PUBLIC HISTORY**
PAGES 21-25



**CELEBRATING STUDENT
EXCELLENCE**
PAGES 26-36

HISTORY SECTION NEWSLETTER



EASTERN MICHIGAN UNIVERSITY
History
COLLEGE OF ARTS & SCIENCES

Editors: John McCurdy & Mary-Elizabeth Murphy..... Writers: Andre'a Ferrara, Emily Murphy, & Cheyenne Travioli.....

Living History in a Pandemic

Dear Alums, Students, and Friends of EMU History,

Greetings from the History Section at Eastern Michigan University! The theme of this year's newsletter is the global pandemic, as this cataclysmic event shaped every aspect of life for History students at Eastern Michigan University. Most everything that we did this year was virtual, stretching from classes and office hours to archival visits and our popular Speakers Series. Our History students persevered. They donned masks to attend socially distanced, in-person classes, clicked on Zoom links to interact with their classmates, scrolled through e-books and digital collections, and presented their research findings to several virtual conferences. Nearly every page of this newsletter brims with evidence of History students' thoughtful engagement with the past and academic excellence.

The past fifteen months have raised so many questions about how people throughout world History have coped with the searing trauma and day-to-day concerns of epidemics, whether it was the Black Death, smallpox, or the AIDS crisis. Students in our History classes seized on this moment to explore those precise questions, and the content of our newsletter reflects that rigorous investigation. Next year, we look forward to sharing photos of travel classes and research that takes us around the world. This year, we are looking back. And always, living History.

Into the Archives: Michigan's 1918 Pandemic

As the first World War was nearing its end, a new threat was emerging as soldiers began traveling home. By early September of 1918, it was becoming clear that the disease commonly called the Spanish flu was becoming a widespread, global pandemic. On September 18th, Dr. James Inches, Commissioner of Health for Detroit warned that an outbreak of this particular strain of influenza was possible, but he attempted to assuage fears by assuring citizens that, "Influenza is simply a virulent type of la grippe." La grippe being another name for the flu. On September 24th, the executive officer of the Michigan State Board of Health, Dr. R.M. Olin, echoed Dr. Inches's plea to the public, stating that "The army and navy surgeons have matters well in hand and the chances of it coming out to civilians are very few." This sentiment was quickly proven wrong as on September 29th, Grand Rapids had reported its first case of the flu. By October 5th, Detroit had 135 reported cases and would have nearly 800 cases only a week later.

On October 18, 1918, mayors and health officers from fifty Michigan cities met with Governor Albert Sleeper about the growing threat of the new flu virus. After hours of deliberation, the group decided it would be best for the people of Michigan to prohibit all non-essential gatherings. This included the closure of theaters and churches as well as the cancellation of political meetings. The closure of schools, however, was still left up to local health officials. The vote to close down the state was unanimous, but the opinions among this group were far from uniform. Dr. Andrew P. Biddle, a member of the city of Detroit's health and school boards, argued that the closure would economically damage the city of Detroit. Dr. Clyde C. Slemons, Grand Rapids' Health Officer, also disagreed with the order as Grand Rapids had fewer cases of influenza compared to other cities in the state. Curiously, both men voted for the order despite being skeptical of the effects of the closure. These disagreements between Michigan government officials were a common sight during the 1918 influenza pandemic.



Nate Turner, B.A. 2020, wrote his senior seminar paper on the 1918 Influenza Epidemic in Michigan. He later published some of this research [as an Op-Ed in Michigan Advance](#). Turner has shared portions of his research paper [here](#).

With the governor's new order in place, city health officials began both enforcing the restrictions, but also, instituting city specific policies. In Detroit, Dr. Inches began planning for what he thought would help Detroiters deal with the epidemic and end the governor's ban on non-essential business as quickly as possible. Inches and the Detroit public school board volunteered the city's teachers to act as nurses. They would visit the homes of Detroiters to investigate and treat suspected cases of the flu. The chief of the health department nurses, Grace Ross, quickly organized teachers into brigades and sent them throughout the city. Although Inches thought using teachers as nurses was a great way to employ the city's teachers, many Detroiters decried this decision. The teachers only had one day of training before heading to homes. One teacher wrote to the *Free Press* and said, "Teachers of Detroit should feel highly flattered by the versatility credited to them by their superior officers. They, however, do not see how their academic training or experience in teaching has in any way fitted them for nursing." The teacher goes on to say, "It is an amusing sight to see the teachers eagerly scan the morning paper to find out what else they have been volunteered to do." The teacher signed her letter to the editor by identifying herself as a "teacher who admits she can't nurse." Using teachers as nurses may have seemed like an inspired idea, but many teachers pushed back on the idea. They were not prepared to take on such duties, which included exposing themselves to a deadly strain of the flu.

The 1918 influenza pandemic killed an estimated 50,000,000 people worldwide and is considered one of the deadliest pandemics to sweep the world since the Black Death. An estimated 15,000 people died in Michigan. The epidemic in Michigan left a lasting effect on those who lived through it. While examining crises like the 1918 influenza pandemic can help understand future pandemics, it is important not to draw too many comparisons, as each pandemic is infinitely unique with challenges that cannot be anticipated. The difficult task of the 1918 influenza pandemic in Michigan was limiting the spread of the disease without making people more fearful.



**Michigan Governor
Albert Sleeper,
29th Governor, 1917-1921**

Faculty Musings: From Rome to Remote Learning

Professor Ronald Delph teaches courses on Europe in the Middle Ages, and on European culture and society in the Renaissance and Reformations eras. Delph has been at Eastern Michigan University since 1993. He spoke to us recently about how teaching during the Covid-19 pandemic was one of the unusual experiences in his twenty-eight year career at EMU.

At the start of COVID-19 lockdown, Delph was teaching five classes in the Winter semester of 2020. When the virus caused lockdown in Europe, Delph and a group of 22 students and faculty were in Italy finishing up their study abroad session. He shared that they barely made it out of Italy before the country locked their borders. He recovered from his jet lag and returned to campus, but then on March 4, was sent home to quarantine for two weeks. But before the two weeks were over, the university shut down on March 11, and Delph and his students were not able to return to campus for months

Transitioning his classes online was no challenge for him. Delph stated that he has taught many classes online since 2003 and has a lot of experience doing it. He expressed that he has a heavy online companion website for each of his brick and mortar classes. When the virus hit the states and the nation went into lockdown, Delph turned to the course website and “beefed it up.”



In March 2020, Delph taught 22 students (pictured above) in his one-week travel course, “Power, Place, and Image in Florence and Rome.” Students and faculty members departed Italy just as the country was beginning to close its borders. Photo courtesy of Ron Delph

His biggest obstacle in teaching during the pandemic has been getting students to stay engaged with the class and material. He stated that students find it difficult to study through video lectures--regardless of how engaging the subject matter. He reflected that in his in-person classes, students had the ability to stop him and ask questions, allowing them the opportunity to engage back and forth with the material. However, this became difficult to do online. To overcome this challenge, Delph strived to make lectures as interesting as possible by including the use of images as well as handouts that he and his class read together. He also allowed his class the opportunity to have weekly voluntary discussions for upper-level and graduate students and a "Questions" link where his students could ask him questions on the material. Additionally, his second biggest challenge was finding the time to conduct his own research during the pandemic. He observed that transitioning classes from in-person to on-line is incredibly time consuming.

To overcome these challenges, Delph finds himself putting in the time and effort to prepare and grade online. He states, "there's just no other way around it." He misses interacting and seeing his colleagues on campus as well as his students, but looks forward to "ripping off my mask and returning to a fully functioning campus, hopefully in Fall 2021."

Presidents on Campus



In 1951, President Harry Truman arrives at the Willow Run Airport to greet students and residents of Michigan. Photo courtesy of the Ann Arbor News Archives



Presidential candidate John Kennedy delivers a speech to EMU in 1960. Photo courtesy of EMU Archives.



President Bill Clinton delivers the commencement address in 2000. Photo courtesy of the Focus EMU Newspaper.

New Class: Health & Inequality in the United States

In the Fall of 2020, Professor Mary-Elizabeth Murphy offered a new course: *Health and Inequality in the United States*. Eastern Michigan University has many students who are studying to be nurses, physical therapists, athletic trainers, and doctors. The History Section wanted to create an opportunity for these future health care workers to understand how their professions align with the history of medicine.

Murphy enjoyed the research that went into creating the course. Upon investigating the historiographical literature, she discovered that most historians have focused on the vast inequalities in the U.S. healthcare system. Connecting her research specializations with this literature, Murphy crafted this class as a general education course that educated students how race, gender, sexuality, and class have shaped individuals' medical treatment within the United States from the seventeenth century to the present.

Health Care and Inequality in the United States begins by asking how Africans, Europeans, and Native Americans understood health and healing. Over the course of the semester, students learned about the history of quarantine and inoculation, the rise of surgery during the Civil War, a shift in the treatment of war veterans, the advent of germ theory, the advent of scientific racism, the birth of the modern hospital, and changing ideas about health, nutrition, and fitness. It was especially relevant for students to analyze the 1918 Influenza Epidemic, and discuss parallels with the 2020 global pandemic.



Open-Air Surgery during the Civil War

Throughout the class, students discussed how the history of medicine is connected with power. In the 1793 smallpox epidemic in Philadelphia, white physicians, such as Benjamin Rush, argued that African Americans were not susceptible to this disease, and ordered them to treat white Americans. This view, rooted in scientific racism, resulted in massive fatalities among the city's free Black population. But, students also learned how medicine also offered an opportunity for marginalized citizens to practice resistance and resilience. Students discussed how Black women in the antebellum South worked as midwives and offered an ethic of care to their patients by treating their physical and mental health. In the twentieth century, African American activists created "Negro Health Week" to raise awareness about good health practices and prevention. This global pandemic has revealed so many health disparities around areas of race, and this course allows students at EMU to situate these current issues in historical context.

Farewell from Department Head Jim Egge

In 2016 I became Head of the Department of History and Philosophy intending to serve for five years, and that term is now coming to an end. On July 1, Professor of Philosophy Peter Higgins will succeed me as Department Head, and the History Section will continue to be led by Section Chair Mary-Elizabeth Murphy and Graduate Coordinator John McCurdy. I am very happy to be able to leave the Department and Section in such able hands.

As I reflect on the past five years, I am very grateful for the opportunities I have been afforded to learn to know better our remarkable students, alumni, faculty, and emeriti, both present and past.

Our students continue to lead the University in their scholarly endeavors. This year nine History students presented in the Graduate Research Conference and 26 History students presented in the Undergraduate Symposium; EMU History had more presenters than any other department on campus. In the last five years, History students have won fellowships to pursue doctoral studies at leading universities including Michigan, Princeton, Edinburgh, and Cambridge.

Our alumni enjoy professional success, many as teachers of history and social studies, and others in a great variety of fields. Alumni career milestones of the last five years include: Paul Salah was named Superintendent of Huron Valley Schools; David Behen was appointed Vice President and Chief Information Officer of LA-Z-BOY as well as Trustee of Western Michigan University; N.J. Akbar was appointed Associate Vice President for Diversity, Equity, and Inclusion at Kent State University; Tyran Steward and David Walton gained faculty appointments at Williams College and Western Carolina University respectively; Richard H. Parker was named director of the U.S. Army Test, Measurement and Diagnostic Equipment Activity; Daniel S. Opperman was appointed to serve as the Chief Judge of the U.S. Bankruptcy Court for the Eastern District of Michigan; and Don Lafreniere was named chair of the Department of Social Sciences at Michigan Tech.



Our faculty continue to excel in research and teaching. Scholarly production during the past five years has been headlined by the publication of five historical monographs by professors Ashley Johnson Bavery, George Cassar, John McCurdy, Mary-Elizabeth Murphy, and Steven Ramold. Innovations in teaching include the addition of the Senior Seminar to our History major; this class insures that all History majors graduate having written a major research paper based on archival sources. A recent improvement to our M.A. in History has been the addition of a two-course sequence that grounds students of United States history in the historiography of that field and which engages them in a major research project during their first year of graduate study.

Our emeriti faculty remain active. James Holoka and Rick Rogers still teach to rave reviews in the department, and several emeriti including Robert Duke, Janice Terry, and Walter Moss continue to write and publish. One of the special privileges of my time as Department Head was getting to know Professor Emeritus Reinhard Wittke, who passed away at the age of 100 in April.

My time in the front office has also given me occasion to learn about the illustrious history of the History program at EMU. Our faculty has included pioneering educators like Anna M. Cutcheon, who in 1871 became the first faculty member to teach a history course at the Michigan State Normal School, and Julia Anne King, who in 1888 became the first head of the History department. (The University of Michigan would not appoint a woman professor until 1896.) Students who studied history here and went on to noteworthy careers include Pulitzer-prize winning editor of the New York World Frank Irving Cobb; physician and Senator from New York Royal S. Copeland; and Elizabeth Sparks Adams, who served on the Michigan Historical Commission for 54 years, becoming the longest serving government official in Michigan history.

I return to the faculty with a deepened appreciation for the History program's legacy of excellence, and with a renewed commitment to advance its mission.



Frank Irving Cobb,
1869-1923



Royal S. Copeland,
1868-1938. Dr. Egge wrote
about Royal Copeland for
[Eastern Magazine](#).



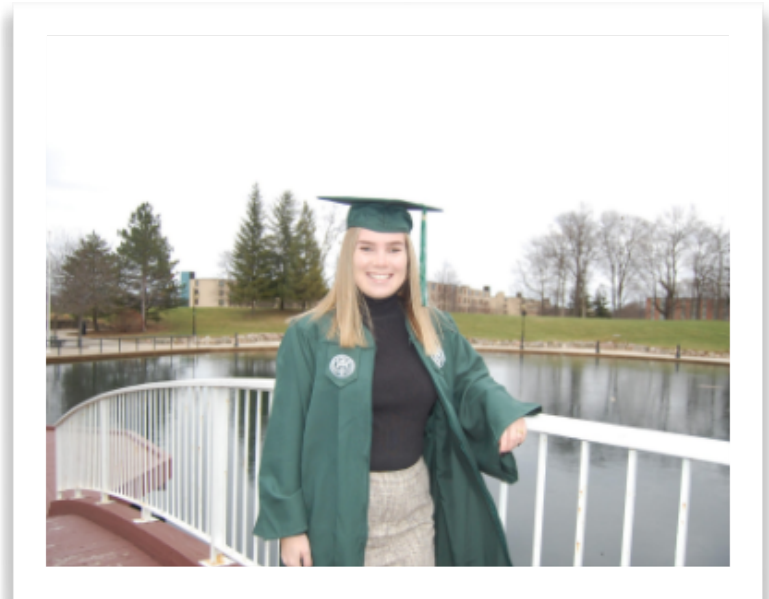
Elizabeth Sparks Adams,
1911-2007

Olivia Stuck Secures Two Virtual Internships

Internships allow students to gain hands-on experience in a museum, archives, or similar historical institution. Many EMU History students have used internships to apply what they learned in the classroom and prepare for employment after graduation. Gaining experience outside of the classroom became difficult last spring as institutions closed to the public due to the COVID-19 pandemic. This was true for undergraduate students like Olivia Stuck.

Olivia Stuck, a Senior nearing graduation, was excited about her upcoming summer internship in Washington, DC, with the Eleanor Roosevelt Papers Project. "As someone who intends to go to grad school, my past summers were spent saving up money, but summer 2020 was the time I dedicated to get a glimpse into future career paths. It seemed almost too good to be true. I interviewed with the director, which only confirmed how perfect this fit into my studies and goals, and I had landed myself a spot with my dream internship."

Like many internship opportunities, the shutdowns cancelled Olivia's internship and it was re-scheduled for Spring 2021. Olivia explained that she was devastated by this news. But despite this setback, Olivia found ways to adapt. She received an email from the Springfield, Massachusetts Museum about a remote internship opportunity. "The internship I ended up completing came to me almost by luck. I had been in contact pre-covid with the director, but we discussed how it wasn't the best fit for me to make a move out to Massachusetts. On their end, they felt it was important to provide and create a remote cohort of interns for the museum, and luckily the director remembered my original application and reached out about their new remote format for the summer. Of course, let down by the cancellation of the Eleanor Roosevelt Papers Project, I was happy to accept this new position and learn, alongside everyone else."



As an intern at the Springfield Museum, Olivia helped create programs specifically aimed at children that utilized their Dr. Seuss collection, their superhero exhibit, and their previous summer programs. She designed age appropriate activities that became subscription kits for children. She also crafted digital content for the website and collaborated with museum directors to export educational materials during the pandemic. *"I mainly worked with two other interns who focused on art and science respectively, and I rounded out the group with a focus in history."* Working remotely still posed some challenges for Olivia and the other interns as Olivia was doing her internship remotely on the other side of the country. *"At first, we weren't really sure how to effectively structure our weekly meetings and bring all of our ideas together and get the feedback we wanted. By the end of the summer, I felt pretty accomplished and proud of what we were all able to do."* Every week she had the opportunity to engage with various museum department professionals and ask them about their job experiences. Olivia explained that it was a very productive experience, especially as she entered her final semester. She learned valuable information from professionals about potential career paths and important skills needed to work in a museum.

We asked Olivia what she loved most about her internship, and she explained that her internship enriched her summer as she was stuck inside and isolated during the pandemic. *"I loved being able to interact with individuals who were so passionate about the work they do. During this pandemic, especially with the abrupt ending to the 2020 winter semester, I felt very isolated from my education, my friends, some family, and it was great just to sit in front of a screen with people in the same situation and discuss not only our futures but work together to make the best of the time we had together."*

Olivia graduated in December 2020 with her Bachelor's in History and minors in Anthropology and Art History. She is currently living in Washington, D.C. and completing another internship at the Eleanor Roosevelt Papers Project at George Washington University. In the fall, she will move to Scotland to enroll in the MLitt program in Museum and Gallery Studies at St. Andrews University.



In 1958, First Lady Eleanor Roosevelt visited EMU's Rackham Hall, celebrating it as the first facility in the nation to train teachers in Special Education. Photo courtesy of the EMU Archives

Interview with Dr. Tyran Steward, M.A. 2009: Assistant Professor of History at Williams College

This past February, we had the pleasure of hearing a talk by Dr. Tyran Steward, M.A. 2009, and an Assistant Professor of History at Williams College. EMU Opperman Fellow Emily Murphy interviewed Steward about his experiences in the History program and interests in history. Originally from New Orleans, Steward graduated with his Bachelor's from Morehouse College in 2000. Murphy asked Steward what got him interested in history, and he stated that, "Other people knew that I was interested in history before I did. Other people were able to recognize something that I was not able to recognize in myself." Steward's original aspirations were to go to law school, but growing up, his family and friends knew that he would one day be a professor.

A mentor at Morehouse told Steward that he had a talent for writing history and encouraged him to major in history. At the time, he was a business and accounting major, and by his junior year, he thought about changing his major to History but instead changed his major to Sociology. He was admitted to Law School but didn't think he'd enjoy a career as a lawyer. Despite being at the top of his class and securing a great internship, Steward left Law School to pursue history. He says that it was "those conversations with his mentors about his interests, ideas, and questions" that launched him into the field of history. Steward's mentor, Dr. Billy Joe Evans, a retired chemist at the University of Michigan, encouraged him to get some grounding in the field of history before pursuing a doctoral degree and told him to enroll at Eastern. Steward remembers contacting Dr. Ronald Delph, the Graduate Coordinator, about his application for admission to the program. He met with Dr. Delph in his office and explained his interest in history and the program. "Dr. Delph responded with great enthusiasm."



We asked Tyran about some of his favorite classes and experiences in the graduate program. His favorite courses included the History of the Family with JoEllen Vinyard, African American History with Mark Higbee, World Religions with Jim Egge, and Historiography with Robert Citino. Steward remembers Dr. Citino as an energetic and highly rated professor, well liked by all students. A military historian, Dr. Citino, took an interest in Steward's work. After grading one of his essays, he told him that he would grow very popular one day because of his writing. Steward recalls that, "It was the very first time, I felt like I could do history. Despite whatever encouragement I had received from others outside of Eastern, for him to have said that, was particularly gratifying." He also mentioned that Dr. Philip Schmitz was a great mentor and had great discussions about reading sources against the grain and secondary literature. Dr. Schmitz made him feel like his ideas mattered. Steward also recalled that Dr. Higbee, who "debated with me the entire semester about everything." He remembered a conversation in his office that resulted in his master's thesis project. Steward was grateful that all of his professors at Eastern took him seriously as a scholar and admits that not every graduate program does this very well.

Steward says that the master's program prepared him for his doctoral work at Ohio State University. He explained that the training in historiography and methodology and how to synthesize his arguments put him far ahead of his peers. He reflected that, "*Eastern does a great job teaching you the practice of being a historian and the protocols of the field.*" Steward explained that he wouldn't have succeeded in his doctoral work without Eastern. Going into his doctoral program, he had experience conducting archival research, an understanding of methodology, and how to contribute to historiography. He also notes the "sense of professionalism and formalized program" at Eastern that helped him become a professional in the field. He said he was taught the value of writing book reviews, how to conduct himself at conferences and interviews, and how to be respectful of other colleagues.

Steward completed his master's thesis on interracial class divisions and is fascinated by individuals who had membership in the Black elite and their ideological views and respectability politics. Steward graduated with his M.A. in History from Eastern in 2009. He went on to complete a Ph.D. at Ohio State University in 2013. Steward now teaches history at Williams College, which he describes as the ideal place for a scholar. He explained that he has wonderful colleagues and exceptional students



Willis Ward, student and football player at the University of Michigan, Ann Arbor. He would later work at the Ford Motor Company. Steward wrote his M.A. thesis on Ward and is currently at work on a book about him. Stay tuned!

Lacey Opdycke Completes an Internship at the National Museum of Women's History

The COVID-19 pandemic has certainly created unexpected challenges as archives, libraries, and museums closed their doors last spring. Despite these difficult circumstances, students rose to the occasion and adapted to online learning and even found remote internship opportunities. One of those students is EMU History graduate student Lacey Opdycke. Lacey completed her undergraduate degree at EMU in History in 2018 and recently graduated with a Master's degree in History with a Graduate Certificate in Cultural Museum Studies in April 2021. In June 2020, Lacey secured a fully remote internship as the Public History Research Intern with the National Women's History Museum. Her internship was supposed to end in August 2020, but it was extended to December 2020.

We recently interviewed Lacey about her internship experience. While searching for internships last spring, she noticed that the museum had a few virtual exhibits on women's military involvement in World War II. As Lacey is currently writing her thesis on Women AirForce Service Pilots of World War II, she sent her application. "I received an email a few weeks later asking to interview. They needed help with some World War II programming, so I was a perfect fit!"

When we asked Lacey what it was like doing an internship during a worldwide pandemic, she said it wasn't much different from an in person internship. Fortunately, the National Women's History Museum is already completely online. "I had a set schedule, attended weekly meetings, completed my assignments, researched, wrote, etc. Granted, all of this was done on the computer via Zoom! Thankfully, my internship was research heavy so I spent a lot of my time behind a computer in my makeshift dining room office researching and writing for my exhibits and biographies.



She explained that everything she needed from their archives or exhibit was already digitized and organized on their website. "This was a VERY unique opportunity that I may not have had if it weren't for the pandemic. In fact, the only reason I started searching for a remote internship in the first place was because I was waiting to see if museums, archives, research institutions, and libraries would open up before I continued work on my Master's thesis. I wanted to build some experience in the museum industry and do something worthwhile with my "quarantine." So, something good DID come of the year 2020!



Lacey fit right in as she curated an online exhibit on the Women's Army Corps in World War II and an exhibit on the U.S. Marine Corps Women's Reserve in World War II. She said that curating the exhibits were some of her favorite projects. "It helped me realize that I absolutely love researching, writing, and curating; and would love to do this more in the future within the museum industry."

She was also interviewed and featured on a podcast called "Meeteetse Stories," where she discussed the role of the Women's Army Corps in World War II. She also conducted a virtual tour on her USMCWR exhibit, "Be a Marine, Free a Marine to Fight:" The United States Marine Corps Women's Reserve.

When we asked her what she learned and gained from this experience, she said, "I think the biggest thing that I've gained from this experience is a better understanding of how museums and museum careers work, and the different positions people can work in within a museum. I love doing research and presenting my findings in a way that people are able to understand."

Lacey finished her internship in December of 2020, but has a few projects that are forthcoming. She assisted in the development of a women's history card game in collaboration with an organization called HistoryPlunge. She also wrote a biography on Representative Alexandria Ocasio-Cortez for the NWHM's biography series which will be published soon!

You can explore Lacey's [digital exhibits](#) at [at the National Women's History Museum](#) and can listen to her [podcast episode](#) in [Meeteetse Stories](#).

Andrew Blackbird (1815-1908): Seminal Native Historian

We recently had the opportunity to sit down and talk with Eric Hemenway who is an Anishinaabe/Odawa from Cross Village, Michigan. Hemenway is the Director of Repatriation, Archives and Records for the Little Traverse Bands of Odawa Indians, a federally recognized tribe located in northern Michigan. We reached out to Hemenway in an attempt to gain a better understanding of Andrew J. Blackbird, who was an Odawa Indian and served as a leader among the tribe as well as a historian. In the nineteenth century, Blackbird studied at the Michigan State Normal School, which is now EMU, making him one of the university's most distinguished Native American students. Hemenway had a lot of insights on Blackbird, offering us an understanding of how Blackbird was and is remembered within the Indigenous community.

Andrew J. Blackbird was born in the area of what is now known as Harbor Springs around 1815, but possibly later. His father, an Odawa chief by the name of Makade-binesi was mistranslated by the French and later on the English as "Blackbird", making it the family's English last name.

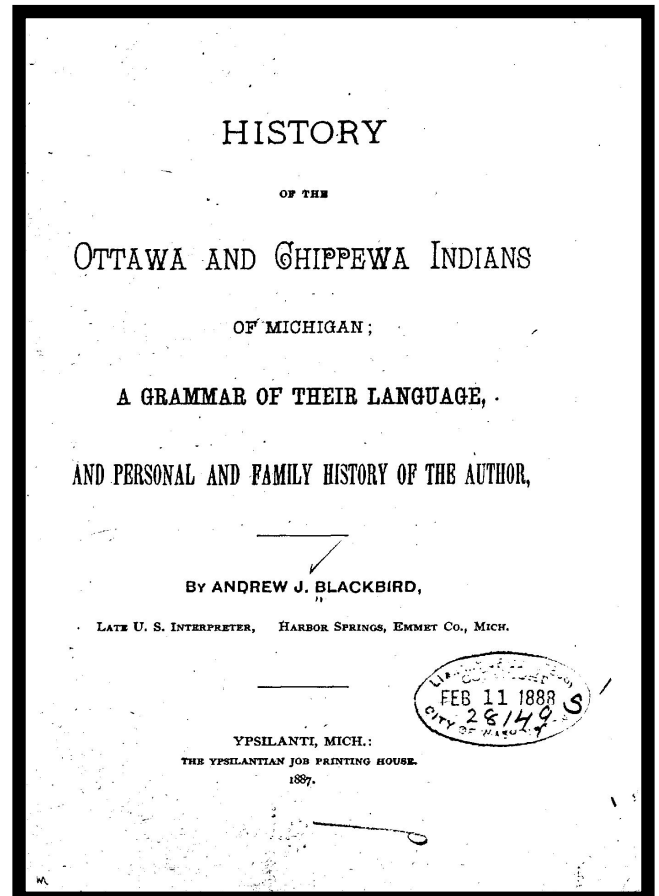
Some of Blackbird's earliest opinions of non-Native individuals and religious institutions were negative. When he was young, his father assisted white traders, who abandoned him on a small island. Although his father survived, this incident left an indelible impression on Blackbird. Blackbird's brother also died of suspicious circumstances in Rome, Italy. These experiences caused Andrew Blackbird to convert to Protestantism and serve as an interpreter at the Protestant mission in Harbor Springs.



Photograph of Andrew Blackbird,
nineteenth century

In the mission in Harbor Springs, Michigan, Blackbird realized that his education was limited to Odawa culture. Determined to assimilate, Blackbird trained as a blacksmith at the missionary schools in Harbor Springs, and studied at the Michigan State Normal School. He also married a white English woman, Elizabeth Margaret Fish. By the 1850s, Blackbird became a mediator between the United States government and the Odawa people. Importantly, in the late nineteenth century, Blackbird recorded an oral history about the ways that smallpox had decimated members of the Odawa nation in the late eighteenth century. While Blackbird may have helped settle land claims, speak out against health disparities, publish Native history, and assist Native American veterans to receive their pensions, he also sold Native land to white Americans. This placed him in disfavor among his own people.

While Blackbird was able to assimilate into American society with the guidance he received from his educational journey at the Michigan State Normal School, today in the twenty-first century, he remains controversial within Indigenous communities. While Blackbird was able to advocate for the citizenship of Odawa peoples and other Native American communities, his assimilation advocacy remains contentious to Odawa members and other Indigenous peoples throughout the United States. While he saw an opportunity to survive and do what was best for himself during the nineteenth century, Native communities today fight a daily war to regain their languages, culture, and practices. This interview with Hemenway offered us both sides of Blackbird's story and his connections to Eastern Michigan University.



Andrew Blackbird was an important Native American Historian. His 1887 book, *A History of the Ottawa and Chippewa Indians of Michigan*, focused on language and culture. Books such as this one are invaluable to contemporary Native scholars. It was published in Ypsilanti.

Students Trace EMU's Mascot Change

History Graduate students Connor Ashley, Michael Seitter, and Cheyenne Travioli enrolled in a new class, Oral History Techniques, in Winter 2021 taught by Mr. Matt Jones. Here, students conducted oral history interviews to document the controversy around Eastern Michigan University's Huron logo change.

In 1991, Eastern Michigan University retired its Huron logo and name after many controversial and heated debates among alumni, students, and the Native American community. The Huron logo change came after the 1988 Michigan Civil Rights Commission issued a recommendation that institutions should drop the use of Native Americans names, logos, and mascots to avoid perpetuating negative and false images about Indigenous peoples. EMU was one of the very first institutions to drop their Native American mascot and name. At the time of the recommendation, about 100 schools in Michigan had Native American names or mascots. The Huron was not the institution's first mascot, as the school had previously been known as the "Normalites" in reference to the Normal College.

Throughout the semester, students conducted research in the EMU Archives, hunting for every bit of information about the Huron logo change. They were then assigned to interview an individual who would have directly dealt with the logo change in 1991. This included then president, Bill Shelton, Native American students, and Board of Regents. This allowed students the opportunity to hear every side of the story and approach the topic with neutrality and understanding, as any oral historian would.

It was fitting that EMU students were able to enroll in this course in 2021 as there is growing social awareness about Native American names and mascots. This past summer, the nation witnessed sports teams, like the Washington Redskins, remove their Native American mascot and name, after decades of debate over insensitivity. Jones' students and interviewees pointed out that, although the topic of the logo change is still controversial two decades later, our institution and its students should remember that EMU set an example for the entire nation by changing the logo in 1991. Overall, Professor Matt Jones was delighted with how his students performed in his class and in their final interviews. He plans to offer the course in the future for Historic Preservation and History students.



Phi Alpha Theta Members Connect Over Zoom

This year, the History Honors Society, Phi Alpha Theta went virtual. Phi Alpha Theta president John Paquette organized several, interactive events for its members. Drawing on his interest in food history, he pored through the cookbooks of two eighteenth-century women: First Lady Martha Washington (1731-1802) and Martha Jefferson (1748-1782), who served as First Lady of Virginia during Thomas Jefferson's first term as governor. Paquette selected a recipe for each member to cook while listening to a talk by Professor John McCurdy, who spoke about the families of presidents in the Early Republic. Additionally, Phi Alpha Theta held trivia nights, where EMU History professors submitted questions based on their areas of expertise. As John Paquette reflects, "Phi Alpha Theta made the best of being online this year" and he hopes for a more normal 2021-2022 year. Congratulations to the thirteen students inducted into Phi Alpha Theta between 2020 and 2021!



Martha Washington tracked her recipes in this book, which can be found in the Historical Society of Pennsylvania. In 1940, her recipes were published in a book, allowing citizens to cook her recipes.

Phi Alpha Theta Inductees, 2020 & 2021

John Frye
Zachary Manteuffel
John Milkovich
John Paquette
Rachael Schnurr
Cheyenne Travioli
Jesse Yaeger

Arielle Gaiski
Andrea Mello
Lacey Opdycke
Marie Sarnacki
Justin Szechy
Ian Watterson

EMU History Section Welcomes Amanda Maher

In September 2021, Dr. Amanda O. Maher joined Eastern Michigan University's History faculty having previously taught courses for EMU's Department of Teacher Education. After earning a B.A in History from Tulane University and an M.A. in Social Studies Curriculum and Instruction from the University of Michigan, Dr. Maher acquired years of experience teaching social studies and literacy support in K-12 classrooms both in Michigan and internationally. She has also collaborated on several elementary and secondary curriculum development projects and continues to write curriculum with partners from the Southeast Michigan Stewardship Coalition (SEMIS). Dr. Maher is deeply committed to teacher education and the advocacy of the social study disciplines in K-12 schools. She earned her Ph.D. in Educational Studies-Urban Education from EMU's College of Education in 2019. In her first year, she offered courses in Teaching Social Studies, World History Since 1500, and Integrated Elementary Social Studies Methods.

Dr. Maher researches the history of reading reform policies and their impact on literacy practices and instruction. Her dissertation, "Producing, Policing, and Punishing Literacy: A Critical Discourse Analysis of the Language of Reading across Urban and Rural Elementary School Educators," chronicled the changing conditions of literacy learning and examined the competing ideological representations of literacy embedded in educational policy reading instruction across urban and rural schools.

Dr. Maher is passionate about the humanizing and academic value of historical inquiry and democratizing methods of instruction. As a teacher educator, she models democratic strategies of instruction that value voice and provide avenues of agency. She is looking forward to extending her network of community partners and continuing to build a responsive and supportive learning environment for history students.



EMU's New Opperman Fellow: Emily Murphy

In September 2020, the History Section at Eastern Michigan University welcomed its newest Opperman Fellow, Emily Murphy. Emily has now completed her first full year at EMU and has begun researching for her Master's thesis.

The Opperman Fellowship in History supports thirty credit hours of graduate tuition and a stipend for two years. Opperman fellows are also eligible to receive additional money for research and travel expenses in order to complete a Master's thesis. The fellowship is generously funded by Judge Dan Opperman.

Emily Murphy was born in Lansing, Michigan, but was brought up in the Detroit area. She received a Bachelor of Arts in History from Michigan State University in 2018. Originally, Emily was interested in studying the law. However, after taking a Middle Eastern History class her sophomore year, her "eyes were opened and things changed for her." She developed a passion for History, especially the history of women and gender. In focusing on women in History, she would need to adjust her frame of reference and acknowledge that many experiences had been omitted or ignored.

Her undergraduate mentor from Michigan State University recommended that she apply for an M.A. in History. She chose EMU because of the quality of the program and the welcoming environment that faculty and staff offered. With the Opperman Fellowship, her desire to learn and write about history became possible.

Currently, Emily is researching the history of Jewish American women in Detroit. She became interested in this topic after taking an undergraduate class on Jewish American History. Having grown up around Detroit, she was aware that the area has a large Jewish population, but she was unaware of its history.

When asked about the best parts of her graduate experience in the History Section, Emily says "the willingness of the faculty to help and be a part of students' research journey" is noteworthy. She has enjoyed working with Professor Ashley Johnson Bavery who is directing her M.A. thesis. Emily commends Professor Bavery for her knowledge of Detroit and encouragement to focus on local Jewish Americans. She also praises Professor Mary-Elizabeth Murphy who Emily says is beyond willing to guide students and work with them through "these difficult times."

The Opperman Fellowship in History is currently in its sixth year. Past recipients of the Opperman fellowship have gone on to Ph.D. programs at Princeton University, the University of Michigan, and Michigan State University. Others have obtained positions at historical institutions in the area, including the Henry Ford and Greenfield Village.



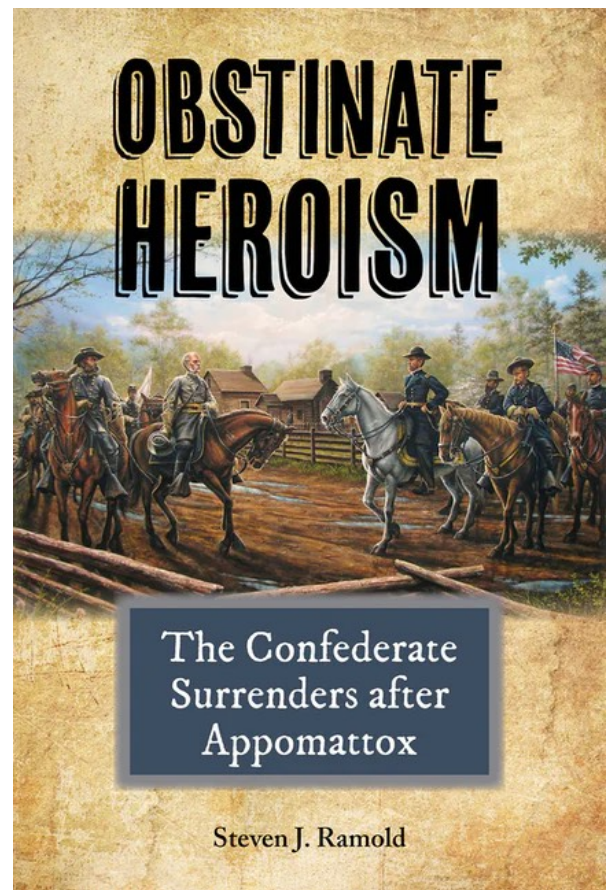
2020-2021 History Section Speakers Series

This year the History Section's Speaker Series featured talks by a wide variety of historians. Instead of gathering together in a crowded auditorium, students and scholars connected across the country for an online lecture experience. Students and faculty heard presentations on subjects ranging from the surrender of the Confederacy during the Civil War to oral history projects about Bracero workers.

Our first event was a walking tour. In October 2020, students, faculty and staff donned masks and toured the work of sculptor Corrado Parducci, whose work can be found on many EMU buildings, including King Hall, Munson Hall, Pierce Hall, Jones Hall, Goddard Hall, and early reliefs on Roosevelt Hall. This tour was led by author Dale Carlson and Professor of History James Egge, with additional commentary from Associate Professor of Art History Pam Stewart, Associate Professor of Historic Preservation Danny Bonenberger, and University Architect Robert Densic.

Our next speaker was Nancy Jacobs, Professor of History at Brown University. Dr. Jacobs, who focuses on South African history, spoke about Washington Okumu and how he saved Nelson Mandela's election in April 1994. She discussed the personal interviews she had conducted with Okumu leading up to his death in 2016. She described Okumu's life and his journey from Kenya to the United States and then to South Africa as a foreign diplomat. He is credited for mediating the final agreement between the major political parties in South Africa who were in conflict leading up to the election.

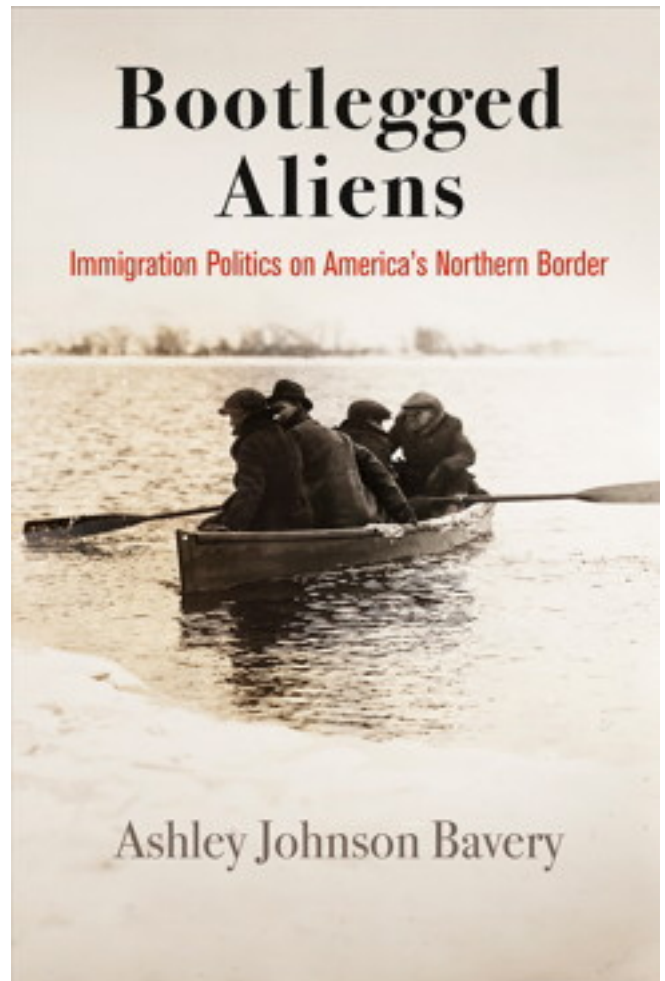
Jacobs was followed by Steven Ramold, Professor of History at Eastern Michigan University. He discussed his new book *Obstinate Heroism: The Confederate Surrenders after Appomattox* (University of North Texas Press) and explained how the surrender of the Confederacy defies the mythology of the Lost Cause. He explained that there was no path to victory by 1864, and the surrenders that followed Appomattox were a combination of political infighting, personal rivalry, and military incompetence, which is ignored in the glorified image of General Robert E. Lee at Appomattox.



Our last history speaker of 2020 was Mireya Loza, Assistant Professor of Food Studies at New York University. Her talk entitled, "Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and Political Freedom," discussed the private lives of migrant men who participated in the Bracero Program (1942-1964). The Bracero Program was a binational agreement between the United States and Mexico that allowed hundreds of thousands of Mexican workers to enter this country on temporary work permits. Dr. Loza argued that the prevailing romanticized image of braceros as a family-oriented, productive, legal workforce has obscured the real, diverse experiences of the workers themselves. Dr. Loza also created the Bracero History Archive, which provides oral histories and artifacts about the Bracero program from 1942-1964. Dr. Loza also created the [Bracero History Archive](#), which provides oral histories and artifacts about the Bracero program from 1942-1964.

Kicking off the new year, Ashley Johnson Bavery, Assistant Professor of History at Eastern Michigan University, discussed her new book, *Bootlegged Aliens: Immigration Politics on America's Northern Border* (University of Pennsylvania Press). Dr. Bavery looked at Detroit-Windsor as a borderlands region, demonstrating how this often-overlooked border influenced government policies toward illegal immigration in early twentieth-century industrial America. Her research uncovered how America's northern border remains central to debates about immigration today.

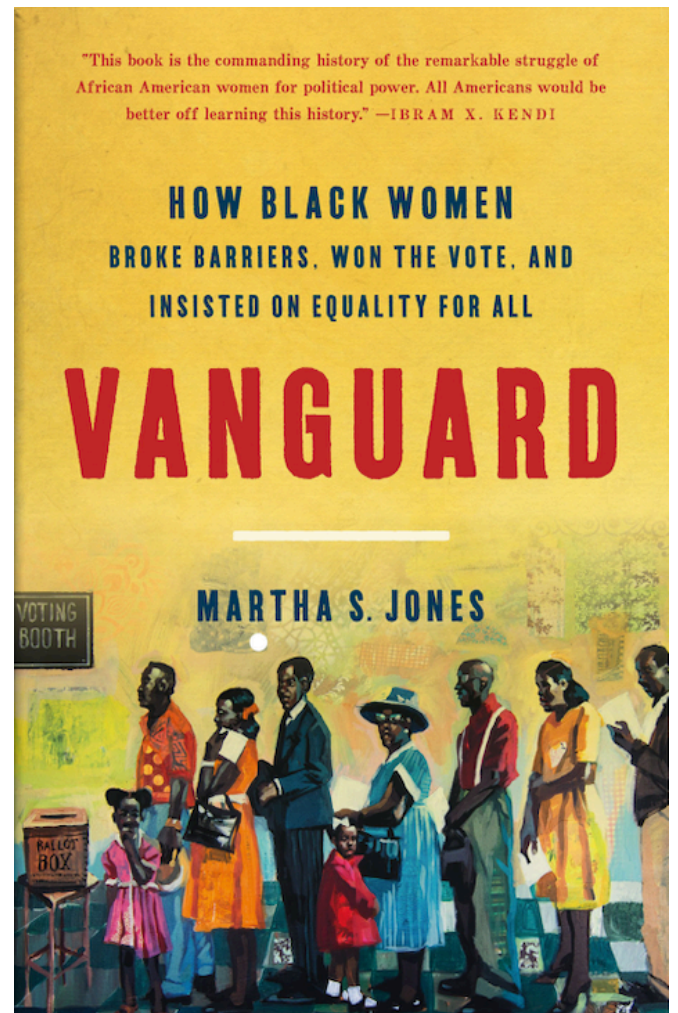
In February, in honor of Black History Month, EMU welcomed back M.A. graduate Tyran Steward, who just finished his first year as an Assistant Professor of History at Williams College (check out his interview on pages 11-12). In his talk, "Lost Opportunity: Willis Ward, the Strike at Willow Run, and the Rise of Civil Rights Unionism in Detroit," Steward discussed the political activism of African Americans in Detroit during World War II as they pressed for racial justice and economic opportunities. His talk centered around the fascinating story of Willis Ward, a former Black football star at the University of Michigan who directed hiring practices at the Ford Motor Company in the late 1930s and 1940s. In his talk, Tyran Steward described Ward as a pioneering figure in Black conservatism.



One Month later, in honor of Women's History Month, the History Section welcomed Dr. Martha S. Jones of Johns Hopkins University to discuss her new book, *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*. In her talk, Dr. Jones described how Black women defied both racism and sexism in their quest for suffrage. She documented the life of many Black women who worked for the passage of the 1965 Voting Rights Act and beyond. She briefly discussed successful women of color in politics today, including Vice President Kamala Harris and the legacy of Black women's accomplishments.

Our last history speaker of the Winter 2021 semester was our own Rachael Schnurr, graduate student and Opperman Fellow at Eastern Michigan University. She presented research from her M.A. thesis, which examines the diaries of Mary Hobart Williams, a French-Menominee woman in the Green Bay area. Despite the impositions of the American government, Williams remained in her home, the head of a family made up entirely of indigenous women, and on her own parcel of land until she died in the 1880s. Examining her story, her sacrifices, and how she accomplished this feat defies the clichéd formulas of white vs. Native, colonizer vs. colonized in our national memory and provides us with a much needed, diverse picture of life in the early American West. Rachael Schnurr will be pursuing her Ph.D. next fall at Princeton University.

Despite all of the limitations imposed by the pandemic, a group of exceptional historians made this year's Speaker Series a real treat. Students and faculty greatly appreciate this forum, which exposed them to new and exciting research.



EMU Professor JoEllen Vinyard Weighs in on Current Political Strife

Extremist political groups have been in the news recently. In particular, the January 6 storming of the U.S. Capitol drew attention to disaffected voters who believe that the results of the 2020 presidential election were fraudulent. But is any of this new? How much of the rise of extremist groups can be attributed to recent developments such as the presidency of Donald Trump, the twenty-four-hour news cycle, and Internet conspiracy theories, and how much is the result of historical trends with a longer past?

Michigan is a fruitful place to examine these questions as the state has a long history of extremism. Eastern Michigan University Emerita Professor JoEllen Vinyard spent more than twenty years researching the Michigan Militia and similar movements here in our own backyard.

In her 2011 book, *Right in Michigan's Grassroots: From the KKK to the Michigan Militia*, Dr. Vinyard argued that an individual's attraction to right-wing groups correlated to his or her political views on issues, such as Second Amendment rights. Such individuals banded together out of the common belief that they were helping the government, and some were even cooperative with the federal government after the 1995 Oklahoma City bombing. Vinyard observed that previous right-wing groups were not aligned with any significant philosophical grounding. Instead, members of these groups were more locally focused. She explained that members of these right-wing movements feel that they have been left out of cultural and economic changes in the United States, and noted that the widening wealth gap in the country will only exacerbate these divisions. On February 8, 2021, Dr. Vinyard was quoted in a [New York Times article](#) about her research expertise on the history of extremist groups in Michigan.



In Memory of Professor Emeritus Reinhard Wittke, 1921-2021

On April 5, 2021, Professor Emeritus of History Reinhard Wittke passed away surrounded by friends and family, twenty days after he reached the milestone birthday of 100. Wittke was born in Drossen, Germany. His family immigrated to the United States in 1925 and settled in Trenton, Michigan. He was highly committed to education and received his Bachelor's, Master's, and Doctoral degrees in history at the University of Michigan, Ann Arbor. In 1953 he received a Fulbright scholarship and spent a year in Germany. He joined the Department of History and Social Science at Eastern Michigan University in 1956 and taught there until 1990.

In addition to being a prolific scholar and dedicated teacher, Professor Wittke is best remembered for creating the European Travel Study Program in 1959, which became the university's International Studies Program. In 1960, he began taking graduate students and teachers to Europe, which enabled them to see a myriad of historical sites, but also witness how World War II and the Cold War were shaping the continent. Wittke ultimately led 47 tours. Most of these tours were in Europe, but he also brought students to Australia, China, New Zealand, and Russia. Wittke ran this incredible program until his retirement in 1990. After his wife died, he established the Reinhard and Bert Wittke International Study Endowed Scholarship to support participation in international travel and study abroad.

All of Wittke's papers, including numerous materials related to the European Travel Study Program, are located at the EMU Archives. This collection includes 80 boxes of maps, pamphlets, photos, and other materials from the European Travel Study Program. You can listen to [Wittke's interview with P. George Bird and Alexis Braun Marks on the Archives website.](#)



These images depict Professor Wittke on his travel tours in Egypt and France, respectively. Photos courtesy of the EMU Archives.

Spotlight on the Graduate Research Conference

Every year, History students present their research at Eastern Michigan University's Graduate Research Conference (GRC). One of the four History presenters at the 2020 GRC was Marie Sarnacki, who discussed portions of her paper "The Memory and Image of Charlemagne as the Once and Future Crusading Emperor."

Marie became interested in Charlemagne in Professor Ron Delph's class HIST 506: Europe and the Crusades. "I've enjoyed all of my classes, but my favorite was Professor Delph's class on the Crusades. I love medieval history, and I learned so much." Marie explained how the class challenged her initially, but that she continued to improve throughout the semester, which was very rewarding. "It sort of feels like a journey (not entirely unlike the Crusades themselves, though no one in class ended up drinking horse blood in Antioch)."



When asked what she found most interesting about her project, Marie explained that she loves investigating historical memory. "I love studying memory and why people memorialize the past in specific ways. The most interesting part of my GRC project was looking at the evolution of the memory of Charlemagne and trying to figure out why he was so lionized for centuries after his death, as well as why he was remembered for going on crusade when he very much did not."

Reflecting on her research process, Marie explained that she often uses translations of original sources, most of which were available from EMU's Halle Library. Most of her sources involved portrayals of Charlemagne during the High Middle Ages. Some of her favorite sources were literary epic poems such as *The Song of Roland* and *The Pilgrimage of Charlemagne*. She also examined the "Charlemagne Window" in Chartres Cathedral.

Marie started the History graduate program in 2019 and is working on preparing her thesis prospectus and conducting research into the reform strategies of early child welfare organizations in the US during the late 19th and early 20th centuries. Marie is a high school English and history teacher and wants to continue teaching after she earns her Master's degree.

2020 Undergraduate Symposium Presentations

- Katelyn Beveridge **Female Genital Mutilation in Africa: Cruel or Cultural?**
Faculty Mentor: Joseph Engwenyu
- Cody Chambers **Chinese Investments in Africa: Myth, Fact and Reality**
Faculty Mentor: Joseph Engwenyu
- Kaitlyn Eby **“Yo-This Way to EMU”:
Eastern Michigan University Recruitment Marketing
Strategy, 1880-1920**
Faculty Mentor: Mary-Elizabeth Murphy
- William Hasey **The Fight for the Copley Medal**
Faculty Mentor: Mark Whitters
- Alex T. King **Resilient Women: Entrepreneurial Igbo Women,
Nigeria**
Faculty Mentor: Joseph Engwenyu
- John Milkovich **An Apologetic Defense**
Faculty Mentor: Mark Whitters
- Thomas Stanley **Powerful Women: Wangari Maathai and the Green Belt
Movement in Kenya**
Faculty Mentor: Joseph Engwenyu
- Maryam Suleyman **Powerful Women: Iron Lady, President Ellen Johnson
Sirleaf of Liberia, 2006-2016**
Faculty Mentor: Joseph Engwenyu
- Makoto Takata **Childhood and Play in Krishna Bhakti Traditions**
Faculty Mentor: James Egge
- Liza Jane Throne **West African Troops During the Burma Campaign,
1943-1945**
Faculty Mentor: Joseph Engwenyu
- Shelbie Torok **“What Right Has Such a Scoundrel to Be Honored by a
Top-Supported Institution of Learning?”**
Faculty Mentor: Mary-Elizabeth Murphy

- Isaac Vanderwal **“Only a Postponement of the Inevitable”: EMU Faculty, Unionization, and the AAUP**
Faculty Mentor: Mary-Elizabeth Murphy
- Christian Watts **Black Dissent: A Fight for Student Rights**
Faculty Mentor: Mary-Elizabeth Murphy
- Heather J Weigel **Support for Gays and Lesbians in South Africa: Tensions and Ironies**
Faculty Mentor: Joseph Engwenyu
- Joanne Wisely **Rwanda: Universal Access to HIV/AIDS Treatment 25 Years Post-Genocide**
Faculty Mentor: Joseph Engwenyu
- Leigh Young **The Battlefield Back Home: How Ypsilanti Really Felt About Fighting to Free the Slaves**
Faculty Mentor: Mary-Elizabeth Murphy

2020 Graduate Research Conference Presentations

- Fred Daniels **"A Lesson on Inhumanity: The Church and Genocide in Rwanda,"**
Faculty Mentor: Joseph Engwenyu, Faculty Mentor
- Justin Krasnoff **"Deus Intervenit, Homo Interpretatur,"**
Faculty Mentor: Ronald Delph
- Marie Sarnacki **"The Memory and Image of Charlemagne as the Once and Future Crusading Emperor,"**
Faculty Mentor: Ronald Delph
- Rachael Schnurr **"'O Zelus Imitabilis Mulieris!': The Contributions of Noncombatant Women to the Wider Crusader Movement,"**
Faculty Mentor: Ronald Delph

2021 Graduate Research Conference Presentations

- Wendy Shepard **German Prisoners of War: Re-education in America 1943-1946**
Faculty Mentor: John McCurdy
- Rachael Schnurr **Race, Womanhood, and Adaptation to Settler Colonialism in the Diaries of Mary Hobart Williams**
Faculty Mentor: John McCurdy
- Connor K. Ashley **The Failure of the Democratic Turnhalle Alliance (DTA) in Namibia, 1978-1990: The Tragedy of anti-Apartheid, anti-SWAPO Politics**
Faculty Mentor: Joseph Engwenyu
- Michael Seitter **The Emergence of the Bus in Detroit**
Faculty Mentor: Ashley Johnson Bavery
- Andre'a Ferrara **Frantz Fanon Revisited: Concerning Violence**
Faculty Mentor: Joseph Engwenyu
- Emily Murphy **Guardians of Community: Detroit Jewish Women, 1840 -1930**
Faculty Mentors: John McCurdy and Ashley Johnson Bavery
- Marie Sarnacki **Hierarchies of Reform: Prioritizing Infant Mortality in the Early American Child Welfare Movement**
Faculty Mentor: Mary-Elizabeth Murphy
- Carly Scarborough **Out on the Town: The Lives of Sex Workers in Victorian New York City**
Faculty Mentor: Mary-Elizabeth Murphy
- Cheyenne Travioli **Indigenous Resilience: Indigenous Presence Within and Outside of Detroit**
Faculty Mentor: John McCurdy

2021 Undergraduate Symposium Presentations

- Wendy Alfaro-Cruz **The Burden of Disease: The Ebola Pandemic in West Africa, 2013-2016**
Faculty Mentor: Joseph Engwenyu
- Jennifer Besler **From Tlatelolco to #Yosoy132: Student Movements, Repression, and the PRI in Mexico**
Faculty Mentor: Mary G. Strasma
- Ryan Block **Memories of a Vanished Land: The Yugoslav legacy in Modern Bosnia**
Faculty Mentor: Mary G. Strasma
- Cody Chambers **Chinese Investments in Africa: Myth, Fact and Reality**
Faculty Mentor: Joseph Engwenyu
- Dylan Chrysler **The Burden of Disease: Dengue Fever in Africa**
Faculty Mentor: Joseph Engwenyu
- Susan Dodge-Doak **Neurological Connections: Addiction & the Divine**
Faculty Mentor: Mark Whitters
- JuliAnna Ebeling **The Women's Rights Project, The United States Court System, and Second Wave Feminism**
Faculty Mentor: Mary G. Strasma
- Jordan Hammerberg **The Roots of the Waterloo State Recreation Area**
Faculty Mentor: Richard Nation
- William Hasey **The Fight for the Copley Medal**
Faculty Mentor: Mark Whitters
- Yanni Kefallinos **The Home of Ossian Sweet**
Faculty Mentor: Mary G. Strasma
- Alex T. King **Resilient Women: Entrepreneurial Igbo Women, Nigeria**
Faculty Mentor: Joseph Engwenyu
- Sister Mary Vianney Lyon **Fort Wayne, Indiana: City of Three Rivers**
Faculty Mentor: Richard Nation
- John Milkovich **History as Artistic Inspiration: Playwriting**
Faculty Mentor: Ronald Delph
- John Paquette **"Don't Be Afraid to Tell Your Stories": The Afterlives of the All-American Girls Professional Baseball League**
Faculty Mentor: Mary-Elizabeth Murphy
- Nicole Rinkel **Womanspace: The Creation of EMU's Women's Studies Program in the 1970s**
Faculty Mentor: Mary-Elizabeth Murphy

- Michael Scheske **“Don’t Worry, I’m Careful”: The Michigan Murders, 1967-1969**
Faculty Mentor: Mary-Elizabeth Murphy
- Riley Shepherd **Videla, Nixon, and Kissinger: Responsibility and Traumatization in Argentina**
Faculty Mentor: Mary G. Strasma
- Katherine St. Amand **Agricultural Settlement Patterns of French Canadians in Lower Canada and Michigan**
Faculty Mentor: John Wegner
- Olivia Stuck **“An Excellent Example of Wretched Bureaucratic Excess?”: Eastern Michigan’s Mascot Controversy**
Faculty Mentor: Mary-Elizabeth Murphy
- Kirk Suchowesky **Sleight of Hand: Soviet Anti-Religious Practices Continued in a Post-Communist Russia**
Faculty Mentor: Jesse Kauffman
- Liza Jane Throne **West African Troops During the Burma Campaign, 1943-1945**
Faculty Mentor: Joseph Engwenyu
- Katie Tingstad **Jewish Resistance to Anti-Semitism in Michigan During the Twentieth Century**
Faculty Mentor: Mary-Elizabeth Murphy
- Nate Turner **“I do not think it is alarming... there is no need of panic.”: Michigan’s 1918 Influenza Epidemic**
Faculty Mentor: Mary-Elizabeth Murphy
- Nate Turner **The Burden of Disease: Towards HIV/AIDS Universal Access Treatment in Botswana**
Faculty Mentor: Joseph Engwenyu
- Ryan Williams **The Florida Disaster: What Went Wrong for Al Gore in the U.S. Presidential Election of 2000**
Faculty Mentor: Mary G. Strasma
- Joanne Wisely **Contested Civic Space: The Piazza della Signoria in Medicean Florence**
Faculty Mentor: Ronald Delph
- Nathaniel Yocum **Hippocracy: Student Activism and the Human Rights Party in Ypsilanti**
Faculty Mentor: Mary-Elizabeth Murphy

2020 & 2021 JoEllen Vinyard Essay Prizes

First Prize

Joanne Wisely

“From Genocide to Universal Access: The Development of HIV/AIDS Healthcare in Rwanda”

Faculty Mentor:

Joseph Engwenyu

Runner Up

Leigh Young

“The Battlefield Back Home: How Ypsilanti Really Felt about Fighting to Free the Slaves”

Faculty Mentor:

Mary-Elizabeth Murphy

First Prize

John Paquette,

“Don’t Be Afraid to Tell Your Stories’: The Afterlives of the All-American Girls Baseball Team”

Faculty Mentor: Mary-Elizabeth Murhy

Runner Up

Scarlet Bringard,

“A History of Transgender People”

Faculty Mentor:

John McCurdy

2020 Undergraduate Scholarships

Jenna Berry:	Fred J. Ericson Memorial Scholarship
Taylor Gardiner:	Friends of History & Philosophy Endowed Scholarship
Khariane Gray:	George R. York History Endowed Scholarship
Skylar Johnson:	Neil McLarty Merit Award Scholarship
Yanni Kefallinos:	Elizabeth S. Adams Memorial Endowed Scholarship
Sr. Simeon Marie Lademan:	Esther Walker Barnard History Endowed Scholarship
Katherine Lake:	Fred J. Ericson Memorial Scholarship
Sr. Mary Vianney Lyon:	George R. York History Endowed Scholarship
Katherine St. Amand:	Elizabeth Warren Endowed Scholarship

2021 Undergraduate Scholarships

Taylor Gardiner:	Neil McLarty Merit Award Scholarship
Khariane Gray:	George R. York History Endowed Scholarship
Yanni Kefallinos:	Fred J. Ericson Memorial Scholarship
Andrea Mello:	Esther Walker Barnard History Endowed Scholarship
MacKenzie Smith:	Elizabeth Warren Endowed Scholarship
Kyle Whitman:	Elizabeth S. Adams Memorial Endowed Scholarship

2020 Graduate Scholarships

Maryanne McNutt	Richard Henry "Hank" Abbott Memorial Endowed Scholarship
Holden Morter	Richard Davis Goff Endowed Scholarship
Emily Murphy	Opperman Fellowship in History
Rachael Schnurr	Opperman Fellowship in History

2021 Graduate Scholarships

Julia Moore	Opperman Fellowship in History
Emily Murphy	Opperman Fellowship in History
Cheyenne Travioli	Richard Henry "Hank" Abbott Memorial Endowed Scholarship

2021 Undergraduate Theses

Joseph Aninos	"The Crucible of Christendom: Roman Catholicism and the reign of Franz Joseph" Faculty Advisor: Jesse Kauffman
Alexandria Miller	"Phoenician Funerary Masks and Pendant/Head Beads: A Feature Analysis and Catalogue" Faculty Advisor: Phil Schmitz
Makoto Takata	"Children and Childhood in the Bhagavata Purana and Its Theatrical Traditions" Faculty Advisor: Jim Egge

2021 Undergraduate Theses

Katherine St. Amand	"Agricultural and Settlement Patterns of New France in the Seventeenth and Eighteenth Centuries" Faculty Mentor, John Wegner
Kirk Suchowesky	"Sleight of Hand: Soviet Anti-Religious Practices Continued in a Post-Communist Russia" Faculty Mentor, Jesse Kauffman
Joanne Wisely	"Contested Civic Space: The Piazza della Signoria in Medicean Florence" Faculty Mentor, Ron Delph

2020 M.A. Theses

- Joyce Goik **"Elizabeth Bacon Custer: How She Challenged the 'Cult of True Womanhood'"**
Faculty Advisor: Mary-Elizabeth Murphy
- Philip Kotwick **"Student Activism at Eastern Michigan University, 1961-1970"**
Faculty Advisor: Steven Ramold

2021 M.A. Theses

- Justin Krasnoff **"The Contributions of Edward A. Pollard's The Lost Cause to the Myth of the Lost Cause"**
Faculty Advisor: Steven Ramold
- Alex Logan **"The Formation of a Greater Romania: A Study of the French Influence on Romanian Nationalism and Nation-State during the Great War"**
Faculty Advisor: Jesse Kauffman
- Lacey Opdycke **"Women with Their Eyes on the Stars': The Women Airforce Service Pilots' Fight for Recognition, 1939-2016"**
Faculty Advisor: Steven Ramold

2020 & 2021 History and Social Science M.A. Graduates

**John Frye
Joyce Goik
Isaac Klooster
Justin Krasnoff
Rachel Maschke
Kristen Schnerer**

**Eric Gills
Kellen Kennedy
Philip Kotwick
Alex Logan
Lacey Opdycke
Colleen Smith**

History Faculty Accolades & Scholarship

Ashley Johnson Bavery, *Bootlegged Aliens: Immigration Politics on America's Northern Border* (Philadelphia: University of Pennsylvania Press, 2020).

Winner of the Best First Book Award, Immigration & Ethnic History Society

Jesse Kauffman, "Death, Commemoration, and the Era of Total War in Europe," in *The Routledge History of Death since 1800* (New York: Routledge, 2020).

John G. McCurdy, *Quarters: The Accommodation of the British Army and the Coming of the American Revolution* (Ithaca: Cornell University Press, 2019)

Honorable Mention, 2019 Book of the Year, American Revolution Roundtable of Philadelphia

_____. Georgian Papers Programme Fellowship at Windsor Castle, 2020.

_____. Eccles Centre Visiting Fellowship, British Library, 2021.

Mary-Elizabeth B. Murphy, "Black Women Are Victims of Police Violence, Too," *Washington Post*, July 24, 2020.

_____. "Black Health Matters: The Wisdom of Ionia Rollin Whipper," *Washington History*, November, 2020.

_____. "African Americans in the Great Depression and New Deal," *Oxford Research Encyclopedia*, (Oxford University Press, December 2020).

Philip Schmitz, "Appendix," in "The Phoenician Inscription from Nebi Yunnis Reexamined," *Katsu*, 2020.

Donations Help EMU History

If you are able, please consider making a donation to the History Section at Eastern Michigan University. We use your donations to help fund our undergraduate and graduate students in a variety of ways by offering scholarships to defray the cost of tuition, study abroad, travel to archives, and assistance in writing an M.A. thesis. This type of support has a tremendous impact on our students.

All donations can be made here: <https://www.emich.edu/foundation/give/>

Keep in touch with all of your updates!: emu_history@emich.edu

Follow us on Social Media:

